

# Including Roma Communities in European Higher Education: Celebrating Successes and Identifying Challenges

## *Impact Report*



Higher Education Internationalisation and Mobility:  
Inclusion, Equalities and Innovations 

CHEER  
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[www.sussex.ac.uk/education/cheer](http://www.sussex.ac.uk/education/cheer)



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## Overview

On Thursday 19<sup>th</sup> May 2016 an impact seminar titled “*Including Roma Communities in European Higher Education: Celebrating Successes and Identifying Challenges*” was hosted to highlight the Higher Education Internationalisation and Mobilities (HEIM) Project, funded by the Horizon 2020 Marie Skłodowska-Curie Actions Programme. Located in the Centre for Higher Education and Equity Research (CHEER), at the University of Sussex, the project is working with the Roma Education Fund, Budapest, and the Universities of Seville, Spain and Umea, Sweden to interrogate how Roma communities are faring in relation to higher education opportunities in Europe.

The event was organised and hosted by CHEER, and funded by the University of Sussex ESRC Impact Acceleration Fund. Participation in the seminar was free and live remote participation was made available online. A total of 55 people participated in the event on the day, including 36 people who attended in person and 19 people who participated remotely online.

The purpose of the Impact event was to share information about findings from the project to date, explore enabling interventions and exchange knowledge with diverse stakeholders. Participants included community leaders, community organisations, policymakers, Widening Participation professionals, masters’ and doctoral students and scholars concerned with the educational inclusion of Roma communities. The overall aim of the seminar was to promote change, impact and positive outcomes.

A welcome and introduction to the HEIM project was provided by **Professor Louise Morley**, Director, CHEER and **Ms Tanja Jovanovic**, PhD researcher, CHEER. The first keynote address was given by **Dr Andrzej Mirga**, Board Chair of the Roma Education Fund (REF), Budapest, Hungary. The title of his talk was: ‘Roma Social Inclusion and Higher Education: Lessons Learned and Future Priorities’. The second keynote address was given by **Dr Ciprian Necula**, State Secretary, Ministry of European Funds, Romania, and **Mr Dinu Adam**, Chief of Cabinet for Dr Ciprian Necula. The title of their talk was: ‘Roma Epistemology and Contribution to their own Representations’.

Additionally, members of the HEIM team reported findings from the Work Packages completed to date. These included (*Appendix A: Event Programme*):

- **Prof Nafsika Alexiadou** Umeå University, Sweden
- **Dr Stela Garaz**, Roma Education Fund, Budapest, Hungary
- **Dr Tamsin Hinton-Smith**, CHEER, University of Sussex, UK
- **Dr Mayte Padilla-Carmona** Universidad de Sevilla, Spain
- **Prof John Pryor**, CHEER, University of Sussex, UK
- **Mr Paul Roberts**, Doctoral School, University of Sussex, UK

A video recording from the event and the Powerpoint presentation slides are available on the HEIM website [[www.sussex.ac.uk/education/cheer/researchprojects/rise](http://www.sussex.ac.uk/education/cheer/researchprojects/rise)].

## Stakeholders

A comprehensive Stakeholder Map was created in consultation with the HEIM partners in order to promote the event and reach out to specific organisations, community leaders, community organisers, Widening Participation professionals, students and scholars at the beginning of 2016. The 137 individuals identified represented both internal and external stakeholders as well as local, national, and global/international organisations, groups, professionals, and researchers whose interests include the inclusion of Gypsy Roma Traveller (GRT) communities within higher education in the UK and throughout Europe.

## Advertising and Outreach

In order to advertise the event, each of the individuals on the Stakeholder Map was contacted, initially via personalised emails. Follow up contact was conducted through phone calls, Skype calls, and reminder emails to the stakeholders who had not responded.

Advertising efforts also included the creation of a flyer, updating the event website, posting to relevant Facebook groups and sending Tweets to key individuals and organisations. On Twitter, between 1<sup>st</sup> April and 19<sup>th</sup> May, 62 individuals and organisations tweeted or retweeted about the event (Appendix E: Twitter Engagement). Among the 62 Twitter accounts, there were, collectively, 181,706 followers (not accounting for overlapping followers) who had the potential to view the event information on Twitter. On the morning of the event, direct Tweets were sent to the individual accounts that had previously retweeted the event information, requesting that they retweet the link that enabled live remote participation of the event.

Through the multifaceted advertising efforts, which included promoting the link to the HEIM Impact event page, website traffic significantly increased. The CHEER website averaged approximately 881 views per month from June 2015 through March 2016. In comparison, for the months of April and May 2016, the number of views was 2956 total for the two months combined (or approximately 1478 per month), representing the time during which the HEIM Impact event was promoted and hosted. This shows that CHEER website views in April and May increased by approximately 68 percent.

On the day of the event, the participant list included 43 community leaders, policymakers, students, professionals and scholars (Appendix G: Participant List). The 36 people who attended the event in person represent approximately 84 percent of the participant list, which, compared to data analysed by Doorkeeper [[www.doorkeeperhq.com/event-planning/increasing-participants-decreasing-no-shows](http://www.doorkeeperhq.com/event-planning/increasing-participants-decreasing-no-shows)], represents a very good participation rate for a free, mid-week event. Additionally, there were 19 remote online participants, which is a high number compared to other events organised through the School of Education and Social Work at the University of Sussex. Overall, there were 55 participants on the day of the event.



