



2021-1-DE02-KA220-ADU-000029489



RESTORE

RESTORE

PROVIDE SOCIAL PATHWAYS FOR ROMA PEOPLE

PR1: IDENTIFICATION OF CIVIC EDUCATIONAL MODELS FOR DEMOCRATIC PARTICIPATION OF ROMA ADULTS

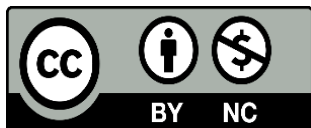
TRANSNATIONAL REPORT (AUSTRIA, GERMANY, GREECE, NORTH MACEDONIA HUNGARY)

Erasmus+ Programme

KA220-ADU - Cooperation partnerships in adult education

Written by Dimitris Patsalidis,

Symplexis



Legal description – Creative Commons licensing: The materials published on the RESTORE project website are classified as Open Educational Resources' (OER) and can be freely (without permission of their creators): downloaded, used, reused, copied, adapted, and shared by users, with information about the source of their origin.



Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



1. Introduction	Page 2
2. Summary of Desk Research. Similarities & differences in the situation of Roma populations and the range of social inclusion and civic engagement policies in the project's participating countries.	Page 3
3. Summary of educational needs in each participating country	Page 5
3.1 Austria	Page 5
3.2 Germany	Page 6
3.3. Greece	Page 8
3.4 Hungary	Page 9
3.5 North Macedonia	Page 10
3.6 List of common educational needs	Page 12
4. Suggestions on the learning objectives for the civic education of Roma	Page 13
5. List of good practices for Roma civic engagement	Page 16



Introduction

This transnational report is the result of a research carried out from May to August 2022 in the framework of the European funded project RESTORE (project no. 2021-1-DE02-KA220-ADU-000029489) by the project partners: Institute for Roma and Minorities Integration (DE), BK Consult GbR (DE) Vienna Association of Education Volunteers (AT), Symplexis (EL), AKMI (EL), RRC - Roma Resource Center (MK) and ROMAVERSITAS ALAPITVANY Citizens Association for Support of Marginalized Groups (HU). This report includes results of national surveys and reports in the 5 participating countries of Austria, Germany, Greece, Hungary, North Macedonia, on:

- ❖ the situation and specific characteristics of the Roma population in these countries,
- ❖ policies for political education, mobilization, and social inclusion of Roma,
- ❖ the learning needs of Roma population in relation to their active political participation,
- ❖ good practices concerning the political education and participation of Roma.

The report is the result of desk research, online questionnaires for interested Roma citizens, adult educators or professionals dealing with Roma political education and social inclusion, as well as focus groups with concerned Roma citizens and expert adult educators and professionals working in the field of Roma social inclusion in each of the participating countries of the project.

Both the research and the transnational report aim to make recommendations on the learning objectives that an OER capacity building programme for Roma could have, and corresponding educational measures and tools aimed at political education, mobilisation, information and promotion of active citizenship for our Roma fellow citizens.



2. Summary of Desk Research. Similarities & differences in the situation of Roma populations and the range of social inclusion and civic engagement policies in the project's participating countries.

Based on the desk research we can say with relative certainty that all the participating countries are home to heterogeneous Roma populations with different numbers of populations, generally mostly the result of population estimations combined with the demographic data available in each country. There are participating countries in the project with significant Roma populations in proportion to their population such as Hungary, North Macedonia and Greece, and countries with smaller Roma populations in proportion to the total population such as Germany and Austria. In these countries there are common challenges and problems in the well-being and inclusion of Roma in local societies with different conditions and levels of social inclusion from country to country. A common feature observed among these different populations in the participating project countries is generally the marginalization faced by Roma in each country¹, social stigma (racism and discrimination against Roma people) and their exposure to situations of poverty, economic insecurity, inadequate housing, unemployment, or unstable and precarious work, as well as Roma people's low participation in education compared to non-Roma citizens in these countries. At the same time, the lack of Roma participation in political and social life outside the Roma settlements and micro-society was also observed in all project countries.

Based on the desk research we can say with relative certainty that all the participating countries are home to heterogeneous Roma populations with different numbers of populations, which are generally mostly the result of population estimations combined with the demographic data available in each country. There are participating countries in the project with significant Roma populations in proportion to their population such as Hungary, North Macedonia and Greece, and countries with smaller Roma populations in proportion to the total population such as Germany and Austria. In these countries there are common challenges and problems in the well-being and inclusion of Roma in local societies with different conditions and levels of social inclusion from country to country. A common feature observed among these different populations in the participating project countries is generally the marginalization faced by Roma in each country, social stigma (racism and discrimination against Roma people) and their exposure to situations of poverty, economic insecurity, inadequate housing, unemployment, or unstable and precarious work, as well as Roma people's low participation in education compared to non-Roma citizens in these countries. At the same time, the lack of Roma participation in political and social life outside the Roma settlements and micro-society was also observed in all project countries.

In most of the countries participating in the project, the Roma are recognized by the state as a minority, with the exception of Greece, where the Roma do not identify themselves as a minority but as an integral part of Greek society and the state does not recognize them as a minority. However, in all participating countries discrimination, hate speech and racist rhetoric towards Roma is observed. At the

¹ With the exceptions that in some countries e.g., in Austria, Germany and Greece, in some areas a part of Sinti, Austrian Roma, or Greek Roma especially of the younger generation may be more socially integrated or educated than older generations of Roma or Roma immigrants coming from the Balkans.



same time, in some countries it is observed that Roma have elected candidates at the level of national parliaments and national politics (e.g. North Macedonia) while in other countries Roma have elected representatives either in local or regional government, in regions and municipalities with significant Roma populations e.g. Greece), or that Roma have a status of self-governance and representation (e.g. Hungary) while in some of the participating countries either they have not been elected to any local or national office or no such data is available. Finally, it is observed that different measures and political action programs are implemented for the social inclusion and active participation in social and political life of the heterogeneous and diverse Roma populations residing in the participating countries of the project.



In **Austria**, local government and its structures are largely used in the social integration of Roma, with facilities and services accessible to both local Roma and Roma migrants from other countries, ensuring the greatest possible participation of vulnerable groups. The latter is realized through mentoring programs, through guidance in an appropriate language on education and its structures, the labor market and housing, while the degree of inclusion of Roma and vulnerable groups is part of the municipal authorities' assessment of multimodal social inclusion.



In **Germany**, the political responsibility and implementation of the policy for the social integration of Sinti and Roma is the responsibility of the federal states. The measures and programs covered by this policy are aimed at language teaching and education, training and entry into the labor market and the social integration of Sinti and Roma. At the same time, civic education in the education system provides for the prevention and combating of anti-Gypsyism and the empowerment of the Sinti and Roma through education and their empowerment-support structures. However, there is a lack of support programs for disadvantaged Sinti to remain in education and training and a lack of free language courses for non-German-speaking Roma.



In **Greece**, the national policy for the social integration of Roma is implemented by both the regions and the local government in cooperation with the national authority, the Secretariat for Social Solidarity and Poverty Alleviation (Ministry of Labor and Social Affairs). In the 4th pillar of policy measures concerning the active participation of Roma in social and political life, actions are implemented by the municipalities and Roma organizations to support and empower Roma youth and women, promote Roma participation in local society and cooperation with local government through Roma mediators, the participation of Roma organizations in consultation on local community issues and peer to peer learning models for Roma.



In **Hungary**, the national Roma strategy provides for the preservation of Roma identity and community and the exercise of their rights as citizens through programs and educational measures, as well as their entry into the labor market through funded programs especially in areas with large Roma populations, but their education focuses primarily on the preservation of their identity, languages and culture, and neglects the need to expand and develop Roma political skills for their active citizenship.



In **North Macedonia** the national strategy for Roma inclusion includes policy measures for their social and political active participation, for combating discrimination and for ensuring equal treatment and opportunities for Roma in employment, education, training, and social inclusion.

Finally, one of the most important findings of the desk research is the absence in almost all the participating countries (apart from awareness raising or information activities) of specialized education/training programs for the Roma population on active citizenship and active participation in public life, as well as training on issues of representation and participation in the political system of the country concerned.

3. Summary of educational needs in each participating country

This part of the transnational report summarizes the results of the educational needs and particularities of the target group per country, as they emerged from the online questionnaires and the responses and comments received from the specialized focus groups and interviews with interested Roma citizens and interested Adult Educators and Professionals dealing with Roma social inclusion.

It is noteworthy that in all the participating countries the respondents from the Roma target group agreed that Roma political participation is at low levels, that trainings and educational measures for Roma civic participation would be useful and effective for their community, can enhance Roma participation in the social and political life of each country and can contribute positively to the social integration of Roma in general. At the same time, the majority of trainers and support professionals for Roma social inclusion in all participating countries also consider it important to create tailor-made educational measures and tools for training on social and political participation issues, while highlighting the absence of measures and specific programs for Roma concerning their political education for active participation.

3.1 Austria

From the combined data of the research questionnaires and the focus groups we can draw the following useful conclusions about the educational needs of Roma learners:

- ❖ Basic language skills (reading, writing, speaking) in Austrian German are essential for attending civic education programs and trainings. In Austria, not all Roma adults speak German, which makes it difficult even for non-German-speaking or uneducated Roma to participate in such trainings.
Need: The language of the educational material and trainings needs to be simple and targeted to the language capacity of the target group.
- ❖ The majority of Roma consider that participation in a civic training program will help them to find better employment opportunities and to integrate socially.



Need: The capacity building training and the training material should focus on the social integration and employment opportunities.

- ❖ The majority of Roma consider the use of new technologies important to modernize training and many know how to use new technologies mobile phones and tablets however although distance learning allows Roma adults more freedom, those without IT and new technology skills will not be able to attend a training that includes new technologies.

Need: The capacity building training can use new technologies to provide more freedom but it can exclude Roma without IT skills, however, the use of face-to-face trainings and the use of specialized Roma mediators can remove some of the barriers.

