# TRAINING PROGRAMME

EMPOWERING ROMA ROLE MODELS: MENTORING AND MOTIVATING YOUNG ROMA

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# TRAINING PROGRAMME

# EMPOWERING ROMA ROLE MODELS: MENTORING AND MOTIVATING YOUNG ROMA

# ROMA INFLUENCERS (RomIn)

## PURPOSE OF THE TRAINING PROGRAMME

The 40-hour training program aims to encourage young Roma to become positive role models within their communities. By doing so, they can contribute to improving the status of Roma people and breaking down the negative stereotypes that often affect them. The programme seeks to offer young Roma the opportunity for personal growth, to develop leadership and mentoring skills, and to encourage them to become active citizens more engaged in the European context.

In addition, the programme aims to empower young Roma to identify and develop their personal, social and professional potentials, with a focus on improving their self-image, digital competences, and ability to engage actively in the wider social community. The programme provides participants with practical skills and tools to help them overcome the barriers they face due to their socio-economic situation and cultural background.

## THE AIM OF THE TRAINING PROGRAMME

The main aim of this programme is to train and motivate young Roma to recognise the importance of role models in their community and to encourage them to become role models themselves — inspiring other young Roma through their example and achievements. The programme seeks to develop a network of Roma role models who, through their life stories, successes, and active participation in society, will contribute to a positive self-image, personal growth, and the greater inclusion of the Roma community in wider society.

## THE PROGRAMME'S OBJECTIVES

The objectives of the training programme refer to the specific activities and steps to be carried out in order to achieve its broader goals. These are:

1. ***Identification and presentation of successful Roma role models***

- Present examples of successful Roma individuals from different fields who can serve as role models for the programme participants.
- Include prepared materials (videos, interviews, articles) about these role models in the training programme.

2. ***Developing a positive self-image and personal sources of strength***

- Implement activities that help participants recognise and strengthen their self-image and identify their talents.

- Use motivational tools to support personal development, such as gratitude journals, personal development plans, and visualisation techniques.

3. ***Strengthening digital competences***
- Provide participants with basic skills to create and maintain a positive online presence.
- Teach them how to use social media to increase their influence and motivate others.

4. ***Promoting active citizenship and inclusion in wider society***
- Organise workshops to introduce participants to the importance of active citizenship and its European dimension.
- Encourage participants to design and implement their own projects aimed at improving conditions within their communities.

5. ***Developing mentoring and leadership skills***
- Provide mentoring training where participants will acquire skills in group leadership, organisation, and motivating other young Roma.
- Encourage them to take on mentoring roles within their communities.

6. ***Setting up and managing the project's web portal***
- Support the development of content for the web portal, which will be accessible to young Roma and the wider public.

## APPROACHES TO ACHIEVE THESE OBJECTIVES

Achieving the objectives of the training programme requires a range of approaches to ensure that the goals are met efficiently and comprehensively. These include:

1. ***Active learning and collaborative methods:***
- Workshops: Practical workshops where participants are actively involved, learning through experience and directly applying the knowledge gained in simulations and exercises.
- Group work: to encourage cooperation between participants through group projects, where they will solve challenges and develop shared solutions.
- Discussion groups: Organised, moderated discussions where participants share experiences, reflect on challenges, and learn from each other.

2. ***A mentoring approach:***
- Peer mentoring: Encouraging participants to mentor one another, which fosters self-confidence and leadership skills.

3. ***Use of digital technologies:***
- Project web portal: Using the web portal as a tool for sharing information, publishing stories, and providing a motivational platform where participants can contribute and access content.

4. ***Practical and simulation exercises:***
- Skills development exercises: Participants will engage in practical activities such as problem-solving simulations, public speaking, and event planning, allowing them to strengthen their competences in a safe and supportive environment.
- Project work: Participants will work on real-life case studies that require the application of all the skills and knowledge they have acquired.

5. ***Motivational and inspirational approaches:***

- Presenting Roma success stories: Showcasing inspiring stories of successful Roma individuals as examples of good practice, to motivate participants and demonstrate that it is possible to overcome obstacles and succeed.

## TARGET GROUPS OF THE TRAINING PROGRAMME

**Young Roma:**

- The programme's primary target group is young Roma aged between 15 and 30, who come from Roma communities and face various challenges, but also have the potential to influence other young people in their community, especially in the fields of formal and non-formal education and training. The programme focuses on empowering them, developing their inner strengths, and improving their self-image.

**Roma role models and potential mentors:**

- Young Roma who have already achieved some success in areas such as education, culture, sport, entrepreneurship, or social engagement, and who can act as role models for other young Roma by setting a positive example. The programme is designed to equip these individuals with mentoring skills and knowledge that will enable them to play an effective role as mentors and leaders within their communities.

**Young Roma aspiring to be active citizens:**

- Young Roma interested in active participation in social life, engagement in local and wider communities, and those who wish to acquire the skills to plan and implement community projects. The programme supports their involvement in initiatives aimed at improving living conditions in Roma communities and strengthening social cohesion.

**Roma communities in general:**

- Indirectly, the programme also impacts the wider Roma community, as the successes and progress of participants have a positive effect on the community as a whole — promoting greater inclusion, improved educational and employment outcomes, and better mutual understanding between Roma and the majority population.

**Organisations working with Roma:**

- The programme also involves organisations active in education, social work, youth work, and Roma rights advocacy. These organisations will participate in the implementation of the programme and benefit from its outcomes in their continued work with Roma communities.

## THE OBJECTIVES OF THE TRAINING PROGRAMME

### General objectives

1. Empowering young Roma: To increase awareness among young Roma of their abilities and potential, and to provide them with tools for personal and professional development.
2. Promoting integration into the wider social community: To support young Roma to becoming more active in social, economic, and political life, and to enable them to play a greater role in both their local and broader communities.
3. Developing a positive self-image and self-confidence: To build a strong self-image and confidence in young Roma, helping them overcome challenges and achieve their goals.
4. Developing digital competences: To equip young Roma with the skills needed to use digital tools and online platforms effectively, enabling them to increase their impact and gain greater visibility in wider society.
5. Increasing the number of Roma role models: To encourage young Roma to become role models within their own communities and to inspire others to follow their example.

### Specific objectives

1. Improving competences for personal development: Participants will learn practical tools and techniques to improve their self-image, set personal goals, and strengthen their inner resources.
2. Establishing and maintaining a positive online presence: Young Roma will be taught how to create and maintain a positive personal profile online and how to use social networks effectively to promote their influence and achievements.
3. Active citizenship and community participation: Participants will understand the importance of active citizenship and community involvement, and will gain practical skills to organise and carry out their own community projects.
4. Developing mentoring and leadership skills: Participants will acquire competences in group leadership and mentoring, enabling them to become leaders and role models in their communities.
5. Creation of content for the web portal: Young Roma will take part in creating and publishing content on the project's web platform, including writing stories, producing motivational videos, and contributing other materials that promote a positive message.

## A DETAILED PRESENTATION OF THE CONTENT OF THE PROGRAMME

1. **Introduction to the programme and training objectives (4 hours)**

- Presentation of the RomIn project: objectives, expected results, and its relevance for the Roma community.
- Participants: familiarisation with the programme, training objectives, and expectations.
- The importance of role models in the Roma community.
- Discussion: how can we become influential and positive role models?

2. **Self-esteem and personal development (8 hours)**

- Workshop: developing a positive self-image and personal sources of strength.
    - Theoretical part: what self-image is and how it is formed.
    - Practical part: confidence-building exercises, identifying personal talents.
- Motivational tools for personal development:
    - Presentation of motivational tools.
    - Exercises and practical application.

3. **Digital Competences and Online Presence (8 hours)**

- Setting up an online profile:
  - How to create and maintain a positive online presence.
  - The role of social networks in spreading influence and motivating others.
- Creating content for the web portal:
  - Contributing content to be published on the project's online platform.
  - Writing stories.

**4. Active citizenship and social inclusion (8 hours)**

- The role and importance of active citizenship:
  - How to integrate into the wider social community.
  - The significance of active citizenship and understanding the European dimension.
- Practical workshop: applying acquired knowledge to initiate personal projects within the Roma community.

**5. Leadership and mentoring approaches (8 hours)**

Guidance and mentoring:

- How to become a mentor to other young Roma.
- Practical examples and tutorials.
- Developing group management competences:
  - Running workshops, organising groups, motivating others.

**6. Evaluation and conclusion of the programme (4 hours)**

- Group reflection: participants share their experiences and what they have learned.
- Assessment of achievements: progress check, self-assessment, and evaluation of the programme.
- Closing and awarding of certificates: recognition for participation and successful completion of the training.

**Methods:**

- Lectures and discussions
- Workshops and practical exercises
- Group work and project-based learning
- Use of digital tools and platforms

**Evaluation and monitoring:**

- Regular checks of participants' understanding and progress.
- Feedback from participants at the end of each module.

**THE DURATION OF THE TRAINING:**

The training will last a total of 40 hours and will be divided into several modules organised in the form of workshops, lectures, group work, and practical exercises. The training can be delivered at different times, depending on the availability of the participants and organisers.

Proposed time allocation:

1. Introduction to the programme and training objectives - 4 hours

2. Self-esteem and personal development - 8 hours

3. Digital competences and online presence - 8 hours

4. Active citizenship and social inclusion - 8 hours

5. Leadership and mentoring approaches - 8 hours

6. Evaluation and conclusion of the programme - 6 hours

Possible timings:

- Intensive training: one week, with 8 hours of daily attendance, allowing for quick and comprehensive coverage of all topics.
- Extended training: spread over several weeks, with attendance 2-3 times a week for 4-6 hours, allowing more time for reflection and practical application of the knowledge gained.
- Weekend training: organised as weekend workshops (e.g. 4 weekends of 10 hours each), offering flexibility for participants with other commitments.

This timeframe provides sufficient space to cover each module in depth, integrate different working methods, and support participants in achieving the programme's objectives.

**ORGANISATION OF TRAINING**

The organisation of training is based on a combination of different formats and methods, designed to enable active participation, practical learning, and the development of key skills. The training will take the form of workshops, where participants will acquire practical skills and competences through interactive exercises and simulations. Lectures will be used to introduce theoretical concepts, followed by discussions where participants will have the opportunity to share their experiences and opinions.

Teamwork will be a key method through which participants will solve problems, develop projects, and foster cooperation, contributing to the development of team skills. In addition, participants will have access to digital tools and online platforms that will allow flexible learning and communication, and provide support outside the classroom.

This will ensure a holistic and inclusive learning experience that supports participants in achieving their goals.

## THE SKILLS OF TRAINING PROVIDERS

**Pedagogical and andragogical skills:**

- Ability to plan, implement and evaluate learning processes adapted to the different learning styles and needs of the participants.
- Understanding of the principles of education for young people and young adults, the ability to create a stimulating learning environment and to use appropriate methods to encourage active learning.

**Communication skills:**

- Strong verbal and written communication skills to clearly convey information and effectively manage discussions and feedback.
- Ability to listen actively and adapt communication style to the participants in order to achieve optimal understanding and cooperation.

**Knowledge of Roma culture and community:**

- Knowledge of the history, culture, values and challenges of the Roma community, which allows trainers to tailor content and approaches in a way that is relevant and respectful to the participants.
- Understanding the specific needs and barriers faced by Roma young people and the ability to provide tailored support and meaningful motivation.

**Mentoring and leadership skills:**

- Experience and skills such as teamwork, motivation, and conflict resolution skills.
- Ability to develop leadership competences in participants, including teamwork, motivation, and conflict resolution.

**Digital competences:**

- A solid understanding of digital tools and platforms used for online education, communication and content creation.
- Ability to guide participants in developing and maintaining a positive online profile, and to use digital tools for amplifying their impact and promoting social engagement.

**Programme evaluation and development:**

- Knowledge of curriculum evaluation, including methods for collecting feedback, measuring learning progress, and adapting learning activities to improve results.
- Ability to continuously monitor and adapt the programme to the needs of the participants and to develop new learning content.

**Intercultural competences:**

- The ability to work in an intercultural environment, with participants from different cultural backgrounds, and to ensure that each participant feels included and valued.
- Knowledge of intercultural dialogue and techniques to bridge cultural gaps and foster mutual respect and understanding.

**Motivational techniques:**

- Knowledge of different motivational strategies to encourage learners to actively participate, persevere in learning and take initiative within and outside the learning environment.

## ACQUIRED COMPETENCES

**1. Personal and social competences:**

- Developing a positive self-image: participants will strengthen their self-confidence and their ability to positively assess their own skills.
- Self-reflection and self-knowledge: they will develop the ability to regularly reflect on their progress and adjust their goals and strategies accordingly.
- Targeted action and motivation: by identifying their areas of strength, participants will better understand where they can make the most progress.

**2. Competences for active citizenship and social inclusion:**

- Understanding the concept of active citizenship: participants will gain insight into how they can actively engage in their local and broader communities and contribute to positive social change.
- Ability to implement community projects: they will acquire the skills to plan, organise and implement projects aimed at improving quality of life in their communities.
- Competences for involvement in European initiatives: participants will understand the European dimension of social inclusion and acquire the skills to participate in European projects.

**3. Digital competences:**

- Effective online profile management: participants will learn how to build and maintain a positive online presence and how to use digital tools to expand their impact.
- Digital content creation: they will learn to create content for the web, including written, video, and other multimedia content that supports their personal and community goals.
- Using online platforms for learning and networking: They will acquire the skills to use online learning platforms and social networks effectively to share knowledge, experiences and network.

**4. Mentoring and leadership competences:**

- Leadership and mentoring skills: participants will develop skills in mentoring other young Roma, leading groups and organising and delivering workshops and events.
- Conflict resolution competences: they will learn techniques for resolving conflicts effectively within group settings and mentoring relationships.

- Motivating and leading others: they will acquire the skills to motivate their peers and other community members to achieve common goals.

**5. Communication competences:**

- Public presentation skills: participants will improve their public speaking skills and learn to present their ideas and projects with confidence.
- Intercultural communication: they will acquire the skills to communicate effectively in intercultural environments and to understand and respect cultural differences.
- Written and oral communication: they will improve their writing and oral expression skills, enabling them to better participate in different social and professional contexts.

**6. Competences for personal development and lifelong learning:**

- Ability to plan and achieve personal goals: participants will learn techniques for setting and achieving personal goals through strategic planning.
- Adaptability and innovation: they will learn to adapt to change and think innovatively to find solutions to the challenges they face.
- Awareness of the importance of lifelong learning: they will gain an awareness of the importance of continuous learning and development, which will encourage them to continue their education and training.

These acquired competences will enable participants to integrate successfully into social, economic and cultural life and contribute to their personal and professional development.

the "Roma Influencers" project strives to highlight the inspiring stories of successful Romani men and women who, with their work and vision, have strongly marked our society and contributed to the development of the Roma community. We connected with partners from Slovenia, Germany and Croatia in the spirit of mutual support and joined forces to share these inspiring stories.

Our goal is to encourage young Roma to actively participate in society and empower them through a preparatory program. We want to strengthen their self-confidence and motivation through positive success stories.

We focus our efforts on social development and wider social integration of the Roma community. We believe that the right way to achieve this goal is through the transfer of good practices, the highlighting of successful stories and mutual connection. With these approaches, we not only solve the challenges faced by the Roma community, but also build solid foundations for a more equal, just and tolerant society for all.

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# HANDBOOK FOR TRAINERS

EMPOWERING ROMA ROLE MODELS
TRAINING FOR MENTORING AND MOTIVATING
YOUNG ROMA

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## 1. About the programme

The training programme is aimed at young Roma (15-30 years old) who want to become role models/influencers, mentors and active members of their community. The main aim is to strengthen their personal, social, digital and leadership competences and to develop a network of Roma influencers.

## 2. Programme structure

| Module | Subject | Duration |
|---|---|---|
| 1 | Introduction to the programme and the importance of role models | 4 hours |
| 2 | Self-image and personal development | 8 hours |
| 3 | Digital competences | 8 hours |
| 4 | Active citizenship | 8 hours |
| 5 | Mentoring and guidance | 8 hours |
| 6 | Evaluation and conclusion | 4 hours |

## 3. Guidance for trainers

### Module 1: Introduction to the programme and training objectives (4 hours)

**Objectives:**

- ***Participants get to know the programme and connect with each other.***
  - Use the PPT entitled Roma Influencers, the aim is to **introduce the programme and the objectives of the training**: to present the structure of the 40-hour programme and the key competences.
  - *Practical exercise*: 'Expectations and goals' - participants write on slips of paper what they want to gain from the training.
- ***Develop an understanding of why Roma role models are important.***
  - Use the PPT entitled Role Models to introduce the importance of role models and to showcase the RomIn platform and some of the stories on it.
  - *Practical exercise: watch a story by one of the Roma role models and discuss in pairs: 'What inspired me?'*

**Before the end of the module, a discussion should be held on how to become a positive role model and who is a role model for me and why.**

- *Practical exercise*: each participant should choose one of his/her qualities and present it as a "strength for the community".

