



# RIIDE

Resources for **I**nclusion, **D**iversity and **E**quality

## Practice Resource

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Grant Agreement No. 2015- 2-UK01-KA205-014061



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



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*At this place, we would like to thank all who participated in focus groups or individually contributed with their feedback to our research and development of RIDE projects.*

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## Table of content

Table of content.....	3
Introduction .....	6
Ground rules for all sessions.....	7
1 RELIGIONS IN DIALOGUE.....	8
1.1 About this Session Plan.....	8
1.2 Thematic introduction and information about the topic .....	9
1.3 Description of practical activities.....	16
1.4 Evaluation activity .....	21
1.5 Further notes to the youth worker.....	22
1.6 References .....	24
1.7 Pictures credit.....	25
2 (UN)EMPLOYMENT AND MIGRATION .....	27
2.1 About this Session Plan.....	27
2.2 Thematic introduction and information about the topic .....	28
2.3 Description of practical activities.....	35
2.4 Further notes to the youth worker.....	39
2.5 References .....	42
2.6 Pictures credit.....	43
3 REMOVE THE BORDERS .....	44
3.1 About this Session Plan.....	44
3.2 Thematic introduction and information about the topic .....	45
3.3 Description of practical activities.....	48
3.4 Evaluation activity .....	49
3.5 Further notes to the youth worker.....	49
3.6 References .....	51
4 (DIS)ABILITY.....	52
4.1 About this Session Plan.....	52
4.2 Thematic introduction and information about the topic .....	53
4.3 Description of practical activities.....	55
4.4 Evaluation activity .....	57
4.5 Further notes to the youth worker.....	58
4.6 References .....	59

4.7	Pictures credit.....	59
5	HOW GREAT AM I? - First Session .....	60
5.1	About this Session Plan.....	60
5.2	Thematic introduction and information about the topic .....	61
5.3	Description of practical activities.....	64
5.4	Ending activity .....	66
5.5	References .....	66
6	HOW GREAT AM I? - SECOND SESSION.....	68
6.1	About this Session Plan.....	68
6.2	Ending activity .....	70
6.3	Evaluation activity .....	70
6.4	Further notes to the youth worker .....	71
6.5	References .....	71
6.6	Pictures credit.....	71
6.7	Appendix .....	72
7	YOUTH AS KEY FOR RURAL REVIVAL .....	74
7.1	About this Session Plan.....	74
7.2	Thematic introduction and information about the topic .....	75
7.3	Description of practical activities.....	79
7.4	Evaluation activity .....	81
7.5	Further notes to the youth worker .....	82
7.6	References .....	83
7.7	Pictures credit.....	84
8	WHAT'S MY FUTURE? WHERE WILL I BE?.....	85
8.1	About this Session Plan.....	85
8.2	Thematic introduction and information about the topic .....	86
8.3	Description of practical activities.....	88
8.4	Evaluation activity .....	93
8.5	Further notes to the youth worker .....	93
8.6	References .....	94
8.7	Pictures credit.....	95
8.8	Appendix .....	95
9	WHERE DOES YOUR MONEY GO? .....	102
9.1	About this Session Plan.....	102

9.2	Thematic introduction and information about the topic .....	103
9.3	Description of practical activities.....	106
9.4	Evaluation activity .....	111
9.5	Further notes to the youth worker.....	111
9.6	References .....	111
9.7	Picture credit.....	111
9.8	Appendix .....	112
10	SOCIAL MEDIA AND HATE SPEECH.....	119
10.1	About this Session Plan.....	119
10.2	Thematic introduction and information about the topic .....	119
10.3	Further notes to the youth workers.....	134
10.4	References .....	135
10.5	Pictures credit.....	135
11	RADICALISATION AND EXTREMISM.....	137
11.1	About this session plan .....	137
11.2	Thematic introduction and information about the topic .....	137
11.3	Description of practical activities.....	141
11.4	References .....	147
11.5	Appendix .....	149

## Introduction

The RIDE Practice Resource intends to provide youth workers with variety of practical tools organised in 10 thematical session plans. Each session plan begins with overview of the aims, target group and resources needed. Then follow the topic introduction, relevant statistics and data overview for all partner countries and set of non-formal activities and evaluation methods.

The session plans deal with topics less treated in existing resources including also challenging and hot issues concerning social media, hate speech, radicalisation and extremism. Other sessions are dedicated to young people living in rural areas, the reinforcement of young people's with mental disorders self-esteem and projecting future of NEET young people whose numbers are disturbingly high in some European countries. Non-formal activities included in the session plans are also designed to raise youngsters' awareness of economic differences, migration, unemployment or disabilities. Further attention is also paid to the encouragement of interfaith dialogue and promoting understanding of cultural diversity.

## Ground rules for all sessions

A Friendly and non-formal atmosphere will be created to provide a solid ground for open and “hate free” discussion. The following ground rules regarding communication are to be presented before starting the session. The group is encouraged to suggest and democratically agree on any other rule to be respected during the session.

- Participation is fully voluntary.
- All participants are included in group activities and discussions.
- Participants have the right to say “next”, if they don't feel ready or confident enough to participate.
- Participants and youth workers will keep the discussions to the group. Confidentiality will be maintained unless there is a safety concern.
- All participants are treated equally and with respect.
- All participants listen when others talk.
- Everyone has the right to express their ideas without being judged and interrupted.
- Different perspectives, attitudes and ideas can be questioned.
- Participants are encouraged to listen to the opinions of others, react to them and raise questions in order to assure continuous and fruitful debate.

# 1 RELIGIONS IN DIALOGUE

## 1.1 About this Session Plan

The development of this session plan was led by: **CESIE, Italy**

### 1.1.1 SHORT DESCRIPTION OF THE SESSION PLAN

---

This session plan is about Religion and Interfaith dialogue.

It includes:

- An introduction about the main issues addressed: Religion, Faith and Interreligious Dialogue;
- Some statistical data related to the topic per each country;
- 5 non formal activities which allow the participants to better deepen their understanding, get to know the different religions and faiths, destroy stereotypes and develop a critical thoughts about the role of media in society.

### 1.1.2 AIMS

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- To discover and deepen your own and others' understanding of religion;
- To understand the differences between faith and religion;
- To promote understanding of cultural diversity;
- To develop skills of critical thinking

### 1.1.3 TARGET GROUP

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All young people are welcome. It is advisable, though, to have a group formed by participants belonging to different religions and non-religious young people, in order to create a richer and stronger debate.

**Age range of target group:** 16- 30 years old

**Size of target group:** min. 7 max. 15 participants

**Duration:** 120 minutes

### 1.1.4 RESOURCES NEEDED

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- Flipcharts
- Post-its
- Markers
- Pens
- Printed images
- Post-it notes to be prepared in advance
- Articles and newspapers to be prepared in advance

- Duration: 2 hours

## 1.2 Thematic introduction and information about the topic

### 1.2.1 INTRODUCTION INTO THE TOPIC OF THE SESSION PLAN

---

Interreligious Dialogue (or interfaith) refers to cooperative, constructive and positive interaction between people of different religions or faith traditions, and/or spiritual or humanistic beliefs, at both the individual and institutional levels. It is distinct from syncretism or alternative religion. Interfaith is not about renouncing religions, or combining all religions into one but it means dialogue, that often involves promoting understanding between different religions or beliefs to increase acceptance of others, rather than to synthesize new beliefs.

The origins of formal interreligious dialogue in the modern period can be traced back to the 1893 World's Parliament of Religions that brought together people of different religions from the East and the West and was held as part of the Columbian Exposition in Chicago.<sup>1</sup>

Before going deeper into the topic and the activities, we must clarify the different nuances of meaning occurring with the concepts of Religion and Faith, though they are sometimes used interchangeably:

Religion is a cultural system of behaviours and practices, world views, sacred texts, holy places, ethics, and societal organisation that relate humanity to what the anthropologist Clifford Geertz has called "an order of existence" (1993). Different religions may or may not contain various elements, ranging from the "divine", "sacred things", "faith", a "supernatural being or supernatural beings" or "some sort of intimacy and transcendence that will provide norms and power for the rest of life.

Faith is confidence or trust in a person or thing; or the observance of an obligation from loyalty; or fidelity to a person, promise, engagement. The word "faith" may also refer to a particular system of religious belief, in which faith may equate to confidence based on some perceived degree of warrant.<sup>2</sup>

### 1.2.2 DATA AND STATISTICS

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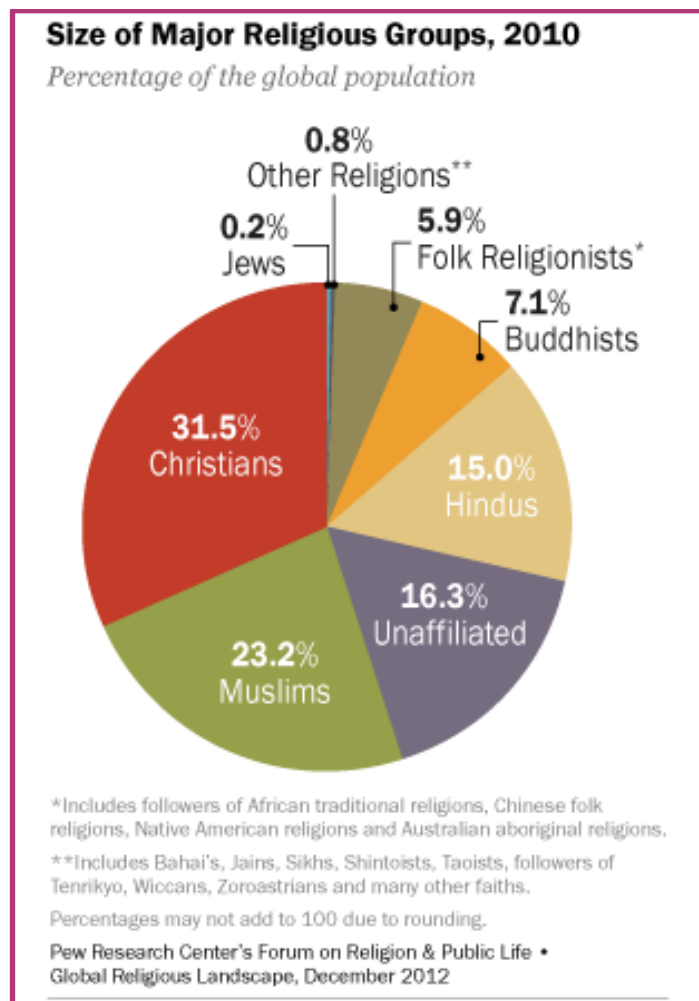
A demographic study finds 2.2 billion Christians (32% of the world's population), 1.6 billion Muslims (23%), 1 billion Hindus (15%), nearly 500 million Buddhists (7%) and 14 million Jews (0.2%) around the world as of 2010. In addition, more than 400 million people (6%) practice various folk or traditional religions, including African traditional religions, Chinese folk religions, Native American religions and Australian aboriginal religions. An estimated 58 million people – slightly less than 1% of the global population – belong to other religions, including the Baha'i faith, Jainism, Sikhism, Shintoism, Taoism, Tenrikyo, Wicca and Zoroastrianism, to mention just a few.<sup>3</sup>

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<sup>1</sup> Inter-religious Dialogue. (2014). *New World Encyclopedia*. [Accessed 08-09-2017] Available online: [http://www.newworldencyclopedia.org/entry/Inter-religious\\_Dialogue](http://www.newworldencyclopedia.org/entry/Inter-religious_Dialogue)

<sup>2</sup> Faith. In: Wikipedia: the free encyclopedia. San Francisco (CA): Wikimedia Foundation, 2017 [Accessed 08-09-2017]. Available online: <https://en.wikipedia.org/wiki/Faith>

<sup>3</sup> *The Global Religious Landscape*, (2012). [Accessed 10-03-2017] Available online: <http://www.pewforum.org/2012/12/18/global-religious-landscape-exec/>



Picture 1

**1.2.2.1 ITALY**

The academic debate on interreligious dialogue is very rich in Italy, a predominantly Christian country. The majority of the population is Catholic but there are an increasing number of different Christian, Muslim and Hindu denominations. Many of those who belong to the different Christian churches believe in the importance of dialogue and in the encounter between people. Every year there is an increase in ecumenical, inter-faith and interreligious activities

Italian law makes provision that one to two hours a week are reserved for Catholic religious teaching (IRC) in all public schools (depending on type of school). Although this religious teaching is defined as optional by the law, only few schools provide alternative activities for those students who choose to opt out of Catholic religious teaching. In 2013, 88.9% of students decided to follow IRC, this means that 11.1% of students probably belong to different religions or to no religion.

According to the Report 2016 by Eurispes (an Italian research centre)<sup>4</sup>, 71.1% of Italians are Christians, although only 25.4% is a practicing believer. Religious minorities make up 2.0% of the

<sup>4</sup> Rapporto Italia (2017). EURIPES. [Accessed 01-07-2017] Available online: <http://www.eurispes.eu/content/eurispes-rapporto-italia-2016>

whole population. The biggest group is composed by Protestant Christians (27%), followed by Jehovah's Witnesses (25.7%), Muslims (15%), Orthodox Christians (9.6%), Buddhist (9.1%), Jewish (2.2%), Hindus (1.9%).<sup>5</sup>

It is clear that Italy is a multicultural country and so dialogue is important. The Italian Constitution supports the principle of religious freedom in several articles. For example the third article establishes that all citizens are equal without distinction of sex, race, language, religion, and political opinion, personal and social conditions. Although the seventh article establishes the separation between the Church and State it also attributes to the Catholic Church a particular sovereignty due to historical reasons: the Vatican State is located on the Italian territory and Catholic Church is in general deeply rooted in the Italian society. This is not granted to other confessions and it is an anomaly in a democratic state, where, arguably, no specific religion should be regarded as sovereign over the other.<sup>6</sup>

### 1.2.2.2 UNITED KINGDOM

The Census information is the best source of data linked to religion and faith. The 2011 statistics found that:

- Despite falling numbers Christianity remains the largest religion in England and Wales in 2011. Muslims are the next biggest religious group and have grown in the last decade. Meanwhile the proportion of the population who reported they have no religion has now reached a quarter of the population.
- In the 2011 Census, Christianity was the largest religion, with 33.2 million people (59.3 per cent of the population). The second largest religious group were Muslims with 2.7 million people (4.8 per cent of the population).
- 14.1 million people, around a quarter of the population in England and Wales, reported they have no religion in 2011.
- The religion question was the only voluntary question on the 2011 census and 7.2 per cent of people did not answer the question.
- Between 2001 and 2011 there has been a decrease in people who identify as Christian (from 71.7 per cent to 59.3 per cent) and an increase in those reporting no religion (from 14.8 per cent to 25.1 per cent). There were increases in the other main religious group categories, with the number of Muslims increasing the most (from 3.0 per cent to 4.8 per cent).
- In 2011, London was the most diverse region with the highest proportion of people identifying themselves as Muslim, Buddhist, Hindu and Jewish. The North East and North West had the highest proportion of Christians and Wales had the highest proportion of people reporting no religion.<sup>7</sup>

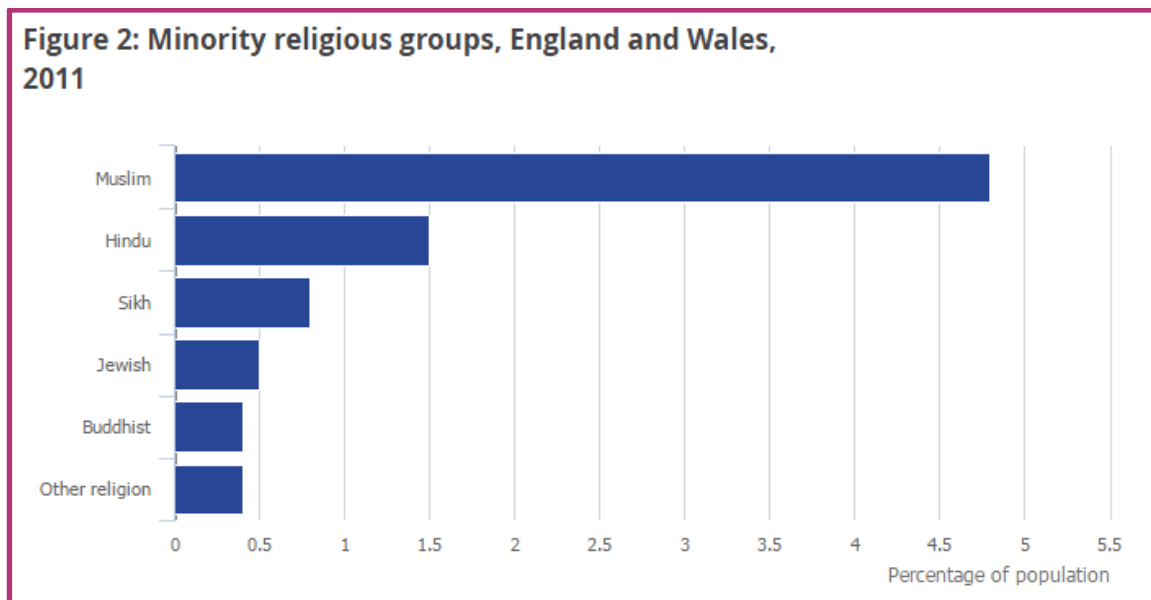
<sup>5</sup> Pedrazzi, N. (2016) *L'Italia e le religioni nel 2016*. [Accessed 10-03-2017] Available online: <http://riforma.it/it/articolo/2016/02/01/litalia-e-le-religioni-nel-2016>.

<sup>6</sup> Scuderi, M. (2015). *Interfaith dialogue in Italy: a school project suggestion*. [Accessed 21-05-2017]. Available online: <https://rpd.unibo.it/article/viewFile/4694/4186>.

<sup>7</sup> Religion in England and Wales 2011 (2012). *Office for National Statistics*. [Accessed 21-05-2017]. Available online: <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/articles/religioninenglandandwales2011/2012-12-11>

## Changing picture of religious affiliation over last decade

- The largest religion in the 2011 Census for England and Wales was Christianity with 33.2 million people (59.3 per cent of the population). Muslims were the next largest religious group with 2.7 million people (4.8 per cent of the population).
- 14.1 million people in England and Wales said they had no religion, around a quarter (25.1 per cent ) of the population.
- Of the other main religious groups: 817,000 people identified themselves as Hindu (1.5 per cent of population); 423,000 people identified as Sikh (0.8 per cent); 263,000 people as Jewish (0.5 per cent) and 248,000 people as Buddhist (0.4 per cent).
- 240,000 people (0.4 per cent) identified with religions which did not fall into any of the main religious categories<sup>1</sup>. The most common groups were Pagan and Spiritualist, accounting for 57,000 people and 39,000 people respectively. Some of the other higher reporting groups included Mixed Religion with 24,000 people, Jain with 20,000 people and Ravidassia with 11,000 people.
- The religion question was the only voluntary question on the 2011 census and 7.2 per cent of people did not answer the question.



Picture 2

### Compared with the 2001 Census the most significant trends were:

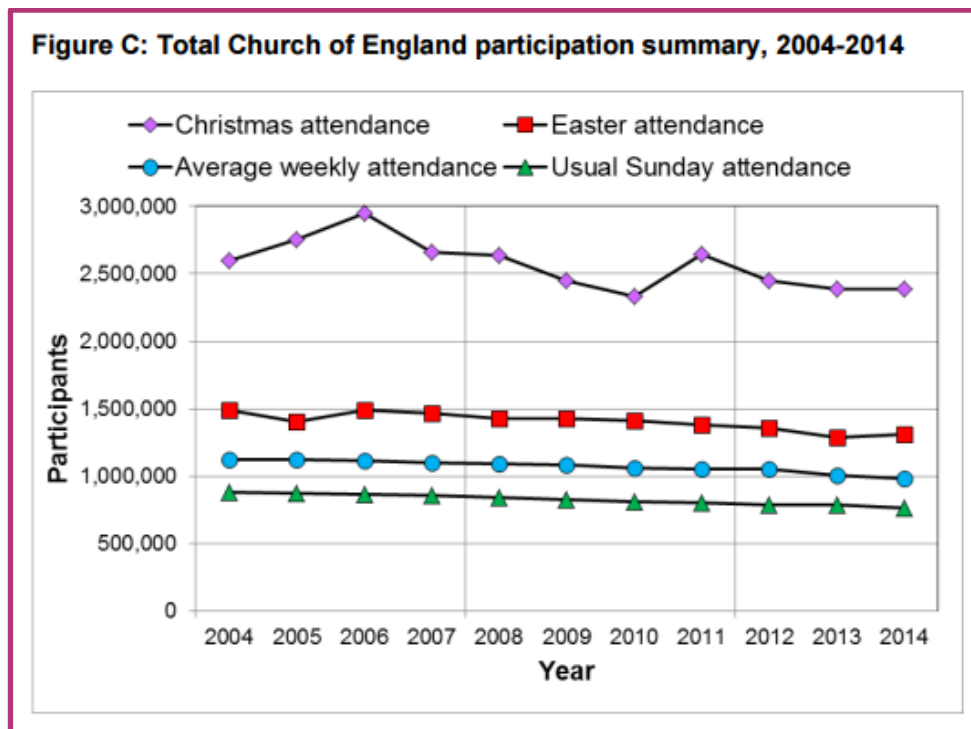
- an increase in the population reporting no religion – from 14.8 per cent of the population in 2001 to 25.1 per cent in 2011,
- a drop in the population reporting to be Christian - from 71.7 per cent in 2001 to 59.3 per cent in 2011, and
- an increase in all other main religions. The number of Muslims increased the most from 3.0 per cent in 2001 to 4.8 per cent in 2011.<sup>8</sup>

<sup>8</sup> Religion in England and Wales 2011 (2012). *Office for National Statistics*. [Accessed 05-20-2017]. Available online: <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/articles/religioninenglandandwales2011/2012-12-11>

## Church of England Attendance

Press report: 12 January 2016

Church Publishes 2014 Attendance Statistics New Church of England statistics for 2014 published today show that just fewer than one million people attend services each week. The survey, carried out over four weeks in October 2014, found 980,000 people attending church each week, with 830,000 adults and 150,000 children. The statistics also show that 2.4 million attended a Church of England Church at Christmas in 2014 and 1.3 million people attended a service at Easter. Additionally, 2.2 million people attended special Advent services for the congregation and local community whilst 2.6 million attended special Advent services for civic organisations and schools. The statistics also highlight the other services carried out by the Church of England on a regular basis. In 2014 the Church carried out just under 1,000 weddings, 2,000 baptisms, and almost 3,000 funerals every week of the year. Some 12% of births during 2014 were marked by a Church of England infant baptism or thanksgiving service whilst 31% of deaths were marked by a Church of England funeral. As a whole the figures represent a continuing trend which has shown a 12% decrease in attendance over the past decade with an average decline of just over 1% a year.<sup>9</sup>



Picture 3

The 2010 Equality Act provides legislation across the UK to ensure that people are not discriminated against. One of the specific areas named in this law is that no one should be discriminated against because of their “religion, belief or lack of religion/belief.”

<sup>9</sup> Research and Statistics Department Archbishops’ Council (2016). *Statistics for Mission 2014*. Archbishops’ Council: London. [Accessed 18-04-2017]. Available online: <https://www.churchofengland.org/media/2432327/2014statisticsformission.pdf>

Within the UK, religious freedom and tolerance is held in high regard but there is always still much to do. There are organisations that seek to support interfaith dialogue to continue this work for example the Interfaith Network: [www.interfaith.org.uk](http://www.interfaith.org.uk)

### 1.2.2.3 CROATIA

The most widely professed religion in Croatia is Christianity and a large majority of the Croatian population declares themselves as members of the Roman Catholic Church. Croatia has no official religion and Freedom of religion is a right defined by the Constitution of Croatia, which also defines all religious communities as equal in front of the law and separate from the state.

According to the 2011 census<sup>10</sup> 86.28% of Croatians are Roman Catholics, while Orthodox Christians make up 4.44% of the population, Muslims 1.47%, and Protestants 0.34% of the population. 3.81% of Croatians are not religious and atheists, 0.76% are agnostics and sceptics, and 2.17% are undeclared.

In a 2009 Gallup poll<sup>11</sup>, 70% answered yes to the question "Is religion an important part of your daily life?". However only 17.3% of the population attends religious services regularly.

Religion classes are organized widely in public elementary and secondary schools, most commonly coordinated with the Catholic Church.

### 1.2.2.4 SLOVAKIA

Similarly to Croatia, the most widely professed religion in Slovakia is Christianity and a large majority of the Slovakia population declares themselves as members of the Roman Catholic Church. Slovakia has no official religion and freedom of religion is a right defined by the Constitution. However, the Constitution Preamble begins with words "We, the Slovak Nation, bearing in mind the political and cultural heritage of our predecessors and the experience gained through centuries of struggle for our national existence and statehood, mindful of the spiritual bequest of Cyril and Methodius and the historical legacy of Great Moravia (...) have (...) adopted this Constitution:..." etc., so the spiritual character of the state is presented in the basic law.

According to Slovak national census in 2011, 76% inhabitants declare themselves to be believers, 13.5% of the population said they were unconfirmed and nearly 11% of the population did not show their belonging to any church or religious society.

62% of Slovaks are Roman Catholics, Protestant Evangelical Church of the Augsburg Confession make up 6% of the population, Greek Byzantine Catholic Church 4%, Protestant Reformed Christian Church 2 %, Orthodox Church 1% of the population. Other churches and religious societies are represented by a lower number of believers than 0.5%.

13,5 % of Slovaks are not religious and atheists and 11% of the population did not declare their belonging to any church or religious society.<sup>12</sup>

<sup>10</sup> Ostroški, L. (2013). Popis stanovništva, kucanstava I stanova 2011. *Statistical Report. Državni zavod za statistiku Republike Hrvatske*. [Accessed: 02-08-2017] Available online: [https://www.dzs.hr/Hrv\\_Eng/publication/2012/SI-1469.pdf](https://www.dzs.hr/Hrv_Eng/publication/2012/SI-1469.pdf)

<sup>11</sup> Religion. *GALLUP.com* [Accessed: 02-08-2017] Available online: <http://www.gallup.com/poll/1690/religion.aspx>

Religion lessons are organized as compulsory optional, alternatively with Ethic Education.

### 1.2.2.5 TURKEY

According to the research report published by the Turkish Directorate of Religious Affairs in 2014, there are people from all types of religion in Turkey.

Muslims	Believers of other religions or non-believers
%99.2	%0.4

When looking at the numbers countrywide, the rate of those stating that they are very religious is 19.4%, while the rate of those stating that they are religious is 68.1%, those stating that they are neither religious nor non-religious is 10.2%, those stating that they are non-religious is 1% and finally those stating that they are not religious at all is 0.3%.<sup>13</sup>

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<sup>12</sup> Registrované cirkvi a náboženské spoločnosti v SR Apoštolská cirkev na Slovensku. *Ministerstvo kultury Slovenskej republiky*. [Accessed 18-04-2017]. Available online: <http://www.mksr.sk/posobnost-ministerstva/cirkvi-a-nabozenske-spolocnosti-/registrovane-cirkvi-a-nabozenske-spolocnosti-f9.html?lang=en-us>

<sup>13</sup> Diyanet İşleri Başkanlığı. (2014). *Türkiye’de dini hayat araştırması*. Ankara: Diyanet İşleri Başkanlığı Yayınları.

## 1.3 Description of practical activities

### 1.3.1 STARTING ACTIVITY

#### A) FAITH & RELIGION

- an exploration of “Faith” and “Religion” notions

#### Step-by-step description

1. Place two flipcharts on the wall or on a table.
2. Write “Faith” in the centre of one flipchart and “Religion” in the centre of the other one.
3. Encourage young people to write on a post-it what is, according to them, the meaning of each word a put it on flipchart.
4. Provide them with a clear definition of both terms; you can use the introductory information above for this.

**Duration:** 10 min

### 1.3.2 MAIN ACTIVITIES

#### A) SYMBOLS AND MEANINGS

- an activity to discover some main religious symbols and their meaning

#### Step-by-step description

1. Present to the group religious images and symbols (e.g. images below) and hang them on the wall. For example:



2. Ask young people to suggest which image belongs to which religion and to try to explain their individual meaning.
3. Provide the participants with the explanation for each image (for the above symbols, you can use the following explanations<sup>14</sup>:



#### JUDAISM

<sup>14</sup> *Living\_Faiths\_Together (2008)*. Tool kit on inter-religious dialogue in youth work [Accessed 20-04-2017]  
Available online: [http://www.academia.edu/210418/Living\\_Faiths\\_Together\\_Tool\\_kit\\_on\\_inter-religious\\_dialogue\\_in\\_the\\_youth\\_work](http://www.academia.edu/210418/Living_Faiths_Together_Tool_kit_on_inter-religious_dialogue_in_the_youth_work)

The “Magen David” (“Shield of David”, aka Star of David) is traditionally used as a symbol for Judaism. According to the most common interpretation, it refers to God, who “shielded” the Biblical king David. However, the symbol is old and many interpretations can be found.

Another common symbol is the Menorah, a seven-armed candelabrum that was used in the ancient Jewish temple following a divine revelation. It is still found in every synagogue.



## CHRISTIANITY

The crucifix symbolizes Jesus’ death on the cross for the sins of mankind and his resurrection on the third day.

However, a first secret symbol was the fish, Ichthys (in Greek), which is an acronym for Iesous Christos Theou Yios Soter – Jesus Christ, Son of God and Saviour.



## ISLAM

**Even though** Islam has no official symbol or colour, the symbol of a star with a crescent moon, as well as the colour green are generally associated with Islam. Many countries with a Muslim majority population use crescent and star, probably going back to the Ottoman Empire’s symbolism.

Judaism, Christianity and Islam have a common ground: they are known as Abrahamic Religions since all of them acknowledge Abraham as their founding father. All accept the tradition that revealed himself to the patriarch Abraham. All are monotheistic, and conceive God to be a transcendent creator and the source of moral law. Their religious texts feature many of the same figures, histories, and places, although they often present them with different roles, perspectives, and meanings.

**Duration:** 20 min

## B) BREAKING STEREOTYPES

- a comparison of quotations from religious and unaffiliated texts

Provide the participants with sentences extracted from religious texts or sentences said by non-religious people, which offer similarities or evident differences.

For example:

- Sentences linked to the uniqueness of God:
- “Do not fear for I am with you; be not discouraged for I am your God.” – Bible, Isaiah 41:10 (Judaism);

- And remember, I am with you always, to the end of the age.” - Matthew 28:20 (Christianity);
- God is closer to you than your jugular vein” – Qur’an 16:50 (Islam);
- “The One God is hidden in all living things” - the Upanishads (Hinduism).