- ❖ A large part of Austria's Roma who are Austrian citizens are more socially integrated but without much political participation, while there are specific areas where Roma are less integrated and not active at all. Programmes need to have elements of Roma cultural identity to be attractive and to motivate Roma learners to attend.

Need: The capacity building training must include elements of Roma cultural identity to be attractive and to motivate Roma learners to attend.

- ❖ Participants need to improve their communication and other skills.

Need: The capacity building training must provide ways for the learners to improve their communication and social skills.

- ❖ Austrian Roma appear to be aware of basic EU rights, European values and the principles of unity and diversity.

Need: Austrian Roma need to learn more in depth about their civic rights and EU rights, the European values and principles of unity and diversity.

Barriers to the participation of Roma in public life and in programs related to active citizenship education in Austria:

- Lack of motivation to be trained to participate in public life.
- Language barriers.
- Lack of appropriate educational/training level and corresponding skills and knowledge.
- Daily problems and other important livelihood priorities.
- Lack of time due to livelihood or seeking employment.
- - Lack of information on training/education for citizens.



3.2 Germany

From the combined data of the research questionnaires and the focus groups we can draw the following useful conclusions about the educational needs of Roma learners:

- ❖ An intermediate knowledge of German (B1 level) was considered a prerequisite by integration policies for participation in a civic training programme, as language barriers could be too high for people with lower literacy skills.



Need: The language of the educational material and trainings needs to be simple and targeted to the language capacity of the target group.

- ❖ Technology skills were considered necessary for the use of electronic/internet educational platforms and apps and the use of these tools can contribute to distance learning and give flexibility to Roma adults. Most Roma respondents had skills in using new technologies, however those without IT and new technology skills will not be able to attend a training that includes new technologies.

Need: The capacity building training can use new technologies to provide more freedom but it can exclude Roma without IT skills; however, the use of face-to-face trainings and the use of specialized Roma mediators can remove some of the barriers.

- ❖ The majority of Roma believe that participation in a civic training programme would help them find better employment opportunities.

Need: The capacity building training and the training material should also focus on social integration and employment opportunities.

- ❖ Discrimination against Roma and how to address it is one of the cross-cutting issues that Roma could address politically.

Need: The capacity building training can include discrimination basics and anti-discrimination measures. Furthermore, the educational material should respond to the everyday challenges of Roma in relation to their engagement with the community.

- ❖ Roma in Germany seem to be aware of basic EU rights, have a sense of belonging to the EU and feel much more integrated in Germany than in other EU countries. They also know and can identify and report institutional discrimination and racist attitudes, discrimination in everyday life.

Need: The capacity building training must go deeper in civic rights, EU rights and anti-discrimination and ways to report discrimination

- ❖ Roma in Germany have positive role models that have contributed more to their social integration than to their engagement in public life, which do not necessarily have to be members of the Roma community, but for example activists, people of the arts, active citizens seeking social justice, etc.

Need: The capacity building training can include positive role models

- ❖ Additional help with German would be useful as it would help many Roma to complete or start an educational programme.

Need: Use of mediators during the capacity building training.

Barriers to the participation of Roma in public life and in programs related to active citizenship education in Germany:

- Lack of time due to lack of money and livelihood
- Lack of the necessary educational or technical skills,
- Lack of formal qualifications for participation.
- Lack of motivation



3.3 Greece

From the combined data of the research questionnaires and the focus groups we can draw the following useful conclusions about the educational needs of Roma learners:

- ❖ Basic language skills (reading, writing, speaking and writing) in Greek are essential for attending civic education programmes and trainings.
Need: The language of the educational material and trainings needs to be simple and targeted to the language capacity of the target group.
- ❖ The majority of Roma consider that participation in a civic training program will help them to break the stereotypical image of Roma in society, to integrate socially, to find better employment opportunities and finally to learn about their rights and to get in touch with European culture and values.
Need: The capacity building training and the training material should also focus on breaking stereotypes, social integration, employment opportunities, and civic and EU rights and values.
- ❖ The majority of Roma consider that the use of new technologies in training for Roma participation in society will improve the level of training of the population, mainly due to the creation of greater interest thanks to audiovisual media and easier access for groups outside the classroom.
Need: The capacity building training can use new technologies and multimedia but it can exclude Roma without IT skills; however, the use of face-to-face trainings and the use of specialized Roma mediators can remove some of the barriers.
- ❖ The majority of Greek Roma have not completed compulsory education, live on the edge of social exclusion and poverty in less socially integrated areas and do not know their rights as citizens of the state and the EU, do not perceive themselves as part of European culture and cannot understand the importance of European culture and finally ignore the European values of unity and diversity. The majority also cannot identify the violation of their rights and do not know to which services they can make complaints and report incidents.
Need: The capacity building training can include basic civil rights in EU, EU culture and values, discrimination basics and anti-discrimination measures, available services for complaints and reporting of discrimination incidents. Furthermore, the educational material should respond to the everyday challenges of Roma in relation to their engagement with the community.
- ❖ Some positive role models in certain areas, usually in the more socially integrated areas, these role models are usually Greek Roma men and women who are educated, socially integrated and economically successful.
Need: The capacity building training can include positive role models
- ❖ Language support will certainly be required during the trainings for Roma political participation.
Need: Use of mediators during the capacity building training
- ❖ It would be important that the training on Roma political participation addresses the rights of women, young people and especially children as the most vulnerable groups. While the programs should have elements of Roma cultural identity of the everyday problems and issues they face in order to be attractive and motivating for the trainees.
Need: Include women, youth, and children rights in the capacity building trainings and include elements of Roma cultural identity.



Barriers to the participation of Roma in public life and in programs related to active citizenship education in Greece:

- The low level of education and lack of quality education of the population. Lack of education/training and the lack of basic knowledge of Roma about their participation in public and political action, as well as the lack of information of the population about their rights and the importance of participation in politics
- The lack of quality information about the public sphere and civic engagement
- The limited access to employment,
- Poor living standards (poverty, deprivation)
- social racism, prejudices and stereotypical perceptions of non-Roma and of the institutions and public services involved in serving the Greek Roma, leading to a lack of trust and expectations of Roma in state institutions and local society.

3.4 Hungary

From the combined data of the research questionnaires and the focus groups we can draw the following useful conclusions about the educational needs of Roma learners:

- ❖ Basic language skills (reading, writing, speaking) in Hungarian are essential for attending civic education programmes and trainings.
Need: The language of the educational material and trainings needs to be simple and targeted to the language capacity of the target group.
- ❖ The majority of Roma consider that participating in a civic training program will help them to find better jobs/more employment opportunities.
Need: The capacity building training and the training material should also focus on employment opportunities, and civic engagement.
- ❖ Most Roma do not consider that the use of digital technologies in education will add value to the level of civic engagement training to Roma people.
Need: The capacity building training can use new technologies and multimedia but it can exclude Roma without IT skills; however, the use of face-to-face trainings and the use of specialized Roma mediators can remove some of the barriers.
- ❖ Several Roma growing up have been bullied, isolated, or insulted for their origin and Roma culture. However, Roma feel part of Hungary and the EU through values and elements of Roma culture, such as dance, culture and the arts, which contribute to the wholeness of being Hungarian and enhance the country's standing in Europe.
Need: It would be important that the capacity building training have elements of Roma cultural identity and make them understand and feel its importance on national and EU level.
- ❖ The Roma are aware of European values such as democracy, democratic rights, striving for equality, equal treatment, creating and maintaining democratic principles. However, Roma living in extreme poverty are often completely powerless and do not know or have insufficient resources to claim their rights.

Need: The capacity building training can include basic civil rights in EU, EU culture and values, discrimination basics and anti-discrimination measures, available services for complaints and reporting of discrimination incidents. Furthermore, the educational material should respond to the everyday challenges of Roma in relation to their engagement with the community.

- ❖ Disadvantaged groups tend to have difficulties in expressing their problems verbally,
- ❖ **Need: It would be good to use experiential or descriptive methods in the capacity building training. Organising leisure activities to which participants usually do not have access, e.g. exhibitions or theatre visits, is also considered very important and can deepen the knowledge acquired during the trainings**
- ❖ There are positive role models in Hungarian Roma communities, but also around the communities from civil society organisations supporting Roma rights.

Need: The capacity building training can include positive role models

- ❖ It requires those involved in the programme to have knowledge of the community of the people being trained.

Need: Use of mediators during the capacity building training

Barriers to the participation of Roma in public life and in programs related to active citizenship education in Hungary:

- Lack of compensation and time.
- The difficulties of livelihood and the urgent need for livelihood.
- lack of systemic programming in the field of civic education, especially for Roma target groups by NGOs due to funding constraints, even when these are organised, participants don't get their time compensated.
- Lack of systemic training programs for civic participation educators.
- Civic education is not an initiative mentioned in the National Roma Inclusion Strategy 2030.
- No participatory civic education sessions built in the state curriculum.



3.5 North Macedonia

From the combined data of the research questionnaires and the focus groups we can draw the following useful conclusions about the educational needs of Roma learners:

- ❖ Basic language skills (reading, writing, oral conversation) in the official language of North Macedonia are necessary for attending civic education programs and trainings.
Need: The language of the educational material and trainings needs to be simple and targeted to the language capacity of the target group.
- ❖ The majority of Roma consider that participation in a civic training programme will help them to overcome stereotypes towards Roma, to get involved in local politics, to broaden their perspective and worldview, to



learn about their rights and European culture, to get better employment opportunities, and to raise awareness of social issues in the community.

Need: The capacity building training and the training material should also focus on combating stereotypes, civic engagement in local level, civil and EU rights, EU culture and employment opportunities.

Need: The capacity building training could include basic competences to develop associations/organizations and appropriate training, workshops to represent the problems of the Roma community as a model of civic participation.

Need: It would be important for capacity building training to include elements of Roma cultural identity and to address everyday problems/issues they face to stimulate interest and mobilize the participation of the target group.