***Recommended activities for participants to meet each other***

**1. Name + One Power**

- **Instructions**: Each participant introduces himself/herself with his/her name and one personality trait that he/she perceives as a strength (e.g. "I am Aisha and my strength is perseverance.").
- **Purpose**: Encourages a positive outlook on oneself and others and a first contact with personal sources of strength.
- **Duration**: 15-20 minutes (depending on the number of participants).

**2. My dream - my goal**

- **Instruction**: Each participant says in one sentence what they want to achieve in life or in this programme.
- **Implementation**: Achievment can be spoken or written on coloured post-it notes, which are then stuck on a whiteboard or wall (creating a symbolic "dream wall").
- **Purpose**: Create a sense of shared journey and link personal goals to the purpose of the programme.

**3. Who am I? (in pairs)**

- **Instructions**: In pairs, participants share basic informations in 5 minutes: their name, where they are from, what they are interested in, one thing they are proud of. Then each person introduces his/her interlocutor to the group.
- **Purpose**: To foster listening and respect, to promote empathy.

**4. Question Dice (Icebreaker Dice)**

- **Implementation**: Make or use a ready-made cardboard cube with captions (e.g. "Favourite food", "Dream job", "Biggest challenge", "What I like to do in my spare time", etc.).
- **Purpose**: A playful form of relaxed introduction to group dynamics.

**5. Group matrix**

- **Instructions**: Write different statements on the board (e.g. "I have a sibling", "I have been abroad", "I like to dance"). Participants move around the room and look for someone who matches each statement.
- **Purpose**: Encourages movement, humour and fast networking.

**Tools:**

- PPT Roma Influencers.
- Inspiring stories on the platform.
- Icebreaker games accessories.

**Key recommendations for the contractor:**

- Activities should be voluntary, participants should not be forced to take part in all activities, and we should be aware that some people need more time to integrate into the group.
- Ensure a safe and respectful atmosphere - make it clear in the introduction what the rules will be for the group during the training (e.g. respect, listening, anonymity if someone doesn't want to share everything).
- If you have contributed a presentation story as a model (you can also draw on a story published on the rom-in.eu platform) - show the participants that you are part of the process.

**Module 2: Self-image and personal development (8 hours)**

Module 2 is crucial for the empowerment of participants, building a foundation of self-awareness, personal value and motivation to act as role models.

**Module objectives:**

- **Understand the concept of self-esteem and the factors that shape it;** use the PPT Self-esteem and personal development at the beginning of the module.
- **Building self-confidence and identifying personal sources of strength** - use a variety of activities to help participants build self-confidence and identify personal sources of strength.
- **Using motivational tools for personal development** - tools and techniques to help individuals build intrinsic motivation, self-esteem, set clear goals and develop a sense of progress and self-worth.

***EXERCISES TO BUILD SELF-CONFIDENCE AND IDENTIFY PERSONAL SOURCES OF STRENGTH***

Depending on the target group, you choose one or two exercises, which you distribute sensibly during Module 2.

**Exercise 1: My personal power tree**

- **Aim**: Participants identify their personal talents, sources of support and values.
- **Instructions to the trainer**:
    - Participants draw a tree on an A3 sheet:
        - **Roots**: values and support (e.g. family, culture, beliefs)
        - **Trunk**: their skills and strengths
        - **Branches and leaves**: achievements, goals, dreams
- Finally, they present the trees in pairs or groups.

**Duration**: 60 minutes

**Materials**: A3 sheets, crayons, markers

**Exercise 2: Self-image mirror**

**Aim**: To build a positive inner self-image and to understand inner (un)constructive thoughts.

**Instructions to the operator**:

- Each participant is given a template with a mirror and questions:
    - Which of my qualities do I value most?
    - What would I say about myself if I were interviewed on TV?
    - What obstacles have I already overcome?
- Then they write **a strength statement** - a positive statement about themselves (e.g. "I can be persistent!")

**Duration**: 45 minutes

**Materials**: mirror templates, pens

**Exercise 3: Journal of gratitude and successes**

**Goal**: Increase optimism and awareness of positive experiences.

**Instructions to the operator**:

- Each participant gets their own diary (or notebook).
- Instruction: "Write down 3 things you are grateful for today."
- Follow-up: "Write down 1 success you have achieved in the last month."

**Duration**: 20 minutes
**Materials**: notebooks/journals, pens
**Note**: The exercise can be done every day of the training.

**Exercise 4: Who am I? - The Value Circle**

**Aim**: Linking self-image to values.

**Instructions to the operator**:

- Participants are given a list of values (e.g. family, respect, knowledge, freedom...)
- They choose the 5 that appeal to them most.
- Then, in a group, they explain why they are important to them and how they influence their decisions.

**Duration**: 45 minutes
**Materials**: lists of values, cards, pens

**Exercise 5: Visualising success**

**Aim**: To stimulate intrinsic motivation and set a positive vision for the future.

**Instructions to the trainer**:

- Guided visualisation: the trainer guides the participants through a mental picture with calm music:
  "Imagine yourself in 5 years - where are you, what are you doing, what have you achieved?"
- After the exercise: participants draw or write down their vision.

**Duration**: 30 minutes (10 min visualisation + 20 min drawing/writing)
**Materials**: Recording sheets, crayons/flumasters, music player

**Exercise 6: Personal Development Plan**

**Aim**: To turn reflection into concrete action.

**Instructions to the operator**:

- Introducing the concept of SMART goals.
- Participants write down 1 personal goal (e.g. "I want to finish high school in 2 years") and the steps they will take.
- In pairs: Supporting each other and checking that the objectives have been met.

**Duration**: 60 minutes
**Materials**: Development plan templates, pens

*MOTIVATIONAL TOOLS FOR PERSONAL DEVELOPMENT*

**1. A diary of gratitude and successes**

**Purpose:** Increases positive attitudes, self-awareness and a sense of gratitude.

**Method of use:**

- Each day, the participant writes down 2-3 things for which he/she is grateful.
- At least once a week, write down what you have achieved - even small victories (e.g. "Today I spoke out for the first time").
- Also useful as a "morning boost" at the start of each training day.

**Materials:** Prepared diary templates or a standard notebook.

**2. Visualisation exercise: my future**

**Purpose:** Activates intrinsic motivation and encourages goal-oriented thinking.

**How to use:**

- The trainer guides the participants through a guided visualisation (in silence or with soft music): 'Imagine you are successful in the future. Where are you? What are you doing? How do you feel?"
- The participant then draws or writes down the key elements of this vision.

**Aim:** To orient participants towards a positive identity for the future.

**3. Claim of Power / Affirmations**

**Purpose:** To build self-confidence and recognise personal value.

**How to use:**

- Participants create their own affirmation (a positive statement about themselves), e.g.:
  - "I am persistent and capable of achieving my goals."
  - "My story counts."
- They can write them on cards and keep them or exchange them with others.

**Addendum:** Each participant can be given a blank card with the inscription "My claim to power".

**4. Personal Development Plan (PDP)**

**Purpose:** To turn aspirations into concrete and achievable goals.

**How to use:**

- An introduction to the SMART Goals method.
- Participants choose 1 personal goal (e.g. finish school, pass an exam, apply for training).
- They specify:
  - Why this goal means something to them.
  - What steps they will take.
  - Who can help them.
  - How they will measure progress.

**Material:** templates SMART GOALS - Personal Development Plan and Self-Esteem Questionnaire (table or guided questionnaire).

**5. Circle of Support**

**Purpose:** To actively make people aware that they are not alone and to strengthen their sense of security.

**How to use:**

- The participant draws a circle in which he/she writes down the people or resources that support him/her (persons, mentors, place, song, memories, etc.).
- Then think about how you can activate this support even more.

**Community involvement:** at the end of the exercise, participants can offer support to each other - e.g. "I can help you with ..."

**6. Motivational story (from a platform or live case)**

**Purpose:** To link personal experience with an example of success.

**How to use:**

- The performer presents a story from the www.rom-in.eu - platform e.g. Laura Kovač's story.
- This is followed by reflection:
  - "What speaks to me most in this story?"
  - "Where do I see similarities with myself?"

**Appendix:** if a video is available, use it in the classroom as an introduction to the workshop.

***Recommendations for operators:***

**1. PROVIDE A SAFE AND STIMULATING ENVIRONMENT**

- Encourage expression without fear of judgement.
- Set clear rules on respect and discretion.
- Use a personal example (e.g. your own story or experience of vulnerability).

**2. ACTIVATE REFLECTION WITH EXAMPLES**

- Conclude each exercise with a group reflection or sharing circle.
- Ask questions such as "How did it make you feel?", "What did you learn about yourself?"

**3. MONITOR PROGRESS, NOT PERFECTION**

- Expect different levels of readiness to share.
- Praise progress, not just the finished product.
- Use non-intrusive feedback (e.g. in writing or in pairs).

**4. ADAPT THE WAY OF WORKING TO THE DIFFERENT LEVELS OF KNOWLEDGE OF THE PARTICIPANTS**

- Some participants may not write easily - allow drawing, storytelling or recording as an alternative form of expression.
- Use visual aids (symbols, colours, pictures).

## 5. INTEGRATE A DIGITAL PLATFORM INTO YOUR WORK

- Invite participants to share their "power claims" or goals on the rom-in.eu platform or in a closed digital group.
- They can create a digital version of their "power tree" (Canva, PowerPoint, etc.).

### Module 3: Digital Competences and Online Presence (8 hours)

**Digital literacy is no longer just an additional skill, but a key competence for active participation in modern society.** For young Roma, who often face exclusion, offers a rare opportunity to express themselves, connect and present themselves in a different, positive light. Module 3 of the RomIn programme responds to this very need - to empower young Roma to become visible, vocal and respected also in the digital space.

This module introduces participants to the basics **of digital literacy, online safety, personal digital identity** and **responsible use of social networks.** It also encourages them to think of themselves as **digital content creators** who can use their stories to influence others and break down stereotypes.

**Module objectives:**

- Develop and maintain a positive personal online profile (PPT Introduction to Module 3).
- To gain knowledge on how to use social networks safely and effectively (PPT Online safety and social networks).
- Create content that fosters a positive impact in the community.
- Learn about the www.rom-in.eu platform as a tool for sharing stories, visibility and inspiration.

### *EXERCISES TO BUILD A POSITIVE ONLINE PRESENCE*

**1. Web profile - analysis and redesign**

- ***Use*:** Participants review their existing profile (e.g. Facebook, Instagram, TikTok) in terms of security, privacy and self-presentation.
- ***Aim*:** To understand how they present themselves online - and how they want to be seen.
- ***Material*:** reflection template ("Which image of me is derived from my profile?")

**Workshop 2: How to create a positive online impact**

- ***Application*:** group discussion on who makes a good influencer, what a responsible online presence means and what a "digital reputation" is.
- ***Aim*:** To define how to be a positive role model online.
- ***Material*:** examples of profiles (real/anonymised).

**3. Creating posts for the RomIn.eu platform**

- ***Use*:** Participants write a short story or create a post to share on rom-in.eu.
- ***Aim*:** To use digital tools to motivate others.

- ***Materials*:** templates for writing stories ("My experience that made me stronger"), internet access, computers or phones.

**4. Making a short motivational video**

- ***Use*:** Each participant makes a 1-minute video ("What would I tell my younger self?" or "Why do I believe in education?").
- ***Aim*:** Confident use of the camera and digital storytelling.
- ***Materials*:** phones, tripods, recording instructions (lighting, sound, speech).

**Workshop 5: Online safety and privacy protection**

- ***Use*:** Educational session on how to protect your privacy and identify online threats.
- ***Goal*:** Digital literacy and safe use of the internet.
- ***Materials*:** PPT presentation, online safety quiz, privacy settings guide.

**6. Using rom-in.eu**

- ***Use*:** Introducing the platform, viewing existing content, adding a contribution together.
- ***Goal*:** Sense of belonging to a community, visibility, access to positive stories.
- ***Extra*:** Mentoring support for publication.

***KEY RECOMMENDATIONS FOR OPERATORS***

**1. PROMOTE A CONSCIOUS ONLINE IDENTITY**

- Ask questions like "What do I want people to know about me?", "What message am I giving?"
- Include reflection: 'Who am I online and who am I really?'

**2. EQUIP PARTICIPANTS WITH USEFUL DIGITAL SKILLS**

- Do not assume digital literacy - explain basic concepts (e.g. public post, private profile, metadata, etc.).
- If possible, facilitate peer support.

**3. ENCOURAGE THE CORRECT HANDLING OF INFORMATION**

- Raise awareness that every post has an impact.
- Encourage responsible commenting and foster a culture of respect online.

**4. INCLUDE STORIES FROM THE PLATFORM**

- Showcase rom-in.eu posts as examples of good practice (e.g. the story of Nataša Brajdič, a Roma woman who is a police officer).
- Ask participants to write their own version of the story that could be published.

**5. GIVE SPACE FOR CREATIVITY**

- Create a "digital creative zone" - silence, support, the possibility of multiple recording.
- Don't force public publication, but allow sharing in a secure environment.

**Module 4: Active citizenship and social inclusion (8 hours)**

**Objectives:**

- Understand the concept of active citizenship. We make a theoretical introduction with the PPT Active Citizenship and EU Citizenship.
- Develop project ideas for the Roma community in which they live.
- Develop awareness of social responsibility and initiative.
- Debate: What it means to be an active citizen.
- Examples of active citizenship in the Roma community.
- The link between citizens' rights and responsibilities.
- The European dimension: how young Roma can participate in European projects.

***Exercise: Do I know the Roma communities in which I live?***

- Aim: To learn about the history, language, identity and customs of Roma communities
- Instruction:
    - We can use the cards created in the Roma Sam project, which offer a fun way to learn about Roma culture, identity, language...
    - We encourage participants to share and build on their knowledge.

Materials: Roma Sam cards and handbook.

**Exercise: SWOT analysis of the Roma community I live in**

- Aim: Participants analyse their community and identify opportunities for change.
- Instruction:
    - In groups, prepare a SWOT analysis (strengths, weaknesses, opportunities, threats).
    - Presentation of results in plenary format.

Materials: flipchart, coloured sheets, markers.

**Exercise: How can I influence change in my Roma community?**

- Aim: To encourage participants to think about how they could influence the Roma community in which they live by their example and active participation, based on a SWOT analysis.
- Instruction:
    - After the presentation of the SWOT analysis, the group reflects on how active participation can influence change in the Roma community - the basis for the project.
    - Presenting ideas to others.

**Exercise: Planning a mini-project**

- Aim: Participants develop a concrete idea for improvement in the community.
- Method: the CANVAS model or SMART targets.
- Steps:
    - Choosing a theme (e.g. clean environment, helping young people, cultural event).

- Definition of objectives, activities, resources, timeline.
- Preparation of a short presentation of the project.

Materials: CANVAS or SMART templates, pens, A3 sheets.

**EXERCISE: Simulate a public presentation of** a project

- Aim: To strengthen public speaking and self-confidence.
- Instruction:
  - Each group presents its project in front of the others.
  - Apply basic public speaking techniques (speech, posture, audience contact).

Feedback: group reflection - what went well, what could be improved.

**Reflection and conclusion**

- Questions for reflection:

- What have I learned about myself as a citizen today?

- How can I make a difference in my community?

- What would you like to achieve in the next 6 months?

**Recommendations for operators:**

- Encourage participation and co-creation - make every vote count.
- Use real-life examples (you can also use stories from rom-in.eu).
- Pay attention to group dynamics - give space to those who are quieter.
- Link content to real opportunities (e.g. local calls for proposals, youth initiatives, Erasmus+).

**Tools and materials:**

- PPT: Active Citizenship, EU Citizenship.
- Templates for SWOT and CANVAS.
- Flipchart, coloured sheets, markers.
- Internet access (if possible).

**Module 5: Leadership and mentoring approach (8 hours)**

**Module objectives:**

- Participants understand the importance of mentoring and community leadership (PPT presentation Mentoring in practice).
- Learn the key skills of an effective mentor and leader.
- Develop the confidence to take on leadership roles.
- They know how to support other members of the community in their personal and professional development.

**Exercise: My mentor**

- Aim: Participants identify positive experiences with mentors.
- Instruction:
  - Each participant describes the person who mentored him/her.
  - What did he learn from her? What inspired him?

Group discussion on common characteristics of good mentors.

**Exercise: The role of the leader in a group**

- Aim: To develop leadership skills through simulation.
- Method: working in groups with pre-defined roles.
- Activity:
  - Groups work on a task (e.g. organising an event).
  - Each group has a leader who coordinates the work.
  - Reflection: how did the leader find himself? What was difficult?