## Media Engagement

In coordination with the University Media Relations Manager Ms Lynsey Ford, a media engagement strategy was developed. A Press Listing (Appendix D) was drafted and distributed to relevant local, national, and global media outlets to encourage media coverage of the event. Individual journalists within relevant media outlets were contacted. Professor Louise Morley drafted key media talking points (Appendix C) following feedback from a Skype meeting with the HEIM partners. *The Times Higher Education* (THE) expressed interest in covering the event. On the day of the event, 19<sup>th</sup> May, a first person blog post titled “*Higher Education Must Not Exclude Roma Communities*” by Ms Tanja Jovanovic, PhD researcher, CHEER was published online on the THE website [[www.timeshighereducation.com/blog/higher-education-must-not-exclude-roma-communities](http://www.timeshighereducation.com/blog/higher-education-must-not-exclude-roma-communities)]. Professor Louise Morley was interviewed on the day of the event for a THE article titled “*Roma: the UK’s Forgotten Higher Education Minority*”, which was published both in print and online on 29<sup>th</sup> May [[www.timeshighereducation.com/news/roma-the-uks-forgotten-higher-education-minority](http://www.timeshighereducation.com/news/roma-the-uks-forgotten-higher-education-minority)].

## Impact Strategy

The HEIM Impact Strategy (Appendix G) was developed in consultation with University Research Impact Officer Ms Christina Miariti. The HEIM partners identified impact intentions and embedded an impact strategy within the project timeline. The HEIM project engages in a mediated approach to impact in partnership with the Roma Education Fund (REF), which allows the HEIM partners, including both academic and non-academic organisations, to reach out to relevant NGOs and civil society organisations. The event on 19<sup>th</sup> May represented one of the key impact stages in the multi-year project whereby the HEIM partners shared findings to date, received feedback from relevant internal and external stakeholders and identified further priorities for the project. Research Councils UK (RCUK) [[www.rcuk.ac.uk/innovation/impacts](http://www.rcuk.ac.uk/innovation/impacts)] and the Economic and Social Research Council (ESRC) [[www.esrc.ac.uk/research/evaluation-and-impact/what-is-impact](http://www.esrc.ac.uk/research/evaluation-and-impact/what-is-impact)] highlight two types of impact: Academic Impact and Economic and Societal Impact. RCUK

defines academic impact as ‘the demonstrable contribution that excellent research makes to academic advances, across and within disciplines, including significant advances in understanding, methods, theory and application’ and defines economic and societal impacts as ‘the demonstrable contribution that excellent research makes to society and the economy’. The ESRC explicates that ‘the impact of research, be it academic, economic and social can include:

- **Instrumental:** influencing the development of policy, practice or service provision, shaping legislation, altering behaviour
- **Conceptual:** contributing to the understanding of policy issues, reframing debates
- **Capacity building:** through technical and personal skill development.’

The HEIM Project sought to create impact within all three categories.

- **Instrumental:** by influencing Widening Participation policies; by sharing findings to shape/alter/improve Widening Participation practices within higher education and educational support service provision practices for Gypsy Roma Traveller (GRT) communities; by enabling in-person networking at the event; by creating and building online networks through social media.
- **Capacity building:** by providing an opportunity for academics to learn from NGOs about policy implementation processes and challenges, and *vice versa*; by partnering with the Roma Education Fund (REF) e.g. on Work Package 6 (Appendix H) to develop research skills among early stage researchers; by offering internationalisation opportunities for early stage researchers engaged in HEIM Work Packages under the guidance of senior researchers
- **Conceptual:** by reframing Widening Participation policies in higher education to include consideration of Gypsy Roma Traveller (GRT) communities e.g. Work Packages 3, 4, 5 and 6.

## Four Key Impact Aims

The Instrumental, Capacity building, and Conceptual Impact Aims are reflected within the Four Key Impact Aims identified within the Impact Strategy for the HEIM project:

1. To generate awareness of issues of equity and inclusion of the Roma community in higher education amongst a target audience, with a view to influencing policies, practices and public engagement.
2. Secure the commitment of a target group of stakeholders to the project aims via participation and networking among researchers and partner bodies.
3. To build capacity and facilitate mobility for academics, non-academic partners and students from diverse social groups and European regions, with a view to exchanging knowledge and skills on the project's aims.
4. To generate evidence-based training materials and practices on equality and diversity for use within HE and other relevant contexts.





## Evidencing Impact

In order to provide evidence of the Impact of the event, data were collected from participants at the event in Action and Impact Group discussions (Appendix A) and in the open Closing Discussions (Appendix A), during which participants made suggestions and commitments to future action plans. Data were also collected through an evaluation form provided to participants on paper at the event (Appendix F) and provided to participants as an online link. Two follow up emails were sent to participants, encouraging them to provide feedback about the event.

Within this section, the data collected will be discussed in three subsections: Action and Impact Group Discussions; Event Feedback; and Closing Discussion Actions Identified. Within the subsections, the data presented will be connected to the aim(s) for which the data serves as evidence of Impact (Please see: Four Key Impact Aims presented in the previous section; Appendix H).

### Action and Impact Group Discussions

During the afternoon part of the event programme, participants gathered in four Action and Impact groups. Each group was facilitated by a HEIM partner and each group included a rapporteur to capture the discussions. After introductions among the group members, the groups had five questions to discuss (Appendix A):

1. What key message will you take away with you in relation to the findings /presentations today?
2. Which ideas/ interventions can be transferred to your organisation?
3. Which stakeholders from your network should be informed about the findings? What action would you like them to take?
4. What will you do differently as a result of this seminar?
5. Were there any issues that were not raised that you would like the research team to consider? Any advice to the research team?

For each question, this subsection of the report provides the highlights from all four discussions together and identifies the ways those discussions contribute towards capturing the impact of the event.

