YOUTH AS THE LEADERS OF CHANGE:

HOW TO INVOLVE YOUNG CITIZENS IN ANTI-DISCRIMINATION INITIATIVES

A methodological approach for NGOs and public bodies

YARD

NEVELŐK HÁZA EGYESÜLET

ICEI

TEATRIKON TEAM

fratelli dell'uomo

S. João da Madeira
Câmara Municipal

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YARD – Youth-led Actions Rejecting Discriminations

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Disclaimer

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FOREWORD

YARD – Youth-lead Actions Rejecting Discriminations (Project Reference: 2017-2-HU01-KA205-036084*)* is a project co-funded by the Erasmus+ Programme of the European Union (Key Action: Cooperation for innovation and the exchange of good practices, Action Type: Strategic Partnerships for youth*)*.

It runs from November 2017 to October 2019 and is promoted by Nevelők Háza Egyesület, NHE (Pécs, Hungary) in partnership with:

- ICEI – Istituto Cooperazione Economica Internazionale (Milan, Italy)
- Fratelli dell'Uomo (Milan and Padua, Italy), FDU
- Fundacja Teatrikon (Lublin, Poland)
- Câmara Municipal de S. João da Madeira (S. João da Madeira, Portugal)

The project promotes new practices and approaches at European level to support anti-discriminations activities of young people, including those with fewer opportunities – such as NEETs, migrants, youth with a low educational background, social or geographical obstacles, etc.. The final aim of YARD is to contribute to **fighting discrimination and fostering intercultural dialogue and the value of diversity among young people, by sharing, exchanging and transferring new and innovative non-formal methodologies** to engage young people in becoming active agents of inclusive communities.

Specifically, the project carries out:

- Four transnational project staff meetings, to exchange and transfer experiences, practices, approaches, etc. and to manage each project phase jointly;
- Two "Intellectual Outputs" which summarize the work and learning carried out in the project:
  1) The Handbook: "YOUTH AS THE LEADERS OF CHANGE: HOW TO INVOLVE YOUNG CITIZENS IN ANTIDISCRIMINATION INITIATIVES. – A methodological approach for NGOs and public bodies";
  2) The Training Toolkit: "TACKLE DISCRIMINATION BY EMPOWERING YOUTH – A collection of good practices for community development";
- Dissemination actions and events in each city, together with national multiplier events;
- A final international multiplier event.

You can find more information on **YARD – Youth-led Actions Rejecting Discriminations** at
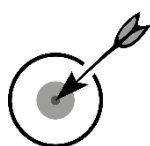
yardproject.wordpress.com

INTRODUCTION

WHY THIS HANDBOOK?

YARD – Youth-lead Actions Rejecting Discriminations promotes new practices and approaches at European level to empower and support active participation of young people in taking action and fighting discriminations, strengthening their social inclusion and raising their awareness in driving a positive change in the societies they are living in.

This Handbook is the result of the joint effort of project partners in tackling the issue of rising racism, hate speech, anti-diversity attitudes and aggressive behaviours, by raising awareness concerning the risk of these elements as the prelude of discrimination, whether direct or indirect. A sad fact: **hate crimes, racist and extremist acts as well as autocratic norms at government level in some European countries are on the rise**[1].

This Handbook is the result of a collaborative effort that includes the work, expertise, knowledge and skills that partners carried out in the project.

The project partnership is composed of 5 different bodies: **4 NGOs and 1 Municipality**, coming from 4 European countries and involving 5 different cities, thus proving a positive exchange among the third and the public sector.

In each of the **5 cities**, the activities have been developed with youngsters **aged 13-25**, with a special focus for those having **fewer opportunities**, due to lack or restricted access to education, training and youth work opportunities, thus being exposed to a higher risk of exclusion.

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[1] As states the latest Eurobarometer survey on discrimination (2015) **discrimination on the grounds of ethnic origin** is regarded as the most widespread form of discrimination and the proportion of respondents that think discrimination is widespread has increased since 2012; moreover, 62% of respondents think that new measures should be introduced to raise protection for groups at risk of discrimination.
Source: http://data.europa.eu/euodp/en/data/dataset/S2077_83_4_437_ENG

Several hundred young participants have been involved in the project activities. All the project activities, including the exchange of expertise, tools and knowledge acquired by each partner during the project implementation activities (TPMs) and dissemination and multiplier events, enabled the partner organisations to widen their knowledge, gathering new learning outcomes and new tools to foster active participation of youth in anti-discrimination activities.

WHO IS THIS HANDBOOK FOR?

The Handbook is particularly useful for **not-for-profit organisations working with young people**, including youth with fewer opportunities. Staff of these organisations could benefit from the contents of the document and could widen their knowledge and operational tools in promoting active participation of young people in drafting anti-discriminations actions.

APPROACH AND STRUCTURE

This Handbook intends to provide **a learning tool for not-for-profit organisations** willing to promote similar initiatives among their beneficiaries. The authors define the document as a **methodological manual** that aims at:

✓ Presenting a **general overlook about the situation in Europe** and at national and local level concerning the urgent need in defining strategic educational proposals to promote anti-discrimination: examples of good practices and existing policies, programmes and services are provided, as well as successful (or potentially successful) cases
✓ Provide some **basic principles** to draft and implement youth-led actions preventing racism
✓ Suggest possible application and rooms of improvement to replicate or **adapt the YARD approach** in different context

The Handbook is divided into the following sections:

Introduction

Chapter 1 – description of the ongoing strategies at European and national level

Chapter 2 – description of the YARD methodology, its specific approach and the main challenges faced on:

  a) *How to reach and involve young people?*
  b) *How non-formal education could be effective dealing with this topic?*
  c) *Which main competences of youth and of youth workers does the project aim to enhance?*
  d) *Who are our allies? The importance of creating a network.*

Chapter 3 – description of the YARD good practices (GPs) adapted, elaborated and implemented locally by each partner, stressing their strengths and weaknesses and the soft skills those practices can contribute to foster among youth.

Conclusion

HOW TO USE THIS HANDBOOK?

As specified, this Handbook represents the overall framework of the YARD project: the manual is easy and free to consult to discover more about the initiative and the methods. Besides this methodological Handbook, practical tools developed during the project are also at public disposal.

A collection of GPs is included in the second intellectual output of the project, the Training Toolkit: **"TACKLE DISCRIMINATION BY EMPOWERING YOUTH – A collection of good practices for community development"**. This is a compendium of practical exercises, tools, activities and materials for anyone willing to have a more operative view of the project, with sufficient details of the activities feasible to adapt and replicate in different contexts and with different target groups.

CHAPTER 1 – The YARD project and a general overview of the topic

1.1 The background and justification of the YARD project

According to Eurostat, 4.7 million people immigrated to one of the EU-28 Member States in 2015, with an estimated 2.4 million citizens of non-member countries; the number of people residing in an EU MS with citizenship of a non-member country on 01/01/2016 was 20.7 million. On the other hand, UNHCR highlights that in 2016 more than 360.000 people have landed in Europe. Europe has thus been facing unprecedented levels of migration, with countries like Hungary and Italy as top destinations, others like Portugal who have seen a significant increase in traditional immigration from colonies, and other countries such as Poland facing the situation as a relatively new phenomenon. At the same time, hate crimes, racist and extremist acts as well as autocratic norms at government level in some European countries are on the rise.

For instance, the latest Eurobarometer survey on discrimination (2015) highlights that discrimination on the grounds of ethnic origin is regarded as the most widespread form of discrimination and that the proportion of respondents that think discrimination is widespread has increased since 2012; moreover, 62% of respondents think that new measures should be introduced to raise protection for groups at risk of discrimination.

The situation is affecting in particular young people, among which anti-diversity attitudes and aggressive behaviours are growing, while in the public discourse populist answers are increasing. Much is underway in the project countries and cities to fight radicalisation and discrimination among youth and support them in becoming active promoters of inclusive communities.

However, partner organisations detected that people and organisations working with young people are still in need of new and effective methods to tackle prejudices and show the value of diversity, methods that, in particular, make use of non-formal approaches fostering the key and transversal competences of youth, including social, civic and intercultural skills, and their active participation in social change.

This is line with the strategies at European level, such as:

- Work Plan for Youth for 2016-2018: among the aims, the Plan mentions the contribution to responding to the opportunities and challenges raised by the increasing numbers of young migrants and refugees in the EU, as well as to social inclusion and stronger participation of youth in social life;
- Inclusion and Diversity Strategy in the field of Youth, which highlights the need to strengthen the knowledge, skills and behaviours to fully accept, support and promote the differences in society and to equip young people and youth workers with the necessary competences to successfully manage and support diversity;
- Renewed framework for European cooperation in the youth field (2010- 2018), which lists participation and social inclusion among its eight field of actions and stresses the importance of combating discrimination and promoting active citizenships of youth.

Against this background, and in line with the above mentioned priorities, the **general aim of the YARD project is to contribute to fighting discrimination and fostering intercultural dialogue and the value of diversity among young people**, by promoting youth active citizenship, their empowerment and role as agent of social change. Partners achieve this specific objective by sharing, exchanging and transferring new and innovative non-formal methodologies to fight discrimination and break down prejudices among youth and **to engage young people in becoming active agents of inclusive communities**.

The added-value of the project at transnational level thus lies in the exchange and confrontation among different countries, organizations and practices to work on common challenges, by taking advantage of what proved effective in other contexts. This way, a quality youth work at local and European level is promoted and the ability of organizations working with youth to prevent and fight stereotypes and motivate and support young people to act for intercultural dialogue is strengthened.

1.2 Brief overview at European level

Europe has become a multicultural community, and this is especially true if we look at young generations. In the EU in 2004, second-generation young immigrants (young people between 15 and 29 years of age born in an EU Member State with at least one parent from a country outside the EU) were about 2.5 million. In addition to international flows, intra-EU migration is an important dimension of youth demography. Thanks to the increasing opportunities for EU citizens to travel and set up residence across EU Member States, young Europeans have become increasingly mobile and likely to work or study in another European country. According to data from 2015, one third of young people from Latvia, Lithuania and Hungary were resident in another country; Bulgaria and Estonia follow closely behind with 25% and 20% respectively.

Nevertheless, public opinion and the continent's politics often do not reflect this empirical fact. Prejudice and discrimination directed at immigrants are a widespread phenomenon across Europe. According to the last Eurobarometer Survey on Discrimination (May 2015), discrimination on the ground of ethnic origins is regarded as the most common form of intolerance in the EU. The

proportion of respondents that think discrimination is widespread has increased since 2012; moreover, 62% of respondents think that new measures should be introduced to rise protection for group at risk of discrimination. Needless to say, young generations are the most affected by the increasing of this phenomenon. As stated in **the EU White Paper on Youth** (2001), promoting human rights and equality among youngsters is critical if we want to achieve an open, tolerant and equal society. **As the adults of tomorrow, young people will shape the future.** They will determine whether the nascent racism and xenophobia witnessed throughout the European Union takes a stronger hold or retreats into obscurity. In the last years, the EU published different plans and strategies that include this issue.

The work plan of Youth for 2016 -2018 mentions the necessity to answer to the opportunities and challenges raised by the increasing numbers of young migrants and refugees in the EU, as well social inclusion and stronger participation of youth in social life.

The **Inclusion and Diversity Strategy in the field of youth** instead emphasises the need to strengthen the knowledge, skills and behaviours to fully accept, support and promote the differences in society and to equip young people and youth worker with the necessary competences to successfully manage and support diversity.

Recently, the European Commission published **"Situation of young people in the European Union"**, a final report about the **Renewed Framework for European Cooperation in the Youth Field**, also known as the EU Youth Strategy, which covers the period from 2010 to 2018. One of the most interesting remarks of this report is the fact that it considers the end of ethnic discrimination not only a matter of human rights, but also a necessity for the European development and growth. Discrimination increases the risk to expose young migrant of first and second generation to deprivation and social exclusion, which in economical term means an awful use of human capital. Consequently, the EU started to promote with greater vigour projects and initiatives to fight radicalization and discrimination among youth. Data show us that the number of municipalities, public institutions and schools interested to develop projects in the field of discrimination is notably increased in the last decade. **What is important now is to develop and disseminate strong and valuable methods able to tackle prejudice and show the value of diversity.**

This was remarked in 2019, when the new **European Union Youth Strategy 2019-2027** was published. The first key point of this document indeed emphasizes that young people have a specific role in society and face specific challenges, and for this reason is important to connect them with EU by sharing best practices and working on the recognition of skills and competencies gained through non-formal and informal learning. The document also states that the European Youth Policy should be firmly anchored in the international system of human rights, and a "special attention should be given to youth risking marginalization based on potential sources of discrimination, such as their ethnic origin […], ensuring that young people have the ability to recognize and report hate speech and discrimination". Reading these lines it is clear that **the EU see in the fight of discrimination one of the biggest challenge for its future.**

1.2.1 The situation in Italy

There are little doubts that Italian government is playing a relevant role in supporting the new wave of populism that is spreading in the European Union. Claiming to speak for "the people," populists treat rights as a needless obstacle to defending the nation from perceived threats and evils, thus paving the way for discrimination. Even Italian schools, the place where respect and integration should be built by definition, seem not safe from this contamination. "We will protect migrants, but we first have to think on young Italians" is a recent statement by the Italian Minister of Education Marco Bussetti that provoked a huge stir among public opinion. Regardless of these words were misinterpreted, as the Minister declared few days later, we need to get back to the previous government to find specific anti-discrimination policies for schools.

In 2017 the Ministry of University Education and Research (MIUR), published the "Education to Respect National Plan", a set of policies aimed to contrast any form of prejudice and discrimination in schools working with students, teachers and families. Gender, ethnicity, language, social condition, freedom of expression and religion are the focus of this paper.

First, the National Plan recall the article 3 of the Italian constitution, specifying that "all students have equal social dignity and are equal before the law, without distinction of sex, race, language, religion, political opinion, personal and social conditions".

Then, the paper gathers and revamps important policies and actions to contrast discrimination:

- The National Guidelines for the promotion of gender equality education inside schools, prevention of gender violence and all form of discrimination (art. 1, sec. 16, L. 107/2015).
- Guidelines to prevent and contrast cyberbullies in schools (L. 71/2017). The MIUR created a vademecum called "No hate speech" which should be disseminated in all the Italian high schools, and signed a partnership with the Cattolica Sacro Cuore University to create a protocol to educate scholars to the digital citizenship.
- The celebration of the day of "Peace, fraternity and dialogue among different cultures" in the Italian schools, a day instituted by the Italian parliament in 2005.
- It relaunches the Osservatorio Nazionale (National Observatory), composed of roughly 100 associations and experts, aimed to monitor the implementation of discrimination programmes in schools and collaborate with MIUR for new training actions.

Moreover, the Education to Respect National Plan includes two innovative proposals:

- The institution of Noisiamopari network. This website, divided into 5 categories (gender, ethnicity and religion, homophobia, bullying and STEM) is a virtual space where schools can share their projects and exchange good practices. The portal regularly publishes grants for anti-discrimination projects for schools.
- "#Rispettaledifferenze" (respect the differences): an awareness-raising campaign about respect that use different communication channels and involved students as actors.

Overall, the Education to Respect National Plan put aside 8.9 million euros for the 2014 -2020 period: 900.000 euros for scholar's anti-discrimination projects, 5 million euros for the creation of a permanent network over discrimination between 200 schools, and 3 million euros for educator's specific training.

Even though this national campaign shows positive aspects and meets some needs identified by YARD, the Education to Respect National Plan did not take off, it has never been particularly supported by any government and it is not well known even among educational institutions.

1.2.2 The situation in Hungary

The phenomenon of youth across Europe is the declining number of 15-29 year olds and the deterioration of young people's living conditions. Their current share of 20% of the population is projected to fall to 15% by 2050. At European level, the Commission's pan-European strategy on "Youth – Investing and Empowering" addresses the problem. In line with the strategy, domestic solutions should be sought.

In Hungary, the greatest problems encountered by young people are the high rate of unemployment and the proportion of long-term workers or students studying abroad, and the increasing willingness to emigrate. Alongside job losses, the main causes of unemployment in preparing young people for the labour market. The key problem is that the education system in Hungary is predominantly not in direct contact with the labour market and cannot respond to its needs. The current system does not provide the opportunity to acquire key competences and apprenticeships, which are the most important expectations of employers. In addition to the objective decline in living conditions, the global economic crisis, which has lasted for years, has also affected young people's vision. The research mentions among the biggest problems of the youth (besides the second place unemployment) the picture of a hopeless, uncertain future and the futility and insecurity of life.

Hungary is a country of around 10 million people. Fifteen years after its political transition into democratic pluralism, Hungary became a member of the EU. The creation of democratic laws and institutions has been accompanied by increasing awareness of the principle of equal treatment, but the issue of discrimination was brought to light by the debates generated by the process leading to the adoption of a comprehensive antidiscrimination law in late 2003 – Act CXXV of 2003 on Equal Treatment and the Promotion of Equal Opportunities[2]. The law established the Equal Treatment Authority – a body responsible for combating discrimination in all sectors and with regard to all grounds. The Authority's activities and strategic litigation by NGOs have further raised awareness of the issue and the situation of the groups most exposed to discrimination.

A wide range of anti-discrimination principles are defined in the Hungarian legislative system. The main pillar is the Constitution (called Basic Law) of Hungary which guarantees fundamental rights without any distinction in Article No XV. The principle of equal treatment also generally applies in sectoral

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[2] https://eacea.ec.europa.eu/national-policies/sites/youthwiki/files/gdlhungary.pdf

legislation. Among other laws, the Labour Code also regulates the requirement of equal treatment. The Civil Code regulates negative discrimination of persons under the protection of personality rights.

Since the lack of a youth law in Hungary, there is not a set in stone definition for youth, it differs across legislations of different policy fields. The strategical framework of Hungarian youth policy consists of three main documents[3]:

1. the National Youth Strategy 2009-2024 : its main aim is the provision of equal opportunities through prevention of social exclusion and marginalisation of youth.)
2. the 2012 Programme for the Future of the New Generation, which came into force as a government decree. The programme identified four areas for intervention: 1. Citizenship, 2. Housing and starting a family, 3. Career and self-sufficiency, 4. Leisure time – sport, entertainment and consumption of culture.
3. National Social Inclusion Strategy 2011-2020: it deals with three main areas of inequality in Hungary: 1. child poverty, 2. Roma issues, 3. the inclusion of disadvantaged regions. The most important step of the strategy against child poverty has been the establishment of Sure Start Children Centres, the aims of which are 1. the development of parenting competences and 2. complex improvement measures for disadvantaged children in their early childhood.

In Hungary the Equal Treatment Authority (was established in 2004) is responsible for supervising the enforcement of equal treatment. Tasks related to the creation of equal opportunities are performed by the Family, Equal Opportunity and Voluntary Houses [in short (HU) CSEÖH] on national level. The main responsibilities of these houses are to deal with causes of discrimination and factors leading to disadvantage such as disabilities, sex, age or permanent indigence.

