

ID TALKS!

This series of ID Talks is dedicated to social justice and youth work. They reflect on humanistic theories, discuss the type of society we live in now, and what kind of reality we want to create for our common future.



ID Talks:

SOCIAL JUSTICE AND BEING HUMAN
SOCIAL JUSTICE AND YOUTH WORK
SOCIAL JUSTICE AND HUMAN RIGHTS
SOCIAL JUSTICE AND ACTIVISM
SOCIAL JUSTICE AND EDUCATION

Download this and other SALTO Inclusion & Diversity booklets for free at www.SALTO-YOUTH.net/Inclusion/. This document does not necessarily reflect the official views of the European Commission, the SALTO Inclusion & Diversity Resource Centre or the organisation co-operating with them.

ABOUT SALTO

...‘Support and **A**dvanced **L**earning and **T**raining **O**pportunities within the Erasmus+: Youth in Action and European Solidarity Corps programmes’. The European Commission has created a network of seven SALTO-YOUTH Resource Centres to enhance the implementation of the EU Erasmus+: Youth in Action and European Solidarity Corps programmes, which provide young people with valuable non-formal learning experiences.

SALTO’s aim is to support the implementation of the European Erasmus+: Youth in Action and European Solidarity Corps Programmes with regard to priorities such as Social Inclusion, Diversity, Participation, and Solidarity. SALTO also supports co-operation with regions such as EuroMed, South-East Europe, or Eastern Europe and The Caucasus and coordinates all training and co-operation activities, as well as information tools for National Agencies.

In these European priority areas, SALTO-YOUTH provides resources, information, and training for National Agencies and European youth workers. Most of these resources are offered and disseminated at www.SALTO-YOUTH.net. Find online the [European Training Calendar](#), the [Toolbox for Training and Youth Work](#), the database of youth field trainers active at the European level ([Trainers Online for Youth or TOY](#)), links to online resources, and much more.

SALTO-YOUTH actively co-operates with other actors in the European youth field, among them the National Agencies of the Erasmus+ and European Solidarity Corps programmes, the Council of Europe, the European Youth Forum, European youth workers and trainers, and training organisers.

THE SALTO-YOUTH INCLUSION AND DIVERSITY RESOURCE CENTRE WWW.SALTO-YOUTH.NET/INCLUSION/

The SALTO-YOUTH Inclusion and Diversity Resource Centre (based in Belgium Flanders) works together with the European Commission to support the inclusion of young people with fewer opportunities in the Erasmus+: Youth in Action and European Solidarity Corps programmes. Through that, it works to contribute to social cohesion in society at large. SALTO Inclusion and Diversity also supports the National Agencies and youth workers in their inclusion work by providing training, developing youth work methods, disseminating information via the newsletter, etc. By offering opportunities for training, exchange, and reflection on inclusion practice and diversity management, SALTO Inclusion & Diversity works towards the visibility, accessibility, and transparency of its inclusion & diversity work and resources, and towards making ‘inclusion of young people with fewer opportunities’ and ‘positive diversity management’ a widely supported priority.

For more information and resources, have a look at the Inclusion & Diversity pages at www.SALTO-YOUTH.net/Inclusion/



DISCLAIMER

This magazine contains pictures as a result of the Graphic Recording which is an integral part of all the ID Talks events. There are four types of styles throughout the whole magazine.

- **General Cover Picture.** It is used for promotional reasons throughout the social media channels and the dissemination materials and it depicts the logo of SALTO Inclusion & Diversity, the title, and the graphic elements of each version of the ID Talks events. It is displayed as a cover picture of each ID Talks version.
- **Portrait of Speaker.** It depicts each speaker and a few graphic recording elements such as written parts of their "speech" and/or any other graphics according to the style of each ID Talks version. It is displayed on top of the speaker's description page.
- **Main Graphic Recording Card.** It is used for promotional reasons throughout the social media channels and the dissemination materials and it depicts the logo of SALTO Inclusion & Diversity, the title, and the graphic elements of each version of the ID Talks events, including the specific name of the event, the portrait of the speaker, written quotes of their "speech" and/or any other graphics. It is displayed on top of the first page of each article.
- **Graphic Recording Elements.** Throughout each article, the graphic recording elements complement the text with essential parts of each speaker's "talk".



