

# **Capacity Building Training Programme for Roma Mediators**

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# Introduction

This training programme has been developed to strengthen the role of Roma mediators in supporting Roma women facing gender-based violence (GBV). Roma mediators play a vital role in bridging the gap between Roma communities and support services, promoting trust, advocacy, and empowerment at a community level.

Throughout this programme, participants will gain knowledge and practical skills across six key modules:

1. Understanding GBV, Women's Rights, and the Impact of Early Marriage
2. Guiding Roma Women to Support Services
3. Mediation Techniques, Overcoming Barriers, and Cooperation with GBV Professionals
4. Building Trust and Advocacy
5. Conflict Resolution and Community Dialogue
6. Empowerment and Leadership Skills for Roma Women

The programme is grounded in trauma-informed, culturally sensitive approaches that recognise the unique experiences of Roma women. It aims to equip mediators with practical tools, enhance their confidence, and promote strong networks of support within Roma communities. The training uses a blended methodology, combining group discussions, role-plays, reflective exercises, and peer learning. It has been designed to be interactive, flexible, and easily adaptable to different learning needs and local contexts.

By participating in this programme, mediators will be empowered to advocate effectively for Roma women, foster community trust, and contribute to building safer, more inclusive environments for all.

# Module 1: Understanding GBV, Women's Rights and the Impact of Early Marriage on Roma Women

## Lesson Overview

<b>Title</b>	Understanding GBV, Women's Rights, and The Impact of Early Marriage on Roma Women
<b>Target Group</b>	Roma Mediators
<b>Aim</b>	The aim of this lesson is to increase participants' understanding of gender-based violence (GBV) and its specific impact on Roma women. It also aims to equip participants with practical tools and strategies for identifying and addressing GBV in Roma communities.
<b>Duration</b>	120 minutes
<b>Topics</b>	<ul style="list-style-type: none"><li>• Power</li><li>• Signs of gender-based violence</li><li>• Education</li><li>• Experiences of Roma women</li><li>• Safety planning</li></ul>
<b>Preparation</b>	Before delivering this training, take time to familiarise yourself with the lesson plan and activities. Consider your target group and make any necessary adaptations. You can also discuss the lesson with participants in advance to identify any specific areas they would like to focus on. Ensure all materials for the lesson are prepared in advance. Create a space for the training that is open, accessible, and inviting!

## Lesson Plan

Lesson Plan	
<b>Overview</b>	This lesson plan focuses on increasing participants' understanding of gender-based violence (GBV) and its impact on Roma women. It includes a variety of activities aimed at enhancing knowledge, such as role-playing scenarios to spot signs of GBV, creating safety plans, and exploring real-life stories through videos and group discussions. Participants will engage in discussions, work in small groups, and reflect on their learning while also developing practical tools for supporting Roma women affected by GBV.
<b>Training Methods</b>	<ul style="list-style-type: none"> <li>● Individual reflection</li> <li>● Group work</li> <li>● Peer learning</li> </ul>
<b>Required Resources</b>	<ul style="list-style-type: none"> <li>● Laptop</li> <li>● Projector/whiteboard</li> <li>● Pens, markers</li> <li>● Paper, sticky notes</li> <li>● Internet access</li> </ul>
<b>Activity Instructions</b>	<p><b>Reflecting on Power Imbalance</b></p> <p><i>Activity adapted from Michau and Siebert (2016).</i></p> <p>15 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>● Provide participants with the four attached images, either as physical copies or displayed on a screen.</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>● Ask participants to spend 5–10 minutes reflecting on the images. Encourage them to write down words that come to mind and describe what they believe is happening in each image.</li> </ul> <p>Step 3</p>

- Invite participants to share their observations and interpretations. Highlight how their responses may differ and use this to introduce the concept of perception.

### **Spotting Signs of GBV**

40 minutes

#### **Notes:**

Before this activity, provide participants with a disclaimer, as the content may be triggering/upsetting for some. Give participants the option to opt out and/or adapt or skip this activity if needed.

This activity involves a role-play activity. The word 'survivor' is used to describe the person experiencing GBV. It is important to be aware that language is very important when working with people who have experienced violence. Always be respectful and use words to describe them they prefer. To learn more, read this article: <https://tinyurl.com/5f9vztvt>

#### **Step 1**

- Divide participants into groups of 2. Provide one participant with the role-play scenario worksheet – they will be character 1. The other participant shouldn't look at the sheet.

#### **Step 2**

- Explain the activity: The participant with the worksheet will act as a person experiencing GBV, sharing details from the scenario. The other participant, acting as the mediator, will ask questions and encourage them to reveal details gradually.
- After the role-play, the mediator should compile a list of all identified signs of GBV based on the scenario. Participants may also use the "Too Into You" quiz to guide their questions or review it afterwards as a supplementary tool (it should not be the primary focus).
- Link to Quiz:  
<https://www.toointoyou.ie/relationships/quiz/>



	<p>Step 3</p> <ul style="list-style-type: none"> <li>Ask participants to switch roles and repeat the process using a second scenario. Ensure scenarios are printed separately for easy distribution.</li> </ul> <p><b>Vanessa Paszkowska Interview</b></p> <p>25 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>Play the video featuring Vanessa Paszkowska, a Roma community worker, discussing her experiences with education in Ireland – <a href="#">Video Link</a></li> <li>Full Link to Video: <a href="https://www.youtube.com/watch?v=jX6DoRaR9oc&amp;ab_channel=NorthsidePartnership">https://www.youtube.com/watch?v=jX6DoRaR9oc&amp;ab_channel=NorthsidePartnership</a></li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>Divide participants into small groups of 3–5. Ask each group to discuss the video and explore the following themes: <ul style="list-style-type: none"> <li>The role of Roma women</li> <li>Expectations placed on Roma women</li> <li>Barriers to accessing education</li> <li>Discrimination faced by Roma women</li> </ul> </li> </ul> <p>Step 3</p> <ul style="list-style-type: none"> <li>End the activity by going around to each group and asking them what they thought about the video and what came up in their group discussions.</li> </ul> <p><b>Creating Safety Plans</b></p> <p>30 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>Divide participants into pairs and explain the purpose of the activity. Provide a brief overview of what a safety plan entails and its importance in situations of domestic violence. Share the following resources for reference:</li> </ul>
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	<ul style="list-style-type: none"> <li>○ <a href="https://www.unicef.org/lac/en/stories/create-your-safety-plan-case-domestic-violence">Create your safety plan in case of domestic violence</a> (<a href="https://www.unicef.org/lac/en/stories/create-your-safety-plan-case-domestic-violence">https://www.unicef.org/lac/en/stories/create-your-safety-plan-case-domestic-violence</a>)</li> <li>○ <a href="https://www.safeireland.ie/get-help/safety-information/create-a-safety-plan/">Create a safety plan</a> (<a href="https://www.safeireland.ie/get-help/safety-information/create-a-safety-plan/">https://www.safeireland.ie/get-help/safety-information/create-a-safety-plan/</a>)</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>● Ask participants to revisit the previous role-play scenarios. Working together, they will focus on one scenario and develop a detailed safety plan for the character in that situation.</li> </ul> <p>Step 3</p> <ul style="list-style-type: none"> <li>● Participants will outline their safety plan under the following headings: <ul style="list-style-type: none"> <li>○ Safe place: Identify a trusted location where the character can seek refuge.</li> <li>○ Emergency contacts: List key contacts like friends, family, or helplines.</li> <li>○ Prepared bag: Pack essential items like identification, money, and medications.</li> <li>○ Escape plan: Plan the safest way to leave, considering routes and transport.</li> <li>○ Technology and privacy: Ensure phone security and remove tracking apps.</li> <li>○ Support network: Identify ongoing support from trusted individuals or organisations.</li> </ul> </li> </ul> <p>Step 4</p> <ul style="list-style-type: none"> <li>● If there is enough time, participants can repeat this for the other scenario at the end.</li> </ul> <p><b>Closing Activity</b></p> <p>10 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>● Using <a href="https://www.mentimeter.com/">Mentimeter</a> (<a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>), ask participants to share what they have learnt from the training. Encourage them to reflect on whether anything</li> </ul>
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	<p>has changed their perspective or how they might approach these scenarios differently in the future.</p> <p>Step 2</p> <ul style="list-style-type: none"> <li>• End the session by thanking participants for their engagement. Offer to answer any remaining questions they may have and share additional resources for further learning, providing the links as needed.</li> </ul>
<b>Additional Resources</b>	<p><a href="#">Safety Planning Across Culture &amp; Community: A Guide for Front Line Violence Against Women Responders</a></p> <p>Full Link: <a href="https://endingviolencecanada.org/wp-content/uploads/2013/11/ure_and_Community_Manual_-_EVA_BC_Dec_9_2013.pdf">https://endingviolencecanada.org/wp-content/uploads/2013/11/ure_and_Community_Manual_-_EVA_BC_Dec_9_2013.pdf</a></p> <p><a href="#">Create your safety plan in case of domestic violence</a></p> <p>Full Link: <a href="https://www.unicef.org/lac/en/stories/create-your-safety-plan-case-domestic-violence">https://www.unicef.org/lac/en/stories/create-your-safety-plan-case-domestic-violence</a></p> <p><a href="#">Create a safety plan</a></p> <p>Full Link: <a href="https://www.safeireland.ie/get-help/safety-information/create-a-safety-plan/">https://www.safeireland.ie/get-help/safety-information/create-a-safety-plan/</a></p>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Michau, L. and Siebert, S. (2016). <i>SASA! Faith: A guide for faith communities to prevent violence against women and HIV</i>. Available at: <a href="https://raisingvoices.org/resources/sasa-faith-guide/">https://raisingvoices.org/resources/sasa-faith-guide/</a> (Accessed 13 January 2025).</li> </ol>