Programmes specific for vulnerable young people

1. **'Útravaló' Scholarship Programme** started in 2005; its aim is to help creating opportunities for disadvantaged students.
2. **Arany János Talent Programme** for the support of disadvantaged students for entering secondary education.
3. The **National Talent Programme** is not specifically aimed at the integration of youth or vulnerable groups of young people, still it reaches disadvantaged students successfully. Its goal is to provide talent support in Hungary and in regions abroad with Hungarian minority population

State-provided youth work that aims for social inclusion is mainly carried out in the offices of the New Generation Contact Point Network.

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[3] https://hintalovon.hu/sites/default/files/report_for_advocacy.pdf

Youth representation bodies

1. **European Youth Parliament Hungary** (EYP Hungary): its aim to strengthen the social participation of young people aged 16-22, inform them about their possibilities within the European Union
2. **National Youth Council**: a forum established with the goal of creating discussion among young people and their organizations as well as with domestic and international actors, decision makers and organizations.'

National Action Plan for Children

Parliament adopted a national strategy 'Let It Be Better For Children 2007-2032': this resolution defines the tasks to reduce child poverty and social exclusion. It includes the rights of the child and declares that laws adopted for the protection of children must consider the interest of children as paramount. The strategy sets the goals of developing services for children – including developing and improving the organisation of childcare – as the main means of significantly reducing poverty within a generation. It also sets horizontal goals to improve the situation of children with disabilities and their families and reduce ethnic and regional disadvantages.

1.2.3 The situation in Portugal

The 2018 Border and Asylum Immigration Report of the Foreigners and Borders Service (SEF) reveals an increase in foreigners living in Portugal. 2018 ended with 480,300 foreign citizens living officially in Portugal, **an increase of 13.9% compared to 2017**. It was the third consecutive year that the number of foreigners has increased and for 16 years since 2002 there was no growth as high as in 2018. About one in five foreigners living in Portugal are from Brazil, the largest resident foreign community. The nationalities that increased the most in 2018 were Bengali (from Bangladesh, + 165.1%), Brazilian (+ 143.7%), Nepalese (+ 141.2%), Indian (+ 127.3%) and Venezuelan (+ 83.2%).

As immigrants increased, so did the record of discrimination in society. The Portuguese Commission for Equality and Against Racial Discrimination (CICDR) has published its 2018 annual report[4]. The report gathers statistical and administrative data related to racial and ethnic discrimination, presenting the main trends and developments on the subject for the past year.

Main trends in 2018

During 2018, the CICDR received 346 complaints of discrimination, submitted either by victims, third parties or other organisations. This was a 93.3% increase compared to the previous year; 80.9% were concerned with racial or ethnic discrimination; 64.2% of complaints related to situations pertaining to individual persons, and there were no significant gender differences.

Of the complaints registered by the CICDR, 16.2% resulted in counter-administrative proceedings. 28.6% of complaints received by CICDR in 2018 were subsequently sent to other entities because of

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[4] See https://rm.coe.int/fifth-report-on-portugal/16808de7da

their specific competence in this area, such as public prosecutors, the Authority for Working Conditions, **Linha Alerta – Internet Segura** (Safe Internet Alert Line), the Regulatory Authority for the Media or the Portuguese Institute of Sport and Youth.

The report also summarises notable activities of the CICDR during the year. This includes the "Together for All" protocol to provide training to police officers concerning the legal mechanisms and framework related to immigrants in Portugal. Another protocol has provided training to prison officers and social reintegration staff members in matters of racial and ethnic discrimination. Moreover, the CICDR promoted the **National Writing Competition 77 Words Against Racial Discrimination**, as well as the **Handball Team – Against Racial Discrimination initiative**. During 2018, the CICDR also designed the recommendation for greater care in media portrayals of race and origin, with the aim to eradicate stereotypes, hate speech, racial discrimination, xenophobia and other instances of intolerance in the media.

At the same time the record of discrimination in society is increasing, the European Social Survey concludes that about **60% of Portuguese consider that Portugal should receive more people from a different race or ethnic group**. The same study indicates that Portuguese people consider that the impact on the economy of immigrants entering the labour market is positive, close to six on a scale of ten. The same is true in cultural matters: the Portuguese think that these people enrich the culture of the country, with a value that exceeds six out of ten. **As for refugees, most respondents agree that the government should be comprehensive in assessing applications for this status**.

In political terms, as a result of the elections to the Portuguese Parliament in October 2019, three deputies of African origin and activists of human rights and anti-racism were elected for the first time. Among the measures that they intend to take to the national parliament, are those that allow the social affirmation of minorities, the fight and prevention of all racial segregation and the eradication of discrimination on grounds of sex, as well as the creation of conditions for regular immigration so that migrants choosing Portugal can carry out their life projects.

Finally, speaking about Education: Education against Discrimination appears transversally in school curricula, addressed mainly in the areas of Education for Citizenship. Each school has certain autonomy to carry out activities on this theme, as well as the extended education communities. For example, the São João da Madeira Town Council organized an event scheduled to the **Day of Portugal (June 10th, 2019)** specially addressed to the foreigners living in this town. This event included a speech by the mayor, who wanted to show that the community welcomed them with open arms. The participants had the chance to join guided tours and a lunch with traditional music.

An anti-discrimination law was published on 28 August 1999. It prohibits discriminatory practices based on race, skin colour, nationality and ethnic origin. According to the Portuguese Constitution, further discriminatory practices based on sex, race, language, origin territory, religion, political and ideological convictions, instruction level, economic situation, social condition or sexual orientation are also prohibited.

1.2.4 The situation in Poland

In recent years there is an open debate on increasing anti-discrimination activities in Poland. One of the reasons is an attempt to comply with EU regulations and standards. The European Union is based on common values: respect for dignity, equality and human rights including the rights of minorities. There is currently a debate in Europe regarding the future direction of integration. The EU has adopted many directives to combat discrimination against its citizens on the grounds of disability, sexual orientation or origin, but the responsibility for implementing those principles lies within the Member States.

Dr Sylwia Spurek, deputy of the Ombudsman for Equal Treatment, during the conference "***How does (not) the Polish anti-discrimination law work?***"[5] assessed that EU directives guarantee broad protection of persons against the background of race, nationality and ethnic origin, but did not sufficiently regulate the grounds for gender, beliefs, religion, disability, age or sexual orientation. In Poland, works on a horizontal directive that would fill this gap has been ongoing since 2008. The current EU regulations cited by Dr Spurek have been adapted to the Polish legal system by the Act on the implementation of certain European Union provisions in the field of equal treatment in 2010, but the Ombudsman's Office has reservations about the EU anti-discrimination system and its implementation into the Polish system.

Anti-discrimination laws are scattered in Polish law. The equality of the citizen before the law, the right to equal treatment by public authorities and the prohibition of discrimination for any reason are stated in art. 32 of the Polish Constitution of 1997. In addition to the Act on the implementation of certain European Union's legal provisions in the field of equal treatment, the issue is dealt by a limited extent by the Labour Code, the Civil Code and the Penal Code.

One of the organizations that critically approaches the current state of anti-discrimination in our country is the **Polish Society for Anti-Discrimination Law (PSAL)**. The recommendations postulated by them concern among others:

- Amendment of the implementation act (by introducing an open catalogue of discriminatory conditions and introducing separate claims for compensation)
- Amendment to the Labour Code,
- Supplementing the competences of the Ombudsman for Equal Treatment authority to provide support in the event of violation of the principle of equal treatment by private entities,
- Introduction of effective and mandatory training for judges and legal practitioners
- Conducting social campaigns on the phenomenon of discrimination and the possibility of claiming their rights[6].

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[5] https://ec.europa.eu/poland/news/181213_antydyskryminacja_pl
[6] http://ec.europa.eu/poland/sites/poland/files/docs/news/prezentacja_raportu.pdf

A number of Polish NGOs carry out activities related to anti-discrimination education and education about minorities. Mostly they are uncoordinated activities, conducted without agreement between organizations and not connected by a common addressee of activities, use of previous experiences, educational programs or joint financing. The **Coalition for Anti-discrimination Education** or the Coalition organised by the **Anti-discrimination Education Society (TEA)**[7] is the largest assembly gathering the biggest number of NGOs and informal groups. The Coalition brings together sixty organisations and groups conducting activities related to anti-discrimination education in the areas of: anti-Semitism, hatred of Roma, resentment against people suffering from Down syndrome, sexism and homophobia. At the moment however, the Coalition has no organisations focusing on education aimed at reducing hatred towards Muslims, Armenians, Russians and Germans. The main goal of the Coalition is to introduce anti-discrimination education into the formal education system in Poland.

Selected activities in the field of general education of tolerance in Poland:

Center for Citizenship Education – School of Tolerance
The aim of the project is to create a database of materials for teachers and to facilitate their contact with experts in anti-discrimination, equality and intercultural education. As a part of the project, fifty teachers took part in the e-learning course and stationary training. In addition, teachers received ready-to-use class scenarios. The program is financed by the Foundation Rose Luxemburg (more at: http://www.ceo.org.pl/pl/szkolatolerencji)

Stowarzyszenie Kulturalno-Edukacyjno-Naukowe "KEN" – What YOU can do for tolerance?
The project was aimed to promote intercultural dialogue by teaching about multicultural heritage and centuries-old tradition of tolerance in Poland. The Association's trainers convince students to be open and understand attitudes towards representatives of religious, national, ethnic and sexual minorities. The project was financed with the support of the Municipality of Warsaw (more at: http://ken.edu.pl/projekty)

Autonomy Foundation and the Women's Association KONSOLA – Nobody is born with prejudices
"*Nobody is born with prejudices*" is a program in the field of anti-discrimination education initiated by the Women's Association KONSOLA in 2005 and since 2008 continued by the Autonomy Foundation. The program is run in the form of subsequent editions addressed to educators dealing with anti-discrimination activities. As a part of the project training for teachers, workshops for students, and educational materials are created. The project was and is financed by the European Union, the Education for Democracy Foundation (under the program of the Ministry of Foreign Affairs), from the funds of the European Economic Area Financial Mechanism and the Norwegian Financial Mechanism, as well as the budget of the Republic of Poland under the Non-Governmental Organizations Fund.

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[7] Paweł Kwiecień "Edukacja antydyskryminacyjna w Polsce –przegląd działań", http://siectolerancji.pl/sites/default/files/upload/Edukacja%20antydyskryminacyjna%20w%20Polsce.pdf

Until November 2014 four editions have taken place (more at: http://www.autonomia.org.pl/index.php?id=teksty2&ajdi=303)

Center for Citizenship Education – Class scenario "My Poland"

The Center for Citizenship Education prepared the script of the lesson "My Poland" teaching about modern patriotism. The script addresses the issues of nationality (also double nationality), national minorities, chauvinism, racism, anti-Semitism and the distinction between patriotism and nationalism. The script was prepared in a version for elementary, middle and high school students (see: http://www.ceo.org.pl/pl/koss/news/moja-polska-scenariusze-lekcji)
Significant impact on the shaping of anti-discrimination policies in Poland had the event from January 2019 had a when the president of Gdańsk Municipality Paweł Adamowicz was attacked with a knife by 27-year-old Stefan W. The event took place on the stage during the final of the Great Orchestra of Christmas Charity. Adamowicz was taken to hospital where he died after a surgery. After this event, some local authorities in Poland decided to implement programs to counteract the **escalation of hate speech**.

Lublin's input in anti-discrimination actions

In Lublin an open competition for NGOs was organized for the implementation of integration programs on interculturalism, public actions promoting tolerance and respect for others, preventing hate speech in public discourse and online. 140000 PLN were allocated for distribution and out of 24 applications the commission selected the following organisations and their projects:

- HerStory Foundation "Educational campaign for equality and democracy"
- Association for Earth – "Prevention of hate speech and discrimination in Lublin schools"
- Homo Faber Association and Semper a Frente Foundation – Non-lessons about intolerance
- Foundation of the District Chamber of Legal Advisers in Lublin "I Know the Law" – "Dissemination and protection of human freedoms and rights as well as civil liberties, as well as activities supporting the development of democracy"
- T.E.A.M. Teatrikon – "Youth against discrimination"

In the past, one of the more visible anti-discrimination activities in Lublin was project "C4i – Communication for Integration" co-financed by the Council of Europe and the European Commission (European Integration Fund). Its purpose was to counteract prejudices, gossip and stereotypes by means of reliable information about foreigners prepared on the basis of existing data. If rumours are spread by a viral method, then anti-rumours can do the same. For this to happen, however, active participation of citizens is necessary who will act as the so-called anti-gossip agents. The project was carried out in a partner network of 11 European cities working together to implement an innovative public policy promoting diversity and social cohesion. The network of cities participating in the project has been recruited from the Intercultural Cities of the Council of Europe like: Amador and Loures

from Portugal, Barcelona, Sabadell and Bilbao from Spain, Patras from Greece, Limerick from Ireland, Erlangen and Nuremberg from Germany, Botkyrka from Sweden and Lublin as the only representative of Poland.

As a part of "Communication for Integration" each of the cities participating in the project built their own Local Network, trained the coaches and trainers of the anti-gossip agents, prepared their social campaign promoting diversity and engaged Lublin's residents to participate in cultural and social events. Thus, a European catalogue of activities promoting diversity was created from which other cities can draw. The "Communication for Integration" project was implemented at the Chancellery of the Mayor of Lublin from June 2014 to the end of June 2015.[8]

Another noteworthy activity is the "Welcome to Lublin" project addressed to foreigners living or studying in Lublin. During its implementation, the Homo Faber Association gave the opportunity to both foreigners and people who have the most frequent contact with them to get to know and understand their needs. An information point and internet portal were prepared, through which they tried to solve as many everyday problems as possible. Students coming from abroad were equipped with various tools (like trips, meetings, and workshops) to get to know the city and how to live here. Cooperation was established with all institutions and companies having contact with foreigners with a proposal to undergo training in their culture, traditions and language basics. The project was fully implemented from 2009 to 2011, and in later years continued in changed forms depending on funding sources. Its ideas best convey the words of the organizers themselves: "We welcome foreigners arrived in the city including international students. Welcome, that is, we invite you to explore the city, join its social and cultural life, participate in activities in its spaces. We also welcome the residents of Lublin in a new role – hosts open to their new neighbours, ready to establish intercultural dialogue based on the principles of equality."[9]

1.3   Youth-led actions – examples and good practices

1.3.1   Youth, stereotypes and citizenship education: the challenges of a top-down approach

In the most varied contexts, it is common to perceive stereotypes related to young people, widely held, fixed and oversimplified ideas on how this specific subgroup of the society dresses, talks, behaves or thinks. From the lack of interests and disinformation about current events to the reluctance to be involved in the community, from laziness to recklessness; these are just a few examples of how the youth might be and often is depicted both in smaller contexts where they spend most of their lives and in the society at large. This dominant construction of the image of young people shared by different stakeholders can be considered the cause of specific approaches of interaction with young people and,

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[8] http://stopplotkom.lublin.eu/idea/komunikacja-dla-integracji/
[9] https://hf.org.pl/ao/1929-witamy_w_lublinie_2.html

at the same time, sharing and implementing a set of actions directed towards young people might exacerbate these stereotypical constructions and contribute to the creation of a specific framework.

A relevant factor is the perception or the depiction of young people as disinclined to take action in their community or as unable to do so without the support, direction and supervision of the adult community. This leads to an approach towards education in general and education for citizenship in particular which can be described as top down which often focuses on informing students and share with them knowledge about citizenship and society on a more theoretical level. Not only does this informational top down approach rarely allows students to work on their critical awareness which is a crucial aspect of active citizenship, but it also reinforces the stereotypical framework related to youth and their role in the society.

The approach to citizenship education and the risk of an implementation gap is a relevant element to consider when discussing the role of youth in the society and it is clearly a partial vision of a broader and more varied picture which is strongly influenced from the social, economic and political context. An interesting project which is focused on avoiding this implementation gap and promoting a bottom-up approach is "**Luces para la ciudadania global**"[10] implemented by a group of partners in several European cities among which ICEI in Milan, NHE in Pécs and the Municipality of Sao Joao de Madeira. The aim of the project is to sensitize the education community on inequalities on a global level and imbalances between rich and poor focusing on four main axes which are children's rights, environment, discrimination and migration and to support young people in the building of critical consciousness. The varied activities of the project are aimed at allowing students and young people in general not only to better understand the above mentioned topics on a global scale, but, mostly, to encourage them to build their own perception on these issues since this is going to ensure their **participation** and their **impact** on the community. The role of education is predominant and the influence that young people have on shaping their own training path is in line with the bottom-up approach which is considered as the base of active citizenship and youth participation. [11]

1.3.2 Active citizenship and Participation

Analysing the risks and the challenges posed by this top down approach to citizenship education and the vision of youth is important when defining practices which overturn this framework which are defined as youth-led actions.

The White Paper on Youth of the European Commission[12] is an interesting starting point to consider how youth-led actions and youth active citizenship in general can be framed and examined. The focus of the Paper is the illustration of the main results of their studies on European youth and their

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[10] http://fundiber.org/lucesparalaciudadaniaglobal/
[11] Chow, J. (2012). Establishing a General Framework Civic Competency for European Youth. *International Journal of Progressive Education, Volume 8 Number 3*, 140-152
[12] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3Ac11055

participation in the European project and it aims at highlighting the main work areas and to provide guidelines for the Member states. The document offers valuable inputs to focus on the main challenges which might have an impact on young people and might affect their active participation at different levels and, moreover, it identifies five pillars which are relevant to frame youth-led actions.

One interesting initiative which is promoted yearly in Padua, Milan by and other cities in Italy is the **Social Day** which is promoted in Tuscany, Lombardy and some areas of Veneto by Fratelli dell'Uomo in collaboration with other partners. The Social Day is a practice performed by and with young people to promote education to **sustainable development** and sensibilization related to **international cooperation** through the practice of active citizenship. It consists of three intertwined phases which are the training, the action and the projects. Supported by youth-workers, educators and teachers, young people are encouraged to learn more about topics such as human rights, participation, inequality and international cooperation in order to build their knowledge on these topics, mainly through peer-to-peer education and informal education activities.

The specific objectives of the project can be summarized as follows:

- Increase young people and educators' skills to work on the topics of active citizenship

- Enhance knowledge on themes related to sustainable development.

- Raise awareness among younger generations and the general public around the connection between local global dynamics.

When considering the role of youth in the society, active citizenship can be seen as strongly connected to the need to empower young people for taking part in the democratic system and youth-led actions can be depicted as a powerful example of a successful participation of youth in the society[13].

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[13] Cicognani, E. A. (2018). Modelling and testing the processes of construction of youth active EU citizenship in school: Recommendations from the CATCHEyoU intervention.

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CHAPTER 2 – Methods and tools for not-for-profit organisations to promote and support youth-led actions against discriminations

2.1 Overall methodology

Five non-formal methodological approaches have been used in the YARD project to fight discrimination among youth via active citizenship practices. They all have new and innovative aspects and elements that made them particularly interesting to the partner organisations. All partner organisations already carried out actions and initiatives in these methodological areas, but those new methods represent a further and more effective way to address the issues at stake.