**Exercise: I am the mentor**

- Aim: Participants try out the role of a mentor.
- Activity:
  - In pairs: one is the mentor, the other the challenged participant.
  - The mentor listens, asks questions and encourages reflection.
  - Changing roles.

Reflection in plenary format.

**Recommendations for operators:**

- Encourage the sharing of personal experiences and stories.
- Pay attention to the power dynamics in the group - give everyone a voice.
- Use concrete examples from the Roma community.
- Emphasise the importance of listening, empathy and support.

**Tools and materials:**

- PPT: Mentoring and leadership.
- Exercise sheets, pens.
- Space to work in groups.
- Materials describing the roles of the mentor and the leader.

**Module 6: Evaluation and programme closure (4 hours)**

**Module objectives:**

- **Participants evaluate their learning and progress throughout the training.**
- **They give their opinion on the content, methods and delivery of the programme.**
- **They identify the competences they have acquired and plan further development.**
- **They co-create the end of the training with symbolic meaning.**

**1. Self-reflection and evaluation questionnaire**

- Participants complete an evaluation questionnaire individually.
- The questions include: what have I learned, what has been most useful, what could I improve.
- Anonymous completion.

**2. Group reflection**

- In a circle, each participant shares one thing to take away with them.
- Using the 'talking object' method - each person chooses an object that symbolises their experience.
- The moderator encourages open and respectful sharing.

**3. Awarding of certificates and symbolic closing ceremony**

- Ceremonial award of certificates of participation.
- Group photo (if applicable).
- Symbolic closure: e.g. a common wishing tree, writing messages for future generations, etc.

**4. Plan next steps**

- Participants reflect on how they will apply the knowledge they have gained.
- They write down a personal goal for the next 6 months.
- Possibility of forming a support group for a follow-up meeting.

**5. Final round and evaluation of operators**

- The performers thank the participants.
- Participants give feedback to the providers.
- A common conclusion with a thought or quote.

**Recommendations for operators:**

- Create a safe and supportive environment for sharing experiences.
- Encourage honesty and respect for different views.
- You can also use the evaluation for self-reflection and improvement.
- The symbolic ending should be adapted to the group and the context.

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This handbook is designed to empower you as practitioners to work with young Roma who want to become role models, mentors and active citizens. Your role is crucial - not only as knowledge providers, but as **facilitators of trust, inspiration and change**.

- Every group is different - listen, adapt and create a safe space.
- Don't underestimate the power of example - your story counts.
- Change doesn't happen overnight - but every honest interaction leaves a trace.
- The learning is two-way - you will grow along with the participants.

We invite you to stay connected with other practitioners and share experiences. Visit the platform www.rom-in.eu where you can find inspiring stories, materials and support. If you have suggestions for programme improvements or would like to co-create new content, please contact us.

We believe that knowledge, empathy and cooperation can create a more inclusive society. Thank you for being part of this journey.

The "Roma Influencers" project strives to highlight the inspiring stories of successful Romani men and women who, with their work and vision, have strongly marked our society and contributed to the development of the Roma community. We connected with partners from Slovenia, Germany and Croatia in the spirit of mutual support and joined forces to share these inspiring stories.

Our goal is to encourage young Roma to actively participate in society and empower them through a preparatory program. We want to strengthen their self-confidence and motivation through positive success stories.

We focus our efforts on social development and wider social integration of the Roma community. We believe that the right way to achieve this goal is through the transfer of good practices, the highlighting of successful stories and mutual connection. With these approaches, we not only solve the challenges faced by the Roma community, but also build solid foundations for a more equal, just and tolerant society for all.

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# ROMA INFLUENCERS

# WHY ROMA INFLUENCERS?

**#1**

Lack of suitable role models for young Roma

**#2**

The potential of role models from the Roma community

**#3**

The negative impact of existing social "influencers"

**#4**

Discovering/Creating Roma Influencers

**#5**

Promoting research and development of personal sources of power

# #ROMA INFLUENCERS PROJECT GOALS

**#1** Encouraging young Roma to engage in non-formal forms of knowledge acquisition, inf
learning and training for personal growth.

**#2** A more active integration of young Roma into the wider community and an understanding of the European dimension.

**#3** Collecting and using Roma success stories as motivation for young Roma.

**#4** Setting up an online portal with motivational tools for young Roma.

**#5** Promoting the development of personal sources of strength and positive self-esteem in young Roma.

**#6** Training successful Roma to be role role models among young Roma.

# #PROJECT RESULTS

**#1** A web portal with motivational materials (in several languages) has been established.

**#2** A collection of Roma success stories, accessible online and useful in project activities.

**#3** Developed motivational material for young Roma.

**#4** Trained Roma as role models in the community.

# ONLINE PLATFORM

https://www.rom-in.eu/

# STORIES THAT INSPIRE

# # TRAINING FOR ROMA ROLE MODELS

## # Purpose of the training

Empowering Roma role models

Strengthening competences for working with young Roma

Development of self-esteem and personal growth

## # What will you gain?

New competences to motivate young people

Support and mentoring network

YOUR ROLE AFTER TRAINING: BECOMING ROLE MODELS AND MOTIVATORS FOR YOUNG ROMA

# MODULES

#1 Introduction to the program and training objectives (4 hours)
#2 Self-esteem and personal development (8 hours)
#3 Digital competences and online presence (8 hours)
#4 Active Citizenship and Community Integration (8 hours)
#5 Leadership and Mentoring Approaches (8 hours)
#6 Evaluation and completion of the program (4 hours)

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#ROMIN
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# #ROLE MODELS

They play a key role in shaping an individual's values, goals, and perception of success.

# BASIC DEFINITION

**#ROLE MODEL**

A person that someone admires and wants to emulate.

Robert K. Merton – Role models described as models who imitate themselves, are role models for certain roles.
Bandura - Social Learning Theory - role models promote self-efficacy and learning from observation.

# DEFINITIONS

## ROLE MODEL

it is someone "on whom an individual relies when they need social or emotional validation, or from whom they want to learn something" (Mertz, 2004) or it is someone "whose life and actions have influenced the individual to make specific life decisions." (Basow and Howe 1980).

# #ROLE MODEL

- An important source of motivation and inspiration.
- They help the individual to achieve higher goals and a more fulfilling life.
- Plays a key role in forming an individual's beliefs about their own abilities.
- Allows the individual to learn from the experiences of others and develop their own strategies to overcome challenges.

Role models can influence an individual's life success:
1. They serve as motivation: they stimulate the desire to achieve the same or similar.
2. A source of inspiration and ideas on how to achieve goals and improve your life.
3. Source of support and mentoring: Positive role models who are physically next to the individual can offer valuable advice and help in solving problems that arise on the way to success.

# #01

# DO YOU HAVE A ROLE MODEL?

# 2023

## SURVEY

What qualities do respondents associate with successful role models and how do role models affect on their life goals?

Do respondents know any successful Roma and what qualities contributed to his success?

# METHODOLOGY

## SAMPLE

56 ADULT ROMA FROM PREKMURJE AND MEĐIMURJE (29 FROM PREKMURJE, 27 FROM MEĐIMURJE)

# DO ROMA HAVE ROLE MODELS?

RESULTS

36 respondents cited a Roma as a role model (64.28%), 11 respondents a non-Roma (19.64%), and 9 answered that they did not have a role model (16.07%).

# PREKMURJE

## RESPONSES

In interviews, 17 Roma from Prekmurje (58.62%) were cited as role models, of which 6 were family members (35.29%) and 7 were non-Roma (24.14%), of which 4 were celebrities (57.14%). 5 (17.24%) respondents answered that they do not have a role model. 2 respondents from Prekmurje gave general answers that do not relate to a specific person.

## TOTH (2002)

Many people refer to family members as people "who supported them in their learning activities or were role models, but in many cases only had a general education, and had knowledge as a value and an important tool in terms of social integration"

# MEDŽIMURJE

## RESPONSES

In the interview, respondents from Međimurje cited 19 Roma (70.37%), 4 non-Roma (14.81%), and 4 (14.81%) stated that they did not have a role model. None of the interviewees from Međimurje cited a celebrity, who is recognizable in the media, as a role model. The 6 answers were general and did not relate to a specific person, but to qualities or actions.

ROMA FROM PREKMURJE

| caracteristics | No. of repetition |
|---|---|
| Diligence | 5 |
| Providing assistance | 4 |
| Achievements | 4 |
| Employment | 4 |
| Education | 4 |

ROMA FROM MEDŽIMURJE

| caracteristics | No. of repetition |
|---|---|
| Employment | 5 |
| Possession of real estate and other tangible goods | 5 |
| Care for the family | 2 |

Out of 56 Roma, only one (1.79%) answered that they did not know any successful Roma, while 9 (16.07%) cited a family member as an example, of which 7 were from Prekmurje (24.14%) and only 2 from Međimurje (7.41%). 2 respondents from Medžimurje cited Croatian MP Veljko Kajtazi as an example of a Roma role model.
8 Roma in the survey, 2 from Međimurje and 2 from Prekmurje, did not name a specific person as a role model, but pointed out in their response the qualities or actions of those Roma who, in their opinion, are successful and can be a role model for others, as well as for them.

Qualities that a successful Roma is supposed to possess

| Features | Slovenia | Croatia | together |
|---|---|---|---|
| to be educated | 13 | 9 | 22 |
| to be employed | 6 | 4 | 10 |
| provide assistance | 6 | 3 | 9 |
| be hardworking | 5 | 0 | 5 |
| a way out of the traditional way of life, poverty | 4 | 1 | 5 |
| various achievements | 4 | 1 | 5 |
| Try to be better | 2 | 3 | 5 |
| take care of the family | 0 | 5 | 5 |

# WHAT QUALITIES DO YOU THINK A PERSON WHO COULD BE A ROLE MODEL FOR YOUNG ROMA SHOULD HAVE?

# WHICH OF THESE QUALITIES DO YOU HAVE?

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# SELF-IMAGE AND PERSONAL DEVELOPMENT

ROMA INFLUENCERS

LJUDSKA UNIVERZA LENDAVA
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# UNDERSTANDING SELF-IMAGE

**#PERSONALITY (=what we are)**

= the characteristics that distinguish one person from other people.

Personal characteristics are those that occur consistently, i.e. whatever the circumstances.

Personality is what determines that different individuals react differently to the same situation.

**#Self-image (= our idea of what we are)**

An individual's experience of self, or the relationships that individuals establish with themselves. It is therefore our relationship to ourselves.

It is what we think of ourselves, of who and what we are. It is what we think of ourselves, our abilities, our qualities, our bodies, our chances in life, our successes and failures.

DO YOU KNOW ANYONE WHO WOULD SAY THEY HAVE LOW/HIGH SELF-ESTEEM?

How would you describe this person?

## #HEALTHY SELF-IMAGE

A person with a healthy self-image values his or her personality traits (physical, temperamental and character) and abilities.

*Why is a healthy self-image important?*

...we mostly act according to our self-image: if we believe in ourselves, we set higher goals, if we don't value ourselves enough, our goals are lower.

**#POSITIVE SELF-IMAGE**

A person with a positive self-image:

- sets high but achievable goals and is more successful in life,
- deals constructively with problems and difficulties,
- makes lessons out of mistakes,
- are better able to develop and maintain healthy and mutually satisfying interpersonal relationships a ' cooperative,
- is independent and does not constant approval from othe
- is brave and curious to take experiences and challenges.

**#NEGATIVE SELF-IMAGE**

How does it show up?

- Need for attention, validation from others (other people's opinions matter to them);
- doesn't have a good opinion of yourself - criticises yourself, underestimates yourself (lacks confidence);
- stops at obstacles;
- failure is a confirmation of its incompetence;
- Avoids challenges for fear of failure;
- the victim role, blaming others for your mistakes and failures;
- is unwilling to take responsibility for their behaviour.

# #HOW IS SELF-ESTEEM FORMED?

It is most strongly formed in early childhood - in contact with others who mean a lot to us. **Our parents** have a big influence on our self-image.

Our **life experiences**, through which we have acquired opinions and beliefs about what we are capable of (school entry-academic self-image, adolescence-body self-image), also play an important role.

As children, we have little influence on how our self-image is shaped, but as adults we have every opportunity to improve our self-image.

# OUR SELF-IMAGE IS INFLUENCED BY SEVERAL FACTORS:

## #1

How others react to us (e.g. telling us we are good at something)

## #2

Family environment (whether we were encouraged at home, restricted in our aspirations)

## #3

Expectations, aspirations (what we want from life, our wishes, goals, ambitions)

## #4

External appearance (related to how others react to us)

## #5

Career and school achievements, awards

REFLECT ON THE TRADITIONS YOU HAVE RECEIVED FROM YOUR PARENTS OR OLDER MEMBERS OF THE COMMUNITY.

CONSIDER WHICH OF THESE TRADITIONS HAVE A POSITIVE IMPACT ON YOUR SELF-IMAGE AND WHICH MAY BE LIMITING YOUR DEVELOPMENT.

# #TECHNIQUES TO BOOST SELF-ESTEEM

**Identifying events, people or situations that often make us feel bad**

In the course of our lives, we may find that certain events or encounters with certain people make us feel sick all the time. Taking time to reflect on the reasons why we feel bad about them can help. Once we have identified the reason, we can start looking for possible solutions to make the experience more pleasant for ourselves. If these situations are difficult to avoid, let's try to prepare for them. This means taking a little more time for yourself before or after and doing things that put you in a better mood.

# #SELF-ESTEEM BUILDING TECHNIQUES

## MAKING A LIST OF AT LEAST 10 THINGS WE LIKE ABOUT OURSELVES

On the sheet, list 10 qualities, capabilities or areas of strength that you can be proud of having. Write them in the form of "I am" (e.g. "I am persistent, I am meticulous, I am considerate of others..."). For each trait, you can also write how it has benefited you in your life. The list should be as broad as possible - from different areas of our lives (e.g. what good things we contribute in our interpersonal relationships, school, work, exercise, hobbies). We can also think about past praise from others and build on this.

# #SELF-ESTEEM BUILDING TECHNIQUES

**ASKING PEOPLE CLOSE TO YOU TO POINT OUT A CHARACTERISTIC THEY APPRECIATE ABOUT US**

If we find it too difficult to write a list of things we like about ourselves, we can first ask people close to us to reflect on a trait they see us as strong in. Although it may be difficult to hear others' nice things about us, let us consciously remind ourselves not to defend them, but to try to accept them gratefully.

# #TECHNIQUES TO BOOST SELF-ESTEEM

## FINDING WAYS TO LOOK AFTER YOURSELF

Faced with low self-esteem, there can be feelings that we don't deserve to feel good and nurtured. Self-care means making time to do things that are important, interesting or make us feel better, without feeling guilty that we should be doing something more 'worthwhile'. Self-care can be simple and short (e.g. preparing clothes for the next morning) or take up a little more time in the day (e.g. hobbies, seeking professional help in times of need). Self-care is also about maintaining a healthy lifestyle (healthy eating, physical activity, getting enough sleep) and looking after our well-being.

# #TECHNIQUES TO BOOST SELF-ESTEEM

## ENCOURAGING STATEMENTS TO YOURSELF

When our self-image is not positive, we can blame and criticise ourselves for not doing better. We can then imagine what we would say to a friend, partner or relative in the same situation, only to direct such a speech at ourselves. In this case, we would probably not dare to say words of contempt, but would try to reassure the other person and say kind and encouraging words. When we experience unpleasant thoughts about ourselves (e.g. "I am stupid"), we can also try to reframe them so that they do not refer to us as a person, but to the situation at hand (e.g. "That was not a wise thing to do, but I can do better next time"). If this is too difficult for us at the beginning, we can start by praising our will to try to do better, whatever the final outcome of the situation.

# #TECHNIQUES TO BOOST SELF-ESTEEM

**COMPLIMENTS DIARY**

- What do others appreciate about you?

- What are your unique skills?

- What are you really good at?

- What do you like about yourself?

- What have you achieved?

Each day, complete the diary and write down the good things that happened "today".

# IDENTIFYING AND USING OF - SOURCES

Sources of strength/strengths include:

- knowledge acquired (e.g. knowledge of how household appliances work),
- skills (e.g. how to change a tyre on your car),
- positive personal qualities or virtues (e.g. compassion, courage, perseverance).

These traits can be innate or developed during life.

*Each person is a unique combination of different qualities, virtues, skills and knowledge that distinguish him or her from others. Throughout our lives, we acquire certain skills and knowledge that enable us to make our daily challenges easier. Each individual has his or her own areas of strength that help him or her to solve problems and face challenges*

# WHY IS IT GOOD TO KNOW YOUR AREAS OF STRENGTH?

**#1**

It can bring a sense of happiness, contentment and a healthy self-image.

**#2**

Pride in having achieved something with our efforts and knowledge.

**#3**

It motivates us and makes us less tired, because we are acting in accordance with our nature.

