



ROUTE 2020

TOOLKIT

“ETHNIC UNITY”



Co-funded by the
Erasmus+ Programme
of the European Union



ROUTE 2020

HIGHWAY TO INCLUSION

ERASMUS + COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

DURATION: 01.09.2020 – 31.08.2022



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INTRODUCTION

PROJECT PRESENTATION

"Route 2020 - Highway to Inclusion" (Route 2020) is a KA2 Strategic Partnerships supporting the exchange of good practices in the Youth field among Lithuania, Italy and Germany, lasting 24 months. Route 2020 aims at contrasting discrimination against ethnic minorities by raising awareness among young people and educating them in order to foster respectful and inclusive behaviours while promoting intercultural dialogue, acceptance of diversity and tolerance in society.

TOOLKIT PRESENTATION

As part of the "Route 2020 - Highway to Inclusion" Project, the partnership has developed an educational format in the form of a Toolkit which includes the methodologies and related workshops employed during the implementation of the blended mobilities.

The purpose of the present Toolkit is to increase the quality of youth work contrasting discrimination against ethnic minorities across Europe and beyond.

The Toolkit contains all the results of the research phase implemented during the project's lifetime as well as the workshops employed and tested during the BMYP.

The methodologies employed by partners focus on Education Through Sport, Digital Storytelling and Forum Theatre as a way to contrast discrimination against ethnic minorities by raising awareness among young people and educating them in order to foster respectful and inclusive behaviours.





METHODOLOGIES

1) EDUCATION THROUGH SPORT



Education through Sport (ETS) is a pedagogical approach that uses sport and physical activity as a vehicle to spread a set of values to develop specific competencies which can contribute to personal development, self-empowerment and sustainable social transformation.

ETS is a non-formal educational approach that works with sports and physical activities and refers to the development of key competencies of individuals and groups in order to contribute to personal development, self-empowerment and sustainable social transformation.

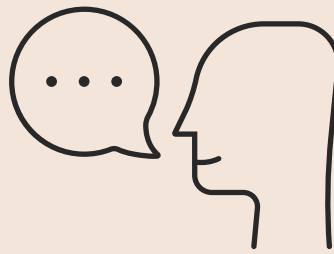
In ETS, indeed, sports elements become educational vehicles for improving social competencies, and soft and learning skills in the frame of a planned learning project. ETS extrapolates and adapts both physical and specific sports exercises to provide a strong lifelong learning outcome, based on specific needs such as: promoting intercultural dialogue; knowledge about acceptance of diversity and tolerance in society. In ETS, therefore, sport is no longer the main objective of the process, but rather it becomes a tool supporting the achievement of set educational goals.

In fact, along with the physical part, the ETS include a debriefing moment together with all the participants. This is one of the most important parts of the methodology and what distinguishes this tool from plain sports activities. The reason is that thanks to a debriefing moment, ETS gives the participants the opportunity to dwell on the activities carried out and help to become aware of the significance of the practical actions carried out so far. For this reason, it is fundamental to prepare in advance questions to be addressed during this phase or reflect on them in advance to make sure the debriefing moment is open and led by right, purposive, and meaningful questions.

In Route2020 one of the chosen methodologies was the ETS because, by linking the exercise to very concrete situations and real-life experiences, the reflection might succeed to a level where participants see their individual impact as citizens on social transformation as well. As for minority exclusion, using the ETS enables to a discussion of the roles and identities participants have regarding the different social spheres they are part of. It is worthwhile to challenge the structures within the society that undermine social inclusion or foster discrimination.

Usually, participants have individual experiences they can share with the group, and it is very easy to connect different social roles to roles in sports with a bit of creativity it is always possible to challenge participants by putting different roles in a collective sport game.

2) DIGITAL STORYTELLING



Digital Storytelling describes a simple, creative process through which people with little or no experience with computers gain the skills needed to tell a personal story as a two-minute film using predominantly still images. The uses of digital storytelling range from a means to express creativity, to a research method for local health issues or a means of preserving a community's identity and a form of oral history. As a method, Digital Storytelling combines techniques to develop literacy and storytelling skills with an introduction to basic Information and Communication Technology (ICT).

Usage of the Digital Storytelling tool aims at creating the roots for raising awareness, empathy, and tolerance and developing critical thinking skills among youth to prevent phenomena such as minorities discrimination based on cultural stereotypes and social exclusion.

The peculiarity of Digital Storytelling is that of supporting participants in the process of elaborating and expressing their life experiences, with the aim of sharing them with other participants.

In the Route2020 project, the Storytelling tool was chosen because it allows the participants, who are not required to have any particular computer skills, to tell their story with tools that enable the listeners to empathize with their experiences, especially when it comes to raising awareness on issues such as tolerance, minorities and social exclusion.



3) FORUM THEATRE



Forum theatre was developed in Latin America as a means of working popularly in theatre to tackle the overriding problems of the lives of ordinary people. Working with groups of workers and peasants in literacy campaigns initially, and then more widely, Augusto Boal applied the theories of Paulo Freire to create a form of social theatre in which 'the oppressed becomes the artist.

A typical session begins with exercises and games aimed at activating and connecting the five senses and engendering an atmosphere of fun and creativity. The objective of this preliminary session is to develop a piece, or several pieces of theatre derived from the experiences of the participants of which oppression or a specific problem such as discrimination, social exclusion and stereotypes, is the focus.

The structure of the piece must involve a Protagonist –the oppressed person who is defeated or frustrated together with an Antagonist or oppressor, who, unlike the Protagonist, may be multiple entities. Normally, the session is conducted by a facilitator.


The specificity of Forum theatre is that it involves the replacement of the Protagonist by those who are watching, who, in this case, are not spectators, but SPECT-ACTORS. The piece, which can be of any length, is played once through and then repeated from the beginning. Anyone who wants to join the scene can have a go. The protagonist is usually the only role replaced, but there are a few rules governing whether and when other characters can be substituted.

The Forum Theatre methodology has the ability to connect different voices, helping to express participants' difficulties and exercise them together with a group of people who, thanks to the theatrical medium, are able to identify with the oppressed subject and try to emancipate themselves from the context provided by the stage.

The creative process is reflected on different levels, and for this reason, it aims at improving personal skills and competencies, such as self-esteem and communication, but also it helps enhance critical awareness and self-reflectivity among a large group of people which shorten distances them to weave bonds and build relationships of trust.

Especially when it comes to people with migration or minorities background this kind of activity helps in articulating the negative experiences, representing and sharing with a forum of people's identities.

For this reason, the Forum Theatre methodology was chosen for the project Route2020, not only in regard to promoting intercultural dialogue, raising awareness and fostering knowledge about acceptance of diversity and tolerance in society but also as an effective way to help young people with minorities background to empower from negative contests and to spread their voices and their perspectives among peers.



COLLECTION OF GOOD PRACTICES

EDUCATION THROUGH SPORTS – LITHUANIA

1- Sports for Social Inclusion of At-risk Teenagers

When:

01 April 2018 – 31 March 2020

Where:

Latvia - Aglona, Balvi, Līvāni, Ludza, Rugāji, Baltinava, Daugavpils, Krāslava, Preiļi, Riebiņi, Viļaka and Viļāni municipalities and Daugavpils City and in Lithuania - Ignalina and Visaginas municipalities.

Objectives:

- to promote social inclusion of at-risk children and youth through sports by improving the public sports infrastructure and accessibility to organized sports activities;
- establishment of the necessary social partnerships of organizations as the support mechanism for creating street sports culture in the Latvia-Lithuania cross-border area as an instrument for social inclusion.

Stakeholders of the project:

- LATGALE PLANNING REGION,
- LATGALE REGION DEVELOPMENT AGENCY (LV),
- VISAGINAS MUNICIPALITY ADMINISTRATION (LT)
- IGNALINA CULTURE AND SPORT CENTRE (LT)



Beneficiaries:

More than 2000 children and youth were involved in publicly available sports events in Latvia and Lithuania. Well-known athletes, sports trainers, and healthy lifestyle influencers and promoters visited more than 20 schools and centres to motivate at-risk children and youth to be active and lead healthy lifestyles.

Description:

The project is designed to elaborate, test and introduce a new social inclusion method for the integration of at-risk teenagers through sports activities by offering them access to street sports activities and fostering their integration back into the education process and society as a whole. Sports here are used as an instrument for the social inclusion of children and youth to prevent them from involvement in risky, criminal or immoral activities.

Results and impacts:

During the project, 27 public indoor and outdoor sports grounds were improved or created and equipped in 13 municipalities in the Latgale region (Aglona, Balvi, Līvāni, Ludza, Rugāji, Baltinava, Daugavpils, Krāslava, Preiļi, Riebiņi, Viļaka and Viļāni municipalities and Daugavpils City) and in Lithuania (Ignalina and Visaginas municipalities).

These trainings helped to create a network of professionals from Latvia and Lithuania who work with children and youth-at-risk in Latvia and Lithuania.

It was also an opportunity for Lithuanian specialists to find out more about the non-formal education and methods provided.

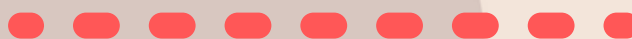
Innovation:

The aforementioned activities are supported by a series of communication activities such as the promotion of the developed model for social inclusion of at-risk teenagers through sports on project partners' websites and social media accounts, and organizing an awareness-raising campaign in social media targeted at children and youth promoting street sports culture and the established sports infrastructure, as well as the marketing of the project events.

Website and contacts:

www.latlit.eu

kristine.smagare@lpr.gov.lv, pasts@lpr.gov.lv



2- Kick-off for Social Inclusion (2016-2-LT02-KA105-004849)

When:

Aug 4, 2016 to Dec 3, 2016

Where:

Varėna, Lithuania

Objectives:

- To engage marginalised youth in active community development through professional or recreational sports activities;
- Offer plans of recreational sports to participants facing social and economical obstacles, migrants, refugees or youngsters belonging to an ethnic minority;
- Introduce the application of non-formal and informal methods in practising indoor and outdoor sports activities.

Stakeholders of the project:

- VSI "UMUNTHU"
- SOUTH EUROPE YOUTH FORUM (IT)
- MLADINSKI SENAT STRUMICA (MK)
- ADEFIS JUVENTUD INTERNACIONAL (ES)
- STOWARZYSZENIE MŁODZIEŻOWE STRATEG (PL)
- MITTETULUNDUSUHING YOUTH SENATE TALLINN (EE)

Beneficiaries:

This youth exchange gave the opportunity for 44 youngsters from 6 Lithuania, Macedonia, Poland, Spain, Estonia and Italy to emphasize the potential of sport as a key tool in breaking down social barriers and tackling the causes of marginalization and social exclusion of young people.



Description:

"Kick-off for Inclusion" is a youth exchange aiming to foster social cohesion in order to break down the bonds that bring young people together, in the context of cultural diversity. This project gathered participants from 2 different social groups – youngsters who are running professional or recreational sports activities and on the other hand participants facing social and economical obstacles, migrants, refugees or youngsters belonging to an ethnic minority. Working in an intercultural environment, with the application of non-formal and informal methods for a duration of 8 days, participants had the opportunity to practice outdoor sports activities to promote sport as an important part in re-engaging disaffected sections of our communities, building shared social capital and grass roots leadership through improved cross-cultural interaction.

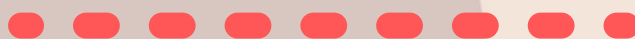
Results and impacts:

As a final result, participants organized a sports tournament named "Varèna International Youth Sports Day" in cooperation with "Ažuolo gimnazija" high school from Varèna town. This sports event engaged more than 20 local youngsters who had the chance to play sports and compete in mixed international teams, breaking the stereotypes about their teammates on a national, ethnic, racial or cultural basis.

The project equipped marginalized youth with tools of communication and dialogue building through sports activities and encouraged them to actively take part in community development, youth development and participation.

Innovation:

The common will to spread the message about the role of sport in "Inclusive Europe" connected 44 participants, broke the boundaries and created a small model of social integration of 6 different cultures. "Kick-off for social inclusion" became a bridge between young amateur sportsmen and people with fewer opportunities with the purpose together to fight against the phenomenon of marginalization and social exclusion by promoting the sport.



3- Healthy body, healthy mind (2014-3-LT02-KA105-003788)

When:

Apr 1, 2015 to Oct 1, 2015

Where:

Musninkai, Lithuania

Objectives:

- Reengage youth into physical activities through non-formal outdoor games and exercises to improve overall wellbeing;
- create an online digest as online diary of the project as a toolkit to share with organizations and informal group of people willing to work with education through sport ;
- produce an educative video of the project activities for boosting dissemination activities;;
- issue a booklet on physical activity and healthy eating habits.

Stakeholders of the project:

- VO MUSNINKU KAIMO BENDRUOMENE,
- ERASMUS STUDENT NETWORK - BULGARIA (BG) ,
- GENCLIK VE DEGISIM DERNEGI (TR),
- CONTINUOUS ACTION (EE),
- HELLENIC REGIONAL DEVELOPMENT CENTER (EL)

Beneficiaries:

The project will involve the following 5 (with 1 team leader) participants from Lithuania, Bulgaria, Turkey, Estonia, and Greece. The project involves young people with fewer opportunities. Totally 30 young people are ready for a healthy initiative gathered in the Lithuanian rural area of Musninkai.

Description:

The project aims to spread the idea of a healthy lifestyle among young people, to ensure healthy growth and develop conscious thinking among European citizens. The project organized outdoor activities (each partner prepared a sports game) and promoted youth creativity, communication, and motivation to learn and acquire new knowledge.

Young people shared their knowledge and experiences about a healthy lifestyle, teaching each other about their heritage of traditional cuisines.

Results and impacts:

The project products:

- An online diary of the project;
- A video of the project activities;
- a Facebook group for communication and dissemination of the results;
- Booklet on physical activity and healthy eating habits.

