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**RESTORE**

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## **PROVIDE SOCIAL PATHWAYS FOR ROMA PEOPLE**

**PR1: IDENTIFICATION OF CIVIC EDUCATIONAL MODELS FOR DEMOCRATIC PARTICIPATION OF ROMA ADULTS**

**METHODOLOGY REPORT INTRODUCING ROLE MODELS COMING FROM CULTURAL MINORITIES**

**Erasmus+ Programme**

**KA220-ADU - Cooperation partnerships in adult education**



**symplexis**



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## Methodology report introducing role models from cultural minorities

### 1. Introduction- The concept of the role model in our approach

**The present methodology addresses a particularly important challenge on how a vulnerable group such as Roma learners can use Role models in their everyday life and in their educational process to develop new or hidden potentials, to be trained in more favorable conditions and to use examples during their education for civic participation and active citizenship.**

By "Role model" we mean a person or a group/collective of people whose behaviour, example, or success is or can be emulated by others, especially by younger people or by people who seek to improve their lives, skills, social status and become active citizens.

According to Albert Bandura a role model is someone, a person, who for the observer who recognizes him/her has status in his/her eyes. Role Models beyond the classroom can be used in an educational context to educate vulnerable groups and adults. Particularly in the case of Roma adults, the field research reflected in the national reports and the transnational report of the RESTORE project shows us that Roma who are interested in having active political and social participation in the community refer to Role Models who inspire them to evolve, educate themselves and strive to be active social and active economic citizens.

**According to Bandura, Role models have multiple characteristics, the most important of which are:**

- ❖ **The fact that they resemble the learner/observer in appearance. That is, there is a perceived similarity<sup>1</sup> which can only exist in the imagination of the learner/observer. Gender similarity is highlighted as particularly important but also important are similarities related to age, race/ethnic and cultural background, abilities, social identity, interests, etc.**

This means that for a Roma learner/observer a Role model can be a person who he/she believes is like him/her in terms of gender, cultural/ethnic origin, interests, abilities etc.

- ❖ **The fact that they have status in the eyes of the trainee/observer. That is, there is a perceived status according to which the trainee/observer believes for some reason of his/her own that the person he/she observes has status/prestige and is important for something positive that he/she has done, achieved and is appreciated by the learner/observer.**

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<sup>1</sup> The learner/observer believes that the person he/she is observing looks like him/her and they have common characteristics.



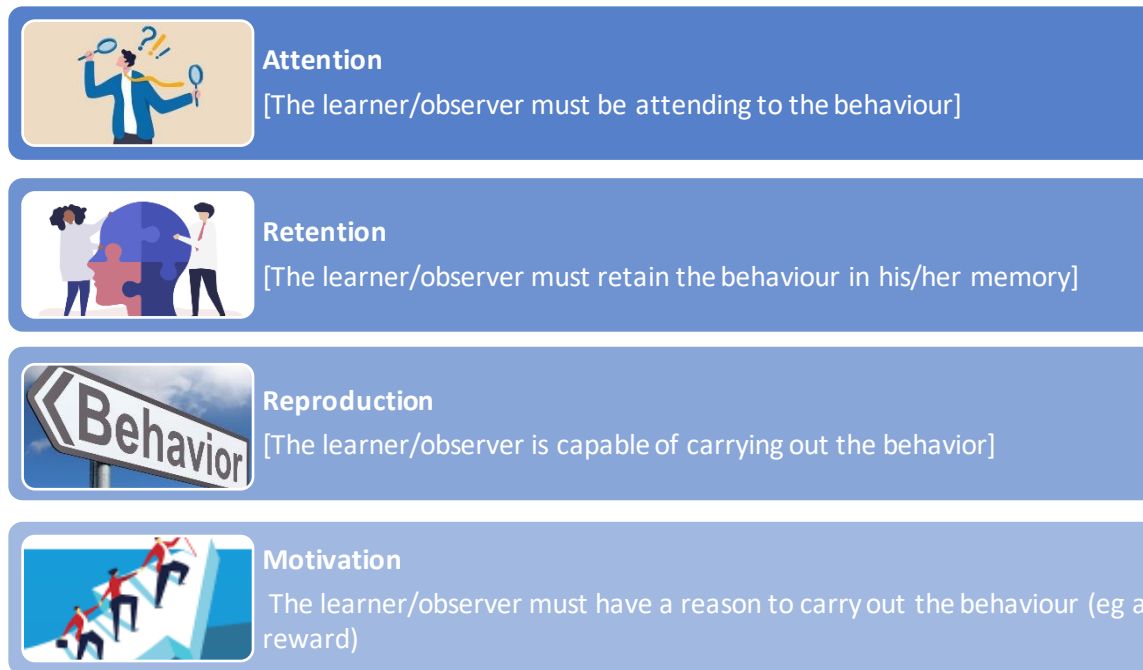
This means e.g. for a Roma learner/observer who values education or who values commercial activity that a person who knows in his/her daily life and completes a level of education (e.g. a college diploma), or manages to run a successful commercial business (e.g. a shop) may be a role model for the learner/observer.

- ❖ **The fact that the behaviour and actions of role models are rewarded. This is called visible reinforcement. It can lead to modeling (when the observer imitates the behavior), facilitation (when the observer repeats the behavior a little differently), discouragement (when someone becomes more likely to do something they thought was wrong), and inhibition (when someone becomes less likely to do something they thought was okay because the role model was punished).**

This means e.g. for a Roma learner/observer that by systematically observing the rewarding or gaining of a person he/she appreciates for something he/she has achieved, such as for example the awarding of a degree that gives the rewarded person the opportunity to find a job and a better life or the recruitment to a job in a company or the municipality that gives the rewarded person the opportunity for a stable salary, money and a better life etc. the Roma trainee/observer can either gradually imitate the behaviour and example of the [modelling], or imitate in his own way a little differently the behavior/example [facilitation] (e.g. engaging in success in another field) or by stopping a behaviour or attitude contrary to the one that led to the other person's success [discouragement] or in the case of a negative model, avoiding an action because someone they valued was punished (e.g. not doing an illegal action using the other person's punishment as an example to avoid) [inhibition].