**#4**

It can serve as a guide for important life decisions such as career choices, etc.

# HOW TO FIND YOUR VIRTUES, KNOWLEDGE AND SKILLS?

Let's focus on the qualities we value in ourselves. Think about past experiences where you have felt pride and satisfaction and consider what qualities or skills contributed to those successes. If we regularly use a particular trait, it is probably one of our virtues.

The praise and recognition we have received from others - we try to identify at least five areas of strength. We can write down a list of these areas, as this will help us to be more aware of our sources of strength and to use them more effectively when needed.

# HOW TO FIND YOUR VIRTUES, KNOWLEDGE AND SKILLS?

To help you discover your virtues, we can use three general categories:

1. Intellectual virtues: creativity, curiosity, critical thinking, courage, wisdom…
2. Interpersonal virtues: compassion, kindness, fairness, cooperation, gratitude…
3. Self-control: perseverance, accuracy, modesty, prudence, authenticity, patience…

# REFLECT ON YOUR INNER SOURCES OF STRENGTH.

*Which parts of my personality best describe me?*
*Which skills do I often use to overcome challenges?*
*Which values help me in my daily life?*

1.WRITE DOWN YOUR STRONG POINTS!
2. HOW HAS THIS TRAIT/SKILL ALREADY HELPED YOU ACHIEVE SOMETHING POSITIVE?

# CONNECTING WITH OTHERS AS A SOURCE OF STRENGTH

- Connecting with others is fundamental to the human experience. Humans are social beings who rely heavily on relationships with others to form and strengthen our identity and self-esteem.

- Strong interpersonal relationships can improve our ability to overcome challenges and adversity by providing emotional support, perspective and motivation.

- Positive relationships can help build a healthy self-image, as recognition and support from others can make us feel worthy and valued.

- On the contrary, criticism and negative influences can undermine our self-confidence, which underlines the importance of choosing people who support and encourage us to grow as individuals.

# COMMUNITY SUPPORT AS A SOURCE OF HEL

Communities are groups of people working together to help each other and improve everyone's quality of life. A strong community provides a space for sharing experiences, knowledge and resources, which is crucial for personal and collective growth.

Mutual help and solidarity in the community allow individuals to benefit from different sources of support, which boosts their self-esteem and sense of belonging.

## *WAYS IN WHICH THE COMMUNITY CAN CONTRIBUTE TO PERSONAL GROWTH:*

Mentoring,
volunteering,
participation in support groups,
group projects,
socialising with like-minded people who share similar interests or experiences.

1. CONSIDER PEOPLE WHO SUPPORT, INSPIRE OR HELP YOU BUILD YOUR CONFIDENCE. HOW DOES THIS PERSON SUPPORT YOU?

2. HOW CAN YOU OFFER YOUR HELP, SUPPORT OR POSITIVE ENERGY TO THE PEOPLE ON YOUR LIST?

3. IS YOUR SUPPORT NETWORK STRONG ENOUGH? COULD YOU INVOLVE SOME NEW PEOPLE TO SUPPORT YOU ON YOUR JOURNEY?

4. WHERE AND HOW COULD YOU MEET NEW PEOPLE WHO COULD PROVIDE YOU WITH ADDITIONAL SUPPORT?

# TARGETED ACTION
# THE IMPORTANCE OF SETTING REALISTIC AND ACHIEVABLE OBJECTIVES

## #CENTRALITY

Goal-oriented action helps individuals to stay focused on important tasks, which increases efficiency.

## #SELF-CONSCIOUSNESS

Achieving goals has a positive impact on self-esteem, as each goal we achieve validates our abilities and encourages us to set new goals.

## #MOTIVATION

When we have a clear goal, we are more motivated to achieve it because we see meaning and purpose in our actions.

## #STRESS MANAGEMENT

When goals are clear, we have a sense of control over the situation, which reduces feelings of stress and anxiety.

# #STEPS TO SET REALISTIC AND ACHIEVABLE GOALS

## 1 SETTING A SPECIFIC OBJECTIVE

The objective must be clearly defined. Instead of a general goal such as "I want to improve my education", it is better to set a specific goal such as "I want to complete a computer science course in the next three months".

## 2 MEASURABILITY

The target must be measurable so that you can monitor progress. Measurable objectives allow for a concrete assessment of achievements

## 3 REACHABILITY

The goal must be realistic and achievable given your current resources and circumstances. Setting goals that are too high can lead to frustration and loss of motivation.

## 4 RELEVANCE

The goal must be important and meaningful to you. It is important that the goal has personal meaning and is aligned with your values and long-term plans.

## 5 TIMING

Set yourself a clear deadline to achieve your goal. This helps you stay focused and motivated.

S M A R T
Specific
Measurable
Attainable
Relevant
Time Based

# #GOAL-SETTING TOOLS

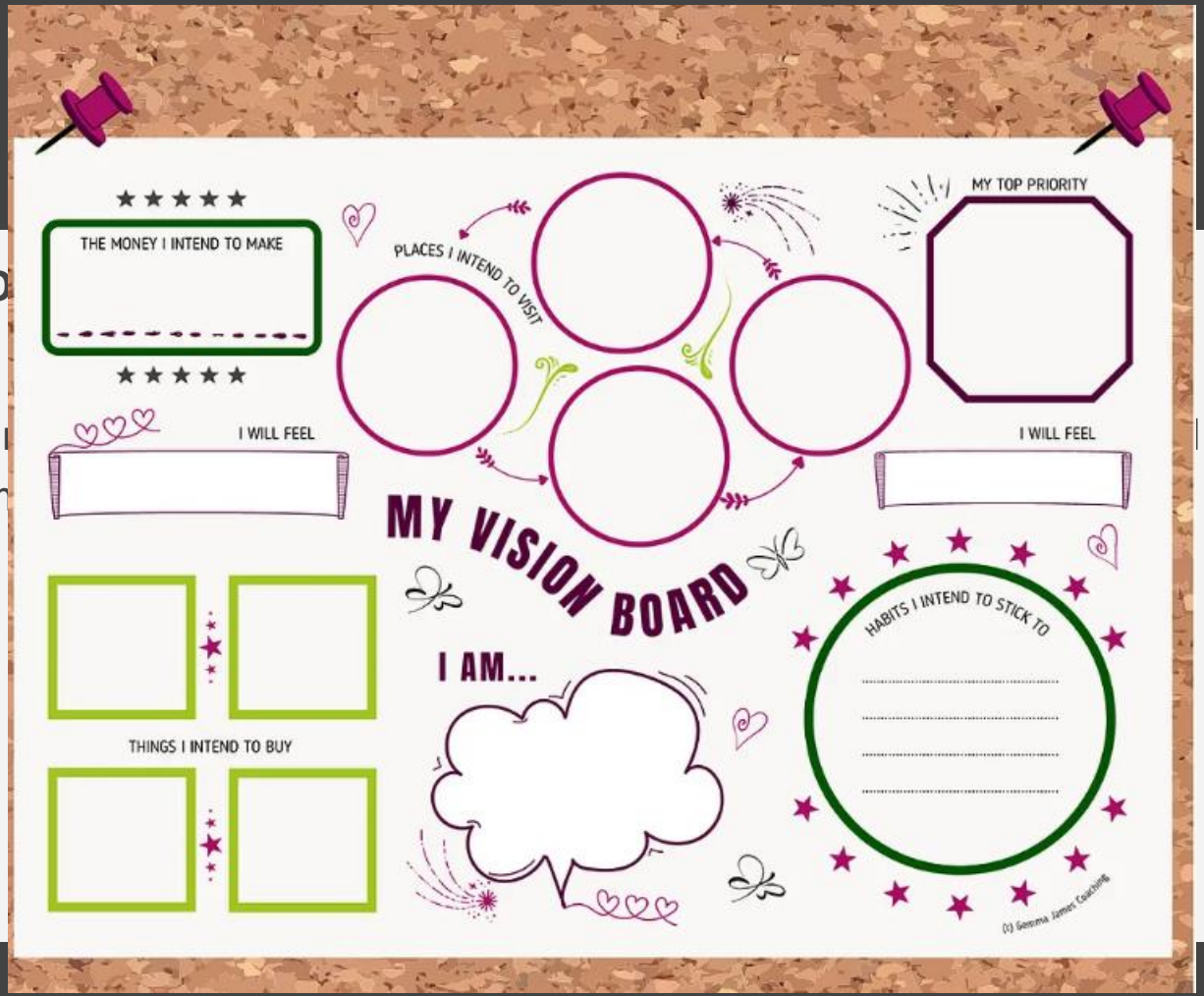
**ACTION PLAN**

VISIT

- Specific steps to reach the target
- Sources of power
- Time period
- Potential barriers with envisaged solutions

**"VISION BO**

A visual
in



# #GOAL-SETTING TOOLS

**PROGRESS DIARY**

Keeping a regular record of your own steps and successes, which acts as a motivator for perseverance

WHAT ARE THE OBSTACLES YOUNG ROMA FACE IN ACHIEVING THEIR GOALS?

WHAT ARE THE SOLUTIONS/STRATEGIES TO OVERCOME THESE OBSTACLES?

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# DIGITAL COMPETENCES AND THEIR ROLE

ROMA INFLUENCERS

LJUDSKA UNIVERZA LENDAVA
NÉPI EGYETEM LENDVA

# WHAT ARE DIGITAL COMPETENCES?

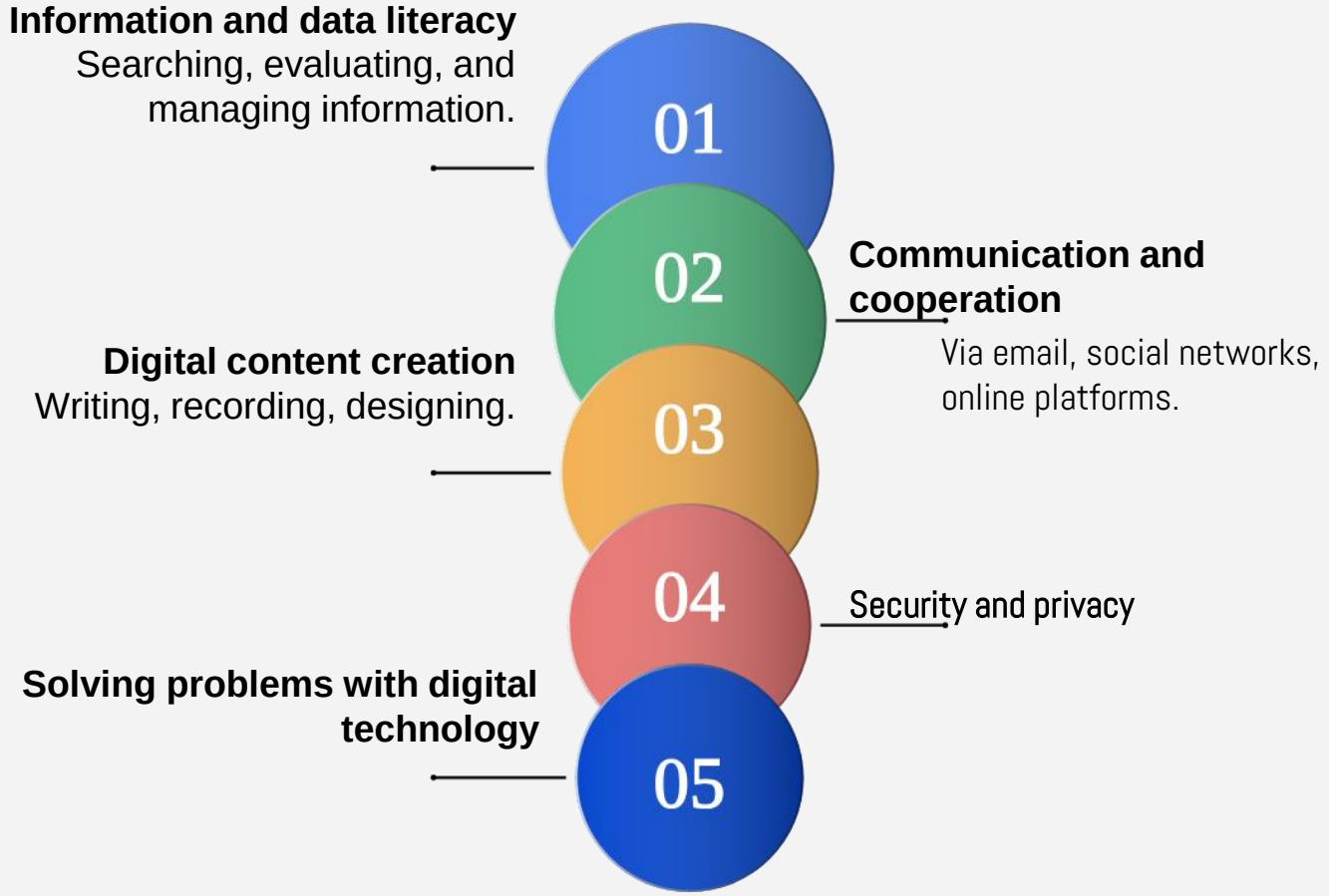
**Digital skills enable the safe use of technology.**
Performing everyday tasks using digital tools.

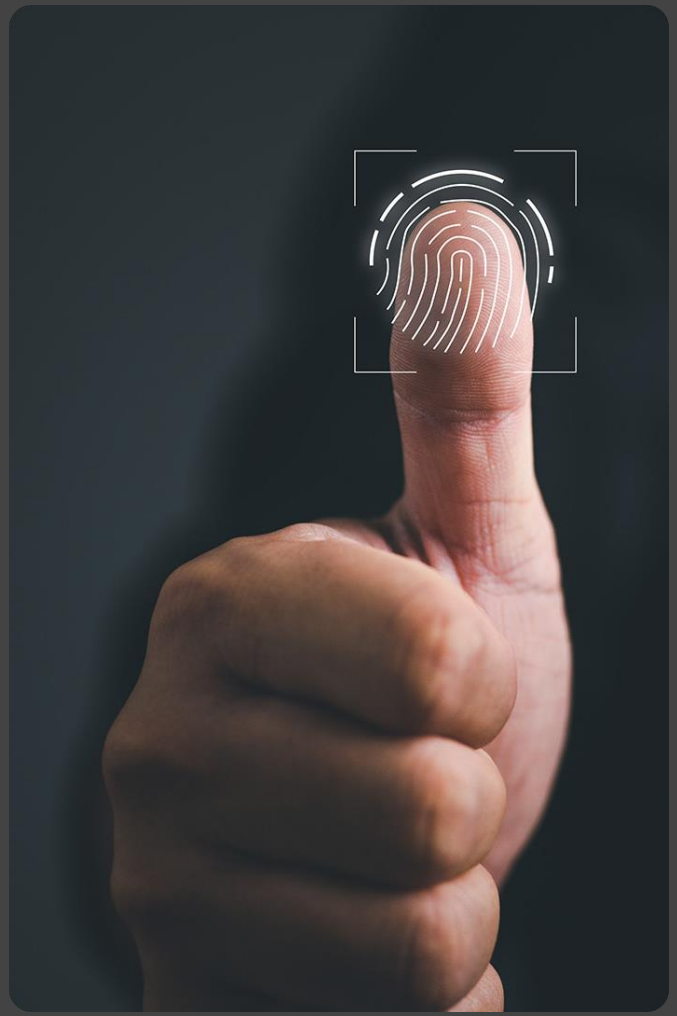
**Critical use of digital technologies is essential.**
The ability to evaluate and analyze information obtained through digital channels.

**Creative use of technology encourages innovation.**
Use of digital tools to create new ideas and solutions.

**Digital skills are important in all areas of life.**
Use of digital skills in learning, work, and active citizenship.

# KEY COMPONENTS OF DIGITAL COMPETENCES





**Each person builds their own digital identity.**

This is the image we create online.

**Digital identity comes from posts, images, and comments.**

Every interaction on the web shapes our image.

**Engaging online affects our brand.**

Online activity can strengthen or weaken our personal brand.

## #QUESTIONS TO CONSIDER

What does my online profile say about me?

Would I want an employer, a teacher, a mentor to see me like that?

How can I become recognizable ´ something positive?

# POSITIVE USE OF SOCIAL NETWORKS

Spreading messages for motivation (quotes, stories)

Sharing successes and experiences

Promoting learning, culture, activism

Connecting with other Roma young people and mentors

# #RISKS OF SOCIAL NETWORKS

Cyberbullying and hate speech.
- The increase in cyberbullying and hate speech on social media has become a serious problem affecting users.

Fake news and manipulation.
- Social networks have become platforms for the spread of fake news and manipulative information.

Sharing Personal Information.
- Users often share personal information, which can lead to abuses and privacy violations.

# DIGITAL RESPONSIBILITY AND ETHICS

## #I RESPECTING OTHER OPINIONS IS KEY.

Everyone is entitled to their own opinion, so it is important to respect each other, even if we disagree.

