



# YOUTH ACTION TOOLKIT



01.01.2026 - 17.05.26

2025-3-DE04-KA153-YOU-000373441



## YA-CSI

Create • Share • Inspire

*The voice of young Roma*







Funded by  
the European Union

**The project aims to develop innovative and creative methods in youth work to foster social inclusion, combat antigypsyism support mental well-being**




## SPECIFIC OBJECTIVES

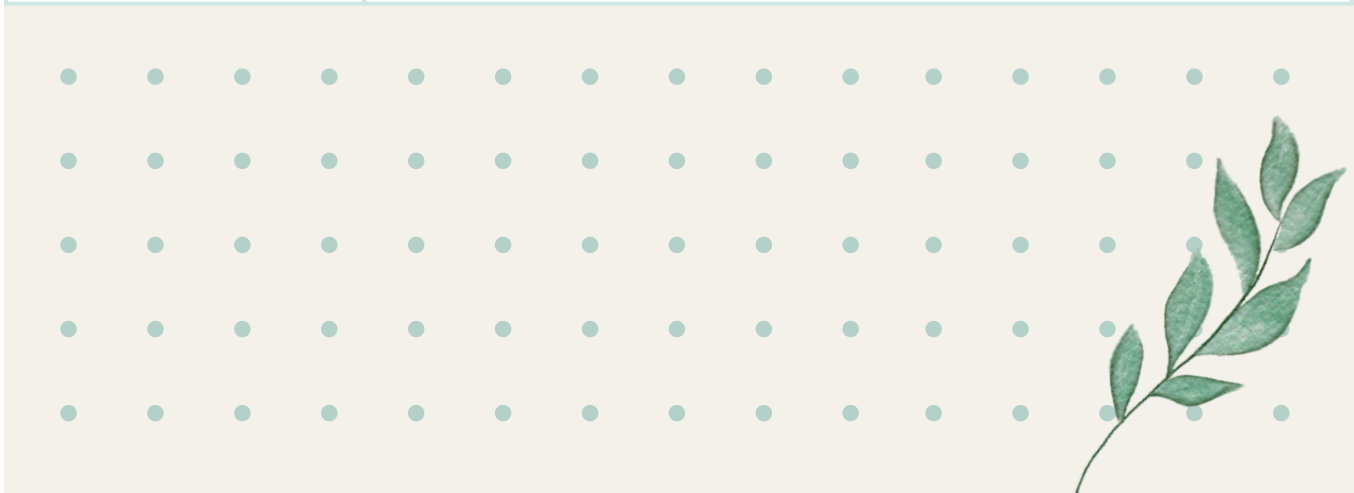
- Provide training and workshops in the field of creative youth work, digital practices and public actions.
- Develop competences in using artistic and creative methods (theatre, music, digital media, flash mob) as tools for promoting social inclusion and the fight against anti-gypsyism;
- Encourage young Roma to take a leading role in creating public actions and initiatives.
- Using creative and cultural activities as a means to reduce anxiety, depression and violence/bullying.
- Creating platforms for the exchange of experiences, positive and negative practices between young Roma and non-Roma at local, national and international levels. Developing advocacy tools that promote tolerance, respect and understanding between communities.

# Partner Organisations

<p>North Macedonia</p> 	<p>The Regional Roma Educational Youth Association is an independent youth organization active in the Republic of Macedonia. Focused on youth empowerment and mobilization through creativity, trainings, and campaigns. Our vision for young people is for them to become promoters of positive values and active participants in social events. Our mission focuses on affirming and promoting opportunities for personal development and integration. Our members organize and implement activities, lead campaigns, and are fully dedicated to encouraging positive values among young Roma and non-Roma people. We believe in young people, and they are motivated and confident in carrying out the responsibilities entrusted to them.</p>
<p>Germany</p> 	<p>Amaro Foro is a Berlin-based intercultural youth organization made up of Roma and non-Roma young people. Their youth work focuses on empowering young Roma through education, youth clubs, workshops, cultural exchange programs, and social support services. It creates safe spaces where young people can explore their identity, build confidence, participate actively in society and organize international youth exchanges, leadership activities, and anti-discrimination projects aimed at fighting antigypsyism and promoting equality.</p>
<p>Italy</p> 	<p>The association "Inclusion Go" (I Go) is a young NGO located in the little town of Pignola in the hearth of Basilicata, south of Italy. The association was founded from a group of volunteers, local and EVS, that learned more about the value of the inclusion of young people through active participation in local and European communities.</p>
<p>Spain</p> 	<p>Arrabal-AID is an asotiation situated in Málaga, Spain. For over three decades, they have been working to defend the rights of all people and to generate real employment opportunities, especially for those in situations of social vulnerability, developing projects and programs to improve people's quality of life.</p>

