**Training Module**

**and materials for the training**

**for professional and general public**

***Activities for children, who are not***

***enrolled in preschool, and their parents***

**Prepared by:**





**2016**

**Introduction**

The training module is addressed to teacher trainers working with ECEC professionals. It presents background, theory, and activities needed to conduct training on activities for children, who are not enrolled in preschool, and their parents, with special focus on Romani children and their families.

1. **Theoretical background**

**ECEC policies in EU from 1990 to 2002**

Increasing the access to ECEC has been one of Europe’s priorities since 1992 following the publication of the Council Recommendations on Childcare (92/241/EEC). However, at the beginning of the 1990s the main driver for supporting the expansion of ECEC services was women’s participation to the labour market, which was accompanied by concerns about a more equal sharing of occupational, family and upbringing responsibilities between women and men. This means, that early childhood services were conceived - at that time – more as services for working parents than as services for children.

A first shift of perspective took place in 1996 when the European Commission’s Network on Childcare published the 40 Quality Targets (European Commission, 1996). The document consisted of a Proposals for a Ten Year Action Programme for the improvement of ECEC policies across Europe. In this document, ECEC services were conceptualised for the first time as the expression of children’s rights to receive appropriate care and education since their early years, rather than as services for working parents. Despite the cultural influence that the 40 Quality Targets had in shaping policy debates and practices at local and regional level across EU, the document was never officially adopted by the Commission that considered it too ambitious (Lazzari, 2015).

Up to the beginning of 2000, EU official policies in regard to ECEC were mostly concerned with a quantitative expansion of provision as attested by the well-known Barcelona Targets (Presidency Conclusions, 2002) - *33% coverage for children 0-3, 90% attendance 3-6 years old* - which make no reference to quality, nor to their educational role, and only 6 countries had achieved targets for both age groups. Therefore it became increasingly clear that – if progress is to be made – it is necessary to move beyond a mere quantitative approach focused on the expansion of provision in order to embrace a long-term political vision grounded on shared values and meanings of ECEC for children, families and society at large (Lazzari, 2015).

**The role of ECEC is important…**

An increased number of studies have been funded by the European Commission in recent years with a main focus on the educational and social role of ECEC, for example:

* 2009: European Commission, Eurydice, Education, Audiovisual and Culture Executive Agency (2009). *Tackling Social and Cultural Inequalities through Early Childhood Education and Care in Europe*;
* 2011: Urban, M., Vandenbroeck, M., Peeters, J., Lazzari, A. in van Laere, K. (2011). *Competence Requirements in Early Childhood and Care. Final Report*;
* 2012: Lazzari, A. in Vandenbroeck, M. (2012). *Literature Review of the Participation of Disadvantaged Children and Families in ECEC services in Europe*;
* 2014: European Commission/EACEA/Eurydice/Cedefop (2014). *Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures*.

Overall, the findings of these studies show that ECEC play a crucial role in:

* enhancing children’s educational achievement and preventing early school leaving;
* ensuring equal educational opportunities; and
* tackling social and cučtural inequalities (Lazzari, 2015).

It is in fact demonstrated that while all children benefit from ECEC attendance, those who benefit the most are the ones who are coming from a disadvantaged background.

...**but certain conditions are needed!**

**HIGH QUALITY**

Findings from research studies show that only services that provide high quality ECEC can make the difference in fostering children’s cognitive and socio-emotional development. ECEC of high quality entails positive effects on cognitive and socio-emotional development (Lazzari and Vandenbroeck, 2012; Burger, 2010). These effects are particularly salient for children at risk of social exclusion (EACEA, 2009). On the contrary, low quality ECEC provision may actually impair children’s development, doing more harm than good and contributing to increase inequalities rather than reducing them (NESSE, 2009).

**GENERALISED AND EQUITABLE ACCESS**

Children from low-income and migrant families are less often enrolled in ECEC services, and when enrolled they are more often found in lower quality ECEC provision and tend to be more often absent and less often listened to (Ghysels & Van Lancker, 2011; Noailly, Visser, & Grout, 2007; Vandenbroeck & Lazzari, 2014)

In this sense, research show clearly that we cannot talk about quality without talking about equality as the two are not only mutually interdependent but also complementary. This call for an effort directed toward increasing not only the QUALITY but also the ACCESSIBILITY of ECEC services (Lazzari, 2015), as stated in the Communication ‘*ECEC: providing all our children with the best start for the world of tomorrow*’ released by the European Commission in 2011.