## 2. The reflection around the use and paradigm of Role models

Perhaps the most basic reflection that arises from studying theories such as Bandura's, about the use of Role models for the development of an individual, inspiring change in terms of his/her behaviour or attitude towards social reality or issues concerning his/her life and daily life, or motivating him/her to action, is why the Role model cannot work automatically through repetitive processes such as Bandura's four (4) stages:



So, if a Roma adult observes someone, he/she admires or respects for his/her achievements, whether he/she is a member of his/her community and knows him/her or a celebrity, why can't he/she reproduce the behaviour and habits of this positive role model in his/her daily life? Many social workers involved in the field of Roma inclusion, Roma adult educators, Roma intercultural mediators and Roma social inclusion practitioners have met pioneer Roma and non-Roma people in Roma communities who are positive role models in terms of education, social inclusion and political participation, but their Roma neighbours do not follow their example and do not seem to influence them; the same applies to other vulnerable groups who have little cultural connection with the Roma, but whose deprivation, poverty and living conditions make their social inclusion challenging.

Very often the process of observing, capturing, reproducing positive role models, examples and behaviours is interrupted or does not take place smoothly due to social conditions and oppression in the everyday life of vulnerable groups such as the Roma. Furthermore, the process of influence from a role



model requires constant observation and continuity which is not always possible especially if the role models are limited or the living conditions are quite difficult as in the case of vulnerable groups like Roma. The same applies to motivation. In addition, especially in adults, who as adults have a structured personality, worldview, opinions, strong previous experiences and routines, multiple barriers to learning and influence from new role models are presented, which as a rule is a result of:

- entrenched perceptions/views,
- entrenched attitudes and behaviours,
- behavioural resistances or past bad experiences from inclusion education/training,
- learners' fear of change and of adopting new norms,
- learners' fear of exposing themselves to others, and of exposing their ignorance or weakness to others,
- lack of confidence in themselves.

The change in attitudes, values, and behaviours that Role models can mobilize in an adult is one of the biggest challenges and needs time and especially an organized framework to be completed. To get the best possible results from the use of Role models, this process should be organized in a regular time frame in the context of adult education for the social and political integration of Roma, following specific approaches and methodologies.

### **3. Description of the methodology**

The approach of Role Models for the promotion of social participation and active citizenship of Roma proposed in this Methodology report can be used both in an in person and in an online training with Roma learners.

The methodology uses a combination of theoretical elements, assumptions and practical methods from the "social learning theory" of academic psychologist, Albert Bandura and from the theoretical model of adult education and the practical methods of the great adult education theorist Jack Mezirow for transformative learning as perceived by the Greek academic Alexis Kokkos in the stages of implementing transformative learning through critical reflection and aesthetic experience, substituting in fact experience, aesthetic motivation, observation and contact of learners with role models instead of artworks.

Role Models can be presented in the context of an education/training of our Roma fellow citizens in order to promote their active participation in the community:

- ❖ using multimedia video material or audio interviews of people
- ❖ on the RESTORE training map

The multimedia material may include videos or/and audios of a person or a group of people (Roma and non-Roma) who can be considered role models by the Roma community or who enjoy the admiration and



acceptance of the Roma community, and refer to a problem/challenges faced by Roma in their life or in their daily life in relation to their social participation and claiming their rights or better education or employment opportunities or for their representation, presenting their own solution, their own story, giving an example to follow on how they have faced the challenges, talking about what inspired their action and what they have learned from their experience.

- In the same pattern in a face-to-face training either in person or online could be a live discussion with an individual or group of individuals who are role models for their community.

### **3.1.1 First stage: Exploring the Roma's need for critical reflection and role models**

In this stage, the training facilitator, or adult trainer explores the need to critically examine a view, idea or practice that the majority of Roma participants consider to be correct and with which they agree, while in reality it is dysfunctional for them or for society as a whole. This will be the starting point to begin exploring the educational needs of the trainees.

The training facilitator, or adult trainer conducts a short discussion online or in person either with the help of a mediator or even with the participation of the person/people who are role models for the Roma community, raising concerns in order for the Roma participants to become aware of the existence of a dysfunction between a situation, either individual or social, and the way "in which they understand themselves and the world/social context at that particular moment in time" (Mezirow, 2007:349). If this is achieved then it may shake their certainty about the workability of the particular view, idea, practice, and trigger them to consider the issue more fully through discussion and through the use of role models.

**Approach techniques:** brain storming, quick questions and answers, short discussion

**Possible teaching means:** Blackboard, Slides

### **3.1.2 Second stage: Participants express their views.**

At this stage, the adult trainer or facilitator and the trainees jointly select<sup>2</sup> an issue to be discussed which is related to the social and political integration of Roma in society at local or wider level. It is good at the beginning of this stage that the trainer or facilitator also records the trainees' opinion on what they consider to be successful and which people they consider to be role models or admire.

At this stage, the participants' opinions on the topic under consideration are recorded in response to questions posed by the trainer. In this way, two objectives are achieved: on the one hand, the material for study is collected in order to enable the trainer to see purposefully where assumptions appear, and on the other hand, to make a comparison at the end of the method presentation to see if any changes in

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<sup>2</sup> The trainer/facilitator makes some suggestions on the topic of the discussion and the trainees vote and discuss the topic to be discussed



the trainees' views have been achieved. Also, the views are discussed in group work in order to prioritize them and thus to come up with a final proposal as to which of them should be critically edited.

**Approach techniques:** brain storming, short discussion, workgroups

**Possible teaching means:** Blackboard, Slides, Working sheets

### **3.1.3 Third stage: Identification of the views to be considered.**

At this stage and with the help of the collaborative teaching method<sup>3i</sup>, the sub-topics and critical questions to be explored by the trainees will emerge. After critical processing, they will be put in a hierarchical order (collaborative creation of questions list), with the question that is of interest to most of the group members being the first.

**Approach techniques:** short discussion, workgroups

**Possible teaching means:** Blackboard, Slides

### **3.1.4 Fourth stage: Selection of the topic based on the considered view and a proposed Role model to examine.**

Once the critical question has been selected, the trainer in collaboration with the group members, suggest various examples of Role Models for consideration or research/ find together various examples of Role models in multimedia format<sup>4</sup> (videos, audio interviews, texts or presentation, newspaper articles, or even a person (Role Model) that could be invited in person to meet and discuss with the group, which could be processed for critical reflection. At this point, the trainer/facilitator should make sure that the meaning of the selected multimedia example of Role Model is related to the dysfunctional view and critical question that the trainees had in the previous stage.

**Approach techniques:** short discussion, workgroups

**Possible teaching means:** Blackboard, Slides

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<sup>3</sup> Such as group discussion, voting in groups while presenting arguments, workgroup for the creation of sub questions

<sup>4</sup> The trainer should present a list of interesting examples of Role models and discuss it with the partners to choose together or give the partners the chance to read a short description of the role models and the discuss, vote and choose one or two as a group. The trainer must not let the learners watch the multimedia examples at this stage, just to read the short description and let them decide.