The elements of the overall methodology thus are:

- **Art, creative and experiential approach to promote diversity – NHE**

This approach is based on the use of art, creativity and experiential activities as learning tools, which can highlight the value and opportunities that diversity offer within our communities. For instance, this experience is based on the creative self-expression as tool to promote intercultural dialogue and value of diversity among young people coming from different cultural and social backgrounds, including "Creative corners", "Motion Picture Workshops", "Eye-Opener technique" that are a list of innovative tools and services.

- **Promotion of intercultural dialogue via responsible tourism– ICEI**

This strategy foresees groups of young people, both native and immigrants or second generation, formulating and carrying out local tours focusing on the life and heritage of migrant communities in their neighbourhoods for the local public and community. Youth became active agents for the promotion of their own neighbourhood with a process composed by 3 steps:

- Their analysis of local heritage, identifying significant places, material or immaterial intercultural richness
- The design of touristic paths, adding contents and narratives by young people themselves

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- The organization of informal touristic tours involving other youngsters, families, local groups, etc

- **Multi-stakeholders approach - Municipality of São João da Madeira**

The Municipality has a multi-sectorial approach to young people involvement and participation in local social cohesion actions. The "education for citizenship concept" includes visits/meetings/exchanges with the authorities and staff of our schools, NGO's and associations, including teachers and parent's associations. A specific target are youngsters living in public housing that are included in sports-related actions, trainings, entrepreneurial support. As local authority, the Municipality has an important network of local associations (including youth associations) with significant experiences to be involved in the exchange of methodologies.

- **Creative thinking for local problems - Teatrikon Foundation**

Teatrikon methodology is based on a work made by youngsters trying to identify problems in their local society, and facing it using the method of creative thinking to invent solutions. Young people are supported to understand the roots of the problem and design activities attractive for their peers. The activities are then presented to other youth, the rest of the school, the local territory, so that young people raise awareness among their peers and the wider community. The final aim is to have an impact on their local community and start a positive change.

These activities can also promote artistic experiences to let young people express themselves and to integrate with others using good communication tools.

- **Culture and food for an inclusive community– FDU**

This approach is based on the relationship between food and culture, as food is a tool through which the knowledge of different cultures and countries is gained, within an intercultural perspective. Sharing food, cooking it together, listening to different stories and culinary traditions is a worthwhile way to grow together, respecting diversity. This strategy foresees multi-ethnic cooking meetings, where youth have the opportunity to get to know different cultures and cuisines, thanks to people from different countries that cook with them several dishes coming from their homeland. Within each meeting, the culture of a specific country is deepened: listening to migration experiences, stories and customs, cooking together dishes that are then shared and enjoyed together.

Besides the innovation within each of the five methodological approaches, as described above, the project promotes new aspects and elements at methodological and practice level thanks to the fact that the methodologies have been tested and piloted with respective target groups and in settings other than the original ones, where they have been initially developed. This means that these methodologies are put to the test at European level and their potential further explored, they may be modified and adapted to address the needs of new and different beneficiaries.

Some new and innovative results are also promoted in the project because partners apply these new methods each in their context, together with what they are already carrying out with youth to fight

discrimination and promote active citizenship. This means that a contamination of practices, skills, tools, etc. is developed in each city and by each organisation.

2.2   Reaching and involving young people

It is often said that it is important for young people to actively participate. Therefore, we implement numerous activities to actively involve young people and promote their involvement in the creation and implementation of projects at every stage. But the word "participation" repeated in so many contexts… What is youth participation? What are young people really supposed to participate in? What are the rules and theories of participation?

The essence of working with young people is very well expressed by the following words: "Working with young people begins where there are young people with their view of life, the world, and their interests. But it doesn't stop there – working with young people is about encouraging young people to think critically about their lives and values, offering new experiences and challenges, increasing their abilities and aspirations."[14] The most important task of a youth employee is to establish good contact with young people, create opportunities embrace their skills and knowledge and believe in themselves, empower them, and make them an equal partner in a dialogue. This all raises a very good chance that in the future a person will become an active citizen, aware of their rights and obligations.

The participation of young people is about developing partnerships between young people and adults at all levels of life to enable young people to take up significant positions and roles in society, so that society as a whole (as well as young people) can benefit from their input, ideas and energy[15]. Participation refers to the process of co-decision making that concerns the individual and the community in which the individual lives. According to UNICEF, this is a fundamental right of citizenship and a means by which democracies should be measured[16].

The following **general principles** form the basis for any youth participation strategy. The text was prepared on the basis of source materials available on the website: The Australia Youth Foundation - Youth Partnership & Participation[17]:

1. The participation of young people should be **beneficial** for them. Let's try to answer the following important questions: *Why would young people go to the trouble to get involved? What can they gain from it? How can they actively improve their lives? Is this fun for them? Does getting involved give them a sense of control?* And so on.

Let's look at the components of the above youth participation rules:

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14 http://nya.org.uk/catalogue/workforce-1/nya-guide-to-youth-work-and-youth-services
15 The Australia Youth Foundation - Youth Partnership & Participation - http://www.youngaustralians.org/library
16 R. Hart, Children's participation: from tokenism to citizenship, UNICEF / Inter-Center Child Development Center, Florence, Italy 1992
17 http://www.youngaustralians.org/library

- A CONSCIOUS CHOICE: Young people should be informed that they can get involved. But it is unreasonable to expect all young people to want or should participate. When participation is compulsory, partnership is not possible.
- PLEASURE: Participation activities should be fun, exciting and challenging.
- MEANING: Activities should address issues and problems that are perceived as real by the young people involved.
- DEVELOPMENT: Activities should direct the awareness of young people on the social, political, economic, cultural and personal aspects of subjects affecting them.
- SHAPING: Activities should provide opportunities for (non)formal learning as well as informal skills development.
- RELATIONSHIP: Activities should enable the construction of active and supportive cooperation between young people and other members of society.
- SUPPORT, SUPERVISION AND MONITORING: Young people should be equipped with everything required to ensure success and how to cope with failure or delay.
- RESOURCES: Activities should be planned accordingly to the amount of time, space, funds, information, etc.
- BENEFITS: Activities should include benefits for young people, for example conviction that involvement is pleasant, formative, effective, purposeful, etc. In some cases, it may include special remuneration (e.g. consultation in some specific area).

2. Young participants should recognize and **respect the needs** and contributions of everyone involved. Be sensitive to the inherent differences in experience, status, strength, control, knowledge of resources, language, etc. Think about how you can accept them, include them and overcome any problems related with them.

- RESPONSIBILITY: There is a need to put in place a mechanism ensuring monitoring, accountability and feedback in actions taken by young people.
- OBJECTIVES AND STRATEGIES: Young people should be able to recognize and define the problem as they see it, looking for options and alternative strategies.
- OWNERSHIP: Activities should provide young people with a sense of belonging and ownership.
- VALUE: Young people should be able to see that their participation is appreciated and that they have an impact on the process in which they participate.
- NEGOTIATIONS: Young people do not have to necessarily dominate the decision-making process. The knowledge, responsibility and obligations of adults involved in activities must be recognized and appreciated.
- PREVENTION "TOKENISM" (BLUFFING): Young people must be offered real roles or they will quickly notice that they are not taken seriously.

- FLEXIBILITY AND SPACE: Participation options must be sensitive to the system of young people's values, their accessibility, commitments, language, skills, culture, financial resources, access to transport, etc.
- DIVERSITY: Young people are not a homogeneous group – several young people participating in the project do not ensure that the views of all young people are taken into account.
- EXPERIENCE: Some tasks must be carried out by professionals, because it may happen that training of young people in a given topic is impossible or there are specific legal requirements imposed from the outside.
- EVALUATION: Activities should include continuous critical and constructive analysis of experience, tasks performed and results.
- RECRUITMENT: Properly planned recruitment should ensure the participation of an interested and motivated young person in a specific activity.
- CONFIDENTIALITY: The confidentiality and privacy of all personal data and sensitive topics disclosed during project implementation must be ensured.

3. In the case of strongly structured participation, interactions between young people and other participants of social life take place through previously created **"channels"** like youth or student councils. Such forms of structured participation have their benefits – they allow young people to prepare well and participate in creating youth policies and rules to follow.

4. In work with young people, a lot of attention is paid to **process orientation**, emphasizing the importance of gaining joint experience and a group process. This "process" attitude can be very supportive for the participation of young people, because it promotes conditions where they feel more connected with each other.

2.3 Non-formal education and training methodologies

The dynamic development of the information society has led to the situation where traditional school is not always able to keep up with technological changes, including those planned to be implemented in the new curriculum. A contemporary school often does not have sufficient resources to introduce the latest technological solutions to the teaching process. Currently schools are trying to find a way out of this situation and increasingly seek help outside of traditional school education.

Out-of-school education is becoming a beneficial solution for kindergartens and schools. The correct implementation of the teaching process requires the adoption of specific postulates.

The table below presents the division of education with indicators determining its organization.

	Organised process of education	The education program provides with certified/registered	The education program provides with	Learning process is intentional (not involuntary)

		qualifications	qualifications	
Formal education	Yes	Yes	Yes	Yes
Non-formal education	Yes	Yes	Yes	Yes
Informal education	Yes	Yes	Yes	Yes or No

The table includes three types of education with specific guidelines. The first is traditional (formal) school education including an organized educational process that leads to obtaining a school certificate and the acquisition of appropriate qualifications, where the entire learning process is involuntary. Different features characterize non-formal and informal education. These two types of education include extracurricular education, but for the type of education where the acquisition of certain knowledge, skills and attitudes becomes important a non-formal education has value.

The basic definition of a **non-formal education** is *"institutionally organized learning, but outside of the education and training programs leading to a registered qualification"[18]*. The main features of a non-formal education include the following:

- participation is voluntary;
- learners' motivation is internal;
- the learning objective is defined by the learner himself;
- learning is planned;
- the structure of the teaching process is adapted to the learners and established in advance;
- the teacher takes into account the needs of participants;
- the relationship between the participants and the teacher is partnership;
- the content of the curriculum is individualized and selected by the learner;
- the methodology is mainly based on learning through experience;
- the group is heterogeneous;
- the learner bears the responsibility for acquiring knowledge;
- the learning environment varies according to needs;
- the effects are evaluated internally;
- the effects are confirmed by their description but no uniform certificate;
- the scope of education is lifelong;

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18 Sławiński, S. (2014), *Słownik podstawowych terminów dotyczących krajowego systemu kwalifikacji*. Warszawa: Instytut Badań Edukacyjnych, s. 16

- this type of education can be organized by anyone: individuals, entities, organizations.

Non-formal education is a good way of additional education for children, but without focusing on specific goals and effects. Examples of such educational initiatives are vernissages and demonstrations in the museums. The choice of the type of education should be adapted to the objectives that we plan to achieve and agree with the objectives of the curriculum for each educational stage. For non-formal learning, you can apply any game, practical activity or everyday experience. It is important for the participants to join them voluntarily, because they share the conviction or want to try, and not out of obligation.

Non-formal and informal education are complementary to the knowledge acquired at school. Their main advantage, especially in the light of the modern labour market, is the opportunity to acquire specific practical skills. However, it is also a key tool to help us in better understanding of the world around and the differences between people, thus building a friendly platform for anti-discrimination activities. Non-formal education helps to develop, go beyond established patterns, it teaches useful and consciously selected elements: creativity, independent thinking and taking responsibility for one's life and the surrounding world.

2.4 Competences and soft skills development[19]

Non-formal education strongly considers the importance of soft skills to foster youth development. But what are "*soft skills*"?

Some authors refer to soft skills as the "*emotional side*"; some other identify soft skills as "*non cognitive skills*" or "*socio-emotional skills*". On a broader sense, we can say that soft skills may include both social and interpersonal skills and methodological skills, transferable even from informal to formal learning.

On a broader level, as for the YARD initiative we consider soft skills' improvement **fundamental for personal development, social and active participation of youth in the societies**, as well as workplace success.

Therefore, avoiding stricter classifications, we quote the definition proposed Haselberger D., Oberhuemer P., Pérez E., Cinque M. and Capasso F.:

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19 Within this section, we will not deepen the differences among "skills" and "competences" that not necessarily refer to the same meaning. The EUCEN Glossary explains that, in the context of the European Qualifications Framework, **skills** are described as *cognitive* (involving the use of logical, intuitive and creative thinking) or *practical* (involving manual dexterity and the use of methods, materials, tools and instruments), while **competences** are described in terms of *responsibility* and *autonomy*. See the *Recommendation of the European Parliament and of the Council 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning*: http://www.eucen.eu/EQFpro/GeneralDocs/FilesFeb09/GLOSSARY.pdf

Soft Skills represent a dynamic combination of cognitive and meta-cognitive skills, interpersonal, intellectual and practical skills. Soft skills help people to adapt and behave positively so that they can deal effectively with the challenges of their professional and everyday life[20].

So soft skills (or transversal skills), are those *transferable skills* that everyone of us already has, uses and can always improve, like:

- Ability to work in a team
- Leadership
- Creativity
- Self-motivation
- Ability to make decisions
- Time management
- Problem-solving.

As the labour market has become more and more volatile, especially for younger generations, greater interest is focused on non-formal and informal learning as methods of both developing and acknowledging skills and competences, compared to acquiring once-off formal qualification.

On a wider level, within the YARD initiative, we have been focusing on a more **holistic approach**. In fact, we comprehend youth employability just as *one part* of youngsters' general social inclusion and active participation within societies. Hence, emotional intelligence and interpersonal skills' development are crucial components to predict also successful careers, but are crucial to foster youth personal development in a more general way. On this issue, the OECD recently produced a report focused on social progress in which the so-called *emotional skills* play a central role[21].

YARD intended to avoid those profitable skills, too often considered core elements in our educations systems (both formal and informal). Through our activities with youth we intended to pay less attention on it and concentrate our efforts to effectively promote some fundamental abilities for youth, as their critical thinking, their sympathy with the marginalized and the different and the way they look at this complex world and its global problems.

> *"Skills are not immutable traits that are set in stone over the life cycle. They have a genetic basis but are also shaped by environments, including families, schools, and peers. Skills' development is a dynamic process"[22].*

20 David Haselberger, Petra Oberhuemer, Eva Pérez, Maria Cinque, and Fabio Davide Capasso, *Mediating Soft Skills at Higher Education Institutions* (ModEs project: Lifelong Learning Programme. 2012): https://gea-college.si/wp-content/uploads/2015/12/MODES_handbook_en.pdf

21 OECD, Skills for Social Progress. The Power of Social and Emotional Skills. OECD Skills Studies (Paris: OECD Publishing, 2015)

22 *Fostering and Measuring Skills: Improving Cognitive and Non-Cognitive Skills to Promote Lifetime Success*, Tim Kautz, James J. Heckman, Ron Diris, Bas ter Weel, Lex Borghans: https://youtheconomicopportunities.org/sites/default/files/uploads/resource/Fostering-and-Measuring-Skills-Improving-Cognitive-and-Non-Cognitive-Skills-to-Promote-Lifetime-Success.pdf

YARD project, as general aim, intends to contribute to **fighting discrimination and fostering intercultural dialogue and the value of diversity among young people.**

We have been doing so by sharing, exchanging and transferring new and innovative non-formal methodologies to engage young people in becoming active agents of inclusive communities.

Throughout the YARD project implementation, the above-mentioned *skills' development dynamic process* has been achieved focusing on two different levels of beneficiaries:

1. **Youth workers' skills development**
2. **Youngsters (direct beneficiaries) skills development**

In fact, on one hand, the project has contributed to the acquisition of new tools, competences and methods for each partner organization - thus enhancing those youth workers and staff members involved in the activities and widening their range of educational opportunities they can provide to youth and children.

On the other hand, taking into account the urgent need we see in improving youth participation to promote inclusiveness, anti-discrimination and a counter-narrative on diversities, we strongly believe on the impact that this dynamic process could have on youngsters.

The following section aims at reflect on some specific soft skills: through the testing phases, all the good practices proposed by project partners put the accent on some specific transversal skills. Therefore - thanks to the exchange of competences, knowledge and expertise reached during the project - these transversal soft skills have been promoted and improved, (among others):

1. *Active listening and communication skills*
2. *Critical thinking*
3. *Non-violent communication*
4. *Consensus and collaboration*
5. *Active democratic participation*
6. *The ability to express yourself*
7. *Problem solving*
8. *Creative thinking*

1. Active listening and communication skills

This competence refers to the ability to be fully concentrating on what is being said rather than just passively hearing the message of the speaker. Therefore, it involves "**listening with all senses**." Active listening is a conscious decision and an active process. Moreover, it requires and effort from the listener, since he/she has to maintain a *neutral* and *non-judgmental* attitude. Active listening involves giving the other person time to explore his/her thoughts and feelings, and giving him/her adequate time for that.

Through the activities of the project, we paid attention to these main aspects of communication abilities:

- Being able to listen to different points of view
- Being able to express our own opinions
- Being able to deeply accept and evaluate different voices and shape our opinions accordingly

In order to achieve these above-listed abilities, during the testing phase we have been focused in:

- **Create a group** of participants as much different as possible in terms of ages, experiences, educational background, origins, etc;
- Set common communication rules within the group of participants, thus establishing a "**safe space**"
- Observe and facilitate groups dynamics, including silent moments that occurred, always being aware of the importance of a **peer-to-peer relationship** also among facilitators and youth
- Include a **debriefing phase** after each session, in order to deeply understand the feelings, expectations and inner reflection of the group of participants

2. Critical thinking

This competence involves some fundamental elements, including:

- Reflect on where rumours, stereotypes and prejudices come from and on their impact on our social interactions
- Raise awareness on the differences between *opinions* vs *facts*

Prompting critical thinking is one of the key objective of our educational path, since critical thinking is the most important **"cognitive weapon"** (in the sense of mind-set) that we could share against populist discourse and offensive generalization.

In doing so, through the YARD initiative, we have not proposed a blaming approach. On the contrary, our activities went in the sense of promoting reflection and stimulating an open and prejudices-free debate on those main issues tackled within each educational path in the 4 countries. Letting youth feel free to interact according to their will and encouraging them to face their inner emotional dimension and express their perceptions and *fears of diversities*[23] is crucial.

In fact, **fostering critical thinking is an essential starting point** in order **to dismantle prejudices and stereotypes, preludes of *direct* and *indirect* discriminations**[24].

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23 We use the plural word, instead of the single form of the term **diversity**, thus widening the spectrum of perceptions and self-perception on this topic. In fact, we have been working with youth to raise their awareness on this topic, considering ethnic, religion, sex, age, gender, disability and origin diversity.
24 To know more on the difference between these two definition, a highly informative series of videos was realized in 2018 by the UK Equality and Human Rights Commission: https://www.youtube.com/watch?v=BdFw_i03V0A

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3. Non-violent communication

We have promoted different activities to implement this soft skill, which is a central pillar to construct a positive (*instead of violent or opposing*) dialogue. Setting a common framework and find a final agreement on strategies and basic principles within the group is a key objective and also a big challenge for youth workers.

