



**Training for local stakeholders and Local Action Groups on
CLLD and on how to increase access to funds available
through the LEADER programme for Roma
(Training package)**



General introduction: How to use this package

This training package was designed by Nevo Parudimos Association as one of the affiliated entities within the partnership agreement signed with ERGO NETWORK for the FRAMEWORK PARTNERSHIP AGREEMENT DG EMPL N. VP/2013/0482 SPECIFIC AGREEMENT VP/2016/012/0037.

The package is designed to support the implementation of Community Led Local Development (CLLD) within the LEADER programme. **Local Action Group staff and potential beneficiaries – both NGOs and local authorities - are targeted together in a common training in order to build their capacity in helping to improve inclusion and participation of the Roma population in the geographic area of the LAG.** The common training furthermore fosters partnerships between these three actors and enables learning from each other that would not be able in a training solely targeting LAGs or solely targeting potential beneficiaries.

This package can be used by the LAG staff, by trainers, by community members or by potential beneficiaries.

The user can find in this package the detailed programme for a two-days training planned in a participatory way with the purpose of increasing competences and of offering a space for sharing experiences.

The training package is accompanied by a training manual, in which the entire information used in the guide is presented, together with field experiences, rules and procedures of the LEADER programme. This information has to be adapted to the national context in which the training is delivered, as specificities of the LEADER programme and the CLLD process differ from country to country.

The agenda for the two-days training includes sessions in which the LAG teams (manager and animator/facilitator) and potential beneficiaries (NGOs, public and private entities) participate together, as well as some sessions in which the group will be split into LAG teams and potential beneficiaries.



Training Agenda:

Day 1	
9.00 – 10.00: Participants registration	
10.00 – 11.30	
Participants: Local Action Group members (LAG) Local public authorities (LPA) Non-governmental organisations (NGOs)	
Section I The specificities of Roma communities (social, economic and cultural perspectives). Inter-ethnic communication techniques and methods. Prof. Ileana Rotaru PhD , Nevo Parudimos Association	
11.30 -12.00 Coffee breaks	
12.00 – 13.30	
Participants: Local Action Group members (LAG) Local public authorities (LPA) Non-governmental organisations (NGOs)	
Section II: CLLD Principles – Community development: a chance for the development of disadvantaged communities Daniel Grebeldinger , Nevo Parudimos Association	
13.30 – 15.00 Lunch	
15.00 -16.30	
Participants/ per groups	
LAG members	LPAs and NGOs
Section III: The role of LAGs in the implementation of CLLD Marinela Petran – National Federation of Local Action Groups	Section III: The role of local actors in LAGs Daniel Grebeldinger , Nevo Parudimos Association
16.30 -17.00 Coffee break	
17.00 – 18.30	
Participants/ per groups	
LAG members	LPAs and NGOs
Section IV: External financing opportunities for Local Development Strategies (LDS) Daniel Grebeldinger , Nevo Parudimos Association	Section IV: Functioning and financing rules of LAGs Marinela Petran – National Federation of Local Action Groups



Day 2	
9.30 - 10.30	
Participants Local Action Groups members (LAG) Local public authorities (LPA) Non-governmental organisations (NGOs)	
Section V: The specificities of planning and managing projects financed through the LEADER/LAG programme – how to develop LAG-specific application guides Daniel Grebeldinger , Nevo Parudimos Association	
10.30- 11.00 Coffee break	
11.00 – 12.00	
Participants/ per groups	
LAG members	LPAs and NGOs
Section VI: Functioning and financing rules for LAGs – Assisting beneficiaries Marinela Petran – National Federation of Local Action Groups	Section VI: How to write the application guides. Key elements and the contribution of beneficiaries Daniel Grebeldinger , Nevo Parudimos Association
13.00-14.00 Lunch	
14.00 – 16.00	
Participants Local Action Groups members (LAG) Local public authorities (LPA) Non-governmental organisations (NGOs)	
Section VII: Measures for the inclusion of Roma communities registered by Local Development Strategies (LDS). Types of projects. Alexandra Toderiță , Romanian Centre for European Politics	
16.00-16.30 Coffee break	
16.30 – 17.30	
Participants Local Action Groups members (LAG) Local public authorities (LPA) Non-governmental organisations (NGOs)	
Section VIII: Measures for the inclusion of Roma communities registered by Local Development Strategies (LDS). Types of projects. Final conclusions, recommendations Daniel Grebeldinger , Nevo Parudimos Association Marinela Petran – National Federation of Local Action Groups	