### **Sentences linked to Moral teaching like - Don't Lie, Steal, Commit Adultery, Covet, Kill**

- “I am the Lord, your God, Who took you out of the land of Egypt, out of the house of bondage. You shall not have the gods of others in My presence. You shall not make for yourself a graven image or any likeness [...].
- You shall not take the name of the Lord, your God, in vain [...]. Remember the Sabbath day to sanctify it. Six days may you work and perform all your labour, but the seventh day is a Sabbath to the Lord, your God; [...] Honour your father and your mother [...]” - The Ten Commandments (Judaism and Christianity);
- “And the slaves of the Most Beneficent (Allah) are those who walk on the earth in humility and sedateness, and when the foolish address them (with bad words) they reply back with mild words of gentleness. [...] And those who invoke not any other ilah (god) along with [God], nor kill such life as [God] has forbidden, except for just cause, nor commit illegal sexual intercourse and whoever does this shall receive the punishment. [...]. Qur’an 25:63-75 (verses 63, 68 and 72).
- “It is forbidden to kill; therefore all murderers are punished unless they kill in large numbers and to the sound of trumpets.” (Voltaire);
- “I count him braver who overcomes his desires than him who conquers his enemies, for the hardest victory is over self.” (Aristotle)

### **Sentences linked to violence**

- “Make ready to slaughter the infidel’s sons for the guilt of their fathers; Lest they rise and possess the earth, and fill the breadth of the world with tyrants” (Bible, Isaiah 14:21, - Judaism and Christianity);
- “Fight them until there is no more [disbelief or worshipping of other gods] and worship is for God alone” (Quran 2:193);
- “When men strive together one with another, and the wife of the one draweth near for to deliver her husband out of the hand of him that smiteth him, and putteth forth her hand, and taketh him by the secrets: then thou shalt cut off her hand, thine eye shall not pity her.” (Deuteronomy 25:11-12, Judaism and Christianity);
- “Husbands may hit their wives even if the husbands merely fear highhandedness in their wives.” (Quran, Sura 4:34)

### **Sentences about love**

- My command is this: Love each other as I have loved you. Greater love has no one than this: to lay down one’s life for one’s friends.... This is my command: Love each other. (Bible, John 15:12-13, 17, Christianity);
- -O mankind! We created you from a male and a female and made you into nations and tribes that you may know and honour each other (not that you should despise one another). Indeed, the most honourable of you in the sight of God is the most righteous. (Quran, 49:13);
- The best way to find yourself is to lose yourself in the service of others. (Mahatma Gandhi);
- Love is the only force capable of transforming an enemy into a friend (Martin Luther King, Jr);

1. Divide participants in small groups by 3-4, give to each group printed text and let them discuss within the small groups from which religion it comes. They should try to guess which religion or non-religious person they belong to.
2. Each group afterwards present their decision about the origin of each text to all participants. Other participants are invited to give their opinion.
3. Leave 10 minutes for open debate and for open discussion.

**Possible questions you could ask:**

- Was the text's origin surprising for you?
- Have you found anything you didn't expect?
- Have you found anything you already knew?
- Did this activity arouse your curiosity?
- Have you ever faced some similar discussion? In which context?
- Did you identify any idea/belief you (shall/would like to) follow in your own life?

**Duration:** 30 min

### C) MEDIAS' ROLE IN CREATING STEREOTYPES

- Analysing media language on religions and the role of media in creating stereotypes and islamophobia.

**Aim of the activity**

- Raise the participants' awareness of misleading, tendentious and stereotyping headings and articles in newspapers, online news, tabloids/the media etc.
- To encourage participants' critical judgement and reflection on information provided by newspapers/the media.

**Step-by-step description**

1. Introduce what **xenophobia** is; mention **Islamophobia**, **anti-Semitism** and other hateful attitude to religions.

(Islamophobia = Dislike of or prejudice against Islam or Muslims, especially as a political force – Oxford Dictionary)

2. Explain what a **Media Myth** is.

A 'media myth' is created when groups are misrepresented because of the extreme action of a few in that group. This extreme action dominates the media.

3. Divide the participants in groups and give them articles and newspaper where the press talks about Muslims or other religions, for example Jews;
4. Ask young people to identify the adjectives and the words used to describe a Muslim, Jew, Christian or any other religion and invite them to share their findings.

## N.B. About Articles, what to choose?

- Articles showing texts or just headlines which use a misleading and strongly defined language, for example:
- “Terror in Spain: Gunman screaming ‘Allahu Akbar’ opens fire in supermarket”, Daily Express;
- “CHRISTMAS IS BANNED IT OFFENDS MUSLIMS”, DAILY EXPRESS 02/11/2005
- Modern anti-Semitism: "...with this idea that Jews run the world and globalization is the fault of Jews." (Michael Kozak, then U.S. Acting Assistant Secretary for Democracy, Human Rights and Labor)<sup>15</sup>



Picture 4

- Comparisons between articles talking about Arabs/Muslims, Jews and other religions to highlight how religious affiliation is often specified on the basis of the nationality;
- Articles describing some news for which you can provide and prove its true version, for example:

“GET OFF MY BUS I NEED TO PRAY. The Sun 28 March 2008 –

The Sun claimed that the driver had ordered people off his bus so that he could pray. Actually, the bus driver had been ordered to stop his bus and to tell the passengers to board the bus behind, in order to maintain the frequency of service, as the bus was delayed, he was told not to allow any passengers to board his bus and was on a 10 minute break so he was allowed to do as he wished.”

5. Let each group present to the others their findings.

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<sup>15</sup> Global Anti-Semitism Report (2005). *U.S. Department of State*. Released January 5, 2005. [Accessed 01-07-2017]. Available online: [https://en.wikipedia.org/wiki/File:New\\_Statesman\\_cover\\_January\\_14,\\_2002.jpg](https://en.wikipedia.org/wiki/File:New_Statesman_cover_January_14,_2002.jpg)

6. Open a discussion with the whole group trying to find out if there are over-used terms, recurring many times with the same negative sense or if there is 'loaded' or strong language used to add to the headline and to the articles bias.

During the discussion you can try to make participants reflect on the following aspects:

- Are there forms of overgeneralization in the used language in the articles and headlines?
- Which feeling does the article trigger in the readers? (Positive, negative feelings, fear, hatred, alienation, etc.)
- Can the participants identify the people described in the article with their friends or acquaintances belonging to the same religion/culture?
- What is media doing by choosing this language?
- Which other linguistic choice could have been done?
- Is a European thief or killer's religion normally mentioned in the news?

7. Report statistics and data about the language used for addressing Muslims and Islam in your country and in the partner countries. For example:

- In Italy: especially after September 11, 2001 there is an increasing general use of the following terms for talking about Muslims: "jihadist", "mujahidin", "fundamentalist", "illegal", "extra-Community citizen", "kamikaze" (though this is a Japanese word not related to Islam originally), "foreign fighter".<sup>16</sup>

8. Sum up, by retracing the points made on how to critically analyse an article and its headlines.

9. To conclude in positive way, the youth worker can ask participants to think about three headlines of a newspaper article describing the session. One of the headlines should be negative, the second positive and the third realistic.

**Duration:** 40 minutes

## 1.4 Evaluation activity

1. Give 3 post-its per participant and put a flipchart on the wall
2. Invite them to write on each post-it one word or a sentence about:
  - One new thing they have discovered in this session;
  - One negative thing they have discovered.
  - One positive thing they have discovered;
3. Invite them to come at the centre and hang the post-it on the flipchart, by reading aloud the content and sharing it with the group.
4. To conclude, ask each participant to give one belief or rule of their religion of faith they cherish most.

**Duration:** 10 minutes

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<sup>16</sup> *Cartadiroma.org* (2016). [Accessed 10-04-2017] Available online: <http://www.cartadiroma.org/editoriale/islam-lessico-italiani/>

## 1.5 Further notes to the youth worker

### 1.5.1 TIPS FOR YOUTH WORKERS

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It is advisable for the youth worker to run a group with no more than 15 participants. If possible, there should be members belonging to different religions, faith and unaffiliated, in order to make the session richer.

### 1.5.2 SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

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It could be nice to visit with all the group some place of worship and even talk with a responsible person (a priest, an imam, a rabbi, etc.). In this way the participants will be able to better enter the other customs and to better know the others' religions.

### 1.5.3 FURTHER INFORMATION AND FURTHER READING

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- Living\_Faiths\_Together - TOOL KIT ON INTER-RELIGIOUS DIALOGUE IN YOUTH WORK – 2008. Retrieved at: [http://www.academia.edu/210418/Living\\_Faiths\\_Together\\_Tool\\_kit\\_on\\_inter-religious\\_dialogue\\_in\\_the\\_youth\\_work](http://www.academia.edu/210418/Living_Faiths_Together_Tool_kit_on_inter-religious_dialogue_in_the_youth_work).
- Islamophobia - Show Racism the Red Card. Retrieved at: <http://www.srtrc.org/uploaded/ISLAMOPHOBIA%20ED%20PACK%20FINAL%20PDF.pdf>.

### 1.5.4 POSSIBLE FURTHER SYMBOL TO BE DISCUSSED

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Swastika<sup>17</sup>



Picture 5

The swastika (卐 or 卐) is an ancient religious symbol used in the Indian subcontinent, East Asia and Southeast Asia. It is found in the archaeological remains of the Indus Valley Civilization and Mesopotamia, as well as in early Byzantine and Christian artwork.

#### Swastika in Hinduism

In Hinduism, the swastika is considered an exceptionally holy and positive symbol, so it is very often used on all occasions. It can be seen on the walls of Hindu temples, on altars, clothes, jewellery. Sbastik (Bengal "swastika") is also a common Bengali name.

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<sup>17</sup> Swastika. In: *Wikipedia: the free encyclopedia*. San Francisco (CA): Wikimedia Foundation, 2017 [Accessed 20-07-2017]. Available online: <https://en.wikipedia.org/wiki/Swastika>

## Swastika in Buddhism

In Buddhism, the swastika is a multifaceted symbol. It represents dharma, universal harmony and the balance of opposites. The left-handed swastika also means love and mercy, right-handed power and intelligence.

## Swastika in Christianity and Judaism

In Christianity, the swastika was used only in the past, and quite marginally. At the time of the persecution of Christians in the Roman Empire, the swastika was sometimes used as a placeholder instead of the persecuted Latin or Greek cross (similarly, however, other symbols were used, such as the anchor character).

Later the swastika was used as a symbol of the victory of Christ over death - this is used in some Romanesque and Gothic churches.

## Swastika as a symbol of Nazism

In Western culture, the swastika is now known mainly as a symbol of Nazism. The use of swastika as a Nazi symbol was based on a period theory that the swastika was a common symbol of the supposed Aryan race.

As a result of the use of swastika as a Nazi symbol, most Western users have left this symbol during the 1930s. The use of swastika was perceived by the public as a manifestation of sympathy for the Hitler regime. After the outbreak of war in Europe, many states fighting against the forces of the Public Wearing Axis were forbidden. Today, the Western swastika culture is also tabooed and its use is criminal in some countries.

## Possible further religions to be discussed:

- Indian religions
  - Hinduism
  - Buddhism
  - Jainism
  - Sikhism
- East Asian religions
  - Taoism
  - Shinto
  - Confucianism
- Further Major denominations or Christianity
  - Catholic
  - Orthodox
  - Protestant
- Further Major denominations or Islam
  - Sunni
  - Shia
  - Sufism
  - Other denominations and non-denominational Muslims

Religions discussed might be chosen according to the country specifics or session participants' religious background.

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## 1.7 Pictures credit

Picture 1 – Pew Research Center's Forum on Religion & Public Life, Global Religious Landscape, December 2012

Picture 2 - Census - Office for National Statistics in Religion in England and Wales 2011 (2012). *Office for National Statistics*. [Accessed 05-20-2017]. Available online:  
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Picture 3 - Research and Statistics Department Archbishops' Council (2016). *Statistics for Mission 2014*. Archbishops' Council: London. [Accessed 18-04-2017]. Available online:  
<https://www.churchofengland.org/media/2432327/2014statisticsformission.pdf>

Picture 4 - Global Anti-Semitism Report (2005). *U.S. Department of State*. Released January 5, 2005. [Accessed 01-07-2017]. Available online: [https://en.wikipedia.org/wiki/File:New\\_Statesman\\_cover\\_January\\_14,\\_2002.jpg](https://en.wikipedia.org/wiki/File:New_Statesman_cover_January_14,_2002.jpg)

Picture 5 - Swastika. In: *Wikipedia: the free encyclopedia*. San Francisco (CA): Wikimedia Foundation, 2017 [Accessed 20-07-2017]. Available online: <https://en.wikipedia.org/wiki/Swastika>

## 2 (UN)EMPLOYMENT AND MIGRATION

*Understanding the background and tackling stereotypes*

### 2.1 About this Session Plan

The development of this session plan was led by: **CESIE, Italy**

#### 2.1.1 SHORT DESCRIPTION OF THE SESSION PLAN

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The session targets unemployment and migration, the link between them and related stereotypes.

It is focused on unemployment as the cause and the consequence of migration. The activities are proposed to deconstruct stereotypes related to the discussed issue and to create a greater awareness of the sociological context. The proposed indoor activities include an introduction, an ice-breaking activity, discussion, role playing and a final evaluation.

#### 2.1.2 AIMS

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- To understand the background and types of migration.
- To develop the awareness of different points of view.
- To tackle stereotypes of unemployed, migrants and related issues.
- To develop skills of critical thinking.
- To foster the ability of empathy.

#### 2.1.3 TARGET GROUP

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The session targets all young people. It is advisable, however, to have a heterogeneous group of participants e.g. who are currently unemployed, who have experienced unemployment or work under precarious conditions, persons with an international background (immigrant of first or second generation, international students etc.) or people who have moved due to professional interests in another country.

**Age range of target group:** Young people in age range 16-25.

**Size of target group:** The optimal size of group is 6-10. Even number is advised as one of the main activities is designed for couples.

**Duration:** 100 minutes

#### 2.1.4 RESOURCES NEEDED

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- Sticky notes
- Blank papers
- Pens, pencils, markers
- Big board/two flip charts

- Printed questions to be discussed
- Printed ground rules

## 2.2 Thematic introduction and information about the topic

### 2.2.1 INTRODUCTION INTO THE TOPIC OF THE SESSION PLAN

The topic of the session plan is Unemployment and Migration, a brief description of the main terms follows.

#### Unemployment

Unemployment is defined as a situation where someone of working age is not able to get a job but would like to be in full time employment.<sup>18</sup> The share of unemployed people in a country is measured using the unemployment rate: it indicates the prevalence of unemployment as a percentage of unemployed individuals of those currently in the labour force.

#### Migration

Human migration in general is the movement by people from one place to another with the intentions of settling permanently in the new location. The movement may be over long distances (international, intercontinental, global migration), but also within one state (e. g. rural-urban migration). This results in various types of migration such as involuntary, economic, seasonal, long or short-term migration etc.

Based on the direction of the movement, emigration and immigration is distinguished.

**Emigration** is the act of leaving one's resident country with the intent to settle elsewhere.

**Immigration** describes the movement of people into one country from another. Both are acts of migration across national boundaries.<sup>19</sup>

The causes of migration are usually explained by a series of **push** and **pull factors**.<sup>20</sup>

- **Push factors** are unfavourable elements that motivate or force people to leave the territory:
  - Not enough jobs
  - Few opportunities
  - Primitive conditions
  - Political fear
  - Fear of torture and mistreatment
  - Not being able to practice religion
  - Loss of wealth
  - Natural disasters (including changes in climate)
- **Pull factors** are favourable things that attract people to go to a specific area:

<sup>18</sup> Pettinger, T. (2017). Definition of Unemployment. *Economics*. [Accessed 10-04-2017]. Available online: <http://www.economicshelp.org/blog/2247/unemployment/definition-of-unemployment/>

<sup>19</sup> Böcker, Anita (1998), Regulation of Migration: *International Experiences*, Het Spinhuis, ISBN 90-5589-095-2

<sup>20</sup> Everett S. Lee (1966). *A Theory of Migration*. University of Pennsylvania: p. 47–57. JSTOR 2060063.

- Chances of getting a job
- Better living standards
- Enjoyment
- Education
- Security
- Family links
- And many more

As mentioned above, one of the main reasons to migrate, concerns work. In particular, it is the chance of getting a job (pull factor) or, on the other hand, few work opportunities (push factor). The condition of the labour market is considered one of the main factors of so called economic migration. An economic migrant is defined as someone who emigrates from one region to another to seek an improvement in living standards because the living conditions or job opportunities in the migrant's own region are not good. The term economic migrant should not be confused with the term refugee. Economic migrants leave their country due to bad economic conditions, not due to fear of persecution based on race, religion, or ethnicity as a refugee might do.

## 2.2.2 DATA AND STATISTICS

Unemployment rates vary across the countries as well as within the nations and have an impact on migration. High unemployment rates may cause increased emigration (acting as a push factor) and, on the other hand, low unemployment rates and good work opportunities may increase the attractiveness of the area for potential immigrants (acting as a pull factor). However, this is only a narrow and qualitative point of view to the broad and comprehensive migration-unemployment issue.

The unemployment rate in European Union was affected by economic recession between 2009 and 2013 when the rate was increasing. In recent years, slight improvements are observed; however, the situation of the labour market and unemployment differs in member countries.

In the last 5 years, Italy had the unemployment rate above the EU 28 average. The most vulnerable groups in the Italian labour market are young people below 30 and people above the age of 50.

GEO/TIME	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
European Union (28 countries)	7,2	7,0	9,0	9,6	9,7	10,5	10,9	10,2	9,4	8,5
Italy	6,1	6,7	7,7	8,4	8,4	10,7	12,1	12,7	11,9	:
United Kingdom	5,3	5,6	7,6	7,8	8,1	7,9	7,6	6,1	5,3	:
Croatia	9,9	8,6	9,2	11,7	13,7	16	17,3	17,3	16,3	12,8
Slovakia	11,2	9,6	12,1	14,5	13,7	14	14,2	13,2	11,5	9,7
Turkey	9,1	10	13	11,1	9,1	8,4	9	9,9	10,3	

Tab: Unemployment rate, percentage of active population<sup>21</sup>

Facing the prospect of unemployment, young people all over the world tend to look abroad for better education and career opportunities. The willingness to migrate among youth is highest in sub-Saharan Africa and Latin America and the Caribbean, followed closely by Eastern Europe at 37 per cent.<sup>22</sup>

<sup>21</sup> Database. EUROSTAT. [Accessed 10-04-2017]. Available online: <http://ec.europa.eu/eurostat/web/lfs/data/database>

As shown, migrants represent another problematic group in the labour market as their unemployment rate is higher in comparison with the native-born labour force.

GEO/MGSTATUS	Total	Native-born with native background	Native-born with mixed background and foreign background (second generation of immigrants)	Foreign-born (first generation of immigrants)
Italy	12,4	11,8	18,6	15,6
United Kingdom	6,3	5,9	7,7	7,2
Croatia	16,7	15,1	25,5	21,9
Slovakia	13,2	13,3	10,2	:
Turkey	:	:	:	:

Tab: Unemployment rate by migration status (%), 2014<sup>23</sup>

The international migrant stock grew considerably over last decades; therefore, the topic of migrants in the labour market has become even more significant.

Region	International migrant stock at mid-year (both sexes)					
	1990	1995	2000	2005	2010	2015
WORLD	152 563 212	160 801 752	172 703 309	191 269 100	221 714 243	243 700 236
Developed regions	82 378 628	92 306 854	103 375 363	117 181 109	132 560 325	140 481 955
Developing regions	70 184 584	68 494 898	69 327 946	74 087 991	89 153 918	103 218 281

International migrant stock at mid-year, 1990-2015<sup>24</sup>

This is a hot issue also in Italy, as the country is one of the biggest receiving countries of the recent migration crisis.

On January 2016, there were 5026153 foreign national residents in Italy (9 % of the country's population) and the number has been increasing over the last 10 years.<sup>25</sup> Migrants come mostly from Romania, Albania and Morocco. Italy is one of the main destination countries for migrants and refugees arriving from Africa across the Mediterranean Sea; the UN Refugee Agency registered 153842 arrivals by sea in 2015. However, less than a half of arriving people applies for asylum in Italy.<sup>26</sup>

Italy is not the only receiving country, many Italians move to other world countries as well as to other regions within Italy (usually from southern regions to the north), mostly due to professional and personal motivations. Outward migration from Italy in 2015 was 2900924 persons, meaning that

<sup>22</sup> Reports. *International Labour Organisation*. [Accessed 18-03-2017]. Available online:

[http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/publ/documents/publication/wcms\\_513739.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/publ/documents/publication/wcms_513739.pdf)

<sup>23</sup> Database. *EUROSTAT*. [Accessed 10-04-2017]. Available online:

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<sup>25</sup> Demo. *Istat*. [2017-03-18]. Available online: <http://demo.istat.it/str2015/index.html>

<sup>26</sup> Statistics Italy. *AIDA: Asylum Information Database*. [Accessed 19-06-2017]. Available online:

<http://www.asylumineurope.org/reports/country/italy/statistics>

almost 5% of all citizens of Italy lived outside their country of origin, mostly in Germany (414 476), USA (376 130) and France (367 593).<sup>27</sup>

### 2.2.2.1 UNITED KINGDOM

In the UK the unemployment rate for those over 16 (with seasonal adjustments) is one that is falling from a high of 8.4% in 2011 to 4.7% in 2016. However, in 2015 16-24 year olds are three times as likely to be jobless than the rest of the population. In 2015 their unemployment rate was 14.4%<sup>28</sup>, this has now fallen though to 12.3% in 2017.

The latest figures from the UK are as the following:

**Table 1: Latest changes in migration, UK, year ending September 2015 and year ending September 2016**

	Thousands				
	YE Sept 2015	95% CI	YE Sept 2016	95% CI	Difference
Net migration	+322	+/-37	+273	+/-41	-49
Immigration	619	+/-32	596	+/-34	-23
Emigration	297	+/-19	323	+/-22	+26

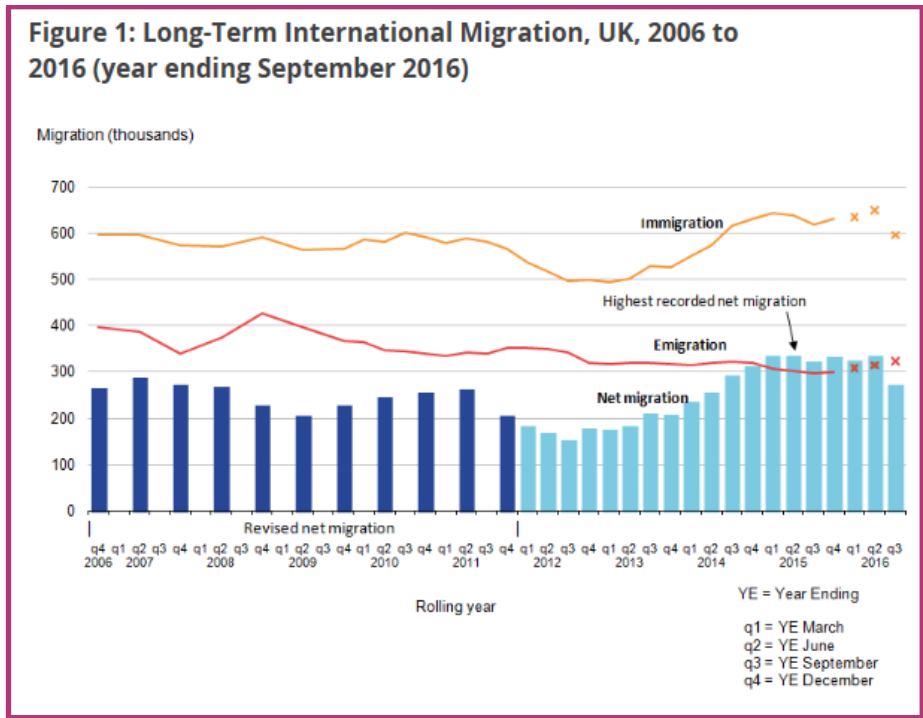
Source: Office for National Statistics, Long-Term International Migration

Picture 6

Showing that net migration is at 273,000 and immigration is at 596,000. To put this in context over a time line it shows the following:

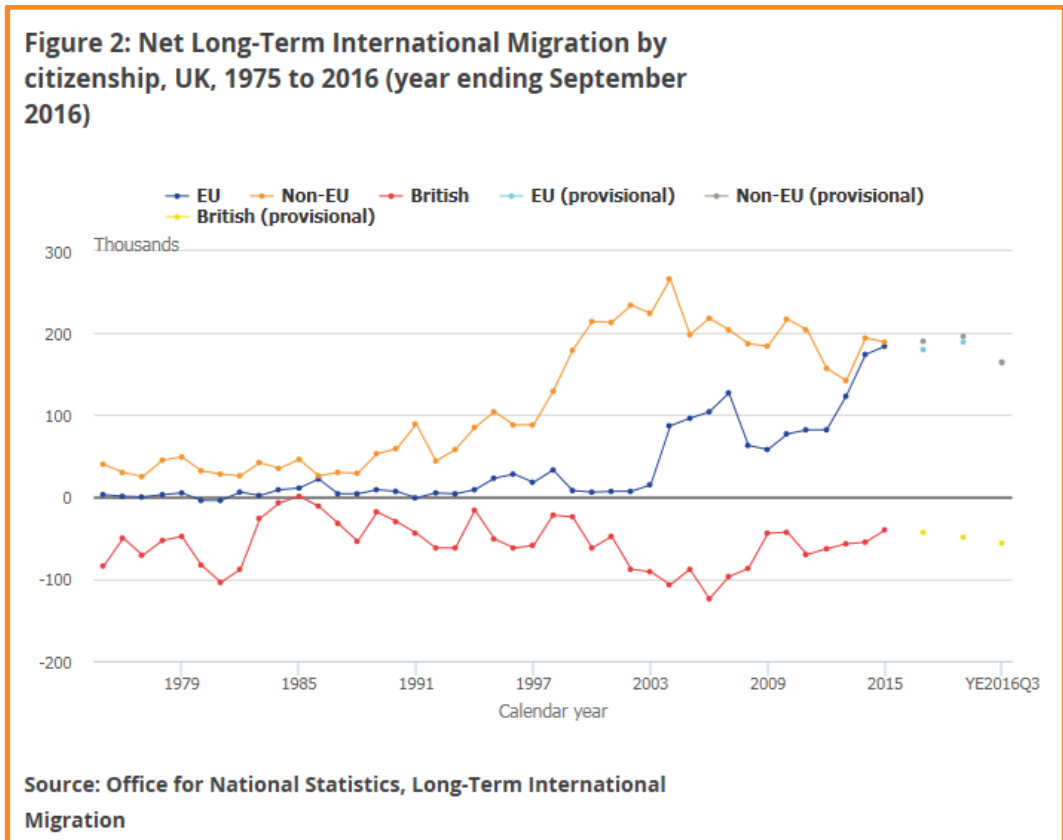
<sup>27</sup> International migrant stock 2015. *United Nations*. [Accessed 19-06-2017]. Available online: <http://www.un.org/en/development/desa/population/migration/data/estimates2/estimates15.shtml>

<sup>28</sup> Boffey, D. (2015). Youth unemployment rate is worst for 20 years, compared with overall figure. *The Guardian*. [Accessed 21-05-2017] Available online: <https://www.theguardian.com/society/2015/feb/22/youth-unemployment-jobless-figure>



Picture 7

In terms of those coming into the UK, there has been a steady rise of those from the EU.



Picture 8

In terms of where people come from, the following table breaks this down by statistical area:

**Table 2: Latest changes in net migration by citizenship, year ending September 2015 and year ending September 2016**

	Thousands				
	YE Sept 2015	95% CI	YE Sept 2016	95% CI	Difference
Total	+322	+/-37	+273	+/-41	-49
British	-40	+/-18	-56	+/-18	-16
EU	+171	+/-26	+165	+/-30	-6
(of which) EU15	+80	+/-18	+81	+/-20	1
(of which) EU8	+41	+/-14	+19	+/-16	-22*
(of which) EU2	+48	+/-12	+64	+/-15	16
Non-EU	+192	+/-20	+164	+/-21	-28
(of which) Asia	+114	+/-15	+106	+/-16	-8
(of which) Rest of World	+68	+/-13	+44	+/-13	-24*

Source: Office for National Statistics, Long-Term International Migration

**Picture 9**

### Citizen Groups<sup>29</sup>:

EU15 includes the following countries: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, and United Kingdom.

EU8 includes: Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia

EU2 includes: Romania and Bulgaria.

In terms of emigration the following figures sum up the situation<sup>30</sup>:

<sup>29</sup> Migration Statistics Quarterly Report: Feb 2017. *Office for National Statistics*. [Accessed 19-06-2017]. Available online:

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/migrationstatisticsquarterlyreport/feb2017>

<sup>30</sup> Net Migration Statistics. *Migration Watch UK*. [Accessed 19-06-2017]. Available online:

<https://www.migrationwatchuk.org/statistics-net-migration-statistics>

5. The International Passenger Survey records the nationality of those interviewed so estimates of migration by citizenship can be produced. Table 1 below shows a breakdown of the latest figures.

More British citizens leave the country than arrive. EU net migration is currently 165,000 compared to 164,000 from outside the EU.

Table 1: Latest Migration Statistics, Year Ending September 2016

	All Citizenships	British	Non-British	EU	Non-EU
Immigration	596,000	71,000	525,000	268,000	257,000
Emigration	323,000	128,000	196,000	103,000	93,000
Net Migration	273,000	-56,000	329,000	165,000	164,000

Picture 10

### 2.2.2.2 CROATIA

According to the Croatian Bureau of Statistics (2016)<sup>31</sup>, in 2015, there were 11 706 persons that immigrated to the Republic of Croatia and 29 651 persons that emigrated from it.

In 2015, there were 55.4% of Croatian citizens and 44.5% of foreigners who immigrated into the Republic of Croatia, while 95.3% of Croatian citizens and 4.6% of foreigners emigrated abroad. Out of the total number of immigrants, there were 32.5% of persons who arrived from Bosnia and Herzegovina. Out of the total number of emigrants from the Republic of Croatia, 41.6% of persons departed to Germany.

The largest positive total net migration of population in 2015 (the difference between the total number of immigrants from another county and abroad and the total number of emigrants to another county and abroad) was recorded in the City of Zagreb (2 132 persons). The largest negative total net migration of population was recorded in the County of Vukovar-Sirmium (-2 712 persons) and the County of Osijek-Baranja (-2 634 persons).

### 2.2.2.3 SLOVAKIA

Slovakia is not one of the traditional final destinations for migrants. It is a culturally homogeneous country, which was not affected by the dramatic increase of migration during the twentieth century. Until recently, Slovakia was almost exclusively country of origin of the migrants, in other words a country whose residents used to migrate abroad for various reasons.

It was the accession of the Slovak Republic (SR) to the European Union (EU) and the Schengen Area that caused more significant changes. During the period since 2004, the illegal and asylum migration has decreased and the legal migration has increased more than four times. Although the increase of foreign population in Slovakia in years 2004 – 2008 was the second highest among the EU states, the representation of foreigners in population remains low. Today the foreigners make up 1.7 per cent of population and their number is slowly, yet continuously increasing: in 2016, there were about 8,460 more foreigners living in Slovakia than the year before, which means an increase of 10%.

<sup>31</sup> Croatian Bureau of Statistics (2016): *Migration of population of Republic of Croatia in 2015*. [Accessed: 02-08-2017] Available online: [https://www.dzs.hr/Hrv\\_Eng/publication/2016/07-01-02\\_01\\_2016.htm](https://www.dzs.hr/Hrv_Eng/publication/2016/07-01-02_01_2016.htm)

In addition to migration based on social reasons, such as family reunification or marriage to a Slovak citizen, the most significant component of legal migration is currently migration for work and study.

Currently, there is one foreign worker per 71 national employees.

The number of foreign workers has increased more than ten times – from 3,351 persons in 2004 to 35,090 in 2016, including 11,036 nationals from outside the EU.