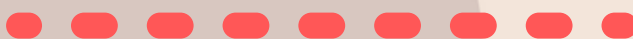
Participants were empowered to enrich their lives with healthy habits and improve their overall diet. They learnt the tools for self-empowerment, relaxation and better mental condition. Now they also know different non-formal educational approaches and methodologies helping them to transfer the knowledge and teach their peers to join the healthy movement.

The project touched upon themes that are important in the local communities and European communities, so we can safely say that the partner organizations local, national and international are ready to play an active role in the field of youth healthy lifestyles, and experiences gained through the project only strengthened their motivation.

Overall local activities by the partners inspired other institutions to take initiatives for a healthy society which is one of our core values. In the project non-formal education methods were used: group work, outdoor activities, workshops, discussions, sharing of experiences, cultural organizations, "learning by doing", etc.

Innovation:

Overall local activities by the partners inspired other institutions to take initiatives for a healthy society which is one of our core values. In the project non-formal education methods were used: group work, outdoor activities, workshops, discussions, sharing of experiences, cultural organizations, "learning by doing", etc.



EDUCATION THROUGH SPORT – GERMANY

1- Integration durch Sport- Integration through Sport

When:

The program began in 1989 under the name "Sport for All - Sport with Aussiedler" in the states of Berlin, Hesse, Lower Saxony and North Rhine-Westphalia as an offer for Aussiedler, and was expanded to all states in 1990/1991. In 2001, the program received its current name and was expanded to include additional target groups. Over time, the program transformed into an offer for all people with a migration background and the right to stay, before it was opened to all asylum seekers and tolerated persons in 2015.

Where:

States of Berlin, Hesse, Lower Saxony and North Rhine-Westphalia as an offer for Aussiedler, expanded to all states in 1990/1991.

Objectives:

To strengthen the equal participation of people with a migration background in social life and thus also in sports participation structures.

Stakeholders of the project:

- THE DEPARTMENT OF HOME AFFAIRS OF THE FEDERAL MINISTRY OF THE INTERIOR, FOR CONSTRUCTION AND HOME AFFAIRS (BMI),
- THE FEDERAL OFFICE FOR MIGRATION AND REFUGEES (BAMF)
- THE GERMAN OLYMPIC SPORTS CONFEDERATION (DOSB),

Beneficiaries:

57.000 Volunteers

1478 Organizations got funding from the Project.

4400 Offers and integrative measures.



Description:

The aim of the program is to encourage people with an immigrant background to become actively involved at all levels of club life - both as active members and as volunteers (integration in and through sports). In addition, qualification measures are offered for volunteers and officials from the host society for dealing with interculturality in sports.

The confederation initiated another program which is known as "Welcome to Sport". The project has been created in collaboration with the BAMF and the International Olympic Committee (IOC) as a result of the global refugee crisis that had hit Europe. The programme has been designed to help refugees coming from war-torn countries, such as Syria, and enable them to participate in sports as a way of welcoming them to the country.¹⁰ Till the end of 2016 had unified 13 regional sports confederations and offered sporting activities such as dancing, cycling, cricket and swimming to refugees for the purpose of integration.

Results and impacts:

The evaluation results acknowledge the program's nationwide reach and breadth of content and draw a positive balance of sports-related integration work in sports clubs and organizations.

The participants build trust and the organisation gets to know them and their personal needs to be able to provide individual support. In addition, the project H.O.P.E established a football team, which takes part in the lowest German division.¹² The team mostly consists of refugees, but also German players and players with different backgrounds.

Thanks to the BUS project, children in particular learn to abide by the rules and are able to play again, an ability they have often lost in times of war.

Innovation:

In conjunction with other organisations, events are organised such as street football tournaments, midnight sports, indoor tournaments, intercultural parties and holiday leisure events with the aim of increasing the number of refugee participants in sports clubs and ensuring that they feel like part of the community in all aspects.

Website and contacts:

<http://www.bamf.de/EN/Willkommen/Integrationsprojekte/FreizeitSport/freizeitsport-node.html>.

https://www.bmi.bund.de/SharedDocs/kurzmeldungen/DE/2019/09/dosb.html;jsessionid=0FAC13B80C6F47586BF6565F8B00D55B.2_cid364



2- Scoring for the Future - Developing Life Skills for Employability Through Football project Streetfootballworld

Where:

8 European countries UK, Germany, Austria, Czech Republic, Italy, Romania, Spain, and France.

Stakeholders of the project:

- 9ALBION IN THE COMMUNITY, UK;
- RHEINFLANKE AND CHAMPIONS OHNE GRENZEN, GERMANY;
- KICKEN OHNE GRENZEN, AUSTRIA;
- INEX-ASSOCIATION OF VOLUNTARY ACTIVITIES, CZECH REPUBLIC;
- A.S.D BALON MUNDIAL ONLUS, ITALY;
- POLICY CENTER FOR ROMA AND MINORITIES, ROMANIA;
- FUNDACIÓN RED DEPORTE Y COOPERACIÓN, SPAIN;
- SPORTS DANS LA VILLE, FRANCE.

Description:

This Erasmus+ project was a continuation of the Erasmus+ project, “Team Up For NEETS!” and involved 9 streetfootballworld network members in 8 European countries. The project aimed to tackle the issue of employability of young people not in education, employment or training. The project identified 17 key life skills that are deemed most relevant to empower young people to make positive lifestyle changes that will help them move nearer to work or find work. Identified life skills include adaptability, concentration, goal setting, self-motivation, reliability, conflict resolution and decision-making.

Results and impacts

By harnessing the power of sport, the project equipped young people with transferable skills to support their employability.

Innovation:

Developing Life Skills for Employability Through Football project. The project partners designed a sport-based training methodology consisting of “three halves” which is based on the concept of the three halves in streetfootballworld developed methodology “football3”.

Website:

<https://www.streetfootballworld.org/project/scoring-future-developing-life-skills-employability>

3- Sport2Work manual Deutsche Gesellschaft für Internationale Zusammenarbeit GERMANY (ETHIOPIA)

When:

2016-2017

Where:

The 'Sport for Development in Africa' (S4DA) Regional Project uses sport as a tool for development and education in various African countries.

Objectives:

- Guide coaches to develop employability competences through sport as an athlete or young leader;
- Support coaches and teachers in helping young people find employment through quality sport activities on and off the playing field.

Stakeholders of the project:

It has been developed in close cooperation with the 'Sport for Development in Africa' (S4DA) Regional Project and Ethiopian partners. Commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) uses sport through S4DA as a means of achieving development objectives in selected African countries.

Beneficiaries:

For Teachers and coaches to deliver quality sports activities in basketball, football, handball, and volleyball. So far, more than 106.500 children and young people are benefiting from 35 sports grounds renovated or constructed at vocational schools in Ethiopia. More than 1100 children and youth participate regularly in "Sport2Work" training courses.

Description:

The Sport2Work manual (2017) is a practical guide for teachers and coaches to deliver quality sports activities in basketball, football, handball, and volleyball that promote social skills, which are required on the sports field and at the workplace. The Sport 2 Work manual was designed to be applied in Technical and Vocational Education and Training colleges but it is also suitable for use in schools, higher education institutions, NGOs and community-based organisations where there is a desire to support young people to prepare for employment or become young entrepreneurs. Sport2Work is a student-centred learning approach. It helps young people discover for themselves the employability competencies they are using through participation in sport and helps connect these to the workplace.



Results and impacts:

- Empower teachers and coaches to deliver quality sport activities in basketball, football, handball and volleyball;
- To develop youth social skills, which are required on the sports pitch and at the workplace;
- To help young people discover for themselves the employability competences they are using through participation in sport and helps connect these to the workplace.

Innovation:

How coaches and teachers can help young people find employment and assist coaches and teachers to conduct quality sport activities on and off the playing field. Skill fairs combined with sport events attract young people allowing them to demonstrate their skills and to gain vocational orientation.

Website and contacts:

www.sport-for-development.com/imglib/downloads/giz2017-en-s4da-manual-sport2work.pdf

EDUCATION THROUGH SPORT – ITALY

1- World Cup Volunteers 2017

When:

Start: 01-12-2016 - End: 01-11-2017

Where:

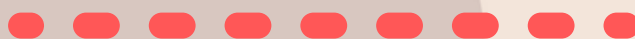
International sport event Mondiali Antirazzisti 2017 (Antiracist World Cup) in Castelfranco Emilia, Italy

Objectives:

To battle against racism and gender discrimination

To promote the cooperation and equality values through sport

To offer volunteers a unique learning opportunity to develop new competences and attitudes, as well as knowledge about other cultures, in an intercultural and stimulating environment.



Stakeholders of the project:

- YOUNET

Beneficiaries:

The project involved 40 young volunteers from Spain, the Czech Republic, Greece, Poland and Latvia. The participation of about 50% of volunteers coming from groups at risk of social inclusion was foreseen, notably, the 2 identified in the 2012 EU Youth Report Young - people not in employment, education or training (NEETs) and migrants and ethnic minorities (especially ROMA)

Description:

Within the scope of this methodology, activities such as trainings, workshops, conferences and cooking were carried out. Integrity, language learning and activity-based trainings were organized. The importance of volunteering was emphasized and a conference was held on “Discovering the European Voluntary Service”.

Results and Impacts

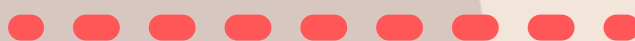
The volunteers underwent a personal development process, developed a more positive attitude towards the EU, increased their motivation for taking part in future voluntary activities abroad and became young ambassadors of European mobility. Furthermore, they learned new skills, increased their sense of initiative and self-confidence, developed tolerance and intercultural values and became more open to a healthy lifestyle and to environmental protection.

The participants became more conscious about intercultural issues and they learned the importance of integrating sports in a daily basis as an encouragement of a healthy lifestyle. In addition, they gained new skills required in the labour market such as teamwork, autonomy, a sense of initiative and self-confidence. Moreover, the project encouraged the development of a proactive attitude towards the EU projects. The participants can spread their experience and motivate others to join European mobility projects.

Website and Contact

<http://worldcupvolunteers2017.weebly.com/>

Via dello scalo 21/3
40131 Bologna
Emilia-Romagna



2- WELCOME-Integration of young refugees through sport activity

When:

Start: 01-01-2017

End: 31-12-2017

Where:

In the different partner countries within the clubs of the partnership

Objectives:

To encourage social inclusion and equal opportunities in sport by creating a sustainable model of integration/social inclusion replicable by different clubs and in different contexts.

Stakeholders of the project:

- ASSOCIAZIONE SPORTIVA DILETTANTISTICA S.S.
- LAZIO BASKET(ITALY),
- HAŠK MLADOST (CROATIA) AND ATHLĪTIKOS PODOSFARIKOS OMILOS ELLĪNŌN LEUKŌSIAS – APOEL (CYPRUS)

Beneficiaries:

Young refugees/asylum seekers

Description:

Preparation phase:

- A group of Coaches from the three partner Clubs are trained in e-learning/webinar mode
- The e-learning programme is developed

Implementation phase:

- Refugees/asylum seekers are involved in free weekly sports activities with the Clubs' coaches and a sports psychologist.
- Final e-learning module

Results and Impacts

The three Clubs of the Partnership have better experience in dealing with refugees/asylum seekers, with better knowledge on policies and rules involved in working with the refugees.

In addition, encouraging social inclusion and equal opportunities in sport was empowered.



Innovation:

Creation of a sustainable model of integration/social inclusion replicable by different clubs and in different contexts.

Website and Contacts

info@projectwelcome.eu

3- Odiare non è uno sport

When:

On-going

Where:

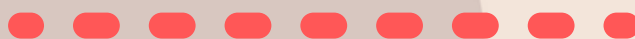
Italy

Objectives:

“Odiare non è uno sport” is an educational project with the aim to prevent and combat hate speech in sport supported by the Italian Agency for Development Cooperation and promoted by the Centro Volontariato Cooperazione allo Sviluppo, with a dense network of partners throughout the country.

Stakeholders of the project:

- AMICI DEI POPOLI,
- CELIM,
- CISV,
- COMI,
- COPE,
- CSEN,
- CVCS,
- FORMA.AZIONE,
- INFORMATICI SENZA FRONTIERE,
- SERVIZIO DI PACE LVIA,
- PROGETTOMONDO.MLAL,
- UNIVERSITÀ DEGLI STUDI DI TORINO,
- SIT,
- TELE RADIO CITY



Beneficiaries:

- Teachers/educators/coaches/Sports managers
- Young people

Description:

The activities promote the positive values typical of sport by Education through Sport, which was supported by a multimedia campaign involving prominent sports figures as testimonials and by the testing of digital tools. For teachers, educators, coaches and sports managers, Elaboration of Learning Units (UdAs) were experimented on the same topic in schools and sports. For young people, laboratory activities with active-participation methods (simulations, role playing, dramatisation) were created. In one year of the project, more than 3,400 young people, 200 teachers, 150 sports club coaches and 12 Olympic champions have been involved. They have created educational programmes, mobilised public opinion and set up 'anti-hate antennas' in six Italian regions, groups of young people trained to intervene in online hate speech by toning it down.

Results and Impacts

Beneficiaries of the project will be provided with methodologies to contrast discriminatory languages in sport and will become more aware and responsible on the matter.

Innovation:

The innovation lays on the objective of the project which implements activities in order to contrast discriminatory languages.

Website and Contacts

<https://www.odiaresoneunosport.it/>

Address: Via Bellinzona n. 4 – 34170 Gorizia – Italy

Phone number: +39 0481 34165

E-mail: info@cvcv.it



DIGITAL STORYTELLING – LITHUANIA

1- Clustering Creativity (2015-1-LT01-KA203-013487)

When:

Sep 1, 2015 - Oct 31, 2017

Where:

Vilnius, Lithuania

Objectives:

- Create an international new media community integrating students, online media companies and educators;
- Strengthen the students' skills;
- Develop an internet platform as a tool for the interaction of new media communities;
- Create conditions for acquiring labour market-related knowledge and skills during the studies.

