



# A-B-C on Romani youth

(VERSION A)





## MAIN GOAL

Raise awareness on the challenges and discrimination romanì and traveller people face in European societies

## OBJECTIVES OF THE SESSIONS

- Define the right terminology to use in relation to romanì communities;
- Analyse and debunk harmful stereotypes and prejudices towards romanì and traveller individuals and communities.
- Analyse the media representation of romanì and traveller people and how it reinforce prejudices and discrimination;

## DURATION FORESEEN

2 hours 30 minutes

## NEEDS (FOR THE SPACE)

One big room with at least one table

## FOR WHOM

Staff and active volunteers of organisations

## STEP BY STEP DESCRIPTION

**Introduction (30'):** Participants are sitting in a circle and they are asked to share one word or concept that comes to their mind when talking about romanì people. It can be something they believe in, or something they used to hear in their daily life. A facilitator writes all the concepts shared into a flipchart.

When everybody has shared their ideas, one of the facilitators who is part of the romanì community, explains the general history of the romanì people, the local context and the right terminology to use when talking about romanì people.





Using as reference some of the sentences and words written by the participants, they can start the debunking process of some stereotypes and narratives revolving around romanì and traveller people.

**The Tierlist of Hate (60'):** This activity is meant to reflect on the media representation of romanì people, and the stereotypes reinforced and perpetrated towards the community by western culture and mainstream media. Previously, the facilitators should have created a template of a tier list (see handout 1).

Participants are then divided in groups of max 6 people and they are asked to rank, in the provided templates, 9 news articles and cases of media representation of romanì people, from the least (D) to the most (S) harmful based on the criteria of antigypsyism described before. The articles and materials are provided by a QR code, and they are categorised by a number.

NOTE: We suggest finding articles from national newspapers and websites in the language of the target group.

Participants will have 15 minutes to read all the articles and materials and make first an individual tier list, defining their personal criteria on how to rank. Then, they will have max 20 minutes to combine all the individual lists in one single group ranking, defining criteria that are fitting the whole group. Each group then presents in plenary their ranking.

NOTE: If the facilitators think it is needed, they can provide a moment of stress release to keep the negativity away from the previous part.

It follows a debriefing in plenary, possibly keeping all the rankings visible, with the suggested questions:

- *Did you have any strong disagreements in your group?*
- *If you did not manage to reach an agreement: in which statement and why?*
- *Did you notice any significant differences between your group tier list and that of other groups?*
- *Which criteria did you set to classify the S tier articles?*





- *Do you think statements like these should be allowed or banned completely? Where would you draw the line?*
- *How much fake news is reinforcing those harmful representations?*

The facilitators, then, go one by one on each article, debunking and further explaining each of the misrepresentations presented, providing sources to fact-check each of the information.

### **Break (15')**

**The Virtual Gallery (45')**: This final activity is meant to discover the richness and the history of the romanì people. The facilitators meet the participants outside the workshop room, and invite the group to visit a “special museum”, where they will find a gallery about the romanì people.

Participants will have 20 minutes can go around different decorated corners with their smartphones and headphones, where they will find QR codes containing links to a virtual exhibition telling the history of the romanì people, correct terminology, first-person narratives and interviews, up-to-date data, as well as romanì art and performances.

NOTE: This Gallery needs to be adapted to each reality it is presented in!

The facilitators can choose to put any information they consider relevant for their local reality, since every country in Europe has different groups of romanì people and different situations revolving around them. The Gallery provided in this Toolkit will cover general sources and materials related to the European situation (see handout 2).

On the walls they can also find three papers where participants can write whatever they found impressive, what was frustrating and what they are interested to deepen even more regarding romanì culture. The pad is projected on one wall of the room, so that everybody can see the progressions. When 20 minutes are passed, the facilitators ask participants to come back to a circle, and ask participants to share their highlights regarding the Gallery.





The activity ends with a final brainstorming with the following question:

*What does my association do to prevent the exclusion of young romanì people, and what can we improve?*

NOTE: The facilitator can keep note of the main results of this debriefing, to further work on the good practices proposed and implement them in the Inclusive Action Plan. Also, a list of contacts of other organisations for romanì rights active in the territory can be presented.

### HANDOUT 1: TIER LIST TEMPLATE

S	
A	
B	
C	
D	

**HANDOUT 2:** VIRTUAL GALLERY (as an example, to be adapted to local languages and context)

[GALLERY\\_ABC on romanì youth.pdf](#)





## MATERIALS NEEDED

- Computer, smartphones and headphones
- Stationery
- Flipchart paper
- VirtualGallery handout
- Tier List template handout
- Articles from local and national newspapers on romanì people.

## TIPS FOR TRAINERS

- The workshop can be triggering for participants, and especially those coming from romanì communities. Be careful throughout the delivery to not reinforcing harmful stereotypes and hate speech.
- All the templates provided in this toolbox reflect the general European context. Please, when delivering the workshop, find literature and articles about the local reality where the workshop is delivered.

## FURTHER READINGS

<https://rm.coe.int/adi-rom-2020-27-final-antigypsyism-causes-prevalence-consequences-poss/1680a6d053>

