

SPREADING CHARM

INTERNATIONAL SEMINAR “SPREADING CHARM” CAZALLA INTERCULTURAL 17-22 / 04 / 2017 LORCA, SPAIN



Organizer:



Support:



Erasmus+



Región de Murcia



ABOUT THE PROJECT

“Spreading CHARM” is a seminar with the elements of the Partnership Building, which will be held from 17th (arrival day) to 22 (departure day) of April 2017 in the city of Lorca, in the south eastern region of Spain. In this project will participate 23 youth workers, NGO leaders and trainers from Italy, Macedonia, Russia, Georgia, Armenia, Estonia, Bulgaria, Romania, Germany and Spain.

Main objectives of the seminar:

- * To explore the topic of HR and inclusion in the Youth NGOs environment
- * To work out the strategies for the inclusive youth organisation and inclusive youth workers
- * To discover the realities of the inclusion and human rights in the youth NGOs in different countries and realities
- * Networking
- * To motivate organisations to promote HR and inclusion through their activities
- * To create a partnership with the appropriate inner support systems for learning and promoting human rights and inclusion

The main topic of the seminar is inclusion and creation of the youth work free from racism, discrimination and stereotypes that are in line with the main objectives and priorities of the Erasmus+ programme. The expected direct impact of the project - sensibility of the youth organisations and youth workers about the topics of inclusion and respect of Human Rights. Also one of the main objectives of the project is development of new partnerships, projects and initiatives in order to make stronger international network of organisations, sustainability of the project results in the long-term perspective and also to contribute to development and visibility of the Erasmus+ Programme.

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OUR APPROACH

Looking and the needs and objectives of the seminar the project team decided to undertake the approach that is based on the following, transversal principles:

Starting from ourselves

Racism and discrimination are very sensitive and complex topics, and we do believe that we cannot start discussing on how to work with those topics if we will not look at each other. The objective of this is to enable us to understand the concepts, as well as causes and consequences based on what we know, and what we have lived or observed. We put the hypothesis that connecting the topic with our lives is one of the most important triggers of motivation for the action.



Sharing is caring

The richness is in the group, in our personal stories, and professional experiences. Sharing can allow us to understand better, learn practices and get the feedback on what we are doing.

Questioning and being real

It is very easy to say we need to be inclusive, or we need to fight for Human Rights, but later on we start doing it and different challenges are popping up on our way. Or maybe not? Although I don't believe it. The topic has a lot of different angles that we can look on and we want to get real. We want to look on our best practices, but as well look where we screwed up, and why? We are open to question the current state of art if it is needed. Let's undertake the journey of being honest, although it might be sometimes difficult to admit that we are racist, but this is a first step to look on it from the different perspective and actually change something. So get ready... all the challenging questions are welcome, Pandora box is waiting.

OUR APPROACH

Investing in relationship

Creating the meaningful relationships is for us a base for many things. We do believe that for networking the real connection with people and having a common understanding of things is more important than meeting and getting into the project development. When the relationship between people are strong people feel safer and get more honest, what we hope to reach during this activity. Finally looking on the current developments in Europe we do believe that it is what keeps us united and moving forward, fighting for what we believe for.

Creativity and fun

During this seminar we plan to experiment, try out new things and have fun. Without creativity we might not find this different perspective we are missing in our everyday work life, fighting for equality and inclusion. Without creativity we might not find a new solutions. So get ready for unexpected and have fun!



DAILY PROGRAMME

| | DAY 1, Tuesday | DAY 2, Wednesday | DAY 3, Thursday | DAY 4, Friday |
|---------------|---|--|--|--|
| 09:00 – 09:45 | <i>Breakfast</i> | <i>Breakfast</i> | <i>Breakfast</i> | <i>Breakfast</i> |
| 10:00 – 11:30 | Introduction | Equality audit | Pandora's box: Tough question on handling inclusion (p. I) | P-Action: Personal is political |
| 11:30 – 12:00 | <i>Coffee Break</i> | <i>Coffee Break</i> | <i>Coffee Break</i> | <i>Coffee Break</i> |
| 12:00 – 13:30 | Getting to know each other | Equality stories: success and screw-ups | Pandora's box: Tough question on handling inclusion (p. II) | Networking and generating ideas |
| 13:30 – 15:30 | <i>Lunch Break</i> | <i>Lunch Break</i> | <i>Lunch Break</i> | <i>Lunch Break</i> |
| 15:30 – 17:00 | P-Reflection | Specific types of exclusion and how do we handle them (p. I) | CHARM from learning to action | How do we move forward |
| 17:00 – 17:30 | <i>Coffee Break</i> | <i>Coffee Break</i> | <i>Coffee Break</i> | <i>Coffee Break</i> |
| 17:30 – 19:00 | Exploring main concepts through flirting | Specific types of exclusion and how do we handle them (p. II) | Reflection afternoon, exploring Lorca | Evaluation and closing |
| 20:00 | <i>Dinner</i> | <i>Dinner</i> | <i>Dinner</i> | <i>Dinner</i> |



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DAY 1 - INTRODUCTION

The first two sessions of the day had as the objective the introduction to the project and the group. We have introduced the programme, the approach, meaning how we would like to work and what we want to achieve, the needs of participants and we dedicated some time to get to know each other. And... we started the whole seminar with the adaptation of the famous card game uga buga, to the name game!

Uga Buga name game

Uga Buga is a name game inspired by the board game by the same title. We return to ancient days, when man lived in caves and woman lived in adjoining caves and their language consisted of little more than grunts and gestures. Primitive though we may have been, we still dreamed of ruling over everyone else as leader of the clan!

In Ouga Bouga players need to repeat a series of guttural noises which are the names of participants, then add to the chain. At the start of each round, players are dealt three cards face-down and those cards remain hidden; each card shows a name of one participant. The first player of the round lays a card in the center of the table, speaks out the name, then points at another player, saying "Ha!" That player must add a card, repeat both names in order, then choose someone other than the player who chose him. Some cards have actions and add a gesture such as sticking out your tongue or pounding the table.