## #2 NOT POSTING HARMFUL CONTENT.

Let us avoid hate speech, contempt and lies, as this content harms the community.

## #3 AWARENESS OF THE POWER OF WORDS AND IMAGES.

Our story can affect others, so how we communicate is important.

The RomIn platform is a digital space for young Roma.

Where they can post stories of personal achievements and challenges, and share video content and motivational posts.

## Visibility of Roma Success Stories

Inspiration for Other Youths
A sense of community and international connection

**PLATFORM ROM-IN.EU**

# # ACTION: NETWORKING AND COOPERATION

Co-funded by
the European Union

# ONLINE SAFETY AND SOCIAL NETWORKS

#ROMIN

LJUDSKA UNIVERZA LENDAVA
NÉPI EGYETEM LENDVA

# Introduction to social networks and risks

Understanding the opportunities and dangers of social networks

01 Connecting and sharing

**Social networks** enable easy connection and sharing of content with other users, which encourages communication.

02 Participation in communities

They enable participation in various communities where users can share interests and knowledge.

03 Privacy risks

The use of social networks poses risks to **privacy**, where personal data may become accessible to the wider public..

04 Security of personal data

It is important to protect your personal data, as inappropriate use can lead to abuse and fraud.

# Understanding social media platforms

In-depth insight into various social media and their characteristics

01 Facebook: Popularity and accessibility

**Facebook** is the largest social network that allows you to connect with people, share content, and interact with communities..

02 X: A new approach to social networks

**X** is a platform focused on short posts and quick sharing of information, which makes it unique among its competitors..

03 Instagram: Visual storytelling

**Instagram** is focused on images and videos, allowing users to share their stories visually and creatively.

04 LinkedIn: Professional network

**LinkedIn** focuses on connecting professionals and companies, enabling networking and job search..

# Important aspects of privacy settings

Understanding privacy settings to protect your online presence and data sharing.

## Control over personal data

The correct settings allow you to control who can see your data and information.

## Identity theft protection

With the appropriate settings, you can reduce the risk of identity theft and other forms of fraud.

## Preventing cyberbullying

Privacy tools help protect you from cyberbullying and threats.

## Sharing information

Privacy settings allow you to decide how and with whom you share your information.

# Privacy settings on social networks

How to protect your privacy on popular platforms.

## Facebook: Settings via arrow

Access your Facebook privacy settings via the down arrow at the top of the page.

## Instagram: Settings menu

On Instagram, you can manage your privacy settings via the settings menu accessible from your profile.

## X: Edit profile settings.

On Platform X, you can access privacy settings through your profile, allowing you to customize your security.

## LinkedIn: Editing via profile picture.

On LinkedIn, you can access your privacy settings by clicking on your profile picture and selecting the appropriate options.

# Best practices for privacy protection

Important steps to protect your personal data

## Limit access to data

Limit the number of people who can access your **personal information** to reduce the risk of misuse.

## Update your privacy settings

Regularly review and **update** your social media settings to ensure optimal protection.

## Be careful with friendships

Before accepting friend requests, consider the **trustworthiness** of the person you are adding.

## Think before you post

Before you post anything, think about how it might affect your **privacy** and reputation.

## Use strong passwords

By using **strong passwords** and two-factor authentication, you can increase the security of your **online account**.

# Practical activity: Configuring privacy settings on social networks

Learn how to protect your personal information online

## Please observe the privacy settings.

Proper configuration of privacy settings is essential to protect your personal information from unauthorized access.

## Only allow access to trusted connections.

Check who can see your information and restrict it to those you trust.

# Conclusion on social media safety

The importance of protecting personal data online

## Effective use of social media

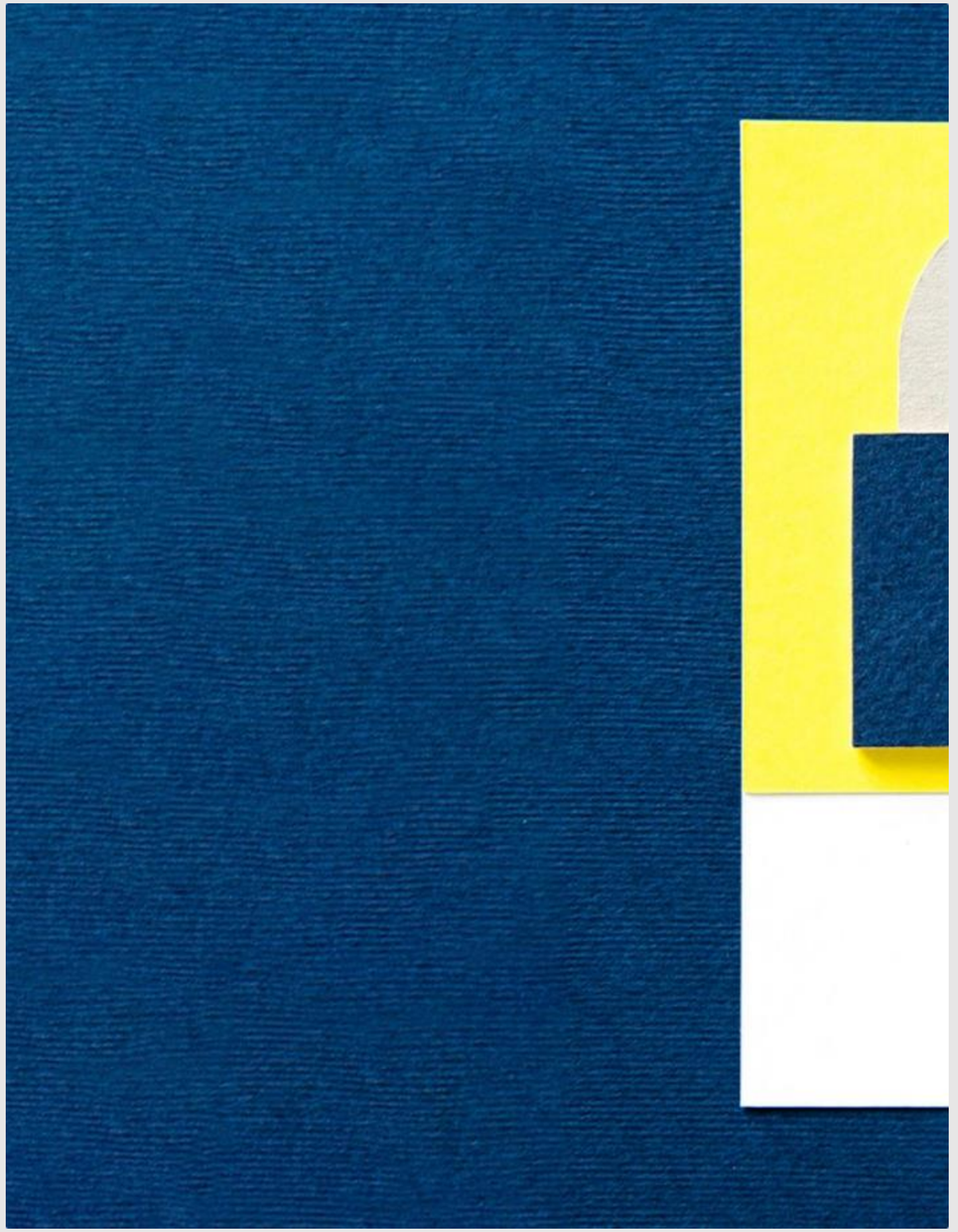
Focus on protecting your personal data, which is crucial for your online security.

## Understanding privacy settings

Review and adjust your privacy settings to protect your information.

## Increasing online security

By implementing the correct settings, you can significantly improve your protection against online threats.



# Introduction to online security

Uvod v spletno varnost

01

## The endless possibilities of the internet

The Internet offers a wide range of possibilities, but these also bring various challenges and risks for users.

02

## Safety risks

The online environment brings risks such as misuse of personal data, identity theft, and security threats.

03

## Protecting yourself and others

It is important to be aware of and take steps to protect personal data and security online.

04

## The importance of online security

Understanding and learning about online safety is essential for navigating the digital world safely.

# Recognizing online threats

How to protect yourself from online attacks and threats.

- ## Fishing is a common threat

  Phishing is a technique where attackers trick users into revealing their personal information, such as passwords and credit card numbers.

- ## Malicious software is dangerous

  Malicious software includes viruses, Trojan horses, and other malicious programs that can damage devices and steal data.

- ## Identity theft is a serious problem

  Identity theft occurs when someone uses another person's personal information without their permission, which can lead to financial loss.

- ## Cyberbullying is harmful

  Cyberbullying involves harassment or threats made over the internet, which can cause mental and emotional distress to victims.

# Staying safe online: Key tips for protection

Basic guidelines for protecting your personal data and online security

01

**Using strong passwords** is crucial.

Strong passwords are the first line of defense against unauthorized access. Use a combination of letters, numbers, and symbols.

02

**Two-factor authentication verification** increases safety.

Provides an additional layer of protection by requiring a second step of identity verification during login.

03

**Be careful with links and attachments.**

Do not open unknown links or attachments, as they may contain malicious software.

04

**Regularly update your software.**

Updates often include security fixes that help protect your devices.

05

**Limit the sharing of personal information.**

Reduce the amount of personal information you share online to protect your privacy.

# Implementation of security measures

How to protect your online presence and data

## Use antivirus software

Ensure protection against malicious software that can compromise your data.

## Protect your Wi-Fi network

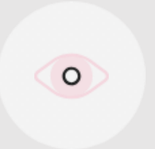
Prevent unauthorized access to your network with proper configuration and strong passwords.

## Back up your data

Make regular backups to prevent loss of important information.

## Keep track of your accounts

Regularly check your financial accounts for any suspicious activity.



# Izobraževanje o spletni varnosti

Raising awareness of the importance of online safety

## Share information with your friends.

Encourage your friends and family to be aware of the **importance of** online safety and share useful information.

## Organize workshops.

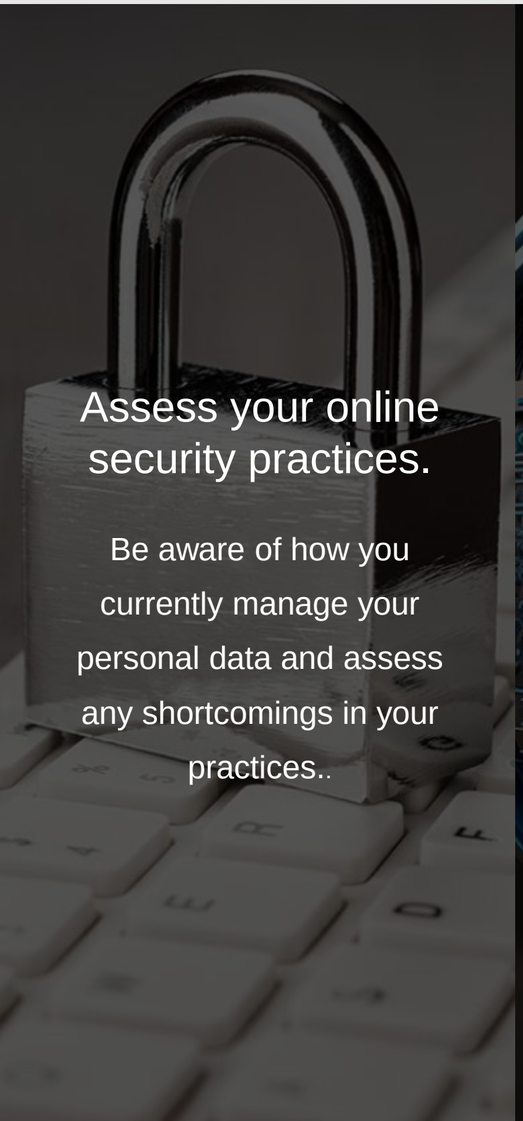
Organize workshops where people can learn about **safe practices** and new trends in online safety.

## Promote safe practices

Actively **advocate for** and promote safe practices in your **community** to reduce online risks.

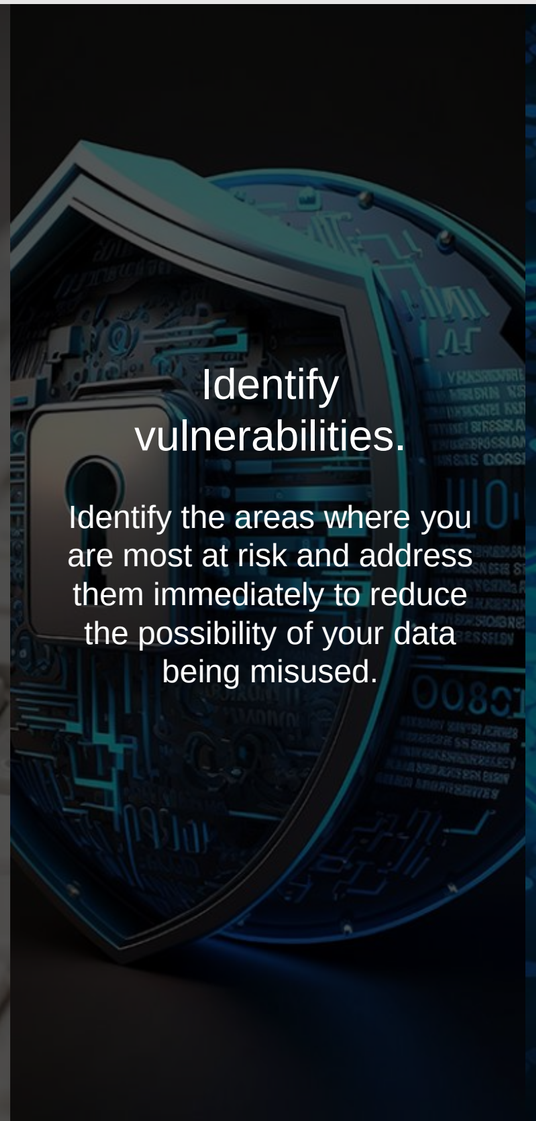
# Performing a personal online security audit

Assess and improve your online privacy practices.



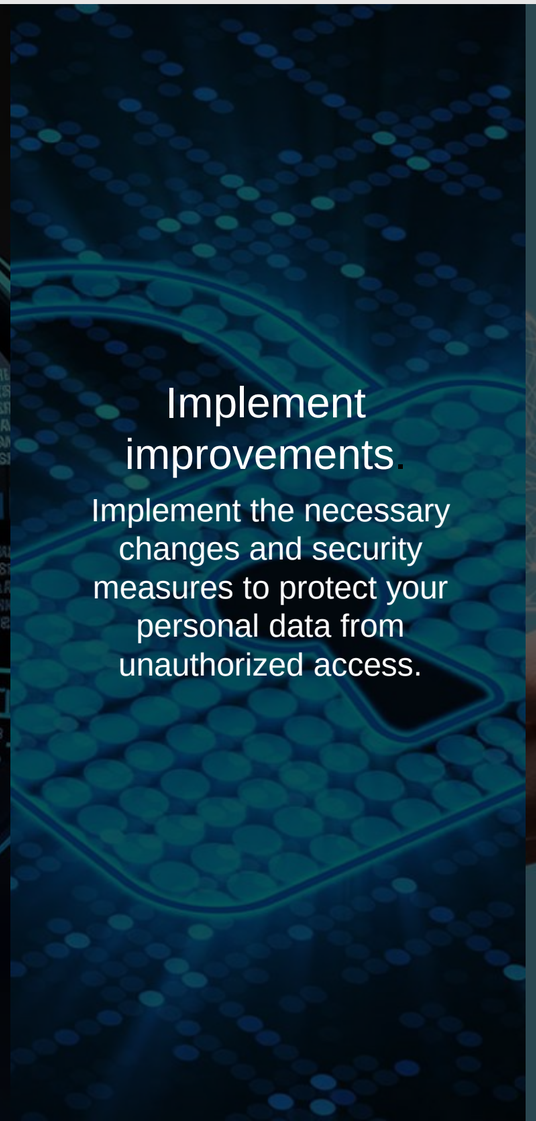
## Assess your online security practices.

Be aware of how you currently manage your personal data and assess any shortcomings in your practices..