YARD has facilitated occasions where youngsters can put themselves at test and connect emotionally with each other. This firstly means to identify and recognize each other's needs (thus, again, involving active listening). Secondly, the connection occurs to elaborate a common ground and to work out a common solution. The ultimate goal of this positive interaction is not levelling differences, but rather ending up understanding (and accepting!) that different points of views do exist and we can cope with that, without perceive differences as a threat.

Setting such a common communicative framework does not refer to directly acquiring problem-solving or efficient negotiation "techniques", but it is still essential to avoid arguments, misunderstanding and spreading a sense of mutual respect and **acceptance in the diversities**.

4. Consensus and collaboration

During our activities, we have reflected also about this question:

- How could we set common priorities giving value to our differences?

Throughout the YARD initiative, we have linked two concepts: **consensus** and **collaboration**. In doing so, we have stressed the importance of ***peer-to-peer negotiation*** and ***mediation***. Thus, setting common priorities led to look for solutions together, encouraging responsibilities and finding a shared pattern, in a participatory and horizontal approach were youth workers are included in as well.

5. Active democratic participation

2019 is a Year of Democratic Participation, in fact, participatory democracy is now an integral part of the European model of society and it is the Treaty of Lisbon itself that gives citizens "the right to participate in the democratic life of the Union". The EU Youth Strategy seeks to encourage young people to participate in the democratic process and in society[25].

The objectives of the initiative are:
- develop mechanisms to engage in dialogue with young people and facilitate their participation in the development of national policies;
- support youth organizations, including local and national youth councils;
- promote the participation of under-represented groups of young people in politics, youth organizations and other civil society organizations;
- support ways to "learn to participate" at an early age.

Through the activities of the YARD project, we paid attention to these main aspects of participation abilities:
- be able to listen without prejudices;
- be able to express their own opinions objectively:
- be able to accept and evaluate the other deeply and shape their own opinions
- be able to tell about themselves and share their experiences;
- be able to act in the interest of the whole group

In order to achieve these above-listed abilities, during the testing phase we have been
- focused in creating a context in which each youth could develop decision-making activities about their role,
- take a position, organization and elaboration program, make proposals, express their opinion, share it and accept the opinions/proposals of others., etc.;

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[25] https://ec.europa.eu › youth › policy › youth-strategy › civil-society_en

- observe and facilitate groups dynamics, including silent moments that occurred, always being aware of the importance of a **peer-to-peer relationship** also among facilitators and youth;
- encourage and support opportunities and moments of aggregation and socialization;
- increase participation in social life and a sense of belonging to the local community;
- promote communication between young people, young people and adults; support a culture that respects diversity, as an element of complexity and social totality.

6. The ability to express yourself

The way that we share ourselves is known as self-expression, and it turns out there are a lot of ways to do it. There are few "wrong" ways of expressing ourselves, but there are some things we can do that give us a better chance of hearing and being heard than others.

We all have a pretty good handle on what self-expression is, but let's see how the experts define it. According with Kim, "self-expression as expressing one's thoughts and feelings, and these expressions can be accomplished through words, choices or actions"[26]. This is an intuitive definition—self-expression is, at its core, the action of expressing yourself, and it can take a wide variety of forms. You can use your words, your facial expressions, your body, your movements, clothing, actions, and possessions to express your **authentic inner self**.

Everywhere we look we can see examples of self-expression. This may sound like an exaggeration, but it's not—people around us are expressing themselves every day in many ways, all we need to do is look for it.

Common ways that people in our life might express themselves include:

- Sharing details about their day and how it made them feel.

- Wearing an off-trend or outdated item of clothing, not to be cool and unique, but just because they like it.

- Playing guitar on the street without a hat, cup, or other container set up to take donations.

- Yelling to express their frustration about traffic or other hindrances to getting from A to B.

- Employing body language (either consciously or unconsciously) that tells you exactly how someone feels about him- or her-self, whether it's tall and proud, slumped and defeated, or anywhere in between.

As with most skills, the best way to improve your self-expression skills is to practice them! Self-expression skills include—but are not limited to—the following:

- Speaking

- Writing

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[26] Kim & Ko, 2007

- Body language

- Artistic endeavours (creating music, dancing, etc.)

In the YARD youth actions and activities, special attention has been laid for each participant on creating and fostering the possibility for self-expression. The actions themselves have been designed and built in a way that self-expression and the development of the participants though this was of foremost importance.

7. Problem solving

Problem solving is a soft skill that we hear about more and more often, but what exactly does it consist of? Is it a natural talent or can it be learned? Let's see better what it is, why it has become so important and what methods exist to develop this ability and know how to apply it. We will serve and help you carry out any profession to the fullest, but also to face every new challenge that we might encounter, in life and in your career.

Problem solving literally means "troubleshooting", which is the way to give the best possible response to a given critical and generally new situation. The problems, large and small, are the daily bread of all of us and therefore we are all used to having to face them. But we are not all effective in solving situations in the same way, there are more reactive people, others more reflective; people who are able to sharpen their wits, and others who see problems, but struggle to rationalize a solution.

Nowadays, problems are the rule, so problem solving skills have become even more important and will become increasingly important: with digital transformation, artificial intelligence, robotics, industry 4.0, where jobs involving simple and repetitive tasks will be the first in which machines will replace man. Those jobs that require creativity and intuition will remain increasingly reserved for human beings, features that are difficult to replicate by software.

Problem-solving can be defined as a mental process comprising the discovery, analysis and resolution of problems. This process is primarily aimed at tackling obstacles and discovering a resolution that best solves the issue. According to J.R. Anderson[27], any goal-directed sequence of cognitive operations can be defined as problem-solving.

The initial stage of problem-solving is always a situation or a statement of a problem. The process moves toward the goal stage as a solution is found. In between these stages there are several steps individuals should go through in order to solve the problem. These actions are commonly known as the problem-solving cycle.

The most common problem solving method involves four phases or steps:

1. Define the problem

So, first, a problem should be identified and defined. It is vital to identify what causes the problem, otherwise all efforts may be fruitless. Analysing a situation well, getting to the bottom and identifying the original critical situation is the only way to reach an effective solution. There are different methods to be able to get to the root of the real problem. There are many questions to ask such as what makes one think there is a problem? Where is it happening? How is it happening? When is it happening? With

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[27] Cognitive psychology and its implications J.R. Anderson,(1980).

whom is it happening? Why is it happening? After answering all of these questions, an individual should be able to define the problem or the problems and set the priorities for their solution.

2. Generate alternatives

It is the creative phase, that of designing solutions to the questions posed by the problem. In solving problems it is important how we solve the problem, the strategy, which will be based on the nature of the problem. It is always appropriate to look for alternative ways to find a solution.

3. Evaluate and select alternatives

The next step of the problem-solving cycle is to form a strategy to solve the problem. When choosing the best strategy, problem-solvers may need to consider a number of factors. Which strategy is most likely to resolve the issue in the long term? Which strategy is most realistic to be accomplished and are the necessary resources for its implementation available? What risk is involved in each strategy?

On the way to reaching the goal, problem-solvers should gather and organize as much information about the issue as possible, taking into account both what they know and do not know. Establishing the problem's priority will help decide what and how much resources should be used to solve it.

4. Implement the solutions

At the final stage of the problem-solving cycle when a solution is reached, problem-solvers should assess what has been accomplished and decide whether they have come to the best possible solution to a given problem. Sometimes the evaluation takes just a minute, however, it may take much more time with other problems to verify the effectiveness of the solution.

Once the solution is chosen and an implementation plan is implemented, this must be implemented, carried out. And now that the whole process of problem solving finds complete expression.

8. Creative thinking

Preparing for the world isn't an easy task. As the world changes, new technologies and practices are introduced. What we learn in schools usually becomes obsolete by the time we're ready to start working. This is why preparation for children and young adults nowadays should focus on developing skills that are crucial for adapting to this ever-changing reality.

A way of looking at problems or situations from a fresh perspective that suggests unorthodox solutions. Creative thinking can be stimulated both by an unstructured process such as brainstorming, and by a structured process such as lateral thinking. This creative process allows us to explore connections, meet new challenges and seek solutions that are unusual, original and fresh. Creativity is the ability to make something new. This might be a picture, or a piece of music—but it might also be a new idea.

Creative thinking, therefore, is the ability to think differently: to see a problem or issue from a new angle or perspective. This often allows us find a new solution, or even to see that the problem does not necessarily need a solution. The need for creative thinking arises because our brains naturally tend to fall into certain 'short cuts'. Once we have a piece of information, we tend to use it again: that's how we learn. This has huge advantages—for example, it means that we don't have to learn how to use a knife

and fork every time we eat—but it also has some disadvantages, in that we tend to stop thinking about things that we do, see or say regularly.

The main benefits of developing creative thinking include:

- Increase your self-confidence
- Solve problems more efficiently
- Earn respect
- Be an innovator
- Make a difference
- Be more successful at work

As an innovative way of approaching and analysing ideas, creative problem solving became an essential skill for the 21st century. Although some people might seem more creative than others, this skill is something that is developed and improved using various techniques and practices, such as:

- Brainstorming
- Mind mapping
- Reframing
- Envisaging the future
- Role play

In the scope of the YARD project, creativity and creative thinking was targeted, identified, nurtured and developed, both for the youths and the youth workers participating.
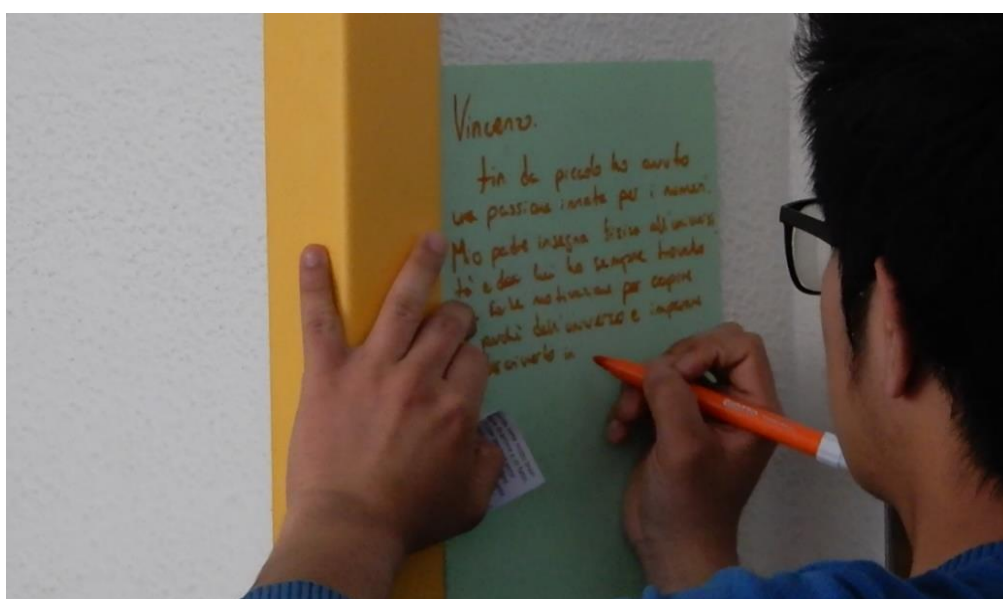
CHAPTER 3 - The YARD Good Practices developed by the partners

In the course of the YARD project, the project partners have developed Good Practices, by promoting and realising much more than 10 youth actions on project level. It is an important and novel part of this Handbook to show and present a selected set of these, one per organisation. Further GP's can be found on the project's website.

3.1   Tourism without barriers: Pécs, the accessible city – NHE

In the frame of the YARD project, Nevelők Háza Egyesület (in English: Educators' Centre Association, ECA) elaborated a **barrier-free city walking tour in the heart of Pécs**, reflecting on an Italian good practice (http://www.mygrantour.org/en/). The tour's premiere took place on 25th September 2019 at the project's Closing Conference in Pécs, Hungary. The organization cooperated with other local NGOs, the Diocese of Pécs and involved youth: almost 20 students of local grammar schools and the University of Pécs, who designed the special tour by community planning.

The main idea behind the youth activity is to help tourism that is freely accessible to everyone on an equal basis, which makes accessible and enjoyable tourism services for people with disabilities. One of the target groups is people living with disabilities. The second target group is elderly citizens, or people who are temporarily or permanently impaired in their abilities, including age-related difficulties such as walking with a stick, severe vision or traveling with a stroller.

The target groups:

1.) persons with disablities 2.) elderly people

Goal:

elaborating special touristic routes in Pécs and create meeting points in the city between the majority and our target groups

The process:

- 1ST MEETING

Presentation of the YARD project, consultation with the representatives of the participating schools: elementary school, high school, university

Number of the participants: 15-20 students + helping professionals: elderly and disabled persons as equal chance professionals

- 2ND MEETING

Raising awareness and getting familiar with the life of handicapped persons. The second time, after a brief introduction, the participating students had an empathy skill training to try and imagine the obstacles a visually impaired or wheelchair user would face.

We had two sight impaired and one wheelchaired student from the University of Pécs to help the training by actively participating and inducing dialogue.

- 3RD MEETING

After the presentation of the Italian good practice, students were asked to work in teams to brainstorm and work out the details of the tour. As there are no significant number of migrants present in Hungary, the target group chosen were the disabled and the elderly.

Questions discussed:

- length of the tour
- period
- thematics
- communication strategies / guiding
- number of stops / attractions
- main stations

Needs of disabled tour:

- What and how much is worth talking about at each station, how much does it depend on the composition of the group, and how interactive can it be?
- What to do if you are visibly bored with the tour?
- How are the resting places, how many washbasins to count in time?
- How much can the program be covered for the benefit of visitors?
- How to distribute the attractions within the tour so that there is nothing much to do but still have access to everything from a small chapel to a ruin pub.

There are several ways to introduce Pécs on the route from a historical, cultural, accessibility point of view. We have been planning a basically relaxed, energetic, youthful tour, not the historical presentation of Pécs, like the well-known, classic city tours. Here, we emphasized the specialty of the tour, the obstacles and how to overcome them, even when planning the route and then the sights. It is worthwhile to include a rest, with a barrier-free toilet and barrier-free café.

- 4TH MEETING

Group work: desk research and planning our city tour

There were two tours prepared: (1) one for the visually impaired and (2) one for the disabled and the elderly. Planned route of the tour: *House of Civil Communities (meeting point) -Cathedral - Cella Septichora – Lovelock wall - Széchenyi Square*. The focus was to make the tour more adventurous than educational, with fewer locations, more resting possibilities for both target groups:

In the case of group (1) we had to pay attention to the inclusion of stops and points through which the sights of Pécs can be captured. The focus here is mainly on perception (touch, hearing / music, lights,

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etc). People with disabilities require serious preparation to participate in programs, to move out of their homes. They and their assistants need to know in advance the accessibility of the place that they want to visit and find out if the program is enjoyable or not to a visually impaired or mentally disabled person.

In the case of group (2) the accessibility was considered and examined mainly in Pécs, with regard to the attractions and rest areas included.

Elderly people and people with reduced mobility often do not dare to go on different city tours or cultural programs because they are afraid that they will not be able to keep up with the pace of the program. Even in Pécs, traveling with a wheelchair or walker is still a major challenge. During the tour we had to take into account that you need to take a lot of rest and that the tour should not be too long. This short walk was made as enjoyable as possible. During the tour, the sights and attractions should be presented so that they can be easily seen from a sitting perspective, taking into account the perspective of the elderly or wheelchaired person.

The tours require the assistance of volunteers and the goal is to produce professional material at the end of the project that will allow anyone to go through the tour without our involvement.

- 5TH MEETING

For the fifth time, students were given the task to look after the barrier-free institutions involved in the tour route.

Barrier-free stops:

Cathedral: - wheelchair only main ship and 2 chapels. Exhibitions and public areas of the Bishopric of Pécs are free for disabled people every day of the year.

Mosque: - There is a stair lift so the cathedral can be reached and there is a ramp where needed

Treasury - there is an elevator

Granary - There are also stair lifts and plain lifts

- 6TH MEETING – The Test Tour

For the sixth time we met, we have tried out our tour, taking into account the difficulties that a wheelchair, elderly or visually impaired person might have.

People with disabilities and healthy people will also take part in the tour. During the tours it will be possible to try in a wheelchair. Likewise, they can try vision-goggles.

The tour route was tested in two ways, according to the **two target groups**, with two types of guides. At the first, the tour guide tried to show the route, relying on the senses. Sculpture, gate touching, organ play, incident lights. The second target group could rely more on what they had seen, but had to take into account comfort and ease of transport.

1.   Cathedral

Guided tour: angel symbolism

We wanted to give the tour an unified theme, a motif that can be attached to the walk, something that is interesting rather than boring. Who are these winged figures and why did they come to the murals? Angels are merely spiritual beings, unrestrained by bodily constraints, and are therefore often depicted with wings. Mediators between the physical and mental worlds.

Aspects of guiding:

The main entrance was accessed four years ago, but it requires outside help to open the main gate door. The group should be led inside the temple so that the frescoes that the angels you want to show are clearly visible from a wheelchair. Disabled people can visit the exhibitions and public areas of the Bishopric of Pécs free of charge every day of the year.

2.   Cella Septichora

Our path leads above the ancient Sopianae Christian cemetery, below through a glass roof we can see the largest cemetery tomb ever known, called Cella Septichora, named after its seven apses. Archaeologists speculate that this building was once used as a temple in the Middle Ages.

Aspects of guiding:

Access to the glass roof is accessible, but the ramp is very steep and difficult to use.

3.   Lovelock wall

This favourite landmark is situated between two iron fences downtown Pécs, close to each other. The tradition of the lovelocks appeared in Pécs for the first time. Allegedly some seniors attached their high school locker's padlock after their successful graduation. Or another legend suggests that married women showed to their lovers with a hanging padlock that their husbands are not at home. Love padlocks claim more and more space in the city, participants can place their own padlocks for memory.

4.   Széchenyi Square, Holy Trinity Statue

After the plague epidemics, this Baroque statue was erected by the survivors in 1714 on what was once the Main Square. The present sculpture is the work of the sculptor György Kiss. The two central figures in the composition are Jesus on the left, who holds the cross in his hand and the God seated next to him. The gaze of the Holy Spirit at the summit is guided by small angels flying upward on a column of spirals.

Important to know, where barrier free cafés with toilets can be found:

Kisház Café (before the tour), Magtár Café (during the tour), I Love Pécs Café (after the tour)

3.2   #STORYTELLERS – ICEI

ICEI has tested a new good practice, working with 4 different groups of beneficiaries in the city of Milan: 3 out of 4 educational paths have been implemented with groups coming from peripheral areas and 1 has been tested with a central neighbourhood.

These are the direct target groups identified by ICEI for the YARD initiative:

1. 2 different groups of teenagers attending some after-schooling activities promoted by the ArtEducazione space. ArtEducazione is a youth centre of the Municipality of Milan that offers educational and recreational services. It is based in one of the most multi-ethnic neighbourhood of Milan, where youngsters with fewer opportunity could suffer a higher risk of marginalisation
2. Group of youth from an area close to Bovisa district. Bovisa is still a peripheral area, but it is quite dynamic and pretty close to the university campus. To work in this area, ICEI has intercepted the group of beneficiaries collaborating with the Municipality space called "House of the Associations", a reference point in that territory
3. Thanks to the collaboration with Medionauta Association, ICEI has worked also with a fourth group of beneficiaries. Medionauta is placed in the central area of Garibaldi district. The association offers a space where youngsters can meet and get in touch. It proposes structured activities as well as non-formal education learning activities.

