



## THE ROMA IN EUROPE - DEBATES ON COMPARATIVE ANALYSIS/ POLICY STRATEGY

with funding from [the European Academic Network of Romany Studies](#) run by the [Council of Europe](#)

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### Detailed description of the Sub Course on

#### THE ROMA IN EUROPE - POLICY STRATEGY: A COURSE FOR POLICY EXPERTS

In the longue duree of modern European history the Romany peoples have been the losers of modernity. While the 19<sup>th</sup> Century brought emancipation and integration for the Jews, it led to exclusion and loss of economic niche for the Roma. A century later, in many countries of Europe, Roma were subject to long term assimilationist campaigns. Since the 1980s and, in particular, 1989 new forms of state 'recognition' and new forms of Romany politics in eastern Europe in particular have been presented as means to challenge their long term exclusion. In the past few years the European Union has taken a growing interest in the plight of this, the largest European minority. Revealingly, however, no one knows how many 'Roma' there are since very diverse, incompatible, and often internally incoherent representations exist of 'the Roma'. Comparative sociological surveys indicate that approximately one third of 'them' live in enduring and transgenerational poverty – but how they arrive at this 'them' is a matter of intense debate. As we prepare this school, strategies for Romany integration are being presented by all national governments of the EU and all accession states. At the same time Roma have become the target of a new form of populist hatred and exclusionary politics in countries as diverse as Italy and Hungary. We are, therefore, at a number of potential turning points in the history of Roma.

Drawing upon the wide range of scholarship that has emerged in the past twenty-five years in Europe dealing with Romany populations from Anthropology, Sociology, Demography, Ethnology, History, (Socio)-Linguistics, Ethno-Musicology and Political Science, this summer school provides two streams within which the youngest generation of scholars will receive training of the highest quality. Running through the centre of the school lies the issue of how to build the impact of academic research, how to create better informed and wiser policy across the board from local cultural and linguistic policy to national Roma Strategy.

The cost of teacher and student participation in this school will be funded by the European Academic Network of Romany.

#### RESEARCH TRAINING AIMS AND OBJECTIVES:

The summer school will draw on the multi-disciplinary fields that can, for convenience, be grouped under the rubric 'Romany studies'. It is aimed at young scholars who intend to use their work in a policy, governmental or NGO environment promoting better political representation, governance, education, health and development.

In the course of this training students will confront a wide range of training models and taught modules. Approaches from a number of fields will be brought together: *public policy and sociology; demography; evaluation in theory and practice; the law and discrimination; The European Union Roma Strategy; the challenge of schooling*. Senior staff will provide training in their own field.

An important part of the training will be multi- and interdisciplinary seminars in which participants will be confronted with the diverse perspectives of their senior trainers and will be encouraged to think across these divisions. One special section of the course will deal with an assessment of the National Strategies proposed by EU states for integrating Romany populations.

#### Shared Elements with the other Romany sub courses:

- *two electronic classrooms/seminars prior to the summer school* to introduce members of staff and to kick start preparatory work among the selected students.
- a special two day event – Romany Studies, *Francophone Approaches* with simultaneous translation from

French to English thus enabling leading figures in the field who have never been able to participate in these schools before to present their work. Patrick Williams (*Le Systeme Tsigane*) and Jean-Luc Poueyto (*Orality and Literacy among European Romany Populations*) will represent this important field.

- a *two day field trip* and assessment-exercise to two Romany communities near Miskolc in Hungary. This will provide students not only with a 'hands-on' experience in 'rapid survey work' but also the opportunity to reflect on the use of such methods in teaching and a key 'network building' event.

In more general terms the Summer School will consider the implications of the findings from the historical approach (as exemplified in Huub van Baar's work) which shows that while majority society wanted to place the Roma in the periphery, treating their culture as 'foreign', 'oriental' etc., the 'sound' of the Roma was rarely totally absent from 'national life'. On the other hand: the 'sound' of the Roma has often shown their effort towards the integration. What might integration mean in the world of the near future?