To prepare the game you need to print out the cards and ask each participant to take 3 of them and fill out with the name that they want to be called. Then you mix those cards with the action cards and you have a deck to play with. Finally there is one most important rule - it needs to be decided who is the person who starts. The decision is made by tribe on the ground of the best mammoth in-personalization, that each participant needs to do, and then the whole tribe decides.



DAY 1 - INTRODUCTION

Based on the agenda and the approach, as presented from the facilitators, the participants were divided in four groups and asked to share among each other and agree on specific learning needs and/or objectives they might have in relation to the seminar.

- Learning needs/objectives of the participants:
- Share our experience (2) at a larger scale
- Learn about effective tools and methods
- Give a definition for Human Rights ad inclusion from each member of the group
- New partners
- New ways of working
- Be more sensible about Human Rights or discrimination – detect it easier
- Ideas for projects with my group
- How to apply the topic with another sphere?
- Sharing and exploring the local and the national realities
- What are the human rights?
- How to deal with everyday racism?
- Networking (2)
- Sharing the experience about work camps?
- New ideas
- Networking through IT education
- Partner finding
- Fundraising
- How to work with people with special needs (mental health) without discriminating them
- Steps and ways to help the process of inclusion

DAY 1 - INTRODUCTION

Second part of the morning we dedicated to getting to know each other on the personal and professional level.

Question cards

Firstly we distributed the cards with the very personal questions and we were asking participant to approach someone, choose one question and discuss it. From time to time we were making a sound to change.

3 truths and a lie

From this activity on we were focusing more on the professional life of the participants. In this activity we asked everybody to write down 3 truths and one lie about their professional life, then we asked everybody to stand up, go around and talk personally with others, and try to guess which one was a lie.



Line positioning

We asked participants to stand in the line, then we were saying the criteria based on which they needed to organize themselves (with the additional rule that the moving could happen only in the limited space), and they had to organize themselves. The criteria were: number of years of experience in NGOs, number of international events attended and organized, and number of web/social media profiles you manage.

Interview

Finally we asked participants to find a couple and conduct interview about the other person's professional life. Out of each interview they should have done a poster representing the person, and present this person in front of the group.

DAY 1 - NO SMALL TALKS

There is something very awkward when you meet a big group of new people, and this applies especially to the training setting – this awkward thing is small talks! The group of 20-30 people who does not know each other get together and within few days we expect them to open up, establish relationships (both professional and personal) and feel comfortable to share sometimes very personal stories. The role of facilitators is to support the process of the creation of the group and help them to open up.

Yes, but how? There are tons of activities already developed - name games, getting to know each other, trust building activities, and still after all of this quite often I see participants during the coffee breaks discussing about the weather, since it is really to early to get to the question that people are really interested in. But how long you can talk about the weather?

In the last seminar I was facilitating we came up with the idea how to support the group even more to open up, and help them to use their free time to discuss the issues that really matters for them. This is a background activity that I call "NO FOR SMALL TALKS". This is a background activity where you explain a bit to the group the aim of it, motivate to skip the small talks and offer the space to think what kind of issues they would like to ask the group. Then you ask each one of participants individually to create the card with questions that they can always have with them in their pockets. They need to come up with min. 5 questions that they would like to ask to others and they do it. Then you close the session motivating the group to use those cards as much as possible during breaks, meals or whatever social gathering and try to ask all the people from the group the questions they put down on their cards.

What is background activity?

Background game or background activity is the activity you normally introduces in the beginning of the project and is happening in the background of all the other activities, during all the time. The standard example of the background activity is a game "secret friend" where each group member randomly gets a name of other person from the group and needs to make the life of this person special, for the duration of the whole activity.

DAY 1 - P-REFLECTION

With the aim to get personally connected to the topic we have adapted the activity learning river to the topic of racism, discrimination and other form of intolerances. We have started the activity with the guided reflection on the topic. Participants had to close their eyes, and remembered different moments of their lives. Then each person received paper where they had to draw the river of their lives, representing those moments that they were remembering. After the individual activity, we mixed people in the small groups where there were sharing their pictures and we close the session with the debriefing.

Sit down and relax, have a deep breath and reflect.

Have you ever witnessed that someone in your surrounding was excluded? What was the situation? Based on which ground this person has been excluded? How did you feel about it?

Take a deep breath

Connect to yourself... remember your childhood, playing on the ground, kicking a ball and games you played, remember your school and your group of friends, your high school, TV programmes you watched as a teenager, first parties, travels, holidays...

How diverse was your surrounding? Do you remember first time you have seen a person with disability... what did you see, how did you feel?

Do you remember first person you got to know with the different skin color then yours? What did you see how did you feel?

Do you remember first person that came out to you as LGBT community, or there was a gossip going on that she or he might be gay. How did you react? How did you feel?

And do you remember any moment that you felt different? When was it? With whom you were? How did you feel? Why you felt different?

And think about the moment when you felt included? When you felt part of something, part of the group, when you felt fully accepted? With whom you were?

Take a deep breath

Be calm. Be patient. Be honest.

Try to remember a situation where you might have treated somebody differently because of a specific characteristic they have. Skin color maybe? Or religion. Outer appearance. Age. Language. Maybe you didn't do anything, maybe there was something that you said. Or something that you were thinking. Be honest. What was it? How does that make you feel?

DAY 1 - FLIRTING

Context

We have realized that flirting (as we started calling our concept which is flirting + learning) could be very useful in developing the competences of young people. We have defined that the aim of flirting is a creation of a social capital; the process is very similar to networking, since the objective is to get to know new people and create a connection, that there is a willingness to follow up on both sides. That means that if we will work with young people developing their flirting competences we would actually work on the development of their social skills – networking, social competence, communication competence, sustaining relationships and many more.

Other even more important realization was that flirting is not free from racism and discrimination, and besides since it touches people on the very deep level. It is a very good tool even for people who are aware, to realize about their own prejudices, and it allows to connect to the topic personally.