Most of them are from Romania (7,394), Serbia (5,140), Czech Republic (4,134), Hungary (3,696) and Poland (3,204)<sup>32</sup>.

#### 2.2.2.4 TURKEY

The number of immigrants and refugees living in Turkey is 3.551.078. Of these the amount of immigrants and refugees from Syria are approximately 2.8 million. Others have come to Turkey as irregular immigrants from Iraq, Afghanistan, Iran, Somali, Pakistan, Georgia, Bangladesh and other countries.<sup>33</sup>

## 2.3 Description of practical activities

### 2.3.1 STARTING ACTIVITY

#### A) INTRODUCE YOURSELF!

##### Step-by-step description

1. Firstly, the participant will be informed about the focus and aims of the session as it has been explained in the first section of this document. Also, the programme and timetable of the session will be presented. Introduction of the ground rules is an essential part of the session's beginning. It is important that the participants understand and accept the rules to ensure smooth debate and performance of other activities. It is advised to print out the ground rules and place them on the wall as everyone can see them during whole session.
2. Refer to the introductory information above for this. Explain the ground rules of the session to young people.
3. Participants will introduce themselves to each other. Each participant will say their name and their biggest dream (*possible variation: say their name and one of their characteristics starting with the same letter as their name. E.g. Ambitious Adam*). Once the group of youngsters is introduced the starting activity can begin.

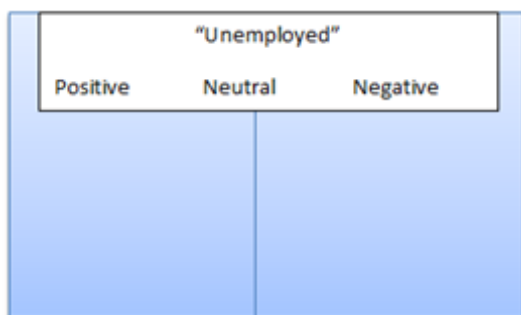
#### B) SWITCH PERSPECTIVES

##### Step-by-step description

<sup>32</sup> Migration in Slovakia. *International Organization for Migration: Slovak republic*. [Accessed 19-06-2017]. Available online: <http://www.iom.sk/en/about-migration/migration-in-slovakia>

<sup>33</sup> Galerisi, R. (2017). *Göç Politikaları Kurulu Toplandı*. [Accessed 31-07-2017]. Available online: [http://www.goc.gov.tr/icerik6/goc-politikalari-kurulu-toplandi\\_350\\_359\\_10409\\_icerik](http://www.goc.gov.tr/icerik6/goc-politikalari-kurulu-toplandi_350_359_10409_icerik)

1. Prepare two big flip-chart papers for “Unemployed” and “migrant” as in the example below:



2. Participants will be asked to write on a sticky note what the terms “unemployed” and “migrant” mean to them. They will be given 3-5 minutes only in order to capture the first idea that emerged in their minds.

3. Before revealing the responses, they will be asked to look at the picture showing an optical illusion.

One by one they will say what they see in the picture. Some may see a young lady wearing a veil looking behind her shoulder, some may see an old woman with a big nose wearing headscarf.

Give participants a few moments to reflect on their definition of the terms. This activity will help the youngsters to realize (before starting the main activities and discussion) that people may see different things in one single image/situation/issue etc., meaning that even different opinions may be right.



Picture 11

4. Afterwards each of the participants will stand up by the flip-chart and place the post-it with his/her idea of the meaning of “unemployment” and “migration”.

The sticky notes will be placed to the flip chart respecting the character of the statement.

**Duration:** 20 minutes

### 2.3.2 MAIN ACTIVITIES

#### A) DISCUSSION: TACKLING STEREOTYPES

This activity is performed in whole group.

##### Step-by-step description

1. The youth worker will read aloud a question (see below) which is going to be discussed and place the printed version of it on the flipchart/board so everyone can see it.
2. Ask each participant should think about the question and write briefly his/her opinion on a sticky note. When all have finished writing, one by one they should come to the board, place

their note and explain their point of view. Afterwards, the others are invited to ask questions and discuss.

3. Responses can be, as in the previous step, divided based on their positive, neutral and negative connotation.
4. To decide whether the statement is positive, neutral or negative you can ask the author as well as the group during the discussion.

### **Proposed questions to be discussed**

- Who is and what does the “typical” immigrant in my country/region/city? Where do they come from and what do they do?
- What impact has the migration (emigration and immigration) on my country/region/city?
- Do unemployed people/migrants “abuse” national welfare systems? Is it their choice to be unemployed? How do you judge their situation?

As the questions may provoke controversial, it is very important to emphasize the ground rules at the beginning of the session.

The questions and topics may slightly vary depending on the situation in each partner country and its’ relevant “hot issues”.

#### **2.3.2.1 UNITED KINGDOM**

Recently in the UK there has been a survey of 6000 school children to assess their perception of immigrants in the UK and it found that they had a significant distorted view of the situation. For example:

Recently in the UK there has been a survey of 6000 school children to assess their perception of immigrants in the UK and it found that they had a significant distorted view of the situation. For example<sup>34</sup>:

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<sup>34</sup> Taylor, M. (2016) Racist and anti-immigration views held by children revealed in schools study. *The Guardian*. [Accessed 19-06-2017]. Available online: <https://www.theguardian.com/education/2015/may/19/most-children-think-immigrants-are-stealing-jobs-schools-study-shows>

The study of 5,945 children aged from 10 to 16 at schools across England found:

- The average estimate for the percentage of foreign-born people living in the UK was 47%. The true figure is 13%, according to the 2011 census.
- 28% believed jobs being taken by foreign workers might stop them reaching their goals, and 49% agreed that migration to the UK is out of control or not being managed properly.
- Nearly a third agreed with the statement “Muslims are taking over England”, while 41% disagreed, and on average respondents thought Muslims made up 36% of the population, as opposed to the true figure of around 5%. Almost half [47%] agreed there are poor relations between Muslims and non-Muslims in England.
- Many of those questioned were also pessimistic about their own futures, with more than a third - 35% - believing they would not achieve their potential at school, 40% stating they will not earn enough in the future, and 43% saying there is a lack of job opportunities.

Picture 12

### Questions relevant for United Kingdom

- Given such figures why do you think people’s perceptions are so incorrect?
- What are the influencing factors on these perceptions?
- How can all people be sure they are basing their opinion on fact?

### 2.3.2.2 TURKEY

#### Questions relevant for Turkey

What kind of difficulties would you face if you had to live as an unemployment person in a different country?

**Duration:** 30 minutes

-10 minutes BREAK-

### B) ROLEPLAYING ACTIVITY

1. Participants will come together in couples and will be asked to write on paper one imaginary situation regarding unemployed people/migrants, describing where the situation is taking place, the type of person it concerns and what is her/his issue. (For example: 40 years old mother of two with high school degree originally from Ghana cannot find a job in Palermo.) It is desirable if they apply their own or their friend’s/family member’s experience (if possible) to provide a realistic picture of the situation.

(Possible variation: The youth worker may have prepared a few different example situations to be used during the session, see some examples below under “Further notes”.)

2. Papers will be folded and shuffled and then couples will choose one of the papers without knowing what situation is described inside. Each couple shall have a different “situation” than the one they wrote.

3. The couples will now have some time (5-10 minutes) to think about how to present the situation in a role play for the whole group: One person from each couple will represent the person from the situation described on the paper they picked up, and the second one will represent a consultant from a job centre or personnel manager from a company trying to give advice, suggestions, and react to the situation.

4. At the end, volunteers from the group will present their roleplaying dialogue in front of the rest of the group. Youngsters will be encouraged to discuss the situation, name and describe their impressions (including the emotions which were raised while empathizing with the character).

5. To energize and encourage the participants, the youth worker may give some examples of “success stories” from real life.

**Duration:** 30 minutes

### 2.3.3 ENDING ACTIVITY

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#### A) “UNEMPLOYMENT AND MIGRATION” OVERVIEW

In the context of the previous activities, we suggest concluding the session by presenting a few of the facts and some of the statistical data regarding migration and unemployment included in part II of this document. This can be, for example, the numbers of foreigners living in your country and the major nationalities of immigrants in your country. Give participants some space to discuss the facts.

The aim of this activity is to tackle prejudices and stereotypes via fact, data and statistics.

### 2.3.4 EVALUATION ACTIVITY

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Once the main activities are completed, go back to the sticky notes attached to the flip chart during the starting activity and let the authors of each statement discuss how their original opinion has changed (if it has changed). The purpose of the evaluation activity is to summarize what personal benefit the participants received from the session.

**Duration:** 10 minutes

## 2.4 Further notes to the youth worker

### 2.4.1 TIPS FOR YOUTH WORKERS

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Here are some examples for “typical migration situations” you might want to use for the **role play activity**:

#### 2.4.1.1 ITALY

Another example of a “typical situation” in Italy may concern a young Italian who is planning to move to the U.K. due to the lack of professional opportunities in Italy.

A further model example situation: In Italy it regards a 16 years old immigrant from Gambia who has arrived in Italy only 2 months ago and is seeking to find out how to enrol in education or find a job. He is also struggling with poor knowledge of Italian language.

#### 2.4.1.2 UNITED KINGDOM

- There are some real stories told which you could use via the following links:  
<https://www.theguardian.com/uk-news/2014/jul/09/six-real-life-stories-of-migration>
- <https://www.theguardian.com/commentisfree/ng-interactive/2015/mar/24/immigrants-in-their-own-words-100-stories>
- To listen to some stories go to: <http://www.bbc.co.uk/programmes/p029s9h7->

#### 2.4.1.3 TURKEY

The perception of Turkish people on immigrants is mostly shaped by the Syrian refugees. Therefore, mentioning other immigrants living in Turkey, the things they achieve in our country and through sharing some of their stories could motivate all unemployed immigrants.

### 2.4.2 SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

a) As a **follow-up activity** you could watch the following film with young people, and then discuss it with them:

#### **Dirty Pretty Things (2002)**

Story about migrants in London

The film tells a story about an illegal Nigerian immigrant Okwe leading a hard life and struggling to survive in London's underground. He has a medical doctor degree but works as a hotel receptionist and taxi driver. To make some money he practices some medicine but in a very odd way. Besides, he must constantly escape from Immigration officers. His life turns over when Okwe by chance discovers an illegal scheme of surgeries lead by Juan, his boss in the hotel. Juan takes advantage of the situation and quickly comes up with a tempting proposal to Okwe. He can make a lot of money and obtain permission to stay in the U.K. if he performs the illegal surgery. So Okwe finds himself with a very tricky decision to make – money and legal residence permit or moral values?

b) If young people would like to **investigate further migration and personal experiences** and you have more time at disposal, you could plan the following activity, but please determine whether this activity is suitable, given your situation and your group – think about health and safety/ethical concerns:

- Get young people together and prepare with them a short questionnaire (5-6 questions) they would like to ask people they know (e.g. friends, parents), or also people on the street, on their experiences with migration (immigration/emigration). Explain young people that they should be

very polite and careful in approaching people, not forcing anyone to respond to questions they do not want to reply to.

- Then ask young people to go out and seek replies from people they know, or also strangers on the street.
- Get the group of young people together again and collect/present the answers. Young people could present the answers in groups, and you could start a discussion about what surprised them about these replies, what was less surprising, what was new to them etc.

### 2.4.3 FURTHER INFORMATION AND FURTHER READING

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These are some **further interesting resources** you might want to use:

- Visualising migration: on this website, world migration is visualized on one map: <http://metrocosm.com/mapping-eu-immigration/>; you can also have a look at this article on immigration and emigration in the European Union, which uses an interactive map, too: <http://metrocosm.com/mapping-eu-immigration/>
- <http://www.migrationmuseum.org/introduction-to-international-migration/>
- For Italy: <http://viaggidaimparare.it/home.php> - this website is a didactic resource showing exemplary journeys of refugees coming from Eritrea, Syria and Afghanistan.

#### 2.4.3.1 UNITED KINGDOM

- There is a great amount of useful resources ready for adaptation to be found here: <http://www.migrationmuseum.org/resource-bank/>
- <http://www.redcross.org.uk/What-we-do/Teaching-resources/Lesson-plans/Migration>
- <https://www.amnesty.org/en/latest/education/2015/10/8-educational-resources-to-better-understand-the-refugee-crisis/>
- Other useful websites with stories and resources include:
- <http://www.ourmigrationstory.org.uk/>
- <http://www.migrationmuseum.org/education/>

#### 2.4.3.2 CROATIA

- [http://www.dzs.hr/Hrv\\_Eng/publication/2016/07-01-02\\_01\\_2016.htm](http://www.dzs.hr/Hrv_Eng/publication/2016/07-01-02_01_2016.htm)

#### 2.4.3.3 TURKEY

- [http://www.tepav.org.tr/upload/files/1461746316-7.Turkiye\\_deki\\_Suriyeliler\\_Issizlik\\_ve\\_Sosyal\\_Uyum.pdf](http://www.tepav.org.tr/upload/files/1461746316-7.Turkiye_deki_Suriyeliler_Issizlik_ve_Sosyal_Uyum.pdf)
- [https://www.unicef.org/socialpolicy/index\\_migration.html](https://www.unicef.org/socialpolicy/index_migration.html)
- <http://stories.unhcr.org/>

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<https://www.theguardian.com/education/2015/may/19/most-children-think-immigrants-are-stealing-jobs-schools-study-shows>

## 2.6 Pictures credit

Picture 6 - Office for National Statistics, Long-Term International Migration

Picture 7 - Office for National Statistics, Long-Term International Migration

Picture 8 - Office for National Statistics, Long-Term International Migration

Picture 9 - Office for National Statistics, Long-Term International Migration

Picture 10 - Net Migration Statistics. *Migration Watch UK*. [Accessed 19-06-2017]. Available online: <https://www.migrationwatchuk.org/statistics-net-migration-statistics>

Picture 11 - Young lady or old woman illusion. *Optical-illusions.com*. [Accessed 19-06-2017]. Available online: <http://www.optical-illusionist.com/illusions/young-lady-or-old-woman-illusion>

Picture 12 - Taylor, M. (2016) Racist and anti-immigration views held by children revealed in schools study. *The Guardian*. [Accessed 19-06-2017]. Available online: <https://www.theguardian.com/education/2015/may/19/most-children-think-immigrants-are-stealing-jobs-schools-study-shows>

## 3 REMOVE THE BORDERS

### 3.1 About this Session Plan

The development of this session plan was led by: **Akdeniz University**

#### 3.1.1 SHORT DESCRIPTION OF THE SESSION PLAN

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This session plan aims to develop critical thinking skills of young people, to raise their awareness of human rights, and to increase tolerance and empathy in them. Therefore, the content of the session plan comprises of an Ice-Breaking Activity; a Discussion Activity - to enable a better grasp of the principles of social inclusion and cultural diversity and to raise awareness on the problems that young migrants face; A Creative Activity to allow young people to share their stories and finally, an Ending Activity to increase the integration of young migrants into social life.

#### 3.1.2 AIMS

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- To introduce participants
- To expand awareness of social inclusion, cultural diversity
- To empower young people by giving them chance to tell their story and thus increase their integration into social life.
- To improve the integration of migrants
- Encourage non-immigrants to empathize with immigrants and refugees

#### 3.1.3 TARGET GROUP

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All young people (Mixed group with young people of different nationalities)

**Age range of target group:** 17-24

**Size of target group:** Min. 8- Max.12 participants

#### 3.1.4 RESOURCES NEEDED

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- Ball
- Paper
- Coloured Pencil
- Flipchart papers
- Sticky Tape

**Duration:** 95 minutes+ Break time

## 3.2 Thematic introduction and information about the topic

### 3.2.1 INTRODUCTION INTO THE TOPIC OF THE SESSION PLAN

Migration, both as a social and economic phenomenon, not only affects the lives of migrants but also causes various social, cultural and economic changes within the communities which these people have left and into which they have entered.

To understand these changes transpiring due to migration, it would be beneficial to take a look at the definition of migration and other related concepts.

- **Migration:** Migration which is defined as the changes observed in the settlements between the geographical regions and/or administrative districts as a demographic process can also be described as population movements due to economic, social, cultural, political, religious reasons or due to natural disasters, etc. Migration, in other words, is that individuals and communities leave their place of residence with an expectation of a better life and decide to settle down in a new residential area, either temporarily or permanently (Pazarlıoğlu, 2005)<sup>35</sup>.
- **Internal Migration:** Internal Migrations the movement from one place to another within the borders of a particular country.
- **External Migration:** External Migration is the movement from one country to another country.
- **Migrant:** An individual, a family or a community who leaves their place of residence and migrates to another place (town, city, country) to resettle to.
- **Refugee:** An individual, a family or a community who goes to another place (town, city, country) for taking refugee.
- **Asylum-seeker:** An individual fleeing or leaving his/her hometown due to political reasons to find asylum in another country.
- **Adaptation:** Adaptation is a concept of biology which addresses the organism in terms of its interaction with the environment. From a psychological aspect, each organism has various needs required to be fulfilled via interaction with its environment and in this regard, the adaptation process includes the efforts to overcome barriers arising while meeting the needs of the organism (Erdoğan, Şanlı and Bekir, 2005)<sup>36</sup>.
- Recommended video: What does it mean to be a refugee? - Benedetta Berti and Evelien Borgman” <https://www.youtube.com/watch?v=25bwiSikRsl>

<sup>35</sup> Pazarlıoğlu, M. V. (2007). *İzmir örneğinde iç göçün ekonometrik analizi*. Yönetim ve Ekonomi: Celal Bayar Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 14(1), 121-136.

<sup>36</sup> Erdoğan, S., H. Ş. Bekir, H. S. Şanlı (2005). *Gazi Üniversitesi Eğitim Fakültesi Öğrencilerinin Ekonomik, Sosyal, Kültürel Uyum Sorunlarını Etkileyen Bazı Etmenler*. Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi, 1(13).

## 3.2.2 DATA AND STATISTICS

### 3.2.2.1 TURKEY

According to the data obtained by UNICEF, as of the end of 2015, there are 2.541.352 refugees and 212.408 Asylum-seekers in Turkey.<sup>37</sup>

The number of immigrants and refugees living in Turkey is 3.551.078. Of these the amount of immigrants and refugees from Syria are approximately 2.8 million. Others have come to Turkey as irregular immigrants from Iraq, Afghanistan, Iran, Somali, Pakistan, Georgia, Bangladesh and other countries.<sup>38</sup>

### 3.2.2.2 UNITED KINGDOM

Asylum applications in the UK from main applicants increased by 41% to 36,465 in the year ending June 2016, the highest number of applications since the year ending June 2004 (39,746).

In the year ending June 2016, the largest number of applications for asylum came from nationals of Iran (4,910), followed by Iraq (3,199), Pakistan (2,992), Eritrea (2,790), Afghanistan (2,690) and Syria (2,563).

Including dependants, the number of asylum applications increased by 34% to 44,323 in the year ending June 2016. There was around one dependant for every five main applicants. In 2015, around three-quarters (73%) of applicants were male and four-fifths (81%) were aged under 35.

Grant rates vary between nationalities. For example, at initial decision, the grant rate for Iranian nationals was 40% (1,219 grants), compared with 12% (239 grants) for Iraqi nationals. Overall, there were 9,957 grants at initial decision for all nationalities in the year ending June 2016, which corresponds to a grant rate of 38%.

Estimated figures show the UK had the eighth highest number (44,000) of asylum applications within the EU in the year ending June 2016, including dependants. Germany (665,000), Sweden (149,000) and Hungary (131,000) were the three EU countries that received the highest number of asylum applications, together accounting for 63% of asylum applications in the EU in that period.<sup>39</sup>

### 3.2.2.3 CROATIA

From July 2004 to December 2014, a total number of asylum seekers in Croatia was 6966 by UNHCR<sup>40</sup>. 275 persons were granted international protection (192 asylum status mostly from Afghanistan,

<sup>37</sup> Infographics. *RefugeesMigrants: Addressing Large Movement of Refugees and Migrants*. [Accessed 31-07-2017] Available online: <http://refugeesmigrants.un.org/infographics>

<sup>38</sup> Galerisi, R. (2017). *Göç Politikaları Kurulu Toplandı*. [Accessed 31-07-2017]. Available online: [http://www.goc.gov.tr/icerik6/goc-politikalari-kurulu-toplandi\\_350\\_359\\_10409\\_icerik](http://www.goc.gov.tr/icerik6/goc-politikalari-kurulu-toplandi_350_359_10409_icerik)

<sup>39</sup> Immigration statistics april-june 2016. (2016). *GOV.UK*. [Accessed 01-04-2017] Available online: [https://www.gov.uk/government/publications/immigration-statistics-april-to-june-2016/asylumlang="en-gb" xml:lang="en-gb"](https://www.gov.uk/government/publications/immigration-statistics-april-to-june-2016/asylumlang=)

<sup>40</sup> The UN Refugee Agency, UNHCR statistics (2014). [Accessed 02-08-2017] Available online: <http://unhcr.hr/>

Russian Federation, Turkey, Iraq and Ukraine and 83 subsidiary protection mostly from Syria, Somalia, Afghanistan).

Number of asylum seekers and granted asylums (end of year) - From 2004 to December 2016, a total number of asylum seekers in Croatia was 7216. Out of that, 275 (non-officially 298) persons were granted international protection. 192 persons received asylum status.

Annual flows of apprehended irregular migrants (since 2000): According to the available statistics of Ministry of Interior<sup>41</sup>, irregular flows have been following - in 2009: 1510, in 2010: 1916, in 2011: 3400, in 2012: 6839, in 2013: 4373. 351 cases of irregular crossing of state border were registered for 2014 and 2015.

#### 3.2.2.4 ITALY

On January 2016, there were 5.026.153 foreign national residents in Italy (9 % of the country's population) and the number has been increasing over the last 10 years. Migrants come mostly from Romania, Albania and Morocco. Italy is one of the main destination countries for migrants and refugees arriving from Africa across the Mediterranean Sea; the UN Refugee Agency registered 153.842 arrivals by sea in 2015. Between 1<sup>st</sup> of January and 31<sup>st</sup> of December 2016, 28,223 children arrived to Italy by sea: over 91% of children arrived unaccompanied (25,846). UASC account for some 14% of all sea arrivals in the above period, an increase of around 109% compared to 2015.<sup>42,43</sup>

The major part of refugees arrive at Italy by the Sea, mostly to Sicily. In the first three months of 2017 24.292 people arrived to Italy by the sea, of which 3491 were unaccompanied and separated children.

Individuals arriving by sea mainly originated from Guinea (13%), Nigeria (13%), Bangladesh (12%), Côte d'Ivoire (10%), The Gambia (9%), Senegal (8%), Morocco (7%), Mali (5%), Somalia (3%), and Eritrea (2%). However, less than a half of arriving people applies for asylum in Italy.

During the first three months of 2017, 37.915 asylum applications (including UASC) were lodged in Italy. 32.180 applicants (85%) were male, while 5.735 (15%) were female.<sup>44</sup>

#### 3.2.2.5 SLOVAKIA

The number of foreigners in Slovakia in 2016 was 93 247, it is only 1.72% of population. From 2004 (accession of Slovak republic to the EU) the number of legal foreigners living in the country increased 4-times (from 22.108 to 93.247 in 2016).

<sup>41</sup> Ministry of Interior statistics (2015). [Accessed 02-08-2017] Available online:  
[https://www.mup.hr/UserDocsImages/Dokumenti/stranci/2015/azil\\_1-6.2015.pdf](https://www.mup.hr/UserDocsImages/Dokumenti/stranci/2015/azil_1-6.2015.pdf)

<sup>42</sup> Statistics Italy. *AIDA: Asylum Information Database*. [Accessed 19-06-2017]. Available online:  
<http://www.asylumineurope.org/reports/country/italy/statistics>

<sup>43</sup> Italy - Unaccompanied and Separated Children (UASC) Dashboard. (2016). *UNHCR: Regional Representation Southern Europe*. [Accessed 19-06-2017]. Available online:  
<https://data2.unhcr.org/en/documents/download/53357>

<sup>44</sup> ITALY: UNHCR UPDATE #13. (2017). *UNHCR: The UN Refugee Agency*. [Accessed 19-06-2017]. Available online: <https://data2.unhcr.org/en/documents/download/56622>

Slovakia has the 6<sup>th</sup> lowest ratio of foreigners among EU countries. What is more, the most abundant category (42% of all foreigners) is from neighbourhood countries, the second significant group (14%) is from Ukraine, and third (21.4%) is from other eastern and south-eastern European countries (Romania, Bulgaria, Russia, Serbia).

Migrants from Asian countries are only 7.4 % of all foreigners.

There were only 2.170 illegal crossing the border in 2016, but it decreased massively from 2004 (10.946), after accession of Slovak republic to the EU.

In 2004, 11.395 persons applied for asylum in the SR; in last years, the number of applications has stabilized at several hundred per year.

In 2016, the Slovak Republic granted asylum only to 167 people (including 159 people who were granted asylum for humanitarian reasons). Citizens of Ukraine, Afghanistan, Iraq, Syria and Pakistan applied for asylum most often.

From the overall number of 58.467 applications since 1993, asylum was granted only to 820 people, whereas 684 people were provided subsidiary protection as another form of international protection.<sup>45</sup>

### 3.3 Description of practical activities

#### 3.3.1 STARTING ACTIVITY

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##### A) FIND YOUR PLACE!

###### Step-by-step description

1. Group members create a circle.
2. The group leader tells his/her name, age and nationality and throws the ball to another member in the circle.
3. When a group member catches the ball they also tell their name, age and nationality and throw the ball to another member in the circle.
4. The game is repeated until all the members are introduced.
5. Finally, the group members are asked to form a line in alphabetical order without speaking.

**Duration:** 15 minutes

#### 3.3.2 MAIN ACTIVITIES

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##### A) Discussion: LET'S DISCUSS!

###### Step-by-step description

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<sup>45</sup> Migracia na Slovensku. (2017). *Medzinárodná organizácia pre migráciu*. [Accessed 19-03-2017]. Available online: [http://www.iom.sk/sk/migracia/migracia-na-slovenskulang="en-gb" xml:lang="en-gb"](http://www.iom.sk/sk/migracia/migracia-na-slovenskulang=)

To encourage non-immigrant participants to empathize with immigrants and refugees youth workers ask to participants:

- What does the word “difference” mean?
- What do you think about respect for differences?
- How do you think does the community perceive migrants?
- What kinds of problems do you think migrants face?
- How would you wish to be treated if you had to live in a different country/culture?
- How can the problems faced by migrants be eliminated?
- What would you feel/do if you had to leave your country?

**Duration:** 20 minutes

## B) Creative Activity: DRAW YOUR LIFE!

### Step-by-step description

1. Before the start of this activity, the youth worker should inform the group that they will have to share the pictures they create with the others.
2. All group members are asked to draw a picture illustrating their happiest moments in life or their desires (give approximately ten minutes).
3. Divide the group into 3 and have each group select a group leader.
4. The people in the group talk about the pictures they have drawn.
5. All group leaders share their happiest and saddest moments of their group members with the other groups.

**Duration:** 30 minutes

## 3.4 Evaluation activity

### A) WE ARE TOGETHER!

#### Step-by-step description

The aim of the evaluation activity is to make clear that people from different cultures and countries can live together well e. The Youth worker should emphasize this is diversity. This activity works better if the youth worker connects with the previous activity (Draw your life!), young people can use their pictures of individual happy moments or desires to inform this activity.

1. Young people are divided into 3 groups and each group selects a group leader.
2. Each group is asked to stick paper on the walls and draw a picture of the idyllic common life they dream of (almost 20 minutes).
3. The group leaders share the lives they dream of with the other groups.

**Duration:** 30 minutes

## 3.5 Further notes to the youth worker

### 3.5.1 TIPS FOR YOUTH WORKERS

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Before starting the activities, the youth worker should be knowledgeable about the principles of equality, social inclusion and diversity, the situation of the migrant people in his/her country, legislative regulations and adjustments for the physical environment, communication with young migrants and practices for the facilitation of the adaptation process of migrant people to social life.

### 3.5.2 SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

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Youth workers can also organize activities that would enable cultural exchange and change the perspectives of young people regarding life.

For instance;

- Youth workers can change the language of all signs in the activity room for a day. And ask the participants how it feels to not know what is going on. How would an immigrant feel in this situation?
- Divide the participants into groups each of which will research and track refugee situations. Why are people leaving? Where do they go? Depending on the area, has repatriation begun? Who helps refugees where they are? As an option of the previous subject, the group can interview the present immigrant young people instead. They can ask immigrants the questions to discover more about their situation.
- Youth workers can take advantage of the cultural diversity within the group by inviting participants to demonstrate or show artwork from their culture. This may give immigrant participants a chance to 'be an expert' and share culture with other participants. Other group members will realize that they are valuable assets to the community.
- Youth workers can create a "Refugee Awareness" bulletin board where students can clip articles and photos of refugees from around the world. Discuss each new item.
- Young people can bring a refreshment (some piece of traditional food or drink) to introduce a piece of their culture to other participants.

### 3.5.3 FURTHER INFORMATION AND FURTHER READING

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The youth worker should describe the meaning of migrant, refugee, asylum-seeker correctly using the following::

- **Migrant:** An individual, a family or a community who leaves their place of residence and migrates to another place (town, city, country) to resettle to.
- **Refugee:** An individual, a family or a community who goes to another place (town, city, country) for taking refuge.
- **Asylum-seeker:** An individual fleeing or leaving his/her hometown due to political reasons to find asylum in another country.

#### Useful Links

- [https://www.unicef.org/socialpolicy/index\\_migration.html](https://www.unicef.org/socialpolicy/index_migration.html)
- <https://www.youtube.com/watch?v=uuLxaDIOVZE>

- <https://www.youtube.com/watch?v=3Lz0Ur5hsCU>
- <http://stories.unhcr.org/>
- [https://www.youtube.com/watch?v=3scOr\\_d9Dwo#action=share](https://www.youtube.com/watch?v=3scOr_d9Dwo#action=share)

### 3.6 References

Immigration statistics april-june 2016. (2016). *GOV.UK*. [Accessed 01-04-2017] Available online: [https://www.gov.uk/government/publications/immigration-statistics-april-to-june-2016/asylumlang="en-gb" xml:lang="en-gb"](https://www.gov.uk/government/publications/immigration-statistics-april-to-june-2016/asylumlang=)

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Italy: unhcr update #13. (2017). *UNHCR: The UN Refugee Agency*. [Accessed 01-04-2017]. Available online: <https://data2.unhcr.org/en/documents/download/56622>

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Ministry of Interior statistics (2015). [Accessed 02-08-2017] Available online: [https://www.mup.hr/UserDocsImages/Dokumenti/stranci/2015/azil\\_1-6.2015.pdf](https://www.mup.hr/UserDocsImages/Dokumenti/stranci/2015/azil_1-6.2015.pdf)

Smith, D. (2016). *Disability in the United Kingdom 2016: Facts and Figures*. Papworth Trust. [Accessed 24-07-2017]. Available online: <http://www.papworthtrust.org.uk/sites/default/files/Disability%20Facts%20and%20Figures%202016.pdf>

Statistics Italy. *AIDA: Asylum Information Database*. [Accessed 09-06-2017]. Available online: <http://www.asylumineurope.org/reports/country/italy/statistics>

The UN Refugee Agency, UNHCR statistics (2014). [Accessed 02-08-2017] Available online: <http://unhcr.hr/>

## 4 (DIS)ABILITY

### 4.1 About this Session Plan

The development of this session plan was led by: **Akdeniz University**

#### 4.1.1 SHORT DESCRIPTION OF THE SESSION PLAN

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This session plan aims to enable young people to develop a sense of empathy and encourage positive attitudes towards people with disabilities. In this scope, the content of this session plan comprises of a Group Building Activity to create group dynamics; Game Activities and a Discussion Activity to have a better understanding of the lives of people with disabilities and the challenges they face and finally an Ending Activity to raise awareness on the needs of people with disabilities to adapt to social life and the legislative regulations aimed at them.