**What literature and research say?**

ECEC services are the least used by children of ethnic minorities, children from single-parent families and other social disadvantaged groups (European Commission, Eurydice & EACEA, 2009), and children of ethnic minorities and low-income families are increasingly facing the problem of access to ECEC services (Vandenbroeck and Lazzari, 2013). It is also clear that *“Least advantaged children are least represented in ECEC services!”* (Woodhead, 2014).

In this respect, the importance of outreach work should be stressed:

*“Out-reach work is an important way of making ECEC services useful and desirable.* *As children from disadvantaged families are under-represented in ECEC services, out-reach activities are the first step toward building bridges of trust between marginalised groups and ECEC services.* *Linking this work to the activities of locally established voluntary organisations with well-developed and high-trust relationship with marginalised groups can be effective.”* (OSI, 2006).

Outreach work is important because all children have the same right to education, that is stressed in three important documents in terms of human and child’s rights:

* The Universal Declaration of Human Rights, 1948, Article 26;
* The Declaration of the Rights of the Child, 1959, Principle 7;
* The Convention on the Rights of the Child, 1989, Article 28.

In terms of social, demographic and economic factors, outreach work is also very much important, since it can make sure that with the information we gather in the field, we can ensure useful, accessible, affordable, quality and desirableECEC services.

Since children from disadvantaged backgrounds, among whom also Romani children are, are facing major challenges in terms of poverty, social exclusion and poor home learning environment, a growing need for high quality ECEC programs exist. Study *Effective Provision of Pre-School Education* (EPPE) *Study* (Sylva et al., 2004) revealed that:

* vulnerable children benefit the most from quality early childhood programs;
* interactions among children who come from different backgrounds (different families, cultures, ethnicity, socio-economic status, different linguistic environment, different conditions and opportunities for learning, etc.) must be enabled;
* enrolling pupils in ECEC can mitigate social inequalities and promote better student outcomes overall;
* enrollment in ECEC services improves all aspects of a child's cognitive and social development (for example, independence, concentration, cooperation, relationships with peers);
* earlier the child was enrolled in preschool (before three years of age), better intellectual results were achieved; better relationships with their peers at the age of three years were developed.
1. **Outcomes of the training**

Participants will:

* learn about the importance of quality ECEC programs, important especially for vulnerable groups of children (including Roma);
* learn about current EU policies that justify the need for implementation of the Activities for children, who are not enrolled in preschool, and their families;
* learn about recent research data that justify the need for implementation of Activities for children, who are not enrolled in preschool, and their families, with special focus on Romani children;
* learn about the situation regarding integration of Romani children in the educational system of EU countries, compared to non-Romani children ;
* learn the reasons for non-inclusion of Romani children into educational system;
* explore the possibilities for overcoming the reasons for non-inclusion in their national/local environment;
* learn about building trust among Romani families, educators and preschool institutions;
* learn about building cooperation among key actors (preschool management, professional staff, Romani families, Romani and local community);
* research concepts of quality practice as a key prerequisite for successful inclusion of Romani children in the ECEC system;
* learn about the situation of Romani community in partners’ countries in general and in regard to inclusion in the ECEC system;
* develop competencies for ensuring greater participation rates of Romani children in quality ECEC programs;
* share and learn about the existing implementation of the Activities for children, who are not enrolled in preschool, and their parents in other countries;
* explore new possibilities of the implementation of the Activities for children, who are not enrolled in preschool, and their parents in each country;
* share and learn about the process of developing Linguistically, culturally and developmentally appropriate multilingual material for children (picture books) in each partner country;
* explore the possibilities how to upgrade the picture books developed so far within the project;
* explore the possible uses of the picture books and other didactic material in implementation of the Activities for children, who are not enrolled in preschool, and their parents;
* develop and get to know with basic guidelines to be followed in order to successfully implement Activities for children, who are not enrolled in preschool, and their parents;
* learn from each other and support each other.

Training includes a combination of presentation of theory and participants’ activity. Activities include individual work, as well as small and large group activities. The training is intended to stimulate intellectual thinking, as well as personal responses. Time for reflection is embedded in the agenda.