Activity flow

The activity is composed by 3 main elements, first we make the guided walk, where the group goes for a walk with the facilitator, who stops from time to time and reads new parts for the reflection. Then we implement the activity called, flirting party. We prepare the room to help participants get into the role, taking care of the romantic atmosphere. You can put down lights, light candles, put relaxing music, prepare props - like champagne classes with the juice inside etc. The participants are being introduced to the activity before entering to the room. The rules are very simple, each person will get a "role" that will be stuck to their forehead, which cannot see, and the task is to flirt. We bring all the participants to the room, and simply give a space for the action to happen. After about 20 minutes the activity finishes, we get out of the role, and start debriefing.

The goal if this is to work on the emotions that has happened during the activity, explore more what were the feelings of the different people towards approaching the others, and towards being approached, and look for the motifs. With this activity we wanted to introduce different grounds of discrimination.



DAY 1 - FLIRTING

The goal of this is to work on the emotions that have happened during the activity, explore more what were the feelings of the different people towards approaching the others, and towards being approached, and look for the motifs. With this activity we wanted to introduce different grounds of discrimination.

Roles that participants had:

- * Attractive student
- * Attractive young successful lawyer
- * Attractive old successful lawyer
- * Visually impaired and unattractive
- * Hot bi-sexual truck driver
- * Very shy and insecure teacher
- * Geek with the 140 IQ lacking social skills
- * Roma journalist
- * Latino salsa teacher with pink hair
- * Somebody that is the age of your parents
- * Syrian refugee
- * XXXL size model
- * Very hairy programmer in mid-age
- * Ghanaian activist with a scar on their face
- * Really hot really right wing activist
- * Blondy on the wheelchair
- * Erasmus exchange student
- * Overweight Billiard player
- * Mid-age unemployed, dropped out of school
- * Pakistani restaurant owner

DAY 1 - FLIRTING

Reflection text:

Think about your most vivid/memorable flirting experience. Maybe you were the one initiating the flirting or maybe you were approached by somebody.

Remember when it did happen. Was it night or day? What time was it?

What was the environment, where did it happen? Who was around? Was there music? What kind?

Who made the first step and what was it?

Was it body language or a conversation? Try to think of the exact movements or words.

How did you feel about this first step? Did you feel comfortable?

What happened next? Was the flirting blocked or did it continue? How?

Did you feel awkward at some point during the flirting? When exactly? Why do you think?

How did you feel after the flirting? Did you feel comfortable?

Do you feel you had enough competencies to handle the situation right?

Do you think you behaved adequately during the flirting?

If you could change your behaviour during this situation, what would that be?

How is that flirting experience compared to other flirting you've participated in?

How is that flirting experience compared to flirting you've seen on the movies?

And finally, did you get laid?



DAY 2 - EQUALITY AUDIT

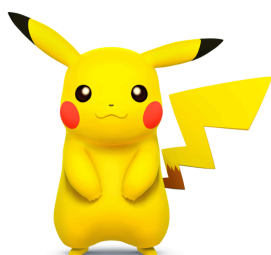
Equality audit is a tool developed during the CHARM project, that aims to offer a space for the reflection on the internal policies and procedures inside the youth organizations. Only after the evaluation of own organization, and identification of challenges, there is a possibility to put in place policies that works and makes sense.

We offer to the participants the gemified version of the audit activity. We have divided participants into 4 small groups, and we have printed and hide the audit questions all around the space (audit question with the picture of pokemon). First each group needed to catch all the pokemons and then they had a space to discuss the audit questions, share the insides of their organizations with the concrete examples what works and what doesn't.



DAY 2 - EQUALITY AUDIT

- 1) What is the mission of your organisation? Are there any references in this mission to human rights, antidiscrimination or diversity?
- 2) How would you describe the culture of your organisation? Do people in your organization have the freedom to make decisions?
- 3) Are you and people in your organization aware of what human rights are? How do they get the knowledge about them?
- 4) Does everyone have the equal access to the services and activities offered by your organisation? Are any of the activities of your organisation very specific so they may make some people feel excluded?
- 5) Do people in your organisation (both employees and the volunteers) have a chance to personal and professional development through e.g. training courses? What requirement do they have to meet if they want to take part in the training course that is financed by your organization?
- 6) Do people in your organisation get the same pay for the same work, both women and men? Is the salary system transparent and equal for all?
- 7) Is your organisation accessible for people with disabilities? In what way?
- 8) Do employees and volunteers in your organisation know their rights and obligations? Do you have anyone in the organization who people can turn to in case they feel their rights have been violated or they were mobbed or discriminated against?
- 9) Is your organisation open for people representing different minority groups or people who are excluded? How do you involve them in your activities? Do you promote equality and human rights, both internally and externally? How?
- 10) Do you practice affirmative actions in your organisation? Which groups do they concern? How and why do you do it?



DAY 2 - THE VOICE OF

The voice of... best practices and the worse screw ups

The activity was created to stimulate the sharing of the best practices and the things that did not work, but we could learn from this from our past experiences. For the activity we used the rules of the famous TV show the voice. We have divided the group into smaller teams, and each one of them should have prepared the short presentation of best practice and screw up related to the topic of inclusion on our organizations. There was a jury who was turning anytime something very interesting has been said and they wanted to acknowledge something. The first found was to select two of the best screw ups, then the groups were combined and based on the case selected they had to prepare the set of recommendations, policies, solutions how to avoid this situation to happen in the future.

The session finished with the lessons learnt.



Organizer:



Support:



DAY 2 - GENDER AND LGBT

The session was separated in two main parts – getting to the bases and practical, organisational perspective.

In the first part the participants were invited to explore Gender Boxes (variation of the tool with the same name from the Gender Matters manual). In the first part of the exercises only girls were invited in the circle and were asked to share with each other things they were told they should and should not for being girls, when they were growing up. The facilitator was taking notes, putting all affirmative things in a box (e.g. girls should wear skirts) and all forbidden things outside the box (e.g. girls should not be loud). The same exercise were then repeated with the boys in the group, where the facilitator then took notes on a new poster, creating a new box. The group then discussed what is inside and outside the gender boxes, what and how were we taught to think of ourselves as being boys and girls and how we should be. A variation of Genderbread Person was then presented to make sure participants distinguish between biological sex, gender norms, gender identity and sexual orientation.

