COOPERATION FOR BETTER FUTURE FOR ROMA YOUTH

2023-1-HU01-KA210-YOU-000158092

Rosa Parks Foundation

DAJ MI RUKU

COOPERATION FOR BETTER FUTURE FOR ROMA YOUTH

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ERASMUS + PROGRAM

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Coordinator: Rosa Parks Foundation, Hungary

Partner organization: DAJ MI RUKU, Serbia

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I. INTRODUCTION OF THE PROJECT + PARTNERS

In this project, two organisations worked together: **Rosa Parks Foundation** (Budapest) as coordinator and **Daj Mi Ruku** (Belgrade) as partner. In addition to them, we have also involved other organisations that are deeply knowledgeable and practitioners of a particular methodology. Our main objective was to strengthen the expertise of youth workers working with Roma youth and increase the capacities of the partnering organizations. We aimed to develop innovative methods for facilitating career orientation for marginalized youth. This included strengthening their motivation, persistence, and soft skills, such as teamwork, cooperation, communication, and critical thinking, to improve employability. By disseminating in a wider circle the project also contributed to the better quality of youth work. The two partners have first identified and collected good practices and shared these with each other through a series of train-the-trainer sessions. Youth workers were enriched by new practices that they have then included in their youth development activities involving 10+10 Roma youth in Hungary and Serbia. The results and experiences of the project was shared in a publication, through dissemination workshops and media materials.

ROSA PARKS ALAPÍTVÁNY was established in 2016 with the main aim to promote inclusive education for Roma and non-Roma children and youth. Its main activity is the running of the Invisible Study Hall. Its activities include skill development and mentoring for marginalized children, youth

and their adult family members, competence development of marginalized families to support them in various life skills, especially in the field of education of their children. RPA developed and implemented sensitization programs, aiming at companies and the mainstream society to support inclusive attitudes towards the Roma. Its most recent activities are implemented in the framework of two large-scale projects, contributing to kindergarten and school desegregation programs with legal and sociological expert advice, social work and special education services.

DAJ MI RUKU was founded in 2009 in Belgrade, in order to achieve the objectives relating to psychosocial development of children and youth in need and education of youth workers working with them. One of the goals is to support the empowerment of Roma youth, youth with mental disabilities, with a low standard of living, with limited social skills and to develop their social skills and encouraging social inclusion. In addition to the activities we carry out with young people, we also organize education for youth workers with the aim of providing the highest quality services to young people. The founders of the organization are social workers, psychologists and pedagogues with long experience as youth leaders. They created several programs working with children and youth in need which they implement each year in cooperation with different associates. They promote cooperation between different institutions and a multidisciplinary approach in providing services to children and youth in need.

2. METHODOLOGIES

NAME OF GOOD PRACTICE: "OLDER BROTHER, OLDER SISTER"

NAME OF THE ORGANIZATION: DAJ MI RUKU, Serbia

AIM/GOAL OF THIS PRACTICE: Psychosocial support to children and young people from vulnerable groups in their social integration. A special goal of the OBOS program is improving the position of young people by creating opportunities for their employment, developing their skills and professional competencies needed for independent and group work with users.

DESCRIPTION: Program "Older brother, older sister" is a program of external psychosocial support to children and young people aged 9 to 14 in their social integration, achieved through student volunteer engagement. This program provides psychosocial assistance to children/youth from vulnerable groups, while promoting the idea of volunteer work and young people as a positive model. The main principle of the work is the establishment of a permanent relationship and interaction between one student and one child/young person (mentoring work) for 20 months, as long as one cycle of the program lasts. Through educational, cultural, entertainment and sports activities designed by volunteers and in accordance with the needs and abilities of the child/youth, the child/youth develops responsibility, trust and care for themselves and others.

Acquiring and improving social skills opens the way to more successful socialization and integration into the social environment for these youth/children.

WANT TO KNOW HOW THIS MODEL IS APPLIED IN PRACTICE? The "Older Brother, Older Sister" program has been implemented by the organization DAJ MI RUKU since 2011 in Belgrade and partly in Niš in cooperation with regular schools and schools for the education and upbringing of students with developmental disabilities. So far, 70 students and 70 children and young people have gone through the project as direct beneficiaries, and over 500 children and young people have been included through certain project activities.

The program focuses on working with socially and emotionally vulnerable children and young people, Roma, children with developmental disabilities and other children and young people from vulnerable groups. The student/volunteer and the child/young person meet three times a month, initially at school, and after a relationship of trust is established between them as well as between the student and the parents, the couples spend time outside of school. They spend time talking, solving school assignments, playing social and sports games, walking, going to an amusement park, theater, zoo, etc., all in accordance with the needs and preferences of the child. They also participate in group activities, educational workshops and group visits to museums, cinemas, companies, etc.

The project is implemented through the following activities:

- Student selection and training
- Getting to know children/youth and students and forming pairs one student – one child/young person
- Socializing of youth and students - individual and group
- Educational workshops
- Psychological support for students
- Monthly meetings of students and the project team
- Keeping a work diary by students
- Writing monthly plans and monthly reports by students
- Focus group(s) with youth and students

REFERENCES:

https://www.dajmiruku.org/evaluacija-zadovoljstva-volontera-psiho-dramskim-grupama-pomoc-pomagacima/

https://www.dajmiruku.org/wp-content/uploads/2022/02/Manual-for-social-inclusion-and-structured-dialogue-for-youth_compressed.pdf

https://www.dajmiruku.org/rezultati-projekta-da-li-me-cujes-cujem-te/

FOR MORE INFORMATION PLEASE VISIT:

www.dajmiruku.org

https://www.youtube.com/watch?v=kPj28mEF4L0

https://www.youtube.com/watch?v=Pfo0MA7e-GI

FOR MORE INFORMATION PLEASE CONTACT: office@dajmiruku.org

NAME OF GOOD PRACTICE: ZNAM JA, ZNAĆEŠ I TI (I KNOW AND SO WILL YOU)

NAME OF THE ORGANIZATION: DAJ MI RUKU & ADRA Serbia

AIM/GOAL OF THIS PRACTICE: Supporting the social and emotional learning and development of children

SPECIFIC OBJECTIVES:

- Supporting healthy relationships with others, non-violent conflict resolutions and understanding of others
- Supporting positive relationships with oneself and understanding emotions
- Supporting self-confidence, recognition and expression of talents

DESCRIPTION: The program was first implemented in 2016 in preschool education. In 2020 DAJ MI RUKU established a partnership with ADRA Serbia, implementing this program during ADRA's Summer School. At that time, ADRA supported over a hundred Roma children from three substandard settlements and the facilitators working with them recognized the need to expand the support in the areas of social and emotional development. The program was adapted to 9 and 10-year-olds, as it was estimated that the program would be best fitted for this age group due to the differences in the life experience, opportunities and learning children gain in the substandard settlements.

In a preschool setting, the program typically spans three months and is divided into three cycles: **Relationships with Others, Relationships**

with Oneself, and **Self-Presentation**. It supports both preschool children (ages 5 and 6) and university students from the social sciences and humanities, who act as facilitators. Activities are held four times a week and use diverse methods to teach children about the month's theme, gradually introducing and preparing them for workshops held twice a month that summarize and reinforce the cycle's key topics.

