

EVENT DESCRIPTION SHEET

(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.

 Please provide one sheet per event (one event = one workpackage = one lump sum).)

PROJECT	
Participant:	1 - NAKERAMOS 2 - ISOLA CHE C'E 3 - ROMA ONLUS 4 – SRRH “KALI SARA” CROATIAN ROMANI UNION “KALI SARA”
PIC number:	1 -943944346 2 - 893966454 3 -943954531 4 - 916357934
Project name and acronym:	European Historical Memory of Roma – MHE-ROMA

EVENT DESCRIPTION	
Event number:	WP 3
Event name:	ACTIONS AND TRAINING ACTIVITIES FOR THE KNOWLEDGE OF ROMANI CULTURE
Type:	Workshop about Roma culture and history and Edularp role playing game
In situ/online:	<i>In situ</i>
Location:	SPAIN: Barcelona / Girona ITALY: Rome / Turin CROATIA: Zagreb
Date(s):	SPAIN: TRAININGS: From July, 22nd to September, 28 th 2024 EDULARP: September, 28 th 2024 ITALY: TRAININGS: From June 12th to September 22th 2024 EDULARP: September, 18 th 2024 CROATIA: TRAININGS: From May 16 th to June 26 th 2024 EDULARP: September 21 st , 2024
Website(s) (if any):	SPAIN: https://asocnakeramos.wixsite.com/nakeramos/s-projects-side-by-side

		ITALY: http://www.isolache.it/pages/MHE-ROMA.html CROATIA: https://www.facebook.com/SRRHKS/?locale=hr_HR https://phralipen.hr/		
	Participants			
	Female:	SPAIN: TRAININGS: 27 EDULARP: 8 ITALY: TRAININGS: 20 EDULARP: 8 CROATIA: TRAININGS: 23 EDULARP: 5		
	Male:	SPAIN: TRAININGS: 7 EDULARP: 4 ITALY: TRAININGS: 52 EDULARP: 5 CROATIA: TRAININGS: 8 EDULARP: 7		
	Non-binary:	/		
	From country 1 [Spain]:	TRAININGS: 34 EDULARP: 12		
	From country 2 [Italy]:	TRAININGS: 72 EDULARP: 13		
	From country 3 [Croatia]:	TRAININGS: 31 EDULARP: 12		
	...			
	Total number of participants:	137 (training) + 37 (Edularp) = 174	From total number of countries:	3
	Description			
	Provide a short description of the event and its activities.			

SPAIN**TRAININGS:**

NAKERAMOS organised a series of trainings that explored the characteristics of Romani culture, history and activism, art and language. The workshops were attended by both Roma and non-Roma participants and were organised in person at Romanó Kher premises in the Gothic Quarter of Barcelona or in the town of El Salt in Girona. The events were announced on the Facebook page of Nakeramos and Romanó Kher as well as publicised via flyers at the Universities and other entities, thanks to the help of Campus Rom and other collaborators. A special WhatsApp chat group was also created that included all potential participants, giving them another means of communicating with the MHE-ROMA project team and with each other. The workshops were held in July and September 2024. It was a challenge to make the trainings successful in a season like the summer when people are more dispersed and out of town. There were a total of 34 participants. The sessions held on:

July, 22nd at Romanó Kher in Barcelona

The first training sessions took place in Barcelona, two intensive sessions were presented where the topics of the Romani Movement in Spain and Europe and the Romani Genocide of the 20th century were discussed. Seo Cizmic, activist and artist, director of the Romanó Kher gave the training. 12 people participated in it, 5 men and 8 women, Roma and non-Roma.

September, 24th: El Salt (Girona)

The third training session took place in El Salt, in the province of Girona, where Nakeramos participates in community mediation projects. The session addressed the history of the Roma people and their cultural genocide, starting from the Spanish territory and the Caló people and extending to the European territory and the various Roma groups that suffered a cultural genocide. Finally, emphasis was placed on current Roma activism. Maria Rubia Jiménez, a long-standing activist of the Barcelona Roma movement, and Rafaela Fernández, a social and community mediator, gender expert and worker of the Women Entrepreneurs Information Point Project of the Romanó Institute for Social and Cultural Affairs, gave the sessions. 15 women of Roma origin participated.