Stakeholders of the project:

- VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETAS VIESOJI ISTAIGA
- RISEBA UNIVERSITY (LV)
- Fabula ir partneriai UAB (LT)
- EDINBURGH NAPIER UNIVERSITY (UK)
- HOCHSCHULE DER MEDIEN (DE) ,
- DIGITAL ACADEMY (LT)
- VELEUCILISTE S PRAVOM JAVNOSTI
- BALTAZAR ZAPRESIC (HR)

Beneficiaries:

Students from 5 universities from Lithuania, Latvia, Germany, Croatia, and the UK joined by online marketing and private training companies



Description:

In order to cope with the lack of synergy between higher education institutions (HEIs), online marketing professionals and students as future creators of new media products, a need to strengthen the interaction between academia, business and online marketing professionals were identified by the consortium of 7 partners: 5 universities from Lithuania, Latvia, Germany, Croatia, and the UK joined by online marketing and private training companies.

The training module was created by teachers and partners from business and thus integrated offline marketing theories with online marketing realities and specific digital skills.

The community of creators who developed the Creator Hub (online integrated platform) will be further supported by motivated teachers and students with improved knowledge and skills gained in newly established online marketing modules.

Results and impacts:

With a total reach of 104k target group members, Clustering Creativity became a success story in project partner countries and beyond. 15 teachers have worked with 8 campaign briefs from business companies and 240 students who were directly involved in the Clustering Creativity competition. As a result of Clustering Creativity, new opportunities were and will continue to be created for students – they will be able to gain new competencies including how to collaborate and participate in the business market by fulfilling the orders of small SME's and NGOs and earning money, as well as to increase employment possibilities by entering the business market with higher entrepreneurial and digital competencies.

Innovation:

The impact of Clustering Creativity envisaged by the partners is increased application of the European qualification framework, enhanced academia and business collaboration and growing competitiveness of higher education in creative industries – one of the emerging markets as acknowledged by the European Commission.

Website:

<https://www.riseba.lv/en/research/project-division/current-and-past-projects/clustering-creativity>



2- CLICK ON: Connecting Leads Into Comprehensive Knowledge Of Networking (2016-2-LT02-KA105-004909)

When:

Oct 1, 2016 - Apr 30, 2017

Where:

Kaunas, Lithuania

Objectives:

- Promote responsible and active online networking at various levels of European citizenship and connect it with the values of cultural diversity and social inclusion
- Adopt tools and measures for fighting discrimination, hate speech and racism on Internet; educate youth workers for the development of digital competence of young people and the promotion of social responsibility among them.

Stakeholders of the project:

- VIESOJI ISTAIGA KAUNO IVAIRIU TAUTU KULTURU CENTRAS
- ASOCIATIA PENTRU MEDIU SI EDUCATIE NON FORMALA REMEDIU (RO)
- OPEN YOUTH CORNER - ANOIKTI GONIA NEON (EL)
- UDRUGA ENAS (HR)
- ASOCIACION EGERIA DESARROLLO SOCIAL (ES)
- INTERREGIONAL NON-GOVERNMENTAL ORGANIZATION OF VOLUNTEER, CULTURAL AND EXCHANGE PROGRAMS GOOD DEEDS CASE (RU)
- U-20 VOLUNTEERS NETWORK (EG)
- YOUTH ORGANIZATION ODISEJ (BA)
- PERTEJ BARRIERAVE (AL)
- ROSTO SOLIDARIO - ASSOCIACAO DE DESENVOLVIMENTO SOCIAL E HUMANO (PT)
- EDUCATIONAL CENTER - KRUSEVAC (RS)
- PLANBE, PLAN IT BE IT (CY)
- I DARE FOR SUSTAINABLE DEVELOPMENT (NON PROFIT) (JO)

Beneficiaries:

30 youth workers and leaders from 13 countries with various backgrounds from 17 to 27 years old.

Description:

This project highlights the concept of digital citizenship, which helps young people, youth workers and multi-players to understand what young people should know for using technology appropriately.

The project also highlighted freedom of expression and human rights on the Internet. In everyday language, people generally refer to the right to "free speech". In fact, freedom of expression covers all forms of human expression, including the written word, visual images, video, music, etc.

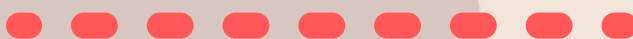
The methodological approach to training is based on the concept of experiential learning and included a variety of methods (individual work, small group work and plenary discussions, simulations, exercises, and theoretical exposures). Each method contained the usage of digital tools so that participants have direct contact with the issues discussed.

Results and impacts:

- Creation of a digital campaign that was used for the empowerment of those interested in active digital citizenship
- 30 youth workers and leaders took part in the project to improve youth communicative skills, and their ability to use digital tools in promoting democracy, EU values and responsible citizenship.

Innovation:

The project boosted intercultural, international and transnational cooperation, based on the strong networking boost during the program and dissemination activities as well as follow-up online activities on various social media platforms.



3- Developing Interdisciplinary Economics, Ethics and Citizenship Education in Secondary Schools (2016-1-LT01-KA201-023232)

When:

Sep 1, 2016 - Aug 31, 2018

Where:

Vilnius, Lithuania

Objectives:

- Raise the profile, quality and relevance of economics, civic and ethical education,
- Increase awareness of innovative interdisciplinary pedagogical approaches,
- Improve learning content and promoted its digitization,
- Improve access to innovative ICT-based quality teaching and learning resources,
- Enhance student-centred, participatory learning,
- Promote the development of social competencies and transferable skills in upper secondary economics, ethics and citizenship education.

Stakeholders of the project:

- LIETUVOS LAISVOSIOS RINKOS INSTITUTAS
- VILNIAUS VYTAUTO DIDZIOJO GIMNAZIJA (LT),
- LIETUVOS EDUKOLOGIJOS UNIVERSITETAS (LT)
- RIGA STATE GYMNASIUM NO 1 (LV)
- JYVASKYLAN AMMATTIKORKEAKOULU (FI)
- GUSTAV ADOLFI GÜMNAASIUM (EE)
- LATVIJAS UNIVERSITATE (LV)
- RIGAS PEDAGOGIJAS UN IZGLITIBAS VADIBAS AKADEMIJA (LV)

Beneficiaries:

The project's direct beneficiaries include 22 schools with 50 teachers and 2,000 students in the Baltic States.

Description:

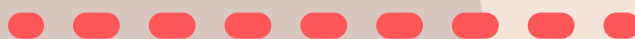
The consortium developed a model and methodological guidelines for integrated education, produced 30 interdisciplinary modules for upper secondary education in economics, ethics and citizenship, and held five multiplier events for 240 stakeholders in the project countries, including three conferences and two seminars for teachers of economics, ethics and citizenship, organized piloting of the developed educational resources in 22 schools with 50 teachers and 2,000 students in the Baltic States, published scholarly articles, participated in external events and carried out a broad-based dissemination campaign. In the development work, the team analyzed relevant theories, methods and approaches to interdisciplinary social education, organized benchmarking visits to schools and lesson observations, interviewed experts, and organized extensive piloting, peer-reviews and feedback gathering activities.

Results and impacts:

- Methodological Guidelines for Integrated Economics, Ethics and Citizenship Education
- Package of curriculum resources for interdisciplinary upper secondary education in economics, ethics and citizenship, comprising 30 modules designed for in-class use by teachers and students.
- Increased knowledge of participants, participating organizations and key target audiences about innovative interdisciplinary pedagogical approaches;
- Improved learning content;
- Vetter access to ICT-based quality teaching and learning resources.

Innovation:

Innovative interdisciplinary pedagogical approaches.



DIGITAL STORYTELLING – GERMANY

1- Speak Up - Human Rights on Air

When:

Start date: 01-05-2020 End date: 31-12-2021

Where:

Germany, Russian Federation, Belarus, Spain, Greece

Objectives:

- Increase awareness of social and individual human rights and foster intercultural competence of participants;
- Improve participants' social and civic competence, consequently increasing their civic engagement;
- Increase their sense of initiative and entrepreneurship;
- Learn how to communicate differences, young people encounter in their everyday lives, in order to form an appreciation and celebration of diversity;
- Provide a networking opportunity for youth that might enable future international activities between different countries.

Stakeholders of the project:

- INTERNATIONALES BEGEGNUNGSZENTRUM FRIEDENSHAUS E.V.,
- ACADEMY OF INNOVATION, CENTER FOR PROMOTION OF WOMEN'S RIGHTS,
- TALLER D' ART, CULTURA I CREACIÓ,
- CULTURE. WORLD. ME,
- YOUTH EMPOWERMENT CENTER,
- HERTZ 87.9 CAMPUSRADIO FÜR BIELEFELD

Beneficiaries:

The Youth Exchange brought together 33 youngsters from 6 different countries (Spain, Ukraine, Germany, Greece, Russia, Belarus).



Description:

The held exchange is in line with Erasmus + objectives by fostering social inclusion and equity through educating youth about human rights with a focus on xenophobia in order to celebrate diversity within Europe and beyond its borders.

During the main activity, participants took part in different workshops with creative storytelling methods from theatre, movement and oral storytelling. Through implementing drama-based storytelling methods, participants got engaged as well physically, through different exercises training the body and individuals' perception of it (as well in relation towards the group). Furthermore, other activities arising from non-formal education such as world cafes, different forms of debate, experimental learning and learning-by-doing approaches have been facilitated.

Results and impacts:

The project "Speak up! - Human Rights on Air" brought a positive long-lasting impact on all participants and participating organisations involved.

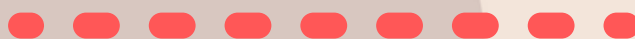
Participants developed more language competencies and their social and civic competencies will enhance their feeling of European identity because all the workshops helped in English. Additionally, the participants not only gained more knowledge about human rights, xenophobia and creative expression but they formed a network for future cooperation and also used it as a foundation to contribute to their local communities.

Innovation:

The partners used a motivating approach to get participants to become active citizens in their society, organizing initiatives that support an inclusive Europe and a society that celebrates diversity.

Website:

- <https://ibz-bielefeld.de/jugendlicher-austausch-radio-projekt-gegen-rassismus/>



2- Life stories, fairytales

When:

Start date: 01-05-2019 End date: 31-12-2021

Where:

Germany, Turkey, Sweden, Bulgaria, Greece, France, Portugal, Italy, Romania, Spain and Hungary

Objectives:

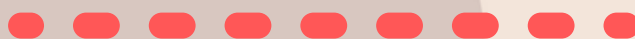
- Develop and promote a new positive narrative of inclusion through creative and innovative youth work activities;
- Train youth workers and youth leaders giving the chance to young Europeans and young refugees and migrants to meet and share and explore their stories in order to match them with the needs of the communities they live in.

Stakeholders of the project:

- KULTURNETZ - EINE INITIATIVE ZUR KULTURELLEN VERNETZUNG,
- KULTUR BAHCESI DERNEGI, ASOCIATIA GEYC,
- YOPA- FIATALOK AZ ÁLLAMPOLGÁRI RÉSZVÉTELÉRT KÖZHASZNÚ EGYESÜLET,
- NORDIC EUROPEAN MOBILITY,
- SDRUZHENIE WALK TOGETHER,
- GREEK YOUTH MOBILITY,
- EUROCIRCLE RHONE APLES,
- INIZIATIVA DEMOCRATICA, ASOCIACIÓN DE DESARROLLO SOCIAL PARTICIPATIVO IMAGINA,
- ASSOCIAÇÃO ACADEMIA CIDADÃ

Beneficiaries:

They work with young people in general and young refugees/migrants in particular on a daily basis. They represent rural, multicultural and intercultural communities. By meeting the refugees/migrants and collecting their stories (needs, dreams, fears, personal stories, journeys, expectations, goals, hopes, competencies, skills, and contributions), they can provide the host population with accurate and fair information about who refugees are and what are the benefits of welcoming them in the local community, promoting, therefore, an inclusive and tolerant society, able to recognize and value personal talents and to empower and integrate them.



Description:

37 youth workers, youth leaders participated in the LTTC. “Life stories, fairy tales” is a long-term training project, which was in May 2019 and ended in December 2020. It had four phases:

- Phase I: 1st training course on migration and storytelling in Berlin, Germany 20 - 28 November 2019.
- Phase II: Practice period December 2019 – August 2020 participants implemented the action plans they developed during the TC1.
- Phase III: 2nd Training course on community matching and social campaign in Antalya, Turkey 20-28 September 2020.
- Phase IV: Community matching and social campaigns From October 2020. The project is based on the methodology of non – formal education with special focus on experiential learning.

Results and impacts:

- Final publication/book in which thoughts, reflections, stories of migrations developed as “dreams” presents. The book promotes the concept of “community match”, defined as the opportunity to match the dreams, skills and knowledge of the migrants with the needs and opportunities of the community they live in.
- A social campaign aiming at changing the perception and view of local communities towards migrants and refugees will be developed.

Innovation:

Used elements of storytelling, experiential learning and peer-to-peer education to develop and promote a new positive narrative of inclusion through creative and innovative youth work activities.

Empowerment:

Young people in general and young refugees/migrants in particular in daily basis.

Website:

<https://www.facebook.com/kulturnetwork/posts/pfbid021kHMxmce4UdRyjLiQCmFKNrJscMKFE4JWUnkQ4CMPL1BFV3zw3pmJggSr9C8h9UI>



3- Speechless in Europe | Sprachlos in Europa | Sans voix en

Europe - the PlanetEUrope method - Innovative forms of dialogue about Europe and the EU for young people unacquainted with the concept of European citizenship

When:

Start date: 01-09-2014 End date: 31-08-2016

Where:

Germany, France, Budapest, Italy

Objectives:

- Develop ways and tools to expand the conversation about the future of Europe;
- Train multipliers working with them to use these in their activities and projects.