### **3.1.5 Fifth stage: Critical reflection through experience/contact-watching/hearing /discussion with the Role Model.**

In this stage the trainer/facilitator presents the multimedia example of a Role model (video, audio interview, newspaper extract, presentation) for the Roma community and discusses it with the Roma learners or invites a person who is considered a Role Model in the community to participate in a discussion with him/her and the Roma learners.

The aim is, with each presented Role Model and through the discussion and the formation of responses by the group, to have a critical reflection on any dysfunctional view that the Roma learners may have had and where the behaviour, attitude or way of action of the Role Model can help them to reverse their dysfunctional view and to understand by example that there are functional views, ways of action and behaviour that can push them in a positive way towards social inclusion and active political and economic participation.

**Approach techniques:** Discussion, group work to make sense of the observation of Role models and "developing a reflective mood".

### **3.1.6 Sixth Stage: Re-evaluation of the assumptions.**

In the last stage, Roma learners write in groups or discuss in groups and finally present in groups in plenary a short, enriched presentation on the same topic as in stage 2 of the methodology related to the social and political integration of Roma in society at local or wider level, presenting their final views. Then, the final views are compared in plenary with those expressed in stage 2. The trainer/facilitator summarizes the differences observed and discusses with the Roma learners the issues of changing their attitudes, values and behaviors and the role they believe the Role model played in this.

**Approach techniques:** short discussion, workgroups

**Possible teaching means:** Blackboard-Whiteboard-Flipchart.



#### 4. The list of proposed Role Models per participating country

In this section of the Methodology report introducing Role models coming from cultural minorities the Role Models for the social and political enhancement of Roma participation, selected by the project partners after research and consultation with Roma organizations in each country, are presented.

**AUSTRIA**

**No1.**

<b>Title of Role model:</b>	<b>Roma Armee – Theatre in Austria</b>
<b>Country:</b>	<b>Austria</b>
<b>Short Description of the Role model: (350 words max)</b>	<p><b>Mindj Panther, two Roma sisters and actresses who act, rap, and make political art interventions were in Vienna in 2014. Their names are Sandra and Simonida Selimovic. Roma Armee, started from Sandra and Simonida’s idea to create a utopian army for Roma people in order to fight oppression. This was the first time their art was showcased in a mainstream theatre. They performed Roma Armee twice a month for an audience of at least 400 people per show, and “we feel that—finally—our art got recognition in the European cultural scene”.</b></p> <p><b>Their topics are related to Roma people, racism, sexism, and our history. The first Romano Svato show was in 2011 and it was called “Gypsy Stop Dancing”. It was inspired by the history of the Sinti (German Roma) boxer Johann Trollmann, who was killed by the Nazis in a concentration camp. In 1933, Trollmann became champion but after only one week, his title was taken back for “bad boxing,” or boxing in a Gypsy style. As a sign of resistance, Trollmann went to the ring for his last professional fight with dyed blonde hair and his body covered with flour as a way to mock them. Their goal was to change the representation of Roma women and to say that a Romni (Roma woman) can also box even if people do not associate them with sports but with the cliché roles of the mother and housewife. Their second theatre performance, “Astoria”, is about classism in Austria and discusses the relationship between poverty and marginalized minorities.</b></p>



<p><b>Potential Benefits from this Role model</b> (350 words max)</p>	<p>This Role Model is very beneficial, because not only did they manage to get successful in art, but also are demonstrating very important topics in terms of Roma people in Austria and in countries nearby. The name of their theatre translates into “the Roma word”, which means that they also want We chose this name because they want to promote their language. There are so many Roma children that do not speak Romani so they wanted to empower them to learn. They also rap in Romani.</p>
<p><b>How this Role Model could be used in the project</b> (250 words max)</p>	<p>This Role Model is very helpful in the project to look at the situation of Roma people in Austria and in Europe from a different perspective, the perspective of art. The sisters demonstrate very important topics of Romani people, their culture and language. And with this theatric approach and music they make it even more interesting. They can serve as an inspiration as well as a great example of how else people can show crucial topics.</p>
<p><b>Multimedia Link or attached file in the folder:</b></p>	<p>Video <a href="https://www.youtube.com/watch?v=02_R1AjFyYE">https://www.youtube.com/watch?v=02_R1AjFyYE</a></p>

**No2.**

<p><b>Title of Role model:</b></p>	<p>The “Digitalists” <i>dROMa</i> in Burgenland</p>
<p><b>Country:</b></p>	<p>Austria</p>
<p><b>Short Description of the Role model:</b> (350 words max)</p>	<p><i>dROMa</i> (a play on the words “Roma” and “Droma”, which means paths) is a media portal of the association “Roma-Service” based in Burgenland. Their quarterly print magazine <i>dROMa</i> can be downloaded, and their online blog offers worldwide news coverage (on themes relevant for Roma). Since 2011, the quarterly <i>dROMa</i> TV in Burgenland-Romani provided Roma in Europe with an online source of information. In terms of content, the program approaches highly charged political issues in a serious and sensitive manner.</p> <p>On the cover of the print version, one finds pictures of community role models rather than images of slums. There is, of course, also a lot of news on Facebook and Twitter. As a small service, they also provide a long list of links</p>



	to pages on Roma, media and politics. So much for the idea that Roma are not into new media ...
<b>Potential Benefits from this Role model</b> (350 words max)	The task of the Roma Service association is to promote, preserve and document the culture of the Burgenland Roma. The main focus of activities is the preservation of Roman, the Romani dialect of the Burgenland Roma. Again, a good examples of Roma people supporting their culture and language. A good Role Model for inspiration which has on its platforms as well a lot of other Romani Role Models who can motivate and inspire even more people
<b>How this Role Model could be used in the project</b> (250 words max)	This Role model could be used in trainigs in Austria, because it is highly relevant to the project, as it is an online tool which helps to preserve Romani culture within Austria.
<b>Multimedia Link or attached file in the folder:</b>	Their website <a href="http://www.roma-service.at/dromablog/?page_id=2">http://www.roma-service.at/dromablog/?page_id=2</a>

No3.

<b>Title of Role model:</b>	Saška Dimić, a tutor at Romano Centro in Vienna
<b>Country:</b>	Austria
<b>Short Description of the Role model:</b> (350 words max)	A representative of Roma youth. Saška Dimić has been campaigning for Roma rights for three years. It wasn't until she was 16 that she realized that she was a member of this ethnic group. Until then I thought we were just full-blooded Serbs. "And that's why I wanted to know more about it, asked questions, read a lot and was also at Roma youth conferences and meetings in Barcelona, Duisburg, Berlin and Macedonia. And then I started tutoring children through the Romano Centro, at times eight children at the same time."



