**PEER training Bulgaria June 8/9th 2015 10-6pm**

NB: This is an approximation of the training as some things happened spontaneously, responding and changing according to the flow of the session and at different times to what is outlined here

**10 am Intros** – Me, Participants, Name badges, Attendance list

1. **About PEER** – about empowerment of Roma young people
2. **This training** ..intentions

Introduction to Action Research

Experiential learning

Different activities and techniques

How to organise and manage groups

Think about how we can use these approaches with young Roma

Participants hopes and expectations for the training? (COMPLETE first part of form WS2 – ET2B on p.24)

Consent forms

1. **Warmer**
2. Something in your life you were not happy with and managed to change
3. Something in your life you were un happy with and were unable to change

What helped? What hindered?

**10.30**

1. **Participation and empowerment** – what is it? .... Rights etc

**Community mapping** – draw a map of your area – include on it key landmarks, eg churches, public squares, parks, shops, schools, places to eat, main routes etc (Or just write these in boxes)

Red post its – where young roma feel excluded and not welcome. Say why on the post it.

Green post its – where young roma feel happy, respected and part of the community. Say what makes a difference.

**11.00**

1. **About action research** – reflection learning and action ..AR cycle, How different to trad research: Reflect on situation for young roma

 Learn more (analyse)

 Plan action, Take action

 Review / reflect ..etc

**10.45**

1. **Starting with real lives – assessing / reflecting on the situation of young Roma ...**

Examples of different ways of capturing stories from experience eg: visuals, photovoice, rap, rivers of experience, photos, neighbourhood walks.

**Questions /flips round wall**

**H form evaluation –** how well are young roma able to influence what happens in their lives and communities?

**Empowerment line –** what does it mean for Roma young people to be empowered/not empowered in their lives/communities?

**Matrix ranking** (important for young roma to have a voice in their community, is important for roma to have influence in wider society, Young roma are treated with respect, young roma are able to make decisions about their lives, young roma should do what their families tell them, young roma know about their rights as citizens)

**Inclusion / exclusion in society line** – where are young roma and say why

**Opportunities for young people to contribute to decisions** (in family, in community, in school, with friends, in services (eg care and support services,) in municipal government, in national government) agree /disagree

**Barrier wall** (to participating as equal citizens)

**Solutions tree**

* 1. **Tea break and look at responses on posters**

**11.50** Analyse: Plenary discussion: - What are you noticing seem to be some of the big issues for Roma Participation and empowerment? (positives and negatives)

Capture on post its on poster

**12pm Photovoice: - Opportunity for reflection/deepening understanding ......** what we are learning affects whether young roma feel empowered and able to participate as equal citizens or not?

Identifying underlying themes

Priority issues and questions

**1pm Lunch** (make sure spider tool is complete and issues are on post its for diamond ranking)

Energizer: Untangling game – lesson in working together, and importance of communication and dialogue

**SPIDER TOOL –** get participants to rate 0-4 for how things are now for young roma for all these issues.

**Diamond ranking** – if you had to prioritize the changes needed, what would you prioritize?

Arrange post its in order of importance in a diamond shape

**Solution tree** - What needs to happen for young roma to feel more empowered? And watering can and fertilizer..

 .... put easier ones lower down and ideas that are harder higher up the tree.

**2pm Developing change**

Choose one issue from photovoice you are interested in and want to work with – split into groups, different groups work on different issues

**Task: Envisioning exercise: Produce a NEWSPAPER FRONT PAGE about how you would like the situation to be.** (Include a headline, visuals and some text)

Think about the steps you need to take to get there ..footprints activity

Implementation grid: What , How, Who, Possible challenges, Evaluation Criteria (0-4)

**3.30 Break**

4.00 pm Present posters

**4.30 Reflections on approaches and techniques used. (Do as a focus group)**

Which activities worked well for you?

Which activities did not work so well ? How would you improve them ?

Were there any points when people were left out?

How could we improve the training?

How could we use these approaches with young Roma?

**6pm Close**

**Day two – 9pm-1pm**

**9am Intro**

Reflections on yesterday ..things you want to make sure we discuss today.

Today ..space to think about what we have learnt and what we need to do in going forward with the training and setting up action research projects with young Roma.

**Objectives:** Reflect on what we have learnt yesterday

 Review what you might do in the 6 sessions

Think about next steps

 Discuss practice standards

 Information and Consent forms

 Evaluate this training

**Onion discussion -** What excites you and what scares you about using action research with young roma in this project?

Reflect on Onion discussion process

**9.45 Review action research process**

**AR:** “Practice based research that challenges and changes values and practices”

“The idea is simply that people work together to understand how to change their world”

AR diagram

Phases:

* Starting from stories from experience ... experiences of participation
* Critically reflective inquiry into these experiences , eg Asking why the situation is as it is.

Learning more ... about why Roma have these experiences ... talk to others, find out more/different perspectives. (Who do we need to talk to)

* Identify priority issues to work with/change
* Young people develop plan of action ...could be:
	+ Pursuing a research question: for example “How can we empower young roma to participate more in decisions /making change in their communities?”

..Research might involve talking to other young people and adults, but could also involve evaluating young people’s experiences of participation in decisions or evaluating a youth council

* + But could also be taking action / carry out AR projects and learning from that process ..
* Taking action (doing research / project (eg campaign, changes in community)
* Young people reflecting on what they have learnt

**Think about how to transpose action research phases into 6 SESSIONS:**

**Things to think about.**

Important for workers to provide support

Regular contact with young people – frequent catch ups to reflect on learning from project.

Think about how to capture learning and experience from project

What opportunities are there for young people to have a dialogue with adults/professionals

**10.15 Activity:**

Work with people you normally work with.

 Think about how you will work with Young Roma.

 What will be the focus in each of the 6 sessions?

 What are some of the issues and projects you/they might undertake? How will you do this?

**10.45 Break**

**11.15 F/b ideas from small group work**

**11.45** Participation standards, consent forms

12.15 Evaluation forms

Afternoon session: Outstanding issues and questions

Organizational issues

 **Closing 1 hour activity – Final bonding/celebration activity**