Stakeholders of the project:

- EUROSOC DIGITAL GGMBH,
- ALL CONTENTS
- LIQUID DEMOCRACY
- SOLUTION4.ORG
- ASSOCIAZIONE CULTURALE IMPULSI ONLUS

Beneficiaries:

The project addressed on the one hand young people from the participating countries DE, FR, IT and HU between 16 – 27 years old, not interested, aware or keen on their role as European citizens. On the other hand, it targets multipliers from diverse fields of education (youth workers, schools, foundations, local administrations etc.) working with these young people and having a decisive influence on their educational settings.



Description:

Through different stages of combined online and offline working phases on the participative online platform, young Europeans were encouraged and supported in telling and sharing “their stories” about life in Europe today as well as their wishes, recommendations and ideas for the future of Europe. In order to achieve a “speechless” dialogue and create an understanding amongst young people from other European countries. These stories are told in creative formats (photography, video, sketch, street art) and shared with young people from other countries.

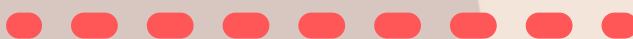
In the second round of storytelling, it is a task to tell the story of a young person from another country. These “European stories” are then shared at a “European storytelling festival”.

Results and impacts:

- Extensive insight and first-hand experience in working with unconventional, creative and expressive forms of political dialogue and debate with young people about Europe both on local, national and European levels.
- Set them on a path of directly conceptualizing, planning and implementing many more youth activities with this target group of participants
- Through the establishment and offering of local workshops a connected hub of youth workers, youth organizations, volunteers, staff of foundations and responsible people from local administration comes together to expand their horizons, learn and develop innovative approaches and strategies for involving ALL young people in a participative European dialogue about the future of Europe.

Innovation:

Through its actions and the implementation of combining non-traditional offline tools with online tools, the project reduces the elitist character of European participation and increases the legitimacy of the participation by broadening the spectrum of participants. Moreover, by challenging the participants to discuss and work together despite eventual linguistic barriers and by soliciting the capacity of putting themselves in each other’s shoes in order to tell the stories of their European compatriots, the project enables participants not only to learn and engage themselves throughout the project but to create close ties, engage them effectively in Europe and European issues and thus strengthen their sense of European citizenship.



DIGITAL STORYTELLING – ITALY

1- WEB OF CHANGE. CONNECTING VOLUNTEERS AT THE FRONTIERS OF TECHNOLOGY AND SOCIAL CHANGE

When:

Start: 01-06-2015 End: 31-01-2017

Where:

Province of Vicenza

Objectives:

To promote participation and active citizenship of all children and young people

To increase solidarity among young people, greater intercultural dialogue within the local communities of the Province of Vicenza.

Stakeholders of the project:

- PROGETTO ZATTERA BLU SOCIETÀ COOPERATIVA SOCIALE ONLUS (IT)
- JUGENDBILDUNGSSTÄTTE UNTERFRANKEN (DE)
- ADELANTE SOCIETÀ COOPERATIVA SOCIALE ONLUS (IT)
- ASOCIATIA FORUMUL CETATENESC PENTRUACTIUNE SOCIALA SI EDUCATIE CIVICA (RO)
- ASOCIACIÓN PARA LA INTEGRACIÓN Y PROGRESO DE LAS CULTURAS PANDORA (ES)
- RADICÀ SOCIETÀ COOPERATIVA SOCIALE ONLUS (IT)
- ASSOCIAZIONE CASA A COLORI ONLUS (IT)
- SAMARCANDA SOCIETÀ COOPERATIVA SOCIALE ONLUS (IT)

Beneficiaries:

The volunteers, from Romania, Germany and Spain are welcomed for 10 months in 4 host organizations of the Province of Vicenza.

Description:

The method of work was based on cooperation with and between partner organizations for the implementation of volunteer activities. It has been emphasized the dimension of the "group" as an element of peer support between volunteers, carried out by the organization of a common training and a transverse project which aimed to create a community of practice composed of European volunteers and young people of the territory for making videos of DIGITAL STORYTELLING, autobiographical video of the young second generation as protagonists, which have been disseminated through the tools of web 2.0.

Results and Impacts

The project has had a positive impact in terms of sharing of knowledge, learning, practice and motivation on the volunteers, organizations and partners on young people with fewer opportunities involved, creating synergy, network, opportunities to meet and further strategic partnerships to build an integrated system inclusion at European level and facilitate access to the participation of young people with fewer opportunities.

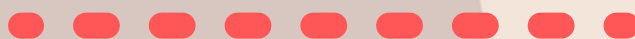
Innovation:

Aimed to highlight how the web can become a tool for the promotion of social change, to combat racism, socialization, diffusion of opportunities for participation and active citizenship and a long-term perspective to improve youth policy so that they see more and more young people as active protagonists of their territory and more and more aware of their being European citizens united by common values of dignity, freedom, democracy.

Website and Contacts:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-IT03-KA105-005371>

<https://www.jubi-unterfranken.de/kontakt/>



2- i-DIGital Stories - Stories Educational Learning Facilities

When:

Start: 01-09-2015 End: 31-08-2017

Objectives:

- To foster the use of ICT into educational and social initiatives; promote interaction, communication and collaboration in a knowledge community, fostering the joy of learning, the inquiry and the creativity of the knowledge creation
- To empower of learning responsibility and autonomy of students and participants to training events
- To increment in social visibility of target groups, such as vulnerable social groups (refugees and ethnic minorities)

Stakeholders of the project:

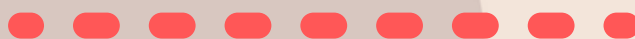
- DICIANNOVE SOCIETÀ COOPERATIVA (IT)
- DANMAR COMPUTERS SP Z O.O. (PL)
- ZOE GESTIONE SERVIZI CULTURALI SCARL (IT)
- VARDAKEIOS SCHOOL OF INDIGENT CHILDREN (GR)
- ANTHROPOLIS ANTROPOLOGIAI KOZHASZNU EGYESULET (HU)
- LIVERPOOL WORLD CENTRE (UK)

Beneficiaries:

The project evolved from the needs of functioning adult and youth education with Information Technology.

Description:

With the scope of Digital Storytelling, an EOR-Open Educational Resources platform, under the international standard and the 1st comprehensive methodological guide on digital storytelling methodology were created, Trainings were organized for the partners during a short-term staff training event. A multidisciplinary tool on digital storytelling on the base of the feedback from the implementation procedure was developed.



Results and Impacts:

The project is support for individuals to regain a sense of belonging and to build up their identity by telling their stories.

- IO1: Educational platform on digital storytelling
- IO2: Comprehensive Methodological Guide on Digital Storytelling
- IO3: Digital stories toolkit
- More than 40 videos

Innovation:

The platform will be open long after the project end, assuring a long-term benefit by becoming the first complete repository of digital storytelling method and experiences.

Website and Contacts:

<http://www.idigstories.eu>

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-IT02-KA204-015181>

E-mail: info@19.coop

3- Digital Media for Intercultural Dialogue

When:

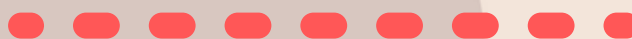
Start: 01-02-2020 – End: 31-07-2022

Objectives:

- To help expand knowledge and methodologies about how digital media can foster intercultural dialogue in young Europeans.
- To carry out an exchange of good practices between partner organizations, concerning this crucial issue.

Stakeholders of the project:

- ITINERE SOCIETÀ COOPERATIVA SOCIALE (IT)
- UNITED SOCIETIES OF BALKANS (GR)
- REAL TIME VIDEO LTD (UK)
- CLUBE INTERCULTURAL EUROPEU (PT)
- STOWARZYSZENIE PRACOWNIA FILMOWA "COTOPAXI" (PL)



Beneficiaries:

The project intends to produce an impact at local, national and European levels on this important issue of Digital Media and young people, not only as a development of critical knowledge but as a focus on the impact of communication that occurs through these media on phenomena such as increased racism and xenophobia among young people.

Description:

The project assumes that the knowledge and the diffusion of adequate methodologies can develop in young people a positive use of Digital Media as a tool of knowledge and active participation in society, for the promotion of human rights and intercultural dialogue.

Results and Impacts:

The expected impact on youth workers participating in the joint staff training concerns, first and foremost, the increase of knowledge and skills on educational methodologies aimed at young people concerning Digital Media and intercultural dialogue. Also the partner organizations, thanks to the increased competence of their staff, will see their educational competencies increased in the education of young people linked to Digital Media and intercultural dialogue.

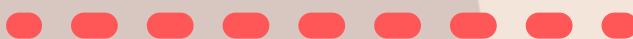
Innovation:

Three outputs will also be produced, namely:

- a collection of good practices exchanged;
- video materials produced by the youngsters within the experimental activities, all concerning the theme of intercultural dialogue and Digital Media (tot. 40 videos and 10 podcasts);
- 5 short informative videos concerning the methodologies shared in the practical exchange meetings.

Website and Contacts:

E-mail: itinerecoop@gmail.com



FORUM THEATRE – LITHUANIA

1- Human: Handling Universal Matters and Norms on Human Rights Education (2019-2-LT02-KA105-006483)

When:

Aug 14, 2019 to May 13, 2020

Where:

Kaunas, Lithuania

Objectives:

- to explore new challenges and trends in Human Rights education for youth;
- to equip youth workers with the skills necessary to apply different educational approaches to human rights in groups of young people;
- to provide youth trainers and youth workers a space to get practical working experience in Human Rights Education for youth;
- to widen the network of youth workers and trainers on Human Rights education for youth;

Stakeholders of the project:

- VSI PASAULIO PILIECIU AKADEMIJA
- ARKA FONDACIJA (RS)
- YOUTHFULLY YOURS SK (SK)
- CONEXÃO JOVEM (PT) , TDM 2000 (IT)
- FUNDACJA INSTYTUT ROWNOWAGI SPOLECZNO EKONOMICZNEJ (PL)
- SABAI TRÉNING EGYESÜLET (HU), YOURS EMPOWERMENT GROUP (MT)
- IASIS (EL)
- YOUNG IMPROVERS FOR YOUTH DEVELOPMENT (BG)
- ASOCIATIA BE YOU (RO)

Beneficiaries:

The training course involved 22 participants coming from 11 different countries (Lithuania, Romania, Bulgaria, Portugal, Italy, Greece, Poland, Slovakia, Malta, Serbia and Hungary). It was coordinated by a team consisting of a trainer from Italy as well as a trainer and an organisational support staff from Lithuania.

Description:

The partners developed Human Rights Education activities for youth and empowered Human Rights activists and facilitators in Youth NGOs across Europe. The training course was based on the methodology of non-formal education with a learner-centred approach. The TC also included experiential learning methods to allow the participants to try out different tools of HRE and become capable to use them in their daily practice. Methods used are based on the revised Compass manual and will include simulations, role play, discussions, round tables, brainstorming, theatre and more.

Results and impacts:

The activity gave the participants a chance to develop a number of new competencies, that can be useful for their personal and professional life. The participants had the chance to learn more about Human Rights, discuss the issues related to HR in the European context as well as exchange best practices and challenges with their peers from other countries. They had the possibility to experiment with new tools and activities to run in their local communities after the training course. In this way, they will be affected on their personal and professional level, both working on their brains and hearts to affect their life from a Human Rights perspective.

The project partners supported the participants in the design and implementation of new local and international activities, favouring their growth in the field and contributing to the success of the positive impact on youth that it will spread.

Innovation:

The course gave a chance to the youth workers to develop their knowledge, skills and attitudes in the field of inclusion, and to pass them in an effective way, bringing back Human Rights to the top of the most important values for youth in Europe.



2- Together: Refugees & Youth (2016-1-LT02-KA205-004666)

When:

Jun 9, 2016 to Jun 8, 2018

Where:

Kaunas, Lithuania

Objectives:

- integrate refugees into the societies faster by allowing cultural exchange with local youth;
- raise qualifications and competencies of youth workers, by providing them with tools & standards for multi-cultural elements in their work;
- lower xenophobia, and racism and foster multilingualism of the local youth;
- help refugees' integration by promoting more favourable public opinion and employment opportunities for them;
- improve local youth work by involving refugees with their skills and experience.

Stakeholders of the project:

- ASOCIACIJA AKTYVUS JAUNIMAS
- POLITIKOS TYRIMU IR ANALIZES INSTITUTAS (LT)
- BRODOTO D.O.O (HR)
- BALTIC YOUTH WAY (LV)
- VSI INTEGRACIJOS CENTRAS (LT)

Beneficiaries:

Naturally, refugees, youth and youth workers were the main target groups of the project. Thanks to the activities, carried out by the TRY project, more than 3000 people were positively influenced and benefited in various ways. Furthermore, this number does not include people who were and will be reached by continuous dissemination activities, as well as self-sustainable deliverables long after the project has ended.



Description:

TRY aimed to create a special programme in which youth workers would include refugees in their work with youth. This way, youth could get a chance to develop in a multicultural environment; thus building up their tolerance and increasing multilingualism. Meanwhile, the refugees had a chance to integrate into the society faster, since the youth helped them with the local language, culture and traditions.

Results and impacts:

The project has produced a range of tangible results, among which the most important ones are:

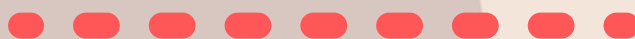
- methodology and standards for youth work to include refugees;
- SBIC and generate business ideas that could be turned into social enterprises;
- EWb, which serves as recognition for companies/institutions that help refugees;4) Web platform, which stores the main project resources and includes a crowdfunding section;
- Positive impact on their future careers/life;
- Recognition of similar social initiatives aiming to support refugees, which leads to more of them being implemented and, generally, a more favourable public opinion towards refugees.

Innovation:

Local youth work improved by involving refugees with their skills and experience. This has, in turn, added to the better qualifications of youth workers. From a pure refugee perspective, they are able to integrate faster. In addition, both participating refugees and youth also improved their skills & competencies, extended their social networks, fostered multilingualism and became less xenophobic.

