



TACKLE DISCRIMINATION BY EMPOWERING YOUTH

**A collection of good practices for community
development**



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





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A Collection of Good Practices for
Community Development

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YARD – Youth-led Actions Rejecting Discriminations

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FOREWORD

YARD – Youth-led 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:

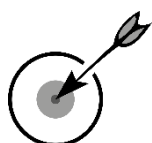
- ICEI – Istituto Cooperazione Economica Internazionale (Milan, Italy)
- Fratelli dell’Uomo (Milan and Padua, Italy), FDU
- Fundacja Teatrikon (Lublin, Poland)
- Câmara Municipal de S. João da Madeira (S. João da Madeira, Portugal)

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 TOOLKIT?

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 **Toolkit** – together with and accompanying the **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 **Toolkit** is the result of a collaboration that comprises the Good Practices that have been identified, analysed, evaluated and used in the YARD project by the project partners. 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.

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 TOOLKIT FOR?

The **Toolkit** is a compendium of **practical exercises, tools, activities and materials** for anyone willing to have a more operative view of the YARD methodology, with sufficient details of the activities feasible to adapt and replicate in different contexts and with different target groups.

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

The **Toolkit** 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 **Toolkit** intends to serve as a **practical aid and compendium of resources for not-for-profit organisations** willing to promote similar initiatives among their beneficiaries. The authors define the document as a **practical guide** that aims at:

- ✓ complementing the methodological **Handbook** of the YARD project. It includes **practical guidelines** on how to implement the new tools with young people and thus promote the organisation and implementation of the local youth-led actions and projects, as adapted and adopted by partner organisations;
- ✓ fostering **creativity** as one of the main driving-principles of the YARD project, to tackle the difficulty of engaging young people and of reaching the mainstream audiences;
- ✓ suggesting possible application and rooms of improvement to replicate or **adapt the YARD approach** in different context.

The **Toolkit** is divided into the following sections:

Introduction - aims, objectives and target group of the Toolkit, approach and structure, how to use the Toolkit

Chapter 1 – a short introduction to the YARD methodology

Chapter 2 – a collection of 21 good practices (GPs)

Conclusion

HOW TO USE THIS TOOLKIT?

The **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 the methodological **Handbook**, practical tools developed during the project are also at public disposal contained in this **Toolkit**. This collection comprises the Good Practices that have been identified, analysed, evaluated and used in the YARD project by the project partners that provide a wide and colourful collection of actions meant to involve and empower youth.

There are 21 Good Practices presented in a uniform format, with clear sections and in a logical structure. The youth workers can easily select the most appropriate ones for adaptation in their work with youth.

CHAPTER 1 – The YARD methodology

1.1 Introduction

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 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
- 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.

The details of the methodological work of the YARD partner organisations can be found in the **Handbook**.



CHAPTER 2 – Collection of Good Practices

2.1 Introduction

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 the Handbook to show and present a selected set of these, one per organisation. Further GP's can be found on the project's website.




Also, during the project workflow, many more youth actions have been

Therefore, this **Toolkit** comprises the Good Practices that have been identified, analysed, evaluated and used in the YARD project by the project partners. Some are meant for younger ones, some for older students. Some are for small groups, some for larger communities. Some examples are variations and different adaptations of the same concept. This all provides a wide and colourful collection of actions meant to involve and empower youth to become active European citizens who are sensitive towards discrimination and exclusion and are capable to take action.

The 21 Good Practices below have been presented in a uniform format, utilising a graphically ergonomic template elaborated by the partners. This allows the reader to easily familiarise and navigate through the **Toolkit**.

2.2 Good Practices

Please see the collected Good Practices on the following pages.

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| <p>Name of the good practice</p>  | <p>#IORISPETTO – #IRESPECT</p> |
| <p>Short description</p>  | <p>#IORISPETTO is a multi-stakeholder initiative developed in Italy by Cifa Onlus, ICEI, Amnesty International Italy, A.M.M.I., Social Community Theatre and the Municipalities of Milan, Turin, Palermo and Albano Laziale. The project is co-funded by the Italian Development Cooperation Agency (AICS).</p> <p>The general aim of the project is to fight hate speech. Within the #IORISPETTO project ICEI has implemented a testing phase about the Anti-rumours strategy (ARS) at school.</p> <p>The Anti-rumours strategy, promoted by the Council of Europe, aims to raise awareness about the importance of countering diversity-related prejudices and rumours that hamper positive interaction and social cohesion and that lay the foundations of discriminatory and racist attitudes.</p> |
| <p>Target group</p>  | <p>According to the project, direct beneficiaries of the ARS component were 15 classes of primary and middle schools (age 8-13 years old).</p> <p>Moreover around 100 teachers have been trained on the ARS methodology and 3 sessions of trainings on the strategy were promoted, targeting for local stakeholders and municipalities staff.</p> |

Background



The project started in march 2018 and lasted 18 months. It was co-funded by the Italian Development Cooperation Agency (AICS). So far 15 classes have implemented non formal education paths on ARS; over 100 teachers have been trained and 3 sessions of ARS training reached also local stakeholders and municipalities' staff of the 4 target cities.

Methodology



To tackle discriminations and raise awareness about the importance of countering diversity-related prejudices, stereotypes and rumours, the initiative has followed both the educational and the political level in each city. After the first training of teachers, local stakeholders and municipality staff, in each city a mapping of schools has been realised. Later, together with the other actors involved, some classes have been identified: 4 in Milan, 4 in Palermo, 4 in Albano Laziale and 3 in Turin. Each class has implemented its own Anti-rumours strategy through professional trainers and creative methodology, such as: *comics, video-making, street art, storytelling, etc.* Together with the youth workers involved in the project, each class organised also a final event, open to the public, inviting other students, parents, families, people from the districts, etc. At the end of the project, a big national event was organised in Turin with over 150 students coming from different parts of Italy.

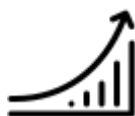
Practicals



The practice can be adapted to smaller groups and target having different age could be involved. At least 4h meetings are required to introduce the approach and settle down the reflection on the topic. It's strongly recommended to let the

youngsters decide with methodology they would like to use to start their own Anti-rumours' action. In fact, they will feel much more motivated to find the way to elaborate their own creative campaign.

Benefits/results



The results achieved so far stress a positive engagement and interest from all the actors involved. All the classes who took part in the ARS paths have succeed in drafting an innovative way to reflect on the impact of prejudices and stereotypes in our everyday life.

Pay attention



The ARS has some specific principles and it's necessary to bear them in mind when designing the action. In fact, the training phase for all the actors is mandatory.

Further information







The Ant-rumours manual on educational field will be realised soon.

For any update please contact: info@icei.it


[Project form](#)


[Article](#)

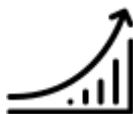


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| <p>Name of the good practice</p>  | <p>Me4Change – Migrants Empowerments for Change</p> |
| <p>Short description</p>  | <p>The project aims to create, improve and provide wider dissemination of support schemes for young migrant entrepreneurs to help them becoming self-employed and building a successful enterprise (profit-generating or with social objectives).</p> <p>The organizations involved have developed together innovative solutions for migrants' inclusion, in particular for youth willing to start a business, so that they could exploit their opportunities, grow and build business skills to improve as entrepreneurs.</p> |
| <p>Target group</p>  | <p>Young migrants, 18-34 years old who have been living in a EU country for at least one year, willing to start an enterprise. A particular attention will be devoted to women. Around 120 migrants have benefited from a training and mentoring program within the project.</p> |
| <p>Background</p>  | <p>The project was implemented in this period: June 2017 – May 2019. It was funded by the European Commission – DG Grow Call for proposals 225-G-GRO-PPA-16-9233 “<i>Entrepreneurial capacity building for young migrants</i>” and was developed by X23 srl (chief partner), ICEI, Fondazione Giacomo Brodolini, Migration Hub Network, NUORI</p> |

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| | <p>YRITTAJYYS RY, Digital African Woman. Endorsing body: Municipality of Milan. The project took place in 4 different target cities across Europe: Milan, Brussels, Berlin, Helsinki.</p> |
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| <p>Methodology</p>  | <p>The initiative of the project was to create, improve and promote wider dissemination of support programs for young migrant entrepreneurs, creating an environment where they can catch opportunities, enhance their knowledge and skills, and start successful enterprises. A campaign about Inspirational Role Models was also realised to break stereotypes about the roles that migrants could have in our societies and give value to their contributions in terms of socio-economic development.</p> |
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| <p>Practicals</p>  | <p>This good practice could be adapted and replicated in different context but it's important to define a strong and multi-stakeholder partnership and to plan a long mentoring phase to follow each wannabe entrepreneurs.</p> |
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| <p>Benefits/results</p>  | <p>Several <i>pitch events</i> have been promoted at the end of the program, in each contexts, together with a business plan of the resources necessary to start the presented enterprises.</p> |
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Pay attention



A crucial phase is the selection of beneficiaries; since the training Program it's quite long, there could be a high level of drop-outs.