In the second part of the session, participants work in groups on two cases which link the topics of gender and sexual orientation to youth work. The groups were discussing two cases.



DAY 2 - GENDER AND LGBT

The story of S.

S. is a 35-years old woman, who works as one of the coordinators of a big international youth network, consisting of many youth organisations working on the local level.

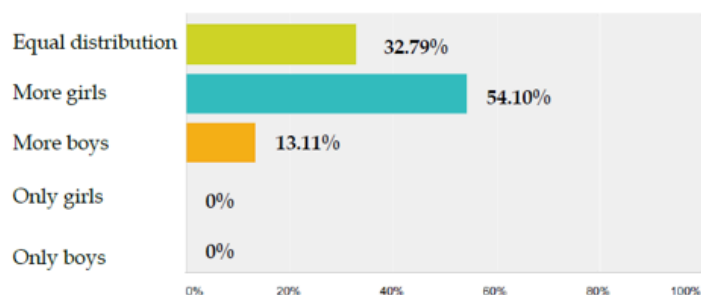
The network has decided to conduct a survey about human resources and capacity building among its member organisations. Among other questions, the survey also included questions for participation in the organisations in terms of gender.

While analysing the results, S. has put a remark that the representation of men and women in the management groups of the organisation seems unfair and this might be an issue that needs to be tackled. S. based her conclusion on the following data:

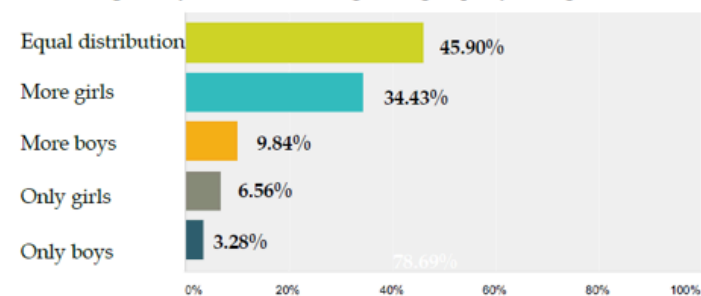
The colleagues of S. disagreed on her comment and thought that she is becoming a radical feminist, which is not in line of the philosophy of the organisation.

In the following weeks she felt different treatment from her team. Her motivation went down.

What is the girls-boys ratio among the members/volunteers of your organization?



What is the girls-boys ratio in the management group of your organization?



Discuss the questions:

Do you think the situation is realistic and why?

Do you think S. was right to raise the issue?

What would you advice S.?

What should happen that others don't fall in the situation of S.?

DAY 2 - GENDER AND LGBT

The story of V.

V. is 22 years old. From the age of 15, she has been volunteering in a youth center in the town of B and is currently in charge of the ecological activities of the center, managing a group of green volunteers. For several years now V. torments herself due to the fact that she is different. After a long period of denial, she now admits to herself that she is a lesbian. Being afraid to be excluded, she hides the fact from her family, co-workers and friends. But it seems that it is hard for her to hide it from the youth center team, which besides professional connections is linked by strong friendly relations. V. tried for several times to gather enough courage to share her secret with the team. But every time something happens, which makes her give up – mostly negative comments about “faggots” carelessly thrown in the office. Also the fact how volunteers among which she succeeded to build a positive and friendly reputation will look at her, bothers her very much. The manager of the center falls in love with V. They are very close and for him the step to something more serious is almost formal. He is surprised when V. disappears in response to his love declaration. She does not answer her phone and does not appear in the office for weeks now.

Questions to discuss:

- * Do you think the situation is realistic and why?
- * Do you think something similar might have happened in your center without you not noticing?
- * What would you advice V.?
- * Would things seem different if the story was about a gay boy instead of a gay girl? How so and why?
- * What should happen that others don't fall in the situation of V.?

After working in 4 groups and analysing the situations and discussing the questions under the studies, the participants then came together in plenary to share their findings and results. It was concluded why the topics of sexism and homophobia are seen together and as interconnected – as they both are rooted in the non-compliance with the gender boxes as re-constructed in the beginning of the session, e.g. both for the male and female boxes there is an expectation to meet someone ‘nice’ from the **opposite sex**.

DAY 2 - ROLE OF THE YOUTH WORK IN ADDRESSING REFUGEE AND MIGRANT CRISIS

Migration and refugee crisis is a really huge topic, with a lot of things happening within the European youth work and outside. If we check the priorities, number of projects being developed and approved, and simply using a common sense, we can clearly see that there is a need to work on it. Other question is how?

In November 2017 we run a seminar on the role of youth work in combating the current migration and refugee crisis. Besides I have treated this topic in several project proposals, other youth activities and manuals. I feel it is a time to systematize a bit what is a role of youth work, what are the main direction we should work on and a bit what not to do:)

The starting point for me for the reflection was the realization that youth work will not solve the problem, but we can have an important contribution. In the situation that we are right now I do believe that the small actions that can be implemented matters a lot. And at least for me there are a clear lines of work, what we can do. I have systematized them into 7 points, main directions. I hope it will be useful.

1) We need to work with migrants on issues based on their needs

This statement is very vague, I know, but for me has an important meaning. What I find important is to ask ourselves few questions: are we able to engage ourselves in the direct work with the refugees? Do we have enough competences to do this work? Are there any other institutions close to me, which are already providing the support needed? Do I know what actually is needed? And how do I know it?

There are different needs depending on the place where we work. I don't really know what the needs are, sorry to admit. I talked with people who are directly involved and I got a bit into the conclusion, that we need to start from providing basic human rights, and ensuring the well being of people with whom we work. Sometimes it can be things as basic as food, and sometimes, psychological support.

Therefore I would like to ask everybody, please don't develop complicated projects, if you don't know what is needed. And if you don't have competences to work directly with refugees, there are a lot of other things you can do, which are also very important. Like points 2-7 of this article:)

DAY 2 - ROLE OF THE YOUTH WORK IN ADDRESSING REFUGEE AND MIGRANT CIRSIS

2) We need to work with our communities to combat racism and xenophobia

This point is already self-explanatory. We simply need to do it. Recently I got involved in several conversations about racism in Lorca and I got really altered. I have heard a lot of racism statements, mainly starting with the phrase "I am not racist, but...". If things like this happens in my local community, which I really consider very progressive, then I am asking myself what is the situation on other parts of Europe, like my home town in Poland?!?!?! That is really stressful.