Website:

<http://www.refugeeseurope.com>



3- Intercultural Education and Youth Work for More Inclusive Europe (2017-1-LT02-KA105-005121)

When:

Jul 1, 2017 - Apr 30, 2018

Where:

Daugrediskes, Lithuania

Objectives:

- To foster tolerance, respect and open-mindedness towards migrants while working with young people as a target group;
- To equip youth workers with the capacity to combat hate speech towards migrants, misinformation about refugees and xenophobic discourse;
- To create a network of NGOs willing to be involved in the migration management process and contribute to the refugee integration process in participating countries.

Stakeholders of the project:

- JAUNIMO JAUNIMUI INICIATYVA
- SOCIETY INITIATIVES INSTITUTE (UA)
- ASOCIATIA GEYC (RO)
- ARMENIAN PROGRESSIVE YOUTH NGO (AM)
- TEACHSURFING GEMEINNUTZIGE UG (HAFTUNGSBESCHRANKT) (DE)
- STOWARZYSZENIE PROJEKTOW MIEDZYNARODOWYCH "INPRO" (PL)
- ASOCIATIA OBSTEASCA ASOCIATIA DE DEZVOLTARE VOLUNTARIAT SI INFORMARE PENTRU TINERET EUROPA FARA FRONTIERE (MD)
- INKLUZIVNI POKRET (RS)
- IDENTITIES (IT)
- FORENINGEN FRAMTIDSTAGET (SE)
- LIGA DOBROVOLNOGO TRUDA MOLODEZHI (BY)
- ASSOCIATION CENTER FOR INTERCULTURAL DIALOGUE - KUMANOVO (MK)
- EVROPSKE CENTRUM MLADEZE BRECLAV EUROPEAN YOUTH CENTRE BRECLAV Z. S. (CZ)
- MITTETULUNDUSUHING NOORED UHISKONNA HEAKS (EE)
- INTERNATIONAL CENTER FOR PEACE AND INTEGRATION (ICPI) (GE)
- EXPERIMENTACULO ASSOCIACAO CULTURAL (PT)

Beneficiaries:

The project gathered 36 youth workers and staff members of Civil Society organizations from the EU (Lithuania, Czech Republic, Estonia, Germany, Italy, Poland, Portugal, Romania, Sweden) and the Neighboring partner countries (Armenia, Belarus, FYR Macedonia, Georgia, Moldova, Serbia, Ukraine). To ensure a long-term impact we will involve the same 36 youth workers in both activities of the project.

Description:

The project promotes European values, such as respect for human dignity, freedom, equality, and respect for human rights, including the rights of refugees and migrants. It focuses on supporting learners in the acquisition of competencies (Knowledge, skills and attitudes) and supporting the professional development of those who work in education and youth with a view to innovating and improving the quality of teaching and youth work across Europe. It built a strong network among youth workers of promoter organizations, so they can actively participate in fostering tolerance, inclusion and solidarity.

Results and impacts:

Participants have received a deep and versatile understanding of the migration issues, and the complexity and diversity of integration policies and practices in Europe and globally. Various learning activities and interactive approaches taught participants to be self-aware and be able to identify potentially dangerous developments such as discrimination, prejudice and hate speech. They learned to apply tools and methods of intercultural communication as a basement for intercultural dialogue and, as a result, multicultural society. Moreover, through the intercultural evenings, intercultural coffee breaks and traditional dinners, all learned skills were successfully applied and tested as working

Innovation:

The combination of the Training Course and the Study visit represents an interesting mix of theoretical and practical approaches which contributed to a more comprehensive and holistic program.

Contacts:

saida@y2yinitiative.org



FORUM THEATRE – GERMANY

1- The young minds solving climate change

When:

Start date: 01-08-2020 End date: 31-03-2022

Where:

Germany, Poland, North Macedonia, France, Italy, Serbia, Cyprus, Bulgaria and Portugal

Objectives:

- Improving the competencies of participants in the field of the environment - area climate change
- Greater motivation for active participation in open society and participation in processes for environmental protection against climate change
- Greater personal public awareness of young people to protect their environment
- Increased motivation for future EU cooperation

Stakeholders of the project:

- COPERNICUS BERLIN E.V.
- CITIZEN ASSOCIATION UNITED YOUTH
- EURO-MEDITERRANEAN ASSOCIATION OF EXCHANGES VOLUNTEERING EVENTS POLSKA
- ACTIVE CYPRIOT PROGRAMS AND EUROPEAN LEARNING INTO ACCEPTANCE, ACPELIA
- "YOUTH AND CIVIL INITIATIVES IN THE ROSE VALLEY" NGO
- EKOLOSKO UDRUZENJE FANOVA KAMPOVA - EKO FUN KAMP
- RÉSEAU SOLIDAIRE ET PARTICIPATIF
- ASSOCIAÇÃO NÓ GÓRDIO
- BEYOND BORDERS ETS

Beneficiaries:

The profile of the participants who were part of this youth exchange was:

- Participants who are aged 18-30 years
- Participants, volunteers, youth leaders, and young promoters involved in the process of working for the organizations
- Participants with fewer opportunities 3 categories, 9 participants in total.
3 categories of participants with fewer opportunities.

Description:

Through a Youth Exchange, 9 participants with fewer opportunities had the opportunity to improve their knowledge in the field of environmental protection and climate change, and personal competencies and to be part of international cooperation and make new personal contacts.

The following activities were realized during the youth exchange:

Energizers, ice brakes, debate, city game in Berlin, getting to know each other, presentation of the Erasmus+, presentation of the Youth pass, exchange of national participles and experiences, role play, workshops, intercultural nights, reflection, debates, simulation, world café, brainstorming, workshops, practical visit, forum theatre, cultural visit of Berlin.

Results and impacts:

Through 8 days of activities in Berlin in the field of non-formal education, 45 participants from 9 EU countries had the opportunity to improve their knowledge, skills, competencies, behaviours in the field of environmental protection - climate change. Through this collaboration, participants had the opportunity to promote themselves as green youth leaders who promote Eco-actions to protect the environment and combat climate change.

This youth exchange promoted 3 categories of participants with fewer opportunities:

1) Youth belonging to the category of youth with social disabilities

2) Youth with cultural differences

Youth who have great difficulty in the educational process

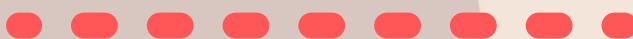
- All persons who have many difficulties in the process of education

- Persons without high educational qualifications

3) Youth with economic problems

Innovation:

The methodology used stimulated the motivation of young people with fewer opportunities in order to promote their experiences and knowledge in the field of climate change.



2- Music, Art and Drama in Europe together!

When:

Start date: 01-09-2018 End date: 31-08-2021

Where:

Germany, Greece, Italy, Romania

Stakeholders of the project:

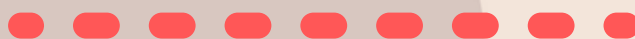
- WILHELM-BUSCH-SCHULE
- 6TH PRIMARY SCHOOL OF KARDITSA
- ISTITUTO COMPRENSIVO PINEROLO V CUMIANA
- SCOALA PRIMARA LORELAY

Beneficiaries:

The project involved primary students (10-13 years old) in sharing traditional songs, dances, and music that were performed during joint events in each partner country throughout the three-year project (apart from the Corona lockdown 2020) and opened the students to new ways of seeing the world and to implement the European dimension within the school curricula and the local communities.

Description:

The M.A.D.E project promoted the understanding of local traditions, cross border communication and reinforced the European dimension of education through the implementation of Performing Arts in the school curricula. Performing Arts as a universal language allowed us to be “united in diversity” and to overcome cultural and language barriers.



Results and impacts:

The impact of the project on the participants and organisations was an improvement of “learning to learn” strategies; increased motivation, concentration, perseverance and self-esteem; increased understanding of social, linguistic and cultural diversity; professional development and teamwork skills development; integration of new pedagogical approaches from the partner expertise; inclusion of the European dimension of education in the school policy; active involvement and support to the project implementation by the school staff and the local communities.

Innovation:

The inclusion of partners from different parts of Europe (North, Center and South) and different social, cultural and pedagogical backgrounds was essential to the project not only to rise awareness towards the common roots of intangible forms of cultural heritage but also to verify sustainability and transferability of the activities/approaches that were implemented by the partnership through an action-research process.

Website and contacts:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE03-KA229-047217>

<https://twinspace.etwinning.net/59737/pages/page/34499>

3- Act intercultural

When:

Start date: 01-05-2020 End date: 30-11-2021

Where:

Germany, Italy, Bulgaria, Hungary, Romania, Serbia, Macedonia



Objectives:

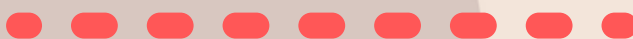
1. To increase the capacity of 49 young people to face easier job interviews during the project.
2. To make the 49 participants recognize prejudice and all forms of discrimination during the project;
3. To enable the 49 participants to use theatre as a tool to fight and overcome discrimination during the project
4. To increase the confidence and self-esteem of the 49 participants during the project.
5. To increase the capacity of the partner to develop employment projects using forum theatre during the project

Stakeholders of the project:

- AMARO FORO - TRANSKULTURELLE JUGENDSELBSTORGANISATION VON ROMA UND NICHT-ROMA- E. V.
- ODV INCLUSION GO ETS
- SDRUZHENIE MOZAIKA
- EGYÜTTHATÓ KÖZÖSSÉGÉPÍTŐ EGYESÜLET
- ASOCIATIA NEVO PARUDIMOS
- SERBIAN ROMA YOUTH ASSOCIATION
- ZDRUZENJE REGIONALNA ROMSKA OBRAZOVNA MLADINSKA ASOCIJACIJA KRATOVO

Beneficiaries:

- From Romania, Serbia and North Macedonia we had young Roma who faced discrimination and exclusion when they were searching for a job or young people from rural areas who faced problems finding a job
- From Hungary, Bulgaria we had as participants young people who are unemployed and are searching for a job for a long time
- From Italy, we had as participants young people who quit school and youngsters who have problems finding a job because of their criminal record
- From Germany, we had as participants young people who faced discrimination because of their ethnic background, because of their looks, their sexual orientation or because they are living on the street.



Description:

During the exchange, the consortium put a value on the experience of all participants. The methods used during the event were based on non-formal learning. All the activities during the exchange were conducted using interactive and participative methods (individual reflection, group reflection, individual work and working groups, interactive lectures, simulation games, visits, interactive presentations, teamwork, forum theatre, animation, shadow theatre etc.). In order to increase the interaction between the young people involved in the project and the local young people for the final theatre play we were invited to take part both as actors and as spectators the local young people from the Village Milcoveni, Romania.

Results and impacts:

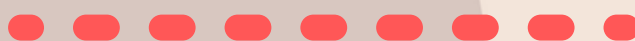
- Involved young people got more confident in their skills and their capacity and became "trainers" when they turned back home and worked together with the other volunteers;
- Better understanding of their own prejudices and stereotypes and how you can fight this in a more effective way;
- New knowledge and skills.

Innovation:

The project supports the professional development of those who work in education and training of youth with a view to innovate and improve the quality of teaching and training youth across Europe, promoting forum theater and non formal education as a very good tool to do inclusion.

Website and contacts:

<https://www.facebook.com/groups/990884437596295/about/>



FORUM THEATRE – ITALY

1- STORYBOARD: intercultural dialogue and mutual understanding between new arrivals and the receiving communities

When:

Start: 01-01-2020 / End: 31-07-2021

Where:

Italy

Objectives:

- To allow young participants, starting from their personal experience,
- To stimulate and develop their own resilience about the fundamental themes of intercultural integration and civic engagement and therefore become "communicators" in local communities,
- To integrate socially the migrants/refugees and facing prejudices and stereotypes

Stakeholders of the project:

- TEATRI DI PACE
- SECOND TREE
- ASSAMOUC MUNICIPALITY
- SEEDS

Beneficiaries:

The project involves young people as a starting point to prepare ourselves and the population to deal with this phenomenon.



Description:

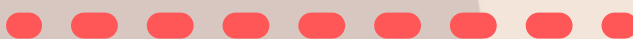
The exchange was based on non-formal learning methods with particular emphasis on experiential and peer learning activities directly coming from the interaction of the participants. Young people were actively involved in all activities and contributed to their realization with their ideas and creativity. The methodology used was sensory experimentation and the expression and narration of personal stories as ingredients to compose a shared story through the image theatre methodology, forum theatre, autobiographical story and digital storytelling.

Results and Impacts

Each involved subject becomes an active part, and the community as "spect-actors" is then able to explore, show, analyze and change the reality in which they live overcoming stereotypes and prejudices. The non-formal techniques allow proposing inside the group conflict management thanks to the presence of young migrants in order to understand and overcome the conflicts expressed or latent. The methodology of storytelling and interactive theatre becomes a working tool to increase the skills of the young participants. Human dignity is rediscovered as a common horizon of dialogue between cultures in the affirmation of the "universal culture of human rights". With the help of accredited trainers, with experiences in activities with non-EU citizens, refugees, prisoners, and marginalized and mentally ill people, the group of participants will be involved in activities able to promote the techniques of the Forum Theater and the digital story as a social tool for conflict resolution and cultural mediation in an innovative and experimental way.

Innovation:

The project was innovative in the methodologies used to reach the objectives foreseen and through the direct involvement of participants and creativity stimulation.