# Partner Organisations

<p><b>Türkiye</b></p> 	<p>The core mission of Kargenç Club is to empower youth and foster active citizenship, intercultural dialogue, and healthy lifestyles by utilizing sports, environmental awareness, and non-formal education as tools. In line with this vision, the club aims to promote the social integration of disadvantaged groups, enhance environmental sustainability by supporting climate action, and strengthen intergenerational bonds by bringing families together through sports.</p>
<p><b>Serbia</b></p> 	<p>Point of View is an organization based in Belgrade that provides young people with opportunities to participate in Erasmus+ projects, exchanges, and educational programs across Europe. Through its activities, it encourages young people to become more active, open to new experiences, and ready to contribute to society. Point of View gives young people a space to develop their skills, discover different cultures, and create new friendships and experiences.</p>
<p><b>Romania</b></p> 	<p>Asociația Alternativa Eco is a non-governmental organization (NGO) based in Timișoara, Romania, founded in 2020 by a group of passionate young people. The organization uses non-formal education to raise environmental awareness and foster active citizenship among youth. Through local workshops, sustainability campaigns, and international volunteering projects via the European Solidarity Corps, they actively promote green habits and community engagement.</p>



# TOPICS COVERED

## MENTAL HEALTH

The World Health Organization (WHO) defines mental health as “a state of mental well-being that enables individuals to cope with life’s stressors, develop their full potential, learn and work effectively, and contribute to the betterment of their community.”

It occurs through a complex process, which each person experiences differently, with varying degrees of difficulty and distress, and with social and clinical outcomes that can be very different. Throughout life, multiple individual, social, and structural factors can combine to influence our mental health. Individual psychological and biological factors, such as emotional skills, substance abuse, and genetics, can make people more vulnerable to mental health conditions.

### Why Mental Health Matters

Mental health affects how we think, feel, and act. It influences relationships, school, work, and life.

**Anxiety:** Anxiety is a natural response to stress, but too much of it can affect daily life. It may cause feelings of fear, nervousness, or constant overthinking. Many people experience anxiety before important events, exams, or major decisions.

**Eating Disorder:** Eating disorders are serious mental health conditions characterized by an unhealthy obsession with food. If left untreated, these disorders can cause life-threatening physical and emotional damage.

**Depression:**

- Feeling persistently sad, empty, or hopeless
- Losing interest or pleasure in activities you once enjoyed
- Having low energy, difficulty concentrating, or changes in sleep and appetite

**Empathy**



# ANTYGIPSISM

Antygipsism (antigypsyism or anti-Romani racism) is prejudice, discrimination and hostility directed at Roma, Sinti groups, manifesting as stereotypes, segregation, hate speech, profiling, forced evictions, unequal access to education, healthcare and housing, and violence.



Anti-Roma discrimination manifests itself through individual expressions and actions, as well as institutional policies and practices of marginalization, exclusion, physical violence, devaluation of Roma cultures and lifestyles, and hate speech directed against Roma, as well as against other individuals and groups perceived, stigmatized, or persecuted during the Nazi era, and still today, as "Gypsies."

This entails treating Roma as a supposed foreign group and associating them with a series of pejorative stereotypes and distorted images that represent a specific form of racism.

"Today's rhetoric against the **Roma** is very similar to the one used by Nazi Germany before World War II... This is **shameful** and **dangerous**."

— Thomas Hammarberg



---

# SOCIAL INCLUSION



Social inclusion is the process of creating a fair and supportive society where every person, regardless of their ethnicity, culture, religion, language, gender, age, disability, financial situation, or social background, feels accepted, respected, safe, and valued.

It means giving all people equal opportunities to participate fully in education, employment, healthcare, social activities, decision-making, and community life without facing discrimination, exclusion, or prejudice. Social inclusion encourages diversity, promotes understanding between different groups of people, and helps build stronger communities where everyone has a sense of belonging, dignity, and equal rights. By supporting social inclusion, societies become more united, peaceful, and successful because no one is left behind or treated unfairly due to their differences.



