EVALUATION OF THE INSEROMTOOLKIT[i].

INTRODUCTION

The Inserom project of lifelong training has been established with the aim to increase the skills of Roma communities to exercise their rights and resolve situations of discrimination. It also aims to improve the training of trainers who work with this population through knowledge of Roma culture and human rights.

The educational toolkit proposed for training in Fundamental Rights for Roma communities, is not only to the learning of Fundamental Rights and mechanisms for their protection but also acquire and build the capacity to implement them in a practical way in everyday life, the development of values, attitudes and behaviors that support Human Rights and citizen engagement.

EVALUATION

Through the evaluation of the toolkit we will get the necessary information to improve our tools, and assess the impact of our educational program on trainers and Roma trainees.

The assessment provides information about the effects of the implementation of the training strategy related to the Inserom project ´s objectives.

- **Evaluation of the training needs.**

Exclusion of Roma communities negatively influences social cohesion and social justice in Europe. Therefore, greater involvement of Roma communities in civic and social life is not only in the interest of Roma people, but as well as an invest in the quality of democracy. Integration of Roma communities is a shared responsibility that requires national and European efforts and solidarity.
Our starting point is based on the difficulties encountered by the Roma population to enjoy and access their Fundamental Rights. We have seen that these populations need to increase their knowledge on civic and social rights and that would be helpful to have specific tools for learning about the Fundamental Rights.

- **Overall objectives of the Inserom project:**

  - Empower and enable the Roma community by widening access to civic competences and thus to give employment through knowledge Human Right Education (HRE) and active citizenship.
  - Provision of lifelong learning education to Roma adults needing to improve their key skills relating to fundamental human rights and citizenship, pathway to social and professional integration.
  - Fostering greater knowledge about intervention toward Roma communities though setting up training initiatives for trainers (volunteers, professionals, public institutions, …)
  - Create greater cooperation and dialogue with Roma communities among Europe.

- **Objectives of the material developed (Toolkit):**

To achieve these objectives in the target groups, we will use the documents comprising educational toolkit: Reference Book and Trainer's Guide.

Reference book:

  - Provide accurate and understandable information for users of the toolkit (trainers + Rome people) about Fundamental Rights in the European and national context of each of the Participating countries.
  - Provide useful information to meet the real needs of the Roma population.
  - Clearly state the legislation, access mechanisms to rights and the procedures to claim or report discrimination.
  - Provide updated information regarding discrimination situations more frequent and the usual difficulties in access to rights of Roma people.

Trainers guide:

  - Provide clear instructions to trainers for the design of the training in fundamental rights for Roma people (groups or single).
  - Provide useful activities to achieve learning and knowledge of Fundamental Rights, as well as procedures to access and enjoyment of rights.
  - Increase trainers knowledge on Fundamental Rights and the current situation of Roma communities in European and national context.

- Provide useful activities for the learning on how to identify and report violations of Fundamental Rights.
- Provide activities that encourage the participation of Roma people in the educational process.

- **Test performed with trainers and Roma community**

The tests have been performed in the participating countries by the organizations involved (LDH, AEDH, BEMIS, CHC and APDHA).

Each country has arranged the testing training sessions over different time frames with the aim of gathering all relevant information for the evaluation

LDH. France.

Organization: The sessions were performed on the 14th & 18th of January, 18th & 26th of February and the last session took place the 4th of March 2014.

Participants: The age range of the participants was between 16 and 24 years old. The total number was 24 people: 16 out of 24 were Romanian, 3 out of 24 were Bulgarian and 3 out of 24 were French. Within the group, there were 9 females and 15 males.

Development of the sessions: The training was scheduled for four sessions over two months plus the evaluation session. Each session lasted half a day.

All of these young people come from the Romcivic[ii] project and the average of participants per session was 17.

Contents: The first session was a general introduction about Human Rights, followed by participative discussion. The aim was to define with the participants the chapters for the following sessions. The topics discussed were: access to education, health, employment, housing and discrimination.

During each session, the trainer adapted the material to the target group in order to make it as interesting as possible hence encouragingthe participants to express themselves, to participate.......

The trainers planed each session according to the reference book and trainers guide. Within the sessions the participants worked on the chapters 1 to 6. Due to lack of time the chapters 7 and 8 were not reviewed in depth, however they were briefly commented on during the sessions as the content is cross curricular. In addition, the toll "Les Rom sont des droits" was used to prepare the sessions, which is its own resource from the LDH.

APDHA. Spain.