Need: Information should be increased, and appropriate tools should be made available to the community so that they know where to find solutions to the problems that arise.

- ❖ Most Roma think that the use of digital technologies in education will add value to the level of civic engagement training to Roma people.

Need: The capacity building training can use new technologies and multimedia but it can exclude Roma without IT skills; however, the use of face-to-face trainings and the use of specialized Roma mediators can remove some of the barriers.

- ❖ There are positive role models in North Macedonia Roma communities.

Need: The capacity building training can include positive role models

Need: The capacity building training can include basic civil rights in EU, EU culture and values, discrimination basics and anti-discrimination measures, available services for complaints and reporting of discrimination incidents. Furthermore, the educational material should respond to the everyday challenges of Roma in relation to their engagement with the community.

- ❖ It requires those involved in the program to have knowledge of the community of the people being trained.

Need: Use of mediators during the capacity building training

Barriers to the participation of Roma in public life and in programs related to active citizenship education in North Macedonia:

- Lack of skills of the population,
- Inertia and lack of interest and motivation on the part of the Roma,
- The language deficiency and language barriers encountered by the Roma due to low rates of education,
- Their distrust of the state and official bodies,
- Discriminatory policies by the institutions,
- Low self-confidence of the Roma
- Poverty



- Lack of access to institutions
- Lack of cooperation with institutions at local and national level.

3.6 List of common educational needs

From the above-mentioned training needs and particularities recorded in the national report of each country for the target group, we can broadly summarize the following for capacity building training:

- The language of the educational material and trainings needs to be simple and targeted to the language capacity of the target group. All participants in the trainings need to have at least basic knowledge (reading, writing, oral skills) of the official national language of their country of residence.
- The capacity building training and the training material should focus on the following matters among others: employment opportunities and civic engagement in local level, breaking stereotypes, civil and EU rights, EU culture and values, discrimination basics and anti-discrimination measures, available services for complaints and reporting of discrimination incidents.
- The educational material of the capacity building training should respond to the everyday challenges of Roma in relation to their engagement with the community in respect to the Roma culture and unique cultural identity.
- The capacity building training can use new technologies. The use of face-to-face training and mediators can help us remove educational barriers.
- It would be good to use experiential or descriptive methods in the capacity building training and suggest the use of study visits in places where Roma usually do not have easy access (historical and political museums, art galleries, cultural centers, parliamentary buildings).
- The capacity building training can include positive role models.
- The capacity building training should include the involvement of mediators in face-to face trainings.
- Include women, youth, and children rights in the capacity building trainings as vulnerable and under-represented groups within the target group.



4. Suggestions on the learning objectives for the civic education of Roma

Based on the data gathered from the national reports, regarding the specificities and needs of the target group, but also based on the particular characteristics and situation of the target group in each participating country, the following learning objectives for the civic education of Roma are proposed:

Knowledge	Skills	Attitude
Participants will be able to explain and describe what are their basic rights (human and political) as citizens of their country and the EU and to relate these rights to employment and its opportunities.	Participants will be able to distinguish and analyze their basic rights as citizens of their country and of the EU and to identify those rights which also protect their employment.	Participants will be able to appreciate their rights and see with new eyes their protection and their importance in their daily life.
Participants will be able to describe and explain at a basic level when their basic rights (incl. the rights of women and children) as citizens of their country of residence and the EU are being violated in their daily lives and what they can do in such a case.	Participants will be able to understand and identify any violations of their rights in their daily life and follow basic instructions for complaining and reporting the violation to competent services, institutions, and bodies.	Participants will be able to raise awareness about rights violations, understand at a deeper level the incidents of rights violations and appreciate the formal means of reporting rights violations.
Participants will be able to describe and explain in their own words what discrimination is in their everyday life and what is in place at a basic level for anti-discrimination in their country and in the EU (framework and complaint mechanism)	Participants will be able to distinguish at a basic level the acts that discriminate against them in their everyday life and to follow basic instructions for complaining about discrimination to the competent services and authorities.	Participants will be able to raise awareness about discrimination to understand at a deeper level the protection offered to them legally and institutionally against discrimination and to appreciate the formal means of complaining about the violation of rights.
Participants will be able to identify, explain and describe in their own words the basic system of government of the country in which they live (political structure, representation, separation of the three powers, who exercises	Participants will be able to name the system of government of the country and some of its main features, to distinguish and compare the three powers and to categorize the state institutions in each of these powers.	Participants will be able to appreciate and discover a new meaning of the political functioning of the country, how it affects their daily life, and the importance of Roma participation and democratic representation, and to become



legislative, executive, and judicial power in the country).		aware of the issues of political representation.
Participants will be able to describe and explain in simple terms what stereotypes are in their everyday life and what types of stereotypes exist.	Participants will be able to identify stereotypes, distinguish their types and analyze in simple terms how they affect them in their everyday life.	Participants will be sensitized to the issue of combating stereotypes and understand its importance.
Participants will be able to explain and describe in their own words basic issues related to elections: what elections are and why they take place (their importance), the types of elections (national and/or federal, regional-municipal, European Parliament elections) that exist in the country they live in, the differences between them, and the basic requirements for participation in the electoral process.	Participants will be able to understand and distinguish between the types, differences and reasons for each type of election and to follow basic instructions on how to collect the necessary documents and papers and to register on electoral lists and registers in order to exercise their electoral rights.	Participants will be able to appreciate the importance of holding elections and the value of participation and representation.
Participants will be able to describe in their own words the problems and challenges they and their Roma community face at local level and to propose causes and solutions.	Participants will be able to discuss among themselves and with Roma mediators in their area about the problems and challenges they face at the local level in their daily life, to create lists of problems, challenges and proposals for action and solutions.	Participants will collectively raise awareness towards problems and challenges in their community and appreciate the power of their community, the process of dialogue, critical reflection, and proposals for the issues they face in their community at the local level.
Participants will be able to describe in their own words how they can intervene formally or participate at the local level to speak out about their issues.	Participants will be able to follow simple instructions to participate in formal local processes (hearings, petitions, citizens' groups, meetings with institutions, stakeholders, and authorities) at the local level to speak out about the problems they face.	Participants will appreciate participating in local processes to speak out and present their problems and solutions to responsible actors and representatives.



<p>Participants will be able to describe in their own words the core values and principles that underpin the EU.</p>	<p>Participants will be able to identify EU values and principles, common to Roma values, which directly affect them in their daily lives.</p>	<p>Participants will be able to appreciate and see in a new perspective the values and principles that underpin the EU.</p>
<p>Participants will be able to describe in their own words good practices of political participation and integration of Roma in their country.</p>	<p>Participants will be able to identify and propose good practices for the political participation and integration of Roma.</p>	<p>Participants will be able to raise awareness of and appreciate good practices of Roma political education and inclusion.</p>



5. List of Best Practices from the project participating countries

No 1.

Name of Best Practice:	A Study of National Policies “Promoting Social Inclusion of Roma”
Country:	Vienna, Austria
Short Description: (300 words max)	The study was created by Marcel Fink (in co-operation with Anna Pultar), the University of Vienna, in order not only to give an overview on the situation of Roma people in Austria, namely, the social situation, geographic distribution, data gaps in the matter and nature of discrimination of Roma people but also to assess existing policy and governance framework. The latter focuses specifically on the national policy, the Austrian NRP, and poverty/social exclusion experienced by Roma and main strengths and weaknesses of existing policies and programmes from the perspective of promoting Roma integration. In Austria, the Roma and Sinti make up a tiny yet diverse ethnic minority. Some problems are common to all of these groups, while others have unique challenges. At the same time, living conditions appear to differ significantly within different groupings.
Trends and Potential Benefits from this Best Practice (250 words max)	<p>Using the information from the research it would be easier to create e-map for Roma minorities.</p> <p>Also, the project includes information on policy structure concerning Roma people, which complies with the target groups of the project. Not to mention that the research paper provides all the detailed data, which would be beneficial in the stage of field research and then also in piloting stage of the e-map, for instance.</p> <p>Key challenges are also included in the paper, which means that already existing information may give us the idea of what Roma people are facing now in terms of education, housing, healthcare and daily life in general. Only through all these aspects, Roma people can be more civically engaged and involved in society. To improve the situation, we need to identify the challenges, and apart from doing field research to detect the problems Roma people are experiencing right now, we also can use the paper as a base for the future activities.</p>
How this Best Practice could be used/ transferred (250 words max)	<p>The best way to use this research paper within the project is to collect all the necessary and vital information, so that the project may fully answer the needs of Roma minorities.</p> <p>The information stated in the work may be also used in the e-map, including in the videos or quizzes/puzzles we are going to create.</p> <p>The policies mentioned in the research paper will serve as an example of policy recommendations.</p>
Website link:	-



More Info: Overall, this paper identifies a number of structural and specific issues and obstacles that should be addressed in Austria's national Roma integration policy. To be successful, this plan would need to encompass multiple pillars, handle a wide range of policy areas, and employ a number of tools and approaches in its execution. Clearly, a wide range of different actors would have to be involved in such a plan, but it also appears to be critical to ensure that Roma people themselves had a high degree of "ownership" of the various tools used. The recommendations at the end of this paper go into greater detail on these concerns.

No2.