For ADRA's Summer School, the program was shortened and adapted to include seven workshops focusing on key aspects of social and emotional learning identified as particularly significant for the participating children: **cooperation** and **emotions**. The facilitators were a psychologist and pedagogues collaborating both with ADRA and DAJ MI RUKU, who adapted the program to fit children's needs. The workshops focused on developing cooperative skills, assertive communication, emotional awareness, and conflict resolution. These activities helped children build confidence, improve self-awareness, and foster respect for their own and others' needs.

WANT TO KNOW HOW THIS MODEL IS APPLIED IN PRACTICE? Although the program has a set framework for activities and workshops, it is flexible and adapts to the needs of each participating group. Understanding the children is a key aspect of the program's implementation, with students and experienced facilitators contributing their skills and knowledge to this process. Various methods are used to support children's understanding and expression (acting, drawing, crafting, dialogue, group work, games).

In ADRA's program, adjustments were made to align with the knowledge and experiences of Roma children. One challenge was a vocabulary gap, as some children were unfamiliar with basic terms and required additional examples and explanations (e.g., words like "newspapers" or "rules"). Another consideration was the difference between the communication styles children were accustomed to at home and those typically expected in school settings. At home, children often used communication forms adapted to their environment, which were practical for meeting daily needs, staying safe, or asserting themselves. However, these styles could sometimes be misunderstood in a school context. The program introduced children to alternative ways of expressing themselves, managing emotions, and understanding others. These new skills supported their problem-solving abilities, emotional well-being, and social interactions, while also recognizing the importance of the communication methods they already relied on in their home and community environments. Additionally, given the stigma and discrimination Roma children often face in society and schools, the program provided opportunities to strengthen their self-confidence and foster a positive self-image.

FOR MORE INFORMATION PLEASE VISIT:

https://www.dajmiruku.org/programi/

https://www.dajmiruku.org/znam-ja-u-adra-srbija/

https://adra.org.rs/impact-areas/education/?lang=en

https://www.youtube.com/watch?v=6--wjtgvNaM

FOR MORE INFORMATION PLEASE CONTACT: znamjaznacesiti@gmail.com

NAME OF GOOD PRACTICE: WORKSHOPS FOR ROMA GIRLS

NAME OF THE ORGANIZATION: ADRA Serbia

AIM/GOAL OF THIS PRACTICE: Prevention of early marriages

SPECIFIC OBJECTIVES:

- Supporting the social and emotional learning and development
- Sexual education
- Recognition of personal and social boundaries
- Development of non-violent communication

DESCRIPTION: The ADRA Community Center was established in Serbia, in Belgrade, in 2017. The projects being implemented are focused on vulnerable groups: homeless people, immigrants, and Roma people living in substandard settlements. The project with the Roma population aimed to empower children and youth through educational workshops and various activities that would support them in staying engaged in the school system and prevent dropout. As part of the project, material assistance was also provided to children and parents in the form of food, clothing, and hygiene supplies.

Workshops with girls were part of a project working with the Roma population and were created in response to the specific needs of girls aged 12 to 17. The main aim of the program was to prevent early marriages. Other goals were to encourage the development of social and emotional skills, sexual education, recognition of personal and social boundaries, non-violent communication etc. The workshops were organized in segments,

with each segment focusing on a specific topic that was addressed through several sessions. The topics covered were tailored to the needs and interests of the girls.

WANT TO KNOW HOW THIS MODEL IS APPLIED IN PRACTICE? The workshops were held once a week in the Women's Center which was placed in ADRA's Community Center. The facilitators were a pedagogue, a social worker, and a psychologist. The workshops were designed to address the recognized needs of the girls while also providing an opportunity for learning and personal development. Therefore, flexibility and creativity in planning and conducting the workshops were essential components. Some of the topics covered included emotional development, setting boundaries, sense of safety, and non-violent communication. Various methods were used to support the acquisition of new knowledge through activities that the girls found interesting (acting, dancing, drawing, crafting, dialogue, group work, games).

Mothers of young girls were also included in the program. Once a month the team (psychologist, pedagogue and social worker) has had different activities with the mothers of the girls. Usually, they were talking and exchanging experiences about the main topic of the month. Mothers were included because it is important to build up a better connection in a mother-daughter relationship. Encouraging trust and sharing in that relationship was the base for prevention of school drop-out and early marriages. Also, material support was planned by the program. After every workshop, every girl/mother would get a package of new clothes or hygiene packages.

FOR MORE INFORMATION PLEASE VISIT:

https://adra.org.rs/impact-areas/education/?lang=en

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NAME OF GOOD PRACTICE: SVI UGLAS (EVERYONE IN UNITY)

NAME OF THE ORGANIZATION: Art Aparat, Serbia

AIM/GOAL OF THIS PRACTICE: This practice aims to improve the position of street involved Roma children and youth through music, but also focuses on the members of the general population and promotes intercultural exchange through joint artistic creation of Roma and non/Roma, fostering empathy, solidarity and togetherness.

SPECIFIC OBJECTIVES:

- Social inclusion of children and young people from the marginalized Roma community.
- Development of psycho-social and cognitive skills of marginalized Roma children and youth through music.
- Intercultural exchange between Roma children and youth and members of the general population.
- Reducing discrimination against Roma children and youth by the general public.
- Promotion of Romani culture.

DESCRIPTION: Svi UGLAS (Everyone in Unity) is a program that uses music to empower one of the most marginalized groups in Serbian society - street involved Romani children and youth. Our participants from the Roma community often live in extreme poverty and are sometimes victims of labour exploitation. Vast majority of children attend school irregularly due to difficult living conditions. This position negatively affects self-confidence and motivation for education, leading to drop out from school and living their life isolated from the rest of society. The social exclusion of Roma has a negative effect on people from the majority and other communities in Serbia, too. They are not familiarized with the Romani community which is why, among other things, the cycle of exposure of Roma to discrimination is perpetuated from generation to generation.

In our work, music makes the bridge between the young and the older and Roma and non-Roma. Through group choral workshops, public lectures, concerts, and audio-visual production, this program helps erase the boundaries and contributes to communication, development of creativity, cooperation, helps children and young people make new friends, strengthens self-confidence and promotes cultural diversity.

WANT TO KNOW HOW THIS MODEL IS APPLIED IN PRACTICE? The base of the project is musical choir Svi UGLAS (Everyone in Unity), that gathers people aged 7-77. Through the joint creation in the choir, the participants build friendships, observe and learn from each other from experience, support each other and build a community which is diverse in every way.

Members of the choir every year strive to a common goal – usually it is a concert or recording of a professional song or video. During the journey, love and support that are acquired help promote social inclusion and cultural diversity as a necessary precondition to healthy society.

The model that we developed for the last 8 years consists of different activities, with an aim of making the learning process more holistic. It consists of:

- Work within the intercultural choir Svi UGLAS, in which members of the Roma and non-Roma population create together. So far, the choir has involved over 400 participants from the Roma community and 150 people of all generations from the general public.
- Professional production of videos and songs (available at LINK)
- Educational program, which aims to familiarize the participants and the general public with the Roma culture and community through public events and the creation of educational content.
- Organization of concerts
- Implementation of trainings and workshops for teachers and youth workers, where the methodology for the inclusion through music is shared and the role of art as a tool for social inclusion is promoted.