Further information



Contacts: info@icei.it

Website: <https://me4change.eu/>



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| <p>Name of the good practice</p>  | <p>Milano Migrante – Migrantour in Milan</p> |
| <p>Short description</p>  | <p>This good practice has been implemented in the Milan area through the Social Day project (www.socialday.it).</p> <p>The initiative <i>Milano Migrante</i> follows ICEI expertise in Migrants as transnational resources for tourism’s sustainable development in Lombardy (eg. previously ICEI realized the Tuku Wasi project to promote local development by strengthening local competences in responsible tourism, involving the Peruvian community in Lombardy. Starting from this experience, a tailored Tour Operator was created: Viaggi Solidali. It offers also local tours led by migrants. Viaggi Solidali took part also in another project: “<i>MygranTour: a European network of migrant driven intercultural routes to understand cultural diversity</i>”, co-funded by the European Union, 2013-2015, more at this page).</p> <p>The initiative <i>Milano Migrante</i> aims at Breaking stereotypes and fighting discriminations, it helps youth understanding migrations as a topic, also through the reflection on the Italian recent past migrations’ history and to give value to the positive role of migrations</p> |
| <p>Target group</p>  | <p>Young people (children from primary schools of students of high schools): ICEI has directly involved students from III° years High Schools - 16 years old in the tour planning phase.</p> |

Background



As said, ICEI has implemented this Good Practice through the [Social Day](#) project, promoted by Fratelli dell'Uomo.

The Social Day project is funded by the [Italian Development Cooperation Agency \(AICS\)](#).

During the initiative promoted by ICEI in 2017 ICEI has reached over 100 youngsters, including 3 unaccompanied minors, 13 teachers and 11 adults who took part to the tour.

Methodology



The initiative *Milano Migrante* aims at breaking stereotypes and fighting discriminations, it helps youth understanding migrations as a topic, also through the reflection on the Italian recent past migrations' history and to give value to the positive role of migrations. The practice aim at fostering social inclusion and active citizenship: unaccompanied minors have been involved during the planning phase and during the tours themselves, as active protagonists, to highlight migrants added value Milan urban

Context. Moreover, some grandfathers, as witnesses and protagonists of internal migration in Italy during the '50s/'60s, have been involved in the project as well. The initiative encourage also intercultural dialogue: students have interviewed foreign people during the planning phase of the migrant tours to collect infos, different point of views, and to promote a different way to refer to migrations.

These are the main phases to develop the initiative:

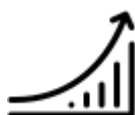
1. Fulfilment of 4 thematic meeting
2. Analysis of contents
3. Creation of the tour
4. Implementation

Practicals



We suggest to deliver at least 4 meetings on this specific topic (8h in total), based on non formal education. It is possible to provide a camera to involve some participants in collecting infos, photos and videos for dissemination activities. Identify some youth as reference person for each phase is important to strengthen the groups throughout the activities and facilitate youngsters deepening their knowledge about the urban context they are living in.

Benefits/results



The general evaluation of the initiative *Milano Migrante* was positive. The initiative led to the concrete creation of a new migrant tour, called „*Migrant5: a journey through the various cultures of the zone 5*” of the city of Milan. The Migrant5 is the result of the work that **7 boys and girls (Italian and foreign) of the IIIBT and IIIET classes of the Technical Institute for Tourism C. Varalli has conducted** in 2017, with the support of their teachers and ICEI staff. Thanks to youth commitment the tour reached: other students, their families, other school staff members, and citizens.

Pay attention



During the implementation phase, once the planned tour needs to be delivered by the youth, it is important to support youngsters with a special focus on public speaking, if needed. Moreover, some technical details need to be taken into consideration, such as: time and risk management; number of people to be involved in each tour; feasibility, also depending on the group of participants.



Further information




Read [this article](#) or contact: info@icci.it

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[Article](#)



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| <p>Name of the good practice</p>  | <p>Social Day: nuovi cittadini dal locale al globale (Social Day: new citizens from local to global)</p> |
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| <p>Short description</p>  | <p>The aim of the practice is to contribute to the promotion of education to sustainable development and to the sensibilization related to international cooperation through the practice of active citizenship. Moreover, the project aims at raising awareness among younger generations and of the general public around the connection between taking action at local level and dynamics that take place globally.</p> <p>The main focus of the project is the promotion of active citizenship and raising awareness among young people of their role as citizens at local level and the impact that their action can have at a global level.</p> <p>The topic of active citizenship is approached following two intertwined paths which are training and action. The first phase involves the planning and delivery of workshops dedicated to young people around the topic of active citizenship addressing transversal subject such as human rights, inequality, discrimination, justice, international cooperation and the link between global and local. The second phase is the so-called „action day” during which those who took part in the training get involve and engage in voluntary activities. The donations that volunteers may collect are then devolved to international cooperation projects which are proposed by some of the partner associations and selected by the young people involved.</p> <p>The process that leads to the realization of the project has involved so far mainly schools, informal youth groups, local authorities and at a later stage, local associations, firms and the general public. A preliminary phase consists in the contact with those entities which might be actively involved in the process and the planning of the</p> |
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| | <p>contents and the timeline of the activities. The second phase involves the delivery of workshop on the topic of active citizenship which are adapted to the particular needs and criticalities emerged in a specific context. The third phase consists in the search and monitoring of the volunteers' activities and the collection of the donations. Finally, the results of the activities are evaluated and communicated.</p> <p>The main activities of the project can be summarized as follows:</p> <ul style="list-style-type: none"> • Involvement of the stakeholders • Workshops on active citizenship addressed to teachers and youth workers • Workshops on active citizenship dedicated to students and informal youth groups • Proposal and selection of international cooperation projects • Organization and management of the visit of the partner from the project supported by the activities of Social Day • Support in the mapping of the local area and in the elaboration of each student or group's volunteer projects • „Action Day”: operational support to students and teachers in the implementation of the volunteering activities and in the collection of donations • Evaluation and communication of the results |
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| <p>Target group</p>  | <ul style="list-style-type: none"> • Young people age 6 to 19 (students and informal groups) • Educators and teachers • General public |
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Background



The idea of Social Day originates from a project developed in Scandinavia in the 60s when schools began to promote a day during which students at all levels were engaged in a day of “work” instead of regular school activities. The proceeds of the work activities were devoted to humanitarian projects at first and later to international cooperation projects.

In 2006 some young volunteers in the Italian region of Veneto got to know a similar initiative carried out by a German youth association. The Italian version of Social Day was inspired by the German activities which year by year involved an increasing number of young people, schools, local authorities and no-profit entities. Since 2007, the first year of development of the project, the number of students involved increased from 250 to more than 10000 and at local level, it involved an increasing number of schools, firms, local authorities and associations in the territories of Veneto, Trentino, Lombardy and Tuscany.

The project is promoted and managed at local level by several youth associations, NGOs and cooperatives which carry out the main activities related to the project.


In 2017/8 the project was co-financed by the AICS (Italian Agency for Development Cooperation) and involved the formal participation of 96 partners whereas many other were involved at a later stage. Over the years it was carried out through minor contribution of local authorities or through each partner own resources.


Methodology




The main aspects of the project are informal education and peer-to-peer education which is promoted in the different territories and allows participants to be promoters of their activities not only with other youngsters but also with the local community as a whole.