Name of Best Practice:	Project "SENSIRO"
Country:	Austria
Short Description: (300 words max)	<p>Austria has committed to implementing the European strategy for the social inclusion of Roma and Romnja. SENSIRO is a project that independently evaluates the resulting national strategy, which was adopted in 2011 and whose continuation was recently decided.</p> <p>The aim of the study is to find out what consequences the measures taken within the framework of the national strategy to strengthen and empower Roma and Romnja in Austria have had. The study is being conducted by the Institute of Sociology at the University of Vienna in cooperation with the target groups. Their experiences and views, which are collected in the course of the study, form the basis for an evaluation and further development of the strategy.</p> <p>The project consists, among other things, of a comprehensive survey of key actors (from civil society) and those responsible and entrusted with the implementation of the strategy. In addition, a large-scale questionnaire survey with members of the target groups throughout Austria is planned. There are different possibilities to participate in the project: on the one hand by conducting or giving interviews for the questionnaire survey, on the other hand by attending workshops and events and in connection with that by contributing suggestions and feedback to ensure a continuous discussion and further development of the project.</p>
Trends and Potential Benefits from this Best Practice (250 words max)	<p>The projects' strategies appear to be relevant in the project. All the documents can be found here https://sensiro.univie.ac.at/strategie/links-und-dokumente/</p> <p>The project's aim is interconnected with ours: empowering Roma minorities and fostering Roma inclusion.</p> <p>The project has gone through the evaluation phase, specifically the interviews with people of Roma origin, which could be additional information in the framework of the project "Restore".</p>
How this Best Practice could be used/ transferred (250 words max)	<p>The links obtain the essential information gathered with the help of the project "SENSIRO" give access to documents which obtain a lot of topics related to the current situation of Roma strategy, and strategical frameworks in terms of Roma inclusion.</p>



	The strategies foster implementation. In our case, implementation of the gathered material throughout e-learning platforms or creating and then furthering policies which will boost Roma inclusion.
Website link:	https://www.romano-centro.org/about/113-ausstellung-millionaires-of-time-2
More info:	It is being constantly updated. All the new information can be found here https://sensiro.univie.ac.at/evaluierung/aktuelles/

No3.

Name of Best Practice:	Women's counseling in Romano Centro
Country:	Austria
Short Description: (300 words max)	Due to the socially difficult situation of many Roma/Romnja and Sinti/Sintize in Austria, Romano Centro started offering counselling on social and legal issues in addition to cultural and educational work as early as the beginning of the 1990s. Over the years, it has become clear that men and women face different, partly gender-specific challenges. In order to meet the need for sensitive counselling that specifically addresses the main problems of women and girls, Romano Centro created a special offer for women in September 2013 with the life and social counselling.
Trends and Potential Benefits from this Best Practice (250 words max)	<p>The Roma women are being counselled in the next matters:</p> <ul style="list-style-type: none"> ● Migration/immigration ● Family, partnership, sexuality ● Relationship ● Identity ● Violence ● Social and economic crises ● Health ● Education ● Work <p>This best practice can be also included in the informational portal.</p>
How this Best Practice could be used/ transferred (250 words max)	<p>This is the perfect example of empowering Roma women. They must know their rights, and counselling is the best way to inform them individually and help them with matters which are foremostly important in order to lead a good life social-wise.</p> <p>We can also include it as one of the possible guides for Roma people, so that they are well-informed that there is a possibility to get individual help from a professional.</p> <p>It will foster both their inclusion and their understanding of how democracy functions in daily life.</p>
Website link:	https://www.romano-centro.org/frauenberatung



More Info: Personal and telephone counselling is provided anonymously and free of charge by a qualified social worker. Counselling is offered in German, BKS (Serbian, Bosnian, Croatian).

No4.

Name of Best Practice:	Research “Monitoring Cycles for Roma minorities”
Country:	Austria, Hungary
Short Description: (300 words max)	<p>The National Roma Integration Strategies' FIRST MONITORING CYCLE (2017) examined key structural preconditions for successful implementation, including anti-discrimination and fighting antigypsyism, governance and overall policy framework (including Roma participation, coordination structures, and use of European Structural and Investment Funds), anti-discrimination and fighting antigypsyism, and for the countries with the largest Roma communities (Bulgaria, Czech Republic, Hungary, Romani).</p> <p>The reports of the SECOND MONITORING CYCLE (2018) focus on education, employment, healthcare, and housing as key policy topics.</p> <p>The reports in the THIRD MONITORING CYCLE (2019/2020) focus on gaps in Roma inclusion policy. Issues that impede Roma integration yet have not been adequately explored or handled by Member States are examples of such blind spots.</p>
Trends and Potential Benefits from this Best Practice (250 words max)	<p>Since the report focuses a lot on the problems and gaps in Roma inclusion policy, it may also be very helpful to use these monitoring research papers to identify those problems within the project “Restore”.</p> <p>We would suggest specifically focusing on the report of the second monitoring cycle, because it complies with the needs of the project.</p>
How this Best Practice could be used/ transferred (250 words max)	<p>On the website, there are clusters for each country participating in the research, including Austria, within three monitoring cycles.</p> <p>The available public resources on the NRIS and Roma inclusion policy were examined for this paper. In addition, the paper examines and presents important existing statistics on the four policy areas of employment, housing, health, and education. Publications, documentation of the NRIS process, interviews with civil society representatives, and Romano Centro's long-term experience express the perspective of civil society. The available information can be used and included in the e-map which will guide Roma minorities and make it easier for them to get more included in the society.</p>
Website link:	https://cps.ceu.edu/roma-civil-monitor-reports
More Info:	The RCM reports are part of a research initiative financed by the European Commission that began in 2017 with the goal of increasing Roma civil society participation in the monitoring of Roma integration policies across the EU. Civil society monitoring has the added benefit of



drawing on the real experience of Roma women and men and representing their independent views.

No5.

Name of Best Practice:	Viennese Integration and Diversity Monitoring of Roma people
Country:	Austria
Short Description: (300 words max)	<p>For several years now the City of Vienna has been implementing a general integration-oriented diversity policy, which regards the diversity of Vienna’s population as an asset, without underestimating the challenges that such diversity brings. It implements numerous measures, considering in each case whether there is a need for the City Council itself to change and develop and asking to what extent the facilities and services provided by the City Council are accessible in equal measure by all Viennese citizens irrespective of their origin and are appropriate and tailored to individual requirements, and to what extent they need to be adapted to the needs, lives and social status of those with a migration background (integration oriented diversity management strategy). Implicit also is the objective of freedom from discrimination. The division of responsibilities for this new strategy was defined and the necessary structures were created in 2004. Diversity management is a cross-sectional task which involves all business divisions, departments and units. A department dedicated to this task (Municipal Department 17, Integration and Diversity) was however created which, as well as performing integration tasks in its capacity as a centre of excellence, also supports the City Council in developing this area still further. In recent years, a huge amount of effort has been invested in creating a more diversity oriented administration.</p> <p>In previous years the following priorities in particular were set:</p> <ul style="list-style-type: none"> ● StartWien immigrant coaching project ● Viennese Integration and Diversity Monitoring ● Diversity management at Vienna City Council
Trends and Potential Benefits from this Best Practice (250 words max)	All priorities were aimed at fully integrating Roma people through the labour market, education system, and healthcare, which also fosters their civic engagement in the society. What is as well important is that this integration policy helps Roma people to get to know their rights, which is a fundamental base when it comes to inclusion, especially in the daily life.
How this Best Practice could be used/ transferred (250 words max)	<p>Reading through the document stating on how the policy of Roma integration of Vienna has been conducted will help us understand how it can be implemented throughout our project.</p> <p>What has been done and what not yet is a very important thing to get aware of, so that we know where to continue or where to start policy-wise.</p>



Website link:	https://ec.europa.eu/info/sites/default/files/roma_austria_strategy_en.pdf
More Info:	Through this document Austria gives an overview of the current integrated packages of measures for the integration of Roma. The document was prepared with the help of the Federal and Provincial authorities, the Roma ethnic community advisory council [Volksgruppenbeirat für die Volksgruppe der Roma] and representatives from the countless Austrian associations which are dedicated to promoting the interests of Roma in Austria.

No6.

Name of Best Practice:	Information Centre for Sinti and Roma in Wilhelmsburg
Country:	Germany
Short Description: (300 words max)	Information Centre for Sinti and Roma in Wilhelmsburg' is assisting women and men from the Sinti and Roma minority to develop vocational prospects, in particular with regard to becoming self-employed. Participants who successfully complete the qualification modules are able to carry out specific work activities (e.g. best practices when using power saws or working with asbestos). Women work in a sewing shop as a first step to becoming self-employed. In addition to this, the contact centre helps clients to solve a wide variety of problems. The project's activities include advising young people on school and vocational training, thus supporting the work of the Youth Employment Agency.
Trends and Potential Benefits from this Best Practice (250 words max)	<p>The aim is to integrate long-term unemployed Sinti and Roma, especially young people, into the labor market. The project provides advice on how to deal with problems and how to develop personal skills and professional perspectives.</p> <p>Roma women are being trained to raise their qualifications and become self-employed. On the other hand they have been involved in practical skills development as for example sewing.</p>
How this Best Practice could be used/ transferred (250 words max)	<p>This is a good example within the notion "The most of EU funds in favor of Roma" as it brings concrete results. The operational plan of the city Hamburg was aligned with the funding priorities. It can be transferred all over the EU member states.</p> <p>The project is funded by European Social Fund in Hamburg. In the 2014-2020 funding period, Hamburg received around 78 million euros from the ESF. This amount is topped up by the Free and Hanseatic City of Hamburg by the same amount to a total of more than 150 million euros, with which various projects are funded.</p> <p>Hamburg is pursuing the following goals with the ESF in the funding period 2014-2020:</p> <ul style="list-style-type: none"> • Promoting sustainable and quality employment and supporting labor mobility



	<ul style="list-style-type: none"> • Promoting social inclusion and combating poverty and discrimination • Investing in education, training and vocational training for skills and lifelong learning <p>Above all, young people in the transition from school to work, job seekers, long-term unemployed, women and men in reconciling work and family, people with disabilities, people with a migration background, refugees and people in difficult circumstances benefit from the offers. The main focus of the ESF is to promote integration into work.</p>
Website link:	https://www.esf-hamburg.de/foerderperiode-2014-2020/projekte/esf-projects-english/9877376/qualifizierungen-und-berufliche-einstiege-fuer-sinti-und-roma-en/
More Info:	The counseling times of "Qualifications and career entry for Sinti and Roma" are currently limited. The consultation takes place Monday to Wednesday from 11 a.m. to 2 p.m. by telephone. Appointments outside of these times can also be arranged.