# PILLARS OF EXPRESSION

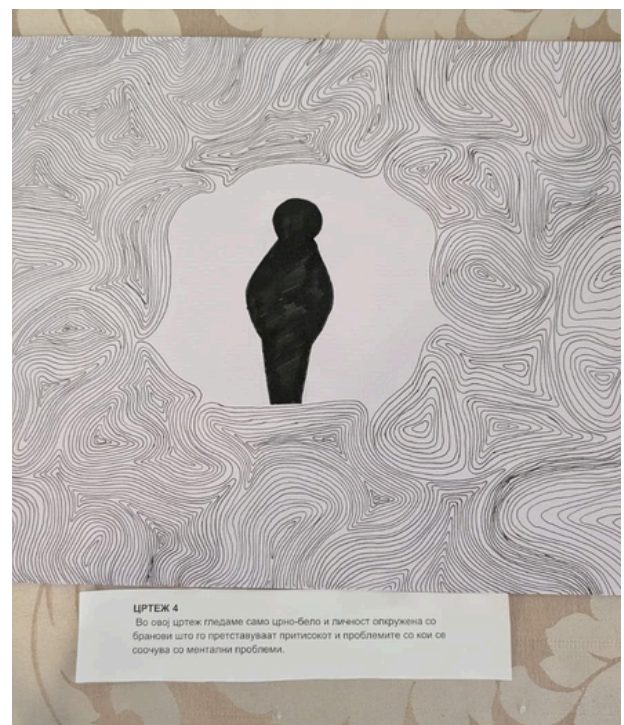
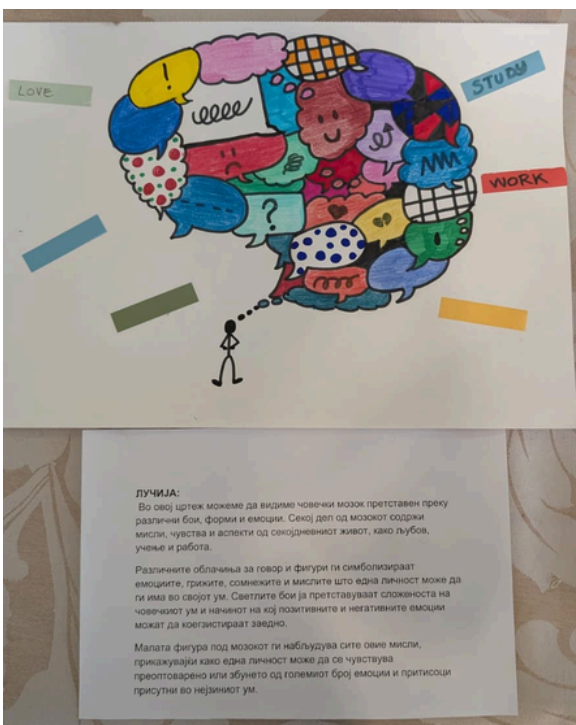
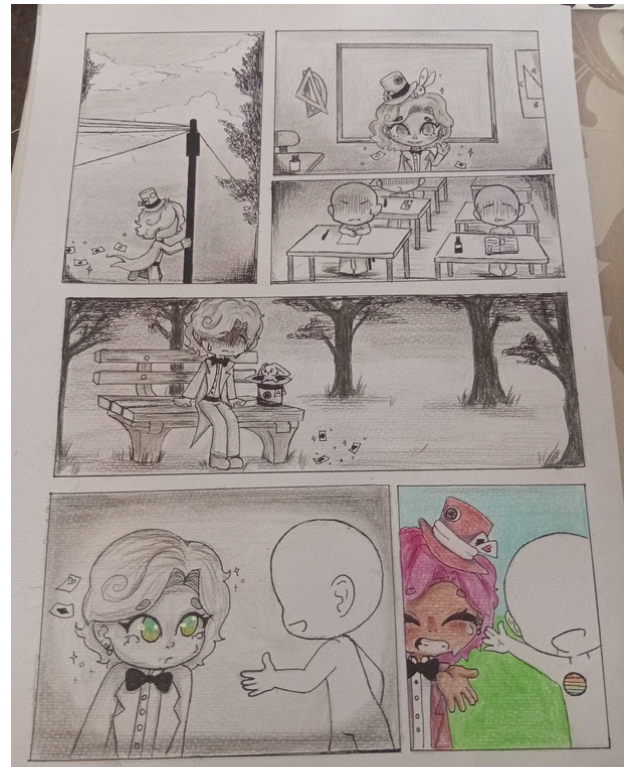
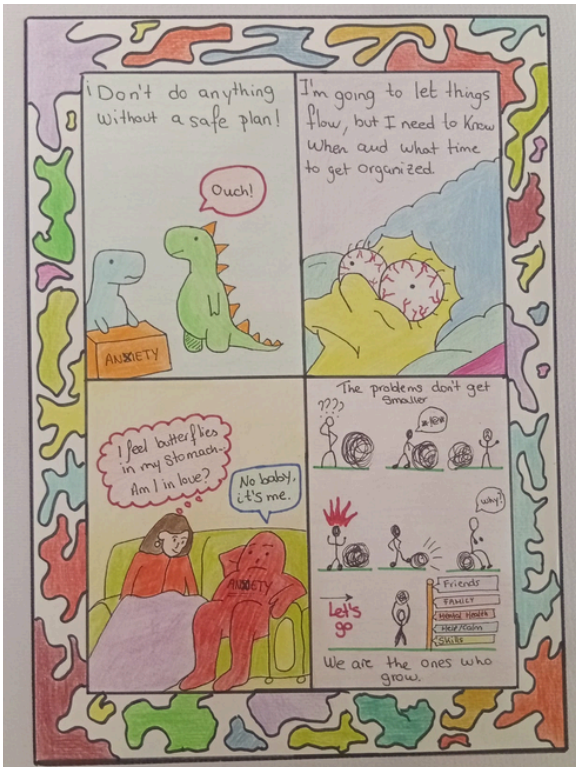
## WHAT IS THEATER?

Theater is one of the oldest and most profound forms of artistic expression. Throughout history, it has played a vital role in human culture, allowing people to communicate, entertain themselves, and explore the human condition in unique ways. It combines and incorporates diverse elements and components to create a unique experience for the audience. These fundamental components are essential for the creation and performance of a theatrical work.