### Learning Outcomes

Overall, the training is designed to encourage students to engage with a broader intellectual field than that they may have encountered so far within their own doctoral or Masters programme within a particular discipline. We believe it is *impossible* to teach coherently about Romany problems in any one country outside of a broader comparative and transnational perspective and so we selected teachers and trainers from a wide pool who are capable of enabling students to think in broader, comparative and historical terms.

Students will see that there are very diverse approaches to Romany populations of Europe which are often, but not always, associated with disciplinary paradigms (social anthropology, historical linguistics, migration studies etc.). Students will see that the differences between such approaches are *not* merely a matter of alternative language-games/world views/disciplinary traditions but are resolvable by framing hypotheses in a clear enough and therefore partially falsifiable manner.

There will be an ongoing focus – cropping up in different parts of these courses - on debates around types of cultural integration (into local, regional and even national cultures and societies) – integration that can take place on several levels. Students will see that types of integration depends on the temporal position of the Romani person and / or group and their relationship with other Romany strategies in their environment.

### *Learning outcomes include*

- To understand the steps to be taken between doctoral research and policy proposal;
- To have a better grasp of the relationship between academic research and policy formation;
- To be better equipped to assess policy documents of the national strategy sort;
- To have a clearer understanding of the fundamental issues around the methodological, epistemological and political aspects of the lack of reliable demographic, economic and sociocultural information. Without this, the formulation and evaluation of policy is very difficult and, beyond that, social theory based on unreliable data is also very suspicious.

### Overall:

We aim to influence both the way students carry out research in future and the ways in which they communicate and teach about their findings. We recognise that there is a growing demand for training and teaching in 'Romany studies' across Europe and, consequently, for materials for such courses. 'Romology' / Romistik is increasingly widely taught in schools and especially in the training institutes of teachers, the police, social workers and other agencies of the state – in a fashion that often – but not always - creates a false, misleading and dangerous homogenisation of the Romany social world. One aim of the training will be to provide all the participants with the intellectual tools to take a *critical* look both at current practice and, through an examination of academic research, to consider what might replace current often rather poor or even bad practices. This is of particular importance in the light of the adoption of national Roma Strategies by member states of the EU.

On a more philosophical and general level: the issue of cultural integration is central to many debates around Roma and will be a theme working through the four weeks: how does integration into modernity and to the local, regional and even national cultures and societies actually operate and what are its effects? Many of the lectures and cases discussed will show that Roma want to be integrated within their own society and always try to better their social position – but how can policy advance this process?

### Content and Skills

The sub course aims to provide students with a better appreciation of the skills involved in designing effective research programs and linking that to policy formation as well as designing effectively assessable/evaluable policy

interventions.

Invited scholars (confirmed available) include:

- Abel Beremenyi (Barcelona) – *Equality in the Classroom*
- Lilla Farkas – *Legal Remedies for Discrimination in Continental Legal Systems*
- Zeljko Jovanovic – *Activism and Policy Formation*
- Gabor Kezdi – *Effective and Reliable Evaluation of Public Projects*
- Xristo Kyuchokov – *Romany Language Acquisition and Teaching*
- Yaron Matras – *Linguistic Policy*
- Patrick Simon – *Demography and Natalist Politics*
- Eva Sobotka – *Fundamental Rights Agency – Monitoring and Evaluation*
- Alekos Tsolakis, DG Regions, European Commission
- Tunde Virag – *Poverty, exclusion, territorial segregation and Roma*
- Eniko Vincze – *Approaches towards Roma policies from Human Rights to Development*

### SCHEDULE

| MAY   | WEEK ONE  | WEEK TWO  |
|---|---|---|
| Both sub courses have two electronic preparatory seminars | Policy Strategy: a course for policy experts<br>1 | Policy Strategy: a course for policy experts<br>2       |
|   |   | Comparative Analysis:<br>a course for PhD students<br>1 |
|   |   | Monday - Tuesday<br>Joint Francophone Seminar           |
|   |   | Joint Field Trip<br>Thursday-Saturday                   |