No7.

Name of Best Practice:	Documentation and Cultural Center of German Sinti and Roma
Country:	Germany
Short Description: (300 words max)	<p>Documentation and Cultural Center emerged in its current form and mode of operation from more than 45 years of successful civil rights work. Many members of our minority fought in post-war Germany for the recognition of their civil rights and the Nazi crimes committed against Sinti and Roma. This commitment was a major challenge for the young Federal Republic and ultimately contributed to consolidate democracy and constitutionality in Germany.</p> <p>Our examination of the past is part of a process of social understanding about our own history and identity. Through documenting and imparting of the culture and history of the Sinti and Roma in Germany and Europe we display the cultural plurality of our society and promote openness to diverse ways of life. We encourage critical reflection and discussion and thus strengthen the awareness of responsible participation in our democracy.</p>
Trends and Potential Benefits from this Best Practice (250 words max)	<p>A visit to the Documentation and Cultural Center offers the opportunity to encounter the history and the present of the Sinti and Roma and allows for an examination of the persecution of this minority during the Nazi era</p> <p>In addition we offer:</p>



	<ul style="list-style-type: none"> ● Guided tours in our permanent exhibition ● Workshops and seminar sessions on memorial education ● Study and project days on the history and persecution of Sinti and Roma as well as Antigypsyism (also possible as part of apprenticeships or further education) ● Consulting and support for presentations, term papers, equivalent determinations of school performances (German: GFS) and seminar courses ● Mediation of contemporary historical city explorations in Heidelberg ● Planning and implementation of teacher training and specialist conferences (also in schools) ● Supervision of school and university theses ● Mediation of topic-specific discussion partners and expert speakers ● Organization and accompaniment of memorial site excursions (e.g. Natzweiler and Auschwitz) ● Talks on the history and culture of the Sinti and Roma
<p>How this Best Practice could be used/ transferred (250 words max)</p>	<p>The education portal with the three pillars Educate – Meet – Change combines and links old and new online offerings of the Documentation and Cultural Center. It considers itself a learning and information platform in progress. In the future, a revised overview of memorial sites as well as a nationwide overview with educational offers on the history of Sinti and Roma and the confrontation with antiziganism will be available here.</p> <p>The Documentation and Cultural Center is an educational center providing different type of exhibitions, cultural events, workshops etc. Organized educational tours for students, teachers and stakeholders are being organized. These groups all over the Germany and the region are visiting the Center.</p> <p>Such Cultural and Educational Centers are needed all over Europe where people and stakeholders can be educated for Roma culture and History.</p>
<p>Website link:</p>	<p>https://dokuzentrum.sintiundroma.de</p>
<p>More Info:</p>	<p>Since March 1997, the Documentation and Cultural Center of German Sinti and Roma in Heidelberg has hosted the first permanent exhibition documenting the Nazi genocide of this minority. On three levels and an area of almost 700 square meters, the history of the persecution of the Sinti and Roma during the Nazi era is traced: from the gradual exclusion and disenfranchisement in the German Reich to the systematic extermination in Nazi-occupied Europe.</p>



No8.

<p>Name of Best Practice:</p>	<p>The Federal Agency for Civic Education prevents and fights Antigypsyism.</p>
<p>Country:</p>	<p>Germany</p>
<p>Short Description: (300 words max)</p>	<p>The Federal Government regards civic education as essential when it comes to preventing and fighting antigypsyism. At federal level, the Federal Agency for Civic Education (Bundeszentrale für politische Bildung, BpB) has always pursued numerous different measures dealing with group-focused enmity. Addressing antigypsyism has a key role to play in this and the Federal Agency will continue to pay great attention to this issue.</p> <p>Examples worth mentioning include grants paid to civil society organisations as part of model project funding, such as to the Documentation and Cultural Centre of German Sinti and Roma (RomArchive. The Digital Archive of the Sinti and Roma; Voices of Victims – Representative of the Nazi Genocide), and RAA Berlin (“emPower Together! Resilience Strategies against Racism”).</p> <p>In the context of tackling antigypsyism the Federal Government attaches equal importance to promoting historical-cultural education. The arts, culture, historical analysis and teaching of media literacy have a decisive and sustainable impact on strengthening our democratic values and social system</p>
<p>Trends and Potential Benefits from this Best Practice (250 words max)</p>	<p>The Federal Agency for Civic Education has various (online) publications, handouts and webpages on dealing critically with antigypsyism. One key concern is supporting those civil society forces committed to combating racism and antigypsyism.</p> <p>Some of the examples are:</p> <p>https://www.bpb.de/mediathek/audio/322752/sinti-und-roma-im-nationalsozialismus/</p> <p>https://www.bpb.de/shop/zeitschriften/izpb/9720/sinti-und-roma-als-feindbilder/</p> <p>https://www.bpb.de/mediathek/audio/326875/antiziganismus-gadje-rassismus-oder-schlicht-rassismus/</p> <p>https://www.bpb.de/mediathek/video/202423/antiziganismus-begegnen/</p>
<p>How this Best Practice could be used/ transferred (250 words max)</p>	<p>It is a good example how the Federal Government supports and will continue to promote the art and history and historical analysis of Sinti and Roma in Germany in a structurally and financially appropriate manner. As Antigypsyism has been defined as a ground for long term social exclusion of Roma and has been highlights in the “EU Roma strategic framework on equality, inclusion and</p>



	participation” , it can be transferred to other countries as a good practice as an government measures to prevent Antigypsyism.
Website link:	https://www.bpb.de
More Info:	In North Rhine-Westphalia there is contact points specifically for the victims of antigypsyism. They are to engage in special confidence-building work with Sinti and Roma communities, will be available to provide multilingual and culturally sensitive advisory services and to implement regional and supra-regional antidiscrimination programmes. Moreover, a Competence Pool on Antigypsyism was founded within these antidiscrimination structures which is tasked with expanding specialist know-how on antigypsyism and acting as a point of contact.

No9.

Name of Best Practice:	ReFIT for Roma Migration
Country:	Germany
Short Description: (300 words max)	<p>The regional pilot project called “ReFIT for Roma Migration”, launched in summer 2020 by the Baden-Württemberg Association of the Association of German Sinti and Roma and funded by the Land of Baden-Württemberg, serves as a best practice example in relation to this sectoral target.</p> <p>Working with the cities of Mannheim, Stuttgart, Ulm and Freiburg, and with the support of Heidelberg University of Education, the situation as regards equality, inclusion and participation of Roma migrants is being researched in the aforementioned four core areas in the four municipalities. Strategies for sustainably improving the situation will be elaborated on the basis of that research.</p> <p>Existing federal- and Länder-level information-sharing with Sinti and Roma self- organisations provide an appropriate setting for together discussing and moving forward on research.</p>
Trends and Potential Benefits from this Best Practice (250 words max)	Promoting research cooperation projects between self-organisations and research facilities is thus to make a key contribution to developing and improving methods for researching the social situation.



	<p>It has participatory approach by setting up of a national working group with representatives from the Federation, Länder, local authorities, academics and foundations, as well as Sinti and Roma self-organisations.</p> <p>Involving Sinti and Roma self-organisations – wherever possible – in research projects on topics relevant to them leads to better research, not by controlling results but by means of having an informative consultation process.</p>
<p>How this Best Practice could be used/ transferred (250 words max)</p>	<p>ReFIT is thus a pilot project whose analyses and approaches could, possibly, also have an impact on other municipalities, too.</p> <p>This is useful because, for example, by investigating the Federal Government’s mainstreaming measures in regard to housing, employment, education and health through studies, interviews with experts, anonymised data surveys and other research studies it is possible to conduct more precise research on the extent to which Sinti and Roma in particular benefit and where adjustments may need to be made. This also corresponds to one of the concerns raised by civil society during consultations</p>
<p>Website link:</p>	<p>https://www.mannheim.de/de/service-bieten/integration-migration/neuzuwanderung-erstintegration/neuzuwanderung-aus-suedosteuropa/refit-regionale-foerderung-von-inklusion-und-teilhabe</p>
<p>More Info:</p>	<p>NA</p>

No10.

<p>Name of Best Practice:</p>	<p>Modellprojekt Roma</p>
<p>Country:</p>	<p>Germany</p>
<p>Short Description: (300 words max)</p>	<p>Model project is about the integration of young Sinti and Roma in Berlin Neukölln</p> <p>Integration in the new homeland - a real challenge if you don't understand the language and don't know how people live!</p> <p>In a unique cooperation project between the Kepler School and the Zuckmayer Oberschule (both Berlin Neukölln) and KUBUSgGmbH, young Sinti and Roma, mainly from Romania, Bosnia-Herzegovina, Macedonia and Poland, who had moved to Berlin in mid-2010, studied every Wednesday get to know the world of work in the wood, metal and textile workshops of KUBUS gGmbH.</p>



	<p>While on the other days of the week they go to school and learn German in small classes specially set up by the Berlin school administration, they have the opportunity of practical application in manual work in the workshops of KUBUS gGmbH. You get to know working life, to work together with others, to communicate and to orientate yourself for a future job.</p>
<p>Trends and Potential Benefits from this Best Practice (250 words max)</p>	<p>Students are involved in a “safe environment” freed from the inherited stereotypes and prejudices. The constant friction at school, where they found no recognition and were confronted with the constant insults of the "dirty gypsy", could be compensated for during the project work, which had a positive effect on social interaction and helped to strengthen the sense of community. According to the teacher, this feeling of self-esteem carried over into everyday school life.</p>
<p>How this Best Practice could be used/ transferred (250 words max)</p>	<p>The project is funded in the Local Social Capital and Local Strengths program in the Neukölln district and involves more stakeholders such as schools, non profitable organisations and the final beneficial-the Roma student.</p> <p>This comprehensive approach and locally authority`s funded is in line with the integration and civic participation of Roma at local level, where a real inclusion is supposed to happen.</p> <p>The management team of the school is willing to share their experience cooperating with other schools. This a insight that this good practice might have multiply effect.</p>
<p>Website link:</p>	<p>https://kubus-berlin.de/archive/883</p>
<p>More Info:</p>	<p>NA</p>

No11.