Organization: The seminars were performed on the 10th, 11th, 12th, 17th, 18th, 19th of February, they were scheduled in the morning and they lasted half a day. They were held at the University of Cádiz, faculty of Education Sciences.

Participants: The participants belong to different backgrounds with multidisciplinary fields: Political Sciences, Human Resources, Health services, Law, Social Work, Education and field & Culture of Peace Masters students. All of them work and /or volunteer with fewer opportunity people and social exclusion.

There were a total of 12 participants; however some of them did not participate in all the modules due to overlapping of agendas.

Development of the sessions: The training sessions with "trainers" were focused in presenting and analysing the content of each chapter from the Reference Book and the Trainers Guide. The activities have been introduced and discussed with the participants and at the end of each session the information was gathered in targets according to the colour code.

When the seminars were finished, a group interview was performed with all the participants, two structured interviews with one male and one female and the trainers filled out their questionnaire.

Content: The chapters and activities have been taken out from the toolkit, adapting the legal framework from the UK to the legal framework applicable in Spain.

Czech Helsinki Committee.Czhec Republic.

Organization: The sessions were performed on the 23rd and 24th of January, 2014. It was especially hard to find members from the Roma community as they were reluctant to take part in the training sessions, for that reason, it took too much time to find the participants and the initial scheduled was cancelled twice. Finally, we decided to go to the "Roma Mother's Club".

Participants: There was a total of nine participants, all of them female were from the Roma community, with an age range between 26 and 54 years. The majority of them had a low level of education, although there was an exception, two out of 9 finished secondary school.   All these women were from the Czech Republic and from Slovakia.

Development of the sessions: The training was scheduled over two days, in two different sessions. In both sessions the different topics from the toolkit were reviewed and the participants chose the interesting topics to work on.

Content: During the sessions, it was measured by the achievement of the intended objectives, explaining the contents of the ReferenceBook andperforming the questionnaires at the end of the session.

The topics covered as follow: Housing, Employment, Education, Healthcare, Social Assistance and how to fight against discrimination.

During each session, the trainer adapted the material to the target group in order to make it as interesting as possible hence encouraging the participants to express themselves andto participate. They were supporting the participants to fill out the interviews whenrequired, adapting the language due to language barrier and limitation of their knowledge.

Bemis.Scotland.

Organization: Bemis has developed different sessions to gather the necessary information. Although it was difficult to engage the Roma community at the start, however we were able to carry out the five training sessions as planned with the Roma and the stakeholders, volunteer, and community practitioners under the name 'knowing your rights and challenging violation of your Human Rights at a European Level', for civic participation'

The 1st test was carried out on 11th December 2013, materials were checked by experts, stakeholders and the Roma community three women, one man and two practitioners from community education. The aim was to evaluate all materials, questionnaires, toolkit and the guidelines to check the relevancy of the materials. The 2nd training test was done over two and half days from 23-25th January. We had eighteen people on this training, eight women, four men and six practitioners. Test 3: on 26th of February 2014 to overview of all modules with five Roma and two practitioners (as volunteers).Test 4:On 28.2.2014: fourth training test was carried out with five female practitioners who worked with the Roma community. The aim was to check whether materials were adequate for the target group (Roma).In addition, materials were checked and revision made by experts (stakeholders, community workers and trainers and Roma community).Test 5: was carried out on 3rd of March

2014; training about legislation "Directives" on discrimination and the EU law (Roma people) with nine females and one man.

Participants: There were a total of 46 participants from the Roma community, stakeholders, and community practitioners. All the Roma people we engaged in the training had very low levels of education, mostly unemployed and had a small knowledge of English or none at all.

Development of the sessions: The five training tests were very useful and in all sessions the percentage of Roma community representatives was very high.The methodology questionnaires were filled out (see methodology) where the toolkit was reviewed by experts.". The last session was performed with 10 participants, 9 out of 10 were female, all of them members of the Roma community and it was focused on chapter number 9 "how to fight against discrimination".

Content: During the first two sessions, it was measured on the achievement of the intended objectives. The next sessions, a general overview of all the chapters was executed to show the different matters for the participants to choose the most interesting topics according to their opinion. In this way, the chapters selected as follow: all modules were covered from the Guidelines through the five training sessions.

Access to decent housing. (Chapter 3)

Defence of the vulnerable members of Roma community (Chapter 7)

How to fight against Roma discrimination (Chapter 9)

During each session, the trainer adapted the material to the target groups need in order to make it as interesting as possible hence encouraging the participants to express themselves and to participate actively. Every activity was translated to Romanian and during the training sessions there were interpreters to support the participants.