1. **Activities (training agenda)**

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| ***Day 1*** |
| **Session 1**(1,5 h) | Welcome message Introduction of participantsIntroduction of the outcomes of the training Participants’ expectations  |
| **Session 2**(1,5 h) | Rationales for implementation of the *Activities for children, who are not enrolled in preschool, and their parents* (research based data):* ECEC policies in EU
* children's rights
* social and economic factors
* poverty
* social inclusion
* home environment
* impact of quality ECEC for disadvantaged children
 |
| **Session 3**(1 h) | Challenges in regard to *Activities for children, who are not enrolled in preschool, and their parents*  |
| **Session 4**(2 h) | Participation rates of Romani children in the education system and reasons for low participation ratesEnsuring greater participation rates of Romani children in quality ECEC programs:* *Key principles of a Quality Framework for Early Childhood Education and Care;*
* *ISSA Quality Principles;*
* *Quality Framework for Early Childhood Practices in Services for Children Under Three Years of Age.*
 |
| Reflection of the Day 1 of the training  |

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| ***Day 2*** |
| **Session 5**(1,5 h) | Main messages from the first dayOpen questions |
| Implementation of the *Activities for children, who are not enrolled in preschool, and their parents* - peer to peer learning  |
| **Session 6**(1,5 h) | Implementation of the *Activities for children, who are not enrolled in preschool, and their parents* - peer to peer learning  |
| **Session 7**(1,5 h) | Identification of possible uses of the picture books and other didactic material in implementation of the *Activities for children, who are not enrolled in preschool, and their parents*  |
| **Session 8**(1,5 h) | Joint development of guidelines for implementation of the *Activities for children, who are not enrolled in preschool, and their parents*, based on discussions during the training and experiences of all participants  |
| Open questionsReflection |

**DAY 1**

***Session 1***

**a) Welcome message and introduction of participants**

The welcome and introduction are important as they set the tone for the training. Be sure to introduce yourself in some detail so the participants know something about you both professionally and personally. Then use a short warm-up activity to encourage people to meet, get to know and start talking to each other. You can use for example an activity *“The Story of Your Name”:*

1. First you need to find a partner (someone you do not know).
2. Explain to your partner what your name means (if anything) and where it comes from (you can also talk about your nickname, changing your name, how much do you like/do not like your name).
3. You have 2 minutes to tell the story of your name. The person who is listening is not allowed to ask questions.
4. After that you need to change the roles – you are the one who is listening, and the partner is telling you the story of his/her name.
5. At the end of this activity each person will introduce the story of his/her partner to the larger group.

It is also important to inform the participants of any logistics, such as:

* location of washrooms
* use of facilities in the training centre
* times for meals and any special events
* turn off mobile phones
* etc.

**b) Introduction of the outcomes of the training**

Review the aims and objectives of the training - what participants will know, feel, and be able to do as a result of the training. It is good to have PP slide for it.

**c) Participants’ expectations**

***Materials required:***

* post-it of different colours (yellow, blue, green)
* pens,
* flipchart with the name “Mosaic of expectations”.

Each participant gets 3 post-its. On a yellow post-it they write, how would they like to feel during the training, what kind of feelings would they like to experience. On a blue post-it they write, what would they like to learn during the training, what kind of knowledge and skills they would like to gain. On a green post-it they finish the sentence: *I don't want/like…* When they finish, they put their feedbacks on the flipchart with the name “Mosaic of expectations”.

At the end of the second day of the training, the facilitator comments and reflects on information obtained during the activity “Mosaik of expectations”.

***Session 2***

**Rationale for implementation of the *Activities for children, who are not enrolled in preschool, and their parents* (research based data)**

***Outcomes:***

* learn about the importance of quality ECEC programs, important especially for vulnerable groups of children (including Roma);
* learn about current EU policies that justify the need for implementation of the Activities for children, who are not enrolled in preschool, and their families;
* learn about recent research data that justify the need for implementation of Activities for children, who are not enrolled in preschool, and their families, with special focus on Romani children.

***Materials required:***

* Handouts (PPT Session 2\_RATIONALES)
* Theoretical background description (see nr. 1 of this Module)
* papers
* pencils/crayons

***Description of the implementation***

1. Group work (brainstorm): in order to make a smooth introduction into the topic, ask participants the following questions, one question after another (slide 2):
	1. … why is ECEC (early childhood education and care) important?
	2. … which are the key roles of ECEC?
	3. … what ECEC provides / enables / prevents / encourages / etc. / ?
	4. … why is it important to implement *Activities for children, who are not enrolled in ECEC, and their families*?