Thanks to YARD project, ICEI got the chance to discover new good practices, through the exchange of experiences provided by partners. Starting from the expertise shared within the partnership, ICEI selected **2 good practices**, specifically related to the work of **Teatrikon Fundacion** and **Fratelli dell'Uomo**. Thus, taking into account the learning results achieved, ICEI adapted partners' expertise, tools and activities in order to invent and test a new action of youth activation on the topic of anti-discrimination.

As mentioned above, the good practice elaborated by ICEI includes some fundamental elements shared through the exchange of competences among partners. From Teatrikon, ICEI has learned new tools related on common goals definition through the "**Lokomotive**" good practice proposed by Teatrikon Fundation. While from Fratelli dell'Uomo, ICEI has learned new tools and has included the element of storytelling and positive narration on differences and migrations elaborated by the project partner within its "**DIMMI**" initiative.

In doing so, by mixing and readapting these tools and some specific methodological elements, ICEI has invented a new educational path. The new good practice implemented foresee to contrast discrimination among youth and aim at promoting youth activation and participation. The new practice created is called **#Storytellers (Giovani Narratori)**.

Since the YARD initiative implemented by ICEI reached **4 different groups of beneficiaries**, a strategical process of adaptation and feasibility was required, depending on each context. Therefore, the main structure of the experimentation has been tailored to the needs of each group. In doing so, a specific set of exercises and activities have been proposed to the 4 groups, considering their expectations, interests and previous experiences.

Despite these specific differences, the general practice put at test by ICEI can be described taking into account **4 main phases**, as described in the following paragraph.

Moreover, it's important to specify that ICEI facilitators have always provided many inputs to create a positive and productive group dynamics, such as: get-to-know-each-other activities, trust games and ice-breakers. Together with these preliminary exercises, a well-structured debriefing phase was always included (strongly recommended).

PHASE n. 1: TAKE A WALK IN SOMEONE ELSE'S SHOE[28]

ICEI has proposed this exercise to the group to **develop empathy**, **enhance critical thinking** and **reflect on the different types of existing discriminations** (*direct and indirect*) focusing on the point that we all can be victim of discriminations, thus overcoming the "*we vs them*" paradigm.

To do this exercise, each participant has a piece of paper where his/her **new identity** is written down. The new identity is different from the real one, but it could also have some common elements. Each

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28 This activity was proposed by ICEI readapting two different activities: "*Take a step forward!*" of Compasito, manual on human rights education, produced by the Council of Europe and the Human Library experience and the way it was promoted by Fratelli dell'Uomo, partner of the YARD initiative

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participant receives some details on his/her new age, origin, family situation, dreams, fears, hobby, etc. Each participant has to read the paper silently e from that very moment the new identity can't be declared. After a dedicated support provided by the facilitators, aiming at encouraging the identification with the new self and embracing all the aspects and details provided, every participants needs to choose a new name and add new elements to tell more about his/her role and story. In this phase, it is possible to write a text, drawing or keep eyes closed, **letting imagination run wild!**

This phase needs to be done individually. It is a moment of introspection and it requires a strong effort to focus on the new person feelings. Therefore, the new identity will not be shared within the group until the end of the activity.

As mentioned before, each participant receives also further details and can choose some objects useful for the identification process.

Write down few lines is strongly suggested and the new identity description will be shown to the rest of the group only at the end of the activity.

During this phase, the facilitators have the important task of leading this thorny moment. They can suggest some questions to promote the reflection and to support the comprehension of situations of inequalities, discrimination and exclusion.

Once all the participants are ready and feel close enough to their new identity, the dynamic part of the activity can start. Now all participant are standing on the same line, side by side. Encouraged by the facilitators, they will answer to the questions just moving, without speaking. Due to the effort of their imagination, the participants will reply considering their new role, take a step forward in case of affirmative answer and remaining where they are if their new identity would not agree on the statement proposed by the facilitators.

It is very important to remind the whole group to pay attention on the way every participant is moving: just with a glimpse, it is possible to perceive the huge distance that can quickly occur from one participant to another, compared to the initial disposition!

Once the dynamic part finishes, everyone will occupy a new space (**few seconds of final observation of the movements made are recommended**).

These are some examples of statements/questions proposed to the group of participants during the dynamic part of the activity:

1. *You never felt discriminated due to the origins of your family, their story, religion or culture*
2. *No one bullies you about your physical appearance or your disability*
3. *Once you'll grow up, your future will be happy*
4. *You are attending a good school/university and you have plenty of time for your hobbies and to play with your friends*
5. *You are not scared to go out. No one makes bad jokes on you and on the way you look. You can freely go out in the district you live in*
6. *You feel represented by the main media: on tv shows or films you frequently can watch programs with people similar to you that live their life just like you do*
7. *You feel appreciate and encouraged for what you do in your life.*

Once the dynamic activity finishes, and before the role-playing ends, each participants will answer to some more questions, according to his/her new identity's point of view.

To do so, ICEI prepared some creative posters, to reflect on self-perception, asking:

- **How do you feel now?**
- **How much do you feel discriminated?**
- **How do you think other people see you?**
- **Do you feel you are part of your community or not?**
- **What you would like to change in your life?**

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Once this reflection ends and after a well-structured debriefing phase, the group of participants is encouraged to answer the same questions but now considering their real situation.

This way, the youngsters leave their new identities apart and they can freely share their thoughts.

Phase n.1 as described above was proposed by ICEI to the 2 groups of beneficiaries involved within ArtEducazione centre, while during the educational paths activated with the House of Associations (group n. 3) and with Medionauta (group n. 4) another activity was proposed.

As well as what implemented with ArtEducazione, also with group n. 3 and n. 4 the activities included a role-playing, an identification process.
With groups n. 3 and 4 these phases (n.1 of the educational path) have been mostly related to the topic of migrations, because the beneficiaries intercepted expressed their interests in this topic.
To them, ICEI proposed an interactive exercise to reflect and analyse the migration topic and its deep causes. The methodology includes a group role-playing. It was conducted through the online platform **inklestudios**. Through this activity, the participants put themselves in migrant shoes, struggling with crucial decisions: https://writer.inklestudios.com/stories/n565.

In this case, the element of storytelling and self-narration serves to stimulate group reflection but also to empathize with individual feeling[29].

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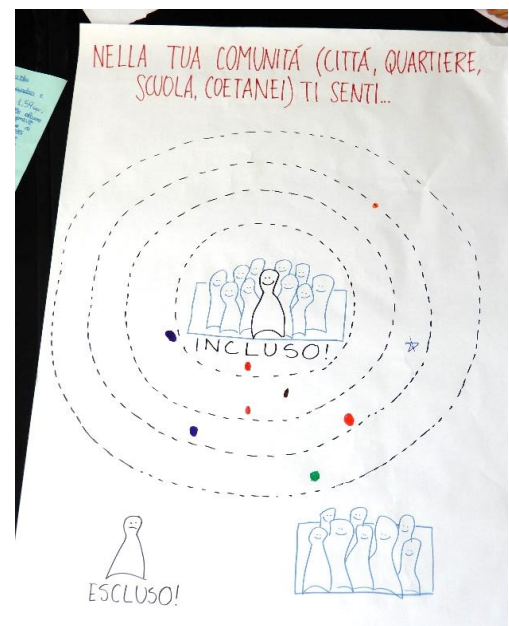
29 As the phase put at test with group n. 1 and 2, this tool also provides an interesting focus on interactive narration, widening the input provided by the Human Library experience.

After this exercise, a common reflection on the topic of migrations and its causes follows, mainly focusing on analysing the needs that affect migrants' choices and led them to leave their houses, families, cities, countries of origin.

In both cases, within all the groups involved, the activities proposed aimed at:

- *Promote empathy*
- *Develop critical thinking*
- *Raise awareness on social inequalities and their consequences*
- *Raise awareness on personal effects and impacts related to the belonging to minorities, marginalised or discriminated groups*

After this exercise, characterized by a huge introspective component, the educational path lead to phase n. 2, concerning a common process to set priorities and define common goals to prepare local activations made by youth.

PHASE n. 2: MAPPING

Especially with youth of ArtEducazione centre, observation and definition of the local context of reference drives this specific phase. This exercise is fundamental to understand how to develop local activations, and reflect on perception and self-perception of youth on the topic of diversities. Thanks to the exercise we called "The neighbourhood I'd like", each group could reflect on the following aspects:

- *How much do you feel you know your neighbourhood?*
- *How much do you feel part of it?*
- *Do you agree on the general perception related to your area?* [30]

This exercise has been implemented through an interactive activity that allowed the group to work together and jointly implement a real map of the reference area. Each participant has given its contribution thus creating a collective drawing. The mapping is a crucial phase to encourage a group reflection about common needs, sharing also expectations and fears related to the surrounding district. To analyse the area and to create a common ground, as starting point, each participant shares some

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30 It should be noticed that this is the neighbourhood around via Padova and Viale Monza, in the north-east of Milan. The district, now commonly known as NOLO (an acronym that stands for North of Loreto) is a neighbourhood today in the midst of gentrification, with many new businesses, attempts at redevelopment and at the centre of the new Milanese nightlife and *movida*. However, in the collective imagination, it remains the idea that it is a dangerous neighbourhood with strong presence of petty crime. In the old popular buildings that were at the centre of the Italian internal emigration of workers who reached Milan from the south of Italy in the 1960s and 1970s, nowadays mainly live emigrants of foreign origin, above all: Peruvians, Arabs, Bengalis

details of his/her past. The result is a direct narration from youngsters, focusing on their perception on the topic of inclusion and diversities.

In this phase, ICEI youth workers has facilitated the group, observing its dynamics and avoiding interferences or judgemental opinions: the role of trainers is to welcome youngsters' thoughts, listening to different points of view.

Considering the work with ArtEducazione centre educational path, the implementation of this activity has been very interesting, since the centre is located in one of the most multi-ethnic neighbourhood of Milan. Besides that, it is important to highlight that the group is composed mainly of youth of second generation or with foreign origin. Therefore, observing the perception youngsters have of their area has been particularly relevant, as well as listening to the feeling they have about the local context they live in.

Following the narration prepared by the group and analysing their map, these aspects emerged:

- *Recreation areas and meeting places*
- *Places to avoid: dangerous locations, inappropriate for youngsters because they feel unsafe or discriminated there*
- *Local stakeholders: allies that youngsters consider important to improve their inclusion in their local territory*

Instead of the activity described, during the activities developed with Medionauta and Casa delle Associazoni, a different exercise has been implemented (the activity was **a digital interactive storytelling**).

In fact, within group n.3 and n. 4 the activity has concerned a wider reflection on the chance of interaction youngsters have in their local context.
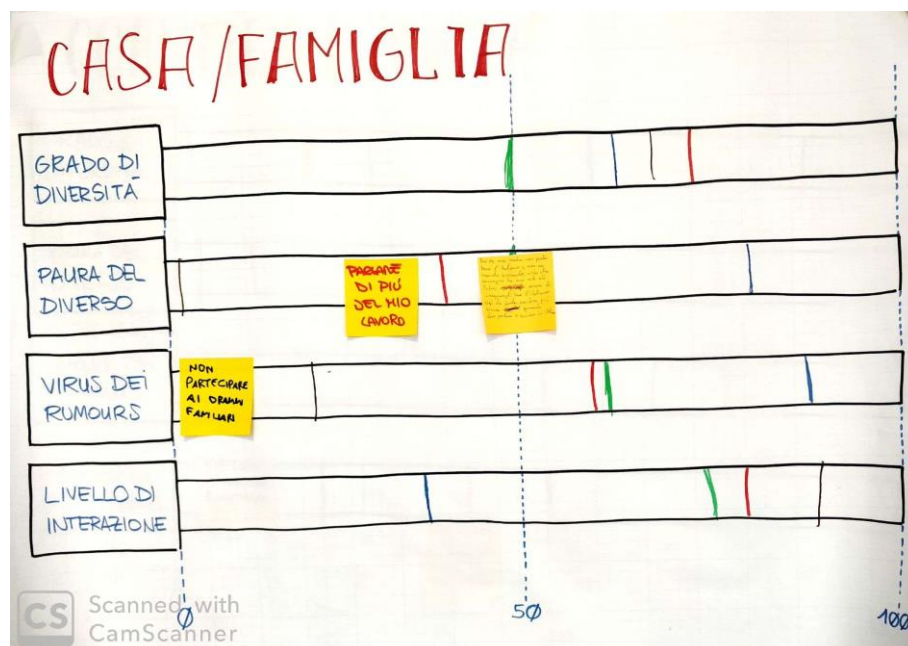
In particular, the reflection with these groups covered mostly the level of diversities they encounter in their social spheres and the way they perceive it in these contexts:

- *House/family*
- *Neighbourhood/city*
- *Among peers (friends, other youth)*
- *University/school*
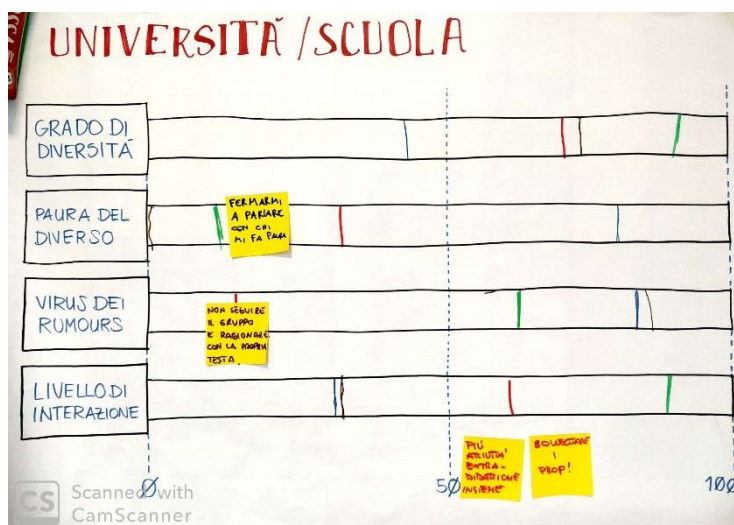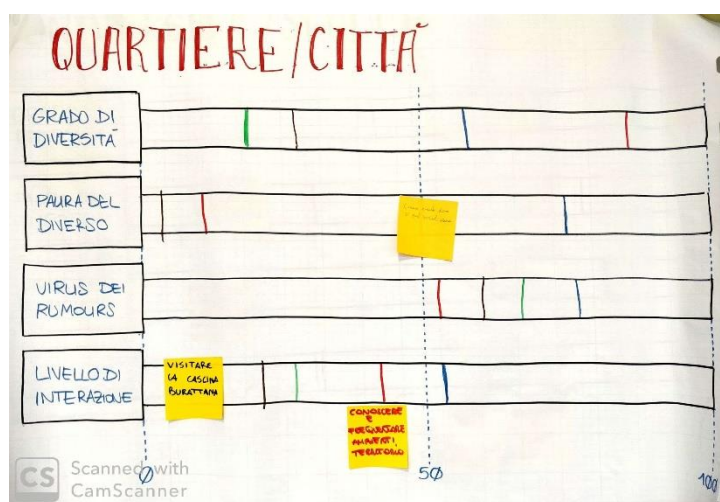
PHASE n. 3: SET PRIORITIES

After the previous exercises, ICEI has worked to develop the third phase of the educational path. During this phase, the group explain which main aspects they desire to **change**.

At the beginning, the phase proceeds as an individual work and every youth explain his/her visions and points of view. Later, the group works together on a single "**problem tree**", identifying causes and effects through a common reflection and open debate. This step is required in order to set priorities and decide how to proceed for the following activations and promote a change.

Moreover, during this plenary phase, youngsters share their suggestions and reflections on how every youth could actively do his part and encourage higher inclusion, avoid rumours, counter the fear of diversity, prejudices and discrimination.

PHASE n.4: DIALOGUE AND ACTIVATION

Taking into account the proposals elaborated within the groups in phase n. 3, all youth recommendations have been systematise. Those suggestions have been presented to the local authorities during the YARD national multiplier event held in Milan on the **3rd June 2019** at the "**House of Rights**" of the Municipality of Milan (via E. De Amicis, 10).

Therefore, phase n. 4 is strongly linked to the moment of sharing proposals. On this occasion, ICEI has moderated a **peer-to-peer dialogue** as an open debate, at the presence of local actors and participants at the event. This way, new allies from the social and territorial context can be identified and involved in follow-up activities, in order to promote youth local activation also after the end of YARD initiative.

Many local stakeholders took part in the national multiplier event (teachers, youth associations, NGOs) and the presence of Irene Ghizzoni of the Municipality of Milan (Youth, University and High Training Unit) was particularly relevant and appreciated.

On this occasion, the educational path developed thanks to the YARD initiative was told, deepening the reflection based on the

TAVOLA ROTONDA di **ATTIVAZIONE GIOVANILE**

CONFRONTO TRA GIOVANI E DECISORI LOCALI SUI TEMI DELL'EDUCAZIONE ALLA CITTADINANZA GLOBALE

03/06/2019
dalle 10:00 ALLE 13:00
e dalle 14:00 alle 18:00
presso la CASA DEI DIRITTI
Via Edmondo de Amicis, 10 - 20123 Milano

La partecipazione agli incontri è completamente gratuita e propedeutica alla creazione di spazi di dialogo con le Istituzioni attraverso Tavoli di Coordinamento Regionali e Nazionali che daranno voce alle competenze e alle proposte dei vgiovani verso le istituzioni locali, regionali e nazionali per il miglioramento della qualità della vita e dello sviluppo sostenibile della propria città. Sarà rilasciato attestato di partecipazione.

in collaborazione con: Erasmus+

input raised directly by the youth who took part of the initiative[31].

On the 3rd June, those youth who attended at the project told the rest of the participants about their experience. Moreover, together with local stakeholders and the Municipality of Milan (Youth Unit), other classes of Milan and of other peripheral areas (particularly at risk of marginalization) and informal groups of youth attended the event[32].

During the multiplier event ICEI achieved the following results:

- **Inform the public about the YARD initiative**: also Fratelli dell'Uomo (FdU) the other Italian organisation in the YARD partnership was invited. ICEI and FdU jointly explained the methodological and strategic approach of YARD, its main objectives and the goals achieved so far during the testing phase implemented in Milan (ICEI) and in Padua (FdU)
- **Promote an open debate on the topic of anti-discrimination and youth participation**, thus encouraging a peer-to-peer dialogue among youth, citizens, public authorities and local stakeholders
- **Promote a creative moment of activation and dissemination (*photo booth*),** sharing some slogan and positive messages collected during the event and throughout the entire duration of the educational path.

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31 Unfortunately, none of the youth from ArtEducazione centre could be present at the multiplier event, because their educators could not come with them. However, their proposals have been included, shared and discussed together with the other recommendations.