I & D Talks

“Social Justice”

What is it all about?

“ID Talks” is a series of 5 online workshops on 5 major topics to promote inclusion & diversity (ID) and quality youth work. It features youth workers, professionals and volunteers, from all over the world to share insights, research findings, food for thought, good practices or inspirational stories. They will guide participants through the pressing matters and challenges affecting Inclusion & Diversity and inspire them to make their programmes and organisations more inclusive, embrace human differences, look ahead and picture how the future of youth work and Inclusion & Diversity might be.

Each workshop begins with an input from a guest speaker. Afterwards, participants have the opportunity to engage in the discussion, ask questions and share about their own realities and experiences.

For whom?

- Youth workers, youth leaders, professionals and volunteers involved in ID in the EU youth programmes, as well as all those interested in youth work and inclusion & diversity topics.

Why should you join?

- Get food for thought and learn from inspirational ID stories.
- Learn about ID topics from the youth work sector and beyond.
- Get information, inspiration, methods to help the youth sector address ID.
- Put some more quality in your (international) youth work.
- Identify and learn how to tackle existing and future challenges within ID.



Event Dates:

- 3 September (13h CET) > **ID Talks Social Justice and Being Human (A Tale of Two Sophias):** What does it mean to be human, who is included and who is excluded? What is social justice? How is the world - our environment, technology etc. - shaping today's young people? Let's look into some modern humanist ideals and theories, debate on societal dilemmas and their implications for youth work practice. Guest speaker: **Maria Pisani**, Malta
- 17 September (13h CET) > **ID Talks Social Justice and Youth Work:** How does social justice translate to youth work? What are the different models to ensure access and equity in youth work? Let's talk about the focus of youth work as a value-based profession - should it be about societal change or individual integration? We will examine youth work on the crossroads of individual needs and structural changes. Guest speaker: **Silvia Volpi**, Italy
- 1 October (13h CET) > **ID Talks Social Justice and Human Rights:** How are human rights regarded in today's society? Are there any new concepts and definitions, and how do they reflect the reality of human rights today? What is the role of youth work in promoting, advocating and defining human rights? Let's see how young people are challenging the existing structures, advocating for new issues and breaking existing patterns. Guest speaker: **Neringa Tumėnaitė**, the UK
- 15 October (13h CET) > **ID Talks Social Justice and Activism:** What is (youth) activism and what forms can it take? Why do young people engage in activism and what issues are they ready to "fight for"? Should youth work be "radical" and "political"? Let's discuss the links between activism and youth work and see how activism contributes to creation of a just society. Guest speaker: **Eimear Manning**, Ireland
- 29 October (13h CET) > **ID Talks Social Justice and Education:** What is the role of (non-formal) education in actively countering injustice and helping to build inclusive democracy for the benefit of all? What kind of tools and resources are needed? Let's discover examples of social justice education and peace education cases, and see how they are contextualised and targeted at young people with fewer opportunities. Guest speaker: **Maria Sakarias**, Estonia

Social Justice and Education

What is the role of (non-formal) education in actively countering injustice and helping to build inclusive democracy for the benefit of all?



GUEST SPEAKER: MARIA SAKARIAS

Maria works in the field of sustainable development, with a particular focus on education as a driver of social change. After spending a year in Nepal and India, she deepened her expertise in civil society and development cooperation, completing a Master's degree in Sustainable Development in the Netherlands. At NGO Mondo, she designs resources and leads trainings for educators and young people. Her passion lies in transformative education that not only builds knowledge and skills but also reshapes values and behaviours, looking at questions of how to support learners in challenging injustices, embracing diversity, and actively building more just and sustainable futures.



Article

Maria Sakarias



Education as a practice of social justice and peace

When I think about education, I've come to realise it is never neutral. Every activity, every story, every value we choose to emphasise or ignore will shape how young people see the world and themselves. Over the years, working with teachers and youth workers in Estonia, the Netherlands, and beyond, I've been asking one question: what kind of education helps create a fairer, more peaceful, and more sustainable world?