<p>Name of Best Practice:</p>	<p>ROMED 1</p>
<p>Country:</p>	<p>Greece</p>
<p>Short Description: (300 words max)</p>	<p>The ROMED1 Programme was initiated in 2011 aiming for the training of mediators around Europe. Indeed, mediation is one of the tools recommended by most instances at European</p>



	<p>level for reducing the gap between Roma communities and public institutions, such as schools, health facilities, but also local and regional administrations</p> <p>Period of implementation: 2011 - 2016</p> <p>Main objectives:</p> <ol style="list-style-type: none"> 1. to promote effective intercultural mediation to improve the communication and co-operation between Roma and public institutions; 2. to ensure the integration of a rights-based approach in the mediation between Roma communities and public institutions; 3. to support the work of mediators by providing tools for planning and implementation of their activities which encourage democratic participation while generating empowerment of Roma communities and increased accountability of public institutions. <p>In Greece during 2011-2016, 108 mediators were trained (of which 101 certified mediators) in the following 43 municipalities/regions: Agia Sofia, Agrinio, Ahaia, Amfissa, Ano Liosia, Argos, Aspropyrgos, Athens, Attiki, Chalkida, Chios, Crete, Drosero Xanthi, Etoliko, Farsala, Illion, Imathia, Karditsa, Kavala, Kommotini, Korinthos, Kos, Lamia, Larisa, Menidi, Mesologi, Mytilini, Nea Alikarnassos, Nea Ionia Volou, Orestiada, Evros, Pyrgos, Pirri, Thiva, Rodos, Sapes, Serres, Sofades, Thessaloniki, Trikala, Volos, Xanthi, Zefiri.</p>
<p>Trends and Potential Benefits from this Best Practice (250 words max)</p>	<p>The implementation of the ROMED1 project has opened up the debate on the promotion of intercultural mediation for Roma, as a necessary process in programs that are related to the social inclusion of Roma. This laid the foundations for an informal (at the time) norm, which has since then now become accepted that any program for Roma should include the community itself, both in terms of consultation and in terms of implementation, as it knows best what its needs are and therefore how to can be met.</p>
<p>How this Best Practice could be used/ transferred (250 words max)</p>	<p>The intellectual outputs of this project can be used to train, strengthen and empower Roma mediators in the participating countries who in turn can give impetus and help Roma populations to become aware of, attend and connect with a new programme of civic education for their social inclusion.</p>
<p>Website link:</p>	<p>https://coe-romed.org/tags/romed1</p>
<p>More Info:</p>	<p>NA</p>

No 12

<p>Name of Best Practice:</p>	<p>ROMED2 - Democratic governance and community participation through mediation</p>
--------------------------------------	---



Country:	Greece
Short Description: (300 words max)	<p>ROMED2 program provides support to both local administration and Roma communities, enabling both sides to engage with each other and co-operate for concrete positive changes.</p> <p>Period of implementation: April 2013 - February 2017</p> <p>Main objectives: ROMED2 aimed to strengthen Roma participation in local decision-making by investing in local processes with Roma participation. The project aimed to stimulate and self-organise Roma communities into community action groups.</p> <p>The established community action groups engaged in structured processes of dialogue and cooperation with local authorities, promoting the needs and priorities of local Roma communities and proposing initiatives to address them.</p> <p>The expected outcomes of ROMED2 are as follows. ► Roma are aware of the current power relations, of their rights and of the opportunities for change through education in democratic citizenship and civic participation. ► Opportunities for developing competencies of members of the Roma community to engage in contribution to the development and implementation of local public policies. ► Mutual respect and trust between members of the Roma communities, the majority population and authorities, leading to concrete common action at local activities with the purpose of influencing public policies and improving the situation. ► Effective mechanisms and procedures ensuring consultations with Roma on local policies, used in a systematic way for stimulating co-responsibility and co-decision making. ► Decisions, budget implications and projects formally approved (including projects to be submitted for EU funding) resulting from consultations with members of the Roma community.</p>
Trends and Potential Benefits from this Best Practice (250 words max)	<p>In Greece, the implementation of ROMED2 focused on communities where there was a political will of local authorities to cooperate with Roma, but also a history of political and social inclusion and a level of education and living conditions of Roma communities that could support the objectives of the program. In total five (5) municipalities/regions participated in the program namely Ampelokipoi Menemeni, Halandri, Ilida, Karditsa, and Mesologi.</p>
How this Best Practice could be used/ transferred (250 words max)	<p>The project enhanced the active participation of Roma citizens who participated and cooperated with the Local Action Groups and increased their human rights-related knowledge, within the Roma community as well as their responsibilities as active citizens at the local level, further strengthening the capacity of the Local Action Groups to consult with Local Authorities and the ability to prioritize the problems and challenges of the Roma communities. Lessons learned from the LAGs can help us develop or adjust learning objectives and educational needs in our capacity building training and our OER, and use types of material as well as the preferences and experiences described by the participants.</p> <p>The participation of all relevant stakeholders at the local level, brought about significant added value. These stakeholders can be used in the implementation of new projects on Roma civic engagement</p>



	The implementation of ROMED2 has resulted in a valuable methodology and valuable material, a National Support Team as well as trained and trained and certified mediators; all of the above could be part of smaller or larger civil society initiatives. Methodology could be of use in creating new deliverables and educational activities to strengthen Roma political education for civic engagement and active citizenship.
Website link:	https://coe-romed.org/romed2/about
More Info:	NA

No13.

Name of Best Practice:	RomPLAT 2019 Development of the National Contact Point for Social Inclusion of Roma
Country:	Greece
Short Description: (300 words max)	<p>The project RomPLAT2019- Development of the National Contact Point for Social Inclusion of Roma was implemented for 12 months from 30/06/2020 to 30/06/2021 by the General Secretariat for Social Solidarity and Combating Poverty, as the European Commission's National Contact Point for Social Inclusion of Roma, funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020). The scope of the project is: to conduct three (3) two-day consultations/trainings in Athens, Patras and Thessaloniki with the participation of Roma, staff of the Roma Branches of the Community Centres and other stakeholders and individuals in four (4) thematic areas:</p> <ul style="list-style-type: none"> • Empowerment • Coexistence-Living with others • Under aged Marriages • School Dropout <p>In particular, the “Coexistence-Living with others” module was concerned with the cooperation of Roma communities with local authorities (municipalities, services, and local government bodies), peaceful coexistence with non-Roma, active participation of communities in highlighting the problems and challenges they face, and active participation of Roma in the community.</p> <p>The main objective of the project was to develop and nurture a culture of dialogue between Roma and non-Roma communities and to work together to build capacity, synergies and cooperation in local communities in line with the National Strategy for Roma Social Inclusion.</p>



	The result was holding of three (3) webinars and consultations with the participation of representatives of institutions, Roma ombudsmen and staff of the Roma branches of the Community Centres from the Regions of Central Macedonia, Attica and Western Greece.
Trends and Potential Benefits from this Best Practice (250 words max)	<ul style="list-style-type: none"> ● Awareness raising for Roma, local communities, and local authorities. ● Exploring opportunities for cooperation and peaceful coexistence. ● Facilitating Roma participation in the local community. ● Developing a method of recording the problems and challenges faced by Roma in their daily life and in their political participation.
How this Best Practice could be used/ transferred (250 words max)	This methodology as well as the themes developed could be used for the empowerment of both Roma communities/populations and the strengthening of relations between Roma local authorities and local society for awareness raising, better information and the creation of a bridge of communication and cooperation between members of the Roma communities of the non-Roma local community and local authorities with the assistance and facilitation of Roma mediators.
Website link:	https://coe-romed.org/romed2/about
More Info:	NA

No 14.

Name of Best Practice:	<i>Experiential Workshop as a good practice in Thessaloniki: "Diversity diversity as a source of knowledge"</i>
Country:	Greece
Short Description: (300 words max)	<p>The experiential seminar in Thessaloniki was attended by executives and professionals from the regions of Thessaly, Central, Eastern and Western Thessaly and the Macedonia-Thrace, Municipalities (Menemenis-Abelokipon, Kordelios), representatives of NGOs, NGOs, NGOs, Cultural and Educational Associations of Roma, Protection Centres Roma Youth Protection Centres and Roma mediators.</p> <p>The aim was to create an experiential workshop of interactive type, through an open meeting of all actors involved in issues Roma issues, with the aim of wider publicity of the respective actors involved and organisations involved at local and regional level. The workshop aimed to create new conditions for establishing a mutually beneficial relationship with the Roma mutual recognition and trust between the parties involved; and then to explore jointly exploring feasible solutions to issues Roma.</p>
Trends and Potential Benefits	In the experiential workshop the participants showed interest in the procedures, although for many of them it was the first time they had to to communicate and discuss the specific methods. In the groups Roma, Administrators, NGO working groups needed



<p>from this Best Practice (250 words max)</p>	<p>to be given more time because there was a strong need, especially in the Administrators group, in addition to to record suggestions or questions about any problems they considered important, to discuss, exchange experiences and propose good practices.</p> <p>It was interesting that most of the questions/suggestions from all groups were related to education and training. The experiential meeting was a very useful exchange of ideas and reflections. Through the experiential the participants had the opportunity to to get to know and interact with each other, perhaps even to understand each side more. The very important thing was that the participants from different cities in Greece and it was an opportunity to see what problems in the different regions and to network with each other.</p>
<p>How this Best Practice could be used/ transferred (250 words max)</p>	<p>This practice can be a policy recommendation which is considered as an output in our project. Moreover, the best practice could be transferred to:</p> <ul style="list-style-type: none"> - The aim of the experiences, in addition to developing tools and a code a communication code and code of practice for better management of common problems, is also to focus the belief that the problem is not the Roma, but anti-Gypsyism itself identified through the practices and examples of various actions institutions and associations. - The aim of creating a network will be the answer to every obstacle dialogue in the future. The existence of subgroups maintains and reinforces stereotypes.
<p>Website link:</p>	<p>-</p>
<p>More info:</p>	<p>NA</p>

No15.