32 Thanks to the event, new contacts were made and new proposals for meetings and collaboration were put forward. For example, the Municipality of Milan invited those present to attend some meetings of MIGeneration, the network of Milan's youth policies of which ICEI is also part.

That moment of dialogue and discussion among youth and other local stakeholders has been very important and the entire event was characterised by a **constructive dialogue**, where youth and adults could be part at the same round table and **discuss openly** about the following topic: *diversities perception*, *youth activation*, and *global citizenship education* to promote **anti-discriminations**.

To provide some examples, these **recommendations** and "**personal/group activations**" emerged during the debate:

The level of interaction with the different could be increased within the peer group:

- Stopping to hide and starting to communicate, leaving your comfort zone
- By introducing projects to promote opportunities to meet and learn about the diversity that is already active in the area
- Inviting friends to ad hoc events, to increase their knowledge on the issue of migration (currently at the centre of public debate in Italy) and raise awareness

You could counter the fear of the different within your own family unit:

- Speaking and sharing more of your work / experience
- Supporting family members (eg. parents) to face and understand diversity, also through different languages

In one's own neighbourhood / city, one could counteract the fear of difference, while at the same time increasing the level of interaction:

- Creating public events where to socialize and to deepen the theme of migration, of reception, of inclusion
- Knowing, visiting and attending meeting places, environments and events frequented by different people

You could counteract the fear of the different within the school and university environment, and increase the level of interaction:

- Starting to talk to those who are different
- Thinking with your own head, without always following the group
- Proposing more extra-curricular activities on the theme of migration and diversity, replicating experiences such as the #Storytellers path proposed through the YARD project

3.3 Food on stage - FDU

Origin of the practice

In the context of the YARD Project, the issue of discrimination was central and has been examined considering the peculiarities of each city and their cultural and socio-economic context. When considering Italian current situation, the themes of intercultural dialogue and integration are particularly prominent and the discourses and the narratives built around migration are flourishing. On the other hand, misinformation and misconceptions on the topic of migration and discrimination based on ethnic background are becoming dangerously common both on the political realm and in everyday interpersonal relations. Indeed, the lack of knowledge and awareness on these current social and geopolitical issues not only implies the consolidation of certain stereotypes and preconception, but it also allows these biases to affect how people from different backgrounds interact with each other and communicate within the same community. Given these premises, when considering the issue of discrimination, the debate among the members of Fratelli dell'Uomo's teams has focused on ethnic discrimination.

During the first meetings with the partners involved in the YARD Project Fratelli dell'Uomo had the opportunity to get in touch with different approaches to the issue of discrimination in different contexts and to get to know different projects and methodologies implemented in these contexts as well. After listening to the presentation of several activities carried out with the youth and collecting specific information on their implementation, Fratelli dell'Uomo decided to focus on two main practices presented by the Municipality of Sao Joao de Madeira and Teatrikon respectively. The first practice was theatre and, more specifically, the recurring **theatre festival** that takes place in Sao Joao de Madeira and that involves different segments of the society. The second practice was **Lokomotyw** which is a bottom-up and youth-centered approach implemented by Teatrikon in their activities with the youth in Lublin based on the analysis that young people do of the context they live in and the action or actions they consider to be paramount to address the identified issues. As for the first practice, it was fundamental for Fratelli dell'Uomo to understand how this activity could become a didactic tool to be applied and adapted to a different context in order to provide students with a unique way to express emotions and to tell their own experience. Moreover, the nature of theatrical performance and the roles that come into play when ideating and structuring a performance constituted an effective opportunity to allow students and

Food on Stage
Il cibo come incontro
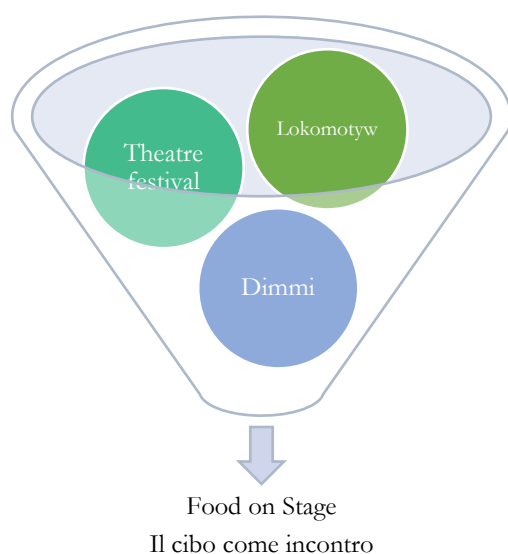
The hybridization of the Partners' practices

young people with very different backgrounds and expertise to feel involved and to be part of an inclusive and open environment in which empathy and identification played a major role. For what concerns the Lokomotyw methodology, the versatility inherent to the practice and its strong relation with the context it is applied in and with the target group involved constituted an interesting starting point to focus on activities in which the role of the youth and their sensitivity towards issues permeating their community could become a key element. The possibility to customize the training path according to the interests and needs identified through the dialogue with youngsters and the co-designing of the activities of the project represented an opportunity and a challenge. The first practice was particularly interesting in terms of the final outcome of the practice and, in many ways, its adaptation has been a common thread that linked many of the activities carried out during the project. The second practice, on the other hand, represented a methodological tool and a change of perspective that influenced the whole process and determined the approach and the perspective of the activities.

These practices have finally been combined with a few crucial element of the **Dimmi** practice carried out by Fratelli dell'Uomo in different Italian cities focused on the narration of migration experiences: the elements of self-narration and intercultural dialogue played an important role in the adjustment of the practice and in the upcoming paragraphs the process of hybridization and adaptation are going to be further analysed. The resulting practice has been titled "*Food on stage – Il cibo come incontro*".

The goals of the practice

After selecting the practices that could be implemented at local level and after deconstructing this practice to understand which elements could be isolated to be combined into a new practice, Fratelli dell'Uomo has focused on the objectives that could be pursued. These objectives have been selected considering the context in which the practice would have been implemented and focusing on the specificities of the target group involved which are later going to be presented.

- **Goal 1**

Stimulating a debate among high-school students related to the topic of discrimination at a local and national level.

As anticipated in the introduction, the topic of discrimination based on ethnic background has proven to be a hot topic in the Italian context with significant implications in the daily interactions at local level. The amount of information that young people receive and that are linked to the topics of migration and intercultural relations is as varied as potentially chaotic and might lead to a distorted perception of this phenomena. Encouraging students to increase their awareness on these topics and providing them with a new and varied set of tools that allow them to read these facts from a different perspective constituted a guiding element when defining the activities and the training package that would have been designed in collaboration with the teachers and redefined after assessing the interests and needs of the students.

- **Goal 2**

Encouraging the development of skills such as public speaking, public reading and performing.

The element of performance has been identified as a significant methodology that could be applied in the identified context to provide the target group with new tools to express themselves and as a consequence interpret and empathize with other people's opinions and stories. As anticipated, the selected practices have been broken down and examined with the aim of understanding which elements could be adapted and how. In this case, the element of performance was considered on a broader level, including activities such as public speaking, public reading and interactive and less traditional performances. On one hand, this adaptation allowed the youth workers to involve in different and innovative ways young people which had different backgrounds and expertise, but also different attitude towards performing in public. On the other hand, it was a chance for every student involved to enhance their skills in this field, trying to get out of their comfort zone and with the final aim to tell themselves and to listen to other in a more active and empathetic way.

- **Goal 3**

Supporting youth-led initiatives aimed at addressing the issue of challenging discrimination based on ethnic background.

The cover of the Dimmi Collection book

The focus on the role of students and young people in defining the activities and, most of all, the reasoning and the debates behind each choice was the common thread that linked the elements of the practice. In order to achieve this goal, a few factor have played a major role and they reflected on the methodology used throughout the implementation of the practice. The first defining factor was the construction of a strong collaboration with the school and with the mixed group of teachers and students involved in the practice. The second relevant factor was the possibility to rely on the expertise of the Project partners who had previous experience in successfully implementing a bottom-up and youth-centred approach with students. Finally, the experience of Fratelli dell'Uomo on informal education supported the execution of the practice given the realization of project in the same area that referred to a similar methodology even though focused on different topics.

Adaption of the practice

The adaption of the selected practice has been guided by the above mentioned goals and by an assessment of the context and the target group. The resulting practice was composed of two distinct yet strongly connected phases which are a training path and a final event which are going to be later illustrated and the adaption of the practices involved both phases.

The practice of theatre and the description of the theatre festival which is organized in Sao Joao de Madeira represented an inspiration for Fratelli dell'Uomo while discussing with the partners at the beginning of the project and the chance to explore this tool with young people but also the possibility to create an intergenerational dialogue and involve people with different preparation and background in the performance encouraged Fratelli dell'Uomo to implement and adapt this methodology. This practice was first integrated in the training path since, during the activities, students were given the chance to perform their stories as well as publicly read and interpret some texts included in the Dimmi collection[33]. This approach gave them first of all the chance to "walk a mile in someone else's shoes" by identifying with the "Other" that could be their schoolmate, whose story and path could be similar to then their own, yet unique and with its own specificities as well as a person with a different ethnic background, often perceived as distant from a social and cultural point of view. In this sense, the Dimmi collection represented a useful tool because it was a starting point for the students who had the chance to debate on topics such as migration, racism, inequality and discrimination by reading and interpreting real stories and sharing each other's real-life experiences raising awareness on the implications and the risks of prejudice and misinformation.

The theatre methodology was also introduced in the final event which has been an interactive and eclectic performance designed, organized and delivered by students. Also in this case the versatility of the practice resulted to be a useful tool that students could adapt to their own needs and interests and that allowed them not only to develop or discover new skills and talent, but also to showcase the skills they had already acquired and get involved as valuable members of the team because of those competencies.

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[33] This collection is a set of texts presented during the contest "Dimmi" and it includes a large set of experiences of migration. In 2014 the first edition of the contest took place with a collection of 37 diaries, whereas in the second edition in 2017 the diaries collected were 99. The first contest which took place in 2014 led to the drafting of an e-book divided into different sections: an overview of the origin and the development of the project and the social background of the area of realization, an explanation of the educational activities and workshops related to the projects and the stories of the winners of the 2014 contest.

The Lokomotyw logo

The second practice Fratelli dell'Uomo decided to integrate was the Locomotyw approach presented by Teatrikon. In this case the main features of the practice have been adapted transversally in the implementation of both phases of the project, since it provided a unique perspective to design the activities of the training path as well as to propose the idea of organizing a final event to the students. More specifically, the bottom-up approach represented a common thread during the training path when introducing the main topic of the debates which has been discrimination based on ethnicity and during the ideation of the final event because it provided students with an approach that supported them in taking the responsibility to define and organize the activities. Also in this case the deconstruction of the practice presented by the Partner was particularity useful to be able to integrate the practice into a new context because two of the main defining points such as creative thinking and an open-minded approach have been considered to explore with students the topic of intercultural dialogue and discrimination based on ethnicity from a different perspective.

Beneficiaries of the practice

One of the first steps of the implementation of the practice was the contact with the potential stakeholders that could be involved in the practice as direct beneficiaries, indirect beneficiaries or, more in general, that could collaborate with Fratelli dell'Uomo throughout the implementation of the practice.

The stakeholders involved in this preliminary phase are mainly three:

- Schools and youth informal groups
- Migrant Associations
- Migrant communities

The first groups represented one of the first contacts since high school students had been identified as the main target group of the practice. The diversity in the community as well as the relevance of intercultural dialogue and its delicacy for this particular segment of the society played a crucial role in determining this choice. The contact with this target group was aimed at proposing the workshops and, more in general, a training path focused on the topics of migration, discrimination and intercultural dialogue and based on an informal educational and peer-to-peer education methodology. These first contacts have generally been mediated by a reference teacher, a youth-worker or, more in general, a representative of a youth group and it focused on the Padua area, mainly referring to schools and groups that have been involved also in previous activities with Fratelli dell'Uomo. The second group has also played a major role in this first phase of the project since the collection of migrants' stories and experiences and the collaboration with association which are active on the Padua territory allowed the members of Fratelli dell'Uomo's team to develop a deeper knowledge of the territory and its dynamics as far as the migrant population is concerned. These associations' experience has therefore become a

fundamental tool to put emphasis during the workshops on the local area and to rely on real-life experiences that students could perceive as closer to their daily context. Finally, the third group was contacted in order to provide students with actual opportunities and spaces to develop dialogue with people who had a migration experience. Once again, the impact of this cooperation was relevant to provide students with a training path that could reduce the perceived distance with migrant communities present in their territory. The members of these communities collaborated throughout the training path with speeches and sharing their experience during the workshop, but also thanks to the organization of cooking classes that were fundamental for the realization of the final event.

Istituto Salesiano Manfredini

After this first phase of first contact and assessment, one school has decided to join the project and to implement the practice in their school, which is the "Istituto Salesiano Manfredini" located in Este, Padua, a high school that provides professional training courses in several areas. Fratelli dell'Uomo had previously collaborated with this high school in the context of the Social Day project[34] and with whom had established a fruitful cooperation therefore facilitating the first phase of the collaboration and the co-definition of the scopes and the general structure of the practice. Also in this case, the first contact has been mediated by the principal of the school and by a group of referent teachers who collaborated with Fratelli dell'Uomo's team to identify the target group who would take part in the practice. More specifically, we can identify two groups directly involved in the practice:

Direct beneficiaries

- Students directly involved in the training path : 10 classes - 250 high school students.

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[34] The Social Day is a project implemented in different Italian cities which combines a training path focused on human rights and global interconnection with actions of active citizenship performed in the local area and aimed at supporting international cooperation projects. It has been carried out yearly by a varied network of NGOs, cooperatives and youth associations since 2006 and it is linked to a European network promoting active citizenship and participation among youth.

CYARD

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- Students directly involved in the final performance : 6 classes, 100 high school students.

Moreover, a larger and more diverse group of people have been involved in the practice as indirect beneficiaries and they have been involved mainly the second phase of the project:

Indirect beneficiaries

- Teachers and school collaborators directly and indirectly involved in the course
- Students' parents who helped prepare the dishes and young people and adults, who participated in the final performance as audience
- Municipalities involved in or informed about the performance

One of the activities in the class

One final relevant point that can be inferred from the previous considerations is the creation of a network which was generated by the contacts activated and the relations developed in the different phases of the project. In addition to the main stakeholders, students, teachers and members of the migrant communities, the practice gave Fratelli dell'Uomo the chance to connect other stakeholders which have been previously involved in local activities in a synergistic way such as the municipality and youth associations.

The implementation of the practice

Phase 1: training path

The practice, as previously anticipated, is made of two main building blocks which are the training phase and a final performance which are now going to be illustrated. The main topics around which both phases are revolve are the migratory journey and its narration, cultural identification and its challenges and discrimination and its origin. The choice of this topics is strongly connected with the

first goal identified at the beginning of the design of the practice which is encouraging a discussion with young people around these topics and their impact at different levels.

<u>Description Of The Training Path</u>

- Number of meetings and main topic of each meeting
- Activities (detailed description of the objectives, the beneficiaries and the material used for each activity)
- Methodology (for each activity)

Phase 2: final event

The aim of the final performance was to explore new and creative way to challenge the factors ad feelings that had been identified as causative of discrimination based on ethnicity such as misinformation, fear, scepticism or diffidence. For this reason, students decided to get out of their comfort zone and focus on some of the skills improved during the training path such as storytelling and practicing active listening and to engage in an interactive performance in front of a varied audience.
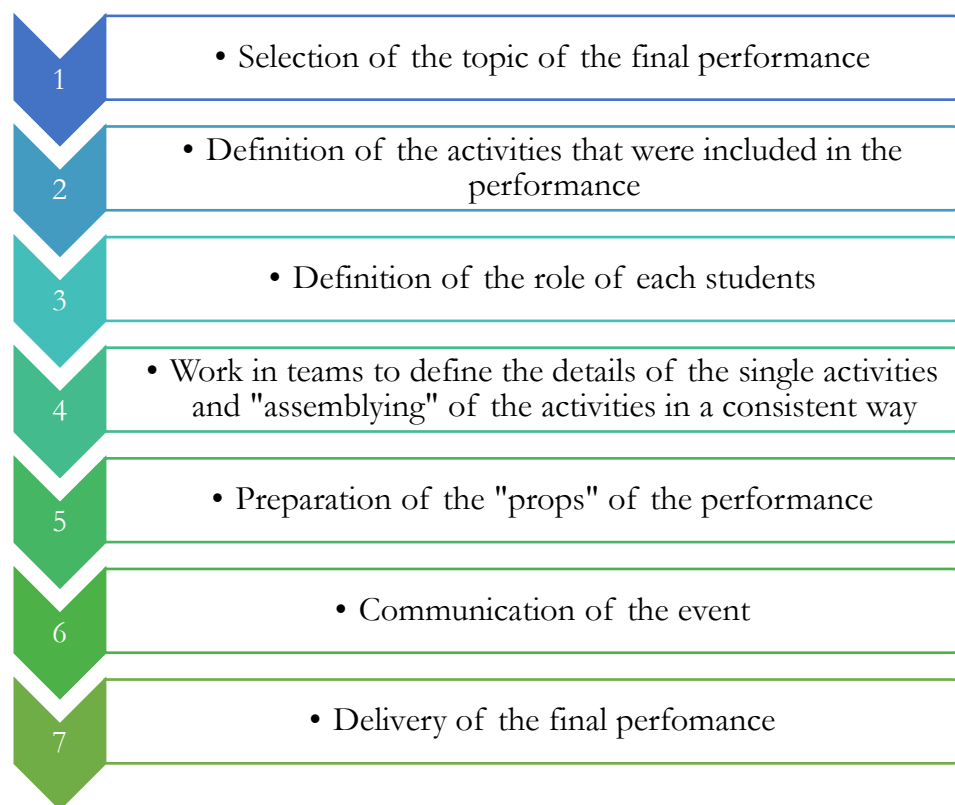
The final event took place on April 30th in the school after a few weeks of preparations.
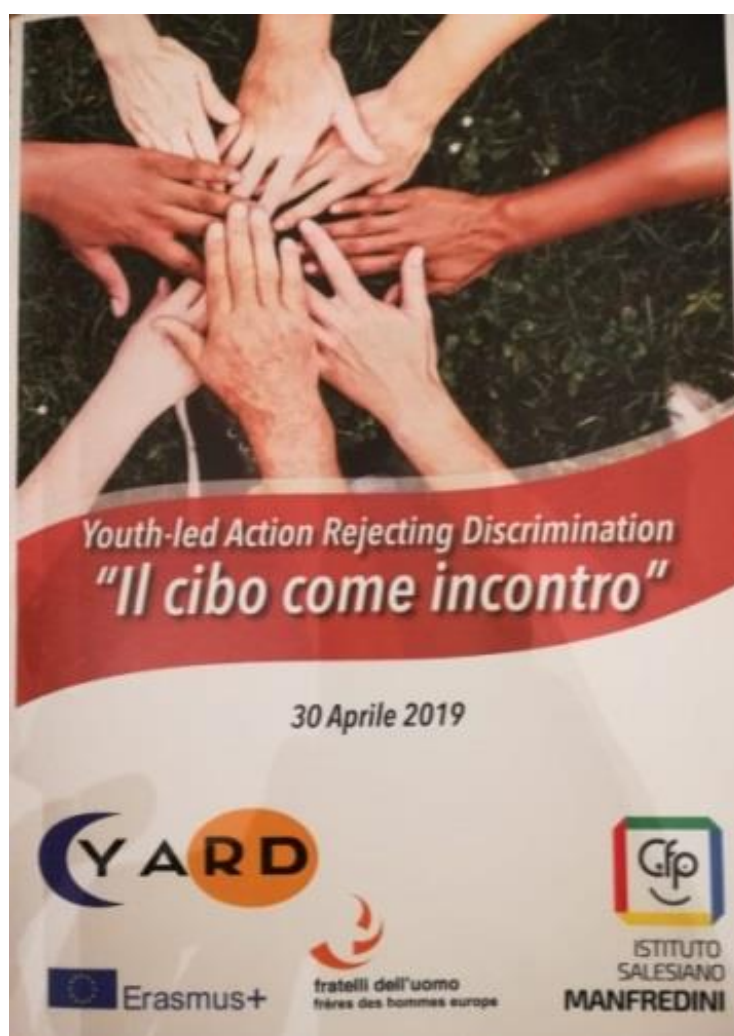
Food on stage - Event booklet

In the chart below the phases of the realization of the final practice have been summarized:

1	• Selection of the topic of the final performance
2	• Definition of the activities that were included in the performance
3	• Definition of the role of each students
4	• Work in teams to define the details of the single activities and "assemblying" of the activities in a consistent way
5	• Preparation of the "props" of the performance
6	• Communication of the event
7	• Delivery of the final perfomance

Phases of the realization of the final performance

The first phase was the identification of the common thread of the performance and students decided to focus on food and culinary tradition. This choice have proven to be particularly effective on several levels: food allowed students to focus on different countries' traditions, therefore challenging stereotypes and enhancing their knowledge of the country. This was done through research, improving research skills and raising their awareness on the power of the digital tools they could use, but also through dialogue, since the countries selected were the countries of origin of some of the students in the school whose families migrated to Italy or, in some cases, who had an experience of migration. The countries selected were Morocco, Guinea Bissau, Albania, Romania and, finally, Italy. This tool proved to be particularly effective also because of the set of skills of the students who attend a professional course to become cooks. The second phase was the definition of the activities to be included in the final event. Students decided to build an interactive performance in which the narration of stories related to these countries' traditions and anecdotes about some of the typical dishes were performed while serving these dishes and inviting the audience to actually taste them.