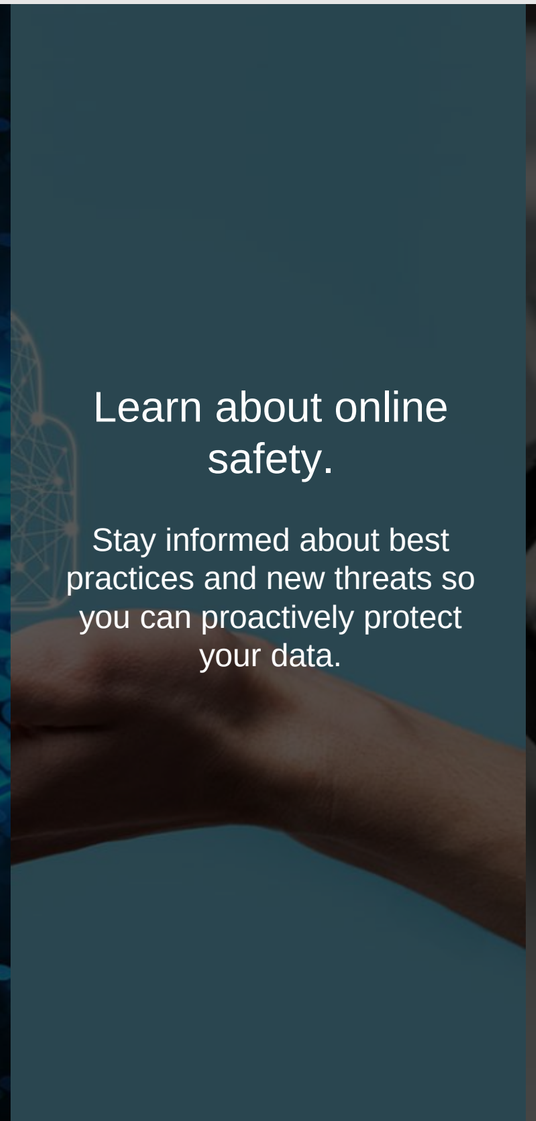
## Identify vulnerabilities.

Identify the areas where you are most at risk and address them immediately to reduce the possibility of your data being misused.



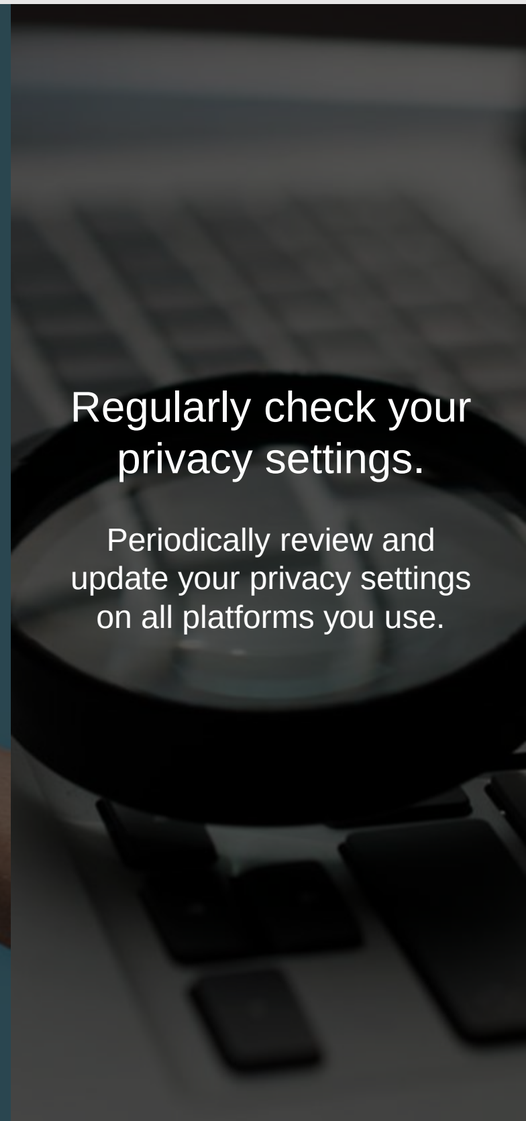
## Implement improvements.

Implement the necessary changes and security measures to protect your personal data from unauthorized access.



## Learn about online safety.

Stay informed about best practices and new threats so you can proactively protect your data.



## Regularly check your privacy settings.

Periodically review and update your privacy settings on all platforms you use.

# Conclusion on online security

Understanding online safety is key to protecting users and communities.

## Threat recognition

**Understanding** different types of threats, such as malware and phishing, is the first step toward protection.

## Training others

Participating in **educational** programs and workshops raises awareness and helps others understand online safety.

## Creating a safer community

Through active participation and **sharing** knowledge, we can contribute to a safer online environment for all users.

## The importance of safety

**Online security** is not only an individual responsibility, but is also crucial for protecting the entire community.

SAFETY FACTORS

# Introduction to key safety factors

Understanding security factors in the digital world

# The impact of social networks on privacy

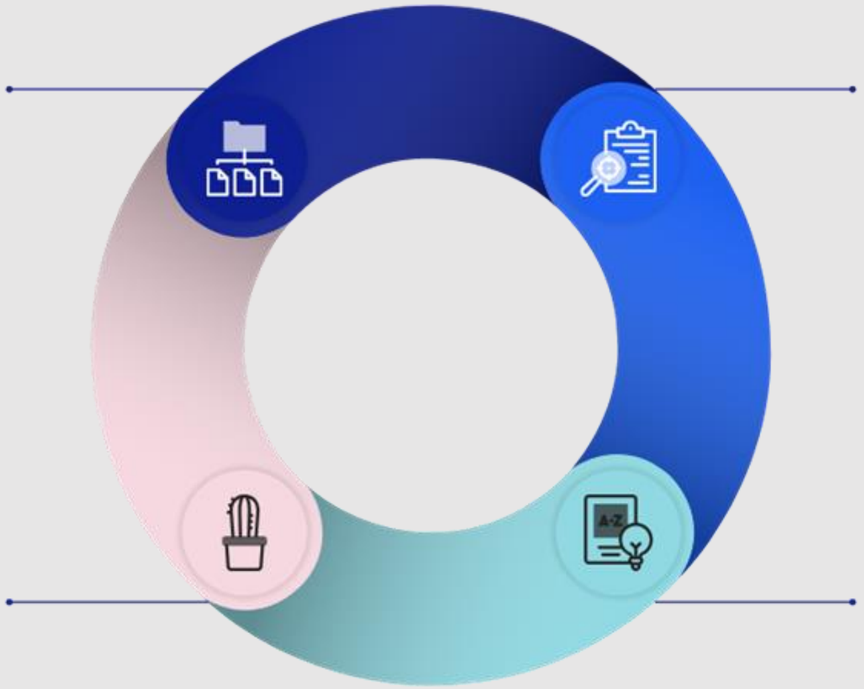
Understanding how social networks affect personal data.

## Collection of personal data

Social networks often collect users' personal data for various purposes, which increases the risk of privacy loss.

## Exposure to advertisements

Users are exposed to personalized ads based on their activities and interactions, which strengthens the influence of social networks on their privacy.



## Security settings

Properly configuring your security settings on social networks is crucial for protecting your personal information from unauthorized access.

## User privacy

It is important that users understand how their activity on social networks can affect their privacy and how they can protect themselves.

# Security incident analysis

Understanding threats and protection

Studying past incidents allows us to identify patterns and vulnerabilities that can lead to **threats**.

## Analysis of past incidents

## Understanding threats

Incident analysis provides insight into the nature of **threats** that arise in the digital environment.

Based on the analysis, we can improve our **security strategies** and measures to protect against future incidents.

## Improvement of protective measures

# Security incident analysis

Understanding threats and protection

Incident analysis contributes to greater **awareness** of the importance of digital security among employees.

## Raising awareness

## Learning from mistakes

Every incident is an opportunity to **learn**, which helps us prevent mistakes from happening again in the future.

# Technological solutions for data protection

Effective technological solutions for protecting your personal and business data.

## Advanced antivirus programs

These programs help protect your devices from malware and viruses, reducing the risk of data loss.

## Data encryption

Encryption is a process that converts data into an unreadable form, preventing unauthorized persons from accessing it even if they obtain the data.

## Data backup

Regular backups ensure that your data is protected against loss, whether due to errors or malicious attacks.

## Employee training

Training employees on best practices for data protection is key to reducing the risk of human error and increasing security.

# Recommendations for data protection in organizations

Effective strategies for protecting user data and complying with legislation

## Implementation of **the data protection policy**

Organizations must establish clear policies for the protection of personal and business data, including procedures for data processing and storage.

## **Employee** training

Employees must receive regular training on the importance of data protection and on correct practices for handling personal data.

## Compliance with **legislation**

Organizations should make sure their processes meet the legal requirements for protecting data.

## Regular **inspection of** systems

It is important to regularly check and update protective mechanisms to ensure data security against new threats.

## Introduction of **technological solutions**

Use of advanced technologies such as encryption and backup copies for additional data protection.

# The role of education in cybersecurity

Employee training is key to protection against attacks

01

## Preventing cyber attacks

Employee training is key to reducing the risk of cyber attacks on an organization, as trained employees can recognize and avoid potential threats.

02

## Reduction of errors

Employee training contributes to greater accuracy in work, which reduces the likelihood of errors that could lead to safety incidents.

# Types of threats and protection strategies

Understanding threats for effective protective measures

## Training for users

Educating users about security practices is key to reducing risk and improving overall security.

## Types of threats

Different types of threats include physical, digital, and human threats that can compromise the security of systems.

## Understanding threats

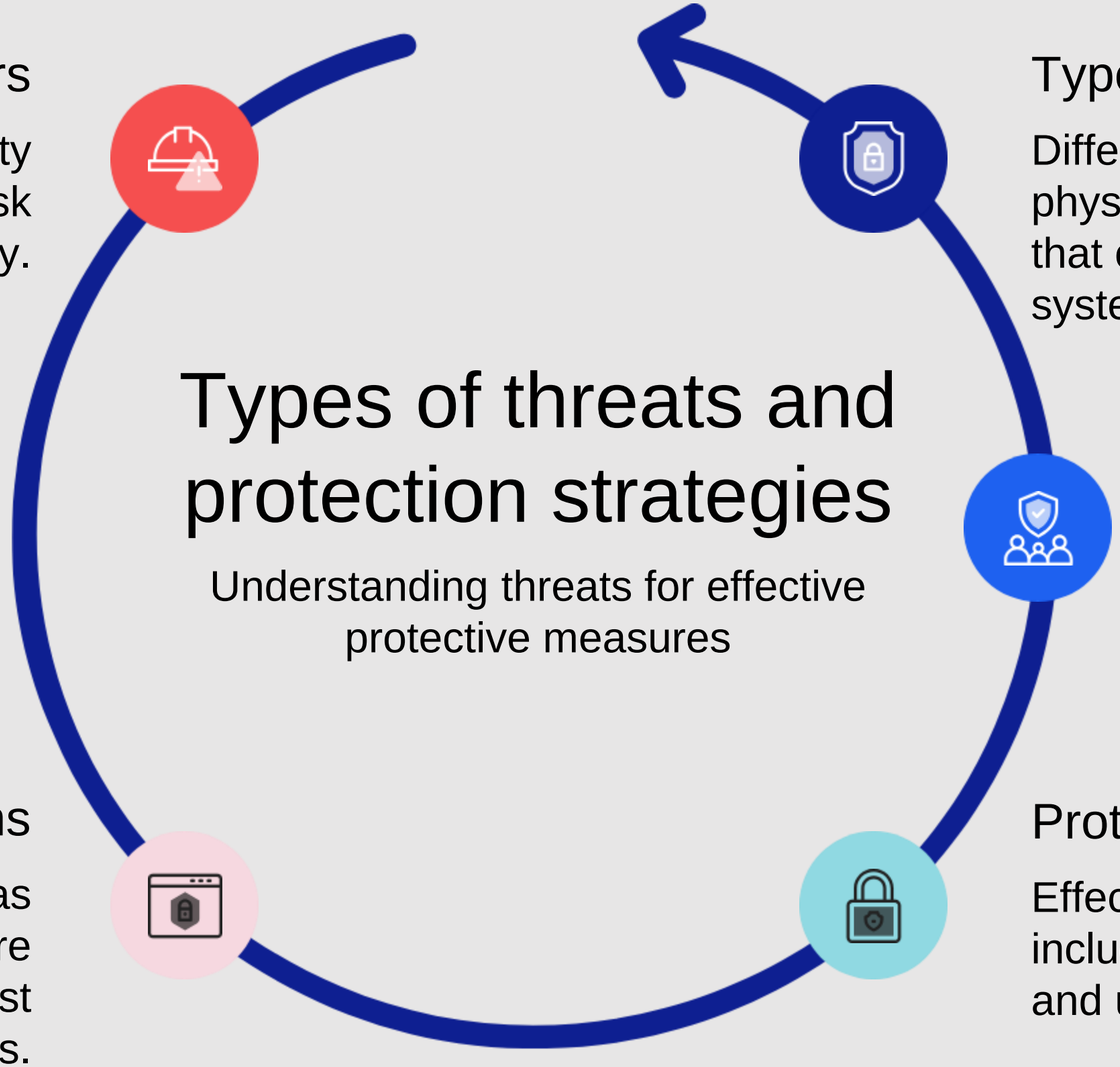
Understanding the nature of threats is key to developing effective protection strategies that ensure safety.

## Protective strategies

Effective protection strategies include both technological solutions and user education on security.

## Technological solutions

Technological solutions such as firewalls and antivirus software are essential for protecting against threats.



# Guidelines for safe use of social networks

Follow key guidelines for protecting personal data

## Privacy Policy

Always check and adjust the privacy settings on your profiles.

## Limit the information you share

Only share information that is strictly necessary, and be careful when posting personal information.

## Avoid unknown links

Never click on links from unknown sources, as they may lead to malicious software.

## Regularly update your passwords

Use strong and unique passwords and change them regularly for added protection of your accounts.

## Learn about threats

Learn about the different types of online threats and how to avoid them to protect your digital presence.

# Tips for protecting personal data in the digital world

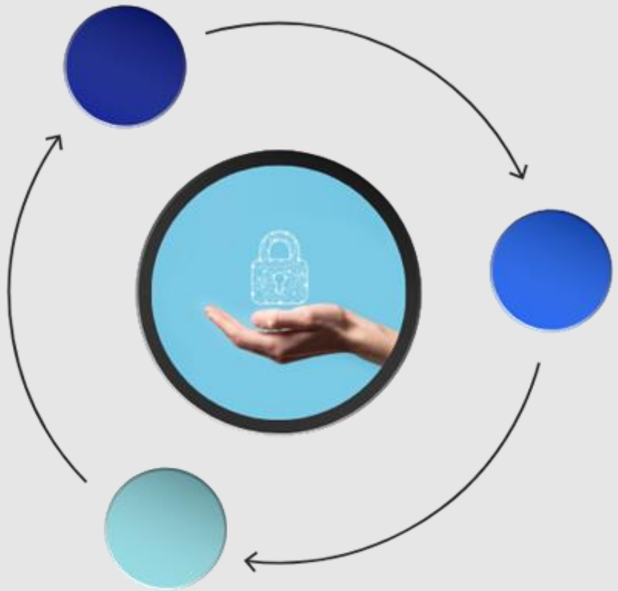
Effective steps to protect your personal data online and on social networks

### Use **strong passwords**

Strong passwords are essential for protecting your accounts from unauthorized access. Use a combination of letters, numbers, and symbols.

### Regularly **update your privacy settings**

Privacy settings allow you to control who can see your information and how it is used. Review and update them regularly.