<p>Name of Best Practice:</p>	<p><i>Experiential Workshop as a good practice in Halandri: "Getting to know and coexistence of Roma groups and competent services of the Municipalities dealing with the issue Roma issues".</i></p>
<p>Country:</p>	<p>Greece</p>
<p>Short Description: (300 words max)</p>	<p>The experiential workshop of Halandri was attended by the Vice-Regional Governor of Eastern Attica, the Mayor of Halandri, the Deputy Mayors of Technical Services of Technical Services and Education, as well as Municipal Councillors of the Municipality of Halandri, the Mayor of Halandri Palini and two Deputy Mayors, executives of the Attica Region and Municipalities, mainly from the fields of education and social protection, and ombudsmen, members of the Association of Greek Roma Ombudsmen. Furthermore, members of the Roma Association of Halandri "Elpida", the Association "Agios Dimitrios" of Kiafas and the Social Welfare Organization SKYTALI. The following approach was chosen as far as the exercises are concerned:</p> <p>1.Name and ball game</p> <p>Participants stand in a circle. The facilitator says his/her name out loud and The moderator calls out a name and throws the ball to someone in the circle. The next person, respectively, says the name. and throws the ball to someone else in the group. The ball must be passed once by</p>



	<p>each participant so that everyone can say their names. After this first round of names is over, the last person to hold the ball is given the ball. must remember the name of the person who threw the ball, say it out loud and return the ball to him. If mistakes are made, the process is repeated until it is completed correctly.</p> <p>2. Name game "I like it, I don't like it".</p> <p>Participants stand in a circle. Each person in turn says his or her name and something they like or dislike - they can say anything they like to do, eating, can mention an object he likes, etc. So, it becomes a first introduction to the facilitator and the participants get to know about the other people things that they have never been able to do through the the other people through their everyday life.</p> <p>The aim of the facilitators was to instill in the group three of the most basic values, cooperation and dialogue between people, regardless of their identity and life circumstances, empathy and honesty, as well as respect for others and for themselves.</p>
Trends and Potential Benefits from this Best Practice (250 words max)	<p>Using the information from the research it would be easier to create the practical activities of the training material under IO2. Moreover, the following benefits were:</p> <ul style="list-style-type: none"> - Acceptance and respect, either of their identity or of the institution that or the entity they represented, - Understanding of the problems they face either from a position - or in their everyday life
How this Best Practice could be used/ transferred (250 words max)	<p>The best way to use this practice is to integrate it into the training programme, which we are going to build under IO2. By integrating the strategy and methodology into the IO2 case studies and assessment of civic competencies of Roma people, we offer a better and experiential learning experience.</p>
Website link:	-
More Info:	<p>The aim was for the participants to experience a new, different and unique experience. experience of participation and dialogue with each other. In order to achieve the above objectives and in order to to gradually activate a group with the Roma as a common theme, in order to work to work for them, but also to go through a complete cycle of experience and contact.</p>

No. 16

Name of Best Practice:	Pécs Pride by Diverse Youth Network
Country:	Hungary
Short Description: (300 words max)	<p>Diverse Youth Network builds connections between people and communities to articulate diversity and versatility, and to inspire joint co-operations and initiatives among youth. Different groups of society share the following core values to generate increase levels in resources, synergies and capacity.</p> <ul style="list-style-type: none"> - stand up against inequality, stigmatization and all means of discrimination - contribute to empowerment by strengthening active citizenship and encouraging community participation



	<ul style="list-style-type: none"> - determined and open-minded about changing general attitudes and shaping positive public opinions - prioritize their communities` culture and tradition that create values - committed to preserve and strengthen individual and community identity. <p>Since 2021, Diverse Youth Network organizes a Human Rights Festival in Pécs, Hungary, connected with the holding of Pécs Pride, the first Pride Festival in the country outside of Budapest. The organisers involve young Roma adults in all phases of the event, from conceptualisation to realisation. During this experience, participants increase their skills in active citizenship, community building, online and offline organising. Besides developing these skills, the event also promotes a culture of dialogue between Roma and non-Roma communities who have the chance to work together to build capacity, synergies and cooperation in local communities.</p>
Trends and Potential Benefits from this Best Practice (250 words max)	A young Roma-led group that organises roundtables, community events with the participation of youth on a variety of issues, e.g. on the situation of Roma women, LGBT rights, intersectionality, etc. The project contributes to awareness raising for Roma, local communities, and local authorities on a variety of human rights issues, exploring opportunities for cooperation and peaceful coexistence.
How this Best Practice could be used/ transferred (250 words max)	All their actions are underlined by the principle of intersectionality and youth participation, which could be an important theme for other self-organising initiatives as well.
Website link:	http://diverseyouthnetwork.eu/
More info:	NA

No17.

Name of Best Practice:	Walking tours in Budapest by UCCU Roma Informal Educational Foundation
Country:	Hungary
Short Description: (300 words max)	Roma-related stereotypes and prejudices are wide-spread and general in Hungary. Due to the school- and residential segregation and the socioeconomic differences, besides the media-shown distortions, the internet-spread hate campaigns and other non-credible sources, an average non-Roma has little chance to gain factual knowledge about Roma. Uccu Roma Informal Educational Foundation (Uccu), a Hungarian Roma led civil society organization works in the field of nonformal education, social dialogue, volunteerism, and community building since 2010. Uccu is present in 4 cities of Hungary: Budapest, Pécs, Miskolc-Ózd. The mission of Uccu is to combat prejudices and stereotypes related to Roma thus contributing to a more tolerant and open society. Therefore, the organization has a double target group focusing on the community and leadership building of young Roma volunteers by offering them a



	<p>supportive and safe environment, strengthening their identity, providing a sense of belonging and personal development. Roma youth learn nonformal educational methods, the usage of their personal narratives for storytelling and managing discriminative, racist situations. These Roma youth are actively included in the creation and implementation of walking tours in district 8 of Budapest, a district with high Roma population in the capital, provided for mainly non-Roma youth and adults. The guided tour explores the subjects of Roma identity, culture, and history by offering real knowledge, personal stories, and first-hand experiences to launch a platform for meeting and engaging in a meaningful conversation.</p>
<p>Trends and Potential Benefits from this Best Practice (250 words max)</p>	<p>Innovative methods used, such as city tours that are attractive to non-Roma audiences and direct empowerment of Roma young adults in their activities.</p>
<p>How this Best Practice could be used/ transferred (250 words max)</p>	<p>Their methodology of including Roma youth and training them to run sensitization workshops and guided tours is to be used potentially in other contexts as well.</p>
<p>Website link:</p>	<p>https://www.uccualapitvany.hu/en/</p>
<p>More info:</p>	<p>NA</p>

No18.

<p>Name of Best Practice:</p>	<p>Holocaust Remembrance trainings by Phiren Amenca Network</p>
<p>Country:</p>	<p>Hungary</p>
<p>Short Description: (300 words max)</p>	<p>Phiren Amenca is a network of Roma and non-Roma volunteers and voluntary service organizations creating opportunities for non-formal education, dialogue, and engagement, in order to challenge stereotypes and racism. Phiren Amenca network creates opportunities for young Roma and non-Roma to live and engage in local communities and projects for up to one year. Placement themes may include youth and sport activities, social inclusion, arts and culture, environment, and human rights. In exchange for their engagement, the volunteers can benefit from an unforgettable life experience, intercultural learning, non-formal education, and new language skills. The members and partners of Phiren Amenca follow a strong mission to create opportunities for non-formal education, dialogue, and engagement to challenge stereotypes and racism.</p> <p>Phiren Amenca regularly organises training sessions in Auschwitz, Poland to educate young Roma from all across Europe and the world on the Roma Holocaust, its historical legacy and equip participants with skills and knowledge to raise awareness on the impact of the genocide in their local communities.</p>



Trends and Potential Benefits from this Best Practice (250 words max)	International operation connecting young Roma and non-Roma across countries. Its international dimension is exemplary in fostering cross-country and European solidarity of various Roma groups.
How this Best Practice could be used/ transferred (250 words max)	Its non-formal education methods and focus on the often underdiscussed parts of Roma history could be transferred to other civic education projects as well.
Website link:	https://phirenamenca.eu/
More info:	NA

No19.

Name of Best Practice:	Holocaust Remembrance trainings by Phiren Amenca Network
Country:	Hungary
Short Description: (300 words max)	<p>Phiren Amenca is a network of Roma and non-Roma volunteers and voluntary service organizations creating opportunities for non-formal education, dialogue, and engagement, in order to challenge stereotypes and racism. Phiren Amenca network creates opportunities for young Roma and non-Roma to live and engage in local communities and projects for up to one year. Placement themes may include youth and sport activities, social inclusion, arts and culture, environment, and human rights. In exchange for their engagement, the volunteers can benefit from an unforgettable life experience, intercultural learning, non-formal education, and new language skills. The members and partners of Phiren Amenca follow a strong mission to create opportunities for non-formal education, dialogue, and engagement to challenge stereotypes and racism.</p> <p>Phiren Amenca regularly organises training sessions in Auschwitz, Poland to educate young Roma from all across Europe and the world on the Roma Holocaust, its historical legacy and equip participants with skills and knowledge to raise awareness on the impact of the genocide in their local communities.</p>
Trends and Potential Benefits from this Best Practice (250 words max)	International operation connecting young Roma and non-Roma across countries. Its international dimension is exemplary in fostering cross-country and European solidarity of various Roma groups.
How this Best Practice could be used/ transferred (250 words max)	Its non-formal education methods and focus on the often underdiscussed parts of Roma history could be transferred to other civic education projects as well.