For the first question: What key message will you take away with you in relation to the findings /presentations today? Discussion points especially provided [Evidence of Impact Aims: 1](#), including:

- Raising awareness and disseminating diverse research perspectives about (and with) Roma communities in higher education.
- Roma communities are very diverse. Being Roma is just one part of a person's identity.
- As education continues to become more standardized, it is not flexible to respond to the support needs of marginalised groups. What can we do to change this?
- Roma are diverse and there are different, complex issues faced by different Roma communities. There is no one common solution for inclusion of Roma within European higher education.
- Massification of higher education means that increasing access is not enough. Support programmes and networks are necessary.
- Roma and Travellers face significant prejudice and oppression within society; social exclusion.
- Gypsy Roma Traveller young people face prejudice and bullying in schools.
- Universities should reach out to Roma students in secondary school and reach out to local Roma communities.
- Many policies fail to recognise Roma students as a disadvantaged and underrepresented group. Funding for underrepresented minority groups in higher education often does not benefit Roma communities.
- Policymakers need to be educated to challenge assumptions and stereotypes that are outdated about Roma communities.
- Lack of social capital leads to a lack of networking, thus to a lack of opportunities.

For the second question: Which ideas/ interventions can be transferred to your organisation? Discussion points especially provided [Evidence of Impact Aims: 2, 4](#), including:

- To be more sensitive e.g. with regard to the vocabulary in my role as a teacher; the project shows me a new way of focusing on what we have (not what we need) in my role as a researcher.
- Challenge neoliberal attitudes within the university that put profits over people.
- Encourage more Widening Participation support at all degree levels (bachelor's, master's and doctoral).
- Teachers supporting students at Traveller caravan sites.
- Participate in outreach to bring young Travellers together to learn about higher education.

For the third and fourth questions: Which stakeholders from your network should be informed about the findings? What action would you like them to take? What will you do differently as a result of this seminar? (These questions are combined as discussion points overlapped) Discussion points especially provided [Evidence of Impact Aims: 1, 2, 3, 4](#), including:

- I contacted different NGOs working with Roma [after the first project period]. As result, I was invited by one of the NGOs to engage in action together.
- I would probably share the slides with my colleagues.
- Engage in training with fellow WP professionals, making them more aware of the issues raised today.
- Encourage more teacher training to be aware of teaching practices and the impacts on underrepresented groups.
- Encourage the creation of a training programme for education professionals working in and with GRT communities.
- Emphasise collaboration between GRT and non-GRT groups.

For the final question: Were there any issues that were not raised that you would like the research team to consider? Any advice to the research team? Discussion points especially provided [Evidence of Impact Aims: 1, 2, 4](#), including:

- Roma epistemology: visible Roma have power because of education.
- Connect with Lisa Galloway, Programme Leader for Foundation Degree and BA (Hons) Health and Social Care and Working with Young People in the Community at the University Campus, Blackpool and the Fylde College. Her doctoral research was focused on widening participation and inclusion of GRT communities in higher education in the UK.
- When academia produces knowledge about Roma, there is a risk that the research could eventually harm Roma communities or further contribute to their oppression by reifying stereotypes about Roma. What is the HEIM project doing to avoid this?
- With regard to my own research about Roma, I managed to publish my dissertation, but I am not sure who can access the findings. Mostly, NGOs working with Roma, academia and practitioners are working separately from each other. How will HEIM bring the different stakeholder organisations together on the topic of inclusion of Roma in higher education?
- Policymakers and academia should have common long-term goals. What is HEIM's plan for influencing policy?
- Different European countries have different approaches for improving inclusion of Roma communities in education and higher education. What can be done to improve knowledge dissemination and sharing of best practices across borders?
- What are the benefits to Roma families and communities of greater inclusion of Roma in higher education? How can the HEIM project make the benefits and possibilities of higher education for Roma more clear? How can Roma communities trust that there are benefits of participation in higher education when formal education systems have been long complicit in their oppression?
- What about employability? After students earn their degrees, what if there are no jobs?
- Issues of belonging and feelings of isolation once GRT students enter higher education. In addition to widening access, how can issues of belonging be addressed?
- While education might contribute towards enhanced status, it might make the student feel like they are in between, like they don't belong either in or out of their community.
- Will the HEIM project work with the Widening Participation team at the University of Sussex to take the lead on developing a model/best practices for inclusion of Gypsy/Traveller communities (including outreach, support, scholarships)?

## Event Feedback

All participants received a paper copy of the evaluation form (Appendix F) in their welcome packets when they arrived at the event. Additionally, directly following the event, an email was sent to all participants encouraging them to complete the evaluation online. Personalised follow up emails were sent to each participant individually the week after the event. Out of 36 attendees, 10 participants submitted feedback about the event, which represents a response rate of approximately 28 percent.

Within the feedback, all but one respondent indicated that they 'agree or strongly agree' with the statement: Overall, I found the event useful ([Evidence of Impact Aims: 1, 3](#)). The remaining respondent selected 'neither agree nor disagree'. For the statement: Overall, I found the presentations informative ([Evidence of Impact Aims: 1, 3](#)), two respondents selected 'neither agree or disagree' while the rest selected 'agree or strongly agree'.

For the question: What have you heard today that you will share with your colleagues?