OK, let's talk about the "types" of racists people. Of course there might be a lot, and I don't have a proper knowledge to make this scientifically correct. I want to talk about two different groups that I see a lot, and they need to have a different approach when we work with them. First one is "I am not a racist, but...", which mainly refers to the people who have a lot of fears towards foreigners, usually coming from the specific ethnic groups, and they are legitimizing they way of thinking based on the negative cases that they see on the streets, stories that media broadcast, and following what is generally acceptable in the society.

The second group is "I realized that I am racist...", for example by passing on the other side of the street, when I see people from a specific community, I feel a fear when someone entered my store, and then I realized it was stupid, but the fear was there. What is good about this group is that they are already doing a lot to fight racism on the personal level. They are aware and willing to change.

Why I specified those two groups? It is because I have a hypothesis that one of the factors that is contributing to the racism and xenophobia in the communities are people themselves. People who are sharing a lot and spreading their fears, making visible the cases which can support fears within the community. And there is lack of positive stories!

Do you know that the crime level within refugee community is very low? Do you know that if a refugee would commit a crime, they will be immediately deported? This can be as well manipulative from my side, since I talk about racism in general and I give examples of refugees right now. I don't know the other statistics. But the fact is that we see one things and we generalize them to the whole community. This is not right. We need counter narrative, so those who are not racist, but... will not be able to externalize the blame anymore, and those who are still fearing, will feel more secure, because they should!

With those words I need to underline one more thing – we in our work, we need to find a way to address the whole community. Our families, people wit whom we work, our neighbors, the guy in the store with veggies, and the girl from the post office. So even if we are working with our group of local volunteers, we need to stress out that it is not enough to get self-aware, but we need people who can do the field work and spread the counter narrative.

DAY 2 - ROLE OF THE YOUTH WORK IN ADDRESSING REFUGEE AND MIGRANT CIRSIS

3) We need to work on the topic of identity and intercultural learning

Once I read this sentence: Is it possible to develop openness towards the other and his or her otherness if one has a strong sense of one's identity, a demand in intercultural learning programmes? (Derrida, Jacques (1999). Bemerkung zu Dekonstruktion und Pragmatismus).

I read this sentence and my mind goes in so many different directions – do we really need a strong identity? Do we need national identity? What happens when our identity meets other one? Do we contribute in our work for the development of the strong national identity? And what about multiple identities?

There are a lot of things to write about, and just to let you know I still don't have all the answers, and I am not sure if one would ever have them. But let's start from the beginning. I see a huge need to work on the one's identity, and in the same time it is a must to do the intercultural learning with the objective to develop the empathy, solidarity, and the possibility to develop and maintain a meaningful relationships with everybody.

The issue of identity is crucial, especially for those young people for whom the identity is not clear! Again sounds like bla bla bla for those who are living in the same country where they were born, belonging to the same ethnic group as the majority of people in their community, who are heterosexual, without any visible disability etc. But there are more and more people in Europe for whom the identity is not that clear, or better said is clear but multiple, and not fully accepted by everybody that some of the layers of the identity can go together. Giving the example being Polish and having a black skin color, this combination as still not very popular in Poland, brings a lot of resistance in the community, and the poor person who has this identity can easily enter into the identity crisis – I feel Polish, but other doesn't think so, maybe then I am not really Polish, then who the hell I am??? This can be logic. And this happens with more and more often, since our Europe is becoming more diverse. Therefore working on identity is a must, and empower young people to accept themselves and who they are.

Second aspect is intercultural learning – and here I am not talking about learning about different cultures. Honestly I don't care about it. I am talking about the development of the intercultural competences, like ability to manage conflict based on values, to have the empathy, to be able to accept the diversity and live and cherish it.

DAY 2 - ROLE OF THE YOUTH WORK IN ADDRESSING REFUGEE AND MIGRANT CIRSIS

4) Professionalization is needed – if you want to do something which competences you have and which are you missing, and start with yourself.

When I am thinking about youth work being professional, I don't expect everyone to go through the exam, or get some official title. I am rather saying that youth work is a huge responsibility, since we work with youngsters for whom often we are role models, and we can easily influence them (whenever we want this or not). And when I think about professional youth work, for me the first criteria is, that our actions are not bringing the negative impact.

Therefore knowing that the youth work will not save the world, and that it needs to be done well to bring a positive impact – if you don't know how to do it, ask for help, bring up more people on board, learn, or start from something different, something personal, act by starting from yourself, because personal is political.

5) We need to invest in building strong and meaningful relationships

This task of the youth work was inspired by one of the global citizenship competence developed within Globalab project: Maintaining relations – Global citizens should be able to establish and maintain relations with people, including those from diverse backgrounds (culture, language, religion, social status, etc.). This is a pre-condition for the ability for successful communication, cooperation and conflict resolution in a multicultural environment.”. And was further develop by a colleague of mine, by adding the description that those relationships should be strong and meaningful.

Still sounds complicated? Stating it as simply as possible – if I create a real relationship with someone (not limited to couples), I will look at this person from the perspective of our relationship, and not from the perspective of ethnicity, and/or other characteristics that we usually discriminate. It least it has happened to me, whenever I have created a meaningful relationship with someone different them me, maybe even coming from the group that I had stereotypes about, I stopped generalizing. After knowing someone, I was relating to this person, and the way of thinking it was never the same anymore.

We as youth workers can create an environment the creation of the meaningful relationships and encourage, push a bit the process. But the most important is to ensure to bring people together. This is always a first step.

DAY 2 - ROLE OF THE YOUTH WORK IN ADDRESSING REFUGEE AND MIGRANT CIRSIS

6) We need to learn and be informed

Before I mentioned people who are saying "I am not racist, but...", and this "but" is usually not fully correct. I am not a racist, but migrants are stilling our jobs, I am not a racist, but migrant neighborhood is dangerous, I am not a racist, but I would never date a black person. Sounds familiar? I do believe that we need to be well informed to be able to discuss those "buts". And of some of those "buts" are reflected in reality, to be able to see why. What causes those issues? Because it is highly possible that it is a systematic problem, not really connected to the ethnicity.