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| | <p>During the workshops, role-plays and simulation activities are carried out with the help of a facilitator. The topics of these activities can vary and can be adapted to the specific objective of the training path and to the target group. Multimedia material is particularly useful to illustrate the objectives of the Social Day and to get to know the projects which are supported through the action day.</p> |
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| <p>Practicals</p>  | <p>The workshops which are proposed to schools or youth groups can focus on a variety of topic. It is therefore important to conduct a preliminary assessment with the contact person of the group in order to customize their training path. The activities can be adapted to different age groups.</p> <p>The structure of the training path should include at least 3 meetings before the action day and one meeting after the action day to monitor and evaluate the activities.</p> <p>The involvement of a wide network of local institution should be carried out alongside the activities in order to support the students during the mapping of the territory in order to ideate and implement the activities.</p> |
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| <p>Benefits/results</p>  | <p>2018</p> <ul style="list-style-type: none"> • More than 10.000 young participants • 8 projects supported (Italy, Africa, South-East Asia, central America, Middle East) - € 93.000 • 108 towns involved • 1939 firms or associations involved • 3 unaccompanied minors communities involved <p>Local authorities are generally actively involved in the project and this allows to raise awareness and guarantee an expansion of the project.</p> |
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| | <p>In smaller contexts, the involvement and the sensibilization of the general public is crucial.</p> <p>Different approaches among local partners have encouraged a variety of educational paths and activities carried out at national level that allow partners to exchange new practices and introduce new approached yearly.</p> |
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| <p>Pay attention</p>  | <p>The involvement of youth association and youth groups, even though more critical in some territories, is crucial in terms of public engagement.</p> <p>When working with schools and students, the impact of the activities is often linked to the involvement of teachers therefore the training addressed to teachers and youth workers in general plays a predominant role.</p> <p>Responsabilization of students and peer-to-peer approach is crucial.</p> |
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| <p>Further information</p>  | <p>Fratelli dell'Uomo</p> <p>https://www.fratellidelluomo.org/</p> |
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| <p>Name of the good practice</p>  | <p>Mangiando s'impara - spezie e saperi “Eating and learning - spices and knowledge”</p> |
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| <p>Short description</p>  | <p>The project stems from the desire to talk about natural and cultural biodiversity, starting from a different point of view that combines the manual skills and creativity of the kitchen, the tradition and knowledge of different cultures.</p> <p>The course can be addressed to different subjects and addressing a variety of topics:</p> <p>Eating and learning: yesterday and today</p> <ul style="list-style-type: none"> - Educational workshops of multi-ethnic cuisine at school - Multi-ethnic dinners: Review “Pappa Mondo” (World Food Review) <p>Tales and flavours: spices and Knowledge</p> <ul style="list-style-type: none"> - Team Building with companies: dialogue between management and employees - Women are told: storytelling of the food as place of "freedom” - Educational meetings of multiethnic cuisine for adults: telling the dish |
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| <p>Target group</p>  | <ul style="list-style-type: none"> • Students and youths involved in workshops at schools • Teachers and youth workers involved in informative and educational activities • Women of foreign origin who live in Italy • Foreigners of all ages and ethnicities who live in Italy • Whole community |
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Background



The multi-ethnic cooking courses **“Eating and learning - spices and knowledge”** are successful events that Fratelli dell’Uomo, has organized and carried out in Lombardy, Veneto and Tuscany since 2008.

Initially, a territorial analysis of the presence of migrants and of any contacts or representatives of foreign associations and places is carried out. At this point the identification of the four most present foreign communities on the territory is crucial in order to focus the workshops on these communities. Each meeting is focused on a different country usually one between: Africa, Latin America, Asia and Europe.

The selection of the products used in the preparation of the dishes are based on criteria such as the short supply chain, involving local producers or local agricultural cooperatives; seasonality and type of cultivation preferably organic.

Methodology



The approach is focused 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.

Cooking together with people from different countries and focusing on the dishes of different homelands is a strategy to give young people the opportunity to get to know different cultures and cuisines.

In order to make the meetings more effective, it can be useful to focus and deepen the culture of one specific country during one meeting. Other activities are related to the narration of migration experiences, stories and customs; the use of short films that deal with that culture or country or with the topic of the meeting can be particularly effective.

Practicals



The course should have a maximum number of 30 participants, a suitable number for a good management of the group and the achievement of the objectives.

The course generally includes 3 meetings of ethnic cuisine and, in some cases, one of local cuisine.

The duration of the single meeting varies between 2 and 3 hours, with a weekly frequency.

Benefits/results



The course of multi-ethnic cuisine promotes:

- the dialogue and the narrative of people's stories, the path of migration and the country on which the cooking class is focused.
- an overview of the origin and development of the project and the social background of the area of realization;
- education to world citizenship and interculturality;
- awareness on food sovereignty, the environment, biodiversity and common goods, the solidarity economy.

Pay attention



For the success of the course you should:

- create moments of dialogue between trainees and the foreign person who cooks;
- encourage the exchange of testimonies and knowledge among community members;
- raise awareness of the importance of respect for the land, for the people who live there, with particular attention to the right to food;
- expand the culinary culture of course participants and use food as a vehicle for intercultural dialogue.






Further information



www.fratellidelluomo.org

<https://www.facebook.com/events/820695008293730/>



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| <p>Name of the good practice</p>  | <p>DiMMi – Diari Multimediali Migranti (Multimedia Migrants’ Diaries)</p> |
| <p>Short description</p>  | <p>There are three specific objectives that DiMMi aims to achieve.</p> <ul style="list-style-type: none"> • Promote dialogue between citizens of different origins through the narration of their life experiences; • Promote and strengthen a collection and filing fund for first and second generation immigrant journals, which includes the different backgrounds of citizens; • Promote the construction of a collective memory that takes into account the different origins of citizens and small towns. <p>The purpose of strengthening intercultural dialogue and highlighting the role of migrants in the construction of collective memory encourages mutual knowledge among citizens of different ethnic origins.</p> <p>Moreover, it focuses on counteracting the phenomena of hatred, intolerance and discrimination, promoting knowledge and awareness of the equal dignity of the “Other” in the context of information and sensitization activities aimed at various segments of society and public opinion as a whole.</p> |
| <p>Target group</p>  | <ul style="list-style-type: none"> • First and second generation migrants (as individuals and associations) • Students and youths involved in workshops • Teachers and youth workers involved in informative and educational activities |

Background



DIMMI was founded in 2012, on the initiative of the Archive of the diaries of Pieve Santo Stefano, an institution which focuses for the collection of individual's narratives to reconstruct history through memory, with the establishment of an archive fund dedicated to migrant stories and the launch of the related contest DiMMi Multimedia Migration Diaries. It developed through a working table based on the partnership of several NGOs, associations and local authorities. It was soon clear that migrants' stories play a fundamental role in the reconstruction of historic memory and that narrative can be a tool to tackle discrimination based on ethnic background. It was therefore developed a contest which awarded some of the best works submitted.

The experience, born in 2012, has already led to two editions of the homonymous competition reserved to the stories of citizens of foreign origin or origin who live or have lived in Italy and in the Republic of San Marino, contributing to the collection of over 130 testimonials on a national scale.

This work stems from the desire to build multi-functional didactic paths around the autobiographical stories of the DiMMi project, which come from within the migration experience.


The 2017- 2018 edition of the competition was characterized by a very high quality of candidate materials and surprising numbers: 122 candidate stories, of which 75 in text format, 21 videos, 2 audio, 2 stories in image format only, 22 narratives mixed text and images, and 38 countries of origin among all the authors of the diaries.


Methodology




The project is articulated on three levels: the involvement of a wide audience of beneficiaries; the collection and conservation of migrant stories; a communication campaign for the enhancement and dissemination of these stories to a wider audience. Alongside these activities, a variety of workshops have been carried out with schools, educators, youth workers and migrants' associations.