FOR MORE INFORMATION PLEASE VISIT:

www.artaparat.org

Instagram.com/art.aparat

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NAME OF GOOD PRACTICE: DROP IN SHELTER SERVICE FOR CHILDREN IN STREET SITUATIONS AND CAFE BAR 16

NAME OF THE ORGANIZATION: Centre for Youth Integration (CYI), Serbia

AIM/GOAL OF THIS PRACTICE: To meet the needs of children in street situations and to include them in employment support program

DESCRIPTION: The Drop in Shelter service provides comprehensive, integrated support to children in street situations. The service is dedicated to one specific group, providing them with individualized support. Drop in Shelter service empowers children, advocates for their rights and nurtures their wellbeing. When the users of the Children's Shelter turn 16, they no longer have the right to the services that were provided to them at the Shelter so they are included in the employment support program.

WANT TO KNOW HOW THIS MODEL IS APPLIED IN PRACTICE? In Serbia, street involvement is common among children from extremely poor Roma families that live in informal settlements. These communities suffer severe segregation, social exclusion and discrimination. Children in street situations are not officially recognized as a specific vulnerable group. No specialized state institution or city services exist to address the needs and rights of street-involved children. CYI established a service that is available to children age 5 to 15 seven days per week and, among others, includes provision of food and hygiene supplies, conditions for maintenance of personal hygiene, possibility for daily rest in a safe and calm environment, mediation with public services to ensure practicing of

children rights, support in acquiring basic life skills, inclusion of children in the education system and support during the education process, group and individual activities that nurture child's proper growth and development, psychosocial support to children, educational activities, playing and socializing. One of the important aims of the Drop in Shelter service is breaking down the prejudices towards Roma children in street situations in order to support their integration and social inclusion.

After the users of the Shelter turn 16, they move on to the employment support program Cafe Bar 16. The entire program that young people go through is designed so that the young person, before they start working, are trained for the jobs of bartenders and waiters. They all go through training. First, they go to a three-month course at a Hospitality school where they get theoretical knowledge, and then they come to "Cafe 16" for practice. After that, they receive a certificate and help in looking for a job in another cafe, restaurant or hotel.

REFERENCES: CYI internal documents

FOR MORE INFORMATION PLEASE VISIT: www.cim.org.rs

FOR MORE INFORMATION PLEASE CONTACT: office@cim.org.rs

NAME OF GOOD PRACTICE: CRITICAL PEDAGOGY - AN INTRODUCTION TO CRITICAL PEDAGOGY AND ITS IMPLEMENTATION IN DEVISZONT COMMUNITY SPACE

NAME OF THE ORGANIZATION: Deviszont Community Space, Hungary

AIM/GOAL OF THIS PRACTICE: The aim of critical thinking is to develop the ability to identify knowledge goals within the contexts of society, social inequalities, and class. It encourages abstract and comparative thinking, enabling individuals to analyze and understand complex social issues from different perspectives. Critical thinking also involves the ability to form questions, develop one's own opinions, and engage in meaningful debates. A key aspect of critical thinking is maintaining a critical approach—questioning and challenging established hierarchies and authority, and not accepting ideas or systems without thorough examination. Through this process, individuals become more reflective, discerning, and engaged in understanding and addressing societal issues.

DESCRIPTION: The Deviszont Community Space is an initiative that provides young people in vocational education and training with an alternative learning and leisure opportunity. They organise project-based activities based on critical pedagogy and experiential education on a weekly basis.The aim for their students is to learn about the world and society around them, and to become informed adults and active citizens.

Deviszont brings together professionals from different backgrounds, with years of experience in education, social assistance and running

NGOs. Strengthening the local community is a priority: they are constantly looking for opportunities to work with organisations and businesses in the South West, and they want young people to see the value and role models in their local community. Their target group of young people who are not of compulsory school age but still in education and training rarely appear on the radar of educational initiatives. Their activities are based on young people's interests and experiences, with a focus on mutual learning, community and active citizenship.

WANT TO KNOW HOW THIS MODEL IS APPLIED IN PRACTICE? Our community-centred and critical thinking and social engagement programmes alternate according to the following structure: three-day projects followed by two community-building sessions, alternating from week to week. The projects are structured to move from the personal to the social level, exploring as many aspects of the issue as possible. The projects use experiential and critical pedagogies: art activities, role-playing, movement programmes, outreach programmes, workshops, drawing on young people's own experiences and previous experiences.

Start each semester by brainstorming with young people about the themes around which to organise projects. Over the years, we have worked on music, gastronomy, culture, school, religion, mental well-being, urban life and young adult life.

FOR MORE INFORMATION PLEASE VISIT: https://deviszontkozter.hu/

FOR MORE INFORMATION PLEASE CONTACT: hello@deviszontkozter.hu

NAME OF GOOD PRACTICE: „COME WITH US TO THE 8TH DISTRICT" WALKING TOUR

NAME OF THE ORGANIZATION: Uccu Roma Informal Educational Foundation, Hungary

AIM/GOAL OF THIS PRACTICE: The goal of this practice is to creating a dialogue between Roma and non-Roma people in order to reduce prejudices and stereotypes in the majority of society and to give insight and information on the 8th district's real face.

DESCRIPTION: Uccu Foundation was established in 2010 with the goal of creating a dialogue between Roma and non-Roma people. Studies show that the majority of anti-Roma individuals actually do not know the people they reject. Uccu has initiated dialogue and intercultural encounters between Roma and non-Roma people in order to reduce prejudices and stereotypes in the majority of society. We believe it's a common need to make such opportunities available for everyone.

The 8th district walking tour is one of our educational modules originally created to bring people to the "infamous", "Roma inhabited" area and give insight and information on the 8th district's real face. After a while, we decided to create a social enterprise on this activity and Uccu Budapest Romani Walking Tours came to life. We invite our participants to a classical Uccu Budapest Romani Walking Tour to one of the most diverse district of Budapest.

Not a lot of people know the 8th district itself, although it is full of stories, values that are strongly connected to Roma culture and history. During our walking tour we invite our participants to get to know Romani culture and heritage. The tour gets more personal through the guide's perspective and his stories. We talk about the importance of Romani musicians, their connections with Lujza Blaha and the Folk Theater. We also share factual knowledge about the district's habitants and we give an introduction to the Romani groups in the Hungarian perspective.

WANT TO KNOW HOW THIS MODEL IS APPLIED IN PRACTICE? The 1,5-2 hours long walking tours start at Blaha Lujza square and go all along Népszínház street to discover the hidden beauties of District 8, and it's connections to Roma culture. The tour ends at Mátyás tér and we talk about the importance of Hungarian Roma music and the method of Kodály (or method of Rajkó). We share more about gentrification processes and how it worked exactly in the previous decades. Our interactive walking tours provide a unique insight into the life of District 8. Our guides, trained by Uccu Foundation, introduce a less well known face of the city through their own experiences. Joining one of these walking tours will give you a different view of the neighborhood as well as of Roma culture. We invite you to one of the most well-known and colorful neighborhoods of Budapest. Know more of the Roma community and the 8th district in an alternative and fun way. Our interactive walking tours are guided by young Roma, who will share their knowledge and their own stories and experiences as Roma in Hungary.