#### 4.1.2 AIMS

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- To explore people's similarities and diversities
- To support young people to understand visually impaired people
- To empathise with disabled people's lives
- To help young people to understand physically disabled people
- To influence public bodies on the importance of disability policy

#### 4.1.3 TARGET GROUP

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All young people

**Age range of target group:** 15-29 years

**Size of target group:** Min. 12- Max.18 participants

#### 4.1.4 RESOURCES NEEDED

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- Pencil,
- A4 Paper
- Sticky Tape
- Sleep mask or piece of fabric
- Rope
- Thick Rope
- Clothes-peg
- Ball
- Flipchart papers
- Post-its

**Duration:** 100 minutes + Break time

## 4.2 Thematic introduction and information about the topic

### 4.2.1 INTRODUCTION INTO THE TOPIC OF THE SESSION PLAN

To understand disability in the context of the world please see the WHO World report. Within this report the following important information describes how disability is now viewed<sup>46</sup>:

**Box 1.1. New emphasis on environmental factors**

The *International Classification of Functioning, Disability and Health (ICF) (17)* advanced the understanding and measurement of disability. It was developed through a long process involving academics, clinicians, and – importantly – persons with disabilities (18). The ICF emphasizes environmental factors in creating disability, which is the main difference between this new classification and the previous *International Classification of Impairments, Disabilities, and Handicaps (ICIDH)*. In the ICF, problems with human functioning are categorized in three interconnected areas:

- **impairments** are problems in body function or alterations in body structure – for example, paralysis or blindness;
- **activity limitations** are difficulties in executing activities – for example, walking or eating;
- **participation restrictions** are problems with involvement in any area of life – for example, facing discrimination in employment or transportation.

**Disability** refers to difficulties encountered in any or all three areas of functioning. The ICF can also be used to understand and measure the positive aspects of functioning such as body functions, activities, participation and environmental facilitation. The ICF adopts neutral language and does not distinguish between the type and cause of disability – for instance, between “physical” and “mental” health. “**Health conditions**” are diseases, injuries, and disorders, while “**impairments**” are specific decrements in body functions and structures, often identified as symptoms or signs of health conditions.

**Disability** arises from the interaction of health conditions with contextual factors – environmental and personal factors as shown in the figure below.

**Representation of the International Classification of Functioning, Disability and Health**

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graph TD; HC[Health condition (disorder or disease)] <--> BF[Body functions and structures]; HC <--> ACT[Activities]; HC <--> P[Participation]; BF <--> ACT; ACT <--> P; BF <--> P; EF[Environmental factors] <--> BF; EF <--> ACT; EF <--> P; PF[Personal factors] <--> ACT; PF <--> P;
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The ICF contains a classification of **environmental factors** describing the world in which people with different levels of functioning must live and act. These factors can be either facilitators or barriers. Environmental factors include: products and technology; the natural and built environment; support and relationships; attitudes; and services, systems, and policies.

The ICF also recognizes **personal factors**, such as motivation and self-esteem, which can influence how much a person participates in society. However, these factors are not yet conceptualized or classified. It further distinguishes between a person’s **capabilities** to perform actions and the actual **performance** of those actions in real life, a subtle difference that helps illuminate the effect of environment and how performance might be improved by modifying the environment.

The ICF is universal because it covers all human functioning and treats disability as a continuum rather than categorizing people with disabilities as a separate group: disability is a matter of more or less, not yes or no. However, policy-making and service delivery might require thresholds to be set for impairment severity, activity limitations, or participation restriction.

It is useful for a range of purposes – research, surveillance, and reporting – related to describing and measuring health and disability, including: assessing individual functioning, goal setting, treatment, and monitoring; measuring outcomes and evaluating services; determining eligibility for welfare benefits; and developing health and disability surveys.

Picture 13

<sup>46</sup> WHO (2011). *Disabilities World Report*. [Accessed 07-09-2017]. Available online: [http://www.who.int/disabilities/world\\_report/2011/report.pdf](http://www.who.int/disabilities/world_report/2011/report.pdf)

## 4.2.2 DATA AND STATISTICS

### 4.2.2.1 TURKEY

According to the data of 2011 by the Turkish Statistical Institute (TSI)<sup>47</sup>, the population of Turkey is 74.526.000.

When we look at the data of 2010 by TSI regarding registered people with disabilities living in Turkey, of the people with disabilities, 8.4% have visual impairment, 5.9% have hearing impairment, 0.2% have speech and language impairments, 8.8% have orthopaedic impairment, 29.2% have intellectual disability, 3.9% have emotional and behavioural disabilities, 25.6% have a chronic illness and 18% has multiple disabilities.

The same data shows that of those who have disabilities, 58.6% are male and 41.4% are female. The reports of TSI indicate that 33.4% of the registered people with disabilities are between the ages 7-24.

### 4.2.2.2 UNITED KINGDOM

There are around 11.9 million disabled people in the UK. Almost 1 in 5 people (19%) in the UK have a disability; this figure has remained relatively constant over time (12.2 million in 2012/2013).

The prevalence of disability rises with age: in 2012/2013, 7% of children were disabled (0.9 million), compared to 16% of adults of working age (6.1 million), and 42% of adults over state pension age (5.1 million). There are more disabled women than men in the UK.

In 2014/2015, the most common impairments that disabled people had been: mobility (57%), stamina/breathing/fatigue (38%), dexterity (28%) and mental health (16%). Some people had more than one impairment but were asked to identify which one had the most impact on daily life.

For disabled children, the most common impairments are social and behavioural (33%), learning disability (31%), and stamina, breathing and fatigue (31%).

Amongst disabled children, boys have a higher rate of disability than girls, and are more likely to experience social and behavioural, learning and memory difficulties.<sup>48</sup>

### 4.2.2.3 CROATIA

According to the "Report about disabled people in Croatia" (2017)<sup>49</sup>, there are 511.850 disabled people. 60% of them are male and 40% are female. Most of them (48%) are in active working age (from 19 to 64) and rest of them are older than 65.

<sup>47</sup> Son Yayınlanan Haber Bültenleri. *Türkiye İstatistik Kurumu*. Tuik.gov.tr [Accessed 31-07-2017]. Available online: <http://www.tuik.gov.tr>

<sup>48</sup> Smith, D. (2016). *Disability in the United Kingdom 2016: Facts and Figures*. Papworth Trust. [Accessed 24-07-2017]. Available online: <http://www.papworthtrust.org.uk/sites/default/files/Disability%20Facts%20and%20Figures%202016.pdf>

<sup>49</sup> Croatian Institute of public health: Report about disabled people in Croatia (2017). [Accessed 02-08-2017] Available online: [https://www.hzjz.hr/wp-content/uploads/2016/04/Invalidi\\_2017.pdf](https://www.hzjz.hr/wp-content/uploads/2016/04/Invalidi_2017.pdf)

63% of disabled people did not get primary and/or secondary education. 28% have finished secondary education and only 3% have higher education (college degree).

Most of the disabled people (29%) have damage of the locomotor system; 25% have mental health issues; 23% have some organ damage; 18% have damage of central nervous system.

There are no cumulative statistics on youth with disabilities as such. According to the reports, there are 32.101 disabled children/young people aged from 0-18. That is 6.2 % of the total amount of disabled people. 62% are boys, and 38% girls. Most of the children have either speech disorders (37.6%), nervous system disorders (18.8%) and intellectual difficulties (16.3%).

#### 4.2.2.4 ITALY

In 2004, 2.6 million of Italians suffered from some kind of disability which equals 4.8% of population.

190 thousand of those (0.4% of the population) lived in institutional care. 81 thousand of disabled Italians (1.6%) are in the age group 6-14. Thirty six thousand disabled Italians (0.59%) are in the age group 15-24.

The most frequent kinds of disabilities in age groups 6-14 and 15-24 years are: Functional disabilities, hearing- and speech-disability and blindness, motor-related difficulties.

Information on the integration of disabled people in education in Italy can be found on-p. 73 in document *“La disabilit in Italia: Il quadro della statistica ufficiale”*.<sup>50</sup>

#### 4.2.2.5 SLOVAKIA

In 2010, according to the State Social Insurance Institution data, approximately 448 thousand people were recognized as persons with disability (58% women; 60% over 62 years), which represents 8% of population.

It is precisely the fact that the system only supports people with significant disability (more than 41% of dysfunction, comparing to healthy functioning), which explains a significant difference to the global average of the prevalence of disabled people, which the World Disability Report<sup>51</sup> has set at 15%.

### 4.3 Description of practical activities

#### 4.3.1 STARTING ACTIVITY:

##### A) WE ARE THE SAME!

##### Step-by-step description

<sup>50</sup> Solipaca, A. (2009). *La disabilit in Italia: Il quadro della statistica ufficiale*. Roma: Istat, Servizio editoria. [Accessed 08-05-2017]. Available online:

[http://www3.istat.it/dati/catalogo/20100513\\_00/arg\\_09\\_37\\_la\\_disabilita\\_in\\_Italia.pdf](http://www3.istat.it/dati/catalogo/20100513_00/arg_09_37_la_disabilita_in_Italia.pdf)

<sup>51</sup> WHO. (2011). *World report on disability 2011*. WHO Library Cataloguing-in-Publication Data [Accessed 26-07-2017]. Available online: [http://www.who.int/disabilities/world\\_report/2011/report.pdf](http://www.who.int/disabilities/world_report/2011/report.pdf)

1. The group members are given pencils and sticky tape/post it notes.
2. The group members write down various words that introduce/describe themselves and attach the post it notes/paper onto themselves in a way that other members can see it.
3. The group members circulate and see what others have written. Encourage those who have written similar words/facts to come together and create a group.
4. The newly established groups talk about their similarities and differences.
  - Ask participants questions like;
  - What is your favourite colour?
  - What kind of movies do you like?
  - What kind of books do you read?
  - Are you a morning or night person?
  - Do you prefer candy or ice cream?

**Duration:** 15 minutes

### 4.3.2 MAIN ACTIVITIES

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#### A) FIND THE ROPE!

##### Step-by-step description

1. A rope/clothes lines is raised as highly as 150 cm about the ground between two walls of the room.
2. The young people are divided into 3 groups; they are blindfolded and given clothes-pegs.
3. The person in the front of the line from each group, has to find the clothes line and place a clothes-peg on the rope wearing a blindfold.
4. The person placing the clothes-peg turns back to the group and touches the hand of the person in the second line.
5. The person whose hand has been touched finds the rope and places the clothes-peg on it and again turns back to the group and touches the hand of the next person.
6. The game continues in this way until the last person on the group repeats the same instructions.

**Duration:** 20 minutes

#### B) Discussion Activity: EXPRESS YOUR FEELINGS!

##### Step-by-step description

Ask participants;

- What did you feel when you were blindfolded?
- Did you feel concerned about hitting something or someone while moving?
- Did you had any difficulties in finding the rope/clothes line in the room and placing the clothes-peg on it?
- Do you think that if a visually impaired person were in your place, they would find the task difficult?

- Was it difficult to place something on the rope/clothes line without seeing it?
- Do you think that this game will affect your behaviours toward people with visual impairment? If so, how?

**Duration:** 25 minutes

### C) DON'T USE!

#### Step-by-step description

1. The participants are told that they will not use various parts of their bodies throughout the activity.
2. The participants can choose one or two of the following tasks:
  - Tie their shoelaces (using the non-dominant hand)
  - Write down their names on paper (using the non-dominant hand)
  - Catch a ball (using the non-dominant hand)
  - Hit a ball (using a single leg)
  - Skip the rope (using a single leg)
  - Get hold of some crutches or a wheel chair and ask the young people to navigate around a building or go outside to understand the challenges faced

**Duration:** 15 minutes

## 4.4 Evaluation activity

### A) IN MY OPINION

#### Step-by-step description

1. The following questions are written on the paper.
  - What problems do you think people with disabilities in our country face?
  - How do you think people with disabilities participate in social life?
  - What do you think in the first place when you meet with a person with disability?
  - What kinds of regulations aimed at people with disabilities ensure their adaptation to the social environment are in force?
  - Do you think that legislative regulations are sufficient for people with disabilities?
  - What kind of regulations would you make for people with disabilities if you could?
1. Participants are handed out post-its and pencils to write down their answers to the questions and place them under the related questions.
2. After all the participants give their answers, the answers are read out and discussed within the group.
3. The participants are informed on legislative regulations and adjustments for the physical environment as well as related statistics.

**Duration:** 25 minutes

## 4.5 Further notes to the youth worker

### 4.5.1 TIPS FOR YOUTH WORKERS

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Recommended video: “10 Disabled People Who Did The Impossible!” [https://www.youtube.com/watch?v=qD\\_zapWoUzk](https://www.youtube.com/watch?v=qD_zapWoUzk)

Before starting the activities, the youth worker should be knowledgeable about the principles of equality, social inclusion and diversity, the situation regarding people with disabilities in his/her country, legislative regulations and adjustments for the physical environment, communication with people with disabilities and international practice samples for the facilitation of the adaptation process of people with disabilities to social life.

### 4.5.2 SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

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- Youth workers can organize trips with young people to places that are designed to recognize the lives of the disabled for example those who are visually or physically impaired.
- They can also organize discussion events to raise awareness that everybody is a potential disabled.
- Youth workers can invite disabilities to meet with the group to talk about their life, the positives and challenges and answer questions.
- Youth workers can divide the group into subgroups and undertake optional activities . Such as: one of the subgroups could be blindfolded and guess an object, another subgroup could be blindfolded and undertake a taste test.

### 4.5.3 FURTHER INFORMATION AND FURTHER READING

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- Youth workers should seek to empower young people with disabilities and include them so they can fully participate in social, economic life and decision-making.
- Youth workers should encourage young people with disabilities to express their views.
- They should know legislation and policies about disabled people.
- Youth workers should pay attention to the environmental barriers that stop disabled young people from participating.
- Youth workers should create inclusive opportunities for young people with disability to take part in sports and other recreational activities.
- Transforming Disability into Ability- OECD  
([https://www.virk.is/static/files/4\\_disability%20to%20ability.pdf](https://www.virk.is/static/files/4_disability%20to%20ability.pdf))
- <https://www.youtube.com/watch?v=v4Nq-bLkvP8>
- <https://www.youtube.com/watch?v=gqi2Ci0FliA>
- <https://www.youtube.com/watch?v=VAM9nh8WC-8>
- [https://www.youtube.com/watch?v=SxrS7-I\\_sMQ](https://www.youtube.com/watch?v=SxrS7-I_sMQ)
- <https://www.youtube.com/watch?v=tvNOzJ7x8qQ>
- [https://www.youtube.com/watch?v=\\_GofSucBneQ](https://www.youtube.com/watch?v=_GofSucBneQ)

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## 4.7 Pictures credit

Picture 13 - WHO (2011). *Disabilities World Report*. [Accessed 07-09-2017]. Available online: [http://www.who.int/disabilities/world\\_report/2011/report.pdf](http://www.who.int/disabilities/world_report/2011/report.pdf)

## 5 HOW GREAT AM I? - First Session

### 5.1 About this Session Plan

The development of this session plan was led by: **Croatian Youth Network**

#### 5.1.1 SHORT DESCRIPTION OF THE SESSION PLAN

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In this session, the topic is self-esteem especially linked to young people with mental health concerns/disorders. As there is stigmatization of this target group, first, it is necessary to work on their self-esteem. There is an introduction into mental health, incidence in the population and then the session plan which is divided into several segments and can be separated into two session plans if required. After the starter activity about self-esteem, there are various activities such as: how others see us, then about self-image, then how can I help a friend of mine who doesn't feel well, how can I help myself, and the end activity is a mirror where participants will get messages from others about them which seeks to help them build their self-esteem. Methods that are used in this session plan are group work, discussion, role play, drawing, worksheets.

#### 5.1.2 AIMS

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- To focus on positive aspects of personality that will help create a real picture of themselves, and therefore easier acceptance of themselves.
- To encourage young people to develop an acceptance of self no matter what limitations they may possess.
- To analyse personal strengths and weaknesses.
- To provide positive feedback for each other.
- To develop empathy and joint problem-solving skills.

#### 5.1.3 TARGET GROUP

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Young people with mental disorders.

**Age range of target group:** 14 - 16 years old, but it can work with older youth

**Size of target group:** 6 - 10 participants

**Duration:** 2 session plans, 1<sup>st</sup> session plan: 75 minutes and 2<sup>nd</sup> 75 minutes

#### 5.1.4 RESOURCES NEEDED

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- flipcharts
- blank papers A4
- post it notes
- worksheets
- pens

- crayons

## 5.2 Thematic introduction and information about the topic

### 5.2.1 INTRODUCTION INTO THE TOPIC OF THE SESSION PLAN

Mental health, like physical health, is really important in our life. It affects all aspects of our lives and includes such things as subjective well-being with ourselves and with others, better overcoming stress, the ability to create close relationships with others, making safer decisions and others. Mental health is the way we think, feel or act in various situations. Many people have mental health problems at certain periods of his life. Like adults, adolescents may have such problems that affect their thinking, feelings and behaviour.

According to DSM-V (2012)<sup>52</sup>, here is the list of the most common diagnoses: 1) Anxiety Disorders (Specific Phobias, General Anxiety Disorder, Social Anxiety Disorder, Panic Disorder and Agoraphobia), 2) Mood Disorders (Major Depressive Disorder and Bipolar Disorder), 3) Psychotic Disorders (Schizophrenia and Delusional Disorder), 4) Personality Disorders (Eccentric: Paranoid, Schizoid, Schizotypal, Dramatic/Emotional: Antisocial, Borderline, Histrionic, Narcissistic and Fear-Related: Avoidant, Dependent, Obsessive-Compulsive Personality Disorder), 5) Eating Disorders (Anorexia Nervosa, Bulimia Nervosa and Binge Eating Disorder), 6) Development Disorders (Autism Spectrum Disorder, ADHD and Learning Disorder), 7) Behavioural Disorders (Oppositional Defiant Disorder and Conduct Disorder), 8) Addictions (Substance Use Disorders), 9) Obsessive-Compulsive and Related Disorders (Obsessive-Compulsive Disorder) and 10) Trauma and Stressor-Related Disorders (Post Traumatic Stress Disorder – PTSD).

Studies have shown that adolescents who manifest behaviour disorders, abuse alcohol or drugs, most often suffer from low self-esteem. Therefore, raising self-esteem can make adolescents less susceptible to such disorders. If adolescents rely more on a desired image of themselves rather than on a realistic one, in the late teenage years, it can cause a sense of inferiority, lack of love and respect by others, depression, confusion and anxiety associated with physical health. Low self-esteem of adolescents reduces confidence in themselves. People who lack self-esteem avoid introducing new companies or dealing with social situations. They do not want to expose the fact that they sneer at others because they are shy, nervous or ignorant. Instead, they prefer to stand aside and thus stand out from the society. According to same research, the problem of low self-esteem is more prevalent in girls than in boys. This is explained by many reasons such as growth hormones, different social relations, and upbringing and other gender differences. Many girls who are exposed to teasing, psychological, verbal or physical abuse have extremely low self-esteem and are often fearful, uncertain and confused about relationships with other people. Low self-esteem, however, can cause depression or behavioural problems (Sujoldžić, Rudan and De Lucia, 2006). Self-esteem is a negative or a positive image of ourselves. This is a way that we evaluate what we do, what we are and the results that we achieve. Self-esteem impacts on every moment of our lives. How will we behave, how will we react to the behaviour of others, how we choose life values and face life challenges, depends on how we evaluate our own abilities and value (Sarilar, 2011). People with high self-esteem seek challenges and new experiences and set for themselves challenging goals. Achieving these goals results with their self-

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<sup>52</sup> Diagnostic and Statistical Manual of Mental Disorders (2012). *American Psychiatric Association*. [Accessed 02-08-2017] Available online: <https://www.psychiatry.org/psychiatrists/practice/dsm>

esteem becoming even bigger. People with high self-esteem are more ambitious, they want and hope to achieve more and more in life, in emotional, intellectual, creative or the spiritual field. When a person has more self-esteem, than communication with other people it is more open, sincere and more successful. People with high self-esteem tend to relate to other people with respect, good intentions, and justice. The feeling of respect for oneself is based on the respect of others. They do not think other people are threatening or anticipating how to reject, humiliate, cheat or betray them. The developed sense of personal value and autonomy is connected with generosity, cooperation and mutual help.

## 5.2.2 DATA AND STATISTICS

### 5.2.2.1 CROATIA

According to the WHO (2011)<sup>53</sup>, 1 of 5 people (20%) throughout their life has some experience with a mental health issue/disorder, either personally or with a close relative, 3-12% of young people have serious mental health issues/disorders, and 20% of young people under 18 have some of the development, emotional or behavioural problems. The Children's Hospital in Zagreb annually receives up to 30 children with psychological problems, either psychological symptomatology leading or also with psychosomatic disorders (Vrdoljak, Coleman Božić and Ćubić, 2016).

### 5.2.2.2 UNITED KINGDOM

One in ten children needs support or treatment for mental health problems. 75% of mental health problems in adult life (excluding dementia) start by the age of 18. The treatment gap. The last UK epidemiological study suggested that, at that time, less than 25% – 35% of those with a diagnosable mental health condition accessed support. There is emerging evidence of a rising need in key groups such as the increasing rates of young women with emotional problems and young people presenting with self-harm. Department of Health (2015) 'Future in mind: Promoting, protecting and improving our children and young people's mental health and wellbeing'.<sup>54</sup>

Research published in 2014 by Young Minds, based on Freedom of Information requests to clinical commissioning groups (CCGs) and upper tier local authorities, found that 77 per cent of NHS CCGs who responded (74 of 96) had frozen or cut their child and adolescent mental health services (CAMHS) budgets. In 2013/14 there were 51,000 referrals of 15–19-year-olds to psychological therapies, with referrals for young women double the number of referrals for young men

Mental Health Network NHS Confederation (2016) Key Facts and Trends in Mental Health 2016 Update'.<sup>55</sup>

<sup>53</sup> World report on disability (2011). *World Health Organisation*. [Accessed 02-08-2017] Available online: [http://www.who.int/disabilities/world\\_report/2011/report.pdf](http://www.who.int/disabilities/world_report/2011/report.pdf)

<sup>54</sup> Collective of authors (2015). *Future in mind: Promoting, protecting and improving our children and young people's mental health and wellbeing*. NHS England, Department of Health. NHS England Publication Gateway Ref. No 02939. Available online: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414024/Childrens\\_Mental\\_Health.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf)

<sup>55</sup> Key facts and trends in mental health 2016 update (2016). Mental Health Network NHS Confederation. [Accessed 05-05-2017]. Available

### 5.2.2.3 ITALY

The annual prevalence of mental health issues/disorders in the general population is 8% and the number is increasing (2011).<sup>56</sup>

#### Gender specifics:

Young men generally more often abuse drugs and alcohol and suffer from antisocial personality disorder. Young females are more prone to suffer from eating disorders (1 female of 20), depression and anxiety.

Around 8% of children and teenagers suffer from a mental health issue/disorder, which is almost always a source of difficulty on interpersonal level (in the family and with the peers) and at the school level. In addition, recent research has showed that many mental disorders of adulthood are preceded by disorders in infancy and teen age.<sup>57</sup>

### 5.2.2.4 SLOVAKIA

In 2012, according to UIPS (Institute for Information and Prognosis in Education) from a total number of 818.000 students, 47.000 were classified as students with special educational needs and health disabilities (5.75%). 58% of them are not included in an integrated form of education, but they are educated in special education institutions.<sup>58,59</sup>

Mental health issues/disorders and behavioural disorders (F01, F03 – F99):

- among 0-18 years old: 10 417 boys, 7290 girls
- among 19-26 years old: 1868 boys, 1369 girls
- approx. half of them suffer from mental retardation.

### 5.2.2.5 TURKEY

29% of the disabled people in turkey are mentally disabled. About 19% of these mentally disabled individuals are young people (7-24 years), (Turkish Statistical Institute)<sup>60</sup>.

online: [http://www.nhsconfed.org/~media/Confederation/Files/Publications/Documents/MHN%20key%20facts%20and%20trends%20factsheet\\_Fs1356\\_3\\_WEB.pdf](http://www.nhsconfed.org/~media/Confederation/Files/Publications/Documents/MHN%20key%20facts%20and%20trends%20factsheet_Fs1356_3_WEB.pdf)

<sup>56</sup> Ponzio, F. (2012). I Disturbi mentali in Italia: Numeri e Dati. *State of Mind: Il gionale delle scienze psicologiche*. [Accessed 05-05-2017]. Available online: <http://www.stateofmind.it/2012/05/disturbi-mentali-italia/>

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<sup>58</sup> Repkova, K., Sedlakova, D. (2012). *Zdravotné postihnutie - vybrané fakty, čísla a výskumné zistenia v medzinárodnom a národnom kontexte*. Bratislava: Rodomax, s.r.o. Available online: <https://www.employment.gov.sk/files/slovensky/ministerstvo/poradne-organy/ludske-prava-narodnostne-mensiny-rodovu-rovnost-sr/vybor-osoby-so-zdravotnym-postihnutim/zdravotne-postihnutie-vybrane-fakty-cisla-a-vyskumne-zstenia-v-medzinarodnom-a-narodnom-kontexte.pdf>

<sup>59</sup> Správa o stave školstva na Slovensku na verejnú diskusiu: Príloha č. 1 Popis vývoja a analýza hlavných problémov regionálneho školstva (2013). *Ministerstvo školstva, vedy, výskumu a športu SR*. Bratislava. Available online: <https://www.minedu.sk/data/att/4759.pdf>

<sup>60</sup> Main statistics. *Turkish Statistical Institute*. Available online: <http://www.turkstat.gov.tr/UstMenu.do?metod=temelist>

## 5.3 Description of practical activities

### Ground rules

- Sitting in a circle, respecting others' opinions, confidentiality, listen to each other, questions are allowed, the right to say "further" when we don't feel ready or confident enough to participate (Everyone should participate in the workshop willingly, not because they are forced to.)

### 5.3.1 STARTING ACTIVITY

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#### A) NAMES AND ADJECTIVES

##### Aims

To get brief introduction and test feelings

##### Step-by-step description

1. Participants sit in a circle.
2. Tell participants to think of an adjective to describe how they feel at the moment. The adjective must start with the same letter as their name, for instance, „I'm Hrvoje and I'm happy“; or, „I'm Alan and I'm amazing.“ As they say this, they can also mime an action that describes the adjective.

**Duration:** 10 minutes

**Optional:** note to youth workers - you can start the session plan with the explanation of the topic, use a brief introduction and share the plan of further work during the session. You can also write down the agenda on the flipchart with the names of activities. In that way, youth can be informed about each step during the session.

#### B) WHAT IS SELF-ESTEEM?

##### Aims

- To explore what young people know about self-esteem
- To inform them about self-esteem, and why it's important

##### Step-by-step description

Ask participants if they know what self-esteem is? What is the purpose of self-esteem? According to the answers and dynamic of the group, you can choose two options:

**Option A** (if group members know each other's)

Divide group into two subgroups. One group has to think and discuss characteristics of youth with low self-esteem and other has to discuss youth with high self-esteem. After a short discussion, each group has to pick one volunteer who will act/demonstrate characteristics they highlighted. That means that volunteers will have to talk like a person with high/low self-esteem, dress like and walk like that

persons and so on. In order to include a whole group in this activity, they will all pretend to be on a birthday party and the group will have to find out which person, from another group, volunteered and acted as a person with high/low self-esteem.

#### **Option B** (if this is the first meeting)

1. Put into two hats/boxes examples of youth with high or low self-esteem. For example, she/he is often quiet, nobody pays attention to him/her, he/she is victim of bullying, he/she is entertainer in the class, always talks nice about himself/herself, communicative...
2. Divide the group into two subgroups. In each hat/box there are some examples and the task is to recognize examples and match them with youth with high/low self-esteem. Each subgroup will put sticky notes with examples on the flipchart (you can draw a stick man on each flipchart).
3. If there is enough time, group can brainstorm about their own examples and put on the flipchart.
4. Brief discussion.

**For conclusion with group:** Self-esteem is a negative or a positive image of ourselves. This is a way that we evaluate what we do, what we are and the results that we achieve. Self-esteem impacts on every moment of our lives. How will we behave, how will we react at the behaviour of others, choose life values and face life challenges, depends on how we evaluate our own abilities and value.

**Duration:** 15 minutes

## 5.3.2 MAIN ACTIVITIES

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### A) MY PERSONALITY IN THE EYES OF MY CLOSEST

#### **Aim**

- To become aware on how others see us.

#### **Step-by-step description**

1. Everyone gets a worksheet (attached) and tries to describe themselves from the eyes of their closest ones. Let everyone find their place and fill it in for themself.
2. Short discussion. How do you feel? Do you like what you wrote? Briefly explain how the image of ourselves sometimes differs from the image that others have about us.

**Duration:** 20 minutes

-5 minutes break-

### B) MY SHIELD

#### **Aims**

- To focus on the positive aspects of personality that will help create a real picture of themselves, and therefore easier acceptance of themselves.

- To encourage young people to think about their positive sides and qualities.

### Step-by-step description

1. First show an example of the shield (Appendix 2) and tell young people to draft their own shields with 7 fields.
2. Tell them to write or draw in each field the following:
  - The first two advantages which they were born with
  - Two qualities or positive features of themselves
  - Two skills that they have successfully mastered
  - Two big successes in their life
  - Two problems that they successfully solved
  - Two goals that they are planning to achieve
  - Their golden rule of life
3. Self-image – short discussion (What you think about this activity? Was it easy or hard to fill in those fields? Why do you think that? Do you like what you see?)

**Duration:** 30 minutes

## 5.4 Ending activity

You can finish this first session with evaluation activity allowing them to highlight any learning and feelings from the session.

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## 6 HOW GREAT AM I? - SECOND SESSION

### 6.1 About this Session Plan

The development of this session plan was led by: **Croatian Youth Network**

#### 6.1.1 STARTING ACTIVITY

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##### A) MY NAME

###### Aims

- To encourage young people to be aware of themselves and their names

###### Step-by-step description

1. Participants have to stand in a circle.
2. Each participant has to say his/her name in two ways: first is quiet and gentle and the second is loud and proud.
3. At the end, ask participants how they felt and what they have noticed.

#### 6.1.2 MAIN ACTIVITIES

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##### A) I WITH ALL MY STRENGTHS AND WEAKNESSES

###### Aims

- To encourage young people to think how self-image can be changed
- To encourage young people to think about the qualities that we do not like and how are they developed
- To encourage young people to accept themselves as they are

###### Step-by-step description

1. Give each participant 2 colour post it notes
2. Tell them that they will do this exercise for themselves and that they will read it only if they want to
3. Everyone will have to write down five virtues, qualities, skills that they like about themselves and 5 that they don't like.
4. They have to choose two things that describe them the most, and two that describe them the least. They don't have to show that to anybody.
5. Discussion - encourage young people to think about how these traits are caused. What is their purpose? How are those traits helpful? Why are they good? Are they making things difficult? Each of them is created for some reason. To cope, to build themselves, all with the purpose and reason. To survive some tough situations. We have to respect and take into account all. Now those traits can be consciously seen, no more by chance.