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| | <p>At the base of the project is the non-formal learning methodology that promotes the social and personal development of young people.</p> <p>The main pillars of the project and the related activities are reported below:</p> <p><u>Active listening:</u></p> <ul style="list-style-type: none"> - School workshops focused on memory, intercultural dialogue and autobiography; - Story collection <p><u>Self-narration:</u></p> <ul style="list-style-type: none"> - Course of intercultural autobiographical writing storytelling; - National competition and Human library event <p><u>Public Engagement: At the base</u></p> <ul style="list-style-type: none"> - Cooking class and culture of the world; - Tour DiMMi event |
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| <p>Practicals</p>  | <p>The practice can be adapted to smaller or larger groups and to target groups of different ages.</p> <p>At least 4 meetings are required to introduce the topics and the methodology.</p> |
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| <p>Benefits/results</p>  | <p>The first contest which took place in 2014 led to the drafting of an e-book divided into different sections:</p> <ul style="list-style-type: none"> - 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; - The stories of the winners of the 2014 contest. |
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| | <p>The workshops have been carried out with students and youngsters focusing on the topics of narration and autobiography. This allowed students to approach the topic of cultural diversity and intercultural dialogue more effectively since this methodology encouraged a higher sense of identification. Students are encouraged to learn not only how to listen actively to someone else’s story, but how to narrate their own and this represents a unifying aspect that makes relation more immediate and reduces the distance that is often perceived with people with a different ethnic background.</p> |
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| <p>Pay attention</p>  | <p>In order to show consistent results the practice needs to be lined to a well-structured communication campaign at local or national level.</p> <p>The sustainability of the project and the continuity of the activities plays a fundamental role to show medium and long term results in terms of promotion of intercultural dialogue.</p> <p>The effectiveness of the dissemination of the stories is amplified when the audience and the public engaged is wider and more varied.</p> |
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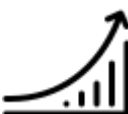
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| <p>Further information</p>  | <p>http://archiviodiari.org/index.php/iniziativa-e-progetti/dimmi.html</p> <p>https://www.facebook.com/DIMMIdiStorieMigranti/</p> <p>https://www.dimmidistoriemigranti.it/</p> |
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| <p>Name of the good practice</p>  | <p>Invisible Dinner</p> |
| <p>Short description</p>  | <p>The 'Invisible Dinner' is an interactive trip into an unseen world, where the visitors may only perceive through the use of touch, sounds, and smells. It is an interesting and unique program, where the guests enjoy their meal in complete darkness.</p> |
| <p>Target group</p>  | <p>min age 9 – max age 90</p> |
| <p>Background</p>  | <p>The program is organized each year in cooperation with visually impaired associations. The program is low budget, dinner is paid by the guests and visually impaired and student volunteers help to coordinate the program. During the year it had more the 100 hundred participants.</p> |
| <p>Methodology</p>  | <p>Guests wait in front of the restaurant and receive their eye masks, volunteers lead them to the tables with their eyes closed. During this, they learn how to drive a visually impaired person and how to navigate between stairs, tables and chairs in the dark. They have to eat their meals without seeing them, relying only on their senses and only asking the waiters. They have to find the cutlery and glasses on the table and start to make conversation with the other guests. At the end</p> |

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| | <p>of dinner, the participants have to pay the price of the dinner with their eyes closed. During the event there is opportunity to meet and talk visually impaired dinner guests too, who will answer questions not only relevant to eating, but also to their general lifestyle. By covering the eyes, the voices and other senses are amplified, giving the participants a new experience bringing them closer to the world of the visually impaired person's world.</p> |
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| <p>Practicals</p>  | <p>Time: 2 hour</p> <p>Number of participants: 20-24/ dinner</p> <p>Materials: eye masks</p> <p>Volunteers:</p> <ul style="list-style-type: none"> - volunteers (students) who lead the guests to the tables - visually impaired guests who share their experiences |
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| <p>Benefits/results</p>  | <p>Participating guests and volunteers get to know the world of the visually impaired in an informal way.</p> |
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| <p>Pay attention</p>  | <p>Volunteers should be taught how to accompany a visually impaired person.</p> <p>The restaurant is suitable and safe.</p> |
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| <p>Further information</p>  A speech bubble icon containing a lowercase letter 'i', representing information. | <p>https://www.lathatatlan.hu/en/invisible-italian-dinner/</p> |
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| <p>Name of the good practice</p>  | <p>Library Bus Creative program</p> |
| <p>Short description</p>  | <p>Providing creative and cultural programs for small villages. During the program we equipped a creative playground on the library bus where we experienced the joy of joint activity and creation, we played creative and logical games with the children and families who came in.</p> |
| <p>Target group</p>  | <p>no age limit</p> |
| <p>Background</p>  | <p>The program was started in 2016. By traveling through the library buses, Educators' Centre Association reached more than 30 disadvantaged settlements in which living families often suffer from equal access to information, services and cultural programs. The programs were run by our association, local librarians, schools, local governments and library buses.</p> |
| <p>Methodology</p>  | <p>In Baranya county library buses depart from Pécs every two weeks to nearly sixty smaller or larger villages. Without the two library buses in Pécs, the habitant of the poorest villages would have little chance of</p> |

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| | <p>getting access to such services and programs like Internet, books and cultural activities.</p> <p>Moving libraries spend one and a half hours every two weeks in the villages from Wednesday to Sunday. The buses also provide a community space for small villagers where locals can meet each other, get things done (emailing, uploading, printing, copying, scanning), renting books, reading magazines and take part cultural programs. With the library buses we also organized all-day long thematic "adventure days" for children and local families, where participants could try different games and activities (drama, music, sports, fine arts).</p> |
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| <p>Practicals</p>  | <p>Time: 1,5 hour/villages</p> <p>Number of participants: 0-30</p> <p>Tools: creative tools (paint, brushes, sheets, pencils etc.), board games, balls and other sport equipment</p> |
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| <p>Benefits/results</p>  | <p>The buses actually do a community-building mission in these villages.</p> |
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| <p>Pay attention</p>  | <p>Surveying the needs of villages.</p> |
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| <p>Further information</p>  A speech bubble icon containing a lowercase letter 'i', representing information. | <p>https://bkszr.csgyk.hu/</p> |
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| <p>Name of the good practice</p>  | <p>Paint freely</p> |
| <p>Short description</p>  | <p>Five day art therapy camp for mentally disabled youngsters and their helpers.</p> |
| <p>Target group</p>  | <p>age min: 14 – age max: 30 disabled person age min: 25 – age max: 60 helping professionals</p> |
| <p>Background</p>  | <p>The Hold My Hand Foundation is working with mentally disabled (or more correctly called nowadays mentally challenged) adult people above 16 years, who fulfilled their compulsory education, and would like to work in a protected workshop environment. Educators' Centre Association organized this camp for them and for social workers in the summer of 2018.</p> |
| <p>Methodology</p>  | <p>Art therapy is a mental health profession that also has application in social, educational and medical fields. Art therapists enlist the creative process of art making to enhance the mind/body connection, foster personal development and improve psychological, and/or affective,</p> |


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| | <p>cognitive and relational well-being of individuals, groups and families of all ages and backgrounds. Art therapy is based on the premise that the creative process generated in artistic self-expression, when practiced by a professionally trained art therapist, fosters the growth and development of the agentic sense of self. This art-making process involves personal exploration with visual/tactile art materials (drawing, painting, sculpture, and other expressive art forms, etc.) where imagery may or may not result.</p> <p>During the art therapy sessions we create pictures with various techniques, we work alone and together and take a dialogue about the creative experience and the pictures.</p> |
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| <p>Practicals</p>  | <p>Time: 5 day (6 hour/day)</p> <p>Number of participants (min-max): 8-14</p> <p>Materials, tools: various art materials</p> <p>Volunteers and an art therapist.</p> |
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| <p>Benefits/results</p>  | <p>During the program, participants spoke the language of art, giving them the opportunity to express themselves and reflect. For social workers it was a new experience and social recreation with the disabled participants.</p> |
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| <p>Pay attention</p>  | <ul style="list-style-type: none"> - enough time to listen each other - diverse, enjoyable and rewarding tasks |
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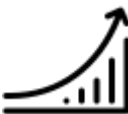
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| <p>Further information</p>  A speech bubble icon containing a lowercase letter 'i', representing information. | <p>https://fogdakezemalapitvany.hu/</p> |
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| <p>Name of the good practice</p>  | <p>Tourism without barriers 1. – City tour for disabled</p> |
| <p>Short description</p>  | <p>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.</p> |
| <p>Target group</p>  | <p>Our target group: persons with disabilities (mentally and visually impaired)</p> |
| <p>Background</p>  | <p>In the frame of the YARD project, Nevelők Háza Egyesület (in English: Educators' Centre Association, ECA) is elaborating a barrier-free city walking tour in the heart of Pécs, reflecting on an Italian good practice (http://www.mygrantour.org/en/). The organization cooperates with other local NGOs, the Diocese of Pécs and involves youth: almost 20 students of local grammar schools and the University of Pécs, who design the special tour by community planning.</p> |
| <p>Methodology</p> | <p>The focus would be to make the tour more adventurous than educational, with more sensational and experimental details. For people with disabilities require serious preparation to participate in programs, to move out of their homes. They and their assistants need</p> |