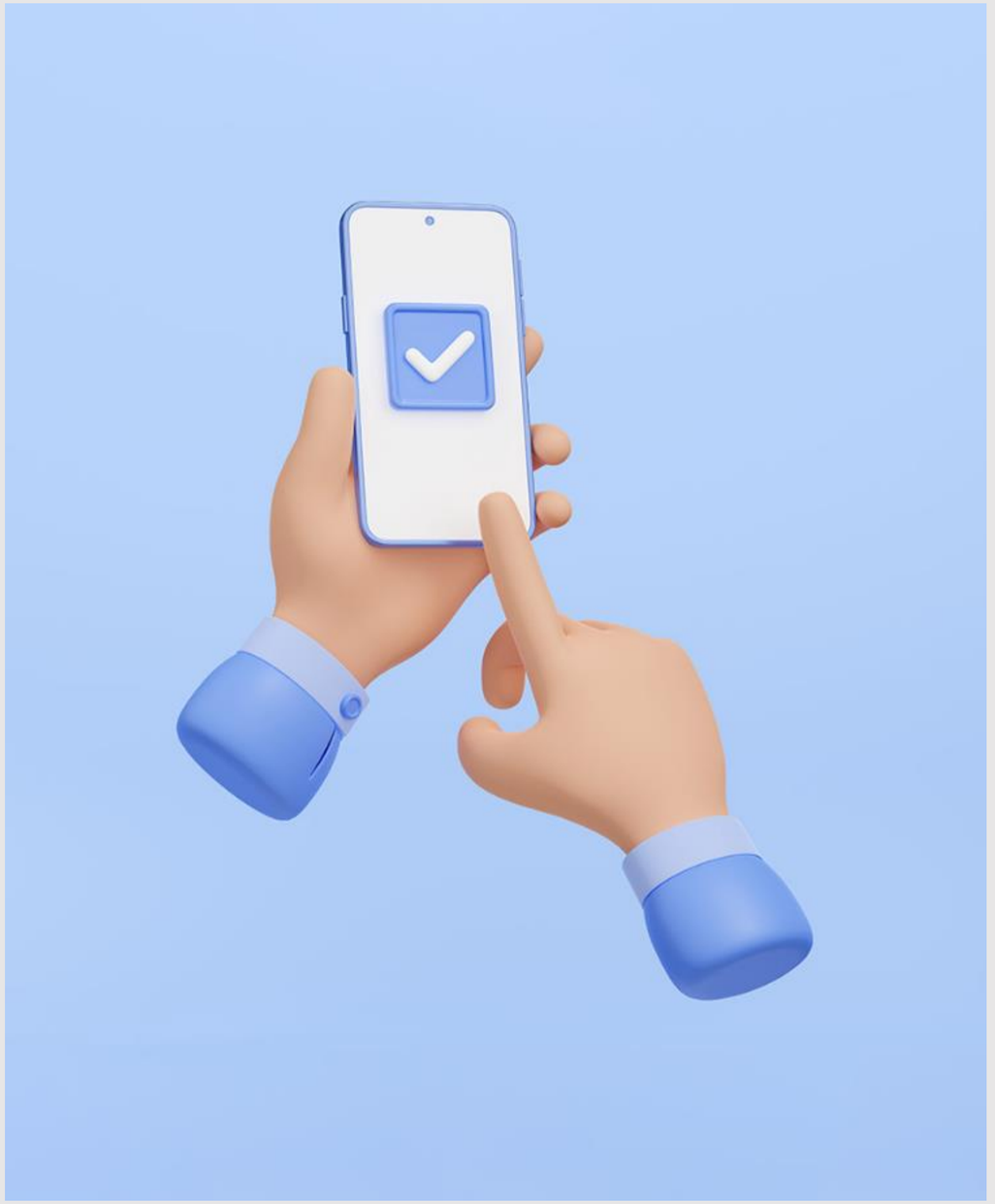


### Implement **two-factor authentication**

Two-factor verification adds an extra layer of protection, meaning you have to confirm your identity with an additional step.

# Start with online security

Protect your privacy and security



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# ACTIVE CITIZENSHIP IN MODERN SOCIETY

#ROMIN

LJUDSKA UNIVERZA LENDAVA
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# INTRODUCTION TO ACTIVE CITIZENSHIP

## ACTIVE CITIZENSHIP REQUIRES THE ENGAGEMENT OF INDIVIDUALS.

Individuals must actively participate in political processes in order to influence decisions that affect them.

## THE PASSIVITY OF THE PEOPLE HINDERS DEMOCRATIC PROCESSES.

Many people remain passive, which reduces the effectiveness of democracy.

## PROMOTING ACTIVE INCLUSION IS CRUCIAL.

Active action is needed to improve social affairs and processes.

# THE IMPORTANCE OF CITIZEN PARTICIPATION

## THE ACTIVE PARTICIPATION OF INDIVIDUALS IS CRUCIAL FOR THE FUNCTIONING OF DEMOCRACY.

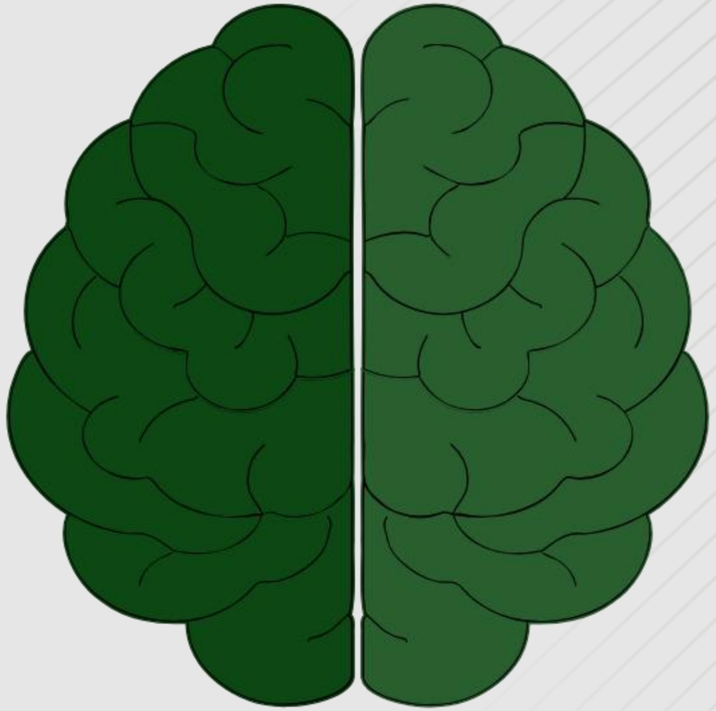
Without the participation of the people, it is difficult to speak of the true power of the people.

# THEORETICAL FRAMEWORKS OF ACTIVE CITIZENSHIP

T. H. MARSHALL DIVIDED CIVIL RIGHTS INTO THREE GROUPS: CIVIL, POLITICAL, AND SOCIAL RIGHTS.

1

This division of rights is crucial to understanding the dimensions of active citizenship.



T. H. MARSHALL DIVIDED CIVIL RIGHTS INTO THREE GROUPS: CIVIL, POLITICAL AND SOCIAL RIGHTS.

2

This division of rights is crucial to understanding the dimensions of active citizenship.

# CONTRIBUTION BY T. H. MARSHALL

Civil rights: the right to personal liberty, freedom of speech, etc.

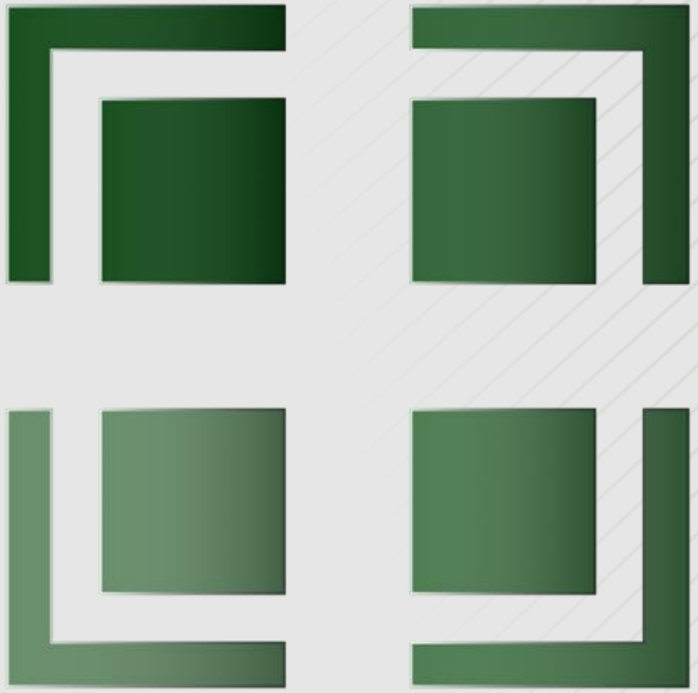
Political rights: the right to vote and influence decisions.

Social rights: equal access to health care and education.

# DIMENSIONS OF ACTIVE CITIZENSHIP

Participation in political life.

Civil Society Participation.



Values related to democracy and human rights.

Community participation.

# THE ROLE OF EDUCATION FOR ACTIVE CITIZENSHIP

## EDUCATION IS KEY TO THE DEVELOPMENT OF KNOWLEDGE AND VALUES.

The importance of education in promoting active citizenship and democratic values.

## COMPETENCIES FOR ACTIVE CITIZENSHIP.

Developing the skills and abilities necessary to participate in society.

## THE COUNCIL OF EUROPE FOCUSES ON EDUCATION FOR DEMOCRATIC CITIZENSHIP.

Initiatives and programs that support education in democratic values.

# COUNCIL OF EUROPE INITIATIVES

## IN 1997, THE COUNCIL OF EUROPE ESTABLISHED THE EDUCATION FOR DEMOCRATIC CITIZENSHIP PROGRAMME.

This programme encourages the active engagement of citizens in democratic processes.

# EUROPEAN UNION INITIATIVES

## THE EUROPEAN UNION IMPLEMENTS A NUMBER OF POLICIES AND STRATEGIES.

These policies and strategies promote active citizenship.

## THE IMPORTANCE OF DEMOCRATIC ACTION.

Awareness of the importance of democratic functioning is crucial for active citizenship.

# PROGRAMMES SUPPORTING ACTIVE CITIZENSHIP

## CITIZENS, EQUALITY, RIGHTS AND VALUES (CERV).

1

The CERV programme focuses on promoting active citizenship and protecting the rights of individuals.

## ERASMUS+ PROGRAMME.

2

Erasmus+ facilitates the exchange and mobility of students and young people, contributing to active citizenship.

# OVERVIEW OF THE CERV PROGRAM

## THE CERV PROGRAMME AIMS TO PROTECT AND PROMOTE RIGHTS AND VALUES.

The programme focuses on the EU's core values, which include the rights of all citizens.

## SUPPORT FOR CIVIL SOCIETY.

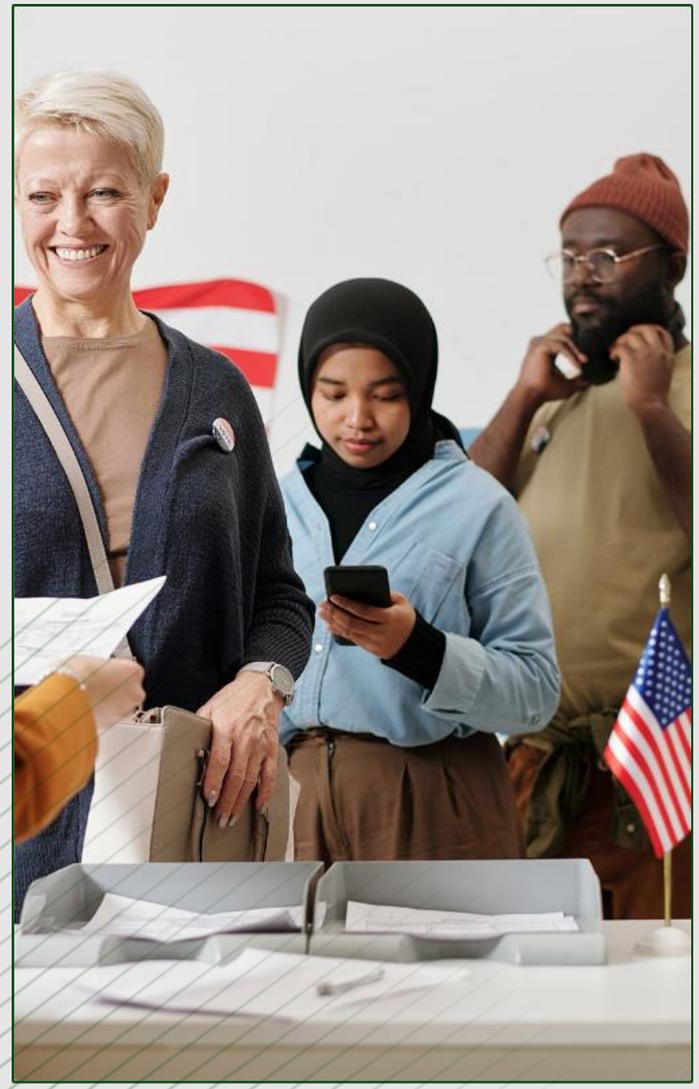
The programme enables and encourages the active participation of civil society in decision-making processes.

# ERASMUS+ OVERVIEW

## THE ERASMUS+ PROGRAMME SUPPORTS MOBILITY AND INTERNATIONAL PARTNERSHIPS.

This contributes to personal development and improves the quality of education.

# CRITICISMS OF ACTIVE CITIZENSHIP PROGRAMS



1

## CRITICIZE EU INSTITUTIONS.

There is an opinion that the EU institutions have a limited understanding of active citizenship.

# CONCLUSION AND FUTURE PERSPECTIVES

1

THE IMPORTANCE OF RECOGNIZING ACTIVE CITIZENSHIP.

Active citizenship is essential for the functioning of democratic societies.

2

DIFFERENT DIMENSIONS OF ACTIVE CITIZENSHIP.

Active citizenship encompasses various aspects that need to be taken into account.

3

SUPPORT FOR EDUCATIONAL PROGRAMS.

Educational programs are supposed to support an understanding of active citizenship.

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# CITIZENSHIP OF THE EUROPEAN UNION

#ROMIN

LJUDSKA UNIVERZA LENDAVA
NÉPI EGYETEM LENDVA

# INTRODUCTION TO EU CITIZENSHIP

This citizenship offers a special status and rights enjoyed by EU citizens.

## EUROPEAN UNION CITIZENSHIP IS THE RESULT OF EUROPEAN INTEGRATION PROCESSES.

## EU CITIZENSHIP GUARANTEES RIGHTS RELATED TO MOBILITY.

Citizens can travel, work, and live freely in other EU member states.

EU citizens have the right to vote and stand for election at local and European level.

## EU CITIZENSHIP INCLUDES THE RIGHT TO PARTICIPATE IN DEMOCRATIC PROCESSES.

# DEVELOPMENT OF THE IDEA OF EUROPEAN CITIZENSHIP

## THE MAASTRICHT TREATY AS A TURNING POINT (1993).

This Treaty laid the foundations for the development of European citizenship and the introduction of new rights for EU citizens.

## WINSTON CHURCHILL AND THE IDEA OF EUROPEAN IDENTITY.

Churchill was one of the first advocates of the idea of a united Europe, which laid the foundations for thinking about European identity.

## REJECTION OF NATIONALISM AFTER WORLD WAR II.

After the war, there was a growing awareness in Europe of the need for integration and a common identity, which influenced the idea of European citizenship.

# IMPORTANT DOCUMENTS AND EVENTS

## PARIS AGREEMENT (1951) - FREE MOVEMENT OF WORKERS.

This treaty laid the foundations for the free movement of workers within Member States.

## TINDEMANS REPORT (1975) - QUESTIONS OF EUROPEAN IDENTITY.

The report focuses on the development of European identity and cooperation between Member States.

## THE MAASTRICHT TREATY – INTRODUCTION OF EU CITIZENSHIP (1992).

This treaty brought a new dimension by introducing the concept of EU citizenship, which strengthened the rights and obligations of citizens.

# THE MAASTRICHT TREATY AND ITS SIGNIFICANCE

THE MAASTRICHT TREATY, SIGNED IN 1992, INTRODUCED THE LEGAL CONCEPT OF EU CITIZENSHIP.

This citizenship has become complementary to national citizenship.

IT BROUGHT NEW RIGHTS FOR EU CITIZENS.

These rights include freedom of movement and the right to participate in local elections.

# EU CITIZENS' RIGHTS

## RIGHT TO FREEDOM OF MOVEMENT

EU citizens have the right to travel and move between Member States without restrictions..

## THE RIGHT TO VOTE AND BE ELECTED IN ELECTIONS

EU citizens can vote and stand as candidates in local and European elections in Member States.

## RIGHT TO CONSULAR PROTECTION

EU citizens have the right to protection from the consulates of other Member States when they are outside the EU.

# ACTIVE EU CITIZENSHIP

## ACTIVE EU CITIZENSHIP ENCOMPASSES POLITICAL RIGHTS.

These rights enable EU citizens to participate in political processes.

## PROTECTING THE RIGHTS OF EU CITIZENS.

Active citizenship ensures the protection of individual rights.

## PARTICIPATION IN POLITICAL PROCESSES AT EU LEVEL.

EU citizens can actively participate in shaping EU policies.

# EUROPEAN CITIZENS' INITIATIVE

## THE EUROPEAN CITIZENS' INITIATIVE ENABLES ONE MILLION EUROPEAN CITIZENS TO

call on the Commission to propose a legal act to implement the EU Treaties.

# RIGHT OF PETITION

## ALL EU CITIZENS HAVE THE RIGHT TO ADDRESS A PETITION TO THE EUROPEAN PARLIAMENT.

This means that EU citizens can address their complaints or requests directly to the institution responsible for deciding on matters concerning the EU.