September, 28th at Romanó Kher in Barcelona

The training sessions were completed with two more intensive sessions in Barcelona, at the Romanó Kher headquarters. The topics covered were the history of the Roma people, their genocide, cultural and linguistic genocide, and the history of the Romani language. 10 people participated. Seo Cizmic and Maria Rubia Jimenez coordinated the training, which was very well attended by those present.

EDULARP:

On September 28th, the Spanish participants gathered in Barcelona to take part in the Edularp experience, an interactive methodology designed as an educational tool.

Participants:

Number of participants: 12

Women: 8

Men: 4

Roma: 7

Non-Roma: 5

How the game unfolded:

We initiated a preliminary activity to break the ice, ensuring that the main dynamic of the day, the Edularp, could take place in the best possible way. The game lasted three hours and involved participants from various professional backgrounds: students, educators, activists, and artists. The participants, aged between 18 and 45, brought diverse perspectives due to the variety of their life experiences and work fields, enriching the dialogue between young and adult individuals.

The Edularp Director and the team outlined the rules, ensuring that all participants engaged in the activity in a way that was educational, stimulating, and reflective, while also making sure they enjoyed immersing themselves in their characters.

In the distribution of roles, we employed a thoughtful approach, assigning non-Roma characters to Roma participants and vice versa, thereby giving non-Roma participants the opportunity to embody roles from the Roma community. This choice was intentional, aimed at creating an opportunity for deep exchange and reflection. The goal was for each participant to engage with a reality different from their own, experiencing firsthand the challenges, prejudices, and daily experiences of the other group.

Through this role reversal, we aimed to encourage an authentic experience of empathy, allowing participants not only to portray a character but also to gain a deeper understanding of its socio-cultural implications.

Furthermore, to challenge and deconstruct prejudices related to gender, we decided to have several participants embody characters of a different gender from their own. This approach was chosen with the intent of promoting deeper reflection on gender dynamics, social roles, and the stereotypes often associated with gender identity.

The game unfolded in an extremely fluid manner, with participants perfectly immersing themselves in their roles. There were no moments of conflict, making any intervention by the Director unnecessary. On the contrary, it became clear that everyone enjoyed portraying their character, fully aware that this was a playful activity and not a personal evaluation. This awareness helped create a light and pressure-free atmosphere, where participants felt free to express themselves without fear of judgment. The enjoyable aspect of the experience, combined with an understanding of the game context, fostered authentic and positive engagement, contributing to the overall success of the dynamic.

Moving on to some aspects of the game: as expected during the first part, two factions formed: Roma and non-Roma. This initial division reflected the social and cultural realities that often characterize relations between the two communities. As the game progressed, typical expressions of anti-Gypsyism emerged, such as: "Roma people steal, everyone knows that", representing deep-rooted stereotypes and historical prejudices.

In response to such statements, Roma participants defended their position with phrases such as "We are always to blame!", highlighting their awareness of the injustices they have suffered and the weight of stereotypes surrounding them. This dynamic highlighted how labels and pre-conceived narratives influence social interactions and perpetuate divisions.

Each character had the opportunity to express their reasons and motivations, trying to break down the negative labels imposed by the opposing factions.

At this stage, participants begin to make the first attempts to find common ground between the two factions. They try to understand that it is not diversity, origin or ethnicity that determines whether a person is good or bad, nor their value.

This recognition is an important step in bringing the two communities closer together, as it invites them to look beyond the labels and stereotypes that often influence relationships between people. Thus participants have explored the notion that assigning blame to someone solely based on an image or a preconceived notion is unfair.

Taking into account the reflections that emerged during the discussion, the group decided to focus on a common ground. Some members chose to soften their positions due to personal interests, while others, after deep reflection, realized that their judgments about the Roma community were unfounded. For this reason, they express regret and sincerely apologize, recognizing the importance of open and respectful dialogue.

The group decided to apologize to Rafael and to repurchase Lucas's phone, ensuring that there would be no one to blame.

Conclusions:

During the debriefing, several comments and reflections emerged regarding the experiences shared. Here are some of the most interesting comments:

"I didn't know how to defend myself... it was frustrating to play this character. I felt powerless because, despite trying to defend myself with research and analyses conducted by professionals, the outcome wouldn't have changed."

"In my house, there is always discrimination; my brother and father are very racist, and when I try to defend a position different from theirs, I don't feel heard."

"When there's someone to blame, the same people are always pointed out."

"It was easy for me to immerse myself in the role because it is the story of my life, what I have always experienced."