- **Analysis results**

- Quantitative data:

The evaluation questions from the targets (see methodology) are related to the achievement of the objectives of the educational tool. In this way, we could perceive the opinion of the participants and quantify them.

Not all the organizations have gathered the data through targets, therefore the one used in our analysis is the info gathered by APDHA and CHC. BEMIS and LDH did not perform the evaluation targets due to the specific training sessions and the possibilities of getting the data in a different way from each chapter.

Nevertheless, the data gathered by APDHA and CHC, is very useful to typify the valuation of the trainers and the Roma target population and compare it with the data obtained from the training sessions and the experts assessments.

From the info contained within the evaluation targets, we assign ratings related to the fundamental aspects from the proposed material. The satisfaction was rated from 1 to 4.

Strongly disagree = 1	Disagree = 2	Agree = 3	Strongly agree = 4

We have established the average value for each aspect divided by the number of participants.

APDHA: Trainers evaluation (all chapters)

Chapters	1	2	3	4	5	6	7	8	9
Average	2.4	2,61	2,79	2,85	2,54	2,57	2,24	2,97	2,68

Within the info obtained from the trainers, we found an average evaluation between 2 and 3. Under this consideration, all the chapters got rating results between 2 and 3 (overall value of 2.63 from 4), which evidences a valuation between "agree" and "disagree" of the education tool. The interpretation of these results is a positive valuation but with the opportunity of improving some of the aspects or areas which will be detailed below in this report.

CHC: Roma community evaluation. (Chapters 3, 4, 5, 6, 8 & 9).

Chapters	3	4	5	6	8	9
Average	3,03	3,44	2,98	2,83	3,53	2,96

The valuations of the selected chapters are that the rating got high results, over 2 and under 4. The valuation is between disagree (high) and agree. The interpretation of these results as positive for the perception of the Roma population which is higher than the trainers. However, it has areas of opportunity which will be detailed bellow.

- <u>Qualitative data</u>:

Test with trainers and Roma community

The analysis of the qualitative data analysis has been performed through the categorization of information, comparison and interconnection of relations between categories.

- **Importance of the diagnosis and Roma perspective:**

The characterization of the target group through the <u>diagnosis of the Roma participants</u> in this training is directly connected with the achievement of the objective for providing useful information to meet the real needs of the Roma population.

The data gathered with the tests performed, shows the evaluators'perception of the need to increase the adaptation of the content from the toolkit with the specific needs of the Roma population participating in this training.

Within the toolkit, there is not a previous process to select the activities and the specific contents that could meet the real needs of the Roma group and support the trainer with the preparation of the sessions.

The <u>Roma community view</u> on the contents has an influence in the knowledge of the target group and in the learning process of potential intervention strategies performed by the trainers.

The information collected during the test with the educational tool set out the need of increasing the info related to the general characteristics of the Roma Community. Some countries considered that the info is enough and accurate;however in others there is not such clear identification of the daily life of the Roma community in these countries.

The language is a huge barrier to overcome, due to high illiteracy level, the knowledge of the language varies among people and the trainer does not have all the resources to

adapt the linguistic speech within the toolkit itself. This aspect emerges homogeneous from all the evaluations performed by the participating organisations.

On the other hand, it evidences the positive evaluation in terms of high flexibility of the toolkit to be used with other groups.

The overall satisfaction of the groups is high after participating in the training sessions. An increase is observed in regards of general knowledge of Human Rights.

Trainer'sskills and qualifications:

The legal concepts and legal procedures from the toolkit are complex for people without legal background and they need a previous preparation to be able to transmit and interpret suitably, clear and focus on the reality.

The debate activities included within the trainers guide, evidence the need of skills and abilities developed by a previous work to support the revitalisation of the participation of the group and the resolution of specific questions that may arise during the dialogues.

The educational toolkit has wide information, however sometimes is not possible to answer sensitive questions from the target group without using additional resources.

As well, is important the previous awareness of the trainers to get to understand some concepts (meaning of right, dignity, discrimination) which requires an inner analysis to be able to transmit them correctly.

Teaching resources

The achievement of the objectives is directly linked to the teaching resources incorporated within the proposed activities.
The evaluators (mainly the trainers), show the need of increasing the creative and revitalising activities, to involve the participants in the formative process through a variety of dynamics.

Expert assessments:

Different experts in the education field and specialist with Roma population, have reviewed and read though the toolkit.

The review has been performed by countries and it is normal to find different opinions in certain questions, usually conditional on the reality of the Roma population in each country. In this analysis, the homogeneity has been established including some shades that characterize these differences.