Therefore the main activities were:

- Preparation and distribution of the food
- Preparation of the location
- Preparation of a leaflet which reported the anecdotes narrated
- Drafting of the texts
- Peforming of the texts

The definition of the activities was linked to the definition of the roles of the students who, according to their interests and their inclinations, focused on one or more activities among those listed above. The preparatory phase concluded with a work in teams to define the details of the single activities such as the recipes to prepare and the quantities, the stories to be read and the emphasis on the different topics, the disposition of the audience and the preparation of the location. After the work in teams the different parts have been assembled in a consistent performance and the physical elements of the final performance have been prepared.

Food on stage - Preparation of the traditional dishes

One important activity which took place simultaneously to the preparation of the performance and which had a dedicated group was the communication to the stakeholders involved who were invited to take part in the performance as audience/guests.

Finally, the performance was delivered and students entertained their audience by guiding them into this journey around the world, assembling the different activities and, at the same time, practicing the skills learnt and exercised during the training path such as public reading, storytelling and performing.

1. **Multiplier event**
2. **Feedbacks and takeaway**

In order to draw a few final thoughts on the practice and to highlight a few starting points for further implementations, it is interesting to report and briefly comment some of the feedbacks by the stakeholders involved in the project collected after the end of both phases.

> *When your schoolmate tells you the suffering of crossing the sea, of arriving in Italy and feeling rejected, you cannot be indifferent.*
>
> Sofia, 5th year student at Istituto Salesiano Manfredini

This first comment is interesting to understand the potential impact of the approach used both in the training path and the final performance and the perception of the direct beneficiaries of the practice. In particular, the practice focused on providing students with tools and working on the improvement of specific skills such as active listening, identification with other and storytelling. All these activities had the final goal to stimulate a debate on the topics of diversity and discrimination to encourage students to challenge stereotypes and misinformation and to reconsider the perception of the distance between coexisting and increasingly intertwined communities.

> *Food is an element of cultural identification, a chance for different people and different cultures to tell themselves and, therefore, meet.*
>
> Director of Istituto Salesiano Manfrefini

> *This project has been crucial for us because in our classes there are several foreign students. This is one of the reasons why we decided to take part into the initiative.*
>
> Professor at Istituto Salesiano Manfrefini and contact person for the project

These comments which have been collected by actors identified as indirect beneficiaries of the practice, focus on the impact of the practice on the student and on the higher purpose that encouraged the school to join the project. In the first case, it is crucial to mention once again the choice made by the students to focus on food as the main "actor" of their performance and the effectiveness of this approach because it allowed students to rely on their expertise while tackling critical topics and to tailor their performance on a topic they know well. Moreover, the relevance of the analysis and the knowledge of the context can be inferred from the second comment. In this case, it is important to highlight that the cooperation with the teachers and youth workers who are daily operating in a specific context is a fundamental tool in the phase of designing and adaption of the practice because it determines the focus and the approach which are going to lead the whole project and, potentially, is going to impact the outcome of the practice itself.

> *The barriers and the skepticism which is still common in these classes have been deconstructed by the sincerity and the spontaneity of the stories told and performed.*
>
> Maricica Gerghinis – Trainer of Fratelli dell'Uomo

Finally, considering the comment of Fratelli dell'Uomo's trainer who managed he practice and facilitated the activities in class, it is important to highlight the effectiveness of the methodology chosen and its adaptability. The possibility given to students to express and interpret their stories and other

people's stories in several ways, gave them the chance to empathize with the Other and, giving life to their stories and experiences, they could reduce the perceived distance with them.

To conclude, we would like to summarize in the chart below the main takeaways and a few points of attention which have been deducted by this analysis of the practice.

Food on stage- The beginning of the performance

Takeaways	Points of attention
✓ The project had a positive impact on the perception of students on the topic of migration and foreign communities since they felt closer to the stories told and performed ✓ Students' understanding of the implications of the condition of migrants has changed. ✓ Students and teachers reported a positive impact of the project on the class since the enthusiasm and the interest towards the topic reflected on the dynamics of the classroom. ✓ Participation and involvement has been positive since students reported their willingness to participate in similar initiatives.	o The role of teachers, youth workers and, in general, facilitators of the activities has been crucial in the first phases of the practice, especially when introducing new methodologies such as public reading and performing. o The knowledge of the context and the local area is crucial and can be developed through a cooperation with schools and local associations who can be determinant actors in the design of the practice. o Follow-up with students and further monitoring are required and crucial to evaluate the impact of the practice.

3.4 Multi-sectorial approach - SJM

The Municipality has a multi-sectorial approach to young people involvement and participation in local social cohesion actions. The "education for citizenship concept" includes different kind of activities, stakeholders and publics in a real engagement with the authorities and staff of schools, NGO's and associations, including teachers and parent's associations. A specific target are youngsters living in public housing that are included in sports-related actions, trainings, entrepreneurial support. As local authority, the Municipality has an important network of local associations (including youth associations) with significant experiences to be involved in the exchange of methodologies.

That's why the Municipality of São João da Madeira (SJM), as partner of YARD project, decided to involve a group of entities considered privileged to address the issues of Education against

Discrimination. Entities that, due to their daily and continuous work in the community, are easily accessible to different audiences. In this project, SJM work specially about the following types of discrimination:

Ageism or age discrimination is discrimination and stereotyping based on the grounds of someone's age. Ageism is most often directed towards old people;

Disability discrimination, which treats non-disabled individuals as the standard of 'normal living', results in public and private places and services, education, and social work that are built to serve 'standard' people, thereby excluding those with various disabilities;

Racial and ethnic discrimination differentiates individuals on the basis of real and perceived racial and ethnic differences and leads to various forms of the ethnic penalty;

Gender discrimination and sexism refer to beliefs and attitudes in relation to the gender of a person, such beliefs and attitudes are of a social nature and do not, normally, carry any legal consequences.

The entities involved are:

Cine-Clube de Arouca: Cultural association with a strong youth component, which organizes an important film festival in the region, as well as a cycle of author films every month in S. João da Madeira. In this project, we challenged this Association to broadcast a short movie that addressed problems in human relations, especially among young people. Then, we challenged three schools to receive this broadcast. But we didn't want the movie to be broadcast without anything else! So, we invited a young actress, Laura Galvão, to take part in a debate with the young people. This actress served as an example of overcoming various problems with which she lived in her youth.

CERCI São João da Madeira: This is an NGO that develops its work in the process of prevention, habilitation, rehabilitation and social integration of children, youth and adults with mental disabilities and multidisability. CERCI works in various areas, including early intervention, special education, occupational activities, vocational training and employment. We challenged this NGO to produce a play involving young actors with disabilities. The play was presented to the youth audience. The young people answered a questionnaire, before and after the show. In this way, it was intended to demystify some misconceptions of young people about disability.

Ecos Urbanos: Youth association with different departments. Its work is divided into the following areas of intervention: Promotion of Social Inclusion; Local and Cultural Development; Personal and Social Promotion and Development; Education, training and employment; and Organizational development. We challenged this association to engage its young people in various activities, such as the organization and participation in a "Blind Dinner".

Schools: Schools are the privileged organizations for contact and work with young people. In São João da Madeira, schools are the center of formal but also not formal education activities. We were able to engage a group of active and proactive school principals and teachers, who were able to motivate, engage and encourage their young students to participate in activities that were geared towards anti-discrimination education. Exhibitions, workshops, "blind lunches and dinners", plays and debates has

involved, not only young people, but also their families. We had as privileged partners **Dr. Serafim Leite School**, **João da Silva Correia School** and **Oliveira Júnior School**.

In São João da Madeira, YARD project has involved about 1700 young people: actively organizing events, workshops or exhibitions; as actors in plays; watching movies and shows with special messages. Everyone did it voluntarily. The performance of volunteering activities implies adherence to a social cause and promotes personal enrichment, contributing to the development of many skills. Sense of responsibility, spirit of collaboration, interpersonal relationships, communication skills, ability to analyze problems and find resolution strategies, leadership skills are some of the things that can be expected to improve. You learn to select and make better use of available resources. Altruism and solidarity was practiced and developed. Greater social awareness was gained. The awareness of being useful and contributing to social improvement brings personal happiness and develops self-esteem.

All students have the right to go to school, to the playground, live in a village, town or city… in an environment where they feel safe! Youth are a key population on which to focus discrimination reduction efforts, as they are more likely than the general public to know someone suffering any kind of discrimination, and therefore have a unique opportunity to make a difference.

Activities developed, in summary:

- **Lunches and dinners (inspired by the Hungarian experience)**

Activity: Blind lunch
Date: 28th February 2019
Place: Restaurant in "Oitava avenida shopping center"
Number of participants: 32
Organization: Municipality School João da Silva Correia
Objective: To sensitize young people to blindness. There was also a blind girl with her guide dog. The young people distributed pamphlets with awareness-raising messages to the general public in this mall.

Activity: Poetry and Dark Dining
Date: 7th May 2019
Place: Serafim Leite School
Number of participants: 28
Organization: Municipality and Serafim Leite School
Objective: Promote Inclusion and the appreciation of Tolerance, Difference, non-discrimination of People with Disabilities. Sensitize our students and parents to gestures and attitudes of acceptance and respect for the difference. The venue was prepared for participants (students and guardians) to experience the difficulties of the blind in their daily lives, as they had to move and feed blindfolded. Some of the foods used in this very personal and sensory experience were previously prepared by people with disabilities.

Activity: Blind dinner
Date: 22nd May 2019
Place: School canteen prepared specially for the event
Number of participants: 40
Organization: Municipality and Ecos Urbanos youth association
Objective: To sensitize young people to blindness. A sensorial event with music and a debate.

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- **Debates and workshops**

Activity: CAMINHADA AZUL (Blue Walk)
Date: 2nd April 2019 (to celebrate the World Autism Day)
Place: Streets of the city
Number of participants: 350
Organization: Municipality and Serafim Leite School
Objective: To conduct a walk with students, teachers and parents to educate critical citizens, responsible and stakeholders. It was also intended to raise awareness of discrimination against citizens with autism.

Activity: Workshop "European club talks about discrimination in Europe" and exhibition
Date: 9th May 2019
Place: Serafim Leite School. Exhibition in the town hall.
Number of participants: 75
Organization: Municipality and Serafim Leite School
Objective: Workshop and debate about the different types of discrimination in Europe.

Activity: Movie "What are human and social relationships for young people?"
Date: 14th May 2019
Place: 3 schools (09h30 / 11h30 / 14h30)
Number of participants: 200
Organization: Municipality and Cine São João
Objective: This project is based on the transmission of short films for young people, followed by debate. It aims to sensitize young people to adopt the best behaviors in order to be better citizens and an example for their peers, and human and social relations are crucial. This is a multi-stakeholder initiative developed in São João da Madeira by a cultural association, Cineclube de Arouca, the Municipality of São João da Madeira (MUNSJM) and schools. The general aim of the project is to fight hate speech, racism and/or bullying. Within this project, MUNSJM has implemented a testing phase during YARD project in 3 schools. The movie projection was followed by a debate around the situations portrayed. The conductor of the first debate was a well-known Portuguese actress, Laura Galvão, recognized by young people for having participated in a popular TV series.

Activity: Workshop "How to create a videoclip"
Date: From November 2018 to March 2019. Presentation: 14th May 2019
Place: 3 schools
Number of participants: Workshop: 15; Presentation: 200
Organization: Municipality and Ecos Urbanos youth association
Objective: Audiovisual creation workshop for the construction of a videoclip on the subject of education against discrimination.

Activity: "Bairro doce bairro" – Exhibition
Date: 28th May 2019
Place: Paços da Cultura
Number of participants: 15
Organization: Municipality and Ecos Urbanos youth association
Objective: Demystifying the idea of "social neighborhood" associated with a series of stigmas that hinder the uncomplicated development of its young inhabitants.

- **Theatre performances**

Activity: Play/theatre "Intermitências da cegueira…" ("Flashes of blindness")
Date: 1st March 2019
Place: Paços da Cultura hall
Number of participants: 190
Organization: Municipality and João da Silva Correia School
Objective: Theater play with sketches alluding to situations of discrimination. The public throughout the play was invited to react against these situations. On stage were elderly, disabled people, a refugee from Sudan, young people and children.

Activity: Play/theatre "A Caixa" (The Box) - Difference - reflect, express and act
Date: 10th May 2019
Place: Casa da Criatividade Theatre
Number of participants: 50
Organization: Municipality and Serafim Leite School
Objective: Theatre play with sketches alluding to situations of discrimination. The public throughout the play was invited to react against these situations.

Activity: Play/theatre "Os 11 beijos perdidos" ("The 11 kisses I lost")
Date: 3rd May 2019
Place: Casa da Criatividade Theatre
Number of participants: 28 /audience: 450
Organization: Municipality and Oliveira Júnior School
Objective: The play explores various situations of age discrimination and people with idiosyncratic physical or psychological traits. These adventures are overcome in a final street party message, which aims to raise awareness of inclusion, respect for difference and honor music bands. The main goal is to sensibilise for social inclusion.

Activity: Play/theatre "Desenredar as Emoções" ("Theatre side by side with inclusion")
Date: 21st May 2019
Place: Paços da Cultura hall
Number of participants: 150
Organization: Municipality and CERCI (ONG)
Objective: This NGO worked on the theater-based theme, where the "actors" were people with disabilities and the audience the general population. The group worked on the construction of an original play inspired by the exercises and dramatic games performed by its members, in a process of joint and collaborative artistic construction. It was intended that the public should understand the capacity of the person with intellectual disability and precisely for the consideration of the person beyond the disability. Subsequently, the play was presented to young people selected by the high schools. Young people who attended this show were asked to reflect on disability before attending the show and to reflect after seeing the show, in order to better understand the impact of this action. It also created a moment of debate / interview with the actors after the show.

3.5   The Living Wardrobe - TEATRIKON

The **Living Wardrobe project** is a grassroots event created by a group of nine students from Lublin participating in the "Youth Against Discrimination" project implemented as part of the international Youth-led Action Rejecting Discrimination initiative. Participants were assisted in their actions by workers of T.E.A.M. Teatrikon Foundation.

The youngsters were given many examples of Good Practices implemented by Teatrikon's partner organisations from Italy, Portugal and Hungary to choose which methods would be the most suitable for their own event. After familiarizing themselves with GPs, the group decided to partially employ the methods from the **DiMMi** project implemented by Fratelli del'Uomo and adapt some of this methodology for the event in Lublin.

Particular aspects that have made the biggest impact on their project were:

- the importance of the direct experience of the migrants' stories
- sensitisation workshops about migration and its impact
- summary meeting in the form of a Human Library – that is where the title of the event comes from as the participants referenced the connection between Fratelli del'Uomo GP called Human Library and the idea that this library is a living thing consisted of human beings carrying their own stories in themselves; that is how the Lublin's group saw their event – the wardrobe, the clothes people are wearing are a living thing, making us who we are, helping in expressing ourselves but also influencing people how they see us and what is their first impression of us, very often based on how we look and what we wear
- promoting intercultural dialogue by showing the perspective of life experiences of the migrants

Not wanting to simply repeat DiMMi activities, the youngsters decided that the target group of their activities would not be migrants, but people discriminated because of their external appearance. First, the group took part in workshops, thanks to which they were able to learn more about the subject of discrimination and get to know the stories of discriminated people. Anti-discrimination workshops were conducted using the active method of drama, so that participants could more easily understand the causes and effects of discrimination. Exercises conducted during the workshops were aimed at sensitising the participants (reflection on belonging to various social groups), drawing attention to the problem of stereotypic thinking ("Step forward") and simulating the experience of discrimination based on disability ("This story is closed in a backpack"). As the coaches emphasized, the group participating in the event was broad-minded and aware of various social issues. At the beginning of the workshops the participants adamantly stated that they do not think stereotypically and have no prejudices against anyone. The workshop helped them discover that stereotypes are deeply rooted and that even the most tolerant of us may be guided by certain prejudices. A detailed description of the workshop is provided at the end.

