PEER Participation,
Experiences and
Empowerment for
Roma youth

Report of the training delivered to children and youth (A5)

1. What information proved useful to help develop the group's ability to create change that will be favorable to Roma children and young people's participation?
Several activities were introduced to the groups:

The cake – is an activity designed for introducing the group members
Each of us has desires, pleasures, lived and wants to relieve the joyful moments and sometimes we want to change something around us. On a piece of paper shaped as a cake students must fill the sentences: "I want...", "I am happy everyday because…", "The most beautiful day in my life was when…", "I would change around me..."
The activity helped us understand what they think about the world and about themselves and offered us a starting point in discussing about problems and about how we can change a problem into something good.

Giant puzzle – was engaged in defining significant problems for them they want to address in the future
Each youth received a piece of a puzzle made of paper on which he wrote a problem he/she considers it important. We all gather together then and put all the pieces of the puzzle together. We then had a complete image about what is of interest for all the youth. Participants were able to see that although they are different and come from different contexts with different experiences, they see similar problems and that strengthens the group. This activity helped us choose the problem of interest for the entire group. Another version of this activity used t-shirts instead of puzzle pieces.

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Pizza – was used when discussing about planning and organizing an activity
On some pieces of paper shaped like pizza slices youth were paiered and together discussed and tryied to express in their own words what organizing and planning are. By using examples from thir real lfe situation, we then expalined what it means to make a decission, to communicate the decision, to prioritize actions, to adapt and the difference between a chief and a leader.

The tower – was used when discussing about planning action and aimed at teaching them about the importance of team work
Youth were divided into two groups and had to build a 5-level tower using paper, glue, and scotch-tape. Each member had a role, that the others did not know about: the lazy (who does nothing), the pessimist (who fears that nothing will work), the optimist (who thinks

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everything will be perfect), the chief (who gives order and gets mad if things are not working), the worker (who does the job), the talking-guy (who speaks more than it does), the hamper (who makes many mistakes).

The shield – was used to capacitate youth for their future activities.

The game aims at self-awareness regarding their abilities to engage in fulfilling the set objectives. We discussed about how in Middle Age, the knights were using their shields to protect themselves and how today people use their capacities to fulfill their mission. Youth made their own shields using paper and aluminum foil and them post on them the answer on 4 questions: "What are my qualities", "How am I and what I would change about me", "Who can I count on to reach my goals", "How I see myself in 5 years".

From the initial manual, the activities that worked best were *The balloon game*, *Community mapping* and *Activity plan*.

2. Did you use other materials and media, and did they work well? (e.g. video or audio clips)

Initial participants felt quite resistant to be taken pictures or to make a movie. However, during the last meetings pictures taken during the activities were shown and there was a discussion about them. This activity contributed to transition toward the end of the program. In one group (The best) a movie was created by the facilitators (Raiu Sergiu and Eszter Peter): see https://www.youtube.com/watch?v=I4KsLTdvKPU

What worked and did not worked throughout the activities is summarized in the table below:

What worked/resources	What did not worked/barriers
Games they were involved in	Interaction between all the participants was sometimes difficult (e.g. noise and agitation)
Generating ideas	
Negotiations and reaching an	Differences between participants

agreement Team work Debates, open discussions between participants Sharing common values Opportunity to build relationships	

3. Is there anything we should add or change in the manual?
- simplifying the evaluation forms for children and trainers
- instructions regarding activities for older children
- a guide of activities that could be used in engaging children

4. Are there other ways we could present material to make it useful to young Roma facilitators?
- Electronic resources available in mother tongue
- Links to activities carried by other groups
- Using online platforms/games