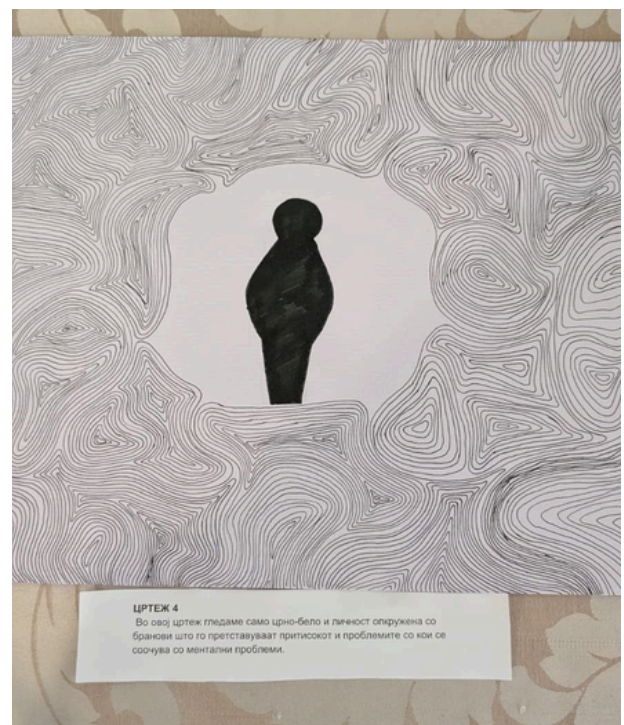
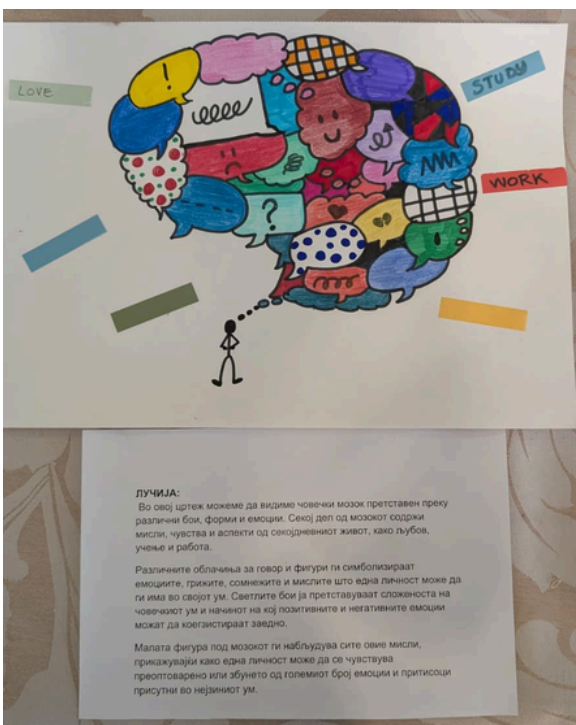
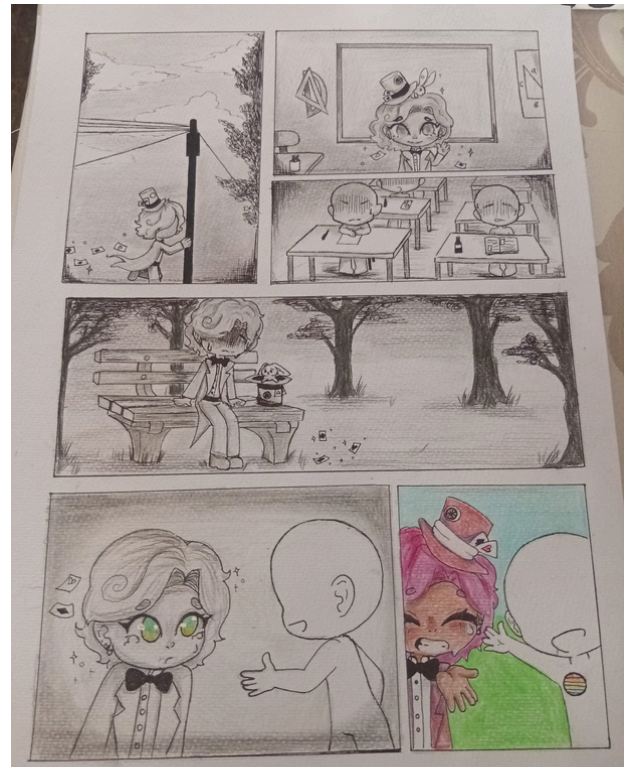
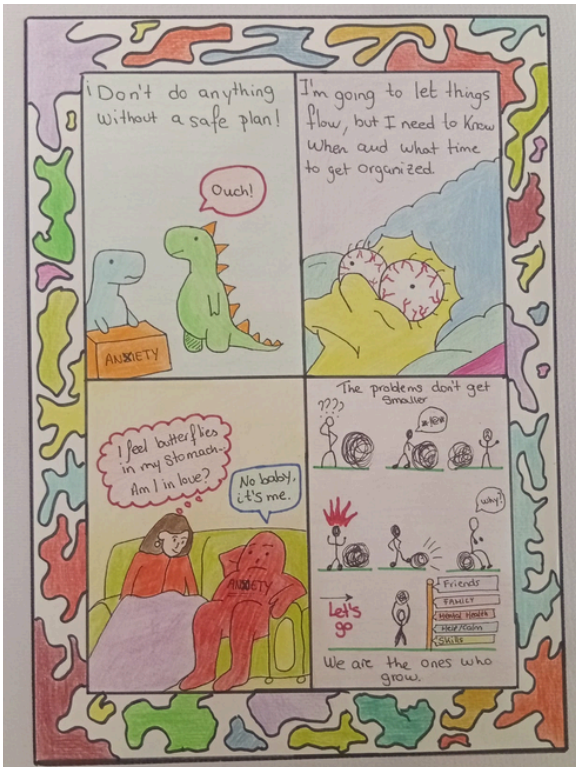
# WHAT IS ART?