Make sure that you write down all their answers (first, the first question and their answers, then the second question and their answers etc.). While writing down their answers or at the end of this activity, try to categorise the answers in categories, e.g. “better child development”, “parent support”, “social inclusion” etc. This will help participants to better understand the need for quality ECEC and *activities for children, who are not enrolled in preschool, and their parents*.

1. Mini-lecture on main EU policies on ECEC (slides 3-7; Theoretical background description).
2. For better insight into how your countries are doing in terms of enrolment rates in ECEC, you might want to introduce some figures about the enrolment rates in the past years (on slide 8, the case of Slovenia is presented).
3. Group activity: in the case of Slovenia, the enrolment rates dropped down, so this situation was used to think about why this had happened and who are the children, who are not enrolled in ECEC services (slide 9). If the case for your country is similar, you can use the same question. If it is not, try to think about: *How successful is your country in bringing the most disadvantaged children into ECEC services?*
4. Mini-lecture on outreach work (slides 10-11; Theoretical background description).
5. Group activity: Why is outreach work important? (slide 12). With this activity, you can make smooth transition into the presentation of research based data, that follow next. This activity is important also because if we know, why outreach activities are important, we will be better advocates for the equal access to ECEC provision for all children.
6. Mini-lecture on research based data, telling why *activities for children, who are not enrolled in preschool, and their parents*, are important. Research based data on/about: children's rights; social and economic factors; poverty; social inclusion; home environment; impact of quality ECEC for disadvantaged children (slides 13-20; Theoretical background description).

***Session 3***

**Challenges in regard to *Activities for children, who are not enrolled in preschool, and their parents***

***Outcomes***

*Participants will:*

* explore the possibilities for overcoming the reasons for non-inclusion in their national/local environment;
* learn about and try out strategies for:
	+ implementation of Activities for children, who are not enrolled in preschool, and their families;
	+ building trust among Romani families, educators and preschool institutions;
	+ building cooperation among key actors (preschool management, professional staff, Romani families, Romani and local community);
* learn about the situation of Romani community in partners’ countries in general and in regard to inclusion in the ECEC system;
* develop competencies for ensuring greater participation rates of Romani children in quality ECEC programs;
* share and learn about the existing implementation of the *Activities for children, who are not enrolled in preschool, and their parents* in partner countries;
* explore new possibilities of the implementation of the *Activities for children, who are not enrolled in preschool, and their parents* in each country.

***Materials required:***

* Handouts (PPT Session 3\_CHALLENGES)
* Papers (A4)
* pencils/crayons
* Flip chart papers

***Description of the implementation:***

1. Individual work (slide 2); cca 5-7 minutes

Participants individually reflect / think about the following:

* What is your personal whish / ideal / effort / … / in regard to Activities for children, who are not enrolled in preschool, and their parents?

*(What would you like to see in the future / what do you strive for in regard to*

*Activities for children, who are not enrolled in preschool, and their parents?)*

When they have reflected / thought about, they should write their answer (end the following sentence):

* My current question / concern / doubt / professional challenge in regard to Activities for children, who are not enrolled in preschool, and their parents, is ...

2. Work in pairs (slide 3); cca 10-13 minutes

Each participant should share his/her personal challenge with a colleague in pair.

Starting from their personal wish and current question, they should develop one joint professional challenge in regard to Activities. This joint challenge should be formulated it as concrete as possible.

The description of a professional challenge should start with a word “how”:

*Example*: How could we ensure / stimulate / explore / support / build trust / understand the differences / …

3. Work in small groups (slide 4); cca 20 minutes

Form groups of 2 pairs.

Share your jointly developed professional challenge with colleagues in group.

In the small group, develop / draw / dramatize (act) / … /:

* + - a slogan / (catch) phrase / motto; or
		- a promotional leaflet; or
		- a campaign; or
		- a work plan etc.

that will help you overcome this particular professional challenge, connected to the Activities for children…

Share it with others!

Important: Make sure you plan enough time for discussion, since sharing and learning from each other is very important part in this activity.