First and foremost, I need to say that I have immense respect for educators. I consider myself one too – a youth worker, or a youth work innovator in my current role. Teachers and youth workers are asked to solve nearly every social problem – inequality, loneliness, climate change, misinformation, radicalisation – and yet, we often forget that they are people, not magicians. It is unfair and unethical to expect educators to carry the entire weight of fixing the world. And yet, we can't give up this responsibility either. What we can do is look critically at our own practice – how we teach, support, and empower young people to act for a better world.



When I speak to young people about justice, I rarely start with definitions. I ask instead: what does justice feel like? Their answers are emotional, not political – safety, calm, being seen, being respected. I remember being seventeen in France, when my history teacher asked me to share the Eastern European perspective on World War II and the following period. That simple invitation – “please share your experiences, your views would be interesting” – made me feel equal and valued. Justice begins when someone realises their voice counts; injustice begins when they learn it doesn't.

A dark blue speech bubble with a tail pointing downwards. It contains the text "JUSTICE GIVES PEACE ITS BACKBONE; PEACE GIVES JUSTICE ITS HEART" in white, bold, sans-serif font, arranged in four lines.

JUSTICE GIVES PEACE
ITS BACKBONE;
PEACE GIVES JUSTICE
ITS HEART

A light blue speech bubble with a tail pointing downwards. It contains the text "WHAT KIND OF EDUCATION DO WE NEED FOR CREATING A MORE SUSTAINABLE, FAIR, & PEACEFUL WORLD?" in dark blue, bold, sans-serif font, arranged in four lines.

WHAT KIND OF EDUCATION
DO WE NEED FOR CREATING
A MORE SUSTAINABLE,
FAIR, & PEACEFUL WORLD?

Social justice is about building a society where everyone is treated with fairness and dignity, where rights and opportunities are shared equally, and no one is held back because of their background or identity. In education, this goes beyond ensuring access — it's about creating a genuine sense of belonging, the emotional and relational conditions that make learning possible. It requires fairness and opportunity, as well as the willingness to question whose voices are amplified, whose knowledge counts, and who remains unheard. Educational inequalities are oftentimes not due to individual shortcomings, or at least not only that; they are rooted in broader structural systems. A socially just education creates spaces where every learner feels recognised and valued, and where they can actively shape their learning experience rather than simply absorb it.

When I was fifteen, I noticed how often schools avoided the questions that mattered most, or so it felt to me – climate change, identity, religion, amongst others. So I joined a youth club called Be Yourself and eventually took over its leadership. We met weekly, invited guest speakers, and explored the world on our own terms. It was the first time I felt agency over my learning. Looking back, I understand how privileged I was to have that opportunity. Every young person deserves that freedom – to think critically, connect knowledge with life, and be fully themselves in the process. Social justice education is inspired by Paulo Freire, who inspired us to see education as “the practice of freedom”. Freedom doesn't have to mean disorder; it means the space to question, imagine, and connect learning with reality. In oppressive systems, knowledge is used to control; in liberating ones, it helps people understand the world and transform it. Education should do more than prepare young people to succeed; it should help them imagine something better. We need educational spaces that make young people feel respected and safe, and from there, give them a sense of agency to contribute to a fairer, more peaceful, and more sustainable world.