Art comic uses visual storytelling and illustration to translate complex, sensitive, or abstract issues into accessible, engaging, and emotionally resonant graphic narratives. It serves as an empathetic communication tool rather than just entertainment.



# WHAT IS ART?

Art comic uses visual storytelling and illustration to translate complex, sensitive, or abstract issues into accessible, engaging, and emotionally resonant graphic narratives. It serves as an empathetic communication tool rather than just entertainment.



# WHAT IS MUSIC?

Music is the art of combining sounds, rhythm, melody, and harmony to express emotions, ideas, or create enjoyment. Music is also a universal language, since it allows us to express emotions, ways of thinking, and feelings that words alone might not fully convey; as the philosopher Aristotle once said, "Music expresses the movements of the soul." Music allows us to connect with people because it is linked to social, religious, economic, political, and historical factors that have shaped important events in the world and, in turn, in the lives of human beings.



# FLASH MOB

A flash mob is a group of people who assemble suddenly in a public place, perform a coordinated action; such as a dance for a brief period, and then quickly disappear. These gatherings are typically organized via social media, email, or other forms of digital communication. It uncovers a genuinely fascinating intersection of performance art, social media culture, and human connection that has reshaped how we think about public space.

# ENERGIZER

## HOWDY HOWDY

Participants stand in a circle. One person walks around the outside of the circle and taps someone on the shoulder. That person walks the opposite way around the circle, until the two people meet. They greet each other three times by name, in their own language. The two people then race back, continuing in opposite directions around the circle, to take the empty place. Whoever loses walks around the outside of the circle again and the game continues until everyone has had a turn.



## WHO IS THE LEADER?

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

# ENERGIZER

## WHO AM I?

Pin the name of a different famous person to each participant's back, so that they cannot see it. Then ask participants to walk around the room, asking each other questions about the identity of their famous person. The questions can only be answered by "yes" or "no". The game continues until everyone has figured out who they are.

## GROUP STATUES



Ask the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks. After a short while, shout out a word. The group must form themselves into statues that describe the word. For example, the facilitator shouts "peace". All the participants have to instantly adopt, without talking, poses that show what 'peace' means to them. Repeat the exercise several times.

## THE KING IS DEAD

Ask the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks. After a short while, shout out a word. The group must form themselves into statues that describe the word. For example, the facilitator shouts "peace". All the participants have to instantly adopt, without talking, poses that show what 'peace' means to them. Repeat the exercise several times.



# MENTAL HEALTH ACTIVITIES

## Wheel of Emotions and Thoughts



To help children recognize, name, and express their emotions and thoughts, and to develop emotional literacy and self-awareness.

**AGE** 6-18 years

**TIME** 20-30 minutes



An emotion wheel featuring various emotions (happy, sad, angry, scared, excited, confused, proud, etc.)  
Thought bubble cards  
Markers (optional)

### Steps:

#### Step 1: Choosing an Emotion

Each child looks at the wheel and selects the emotion that best describes how they are feeling right now or how they have felt throughout the day.

The child can:

- Name the emotion;
- Point to it on the wheel;
- Make a facial expression that represents that emotion.

#### Step 2: Sharing

The facilitator asks guiding questions such as:

"What made you feel that way?"

"When was the last time you felt like this?"

"Has anyone else ever felt the same way?"

Participants share only if they feel comfortable doing so.

#### Step 3: Thought Bubbles

Children are shown various thought bubbles, for example:

- "I can try again."
- "I made a mistake."
- "I need help."
- "I can do this."
- "I'm not sure what to do."

Each child chooses a thought bubble that best matches what they are thinking at that moment.

#### Step 4: Discussing Thoughts

The facilitator asks:

- Why did you choose this thought?
- How does this thought affect your feelings?
- Is there another thought that could help you right now?

Children can also create their own thoughts and write them down or say them out loud.

### Reflection:

At the end of the activity, each child shares:

- One emotion they recognized in themselves;
- One thought that helped them or was important to them.

## Hot Cocoa Breathing



To help young people to calm down during moments of intense emotion, stress, or anxiety through a simple mindful breathing technique.