REFERENCES: https://www.uccualapitvany.hu/letoltheto-szakmai-anyagok/

FOR MORE INFORMATION PLEASE VISIT: https://www.uccualapitvany.hu/

FOR MORE INFORMATION PLEASE CONTACT: uccualapitvany@gmail.com

NAME OF GOOD PRACTICE: DEBATE CLUB - VOXPOP

NAME OF THE ORGANIZATION: Foundation for Democratic Youth, Hungary

AIM/GOAL OF THIS PRACTICE: Developing debate skills in children has numerous benefits. It fosters critical thinking by encouraging them to support their opinions with logical arguments. It also enhances communication skills, as children learn to express themselves clearly and listen to others respectfully. Debate helps build empathy, as children learn to consider different perspectives, and it strengthens problem-solving abilities by encouraging collaborative solutions. Additionally, it promotes tolerance and acceptance of diverse viewpoints, boosts self-confidence, and improves social relationships by teaching conflict resolution and constructive dialogue. Overall, teaching debate cultivates essential life skills that aid in intellectual, personal, and social development.

DESCRIPTION: The VoxPop Debate Game was created to generate good conversations on topics that provoke heated debate. A tool to have a multi-faceted conversation about important issues. It's a development tool that helps us to acquire new knowledge and, last but not least, to get closer to each other.

Debating and learning about each other's opinions is an experience that will be remembered. During the interactive workshop, participants will have the opportunity to get to know each other, try out different debate and communication exercises, and learn about types of argumentation mistakes. After the rules have been explained, they will play a full Vox-Pop debate game led by an experienced game master along one of the themes already developed by DIA. The session will be followed by a more informal discussion and collective reflection.

WANT TO KNOW HOW THIS MODEL IS APPLIED IN PRACTICE? The objective of the programme is to create local debate clubs in the institutions involved (universities, secondary schools, community spaces and schools), with the aim of empowering young people aged 11-30, supporting their local involvement, developing social skills and changing attitudes towards active citizenship. The activities of the Community Debate Clubs focus on identifying problems and possible solutions at local level. The project will involve young people not only in the capital but also in rural and even segregated areas, thus empowering young people living in these areas, making them aware of their rights and the potential of debate and dialogue. The project will also support the interaction of the debate clubs with each other, so that members can broaden their own perspectives on the issues and the dialogue and exchange of experiences will contribute to a more accepting and inclusive attitude. We plan to re-establish the creation and running of community discussion clubs as part of the DIA's main profile.

REFERENCES: https://i-dia.org/shop/#egyhajo

FOR MORE INFORMATION PLEASE VISIT: https://i-dia.org/

FOR MORE INFORMATION PLEASE CONTACT: hellodia@i-dia.org

NAME OF GOOD PRACTICE: RESILIENCE DEVELOPMENT TRAINING

NAME OF THE ORGANIZATION: Invisible Study Hall, Hungary

AIM/GOAL OF THIS PRACTICE: The aim of the programme is to develop the personal competences and resources that support volunteers to use situations of imbalance in their lives to learn and to build a new situation of balance, change and evolve with the world as soon as possible. The aim of the training is to learn and try out tools and methods based on personal experience, which they can use in their developmental or mentoring work with children to plan their volunteer work more consciously and effectively.

DESCRIPTION: This program focuses on key aspects of personal growth and adaptability in the face of change, with an emphasis on stability versus instability, flexibility, and learning from past imbalances. It explores the relationship with oneself and the world, fostering a mindset centered on positive thinking, personal agency, and responsibility. Key themes include balancing presence with a focus on the past and future, activating one's own sense of agency, and taking responsibility for one's actions and choices.

Theoretical concepts underpinning the program (15%): The program incorporates a variety of theoretical models to guide participants' reflections and actions. These include the Stability-Instability Model, the Change Curve, Double-Loop Learning, and a focus on present-focused vs. constructive/destructive past/future thinking. Other key ideas include resource-based positive thinking, cognitive reframing, solution-focused thinking, situational awareness and decision-making and assertiveness.

WANT TO KNOW HOW THIS MODEL IS APPLIED IN PRACTICE? The program places a strong emphasis on practical exercises that allow participants to actively engage with the concepts learned. These exercises are designed to help participants internalize theoretical concepts through experiential learning, ultimately enhancing their ability to navigate life's challenges with increased stability, resilience, and responsibility.

Some of the practical exercises include:

- **Physical exercise to experience balance loss** – Understanding the impact of imbalance on physical and emotional stability.
- **Stability-flexibility self-assessment** – Reflecting on personal stability and flexibility in times of change.
- **Life path drawing** – Identifying key moments of imbalance throughout one's life journey.
- **Learning from personal experiences** – Gathering insights from individual life experiences to inform future decisions.
- **Present-past-future mindset mapping** – Visualizing how one relates to the past, present, and future.

- **Mindfulness micro-exercises** – Practicing mindfulness to increase presence and awareness in the moment.

These exercises aim to activate positive thinking, resilience, and self-awareness, empowering participants to take responsibility for their own growth and navigate life's challenges with greater confidence and flexibility.

FOR MORE INFORMATION PLEASE VISIT: www. rosaparks.hu

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NAME OF GOOD PRACTICE: THE NANE SERIES OF WORKSHOPS FOR YOUNG PEOPLE ON EQUAL RELATIONSHIPS

NAME OF THE ORGANIZATION: NANE Association

AIM/GOAL OF THIS PRACTICE: The aim of the workshop series is to talk to young people about gender roles and their preconceptions, forms of abuse and early detection.

DESCRIPTION: NANE Association (Nők a Nőkért Együtt az Erőszak Ellen – Women for Women Against Violence) is a Hungarian non-governmental organization focused on supporting women affected by domestic violence. The organization also works to raise awareness about gender-based violence and promotes social change to prevent it. NANE's

mission is to empower women, protect their rights, and challenge the societal norms that contribute to violence.

WANT TO KNOW HOW THIS MODEL IS APPLIED IN PRACTICE? The NaNE Association conducted a three-session workshop series for young people, focusing on gender roles and their impact on daily life. We began by setting the stage for the upcoming topics. The opening activity involved a discussion on gender roles through various interactive games. During one of the exercises, we gathered examples of expectations and stereotypes surrounding male and female roles in the workplace, education, relationships, and household. Afterwards, these statements were debated in a larger group, where participants discussed feminism and unrealistic expectations.

During the next workshop, the focus was on what can be done when someone is being abused or hurt. One of the scenarios discussed was about a friend whose girlfriend had visible signs of abuse on her hand. The question raised was how the participants, particularly the young students, would respond to such a situation. Some suggested not reacting at all, while others believed that the boy should talk to his male friend, and the girl should talk to the girlfriend. Additionally, participants were asked to include definitions of economic abuse, physical abuse, and verbal abuse in the post, as part of their learning and reflection during the session.

During the third workshop, we talked about equal relationships. The first activity involved gathering in a large circle to discuss what constitutes an equal relationship. In small groups, participants then identified the three

most important aspects of a relationship, followed by another small group discussion on the three factors that would immediately lead to a breakup, and the three things that would create doubt in a relationship. The final activity involved using label cards to match different situations with relationship characteristics. The workshop concluded with a closing circle, allowing participants to reflect on and wrap up the session.