"My character, even without holding specific judgments about the Roma people, writes and expresses them in front of others just to feel accepted and part of a group. This is what often happens and continues to perpetuate this division."

"We always have to justify ourselves, constantly stating that we are good people, that we study and work. It's an unnecessary effort and a waste of energy."

"You lost the right to be imperfect from the moment you were born..."

From the insights gained and the numerous comments collected, we are proud of the participants' responses. We believe that this dynamic has strengthened the group's sense of cohesion, fostering trust and encouraging openness through the sharing of personal experiences, starting from the reflections related to the portrayal of the fictional character.

ITALY

TRAININGS:

1. Meeting on June 12th, Turin and Rome

The meeting explored the immigration of the Romani people from India to Europe, analyzing the historical causes of this movement and their arrival on the continent. The focus was on World War II, particularly the Romani genocide known as the Samurdadipen. Discussions covered the history of the Romani language, linguistic genocide, and the importance of activism within the Romani community.

2. Meeting on June 21st, Rome

This meeting delved into the history and culture of the Romani people, with a special focus on stereotypes and anti-Romani racism (antiziganism). Through interactive debates, participants gained a deeper understanding of the historical roots of prejudice against the Romani and how these stereotypes manifest in contemporary society.

3. Meeting on July 10th, Rome

The meeting analyzed the migration of the Romani people from India to Europe, tracing the historical stages of this journey. Discussions highlighted the cultural and social implications of migration, emphasizing how this process shaped the development of Romani culture in Europe.

4. Meeting on July 11th, Rome

This meeting offered an in-depth look into the history of the Romani language, focusing on how linguistic traces reflect the journey of the Romani people over centuries. Participants explored the importance of language as a central element in preserving the cultural identity of the Romani community.

5. Meeting on September 13th, Rome

The focus of this meeting was on the Samurdadipen, providing historical data and direct testimonies about the Romani genocide during World War II. The discussion also touched on antiziganism, both in the past and its contemporary manifestations, highlighting the need for active engagement in combating discrimination.

6. Meeting on September 16th, Rome

The meeting explored Romani and Sinti activism at both the national and international levels. Various activism experiences were analyzed, highlighting the challenges faced and the strategies used to promote social inclusion and civil rights for Romani and Sinti communities.

7. Meetings on September 21st-22nd, Rome

The final meetings addressed the role of prominent figures within the Romani community, examining how these individuals are perceived by both mainstream society and the Romani community itself.

Discussions also covered tools to fight discrimination, promoting inclusion through positive representation and the celebration of Romani success stories.

EDULARP:

In the headquarters of L'isola che c'è, 13 young participants aged 18 to 35, participated in the educational LARP "It was their" youth attended by 2 staff people. The 4-hour game involved young people, helping them to get into other's shoes. The 13 participants, 5 of whom were not Roma and 7 Rom, assisted by two presenters, participated enthusiastically in the game.

The aim of the game was to help understand the prejudices related to the Roma community, experiencing them first-hand, was the goal fully achieved by the game. They played a specific everyday life scenario, with a school setting. The familiar setting for all participants facilitated the identification process. The exchange during and at the end of the game showed the different points of view of the boys related to the situation of the game.

After an initial activity to help the youngsters in the process of identification, the game began with the moderation of the two hosts. The discussion, sometimes very heated, saw participants take positions and adopt extreme behaviours in order to defend their own ideas. Very interesting the exchange of roles that saw the Roma addressing to others the racist accusations they had suffered all their lives. As they testified at the end of the game it was easy to do, for them it was enough to refer to their past, even if it was painful. At the end, all participants completed questionnaires and attended a feedback meeting. Interesting positions, and especially the feelings of discomfort manifested by the participants.

CROATIA**TRAININGS:**

From May Croatian Romani Union "KALI SARA" organized a series of specialized lectures and workshops that explored the characteristics of Romani culture, history, art, language, and national identity. In order to make them more attractive to youth, especially Roma youth, the lecturers were either experts in certain fields (e.g. Roma history) or youth themselves, giving them a chance to shape the content themselves and talk freely about their culture and any possible differences that they perceive between their community and the majority population. The workshops were equally attended by Roma and

non-Roma participants, and they were organized either in situ or online to adapt to the busy schedule of the participants. All the upcoming events were announced on radio KALI SARA HRVATSKA and Kali Sara Fb page, while a special WhatsApp chat group was created that included all potential participants, giving them another medium for communication with the MHE-ROMA project team and between themselves. The workshops lasted from May 16th until June 26th and numbered 31 participants in all.