The relevant elements of the toolkit by the expert assessmentsas follow:

The information is current, complete and useful in general terms, in some reports there is a mention of the lack of information related to the discrimination suffered by the Roma community. However this is directly related to the specific country. Some experts state a low rating regarding the possibilities of getting an effective learning with the toolkit as it is now.

The lowest rating is on the language and the potential barriers that the target population could find by the time they use the toolkit with autonomy. It is not just the language, the legal specific vocabulary could be an impediment for the Roma population and non-qualified trainers in the legal field.

Some experts' asses that the material does not accurately get the information related to the daily life of the Roma people, nevertheless there are other opinions that states the opposite. It is directly connected to the country of reference. The toolkit could be considered accurate and useful for other vulnerable population besides the Roma population.

There are some generalizations about Roma population which are not applicable to certain countries when using this formative action.

Regarding the structure of the toolkit, the assessment differs when is about the format proposed by LDH. In this regards, the design proposed by LDH increases the comprehension of the material and the attractiveness of the structure.

The presentation of the processes to access the rights requires a clarification of the steps to follow, as well as an adaptation to the education level of the Roma population.

This aspect has an impact on the possibilities of achieving the autonomy of the participants when they have real access to the rights.

With respect to the proposed activities, it is recommended to increase the explanatory instructions and theresources: use of diagrams, colourful cards, role play proposal and the amendment or withdraw of the study cases depending on the applicant country.

Proposals for improving the INSEROM tool:

The objectives of the toolkit (reference book + trainers guide) with more areas of opportunity are listed below:

- Provide accurate and understandable information for users of the toolkit (trainers + Rome people) about Fundamental Rights in the European and national context of each of the Participating countries.
- Provide useful information to meet the real needs of the Roma population.
- Provide clear instructions to trainers for the design of the training in fundamental rights for Roma people (groups or single).
- Increase trainersknowledge on Fundamental Rights and the current situation of Roma communities in European and national context.
- Provide activities that encourage the participation of Roma people in the educational process.

To improve the toolkit, we should address the aspects which could increase the achievement of these objectives through specific proposal

1. Approach of the language to the target group: Using complementary material that defines the meaning of technical terms to colloquial language used by the target population (jargon). Translation and interpretation resources through interpreters or cultural mediators qualified to work with the Roma Community.

2. Implementing a strategy of intercultural awareness targeting trainers about stereotypes and work in depressed contexts or scenarios.

3. Working on all the questions and areas which the participants need to know and match the procedures from the reference book to the specific proposed needs.

4. Arranging a training and provide additional information to the trainer trough previous questionnaires, regarding knowledge in the legal field and identification of lacks in abstract concepts from the trainers guide.

5. Reformulating some abstract and complex activities from the trainers guide to support the social educator.

6. Availability of case studies suitable to national scenarios, taken from newspapers or from the Roma communities, own experiences, which are as specific as possible.

7. Adding activities that promote active participation of the group though role play, working with sayings, audiovisual material, cards and pictograms which could be usedby the participants in order to express their ideas, availability real application forms related to the specific processes.

8. Creating an additional data base (Inserom web or other options) where the trainers are able to track amendments and "new learning" developed during the training sessions with the Roma community.

- **Conclusion of the analysis**

After the analysis of the information gathered, we can say that the educational tool INSEROM achieves the increment of the knowledge of the participant groups (trainers & Roma population).

The overall evaluation is positive, but there are some aspects which lead into a less effectiveness of the achievement of the proposed objectives.

These elements offer areas of opportunity by applying specific proposal in the content of the tool and providing additional resources for the previous preparation and arrangements of the training sessions.

After sharing the information by all the participating organizations, we agreed to add an initial section detailing all aspects to consider when implementing the toolkit and an appendix with the different adaptations performed by each partner during the testing phase. In this way, it is possible to add value to the proposals and facilitate the application of the proposals implementing the toolkit.

[i] Para el desarrollo de la metodología nos hemos basado en el manual para educadores en Derechos Humanos de la fundación Equitas en asociación con la Oficina del Alto Comisionado de las Naciones Unidas para los Derechos Humanos sobre "Cómo Evaluar las actividades de capacitación en Derechos Humanos".

[ii] La evaluación del toolkit se realizó dentro de una colaboración entre la LDH y el dispositivo Romcivic, sostenido por la asociación Les enfants du Canal, dispositivo que acoge, desde el 1º de noviembre de 2013, 24 jóvenes que realizan su servicio cívico.