6. **Conclusion:** It is an interesting fact that once we have created an image of ourselves, we do not check anymore if it is true. We behave like it is...Our behaviour and feeling; even abilities are always in accordance with the image that we have created (Rijavec, 1997, page 33). We begin to believe that we are the image that we have created about ourselves and sometimes it is very hard to change some of our habits and attitudes. Also, sometimes, we are not trying to accomplish some goals, achieve something more in life or say our opinion because that kind of behaviour does not match the image that we have about ourselves (Sarilar, 2011).

**Duration:** 15 minutes

## B) HOW CAN I HELP A FRIEND OF MINE WHO DOESN'T FEEL WELL?

### Aims

- To recognize the signs when a person is not feeling well
- To find ways to help a person who is not feeling well

### Step-by-step description

1. You can start an activity with the question about experience the group have had when someone didn't feel well.
2. Divide the group into 3 subgroups and assign each group with a blank flipchart.
3. Each subgroup has to answer on these questions:
4. First subgroup – What are the reasons that can make a person feel bad? What can cause that?
5. Second subgroup - How does a person who doesn't feel well, act?
6. Third subgroup - How can we help a person to feel better?
7. Encourage group members to share their little presentation.
8. Brief discussion about their thoughts and why is important to help. Also, try to normalize some unpleasant feelings. It's ok to have a bad day or cry sometimes. And friends are there to help us feel better; they can make a great impact on our mood and feelings.

**NOTE TO youth workers:** Here is very useful link where you can find conditions and symptoms of mental health issues/disorders so you can be well prepared before this activity, see web **Young minds**.<sup>61</sup>

**Duration:** 20 minutes

-5 minutes break-

## C) SELF-SUPPORT

### Aim

- To empower young people so they could help themselves when they don't feel well

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<sup>61</sup> *Young minds: Child & Adolescent Mental Health*. [Accessed 24-07-2017]. Available online: [https://youngminds.org.uk/?gclid=CKz1wK\\_76dMCFe6\\_7QodKaWcKA](https://youngminds.org.uk/?gclid=CKz1wK_76dMCFe6_7QodKaWcKA)

### Step-by-step description

1. Give everyone a blank A4 paper so that everyone can draw around their hand.
2. Instruct them to write in his/her 5 fingers how they can help themselves when their self-image is distorted and explain them the meaning of a distorted self-image.
3. Each participant is doing this activity for himself/herself. Give them an example of sports activities, progressive-muscle relaxation, refer them to the social network ...
4. Encourage group members to share their thoughts.
5. Let them remember the power they have in their hand, in them, and to never forget how valuable they are.

**Duration:** 10 minutes

## 6.2 Ending activity

### A) MIRROR

#### Aim

- To awake the self-image through feedback from other participants

#### Step-by-step description

1. Give each participant of the group a piece of paper and tell them to write their name on the top of the paper.
2. Tell them to turn paper on the back side and paste it to other participants of the group.
3. Their task is to write something nice about person whose name is on the paper. They can write things they have noticed about that person during the session, give some advice, write what they liked about that person and so on. Comments can be left anonymously.
4. Once they all got their paper with comments, give participants a minute or two to read them and start discussion – are you surprised with any message, are you satisfied with the way other participants see you..?

**Duration:** 20 minutes

## 6.3 Evaluation activity

Feedback from the workshop can be obtained with this activity:

- Give each participant a post it where they have to write a few sentences or word about how they felt on today's workshop, the focus is on their feelings.

**Duration:** 2 minutes

## 6.4 Further notes to the youth worker

### 6.4.1 TIPS FOR YOUTH WORKERS

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Be patient. It will probably take longer for young people to think about their traits, it may be difficult for some to think of any, and therefore it is recommended to ensure two youth workers are present in the workshop so that the quality of performance can be better. Also, you can separate this session plan into two meetings so that each session plan can last for an hour.

### 6.4.2 SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

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This workshop is a base for all other categories within mental health.

## 6.5 References

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## 6.6 Pictures credit

Picture 14 – Personal coat of arms. *Pinterest.com*. Available online: <https://it.pinterest.com/pin/217720963208207761/>

## 6.7 Appendix

### 6.7.1 APPENDIX 1: WORKSHEET 1 FOR ACTIVITY MY PERSONALITY IN THE EYES OF MY CLOSEST

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#### AM I IN THEIR EYES:

strong or weak // happy or sad // funny or boring // winner or loser // determined or halting // calm or restless // relaxed or tense // brave or fearful // mature or immature // satisfied or dissatisfied // happy or unhappy // healthy or sick // sincere or insincere // reliable or unreliable // tidy or sloppy // successful or unsuccessful // quick or slow // persistent or quitter // gentle or rough // optimistic or pessimistic // resourceful or shiftless // well or badly organized // pleasant or unpleasant

**FOR EACH PAIR OF ADJECTIVES, DETERMINE WHICH SIDE BETTER DESCRIBES YOU, left or right?**

*Think and assess:*

In the eyes of your parents you are...

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In the eyes of your friends you are...

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In the eyes of your sister/brother you are...

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In the eyes of your teachers you are...

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## 6.7.2 APPENDIX 2: EXAMPLE OF A SHIELD

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Picture 14

## 7 YOUTH AS KEY FOR RURAL REVIVAL

### 7.1 About this Session Plan

The development of this session plan was led by: **Croatian Youth Network**

#### 7.1.1 SHORT DESCRIPTION OF THE SESSION PLAN

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This workshop is made for youth workers who want to work with young people from rural and/or geographically disadvantaged areas. In this workshop, young people from rural areas will be able to discuss their specific needs, they will be able to explore both good and bad sides of rural and urban areas, they will be able to highlight main problems that young people in rural areas face and propose possible solution. This workshop will empower them with concrete skills that could be useful while tackling named issues. The youth worker will use methods of discussion and group work.

#### 7.1.2 AIMS

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- To discuss differences between life in urban and rural areas
- To hear the needs of young people from rural areas
- To put a focus on main issues that young people from rural areas face
- To find concrete solutions and suggest possible steps on how to improve the quality of life of youth from rural areas
- To raise awareness about the importance of youth participation in improving local communities

#### 7.1.3 TARGET GROUP

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Young people from rural/geographically dislocated areas.

**Age range of target group:** 15-30 years

**Size of target group:** 10-15 participants

#### 7.1.4 RESOURCES NEEDED

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- A4 papers
- post it in 3 different colours
- flipchart
- marker/felt pen

**Duration:** 120 minutes

## 7.2 Thematic introduction and information about the topic

### 7.2.1 INTRODUCTION INTO THE TOPIC OF THE SESSION PLAN

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Continuous rural depopulation is a phenomenon that is present in many countries around the world and it takes place in a variety of social, economic, cultural and other circumstances that more or less affect the intensity and scope of rural migration. When it comes to this topic, it is really difficult to unambiguously answer a question like “what causes depopulation of rural areas”. Rural places are often marked with uncertain demographic and economic prospects; lack of employment opportunities and low wages of those who work; lack of activities and modest offer of entertainment and cultural events. So, there is no wonder why young people tend to leave.

There have been a lot of discussions about youth from rural areas and about possibilities to make them stay because young people are the largest group of exiting migrants from rural areas. Studies have shown that there are various push factors that are responsible for youth migration from rural places:

- Employment: A lack of high quality jobs for young people is identified as a key driver, particularly in terms of pay, training, job security, career progression, compatibility with graduate-level qualifications and opportunities to develop new skills.
- Higher education: young people have limited options for good quality higher education in rural areas and it is usually described as scarce, difficult to access, out of date or inappropriate.
- Housing: a lack of affordable housing in rural areas, the small and expensive rental markets in some rural areas, the lack of peers to share with in order to help split rental costs, the lack of good quality housing within young people's budgets.
- Desire for independence: desire to leave home and live independently from their parents.
- Leisure facilities: poor availability and choice in leisure and recreation facilities; a lack of local shops, along with recent closure of others, a lack of choice in the rural lifestyle options available to young people.
- Transport: insufficient public transport that contributes to feelings of social and economic isolation.

Young people are often seen as an important factor for revival of rural places, which is why it is crucial to invest in their education and quality of their lives. If life of young people stays unchanged, there is legitimate threat from rural depopulation.

\*The Organization for Economic Cooperation and Development (OECD) defines rural areas as communities with a population density below 150 inhabitants per square kilometre (OECD, 2011)<sup>62</sup>.

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<sup>62</sup> The Organisation for Economic Cooperation and Development (2011), *OECD regional typology*. [Accessed 02-08-2017] Available online: [https://www.oecd.org/cfe/regional-policy/OECD\\_regional\\_typology\\_Nov2012.pdf](https://www.oecd.org/cfe/regional-policy/OECD_regional_typology_Nov2012.pdf)

## 7.2.2 DATA AND STATISTICS

### 7.2.2.1 CROATIA

90% of total Croatian territory represents rural area and yet there are approximately 40% of Croatian population that live there (Ministry of agriculture, 2014)<sup>63</sup>.

Žutinić et. al. (2008) in their research find out that the 20% of respondents plan to leave rural areas in the foreseeable future; 62.7% of respondents see high rates of unemployment and poor living standards as the main factor for leaving rural areas; 36.2% of respondents are persuaded that urban regions would offer them better living conditions; 31.3% of respondents name the problem of infrastructure (poor roads, public transport, lightning and market supply, no ambulance); 11.4% of respondents have noticed that there are lack of social and cultural events; 5.7% of respondents see rural areas as place with no prosperity for children and young people; 4.3% of respondents see rural areas as hopeless places.

According to the Organization for Economic Cooperation and Development (OECD, 2011) criteria, in 2001, Croatia had 47.6% of rural population while in 2011. that number decreased to 39.1%.

According to the study that has been conducted by Platform for rural development of southeast Europe (Balkan countries), 33% of young people see themselves balancing private and professional life between urban and rural areas; 17.5% of young people don't see their future in rural areas. As the main problem that can prevent successful business in rural areas, young people see administrative difficulties (50.6%) and insufficiently developed infrastructure for starting your own business (47%). When it comes to the positive sides of living in rural areas, 63.3% of young people say that rural life is healthier than urban life; 48.6% named love for nature and 69.5% of young people are willing to invest in their future in rural context (with the financial help and support from their country).

### 7.2.2.2 ITALY

In Italy, 72.5% of the surface is classified as predominantly rural area. 67.9 % of municipalities with 24.3 % of Italian population fall into this low urbanization class. 22.7% of surface belongs to the category of medium urbanization with 42.2 % of population. Only 4.8% of surface is classified as highly urbanized area – 33.3% of Italian population live there.<sup>64</sup>

It cannot be said that in Italy, urban areas are in general richer than rural areas. More significant difference may be seen between northern and southern Italy. Domestic migration flows have often the direction from south (“poorer” regions) to north.<sup>65</sup>

The good performance of rural areas in Italy seems to depend on the fact that the country is densely populated and rural areas are well connected with medium and small city networks. The richer rural

<sup>63</sup> Ministry of agriculture (2014): Annual report on state in agriculture. [Accessed 02-08-2017] Available online: <http://www.mps.hr/UserDocsImages/publikacije/2014/Zeleno%20izvjesce%202014.pdf>

<sup>64</sup> Annuario Statistico Italiano (2014). *Istat*. [Accessed 21-05-2017]. Available online: <http://www.istat.it/it/files/2014/11/C01.pdf>

<sup>65</sup> Anania, G., Tenuta, A. (2007). *Ruralità, urbanità e ricchezza nelle Italie contemporanee*. Dipartimento di Economia e Statistica, Università della Calabria.

regions have a diversified economy, which multiplies employment opportunities in rural areas (e.g. agriculture and tourism). Less developed rural areas are in central part of the country – non-coastal areas.

The concentration of inhabitants over 65 years is very high in rural areas, and increases over time. However, the aging of the population is a national trend. Aging and depopulation threaten the sustainability of the current school system in rural areas. Between 2003 and 2006 the number of students enrolled in lower and upper secondary schools dropped by 1.7% and 7.1%.<sup>66</sup>

People in young/productive age generally more often move. Mostly from south to north and from rural areas/smaller towns to bigger cities. Almost 50% of “internal migrants” claim to move for work, 29 % for family reasons (marriage).<sup>67</sup>

Research “young people’s perception of rural areas” (2012)<sup>68</sup>:

40 % of young people living in rural areas are satisfied with their place of living. More than 80% of young people want to live in city with less than 50.000 inhabitants. 57.9% of young people think that life is better in towns with less than 10.000 inhabitants.

### 7.2.2.3 SLOVAKIA

According to Institute for Statistics, 54% of Slovak citizens live in towns (over 5000 inhabitants), 46% live in rural areas. There is a small tendency to move from the town to the nearby villages (0.2%).<sup>69</sup>

### 7.2.2.4 TURKEY

According to report in 2016, the rate of people living in rural areas was 7.7% (approximately 6.2 million people). In rural areas, there are not many job opportunities for young people except agriculture and livestock breeding. Unemployment, educational opportunities and better health services can be seen as the reasons for migration from rural areas to urban areas in Turkey. It has

<sup>66</sup> Trapasso, R. (2009). La politica rurale italiana, secondo la valutazione dell’Ocse. *Agriregionieuropa*. Anno 5 n°17, Giu 2009. [Accessed 21-05-2017]. Available online: <https://agriregionieuropa.univpm.it/it/content/article/31/17/la-politica-rurale-italiana-secondo-la-valutazione-delloce>

<sup>67</sup> Dan, N., Fornasin, A. (2013). *Una indagine CATI per lo studio della mobilità interna in Italia in un’ottica longitudinale*. Università degli studi di Udine, Dipartimento Di Scienze Economiche e Statistiche. Accessed 21-05-2017]. Available online: [https://www.uniud.it/it/ateneo-uniud/ateneo-uniud-organizzazione/dipartimenti/dies/ricerca/allegati\\_wp/wp\\_2013/wp04\\_2013.pdf](https://www.uniud.it/it/ateneo-uniud/ateneo-uniud-organizzazione/dipartimenti/dies/ricerca/allegati_wp/wp_2013/wp04_2013.pdf)

<sup>68</sup> Romito, G. (2012). *La Percezione Delle Aree Rurali Da Parte Dei Giovani: Un’indagine europea realizzata su otto Stati Membri. L’agricoltura A Beneficio Di Tutti*. [Accessed 21-05-2017]. Available online: [http://webcache.googleusercontent.com/search?q=cache:YOAc8qE5TOw\]:www.reterurale.it/flex/cm/pages/ServeAttachment.php/L/IT/D/e%25252F0%25252Ff%25252FD.3e6c3d2ab195114762b0/P/BLOB%253AID%253D9649/E/pdf+&cd=1&hl=cs&ct=clnk&gl=it](http://webcache.googleusercontent.com/search?q=cache:YOAc8qE5TOw]:www.reterurale.it/flex/cm/pages/ServeAttachment.php/L/IT/D/e%25252F0%25252Ff%25252FD.3e6c3d2ab195114762b0/P/BLOB%253AID%253D9649/E/pdf+&cd=1&hl=cs&ct=clnk&gl=it)

<sup>69</sup> Podmanická, Z. Et al. (2017). *My v číslech Pohyb obyvatel’stva 2016*. Štatistický úrad Slovenskej republiky. Bratislava. [Accessed 21-05-2017]. Available online: <https://slovak.statistics.sk/PortalTraffic/fileServlet?Dokument=83488f7e-8813-4565-8072-1e8ae0db4197>

been observed that the immigration from the rural areas to urban areas has increased steadily over the past years.

### 7.2.2.5 UNITED KINGDOM

Around 80 per cent of the UK area is officially classified as rural and about 20 per cent of our population lives in rural areas – over 12 million people.

Expenditure on transport accounts for about 13 per cent of disposable income for rural households, compared with 11 per cent for the average household in England. Rural housing also tends to be much less affordable than urban housing.

- Some current challenges facing rural communities reflect this lack of rural-proofing:
- Small rural schools face eventual closure due to a new funding formula which forces councils to apply a standardised formula across all schools.
- Rural GPs in holiday areas face under-funding, and perhaps closure, due to a new formula which gives them no income for treating holidaymakers.
- Cuts to the public transport operators support grant have reduced rural bus services, affecting both residents and tourism.
- Cuts to welfare payments for those with spare rooms hits poor households in rural areas especially hard because of the lack of smaller accommodation.
- Voluntary and Community Organisations struggle to survive because of cuts to council budgets, reduced central government support and private competition, despite increased pressure for ‘big society’ services.
- The proposal to end the provision of affordable housing on sites of less than 10 houses ignores the fact that the majority of rural housing is provided on small, private developed sites.
- Average house prices across all rural areas are 11 times the average salary. Younger people are often priced out of the market completely and hence may be forced to move away, or commute long distances, with consequent damage to family networks.

Since the onset of recession in 2008, the number of young people (16-24) NEET in England’s rural areas has increased from 84,000 to 123,000, or 9.4% to 12.9% of all young people living in rural areas. Comparatively, the number of young people NEET in urban areas has increased from 699,000 to 835,000, or 13.8% to 16.5%<sup>70</sup>. However, this is a significant rural issue: whilst the proportion of young people NEET is higher in urban areas, the speed at which levels have increased has been greater in rural areas.<sup>70</sup>

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<sup>70</sup> Newcastle University: Centre of Rural economy. (2013). Reimagining the rural: What’s missing in UK rural policy? [Accessed 08-09-2017]. Available online: <http://www.ncl.ac.uk/media/wwwnclacuk/centreforruraleconomy/files/reimagining-rural.pdf>

## 7.3 Description of practical activities

### 7.3.1 STARTING ACTIVITY

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#### A) CITY VERSUS VILLAGE

##### Step-by-step description

1. Prepare paper/post it notes in 3 different colours. One paper colour will stand for “I agree”, the second paper colour will stand for “I don’t agree” and third paper colour will stand for “I am not sure”.
2. Give 3 different paper colours to each participant of the workshop.
3. While you read the statements (listed below), participants must raise their hand with the paper in order to show their (dis)agreement with the statement. Each statement can be used for discussion because there will probably be different opinions in the group which could be used as a tool for building mutual understanding.

##### Statements

- Life expenses are higher in urban areas than in rural area
- Rural areas are less polluted than urban areas
- Young people in urban areas have more opportunities for education than young people in rural areas
- People are safer in the rural areas than in urban areas
- People in rural areas are more religious than in urban areas
- Young people from rural areas are spending more quality free time than young people from urban areas
- People living in rural areas have closer relationship with their neighbours than people living in urban areas
- There is less criminal and alcohol abuse among youth in rural area than in urban area
- There is less stress in rural area than in urban area
- Young people in rural areas are more disadvantaged than young people in urban areas
- Jobs in rural areas are heavier than in urban area
- People in rural areas have more free time than people in urban area
- It is harder to keep your privacy in rural than in urban areas
- Rural youth are at greater risk than urban youth for obesity and physical inactivity

**Hint for youth workers:** if you want to “awaken” your youth group, you don’t have to use colour post its – instead, you can move them within the working space. For example – those who agree with the statements will go on the right side of the room, those who don’t will go on the left side, and those who are somewhere in between those two answers can stay in the middle of the room. Also, you can also give them an opportunity to change their “sides” if they have heard interesting points and arguments.

**Duration:** 20 minutes

## 7.3.2 MAIN ACTIVITIES

### A) THINK - CREATE - ACT

#### Step-by-step description

1. Start this activity with the discussion. Here are some questions for discussion: What are the main obstacles that young people face in rural areas? How do they spend their leisure time?
2. How do young people assess the quality of their life in rural areas? What are they missing? Can they picture their future in rural areas? All those questions can be used as a tool for mapping current situation and needs. While participants of the group are answering, write down on a piece of paper major issues that came out of the discussion and present them to the group (**10 minutes**).
3. Extract, for example, four major issues, write them on a bigger piece of paper and give each a piece of paper with one issue one. Split the participants into four groups if there are four main issues detected. Each group will have **30 minutes** to come up with the “answer” on how to tackle those issues. They have to think about all possible steps and key stakeholders that need to be included in the creation of the possible solution. They can write, draw or make a mind map, whatever they find suitable. While developing ideas, participants can use, for example, the “Disney method”, which implies dreaming of a solution (stage “why not?”); a realist solution (stage “how can we do it?”) and a criticism of a solution (stage “what can go wrong?”). You can use the pictures below to better explain the “Disney method” to participants. During group work, it is recommended to facilitate progression and development of participant’s ideas.



Picture 15

Work focus
We are <b>dreamers</b> . We develop ideas.
We are <b>realists</b> . We make a plan to make the idea happen.
We are <b>critics / spoilers</b> . We think about what can go wrong.

Picture 16

4. After groups are finished with their work, they have **5 minutes** per group to present their ideas (20 minutes in total in case of four groups).
5. After the presentation and overview of all group ideas, the group has **30 minutes** to give mutual feedback and to highlight best solutions and possible steps for making changes in rural areas. You can use these questions for discussion - what could be the next steps to highlight a way forward; could you speak to decision makers to see how they stand on this issue; could you link in with a rural youth project and offer your support; what could be the possible obstacles for implementation of your ideas; how can you deal with those obstacles?; can you agree on most actual problem in your local community and suggest concrete actions?

**Hint for youth workers:** if the group cannot target main issues to tackle, you could suggest some – youth unemployment in rural areas, lack of opportunities for spending quality free time, migration of rural youth towards urban areas, limited access to quality information, lack of developed policies and programs for rural youth, lack of rural initiatives that empower youth participation, lack of support for development of youth entrepreneurial skills and so on.

If the group lack ideas and suggestions for concrete steps and development of rural areas, here are some (Lazarte Hoyle, 2016) – focus on rural youth as priority groups through targeted development policies and programmes and take into account the views and needs of rural youth while planning them; facilitate rural youths' access to ICT and other means of communication to allow them to gain as well as exchange information about labour markets and entrepreneurship opportunities; provide career guidance to rural youth at an early age to inform them of job prospects in their region, as well as about the technical and personal skills needed for those jobs; promote rural innovation and support entrepreneurship of young men and women through proper training, access to credit, and other business development services.

**Duration:** 90 minutes

## 7.4 Evaluation activity

**For evaluation youth workers can ask these questions:**

- Did you find this workshop interesting and useful? What was most useful for you?
- Did you learn anything new? What knowledge will you take from this workshop?
- Do you have concrete idea how you can make changes in your local community?

**Duration:** 10 minutes

## 7.5 Further notes to the youth worker

### 7.5.1 TIPS FOR YOUTH WORKERS

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- Be flexible and adjust this workshop for the specific needs of your participants
- Don't be a slave of scheduled time, listen to your participants and adjust activities to their interest and attention
- Facilitate development of young people's ideas but let them be in charge
- Try to focus on positive aspects of living in rural areas and highlight the importance of youth participation in social change (use good practice examples if needed to encourage participants while brainstorming about solutions – find in the section for further reading).

### 7.5.2 SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

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Follow up of these activities can be organisation of other workshops on topics like:

- Skills for youth participation
- How to become entrepreneur?
- How to advocate?
- How to open and coordinate youth organisation and run different activities for rural youth?
- How to develop leadership skills?

### 7.5.3 FURTHER INFORMATION AND FURTHER READING

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## 8 WHAT'S MY FUTURE? WHERE WILL I BE?

### 8.1 About this Session Plan

The development of this session plan was led by: **University of Gloucestershire**

#### 8.1.1 SHORT DESCRIPTION OF THE SESSION PLAN:

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This session focuses on work with young people not in education, employment or training (NEET). For young people to raise awareness of their own aspirations and reviewing their skills.

#### 8.1.2 AIMS

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- To raise aspirations of young people
- To develop problem solving skills
- Develop individual goals
- Acknowledge aspects of cv for further application
- Develop confidence in expectations of an interview experience
- Develop listening skills

#### 8.1.3 TARGET GROUP

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Young people not in education, employment and training, activities may also benefit those at risk of these.

**Age range of target group:** Focus on 16 plus for those who are NEET although you can work with younger group at risk of becoming NEET's.

**Size of target group:** maximum 20

#### 8.1.4 RESOURCES NEEDED

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- Highlight for each activity
- Toilet roll
- Paper
- Pens
- Timeline example
- The problem cards and solutions cards
- Flip chart paper
- Envelope of statements
- Pens
- Blue tac (to stick statements to flip chart)
- Copies of a good example CV from a relevant web site
- Sticky/Post it notes
- Copies of a good example CV from a relevant web site

**Duration** - There are options to how to explore this topic:

**Option 1:**

Choose from the activities mentioned in order to make up a session which will fit the group of young people you will be working with.

**Duration:** 120 minutes

**Option 2:**

Split the ideas into 2 sessions as below:

Session 1	Session 2
Icebreaker – toilet roll discussion Timeline Challenge and Solution card activity What is a CV? CV Building	Communication Skills Role play Interview Skills Job Searching

## 8.2 Thematic introduction and information about the topic

### 8.2.1 INTRODUCTION INTO THE TOPIC OF THE SESSION PLAN

According to the UK national office for statistics “a person is NEET if they are aged 16 to 24 and not education, employment or training.

[From a UK perspective] a person is considered to be in education or training if they:

- are doing an apprenticeship;
- are on a Government employment or training programme;
- are working or studying towards a qualification;
- have had job-related training or education in the last four weeks;
- are enrolled on an education course and are still attending or waiting for term to (re)start.

Therefore, anybody aged 16 to 24 who is not in the above forms of education or training and who is not in employment, is considered to be NEET. The definition of “in employment” follows that used for the official labour market statistics.”

<https://www.ons.gov.uk/employmentandlabourmarket/peoplenotinwork/unemployment/bulletins/youngpeoplenotineducationemploymentortrainingneet/previousReleases>

There are many challenges that NEET young people face in a recent report those who are NEET were found to score less on a measure of wellbeing than those who were in employment or training with NEET young people feeling worried about their circumstances and their future. For the full report see: <https://www.princes-trust.org.uk/about-the-trust/research-policies-reports/youth-index-2017>

Therefore, this session focuses on young people who are not currently in education, employment or training (NEET’s) and to explore with them their own aspirations and future goals. The session introduces aspects of applying for work or training through exploring use of a CV and interview skills in role play. Session also highlights need for clear communication skills.

CV stands for curriculum vitae, which is Latin for 'course of life'. It is a summary of your experience, skills and education. In the USA and Canada it is known as a résumé - this is the French word for summary.

## 8.2.2 DATA AND STATISTICS

### 8.2.2.1 UNITED KINGDOM

- 826,000 people aged 16-24 were NEET in the fourth quarter of 2016, representing 11.5% of the age group.
- Not all unemployed 16-24-year-olds are NEET and not all people who are NEET are unemployed:
- 60.6% of unemployed 16-24-year-olds were NEET in October- December 2016 and the remaining 39.4% were in education or training.
- 41.7% of all people who were NEET were unemployed, while the rest were economically inactive.

In England, the regions with the highest proportion of 16-24-year-olds NEET were the North East (15.2%), Yorkshire and the Humber (13.1%) and the West Midlands (12.5%).

The proportion of 15-19-year-olds who are NEET in the UK is above the OECD average, but below average for 20-24-year olds.<sup>71</sup>

### 8.2.2.2 CROATIA

In 2014, the NEET rate for young people aged 15-24 was 19.3%; almost 7 pp higher than in the EU-28 (12.4%) and almost 14 pp higher than in Norway (5.5%) (Tomić, 2015). According to Eurostat in 2015 in Croatia, the NEET rate for youths aged 20-24 was 24,2% and for aged 15-24 was 18,5% (Bedeniković, 2017).

### 8.2.2.3 ITALY

Italy has one of the highest percentages of young people not in education, employment or training (NEET) in Europe. The percentage of NEETs among the 15-29-year-old population rose to 25.7% in 2015 from 19.3% in 2008. In the age group of 20-34 year – 31,6 % of youngsters are NEET.<sup>72</sup>

### 8.2.2.4 SLOVAKIA

Although the general unemployment rate is decreasing in the last years significantly from 13.6 % in 2011 to 8,76 % in 2017, the number of young unemployed increased. In 2016, the unemployment rate

<sup>71</sup> Brown, J. (2017). *NEET: Young People Not in Education, Employment or Training*. Parliament UK. [Accessed 25-07-2017] Available online:

<http://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN06705#fullreport>

<sup>72</sup> Statistics on young people neither in employment nor in education or training (2017). EUROSTAT. [Accessed 20-05-2017] Available online: [http://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics\\_on\\_young\\_people\\_neither\\_in\\_employment\\_nor\\_in\\_education\\_or\\_training](http://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics_on_young_people_neither_in_employment_nor_in_education_or_training)

was 19,2 % among the 20-24 years old youth, very close to the entry from 2006 (20,2 %) <sup>73</sup>. The problem is also the increasing number of long-term unemployed young people. Young people assert to move to the western European countries. 300.000 people under 30 years old moved from Slovakia to western countries in the last 15 years. <sup>74</sup>

### 8.2.2.5 TURKEY

The rate of NEET in Turkey was found to be 28,4% in 2014 (age group 15-29). Although this rate has shown a 7% decrease since 2010, there exist significant differences when gender is taken account. Women are three times more likely under the risk of NEET as compared to men. In addition, while most men are unemployed NEET, the majority of women are inactive NEET. Since the rate of school attendance and continuous attendance improves gradually in Turkey, the rate of those aged under the age of 20 decreases in all the NEET groups overall. However, only 17% of the young people aged between 15-19 shows positive results. <sup>75</sup>

## 8.3 Description of practical activities

### 8.3.1 STARTING ACTIVITY

#### A) TOILET ROLL DISCUSSION

**Aim:** To gain an understanding of what educational experience everyone in the group has, and what their future aspirations are.

#### Step-by-step description

1. Pass a roll of toilet paper round the group, allowing each person to take as much or as little as they want.
2. Once everyone has some toilet roll, the purpose of the activity is explained. For every sheet of paper, they are given, they have to give one fact about themselves, based on their school/education experience, their aspirations for the future and any heroes/role
3. Follow this up with a discussion. Prompts to consider:
  - How has their school/educational experiences influence their aspirations?
  - Why do they have the aspirations that they do?
  - Why do they look up to the people that they do?

**Resources:** Toilet roll

**Duration:** 5 minutes plus

<sup>73</sup> SME (2017). Nezamestnanosť na Slovensku v decembri poklesla na 8,76 %. [Accessed 10-06-2017] Available online: <https://ekonomika.sme.sk/c/20438363/nezamestnanost-na-slovensku-v-decembri-poklesla-na-876.html>

<sup>74</sup> SME (2017). Stále viac ľudí za prácou do cudziny odchádza, ako prichádza. [Accessed 10-06-2017] Available online: <https://ekonomika.sme.sk/c/20458113/stale-viac-ludi-za-pracou-do-cudziny-odchadza-ako-prichadza.html>

<sup>75</sup> Çalışmayan, eğitim ve öğrenim görmeyen (NEET) gençliğe odaklanarak Türkiye’de gençler için beceri ve işlere yönelik yollar oluşturma” Çalıştayı Türkiye, Ankara, 18 – 19 Kasım 2015.