## Activity Sheet 1.1

### Reflecting on Power Imbalance - Images



Image Source: Preez, 2018 (Unsplash)

[Image Link](#)



Image Source: Amar Preet (Pixabay)

[Image Link](#)

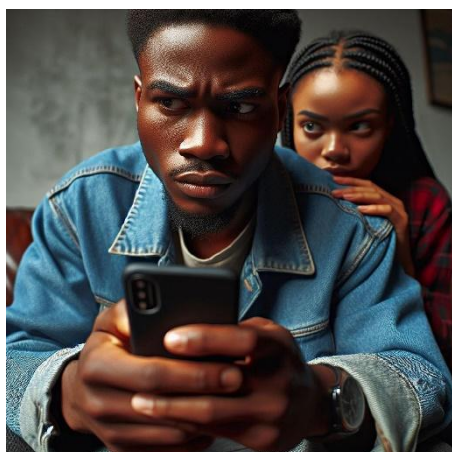


Image Source: thefranceslocke (Pixabay)

[Image Link](#)



Image Source: Vilkasss (Pixabay)

[Image Link](#)



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## Activity Sheet 1.2

Role Play Scenario – Signs of GBV Scenario 1	
<b>Description</b>	<p>The purpose of the role-play activity is to help learners recognise the signs of GBV and understand the perspectives of both survivors and mediators. By acting out these roles, learners can develop greater empathy for survivors of GBV and practice building trust and effective communication.</p> <p><b><i>This scenario may not be suitable for all groups. Please be sensitive when carrying out this activity as it may be triggering for some people. Realise that you never know who has been affected by GBV. Provide a disclaimer ahead of the activity and give participants the option to opt out.</i></b></p>
<b>Scenario 1</b>	<p>You are Maria, a 25-year-old woman in a long-term relationship. Recently, your partner has become very controlling. They insist on checking your phone, monitoring your social media, and getting upset if you spend time with friends or family. When you're not together, they text you constantly and demand photos to prove where you are and who you're with.</p> <p>You often feel nervous and isolated but aren't sure if this is normal. Your partner frequently apologises and promises to change but continues the same behaviour. They justify their actions by saying they were cheated on by a previous partner and are just worried about losing you.</p>
<b>Roles</b>	<p><b>Character 1: Person experiencing GBV</b></p> <p>This person plays the role of someone experiencing gender-based violence (GBV). They share their story based on the provided scenario, gradually revealing details about their experience. This perspective helps highlight the signs of GBV, how it feels to experience such behaviour, and the barriers one might face when seeking help.</p> <p><b>Character 2: The Mediator</b></p> <p>This person takes on the role of someone supporting the survivor, such as a Roma mediator or community advocate. They ask questions to uncover details of the situation,</p>



	working to identify signs of GBV. The mediator's perspective explores how to sensitively support survivors, build trust, and recognise when intervention is needed.
<b>Questions</b>	<ol style="list-style-type: none"> <li>1. What signs of GBV did you identify in the scenario?</li> <li>2. What challenges might the person experiencing GBV face when seeking help?</li> <li>3. As the mediator, what strategies did you use to build trust and encourage the survivor to share their experience?</li> <li>4. What barriers or fears might prevent the survivor from seeking help, and how could you address them effectively as a mediator?</li> </ol>

## Activity Sheet 1.3

Role Play Scenario – Signs of GBV Scenario 2	
<b>Description</b>	The purpose of the role-play activity is to help learners recognise the signs of GBV and understand the perspectives of both survivors and mediators. By acting out these roles, learners can develop empathy for survivors and practice building trust and effective communication.
<b>Scenario 1</b>	You are Elena, a 32-year-old mother of two. Your partner often yells at you in front of the children, calling you names and blaming you for everything that goes wrong. Sometimes, they lose their temper and shove or slap you. They control all the household finances and give you very little money for groceries or personal needs. You feel trapped but worry about how leaving might affect your children.
<b>Roles</b>	<p><b>Character 1: Person experiencing GBV</b></p> <p>This person plays the role of someone experiencing gender-based violence (GBV). They share their story based on the provided scenario, gradually revealing details about their experience. The survivor's perspective helps highlight the signs of GBV, how it feels to experience such behaviour, and the barriers they might face when seeking help.</p> <p><b>Character 2: The Mediator</b></p> <p>This person takes on the role of someone supporting the survivor, such as a Roma mediator or community advocate. They ask questions to uncover details of the survivor's situation, working to identify signs of GBV. The mediator's perspective explores how to sensitively support survivors, build trust, and recognise when intervention may be needed.</p>
<b>Questions</b>	<ol style="list-style-type: none"> <li>1. What signs of GBV did you identify in the survivor's story?</li> <li>2. What challenges might the person experiencing GBV face when seeking help?</li> <li>3. As the mediator, what strategies did you use to build trust and encourage the survivor to share their experience?</li> <li>4. What barriers or fears might prevent the survivor from seeking help, and how could you address them effectively as a mediator?</li> </ol>

# Module 2: Guiding Roma Women to Support Services

## Lesson Overview

<b>Title</b>	Guiding Roma Women to Support Services
<b>Target Group</b>	Roma Mediators
<b>Aim</b>	The aim of this module is to increase participants' understanding of obstacles faced by Roma women GBV survivors in reaching GBV services. Furthermore this module is to give to the participants a fundamental knowledge of the basic services addressing GBV violence and helping Roma GBV survivors, as well as methods and ways/tips to guide Roma survivors to such services.
<b>Duration</b>	120 minutes
<b>Topics</b>	<ul style="list-style-type: none"><li>• Barriers of Roma GBV survivors</li><li>• Basic GBV services for GBV survivors and what they offer</li><li>• Ways and tips to guide Roma women survivors of GBV to appropriate support services.</li></ul>
<b>Preparation</b>	Before delivering this training, take time to familiarise yourself with the lesson plan and activities. Consider your target group and make any necessary adaptations. You can also discuss the lesson with participants in advance to identify any specific areas they would like to focus on. Ensure all materials for the lesson are prepared in advance. Create a space for the training that is open, accessible, and inviting!