REFERENCES:

https://nane.hu/kiadvanyok/?_gl=1*1vs4vvc*_up*MQ..*_ga*NzM2N-zUyMTAzLjE3NDI0MTQyODk.*_ga_LX23XP7C1M*MTc0MjQxNDI4OC4xL-jAuMTc0MjQxNDI4OC4wLjAuMA..

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3. WORKSHOPS

Workshop cycles implemented by the DAJ MI RUKU association covers three key topics:

1. Exploring young people's desires and needs
2. Creating safe communities: trust, security, and conflict resolution
3. Career counseling

WORKSHOP STRUCTURE AND INSTRUCTIONS:

Introduction: In the first workshop participants and facilitator create rules together. These agreed-upon rules are written on a flip chart, which is brought to each workshop and displayed in a visible spot. For example, one rule is that a talking object is used when ever somebody speaks. Usually, they are addressed during the introduction or any time it is needed for group functioning. In the introduction, a short reflection is done on the previous topic and a new topic is introduced.

Opening round: One question is asked and each participant and facilitator answers.

Ice breaker and/or main activity: Depending on type of main activity, some workshops have ice breaker and some do not.

Closing round: The closing round can be one reflective question that each participant and facilitator answers, or a relaxing activity.

Evaluation: Participants evaluate the workshop using three smiley faces. Participants are instructed to give three smiley faces if they found the workshop very interesting and useful. If it was just okay, they leave two smiley faces, and if it was boring, they leave only one smiley face. After each workshop, facilitators calculate the score of the evaluation, resulting in a line chart at the end of the project that represents how participants evaluated workshops over time.

OUR DESIRE AND NEEDS

MODELS USED: Invisible Study Hall, Deviszont Community Space and Workshops with Girls

GOALS:

- Introducing the concept of workshops to the students and volunteers;
- Establishing agreement on group functioning;
- Empowering students to clearly communicate their needs and desires.

MATERIALS: Flip chart 2x, markers, sticky notes, printed smiley faces for evaluation, talking object

WORKSHOP OUTLINE:

Introduction (5 minutes): Participants and facilitators gather in the classroom and sit in a circle. The facilitator explains how the workshops will work and everyone briefly introduces themselves.

Ice Breaker (5 minutes): Participants and facilitators stand in a circle. The facilitator makes statements and participants who agree with the statement switch places. For example, the facilitator says, "Everyone who likes to follow sports, switch places," and participants who like sports exchange positions.

Defining the Work Method (10 minutes): Agreements are made regarding group functioning (e.g., workshop frequency, attendance, methods of working, desirable behaviors, and prohibited behaviors) and written on a flip chart.

Opening Round (5 minutes): All participants answer the question, "What is the most interesting thing you have learned in school?"

Central Activity – Year Planning (20 minutes): Each participant receives two pieces of paper in different colors. One facilitator distributes the paper, while the other explains the instructions.

A flip chart with two questions written on it is placed on the board:
What topics would you like to discuss in the workshops?
What activities would you like us to organize?
Participants write their answers to the first question on one piece of paper and their answers to the second question on the other. The answers are then stuck on the flip chart under the respective questions. Once all participants have added their answers, the responses are discussed and grouped into categories.

Closing Circle (5 minutes): All participants answer the question, "What did you like most about the workshop?"

Evaluation (5 minutes): Participants are given smiley faces to evaluate the workshops.

OUR BEHAVIOR AND EMOTIONS

MODELS USED: Invisible Study Hall, Deviszont Community Space, Workshops with Girls and I know, I know and so will you

GOALS:

- Introducing and raising children's awareness of how their behavior affects the people around them.
- Supporting children in clearly expressing their experiences, desires, and needs.
- Encouraging consideration of diverse perspectives during discussions.

MATERIALS: Blue and yellow sticky notes for smiley faces, pencils, Evaluation Chart, printed smiley faces for evaluation, printed stories, talking object

WORKSHOP OUTLINE:

Introduction (5 minutes): Participants and facilitators arrange chairs in a circle. The facilitator briefly reviews the previous workshop, reminding participants about the activities and agreed-upon rules, such as speaking one at a time and using a language everyone understands.

The importance of following these rules is emphasized to ensure a comfortable environment for all.

Opening Round (7 minutes): The workshop begins with a question for everyone: "What was your main takeaway from the last session?"

Ice Breaker (5 minutes): Participants stand and are instructed to greet everyone in the room within one minute. They need to approach each participant and facilitator and greet them in the way they choose (e.g., waving, saying hello, with special movement) Afterward, the facilitator asks reflective questions:

- Did you greet everyone the same way?
- Did you have a special greeting with someone?
- Did you want to greet someone differently but did not?

Central Activity (20-30 minutes): Participants receive a yellow sticky note for a happy face and a blue one for a sad face. The facilitator reads 3-4 short stories and asks participants to show the sticky note that represents how a character felt. Afterward, a discussion follows, with questions such as:

- What do you think the character felt?
- Why do you think they felt that way?
- What could have been done differently to improve their experience?

Story 1: Students are getting ready for a physical education class that will take place in the schoolyard. All the children put on the necessary gear and head outside. The boys grab a ball and start playing football,

while the girls gather to play volleyball. While the girls are playing, they hear comments from the boys in the background about how they look. After hearing the comments, the girls move away and stop playing.

Story 2: The school bell rings, and the children slowly leave the school for recess. Two friends, Maria and Joanna, as they do every morning, head to the bakery to buy a pastry. One of the friends tells the other that she is not hungry and does not want to eat that morning. Maria goes and buys a snack. When she returns, she gives half of her snack to Joanna. Joanna again says she is not hungry but accepts half of the pastry anyway. After they finish eating, Joanna thanks Maria for sharing her snack and tells her that she actually forgot her money that morning, which is why she did not want to eat.

Story 3: Three friends are sitting on a bench after school, talking about the events of the day. Another girl from their class walks by, and they invite her to join them, which she agrees to do. After a few minutes, the three girls start making comments in Romani, which the fourth girl does not speak. While the three laugh, the fourth girl sits next to them, feeling uncomfortable. Soon, she decides it is better to leave and tells the others she needs to hurry home because her parents are waiting for her.

Story 4: Classmates are sitting together on a bench in front of the school, laughing as they recount stories from their spring break. One of the boys stands up from the bench to free up a spot for a classmate to sit. As he goes to squat beside the bench, the sound of fabric tearing is heard. His pants have ripped. He straightens up, and the others notice a large

hole in his pants. A few boys and girls start laughing and teasing him, and he blushes and becomes embarrassed. One friend shouts at the others, saying it is not okay to tease and that it could happen to anyone. He then takes off his sweatshirt and gives it to the boy to tie around himself so the tear is not visible.

Closing Circle (5 minutes): Participants answer: "What is something new you learned from the stories?"

Evaluation (3 minutes): Participants are given smiley faces to evaluate the workshops.

TRUST AND SAFETY

MODELS USED: Invisible Study Hall, Deviszont Community Space, Workshops with Girls

GOALS:

- Exploring the meaning of safety and trust
- Encouraging safe behavior
- Seeking support to feel safe

MATERIALS: blindfolds, obstacles, tape/rope for marking islands, pictures for labeling the islands, evaluation chart, printed smiley faces for evaluation, talking object

WORKSHOP OUTLINE:

Introduction (5 minutes): The facilitators ask the participants: What does safety mean? When do we feel safe? They explain that people feel safe in places where they believe nothing bad will happen to them, where they are not at risk of harm, and where no one will treat them poorly or cause them harm. Next, they ask: What is trust? They explain that trust involves feeling comfortable sharing secrets, being natural without pretending, and expressing emotions like sadness, anger, or love in front of others. The facilitators emphasize that trust and safety are closely related: just as certain places can make us feel safe or threatened, people also significantly influence how safe we feel.