## 8.3.2 MAIN ACTIVITIES

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### A) TIMELINE

**Aim:** To encourage young people to understand where they currently are, and where they aim to be in the future.

#### Step-by-step description

1. Give each young person a pen and paper to use during this activity.
2. Explain that they are to draw a timeline with different points of their life included (show example based on appendix 1), and to include where they currently are, and where they want to be.
3. Start the timeline with 'now', and then perhaps included: 'in one year', 'in five years', 'in ten years', 'in twenty years', and 'in fifty years'.
4. This could include educational/employment aspects, as well as personal aspirations.
5. Encourage young people to be honest about their aims and aspirations, as later in the session will be how we can work towards these.
6. Once the young people seem to have finished this activity, encourage them to re-group and to share ideas of what they have included on their timelines.
7. Encourage discussion on how the participants could achieve such goals.

#### Resources:

- Paper
- Pens
- Timeline example

**Duration:** 20 minutes

### B) CHALLENGE AND SOLUTION CARD ACTIVITY

**Aim:** To allow the young people to consider potential problems that they might face when achieving their aspirations and suitable solutions to these problems.

#### Step-by-step description

1. Depending on the size of the group, split the group into smaller ones and copy the resources (appendix 2) for each group.
2. On a table, lay out a selection of cards with potential problems on them, and some more with solutions on them (Appendix 2). Give them 10 minutes to match a solution to a problem.
  - Include some blank problem and solution cards for the group to add in their suggestions.
3. Once the 10 minutes is over, lead a discussion on the activity. As a problem might have more than one solution, the most important part of the discussion should be around why they chose to solve the problem in the way that they did.
  - **Please note:** these are general topics as they are meant to serve as discussion starters, feel free to pick up on specific issues in the discussion element.

**Resources:** The problem cards and solutions cards

**Duration:** 20 minutes

## C) WHAT IS A CV?

**Aim:** To explore what a CV is, what is needed on a CV, and good and bad examples.

### Step-by-step description

1. Firstly, discuss in a group, questions such as the following:
  - Has anyone heard of a Curriculum Vitae or CV?
  - What is it?
  - When might you use it?
  - Should all people have one?
2. Once the idea of a CV has been introduced:
  - Split the young people into two groups, and give them each a piece of flip chart paper.
  - Give both groups an envelope of statements and details that may be needed to include on a CV (Appendix 3).
  - Explain that the piece of flip chart paper is the CV, and the slips of paper in the envelope may/may not be needed to be included in the CV. Also, explain that there will be good/bad examples included.
  - Both groups will need to choose what to stick onto the CV they are creating, the result will be a relevant CV being made. Not everything will need to be included.
  - Explain that there are headings for sections of the CV, as well as examples of information for each section. Again, not everything will need to be included.
  - Also, give each group some pens, to include anything that may not be in the envelope.
  - Explain that this is not a race, and it will be the most relevant CV that wins (either after 15 minutes, or when they seem to have finished).
3. Once it has been 15 minutes/both groups have finished, run through each CV and ask each group why they have chosen certain aspects.
4. Then give all participants a good example of a CV (see web sites for additional resources) and ask them to compare the one they have worked together as a group on and the example. Discuss the differences.

### Resources:

- Flip chart paper
- Envelope of statements
- Pens
- Blue tac (to stick statements to flip chart)
- Copies of a good example CV from a relevant web site

**Duration:** 25 minutes

## D) CV BUILDING

*(Optional)*

**Aim:** To support participants develop their own CV

This is an optional activity, given the amount of time available.

### Step-by-step description

1. Given the good example given out above ask the participants to start to fill in sections of a CV
2. However, participants may struggle with identifying some of their own characteristics, skills and abilities to include, therefore as part of this activity as them to:
3. Write down for themselves in 5 minutes their strengths in terms of characteristics, skills and abilities
4. Give everyone some sticky notes and pens
5. Ask them all to write something positive on a sticky note, about others in the room that they have observed i.e. a characteristic, skill or ability and then go and give it that person.
6. Ask them to do this for a variety of participants until all have a range of positive comments
7. Discuss if there were any surprises that people had
8. Demonstrate from the good CV example where such qualities and characteristics could be put on a CV
9. Use one of the participants identified good qualities to show all participants how to use them on the CV example

### Resources:

- Pens
- Sticky notes
- Copies of a good example CV from a relevant web site

**Duration:** 30 minutes plus

## E) COMMUNICATION SKILLS

**Aim:** for young people to explore the importance of clear communication.

1. Sit the young people around the room. Ideally so that they cannot see the work of other young people in the group. Give each young person a sheet of paper and pen.
2. Have a volunteer use the attached line drawing (appendix 4) or by creating your own and ask them to give clear instructions to the group how to draw each shape, however do not tell them what the final image will look like. The communicator is not allowed to use signs or gestures.
3. For example;
  - Draw a large circle on half of the sheet
  - Inside this circle drawn 2 smaller circles
  - Inside each smaller circle draw a medium sized circle and colour this in
  - Inside the large circle draw an oval shape
  - Inside the oval shape colour in two small circles which are the same size
  - ...continue with simple descriptions the other aspects of the drawing...
4. The idea is that the young people will not achieve the final image the communicator has been describing. This can then be explored discussing the importance of communication when

explaining things to people and how essential this will be in the workplace to listen and be able to ask questions.

**Resources:**

- Pens
- Paper

**Duration:** 10 minutes

## F) ROLEPLAY JOB INTERVIEWS

**Aim:** for young people to experience aspects of having a job interview and the types of questions they may be asked. To help young people become aware to their strengths for employment.

1. Split the group into small groups of 3 young people.
2. Explain that they will be having an interview for a job.
3. Give each group a few job descriptions and pick those they would apply for.
4. Each group to come up with interview questions appropriate to the job. They will need advice/direction on this so prepare examples;
  - Tell me about yourself
  - What are your strengths?
  - What are your weaknesses?
  - Where do you see yourself in 5 years' time?
  - How would your friends describe you?
  - What have you to offer this organisation?
  - What has been your biggest achievement?
  - What has been your biggest setback?
  - For further questions/ideas see further information with list of useful websites.
5. The group should then take in turns with two interviewing one applicant for at least 5 minutes. To then rotate so that each person experiences an interview.
6. The young people should take notes or even video the interview and play it back and then comment on what the interviewee does well and areas for them to improve on.
7. Discuss as a whole group the general skills needed for job interviews.
  - You could even ask one of the groups to show their discussions to others for comment/further discussion.

Depending on your participants/context you may want to develop this idea further and ask the participants to not just consider interview questions but also the whole interview process starting with entrance, greeting, introducing one's self, non-verbal communication, appropriate clothes etc. How about linking to the CV exercise and helping the participants to answer questions related to their CV.

**Resources:**

- Pens
- paper

**Duration:** 30 minutes

## 8.4 Evaluation activity

At the end of the session all young people should to come together allowing them to highlight any learning from the session. To do this draws a target on a piece of flip chart paper. Participants are given sticky notes and ask to write down those elements of the session which really 'hit the mark' and 'missed the mark/room for improvement' for them (ask them to write each thought on a separate sticky note). Ask them to place on the target their thoughts in the relevant place.

Refer back to young peoples' timelines and how they may need to develop skills of their cv/job interview to achieve what they want. The group may wish to update their timelines/add new ideas. Also allow opportunity for any final questions from the group.

**Duration:** 10 minutes

## 8.5 Further notes to the youth worker

### 8.5.1 SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

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1:1 (or very small groups) sessions on cv writing, cover letters, application forms. Also researching specific jobs or courses for the young people to apply for.

### 8.5.2 FURTHER INFORMATION AND FURTHER READING

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**Useful websites:**

#### 8.5.2.1 UNITED KINGDOM

- <https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/how-to-write-a-cv>
- <https://www.kent.ac.uk/careers/cv/cvexamples.htm>
- <http://www.kent.ac.uk/careers/ivphone.htm>
- [http://www.prospects.ac.uk/interview\\_tips\\_interview\\_questions.htm](http://www.prospects.ac.uk/interview_tips_interview_questions.htm)
- <http://www.ed.ac.uk/schools-departments/careers/using-careers-service/cvs-apps-interviews/interviews/common-questions>
- <https://www.youtube.com/watch?v=Aq6y3RO12UQ>
- <http://www.jobsite.co.uk/bemyinterviewer/>

#### 8.5.2.2 CROATIA

- Link on Center for information and career counseling:
- <http://www.cisok.hr>

#### 8.5.2.3 ITALY

- <http://www.cvlavoro.com/come-scrivere-un-curriculum-vitae.html>
- <http://www.linkiesta.it/it/article/2015/02/02/come-scrivere-un-curriculum-che-non-finira-nel-cestino/24510/>

### Links that explain how to prepare for a job interview:

- <https://www.youtube.com/watch?v=WMrbSkXfMec>
- <http://www.michaelpage.it/advice/consigli-di-carriera/Il-colloquio-di-lavoro/come-prepararsi-un-colloquio-di-successo>

#### 8.5.2.4 SLOVAKIA

- <http://www.startpeople.sk/sk/hladate-pracu/tipy-pre-vasu-karieru/ako-napisat-cv>
- <http://www.profesia.sk/kariera-v-kocke/zivotopis/ako-napisat-dobry-zivotopis/>
- <http://kariera.info.zoznam.sk/cl/1000149/1320040/10-tipov--ako-napisat-perfektny-zivotopis>
- <http://www.profesia.sk/kariera-v-kocke/pohovor/ako-sa-pripravit-na-pohovor/>
- <https://www.brigada.sk/simulator-pracovneho-pohovoru-pre-brigadnika>
- <http://kariera.info.zoznam.sk/cl/100327/1328551/Tipy-a-triky--Ako-vyniknut-na-pracovnom-pohovore>

#### 8.5.2.5 TURKEY

- <http://www.kariyer.net/cv-ornekleri>
- <http://www.iskur.us/is-basvurusu/cv-nasil-hazirlanir-cv-hazirlama-ve-cv-ornekleri.html>

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Statistics on young people neither in employment nor in education or training (2017). *EUROSTAT*. [Accessed 20-05-2017] Available online: [http://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics\\_on\\_young\\_people\\_neither\\_in\\_employment\\_nor\\_in\\_education\\_or\\_training](http://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics_on_young_people_neither_in_employment_nor_in_education_or_training)

Tomić, I. (2015). *NEETs in Croatia – not in employment, education or training – but where are they?* Peer Country Comments paper – Croatia, Norway.

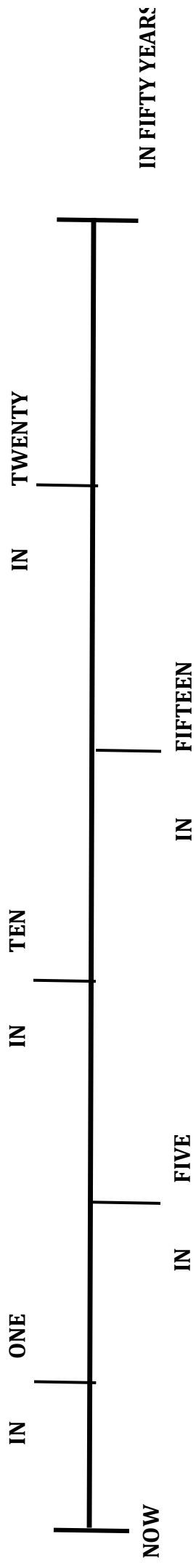
## 8.7 Pictures credit

Picture 17 - Cartoon Pig Head Clip Art Vector. *Clker.com* [Accessed 27-07-2017] Available online: <a href="http://www.clker.com/cliparts/M/M/A/L/s/Q/cartoon-pig-hi.png">Clker.com</a>

## 8.8 Appendix

## 8.8.1 APPENDIX 1: TIMELINE

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## 8.8.2 APPENDIX 2: CHALLENGE/SOLUTION CARDS

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<b>PROBLEM:</b> Lack of confidence	<b>SOLUTION:</b> Do some volunteering
<b>PROBLEM:</b> Lack of experience	<b>SOLUTION:</b> Get a Placement/ internship/ work experience
<b>PROBLEM:</b> Lack of money	<b>SOLUTION:</b> Get a Part-time Job
<b>PROBLEM:</b> Not sure how to achieve aim	<b>SOLUTION:</b> Ask for help
<b>PROBLEM:</b> Not sure what is required of you	<b>SOLUTION:</b> Talk to someone who is currently doing what you want to do
<b>PROBLEM:</b>	<b>SOLUTION:</b>

### **8.8.3 APPENDIX 3: WHAT IS A CV - STATEMENTS**

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To take aspects from different cv including aspects which are perhaps are not suitable to include i.e. date of birth. Cutting up a range of examples for different CV's, some initial examples below including the use of headings. These cv statements can be adapted to specific interest and jobs wanted by the young people if this is known in advance.

#### **CURRICULUM VITAE**

##### **ADDRESS**

##### **PHONE NUMBER**

##### **EMAIL ADDRESS**

##### **EDUCATION**

##### **EMPLOYMENT**

##### **DATE OF BIRTH**

##### **ADDITIONAL SKILLS AND ACHIEVEMENTS**

##### **REFERENCES**

##### **REFERENCES AVAILABLE ON REQUEST**

50 Forest Lane,  
Canterbury,

Kent,  
CT1 2AB

[flip-flop-queen@hotmail.co.uk](mailto:flip-flop-queen@hotmail.co.uk)

[karen\\_smith12334@gmail.com](mailto:karen_smith12334@gmail.com)

Mobile: 07658945378

13/3/1995

National Insurance Number: AB123456D

I have good teamwork and communication skills, and I would like a job in business.

I am a Business Administration graduate from the University of Kent. I have skills and knowledge essential for managing key areas of an organisation and the problem solving skills needed in finance. I am looking for a graduate trainee post in marketing where I can use my strong influencing skills.

### **2013-2016 University of Kent**

#### **BA (Hons) Business Administration 2:1**

Modules included:

- Human Resource Management
  - Marketing
- Strategic Management
- Accounting and Finance
- Business Mathematics

**St George's High School, Bedford**

## **A Levels 2013**

History A

Geography B

Psychology B

## **GCSE'S 2011**

12 GCSE's A\*-C including English and Mathematics

McDonald's (September 2012-October 2013)

In this role I served customers, I worked as part of a team, I prepared and cooked food, I replenished and stocked produce and I also undertook cleaning duties. This helped me to greatly improve my customer service skills as well as communication, listening and team work skills. This also required me to complete training and to learn quickly, and also to be adaptable and versatile to changing situations.

**Leadership:** Project Leader for our Third Year MIS project, where my planning and organisational skills were developed. I have found 'active-listening' to be a very useful skill when working in a group.

**Communication:** I have developed my communication skills through work at University, which has also greatly developed my listening skills. I have been captain of sports teams which shows that I have the ability to work with others and to communicate effectively.

**Nationality:** British

## **2013-2016 University of Kent**

**BA (Hons) Business Administration 2:1**

2014-2015 Bar Person, The Plough Inn

I enjoy all types of fitness, and I do martial arts and skiing. I also enjoy trainspotting, reading, and playing computer games.

In my spare time I like to go to the pub with friends as being social with others is important to me.

For references please contact:

Joe Bloggs

Jane Doe

Macdonalds

The Plough Inn

e-mail [JBloggs@macdonalds.com](mailto:JBloggs@macdonalds.com)

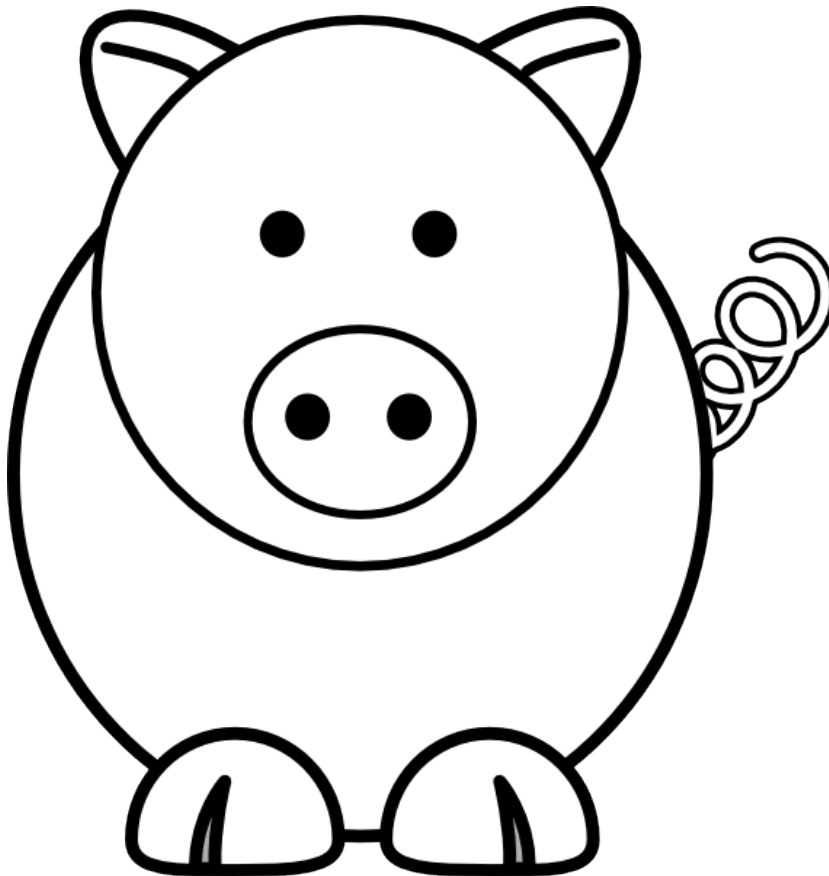
email [Jane@theplough.co.uk](mailto:Jane@theplough.co.uk)

Tel: 12345 678910

Tel: 07467 187453

#### **8.8.4 APPENDIX 4: COMMUNICATION ACTIVITY LINE DRAWING**

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Picture 17

## 9 WHERE DOES YOUR MONEY GO?

### 9.1 About this Session Plan

The development of this session plan was led by: **University of Gloucestershire**

#### 9.1.1 SHORT DESCRIPTION OF THE SESSION PLAN

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This session plan engages young people in discussions and games considering themselves and their individual perception on economic situations.

#### 9.1.2 AIMS

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- To promote understanding of the different life experience and economic differences of people and appropriate responses to these differences
- To consider assumptions made and practical ways to challenge/support others more or less fortunate economically
- To consider the responsibility those in power have for all members of the population and what can be done to challenge and support those in power
- To help participants understand the importance of budgeting and being responsible for their own personal finance

#### 9.1.3 TARGET GROUP

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Open to all young people

**Age range of target group:** 13 plus

**Size of target group:** 20 young people

#### 9.1.4 RESOURCES NEEDED

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- The bingo sheets (one for each young person)
- Pens
- Pre-printed range of photograph/images of different people
- Paper
- Craft materials
- The board for the game
- Set of coloured cards
- Counters
- Dice
- Monopoly or other board game money.

**Duration:** 1 hour 30/45 minutes – depending on which option you choose from the below.

### Option 1

Pick and choose from the suggested activities and just undertake x1 session being mindful of the length of some of the activities.

### Option 2

Split the session and run over x2 weeks. You could do this like this:

Week 1	Week 2
Icebreaker: Human bingo Country Facts Economic Assumptions Running your Island Activity	The Board Game Cost of living Activity

## 9.2 Thematic introduction and information about the topic

### 9.2.1 INTRODUCTION INTO THE TOPIC OF THE SESSION PLAN

Many worry about money. Politicians worry how their country's economy is doing as this has an impact on jobs and wealth. Individuals can worry about how much they need in order to survive their particular circumstances. Then there are emotions with how you view others with more or less than yourself and the challenge to respond in an appropriate way. No matter who you are, money is an issue for everyone!

As this is a large topic to be considered the focus moves from the macro level – looking at wealth in terms of countries through to how to be individually responsible for money as there are many questions to be asked in all the various levels we encounter money.

The challenge for the youth worker is to help the young person think about their response to others and themselves when faced with many challenges that money brings.

### 9.2.2 DATA AND STATISTICS

Please note you may need to convert the currencies – this could be a great activity for the young people to get involved in. A free currency converter can be found here: **XE Currency Converter** <http://www.xe.com/currencyconverter/>

#### 9.2.2.1 UNITED KINGDOM

##### UK Household spending

Average household weekly spending increased to £531.30, from its lowest level in 2012 (adjusted to 2014 prices) when households spent an average of £507.40 per week

Transport accounted for the highest average weekly household spending in 2014, increasing to £74.80 from £70.60 in 2013. The increase between 2013 and 2014 can partly be attributed to an increase in

purchases of new cars. Purchase of vehicles makes up a large proportion (33% in 2014) of spending on transport.

In 2014 housing, fuel and power accounted for the second highest level of spending despite decreasing to £72.70 in 2014 from £76.60 in 2013.

Average weekly spending on recreation and culture followed a generally upward trend between the years ending March 2002 and December 2014, increasing from £54.20 to £68.80. This category includes a wide range of goods and services. The increase between 2013 and 2014 is mainly attributable to increases in spending on personal computers (including tablets), plants for the garden, as well as sports admissions and subscriptions.

Spending on communication also increased between 2013 and 2014 following a broadly upward trend since the year ending March 2002. This is partly attributable to an increase in spending on mobile phones – both on new handsets and contract payments.<sup>76</sup>

Expenditure in rural areas was higher than in urban areas.

### 9.2.2.2 CROATIA

In 2017, average monthly pay is 6025 HRK net and 8104 HRK gross. A consumer price index reflects changes in the prices of goods and services acquired, used or paid over time by the reference population (private households) for consumption purposes. Consumption expenditures, average per household in 2014 was 81 315 Croatian Kuna. This averages out per month at 6 776.25 Croatian Kuna. People spent 29.5% of their earnings on food and non-alcoholic beverages, 16.2% on housing and energy consumption and 13% on transport.<sup>77</sup>

### 9.2.2.3 ITALY

The average salary in Italy is about 1500 euros per month, less than 30,000 gross per year. In 2017, the situation did not differ much from our country's difficulty of coming out of the recession. However, clerks and average employees receive a much lower pay.

Average monthly household spending in 2015 was 2,499.37 euros, slightly more than in 2014.

Year	Average monthly household spending in Euro
2014	2.488
2013	2.359
2012	2.419
2011	2.488
2010	2.453

Tab: Average monthly household spending in Italy.<sup>56</sup>

<sup>76</sup> Family Spending: 2015. A report on the Living Costs and Food Survey 2014. *Office for National Statistics*. [Accessed 25-07-2017] Available online: <https://www.ons.gov.uk/peoplepopulationandcommunity/personalandhouseholdfinances/incomeandwealth/compendium/familyspending/2015>

<sup>77</sup> Prvi rezultati (2017). *Državni zavod za statistiku*. [Accessed 03-08-217] Available online: [https://www.dzs.hr/Hrv/system/first\\_results.htm](https://www.dzs.hr/Hrv/system/first_results.htm)

### Latest data for 2015:

The average level of food spending is 441.50 euros per month (436.06 euros in 2014, + 1.2%). The decrease in meat expenditure stopped in 2011, reaching 98.25 euros a month. Fruit expenditure increased by 4.5% compared to 2014 (from 38.71 to 40.45 euros a month), mineral waters, soft drinks, fruit juices and vegetables increased by 4.2% (from 19.66 to 20.48 euros).

Expenditure on non-food goods and services is stable (€ 2,057.87 on average per month). Expenditure on accommodation and catering services increased (+ 11%, from 110.26 euros to 122.39 euros after two years of decline), and spending on recreational goods and services, entertainment and culture (+ 4.1% 126.41 euro). There are structural differences in the territory, linked to income levels, prices and spending behaviours, values in northern Italy are higher than in central and southern regions and islands. Lombardy and Trentino-Alto Adige are the regions with the highest average expenditure (3,030.64 and 3,022,16 euros respectively). Calabria is the lowest-spending region, EUR 1,729.20 per month, lower than 42.9% higher than the highest. In metropolitan cities, the average monthly spending is 2,630.73 euros, in peripheral communes of metropolitan areas and in municipalities over 50,000 inhabitants is 2539.47 euros and in other municipalities up to 50 thousand inhabitants is 2,436.38 euro. In metropolitan cities, higher spending quotas are provided for housing and catering and catering services.<sup>78</sup>

#### 9.2.2.4 SLOVAKIA

The average nominal monthly earning of employee (EUR) was 853 EUR gross in 2011, and 993 EUR gross in 2015. There are big differences in earnings between regions as well as based on sex. In 2015, the average nominal monthly earning was 1.319 EUR gross in Bratislava region, but only 799 EUR gross in Prešov region (Eastern Slovakia). According to gender, e.g. in Trnava region in 2015, average nominal monthly earning was 1.053 EUR gross for men, and 791 EUR for women. The average gross nominal monthly wage of an employee by economic activities differs strongly, too. E.g. in “Financial, insurance activities“ it was 1895 EUR gross in Bratislava region, but in “education“ it was only 884 EUR gross / month. In 2011, an average net money income / person was 361.70 EUR; an average net money expenditure / person was 320.80 EUR. In 2015, an average net money income / person was 422.83 EUR; an average net money expenditure / person was 354.53 EUR. Food and non-alcoholic beverages: 67.31 Alcoholic beverages and tobacco: 9.68 Clothing and footwear: 17.06 Housing, water, electricity, gas and other fuels: 66.85 Furnishing, household equipment and routine maintenance of the house: 17.16 Health: 10.07 Transport: 39.20 Communications: 17.61 Recreation and culture: 21.83 Education: 2.49 (Healthcare and Educational system is mostly public)<sup>79</sup>.

<sup>78</sup> Spese per consumi delle famiglie (2015). ISTAT. [Accessed 25-07-2017] Available online: <http://www.istat.it/it/archivio/188818>

<sup>79</sup> Štatistický úrad (2017). *Structure of Earnings in the SR 2016*. [Accessed 25-07-2017] Available online: <https://slovak.statistics.sk/PortalTraffic/fileServlet?Dokument=609d60ee-434b-4d45-8d5f-1e4c4d434bfb>

## 9.2.2.5 TURKEY

(The Currency = Turkish Lira, data in %) <sup>80</sup>

Types of expenditure	Distribution of household consumption expenditures (%)				
	2011	2012	2013	2014 <sup>(2)</sup>	2015 <sup>(2)</sup>
<b>Total</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>	<b>100,0</b>
Food and non-alcoholic beverages	20,7	19,6	19,9	19,7	20,2
Alcoholic beverages, <u>cigaratte</u> and tobacco	4,1	4,2	4,2	4,2	4,2
Clothing and footwear	5,2	5,4	5,3	5,1	5,2
Housing and rent	25,8	25,8	25,0	24,8	26,0
Furniture, houses appliances and home care services	6,4	6,7	6,6	6,8	6,1
Health	1,9	1,8	2,1	2,1	2,0
Transportation	17,2	17,2	17,4	17,8	17,0
Communication	4,0	3,9	4,0	3,7	3,7
Entertainment and culture	2,7	3,2	3,1	3,0	2,9
Educational services	2,0	2,3	2,4	2,4	2,2
Restaurant and hotels	5,7	5,8	5,9	6,0	6,4
Various good and services	4,3	4,2	4,3	4,3	4,3

Picture 18

## 9.3 Description of practical activities

### 9.3.1 STARTING ACTIVITY

#### A) HUMAN BINGO

**Aim:** To allow the group to learn something about the members of the group, and learning the names of the people in the group.

#### Step-by-step description

1. Give each member of the group a bingo sheet (appendix 1 this can be adapted for different groups) and something to write with.
2. For the next ten minutes, allow them talk to the rest of the group, to find someone for each of the statements. It is possible that some of the statements might have to be left blank.

#### Resources:

- The bingo sheets (one for each young person)
- Pens

<sup>80</sup> Main statistic. *Turkish statistical institute*. [turkstat.gov.tr](http://www.turkstat.gov.tr) [Accessed: 31-07-2017] Available online: <http://www.turkstat.gov.tr/UstMenu.do?metod=temelist>

**Duration:** 10 minutes

## 9.3.2 MAIN ACTIVITIES

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### A) COUNTRY FACTS

**Aim:** To explore financial difference between countries, through the use of facts and discussion.

#### Step-by-step description

1. Set up the room with printed flags from different countries. With each flag also include the name of that country as not everyone will know which flag is for which country. The flags should be stuck on the walls and spread out to allow movement.
2. Read out one fact at a time. Allow the young people to move to the flag/country they think this fact is based on.

#### Examples of questions could include:

- In 2016 in which country is the most unaffordable city to live? (Hong Kong, China)
- In 2016 which country is the city which is the most affordable place to live? (Racine in Wisconsin, US)
- Performance Urban Planning (2016) *13th Annual Demographia International Housing Affordability Survey: 2017 Rating Middle-Income Housing Affordability*. Available at: <http://www.demographia.com/dhi.pdf>
- Which country has the highest rated health care system? (France, Italy second)
- In 2015 which country has the highest life expectancy for men? (Switzerland 81.3 years, Iceland 81.2 years)
- In 2015 which country has the highest life expectancy for women? (Japan 86.8 years, )
- In 2015 which country has the lowest life expectancy for both men and women? (Sierra Leone, M 49.3 and F 50.8)
- WHO (2016) World Health Statistics Monitoring Health for the SDGs (sustainable development goals). Available at: [http://www.who.int/gho/publications/world\\_health\\_statistics/en/](http://www.who.int/gho/publications/world_health_statistics/en/)
- Which country spends £4,335 every second on its health service? (NHS UK)
- Campbell and Duncan (2016) *10 truths about Britain's health service*. Available at: <https://www.theguardian.com/society/2016/jan/18/10-truths-about-britains-health-service>
- Questions on salary/income for different countries from <http://www.payscale.com/rccountries.aspx>

#### Other ideas for example questions:

- Please feel free to also use the data from the partner countries found in the notes section at the beginning.
- Find some facts regarding average expenditures, for the age of the participants, in your country and others
- Find some facts related to the experience of young people e.g. Which country has the lowest mobile usage?

3. Have a brief conversation about why people chose different countries before giving them the actual answer.
4. Repeat for the different facts.
5. Discuss with the participants how they feel about such facts. Have all participants find their country on the UNICEF child wellbeing index [https://www.unicef-irc.org/publications/pdf/rc11\\_eng.pdf](https://www.unicef-irc.org/publications/pdf/rc11_eng.pdf) and the economic ranking of world countries <http://statisticstimes.com/economy/countries-by-projected-gdp.php>

**Then ask:**

- Are you surprised in the ranking of your country?
- Given your country rank – how does that make you feel?
- What is your response to those more or less fortunate than yourself?
- Discuss their responses and what this might mean for them at different levels – individually, as a group, in their town, city, region and country.

**Duration:** 15-20 minutes

## B) ECONOMIC ASSUMPTIONS

**Aim:** To explore the assumptions made about different people from a photograph.

**Step-by-step description**

1. Using a selection of different photographs of people taken from newspapers/online. Ensure a mix of photographs of people with different race, clothing, hairstyles etc.
2. Ask the young people what they think about the individual's financial situation.
3. Have a discussion on each photograph on why they have made these assumptions.
4. Discuss as a group:
  - Is it ever justified to make a quick judgement about someone else?
  - What are the dangers of making such judgements?
  - What would make you want to challenge or support others as shown on the photographs?
  - How practically could you do this?