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|  | <p>to know in advance the accessibility the place what they want to visit and find out that the program is enjoyable or not to a visually impaired or even mentally disabled person. There are several ways to introduce Pécs on the route from a historical, cultural, accessibility point of view. We are basically planned a relaxed, energetic, youthful tour, not the historical preparation of Pécs for the well-known, great city tour. We have to pay attention to the inclusion of stops and motifs through which the sights of Pécs can be captured. The focus here is mainly on perception (touch, hearing / music, lights, etc.). People with disabilities and healthy people will also take part in the tour. During the tours it will be possible to try vision-goggles</p> |
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| <p>Practicals</p>  | <p>Time: 1 hour Number of participants (min-max): 6-20 Age of participants: 10-50 Tour guides, volunteers, helpers.</p> |
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| <p>Benefits/results</p>  | <p>Goal: elaborating special touristic routes in Pécs and create meeting points in the city between the majority and the target groups</p> |
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| <p>Pay attention</p>  | <p>Include a rest, with a barrier-free toilet and barrier-free café. Accessibility of the places. Volunteers and helpers for leading and help the participants.</p> |
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Further information



<http://ckh.hu/projektek/youth-led-actions-rejecting-discriminations-yard>



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| <p>Name of the good practice</p>  | <p>Tourism without barriers 2. – City tour for elderly</p> |
| <p>Short description</p>  | <p>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.</p> |
| <p>Target group</p>  | <p>Our target group: 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</p> |
| <p>Background</p>  | <p>In the frame of the YARD project, Nevelők Háza Egyesület (in English: Educators' Centre Association, ECA) is elaborating a barrier-free city walking tour in the heart of Pécs, reflecting on an Italian good practice (http://www.mygrantour.org/en/). The organization cooperates with other local NGOs, the Diocese of Pécs and involves youth: almost 20 students of local grammar schools and the University of Pécs, who design the special tour by community planning.</p> |
| <p>Methodology</p> | <p>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</p> |



challenge. During the tour you should take into account that you need to take a lot of rest and that the tour should not be too long. This short walk should be 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 wheelchair person.

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.

Practicals



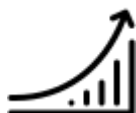
Time: 0,5-1 hour

Number of participants (min-max): 6-10

Age of participants: 20-50

Tour guides, volunteers, helpers.

Benefits/results



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

Pay attention




Include a rest, with a barrier-free toilet and barrier-free café.





Accessibility of the places.

Volunteers and helpers for leading and help the participants.



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| <p>Further information</p>  A simple line-art icon of a speech bubble containing the letter 'i', representing information. | <p>http://ckh.hu/projektek/youth-led-actions-rejecting-discriminations-yard</p> |
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| <p>Name of the good practice</p>  | <p>A CIDADE DA DIVERSIDADE „The City of Diversity”</p> |
| <p>Short description</p>  | <p>"The City of Diversity" is a show promoted by CERCI (NGO specializing in people with disabilities). This NGO invites other institutions and schools to present, in a show open to the whole community and the general population, a series of sketches (theatre, music, dance) presenting the diversity that exists in the city: diversity of ages, genders, races, genders, people with and without disabilities. The Municipality collaborates with the initiative by offering the municipal theatre, all human and technical resources, licenses and ticket office revenue. Promote inclusive education, active citizenship and breaking stereotypes, demystifying the concept of disability, promoting difference and welcoming diversity are the general aim of the project.</p> |
| <p>Target group</p>  | <p>People with disabilities, older people, children and young people. The show is open to the general public.</p> |
| <p>Background</p>  | <p>The project started in march 2016. It was co-funded by CERCI, an NGO dedicated to people with disabilities. In each edition, various institutions (schools, other institutions) are invited, involving a total of 200 people on stage. So far, 3 events „shows” have been organized, one in each year - 2016, 2017 and 2018. The project takes place in the</p> |

first week of December. Why? December 3rd is marked United Nations' International Day of Persons with Disabilities. The observance of the Day aims to promote an understanding of disability issues and mobilize support for the dignity, rights and well-being of persons with disabilities. It also seeks to increase awareness of gains to be derived from the integration of persons with disabilities in every aspect of political, social, economic and cultural life. It was originally called "International Day of Disabled Persons" until 2007

Methodology



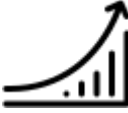
The organization invites associations, NGO's and schools to participate in the project. The idea is to perform a show with a common theme. In the first edition the theme was "The Little Prince (French: Le Petit Prince)" by the author Antoine de Saint-Exupéry. Each school or association participates with a group of children, youth and/or adults – with a dance, a song, a play or other artistic expression - and must involve at least one person with disability. Thus, the public that attend the show will see a set of moments where people with disabilities and without disabilities participate with the same common goal. The “actors”, during the rehearsals and in the event itself, interact and communicate.


Practicals




- Phase 1:
To prepare the script of the show, the goals and the strategies;
- Phase 2:
Identification, development and implementation of the activity plan;
- Phase 3:
Invite schools, NGO's and associations identified as indicated;
- Phase 4:
Communication and marketing plan;

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| | <p>Phase 5:</p> <p style="padding-left: 40px;">Rehearsals;</p> <p>Phase 6:</p> <p style="padding-left: 40px;">The show and evaluation.</p> |
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| <p>Benefits/results</p>  | <ul style="list-style-type: none"> • The GP is pretty concrete, tasks and goals are clear; • Partnership with a ONG specialized in Disabilities; • To awaken teenagers' awareness to individuals with disabilities, thus contributing to a more inclusive society; • To make the general population aware of the need and importance of the full integration of people with disabilities into society; • It also seeks to raise awareness of the benefits of including people with disabilities in every aspect of political, social, economic and cultural life; • The three programs organized were sold out. This demonstrates that the public is sensitized to attend such events. |
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| <p>Pay attention</p>  | <p>It is necessary to prevent an insufficient number of students aiming to participate in this activities;</p> <p>Very extensive curricula sometimes do not allow teachers to organize extra-curricular activities.</p> |
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| <p>Further information</p>  | <p>Articles from the experience in 2018 (in Portuguese):</p> <p>https://pguimaster.wixsite.com/terras-santa-maria/inicio/conceito-de-defici%C3%A7%C3%A3o-desmistificado-em-palco-onde-se-falou-de-inclus%C3%A3o-e-igualdade</p> |
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<https://oregional.pt/era-uma-vez-numa-tarde-cheia-de-emocoes/>





<https://labor.pt/home/2018/12/06/espetaculo-consegue-emocionar-e-surpreendero-publico/>

CERCI de São João da Madeira

Phone: 351 256 837 830

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| <p>Name of the good practice</p>  | <p>SEMANA DO DESPORTO ADAPTADO „Disabled sports’ week”</p> |
| <p>Short description</p>  | <p>Raising students' awareness for individuals with disabilities, thus contributing to a more tolerant and inclusive society, is one of the goals of the „Disabled sports’ week”. All pupils in primary schools develop activities for a week which also aim to provide sporting experiences in some of the adapted sports such as boccia, seated volleyball or athletics. The International Day of People with Disabilities is celebrated annually on December 3. This celebration has been held since 1998, the year the United Nations has advanced with the Convention on the Rights of Persons with Disabilities. The main objective of the date is the motivation for a greater understanding of disability issues and the mobilization to defend the dignity, rights and well-being of these people.</p> |
| <p>Target group</p>  | <p>All students from Primary Education.</p> |
| <p>Background</p>  | <p>The Municipio de São João da Madeira (MUNSJM) experience has been implemented in our town since 2011. In the 1st year, only the 4th grade students participated in the initiative, but soon the following year it was decided to extend to all primary school students. All the workshops and activities are organized by the teachers; The MUNSJM</p> |

offers the facilities of the sports hall and the transportation for all the students to move from their school to the place of the event. In the 1st year, the activity involved about 300 students. There are currently over 1000 participating children and 18 teachers. The project takes place in the first week of December. Why? December 3rd is marked United Nations' International Day of Persons with Disabilities. The observance of the Day aims to promote an understanding of disability issues and mobilize support for the dignity, rights and well-being of persons with disabilities. It also seeks to increase awareness of gains to be derived from the integration of persons with disabilities in every aspect of political, social, economic and cultural life. It was originally called "International Day of Disabled Persons" until 2007.

Methodology

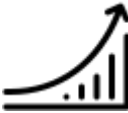



The group of teachers plans a set of sports that can be practiced by people with disabilities. Examples: boccia, sitting volleyball, athletics, goalball, wheelchair basketball, five-a-side soccer, indoor soccer for the hearing impaired, and seven-foot football for cerebral palsy. In the activity, students without any disabilities will practice sports as if they had this disability, resorting to blindfolds, wheelchairs or practicing on their knees. In previous days, students participated in a training and awareness workshop.