Day 1

Section 1: The specificities of Roma communities (social, economic and cultural perspectives). Inter-ethnic communication techniques and methods

Exercise/activity name	I am.....
Exercise/activity objective	<ul style="list-style-type: none"> - Participants get to know each other - Increase interaction among participants - Develop communication between participants.
Duration	20-30 minutes
Exercise/activity description	<p>Participants are arranged in a circle and are offered a sheet of paper, then asked to note down their name and 10 things to describe themselves (hobbies, education, family, favourite things).</p> <p>After this activity, a person is asked to say his/her name and state a characteristic about him/her out loud. The other participants are asked to verify their sheet of paper and if they have the same characteristic to raise their hands, say their names and erase this characteristic from their lists.</p> <p>The following participant will do the same thing, say his/her name and a characteristic, and so on. Each time, the characteristic mentioned has to be the first one on their list which isn't cut off yet.</p> <p>When all characteristics have been cut off, then an 11th characteristic may be added to the list.</p> <p>In the end, the facilitator will offer badges for each participant to write their names on and the characteristic they have read out.</p>
Resources	40 sheet of paper, 40 pens, 40 badges

The specificities of Roma communities:

Exercise/activity name	Roma in our area are....
Exercise/activity objective	<ul style="list-style-type: none"> - Help participants get to know each other - Increase participants' knowledge on Roma from the



	LAG area; - Develop communication between participants.
Duration	20-30 minutes
Exercise/activity description	<p>The facilitator prepares a list with 30 statements on Roma, some true and some false (See Appendix 1), which are read to the group and confirmed with the group if these are true or false.</p> <p>Each answer demands explanation, so that the other participants may learn more from the explanation received.</p> <p>In the case a Roma doesn't offer an explanation, the trainer must do so, after being properly informed.</p>
Resources	A list of questions

Communication between different ethnicities:

Exercise/activity name	Presentation and discussion
Exercise/activity objective	- Increase participants' knowledge on inter-ethnic communication
Duration	20-30 minutes
Exercise/activity description	<p>The facilitator presents a ppt. presentation with definitions of communication and initiates a discussion between LAG animators and potential beneficiaries, with the aim of brainstorming possible communication barriers. The results are put down on the flipchart so that the group develops a list of recommendations for the animator on how to overcome these barriers, and in order to facilitate communication between potential facilitators and the Roma community.</p>
Resources	Flipchart, markers Video-projector

Section 2 CLLD Principles – Community development, a chance for the development of disadvantaged communities

Exercise/activity name	Presentation and group work
Exercise/activity objective	<ul style="list-style-type: none"> - Increase participants' knowledge on CLLD; - Increase the degree of participation of community members in the decision-making process; - Increase the knowledge of LAG teams on the



	<p>participative approach and its effects;</p> <ul style="list-style-type: none"> - Identify real community problems, which can be solved with the help of the LAG's financial support.
Duration	90 minutes
Exercise/activity description	<p>The facilitator begins by presenting the CLLD principles and its history with the help of a PPT presentation (15 minutes), after which participants are asked to form 5 groups of 8 persons.</p> <p>Each group will have 4 LAG participants and 4 community participants. If possible the LAG members should belong to the same LAG, so that they know each other.</p> <p>Inside the group they will have the task of noting down a list of problems of disadvantaged communities and who is responsible for tackling these problems, using Appendix 2 (20 minutes).</p> <p>Then the trainer asks the group members to write in the third column of the appendix what citizens can do to solve these problems and how they can contribute to activities of responsible institutions to help solve these problems (20 minutes).</p> <p>After the two stages of discussions, results are presented (25 minutes).</p> <p>At the end of the exercise each group is asked to select one problem they believe they can solve by developing a project for the LAG. The LAG team will then explain potential beneficiaries what they can do to solve the problem by applying for a LAG measure.</p>
Resources	Appendix 2 printed on an A3 sheet of paper for each group, video-projector

During the second part of the day, participants will be divided into two groups: a group for the LAG teams and a group composed of LAG potential beneficiaries.