And finally we need to be well informed in order not to spread inaccurate information, and not to support the development of stereotypes. The first rule is no harm please, so if we might create more harm than good, let's stop what we are doing and let's learn!

7) We need to keep raising awareness about the facts and myths about refugees

As the continuation of the previous point, we need to raise awareness on all of this that has been discussed on the post. And we need to outreach to the whole community. How? There are many ways, basically do whatever you can, talk, share, write, do the awareness raising campaigns. Small things matters!

In Cazalla Intercultural last year we run the awareness raising campaign – there are no buts (no hay peros). This can be one of the examples of the initiative that I can recommend.

More info: <https://youtu.be/D-Fe9EeNPNw>

Secondly, for the topic of refugees I have found an interesting video talking about facts, that I like to use a lot. This can be other example what to do: <https://www.youtube.com/watch?v=RvOnXh3NN9w>

DAY 3 - PANDORA BOX

Pandora box it was the activity introduced during the first day of the seminar, to ensure that all the questions raised during the project will be properly addressed and discussed. We were asking participants to write down all the questions that are challenging, needs further discussion or has not been covered and they should be, and put them into pandora box. We took the questions and dedicated the session to discuss them using the fishbowl method.

1. What can we do against everyday racism?

- * Strategy of education from childhood (because they have different type of view, also different type of racism which they know from for example from parents.
- * Everybody knows the factors of everyday racism but more important is context, for example from local level, that's why international campaigns not always works.
- * We should start simply react when we see some racist action in the street.
- * Useful tool can be alternative form of communication like by art, by theater made by different people which can engaging them to do something together

2. How do we approach people who aren't open-minded?

- * By doing this gently, friendly. In other case we can close them even more.
- * We can't say that someone's opinion is wrong. We have to provoke discussion with strategy of giving facts (good background knowledge)
- * Life experience it's very powerful
- * We have to answer also for question how to help recognize a person that he/she is a racist?
- * We have to put racists, not open-minded persons to shoes of others, for make new experience.
- * Personal stories are very powerful - be against abstract slogans about exclude THEM, let a person's speak by themselves, we have to humanize this topic.
- * Use true social media or any other resource

DAY 3 - PANDORA BOX

3. What we need to do personally to switch, inside us?

- * We can't pushing, force to change persons. They (we) have to want to change them (our)selves.
- * No one approach
- * do some action which will start very personal, individual process (like reading)
- * Invisible things which we can use in nowadays like invisible theater
- * We need prepare some safety zone for dialogue
- * Idea of accept - you don't have to love everybody but you have to accept them.
- * Accept ourselves is first step to getting a power for action.
- * Dialogue is also difficult because of social standards of what is correct and incorrect, social pressure

4. Topic of LGBT, religion and refugees

- * We have to start criticize ourselves.
- * Education is necessary.
- * Where is recognition point between completely different cultures like European and Arabic
- * We need holistic way to find something in common
- * Different type of oppression but same emotions.



DAY 3 - CHARMING TOOLS

The participants were presented with the different resources that have already been created within the CHARM project and that they can use freely. Many of the resources, in parts, have already been introduced in the different parts of the seminar.

- * **The CHARMING Process** – an overall cyclic process of how one youth organisation can become more inclusive and affirming anti-racism and human rights in its own operations. Described in the publication *Rethinking Social Inclusion in Youth Work*, available in English, Spanish, Italian, Greek, Lithuanian and Polish: <http://charmingyouth.eu/the-charm-publications/>
- * **Equality audit** – a self-assessment tool which supports initial reflection about how supportive of equality the current structure and operations of one organisation is. Developed by Dariusz Grzemny and part of the publication *Rethinking Social Inclusion in Youth Work*, available in English, Spanish, Italian, Greek, Lithuanian and Polish: <http://charmingyouth.eu/the-charm-publications/>
- * **CHARM Training Modules** – developed for six specific types of youth organisations, these 1-day module provide a learning framework on anti-racism and human rights in youth work. The six types of organisations includes: 1) sports; 2) leisure time; 3) EVS; 4) Youth Student Councils; 5) Youth centres; 6) Youth political organisations. Summaries of the training modules are available in English, Spanish, Italian, Greek, Lithuanian and Polish: <http://charmingyouth.eu/the-charm-publications/>, while the whole modules are available in English online, along with all annexes here: <http://charmingyouth.eu/charmload/the-charm-training-modules/>
- * **The CHARM Research** on attitudes of youth organisations in six EU countries on anti-racism and discrimination, including outline of training and learning needs: summaries for Bulgaria, Spain, Italy, Greece, Lithuanian and Poland in English and full reports in national languages, here: <http://charmingyouth.eu/charmload/the-charm-research/>
- * **The CHARM Factor** – a first attempt to explain and justify the need for inclusive and self-reflective youth organisations – available in English, Bulgarian, Spanish, Italian, Greek, Danish and Hungarian: http://yar.charmingyouth.eu/?page_id=8

DAY 3 - CHARMING TOOLS

- * **Examples of Codes of conducts** or other versions of anti-racist organisational policies (some of them also discussed and analysed during the seminar) in English:
http://yar.charmingyouth.eu/?page_id=29
- * **Case studies**, identified in the ‘real world’ of handing anti-racism and diversity within the work of youth organisations in English: http://yar.charmingyouth.eu/?page_id=25, but many of the cases studies are also included in the CHARM Factor publication, so they can also be found in other languages within the publication, as referenced below.
- * **The Facebook page of CHARM**, which is still supported and where information will be provided for future follow-ups of the project: <https://www.facebook.com/Charmingyouth/>



Organizer:



Support:



Erasmus+



Región de Murcia



DAY 3 - BLOCKERS AND TRIGGERS

The facilitator opened the exercise sharing that Human Rights Education, which has been the core instrument of the CHARM project, by definition includes an action part, where participants put into practice the competencies they have developed. It is not enough to understand about issues of exclusion and situation of oppression of different groups, unless we take some action, because action is what will bring about change. However, the experience of the CHARM project shows that while there is with no doubt progress in changing attitudes, youth workers and youth organisations seem to be reluctant to stand up firmly when it comes to real action in support of human rights (e.g. supporting declaration, petitions, events).

