



Technical Assistance for
Civil Society Organisations



This project is funded by the
European Union.

TACSO

Technical Assistance Service Contract for the implementation of the project

“Capacity Building of Civil Society in the IPA countries and Territories (Albania, Bosnia and Herzegovina, Croatia, Former Yugoslav Republic of Macedonia, Kosovo under UNSCR 1244/99, Montenegro, Serbia and Turkey).

EuropeAid/127427/C/SER/Multi.

NATIONAL TRAINING REPORT

Training Programme for Roma Youth CSO members in CSO Leadership, Antalya

11-14 June 2012

Submitted to: Resident Advisor

Submitted by: Yiğit Aksakoğlu, Burcu Kuğu, Uğur Elhan

Activity and Subject: Delivery of a Training Module for Roma Youth CSO members in CSO Leadership

Place and Date of performed activity/training/event:

Antalya, 11-14 June 2012

Participants Profile: Young members of Roma CSOs.

Trainers/STEs:

Yiğit Aksakoğlu, Burcu Kuğu, Uğur Elhan



Technical Assistance for
Civil Society Organisations



This project is funded by the
European Union.

TABLE OF CONTENT

I. Objectives of activity/training/event

II. Content/Flow of activity/training/event

II.1. Preparation phase (designing of training agenda, materials)

II.2. Implementation of the training (mini-lectures, group work, exercises etc.)

III. Monitoring and Evaluation

IV. Trainers' feedback and recommendations

Annexes

Annex A – Terms of Reference

Annex B – List of participants

Annex C – Training Agenda

Annex D - Evaluation form

Annex E – Evaluation results

I. Objectives of activity/training/event

As per the ToR, (see Annex A for the ToR) the specific objectives of the training were defined as:

- To develop awareness among participants of the *role and function of civil society within democracies*
- To develop awareness among participants regarding *gender-equality, right-based approaches, advocacy, discrimination*
- To encourage Roma youth to take part in social and professional activities ensuring their partnership for future activities

The training focused on the human rights and rights based approaches in civil society and aimed to increase participant's capacities to identify and react on discrimination. This focus involved both a global view on rights and equality as well as specific sessions on gender, stereotyping and discrimination. The training also aimed to transfer knowledge on advocacy and right based approach while special emphasis given to building partnerships among participating CSOs.

The 4-day training workshop took place in Antalya-Tekirova between 11-14 June 2012. The full list of participants can be found in Annex B. The training agenda can be found in Annex C.

II. Content/Flow of activity/training/event

II.1. Preparation phase (designing of training agenda, materials) - YA

Based on the demands and the needs of Roma CSOs, TACSO Regional office in Turkey decided to deliver a CSO Leadership training focusing only on young members. It is a well-known fact that many Roma organisations appeared during the last few years in order to improve the conditions of Roma living in deprived areas of cities. Although covered under Roma, it actually covers the populations of Rom, Dom and Lom living in different regions around Turkey.

Trainers experiences indicated that Roma living in Turkey were subject to severe discrimination. There are serious problems of access to basic rights such as education, health, shelter and employment. On the other hand, most Roma organisations are reproducing the discriminatory, patriarchal discourse of the majority in the country against women, young people, Alewits and Kurds. Therefore the observation of the trainers was based on the fact that the training should have a focus on both being discriminated and discriminating the others. Therefore a strong emphasis on how discrimination occurs and what are the ways to cope with it were inserted within the program. On the other hand, as part of this discriminatory approach, many Roma organisations are headed by middle-aged men. Therefore another important part of the training was decided to be the gender issue. Finally an emphasis on the difference between the rights-based and aid-based approaches was also inserted in the program.

A preparatory meeting took place with TACSO Regional Office and the trainers. Above mentioned issues were agreed to be included in the program and agreed on the wide use of “*Theatre of the Oppressed*” techniques. It is also decided to negotiate with participants the training hours since the venue and the weather needed special attention. During the preparation Anti-Bias¹ approach, which has one of the most extensive and most innovative approaches within the antidiscriminatory field of education, integrated in training sessions.

II.2. Implementation of the training (mini-lectures, group work, exercises etc.)