<p><b>Potential Benefits from this Role model</b> (350 words max)</p>	<p>This story can be beneficial in many ways. First of all, it is a representative of the young generation. A girl, who already has done a lot in her life to support her culture and people. She is an inspiring example of how important it is to raise awareness of including Roma people into the civic engagement. She herself is an example of perfect civic engagement.</p>
<p><b>How this Role Model could be used in the project</b> (250 words max)</p>	<p>This Role model could be used in trainings and awareness-raising trainings of Roma people in Austria in order to raise awareness through giving motivational speeches or talking about her own experience. She is a bright example of actually doing something, so it would be very beneficial for both Roma adults and Roma youth to see what opportunities they have.</p>
<p><b>Multimedia Link or attached file in the folder:</b></p>	<p>Article about the story of a young girl <a href="https://kurier.at/leben/kiku/gedenkveranstaltung-ausstellung-junge-roma/276.806.399">https://kurier.at/leben/kiku/gedenkveranstaltung-ausstellung-junge-roma/276.806.399</a></p>

**GERMANY**



**No1.**

<p><b>Title of Role model:</b></p>	<p>„ The Hunger strike in 1979 was motivated by the Martin Luther King „ Romani Rose - Chairman of the Central Council of German Sinti and Roma</p>
<p><b>Country:</b></p>	<p>Germany</p>
<p><b>Short Description of the Role model:</b> (350 words max)</p>	<p>Thirteen direct relatives of Romani Rose were murdered in concentration camps under National Socialism, including his grandparents in the camps <a href="#">Auschwitz</a> and <a href="#">Ravensbrueck</a>. Since June 1979 he has led the work for the civil rights of German Sinti and Roma before the eyes of the German as well as the international public; he has also fought for their protection from <a href="#">racism</a> and <a href="#">discrimination</a>, for compensation for the <a href="#">survivors</a> of the Holocaust – at the same time announcing the magnitude and the historical importance of the genocide of 500,000 Sinti and Roma in National Socialist occupied Europe. In May 1995, in cooperation with the member organisations of the Central Council, Rose achieved recognition for German Sinti and Roma as a national <a href="#">minority</a> in Germany with their own minority</p>



	<p>language, connected with their goal of equal participation in social and political life.</p> <p>The Central Council of German Sinti and Roma was founded in February 1982. It is an independent umbrella organisation for 17 national associations. Based in Heidelberg, it is an advocacy group representing the interests of the German Sinti and Roma on the level of policy and civil rights. The Central Council advocates the equal participation of Sinti and Roma in politics and society, and the protection of and support for Sinti and Roma as a national minority. As part of its civil rights work, it is engaged in continuous dialogue with state and regional governments on the implementation of the “Framework Convention for the Protection of National Minorities” in Germany. Due to the efforts of the Central Council, in 1995 the German Sinti and Roma were officially recognised as national minority and – in accordance with the “European Charter for Regional or Minority Languages” – the German Romany was recognised as a minority language. At the international level, the Central Council represents the interests of Sinti and Roma at conferences organised by the EU, the European Council, and the OSCE. It is also a member of numerous national and international minority organisations.</p>
<p><b>Potential Benefits from this Role model</b> (350 words max)</p>	<p>This role model might be a “spark” for many potential or civic activists in the beginning of their career. Many reports claim a low level of Roma political and civic engagement in many European Countries. This model has been a part of a hunger strike in 1979 demanding for Recognition of the Roma Holocaust by the German Federal State. His involvement in the civil right movement is based on his personal loss of 13 close family members during the Holocaust. Nowadays they are registered cases of progroms, ostracism and police brutality where Roma community members are the victims. This narrative of being proactive and standing up for Roma civic and political rights might be a counter narrative.</p>
<p><b>How this Role Model could be used in the project</b> (250 words max)</p>	<p>This Role model could be used in trainings and awareness-raising trainings on Roma Holocaust Education and Roma Leadership in the framework of the methodology of introducing Role models through transformative learning for Roma and vulnerable groups. It brings the element of changing the</p>



	<p>narrative about the Roma Community and it serves as a good example for standing up for civic and political rights of the Roma.</p>
<p>Multimedia Link or attached file in the folder:</p>	<p><a href="https://zentralrat.sintiundroma.de/romani-rose-bei-markus-lanz-zdf/">https://zentralrat.sintiundroma.de/romani-rose-bei-markus-lanz-zdf/</a></p> <p><a href="https://zentralrat.sintiundroma.de/en/central-council/history-of-the-organisation/">https://zentralrat.sintiundroma.de/en/central-council/history-of-the-organisation/</a></p> <p><a href="https://www.roma-sinti-holocaust-memorial-day.eu/recognition/the-hunger-strike-at-the-former-concentration-camp-in-dachau-2/">https://www.roma-sinti-holocaust-memorial-day.eu/recognition/the-hunger-strike-at-the-former-concentration-camp-in-dachau-2/</a></p> <p><a href="https://adcmemorial.org/en/news/maxim-brisquer-interview-with-mr-romani-rose-head-of-german-sinti-and-roma-central-council/">https://adcmemorial.org/en/news/maxim-brisquer-interview-with-mr-romani-rose-head-of-german-sinti-and-roma-central-council/</a></p>

No2.

<p>Title of Role model:</p>	<p>Romeo Franz a Romani man, a Sinto and the son of a Holocaust survivor - Member of European Parliament</p>
<p>Country:</p>	<p>Germany</p>
<p>Short Description of the Role model: (350 words max)</p>	<p>Romeo Franz (born 28 October 1966) is a German musician, human rights activist and politician of Alliance 90/The Greens who has been serving as a Member of the European Parliament since 3 July 2018.<sup>[1]</sup> From 2003 until 2013, he was a board member of the Central Council of German Sinti and Roma.</p> <p>In addition to his committee assignments, Franz is a member of the European Parliament Intergroup on LGBT Rights<sup>1</sup> and the European Parliament Anti-Racism and Diversity Intergroup.</p>