Opening Round (7 minutes): Participants name one person they trust.

Icebreaker (5–10 minutes): An obstacle course is set up on the floor/ground. Participants pair up. In each pair, one person is blindfolded while the other guides them through the course to avoid stepping on obstacles.

Main Activity (15 minutes): The floor/ground is marked with "Islands of Safety," outlined with tape or ropes. Each island is labeled with a picture representing a place (e.g., school, dark street, hospital, police station, neighborhood, park, public transportation).

Instructions:

- All participants start in the "home base."
- The facilitator calls out the name of an island, e.g., "Park Island!"
- Participants run to the island if they feel safe in that place.

Discussion:

- The facilitator asks participants who moved to the island why they feel safe there.
- They also ask those who stayed at the home base why they do not feel safe in that place.

Participants stay on their chosen islands as the facilitator calls out the next location. This continues until all islands have been discussed.

Closing Round (5 minutes): Participants each name one activity they plan to do over the summer.

Evaluation (3 minutes): Participants are given smiley faces to evaluate the workshops.

REGULATING ANGER AND NON-VIOLENT COMMUNICATION

MODELS USED: Invisible Study Hall, Deviszont Community Space, I know so will you, Workshops with Girls

GOALS:

- Encouraging children and volunteers to connect with their anger
- Presenting anger as a healthy emotion
- Introducing children to non-violent communication
- Encouraging children to use non-violent communication when resolving conflicts

MATERIALS: Colored paper, tape, scissors, glue, straws, yarn, reflection cards, and materials for making anger models.

WORKSHOP OUTLINE:

Introduction (7 min): The facilitators greet the children and students, mentioning the long break since the last workshop and announcing that sessions will continue monthly. They review the rules and briefly recap previous workshops, asking if the participants remember what they did. The facilitators introduce the theme of the day: conflict resolution, emphasizing that this is the last workshop focused on communication. They check the children's understanding of "conflict."

Opening Round (10 min): Participants share something interesting that happened during the break.

Central Activity (30 min):

- **Reflecting on Anger:** Participants recall a time they felt angry, imagining the situation without sharing it. They visualize their anger. Facilitators set up materials for the next task.
- **Creating Anger Models:** After the visualization, participants make their own representations of anger using various materials. The facilitators demonstrate their own anger model.
- **Connecting Models:** Once everyone finishes, they connect the models into a "clump," symbolizing the chaos of unresolved anger.
- **Discussion:** Facilitators guide a discussion on why conflicts arise. *Why do conflicts usually arise and how do we feel in them?*

What happens when we enter a conflict angry and don't communicate that anger?

How would anger look if we clearly said why we are angry?

How would conflicts look if we didn't insult each other, but rather talked?

During the discussion, remind the children that it's okay to be angry, to not be satisfied with something, but it's not okay to enter a conflict with others because of anger and solve it with verbal aggression (insults, yelling).

- **Non-Violent Communication Model:** The group collaborates to create a new model that represents conflict resolution through peaceful communication, each participant contributing a piece.

  Once both models are completed, ask the children to notice the similarities and differences between the two models. Emphasize that the first model looks chaotic, messy, and unclear, which happens when we enter a conflict angry and communicate unclearly. On the other hand, the second model represents clearer communication. Even when we enter a conflict, if we clearly express what we think and feel and listen to others, we will be able to reach a common solution

Closing Round (5 min): Participants reflect on their feelings after the workshop by selecting a reflection card. They show and explain their chosen card.

Evaluation (3 min): Participants are given smiley faces to evaluate the workshops.

SELF-CONFIDENCE AND OUR STRENGTH

MODELS USED: Invisible Study Hall, Deviszont Community Space, Workshops with Girls, I know so will you, Café Bar 16, Art Aparat

GOALS:

- Support for developing self-confidence in children
- Recognizing personal strengths and desires for further personal growth
- Encouraging awareness of how each person contributes to society in some way through their strengths

MATERIALS: Colored paper, markers, scissors, butcher paper/flip chart, glue, ball

WORKSHOP OUTLINE:

Introduction (10 minutes): One facilitator explains that this is the final workshop in the project, focusing on self-confidence and our strengths. They remind participants about the previous workshop, where they wrote about their talents and skills in the Tree of Life activity, and ask if they remember what they wrote.

Opening Round (5 minutes): The facilitator invites participants to stand and play a game called "Walk like." They give instructions for how to walk around the room, with examples like "Walk like you're walking on hot sand," "Walk like you've received a compliment," and "Walk like you believe in yourself." Participants are encouraged to add their own examples.

Music is played during the activity.

Central Activity (30 minutes): Participants are given papers to draw their hands. They are instructed to fill in sentences on each finger:

1. *I like about myself that I am...*
2. *My friends like about me that I am...*
3. *I am proud of myself because...*
4. *I would like to develop the skill of...*
5. *I would like to be better at...*

After completing their drawings, participants cut out their hands and discuss how to arrange them on a common paper (e.g., like a flower or tree leaves). Each facilitator asks how each participant made the workshop special. They emphasize that everyone has strengths and contributes to the group in their own way. The facilitator reminds them that it's okay not to be good at everything and that seeking support is a positive way to grow.

Closing Round (5 minutes): Participants form a circle and play a game where they pass a ball and give a compliment to the person they throw it to. The person receiving the compliment then throws the ball to the next person, gives them a compliment, and steps out of the circle.

Evaluation (3 minutes): Participants are given smiley faces to evaluate the workshops.

CAREER CONSELING AND RAISING AWARNESS OF FACTORS INFLUENCING THE CHOICE OF PROFESSION AND HIGH SCHOOL

MODELS USED: Invisible Study Hall, Deviszont Community Space, Workshops with Girls, Café Bar 16, Art Aparat

GOALS:

- Empowering children to recognize their needs, strengths, and desires
- Support in choosing a high school and profession
- Understanding the factors that influence choices

MATERIALS: Markers, tree model on paper, hand

WORKSHOP OUTLINE:

Introduction (5 minutes): All participants gather, facilitators greet them, and if necessary, remind them of the rules. The topic is introduced by asking who has visited the university and what they talked about. The facilitators explain that the goal of the visit was to familiarize the students with post-secondary education options, how universities work, and the opportunities they offer. The workshop will explore what careers students are interested in, which high school they want to attend, and the factors influencing those decisions.

Opening Round (5 minutes): What would you like to do when you grow up?

Central Activity (30 minutes): Facilitators ask participants what factors influence their decision to choose a high school or university. After discussing answers, facilitators explain that factors such as background, environment, personality, and desires affect this decision. Participants then draw a "Life Tree," where each part represents different life aspects: roots (heritage, language, culture), earth (habits, hobbies), trunk (skills and talents), branches (desires and hopes), and leaves (support from people or institutions). After drawing, they present their trees, and facilitators guide a discussion. Facilitators introduce additional factors like the sun and rain (external factors such as the education system and stereotypes).