Practicals








This good practice could be adapted and replicated in different context but it's important to define a strong and multi-stakeholder partnership and to plan a long mentoring phase. In this case, our partnership is with the Primary Schools – Group of Physical Education Teachers.

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| <p>Benefits/results</p>  | <ul style="list-style-type: none"> - Direct involvement of the students in all the project phases (high commitment of those who decide to put themselves at test from the very beginning); - Direct involvement of teachers; - Partnership with a ONG specialized in Disabilities; - The GP is pretty concrete, tasks and goals are clear; - To awaken students' awareness to individuals with disabilities, thus contributing to a more inclusive society. <p>Results so far: 8 Disabled Sports Week organized so far; More schools and students would like to participate, as well as Schools from other levels, like secondary and high schools.</p> |
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| <p>Pay attention</p>  | <ul style="list-style-type: none"> - (Is necessary to prevent an) insufficient number of students aiming to participate in this activities; - Very extensive curricula sometimes do not allow teachers to organize extra-curricular activities. |
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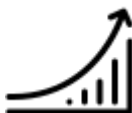
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| <p>Further information</p>  | <p>Article from the experience in 2018 (in Portuguese): http://www.cm-sjm.pt/pt/noticias/5-educacao/616-criancas-praticam-modalidades-paralimpicas</p> <p>Video about the experience in 2011: https://www.youtube.com/watch?v=nYOAx1AokIE</p> <p>Município de São João da Madeira - Divisão de Educação Phone: 351256200200 educacao@cm-sjm.pt</p> |
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| <p>Name of the good practice</p>  | <p>TASTE THE INVISIBLE</p> <p>„Dark Dining”</p> |
| <p>Short description</p>  | <p>Hosting a blind dinner for guests. Participants are challenged and led to be part of an immersive experience through senses other than vision, a proposal promoted by connected young people. There is a sharing / debate at the end of dinner.</p> |
| <p>Target group</p>  | <p>According to the project, direct beneficiaries is a group of teenagers from a social caring project. Moreover around 50 persons have been trained and directly involved.</p> |
| <p>Background</p>  | <p>The project started in 2018, inspired in a Hungarian experience. It was funded by the Portuguese Association „Ecos Urbanos”. About 25 participants in the blind dinner; About 50 involved in preparing the dinner, musicians, cooks, artists and young people who gives support for the event.</p> |
| <p>Methodology</p>  | <p>Mainly people want to try it because it is a unique culinary experience. Food tastes very different without visual cues to pair with it. It heightens the senses of taste and smell. Food can be savored more. Dark dining also gives you an appreciation of your vision. After being without your eyesight and trying to perform simple tasks, you will</p> |

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| | <p>value your senses more. You will be more aware of what each of our senses does for us. Your perspective will be broadened. Eating in the dark also enhances the imagination. You must use your mind to envision what the food on your plate looks like. If you don't know what the food is, you must use your mind and imagination to guess what the food is. In a sense, your imagination becomes your eyesight. You are eating whatever picture of the food your mind creates.</p> <p>Ecos Urbanos Association involves a group of students, a class of Tourism/Cooking and also a class of Video/Multimedia. After the dinner, the video is broadcasted in many channels, schools and other associations. To avoid expenses, the association gets a partnership with a school, which offers the school cafeteria facilities. Also, to avoid unnecessary expenses, the organization involves informal groups of musicians, who offer a concert, which allows them to create a different, immersive and dynamic involvement.</p> |
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| <p>Practicals</p>  | <p>The practice can be adapted to smaller groups and target having different age could be involved. In the previous answer (Methodology) you will find the answer to these questions.</p> |
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| <p>Benefits/results</p>  | <p>The results achieved so far stress a positive engagement and interest from all the actors involved. All the classes who took part in the paths have succeed in drafting an innovative way to reflect on the impact of prejudices and stereotypes in our everyday life.</p> |
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| <p>Pay attention</p> | <p>- It is necessary to prevent an insufficient number of teenagers aiming to participate in this activity;</p> |
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|  | <p>- Very extensive curricula sometimes do not allow teachers to organize extra-curricular activities</p> |
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| <p>Further information</p>  | <p>Article from the experience in 2019 (in Portuguese): https://www.cm-sjm.pt/pt/noticias/5-educacao/720-e-se-fosse-contigo-ser-invisual</p> <p>Video about the experience in 2019: https://youtu.be/6o6jHuqQJoI</p> <p>Ecos Urbanos Phone: 351256824532 geral@ecosurbanos.pt</p> |
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| <p>Name of the good practice</p>  | <p>What are the human relations for teenagers?</p> |
| <p>Short description</p>  | <p>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 behavior 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 transmission of short movies was followed by a debate with an actress, known and recognized by teenagers.</p> |
| <p>Target group</p>  | <p>According to the project, direct beneficiaries of the project was 30 classes of secondary schools (age 14-18 years old). But the project could be developed with children as well.</p> |
| <p>Background</p>  | <p>The project started in 2018. It was co-funded by the Municipality of São João da Madeira (MUNSJM). So far 30 classes have implemented non formal education paths with over 600 students</p> |

Methodology



Film viewing that explicitly addresses the themes chosen, followed by a debate around the situations portrayed. This is the simple project methodology. Initially, the organizing working group chooses the theme that most concerns the target audience: xenophobia, racism, sexuality, interpersonal relations, hate speech or the over-absorption of young people in social networks. Then, the films are chosen, which should contain a simple language but strong and captivating images. After the film (preferably short film), a very informal debate follows. The debate can also take place throughout the movie. Together with the youth workers involved in the project, each class organised also a final event, open to the public, inviting other students and their families.

The conductor of the first debate was a well-known Portuguese actress, recognized by young people for having participated in a popular TV series. This actress said that behind a fantasy world transmitted by social networks, there can be a number of common problems of various young people, also with these known actresses and actors. Thus, it was intended to sensitize young people to adopt the best behavior in order to be better citizens and an example for their peers.

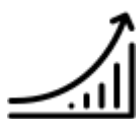
Practicals



The practice can be adapted to smaller groups and target having different age could be involved.

In this project, each event is scheduled to, at least, 100 teenagers. A questionnaire can be completed before and after the event

Benefits/results



The results achieved so far stress a positive engagement and interest from all the actors involved. All the classes who took part in the paths have succeed in drafting an innovative way to reflect on the impact of prejudices and stereotypes in our everyday life.

Pay attention



- (Is necessary to prevent an) insufficient number of teenagers aiming to participate in this activities;
- Very extensive curricula sometimes do not allow teachers to organize extra-curricular activities.

Further information



Article from the experience in 2019 (in Portuguese):

<https://www.cm-sjm.pt/pt/noticias/5-educacao/824-laura-galvao-em-sessoes-debate-em-s-joao-madeira>





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| <p>Name of the good practice</p>  | <p>ReCriArTe</p> |
| <p>Short description</p>  | <p>Recriarte is an amateur theatre group built in and that takes place in an NGO – CERCI São João da Madeira – which works mainly with adults with intellectual disabilities and also other impairments. Recriarte presents theatre plays – a big production each year and other small participations - for all audiences at the city theatre halls.</p> |
| <p>Target group</p>  | <p>Our actors are mostly adults (16+) with intellectual disability (our eldest actor at the moment as 67 years old). We also have actors with motor impairments and one with visual impairment.</p> |
| <p>Background</p>  | <p>The project began in 2015 and it's still running. It's managed and operated by a psychologist, with parallel experience and some short training in theatre, two occupational activities monitors, who also have strong interest and skills in the artistic area. Also an occupational therapist plays a strong role of support of this group, being responsible for the scenarios and wardrobes. All of this workers are also part of the cast, being actresses in the group.</p> <p>Our resources and funding are very short since this group takes place on a social solidarity institution with many other financial priorities, which we also help through our shows. However, we have evidently help from the NGO, who pays for the workers involved (despite neither of them work exclusively in this project and has many other</p> |

roles in the NGO), pays for some of the materials needed and provides a space for the rehearsals. It is also very important the support from other recreative groups from whom we often borrow theatre props that enrich our performances and help to reduce our costs. Also, has we participate at the city's community theatre festival, we have the opportunity to use the city theatre halls for free as well as to have for free the help of light and sound technicians. So far it has involved around 20 people directly on stage and 7 others on the backstage (supporting roles). 4 of the workers who are on stage play also managing roles in the group as described before.