The training agenda can be found in Annex C. The training methodology was mainly based on the warming-up sessions in the morning by incorporating Theatre of the Oppressed (TO) techniques. The techniques allowed participants to de-mechanise, to use different senses and to introduce to act through images and rhythm. All sessions using TO techniques began with easier moves and then got more complicated. Besides the TO techniques the training methodology relied very much on the discussion, reflection and small group debating. The TO exercises complemented the training in a very relaxing, trust-building and enabling way.

Each day of the training began with a learning review session. Various techniques such as sending an SMS and updating Facebook status about the previous day were employed. These sessions allowed the trainers to revise the learning outcomes as well as learning gaps.

In order to follow the expectations and concerns, a board with spaceships, asteroids and earth pictures were used. The participants were asked to write their expectations on spaceships and put them closer if they are realised. The asteroids represented their concerns, which they have also put closer to the earth if realised. At the end and beginning of each day the participants were asked to add new ones and/or move their asteroids and spaceships.

The first morning of the training was focused on the introduction of participants and their organisations to each other. After a round of introduction participants were asked to salute each other with their eyes, then by shaking hands and finally as very old friends. The name game is followed by warming-up exercises, a plus and a circle, *yes/no (evet/hayır-eri/ninnı-va/na)*, Minas’s baptise, forest of sounds, finding the other’s hand and complete the picture. The trainers then presented the expectations and concerns board. After the presentation of the program the participants played a group-building game. After the coffee-break the participants were asked to form groups of NGOs and develop a 5 minutes play about their actual work in the field.

After the introduction of participants to each other, and their organisations, afternoon session of the first day of the training began with a role-play named “Imaginary Country” which aims to show the crucial relation between human rights and human needs. According to the role-play participants as small groups

¹ Anti-Bias is an activist approach which its proponents claim challenges prejudices such as racism, sexism, ableism/disablism, ageism, homophobia, and other -ism. Further information can be found at: <http://anti-bias-werkstatt.de/>



Technical Assistance for
Civil Society Organisations



This project is funded by the
European Union.

determined fundamental human rights for a country where people never existed. After presentations of the small groups participants selected the three most important rights for everyone by discussing the relation between rights and needs. Then the session was continued with the presentation of three generations of human rights by facilitators and focused on participants' three selected rights and their needs. The plenary session was closed with a strong emphasis on the bases of the human rights.

Last session of the first day was continued with the method called "A Fresh Start" which aims to be more conscious about own images, prejudices and biases. For this purpose, participants selected 8 people from a list of 20 people who are given the chance to try a new form of social living on an isolated island (such as "a 60 year old secretary", "an illegal immigrant" or "a homosexual doctor"). Afterwards participants presented their own arguments in small groups and tried to find a joint decision for 8 people in the group together. The plenary was conducted by facilitators in terms of participants' images and prejudices that used by participants to come to a decision in the exercise and as well as in the "real" world. After a deep conversation some aspects were underlined by the whole group such as impossibility of getting rid of prejudices completely but possible to be aware of them.

In order to prepare participants a bit for the discrimination sessions, the first evening of the training was shown a movie "District 9" which is related to xenophobia, social segregation and discrimination.

Second day of the training began with a discussion of the movie "District 9" and the participants were asked to link it with the experience of daily life. Then the first session of the day got started with the method of "Power Flower" which is highly relevant to privileged and non-privileged groups and aims to show that everybody belong to some privileged or non-privileged groups. Some categories that have an influence in society and have an effect on how much power a person might have were presented to participants (For example in Turkey the category "education" could be privileged: people who graduated from school, especially from high school). The inner petals of the flower symbolize more privileged groups and the outer petals stand for the less privileged groups. After participants marked the petals according to their own positions in the society an effective conversation was held on the feeling of being in the privileged and non-privileged groups. At the end of the session some essential points were highlighted such as handling different lines of difference in one person (as a white male the person can be privileged, as a father the person can be non-privileged), importance of the power sharing and the examination of the own power position for responsible acting.