Responses included:

- that it is not 'the Roma community', but that there is a broad diversity of Romas (Evidence of Impact Aims: 1, 3)
- Roma are a diverse group; an understanding of the barriers they face in HE (Evidence of Impact Aims: 1, 3)
- Information about the barriers Roma people face in accessing Higher Education. (Evidence of Impact Aims: 1, 3)
- GRT in higher education are a force to be reckoned with! (Evidence of Impact Aims: 1, 3)
- Information about the Roma Education Fund and the key findings from the HEIM project. (Evidence of Impact Aims: 1, 3)
- It really hit home the lack of support and funding available to UK Romany Gypsies and Irish Travellers. To know that there is funding specifically allocated for Romany in other countries was very interesting for me. I think it is becoming more common for English and Welsh Romany's and Traveller of Irish heritage to seek funding through the REF because there are few other options. (Evidence of Impact Aims: 1, 3)

For the question: In what ways will you use information from the seminar in your work?

Responses included:

- Share information with WP colleague who is working on a plan to reach out to this group. (Evidence of Impact Aims: 1, 2, 3, 4)
- It's helped me to start thinking about what more we should be doing as a university to support students from Roma communities, challenge discrimination against this group and remove barriers to progression and attainment. (Evidence of Impact Aims: 1, 2, 3, 4)
- Consideration of Roma in our WP work, targeted support. (Evidence of Impact Aims: 1, 2, 3, 4)
- As an aspirational goal for young people. (Evidence of Impact Aims: 1, 2, 3, 4)

For the question: What suggestions do you have for taking this research forward? What actions should be prioritised?

- Raising awareness among Widening Participation professionals through networks and conferences like HELOA (Higher Education Liaison Officers Association). (Evidence of Impact Aims: 1, 2, 3, 4)
- UK networking and support for GRT students and researchers. (Evidence of Impact Aims: 1, 2, 3)
- More about the implementation of fundings and recommendations. What practical things can individual universities do to increase access, improve support and reduce barriers facing students from Roma communities? (Evidence of Impact Aims: 1, 2, 3, 4)
- National collaborative outreach programme; Roma could be included in WP target groups specifically (Evidence of Impact Aims: 1, 2, 3, 4)
- I would like to see more awareness and profiles being raised of students and academics of Romany and Traveller of Irish heritage background to inform universities that we are there and that they have a moral responsibility to the most underrepresented groups in higher education and in society. WP officers should have this on their agenda and be aware of the under representation of these groups. Personally I would like a conference set up where WP are invited to hear Gypsy and Travellers' experiences in HE. I also feel there is a gap for a package to be built on to educate higher education staff about our communities... There seems to be a stronger presence to support Eastern European Roma in terms of funding which is fantastic. However, I would also like to see opportunities made available within the

UK for UK born Romany and Traveller of Irish heritage and a focus on community research within these groups. ([Evidence of Impact Aims: 1, 2, 3, 4](#))

Some of the feedback included suggestions for improvement for future Impact events:

- I think we should be aware that the Roma present at this event are very educated and privileged and therefore do not represent ‘the Roma community’.
- Future HEIM Impact events should include more participants from Gypsy Roma Traveller (GRT) organisations and more Widening Participation (WP) professionals and policymakers.
- It would be valuable to have more participants from the School of Education and Social Work at the University of Sussex for CHEER events.
- There was a lot of information shared in a short space of time, which felt rushed. It would have been better with more focus and more time for discussion.

## Closing Discussion Actions Identified

During the Closing Discussions (Appendix A) of the event, the following action items were suggested to take forward:

- A. Organising a follow up event with Gypsy Roma Traveller (GRT) young people in conversation with current or recent higher education students who are also GRT. After the 19<sup>th</sup> May event, follow up conversations have been on-going with Sarah Mann of Friends, Families, and Travellers. ([Evidence of Impact Aims: 1, 2, 3](#))
- B. Participating in a Widening Participation (WP) event at which the HEIM project findings can be disseminated to WP professionals, suggested by Syreeta Allen of King’s College. ([Evidence of Impact Aims: 1, 2, 3, 4](#))
- C. Supporting the Young People’s Conference in spring/summer 2017 organised by Friends, Families, and Travellers, mentioned by Sarah Mann at the event. ([Evidence of Impact Aims: 1, 2, 3](#))
- D. Supporting the continued development of GRT higher education networks, such as the group [[facebook.com/groups/refscholarshipprogramromaresearchnetwork](https://facebook.com/groups/refscholarshipprogramromaresearchnetwork)] created through the HEIM project and the network page [[facebook.com/GRT-in-Further-Higher-Education-1489132034711799/](https://facebook.com/GRT-in-Further-Higher-Education-1489132034711799/)] mentioned by Lisa Smith from from the Advisory Council for the Education of Romany and other Travellers (ACERT) at the event. Support the creation of a peer support/mentor network by GRT for GRT in higher education ([Evidence of Impact Aims: 1, 2, 3](#))
- E. Approaching the National Union of Students (NUS) to discuss the process for suggesting a national level GRT representative in higher education. ([Evidence of Impact Aims: 1, 2, 3](#))
- F. Including more GRT students in higher education. Paul Roberts will explore the possibility of scholarships at the University Sussex for PhD students who wish to engage in research focused on GRT communities. ([Evidence of Impact Aims: 1, 2, 3, 4](#))
- G. Supporting better diversity training of lecturers in higher education to address the lack of information of GRT communities which Lisa Smith reported. This could be aligned with the Equalities Challenge Unit (ECU) Race Equality Charter. ([Evidence of Impact Aims: 1, 2, 3, 4](#))

## Looking Ahead

This report explored the immediate impact of the HEIM event on 19<sup>th</sup> May 2016 as well as feedback from participants, offering both critical perspectives on the project and action items to take forward. The feedback allows the HEIM team to reflect on and strengthen the research as it continues. Additionally, the feedback provides guidance to the team as they work to evidence the short, medium, and long term impacts of the project. Many of the suggested actions to take forward will be explored in the longer term, but the immediate actions that the HEIM team are focusing on include:

1. Bidding for funding to host a seminar in 2017 focused on Widening Participation and Inclusion of GRT communities in higher education. The HEIM team would invite keynote speakers from within the GRT communities in the UK. The target audience would include: GRT community leaders; GRT organisations; Widening Participation policymakers; Widening Participation professionals. The goal of the seminar would be to influence Widening Participation policies and practices.
2. Strengthening the networks between the HEIM project and UK based GRT organisations. Organising events or supporting and participating in events already organised by organisations like Friends, Families and Travellers (FFT) and the Advisory Council for the Education of Romany and other Travellers (ACERT).
3. Engaging with the National Union of Students (NUS) to discuss the process for suggesting a national level GRT representative in higher education.
4. Explore the possibility of scholarships at the University Sussex for PhD students who wish to engage in research focused on GRT communities.

While the follow up from the event will focus first on these four action areas identified at the event, the project team continues to look ahead to plan for longer term follow up and will work towards building lasting and meaningful impact.

# Appendices

## Appendix A: Event Programme

Including Roma Communities in European Higher Education Programme	
9:30-10:00	<b>Registration</b> (Tea/coffee) Briefing Sheets of the HEIM Work Packages will be available.
10:00-10:30	<b>Welcome &amp; Introduction to the HEIM Project</b> Professor Louise Morley and Ms Tanja Jovanovic, CHEER
10:30-11:45	<b>10.30- 11.45 Brief presentations on the main HEIM findings to date</b> <ul style="list-style-type: none"> <li>• <b>Supporting Roma Students in Higher Education in Spain, Sweden and the UK</b> (Work Package 4) - Professor Nafsika Alexiadou and Dr Mayte Padilla-Carmona</li> <li>• <b>Researching Marginalised Minorities in Higher Education Institutions: Policies and Practice</b> (Work Package 5) - Dr Tamsin Hinton-Smith</li> <li>• <b>Research Methodologies Training for Equality and Diversity</b> (Work Package 6) - Paul Roberts and Dr Stela Garaz</li> </ul> Chair: Professor John Pryor
11:45-12:30	<b>Keynote Presentation: Roma Social Inclusion and Higher Education: Lessons Learned and Future Priorities</b> <ul style="list-style-type: none"> <li>• Professor Andrzej Mirga, Chair of the Roma Education Fund (REF) – Supporting Roma Students in Higher Education</li> </ul> Chair: Professor Louise Morley
12:30-1:30	<b>Lunch, networking and media interviews</b>
1:30-2:15	<b>Keynote Presentation: Roma Epistemology and Contribution to their own Representations</b> <ul style="list-style-type: none"> <li>• Mr Ciprian Necula, State Secretary, Ministry of European Funds, Romania</li> </ul> Chair: Dr Tamsin Hinton-Smith
2:15-3:15	<b>Action and Impact Groups:</b> Four groups will be constructed to include community, policy and academic participants. Group A (facilitated by Dr Mayte Padilla- Carmona), Group B (facilitated by Professor Nafsika Alexiadou), Group C (facilitated by Dr Stela Garaz) and Group D (facilitated by Professor John Pryor and Dr Tamsin Hinton-Smith). <ol style="list-style-type: none"> <li>1. Introductions (10 minutes)</li> <li>2. What key message will you take away with you in relation to the findings /presentations today? (10 minutes)</li> <li>3. Which ideas/ interventions can be transferred to your organisation? (10 minutes)</li> <li>4. Which stakeholders from your network should be informed about the findings? What action would you like them to take? (10 minutes)</li> <li>5. What will you do differently as a result of this seminar? (10 minutes)</li> <li>6. Were there any issues that were not raised that you would like the research team to consider? Any advice to the research team? (10 minutes)</li> </ol> Chair: Professor Louise Morley
3:15-4:00	<b>Closing Discussion:</b> Professor Andrzej Mirga and Ms Tanja Jovanovic will close the event by summarising the main messages and actions to go forward, where, how and by whom. The event will conclude with tea and coffee and continued networking.

## Appendix B: Event Flyer

CENTRE FOR HIGHER EDUCATION AND EQUITY RESEARCH (CHEER)

# Including Roma Communities in European Higher Education: Celebrating Successes and Identifying Challenges

Thursday 19 May 2016 / 9.30am-4pm  
Room 104, Fulton Building, University of Sussex, Brighton, UK

This seminar is part of the Higher Education Internationalisation and Mobility (HEIM) project funded by the Horizon 2020 Marie Skłodowska-Curie Actions Programme. Located in the Centre for Higher Education and Equity Research (CHEER) at the University of Sussex, the project is managed in partnership with the Roma Education Fund (Hungary) and the Universities of Seville (Spain) and Umeå (Sweden) to interrogate how Roma communities are faring in relation to higher education opportunities in Europe.

This event will be an opportunity to share information about findings from the project to date, explore enabling interventions, and exchange knowledge with diverse stakeholders, including community organisations, policymakers and scholars concerned with the educational inclusion of Roma communities, with a view to promoting change, impact and positive outcomes.