**Duration:** 15-20 minutes

**Resources:**

Pre-printed range of photograph/images of different people

- How about choosing pictures with a strong story behind them (e.g. the Indian girl Sharbat Gula <http://edition.cnn.com/2015/03/23/world/steve-mccurry-afghan-girl-photo/index.html>)
- During the reflection the youth worker could explain the truth story about the pictured persons.

## C) RUNNING YOUR ISLAND

**Aim:** To explore money and economic differences by incorporating personal opinions and values into the running of an island.

### Step-by-step description

1. Give each young person a piece of paper and a pen to use during this activity or if you wish the participants to be really creative – give them lots of craft materials so they can physically make this.
2. Explain to the young people that they now have the chance to create and run their own island, in which they are responsible for the laws of the island, the costs of everything, and the status of each person.
3. Any example may be: each individual on the island will be given a job, and everyone will be paid the same amount of money.
4. Suggest that they consider aspects such as the National Health Service (in the UK), the cost of material goods, and the hierarchy of individuals on the island.
5. This activity is at the freedom of the young people; they can choose to do this in any way that they feel is appropriate, and can include any aspects. The emphasis of the session is on money and economic differences, but other factors may relate to this.
6. Once half the time has passed, re-group with the young people and give them the opportunity to explain their decisions, and why they have chosen to do this.
7. Discuss
  - What have they learnt about values and power?
  - Where have your ideas come from?
  - What would be the consequences of their actions if their island was a reality?
  - What are the barriers and opportunities that exist in making good ideas a reality?
  - What appreciation has you of those who may be in power in your country?
  - How can you ensure that all members of society are adequately supported in your country?
  - What can you practically do today to support others less fortunate?

### Resources:

- Pens
- Paper
- Craft materials

**Duration:** 20-30 minutes (option 1 or give more time for option 2)

## D) BOARD GAME

**Aim:** To understand more about the meaning and the value of money, and to understand how this can be used in an appropriate manner.

Explain: Many individuals struggle with finance because they may struggle with understanding how to use their resources, this activity will help you consider what you may need to be mindful of.

### Step-by-step description

1. Split the young people into groups of four to six (for larger groups you may wish to do this in teams), and give them the board, the dice and the cards (appendix 2) needed to play the game. They will also need to use counters to move along the board, but this could be anything, e.g. a coin.
2. Explain that as the young people roll the dice and progress along the board, they will need to pick up different coloured cards, these are split into four colours:
  - Red: these are cards that mean that money has to be spent, e.g. on a broken down car, or on household bills.
  - Green: these are cards that enable money to be gained, e.g. this could be getting paid, getting a bonus, or gaining a promotion at work.
  - Orange: these are cards that are optional spending, e.g. going on holiday, or planning a day trip somewhere.
  - Blue: these are cards involved spending money, to then gain money. e.g. paying for training.
3. Each young person will start off with a certain amount of money, and it is then their responsibility to spend it how they wish.
4. The winner will be the person with the most money at the end.
8. Spend 20-25 minutes playing the game, and then re-group together with the young people and discuss how they found it. Perhaps talk about what they found easy/difficult, and what they could have done differently.
9. Discuss
  - How important is budgeting?
  - What was easy or hard to spend money on?
  - What would be your top tips for effective management of your money?

### Resources:

- The board for the game
- Set of coloured cards
- Counters
- Dice
- Monopoly or other board game money.

**Duration:** 30 minutes

**It is suggested you consider running the 'follow up activity' after this activity.**

## 9.4 Evaluation activity

At the end of the session all young people to come together allowing them to highlight any learning from the session. Also allow opportunity for any final questions from the group.

**Duration:** 5-10 minutes

## 9.5 Further notes to the youth worker

### 9.5.1 SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

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Work with individuals or very small groups to explore the cost of living. Discuss with them and search for places to live, cost of insurance, car expenses, food and luxuries. The attached sheet (Appendix 3) may help with this. Then work with the young people to look at jobs and being able to afford the life that they want.

## 9.6 References

Family Spending: 2015. A report on the Living Costs and Food Survey 2014. *Office for National Statistics*. [Accessed 25-07-2017] Available online: <https://www.ons.gov.uk/peoplepopulationandcommunity/personalandhouseholdfinances/incomeandwealth/compendium/familyspending/2015>

Main statistic. *Turkish statistical institute*. [turkstat.gov.tr](http://www.turkstat.gov.tr) [Accessed: 31-07-2017] Available online: <http://www.turkstat.gov.tr/UstMenu.do?metod=temelist>

Prvi rezultati (2017). *Državni zavod za statistiku*. [Accessed 03-08-2017] Available online: [https://www.dzs.hr/Hrv/system/first\\_results.htm](https://www.dzs.hr/Hrv/system/first_results.htm)

Spese per consumi delle famiglie (2015). *ISTAT*. [Accessed 25-07-2017] Available online: <http://www.istat.it/it/archivio/188818>

Štatistický úrad (2017). *Structure of Earnings in the SR 2016*. [Accessed 25-07-2017] Available online: <https://slovak.statistics.sk/PortalTraffic/fileServlet?Dokument=609d60ee-434b-4d45-8d5f-1e4c4d434bfb>

## 9.7 Picture credit

Picture 18 – Main statistic. *Turkish statistical institute*. [turkstat.gov.tr](http://www.turkstat.gov.tr) [Accessed: 31-07-2017] Available online: <http://www.turkstat.gov.tr/UstMenu.do?metod=temelist>

## 9.8 Appendix

### 9.8.1 APPENDIX 1: FOR BINGO ICEBREAKER

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Has brown eyes		Has two or more pets		Has a claim to fame	
Has moved house		Has been to the most foreign countries		Has been to America	
Plays Tennis		Has two or more siblings		Is wearing blue	
Speaks a foreign language		Is a Vegetarian		Loves cooking	
Plays a musical instrument		Does a sport regularly		Are currently studying in school	
Regularly dreams of being rich		Seeks to help street beggars		Always gets the latest phone	

## 9.8.2 APPENDIX 2: FOR BOARD GAME ACTIVITY

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<b>Your car has broken down- pay £200</b>	<b>Your gas bill is due- pay £60</b>
<b>Your boiler needs repairing- pay £80</b>	<b>Your rent is due- pay £350</b>
<b>You go food shopping- pay £35</b>	<b>Your phone has broken and you need a replacement- pay £100</b>
<b>You must pay council tax- pay £120</b>	<b>You have a dental appointment, pay £18</b>
<b>You need a prescription from the Doctor's- pay £8</b>	<b>Your water bill is due- pay £30</b>

<b>You get paid- gain £1000</b>	<b>You get a bonus at work- gain £200</b>
<b>You get a tax rebate- gain £70</b>	<b>You get a promotion- gain £400</b>
<b>You inherit £100 from a family member</b>	<b>You trade in your car for a cheaper model- gain £200</b>
<b>You get money from investments- gain £80</b>	<b>You get a rebate from your energy supplier- gain £140</b>
<b>You switch bank accounts- gain £100</b>	<b>You sell something on eBay- gain £20</b>
<b>Go on a First Aid course - Pay £70</b>	<b>Learn to drive – Pay £1,200</b>
<b>Go on a Team Building Day – Pay £45</b>	<b>Do a public speaking course – Pay £30</b>
<b>Go to University and get a degree Pay £18,000</b>	<b>Do a course at college – Pay £500</b>
<b>Attend an Interview workshop – Pay £40</b>	<b>Have a professional look at your CV – pay £30</b>

Attend a conference to meet potential employers £30	Print some business cards - £25
---	---------------------------------

Go on Holiday - Pay £750	Have a spa day - Pay £120
Go on a shopping trip - Pay £200	Go on a City break - Pay £400
Have a haircut - Pay £15	Go to the zoo - Pay £30
Go to a theme park - Pay £40	Go to a Museum - Pay £30
Go to a concert - Pay £50	Have a meal out - Pay £100

33	34	35	36	37	38	39	40
							END
32	31	30	29	28	27	26	25

17	18	19	20	21	22	23	24
16	15	14	13	12	11	10	9
1 START	2	3	4	5	6	7	8

### 9.8.3 APPENDIX 3: FOLLOW UP COSTS WORK SHEET

#### Cost of living

	week	month	year
<b>Home</b>			
Rent			
Council tax			
Water			
Gas			
Electric			
Property/contents insurance			
Mobile phone			
TV Licence			
Internet			
Sky/Netflix/amazon prime/Now TV			
Food			
Household supplies (cleaning products)			
Clothes/shoes			
<b>Travel</b>			
Car purchase/finance			
Car insurance			
MOT and servicing			
Road Tax			
Fuel			
Parking costs			
Any other repairs			
Car wash			
Bus/train travel			
<b>Personal care</b>			
Medical/prescription			
Dentist			
Optician			
<b>Social and other activities</b>			
Dinner out			
Take away			

Date's			
Cinema/bowling			
cigarettes			
Alcohol			
Hair cuts			
Body/hair products			
Newspaper/magazines			
Memberships Ie Gym DVD's, Games, Books			
<b>Other</b>			
Birthday presents			
Christmas presents			
Other presents			
Holiday			
<b>Financial</b>			
Savings			
Pension			
Loan repayments			
Credit/store card			
Student loan			
Totals			

## 10 SOCIAL MEDIA AND HATE SPEECH

### 10.1 About this Session Plan

The development of this session plan was led by: **Trnava University**

#### 10.1.1 SHORT DESCRIPTION OF THE SESSION PLAN

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The session should be organized in-doors with easy access to the internet. Participants are encouraged to bring internet connected devices (mobiles or laptops).

If the youth worker considers it useful (see the note below), the internet addiction test can be prepared to be distributed.

#### 10.1.2 AIMS

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After the session:

- Participants will be able to define what the term hate speech means and to differ between negative emotional reactions and hate speech, using practice examples.
- Participants will understand the tension between two basic human rights: right to dignity and right for freedom of expression.
- Participants will find the concrete examples of hate speech in their own online environment.
- Participants will decide on concrete steps how to answer the hate speech and solve a chosen specific problem.

**Duration:** 90-100 minutes

#### 10.1.3 RESOURCES NEEDED

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- Celeste Buckingham video & subtitles.
- Papers and pen for participants to write down the notes.
- Prepared pictures (examples of hate speech).

### 10.2 Thematic introduction and information about the topic

#### 10.2.1 INTRODUCTION INTO THE TOPIC OF THE SESSION PLAN

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##### **Social media**

Social media has become a natural environment of life for Generation Z (born 2000+) – those kids and youth grow up with a highly sophisticated media and computer environment and are more internet savvy and expert than their Gen Y or X forerunners. We are experiencing "the digital revolution" through the creation and the widespread availability of technologies that make it easy to share information

Social media is defined as a web-based service that allows individuals to: (1) construct a profile within an organized framework; (2) generate a list of other users with whom they share a connection; and (3) navigate their own list of connections and view those made by others within the system (Boyd, 2007).

It has lowered costs pertaining to the sharing of information, removing the hurdles that traditional media represent; made information easily accessible across cultural and geographical borders; developed an affordable mechanism for those with access to the internet to utilize and build upon existing information; and encouraged the democratization of speech by encouraging an increasing number of people, from diverse segments of societies throughout the globe, to come forward and express their ideas and concerns. Hence, social media is largely instrumental in the process of making information more available to people, thereby diluting the monopoly that many governments and institutions previously enjoyed. (Perera, 2016)

Presently, social media is widely used as a tool for advocacy and awareness. It helps bring to our attention global issues, which we may not have otherwise heard of. Above all, social media allows people from different parts of the world to connect, to share ideas and to discover new possibilities.

However, while social media shows great potential in terms of expanding the boundaries of communication, it has also led to the wide dissemination of 'hateful language and expression'. This phenomenon is loosely termed as online "hate speech".

### **Hate speech**

We can understand hate speech as "the generic term that has come to embrace the use of speech attacks based on race, ethnicity, religion, and sexual orientation or preference". Hate speech is a communication that denigrates people on the basis of their membership to a particular group. This can include any form of expression, such as images, plays and songs as well as speech. Some definitions even extend the concept of hate speech to include communications that foster a climate of prejudice and intolerance - the thinking here is that these kinds of communications may fuel discrimination, hostility and violent attacks later on.

Hate speech often shows up online, especially on social media. Facebook, Twitter and Google each has its own specific definition of hate speech and their approaches to dealing with it are evolving. Facebook's rules forbid bullying; harassment and threatening language (although critics say it does not always enforce these rules properly). Twitter: In 2015, the social media platform banned speech that could incite terrorism, or violence against people "on the basis of race, ethnicity, national origin, religion, sexual orientation, gender, gender identity, age, or disability." New EU guidelines on hate speech and the framework legal decision on combating expressions of racism and xenophobia were signed by the major social media companies in Brussels on 31st May 2016.<sup>81</sup>

There are several close terms relating to hate speech (definitions by online Cambridge dictionary):

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<sup>81</sup> Introduction To Hate Speech On Social Media (2016). *Community Empowerment for Progress Organisation* (CEPO), Juba & r0g\_agency for open culture and critical transformation. Berlin: workshop materials. Available online: [http://defyhatenow.net/wp-content/uploads/2016/06/defyhatenow\\_whatishatespeech\\_JUL27.pdf](http://defyhatenow.net/wp-content/uploads/2016/06/defyhatenow_whatishatespeech_JUL27.pdf)

**Discrimination:** treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, religious, political attitudes, sex etc.

**Racism:** the belief that people's qualities are influenced by their race and that the members of other races are not as good as the members of your own, or the resulting unfair treatment of members of other races.

**Xenophobia:** extreme and not rationally based hate, dislike or fear of anything not well known, e.g. foreigners, their customs, their religion, etc.

**Extremism:** the fact of someone having beliefs that most people think are unreasonable and unacceptable; It's defined as ideology or behaviour, which are massively different from generally accepted norms. Often it is related to racism and presented with verbal or physical aggression.

**Flaming:** spreading the abusive and insulting words to add force, especially anger, to something that is said/written or to somebody.

**Trolling:** a message that someone leaves on the internet that is intended to annoy people; fake news spreading; provocations.

**Doxing:** Using private information gleaned from the internet to attack someone with whom you disagree, often by publishing their person info, opening them to abuse and possibly, danger.

### **Freedom of expression**

On the other side, another key value of democratic society is freedom of expression. So there will be always tension between two important values: dignity of a person which prevents people from being attacked by hate speech, and freedom of a person which is represented by being allowed to express his own opinion.

*"Freedom of expression constitutes one of the essential foundations of [a democratic] society, one of the basic conditions for its progress and for the development of every man. It is applicable not only to 'information' or 'ideas' that are favourably received or regarded as inoffensive or as a matter of indifference, but also to those that offend, shock or disturb the State or any sector of the population. Such are the demands of that pluralism, tolerance and broadmindedness without which there is no 'democratic society'. This means, amongst other things that every 'formality', 'condition', 'restriction' or 'penalty' imposed in this sphere must be proportionate to the legitimate aim pursued."* (European Court of Human Rights).

## **10.2.2 DATA AND STATISTICS**

### **10.2.2.1 UNITED KINGDOM**

A total of 38 out of 45 police forces reported a rise in the number of crime reports where Facebook appeared in 2014, according to figures obtained by the Press Association under the Freedom of Information Act.

Twenty-four forces said they also received more crime reports which mentioned Twitter last year than in 2013.

Britain's largest force, the Metropolitan Police, received 1,207 crime reports which mentioned Facebook in 2014, up from 935 in 2013 and 997 in 2012.

There was also a sharp rise in crime reports which included Twitter, from 105 in 2013 to 138 in 2014, the Met revealed.

Greater Manchester Police (GMP) said Facebook appeared in 959 crime reports last year, up from 512 in 2013 and 451 in 2012.

Last year's complaints included 371 allegations of harassment, 38 threats to kill and eight rape allegations involving girls under the age of 16, GMP said.

Meanwhile, Staffordshire Police reported a 40% rise in crime reports which mentioned Facebook after receiving 1,269 in 2014, including 326 complaints of harassment, 13 rape allegations involving girls under 16 and 38 threats to kill in 2014.

Twitter appeared in 56 crime reports in 2014, up from 48 in 2013 and 25 in 2012, the force revealed.<sup>82</sup>

Disability and race are the main factors involved, accounting for 53% of all motivations (this is broadly consistent with previous years (14-15; 51%, 13-14; 54%).

We also received 51 incident reports relating to Gender Identity Hate Crime - which represents a significant increase on the level of reporting for the third year running.

Sadly, ageism is also an underreported strand of Hate Crime and many people suffer in silence, so we believe our task is to promote our services so that more and more people feel empowered to come forward to report their incidents.

This year saw an 18% increase in the reporting of disability Hate Crime, with verbal abuse and threatening behaviour again being the main manifestations, but also anti-social behaviour and noise nuisance seeing a big jump. We also added a new category to the reasons for reporting a disability related incident - that being 'Poor Service Provision'.

In 2015/16, 858 Gender Identity Hate Crimes were reported to police, which is just 1.4% of all reported Hate Crimes.

Race, ethnicity and nationality form the second most commonly reported and, again, it's dominated by both verbal abuse and threatening behaviour. Similarly, incidents involving Faith, Religion and Belief, saw a 2% increase, with the most likely reporters were those of Muslim orientation.

Sexual orientation saw a huge 51% increase in reporting this year, which is a significant figure that, perhaps, represents a direct correlation with the launch of the LGB&T Helpline. This is an area where anecdotal evidence suggests incidents against this community are an everyday occurrence.

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<sup>82</sup> Social media crime complaints soar (2015). *BT.com*. [Accessed 25-07-2017] Available online: <http://home.bt.com/news/news-extra/social-media-crime-complaints-soar-11363985250801>

We've also seen an increase in the areas we call 'other' – those incidents not falling into the main reporting strands. These include Alternative Sub-Culture Hate Crime (e.g. Misogyny).<sup>83</sup>

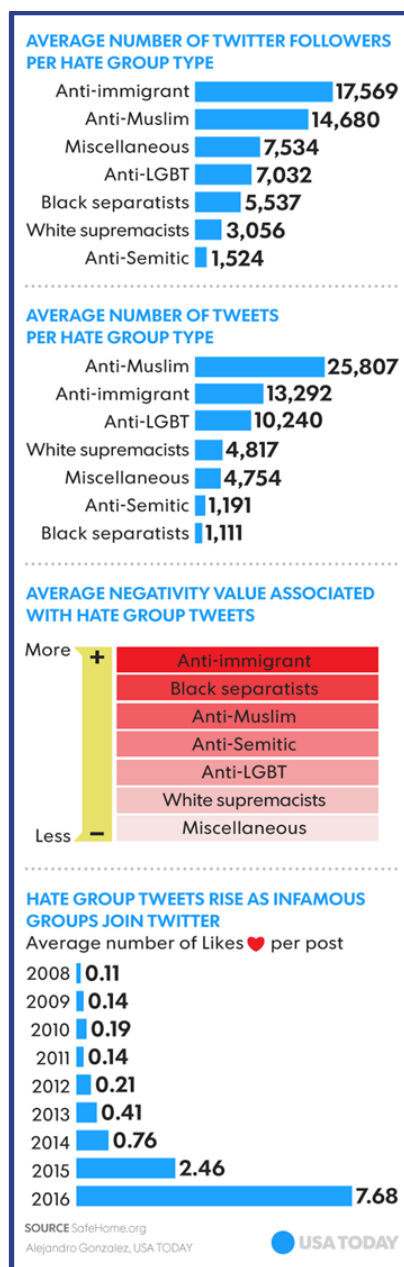
#### 10.2.2.2 UNITED STATES OF AMERICA

*"Hate group engagement on the rise: A new study released by a security organization shows that social media "likes" on hate group tweets and comments rose more than 900% from 2014 to 2016"*<sup>84</sup>

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<sup>83</sup> Stop Hate UK Statistical Report 2015-16. *Stop Hate UK: Stop hate. Start here.* [Accessed 25-07-2017] Available online: <https://www.stophateuk.org/wp-content/uploads/2010/07/Stop-Hate-UK-Stats-Report-2015-16-Final.pdf>

<sup>84</sup> Eversley, M. (2017). *Study: "Hate" groups explode on social media.* USA Today. [Accessed 25-07-2017] Available online: <https://www.usatoday.com/story/news/2017/02/23/hate-groups-explode-social-media/98284662/>



Picture 19

**10.2.2.3 CROATIA**

**GONG February 2016:**

Monitoring the situation, it has been identified the total number of potentially problematic media releases which are then included in the analysis: 21 articles from the daily press, 17 articles from the weekly press, 17 articles from internet portals, 1 radio broadcast.

Among the worst cases there is a column of the Dnevno.hr on refugees, in which migrants are considered and presented as ‘primitive people whose IQ in average barely reaches half when compared with the most developed parts of the world’, and that they are ‘quite low in the evolutionary chain, whether some people agreed with that or not’, also the article further states that ‘if they didn’t

come into contact with more developed societies at one point, now they would not even know what weel is' This series of columns are one of the most illustrative examples of spreading the idea of racial superiority.

"There is also several columns cases on internet portals which are inviting people to use discriminatory treatments of Serbs in Croatia," says Hoffmann, citing a column in which the author writes that he would "rule out a special law because of the ugly legacy and insistence on the crimes against the Croat people, question and position of the Serbian national minority in Croatia."<sup>85</sup>

#### 10.2.2.4 TURKEY

According to a research conducted by the Ministry of Youth and Sports in 2013, 96% of young people who are internet users also use social media. 13% of young people spend at least 6 hours in social media and of these, 89% follows the posts of people and organizations that are in their list in social media and 88% leaves comments on the posts of their friends. The research shows that young people use social media for such purposes as uploading videos, writing a comment/tweeting, commenting about a product, brand/company to share the content that they have created themselves with others and that they enter into an argument at least once in the social media platform.

60% of young people use social media for entertainment purposes, while 59% of them state that they benefit from it for receiving and giving information. In review of these statistics, it can be concluded that social media is not only an entertainment tool for young people but also an alternative for the traditional media. For nearly half of young people social media has also become a medium for spending leisure time, communicating, being up to date, bringing issues forward, and learning/conducting research.

ECRI report states that political groups, people of different ethnic origins and nationalities as well as immigrants and LGBT individuals in Turkey are exposed to various hateful discourses via social media.<sup>86</sup>

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<sup>85</sup> Tarabochia, E. (2017). *Najviše Govora Mržnje Na Portalu Dnevno.Hr*. HND.hr. [Accessed 25-07-2017] Available online: <http://hnd.hr/najvise-govora-mrznje-na-portal-dnevno-hr>

<sup>86</sup> Gençlik ve Spor Bakanlığı. (2013). *Gençlik ve Sosyal Medya Araştırma Raporu*. Ankara.

### 10.2.2.5 ITALY

Hate speech in Italy is common among young people on social networks. Hate speech in general is often pointed at migrants, asylum-seekers and Muslims.

In Italy, 2016 reports of crimes that fall into the category of cyber-bullying (there is no specific law yet, the law is in the process), 31 of which had as offenders minors.<sup>87</sup>

Some other examples of hate speech common in Italian context concern fascism and racism are available here: Chiari, E. (2016). *Parole D'odio Viaggiano In Rete, Che Cosa Dice La Legge*. Famiglia Cristiana.it. [Accessed 25-07-2017] Available online: <http://www.famigliacristiana.it/articolo/le-parole-dell-odio-viaggiano-in-rete-che-cosa-dice-il-diritto-tra-apologia-di-reato-e-liberta-di-espressione.aspx>

Talking politicians, we should mention Matteo Salvini (Lega Nord) – for example his quotes against Romani people “...Cardinal [Dionysius Tettamanzi] is far from collective sentiment when he pretends to represent the Romani as the victims of the system rather than the cause of many problems...”

Here can be found the most significant cases of cyber-bullying in Italy:

Cyberbullismo/Casi significativi di cyberbullismo. In: Wikibooks.org [Accessed 2017-07-25]. Available online: [https://it.wikibooks.org/wiki/Cyberbullismo/Casi\\_significativi\\_di\\_cyberbullismo](https://it.wikibooks.org/wiki/Cyberbullismo/Casi_significativi_di_cyberbullismo)

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<sup>87</sup> Parlangei, D. (2017). *In Italia 2 ragazzi su 3 sono stati vittima di cyberbullismo*. La Stampa Tecnologia. [Accessed 25-07-2017] Available online: <http://www.lastampa.it/2017/02/07/tecnologia/news/in-italia-ragazzi-su-in-italia-sono-stati-vittima-di-cyberbullismo-vy3ecfE185Pr5XNfYl18YJ/pagina.html>

### 10.2.3 STARTING ACTIVITY

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**Duration:** 30 minutes

**Aim:** to come to a common definition of the term hate-speech

#### Step-by-step description

1. Let the young people watch the video (Celeste Buckingham subtitles), attached.
2. Ask the questions (and distribute papers with the written questions to everybody). Everybody will get a piece of paper to write down the answers (5-7 min.). First, participants answer individually:
  - a) Have you experienced any similar situation, that you were attacked by someone anonymous on the online social networks?
  - b) Or have you written anything like that to anyone online?
  - c) Why do people change in their behaviour comparing offline and online communication?
3. Then explain typical example of hate speech. The best way is to have prepared some local examples from young people's environment, e.g. (translation: "*Kill inadaptable, you save the tree*").

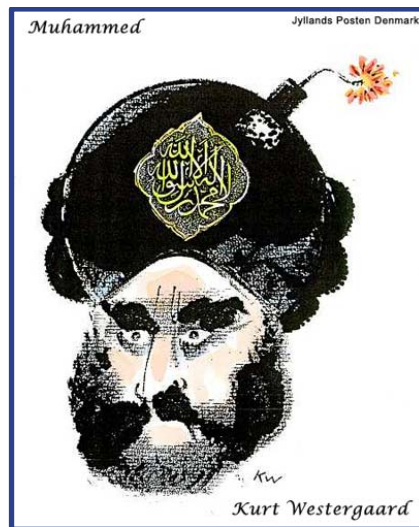


Picture 20

- a) Do you know any example when the hate speech finally led to real aggression? If not personally experienced, do you remember any situation from history when open aggression against people was started by hate speech? (possible answers: Hitler's propaganda /"Final Solution"/; Apartheid; Rwandan Genocide; or maybe Trump's pre-election speech... etc.)
- b) According to Oxford English Dictionary, hate is considered "*an emotion of extreme dislike or aversion; detestation, abhorrence, hatred*". It means that intolerance and dislike are

necessary human emotions which no legal order could pretend to abolish (Post, 2009). Sometimes we say “I hate stupidity”, or “I hate being in the room full of people...” When do these otherwise appropriate emotions become so ‘extreme’ as to deserve legal suppression?

4. Then divide the group into small groups (3-4) and let the participants to talk each other their experiences (15 min.).
5. After the group discussion ask another set of questions. Let anybody to answer in one circle.
  - a) Can we consider the Mohamed caricatures published in Danish journal Jyllands-Posten or French Charlie Hebdo to be hate speech, too? Why yes, why not?



Picture 21

- b) On the other hand, free speech is a vital human right, it is the cornerstone of any democracy. How to balance freedom of expression with the need to prohibit hate speech is especially important and difficult in the virtual world of Internet, where all information spreads as quickly and easily as never before? What is the border between the free speech as human right and the human’s dignity which establish all the human rights?

## 10.2.4 MAIN ACTIVITIES

### A) PICTURES

**Duration:** 30 minutes

**Aim:** Participants will be able to recognize the level of aggressiveness in various expressions.

#### Step-by-step description

1. Show the below-mentioned expressions and ask members of the group to divide them into three boxes (A, B, C) and comment your decision:
  - A – appropriate / constructive: pictures nm.:
  - B – non-ethical / offensive: pictures nm.:

C – hate-speech / destructive: pictures nm.:



Picture 22



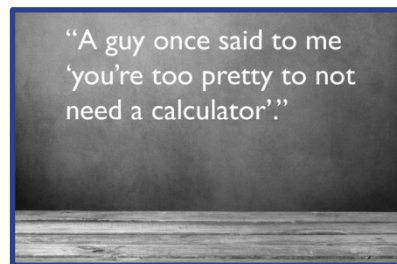
Picture 23



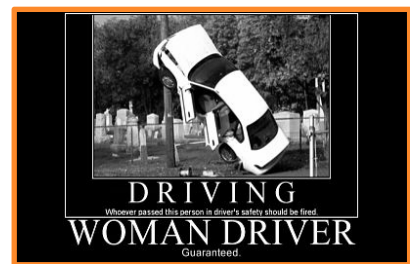
Picture 24



Picture 25



Picture 26



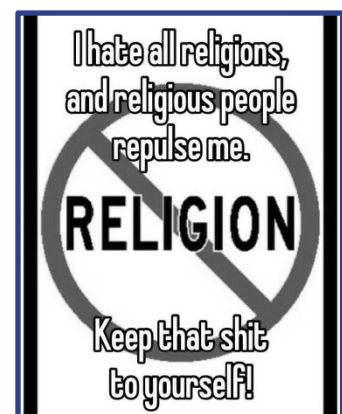
Picture 27



Picture 28



Picture 29



Picture 30

*“How do you know something is hate speech or fake news? Once you start restricting some of these things, it’s a slippery slope and you open yourself to legal action” (Jonah Berger).*

So be careful about labelling every angry or not sensitive humorous expression as hate speech. The more sensitive is needed to be to real hate speech, although it uses manipulating language.

## B) OBSERVATIONS OF ONLINE SOCIAL NETWORKS

**Duration:** 20 minutes

1. Connect to online social media and take 5 minutes to find some similar hate expressions like those mentioned above, or social-network groups with racist or xenophobic attitudes, e.g. *“I sacrifice 2 EUR to buy an island for the gipsies!”* (this group has 30.839 members in Slovakia). Then answer the questions:

There are several types of the group members: passive members, active participators, recruiters, leaders. Can You recognize them through their posts?

2. What are their strategies/tactics to wide spreading their ideas and recruiting the newbies?

**Possible answers for educator to help youngsters to find them:**

- a) **focusing** on the adolescents with low self-esteem, absence of the sense of life, frustrated, solitaire with the high need to be included and to gain the experience of power and identity (the need to be extraordinary);
- b) **fake news** spreading: creating the impression of credibility, the extremist ideas are masked like “historical” or “scientific”, using the scholarly language, “research findings”, based on incontestable authorities. Their opinions and beliefs are presented as facts and simply truth;
- c) **evoking fear**, and manipulation: presenting the specific groups as menace for the society, which is needed to be stopped at any cost. The catastrophic scenarios are drawn.
- d) **what else...?**

Let the young people establish their rules of No Hate Speech. You can help them with the below mentioned examples.

3. **Think critically:** to understand the diversity around, read about history, political issues, society needs.
4. **Use the reliable sources of information:** use more than one or two sources; prefer the websites which keep the basic ethical standards / e.g. articles are not anonymously published etc.
5. **Be sensitive about video games’ content:** some of the games may contain discriminatory attitudes and detailed aggression. Imagine you or your friends/family members are not the main but the side characters of the game.
6. **Talk with others:** don’t stay alone with your thoughts. Create open groups to evaluate and share ideas. Be active in discussions.

7. **Don't let your off-line social networks vanish:** meet your friends personally to gain the support in life. Be aware about internet addiction.

## C) WHAT NOW?

**Aim:** To decide concrete steps how to deal with hate speech in your own environment.

**Duration:** 15 minutes

Discuss these steps – are they appropriate in your context?