Website link:	https://phirenamenca.eu/
More info:	NA

No20.

Name of Best Practice:	Awareness raising through fashion by Romani Design
Country:	Hungary
Short Description: (300 words max)	<p>Romani Design is a Roma-founded, Roma-led, community-based fashion label, with complementary educational activities targeting Roma young people, especially women. In addition to designing a unique brand of clothing and accessories influenced by Romani wear traditions, Romani Design is also dedicated to providing local education by hosting creative classes for disadvantaged children and youth and editing and publishing Glinda, a Roma youth magazine.</p> <p>In its talent support program, participants receive mentoring to develop their own visual storytelling projects, through which they can influence their local communities, including non-Roma members, by showcasing their cultural heritage in modern interpretations. Participants have realised various photo shoots, community events and social media campaigns to this date.</p>
Trends and Potential Benefits from this Best Practice (250 words max)	Fashion is a very core part of cultural identity, and its use can show how rich Roma traditions are to both Roma and non-Roma communities. Many young Romani people are interested in fashion, thus creative storytelling activities attract a lot of interest from the Roma community.
How this Best Practice could be used/ transferred (250 words max)	Several youth/educational Roma organisations could use the Romani-method: storytelling through arts and design.
Website link:	https://romani.hu/en
More info:	NA

No21.

Name of Best Practice:	Promoting good governance and Roma empowerment at local level
Country:	North Macedonia



<p>Short Description: (300 words max)</p>	<p>The European Union/Council of Europe Romacted Program II in the Western Balkans and Turkey is a consolidated and expend effort program to improve the integration of Roma population in local communities through enhanced participation in local policymaking and implementation of local actions. The ROMACTED program assists the local authorities to integrate Roma specific measures into the mainstream local policies, action plans, budgets and public service delivery, thereby enhancing democratic participation and empowerment of local Roma communities.</p>
<p>Trends and Potential Benefits from this Best Practice (250 words max)</p>	<p>This project pursues improvement of local democracy, accountability, inclusiveness and responsiveness towards Roma citizens and thereby improved delivery of services. The program is designed to build up political will and sustained policy engagement of local authorities, to enhance democratic and local governance and t build up capacity and stimulate the empowerment of local Roma communities to contribute to the design, implementation and monitoring of plans and projects concerning them through:</p> <ul style="list-style-type: none"> - Empowering Roma on the individual level (assisting people to practice their basic rights and to expand their capacity and skills), as well as on the community level (assisting people to get organized to voice out their interests around community problem solving, and - Improving and expanding the institutions’ commitment, capacities knowledge and skills in working for Roma inclusion, putting in practice the concepts of good governance; - Contributing to preparation of the local development actions that aim to improve the quality of life for Roma and to reduce the gap between Roma and non-Roma, including in relation to mitigating the effects of the Covid 19 pandemic.
<p>How this Best Practice could be used/ transferred (250 words max)</p>	<p>This best practice can be used and transferred on any local level as it is designed for the exact purpose to provide help to the local authorities not only the Roma community within the inclusion on local level. By partnering and through good mapping and research the best practice can be easily transferred after assessing the needs of the local Roma community in any of the partnering countries, as this is a EU/Council of Europe suggested program. R=The program adapts its actions and activities to each beneficiary and to each selected location from the beneficiaries, in order to fit in the policy cycle and to the dynamic and reality of each municipality, thus bringing an additional input to existing policies and practices for an effective and more inclusive functioning.</p>
<p>Website link:</p>	<p>https://www.coe.int/en/web/skopje/promoting-good-governance-and-roma-empowerment-at-local-level-romacted-ii-1</p>
<p>More Info:</p>	<p>n/a</p>

No22.

<p>Name of Best Practice:</p>	<p>National Strategy for Roma in the Republic of North Macedonia</p>
--------------------------------------	--



Country:	North Macedonia
Short Description: (300 words max)	Due to the challenges in everyday life faced by the Roma population as the most marginalized in society, the Republic of North Macedonia in accordance with the Strategic Framework of the European Union for Roma Support and Inclusion creates the second National Strategy for Roma 2022-2030. When defining the list of priorities for strategic action, the basic cornerstone are the experiences of the state institutions that in their everyday work meet with the current problems of the Roma population. Significant contribution in this regard have had: the experiences and research conducted by citizens' organizations and individuals: comparative experiences and already promoted Roma strategies in the countries of the region; as well as the areas that the Roma Decade participants chose as the most acute.
Trends and Potential Benefits from this Best Practice (250 words max)	<p>Promotion and development of the socio-economic, legal position, cultural and linguistic rights of the Roma in the Republic of North Macedonia by ensuring adequate and equitable access to public goods and services, where the Roma community participates equally in building an inclusive society based on elimination against all forms of discrimination, anti-Roma sentiment and poverty.</p> <p>Starting from the vision, the national strategic framework for Roma presented in this strategy provides guidelines for addressing the challenges faced by Roma in social inclusion and in the realization of human rights.</p> <p>Hence, the general objectives are:</p> <ul style="list-style-type: none"> - to reduce and eliminate the socio-economic gap between the Roma and the rest of the non-Roma population in the Macedonian society, - to reduce poverty and unemployment among the Roma population, - to conduct an effective fight against discrimination and anti-Gypsyism by promoting equality and ensuring the full participation of Roma in society.
How this Best Practice could be used/ transferred (250 words max)	As all of the partners are engaged and have its National strategy for Roma as EU members, the usage and transfer of the key measures and objectives of the NS for Roma from North Macedonia can be easily repaint in other countries official documents. Therefore, a prior assessment and statistical operations are need to be done for more observant image of the general living of the Roma community in partnership countries. Also CSO and NVO engagement in the processes is more than emphatic.
Website link:	https://www.mtsp.gov.mk/content/pdf/2022/Strategija%20za%20inkluzija%20na%20Romite%202022-2030%2003-02-2022%20finalna%20verzija.pdf
More Info:	n/a

No23.

Name of Best Practice:	Roma Inclusion Activity
-------------------------------	-------------------------



Country:	North Macedonia
Short Description: (300 words max)	The aim of the Roma Inclusion Activity is Roma community members and civil society organizations (CSOs) take leadership roles in the development and implementation of national policies and strategies to empower Roma inclusion, and to hold government institutions accountable for addressing Roma and needs. Through a partnership between the USAID and the Institute of Research and Policy Analysis Romalitico, promotion of actions to address the human rights issues that Roma communities, themselves, have identified as priorities. The Roma Inclusion Activity supports public education activities that empower Roma to use mechanisms for protection and addressing violations of their human rights. The activity will empower the community to participate in local decision-making processes and include their priorities in the local agenda.
Trends and Potential Benefits from this Best Practice (250 words max)	The Activity aims to diminish stereotypes and prejudices against Roma people by reducing their vulnerability to economic destitution and lessening their dependence on public assistance. By support of activities to increase the general public's awareness of Roma needs and the Roma community's potential to contribute to society.
How this Best Practice could be used/ transferred (250 words max)	This best practice could be used or transferred with the help of the CSOs by engaging themselves in inclusion and empowerment processes of Roma community on local or national level through clear state of the goals of the National Strategies for Roma in all partnering countries, how are they being implemented and how is this civic engagement of Roma being stated in these Strategies. Through public education activities could be provided much easier usage or transferring of this best practice.
Website link:	https://www.euro.who.int/en/countries/north-macedonia/news/news/2021/11/roma-communities-build-resilience-to-emergencies-in-north-macedonia
More Info:	n/a

No24.

Name of Best Practice:	Move Your Finger - "Mrdni so prst"
Country:	North Macedonia
Short Description: (300 words max)	The "Move Your Finger" initiative aims to raise public awareness of the various opportunities for social change that are in the domain of each individual, as well as to offer ideas and opportunities to contribute to specific activities within the community in which citizens can involve, individually but also collectively.



Trends and Potential Benefits from this Best Practice (250 words max)	By encouraging civic actions and initiatives for increased involvement of each individual or collective through ideas and individual responsibility to make a certain social change in the any region.
How this Best Practice could be used/ transferred (250 words max)	Through a publishing call for actions in which interested citizens in cooperation with institutions will have the opportunity to propose and initiate ideas through creative access and internet activism, as well as through advocacy that will contribute to change in their local community.
Website link:	https://khamdelcevo.org.mk/%D0%B3%D1%80%D0%B0%D1%93%D0%B0%D0%BD%D1%81%D0%BA%D0%B0-%D0%B2%D0%BA%D0%BB%D1%83%D1%87%D0%B5%D0%BD%D0%BE%D1%81%D1%82/
More Info:	n/a

No25.

Name of Best Practice:	Civil Society - Citizen Participation
Country:	North Macedonia
Short Description: (300 words max)	Civic participation as a concept is an essential component of a healthy democratic society. Engaged citizenship, ie. citizens who are actively involved in the betterment of their communities and their country are of great benefit to civil society and a key indicator of healthy communities, a democratic state and satisfied citizens.
Trends and Potential Benefits from this Best Practice (250 words max)	The Potential benefits of the project are invigorate citizen engagement in political and social life, simulate civil society to press for democratic reforms, especially relating to contentious issues and improved synergies and alliances to strengthen civic responsibility.



How this Best Practice could be used/ transferred (250 words max)	Through civic Activism and Participation is designed to empower citizens and young people to recognize the ways they can engage in their communities and to provide different novel mechanisms for their participation, oversight and advocacy will stimulate genuine civil society organizations to address contentious issues and press the government to undertake democratic reforms and cooperation and mobilization will promote greater CSO mobilization, cooperation and solidarity. It will support actions jointly developed through CSO partnerships and networks, forums for exchange of experiences, and discussions of mutual problems, possible solutions and future activities.
Website link:	https://reactor.org.mk/en/usaaid-civil-society-project/
More Info:	n/a