### SPEAKERS

- **Professor Nafsika Alexiadou:** Umeå University, Sweden
- **Dr Stela Garaz:** Roma Education Fund, Budapest, Hungary
- **Dr Tamsin Hinton-Smith:** CHEER, University of Sussex, UK
- **Ms Tanja Jovanovic:** CHEER, University of Sussex, UK
- **Dr Andrzej Mirga:** Chair of the Roma Education Fund, Budapest, Hungary
- **Professor Louise Morley:** Director of CHEER, University of Sussex, UK
- **Mr Ciprian Necula:** State Secretary, Ministry of European Funds, Romania
  - **Dr Mayte Padilla-Carmona:** Universidad de Sevilla, Spain
  - **Dr Maria-Carmen Pantea:** Babes-Bolyai University, Romania
  - **Professor John Pryor:** CHEER, University of Sussex, UK
  - **Mr Paul Roberts,** Doctoral School, University of Sussex, UK

Participation is free, though participants will need to fund their own travel and accommodation

Register online by 16 May: [www.sussex.ac.uk/education/cheer/heimimpactevent](http://www.sussex.ac.uk/education/cheer/heimimpactevent)  
Live, remote participation available: <https://adobeconnect.sussex.ac.uk/heim>  
*Note: the url for remote participation will only be active on the day*

Twitter: @SussexCHEER / #HEIM16



Including Roma Communities in European Higher Education:  
Celebrating Successes and Identifying Challenges



## Appendix C: Key Media Talking Points

### Why HEIM?

- Less than 1% of Roma in Europe enter higher education
- Higher Education Participation rates for whole population = 22% in Spain; 44% in Sweden; 43% in UK; Globally = 32%.
- Disaggregated data on the Roma and Education unevenly collected across Europe.
- Roma in policy and research = in relation to compulsory education.
- Placement of Roma children in 'special education' is common practice in many European countries.
- National strategies for widening participation in higher education often exclude specific consideration of Roma communities.
- Desire/ Aspiration for Higher Education in Roma communities is often high, but unsupported.
- Lack of research on the Roma in higher education.
- Diversity of Roma communities across Europe/ Strategic Interventions.

### What Value is HEIM Adding?

Policy Learning/ Knowledge Exchange across diverse constituencies:

- Academic/ NGOs/ Policymakers
- Central & Eastern Europe/ Western/Northern Europe
- Experienced and Early Stage Researchers
- Co-ordinating/ Creating Knowledge on Roma in Higher Education.

### What HEIM is Doing?

- Examining Roma access to higher education in Spain, Sweden and the UK.
- Evaluating European and National Policy Frameworks/ Solutions that regulate the access of Roma young people to education.
- Training professionals working with Roma communities in research methodologies for equity, diversity and social inclusion.
- Interviewing Roma academics and doctoral students about their experiences of higher education.
- Developing a Social Media Network to support Roma students in higher education.
- Providing a Training Module on Internationalisation.
- Publishing, Disseminating, Networking and Promoting Impact from the findings.
- Capacity-building.
- Identifying Good Practices in Europe.

### Future Directions?

- Disaggregated Statistics
- Analysis
- Inclusion of Roma communities in higher education
- Policies and Practices

## Appendix D: Press Listing

### PRESS LISTING

#### European experts come together to tackle discrimination of Roma students

Thursday, 19 May 2016, 9.30-4pm  
University of Sussex, Brighton, UK

Experts from within the European education sector are to come together at the University of Sussex to discuss how young people from Roma communities can be better included in higher education.

The event, on 19 May 2016, will bring together key policymakers and researchers to discuss the issues which prevent the inclusion of Roma students in secondary schools and universities across Europe. Concerns which will be discussed include how young people from Roma communities frequently experience racism from their peers, discrimination from within their families for pursuing education and having to work to support themselves whilst studying.

Key speakers will include Dr Andrzej Mirga, Board Chair of the Roma Education Fund, Budapest, Hungary and Mr Ciprian Necula, State Secretary, Ministry of European Funds, Romania.

The event is part of the Higher Education Internationalisation and Mobilities (HEIM) Project, funded by the Horizon 2020 Marie Skłodowska-Curie Actions Programme. Located in the Centre for Higher Education and Equity Research (CHEER), at the University of Sussex, the project is working with the Roma Education Fund, Budapest, and the Universities of Seville, Spain and Umea, Sweden to research how Roma communities are faring in relation to higher education opportunities in Europe.

#### Speakers include

- Prof Nafsika Alexiadou, Umeå University, Sweden
- Dr Stela Garaz, Roma Education Fund, Budapest, Hungary
- Dr Tamsin Hinton-Smith, CHEER, University of Sussex, UK
- Ms Tanja Jovanovic, CHEER, University of Sussex, UK
- Dr Andrzej Mirga, Board Chair of the Roma Education Fund, Budapest, Hungary
- Prof Louise Morley, CHEER, University of Sussex, UK
- Mr Ciprian Necula, State Secretary, Ministry of European Funds, Romania
- Dr Mayte Padilla-Carmona, Universidad de Sevilla, Spain
- Prof John Pryor, CHEER, University of Sussex, UK
- Mr Paul Roberts, The Doctoral School, University of Sussex, UK

To attend the event or for more information please contact [lynsey.ford@sussex.ac.uk](mailto:lynsey.ford@sussex.ac.uk) or [J.Gagnon@sussex.ac.uk](mailto:J.Gagnon@sussex.ac.uk)

## Appendix E: Twitter Engagement

Twitter Engagement for HEIM event 1<sup>st</sup> April 2016 through 19<sup>th</sup> May 2016