The participants were divided in three groups and worked on three main questions in relation to moving to action in a variation of World Café exercise. The input and ideas of the participants of each of the questions as follows:

What are the triggers for real action? What makes people act in regards to human rights?

- * Personal experience/growth
- * Desire for change/a goal
- * Relationships with other people (respect)
- * Free time and better life conditions
- * Being informed AND educated
- * Consciousness
- * Knowing your own rights
- * Love, happiness, empathy
- * Moral/personal principles and values (cultural, social)
- * Satisfaction in helping
- * For CV
- * Seeing an opportunity in your job/position
- * Injustice (feeling for justice)
- * Being part of a group
- * Feeling of obligation
- * Competition
- * Concern for own well-being
- * Patriotism
- * Experience of abuse and oppression



DAY 3 - BLOCKERS AND TRIGGERS

When we fight/act for human rights who do we fight against? Who are our 'enemies'?

- * Our own stereotypes and wrong attitudes
- * Indifference
- * Closed-mindedness
- * Institutions
- * Ignorance
- * Traditions
- * Lack of tolerance
- * Neo-colonialism
- * Patriarchy
- * "Fixed" mindset
- * "Invisible hands"
- * Mass media
- * Corruption
- * Ego
- * Fear of losing your position in the society
- * Turning a blind eye
- * Phenomena, not people
- * The message, not the messenger
- * Destructive cultural patterns
- * Ignorant laws (institutional framework)
- * Thinking that something is not political



DAY 4 - P-ACTION - WHAT IS IT

I said it many times that for me the most innovative solutions or approaches are the simplest ones, and the P-Action: Personal is Political, is one of them.

What is P-Action?

In reality those are many things, title of the project we are developing, title of activities, approach that at least for me it would make a lot of sense in the youth work. It is something that I have used already in several educational activities and projects, but it was still not clearly defined, so let's try to do so. P-Action comes from the slogan: Personal is Political, and it means that in the youth work we encourage actions coming from or related to our personal experiences. On one hand side we encourage **to be a role model**, and make a statement by our everyday actions, how we behave, what we do. The simplest example (although boring) is the care of the environment, and throwing the trash always to the recycling container. More complicated examples to understand for example in the area of inclusion, would be to make a public appearance with the people from the excluded groups, to keep normalizing it, or always ensuring the measures to include people.

With this approach we motivate as well to **stand up for the issues important for us personally**. It is about getting connected to the issue and trying to find the inner motivation to work on this issue. For example I was always interested in the topics of interculturality and diversity, and I have to admit, I don't know why. Possibly because those topics were cool, or I did it, because everyone else was doing it. The important part is that it came a moment in my life when I actually face diversity, understood the challenges and advantages of it. I became a very much privileged migrant, with proper documentation, being white, with job and speaking many languages. And in spite of this I had my downs, of feeling that I don't belong because I think differently, of being treated differently (yes discrimination has happened as well), and of having my doubts about my real identity. Connecting to the issue made me understand why I want to work on this, and gave my double motivation to do so.



DAY 4 - P-ACTION - WHAT IS IT

And finally we encourage sincerity and **sharing personal stories**. I don't think that something can be as powerful as making it personal. It is very easy to engage in the theoretical discussions for example about the LGBT+ community, and their rights to a marriage; it is easy if you talk about something that is far away and does not actually touch you personally. Would it be the same if we would talk about your brother? It is easy to talk about the refugee crisis, and discuss the limitation how many refugees each country can host. Would it be the same if we would talk about your friend, whom you know many years? Sharing the stories can be powerful. It connects you more to the issue, but as well raises awareness. Personal stories bring the emotions, and inputs how people can be affected by different situations, making the issues more human, and supports others in the same situation, by showing you are not alone; there is someone who understands you.

When I am talking about personal stories, I mean stories from our lives how we felt during different situation, and how we managed to overcome it, but as well how we screw up, meaning how we discriminated or did something that we should not have done.

P-Action in youth work

Here comes the simplicity, let's use the P-Action and the general approach whenever we work on the sensible topics. How? Of course starting from us – I believe that we can share a lot of stories and give a lot of personal examples. Let's ask personal questions. Let's encourage people to share. Let's do what we preach.

There are already some tools developed, and I will share them with you very soon.



Organizer:



Support:



DAY 4 - P-ACTION

The day 4 in our logic was the action day, and what can be the best way of taking the action, if not starting from ourselves. Therefore as the day one we have organized P-reflection, this time we have organized P-Action. It was again the reflection activity done in small groups where, participants should have discussed the following questions:

- * On a personal level, do I feel more connected to the topics of inclusion, anti-racism and human rights? Why?
- * On a personal level, do I relate more to the experiences and struggles of groups who usually face exclusion and neglect?
- * On a personal level, do I feel any struggles to be more engaged in the topic of inclusion, anti-racism and human rights? What are they?
- * On a personal level, how can I overcome my own stereotypes, ignorance, and fear, related to inclusion, anti-racism and human rights?
- * Is there something that I feel I can do in my personal/everyday life to support inclusion, anti-racism, human rights? What? Will I do it? Why?
- * How can my personal attitudes towards inclusion, anti-racism and human rights translate into professional actions in the framework of my organisation?



DAY 4 - PROJECTS DEVELOPED

We have dedicated almost 2 sessions for the networking and project development. We have started with the quick overview with the ERASMUS+ possibilities, and then we organized bilateral talks. Bilateral talks is an opportunity to have a face to face meeting with the other person from other organization to discuss the possibility of the bilateral cooperation. And finally we wanted to create the open space for the project preparation, that did not work out, but already several project groups were established, and they worked on the project ideas.

Project ideas:

Martina, Max, Heli and Anna

The idea is to organise a workshop in Romania. The idea came from the fact that the organisation of Max works with theatre techniques on topics of mental health, while Martina's organisation work with forum theatre.