**AGE** 14-30 years

**TIME** 5-10 minutes



No materials required (an image or a toy cup can be used as a prop if desired)

### Steps:

#### Step 1: Story Introduction

The facilitator tells the children:

"Imagine you are holding a mug of warm, delicious hot cocoa. It smells wonderful, but it is just a bit too hot to drink right away."

#### Step 2: Smelling the Cocoa

The children lift their imaginary mug and slowly inhale through their nose, as if smelling the cocoa.

The facilitator says:

"Inhale slowly and deeply to enjoy the delicious scent of the cocoa."

#### Step 3: Cooling the Cocoa

The children then gently exhale through their mouth, as if blowing on the cocoa to cool it down.

The facilitator says:

"Now, gently blow out to cool the cocoa down."

#### Step 4: Repetition

The exercise is repeated 3-5 times:

- Inhale through the nose - smell the cocoa.
- Exhale through the mouth - cool the cocoa.

The facilitator guides the pace using a calm and slow tone of voice.

### Reflection:

After finishing the exercise, ask the children:

- How do you feel right now?
- Does your body feel calmer?
- When else could you use this technique?

### Discussion:

Discuss situations where this technique can be helpful:


- When we are angry;
- When we are worried;
- When we are sad;
- When we are overexcited and cannot settle down;
- Before a test, a performance, or an important event.


# MENTAL HEALTH ACTIVITIES

## Grounding Game Through the Five Senses



To help children focus their attention on the present moment and cope with intense emotions, anxiety, or unpleasant thoughts by engaging their senses.

 6-18 years

 20-30 minutes

### Steps:

#### **Step 1: Introduction**

The facilitator explains to the children:

"Sometimes when we are upset, angry, or worried, our thoughts take us far away from the present moment. This game will help us reconnect with what is happening around us right now."

#### **Step 2: Exploring Through the Senses**

Children are asked to identify and name:

- 5 things they can see Example: a window, a chair, a book, a tree, a clock.
- 4 things they can touch / feel Example: their clothes, a table, their hair, the floor.
- 3 things they can hear Example: voices, the wind, a car, birds.
- 2 things they can smell Example: perfume, food, fresh air.
- 1 thing they can taste Example: the lingering taste of a drink, chewing gum, or simply the neutral taste in their mouth at that moment.

#### **Step 3: Sharing**

Children can share their answers with the group or in pairs.

The facilitator can ask:

- Was it easy or difficult to notice these things?
- How do you feel after this activity?
- What did you notice just now that you hadn't noticed before?


#### **Reflection:**


At the end of the exercise, each child can share a single word that describes how they feel.


## Mask of Emotions



To help participants creatively recognize and express their emotions, and to develop greater emotional awareness and connection within the group.

 14-30 years

 35-45 minutes

 Paper plates or mask templates, Markers, colored pencils, or paints, Elastic bands or string, Optional: stickers, glitter, fabric scraps, and other decorative materials

### Steps:

#### **Step 1: Introduction (5 minutes)**

Explain that each participant will create a mask representing an emotion they feel often, know well, or wish to explore.

#### **Step 2: Making the Mask (15-20 minutes)**

Participants choose an emotion and express it using colors, symbols, shapes, or facial expressions on their mask.

#### **Step 3: Sharing (10 minutes)**

Each participant displays their mask and shares:

- Which emotion does it represent?
- When do they usually feel this emotion?
- What does this emotion look or feel like?

Note: Sharing is completely voluntary.

#### **Reflection:**

Discussion questions:

- Why did you choose this specific emotion?
- How did you feel while creating the mask?
- What did you learn from looking at the masks of others?

#### **Variation:**

Participants can create a double-sided mask: one side showing the emotion they reveal to others, and the other side showing the emotion they usually keep to themselves. This allows for a deeper reflection on how we express and manage our feelings.

# MENTAL HEALTH ACTIVITIES

## My Battery



To help participants recognize how much energy and mental strength they have at the present moment.



6-18 years



15-20 minutes



A sheet of paper and colored pencils

### **Implementation:**

Participants draw a battery and color it in to represent their current energy levels (from 0% to 100%).

Afterward, they reflect on the following questions:

- What charges my battery?
- What drains my battery?
- What can I do to take better care of myself?

## My Safe Space



To develop techniques for calming down and coping with stress.



16 - 30



20 - 30 minutes



A sheet of paper and colored pencils

### **Implementation:**

Participants close their eyes and imagine a place where they feel completely safe, peaceful, and calm. Afterward, they draw this place and answer the following questions:

- What do I see there?
- What do I hear?
- How do I feel?

### **Reflection:**

A brief discussion on how participants can mentally revisit this safe space whenever they feel stressed, anxious, or overwhelmed.

## Letter to My Future Self



To foster hope, motivation, and a positive outlook.



14-30 years



35-45 minutes



Paper, envelope, pen, relax (emotional music)

### **Implementation:**

Participants write a letter addressed to themselves one year from now.

They can use the following guiding questions:

- What do I want to achieve?
- What do I want to remember?
- What message or advice do I want to give myself when times get tough?

The letters can be sealed, kept in a safe place, and opened at a later date.