Section 3 LAG teams: The LAGs role in the implementation of CLLD

Exercise/activity name	How can community participation be increased in LAG activities?
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Exercise/activity objective	<ul style="list-style-type: none"> - Increase participants' knowledge on communication with LAG beneficiaries; - Identify the most efficient communication methods with LAG beneficiaries.
Duration	90 minutes
Exercise/activity description	<p>The facilitator begins the discussion by asking the participants to brainstorm methods to consult the community (15 minutes). While these are presented by the participants, the facilitator takes notes.</p> <p>After noting down a list of consultation methods, the facilitator divides the participants into 5 groups of 4 people and asks each group to discuss one of the methods in detail, keeping in mind that the target group for the consultation activity are Roma communities from the LAG. At the end a flipchart with all the information discussed is filled in (20 minutes).</p> <p>After the preparation of flipcharts these are presented to the whole group (25 minutes).</p> <p>At the end, the facilitator asks participants to go back to their group and think of parallels between consultation meetings and information meetings for the population, noting on the flipchart positive and negative aspects of these activities (20 minutes). Once this task is finished, the result will be presented to the other colleagues.</p>
Resources	Flipchart, markers

Section 4 (for LAG teams): External financing opportunities for Local Development Strategies (LDS)

Exercise/activity name	Potential financers for LAGs
Exercise/activity objective	<ul style="list-style-type: none"> - Increase participants' knowledge on financing sources for the LAG; - Increase LAG teams' understanding regarding the fundraising process of LAGs;
Duration	90 minutes
Exercise/activity description	The facilitator divides participants into teams of two people, so that always both team members are from the same LAG.

	<p>The facilitator offers participants a list of potential financiers relevant for their area (Appendix 3) and asks them to discuss it (20 minutes). They then choose the financier they know best and present it to their colleagues in a few words, covering the essential elements (name, activities, finances, sums offered, eligible beneficiaries, co-financing, budget, specific aspects) (60 minutes).</p> <p>In the end, the trainer can add information on sources of financing that have not been discussed.</p>
Resources	<p>Flipchart, markers 10 copies of Appendix 3</p>

Section 3: (for NGOs, LPAs) The role of local actors in LAGs

This section is facilitated by a LAG animator, who presents the roles an NGO or LPA representative may have inside the LAG and what their tasks could be.

Exercise/activity name	The role of local actors in LAGs
Exercise/activity objective	<ul style="list-style-type: none"> - Increase participants' knowledge on their role inside a LAG
Duration	90 minutes
Exercise/activity description	<p>The facilitator will present all positions an LPA or an NGO member may have inside a LAG, with specific roles and responsibilities:</p> <ul style="list-style-type: none"> - Member of the Council of Directors; - Member of the Selection Committee; - Member of the General Assembly; - Beneficiary of LAG projects; - Member of the Censors' Commission; - Applicant; - Financer; - Animator. <p>For each situation, the roles and tasks of a specific position inside the LAG are presented.</p>
Resources	Power point presentation



Section 4 (for NGOs, LPAs): Functioning and financing rules of LAGs

Exercise/activity name	Functioning and financing rules of LAGs
Exercise/activity objective	- Increase participants' knowledge on the functioning and financing rules of LAGs
Duration	90 minutes
Exercise/activity description	<p>The facilitator will present the regulations that govern a LAG, the role of each structure and of each team member, followed by a presentation on LAG finances:</p> <ul style="list-style-type: none"> - General Assembly; - Council of Directors; - Selection Committee; - Censor/Auditor; - LAG team – LAG manager <ul style="list-style-type: none"> - Animator - Projects evaluator - Financial responsible - Financial procedure inside LAGs <p>For each position the role and tasks are presented.</p>
Resources	Power point presentation

Day 2

Section 5: Planning and management specificities of projects financed through the LEADER/LAG programme – how to realize specific application guides

Exercise/activity name	The realisation of guides in specific conditions
Exercise/activity objective	- Increase participants' knowledge on the way in which specific guides of LAGs are realized
Duration	90 minutes
Exercise/activity description	<p>The facilitator will present how the LAG-specific application guides can be developed by including criteria that fit to the target group for a line of financing. LAG animators can identify potential beneficiaries in a specific area, adapt the guides to the local context, to the legislation or to other unexpected</p>



	<p>aspects.</p> <p>Then the facilitator will point out the importance of the connection to the local context and to potential applicants, so that the participants understand that the guides can be built with specific local organisations in mind as applicants.</p>
Resources	Power point presentation

Section 6 (For LAG teams): Functioning and financing rules for LAGs – Assisting beneficiaries

Exercise/activity name	Functioning and financing rules for LAGs – Assisting beneficiaries
Exercise/activity objective	- Increase participants' knowledge on the way in which guides are developed in specific conditions of LAGs
Duration	90 minutes
Exercise/activity description	<p>The trainer will divide participants into 5 teams, which will develop a presentation on how they could support LAG beneficiaries in order to obtain the best possible results after the implementation of projects (60 min).</p> <p>Then each group gives their presentation and answers questions from the audience.</p>
Resources	Flipchart, markers