## Lesson Plan

Lesson Plan	
<b>Overview</b>	<p>This lesson plan focuses on increasing participants' understanding of various obstacles faced by Roma women GBV survivors in reaching GBV services and finding help and support. It contains some work groups scenarios. Furthermore, this lesson is to give to the participants a fundamental knowledge of the basic services addressing GBV violence and helping Roma GBV survivors, as well as methods and ways/tips to guide Roma survivors to such services. It includes QA and ideas on group discussions for available services to engage participants and help them work together.</p>
<b>Training Methods</b>	<ul style="list-style-type: none"> <li>• Individual reflection</li> <li>• Group work</li> <li>• Peer learning</li> </ul>
<b>Required Resources</b>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector/whiteboard</li> <li>• Pens, markers</li> <li>• Paper, sticky notes</li> <li>• Internet access</li> </ul>
<b>Activity Instructions</b>	<p><b>Reflecting on Barriers and Intersectionality</b></p> <p>30 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>• Two examples of Roma women who have faced GBV are presented to the participants with information about their lives, status, economic and family situation and a few details about the incident(s) of violence. The examples are given either in a booklet or by PPP. [Both examples are shared in the existing PPP]</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>• Ask participants to split into 2 groups to choose and examine by discussing with each other for 10-12 min initially one case/example from the 2 by identifying the barriers and linking them to issues of intersectionality. At</li> </ul>



	<p>the same time participants have to write down in bullet points their findings and present them within 3 min to the plenary</p> <p>Step 3</p> <ul style="list-style-type: none"> <li>Participants of one group read the responses of the other group on issues of obstacles and intersectionality and promote discussion and commentary on the responses of each group by members of the other group for 10 minutes</li> </ul> <p><b>Case studies on appropriate GBV services &amp; ways of guidance</b></p> <p>35 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>Watch or listen to a 5-6 short video/audio interview of a women GBV survivor, or get a fictional card with info of a case of Roma women facing GBV violence.</li> </ul> <div style="display: flex; justify-content: space-between;"> <span>General</span> <span>Video</span> <span>link:</span> </div> <p><a href="https://www.youtube.com/watch?v=sE7IBl6Nm9g">https://www.youtube.com/watch?v=sE7IBl6Nm9g</a></p> <p>Step 2</p> <ul style="list-style-type: none"> <li>Participants divide into groups and discuss what they would say in terms of information about GBV services and style to this woman if she came to the Roma Community Centre they serve and confided in them about her situation or if a trusted friend of the survivor approached them and informed them. What information they would give, how would they guide the woman, why, and what they would tell the survivor.</li> </ul> <p>Step 3</p> <ul style="list-style-type: none"> <li>The groups discuss their results and complement each other and explain their answers.</li> </ul> <p><b>Closing Activity</b></p> <p>10 minutes</p> <p>Step 1</p>
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- Participants of one group read the responses of the other group on issues of obstacles and intersectionality and promote discussion and commentary on the responses of each group by members of the other group for 10 minutes

35 minutes

- Watch or listen to a 5-6 short video/audio interview of a women GBV survivor, or get a fictional card with info of a case of Roma women facing GBV violence.

## Step 2

- Participants divide into groups and discuss what they would say in terms of information about GBV services and style to this woman if she came to the Roma Community Centre they serve and confided in them about her situation or if a trusted friend of the survivor approached them and informed them. What information they would give, how would they guide the woman, why, and what they would tell the survivor.

- The groups discuss their results and complement each other and explain their answers.

10 minutes

### Step 1

	<ul style="list-style-type: none"> <li>Using <a href="https://www.mentimeter.com/">Mentimeter</a> (<a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>), ask participants to share what they have learnt from the training. Encourage them to reflect on whether anything has changed their perspective or how they might approach these scenarios differently in the future.</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>End the session by thanking participants for their engagement. Offer to answer any remaining questions they may have and share additional resources for further learning, providing the links as needed.</li> </ul>
<b>Additional Resources</b>	<p>Video story of survivor:</p> <p><a href="https://www.youtube.com/watch?v=YfJXZ3Gxl5g">https://www.youtube.com/watch?v=YfJXZ3Gxl5g</a></p>

# Module 3: Mediation Techniques, Overcoming Barriers and Cooperation with Gender-based Violence (GBV) Professionals

## Lesson Overview

<b>Title</b>	Mediation techniques, overcoming barriers and cooperation with gender-based violence professionals
<b>Target Group</b>	Roma mediators
<b>Aim</b>	The aim of this lesson is to put into action in your daily work basic knowledge of mediation principles and practices; to use practical knowledge of mediation techniques that can be helpful in Roma cases; to understand the different styles of mediation and when to use them; and to put into practice theoretical knowledge of cultural and communication barriers, including strategies to overcome them in mediation practices
<b>Duration</b>	120 minutes
<b>Topics</b>	<ul style="list-style-type: none"><li>• Cultural mediation and the role of mediators</li><li>• Techniques to provide intercultural mediation</li><li>• Barriers to mediation</li><li>• Cooperation with GBV professionals</li></ul>
<b>Preparation</b>	When facilitating the activities in this lesson plan, it's important to create a supportive and respectful environment, as the topic of GBV can be sensitive. Begin

	<p>by emphasising the importance of confidentiality and mutual respect within the group. Ensure that participants understand that their role as mediators is not to resolve GBV cases but to facilitate communication and work collaboratively with professionals trained in GBV intervention.</p> <p>Encourage active participation and practical engagement, especially during the role-play exercises. Clearly explain the scenarios and assign roles thoughtfully, ensuring participants feel comfortable and supported in their tasks. Remain attentive to group dynamics, ensuring all voices are heard and respected, and provide constructive feedback to reinforce learning and build confidence in their mediation skills.</p> <p><b>Facilitator</b> <span style="float: right;"><b>Note:</b></span></p> <p>For the role-play activity in particular, please ensure it is appropriate for your group due to the sensitive nature of the scenario. This exercise is intended solely for learning purposes and is designed to help participants develop an understanding of trauma-informed mediation in GBV contexts.</p> <p>Participation should be voluntary, and a respectful, supportive environment must be maintained. A short debrief is recommended afterwards.</p>
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## Lesson Plan

Lesson Plan	
<b>Overview</b>	This module focuses on cultural mediation and points out its importance when working with minority groups, such as Roma women. It addresses the need for theoretical and practical training of cultural mediators, especially when dealing with such sensitive issues as gender-based violence, provides insight into appropriate and effective mediation techniques, and promotes cooperation with professionals working in the field of gender-based violence.
<b>Training Methods</b>	Group work, peer learning, and role-play activities
<b>Required Resources</b>	<ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Markers</li> <li>• Flipchart paper</li> <li>• Printed scenarios</li> <li>• Timer</li> </ul>
<b>Activity Instructions</b>	<p><b>Icebreaker: Shared connections</b></p> <p>30 minutes</p> <p>Step 1: Introduction</p> <ul style="list-style-type: none"> <li>• Ask each participant to think of one reason why they became a mediator.</li> </ul> <p>Step 2: Group activity</p> <ul style="list-style-type: none"> <li>• Draw a circle in the centre of the paper/whiteboard and write "Shared Connections".</li> <li>• Each participant takes turns sharing something they value about their role as a mediator or a positive experience working with Roma communities.</li> </ul>