	<p>He is a Romani man, a Sinto, and the son of a Holocaust survivor. His wish is that nobody will ever have to endure what his family and he had to endure during the darkest times of the history – he lost six aunts and uncles during the Holocaust – or the cruel antigypsyism the Roma Community experience on a daily basis.</p> <p>He is the first ever Sinto from Germany to be elected to the European Parliament. His predominant work is dedicated to bringing a law. He believes that only with legislative action will Romani people be able to exercise their rights as equal citizens and will we be able to ensure that our financial support gets to where it is urgently needed.</p>
<p><b>Potential Benefits from this Role model</b> (350 words max)</p>	<p>Roma political representation is the weakest point at all levels. It is a widespread experience of the Roma Community being manipulated and corrupted for the election purposes. All over Europe there are only a few examples of Roma elected politicians.</p> <p>This role model has been involved in political parties with a main purpose to fight for Roma and Sinti rights in Germany and across. Self representation and bottom up approaches in the Roma Community are the core features for sustainable participation and empowerment of the Roma Community. This role model has been trying to get into politics a long time ago but he was persistent and it came at the right time as he describes. Moreover he gives hope for many potential Roma politicians to run and be elected.</p>
<p><b>How this Role Model could be used in the project</b> (250 words max)</p>	<p>This Role model could be used in Roma political schools and Leadership training as a case study in the framework of the methodology of introducing Role models through transformative learning for Roma and vulnerable groups. The presentation of this role model contributes to higher motivation of the potential Roma activists who are planning to run in the elections.</p>
<p><b>Multimedia Link or attached file in the folder:</b></p>	<p><a href="https://www.youtube.com/watch?v=WPKsT7--6Ps">https://www.youtube.com/watch?v=WPKsT7--6Ps</a></p> <p><a href="https://romeo-franz.eu/">https://romeo-franz.eu/</a></p>





**No3.**

<p><b>Title of Role model:</b></p>	<p><b>Roxanna-Lorraine Witt manager of the Save Space e.V. dealing with intersectionality, Inclusion, Digitalisation and Empowerment</b></p>
<p><b>Country:</b></p>	<p><b>Germany</b></p>
<p><b>Short Description of the Role model:</b> (350 words max)</p>	<p><b>Roxanna-Lorraine Witt was born into a Sinti family in Minden in 1993.</b></p> <p><b>She studied marine biotechnology before taking over the management of the education department at the Documentation and Cultural Center of German Sinti and Roma.</b></p> <p><b>Roxy grows up in a fatherless household with strong women, female role models, like her grandmother, who survived the Holocaust. She also experienced Gadge racism during her studies. Fellow students anonymously send her pictures of Hitler. But she successfully resists it.</b></p> <p><b>She is now co-founder of the “save space” association for intersectionality, inclusion, digitization and youth culture and co-founder of the digital platform “RomaSintiWireOnline”. In her work, she deals with radicalization processes on the Internet and regularly gives lectures on topics related to anti-racist work.</b></p> <p><b>Roxanna brings the voice of many Roma and Sinti women and believe that those affected are experts in their own life realities and as such have the highest level of competence in formulating solutions</b></p>
<p><b>Potential Benefits from this Role model</b> (350 words max)</p>	<p><b>This model brings the element of active participation and raising the voices of many young Roma women to become activists. Tacking into account her personal story and the hardship she passed through, can be identified by many Roma community members. The way she resisted practically made her stronger and became today an activist who is influencing many others to join in the fight and become activists. She is publicly and fearless speaking for these issues. She is a role model for many Roma young women but also men.</b></p>



<p><b>How this Role Model could be used in the project</b> (250 words max)</p>	<p>This Role model could be used in trainings and awareness-raising trainings on Antigypsism, Anti racist education and Gender equality in the framework of the methodology of introducing Role models through transformative learning for Roma and vulnerable groups. The aim of presenting this model would be to motivate Roma women and men to bring something positive back for their Community by being active citizens.</p>
<p><b>Multimedia Link or attached file in the folder:</b></p>	<p><a href="https://savespaceofficial.com">https://savespaceofficial.com</a></p> <p><a href="https://www.dw.com/de/roxy-berlin-revolution/a-55907805">https://www.dw.com/de/roxy-berlin-revolution/a-55907805</a></p> <p><a href="https://romblog.net/romblog-academy/">https://romblog.net/romblog-academy/</a></p>

GREECE   
No1.

<p><b>Title of Role model:</b></p>	<p>The Roma-led organization of the Roma woman from Nea Alikarnassos (Crete)</p>
<p><b>Country:</b></p>	<p>Greece</p>
<p><b>Short Description of the Role model:</b> (350 words max)</p>	<p>The example of the Role model comes from a group of Greek Roma women in Nea Alikarnassos, an area in Heraklion, Crete. These women who live in the Roma camp of Nea Alikarnassos in conditions of poverty, deprivation and social exclusion with the absence of basic amenities that many non-Roma take for granted, decided in 2021 and founded the "Roma Women's Association the Mother" with the aim of:</p> <ul style="list-style-type: none"> <li>i) to claim their rights as women and mothers,</li> <li>ii) to represent themselves and not be represented by a representative</li> <li>iii) to make their voices and demands heard both in the local non-Roma community, and within the Roma community where they live</li> </ul>



	<p><b>(iv) to strengthen their position and raise their demands.</b></p> <p><b>(v) to combat racism and their social exclusion</b></p> <p><b>(vi) to combat and end the social stigmatization of Roma</b></p> <p><b>(vii) demand a better life for them and their children through education and stable employment.</b></p> <p><b>In addition to the association, these women underline that social inclusion is not about the place where they live (Roma camp) but the way you live. Several women follow their example now coming out of the camp claiming jobs in the local market, in agricultural work and in local catering services, asking to work and to be integrated into the labor market.</b></p>
<p><b>Potential Benefits from this Role model</b> (350 words max)</p>	<p><b>This Role Model can have multiple benefits as an example for Roma women who experience a reality with fewer opportunities and less access to representation and expression of demands due to lack of education, poverty, the traditional position of women in Roma culture and the patriarchal structure of the Roma family and society. This example can provide an impetus and a model for young Roma women living in similar conditions of poverty, exclusion and patriarchal traditions to create associations for their representation and for the protection of their rights and to change their lives and attempt to enter the labor market and demand better conditions for social and labor integration for themselves as well as a better life for their children.</b></p>
<p><b>How this Role Model could be used in the project</b> (250 words max)</p>	<p><b>This Role model could be used in trainings and awareness-raising trainings of Roma women in Roma camps and neighborhoods all over Greece in the framework of the methodology of introducing Role models through transformative learning for Roma and vulnerable groups. The participation of Roma women, the presentation of this Role Model as well as the group discussion and activities proposed in the methodology could challenge the entrenched image they have of their position and opportunities or strengthen their dreams, ambitions and will to claim social inclusion and a better life through political representation in local level.</b></p>