Name/Org	Twitter	Info	Followers
Jessica Gagnon	@Jess_Gagnon	Early career researcher	1,540
Matthew Brindley	@matticusmoo	Senior Policy & Public Affairs Officer @Comm_Links	169
Romanipe	@romanipe	Roma non-profit	420
Centre for Research on Education and Social Justice, University of York	@CRESJYork		174
British Academy	@britac_news		17,900
Politics at Sussex	@SussexPolitics		925
British Sociological Association	@britsoci		10,700
Sarah Burton	@MsFloraPoste	Early career researcher	2,398
GypsyLife	@romanygypsyLife	Roma Activists/campaigners	1,176
ProudGypsyTraveller	@ProudGT	project to address negative media portrayal of Roma	122
Centre for Studies on Inclusive Education, Bristol	@csie_uk		23,400
Friends, Families and Travellers	@GypsyTravellers		1,575
GypsyLife	@GypsyLife	Roma Activists/campaigners	1,176
Marc Willers	@mwillers1	Human rights barrister and joint head of chambers @gardencourtlaw, Roma activist	1,353
Gypsy Josie	@gypsy_o	Traveller activist	493
TravellerSpace	@MattTspace	Registered charity Cornwall	836
The Traveller Movement	@GypsyTravellerM	Registered charity London	1,887
Traveller Equality	@GRTEquality		1,117
Equality Challenge Unit	@EqualityinHE		2,818
Martin Webster	@Martin_Webster	HE and WP professional	170
National Education Opportunities Network	@NEONHE	WP org	826
Gillian Hampden-Thompson	@HampdenThompson		967
Nikki Fairchild	@nikkifairchild2	Lecturer University of Chichester	247
Carole Leathwood	@CaroleLeathwood		336
Shequality Magazine	@ShequalityMatte		8,910
Paul Wakeling	@pbjwakeling	Sociologist of HE University of York	1,787
Adam Tickell	@adamtickell	New Sussex VC	989
Julie Bounford	@JEBounford	Writer/ researcher	339
Saskia Gent	@SaskiaGent	Sussex Head of research quality and impact	279
Sussex Doctoral School	@SussexDocSchool		1,517
Colin Clark	@profcollinclark	Prof sociology @uniwestscotland and trustee @Roma_Voice	1,777
Wonkhe	@Wonkhe		21,400
PASCAL Observatory	@obspascal	Research and policy group	2,546
Kev	@kevstanley66	Roma activist	1,119
Katie	@SciPhiKat	Early career researcher University of Exeter	15,200
Roma Voice	@Roma_Voice		132
Brian Hudson	@brianghudson		337
Sally Hancock	@sallyehancock	Lecturer, University of York	94
Rachel Humphris	@rachel_humphris	Early career researcher on Roma at University of Oxford	465
Jacqueline Stevenson	@ProfJStevenson	Head of Research, Sheffield Institute of Education	229
Carolyn Jackson	@CarolynPJackson	Professor of Gender and Education Lancaster	391

The Romani Way	@TheRomaniWay	International roma project	2,555
Lina Papamichalopoulou	@LinaPapam	Head of non-discrimination policies and Roma coordination unit @EU_Justice	560
Kevin Pascoe	@KevinPascoe	Trade Union engagement manager	1,486
EU Justice	@EU_Justice		22,900
Eleonora Belfiore	@elebelfiore	Professor at Loughborough	4,821
European Roma Alliance	@RomaAllianceCoE		1,381
Travellers' Times	@TravellersTimes	Travellers' magazine	2,898
Daniela Sime	@DanielaSime	Researcher at Strathclyde	633
Kirsty Finn	@Dr_Finn_	Lecturer in HE at Lancaster	540
Kalwant Bhopal	@KalwantBhopal	Professor of Education and Social Justice Southampton	3,641
Gurminder K Bhambra	@GKBhambra	Sociologist Warwick	3,968
Ashli Mullen	@_Verstehen_	Early career researcher on Roma Glasgow	428
Southwark Travellers' Action Group STAG	@stagpeckham	Staglondon.org	183
Gary Loke	@ECUGary	Head of Policy, Equality Challenge Unit	312
Andrew Parry Williams	@APW4767	LGBTI and Roma rights in Albania and UK education issues	790
Ariane Smart	@ArianeSmart	UCL International Academic Coordinator, HEA Sr Fellow	123
Roma Education Fund	@RomaEducation		1,171
Yasin Koc	@spyasin	Sussex PhD Student	499
Emily Danvers	@EmilyDanvers	Early career researcher	444
King's College London Widening Participation Team	@KCLWP		1,865
AMSK Brasil	@AMSKBrasil	Maylê Sara Kalí International	272

## Appendix F: Event Evaluation

### Evaluation Form INCLUDING ROMA COMMUNITIES IN EUROPEAN HIGHER EDUCATION: CELEBRATING SUCCESSES AND IDENTIFYING CHALLENGES *We greatly appreciate your feedback on the event*

1. Overall, I found the event useful	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2. Overall, I found the presentations informative	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
3. What have you heard today that you will share with your colleagues?					
4. In what ways will you use information from the seminar in your work?					
5. What suggestions do you have for taking this research forward? What actions should be prioritised?					
6. Are there any other colleagues/organisations you think might be interested in the HEIM project?					
7. Would you be willing to participate in a brief phone/Skype interview after the event about your suggestions for the future of the HEIM project?	Yes		No		
If you answered yes, please provide your name and email address	Name:				
	Email:				

## Appendix G: Participant List

Participant List (*alphabetical by first name*)