	<ul style="list-style-type: none"> <li>• For every shared value or experience, draw a line from the central circle and write it down.</li> </ul> <p>Step 3: Reflection</p> <ul style="list-style-type: none"> <li>• Reflect on the common themes that emerged, emphasising the strength of shared values and collaboration in their work.</li> </ul> <p><b>Activity: Mediation in GBV cases. Techniques and collaboration</b></p> <p>75 minutes</p> <p>Step 1: Group division</p> <ul style="list-style-type: none"> <li>• Split participants into two groups, ideally with an equal number of participants in each group.</li> </ul> <p>Step 2: Introduction</p> <ul style="list-style-type: none"> <li>• Briefly review the basic principles of mediation: active listening, neutrality, empowering the participants, encouraging open communication.</li> <li>• Explain the role of gender-based violence professionals and their involvement in cases.</li> </ul> <p>Step 3: Role-play</p> <ul style="list-style-type: none"> <li>• Scenario 1: the first group will practice a mediation scenario with a focus on applying mediation techniques in a GBV context. <ul style="list-style-type: none"> <li>- A Roma woman has experienced physical violence from her partner. She is hesitant to talk to anyone about the violence and feels trapped in the relationship. The mediator's role is to create a safe space for the woman to speak, listen actively, and encourage her to voice her needs.</li> <li>- One person will take the role of the mediator; one person will act as the survivor; one person will play the perpetrator; other participants will observe and take notes on the mediator's techniques.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- After the role-play, the group will reflect on: <ul style="list-style-type: none"> <li>○ How did the mediator handle sensitive emotions?</li> <li>○ What techniques did the mediator use to de-escalate tension?</li> <li>○ Did the mediator encourage safety and emotional expression?</li> </ul> </li> <li>- Debrief: <ul style="list-style-type: none"> <li>○ Discuss what worked well in the role-play.</li> <li>○ Focus on how the mediator maintained neutrality and encouraged both parties to engage in the conversation.</li> </ul> </li> <li>● Scenario 2: the second group will now take on a different scenario that involves collaboration with GBV professionals. <ul style="list-style-type: none"> <li>- A Roma woman has reached out to a social worker after experiencing emotional abuse and manipulation from her spouse. The social worker and mediator meet with the woman together to assess the situation and create a safety plan. The mediator must facilitate communication between the woman and the social worker, while maintaining respect for the woman's autonomy and confidentiality.</li> <li>- One person will act as the mediator; one person will be the woman experiencing abuse; one person will play the role of the GBV professional; other participants will observe and take notes on how the mediator manages the collaboration.</li> <li>- After the role-play, the group will reflect on: <ul style="list-style-type: none"> <li>○ How did the mediator encourage the woman to voice her concerns while respecting her choices?</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ How did the mediator navigate the collaboration with the GBV professional, ensuring both voices were heard?</li> <li>○ Did the mediator help create a safety plan for the woman?</li> </ul> <p>- Debrief:</p> <ul style="list-style-type: none"> <li>○ Discuss the mediator's approach to integrating the role of the GBV professional.</li> <li>○ How did the mediator balance the needs of the woman with the safety considerations introduced by the professional?</li> </ul> <p>Step 4: Large group reflection and key takeaways</p> <ul style="list-style-type: none"> <li>● Bring the two groups together to share their experiences and insights from the role-plays.</li> <li>● Use the flip chart or whiteboard to list key points.</li> </ul> <p>Step 5: Summing up</p> <ul style="list-style-type: none"> <li>● Emphasise the importance of professional boundaries, ongoing learning, and collaboration in supporting individuals affected by gender-based violence.</li> </ul> <p><b>Conclusion: Time to reflect</b></p> <p>15 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>● Bring everyone back together and ask: "What is one takeaway you have from today's session that will help you grow as a mediator? How can you apply it in your future work?"</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>● Conclude the activity by summarising the importance of continual reflection for personal and professional growth. Emphasise the value of their role as mediators in</li> </ul>
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	maintaining collaboration and understanding within the Roma community and beyond.
<b>Handout Sheets</b>	2 case scenarios
<b>Additional Resources</b>	<p>Maria. (2023, 6 June). Cultural mediators working with GBV survivors - Κέντρο Διοτίμα. Diotima.</p> <p><a href="https://diotima.org.gr/en/guidance-document-for-cultural-mediators-working-at-services-for-gbv-survivors/">https://diotima.org.gr/en/guidance-document-for-cultural-mediators-working-at-services-for-gbv-survivors/</a></p>



# Module 4: Building Trust and Advocacy

## Lesson Overview

<b>Title</b>	Module 4: Building Trust and Advocacy
<b>Target Group</b>	Roma Mediators
<b>Aim</b>	To equip Roma mediators with the knowledge, skills, and tools needed to build trust with GBV survivors and act as effective advocates in mediation settings. This lesson will focus on trauma-informed practices, culturally respectful communication, and practical strategies for building and sustaining trust.
<b>Duration</b>	120 minutes
<b>Topics</b>	<ul style="list-style-type: none"><li>• The role of trust in GBV Mediation</li><li>• Survivor-centred and trauma-informed practices</li><li>• Building rapport and creating safe spaces</li><li>• The role of the advocate in mediation</li><li>• Community and cultural sensitivity in trust-building</li></ul>
<b>Preparation</b>	Facilitators should familiarise themselves with trauma-informed care, advocacy roles, and the cultural nuances of Roma communities as outlined in the SDL and presentation content. Prepare printed handouts with case study prompts, role play briefs, and reflection questions. Set up a private, welcoming training space with movable seating for group work and open discussion.

## Lesson Plan

Lesson Plan	
<b>Overview</b>	This session introduces participants to practical methods for building trust and acting as advocates in mediation cases involving Roma women facing GBV. Through role play, discussion, case analysis, and reflective practice, participants will explore trauma-informed and culturally sensitive approaches, while developing their own mediation techniques.
<b>Training Methods</b>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Role play</li> <li>• Guided reflection</li> <li>• Case study discussion</li> <li>• Peer learning</li> </ul>
<b>Required Resources</b>	<ul style="list-style-type: none"> <li>• Printed role play scenarios and case studies</li> <li>• Flipchart</li> <li>• Markers</li> <li>• Paper</li> <li>• Pens</li> <li>• Laptop/Projector (optional)</li> <li>• Handout Activity Sheets</li> </ul>
<b>Activity Instructions</b>	<p><b>Icebreaker Activity – “Web of Trust”</b></p> <p>10 minutes</p> <p>Step 1:</p> <ul style="list-style-type: none"> <li>• Participants form a circle. One person starts by saying something they value in a trusted person, throws a ball</li> </ul>

	<p>of yarn to another participant, and explains why trust matters in mediation.</p> <p>Step 2:</p> <ul style="list-style-type: none"> <li>• Repeat until all are connected. Debrief briefly on how trust connects us and is essential in their role.</li> </ul> <p>Step 3:</p> <ul style="list-style-type: none"> <li>• After the activity, give each participant a copy of Handout 1 &amp; 2 to facilitate the remainder of the session.</li> </ul> <p><b>Activity 1: Trust Ladder</b></p> <p>25 minutes</p> <p>Step 1:</p> <ul style="list-style-type: none"> <li>• Introduce participants to the concept/metaphor of the “Trust Ladder” - Building trust is like climbing a ladder. Each rung represents a different action or quality we need to offer as Roma mediators. Without the lower rungs, we can’t reach the top □ advocacy.</li> <li>• Write “Trust Ladder” on a flipchart or whiteboard and draw a ladder with 6–8 blank rungs.</li> </ul> <p>Step 2:</p> <ul style="list-style-type: none"> <li>• Divide participants into groups of 3–4. Give each group a stack of sticky notes or strips of paper and ask them to complete the ladder. Prompts: <ul style="list-style-type: none"> <li>○ <i>What’s the first step you would take to build trust with a Roma woman facing GBV?</i></li> <li>○ <i>What actions, behaviours, or values would help build trust?</i></li> <li>○ <i>What does advocacy look like at the top of the ladder?</i></li> </ul> </li> <li>• Ask them to list one action/attitude per sticky note, in the order they would do it.</li> </ul> <p>Step 3:</p>
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	<ul style="list-style-type: none"> <li>• Invite each group to come up and place their ladder on the wall or flipchart. Each group briefly presents their steps and explains why they chose that order.</li> </ul> <p>Step 4 (Optional):</p> <ul style="list-style-type: none"> <li>• Ask participants the following prompt: <ul style="list-style-type: none"> <li>○ Where might trust break down on the ladder? How could you rebuild it?</li> </ul> </li> </ul> <p><b>Activity 2: Role-Play: Building Trust in Mediation</b></p> <p>35 minutes</p> <p>Step 1:</p> <ul style="list-style-type: none"> <li>• Introduce the role play, using the Role Play Scenario Handout.</li> </ul> <p>Step 2:</p> <ul style="list-style-type: none"> <li>• In pairs, ask participants to act out the conversation for 5-10 minutes, then swap roles.</li> </ul> <p>Step 3:</p> <ul style="list-style-type: none"> <li>• Facilitate a whole-group reflection, using the following prompts: <ul style="list-style-type: none"> <li>○ What helped build trust in this scenario?</li> <li>○ What challenges did you face?</li> <li>○ How did you feel in each role?</li> </ul> </li> <li>• Ask participants to then go through the provided self-reflection questions.</li> </ul> <p><b>Activity 3: Strategy Mapping with Trust Tools</b></p> <p>20 minutes</p> <p>Step 1:</p>
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	<ul style="list-style-type: none"> <li>• In small groups, ask participants to brainstorm practical strategies they can use to build trust and advocate effectively.</li> </ul> <p>Step 2:</p> <ul style="list-style-type: none"> <li>• Ask participants to draw a “Trust Toolkit” poster with techniques (e.g., empowering language, confidentiality, community engagement, etc.).</li> </ul> <p>Step 3:</p> <ul style="list-style-type: none"> <li>• Ask participants to present their posters, explaining the reasons behind their chosen techniques and design.</li> </ul> <p><b>Activity 4: Reflection of Advocacy in Action</b></p> <p>15 minutes</p> <p>Step 1:</p> <ul style="list-style-type: none"> <li>• Ask participants to reflect silently on the following prompt: <ul style="list-style-type: none"> <li>○ What does it mean to advocate for Roma women in your community?</li> </ul> </li> </ul>
<b>Handout Sheets</b>	<ul style="list-style-type: none"> <li>• Role Play Scenario</li> <li>• Handout 1 – Trauma-Informed Language Cheat Sheet</li> <li>• Handout 2 – Trust-Building Techniques for Roma Mediators</li> </ul>
<b>Additional Resources</b>	<p><a href="#">Ensuring Roma Women's Access to Justice – European Women's Lobby (EWL)</a></p> <p><a href="#">Barabaripen: Young Roma Speak About Multiple Discrimination – Council of Europe</a></p>
<b>References</b>	<p><i>European Women's Lobby (2022). Ensuring Roma Women's Access to Justice.</i></p>