***Session 4***

1. **Participation rates of Romani children in the education system and reasons for low participation rates**

***Outcomes:***

* learn about the situation regarding integration of Roma children in the educational system of EU countries, compared to non- Roma children ;
* learn the reasons for non-inclusion of Roma children into educational system;
* explore the possibilities for overcoming the reasons for non-inclusion in their national/local environment*.*

***Materials required:***

* Handouts (session 4; slides 1-10)
* papers
* pencils/crayons

***Description of the implementation***

1. Mini-lecture on the situation regarding integration of Roma children in the educational system of EU countries, compared to non- Roma children (Slides 2-7);
2. Work in small groups: discussing the reasons for non inclusion of Roma children into educational system; writing down the findings/ideas; reporting from groups;
3. Mini lecture on the reasons for non inclusion of Roma children into educational system (Slides 8, 9);
4. Work in small groups: exploring the possibilities for overcoming the reasons for non-inclusion in their national/local environment; discussing the topics, writing down the ideas; reporting from groups.
5. **Ensuring greater participation rates of Romani children in quality ECEC programs:**
* *Key principles of a Quality Framework for Early Childhood Education and Care;*
* *ISSA Quality Principles;*
* *Quality Framework for Early Childhood Practices in Services for Children Under Three Years of Age*

***Outcomes:***

* research concepts of quality practice as a key prerequisite for successful inclusion of Romani children in the ECEC system

***Materials required:***

* Handouts (session 4; slides 11-22)
* papers
* pencils/crayons

***Description of the implementation***

1. Mini-lecture on importance of quality ECEC programmes for vulnerable children (slides 12, 13), answer of EU to this issue in conceptualising the European quality framework (slides 14-20); showing the parallel to ISSA quality principles, introducing the ISSA quality principles (slide 21)
2. Work in small groups: reflecting on 2 questions (see below), writing down the ideas and sharing/reporting from groups. 2 questions for reflection:
* How to use ISSA principles in practice?
* How can ISSA principles help us in building quality practice?

***Closure of the Day 1*** (**Reflection of the 1st Day)**

***Materials required:***

* Post it notes
* pencils

***Description of the implementation***

1. Each of the participants individually answers those 4 questions:
	* 1. Write down 3 new things learned today
		2. Write down 2 things you will share with your colleagues
		3. Write down 1 thing you would like to explore more.
		4. Is there anything you would like to change today?

**DAY 2**

***Sessions 5 and 6***

1. **Warm up activity; Main messages from the first day; Open questions**

Before you begin with responding to feedback from participants regarding Day 1 of the training, it is important to implement a warm up activity in order to develop group dynamics and introduce participants slowly from their every-day practice to training activity. You can use different activities by your choice. Plan the activity in advance – you may need any material!

When you did a warm up activity, it is important to spend some time responding to feedback from participants regarding Day 1 of the training. It is also important that there is time set aside for participants to consolidate what they learned on the first day.

Be sure you have reviewed participants’ questions prior to beginning Day 2 of the training. If you are training with a partner, review the questions and your planned responses together.

Respond to questions or comments that you received from the Day 1 feedback. Begin with answering the simpler questions. If there are two trainers, take turns answering the questions. Of course, you may also build on each other’s responses.

You may also wish to ask participants to share their experiences in response to questions, as appropriate.

Review the outcomes for the training and the agenda for Day 2. Remind participants what has been done to address the training outcomes up to this point and tell them what will be addressed today.

1. **Implementation of the Activities for children, who are not enrolled in preschool, and their parents - peer to peer learning**

***Outcomes:***

* share and learn about the existing implementation of the Activities for children, who are not enrolled in preschool, and their parents in several countries
* explore new possibilities of the implementation of the Activities for children, who are not enrolled in preschool, and their parents in each country

***Materials required:***

* Flipcharts,
* pens/markers,
* PPT presentation (Session 5 and 6 - Peer to peer learning)

***Description of the implementation:***

The participants should be divided into smaller groups. Each small group gets a flipchart paper and pens/markers. Participants in each small group share their experiences, methods and main findings regarding the implementation of the Activities for children, who are not enrolled in preschool, and their parents, focusing on:

* target groups,
* information campaign,
* aims and goals,
* forms and contents,
* benefits for children, parents, professionals,
* challenges.

They write their findings on a flipchart. After the work in small groups is finished, each group presents their conclusions to other participants. After each presentation, other participants are invited to express their opinions and comments about the presentation. Based on the given presentations of small groups, the facilitator makes a reflexion and final summary.