<p><b>Multimedia Link or attached file in the folder:</b></p>	<p><b>Video short documentary:</b>  <a href="https://www.youtube.com/watch?v=c4I9WQgLTfc">https://www.youtube.com/watch?v=c4I9WQgLTfc</a></p> <p><b>Online newspaper article:</b>  <a href="https://rethnea.gr/simasia-tis-koinonikis-entaxis-ton-gynaikon-roma-stin/">https://rethnea.gr/simasia-tis-koinonikis-entaxis-ton-gynaikon-roma-stin/</a></p>
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**No2.**

<p><b>Title of Role model:</b></p>	<p><b>Completing education - The stories - examples of Marianna from the Roma settlement of Dendropotamos (Thessaloniki) and Vizdan from the Roma settlement of Drosero (Xanthi).</b></p>
<p><b>Country:</b></p>	<p><b>Greece</b></p>
<p><b>Short Description of the Role model:</b> (350 words max)</p>	<p><b>These Role models are based on the example of two Greek Roma young women, residents of Roma settlements/neighborhoods in different regions of Northern Greece, who managed through the completion of the Upper Secondary School (High School/College), something quite rare for Roma young people and especially girls in Greece, to integrate into the workforce, one of them contributing to her family and community (Marianna) and the other (Vizdan) to go to the University in the Department of Greek Literature at the Democritus University of Thrace. Marianna is working as a Roma mediator for the Municipality of Thessaloniki in the Roma Community Center of her community helping other Roma from her community integrate and covering their needs towards reaching social services and communicating with civil servants, claiming social benefits, healthcare and finding basic amenities. Vizdan is studying in the University to become a high school teacher teaching Greek language and help other children and teens from her community to educate themselves and integrate.</b></p>
<p><b>Potential Benefits from this Role model</b> (350 words max)</p>	<p><b>In disadvantaged and socially excluded neighbourhoods the vast majority of Greek Roma young people do not even complete compulsory education (Lower Secondary Education-Gymnasium) having significant rates of NEETs and early marriages in their late teens, many girls and boys remain trapped in poverty and social exclusion with no opportunities for social and political integration. The Role models in this example show that through their</b></p>



	<p>perseverance and diligence, these girls managed to claim their social integration and a better future for themselves and their family through education, setting an example for Roma teenagers and young people.</p>
<p><b>How this Role Model could be used in the project</b> (250 words max)</p>	<p>This Role model could be used in trainings and awareness-raising trainings of Roma youth (men and women) in Roma camps and neighborhoods all over Greece in the framework of the methodology of introducing Role models through transformative learning for Roma and vulnerable groups. The participation of Roma youth, the presentation of this Role Model as well as the group discussion and activities proposed in the methodology could challenge the entrenched image they have of their position and opportunities for social and civic integration through education and help them believe in themselves and follow a strong example of social inclusion.</p>
<p><b>Multimedia Link or attached file in the folder:</b></p>	<p>Video short documentary on Marianna: <a href="https://www.youtube.com/watch?v=5huDA6ElkEE">https://www.youtube.com/watch?v=5huDA6ElkEE</a></p> <p>Unicef Greece web page on the story of Marianna: <a href="https://www.unicef.org/greece/%CE%B4%CE%B7%CE%BC%CE%BF%CF%83%CE%B9%CE%B5%CF%8D%CF%83%CE%B5%CE%B9%CF%82/%CE%BC%CE%B9%CE%B1-%CF%83%CF%85%CE%B6%CE%AE%CF%84%CE%B7%CF%83%CE%B7-%CE%BC%CE%B5-%CF%84%CE%B7%CE%BD-27%CF%87%CF%81%CE%BF%CE%BD%CE%B7-%CE%BC%CE%B1%CF%81%CE%B9%CE%AC%CE%BD%CE%BD%CE%B1-%CE%B1%CF%80%CF%8C-%CF%84%CE%BF%CE%BD-%CE%B4%CE%B5%CE%BD%CE%B4%CF%81%CE%BF%CF%80%CF%8C%CF%84%CE%B1%CE%BC%CE%BF">https://www.unicef.org/greece/%CE%B4%CE%B7%CE%BC%CE%BF%CF%83%CE%B9%CE%B5%CF%8D%CF%83%CE%B5%CE%B9%CF%82/%CE%BC%CE%B9%CE%B1-%CF%83%CF%85%CE%B6%CE%AE%CF%84%CE%B7%CF%83%CE%B7-%CE%BC%CE%B5-%CF%84%CE%B7%CE%BD-27%CF%87%CF%81%CE%BF%CE%BD%CE%B7-%CE%BC%CE%B1%CF%81%CE%B9%CE%AC%CE%BD%CE%BD%CE%B1-%CE%B1%CF%80%CF%8C-%CF%84%CE%BF%CE%BD-%CE%B4%CE%B5%CE%BD%CE%B4%CF%81%CE%BF%CF%80%CF%8C%CF%84%CE%B1%CE%BC%CE%BF</a></p> <p>Wep news page on the story of Marianna: <a href="https://elculture.gr/i-zoi-ton-gynaikon-roma-stin-ellada-allazei-mia-syzitisi-me-tin-27chroni-marianna-apo-ton-dendropotamo/">https://elculture.gr/i-zoi-ton-gynaikon-roma-stin-ellada-allazei-mia-syzitisi-me-tin-27chroni-marianna-apo-ton-dendropotamo/</a></p> <p>Video TV reportage on the story of Vizdan: <a href="https://www.youtube.com/watch?v=Vdhjxd3MUU">https://www.youtube.com/watch?v=Vdhjxd3MUU</a></p> <p>Web news page(s) on the story of Vizdan:</p>



	<p><a href="https://www.alfavita.gr/koinonia/266419_i-proti-gynaika-foititria-me-katagogi-apo-drosero-xanthis-mila-gia-tin-epityhia-tis">https://www.alfavita.gr/koinonia/266419_i-proti-gynaika-foititria-me-katagogi-apo-drosero-xanthis-mila-gia-tin-epityhia-tis</a></p> <p><a href="https://www.iefimerida.gr/news/441395/apo-ton-oikismo-roma-stin-xanthi-sto-panepistimio-tis-kritis-mathitria-perigrafei-pos-ta">https://www.iefimerida.gr/news/441395/apo-ton-oikismo-roma-stin-xanthi-sto-panepistimio-tis-kritis-mathitria-perigrafei-pos-ta</a></p>
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**No3.**