	<i>United Nations Development Programme (2021). Gender-Based Violence Against Roma Women.</i>
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## Activity Sheet 4.1

Role Play Scenario	
<b>Description</b>	Learners practise a real-world mediation setting to build trust with a Roma woman experiencing GBV. This scenario helps learners apply trauma-informed techniques and explore advocacy in a culturally respectful way.
<b>Scenario</b>	A Roma woman, Esma, is reluctant to speak openly about her situation due to family and community pressure. The mediator must build rapport, gain trust, and support Esma in identifying safe, empowering options.
<b>Roles</b>	<ul style="list-style-type: none"> <li>• <b>Character 1 – Esma:</b> A 35-year-old Roma woman facing emotional abuse and societal pressure to remain silent.</li> <li>• <b>Character 2 – Mediator:</b> A Roma mediator trained in trauma-informed care, trying to build trust and provide options without judgement.</li> </ul>
<b>Questions</b>	<ol style="list-style-type: none"> <li>1. What actions helped or hindered trust-building?</li> <li>2. How did your tone and language impact the discussion?</li> <li>3. What would you do differently?</li> <li>4. How does cultural context shape the mediation process?</li> </ol>



## Activity Sheet 4.2

### Handout – Trauma-Informed Language Cheat Sheet

#### General Guidelines:

- Use non-judgemental, validating language.
- Prioritise safety, empowerment, and choice.
- Avoid language that sounds accusatory, dismissive, or emotionally loaded.
- Mirror the survivor's terminology (don't label unless they do).

#### Avoid Saying:

- “Why didn't you leave sooner?”
- “You need to report this.”
- “You should...” or “You must...”
- “Don't worry, everything will be fine.”
- “Are you sure that's what happened?”
- “We've heard this before.”



#### What to Say?

Say things like...

- “You are not alone.”
- “I believe you.”
- “That sounds very difficult — thank you for sharing.”
- “You are in control of what happens next.”
- “Your safety is important to us.”
- “Would you like to talk about what support feels right for you?”
- “Take your time. I'm here to listen.”

## **Tone & Approach:**

- Speak calmly and clearly
- Maintain open body language
- Respect silence — don't fill it or rush
- Avoid formal, bureaucratic language (e.g. "procedure," "case file")

## Activity Sheet 4.3

### Handout 2 – Trust-Building Techniques for Roma Mediators

#### ◇ Core Principles

- Confidentiality: Make it clear what will and won't be shared.
- Consistency: Follow through on commitments. Don't promise what you can't deliver.
- Empowerment: Let the woman make decisions; offer options, not instructions.
- Cultural Respect: Validate cultural identity without making assumptions.

#### ☑ Techniques You Can Use:

- Start with informal conversations in community spaces
- Ask open-ended questions like *"What do you feel you need right now?"*
- Use active listening: nodding, reflective statements, non-verbal cues
- Offer to bring a trusted female mediator or advocate if that increases comfort
- Translate technical/legal language into everyday language
- Accept that building trust may take time

#### ⚠ Common Pitfalls to Avoid:

- Assuming trust based on shared ethnicity or background
- Talking more than listening
- Rushing decision-making
- Ignoring the influence of family or community pressure
- Using a "fix-it" mindset rather than a "support" mindset

# Module 5: Conflict Resolution and Community Dialogue

## Lesson Overview

<b>Title</b>	Conflict Resolution and Community Dialogue
<b>Target Group</b>	Roma Mediators supporting Roma women
<b>Aim</b>	<ul style="list-style-type: none"><li>• To enhance participants' understanding of conflict dynamics and equip them with practical strategies for mediating conflicts within Roma communities.</li><li>• To develop skills in fostering effective community dialogue, especially when addressing issues related to gender-based violence.</li><li>• To promote culturally responsive approaches that build trust and cooperation among stakeholders.</li></ul>
<b>Duration</b>	120 minutes
<b>Topics</b>	<ul style="list-style-type: none"><li>• Understanding Conflict</li><li>• Cultural Responsiveness in Conflict Mediation</li><li>• Communication Techniques for Conflict Resolution</li><li>• Active Listening and Empathy</li><li>• Facilitating Community Dialogue</li><li>• Practical Mediation Exercises</li></ul>
<b>Preparation</b>	<p><b>1. Preparation:</b></p> <ul style="list-style-type: none"><li>• Familiarise yourself with the background of Roma communities (local context, historical discrimination, cultural norms).</li><li>• Review existing conflict resolution principles and strategies for mediation for working with vulnerable target groups (e.g., Graham's hierarchy of disagreement, or publications by the European Centre for Minority Issues).</li></ul>

	<ul style="list-style-type: none"> <li>• Prepare presentation slides or flip charts highlighting key concepts.</li> </ul> <p><b>2. Materials Setup:</b></p> <ul style="list-style-type: none"> <li>• Arrange the training room to allow for small-group discussions and role-play.</li> <li>• Prepare flip charts or a whiteboard for group brainstorming.</li> <li>• Have any multimedia presentations (slides or videos) loaded and tested.</li> </ul> <p><b>3. Participant Preparation (Optional):</b></p> <ul style="list-style-type: none"> <li>• Share brief articles or infographics about Roma communities, showcasing successful examples of Roma mediation best practices from other sources!</li> </ul>
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# Lesson Plan

Lesson Plan	
Overview	<p>This lesson plan provides Roma mediators with the knowledge and practical skills needed to identify, address, and resolve conflicts within their communities effectively. Over the course of 2 hours, the lesson moves from fundamental concepts of conflict and cultural responsiveness to hands-on practice with communication and mediation techniques. Below is a brief summary:</p> <ol style="list-style-type: none"><li><b>1. Introduction to Conflict</b><p>Explores how conflicts arise, emphasising the importance of identifying root causes rather than focusing solely on surface-level disagreements.</p></li><li><b>2. Cultural Responsiveness</b><p>Highlights the central role that respect, traditions, and community structures play in effective mediation within Roma communities.</p></li><li><b>3. Communication Techniques</b><p>Outlines various strategies, such as asking open-ended questions and using solution-oriented language, that encourage constructive dialogue and mutual understanding.</p></li><li><b>4. Active Listening and Empathy</b><p>Stresses the value of empathetic listening and techniques (paraphrasing, reflecting emotions) for building trust and de-escalating tension.</p></li><li><b>5. Facilitating Community Dialogue</b><p>Offers guidance on having inclusive, respectful discussions where all voices can be heard and respected, including those with less power or influence.</p></li></ol>