## Tree of Strengths



To boost self-esteem and encourage the recognition of personal resources.



16 - 30



20 - 30 minutes



Paper and markers.

### **Implementation:**

Participants draw a tree, where each part represents a different aspect of their lives:

- Roots - the people who support me.
- Trunk - my core values.
- Branches - my skills, abilities, and talents.
- Leaves - my achievements and successes.


After completing their drawings, participants present their trees to the group.


# SOCIAL INCLUSION ACTIVITIES

## Bridges Instead of Walls



To foster understanding of similarities and differences among participants and to reduce prejudices.

 14-30 years

 60-90 minutes

 Flipchart, Markers Sticky notes

### Steps:

#### **Introduction (10 minutes)**

The facilitator asks a question:

"What connects us as humans, and what makes us different?"

Participants briefly share their ideas.

#### **Main Activity (30 minutes)**

Two posters are placed on the wall:

"Similarities"

"Differences"

Each participant writes on sticky notes:

3 things they consider important to themselves

3 things that make them unique

Then, they stick them onto the corresponding poster.

#### **Discussion (30 minutes)**

Questions:

Was there anything that surprised you?

How many of the things were shared/in common?

How can differences be an advantage?

#### **Reflection (10 minutes)**

Each participant shares one thing they learned about someone else.

Competences Developed:

Empathy

Communication


Intercultural understanding

Teamwork


## Take a Step Forward



To understand the different opportunities and barriers that people face in society.

 14-30 years

 60-90 minutes

 Cards with different roles/identities.

Examples:

- A young person with a disability
- A Roma girl
- A student from a rural area
- A young migrant
- A successful athlete
- An unemployed person

### Steps:

#### **Preparation**

Each participant receives a role card and reads it in silence.

#### **Activity (20 minutes)**

Participants stand in a straight line.

The facilitator reads a series of statements:

"I can easily find a job."

"I feel safe expressing my opinion."

"I have access to quality education."

"People rarely discriminate against me."

If participants believe their character could answer "yes," they take one step forward.

#### **Analysis (30 minutes)**

Questions:


- How did you feel in your role?
- Who was left behind and why?
- What can we do as a community to reduce these inequalities?


# SOCIAL INCLUSION ACTIVITIES


## Community Map



To identify inclusive and non-inclusive places within the local community.

 14-30 years

 60-90 minutes

 Large sheet of paper, Markers  
Sticky notes in different colors

### Steps:

#### Step 1

The group draws a map of their neighborhood or town.

#### Step 2

- Using green sticky notes, they mark places where everyone feels welcome.
- Examples: Youth center, park, library.
- Using red sticky notes, they mark places where barriers exist.
- Examples: Buildings inaccessible to people with disabilities, spaces where discrimination occurs.

#### Step 3

Participants work in groups to propose solutions.

### **Closing Discussion:**

- What can we realistically change?
- Who can help us?


### **Develops:**


- Active citizenship
- Local engagement
- Critical thinking

## Human Library



To reduce stereotypes through personal stories.

 16-30 years

 90-120 minutes

### **Preparation:**

Invite individuals with diverse life experiences to participate.

Examples:

- A person with a disability
- A member of an ethnic minority community
- A young entrepreneur from a rural area
- A returnee from abroad

These individuals will act as the "human books."

### **Implementation:**

Small groups of participants talk with each "book" for 15-20 minutes. They are encouraged to ask questions and listen to the personal experiences shared.

### **Reflection:**


- Which of your stereotypes changed today?
- What did you learn?


# SOCIAL INCLUSION ACTIVITIES

## Inclusion Challenge



To develop practical solutions for social inclusion.

 14-30 years

 60-90 minutes

### Steps:

#### Step 1: The Problem

Groups are assigned a specific challenge to address:

- How can the youth center become more accessible?
- How can we involve more young people from rural areas?
- How can we reduce hate speech among youth?

#### Step 2: Developing a Solution

The groups work together to create:

- A core idea / concept
- An action plan
- A budget
- A promotion strategy

#### Step 3: Presentation

Each group pitches and presents their solution to the rest of the participants.

#### Step 4: Voting

The most feasible and impactful idea is selected through a vote.


### Develops:


- Leadership
- Creativity
- Problem-solving
- Social responsibility

## Circle of Privilege



To foster awareness of privilege and societal barriers.

 16-30 years

 90-120 minutes

### Implementation:

Participants stand in a circle.

The facilitator reads out statements such as:

"I have access to the internet every day."

"I have never been discriminated against based on my appearance."

"My family was able to support me during my education."

Those who resonate with the statement take one step forward (towards the center of the circle).

### Debriefing:

The focus is not on guilt or comparison, but rather on understanding that people start from different positions in life.

Questions:

- What did you notice?
- How do these differences impact life opportunities?
- How can we create a fairer and more equitable environment?

### Tips for Youth Workers:


- Establish clear ground rules for respect and safe communication.
- Ensure that everyone has an opportunity to speak and share their thoughts.
- Avoid placing participants in a position where they must represent the entire group or community they belong to.
- Dedicate enough time to reflection - this is where the majority of the learning actually takes place.
- Adapt the activities to accommodate participants with different abilities and needs.