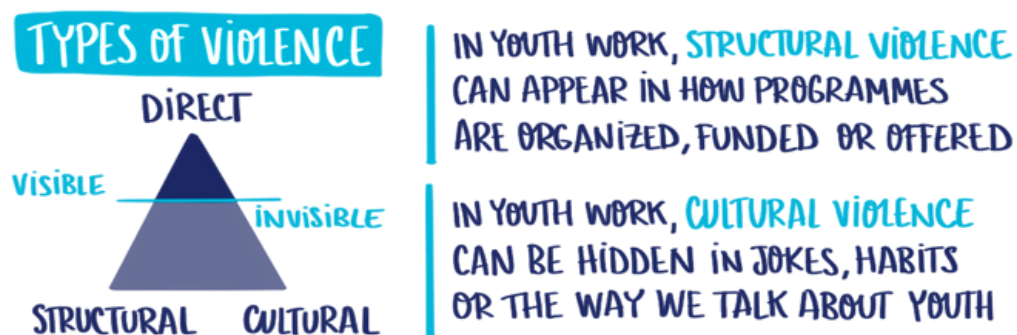
Peace education, the work we do as part of the Global Education programme at Mondo, builds on the same foundation. However, it begins with a journey inward, reflecting on peace within oneself — self-respect and emotional literacy — and expands outward: peace with others, with the community, and with the environment. It distinguishes between negative peace, the absence of violence, and positive peace, the presence of justice and equality. Positive peace cannot be imposed by force; it grows from fairness, empathy, and understanding. I often think back to a participant in one of our workshops who said, “Peace is self-kindness. If I can’t be kind to myself, how can I expect peace anywhere else?”. That simple realization has stayed with me because it captures what peace education truly means. We do discuss distant conflicts, but just as importantly, we reflect on how we communicate, listen, and include others in everyday life, constantly looking for ways to build peace in the spaces and relationships that are within our own reach.

FROM AWARENESS TO ACTION

SOCIAL JUSTICE + PEACE EDUCATION

MAKE IT PERSONAL!

To build peace, we must also recognise violence in all its forms. Johan Galtung described direct, structural, and cultural violence. Direct violence is easy to see – bullying, verbal abuse, humiliation. Structural violence hides in systems and opportunities: when youth work projects are “open to everyone,” but in practice only those with fluent English or family support can participate; or when rural youth centres close early due to lack of funding, while urban ones thrive. Cultural violence lives in the assumptions, jokes, and silences that make inequality seem normal – when someone says, “Those young people just aren’t motivated,” or when discussions about privilege feel too uncomfortable. Even silence can be violent.



This is where social justice education and peace education meet. Social justice education tackles inequality – it helps us recognise injustice and take responsibility for change. Peace education focuses on how we create that change – through empathy, dialogue, and nonviolence. Justice gives peace its backbone; peace gives justice its heart. Together, they both aim to build societies rooted in dignity and respect, teaching us not only to question the world but to transform it. And to do so without causing harm.

« IF WE WANT PEACE, WE
MUST WORK FOR JUSTICE »

In our work, I use experiential methods that help people feel these abstract concepts. The Power Flower exercise helps participants reflect on identity and privilege. Building a Village uses modelling clay and silent rules to simulate cultural differences, allowing participants to experience what inclusion or exclusion might feel like. These activities naturally lead to discussions about what kind of environments make learning and collaboration possible. The ultimate goal is to create safer and braver spaces where participants share responsibility for inclusion and learn to lean into discomfort with openness and empathy. Because social justice and peace education should not be constrained to workshop topics – they are continuous practices for engaging young people in ways that help everyone belong, speak out, and grow.



TOOLS & METHODS

→ POWER FLOWER

→ SAFER/BRAVER
SPACES

→ NON-VIOLENT
COMMUNICATION

To conclude – education, whether formal or informal, is where young people get to learn and experience what the words justice and peace truly feel like. Every lesson, every conversation, every shared experience is a chance to build the kind of world we want to live in. The question I leave my audiences with is simple: how will you practice social justice education tomorrow – or, in fact, today?

WHAT
WILL
YOU
PRACTICE
TOMORROW?



References:

- <https://maailmakool.ee/safer/>
- <https://maailmakool.ee/peaceedu/>

Ongoing projects:

- <https://mondo.org.ee/en/projects/peace4europe/>
- <https://mondo.org.ee/projektid/peaceact/>

JUSTICE GIVES PEACE
ITS BACKBONE ;
PEACE GIVES JUSTICE
ITS HEART

WHAT KIND OF EDUCATION
DO WE NEED FOR CREATING
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FAIR, & PEACEFUL WORLD?



ID Talks

Social Justice and Education

EDITORIAL INFORMATION

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On behalf of the SALTO Inclusion & Diversity!