The initial idea for the project created by the students was to find a few willing influencers active in Lublin, but only those declaring that they never experienced discrimination because of their appearance and for whom this type of discrimination seems to be a non-existent problem. The invited people under the watchful eye of the organizers would undergo metamorphosis – their identity would be changed by means of clothing and makeup. Together with the organizers, they would discuss some situations they would find themselves, and they would work together to ensure that a given person could "empathize" with the character they would "enact". The very name of the project Living Wardrobe is a reference to Human Library – just like in a living library a man is treated as a "book" full of stories. The subversive idea the participants came up with was to show that a man is not only his physical appearance or clothing, but the entire wardrobe full of clothes, which by browsing piece by piece can change your mind completely about a person. The invited people would have the opportunity to choose which roles and stylizations they choose in the project. The plan included presentation in the roles of members of subcultures (i.e. punk, skinhead), religious and ethnic minorities (like Muslims and Ukrainians), and people from different social echelons varying in wealth or lifestyle (i.e. a homeless person, a rich man).

In the end, only two people decided to take an active role in the project playing the role of a homeless person, a Muslim and a brassy woman. Thanks to the change of stylization, the invited people had the

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opportunity to experience for a moment whether the very change in their appearance makes them feel treated differently by passer-by on the street and if people change the way they speak to them. The important part was to be as passive as possible – to avoid provoking any reaction or try to "pretend" that you are someone else. Observations were conducted in everyday situations – a walk in the city centre, rest on a bench, shopping in a store.

Participants were accompanied by the organizers, who from the distance were taking notes about the reaction of the people around and, if necessary, provided support. In the meantime the film crew was making the reportage. Before going out, the participants of the metamorphoses had a photo session in individual stylizations.

The final of the Living Wardrobe project took place on June 23, 2019 in Muszla Koncertowa in Ogród Saski in Lublin. People arriving at the event first had the opportunity to see a photo exhibition, where the stylizations of the participants were presented – the participants themselves were also present there, but their daily appearance was so different from their roles that no one in the audience was able to recognize them. Then followed a performance *(W)Inny?* by Nic Konkretnego Theatre – a group of high school students inspired by YARD activities; the play touched upon the phenomenon of discrimination occurring in Polish history in the Slavic times.

The next item on the program was the broadcasting of a reportage created as the part of the Living Wardrobe, followed by an open discussion during which participants of the metamorphoses shared their experiences related to prejudice and discrimination – a confrontation with their earlier view on this problem.

Representatives of the Lublin City Hall and local NGOs dealing with the subject of discrimination also took part in the discussion panel. NGO's representatives briefly described the situation in Lublin from the point of view of the people they are working for and with. There was Kazimierz Strzelec from Fundacja Wiara i Tęcza (helping homosexual, bisexual and transgender Christians), Milena Kloczkowska from Helsińska Fundacja Praw Człowieka w Warszawie i na Litwie and Magda Łuczyn from HerStory (operating in the area of equality, diversity, anti-discrimination, multiculturalism and human rights). Municipality was represented by Anna Szadkowska from *Biuro Partycypacji Urzędu Miasta Lublin.* One of the conclusions of the discussion was pinpointing the fact that the participants experienced "prejudice" rather than "discrimination" during the project. The whole concept of the project was well received by the recipients, and the students organizing Living Wardrobe were encouraged to organise another show of the reportage and open discussion to present their activities among university students when the academic year begins in October.

All the activities were supported by a group of coaches associated with the T.E.A.M. Teatrikon Foundation who conducted a series of workshops for the students aiming to help them in refining the concept of the project.

Workshop 1 - Where does discrimination live? Klaudia Waryszak-Lubaś


The workshop was based on substantive introduction and 3 specific exercises. The theoretical part was introduction and discussion over the Allport's Scale to show what discriminatory behaviour in society can lead to, making participants aware that in human history very often genocide originated from prejudices against a certain social group. This fact was deeply moving for them and motivated them to take action.

The first exercise concerned the issue of identity, which is often overlooked in equality actions. Showing that each of us in different situations identifies with different groups, and that nobody is only a woman, a policeman, a Roma, etc., makes us aware that people cannot be determined solely on the basis of gender, nationality, religion or occupation.

Participants individually listed social groups with which they identify and to which they belong, and later read aloud the names of exemplary social groups that exist. If a given group was the one the participant had on their card this person stood up – sometimes it was just one person, sometimes few of them. There was also a discussion about the feelings that arose when reading out loud a given group – how a person felt, who was a lonely representative of a given part of society, how a pair of such people felt and how the group felt.

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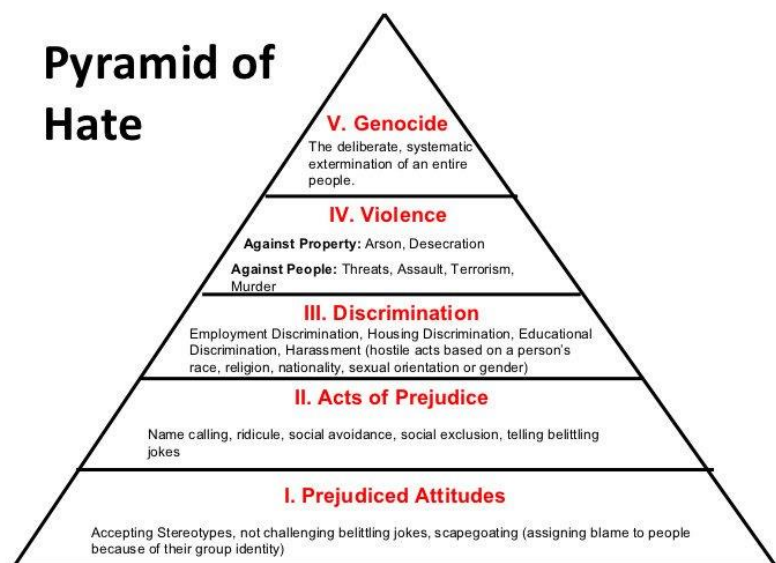
The next exercise was called "Step Forward" which made the participants aware that almost all people follow stereotypes. Participants drew cards with the roles they were supposed to enact, i.e. a young refugee, a farmer's son, a son of a wealthy businessman, a disabled person, etc. They stood apart and the coach were asking them questions to stimulate their imagination about the lives of their characters - How does the person's day look like? What was her childhood like? What do they do in their free time? During the next stage of the exercise, everyone lined up and the coach asked them questions – i.e. Do you feel safe in today's world? Can you freely walk on the street holding hands with your partner? Those questions related to economic and social aspects of the lives their characters may live and to exclusions that we may face in everyday life. If the person agreed with the question, then they took a step forward, if not, a step backward. This visualization allowed to show that although the group of students the coach was working with was very sensitised, they were still using stereotypes as a source of information about these specific people they were enacting. During the reflection, several people admitted that the first thought about the roles they played were stereotypical – this exercise helped them to pinpoint the mechanism enabled in their mind when they tried to answer questions about the lives of people they played.

The third exercise was a drama simulator that lasted about two hours. This exercise was called "This story is enclosed in a backpack." Its aim was to explore a story by thinking about the objects the main character wears in the backpack. The coach brought a backpack and eased the group into the fictional world by asking them to pull out carefully selected items from the backpack – they were chosen deliberately to tell a story. Based on these items, the participants could themselves create the story of the owner of the backpack – a disabled boy named Chris who was discriminated at school. He head in his backpack a sick leave, an ointment from a doctor, a journal with notes, some sticky notes inserted between the pages of the journal which he exchanged with classmates, etc. Among his peers there was a person who laughed at his disability, causing him growing discomfort. After the build-up which was the story, the coach divided among the participants the roles of people appearing in this story – Chris the disabled boy, two of his friends, a bully, a teacher and Chris's mother. The participants were asked to discuss in pairs the motivations of their characters' behaviour and how Chris's story affected them. Later, the coach asked the individual participants specific questions – Why did you make fun of Chris? Why Chris

did not tell you about the whole matter before? How long has the whole situation lasted? etc. Participants began to wonder what underlies the behaviour of the bully and how this situation can be explained and resolved. Together with the coach, they wondered how to prevent such behaviour and what to do if discrimination occurs.

Workshop 2 - Inspirations for anti-discrimination. Agata Wiatr

The next workshop consisted of two parts – in the first part the exercises used in the methodology of the Teatrikon's Locomotives project were aimed at communication with particular emphasis on intercultural differences. In the second part, the participants learned about Good Practices used by Teatrikon's partners from the YARD project in their earlier activities.

Exercises used:

"Astrians" – the group is divided in half – one half plays the roles of engineers who come to the village to connect it with a bridge to another settlement. Engineers are also supposed to share their knowledge with the villagers. The natives have a very specific language which means that communication is disrupted and both groups have to learn to communicate.

"Suicidal eggs" – the coach divides eggs and markers to the group and everyone is tasked with making an avatar from their egg along with creating the story of this person, for example a story of an eight-year-old Simon or an elderly Mrs. Sophie. After finishing with the task, the participants find out that their avatar has just decided to commit a suicide by jumping from a skyscraper. Participants had two tasks – on the one hand they have to build a structure that would save the egg when it "jumps", and on the other hand the group try to understand and solve the problem of the avatar and think about how its life could pan out and what could be changed if the avatar survives the jump.

"Building a tower" – the participants got a flipchart and were tasked with building the highest tower possible while having cards with different words or phrases attached to their backs, e.g. "ignore me", "make fun of me", "insult me". There were two reactions to this behaviour – some participants tried to do the task without paying attention to what was happening and some responded by withdrawing from the task under the pressure of criticism and attics of the group. The exercise showed the participants how the way we are treated by the others affects our behaviour and our level of involvement in social interactions.

In the last part of the workshop the participants divided into groups received descriptions of the Good Practices of anti-discrimination activities implemented by the Teatrikon's partners from the YARD project. Their task was to create mini scenes presented later to the others which showed what the particular project was about. At the end, the participants discussed the strengths and weaknesses of each project and brainstormed which methodology could be used in their event in Lublin.

Workshop 3 - Creative problem solving. Darek Figura

The workshop was based on the methods of creative problem solving used in the Locomotives project ("Indian names", "2 adjectives", "One object - many uses"). Then the Good Practices of Teatrikon's

foreign partners were recalled for the young people to make the decisions which activities they choose to implement and how creatively transform those so that they work best in Lublin. In the end the participants created their own hybrid method – using the stories of discriminated people (DiMMi) and dressing up (theatre elements).

The task of the coach was to help in developing the concept and refining the details of what to do and how to do it and where may be the sensitive points, i.e. how to avoid accusations of insulting or slandering discriminated people. An important point was the discussion of how the event should look and reflection on the results. Later in the workshop the role of the coach was to support the group, where he helped in planning activities and their budget, sharing the tasks among themselves etc.

Participants of the project: Klaudia Oleksiuk & Iga Prażmo
Coordinators of the project: Magdalena Opoka, Magdalena Hajczuk, Adrianna Wróbel
Some of the examples of exercises used during the workshops:

- **Astrians**

Number of participants: 10-16 people (or more)
Duration: About 2 hours:

- preparatory phase 10-15 minutes
- plays 30-45 minutes
- 45-60 minutes discussions

Materials:

- two training rooms (or at least the possibility of going out into the corridor)
- A4 sheet file (including five "coloured" in red and five green)
- additionally - green and red pen
- red scissors
- scissors in a colour other than red
- wide adhesive tape (preferably transparent)
- printed instructions for Astriana
- printed instructions for experts
- two tables
- an object weighing about 0.5 kg (i.e. a bottle of water)

Description of the method:

We divide a group (at least 10 people) into two teams. If the group is more than 16 people, you can also create a team of observers who will accompany the experts (and make notes from their observations). The Astrian team receives the instruction and goes to another room. Experts stay in place with instructions and materials needed.

Instructions for Astrians:

"You are the inhabitants of a small village in the mountainous country of Astria. Your village is separated from the Big City by a deep valley. To get there to the weekly market, you have to wander two days. The bridge over the abyss would shorten the time of the trip to four hours. Engineers have come to your country to teach you how to build bridges. Under their supervision, you will build the first bridge in Astria and later other bridges throughout the country. You care very much about the construction of the bridge, but the condition of cooperation is the respect of experts for your habits. If the experts exclude you from work on the construction of the bridge and build themselves, you can even demolish the bridge. Your habits and customs are very important to you. Thanks to them, you have a sense of tribal belonging and uniqueness:

- The Astrians greet each other by nodding
- You consider handshakes as an attack and if you are offered hand shake respond with a defensive posture – step back and cross your arms on the chest.
- Astrians show sympathy through touch. Every few minutes, pat your chosen experts.
- Astrian men cannot touch the adhesive tape – it is insult for them.
- Women cannot touch scissors – Astrian women are forbidden to touch metal objects.
- Astrians do not know what paper, tape or scissors are for. Experts must teach you how to use them.

- Your leader (you must choose him) cannot look into the eyes of people from another tribe or touch them. If a stranger touches the leader, he signals it with a shout "U-hu!", and then you all stop your work and make extensive circulation of your eyeballs at least 4 times.
- The red colour in your culture is a symbol of danger. When you see it, you run into the corner of the room and call "oi, oi!"
- Astrians are very religious. Every five minutes they participate in the tribal ritual. It consists in placing a circle around the leader and raising hands high above his head. The ritual lasts about 20 seconds.
- Astrians have a very limited vocabulary. They use verbal language only when answering questions: 1. Closed questions: "YES" means "YES". 2. Closed questions: "YES (with simultaneous right leg shaking)" means "NO". 3. For every open question of foreigners you answer "THIS IS CLEAR"

In all other cases the Astrians are silent. You have about 15 minutes to learn the rules"

Instructions for experts:

"You are a group of engineers - experts who have won a contract to teach to build bridges in an unknown and uncharted ASTRIA country. Since there are many valleys and rivers in Astria, your task is to teach the inhabitants how they can construct bridges - so that, thanks to your guidance, they can build their first bridge by themselves, and then the next bridges across the country. You have at your disposal: sheets of paper (green, red and white), scissors, wide adhesive tape and about 15 minutes to develop a strategy how you can make bridge construction with handrails. In about 30 minutes you have to teach Astrians how to build a bridge with handrails between two tables (about 1 m long). The bridge must hold an object weighing half a kilogram. Remember: sheets of the same colour cannot touch each other in the bridge."

Comments:

The above exercise can be used in various ways. Participation in it allows you to quite clearly experience how different language codes, attitudes towards the task, differences in perception or habits, determine our way of perceiving others and how we can communicate with them. The most important part of the simulation is its in-depth analysis. Without it, the game itself can do damage instead of the expected benefits. Running emotions, sometimes very strong, must gradually return to balance during the discussion. A necessary condition for this type of exercise is to create an atmosphere of trust and sense of security in the group. If we have any doubts whether the group is ready for such an experience – it is better to quit the game.

- **Indian names**

Number of participants: 5 and more

Duration: 5-10 minutes

Materials: None

Description of the method:

At the beginning we ask the participants if they are able to recall some Indian names. You can prompt names such as "Sitting Bull", "American Horse", "Morning Dew", etc. We talk about where this name came from (usually refer to a moment of life of a given person or their character). We ask participants to think for about 1 minute what name they would give themselves today - it may be related to what happened in their lives today or what describes them in general. Then we share these names and each participant can explain where his/her name came from.

Comments:

It is good that the trainer starts and also gives an example of his/her Indian name – it encourages participants.

- **Adjectives**

Number of participants: 4 and more

Duration: 10-15 minutes

Materials: Cards with adjectives, paper sheets, pens.

Description of the method:

We divide participants into smaller groups or couples. Each group / pair receives a sheet of paper and a pen. Then the participants draw 2 cards - on each of them one adjective is written. The participants' task is to within 5 minutes write down as many items as possible (existing or fictitious) which meet both features determined by adjectives.

The list of adjectives can be freely modified, but it is worth remembering that they should be diverse.

Examples of adjectives:

- hard
- green
- fluffy
- square
- metal
- warm

- electrical
- rough
- sticky
- fast
- edible
- glowing

- **One object - many uses**

Number of participants: 5-10 people (above this number, participants can be divided into two or more groups)

Duration: 5-10 minutes

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Materials: Availability of various items in the room.

Description of the method:

We stand with the participants in the circle. We ask one person to volunteer. Her/His task is to find in the room an object that is light enough and small enough that each participant could lift it in his / her hands, rotate, etc. (participants usually bring items such as adhesive tape, marker, scissors, mug, remote control etc.). We talk about what the item is used for, e.g. the scissors are used to cut paper. The task for the participants is to come up with new uses for this item. We can mention that we should be as creative as children are – children achieve very good results in such an exercise, because they imagine what would happen if the object was 4 times smaller or 15 times bigger, what if the object was divided, if there were 1000 such items or if they were made of a completely different material.

Clockwise, we give this object to each other. Every person who keeps it invents a new use. We try to make the subject circulate among the participants at least 2-3 times. It's important that every person says their idea – even if he/she needs a moment to come up with something.

- **Step Forward**

Number of participants: 5-10 people

Duration: 10-15 minutes

Materials: cards with the roles for the participants (young refugee, a farmer's son, a son of a wealthy businessman, a disabled person)

Description of the method:

Participants drew cards with the roles they are supposed to personate, i.e. a young refugee, a farmer's son, a son of a wealthy businessman, a disabled person, etc. They stand apart and the coach asks them questions about the lives of their characters - How does the person's day look like? What was their childhood like? What do they do in their free time?

During the next stage of the exercise, everyone is lined up and the coach asked the questions about the economic and social status: Do you feel safe in today's world? Can you freely walk on the street holding hands with your partner?

If the participant agrees with the question, then they take a step forward, if not, a step backward.
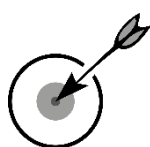
CONCLUSION

This handbook provides a brief overview of current situation in some European countries and data sources regarding 'active citizenship' or civic engagement and the role of education in promoting it among young people. In addition, it reflects on the relevant theoretical paradigms, intellectual perspectives and policy approaches to the subject.

The YARD Project emphasises the importance of acquiring interpersonal, intercultural, social and civic competences. For this, democratic values, human rights and responsibilities, social participation, and civic engagement, should all be promoted in formal, non-formal and informal educational contexts. Central to active citizenship competence are critical thinking skills, which should be further enhanced, particularly to assist teachers, youth workers, etc. Young people should learn to behave in a socially responsible way starting from early childhood. Evidence suggests that the youngest age groups are especially vulnerable to populist and radical narratives. Education and training systems should address issues of discriminations such as hate speech, bulling, violence, intolerance, radicalisation, handling disabled and any other issue that presents an obstacle to living together as equals in culturally diverse, democratic societies.

The YARD Handbook and the connecting YARD Toolkit both fit the needs of active citizenship education, by providing clear guidance for developing and adapting best practice materials and other teaching tools (including interactive social media) to empower citizens of all ages to act as responsible citizens. The available statistical information reiterates the importance of education for enhancing pro-social values and positive activation of citizens throughout their life course. A more innovative approach could be to capture good examples of practices that effectively engage students, teachers, parents, school administration, and municipalities to achieve most effective active citizenship education and engagement.

To conclude, there is evidence of a strong link between education and active citizenship/civic engagement. And, it is undoubtedly in the shared interest of all EU Member States to explore the full potential of education as a main driver of active social and political participation, and to empower young people to use information responsibly.

You can find more information on **YARD – Youth-led Actions Rejecting Discriminations** at

yardproject.wordpress.com