Second session of the day was held outdoor. This session was designed to make participants aware of their own personal discrimination experiences in order to understand the mechanisms of discrimination. First there was an individual phase of remembering and then sharing the memories with a small group and afterwards in the plenary. The remembering process is based on two situations. First one is a situation that someone discriminated participants and the second one is a situation that participants discriminated someone else. After sharing thoughts and feelings in both roles the Model of Discrimination was presented to participants (to make differences + power to act = discrimination) to emphasize that attitudes are

TACSO Turkey

Ankara Office • Gülden Sk. 2/2 Kavaklıdere • 06690 Ankara • t/f: +90 312 426 4451
Istanbul Office • Dümen Sok. 7/14 Gümüşsuyu • 34425 İstanbul • t : +90 212 243 87 26

influenced by prejudices and discrimination is more than attitudes, it can only take place if there is a power imbalance. The session was closed with participants' feedbacks on the last three sessions which were related to discrimination.

During the second half of the second day two continuous sessions on gender was held. Both of the sessions based on Theatre of Oppressed techniques. For the first session, participants have been warmed up for image theatre in order to make out gender inequalities. To be able to do image theatre some warming up exercises have been facilitated such as slow motion (general exercise for TO), wooden sword of Paris (game for group integration), how many "A"s we have in one "A" (listening of what you hear exercises), forest of sounds (activation of several senses of the body), respect to Magritte "this is not a bottle" (image of a object), clay (image theatre). During the exercise of clay participants have been asked to work in pairs and to give a still stance, like a statue, to his/her pair considering gender roles and their clans (such as rom and dom). Once they finish their exercises whole group discussed gender roles. Following topics have been discussed further: *Why is it so important to consider gender, what is gender, what does gender have to do with power, what does it mean to be a woman or a man? What influences our values, perceptions and expectations of gender and complexity of gender issues? etc.*

Second session mostly focused on ways to develop understanding and appreciation of the goals of equality and gender balance by using TO techniques. For this session, "ritual" exercise has been used to bring out the expected gender roles and discrimination hidden in daily details took place. Following the exercise a debriefing took place based on the needs to change in order to build a society where there is gender equality and the role of education, employment, health and political participation.

Third day of the training began with the revision of the previous day. Then the session continued outside with the role-play called "Kings Must Be Crazy". The role-play is focused on the roles of state, citizens, CSOs and excluded groups, which enables a negotiation process among different actors for the resolution of conflicts. The debriefing session is focused on the role of CSOs, their relations with the state, citizenship rights and responsibilities, involvement of CSOs to political activity, service delivery and advocacy. The role-play and the following debriefing session enabled participants to question their organisations and its activities. Participants especially discussed about the representative situation of the organisations. The empowerment approach was also discussed. The participants underlined the need for organisations to empower the communities they are working with in order not to create dependency relations with CSOs.

After the lunch break, the participants were asked to play a Yes/No game. Trainers indicated some statements on the participation of citizens to state decision-making mechanisms such as "all citizens are equal", "elections are fair enough to participate in state" "citizenship is a give-up from some individual rights for common ideals". While choosing sides, they were also asked to discuss with each other on the reasons why they have chosen this side. The debate enabled participants to reflect on various issues such as participation, state, decision-making and citizenship. The yes/no game was followed by a short introductory session on advocacy. The session on advocacy focused on the difference between service provision and advocacy based activities. The questions based on what and how were discussed with participants. Final session focused on a similar yes/no game, which this time opened discussion on internal democracy issues. During both of the yes/no games, parallel questions were asked and trainers followed the number of people choosing sides and remaining neutral. This has enabled the trainers to comment on the views of participants

on participation to state decision-making vs. organisational decision-making. The discussion focused on the role of volunteers and how they were perceived as important but not as much as to plan their inclusion to decision-making mechanisms.

The last day of the training was focused on the next steps that participants would like to take. Therefore they were first asked to answer on what they will be doing in their organisations as a follow-up to this training. They have personally answered this question, discussed in groups of 2, 4 and then as whole group. The main idea was knowledge transfer as well as continuing efforts for capacity building, especially on gender issue. The second question was based on what they would like to do together. A few common action areas were defined as part of this session such as planning of joint thematic trainings especially on the topics of gender and advocacy; conducting survey and data collection specifically oral history study on Roman culture; establishing a communication and networking platform in social media as well as articulation of existing networks.

One of the participants shared opinions as following:

"I am excited that we become able to do to something together after all."