Important: For this session, it is good to have a co-trainer to make notes, or that one of the participants take notes from small groups’ presentations. All the information and experiences that participants will share - *in this session and through the whole training* - are a basis for the last session (session 8): *Joint development of guidelines for implementation of the Activities for children, who are not enrolled in preschool, and their parents, based on discussions during the training and experiences of all participants.*

***Session 7***

***Outcomes:***

* share and learn about the process of developing Linguistically, culturally and developmentally appropriate multilingual material for children (picture books) in each partner country
* explore the possibilities how to upgrade the picture books developed so far within the project
* explore the possible uses of the picture books and other didactic material in implementation of the Activities for children, who are not enrolled in preschool, and their parents

***Materials required:***

* picture books,
* other linguistically, culturally and developmentally appropriate multilingual material for Romani children,
* PPT presentation (Session 7 - Picture books)

***Description of the implementation:***

Each partner country brings along and presents Linguistically, culturally and developmentally appropriate multilingual material for children (picture books) they have succeeded to develop so far, even if the product is not yet completed. After the presentation of the picture books that are being developed within the project, also other didactic material that are appropriate for working with Romani children and their parents are presented (e.g. ERI from Slovenia presents the multilingual picture books and materials for empowering Romani families that were developed within the project *The Increase in Social and Cultural Capital in Areas with a Roma population*). A small workshop follows the presentation, in which the participants think about and share their opinions on following questions:

* How can you upgrade your picture books developed so far?
* What are the possible uses of the picture books and other didactic material in implementation of the *Activities for children, who are not enrolled in preschool, and their parents*?

Based on the opinions given by the participants, the facilitator makes a final summary.

***Session 8***

**Joint development of guidelines for implementation of the *Activities for children, who are not enrolled in preschool, and their parents*, based on discussions during the training and experiences of all participants**

***Outcomes:***

* develop and get to know with basic guidelines to be followed in order to successfully implement *Activities for children, who are not enrolled in preschool, and their parents*.

***Materials required:***

* Notes from sessions 5 and 6 (peer to peer learning)
* Notes from discussions held during 2-days training
* PPT presentations from sessions 2 and 4
* Theoretical background description (point 1 of the present Training module)
* Flip chart papers
* pens/markers.

***Description of the implementation:***

1. Work in small group (cca. 30 min):
* Form small groups (e.g. of 4 participants from the same country/from the same pre-school), and give each group a flip chart paper and some pens/markers;
* Each group should develop their own guidelines for the implementation of the *Activities for children, who are not enrolled in preschool, and their parents.*

Important: into the guidelines, groups should include everything they find important for implementation of the *Activities,* but should also focus on topics that are missing in their current implementation of the *Activities*, and should be upgraded. It is important that participants focus on and include in the guidelines everything what they have heard, experienced, discussed etc. during 2-days training, and they feel/know it is important for successful implementation of the *Activities*.

1. Work in big group (cca. 45 min):
	* Every group presents their guidelines, and explain why they have chosen particular item.
	* Trainer makes notes of each presentation, and comments/encourages discussion if appropriate or needed. After presentations of all small groups, trainer makes a final summary, in which all items/topics from all groups are included.

***Closure of the Day 2*** (**Reflection of the day and training)** (cca. 15 min)

At the end of the second day of the training, the facilitator comments and reflects on information obtained during the activity “Mosaik of expectations”. The facilitator gives special attention to that, if participants’ expectations regarding the feelings they would like to experience, knowledge and skills they would like to gain and what do they don’t like to experience during the training, are being realized. In case, some of the expectations are not being realized the facilitator presents the reasons why they were not being realized and how they can be realized in the future.

1. **(Additional) Resources and references**

The list below includes references, used for the development of the Module.

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1. **Recommendations for the users of the training module**
* Include a representative of the Romani community as one of the trainers, if possible.
* The trainers have three roles at this training: planner, presenter, and facilitator. A trainer needs to be an expert in all of these roles.
* The physical space where you conduct the training is important. It needs to be a private space where people who are not directly participating in the activity cannot observe the participants.
* Use examples from real life as much as possible.
* Try to link activities and theory with everyday life of Roma community as often as possible.
* It is important to begin the session on time, particularly the first day, as it will set expectations for the training.
* Please, pay attention, that it is very important for this training to create open, safe, respectful and trustful atmosphere in the group from very beginning of the training
* Keep mixing the participants so they have the opportunity to get to know one another better.
* It’s extremely important for trainers to be comfortable with extended periods of silence. Remember that different people need different thinking time.
* You may want each participant to have a notebook or ‘reflective journal.’ At various times during the workshop you will be asking participants to write down their individual thoughts, feelings, or reflections. It would be useful for participants to have these collected in one place for future reference
* Leaving on a positive note: Always leave with hope. Remind the participants that this is hard work and the journey is life-long.
* Always remember to thank the participants, your hosts, and translators (if any) at the end of the training.