2- CORE 2 - Challenging Europe

When:

Start: 01-06-2016 - End: 31-12-2016

Where:

Toscana, Italy

Objectives:

- Provide Youth Workers with practical tools and experiential non-formal activities on conflict management, stereotypes and migration issues that they can use with youth in raising their awareness on these issues;
- Improve youth work quality and enhance the role of youth workers and NGOs as social facilitators spreading European values of a culture of peace vs. violence and xenophobia;
- Enhance the participants' attitude in transforming the conflict issues into learning opportunities and bring positive outcomes from these;

Stakeholders:

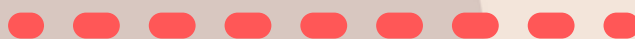
- ASSOCIAZIONE AGRADO

Beneficiaries:

Migrants, youth workers

Description:

- "CORE 2- Challenging Europe" is a Training Course on conflict management in an intercultural field facing actual European challenges such as migrants' situations, stereotypes and xenophobia and providing tools to fight these through cultural youth work.
- "CORE 2" took place in Vinci, Italy- from the 16th to the 23rd of September 2016 and gathered 21 participants (3 from each country) + 3 trainers and 2 staff persons- from 7 different countries: Italy, Portugal, Spain, Hungary, Slovenia, Croatia and Serbia.
- Workshops on Theatre of the Oppressed and Forum Theatre, innovative Board Game and a card game on cultural stereotypes and conflict management, Roleplay and Win-win games



Results and Impacts:

- Spreading a culture of peace among youth through the improved competences of Youth workers
- Increasing the Partner Organisations capacity to operate at international level and to promote quality in youth work and inclusion and validation of non-formal education.
- Providing Youth Workers with practical tools and experiential non-formal activities on conflict management, stereotypes and migration issues that they can use with youth in raising their awareness on these issues.

Innovation:

Training methods based on Workshops on Theatre of the Oppressed and Forum Theatre, innovative Board Game and card game on cultural stereotypes and conflict management, Role -play and Win-win games

Website and Contacts:

<https://core2blog.wordpress.com/>

<https://www.facebook.com/associazioneagrado/>

info@associazioneagrado.com

3- The lights of Accra

When:

June 2019 – January 2020

Where:

The scenario has been proposed on several Italian cities during the second semester of 2019

Objectives:

This document introduce the best Practice of Forum Theatre developed by PartecipaArte, an association who works several years and all around the world with its shows.



Stakeholders of the project:

- PARTECIPARTE
- MASCHILE PLURALE
- LENOVE
- IL GIARDINO DEI PADRI

Beneficiaries:

Young audiences in different cities

The tool can be tailored to a different aspect of radicalization, adapting it to specific marginalization cases related to cultural, religious, geographical, and social differences.

Description:

The forum theatre session talks about the story of youth guys from a small village who are thinking to move in a new city full of opportunities and benefits, but at the same time, with their risks. The Session is adaptable to sensitize about radicalization issue related to challenges faced by youth who are living in new realities in which differences emerges as an issue of integration and radicalization.

Results and Impacts:

The best practice results are reflected in the high participation of the audience and their active role assumed during the scene. The Forum Theatre has an impact on the audience who interact with the scenario of guys moving to a new big city. The scene represents the difficulties and the tricks of people moving from one reality to another and could be tailored to radicalization issues and situations as differences deriving from culture, growing situations, and possibilities. The scenario proposed and the choices of characters have a high capacity to involve the audience in the dialogue and push them to understand the difficulties and issues of individuals who change completely reality and the environment.

Innovation:

The forum Theatre activity allows the audience not only to interact with the scenario but even to play a role they have never tried. It contributes to sensitising about the challenges, risks, difficulties of individuals who are facing new realities, and a gap between them and others.

Website and Contacts:

<https://www.parteciparte.com/en/scenes>

E-mail: parteciparte@gmail.com

Phone: +39 334 9387747





TESTING PHASE

EDUCATION THROUGH SPORT – ITALY

"Name games"

Step 1: the Trainer will introduce the workshop and the rules of the game (5 min).

Step 2: participants have to say their name and repeat the names of each of the other participants.

SWOT analysis

Step 1: The trainer will introduce to participants the concept of SWOT analysis (5 min).

Step 2: Based on the country they come from; participants will be divided into two groups;

Step 3: The trainer will encourage participants to reveal their strengths, weaknesses, opportunities, and threats to being an ethnic minority in the country they live in.

Step 4: The participants will present their findings.

Step 5: The Trainer will lead a debriefing session with the learners (20 min).

Questions to be used:

- How did you feel in this workshop?
- How did you feel?
- What did you learn from this workshop?

Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

Take a step forward

Step 1: In the first session trainer will introduce the participants to the "take a step forward" workshop (5 min).

Step 2: Participants will take randomly a paper with a role on it. They will keep it to themselves. People will be asked to remain absolutely silent as line up beside each other (like on a starting line)

Step 3: The trainer reads out a list of situations or events.

Step 4: Every time that participants can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move. Participants need to answer based on the role they are playing.

Step 5: Finally, they will be asked to take note of their final positions and see where the other friends in the group are. In this form, the participants will face the real discrimination that is happening among them.

Step 6: The Trainer will lead a debriefing session with the learners (20 min).

Questions to be used:

- How did you feel in this workshop?
- How did you feel?
- Which round did you like the most? Why?
- What did you learn from this workshop?

Step 7: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

City game

Step 1: The trainer will introduce to participants the main core and rules of the game (5 min).

Step 2: The participants will be divided into groups of two people and the coach will give them questions which they should discuss with the person they were close to.

Step 3: After every 5 minutes of discussion, the questions will be changed as well as the people.

Step 4: The trainer will ask specific questions about the participants' lives and their desires, and each of the participants will be able to see how much they are willing to share with people they had never met before in their lives. This has the potential to increase the confidence and communication skills of people involved.

Step 5: The Trainer will lead a debriefing session with the learners (20 min).

Questions to be used:

- *How did you feel in this workshop?*
- *How did you feel?*
- *Which round did you like the most? Why?*
- *What did you learn from this workshop?*

Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

Path to equality land

Step 1: The trainer will introduce the rules of the game (5 min).

Step 2: The participants will be divided into groups and a sheet will be given which is divided into three columns.

Step 3: In the first column, the participants will have to describe a perfect world where there would be no ethnic discrimination. In the second column, they will have to describe the real world in which we live and in the third column, the problems and steps to be taken to move from the real world to the perfect world where there would be no discrimination.

Step 4: The participants will find the problems and the way the solution can be reached.

Step 5: The Trainer will lead a debriefing session with the learners (20 min).

Questions to be used:

- How did you feel in this workshop?
- How did you feel?
- Which round did you like the most? Why?
- What did you learn from this workshop?

Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

“Language Basketball”

Step 1: The Trainer will introduce the workshop and split the participants into two teams (5 min).

Step 2: During the first round learners will play a basketball match with normal rules (10 min).

Step 3: The Trainer will introduce a new rule: when a team scores he will receive a small paper with a keyword related to the sport management sectoral language. The word will be in the National language. The team will then find the corresponding word in English in the flipchart and attach it besides. If the team will chose the wrong corresponding word, the point scored will not be counted.

After the explanation, the learners will play the second match (20 min).

Step 4: For the third round, instead of receiving keywords, the team that scored will receive a sentence related to the sport management sectoral language. The sentence will be in the National language and again, the team should attach it beside the corresponding English sentence written on the flipchart. If the team will chose the wrong corresponding sentence, the point scored will not be counted.

After the rule will be introduced, the learners will play the third match (20 min).

Step 5: The Trainer will lead a debriefing session with the learners (20 min).

Questions to be used:

- How did you feel in this workshop?
- -Which round did you like the most? Why?
- -Was it difficult to match the word and sentences?
- -Did you feel frustrated when you lost the scored point(s)?
- -What is your perception of sport management now?

Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

“Recruiting Dodgeball”

Step 1: The Trainer will introduce the workshop and split the participants into two teams (5 min).

Step 2: During the first round learners will play a dodgeball match with normal rules (5 min).

Step 3: The Trainer will introduce a new rule: all the members of both teams should create a line on the side of their respective field and just one player per team will stay inside. There will be a one-on-one match until one of the players scores. When a player scores he/she is allowed to go to the other team line and try to recruit a team member in 40 seconds. If he/she succeeds then the member will join the team.

After the explanation, the learners will play the second match (20 min).

Step 4: The teams will go back to being on the line, but this time two different players are staying alone in the field. Then Trainer will introduce a new rule: the one from the previous round is still valid but, if a team that just recruited a player from the opposite team line, score another point, it is allowed to choose a player from its own line.

However, the players in the line will have 30 seconds each to convince the recruiter (who is the player from the opponent team) to pick them, exploiting their presentation skills. In the end, the recruiter will choose one player that will join the field. From now on, there will always be a switch between the recruitment of a player from the opponent team and one of the own team.

After the rule will be introduced, the learners will play the third match (25 min).

Step 5: The Trainer will lead a debriefing session with the learners (20 min).

Questions to be used:

- How did you feel in this workshop?
- Which round did you like the most? Why?
- For the recruiters: was it difficult to recruit players from the opponent team?
- For the others: did you feel frustrated when you tried to present yourself as the best and were not chosen?
- What did you learn from this workshop?

Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

“Leading Handball”

Step 1: The Trainer will introduce the workshop and split the participants into two teams (5 min).

Step 2: During the first round learners will play a field hockey match with normal rules (10 min).

Step 3: The Trainer will introduce a new rule: each member will receive a small piece of paper containing a specific role to be covered. The Trainer will highlight the fact that the role should be kept secret from others.

Roles:

- Leader: lead the team to victory (x3);
- Motivator: motivate the team (x2);
- Contrarian: argue with your teammates about everything (x5).

After the explanation, the learners will play the second match (20 min).

Step 4: The Trainer will allow each team to discuss a winning strategy. The roles will be still valid, however, the Trainer will ask each team to choose a Captain, who will be the only one allowed to give instructions during the final match (5 min).

After the strategy will be decided and the Captains appointed, the learners will play the third match (15 min).

Step 5: The Trainer will lead a debriefing session with the learners (20 min).

Questions to be used:

- How did you feel in this workshop?
- Which round did you like the most? Why?
- Which was your role? It was difficult to do it?
- It was difficult to choose a Captain? How did you make the decision?
- What did you learn from this workshop?

Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

“Communication soccer”

Step 1: The Trainer will introduce the workshop and split the participants into two teams (5 min).

Step 2: During the first round learners will play a soccer match with normal rules (10 min).

Step 3: The Trainer will allow each team to discuss a winning strategy, however, the Trainer will set a new rule: only gestures can be used to communicate (5 min).

After the strategy will be decided, the learners will play the second match (15 min).

Step 4: The Trainer will allow each team to discuss again a winning strategy. this time verbal communication is allowed, however, the Trainer will introduce a new rule: each member will receive a small paper containing a specific role to be covered. The Trainer will highlight the fact that the role should be kept secret from the others (5 min).

Roles:

- Motivator: motivate the team (x5);
- Apathetic: do not follow the strategy, you do not care about the game (x3);
- Double-crosser: help the other team, do not let your teammates notice (x3);

After the strategy will be decided and the roles are given, the learners will play the third match (15 min).

Step 5: The Trainer will lead a debriefing session with the learners (20 min).

Questions to be used:

- How did you feel in this workshop?
- Which round did you like the most? Why?
- Which was your role? It was difficult to do it?
- Did you succeed to manage yourselves without a Leader/Captain?
- What did you learn from this workshop?

Step 6: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

“Communication soccer”

Step 1: The Trainer will introduce the workshop and split the participants into 2 or 3 groups

Step 2: each group creates a line (like a snake) according to a simple track. All the members, of the lines, will have to be blindfolded; except for one who will be the guide/leader

Step 3: the trainer will explain the first round. The leader will have to lead the “Blind Snake” through the track without talking and just by touching the first member of the line

Step 4: The guide changes. The trainer explains the second round. The guide must lead the Blind Snake through the path without being able to touch but only using his voice instead.

Step 5: the leader changes again. The trainer will explain again the third round in which the guide must lead the Blind snake through the path without talking, but only touching the last person in the line.

Step 6: The Trainer will lead a debriefing session with the learners (20 min).

Questions to be used:

- How did you feel in this workshop?
- How did you feel as a leader? How did you feel while you were led?
- Which round did you like the most? Why?
- What are the pros and cons of the different ways of leading?
- What did you learn from this workshop?

Step 7: The Trainer will administer a quick evaluation questionnaire related to the workshop, in order for learners to provide feedback regarding its efficiency and applicability (15 min).

DIGITAL STORYTELLING – GERMANY

"Circle of oppression" (90 min)

ACTIVITY 1: Insider/ Outsider Activity

Objectives:

- Identify aspects of inclusion and exclusion
- Students realize that everyone has experienced being both an "insider" and an "outsider"

Estimated Time: 10-20 minutes

- Step One: Collect Outsider Emotions
- Step Two: Collect Outsider Feelings
- Step Three: Collect Insider Feelings:
- Step Four: Collect Insider and Outsider Behaviors

Repeat this procedure for the times they felt included.

ACTIVITY 2: Subtle Prejudice Activity

Objectives:

- Create awareness of how subtle beliefs and behaviours can affect social interactions in everyday life
- This activity is meant to evoke thought and reflection about situations where race, gender, sexuality, disability, weight, and age can affect interactions
- Students can think about whether their stereotypes and attitudes influence their own and others' behaviour

Estimated Time: 20-30 minutes, including instructor-facilitated discussion.

Instructions:

- Each participant receives a questionnaire and rates each situation from 1 = very comfortable to 5 = very uncomfortable.
- Each participant should then sum up all the points per section and record the score for each section on the worksheet. After students review their scores, they answer the review questions individually; a group discussion based on the review questions follows. Students might find some of the questions do not apply to them; if so, they can write "N/A" and adjust their total score.

Storytelling “A method for learning that last long” (90 min)

What is the importance of the Storytelling method?

- The Power of a Story is that it lasts long, and it is non-forgettable, an easy way of teaching, an indirect way of teaching.
- It can be done by teachers and students.
- Constructive method of teaching and learning
- It is used for Transformative education
- Meaning through experience.
- More depth as it reflects from personal stories.
- Make connections between people.
- Make associations and increase imagination.
- The connection between people and building trust.
- Engage a sense of humour
- Catch attention

Why do we use it?