<b>Title of Role model:</b>	<b>The worker, the student, the fighter of everyday life. The story of Lydia.</b>
<b>Country:</b>	<b>Greece</b>
<b>Short Description of the Role model:</b> (350 words max)	<b>The Role model refers to the example of Lydia, a 34-year-old Greek Roma woman who refused to compromise with the customs of early marriage (they wanted to marry her when she was 14 years old), finished school, studied social work, and became a social worker and a childcare worker. Today she works at the Municipality of Keratsini in Attica while she is doing a master's degree at the Hellenic Open University to train in Roma adult education, a two-year course for which she has received a scholarship. In a project from the European Union, implemented by EETAA (Hellenic Society for Local Development and Self-Government), to learn how to support Roma children so that they do not drop out of school. Lydia is a woman who did not compromise, broke several stereotypes, did not follow the social norms for Roma women, read a lot, tried hard with her studies and work and gives back to both her family and her community in Keratsini.</b>
<b>Potential Benefits from this Role model</b> (350 words max)	<b>In Greece, education and especially education and training at an old age is a very rare phenomenon for the Greek Roma, who often believe that once they have passed the school age and get married young and have children, they will never be able to learn to read and write and will be excluded from education and stable employment for life. Lydia's story provides an important example of a woman who did not give up her dream of education and social inclusion and can provide the impetus and inspiration for other members of the Roma community to become educated at an older age and work hard to contribute to their families and the local Roma and non-Roma community.</b>



<p><b>How this Role Model could be used in the project</b> (250 words max)</p>	<p>This Role model could be used in trainings and awareness-raising trainings of Roma men and women in Roma camps and neighborhoods all over Greece in the framework of the methodology of introducing Role models through transformative learning for Roma and vulnerable groups. The participation of Roma people in the trainings, the presentation of this Role Model as well as the group discussion and activities proposed in the methodology could challenge the entrenched image they have of their position and opportunities for social and civic integration through continuous education and life-long learning and through hard work in the everyday job's field and could help them believe in themselves and follow a strong example of social inclusion.</p>
<p><b>Multimedia Link or attached file in the folder:</b></p>	<p><b>Web news page(s) on the story of Lydia:</b></p> <p><a href="https://www.i-diakopes.gr/lifestyle/eimai-ellinida-tsingana-oi-goneis-mou-ithelan-na-pantrefto-sta-14-alla-ego-spoudasa-kai-allaxa-ti-moira-mou/amp/">https://www.i-diakopes.gr/lifestyle/eimai-ellinida-tsingana-oi-goneis-mou-ithelan-na-pantrefto-sta-14-alla-ego-spoudasa-kai-allaxa-ti-moira-mou/amp/</a></p> <p><a href="https://www.activistis.gr/2022/11/blog-post_32.html">https://www.activistis.gr/2022/11/blog-post_32.html</a></p>

**HUNGARY** 

**No1.** 

<p><b>Title of Role model:</b></p>	<p><b>Erika Varga</b></p>
<p><b>Country:</b></p>	<p><b>Hungary</b></p>
<p><b>Short Description of the Role model:</b> (350 words max)</p>	<p>Erika Varga is a Roma goldsmith and designer and owns the very first haute couture Romani fashion house, called Romani Design. She is a successful entrepreneur and is also a renowned education expert, having carried out more than 100 empowerment and inclusion projects for Roma girls and women.</p>
<p><b>Potential Benefits from this Role model</b></p>	<p>Erika comes from a traditional Roma Vlah family and speaks the Romani language, thus she is a great example of how you can keep your traditions</p>



(350 words max)	<b>but lead a modern life, in which you defy stereotypes against Romani women.</b>
<b>How this Role Model could be used in the project</b> (250 words max)	<b>This role model could be used in trainings and awareness-raising activities for young Roma women. Erika has used various media including the language of fashion and design to tell the story of Roma communities in Hungary, and she has developed several methodologies to talk about Roma identity, racism and community belonging. Her life is exemplary in many ways, she is a great role model who finished university education.</b>
<b>Multimedia Link or attached file in the folder:</b>	<a href="https://www.youtube.com/watch?v=SszKxVfbuiY&amp;t=5s">https://www.youtube.com/watch?v=SszKxVfbuiY&amp;t=5s</a> <a href="https://www.youtube.com/watch?v=VV39XHtlaVU">https://www.youtube.com/watch?v=VV39XHtlaVU</a> <a href="https://www.youtube.com/watch?v=o8Gll0rwLw0">https://www.youtube.com/watch?v=o8Gll0rwLw0</a> <a href="https://www.worldprotocolmagazine.com/branding-style-image/fashion-diplomacy-and-social-responsibility-in-one-interview-with-erika-varga-founder-of-romani-design/">https://www.worldprotocolmagazine.com/branding-style-image/fashion-diplomacy-and-social-responsibility-in-one-interview-with-erika-varga-founder-of-romani-design/</a>

**No2.**

<b>Title of Role model:</b>	<b>Franciska Farkas</b>
<b>Country:</b>	<b>Hungary</b>
<b>Short Description of the Role model:</b> (350 words max)	<b>Franciska Farkas is an actress and theater educator. She has received several awards:</b>  <b>2017: Best Supporting Actress in the tv-series Golden Life (Aranyélet)</b>  <b>2015: 48hour Film Project Best Actress in the short film Whisperers (Besúgó)</b>





	<p><b>2014: Best Actress Award at the Hungarian Film Festival of Los Angeles for Viktoria: A Tale of Grace and Greed</b></p> <p>She has been part of Knowledge is Power (Tudás Hatalom Csoport) company since 2016, where Roma creatives redefine Roma identity with the use of theater.</p> <p>She also created a one-woman show, Maxim Gorky: Makar Chudra as dramaturg, director and actor.</p>
<p><b>Potential Benefits from this Role model</b> (350 words max)</p>	<p>Franciska Farkas is the most-well known Roma actress in Hungary, having played various roles in hit series and fictions. She talks a lot about the stereotyping of Roma women in the field of film and has spoken up often about prejudices against Roma.</p>
<p><b>How this Role Model could be used in the project</b> (250 words max)</p>	<p>Franciska talks openly about the importance of community and also educates non-Roma people on racism in the film industry and beyond. The show she has co-created, Gypsy Hungarian (Cigány Magyar) is an educational activist piece which discusses contemporary issues impacting Roma young people, from the consequences of being a visible minority to the situation of and sexism against Roma women.</p>
<p><b>Multimedia Link or attached file in the folder:</b></p>	<p><a href="https://www.youtube.com/watch?v=HVZdNL60NHo">https://www.youtube.com/watch?v=HVZdNL60NHo</a></p> <p><a href="https://www.youtube.com/watch?v=Ce4T2dM5PZE">https://www.youtube.com/watch?v=Ce4T2dM5PZE</a></p> <p><a href="https://www.youtube.com/watch?v=yGoVysQHEJ4">https://www.youtube.com/watch?v=yGoVysQHEJ4</a></p>