The idea is to adapt forum theatre techniques and use it with mental health issue. Three stages: 1. Workshop with mental health specialists. 2. Adaptation where specialists make the techniques applicable for the activities of mental health. 3. Using these techniques in the work of specialists with people with mental health issues.

The second branch of the idea is to have a training for youth workers on forum theatre with mental health as a topic, so they can later use it in their work, where the aim is awareness raising among young people on mental health issues.

Mariam, Nini and Ekaterina

Environment + disabilities.

Organise cleaning days



DAY 4 - PROJECTS DEVELOPED

Benjamin and Ismael

Raising awareness on the problem of eating a lot of meat – both because of animal rights and sustainable development/environmental protection. Still searching for ideas for concrete actions and partners. Comments and ideas from others:

- Many people consider that if you don't eat meat, you have limited choices and eat grass. In these cases it might make sense to promote recipes or similar information about how food can be prepared without meat or with less meat (Heli)
- Consider personal is political in this case as well – when we act as role models; not only say why we are vegetarians because 'we care for animals'
- Could be connected with the overall idea 'Respect for life' (Max)

Francesca, Michaele, Diana

20 Italian and 20 Romanian students, spending 1-2 weeks in the host country after high school and before enrolling to university, in the form of summer learning experience. Making human rights mainstreamed in the high school year. The idea that everything they will study in the university will/could be connected to human rights.

Core activity on human rights, involving local associations with input. The next year is the opposite exchange.

Every participant becomes a multiplier – not only on human rights – but also promoters of the idea itself. Partnerships with universities and high schools exist, but it is still a question of money.



DAY 4 - PROJECTS DEVELOPED

Nona, Mariam, Stas, Vladimir

Tourism for all. The idea is to provide touristic opportunities for people with disabilities.

Objectives – social inclusion of people with disabilities to be better integrated in society and have active life.

Target groups:

- People with disabilities
- People without disabilities
- Volunteers
- The government
- Mass media

The organisation of Stas will support the process with IT support to better facilitate sharing of knowledge and resources, the link between online and offline perspectives.



Organizer:



Support:



Erasmus+



Región de Murcia



DAY 4 - EVALUATION AND CLOSURE

The last session was dedicated to the evaluation and closure. We started with the reminder of what we have done during those 4 working days, and we did it as usually as guided reflection, reminding day by day what was happening, how we felt etc. Then we came back to our needs in the first day of the training to have it clearer, and we asked all the participants to fill the evaluation form. Then we moved to the more visual evaluation where all the participants could take part. We did the visual evaluation asking everybody to position themselves on stairs depending on their level which the statement is correct to them. Finally we evaluated the approach with the pizza poster, where each participant needed to make a dot according to their opinions.

Statements:

- * During this seminar I have laughed more than I expected;
- * There is practical knowledge which I will take back from this seminar
- * I have changed or further shaped my opinion on something during the seminar
- * I feel the facilitators were attentive to my learning needs and objectives
- * In general, I got what I wanted out of the seminar
- * I felt out of my comfort zone at least once throughout the seminar
- * I had a personal realisation during the seminar
- * I am leaving more confused than before I came
- * My voice was heard during the seminar
- * If I could go back in time, I would decide to come to the seminar again
- * I fell in love during the seminar

For the closure we re-created again the atmosphere from flirting workshop, first we have shown the video from the project, then we made the final round of expression how was for us the seminar with the dixit cards, and we have distributed the youth passes, and each person while receiving the youthpass had to re-create the mammoth sound from the first project activity.



Organizer:



Support:



Erasmus+



Región de Murcia



ORGANIZATIONS INVOLVED

LIST OF ORGANIZATIONS INVOLVED IN THE PROJECT:

Academy for Peace and Development (Georgia) - www.apd.ge

ASOCIATIA SUPPORT FOR YOUTH DEVELOPMENT (Romania) - www.s4yd.ro

Macramè Società cooperativa ONLUS (Italia) - www.coopmacrame.it

SFERA Movement (Russia) - www.dobrovolets.ru

Gyumri "Youth Initiative Centre" NGO (Armenia) - www.yic.am

MTÜ Escape (Estonia) -

COUNCIL FOR PREVENTION OF JUVENILE DELINQUENCY KAVADARCI (Macedonia) - www.sppmd.wordpress.org

Jugend, Bildung und Kultur (Germany) - www.jubuk.org

ASSOCIATION PRO EUROPEAN NETWORK (Bulgaria) - www.proeuropean.net



Organizer:



Support:



ABOUT CAZALLA

Cazalla Intercultural is a local NGO located in Lorca, Murcia, in the South East of Spain, registered in 2007, but started to function in 2001 as youth association of Cazalla

The mission of our team of professionals is “To promote active citizenship, social inclusion, youth mobility, voluntary service, sustainable development, stand up for human rights, integration, non-discrimination and against gender-based violence, through non-formal education, youth information and international cooperation.

Our work is structured in 4 main fields.

- * **Voluntary service** – we work as EVS sending/hosting/coordinating organization since 2003. During the years it has hosted about 35 volunteers, sends annually nearly 60 volunteers all over the world. Cazalla is involved in the local voluntary activities.
- * **Capacity building** - on the local level through the cooperation with the local authorities - advising and information center, local projects and trainings; and on international level by development of the quality systems mainly in the field of youth work and volunteering.
- * **International cooperation in the field of youth** – that includes promotion of the youth exchanges and offering the youngsters from our local community the first international and intercultural experience; exchange of experiences, networking and implementing the training courses in the fields of expertise of Cazalla – human rights, gender based violence, participation.
- * **Local youth work** - composed of the youth information center, and the local projects with the aim to foster the participation of the young people, integration of migrants into the local society and fight against racism and discrimination. We encourage the creativity of young people and assure the quality of their work.

Cazalla contacts:

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web: www.cazalla-intercultural.org

facebook: <https://www.facebook.com/cazalla.intercultural>

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instagram: [cazalla_intercultural](https://www.instagram.com/cazalla_intercultural)



Organizer:



Support:



Erasmus+