	<p><b>6. Practical Mediation Exercises</b></p> <p>Puts theory into action with role-play scenarios based on realistic conflicts. These exercises allow participants to practice new skills in a supportive environment and receive feedback from peers and trainers.</p> <p>By the end of the session, participants gain a practical conflict resolution approach, understand cultural influences, and build mediation skills through presentations, discussions, and role-plays.</p>
<b>Training Methods</b>	<ul style="list-style-type: none"> <li>● <b>Group Work/Brainstorming:</b> Participants work in small groups to analyse conflict scenarios, identify challenges, and propose solutions.</li> <li>● <b>Role-Play:</b> Guided simulations of mediation sessions or community dialogues.</li> <li>● <b>Reflection &amp; Debrief:</b> Group reflections after each activity to consolidate learning.</li> </ul>
<b>Required Resources</b>	<ul style="list-style-type: none"> <li>● Laptop/Projector (for presentations)</li> <li>● Flip charts and markers (for interactive exercises)</li> <li>● Printed or digital handouts (summary of conflict materials, charts, cultural notes on Roma communities)</li> <li>● Case study sheets (physical or digital)</li> <li>● Name tags or table tents (optional but helpful for group work)</li> <li>● Coloured sticky notes for ideas</li> </ul>
<b>Activity Instructions</b>	<p><b>Understanding Conflict</b></p> <p>20 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>● Provide a brief overview of the topic.</li> <li>● Below are some key points that you should highlight to participants: <ul style="list-style-type: none"> <li>○ <b>Conflict</b> arises from disagreements or tensions between individuals or groups, often due to differences in needs, values, expectations, or resources.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Emphasise the cultural and societal factors that shape conflict dynamics.</li> <li>● Explain that in the context of <b>Roma communities</b>, conflict often arises from: <ul style="list-style-type: none"> <li>○ Historical exclusion and discrimination by majority societies.</li> <li>○ Mistrust towards public institutions, stemming from repeated rights violations.</li> <li>○ Cultural misunderstandings between Roma and non-Roma service providers.</li> <li>○ Intergenerational trauma, poverty, and structural inequalities.</li> </ul> </li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>● Facilitate a group brainstorming session to identify common conflict triggers within Roma communities.</li> </ul> <p><b>Cultural Responsiveness in Conflict Mediation</b></p> <p>15 minutes</p> <p><b>Notes:</b> It is recommended that you watch the following video ahead of the training session. Culturally Responsive Conflict Resolution: <a href="#">Watch on YouTube</a></p> <p>Step 1</p> <ul style="list-style-type: none"> <li>● Deliver a brief lecture on the principles of culturally responsive mediation.</li> <li>● Highlight that culturally responsive mediation adapts conflict resolution to respect cultural values, communication styles, and lived experiences, particularly when working with Roma communities or other marginalised groups.</li> <li>● Key principles to cover:</li> </ul>
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	<ul style="list-style-type: none"> <li>○ Respect: Value different cultural approaches to conflict. Don't impose your own norms, ask how conflict is handled in their community.</li> <li>○ Confidentiality: Protect privacy, especially in close-knit groups, and be clear about what is and isn't shared.</li> <li>○ Empathy: Understand their context and acknowledge past experiences without judgement.</li> <li>○ Power Awareness: Recognise power imbalances and ensure everyone can speak equally.</li> <li>○ Cultural Humility: You don't need to know everything. Listen, ask, and learn from the individual.</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>● Have an open Q&amp;A session for participants to share their experiences or ask questions about cultural responsiveness.</li> <li>● Suggested prompt questions include: <ul style="list-style-type: none"> <li>○ Have you experienced a cultural misunderstanding? How was it handled, and what would you change?</li> <li>○ Have you worked with someone from a different culture? How did you build trust, and what challenges arose?</li> <li>○ Have you found it difficult to ask sensitive questions? How did you manage?</li> <li>○ What cultural strengths have you seen in Roma or other communities? How can these shape support services?</li> <li>○ How might we unintentionally show bias or reinforce stereotypes?</li> <li>○ What does culturally responsive support look like in your workplace? What helps or hinders this?</li> </ul> </li> </ul> <p><b>Communication Techniques and Active Listening Presentation</b></p> <p>20 minutes</p>
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	<ul style="list-style-type: none"> <li>• For this activity, follow the communication techniques and active listening trainer handout (see Activity Sheet 5.1)</li> </ul> <p><b>Role-Play – Mediation and Community Dialogue</b></p> <p>35 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>• Distribute a short case study involving a conflict related to gender-based violence in a Roma community (see Activity Sheet 5.2)</li> <li>• Assign roles (e.g. mediator, community members, family members) and encourage participants to apply the cultural considerations previously discussed.</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>• Participants act out the mediation session, focusing on communication and conflict resolution techniques.</li> </ul> <p>Step 3</p> <ul style="list-style-type: none"> <li>• The observer and trainer should provide constructive feedback. The group discusses effectiveness of specific strategies and communication techniques.</li> </ul> <p>Step 4</p> <ul style="list-style-type: none"> <li>• Participants should reflect on the role-play. Ask them the following questions: <ul style="list-style-type: none"> <li>○ How did I handle silence, emotion, and communication?</li> <li>○ Was my goal clear and achieved?</li> <li>○ What worked well, and what could be improved?</li> <li>○ Did I show empathy and awareness of bias?</li> <li>○ What feedback did I receive, and what surprised me?</li> <li>○ What would I do differently next time?</li> </ul> </li> </ul>
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	<p><b>Wrap-Up &amp; Action Planning</b></p> <p>20 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>Facilitate a group discussion for identifying key takeaways from the session.</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>Ask each participant to write down three action points or commitments to apply what they've learned.</li> </ul>
<b>Additional Resources</b>	<p><a href="#">ROMED1 Trainer's Handbook: European training programme on intercultural mediation for Roma communities</a></p> <p>Full Link: <a href="https://www.coe-romed.org/sites/default/files/documentation/ROMED1%20Trainers%27%20Handbook.pdf">https://www.coe-romed.org/sites/default/files/documentation/ROMED1%20Trainers%27%20Handbook.pdf</a></p> <p><a href="#">How to take into account the rights and needs of Roma women when working to prevent and combat gender-based violence – Handbook</a></p> <p>Full Link: <a href="https://www.eeagender.org/eeagender.no/SysSiteAssets/eeang2023_synergy_handbook_roma-women-gbv-dv-final_version-2784-9983-7193.1-002.pdf">https://www.eeagender.org/eeagender.no/SysSiteAssets/eeang2023_synergy_handbook_roma-women-gbv-dv-final_version-2784-9983-7193.1-002.pdf</a></p>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Council of Europe. (2020). <i>Council of Europe Strategic Action Plan for Roma and Traveller Inclusion (2020-2025)</i>. Available at: <a href="https://edoc.coe.int/en/roma-and-travellers/8508-council-of-europe-strategic-action-plan-for-roma-and-traveller-inclusion-2020-2025.html">https://edoc.coe.int/en/roma-and-travellers/8508-council-of-europe-strategic-action-plan-for-roma-and-traveller-inclusion-2020-2025.html</a></li> <li>2. European Union Agency for Fundamental Rights (FRA). (2020). <i>Roma and Travellers in six countries</i>. Available at: <a href="https://fra.europa.eu/en/publication/2020/roma-travellers-survey">https://fra.europa.eu/en/publication/2020/roma-travellers-survey</a></li> <li>3. United Nations Office on Drugs and Crime (UNODC). (2020). <i>Handbook on Restorative Justice Programmes</i>. Available at: <a href="https://www.unodc.org/documents/justice-and-prison-reform/20-">https://www.unodc.org/documents/justice-and-prison-reform/20-</a></li> </ol>

	<p><a href="#">01146 Handbook on Restorative Justice Programme s.pdf</a></p> <p>4. World Health Organization (WHO). (2013). <i>Responding to Intimate Partner Violence and Sexual Violence Against Women: WHO Clinical and Policy Guidelines</i>. Available at: <a href="https://www.who.int/publications/i/item/9789241548595">https://www.who.int/publications/i/item/9789241548595</a></p>
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## Activity Sheet 5.1

### Trainer Handout: Communication Techniques and Active Listening



**Session Duration:** 20 minutes

**Objective:** Provide participants with essential communication tools for resolving conflicts effectively.

**Activity Description:** To reinforce key communication techniques, the facilitator can lead Roma mediators through a brief paired role-play. Participants take turns practising active listening and using “I” statements in a conflict scenario relevant to their community work. One person shares a concern (real or imagined), while the other practises maintaining eye contact, summarising, and responding with empathy and a calm tone. After each round, partners offer brief feedback on what felt clear, respectful, or effective. This activity supports participants in applying the techniques in a practical, culturally sensitive context.

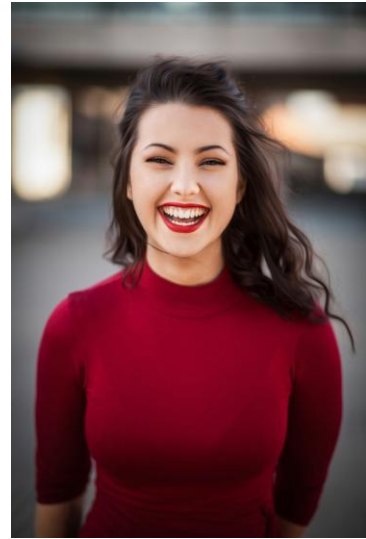
Key Conflict Resolution Communication Skills

## 1. Use "I" Statements

Avoid blame and express how situations affect you personally.