**No3.**

<p><b>Title of Role model:</b></p>	<p>József Hegedűs</p>
<p><b>Country:</b></p>	<p>Hungary</p>



<b>Short Description of the Role model:</b> (350 words max)	<b>József is a young Roma teacher and also is a singer-songwriter, who toured with one of the most famous indie bands recently, Carson Coma. He is acknowledged as a creative musician in non-Roma circles as well and openly speaks about his experiences of going to university as the first in his family.</b>
<b>Potential Benefits from this Role model</b> (350 words max)	<b>He is very relatable with his life story for young Roma adults who are trying to survive in the non-Roma world, especially at the workplace.</b>
<b>How this Role Model could be used in the project</b> (250 words max)	<b>József is a good example of a Roma musician who does not stick to traditional folk songs but breaks into new territories, e.g. indie and rock.</b>
<b>Multimedia Link or attached file in the folder:</b>	<a href="https://www.youtube.com/watch?v=eJJBHsib5q0">https://www.youtube.com/watch?v=eJJBHsib5q0</a> <a href="https://www.youtube.com/watch?v=go7DTeqxW9c">https://www.youtube.com/watch?v=go7DTeqxW9c</a>

**NORTH MACEDONIA**



**No1.**

<b>Title of Role model:</b>	<b>Salija Ljatif Petrushovska</b>
<b>Country:</b>	<b>North Macedonia</b>
<b>Short Description of the Role model:</b> (350 words max)	<b>Salija Ljatif Petrushovska is a Roma lady who has been performing public duties for over 5 years. She is the Director of the "13 November" Specialized State Hospital for Geriatric Palliative Medicine in Skopje, North Macedonia. She studied medicine at the Sts. Cyril and Methodius University of Dentistry in Skopje and completed her secondary education at Dr. Panche Karagjozov, one of the most famous public medical secondary schools in the country.</b>



<p><b>Potential Benefits from this Role model</b> (350 words max)</p>	<p>She is a fantastic role model for Roma women, but she is also an amazing role model for the presentation of the Roma community's educated, distinguished, talented, and intellectually developed personnel in North Macedonia. At the same time, it is an outstanding example of breaking down all prejudices about the Roma woman and her function in the Roma family, as well as in the community and society in general.</p>
<p><b>How this Role Model could be used in the project</b> (250 words max)</p>	<p>Mrs. Ljatf Petrushovska is an acceptable example in the project because, despite being a Roma woman from the world's first Roma municipality, Shuto Orizari, she is nonetheless an educated young woman who has achieved success both in the private and professional fields. Salija is a concrete example of what is possible for an individual, particularly a Roma woman, who want to achieve or fulfill herself in a variety of professions. The most essential aspect of this discovery is that it has provided her with knowledge and perseverance in life decisions and duties.</p>
<p><b>Multimedia Link or attached file in the folder:</b></p>	<p><a href="https://www.facebook.com/vidivakamedia/videos/2289220907775298/?extid=CL-UNK-UNK-UNK-AN_GK0T-GK1C&amp;mibextid=979an5">https://www.facebook.com/vidivakamedia/videos/2289220907775298/?extid=CL-UNK-UNK-UNK-AN_GK0T-GK1C&amp;mibextid=979an5</a></p>

**No2.**

<p><b>Title of Role model:</b></p>	<p>Fatma Bajram Azemovska</p>
<p><b>Country:</b></p>	<p>North Macedonia</p>
<p><b>Short Description of the Role model:</b> (350 words max)</p>	<p>Fatma Bajram Azemovska is one of the first Roma women that have been involved in the NGO sector in North Macedonia and with great success not only for her organization Sumnal but also for the Roma community in North Macedonia. She is the country's first master in librarianship, having completed her postgraduate studies with an average grade 10 at the Faculty of Education in Skopje. She also completed her secondary education at the "Vasil Antevski Dren " secondary school for economics and law and pursued her tertiary study at the Pedagogical State University in Skopje.</p>



<p><b>Potential Benefits from this Role model</b> (350 words max)</p>	<p>Mrs. Bajram Azemovska, like the organization, has the same aims or aspirations in terms of education, health, integration, and overall quality of life for Roma, offering a diverse variety of educational possibilities to the community to which it belongs. Strengthening of the community's capacity and empowering individuals means strengthening and proper or suitable engagement in social processes of the individual.</p>
<p><b>How this Role Model could be used in the project</b> (250 words max)</p>	<p>Fatma is the appropriate Roma woman role model that a woman can success also by realizing her ideas into reality through the NGO sector. What is the main mover in the path to success except being a Roma woman is the necessity of education. At the moment Fatma is a single parent and despite the tragedy of losing her husband, she continues with the same vigor in the fights against discrimination in Bitola municipality and in North Macedonia in general.</p>
<p><b>Multimedia Link or attached file in the folder:</b></p>	<p><a href="https://vimeo.com/615924930">https://vimeo.com/615924930</a></p>

**No3.**

<p><b>Title of Role model:</b></p>	<p>Arif Pini</p>
<p><b>Country:</b></p>	<p>North Macedonia</p>
<p><b>Short Description of the Role model:</b> (350 words max)</p>	<p>Dr. Arif Pini is an internal medicine doctor who works at VFW Clinic, one of the leading private clinics in North Macedonia. Arif, in addition to being a doctor, worked as a lecturer at the secondary medical school in Gostivar and afterwards as a general practitioner at the "Ferid Murad" hospital. He earned his medical degree from the Faculty of Medicine and specialized in internal medicine from the Medical University of Skopje.</p>
<p><b>Potential Benefits from this Role model</b></p>	<p>Mr. Pini is a perfect illustration of how, with a lot of effort, anyone, including Roma, may become specialists in a certain sector of medicine, and non-Roma people can trust them as they would any medical professional.</p>



(350 words max)	<b>He is breaking the stereotypes against Roma, as an ethnicity with non-educated fathers, grandfather etc.</b>
<b>How this Role Model could be used in the project</b> (250 words max)	<b>Pini is an example of how, while working at the Emergency Center, free preventive checkups for children of Roma nationality in Gostivar and Tetovo may be provided, and the community he belongs to can be cared for. "Health is a person's greatest wealth," he continues, "and we doctors have the job of taking care of everyone's health." He is the appropriate role model of an educated man, husband, father and professional.</b>
<b>Multimedia Link or attach file in the folder:</b>	<a href="https://streamable.com/5tmoi0">https://streamable.com/5tmoi0</a>



## 5. Resources

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