"If we will come together really, I will do my best to utilize the learning that I gained in here."

III. Monitoring and Evaluation

The results of the feedback are reported following the written evaluation form in Annex D. Besides the quantitative questions used in the evaluation form; a verbal evaluation session also took place at the end of the training.

The participants were requested to rate from 1 to 5 the statements given in the evaluation form. The results are given below.

Categories	1= Strongly disagree - 5=Strongly agree				
	1	2	3	4	5
Preparation					
The invitation to the training arrived on time.					4,67
Information provided before the training was satisfactory.					4,64
The objectives of the training were clearly explained in training notice.					4,58
I received information in order to prepare myself to training.					4,60

Four questions related with the training preparation were asked. All answers provided in this section indicate that participants were satisfied with the preparatory phase of the training.

Categories	1= Strongly unsatisfactory - 5=Strongly satisfactory				
	1	2	3	4	5
Sessions					
1. Welcome					4,82
2. Who are we here?				4,42	
3. Imaginary country					4,91
4. A Fresh Start					4,75
5. Power flower					4,75
6. I reflect you					4,70
7. Blue-Red				4,00	
8. The path to equality					4,67
9. Kings Must be Crazy!					4,67
10. Advocacy					4,50
11. Participation					4,64
12. From now on...				4,36	
13. Evaluation					4,64

As for the sessions, most participants rated relatively high on the imaginary country. This session focused on the introductory level of human rights information based on an imaginary country. The trainers believe that it is rated high due to its high level of involvement of participants to such a theoretical issue. The second highest scores were marked for the welcoming session. The trainers believe that it is mainly due to incorporation of TO techniques, which allowed participants to get to know each other and feel safe among the others. The lowest score for this section was used for the Blue-Red session. Although there was a session on gender, it was not what the trainers planned at the beginning. However, the trainers believe that the gender issue needed to be tackled in a deeper way maybe by incorporating various methodologies in order to tackle different aspects of the problem. One participant share her concern as following:

“Gender has some other important further issues needs to be discussed, which we could not talk over due training programme.”

As for the other lowest score, on the follow-up session, the trainers believe that this session did not really match the expectations of the participants. Such a session can be communicated with participants and discussed the need for it.

Categories	1= Strongly disagree - 5=Strongly agree				
	1	2	3	4	5
Content delivery					
Time planning of the training was well managed.					4,82
Training was well structured.					4,82
The content of the training was relevant to my needs.				4,18	
Other participants facilitated my learning process.					4,64
The methodology of the training was successful.					4,91
The aims of the training were clearly explained.					4,82
The experience I gained during the training will benefit my work.					5,00

The section on the content delivery clearly indicates the success of the training methodology.

"I specially like the method that trainers have used. I am going to share them with my colleagues."

The trainers believe that the reason for the low rates on the relevancy of the content with the needs of participants is based on another expectation. The name of the training and therefore the call for participation was made as CSO Leadership. The name might have created expectations on the development of skills instead. However, the training did not focused on the hard skills such as neither project cycle management nor fundraising. On the other hand, the highest mark on the experience they gained is a good indicator for the relevancy of the content with the needs of the participants.

Categories	1= Strongly disagree - 5=Strongly agree				
	1	2	3	4	5
Trainers					
Examples and cases were clearly linked to practice.					4,91
The preparation of the training was well done.					4,82
Trainers relied on the announced program.				4,45	
Trainers encouraged active participation.					5,00
Trainers answered questions in a complete and clear manner.					4,82

Trainers provided the necessary support for learning

This project is funded by the European Union.

Trainers used a variety of training methods.					4,91
--	--	--	--	--	------

The section on trainers was rated relatively high on the evaluation forms. The lowest rates were marked for the program. The trainers believe that this is due to changes made to the program during the training, which is understandable. On the other hand, high marks on active participation, examples, support for learning and use of various methods are indicating a good communication among the trainers and participants.