There are several ways how to deal with hate speech:

1. **Passive** (empower yourself not to be so vulnerable with using the online social networks):
  - a) Don't use internet ☺
  - b) Remember that your offline social networks are more important. Spend enough time face-to-face with your friends; focus on people that support you.
  - c) Avoid becoming addicted to internet content (see Internet Addiction Test below).
  - d) Avoid taking the hate speech attack personally, ignore the comments.
  - e) Don't expect that everybody will love you. The world is not and will never be perfect! Realize that "hurt people hurt people" and that successful people have the most haters.
  
2. **Active** (try to change haters' behaviour)
  - a) Spread the hash tags against hate speech (label any hate speech with e.g. #masturhate label), (see <http://idontmasturhate.com/?lang=en>)
  - b) Create the similar video as you've seen the one with Celeste Buckingham and share among your friends on FB.
  - c) Address hater in your life head on with assertive ask (e.g. "While I appreciate your constructive criticisms, I feel that you sometimes come across a little harsh")
  - d) Let the person in general (but mainly your friends) know that you don't appreciate the negativity.

**Choose one passive and one active action and write down as your commitment.**

*Try to fulfil it during the next week!*  
*We together decided to...*



## D) INTERNET ADDICTION TEST (IAT)

Online vulnerability of young men increases with the amount of internet use. If you, as a youth worker, consider it useful, e.g. you can see some typical features of addiction behaviour, you can use this test to give feedback to individuals.

IAT is a reliable and valid measure of addictive use of Internet, developed by Dr. Kimberly Young (1998). This questionnaire consists of 20 statements. After reading each statement carefully, based upon the 5-point Likert scale, please select the response (0, 1, 2, 3, 4 or 5) which best describes you. If two choices seem to apply equally well, circle the choice that best represents how you are most of the time during the past month. Be sure to read all the statements carefully before making your choice. The statements refer to offline situations or actions unless otherwise specified.

0	Does not apply
1	Rarely
2	Occasionally
3	Frequently
4	Often
5	Always

1	How often do you find that you stay on-line longer than you intended?	1	2	3	4	5	0
2	How often do you neglect household chores to spend more time on-line?	1	2	3	4	5	0
3	How often do you prefer the excitement of the Internet to intimacy with your partner?	1	2	3	4	5	0
4	How often do you form new relationships with fellow on-line users?	1	2	3	4	5	0
5	How often do others in your life complain to you about the amount of time you spend on-line?	1	2	3	4	5	0
6	How often do your grades or school work suffers because of the amount of time you spend on-line?	1	2	3	4	5	0
7	How often do you check your email before something else that you need to do?	1	2	3	4	5	0
8	How often does your job performance or productivity suffer because of the Internet?	1	2	3	4	5	0
9	How often do you become defensive or secretive when anyone asks you what you do on-line?	1	2	3	4	5	0
10	How often do you block out disturbing thoughts about your life with soothing thoughts of the Internet?	1	2	3	4	5	0
11	How often do you find yourself anticipating when you will go on-line again?	1	2	3	4	5	0
12	How often do you fear that life without the Internet would be boring, empty, and joyless?	1	2	3	4	5	0

13	How often do you snap, yell, or act annoyed if someone bothers you while you are on-line?	1	2	3	4	5	0
14	How often do you lose sleep due to late-night log-ins?	1	2	3	4	5	0
15	How often do you feel preoccupied with the Internet when off-line, or fantasize about being on-line?	1	2	3	4	5	0
16	How often do you find yourself saying "just a few more minutes" when on-line?	1	2	3	4	5	0
17	How often do you try to cut down the amount of time you spend on-line and fail?	1	2	3	4	5	0
18	How often do you try to hide how long you've been on-line?	1	2	3	4	5	0
19	How often do you choose to spend more time on-line over going out with others?	1	2	3	4	5	0
20	How often do you feel depressed, moody or nervous when you are off-line, which goes away once you are back on-line?	1	2	3	4	5	0

Total up the scores for each item. The higher your score, the greater level of addiction is:

**20 – 49 points:**

You are an average on-line user. You may surf the Web a bit too long at times, but you have control over your usage.

**50 – 79 points:**

You are experiencing occasional or frequent problems because of the Internet. You should consider their full impact on your life.

**80 – 100 points:**

Your Internet usage is causing significant problems in your life. You should elevate the impact of the Internet on your life and address the problems directly caused by you Internet usage.

## 10.3 Further notes to the youth workers

### 10.3.1 FURTHER INFORMATION AND FURTHER READING

- For further study of the hate speech topic:
- <http://unesdoc.unesco.org/images/0023/002332/233231e.pdf>
- For further study of the youth internet use:
- <http://ec.europa.eu/eurostat/statistics-explained/pdfscache/39761.pdf>

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## 10.5 Pictures credit

Picture 19 – SafeHome.org, Alejandro Gonzales USA TODAY in Eversley, M. (2017). *Study: “Hate” groups explode on social media*. USA Today. [Accessed 25-07-2017] Available online: <https://www.usatoday.com/story/news/2017/02/23/hate-groups-explode-social-media/98284662/>

Picture 20 – Proti nenavisti.sk. [Accessed 01-08-2017] Available online: <http://protinnavisti.sk/co-je-cyberhate/>

Picture 21 – Kurt Westergaard. Flapsblog.com. [Accessed 01-08-2017] Available online: <http://flapsblog.com/category/politics/muhammad-caricatures/>

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# 11 RADICALISATION AND EXTREMISM

## 11.1 About this session plan

The development of this session plan was led by: **Trnava University**

### 11.1.1 AIMS

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**After the session** (maybe divided in two parts):

- Participants will be able to define what the terms radicalism and extremism mean and to recognize and categorize various forms of extremism.
- Participants will get knowledge and correct their pre-concepts/prejudices about the specific groups of people, which frequently suffer from the radical or extremist attitudes and actions of majority (Romani people, migrants, Jews etc.).
- Participants will identify in experiential way roles in concrete situations, which can lead to radical behaviour.
- Participants become aware about their mates living in close neighbourhood who could suffer exclusion from various reasons and become radically aggressive based on long-term frustration.

**Duration:** 120-140 minutes. Note: the session can be divided into two parts. "Football match" and "What to do personally" can be realized next meeting, depending on time you have.

### 11.1.2 RESOURCES NEEDED

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- Video: "Anti-Islamist Riots in Germany-Hooligans Against Salafists"), link: <https://www.youtube.com/watch?v=NRZiTReKcCk> (better to be downloaded).
- Papers and pen for participants to write down the notes.
- Blackboard/chart board.
- Special costumes for activity *Football arena* (participants can be invited to bring them).
- Video: "Bored and...-perception", link: <https://www.youtube.com/watch?v=A8syQeFtBKc>

## 11.2 Thematic introduction and information about the topic

### 11.2.1 INTRODUCTION INTO THE TOPIC OF THE SESSION PLAN

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Radical and extremist tendencies endangered young people in the world as well as in European continent in the past and persist till nowadays. They arouse anxiety, perceptions of threats or in contrary inspire young people, who identify with them.

According to some authors extremism is the product - phenomenon of democratic society. Democracy doesn't have enough defence mechanisms to protect itself from all that injure it. If it has them, it wouldn't be any more democratic, but dictatorship. That's why every democratic society witness extremism. All over the world, including in our country, exist numerous extremist groups or

movements. Sometimes it seems to be very hard to distinguish who is or who isn't the extremist, because the border line between extremism and radicalisation and normality is very wide and misty defined.

Radicalisation as the process, which precedes when person becomes a culprit of an extremism crime act or a member of an extremist group, is a long-term perceived phenomenon. ***It indicates the process, in which persons or groups under the influence of radical political or religious ideology abandon the value system of the resident country and acquire a new one, which is not in the accordance with the core principles of democratic society (warranty of supremacy of civil nation, decision making based on majority votes with respect to minorities, assertion of core rights and freedom, following the principles of legitimacy). Such acquiring of radical ideology and person's distortion from the system of moral and law norms presented in democratic society enforce decision to realize radical ideology through violent acts. In some cases, it can lead to terrorism.***

Extremism - verbal, graphical, violent or other activities of persons or groups outstanding from generally respected norms with strong elements of intolerance, insularity and rejected attitudes to compromises, attempted against the state fundamentals, life, health or private property (Chmelík, 1997)<sup>88</sup>.

*Extremism is recognized as verbal, graphical, physical or other activities as a rule related to deviate ideological or other context proceeding persons or groups with strongly deviant opinions to generally accepted norms with explicit elements intolerance, especially racial, national, religious or similar insularity, directed towards democratic principles, social structuration, core human rights, life, health, property or public order.<sup>89</sup>*

Basic forms of extremism: according to motivation ideas extremist activities shapes three basic groups: **right-wing extremism** (arise from ideas of racism, fascism, Nazism and Neo-Nazism, very often nationalism) and **left-wing extremism** (arise from ideas of communism, Marxism and anarchism). In our societal conditions, it is also present in **religious extremism** and **ecological extremism**. This classification is only a supporting criterion for a better orientation in the issue of extremism. Extremism hasn't delimited borders.

Basic factors leading to radicalisation and extremism are **push factors** pursuing to extremism (e.g. marginalisation, inequality, discrimination, persecution, rejection of the rights), **pull factors** supporting attractiveness of extremist groups with their rhetoric and services, sense of belonging served as reference group and **context factors** providing favourable environment for extremism (e.g. absent law system, corruption, criminality, state instability).

United Nations Security Council emphasises in its resolutions the need of “,quality education for peace that equips youth with the ability to engage constructively in civic structures and inclusive political processes and “,calls on all relevant factors to consider instituting mechanisms to promote a culture of peace, tolerance, intercultural and interreligious dialogue, that involve youth and discourage their

<sup>88</sup> Chmelík, J. (1997). *Extremismus*. Praha: MV ČR

<sup>89</sup> Slovak Republic Conception against extremism during years 2015 – 2019

participation in acts of violence, terrorism, xenophobia, and all forms of discrimination” (UN Security Council Resolution 2250, 2015)<sup>90</sup>.

## 11.2.2 DATA AND STATISTICS

Based on Eurobarometer survey carried by European Commission (2015):

- only 27 % of respondents consider EU as surely secure.
- 52 % of respondents are convinced and others 34 % perceive extremist ideologies as resource of threats for security in EU (top threat between war, social exclusion, climatic changes).
- 68 % of respondents anticipate terrorism (including the phenomenon of „foreign militants“) as future threat.

E. g. survey of Department of Education of Slovak Republic carried out by School inspection (2016) find out that:

### Students received information about extremism mainly from TV and internet.

Source of information about extremism	N = 1297
TV/radio	64,69 %
Internet	44,41 %
School	38,94 %
Journals	17,35 %
Street	12,34 % (more than family)
I haven't met with such information	10,48 %
Family	7.71 % (only!)
Friends	6,48 %
Personal experience	4,86 %
Other...	1,70 %

### Students express their radical attitudes by:

Symbols and expressions	Rural, in %			Urban, in %		
	Often	Sometimes	Never	Often	Sometimes	Never
<b>Wearing the T-shirts with symbols</b>	10,40	51,47	37,61	13,91	50,14	35,36
<b>Intolerance expressions</b>	7,67	41,28	50,74	8,41	30,14	60,87
<b>Negative expressions against race, nation...</b>	11,34	38,13	50,32	8,12	34,49	56,81
<b>Distribution of materials</b>	4,41	23,95	71,32	7,83	27,25	64,35
<b>Carrying weapons*</b>	5,88	29,94	63,97	5,22	28,99	64,06

\*all kind of weapons (e.g. boxers hands, knives etc.)

<sup>90</sup> UN Security Council. (2015). *Security Council resolution 2250*. Annotated and explained. [Accessed 25-07-2017] Available online: <http://unoy.org/wp-content/uploads/2250-annotated-and-explained.pdf>

- up to 40 % of pupils from low secondary schools and 37 % from grammar school stated, that they have schoolmates arousing fear, in contrary 30 % of pupils from low secondary schools and approximately 35 % from secondary schools stated, that they have alone outsiders in class;
- almost 22 % of pupils from low secondary schools stated, that certain teachers ironize pupils and ridicule the ethical or national minority, at secondary schools inappropriate expressions experienced 17 % of pupils;
- most frequent motives of becoming a member of an extremist group are the desire to belong (57 % pupils from low secondary schools and 62 % from secondary schools) and respect and admiration (40 % from low secondary schools and 59 % from secondary schools), also substitution for dysfunctional family (31 % pupils from low secondary schools and 43 % from secondary schools).

### 11.2.2.1 UNITED KINGDOM

#### Attitudes to other 'extreme' groups remain constant

Despite a marked decrease in tolerance towards those considered religious extremists, attitudes towards people who are racially prejudiced or who want to overthrow the government have remained constant over the past decade. Findings show:

In 2014 just under half (48%) of people said that people who are racially prejudiced should definitely not be allowed to hold public meetings, much the same as the 46% who said this in 2004. In 2014 over half (53%) said that people who want to overthrow the government should definitely not be allowed to hold public meetings, similar to the 55% ten years before. Those aged 18-34 were less likely to say that people who want to overthrow the government should not be allowed to hold public meetings: in 2014, 39% said this, compared to 72% of over-65s.

The survey also reveals that the public's attitudes vary according to their political allegiance. For example, in 2014, 50% of Labour supporters were in favour of a ban on public meetings for racist groups, compared to 44% of Ukip supporters.

The percentage of Conservatives and Liberal Democrats who supported a ban on public meetings for groups who wanted to overthrow the Government by force increased from 56% and 47% in 2004 to 68% and 57% respectively in 2014, the fourth year of the coalition government.<sup>91</sup>

### 11.2.2.2 CROATIA

The number of supporters of radical Islamic interpretation in the Republic of Croatia is small, several dozen people, and most of them are not supporters of terrorist methods of action. Radicalization in Croatia did not take on wider proportions, among other things, due to the very good reputation, position and integrity of the Islamic Community in Croatian society. However, the existence of radical Islamist enclaves in neighbouring states, as well as the departure of jihadists from those countries struggling in the Syrian and Iraqi conflict on ISIL side, are still concerning. Unemployment, especially

<sup>91</sup> British Social Attitudes: New findings reveal young people are less tolerant of religious extremists. (2015) *NatCen: Social Research that works for society*. [Accessed 27-07-2017] Available online: <http://www.natcen.ac.uk/news-media/press-releases/2015/august/british-social-attitudes-new-findings-reveal-young-people-are-less-tolerant-of-religious-extremists/>

among young people, with dissatisfaction with personal life difficulties can lead to resignation and disappointment in the legal order, which also carries the risk of extremism. The phenomenon of extremism has also been found in individuals who act within soccer fan groups. Violence, extremist rhetoric and symbolism in parts of particular fan groups have been present for years and they undermine the security situation in the Republic of Croatia and its international reputation. The main promoters of these manifestations are well-organized extremist fractions within the main fan groups. Special attention is given to the more frequent violent activity of extreme faction groups outside the frames of sports events (Security and Intelligence Agency, 2016)<sup>92</sup>.

### 11.2.2.3 ITALY

In Italy, the ideology of extreme-right oriented political parties, ideology of neo-fascism and Nazism is spread quite significantly.

Economic crisis often leads to the rise of extremisms, and Italy is not an exception, the 2008 crisis led to a rise in power of far-right parties, notably the Northern League (a regionalist xenophobic party), which throughout the last years gained an extraordinary importance on the Italian political scene and maintain it until now.<sup>93</sup>

Cases of young people who promote fascism are also recorded in Italy.

In 2009, in Rome on the evening of the European Football Championships a crowd had gathered to watch the match between Italy and Spain when, among the flags of the Italian tricolor, a red one with a swastika flared up. It was an act of a of just 19 years old boy. Young people are more vulnerable to extremist ideologies. Disappointment of economic, social and political situation and lack of job opportunities is often the cause of radicalization.<sup>94</sup>

As a proof of fascism tendencies within young Italian population may be used a Facebook page "Giovani Fascisti Italiani" (Young Italian fascists), which connect (young) people who identify with fascism ideology.

## 11.3 Description of practical activities

### 11.3.1 STARTING ACTIVITY

#### A) RADICALISM AND EXTREMISM VIDEO ANALYSIS

**Aim:** to identify basic pre-concepts in the issues of radicalization and extremism; to recognize and categorize the forms of extremism.

<sup>92</sup> Public Report 2016 (2016). *Security and Intelligence Agency*. [Accessed 02-08-2017] Available online: <https://www.soa.hr/UserFiles/File/pdf/Javno-izvjesce-2016.pdf>

<sup>93</sup> Lorimer, M., Pamarico, L. (2011). *The Far Right In Italy*. Coesionet European Cohesion And Territories Research Network. [Accessed 10-05-2017] Available online: <http://www.sciencespo.fr/coesionet/sites/default/files/Italy%20Extremism.pdf>

<sup>94</sup> La diffusione dell'estremismo politico tra i giovani: una conseguenza della crisi? *Federconsumatori Giovani.it* [Accessed 11-05-2017] Available online: <http://www.federconsumatorigiovani.it/politica-e-societa/estremismo-politico-giovani.asp>

**Duration:** video + 30 minutes.

1. Watch the video (attachment 1: “*Anti-Islamist Riots in Germany-Hooligans Against Salafists*”), link: <https://www.youtube.com/watch?v=NRZiTreKcCk>

It depends on the youth worker’s decision as to which video they would choose, the idea is that the video should contain both radical behaviour and masking comments of the participants who try not to look radical.

2. Brainstorming.

- a) What have you seen?
- b) Give names for all the phenomena.

(possible answers: aggression, avoiding giving arguments, simplifying the problems, states like “I’m not radical, I have friends between Muslims”, hidden threats / “it’s not a soccer game, it’s a game of life and death” / etc.)

- c) Everybody writes down his own answer on paper.
  - d) Then ask: Is there any link between radicalism/nationalism and national pride? Is there any difference between fundamental and radical opinion? Is it only about the language used / concrete words or are radicals’ attitudes obvious although using sophisticated formulations? What are the signs of radicalism?
3. Draw the square (a=70cm) in the middle of the blackboard/chart board, and word “right” with a scale (1 – 5) on the right side of square and “left” with a scale on the left side (1 – 5), (see appendix 1).

**Then ask participants:**

- Now think about various other exhibitions of radicalism and try to separate them into two groups: right or left, depending on your reasoning: (1) right, if it arises from ideas of racism, fascism, Nazism and Neo-Nazism, or very often nationalism, or (2) left, if it arise from ideas of communism, Marxism and anarchism, radical environmentalism etc.). If you are not sure, write it in the middle square.

Write the expressions observed in video on the right or left side of the square, too.

4. Let them describe similar situations, which the participants heard about, saw, or experienced by their own. Encourage youngsters to mention various forms of R&E, writing them left or right depending on their own opinion. No opinion is commented or assessed, although lector or anybody else doesn’t consider the individual behaviour as extreme.
5. Correct the pre-concepts. Lector can cast light on the individual forms to recognize the political (left/right) / environmental / religious / animal rights forms of extremism etc. Every idea / form of extremism is moved correctly on the right / left side of the square, useful is to **use the scale to recognize the level of extremism**. The very right or the very left is the most extremist attitude / expression. Only the phenomenon which would be considered as not extreme in its definition stays in the central square.
6. The Youth Worker can use the distance from the very centre as the scale of extremeness – edge presents the highest forms of extremism.
7. During this process, we can ask participants:

- a) Why do you think that situation belongs to this concrete form? Why do you think this behaviour belongs to right/left extremism?
- b) Why some of the behaviours are not easy to categorize unambiguously?
- c) Why do you think this case should stay at the very edge? Why do those behaviours belong to the most extremist (scoring 5)?
- d) Which human rights are depressed / violated?

## 11.3.2 MAIN ACTIVITIES

### A) TRUTH OR MYTH?

**Aim:** get knowledge about the specific groups of people, which frequently suffer from the radical or extremist attitudes and actions of majority (Romani people, migrants, Jews etc.).

The room should be divided into two halves (by chalk or rope). One half represents assenting attitude (the truth), the second half dissent (the myth). The Youth Worker reads the individual sentences and people move from one to another based on their own reasoning.

1. **Migrants bring benefits for the inviting country.**
2. **Migrants bring diseases.**

The truth: Foreigners from third countries who come to our country in an irregular manner, are taken to the facility immediately after the seizure by police. They undergo various tests (blood test, X-ray of the lungs, oral and rectal swabs etc.), the stay generally lasts minimum 30 days.

3. **They pretend that they are at risk of life, yet they are merely economic migrants.**

It is true that many migrants come to inviting country with the intention of earning. These, however, are excluded from the asylum process, and therefore they receive no financial support.

4. **Migrants steal the jobs and make natives poorer.**

The truth: If so, the USA would be very poor country. But seriously, the recruitment process has its own strict rules in Slovakia - first you must get a job offer on the internal market and then on the external market. Only after the Slovak citizens are not interested in the job, the work position can be offered to another country citizen.

*(It surely doesn't work the same across European countries, e.g. look at the table to see the UK example).*

5. **Migrants come only to use our social system, they don't want to work.**

The truth (depending on individual country): in Slovakia, economic migrants are not supported by social system, support for asylum seekers is relatively low and limited in time (300 € / month).

6. **Migrants say they are fleeing poverty, but still they are far from being poor, having money to pay smugglers. So why should we be helping them, either financially or materially?**

The truth: It is true that not the poorest are getting to Europe. To be able to flee from their country, the funds are necessary. These have been mostly collected from multiple sources - savings, loans, sale of all assets, as well as payment in kind etc.

### **7. Migrants are terrorists.**

The truth: to exclude the possibility that terrorists stay among the migrants is not entirely possible. However, due to the above-mentioned facts it is clear that the arrival of terrorists into Europe is much simpler using the form of legal migration. The higher risk factor in this case is related to European citizens' extremist / radical groups, not the newcomers.

### **8. Even migrants don't want to stay in our country, let's send them home.**

the truth: everyone has the right of choice where to live his/her life. This choice is influenced by several factors, e.g. safety, employability, social networking, or acceptance of the majority society. On the basis of the Dublin Convention, the right of choice is limited. An asylum seeker must be registered in the country in which he crossed the borders of the EU, in which he was captured by police, respectively. However, if you have relatives such as Germany and Sweden, it is understandable that you don't want to stay in the country of registration (myths description inspired by Brnula & Slobodová, 2015) <sup>95</sup>.

It is possible to prepare similar myths for various vulnerable groups (depending on country specifics), e.g. in Slovakia the most misconceptions are about Romani people:

- Romani people are maladjusted ethnicity, it's deep in their genes. Since they came to Slovakia we have with them nothing but trouble!
- 99% of Roma live in shacks, settlements or ghettos.
- Romani people are demography menace!
- Romani people are preferentially treated, it's positive discrimination.
- It's a social parasitism.
- We gave away millions, and yet they do not want to change etc.

#### **Another set of statements:**

- Migrants are here illegally.
- Migrants are stealing our jobs.
- Migrants (asylum seekers) are criminals who are running away from their law.
- Migrants have to adjust to our culture and way of living.
- Migrants are threat to our safety.

**Duration:** 30 minutes

## **B) FOOTBALL ARENA**

**Aim:** To be able to identify the participant roles in concrete situations, which they behave radically in.

**Duration:** 45 minutes

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<sup>95</sup> Brnula, P., Slobodová, L. (2015). Migranti – fakty a mýty. *Sociálna prevencia*, 10 (2), pp. 8-9.

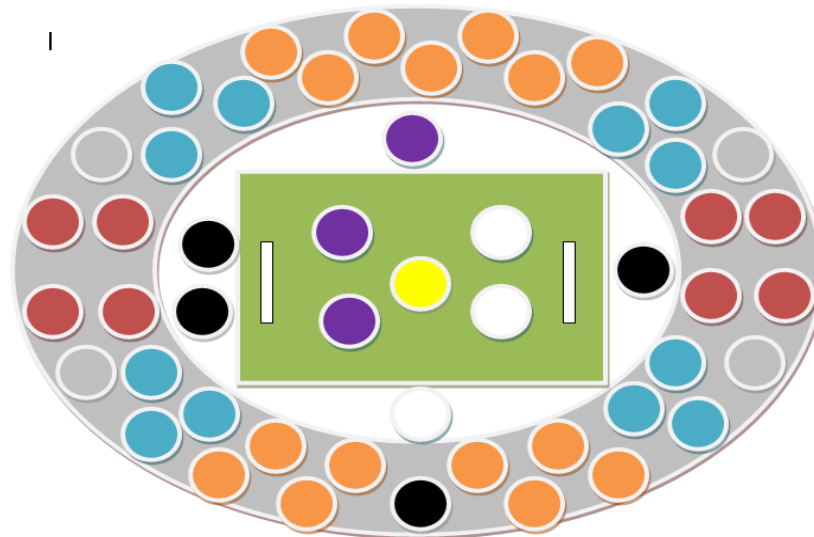
If youngsters don't watch football, maybe it would be interesting first to visit a match with them, or let them to watch a video, at least (e.g. <https://youtu.be/FDSUU-1zGps>). However, we assume, that all young people have some pre-conceptions about various types of fan behaviour during a football match.

### Step-by-step description:

1. Let's invite all the young people for a football match.
2. It will need at least 20 young people. Don't be afraid about atmosphere, it strongly depends on your ability to motivate others to have fun. However, the fun will have various images/representations to be analysed after the match.
3. Place the chairs in line to create the shape of football stadium (with two rows). We build on the experience of young people with their visit of a football match. There are several types of roles to play, with short description. It would be motivating if they receive some requisites/properties and some hints how to behave (see the role descriptions). According to how they are sitting we divide them to
  - a. *players* (4 people) – play the match, make fun.
  - b. *referee* (maybe the youth worker?) – play the role, make fun.
  - c. *general visitors* of the football event (they are spread all around the second row with exception of a domestic goal, and in the first row behind away team's goal),
  - d. *The hints: You don't wear any fan symbols, eating popcorn and seeds, drinking cola, speaking about anything, interested only if there is some interesting situation on the field, foul, chance, goal... If the team is losing, you leave before the end of the match.*
  - e. *funs* (first row except the places behind the away team's goal),
  - f. *The hints: You wear typical commercial symbols – jersey, muffler, hat, painted face. You are interested in game all the time, emotionally excited, sometimes vulgar/gross. It depends on your experiencing the situation if you ally with ultras in some cases... After the match, you leave the stadium in peace.*
  - g. *ultras/hooligans* (sitting behind the home team's goal),
  - h. *The hints: You create the atmosphere of the match, you wear typical club symbols but also radical (maybe Nazi etc.), You are using drums and are very loud, sometimes funny, mostly rude, racist, xenophobic etc. Looking for the conflicts all the time, against both opposite fans and security service. You hate referees and police.*
  - i. *security service/police* (they choose the place by their own),
  - j. *You wear some service uniform. Watch the public, especially ultras, being back to the match. Interfere if need against them.*
- k. *social youth workers* (they choose the place by their own).
  - l. *You are infiltrated between the fans, try not to be recognized, but try to work with fan emotions in positive way. After the match analyse the situation.*
4. After the referee's whistle (lector) all the actors start to play their role with typical behaviours, as they are perceived by young people. Lector does not interfere in the course, only ensures the agreed final signal (whistle) at the end of "the match".
5. After the match, all participants are divided into groups mixed by all categories and all reply to the questions on a flipchart:
  - a. How did you feel at the game? What was o.k. for you; what have you considered unsportsmanlike, threatening, perishable performance which you have come to watch?

- b. What did belong to your typical behaviours?
  - c. How did your behaviour influence the other participants and the game as such?
  - d. Under what circumstances would you rather join visitors / fan / ultras / police? Why?
6. Finally, the participants interpret the reasoning of members of their group. Their task is to propose at the same time how to communicate and work with the individual groups to avoid the emergence of radical expressions, or how to eliminate them.

The football stadium scheme



### Explanations and typical expressions:

**Players:** (white + violet in the field), they play the match with typical expressions like “Pass it!”, “Shoot!” etc.

**Referee:** (yellow): “Foul!”, “Advantage!”

**General visitors** of the football event (orange) – eating, drinking, taking pictures, making fun etc.

**Fans** (blue): singing typical songs, applauding, being fans...

**Ultras** (red): Disgusting and provocative shouts, connected with racism (mimic like the monkey when a player with dark skin has the ball etc.).

**Security services** (black): saying sentences like “Calm down, go away”, or just standing back to the play field.

**Youth workers** (grey): without instructions, let the young people play the role as they imagine.

## C) WHAT TO DO PERSONALLY?

**Aim:** to make young people aware about their mates living in close neighbourhood who could suffer exclusion from various reasons and become radically aggressive based on long-term frustration.

### Step-by-step description:

1. Watch the video (attachment 2: „Bored and ..perception“)
  2. web-link: <https://www.youtube.com/watch?v=A8syQeFtBKc>
  3. Stop the video at 1:34 (the exact time is important!!)
  4. Ask participants:
    - a) What do you think, how the story is going to continue?
    - b) (Let the participants create more than two variations. Influenced by the previous activities they will be looking for surprising ends.) Then continue in questioning.
    - c) Who is the main character of the video?
    - d) Have you recognized any signals that something could turn bad?
1. After a short discussion, watch the video again from the very beginning to the end.
  2. Ask participants again:
    - a) How do you feel now, realizing the point of the short movie?
    - b) What is the main idea of the story?
    - c) Is there any concrete challenge for you, personally? Do you know anybody in your life environment who could suffer from loneliness frustration?

**Duration:** 25 minutes

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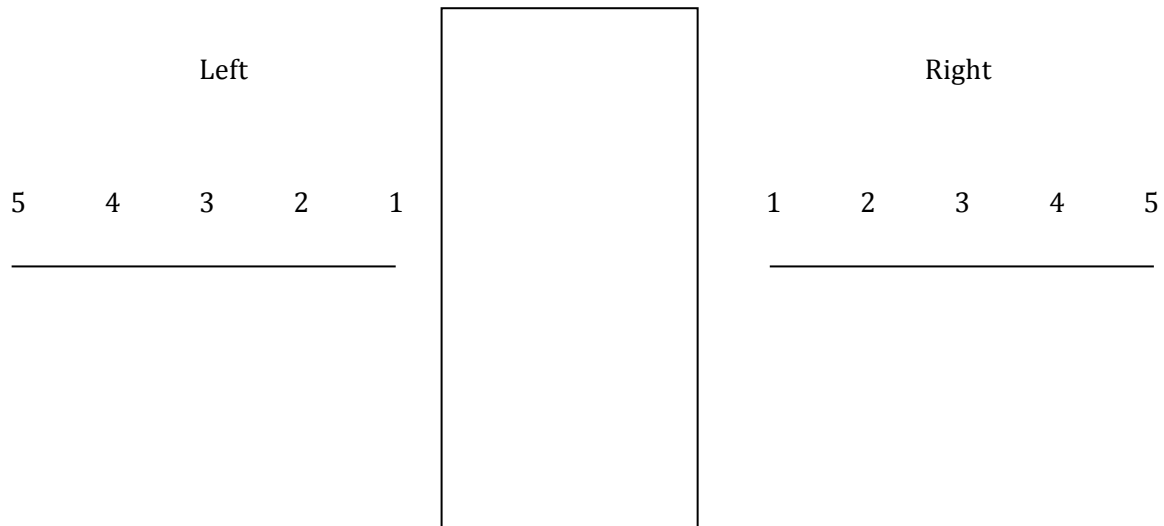
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## 11.5 Appendix

### 11.5.1 APPENDIX 1

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