Closing Round (5 minutes): Participants stretch their arms to show how close they feel to their goals. Facilitators discuss the importance of knowing how to get closer to these goals, identifying strengths and support systems.

Evaluation (3 minutes): Participants are given smiley faces to evaluate the workshops.

The workshops in Budapest will focus on mental health, equal relationships, critical thinking and debating skills. During the workshops, we consciously fostered group cohesion and cooperation among young people and tried to involve them as much as possible in the planning of the workshops. In the section below, we show you some examples of the workshops we ran with young people during the project period.

ANNUAL PLANNING

MODELS USED: Deviszont Community Space

GOALS: The aim of this session was to plan the themes and the way of working on the topics for the next sessions with the involvement of young people.

MATERIALS: poster size paper, post-its, markers, Google form

WORKHOP OUTLINE:

Opening Circle: How are you today?

Warm-up exercise: What is bothering you about the way the world, your country, your community works? We throw beanbags and everyone says what comes to mind.

Planning for the year: Each participant is given three different coloured pieces of paper. One facilitator hands out the papers while the other tells what we are going to do.

A wrapping paper is laid out in the middle of the circle with three questions written on it:

- What social issue/problem would you be most interested in?
- What would you like to learn about that you don't have the opportunity to learn about at school?
- What would you like to learn about? (e.g. small group, individual, large group, project method, film club, reading group, etc.)

Participants write their answers to each of the three questions on separate post-its, which they then stick on the wrapping paper under the corresponding questions. After each participant has written down their answers, discuss the answers and try to group them - which topics belong together? We then discuss together how and when to deal with each group of themes, and what method to use.

Closing circle: how was this joint planning process?

BIG PICTURE

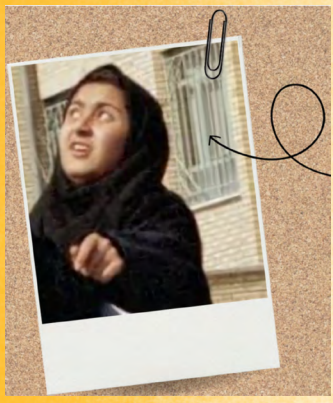
MODELS USED: Daj Mi Ruku

GOALS: The aim of this session was to allow young people to talk about prejudice without barriers.

MATERIALS: poster size paper, post-its, markers, Dixit cards

WORKHOP OUTLINE:

Opening circle: We sit in a circle. Dixit cards are spread out on the floor in front of us. Everyone chooses one according to their mood. Then we discuss in a circle who chose which card and why.



Starting game: We asked the young people to write down sentences that come to their minds about prejudice, prejudiced sentences. They wrote these down on post-its, which we stuck on a poster. In the second part of the exercise, the young people had to write down 1 or 2 prejudices they had heard about themselves from others.

Big Picture: A detail of a picture of a person is projected on the wall. In small groups, try to answer the following questions:

- What could happen in the picture?
- Who could be in the picture?
- How old is he?
- Where could he be?
- What could he be doing?

After the small group, we sit in a circle again and discuss what each group thought about the picture. We then look at the whole picture and reflect on our thoughts and feelings from the exercise.

Big round: We also talk about our own prejudices and the prejudices they have brought in.

- How does each person experience it?
- What are your feelings?

Closing round: we throw a small ball to each other and answer the questions below:

- Do you have any thoughts you would like to share?
- What do you take home with you?
- What do you want from the next session?

VOXPOP

MODELS USED: Demokratikus Ifjúságért Alapítvány

GOALS: The goal of this session was to talk to young people about how debate can be useful if we debate properly. We highlighted common mistakes in argumentation and tested what we had learned through a board game.

MATERIALS: Voxpop board game, ball

WORKHOP OUTLINE:

Opening circle: How are you?

Warm-up: Let's pick up why the debate is useful. What do we think about the debate? What makes it useful? We throw a bean bag around, the person with the bean bag speaks.

Voxpop game:

"Today we are going to try our hand at debating by playing board games! But to do this, we need to learn what is a good argument and what is a bad argument. During the game, we will call the bad arguments *argument monsters*, and we will go through them now."

Argument Monsters: each argument monster has a definition and an example. Next to the argument monster pictures, we've put the definitions on the floor. Find the corresponding examples and place them in the appropriate place. We will discuss it in the meantime.

Voxpop Board game - short description:

The aim of the board game is to get around divisive topics using a topic sentence. At the beginning of the game, everyone reflects on their personal opinion on the topic and indicates this by placing a disc on the "argument board" at the top of the board.

The game does not ask you to support your own opinion, but to formulate arguments for and against the thesis. In the middle of the game board is a ship. The players must work together to ensure that the boat does not capsize, i.e. the difference between the number of 'for' and 'against' arguments in the boat must not be more than three. For example, if there are 2 pro and 5 con discs on the board, the next player must say pro to keep the boat balanced. Various action cards make the game even more exciting, while care must also be taken to ensure that your own or your fellow players' arguments are free of argumentation errors (in the game, these are called argument monsters).

After three or four rounds, the game is closed and the referee reflects with the players on the arguments made and discusses whether anyone's opinion has changed or become more nuanced since the game started.

Motto: It's good that smartphones have been banned from schools.

Closing round:

- What did you like/dislike?
- What would you highlight from this occasion?

Pilot program in "DAJ MI RUKU", Serbia

The Serbian team's decision was that the pilot model in Serbia should be developed through the program **"Older Brother, Older Sister"** that our organization has been carrying out since 2011 and which in terms of structure, goals and purpose corresponds to the goals of the project "Cooperation for a Better Future for Roma Youth". The main principle of the program is mentoring - one student establishes a lasting relationship with one young person, providing a positive role model and support for the socio-emotional development of youth.

Our organization implements this program in Serbia in cooperation with regular schools and schools for the education and training of students with developmental disabilities. So far, over 70 students and 70 children and young people have participated in the project as direct beneficiaries, and over 500 children and young people have been included through certain project activities. The project is focused on working with socially and emotionally vulnerable children and youth, Roma, children with developmental disabilities and other children and youth from vulnerable groups. The main principle of the work is to establish a permanent relationship and interaction between one child and one student with whom the child can positively identify. Through educational, cultural-entertaining and

sports activities, children/young people develop responsibility, trust and care for themselves and others. Acquiring and improving social skills in a child/young person opens the way to more successful socialization and integration into the social environment.

The following goals have been set for the implementation of the pilot program:

I. Developing the skills of students, future professionals, to work with young Roma
2. Developing the soft skills of young Roma. Raising awareness of one's own skills, talents and work preferences, better understanding of the labor market, motivation to continue education.

During the training in Belgrade and Budapest, our participants were presented with 10 models of good practices in working with young Roma. As planned, we selected 5 models that we incorporated into our existing program:

1. **DEVISZONT MODEL** (from Deviszont Community Space, Budapest): Empowering young people to critically observe the world and its issues and to actively participate in the community. The work is based on topics that truly interest young people, not on adults' assumptions about what they are interested in. We adapted this model so that the goal was to open a space for young people to have their voices heard, teaching them to express their opinions and interests on topics that are important to them. We also adopted the methods of Year Planning and Talking Object from this model.