*Example: "I feel concerned when meetings start late because it disrupts my schedule."*

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## 2. Practice Active Listening

- Show you're engaged through eye contact and nodding.
- Use brief verbal responses like "I understand" or "Go on."
- Summarise what the speaker said to confirm understanding.
- Avoid interrupting.

## 3. Remain Calm and Respectful

Stay composed, speak in a steady tone, and avoid aggressive gestures or words, even when tensions rise.

#### 4. Show Empathy and Validate Emotions

Acknowledge the other person's feelings. This builds trust and diffuses defensiveness.

*Example: "It sounds like that situation was really stressful for you."*

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#### 5. Seek Common Ground

Identify areas of agreement and focus on mutual goals. Suggest solutions that consider both parties' needs.



#### 6. Ask Clarifying Questions

When something is unclear, ask open-ended questions to gain more insight.

*Example: "Can you tell me more about what led to that decision?"*

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*Trainer Tip: Encourage role-playing or short partner activities to reinforce these techniques in real time.*

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## Activity Sheet 5.2

Role Play Scenario – Mediation and Community Dialogue	
<b>Description</b>	<p>In a small Roma community, tensions have arisen following an incident involving a young woman, Seni, who reported experiencing violence from her partner. Seni's family supports her decision to speak out, while the partner's family denies the claims and insists it is a private matter that should be handled within the family.</p> <p>The situation has divided the community, with some members advocating for outside support and legal intervention, and others concerned about bringing shame to the community or attracting unwanted attention from authorities. Trust in public institutions is low, and past experiences of discrimination have made many reluctant to engage with external services.</p> <p>A community mediator is called to help facilitate dialogue between the two families and wider community members. The goal is to encourage respectful communication, acknowledge cultural values, and seek a solution that prioritises Seni's safety and dignity while maintaining community cohesion.</p>
<b>Questions</b>	<ol style="list-style-type: none"> <li>1. How did cultural values influence the responses of the individuals involved in the conflict?</li> <li>2. What challenges did the mediator face in balancing respect for tradition with the need to protect Seni's rights?</li> <li>3. How could trust be built between the community and external support services in this situation?</li> <li>4. What strategies helped (or could help) ensure the dialogue remained respectful and inclusive?</li> </ol>





# Module 6: Empowerment and Leadership Skills for Roma Women

## Lesson Overview

<b>Title</b>	Empowerment and Leadership Skills for Roma Women
<b>Target Group</b>	Roma mediators supporting Roma women, particularly those aiming to develop leadership roles within their communities.
<b>Aim</b>	This lesson plan aims to empower Roma mediators with strategies to foster leadership and self-advocacy skills among Roma women. It focuses on building confidence, enhancing decision-making abilities, and encouraging active participation in community development.
<b>Duration</b>	120 minutes
<b>Topics</b>	<ul style="list-style-type: none"><li>• Leadership models and their application for Roma women</li><li>• Overcoming cultural and socio-economic barriers to leadership</li><li>• Strategies for empowerment and self-advocacy</li><li>• Building confidence and goal-setting techniques</li></ul>
<b>Preparation</b>	Facilitators should review the cultural and socio-economic context of Roma women and familiarise themselves with common barriers to leadership within these communities. Prepare examples of successful leadership stories from Roma or similar communities to inspire participants. Gather all necessary materials, including case studies, handouts, and multimedia resources, to support interactive activities. Ensure the session promotes an inclusive and respectful environment.

## Lesson Plan

Lesson Plan	
<b>Overview</b>	This training session introduces Roma mediators to leadership and empowerment techniques tailored for Roma women. Through discussions, role-plays, and group activities, participants will learn to inspire and support Roma women in developing leadership skills. The session emphasises practical tools for fostering confidence, advocating for rights, and promoting active community participation.
<b>Training Methods</b>	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Role-play activities</li> <li>• Peer learning</li> <li>• Interactive workshops</li> <li>• Reflective exercises</li> </ul>
<b>Required Resources</b>	<ul style="list-style-type: none"> <li>• Laptop and projector</li> <li>• Flip chart and markers</li> <li>• Printed handouts and case studies</li> <li>• Pens and notebooks</li> <li>• Multimedia resources (e.g., videos or presentations)</li> </ul>
<b>Activity Instructions</b>	<p><b>Icebreaker Activity: Defining Leadership</b></p> <p>15 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>• Ask participants to share their understanding of leadership and what qualities make a good leader.</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>• Facilitate a group discussion to identify common themes and qualities of effective leadership.</li> </ul> <p><b>Role Play Activity: Inspiring Confidence</b></p> <p>45 minutes</p> <p>Step 1</p>

	<ul style="list-style-type: none"> <li>• For this activity, use the role-play scenario described in Annex I. Divide participants into pairs and assign roles.</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>• Facilitate role swaps to allow participants to experience both perspectives.</li> </ul> <p>Step 3</p> <ul style="list-style-type: none"> <li>• Debrief as a group, discussing techniques used to inspire confidence.</li> <li>• Allow participants some time at the end to reflect and answer the scenario questions individually.</li> </ul> <p><b>Group Activity: Creating Empowerment Plans</b></p> <p>30 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>• Divide participants into small groups and ask them to design an empowerment plan for a hypothetical Roma woman aiming to become a community leader. You can use the template in Annex III to help with this activity.</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>• Groups present their plans, including steps for building confidence, addressing barriers, and setting goals.</li> </ul> <p>Step 3</p> <ul style="list-style-type: none"> <li>• Facilitate a group discussion to refine the plans with input from all participants.</li> </ul> <p><b>Reflective Activity: My Role in Empowerment</b></p> <p>15 minutes</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>• Ask participants to write down one action they can take to support leadership development among Roma women in their communities.</li> </ul>
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	<p>Step 2</p> <ul style="list-style-type: none"> <li>Share these actions in a group discussion and explore how they can be implemented.</li> </ul>
<b>Handout Sheets</b>	<ul style="list-style-type: none"> <li>Successful Roma Women Leaders – Annex II</li> <li>Empowerment plans – Annex III</li> </ul>
<b>Additional Resources</b>	<p><a href="#">Leadership Development for Women</a></p> <p>Full Link: <a href="https://business.dcu.ie/wp-content/uploads/2021/02/Leadership_Women.pdf">https://business.dcu.ie/wp-content/uploads/2021/02/Leadership_Women.pdf</a></p> <p><a href="#">Reflective Practice Workbook</a></p> <p>Full Link: <a href="https://www.copescotland.com/resources/reflective-practice-workbook">https://www.copescotland.com/resources/reflective-practice-workbook</a></p>
<b>References</b>	<ol style="list-style-type: none"> <li>Alina Serban (2021) <i>About Alinia – bio</i>. Available at: <a href="https://alinaserban.com/about-alina/">https://alinaserban.com/about-alina/</a></li> <li>BBC (2016) <i>Esma Redzepova, Macedonia's 'Romany music queen', dies at 73</i>. Available at: <a href="https://www.bbc.com/news/world-europe-38283554">https://www.bbc.com/news/world-europe-38283554</a></li> <li>Council of Europe (2025) <i>20th anniversary conference: list of speakers</i>. Available at: <a href="https://www.coe.int/en/web/minorities/20-years-speakers/-/asset_publisher/4rDEMfDCQLJn/content/rita-izsak-ndiaye">https://www.coe.int/en/web/minorities/20-years-speakers/-/asset_publisher/4rDEMfDCQLJn/content/rita-izsak-ndiaye</a></li> <li>Last.fm (2016) <i>Biography</i>. Available at: <a href="https://www.last.fm/music/Esma+Redzepova/+wiki">https://www.last.fm/music/Esma+Redzepova/+wiki</a></li> <li>Schug, S. (2025) <i>The female Roma trailblazers shaping Romania's cultural landscape</i>. Available at: <a href="https://www.theparliamentmagazine.eu/news/article/the-female-roma-trailblazers-shaping-romanias-cultural-landscape">https://www.theparliamentmagazine.eu/news/article/the-female-roma-trailblazers-shaping-romanias-cultural-landscape</a></li> <li>UN (2025) <i>Rita Izsák-Ndiaye (Hungary), former Special Rapporteur on minority issues</i>. Available at: <a href="https://www.ohchr.org/en/special-procedures/sr-minority-issues/rita-izsak-ndiaye-hungary-former-special-rapporteur-minority-issues">https://www.ohchr.org/en/special-procedures/sr-minority-issues/rita-izsak-ndiaye-hungary-former-special-rapporteur-minority-issues</a></li> </ol>