- To show our motivation.
- Empathy
- Individualize what is related to their personal situation.

What are the advantages and disadvantages?

- Balance logic & evidence
- Relatable
- Hard to tell it well.
- Sometimes personal stories can make you vulnerable.

How to use it properly?

- Clear aim.
- How concepts relate to the world.
- Common experience.
- Draw from personal stories and films and use other famous figures.
- Encourage others to say their stories.
- Keep it simple.
- Use hook e.g. I like to share a story.
- More use of body gestures.
- Pauses
- Use digital tools and sound effects
- Say a problem to solve.
- Make it with an open end, to encourage the interaction of the audience, and reflect on it together.
- Use the Roleplay.

Developing a piece of dissemination

The participants are divided into pairs and every pair has to set down for 20 minutes to answer 4 questions:

- 1- *Who are you?*
- 2- *What are you doing in your life?*
- 3- *What is your dream?*
4. *What is the turning point in your life?*

Each participant has to set alone for 10 minutes and write a story inspired by his partner in the previous activity. Each participant has 3 minutes to present his story and we have 30 seconds to reflect on the story.

Querstadtein City Tour by Refugees

A group tour has been booked with this organisation "<https://querstadtein.org/en/10535/>" to go for a tour with Mohamed.

On his tour, Muhammed Lamin Jadama will show you "his" Kreuzberg from the perspective of a political activist, photographer, social worker and local.

He will explain how the drug problem in Görlitzer Park is connected to the European asylum system, what life is like if you don't have a residence status and how social workers try to support those who are affected. On the way,

Muhammed will introduce some of the many Kreuzberg initiatives and associations in which people with and without a history of migration shape their neighbourhood together. His tour leads to important meeting spots in the district, such as the Senegambia Restaurant, where you can learn a lot about Muhammad's birthplace and its colonial history.

In the studio of We are born free! Empowerment Radio, he will talk about how a lack of press freedom forced him to leave the Gambia and about his own involvement in the self-organisation of migrant communities.

Non-violent communication

1) What is communication

- You can not communicate - unless you are dead
- The 4 sides of communication (Schulz von Thun framework)

2) What is violent communication

- Using manipulative or coercive language that induces fear, guilt, shame, praise, blame, duty, obligation, punishment or reward.
- Violent communication happens in speaking and listening (and in thinking, through self-talk or imagined conversations).
- Limits liberty, denies recognition of needs, diminishes the worth of a person and blocks compassion.

3) Exercise OH KATHI

- Every participant repeats the same two words
- The pronunciation, mimic and volume level need to be different each time
- Objective: learn the parts of nonverbal communication and how they can influence the meaning of what was said

4) Insiders & Outsiders' behaviors

Participants are asked how they feel when they are excluded or included

5) Non-violent communication framework. The 4 stages of NVC

- Observation - what is happening at the factual level
- Feelings - emotions, reactions, related physical sensations
- Needs - what I need, what is important to me
- Demands - what I would like the other person to do (in relation to my need)

Rules:

- Use "I" instead of you – I statements
- Be specific, avoid generalizing
- Listen to understand
- Connect with and identify your feelings
- Communicate compassionately

Participation workshop

I. What is participation?

- Types of Participation:
- Active Participation.
- Civic Engagement
- Voting in elections (Individual)
- Volunteering (with others, but you go for it)
- In groups activities for benefit of society (collectively)

II. How can we apply this in different levels of individuals & institutions?

Participation can be individual and collective

How do we participate?

- Demonstration
- March
- Chain of Human
- Unions
- Campaigning.

Participation can be political and social:

A. Political Participation:

- Political Party
- Political Movement
- Labor Union

B. Social Participation:

- Community Organizations
- Non-Profit Organizations
- Institutions
- Foundations
- International Non-Profit Organizations
- Non-Governmental Organizations
- Collective Groups
- Governmental Non-Governmental Organizations
- Association Charity

III. Discuss in groups about your country?

1. How can we, as individuals, participate to help in the inclusion of migrants, refugees, and asylum seeker?
2. How different institutions either political or social can react to help in the inclusion of migrants, refugees, and asylum seeker?

Participation Roleplay Game

The participants are divided into pairs and every pair gets a roleplay idea they have 10 minutes to write the script together to present it. The group are divided into migrants and Europeans.

The games are:

- A gay guy who just arrived in a European Country and he wants to apply for asylum.
- A non-European refugee who is married to a non-European and she could not make her residency and make family reunification because they do not speak the language.
- A non-European lady was caught by control on the bus and had a problem.
- A brown citizen was caught by the control in the Airport because of his nationality and the stereotype about his country that they are producing Hash.

The aim of the game is to show empathy toward others. At the end of the game, some of them commented that they did not expect that these situations are happening with migrants. The European participants at the end of the activity said that they felt more empathy and understood more about the barrier and obstacles that the migrants face.

FORUM THEATRE – LITHUANIA

Barnga Game

BARNGA is a simulation game that encourages participants to critically consider normative assumptions and cross-cultural communication.

Activity goals:

- To learn to communicate effectively across cultural groups.
- To help students interrogate assumptions they may have about group norms and to critically analyze where those norms have come from, determining whether or not they continue to be useful in next contexts.
- To understand what happens when we are not utilizing the same “rules” or “norms” as others in the group.
- To interrogate what the role of communication is in helping us either be confused or understand one another.

✓ There are about 5 minutes to study the rules for and practice playing “Five Tricks.”

Rules: <https://drive.google.com/file/d/1IQWs8o4JrxyJ384v4u1omEjp5yysjh03/view?usp=sharing>

✓ Then the rules are taken away

And no verbal communication will be allowed. From then on, you may gesture or draw pictures (not words!). But you may not speak or write words or use sign language.

✓ Then the tournament begins. There are a few more minutes to play at your home table (in silence).

✓ The Scoring begins at the start of the Tournament.

Game Winner: The player taking the most tricks in the Game (one “hand”). If a game is not complete when the Round ends, the play winning the most tricks so far in the game wins that game.

Round Winner: The player winning the most games in the Round. (Ordinarily, several games will be played during a Round).

✓ Each Round lasts a few minutes.

✓ PLAYERS MOVE like this at the end of each Round:

The player who has won the most games during a Round moves up to the next highest-numbered table. If there are more than four players at a table, the two players who have won the most games during a Round move up to the next highest-numbered table. The player who has won the fewest games during a Round moves down to the next lowest-numbered table.

If there are more than four players at a table, the two players who have won the fewest games during a Round move down to the next lowest-numbered table. The other players remain at the table. Winning players at the highest table remain at that table, as does losing players at the lowest table. Ties are resolved in alphabetical order.

Trust games

Eye Contact

Have participants form a circle and take turns going into the circle centre and change positions to stare into each other's eyes for 60 seconds. Not only will they become better at maintaining eye contact, but they should also connect with one another on some level.

Time: 60 seconds for every pair

Walking Free

Go to an open space and pair participants together, and make one of them wear a blindfold. The purpose here is to have one participant who can see directing the blindfolded peer across the space by softly touching his/her left/right arm or back. Talk is not allowed, so they have to rely on close listening to their body and trust only.

Time: 5 minutes per person

ORANGE EXERCISE STEREOTYPING

Aims:

To explore stereotyping and prejudice

To introduce participants to storytelling

Instructions:

1. Participants sit in a semi-circle around the flipchart and the facilitator asks them to brainstorm the question 'What is an orange like?' As participants call out words to describe an orange the facilitator writes a list of them up on the flipchart (for example 'round', 'orange', 'man from Delmonte', etc).
2. Then divide the participants into groups of four and ask each group to pick an orange from a pile on the floor (have a large bunch of oranges, more than the number of groups involved). Each group has ten minutes to create a story about their orange.
3. After ten minutes each group shares their story with the rest of the participants.
4. The facilitator then takes back the oranges and places them together on the floor. Make sure to mix up the oranges. One member from each group is asked to retrieve their orange. It usually happens that each group will have no problem identifying their own oranges, as the oranges are no longer generic specimens but individuals with characteristics.

5. The participants then discuss what made each of their oranges unique for example individual markings, names, personalities, stories, histories, etc. Then ask the participants to consider what they can learn from this activity in terms of how we view other human beings (for example do we tend to categorise rather than take on more meaningful ways in which we can know an individual). Introduce the two definitions of 'Stereotyping' and 'Prejudice'.

Questions to ask the group to encourage a discussion on Stereotyping and Prejudice:

- What groups do we stereotype and what labels are attached to these groups?
- What are the consequences for each group due to labels?
- Are you treated differently?
- Where do stereotypes come from? Why do we stereotype?
- What are the dangers of stereotyping? Do we all stereotype?
- What causes prejudice?
- What can prejudice lead to?
- How do people show 'hate' in our society?
- Does hatred always lead to a crime? What else can it lead to?

Examples of groups who may experience discrimination are people from different ethnic groups; people from different religious groups; people with disabilities; people with different sexual orientations and members of the Travelling Community.

Choose your apprentice activity & challenge stereotypes

Participants are asked to choose their apprentice for the complicated moon-based project.

Line up the cards in front of participants - that is their apprentice lineup.

- Each time the moderator reveals a layer of information about each apprentice, participants need to 'fire' one person by removing them from their lineup.
- The first line reveals 7 first names of potential apprentice
- Second their surnames, third - their pictures, fourth - their sexual orientation, fifth - their physical and mental condition, and finally their professional background.

Discussion:

What choice did you make?

Are you pleased with your hired apprentice?

Would you have made a different decision if you had the qualifications information first?

What is wrong with judging people with such little information?

What do you think influenced your decisions?

Do you think people often judge people like this in our everyday life?

What could be the consequences of pre-judging people?

Challenging stereotypes

- Working in pairs, review the stereotyped statements.
- Take it in turns to role-play:
 1. one person says the statement to their partner
 2. the other person acts in the role of the stereotyped group and says:
 - how the statement makes them feel
 - why it isn't true or fair to label all people like that.
- Choose five statements each.
- Students will be selected to present their conversations to peers.

Riddle

- Listen as the moderator reads out a riddle.
- Participants will need to answer some questions that follow.

Riddle: A van driver whistles to a nurse on the street then swerves to miss a parked car and crashes into a young boy and his father who are driving to school. The father dies at the scene. The boy is transported to the hospital, and taken immediately into surgery... but the surgeon steps out of the operating room and says, "I can't operate on this boy - he is my son"!

Questions:

- How can the boy be the surgeon's son?
- Is the van driver a man or a woman?

Answers:

- How can the boy be the surgeon's son?
 1. The surgeon could be a woman and it is her son.
 2. Or the surgeon could be a man and they are a gay couple with a son.
- Is the van driver a man or a woman?
 - Unknown – it could be a man or woman. He or she could be whistling at a male or female nurse.

Group discussion.

Introduction into Forum Theatre

Introduction to Forum theatre rules and background.

Activities:

Columbian Hypnosis

Group divides into pairs - choosing A&B. A will "hypnotise" B with their hand - B must keep their face just a few inches from A's hand at all times - always an equal distance. A should try to manipulate B into all sorts of positions, using forgotten muscles in order to use their body in a different way. A&B was around.

Boal's Ball

Choose a ball; play with it making sure your entire body is involved. Create a regular, repetitive, rhythmic action and sound to accompany your ball. Practise while walking around the room. Find a partner, continue playing but observe every detail of your partner's movements and sound "Exchange Balls" - adapt that person's movement and sound exactly. Find another partner - repeat exchange. Find another partner - repeat exchange.

Now get your original ball back...

Introduction into cultural diversity and circle of oppression

Aims:

- To free up the group and encourage playfulness and a sense of fun To provide a fun way to learn names
- To introduce cultural diversity
- To get our bodies moving in the space

Instructions:

1. Explain to the group that there are many different cultural greetings, for example, one we may be familiar with is a handshake. Everyone walks around the room, mingling and shaking hands with everyone they meet. You move from person to person with the greeting 'Hi, my name is...' saying your first and second name, making direct eye contact and accompanied by a handshake.
2. The facilitator calls 'freeze' and introduces the next cultural greeting, which is to stick out your tongue (a tradition of some Tibetan tribes). Again everyone mingles and greets each other with 'Hi, my name is...' accompanied by sticking out your tongue.
3. Two more cultural greetings are introduced; rubbing noses and finally hugging and kissing with two great big kisses on both cheeks or large 'air' kisses. Encourage the participants to exaggerate all the greetings.

4. Then ask the participants for suggestions on a final cultural greeting that they may know of or to create their own variation.

5. To finish, ask for comments and feedback.

* Sourced from EPTO European Peer Training.

Discussion

This is an excellent warm-up game and it also introduces the context of cultural diversity. The game is an icebreaker; it frees up the group and encourages playfulness and a sense of fun, which are essential for accessing creativity. Participants hear each other's names and it develops connection and group awareness. Start the discussion at the end of the exercise by asking for comments and feedback on the different cultural greetings. Can the group identify any other cultural greetings? Introduce the terms culture and cultural diversity.

Introduce the circle of oppression:

1. **Stereotype** - a preconceived or oversimplified generalization (usually unconscious) about an entire group of people without regard for their individual differences. The stereotype is often applied to individual members. While often negative, stereotypes may also be complementary. However, even positive stereotypes can have a negative impact however, simply because they are broad generalizations. The stereotypes we hold form the basis of our prejudices.
2. **Prejudice** (a prejudgment or assumption) - a conscious or unconscious negative belief about a whole group of people and their individual members. When the person holding the prejudice also has and uses the power to deny opportunities, resources or access to a person because of their group membership, there is discrimination.
3. **Discrimination** - prejudice plus the power. Discrimination can take many forms, including racism, sexism, heterosexism, ableism, ageism, etc. Many acts of discrimination build up over time, perpetuated against one relatively less powerful social group by a more powerful social group, leading to a group of people being in a state of oppression.
4. **Oppression** - the systematic subjugation of a group of people by another group of people with access to social power, the result of which benefits one group over the other and is maintained by social beliefs and practices. Because oppression is institutionalized in our society, target group members often believe the messages and internalize the oppression.
5. **Internalized Oppression** - the "buying into" the elements of oppression by the target group. When target group members believe the stereotypes they are taught about themselves, they tend to act them out and thus perpetuate the stereotypes which reinforce the prejudice and keeps the cycle going.