2. INVISIBLE STUDY HALL (from Rosa Parks Foundation, Budapest): Literacy for children and youth through various activities. We tried to always include the presence of a text in various activities, to write something down or read, fill it in, calculate something. Students went to a bookstore with young people, browsed through books, introduced them to literary genres, analyzed posts on social networks, communicated via messages, etc. Together with the students, the young people visited the National Museum in Belgrade and participated in a workshop with the task of drawing a character or a scene from a literary work that they were processing on that occasion.

3. CAFE BAR 16 AND DROP IN SHELTER (from Center for Youth Integration, Serbia): Support for career counseling. Explore what careers young people are interested in, which high school they want to attend, and the factors influencing those decisions. These topics were continuously covered through group and individual work, where students provided young people with information about various high schools, faculties and professions and, through their own personal example, demonstrated the advantages of education. The young people also had the opportunity to visit one of the faculties and learn from the perspective of the host students what student life and work are like. During a visit to a beauty salon, the girls talked to the salon owner and learned about the advantages of employment in an industry you love, as well as how this can be achieved through education, continuing training and hard work. The young people also visited a football club in Belgrade, the stadium and the museum with trophies, and talked with employees about the steps in the development

of a professional football player. During their visit to the Candy Museum, they had the opportunity to learn how candy is made, but also to make their own candy with instructions from employees.

4. WORKSHOPS WITH GIRLS (ADRA, Serbia): Support for social and emotional development of girls, prevention of early marriages. Topics covered include security, trust, communication, conflict resolution, but we also tried to cover topics related to reproductive health, hygiene, etc. Due to the trust and security they had with their female students, the girls had numerous questions related to reproductive health, and we tried to resolve the taboos and fears they carried due to insufficient information. These topics were covered through group and individual work.

5. ART APARAT: Discovering talents, recognizing personal strengths and capacities. Through group, individual work and other activities, young people explored their talents. Young Roma often have a negative self-image and do not recognize their strengths. Through these activities, we worked with young people to strengthen their self-confidence and discover what they are good at, we encouraged them to recognize their strengths that are otherwise taken "for granted" and not given importance (for example, many Roma girls know how to cook and bake bread, which are great skills that girls from the general population generally do not have, Roma children generally speak two or more languages, are very resilient, etc.).

After the announcement of the application and interviews with the applied candidates, we selected 10 students to participate in the project.

In cooperation with the school pedagogue, 10 young Roma were also selected. The students underwent a five-day training in preparation for participation in the project, which covered the following topics: Specific aspects of working with Roma children and youth, Assertive communication, Application of Attachment theory in working with children/youth, Technical preparation for participation in the project and Introductory workshop with young people. During the two joint activities, student-young person pairs were formed.

STRUCTURE OF WORK

1. **Individual work** - mentoring work one student - one young person. This work also included cooperation with the school pedagogue, teachers, and parents.
2. **Group work** - workshops and visits. Three cycles of workshops: Exploring young people's desires and needs, Creating safe communities: trust, security, and conflict resolution, Career counseling. Group visits to cinema, beauty salon, Red Star Football Club, National Museum, Faculty of Political Sciences, Museum of Sweets.
3. **Developing students' skills** - training and presentations. Presentation of 5 models, Approaches to working with adolescents from vulnerable groups in the area of emotional and social development, Approaches to working with adolescents from vulnerable groups in the area of discrimination, racism and justice, Using the Genogram method.

4. **Support for students** - support through mentors (Each student had a mentor with whom they worked), regular meetings, WA group, Psychological support workshops (The support groups were led by a psychotherapist).
5. **Evaluation** - focus groups, questionnaires, monthly diaries of students, reports
6. **Dissemination** - posts on social networks Facebook, Instagram, YouTube, LinkedIn dissemination workshop (youth workers from non-governmental organizations, schools, parents)

Pilot program in Rosa Parks Foundation, Hungary

The methodologies learned during the workshops were implemented in group sessions with young people. We taught the new methods to our volunteers in training sessions and although we applied them primarily during the group sessions, we also incorporated our new knowledge into the training of mentors so that it could be applied in mentor-mentee relationships.

So far, over 60 volunteers and 70 children and young people have participated in the project as direct beneficiaries, we also work with the families through intense social work. The project is focused on working with underprivileged children and youth and their families. Children are enrolled in the school from nursery age and are followed until the end of secondary school.

The following goals have been set for the implementation of the pilot program:

1. Developing the skills of youth worker volunteers.
2. Developing the soft skills of young people to strengthen their self-image and self-confidence, so they can make better decisions about their future, their education and their career.

During the pilot program, we have implemented the new methodologies. We used the Deviszont's Year Planning model, the Voxpop's Debate club

model and Board game, the NaNe workshops about equal relationships and Daj Mi Ruku's Big Picture methodology and the resilience workshops.

After the announcement of the project, we recruited youth worker volunteers for the project from our existing volunteers. Luckily, they were very enthusiastic! They received training which covered the details of the new methodologies.

STRUCTURE OF WORK

1. **Individual work** - One to one, long term mentoring.
2. **Group work** - Monthly workshops for youth led by youth worker volunteers.
3. **Developing youth workers' skills** - Presentation and training of the new models for youth worker volunteers.
4. **Evaluation** - We have done focus groups with youth workers and with the youth as well, before and after the pilot period. We also asked them to fill out questionnaires before and after the project.
5. **Dissemination** - As we have planned, we have posted on social networks like Facebook and Instagram. We have organised a dissemination workshop for professionals where we presented the methodologies learnt during the project and our results.

5. CONCLUSIONS

Throughout the one and a half year implementation of the project, we have learned a lot and drawn a number of conclusions that will help us to improve our work with youth workers and young people.

The most important lessons we take away with us after the project is finished:

A multidisciplinary approach in working with young Roma is the key to success.

Longer-term work with young Roma is needed in order to have an impact on them in terms of preventing school dropouts.

Social inclusion, participation in the life and activities of the local community and outside their community, is very important for young Roma. In this way, they get to know the world outside their immediate environment, understand it better, learn how to cope, and they develop a desire to acquire new knowledge and progress.

Underprivileged youth people need practical introduction to the benefits of education and constant training (visits to high schools, colleges, companies) in order to replace abstract with concrete and visible ones.

Working 1 on 1 with students has proven to be extremely important for discovering various opportunities not only regarding education but also relationships with other peers, relationships with authorities, understanding the labor market, etc.

Feedback from young people suggests that it makes sense to cover fewer topics in depth, rather than covering many topics superficially. This was the main lesson from the focus group interviews and questionnaires.

Many of the young people targeted by the project have already started working and have many extracurricular activities. So we had to be very flexible and reorganise several programmes because we did not have the right number of children. Flexibility, re-organisation, patience and perseverance proved to be important skills to make the project a success.

When the gender balance in the session was unbalanced (typically there were many girls and 1-2 boys), it didn't help the conversation. When the boy was alone, he would feed this back to us. We need to focus more on this in the future.

During the project, we used professional material that we already use in our work with young Roma, but we were also very encouraged to create a lot of new material that was useful to us in this project, but will also be of great use in our future projects and the projects of our collaborators.

At Rosa Parks Foundation, the group was made up of 12-18 year olds. This was not a problem for the development of the group, and by the end of the project, well-functioning, constructive group dynamics had been established among the children. However, it would have been important to pay more attention to differentiating certain topics, even using a small group method, as the depth of the topic was different for the 16-18 and 12-14 year olds.