Categories	1= Unsatisfactory - 5=Very satisfactory				
	1	2	3	4	5
Facility					
The meeting room and related facilities provided a comfortable setting for the training.					4,64
The food and coffee breaks were satisfactory.				4,10	

The training took place at Sundance Camp, at Tekirova, Antalya. Trainers firmly believe that the venue was very adequate for the group and the content of the training. However, due to logistical reasons, coffee and snacks were not provided close to training room. The trainers believe that this is the only reason why there are low rates on the food and coffee breaks.

"I had some fears related with the venue, place of the training."

Although most of the trainees had several concerns related with the training place such as environmental differences (insects, snakes etc.) and adaptation to the environment in the beginning of the workshop, they were all put off the worries.

Categories	1= Unsatisfactory - 5=Very satisfactory				
	1	2	3	4	5
Other					
In-group dynamics contributed to learning.				4,33	
Experience of other participants contributed to learning.					4,80

As for the other comments, the trainers do not have much to comment on the reason why there are relatively low rates for the in-group dynamics. Most of the participants came in groups and many activities took place only to warm-up, group building and trust among participants. It is on the other hand significant that they also noted high on learning from each other. The trainers believe that this is mainly due to the solidarity feeling that has developed throughout the training among themselves.

The trainers believe that most participants were satisfied with the overall training and therefore marked high on this. However, some issues that can be improved will be tackled upon at the recommendations section of this report.

IV. Trainers' feedback and recommendations

The trainers believe that the training contributed to the will of change of the participants. As mentioned before, there is an on-going hierarchical and patriarchal structure at Roma organisations that is actually excluding women and young Roma. Therefore the training tackled this issue through their perspective. However, Roma organisations usually suffer from the reproduction of mainstream stereotypes and prejudices especially against Alewits, Kurds and other minorities. The trainers firmly believe that this kind of discriminatory tendencies were also underlined throughout the training and allowed participants to share their perspective on such issues.

On the other hand the trainers also believe that there is more time that needs to be allocated especially for the gender issue. As mentioned, gender is also an important problem of Roma CSOs in Turkey. However, a few sessions on this issue, which have intended to relate it with the general framework on discrimination did not really open up the real questions. Therefore the trainers believe that youth in Roma CSOs should be supported further in their efforts for increasing their own capacities on gender related issues.

Another main problem is the transfer of knowledge and skills to other young Roma within and outside of CSOs. The trainers believe that any such intervention should assure the sustainability since it may otherwise lead to exclusion of those who participated to such trainings from their communities. The revelation of discriminatory processes by a few who could participate to such trainings will not change the situation suddenly at these organisations. Therefore continuous support, in form of mentorship, continued training through online learning management systems, etc, should support them while they are becoming agents of change within their organisations.

The trainer team chose to work with non-formal learning methodology, which provided genuine participation of trainees to exercises, working groups etc. Although training reinforced with Theatre of Oppressed methodology, trainers believes that the method needs to be applied more homogenise group of people, who has same needs and interests. Also this method could be more beneficial for the groups in terms of commitment to support in long terms.

The size of the group was relatively small for the setting of the training; 12 participants, 3 trainers and a 3,5 day programme.

There are numerous Roma groups around Turkey and only a few of them well represented within the civil society. Therefore all efforts that are targeting Roma should take into account the promotion of establishing new CSOs, not necessarily in the form of associations. The participants of the training decided not to form any CSO at their cities, but instead to establish links among themselves and act together on issues of common concern.



Technical Assistance for

Civil Society Organisations



As for the minority group, most of the participants are very satisfied due arrangement of this training just for roman youth CSOs and groups. This project is funded by the European Union.

"I have attended another training, which was arranged by TACSO in previous year. In that training some of the participants made a joke with my ethnic identity. Thanks to TACSO that they have arranged this training just for Roma youth CSOs."

Although participants are satisfied with the composition of the trainees, as for the sustainability of capacity building efforts, another approach can be to establish links with other rights-based organisations. Most of the movements, such as women, LGBTT, environment, etc., have now a long history of struggle. There is much that Roma can benefit from this experience as well as other groups for the expansion of their causes to Roma communities.

TACSO Turkey

Ankara Office • Gülden Sk. 2/2 Kavaklıdere • 06690 Ankara • t/f: +90 312 426 4451
İstanbul Office • Dümen Sok. 7/14 Gümüşsuyu • 34425 İstanbul • t : +90 212 243 87 26