Name	Organisation	Role
Aidan McGarry	University of Brighton	Principal Lecturer in Politics
Andrej Mirga	Board of the Roma Education Fund	Chair
Andrew Somers	Hartsdown Academy	Principal
Anne-Marie Henderson	King's College London	Widening Participation Officer
Charlotte Morris	University of Sussex	Associate Tutor
Chiara Manzoni	Institute for Employment Studies	Research Officer
Chris Derbyshire	University of Sussex	Schools and Colleges Partnership Coordinator, Widening Participation
Christina Miariti	University of Sussex	Research Impact Officer
Ciprian Necula	Ministry of European Funds	State Secretary
Colin Clark	University of the West of Scotland	Professor of Sociology and Social Policy
Dinu Adam	Ministry of EU funds Romania	Chief of Cabinet for Mr. Ciprian Necula
Emily Danvers	University of Sussex	Doctoral Researcher
Eva Bulgrin	University of Sussex	PhD researcher
Felicity Dunworth	University of Canterbury	Director, Kent and Medway Progression Federation and KMCNet
Gino Graziano	University of Sussex	Deputy Head of Widening Participation
Jessica Gagnon	University of Sussex	Research Assistant, CHEER
John Pryor	University of Sussex	Professor
Kalwant Bhopal	University of Southampton	Professor of Education and Social Justice
Kourosh Kouchakpour	Sussex University	PhD researcher
Lisa Smith	ACERT Advisory Council for the Education of Romany and other Travellers	Targeted Youth Worker Gypsy Roma Traveller, Support Services, Babcock International Group
Louise Gazeley	University of Sussex	Senior Lecturer Education
Louise Morley	University of Sussex	Professor of Education
Lucia Kubalova	Goldsmiths, University of London	PhD Student
Manami Hakoda	University of Sussex	Gender studies in MA
Maria Silvia D'Avolio	University of Sussex	PhD student in Sociology
Marianne Lemond	University of Brighton	Student Experience and Equalities Manager
Maslikhat Toktybay	University of Sussex	Postgraduate
Mayte Padilla-Carmona	University of Seville	Senior Lecturer
Michelle Tarling	University of Brighton	Widening Participation Outreach Manager
Nafsika Alexiadou	Umeå University	Professor
Natalie Stow	Qualified Social Worker	Qualified Social Worker
Nick Brown	Brightside	Head of Business Development
Paul Roberts	University of Sussex	Assistant Director, Doctoral School
Rosemarie McCarthy	ACERT Advisory Council for the Education of Romany and other Travellers	Chair
Sarah Mann	Friends, Families & Travellers	Manager
Sarah McGillivray	University of Sussex	Widening Participation Outreach Assistant

Stela Garaz	Roma Education Fund	Programme and Studies Officer
Sujung Uhm	University of Sussex	MA International Education and Development student
Syreeta Allen	King's College London	Widening Participation Officer
Tamsin Hinton-Smith	University of Sussex	Senior Lecturer
Tanja Jovanovic	University of Sussex	PhD researcher
Yuki Ohashi	University of Sussex	MA International Education and Development (MAIED) student
Zoe Dawson	University of Sussex	Widening Participation Outreach Assistant

## Appendix H: HEIM Impact Strategy

Higher Education, Internationalisation and Mobility Impact Strategy

Work Package N.	Work Package Title	Start Date	Deliverables	End Date
4	Supporting Roma Students in Higher Education	March 2015	1. Journal paper 2. Research reports	April 2015
6	Research methodologies training for equality and diversity	June 2015	1. Research training programme for early stage Roma researchers 2. Dissemination seminar	Nov 2017
5	Researching marginalised minorities in higher education institutions: Policies and practice	Sept 2015	Country specific briefing papers on Roma access to higher education (Sweden, Spain, UK)	Nov 2015
3	Network of Roma Early Stage Researchers	May 2016	1. Website 2. Network	End June 2016
2	Debating and designing a module to encourage reflexive accounts of internationalisation	September 2016	1. Co-authored journal paper 2. Training module: 'Internationalisation for All'	End Oct 2016
1	Internationalisation with Equity and Diversity?	October 2017	Guidelines on reflexive internationalisation	End Nov 217

Starting point: Questions

- What are the likely outcomes of this research?
- Who will benefit from this research?
- How will they benefit from this research?
- How can you involve potential beneficiaries in this research?
- How will you know if it has made a difference?

Stakeholders

A detailed list of stakeholders is provided in the file named HEIMImpactContacts. Stakeholders can be grouped in the following categories:

- NGO
- Government
- Media
- Academia

Operationalisation of impact aims can be achieved by considering the Alignment, Interest and Influence Matrix (AIIM): <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/6509.pdf>

ALIGNMENT

- Do they agree with our approach?
- Do they agree with our assumptions?
- Do they want to do the same things that we think need to be done?

INTEREST

- Are they committing time and money?
- Do they want something to happen (whether for or against what we propose?)?
- Are they going to events on the subject?
- Are publicly speaking about this?

If answers are positive, then levels of alignment and interest are high.

- High A, Low I: raise awareness and show how the issue matters to them
- High A, High I: Develop alliance
- Low A, High I: Use successful pilots and evaluations to change their minds/lobby/negotiate

Four Key Impact Aims

1. To generate awareness of issues of equity and inclusion of the Roma community in higher education amongst a target audience, with a view to influencing policies, practices and public engagement.

2. Secure the commitment of a target group of stakeholders to the project aims via participation and networking among researchers and partner bodies.
3. To build capacity and facilitate mobility for academics, non-academic partners and students from diverse social groups and European regions, with a view to exchanging knowledge and skills on the project's aims.
4. To generate evidence-based training materials and practices on equality and diversity for use within HE and other relevant contexts.

To consider

- What project outputs are meant for each of these groups of stakeholders? Who is a priority for receiving these outputs and who just needs to be kept informed?
- How will they find out about your findings? (e.g. are you holding an event? A meeting? Are you sending them a report? A policy brief?)
- How will you know if they have accessed and taking your findings on board? (e.g. follow-up plan)