Section 6 (for NGOs, LPAs): How to write application guides. Key elements and the contribution of beneficiaries

Exercise/activity name	How to write application guides. Key elements and contribution of beneficiaries
Exercise/activity objective	- Increase participants' knowledge on how beneficiaries can be involved in developing the specific guides for obtaining funds through LAGs
Duration	90 minutes
Exercise/activity description	The trainer will divide participants into 5 teams, which will prepare a presentation on ways how potential beneficiaries can interact with a LAG team in order to influence the development of the LAG specific guides. (60 min)



	Each group will then give their presentations and answer to questions.
Resources	Power point presentation

Sections 7 and 8 For All): Measures for the inclusion of Roma communities in Local Development Strategies (LDS); types of projects

Exercise/activity name	Planning future projects together
Exercise/activity objective	<ul style="list-style-type: none"> - Increase participants' knowledge on how beneficiaries can be involved in the development of specific application guides for financing through LAGs
Duration	180 minutes
Exercise/activity description	<p>The trainer will divide participants into 10 teams of 4 people, with all 4 being from the same LAG area (2 LAG members and 2 beneficiaries).</p> <p>The groups need to identify and discuss one problem of Roma communities in the LAG area in order to start a project inside the LAG to solve that problem, using measures dedicated to the inclusion support of Roma communities inside the LAGs.</p> <p>The project sheet (Appendix 4) will be used to plan the project.</p> <p>LAG representatives will also be encouraged to discuss aspects of the specific guides relevant for the measure used and to give the application sheet to potential beneficiaries.</p> <p>At the end, each group will present its idea.</p>
Resources	Project sheet (Appendix 4)



APPENDIX 1

Exercise questions “Roma from this area are”

1. In Romania 650 000 Roma have been registered
2. Roma from the Timis district belong to the “Caldarari” (“boiler builders”) tribe.
3. Roma raise horses.
4. Roma from the ... village, work in agriculture.
5. Roma people move abroad.
6. Roma from the ... village are a traditional community.
7. Roma women from the ...village need education.
8. Roma children from the ...village marry at young ages.
9. Roma from the ...village dress in cheap clothing.
10. Roma from the ...village build pipes/baskets of rod/(other local handcrafts)
11. Roma men decide what activities are realized inside their house
12. Roma children need a school mediator in order to go to school.
13. Roma pupils don't go to school because they don't understand Romanian.
14. Roma from the ...village are good musicians
15. In the.... Roma community gypsy law is practiced.
16. Roma are afraid of doctors.
17. The health mediator from the... village helped Roma families.
18. Roma from the ...village are isolated because of the poor infrastructure.
19. Roma from the ...village don't have identity cards.
20. In Roma families children are very important.
21. Roma from the ...village consider traditions very important.
22. Roma people from the ...village speak Romani.
23. Until 1856 the Roma were slaves in Romania.
24. Roma from the ...village speak Hungarian.
25. Roma from the ...village are Baptist.
26. Roma refuse to have legal business and pay taxes.
27. Thevillage needs road and sidewalk reparations in the Roma community.
28. Roma people don't want to work in agriculture.
29. In the village children need afterschool services.
30. Family connections inside Roma communities are strong.



APPENDIX 2

Community name		
Problems	Who is responsible for solving this problem?	What can citizens/the community do to solve this problem?



APPENDIX 3

Potential financers:

1. European Commission Erasmus+ Programme;
2. European Commission Europe for Citizens Programme
3. Human Capital Operational Programme
4. Operational Programme Administrative Capacity
5. Operational Programme "Environment"
6. Cross-border Co-operation Programmes (IPA)
7. World Bank
8. Private banks
9. Oil companies (MOL, ROMPETROL, OMV)
10. Corporate social responsibility programmes
11. Romanian Government – The Ministry of Culture
12. Romanian Government – The Ministry of Labour
13. Churches
14. International networks
15. Private philanthropists
16. Donations
17. Businesses from the LAG area
18. Crowd funding
19. Charitable events
20. Governmental programmes from other countries
21. Norwegian funds
22. Embassy funding



APPENDIX 4

Project sheet:

1. Project title
2. Local context (the problem addressed)
3. Applicant/ partners
4. Purpose
5. Objectives
6. Activities
7. Target groups
8. Results expected
9. Indicators