Methodology



The theatre group works during all year from September to July (there's a break in August) two times a week, for a hour and half each time. The first members where selected among those in the NGO that we believed would be more interested and would take more benefit of this kind of project. Then, every year we start in September asking who wants to continue in this project.

To prepare our first plays we worked from books, such as "The little prince". We started by reading the book together and the final play resulted not in a literal interpretation, but in the recreation of the most significant moments for the group members, as during the reading we took several breaks to dramatically recreate what they had heard.

Lately we have been building our own texts, asking the cast a stimulating question (eg, "If you could have anything in the world, real or imagined, what would you want to be happier?) or a theme ("basic emotions "). Then each actor responds to this stimulus through words – talking together about it – or improvising scenes to show the answer. From this initial joint sharing we create our annual play to be made public.

For the premiere at the city theatre festival we have about 4 months of more intensive work and for that we rehearse instead of twice a week, four times a week.

The main goal of this theatre group is not only to work on artistic competences, but also to promote personal development and to educate every member about working habits, about team work, about emotions, about ways of solving problems. Also, we believe that through theatre, while performing different characters we get to know ourselves better and we get to develop ourselves – that’s why this group is called „Recreate Yourself’. That’s also why we have been working on original plays where the actors get to share their own ideas, emotions and visions.

Practicals



The practice can be adapted to smaller groups, to more specific age groups or to other often discriminated groups.

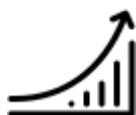
We recommend that the cast has a maximum of 20 participants.

It is important to have a private and quiet space for rehearsals where the group can develop the level of intimacy that is required in this kind of work.

It is important that the rehearsals are regular and systematic, that is, have predicted days and times when they always take place for the commitment of the entire group.

Also, we ask the participants to dress comfortably as we also use a lot of music and movement – not only words – as means of telling a story. For that a mirror on our rehearsal space has been a very good tool to improve body conscience.

Benefits/results



Through this theatre group our actors, all adults but neither of whom are working, gain a social role „I’m an actor”. Meanwhile we focus more on a story we want to tell than in the sensibilization about their particular condition – that way we believe that we are diminishing prejudice against this disabilities because we focus on what is common to any human being, not on the evident differences that often prevent you from truly knowing a person and their potential.

The actors also feel each time they are on stage as an opportunity to prove they are valuable and talented.

Pay attention



It is important to know each member of the group and their potential, first creating an environment of intimacy and trust, where everyone is comfortable expressing potentials that he or she may not have expressed before. That why theatre can really mirror the best of each person involved.

We believe the project didn't have the same impact if it was just recreational. The opportunity to present a play for the general public is a central component for the motivation of each element.

It is important to create opportunities to attract audience for the shows if we really want to target the goal of reducing discrimination and some financial support is needed. The vast majority of the audience is still made up of people who are already in contact with some disability and we are slowly attracting the curiosity of other audiences. The YARD project allowed us to conclude, for example, that if it were not for the school invitation, the vast majority of young people would not pay a symbolic cost to attend a show of this theatre group. After having the opportunity to attend one show most of them answered that they would repeat the experience.

Gaining financial autonomy to make a project like this grow or even to assure a financial profit to the actors is still a challenge for the future.

Passion is required as a project like this involves a lot of extra hours.

Further information



Photos from a final rehearsal:

<https://www.jn.pt/local/galerias/eles-provam-no-teatro-que-sao-mais-do-que-a-deficiencia-10888289.html>





NGO - Cerci São João da Madeira Facebook page – where photos from all of our theatre plays can be found:



<https://www.facebook.com/cerci.sjm/>

Further Contacts
geral@cerci-sjm.pt



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| <p>Name of the good practice</p>  | <p>Lublin Jams</p> <p>Open workshops on creating social innovations</p> |
| <p>Short description</p>  | <p>The project aims to develop social innovations based on service design methodology in response to the diagnosed problems. The secondary goal is the education in creating and implementing social innovations using the service design approach</p> |
| <p>Target group</p>  | <p>The project is directed to a wide audience. The more diverse the group in terms of age, experience and knowledge, the better the effect of the workshop.</p> |
| <p>Background</p>  | <p>Workshops on creating social innovations Lublin Jams were carried out for the first time in 2015 as part of the IAM Change project (financed by the Ministry of Labor and Social Policy). One of the project activities was to develop solutions to problems diagnosed by the young people in their local community. We were looking for a tool that would allow us to work effectively with the youngsters and that is how we came across the service design methodology. As a part of the workshop, five ideas for actions were developed and then implemented. The success of the first workshop contributed to our further use of this methodology. So far we have conducted</p> <p>10 workshops in which over 300 people took part.</p> <p>Conducting 10 workshops until now</p> <p>Development of 50 prototypes in response to the diagnosed problems</p> <p>Implementation of 30 projects based on the prototypes developed during the workshops</p> |

Methodology



The project involves workshops based on the service design methodology. It is a five-step process of creating new solutions in the area of services, which puts the user and his needs in the centre of attention. This is a part of the design thinking approach created in the 1980s at Stanford University and popularized mainly by the American design company IDEO.

Stages:

Empathy - learning about problems by observing participants

Definition - on the basis of previously collected information we define precisely the problem

Creating - during the brainstorming we create as many different solutions to the previously defined problem as possible

Prototype - we choose the most interesting ideas and build quick prototypes

Testing – simple working prototypes are tested on the participants straight away

Lublin Jam is a workshop formula that works similarly to musical jam session where strangers with different experiences and from different backgrounds meet to work together (in our case it is usually two days).

Through joint work, they learn and create new solutions, just as the new musical arrangements are created during jam session.

Practicals



The best time for workshop is 48 hours (weekend from Friday till Sunday), the minimum is 16 hours (8 + 8).

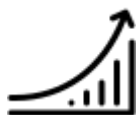
Minimum number of participants is 10. Maximum depends on how many working teams we are able to cope with.

It's good to have people of different age, skills and professions in each team.

For this method of workshops you can use free service design canvas available on the Internet, e.g.

<https://www.servicedesigntoolkit.org/downloads.html>

Benefits/results



- Stimulating creativity
- Cooperation of people from different environments
- The City Hall is interested in the activity and there is a possibility of obtaining funds thanks to that

Pay attention







- The participants do not know each other before the workshops and after the workshop it is a rare occurrence that the participant is mobilized enough to implement the solutions on their own, as they are not part of a team
- By carrying out subsequent workshops that do not translate further into activities carried by the participants, we reduce interest from external partners

Further information



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| <p>Name of the good practice</p>  | <p>M-POWER</p> |
| <p>Short description</p>  | <p>The project aims to develop social competences among young people aged up to 15 to 30 years from the Lubelskie voivodeship.</p> |
| <p>Target group</p>  | <p>15 – 30 years old</p> |
| <p>Background</p>  | <p>The project is implemented by the T.E.A.M. Teatrikon Foundation and financed by the European Union under the Operational Program Knowledge Education Development. The project is carried out from May 2019 to December 2020 with the budget of 600000 PLN. Its creation is a natural consequence of the activities carried out so far by Teatrikon and focusing on the development of social competences among young people by engaging them in activities for the benefit of the local community.</p> <p>The project has just begun and the assumed results will be achieved after another 10 months.</p> <p>The main assumed result is the development of social competences among the participants of the project.</p> <p>The project is addressed to 120 young people aged between 15 and 30 with reduced social competences including in particular:</p> <ul style="list-style-type: none"> • people with disabilities (24 people) |

- people at risk of social exclusion (24 people)
- people in the last years of education (48 people)

Methodology



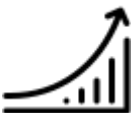
The project is based on the assumption that three things are needed to develop social competences:


1. Diagnosis - getting to know your inner strengths and weaknesses and establishing an action plan
2. Knowledge - getting the theoretical foundations
3. Practice - trying and developing newly acquired skills in action

The project based on the current activities of Teatrikon assumes that each participant will go through the following support path:

1. Diagnosis - at the beginning the social competences of the participant will be assessed. The assessment is made by three people: the supervisor preparing the observation questionnaire, the participants themselves by using the self-observation questionnaire and the psychologist who uses the psychological test
2. Interpersonal training (40h) - then participants are joining the training learning about their skills/strengths and difficulties related to work and communication in a group
3. Workshops - each participant takes part in a series of workshops consisting of:
 - a. Volunteering - it pays off! (8h) - during which basic issues related to volunteering will be discussed
 - b. Competences necessary to live and work in contemporary society (16h)
 - c. Managing your time (8h)
 - d. Design thinking (16h)
4. Volunteering - after completing the training cycle, each participant will take part in a 5-month volunteering in one of the organizations operating in the Lubelskie voivodeship, where under the guidance of a mentor will implement their own project for the benefit of the local community





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| <p>Practicals</p>  | <p>-----</p> |
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| <p>Benefits/results</p>  | <ul style="list-style-type: none"> • The project is addressed to people with reduced social competences. By participating in the project they will increase their chances on the market • The project involves learning and development through experience • The project is the result of many years of experience of Teatrikon and thus is adapted to the needs of young people |
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| <p>Pay attention</p>  | <ul style="list-style-type: none"> • The project involves long – 10 months – involvement of participants. • There is risk that the participants completing the project may not take any further social action. |
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| <p>Further information</p>  | <p>Fundacja TEAM Teatrikon Darek Figura d.figura@teatrikon.pl</p> |
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| <p>Name of the good practice</p>  | <p>Młodzieżowy Budżet Obywatelski – Youth Civic Budget</p> |
| <p>Short description</p>  | <p>The Youth Civic Budget is a project addressed to primary and secondary school students and university students from Lublin aiming to increase their involvement in activities for the benefit of the local community.</p> |
| <p>Target group</p>  | <p>Children, youth and students studying in Lublin</p> |
| <p>Background</p>  | <p>The Youth Civic Budget is the fruit of the work of the Team for Children and Youth at the Lublin City Hall and is financed from the city's budget. The first edition took place in spring 2019 and over 40 projects are being implemented so far.</p> <p>Project activities began in May 2019. So far 43 projects have been received for a total amount of 129000 PLN and at the moment 26 projects are being implemented.</p> <p>The foundations of the Youth Civic Budget were developed by the Lublin Children and Youth Team of which T.E.A.M. Teatrikon is a member. Then, the Lublin Commune announced a competition in which the operator TEAM Teatrikon Foundation was selected.</p> <p>The project assumes the donation of 1000 PLN, 3000 PLN and 5000 PLN to informal youth groups for the implementation of their own initiatives. In total 96000 PLN will be donated to all the youth initiatives.</p> |

The project's operator is the T.E.A.M. Teatrikon Foundation, which is responsible for promoting the initiative, conducting and settling the competition, transferring funds to the groups implementing the project and settling the grant with the Lublin Municipality. Since the project is directed to informal groups, the funds will be transferred mostly on the basis of reimbursement of costs incurred by the organizers of the initiative and only in exceptional cases the funds will be paid in advance.

Methodology



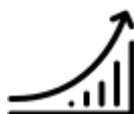
The Youth Civic Budget assumes increasing youth activity through financial and substantive support in implementing their ideas for social activities.

Practicals



Timing: during school year
Age of participants: 6-26

Benefits/results



- Significant creative freedom for young people in inventing their own initiatives.
- Simplified administration for young people (minimal amount of paperwork).
- Some projects will be continued in the future.
- Young people participating in the project will continue to be socially engaged after gaining experience.



Pay attention








- Lack of clear criteria of project's evaluation.
- Financing not adequate to the school year rhythm – financing in accordance with the calendar year instead of the school year from September to June.

Further information





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| <p>Name of the good practice</p>  | <p>National Theatre Meetings “Zwierciadła”</p> |
| <p>Short description</p>  | <p>Creating a space for the young people for creative presentation and expression as well as improving their skills (organisational, social and artistic)</p> |
| <p>Target group</p>  | <p>High school youth involved in the overview of amateur theatrical performances created by their peers on the voivodships level.</p> |
| <p>Background</p>  | <p>As a festival “Zwierciadła’ began in 2004, but the first nationwide edition took place 6 years ago. The festival was founded on the initiative of Dariusz Figura – at the time a high school student supported by his teacher Katarzyna Jóźwik. Today the formula where students coordinate and get involved in the work and planning of the festival is still continued, while their teachers and tutors support the youngsters substantively. Funds are obtained e.g. from the Ministry of Culture. Every year about 150 people take part in “Zwierciadła”. There have been six national editions of the festival so far.</p> |
| <p>Methodology</p>  | <p>The main methodological assumption is the involvement of young people in decision-making processes and direct organisation of the event, which gives them a sense of agency and teaches responsibility for undertaken tasks. The selection of people running the workshops and jurors is conducted to choose the people paying special attention</p> |

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| | <p>to the process of making the spectacle, relationships built by participants, and stories that they want to tell. The big indicator in choice of the best troupe is truth and authenticity of their performance not the technical excellence of the show. Another aim is building and strengthening an environment of young people involved in the theatre.</p> <p>The festival takes place over the course of three days, where usually the first day is devoted to the integration of the participants, the second day is intended for theatrical and organisational workshops while on the third day the winning performances from six voivodships in which the regional edition of “Zwierciadla” is organised are presented. An additional attraction is the festival club. Each year the festival takes place in a different city.</p> |
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| <p>Practicals</p>  | <p>Timing: during school year Age of participants: 15-20</p> |
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| <p>Benefits/results</p>  | <ul style="list-style-type: none"> • Prestige of a nationwide event. • The opportunity to meet people with similar interests from different regions of Poland. • Mutual support of people with similar interest. • Introducing additional elements or imposing a common theme of the performances can affect a very wide audience (over 5,000 people). |
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| <p>Pay attention</p>  | <ul style="list-style-type: none"> • Lack of permanent funding. • Frequent personnel changes being the result of the fact that the young people working at the festival leave school after a maximum of 3 years. |
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| <p>Further information</p>  | <p>Fundacja TEAM Teatrikon Darek Figura d.figura@teatrikon.pl</p> |
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| <p>Name of the good practice</p>  | <p>Wolontariat - to się opłaca! Volunteering – it pays off!</p> |
| <p>Short description</p>  | <p>Promotion of the idea of volunteering as a way of developing experience, knowledge and skills.</p> |
| <p>Target group</p>  | <p>University students and entrepreneurs.</p> |
| <p>Background</p>  | <p>The project was implemented in 2017. Its main postulates were made as part of an in-depth diagnosis of the local environment based on scientific research and the T.E.A.M. Teatrikon’s experience. Funds for the implementation of the initiative were obtained from the Civic Initiatives Fund Operational Program. About 80 students and 6 companies took part in the project.</p> <p>6 successfully implemented student initiatives with business representatives</p> |
| <p>Methodology</p>  | <p>The methodology used in the project consist of trainings on creative problem solving, specialist trainings, volunteer work, project method work.</p> <p>The project “Volunteering – it pays off!” aims to promote the idea of volunteering as a way of developing experience, knowledge and skills,</p> |

including the ideas of an employee volunteering. We want to encourage private business to cooperate with students in the implementation of social projects in Lublin. As a result, Lublin companies can promote their image as socially responsible entities, an attractive employer, and above all meet young active people in action, and thus “educate” their possible future employees. Students will have the opportunity to develop their knowledge in areas related to their future career and, above all, gain the necessary experience and competences. In addition, joint work for the city will develop civic attitudes among both employees and students. The main product of the project will be an evaluation report summarizing the experience gained under the project and containing recommendations related to the development of volunteering in Lublin. As part of the project, we assume conducting a competition in order to select a leader in employee volunteering among the Lublin’s companies.

Practicals



Timing: 2-6 months
No of participants: 10-50
Age of participants: 18-28

Benefits/results



- Support from the City Hall.
- Interest among entrepreneurs.
- A chance to volunteer and meet business partners.
- An opportunity to attract volunteers for the organisation.

Pay attention



- Not enough support that can be offered by entrepreneurs.
- Working with inexperienced volunteers can discourage employers with the idea of volunteering and social involvement.



Further information



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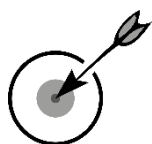
CONCLUSION

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, bullying, 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 **Toolkit** 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.

The **Toolkit** is a reference point at technical level to be consulted by those practically organizing youth-led actions in the field of fight against discrimination and active citizenship. The authors hope every reader will find it useful in planning and executing their activities.

The **Toolkit** is published on the project website where you can find more information on **YARD – Youth-led Actions Rejecting Discriminations** at



yardproject.wordpress.com