May 16th – the first lecture was held by Maja Grubišić and Sunčica Habus, journalist and archaeologist, respectively. Before discussing the main subject, the question of Romani origin and identity a short introduction to the project was given, with all the important milestones and aims that it tries to reach. Participants were introduced to the latest scientific discoveries that confirm the Indian origin of Roma, especially genetics, which places the Romani homeland in the territory of Punjab, now divided between India and Pakistan. A short description of the Punjab region was given, with its historical and natural peculiarities. Afterwards, the participants were asked to think about what an identity represents to them, and what shapes Romani identity in relation to the majority population.

May 23rd – Matej Čolig, journalist and philosopher, gave a lecture on the current position of Roma in Croatia and Europe, combining several detailed statistical analyses. Covering major issues that usually bother Roma communities like unemployment, poor housing conditions, low level of education, high birth rates, and underage pregnancies Čolig portrayed a detailed picture of how most Roma in Croatia and Europe live today, comparing those numbers with those given for the majority population. Afterward, participants shared their own experiences, Roma and non-Roma alike, showing that even Roma are unaware of the harsh living conditions that some of their compatriots live in.

May 29th – Robert Korenić, historian and one of the leading experts on Samudaripen in Croatia gave a lecture on how the position of Roma changed in Europe during the course of history, from their arrival to Byzantium, first persecutions and expulsions to the horrors of the Second World War. The persecution of Roma in the Independent State of Croatia was especially addressed, as well as the long-term consequences of the genocide. Korenić ended the lecture by stressing the role of the public in keeping alive the memory of past events and the role that projects and programs for youth have in that process.

June 5th – Elenora Balog, a young Romani athlete, spoke on the position of Roma youth today, in their own community and generally in society. She introduced sport as one of the ways to define yourself.

June 12th – Anesa Šabani, one of the aspiring young Romani activists, talks about the position of youngsters in the Roma community and how by being active in civil organizations young can give something back to their community (Roma and non-Roma alike) and contribute to the better society in general. Her lecture also stresses the role of education, especially for young girls, who are more likely to drop out of school at an early age and assume their traditional role of being wives and mothers, not being aware of their true potential.

June 14th – Talita Jašarevski, the only female Romani painter in Croatia with a solo exhibition, titled "Emotions". Talita talks about the Romani tradition, and women's position in the Romani community, and how that tradition inspired various forms of art, especially visual arts.

June 20th – Šemsa Šečić and Anesa Šabani both work as midwives in one of Zagreb's maternity hospitals. Together they held an amazing lecture comparing the experience of pregnancy and giving birth between women in the Romani community and general population. Analyzing different customs and traditions,

	<p>as well as their personal experience in helping women give birth they took everyone on an amazing journey which even male participants found interesting.</p> <p>June 26th – Ardijan Gaši comes from a Romani family that still speaks the Romani language, Romani chib in their everyday communication. His lecture was an amusing crash course in Romani chib. Participants had a chance to learn the basics of the Romani language, some useful phrases, greetings, etc. After the lecture participants who spoke Romani chib analyzed the differences between the dialects they speak, since they belong to different subgroups of Roma.</p> <p><u>EDULARP:</u></p> <p>Croatian Romani Union organized the EDULARP game for future participants of the theatre workshops on Saturday, September 21st, in Zagreb, at its premises. Twelve participants attended the game, accompanied by the project's staff, one of who took over the role of the conductor.</p> <p>At the beginning, the participants were introduced to the project layout in detail, especially with the upcoming events, the theatre workshops, and the trip to Italy. The importance of their continuous participation was stressed, so they understood what they were signing up for.</p> <p>The aim of today's EDULARP game was explained, as well as the scenario. After that, each participant was assigned a character, and given some time to learn and rehearse their role. The member of the staff who took over the role of the principal started the game and for more than an hour the participants tried to solve the imaginary situation. After an hour the principal stopped the game and gave everybody a chance to explain themselves and their characters. While some participants found it hard to relate to their characters, several showed real talent and empathy for their characters, even those who played characters of opposite nationality, gender, or life experience.</p> <p>At the end, all the participants were given questionnaires to fill the questions. After that they were given chance to freely discuss the experience and comment on their colleagues' roles and performance.</p>
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HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).
2.0	30.09.2024	EDS WP3