	<p>7. World Health Organization (2018). Addressing GBV in Marginalized Communities. Available at: <a href="https://iris.who.int/bitstream/handle/10665/275982/WHO-RHR-18.18-eng.pdf">https://iris.who.int/bitstream/handle/10665/275982/WHO-RHR-18.18-eng.pdf</a></p>
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## Activity Sheet 6.1

Role Play Scenario – Empowerment and Leadership Skills for Roma Women	
<b>Description</b>	<p>Participants will engage in role-playing to practice empowering Roma women to take on leadership roles by addressing their concerns and building their confidence. The activity focuses on empathy, practical encouragement, and effective communication techniques.</p> <p><b><i>This scenario may not be suitable for all groups. Please be sensitive when carrying out this activity as it may be triggering for some people. Realise that you never know who has been affected by GBV. Provide a disclaimer ahead of the activity and give participants the option to opt out.</i></b></p>
<b>Scenario</b>	<p>A Roma woman hesitates to participate in a community meeting due to fear of rejection and lack of self-belief. She voices concerns about not being respected or valued in such settings because of many years of structural discrimination and experiences of being in places in which Romani women's voices are not heard.</p>
<b>Roles</b>	<ul style="list-style-type: none"> <li>• <b>Role 1:</b> A Roma woman expressing doubts and hesitation, conveying fear and a reluctance to trust.</li> <li>• <b>Role 2:</b> A mediator offering encouragement and practical guidance, demonstrating active listening, empathy, and cultural sensitivity.</li> </ul>
<b>Questions</b>	<ol style="list-style-type: none"> <li>1. What strategies worked best to encourage the Roma woman?</li> <li>2. How did you address her fears and build her confidence?</li> <li>3. What lessons can be applied to similar real-life situations?</li> <li>4. How can you promote leadership within the Roma community effectively?</li> </ol>

## Activity Sheet 6.2

### Successful Roma Women Leaders

#### Rita Izsák-Ndiaye

Rita Izsák-Ndiaye is a distinguished human rights expert and a prominent Roma woman leader, known for her dedication to advancing the rights of minorities and combatting discrimination worldwide. Born in Hungary to a Hungarian father and a Romani mother, her personal experiences of marginalisation deeply influenced her commitment to social justice. Holding a Master's degree in Law from Péter Pázmány Catholic University in Budapest, she began advocating for human and minority rights during her university years. Her career has since spanned work with civil society organisations, governments, and international bodies in countries such as Somalia and Bosnia and Herzegovina. From 2011 to 2017, she served as the UN Special Rapporteur on minority issues and currently holds a position as a member and the Rapporteur of the UN Committee on the Elimination of Racial Discrimination.

References: Council of Europe (2025); UN (2025)

**Video Resource:** Speaking about minority rights – [Link](#)

#### Alina Serban

Alina Şerban is a feminist Roma actress, playwright, and director, widely recognised as a powerful voice for Roma women in the arts. Born in Bucharest in 1987, she overcame poverty and discrimination to become the first in her family to graduate from high school and university. Her powerful work draws on her personal experiences to confront exclusion and prejudice, with her acclaimed short film '*I Matter*' (2021) highlighting the struggles of a young Roma girl in care. Şerban has also led the way in Roma feminist theatre, writing and performing ground-breaking plays such as '*The Great Shame*', Romania's first production to address the history of Roma slavery. As the first Roma woman director to have a play included in the repertoire of a Romanian state theatre, she continues to be a powerful cultural and political force.

References: Alina Serban (2021); Schug (2025)

**Video Resource:** A webinar on Roma in Film – [Link](#)

## Esma Redzepova

Esma Redžepova (1943–2016) was a celebrated singer, songwriter, and humanitarian of Romani heritage, widely recognised as a powerful symbol of Roma pride and resilience. Nicknamed the "Queen of the Gypsies," she broke barriers in a time when Romani women were discouraged from performing publicly, becoming one of the first to sing in the Romani language on national radio and television. She was known for her vibrant costumes and signature turbans, she also embraced and reinterpreted stereotypes about Roma women. Redžepova used her platform to speak out against discrimination and to advocate for the rights of Roma people. In 2004, she recorded the duet *Magija* with Eurovision star Toše Proeski. Her dedication to humanitarian causes, fostering 47 children and earning three Nobel Peace Prize nominations, highlights her legacy as not only a cultural icon but also a compassionate Roma leader, whose life continues to inspire.

References: BBC (2016); Last.fm (2016)



## Activity Sheet 6.3

### Empowerment Plans – Guide



#### 1. About Me: My Strengths and Values

Write about what makes you unique. What are you good at? What do you care about?

Example prompts:

- Things I am proud of:
- My skills or talents:
- What matters most to me:

#### 2. My Dreams and Goals

Think about what you want for yourself – in life, work, learning, or family.

Example prompts:

- In 1 year, I would like to:
- In 5 years, I hope to:

- One thing I've always wanted to try is:

### **3. What's Getting in My Way?**

List any challenges or barriers you face – and how they make you feel.

Example prompts:

- Things that make it harder for me:
- What I need help with:
- How I feel when I face these challenges:

### **4. My Plan: Steps I Can Take**

Think of small, realistic steps you can take toward your goals.

Example prompts:

- A skill I want to learn:
- Someone I can talk to for support:
- One small action I can take this week:

### **5. Celebrating Me**

Recognise your progress and the courage it takes to keep going.

Example prompts:

- One thing I've done that I'm proud of:
- A time I overcame something difficult:
- I feel strong when:

# Tips for Facilitators

Delivering this training requires not only knowledge of the materials but also a sensitive and culturally respectful approach. Here are some tips to support effective facilitation:

## Create a Safe Space:

- Establish clear ground rules around confidentiality, respect, and active listening from the outset. Ensure participants feel valued and safe to share their experiences.

## Be Trauma-Informed:

- Remember that discussions about GBV can be triggering. Offer content warnings where appropriate, allow participants to opt out of activities, and have referral information available for those seeking support.

## Respect Cultural Contexts:

- Recognise the diversity within Roma communities. Avoid generalisations and be open to learning from participants' lived experiences.

## Encourage Participation:

- Use open-ended questions, small group discussions, and interactive activities to ensure all voices are heard. Validate contributions and avoid dominating the conversation.

## Model Empathy and Active Listening:

- Demonstrate the same communication skills you wish participants to learn, such as listening without judgement, reflecting feelings, and maintaining a supportive tone.

## Be Flexible:

- Adapt the training to the group's needs. If an activity feels too sensitive or overwhelming, be prepared to pause, modify, or skip it.

## Foster Peer Learning:

- Encourage participants to share strategies and insights from their work. Many solutions come from the lived experiences within the room.

## Debrief Activities:

- After role-plays or sensitive discussions, allow time for debriefing to process emotions, reinforce learning, and ensure closure.

## Use Accessible Language:

- Avoid overly technical or bureaucratic terms. Speak clearly, and translate complex concepts into everyday language when needed.

## Self-Care for Facilitators:

- Working on GBV topics can be emotionally challenging. Prepare your own support strategies and take breaks when needed.





## Conclusion

The RoW-Power Capacity Building Training Programme for Roma Mediators marks an important step towards strengthening community support for Roma women facing gender-based violence. Through participation in the six modules, mediators can gain essential knowledge, practical mediation and advocacy skills, and strategies to build trust, empower Roma women, and bridge cultural and institutional gaps.

The work of Roma mediators is crucial in fostering safe, inclusive, and supportive environments within communities. By applying the trauma-informed, culturally respectful practices explored throughout this programme, mediators can play a transformative role, not only in the lives of individual women but in shaping stronger, more resilient Roma communities.

We encourage all participants to continue their journey of learning, reflection, and advocacy by visiting the [RoW-Power eLearning Platform](#). The knowledge, compassion, and leadership developed through this programme are powerful tools for change. We hope that the skills and confidence developed through this training programme will continue to inspire action, advocacy, and resilience in your communities. Together, we can build a future where Roma women are fully empowered, heard, and supported.

# ROW-POWER

Enhancing support for Roma women victims of GBV



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