ACTIVITY 1: Insider/Outsider Activity

Objective: During this activity, students identify aspects of inclusion and exclusion, also commonly known as insider and outsider groupings. One objective of this activity is to ensure that all students realize that everyone has experienced being both an "insider" and being an "outsider." Another objective is to encourage students to take the perspective of those who are excluded and to consider how those negative feelings affect others' behavior in social situations. This activity can be completed in small or large groups and can be used as an icebreaker at the beginning of the semester or as a way to generate discussion about ingroups and outgroups when that topic is addressed in a course.

Estimated Time: 10-20 minutes

- **Step One: Collect Outsider Emotions**

§ Explain that this exercise will help students experience what it feels like to be both an outsider and an insider.

§ Ask students to think of a time when they were in a team or a group and they were different from others in the group.

§ Students then think of one or two words that describe how they felt at that time.

§ After students have had time to think of the words, they walk around the room, introducing themselves to as many people as possible, using those words. Provide an example (e.g., Hi! I'm awkward and confused.)

- **Step Two: Collect Outsider Feelings**

§ Have students call out what feeling words they heard. Record them under the "Different Feelings" column.

- **Step Three: Collect Insider Feelings:**

§ Without going through the step of introductions, have students think of a time when they were in a team or group and felt included.

§ Have them call out words that describe how they felt in that situation.

- **Step Four: Collect Insider and Outsider Behaviors**

§ Ask students to list their behaviours when they felt they were excluded by the group. Provide an example (e.g., I would not participate in the discussion if I felt excluded).

§ Repeat this procedure for the times they felt included. Provide an example (e.g., I might talk to the person next to me if I felt included).

§ Watch that they actually use behavioural words; participants have a tendency to use feeling words again. For example, if someone says "I would act angry," ask them how they would act when they felt angry.

The activity finishes with the discussion.

ACTIVITY 2: Subtle Prejudice Activity

Objective: This activity is designed to create awareness of how subtle beliefs and behaviours can affect social interactions in everyday life. This activity is meant to evoke thought and reflection about situations where race, gender, sexuality, disability, weight, and age can affect interactions. Students can think about whether their stereotypes and attitudes influence their own and others' behaviour.

Estimated Time: 20-30 minutes, including instructor-facilitated discussion.

Instructions: Each participant receives a questionnaire and rates each situation from 1 = very comfortable to 5 = very uncomfortable. Each participant should then sum up all the points per section and record the score for each section on the worksheet. After students review their scores, they answer the review questions individually; a group discussion based on the review questions follows. Students might find some of the questions do not apply to them; if so, they can write "N/A" and adjust their total score.

Discussion Questions

1. On which section did you score the lowest? Highest? Or are all your scores similar? Why do you think that happened? Do you feel surprised, disappointed, or satisfied by your results? Why?
2. Think about your own social group memberships. How do you think the answers for each section would be different for dominant group members (e.g., a White person answering the questions in Section A or a heterosexual answering the questions in Section C) compared to minority group members (e.g., a disabled person answering the questions in Section D)? Explain your reasoning.
3. Think about your friends and family and how they might have completed the questionnaire. Do you think their responses would be similar to or different from yours? Why?
4. What experiences have you had that may have contributed to the way you answered the questions?
5. What does it mean if someone reports feeling uncomfortable in the situations described on the questionnaire? Does it suggest that the person is biased against certain social groups? Why or why not?

<https://drive.google.com/file/d/16pjbLDkQnp5ZSdyNb6RdYQ6jR84N6MY5/view?usp=sharing>

Identify your name - introduce identity

Aims:

To introduce identity

Instructions:

1. How did you get your name? Divide the group into pairs. In pairs, each person tells the other about their first name – whom they were called after and what their name means.
2. The facilitator then selects two or three pairs to repeat back to the whole group with A telling the group what B's name means and whom B is named after and then B telling the whole group about A's name.
3. In pairs, each person then tells their partner what their surname is and where it originates.
4. In the end the idea of one's name is linked to the term identity.

Discussion

Begin by asking is your name important. Why is it important? How do you feel when someone cannot remember or pronounce your name? Is your name linked to your sense of identity? What is identity?

Who "are" I (Identity flower)

Introduction to identity and identity flower activity

OBJECTIVES

Students will reflect on their own identity in regard to group identities. Students will identify words, adjectives, and identity terms that describe themselves. Students will discuss the importance of respecting people's identity terms and descriptive words

Identity

A person's identity is who a person is and what makes them who they are. A person has an individual identity and an identity based on the groups he or she belongs to. Parts of a person's identity are fixed: other parts are fluid, they can change or alter. In relation to the term identify, introduce ideas of fixed and fluid, what can be changed, do we judge people based on fixed identity, etc. Ask for a profile of this particular group, for example, students, Northern Irish, male, female, city people, etc.

Participants are asked to work individually on their identity flowers.

Process: Draw a flower on a large piece of paper. Each petal represents one category, which can include any values and self-identification characteristics (appearance, likes, hobbies, preferences, etc). The leaves are representing students' priorities while the roots are indicating their needs. As participants consider their petals, ask them to think about how some of these aspects may have changed over the years and how they have developed their identities over time, how they have helped create the person they are today.

After completing individual reflections, encourage the group to think about the implications of these on differences and intersections.

3 colour cultures simulation

The activity provides the space to reflect upon different perceptions of the same lived experience and promotes the conceptualization of this learning by extracting elements to be considered in other situations.

Instructions:

Introduce the exercise, explaining it is a role play, where 3 groups will have a concrete role to which they have to stick till the end of the activity.

Divide the participants into three sub-groups, each corresponding to a different colour: green, red, and blue. Once in a sub-groups, the task is to read carefully the colour - culture, and characteristics and to get into roles. Participants get time to practice all the behavioural aspects of their colour culture as described in their handouts (way of touching/or not touching people, way of talking, etc.)

Participants should dress up in a distinctive colour. The groups may decide on the strategy of communication with the other groups while respecting the behavioural given role.

The first meeting starts where all three delegations are gathered in a big room, and the facilitator welcomes them. Each group should choose 5 board members that will direct the Citizen Forum for the next 5 years. Simulation can last about 15 min. The facilitator stops the “meeting” before the groups reach the final agreement.

Participants return to their subgroups and fill in the questionnaires.

All sub-groups are called back in plenary to present their answers to the completed questionnaires. No comments are allowed at this stage. Facilitator can write the main points of the presentation in a table with the 3 colour-cultures.

After listening to the other cultures, they go back to sub-groups and discuss new strategies to reach the agreement (if there is one), concerning agreement and behaviour. All sub-groups are called back in plenary for the final meeting where the agreement has to be finally reached. Leave some time to conclude with a solution, and close the simulation.

Start debriefing:

Was it easy/difficult to follow your given role?

What surprised you the most from other people's roles? At this moment every group can read their specific role.

What did you think when you heard how the other groups perceived you?

Questions for conceptualization:

Can you think of any similar cases?

How would you react if this case arose in your town/place of residence?

Did the activity alter your attitude at all? Did it bring elements/arguments that you have never considered before?

Handouts: http://www.salto-youth.net/downloads/toolbox_tool_download-file-145/3%20CULTURES.doc

http://www.salto-youth.net/downloads/toolbox_tool_download-file-146/QUESTIONAREES%20ICL.doc

Image Theatre

Individual Images

Group stands in a circle facing out. The leader says a word or a theme and counts down from 3-1 at which time participants turn and face the circle presenting a frozen image of that word.

The family

1. An individual creates an image of a family. This can be modified by the audience to create an agreed-upon image.
2. Characters are asked to start a rhythmic movement to accompany the image.
3. Each character then adds a phrase or word that relates to the character's situation and personality
4. The joker then asks each character to show the movement that would follow the original image

The model

1. An issue/subject is agreed upon by the group.
2. 5 individuals are asked to come up on stage, one at a time, to present their idea on that issue. They don't see anyone else's representation.
3. All 5 present their image on stage together. Audience members may wish to come and add further ideas.
4. The spect-actors/images are asked to begin to interrelate with one another to give a broader perspective of a society's view of the issue.
5. If spect-actors are presenting images of being oppressed they are then asked by the joker to change their image to present the oppressor, and vice versa.

Theatre of the oppressed

Introduce basics of forum theatre performance (5')

Groups share and brainstorm ideas of their own oppressive experiences (15')

Group vote on one of those ideas

A person comes onto the stage and Joker creates (10')

- image of all characters; physical distance, posture, emotional distance;
- create image of each scene - audience input and become characters (20');
- develop and improvise each scene (20');
- Practise (30')
- First Forum
- Second Forum
- Evaluation

Movement exercises

Gecko Clap

A game we learned from UK physical theatre company, Gecko Theatre. Used to open our attention to each other and communicate as an ensemble without speaking.

- In a circle, pass the clap.
- The sender faces the receiver, makes sure they're ready and they both clap at the same time.
- Aim for the claps to happen at exactly the same time (you shouldn't be able to hear two claps). Eye contact, open body language, and large and deliberate movements.
- Once the group is familiar with the exercise introduce a double clap. After the first clap the receiver can decide to clap a second time to send the clap back in the other direction (again make sure there is clear communication and intention without talking)
- After this is familiar add another element: moving around the circle. Anybody can choose to move to a different position in the circle, at any time (This is a team effort, we make sure we're always aware of where the clap is and where it's going)
- From this point onwards, feel free to add more elements to the mix if you have time. For example, you could pass the clap to anyone in the space - not just across the room - or you could change the movement from a clap to something else. We once tried it with our eyes closed (... it didn't go well...)

Rule of 3

Regain the focus of the ensemble, and encourage them to be attentive in a playful way.

- Move around the space
- Give these instructions "In this game, there are 3 rules: when I clap my hands we will stop; when I say 'go' we go; when I clap three times, the game is over
- Try to trick the participants into forgetting the rules. You can say "stop" or clap instead of saying "go" or give random instructions with enthusiasm so they think it's part of the game
- If the group makes mistakes, explain the rules again
- Play until there aren't any more mistakes

100m sprint

The participants are placed in a familiar setting, however, there are no winners here. Bring the attention outward to the audience and give everyone a common goal.

- Half the group are the runners, half are spectators. The runners begin in a line, the spectators spread out to watch the runners.
- There is a finish line in front of the runners (at whichever distance is appropriate depending on time)
- The objective of the runners is to reach the finish line last.
- When the race begins, all participants move in slow motion including the spectators (the runners must move their hands to shoulder level and the knees to hip level)
- Think about slow-motion gestures and expression
- While the race is going on, you can ask participants to sing, tell a story, have a conversation or interact in other ways while they're still running slowly.
- The race finishes once the first person crosses the line
- Everyone celebrates at a normal speed

Babushka

This exercise is built from the relatively simple foundation of a game. Designed to bring the eyes forward, and to share our real emotions with the audience as we play this game. No emotion is wasted, we can use it all. Excitement, disappointment, joy, mischief, suspicion, despair, determination and hope. Eventually, we can let these emotions fuel characters and situations.

- (Minimum 3 participants) One person is Babushka.
- The rest of the group must try to move across the space to touch babushka
- However, they must remain completely still if babushka is looking at them. If Babushka catches someone moving they will send them back to the beginning.
- Once these rules are established we can then experiment with obstacles and tasks:
- Players must sit on a chair/ lie on the floor/ shake hands with everybody (anything you can think of) before touching babushka
- You may introduce a ball (or another object). The players must pass the ball around the group a certain number of times before touching babushka.
- Further development: participants must keep the ball hidden at all times, when babushka looks at the group they may ask someone if they have the ball, if they do, they must move back to the beginning.
- Alternatively, the group may have to have their attention on the ball at all times. Babushka can now send people to the beginning if they're not focused on the ball
- The possibilities are endless in the development of this game. We like to put clothes on the floor, and you must pick one or two and start to physically embody a character, then when a participant sits down they will lead a short performance with the rest of the ensemble (completely spontaneous). You could also place instruments in the space for people to take and use in a performance. As a facilitator, you can feed this performance by asking questions ("who are you?"/ where are you?"/ "what are you doing?"/ "Why?")

Yes... And...

Two of the most important words we can have in our minds when we create work with other people. “Yes” – I fully support your suggestion and will help you carry your idea forward. “And” – I have another idea, something I want to try, something I want to add to our work, a new direction I want to follow.

- (In pairs) one person performs an action
- The other person observes, says “yes” to the audience, and copies the action
- They will then say “and” and add something else to the action.
- The first person agrees (yes) then adds again (and)
- Duos can then perform for the audience
- Then larger groups may improvise to the audience

Three Movers

It is important here to ask about the audience’s interpretation after each performance. What did you see/ hear/ feel/ imagine when watching the performance? How did the performers feel doing it? Was there any confusion, nervousness or frustration? Was it exciting, relaxing or pleasurable? This work will never be repeated in the same way again, so what did we learn from it this time around?

- Now in your groups, take a short time to decide on three original movements (anything besides the three in the last exercise)
- Once these are chosen, we will perform again. The groups can decide whether they stand or sit on a chair or the floor, and where they place themselves in the space.
- Once again, each group will perform by experimenting with these three movements. Think about adding different varieties of music to the performances (orchestral, electronic, melancholy, relaxing, apocalyptic, rhythmic, instrumental, vocal)
- Remember it is improvisational, don't worry about setting the movements or timing them correctly, this is a time and place to experiment. We will discover together what works and what we enjoy as performers and as the audience.



ROUTE 2020

HIGHWAY TO INCLUSION

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