# ANTIGYPSYISM ACTIVITIES


## Fact or Stereotype?



To recognize stereotypes and prejudices towards the Roma community.

 14-30 years

 60-90 minutes

 Cards with statements, Flipchart

### **Preparation:**

Prepare cards with statements such as:

- "All Roma people live the same lifestyle."
- "Roma people have a rich culture and diverse traditions."
- "Roma people do not want to get an education."
- "Many Roma face discrimination in education and employment."

### **Implementation:**

Participants work in small groups to discuss and categorize each statement as either a:

- Fact
- Stereotype
- Opinion

### **Discussion:**

Questions:

- Where do these ideas come from?
- How do stereotypes affect people's lives?
- Who benefits from maintaining these stereotypes?


### **Reflection:**


Each participant writes down one stereotype that they have questioned or reconsidered today.

## A Day in Someone Else's Shoes



To develop empathy and understanding of discrimination.

 16-30 years

 60-90 minutes

### **Preparation:**

Prepare short scenarios based on real-life situations.

### **Example:**

"You are a Roma student with excellent grades. You arrive for a scholarship interview and notice that they are treating you differently compared to the other candidates."

### **Group Work:**

Participants discuss the scenario in small groups:

- How would the character feel?
- What are the barriers they face?
- What could help improve the situation?

### **Forum Theater:**


The groups act out the scene. The audience can interrupt the performance at any point to step in and suggest more inclusive solutions or alternative actions.

# ANTI-GYPSYISM ACTIVITIES

## Invisible Barriers



To understand structural discrimination.

 16-30 years

 75 minutes

### **Activity:**

A path is laid out on the floor, symbolizing a life journey:

- School
- High school
- University
- Employment

Cards representing obstacles are placed along the path:

- Discrimination during enrollment
- Prejudices from teachers
- Negative media representation
- Rejection during job interviews

### **Discussion:**


Questions:


- Does everyone start from the same position?
- What does equality mean?
- What does equity (fairness) mean?


## Media Detectives



To analyze hate speech and stereotypes within the media.

 16-30 years

 90 minutes

 News articles, Social media posts, Media headlines

### **Task:**

The groups analyze the materials based on the following questions:

- How are Roma people represented?
- Are generalizations being used?
- Is the Roma voice heard?

### **Next Step:**


Participants rewrite the texts according to the principles of ethical reporting.


# ANTIGYPSYISM ACTIVITIES

## From Ally to Advocate



To move from awareness to action

 16-30 years

 90-120 minutes

### **Question for the Groups:**

What can we do in our school, youth center, or community to reduce antigypsyism?"

### **Activity:**

The groups design a mini-campaign choosing one of the following formats:

- A video message
- A photo exhibition
- A podcast episode
- A street action / public intervention
- An information campaign

### **Presentation:**

Each group presents their action plan to the rest of the participants.


### **Reflection:**

- What can we realistically implement within the next month?
- Who can be our partner in this action?

## History Timeline



To understand the historical context of antigypsyism.

 16-30 years

 60 minutes

### **Activity:**

Participants receive cards with historical events and must arrange them in chronological order.

Topics can include:

- The arrival of Roma in Europe
- Periods of exclusion and persecution
- The Roma Holocaust (Porajmos) during World War II
- Contemporary movements for Roma rights

At the end, the group discusses how history influences today's prejudices and inequalities.

### ***Tips for Facilitators:***

- *Use verified facts and credible sources.*
- *Avoid activities that could potentially lead to further stigmatization.*
- *If Roma participants are present, do not expect them to act as "experts" or to speak on behalf of the entire community.*
- *Keep the focus firmly on human rights, equality, and active participation.*
- *Leave plenty of room for reflection, as this topic can evoke strong emotions and challenge deeply held personal views.*

# OUR RESULTS

▶ WATCH NOW





# CAST

ELVI  
ALBERT  
LIA  
SAMET  
ANIELA  
DESPINA

MUSIC TEAM  
MUSIC TEAM  
MUSIC TEAM  
MUSIC TEAM  
MUSIC TEAM  
MUSIC TEMA

ANJA  
NAZARET  
LUCIA  
YOLANDA  
PILU

ART TEAM  
ART TEAM  
ART TEAM  
ART TEAM  
ART TEAM

SEBASTIAN  
MADELINA  
ANNAS  
SHIRIN  
OSMAN

THEATER TEAM  
THEATER TEAM  
THEATER TEAM  
THEATER TEAM  
THEATER TEAM

ARAFAT  
FATMA  
SARA  
BOJAN



MEDIA TEAM  
MEDIA TEAM  
MEDIA TEAM  
MEDIA TEAM

EMILILIJA  
EDIS

FACILITATOR  
FACILITATOR

TRAINER  
URMETA

Follow Us  
FOR MORE



**INFO@RROMASSN.ORG**



**RROMASSN.ORG**



**RROMASSN**



**RROMA**



**RROMASSN**



**RROMA**