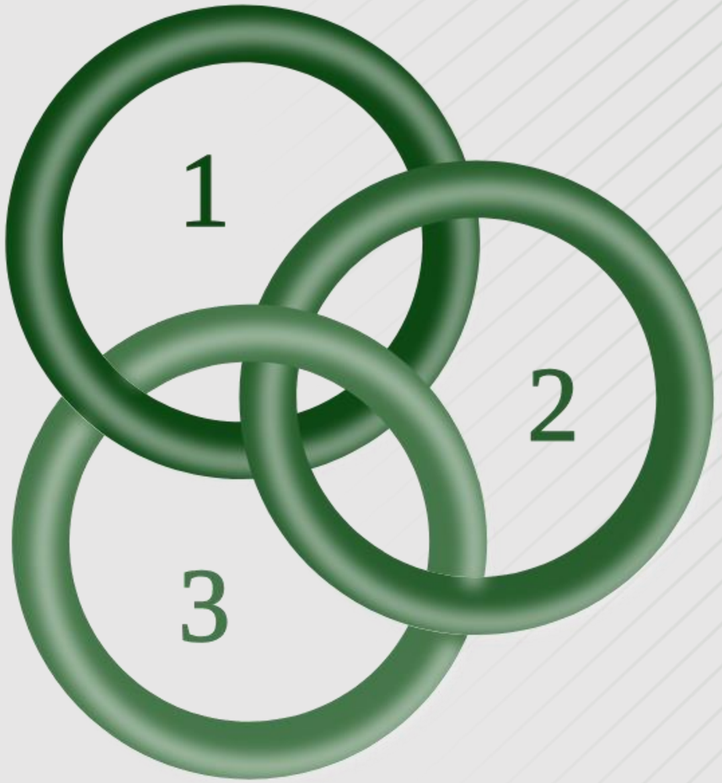
## PETITIONS MAY CONTAIN COMPLAINTS OR REQUESTS.

Citizens can request changes or express dissatisfaction with specific issues that fall within the EU's remit.

# ROLE OF THE EUROPEAN OMBUDSMAN

## EUROPEAN OMBUDSMAN MONITORS VIOLATIONS OF RIGHTS AND FREEDOMS.

It emphasizes the importance of protecting human rights in the European Union.




## IMPROVES THE PROTECTION OF EU CITIZENS.

It ensures that EU citizens' rights are protected against irregularities.

## DIRECT ACTION AGAINST IRREGULARITIES IN EU INSTITUTIONS.

The Ombudsman acts as a mediator in resolving citizens' problems with EU institutions.

# THE DEVELOPMENT OF EU CITIZENSHIP AFTER THE MAASTRICHT TREATY

## JUDGMENTS OF THE COURT OF JUSTICE OF THE EUROPEAN UNION - EXTENSION OF RIGHTS

The Court of Justice of the European Union has, through its decisions, extended the scope of rights linked to EU citizenship.

## AMSTERDAM TREATY (1997) - STRENGTHENING RIGHTS.

This agreement has brought about significant improvements in the rights of EU citizens.

## LISBON TREATY (2007) - RIGHT OF CITIZENS TO INITIATIVE.

The Treaty of Lisbon introduced the right of citizens to propose legislative acts.

# RIGHTS AND OPPORTUNITIES OF ACTIVE CITIZENSHIP

THE RIGHT TO VOTE AND BE ELECTED.

This right allows EU citizens to participate in the democratic processes of their countries and in the European Parliament.

POSSIBILITY OF ADDRESSING PETITIONS.

Citizens can address petitions to the European Parliament, which encourages participation and the expression of opinions.

ABUSE PROTECTION.

Existing rights ensure the protection of citizens against abuse and discrimination.

# IZKUŠNJE DRŽAVLJANOV EU

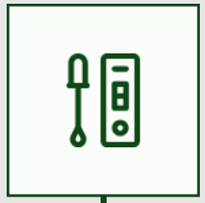
1 **VEČINA DRŽAVLJANOV EU POZNA SVOJE PRAVICE.**

Kljub splošnemu poznavanju pravic, se zdi, da obstajajo pomanjkljivosti v dostopnosti informacij.

2 **MENIJO, DA JE TREBA ŠE VELIKO STORITI NA PODROČJU ZAGOTAVLJANJA INFORMACIJ O TEH PRAVICAH.**

Državljani opozarjajo na potrebo po izboljšanju dostopnosti in jasnosti informacij o njihovih pravicah.

# PANDEMIJA COVID-19 IN DRŽAVLJANSTVO EU



## PANDEMIJA COVID-19 JE VPLIVALA NA PRAVICE DRŽAVLJANOV EU.

Pandemija je razkrila ranljivosti in izzive v okviru pravic, ki izhajajo iz državljanstva EU.

## DRŽAVLJANSTVO EU NI SAMOUMEVEN KONCEPT.

Pandemija je pokazala, da so pravice, povezane z državljanstvom, lahko podvržene preizkušnjam.

# GUIDELINES FOR THE FUTURE

1

## STRENGTHENING DEMOCRATIC PARTICIPATION.

This includes increasing citizens' engagement in political processes.

2

## PROMOTING FREEDOM OF MOVEMENT.

The right to free movement is key to a united EU.

3

## PROTECTING EU CITIZENS IN TIMES OF CRISIS.

This refers to the rights and protection of citizens during emergencies.

# IMPROVING VOTER TURNOUT

## VOTER TURNOUT IN EUROPEAN PARLIAMENT ELECTIONS IS OFTEN LOWER THAN IN NATIONAL ELECTIONS.

This decline in voter turnout poses a challenge to democratic participation in the EU.

# WOMEN'S PARTICIPATION IN POLITICS

1

## WOMEN ARE UNDERREPRESENTED IN POLITICS.

This means that their representation in political structures is lower than expected.

2

## ADDITIONAL MEASURES ARE NEEDED TO PROMOTE WOMEN'S PARTICIPATION.

The action includes various strategies that could increase the number of women in political positions.

# PROMOTING CITIZEN PARTICIPATION

## THE EUROPEAN COMMISSION IS PLANNING PROJECTS TO PROMOTE INDEPENDENT ELECTION OBSERVATION.

These projects aim to increase public confidence in electoral processes.

# CONCLUSION

1

## EU CITIZENSHIP IS KEY TO THE INTEGRATION OF CITIZENS.

It gives citizens more rights and opportunities within the EU.

2

## IT IS NECESSARY TO FURTHER DEVELOP CITIZENS' RIGHTS.

The rights of EU citizens must be adapted to new challenges and needs.

3

## PROTECTING CIVIL RIGHTS IS ESSENTIAL.

Ensuring security and protecting rights is a fundamental task of the EU.

Co-funded by the European Union

# MENTORING IN PRACTICE: HOW TO GUIDE AND INSPIRE YOUNG ROMA

#ROMA INFLUENCERS

LJUDSKA UNIVERZA LENDAVA
NÉPI EGYETEM LENDVA

# FORMULATE A DEFINITION OF MENTORING.

# WHAT QUALITIES SHOULD A GOOD MENTOR HAVE?

# MENTORING

is a relationship in which a more experienced person (mentor) provides support, advice, and guidance to a less experienced person with the aim of helping them develop and progress.

# KEY FEATURES OF MENTOR

## #1 EMPATHY

Understanding and compassion for challenges.

## #2 EXPERIENCE AND KNOWLEDGE

Possession of relevant knowledge and experience that is useful.

## #3 COMMUNICATION SKILLS

Clear and open communication.

## #4 INSPIRATION AND MOTIVATION

Ability to encourage and motivate.

## #5 RELIABILITY

Consistency and reliability in fulfilling promises.

# MENTOR IN ACTION

IN SMALLER GROUPS, DISCUSS WHAT ROLE THE MENTOR PLAYS IN EACH CASE.

# #EXAMPLE I

## TEŽAVE PRI ŠOLANJU

Mlada Rominja, ki je nedavno začela obiskovati srednjo šolo, se sooča z velikimi težavami pri učenju in pogosto zamudi na pouk. Ima občutek, da je njen trud brezploden in se počuti, da ne pripada šoli.

# #EXAMPLE 2

## ISKANJE ZAPOSLITVE

Mladi Rom, ki je končal srednjo šolo, išče prvo zaposlitev. Ima omejene izkušnje, nizko samozavest in ne ve, kako sestaviti življenjepis ali se pripraviti na razgovor za službo.

# #EXAMPLE 3

## OSEBNE TEŽAVE IN DRUŽINSKI IZZIVI

Mlad Rom se sooča z osebno krizo zaradi težav v družini, kar vpliva na njegovo čustveno stanje in motivacijo za šolanje in druge obveznosti.

# HOW TO APPROACH INDIVIDUAL CHALLENGES? WHAT SKILLS SHOULD A MENTOR HAVE?

# # CASE STUDY I

## PROBLEMS WITH SCHOOLING

A young Roma girl who recently started attending secondary school is facing significant learning difficulties and frequently misses classes. She feels that her efforts are futile and that she does not belong at school.

MENTOR'S TASK: Help develop strategies to improve organization, seek appropriate assistance from teachers, and increase self-confidence in her learning. The mentor should encourage her to discuss how she feels and what might help her.

# #CASE STUDY 2

## LOOKING FOR A JOB

A young Roma who has finished high school is looking for his first job. He has limited experience, low self-confidence, and does not know how to write a resume or prepare for a job interview.

MENTOR'S TASK: Help prepare resumes and job applications, provide mock job interviews, and advise on how to prepare for interviews. Emphasize the importance of positive thinking and persistence in finding employment.

# #CASE STUDY 3

## PERSONAL ISSUES AND FAMILY CHALLENGES

A young Roma man is facing a personal crisis due to family problems, which are affecting his emotional state and motivation to attend school and fulfill other obligations.

MENTOR'S TASK: Provide emotional support and strategies for managing stress and improving communication with family members. Encourage him to seek additional sources of support, such as counselors or community support groups.

# # ROLE OF MENTORS

## # SUPPORT AND ADVICE

- *Emotional support*: Mentors provide mentees with emotional support, which helps them overcome stressful situations and manage emotional challenges.
- *Advice and guidance*: Mentors offer practical advice and guidance on educational and career paths, helping mentees make informed decisions.

# #ROLE OF MENTORS

2

## # DEVELOPMENT OF SKILLS AND COMPETENCES

- *Practical assistance*: Mentors help develop specific skills such as writing a resume, preparing for interviews, finding employment, and developing personal projects.
- *Connecting with resources:* Mentors help mentees access resources and opportunities that may otherwise be unavailable or difficult to access.

# #ROLE OF MENTORS

## # PROMOTING GROWTH AND DEVELOPMENT

- *Goal setting*: Mentors help mentees set and achieve personal and professional goals.
- *Motivation and encouragement*: Mentors encourage mentees to persevere and progress despite the challenges they face.

# HOW TO BECOME A MENTOR: WHAT WORKS AND WHAT DOESN'T?

# ARE YOU FAMILIAR WITH ANY MENTORING SYSTEMS?

## #IT WORKS

- Understanding and adapting to the mentee's needs (an individualized approach leads to better results).
- Regular communication (helps maintain the relationship and monitor progress).
- Encouraging independence (encouraging mentees to think and make decisions independently strengthens their skills and self-confidence).
- Cultural sensitivity (understanding the cultural values, traditions, and challenges of the Roma community—understanding the context in which your mentees live is key to effective mentoring).
- Aligning expectations (clarify your expectations of the mentoring relationship and discuss what the mentee expects from you).

## #DOESN'T WORK

- Failure to take cultural differences into account.
- A dominant approach (an authoritarian approach that does not take the mentee's opinions into account can lead to conflicts and reduce the effectiveness of mentoring).
- Directly critical approach (a lack of sensitivity to the mentee's feelings when giving criticism can cause resistance and reduce self-confidence).
- Lack of long-term support (this is not a short-term project; support must be ongoing).

# CONSIDER MOMENTS IN YOUR LIFE WHEN YOU COULD HAVE USED A MENTOR IN THE PAST; HOW COULD THAT PERSON HAVE HELPED YOU?

# COMPETENCIES FOR EFFECTIVE TEAM LEADERSHIP

# LEADERSHIP BY EXAMPLE

A leader is a role model, so it is important that they demonstrate what they expect from team members through their behavior, actions, and decisions.

*Integrity*: A leader who acts in accordance with their values and principles will inspire trust and respect among team members.

*Consistency*: A leader must be consistent in their decisions and actions, which contributes to creating a predictable and stable environment.

*Leading with respect*: Respecting and taking into account the opinions, needs, and values of group members is key to successful leadership in the Roma community.

*Inclusive approach*: Encouraging group members to contribute to decision-making processes strengthens their sense of belonging and responsibility.

# ORGANIZATIONAL SKILLS

*Planning*: Effective planning of activities, assigning tasks, and setting priorities.

*Coordination*: Ability to coordinate work among team members and ensure that everyone is working together toward a common goal.

# CONFLICT RESOLUTION

*Identifying the causes of conflict*: Understanding the roots of conflicts, which may stem from cultural, social, or personal differences.

*Mediation*: Using mediation techniques to resolve disagreements in a way that preserves relationships within the group and respects cultural differences.

# DECISION-MAKING

*Collective decision-making:* Encouraging group members to participate in decision-making, which strengthens their motivation.

*Pragmatism:* Taking practical considerations and constraints into account when making decisions, especially in specific cultural contexts.

# # MOTIVATION OF GROUP MEMBERS

*Recognizing and rewarding contributions:* Highlighting the positive contributions of team members and rewarding them, which increases their motivation.

*Personal growth:* Encouraging members to learn and develop personally and providing them with opportunities for advancement.

# GROUP LEADERSHIP SIMULATION

# TASK I: ORGANIZING A CULTURAL EVENT IN THE ROMA COMMUNITY

# GROUP LEADERSHIP SIMULATION
# TASK 2: CONFLICT RESOLUTION IN A ROMA COMMUNITY: DISAGREEMENT BETWEEN YOUNG ROMA AND OTHER COMMUNITY MEMBERS OVER THE USE OF A SPORTS FIELD

# GROUP LEADERSHIP SIMULATION

# TASK I: ORGANIZING A CULTURAL EVENT IN THE ROMA COMMUNITY

DEVELOP A PLAN ON HOW TO INVOLVE MEMBERS OF THE ROMA COMMUNITY IN THE ORGANIZATION AND IMPLEMENTATION OF THE EVENT.

IDENTIFY KEY PEOPLE IN THE ROMA COMMUNITY WITH WHOM IT IS NECESSARY TO COOPERATE.

PREPARE A PLAN TO ADDRESS POTENTIAL CHALLENGES, SUCH AS MISTRUST OR LACK OF RESOURCES.

# GROUP LEADERSHIP SIMULATION
# TASK 2: CONFLICT RESOLUTION IN A ROMA COMMUNITY: DISAGREEMENT BETWEEN YOUNG ROMA AND OTHER COMMUNITY MEMBERS OVER THE USE OF A SPORTS FIELD

APPOINT A LEADER TO GUIDE THE DISCUSSION AND SEARCH FOR SOLUTIONS.

ANALYZE THE SITUATION AND IDENTIFY THE CAUSES OF THE CONFLICT.

PREPARE A STRATEGY FOR CONFLICT MEDIATION AND RESOLUTION THAT INCLUDES NEGOTIATION, MEDIATION, AND THE INVOLVEMENT OF ALL AFFECTED PARTIES.

DEVELOP A PLAN FOR THE LONG-TERM PREVENTION OF SIMILAR CONFLICTS, INCLUDING THE ESTABLISHMENT OF DIALOGUE AND COOPERATION.

# Self-esteem questionnaire

Please rate how much you agree with the following statements. Circle the number that best describes your opinion.

Scale:
1 - do not agree at all
2 - strongly disagree
3 - neither agree nor disagree
4 - more agree
5 - strongly agree

1. I feel like a worthy person, the same as others.

2. I am generally satisfied with myself.

3. Sometimes I think I'm a real loser. (reversed)

4. I have the feeling that I have many good qualities.

5. I can do things as well as most people.

6. Sometimes I feel that I am not as good as I should be. (reversed)

7. I respect myself.

8. I would prefer to have more respect for myself (reversed)

9. In general, I tend to think I am a failure (reversed)

10. I have a positive attitude towards myself.

### Instructions for evaluation

For inverted statements (marked as 'inverted'), we reverse the values:
1⇌ 5, 2⇌ 4, 3 remains the same.

Add up the scores of all the statements. A higher score means a higher self-esteem.

Interpretation of results (approximately):
- 40-50 points: very high self-esteem
- 30-39 points: healthy self-esteem

- 20-29 points: low self-esteem
- less than 20 points: support or discussion with a mentor recommended

# SMART GOALS - Personal Development Plan

Use the table below to create your SMART goal. It is important that your goal is clear, achievable and focused on a concrete result. This plan will help you stay focused and track your progress.

| | |
|---|---|
| S - Specific | What exactly do I want to achieve? What do I want to do?<br><br>_____ |
| M - Measurable | How will I know that I have achieved my goal? What are the indicators of success?<br><br>_____ |
| A - Achievable | Is the goal realistic and achievable? Do I have the necessary resources?<br><br>_____ |
| R - Relevant | Why is this goal important to me? How does it fit with my values?<br><br>_____ |
| T - Time-bound | By when do I want to achieve this goal? What are the milestones?<br><br>_____ |
| MY SMART GOAL | Write down here the finalised goal, including all SMART elements.<br><br>_____ |