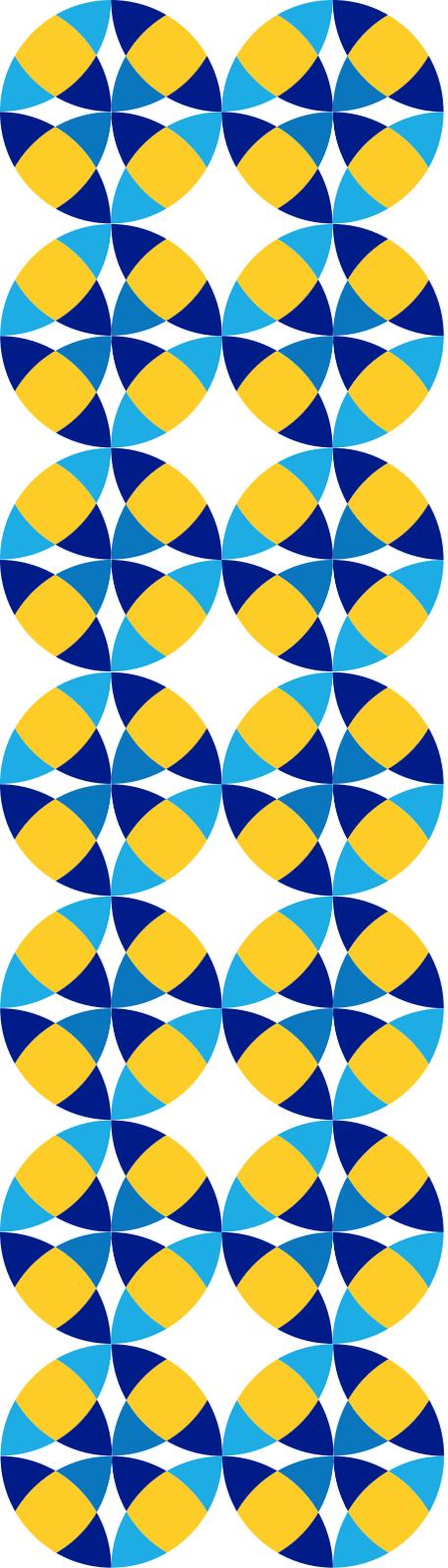


**be! react! fight!**

COIMBRA 2020  
11 - 18 January

**BOOKLET**



# BOOKLET

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# INTRODUCTION

This booklet is a practical toolkit, intending to help volunteers and young people, who work the field of non-formal education in local and international youth work, or just intent to use it as a tool to increase their role in the community.

Spotlighting topics of Young Civic Participation and Human Rights in a European society, it presents 4 workshops created and prepared by the young participants about subtopics concerning their local communities. At the same time, this booklet also presents 3 sessions implemented during our training course, adaptable to the participant group.

We hope that the readers enjoy this booklet and find it useful in future projects or international endeavours.



# PROJECT SUMMARY

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This project focus on engagement of young people in every-day social matters that concerns them and their advocacy as stakeholders on human rights issues. 30 young participants from 5 European countries (Greece, Italy, Romania, Lithuania and Portugal), coming from different social and economic backgrounds and having different views and ideas, will meet up in Coimbra to participate in a seminar concerning the issues mentioned.

Youth are the future of our societies and their participation in the social, political and economic life is essential. This project's aim is to encourage young people to reveal their leadership skills, capabilities and innovational schemes, showing that youth can play an important role on (re)shaping our societies.



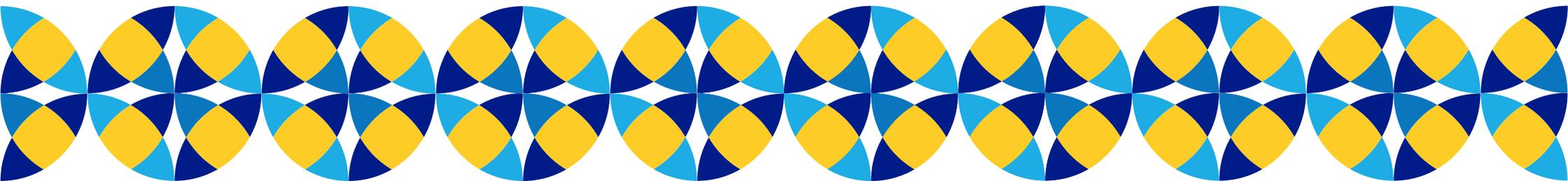
# PROJECT SUMMARY

Through non-formal ways of education, such as seminars, workshops, games, theater, case-studies and case-management experiences, they will be familiarized with the international human rights instruments, their role and binding;

They will gain the knowledge to struggle against inattention and apathy towards social causes, a phenomenon which is very visible in modern societies;

They will develop social and communication skills by cooperating with people from different countries and cultures, as well as intercultural and multicultural respect and appropriation.

By the end of the project the participants will reflect upon the learning outcomes, giving material to the project itself to get improved for the future.



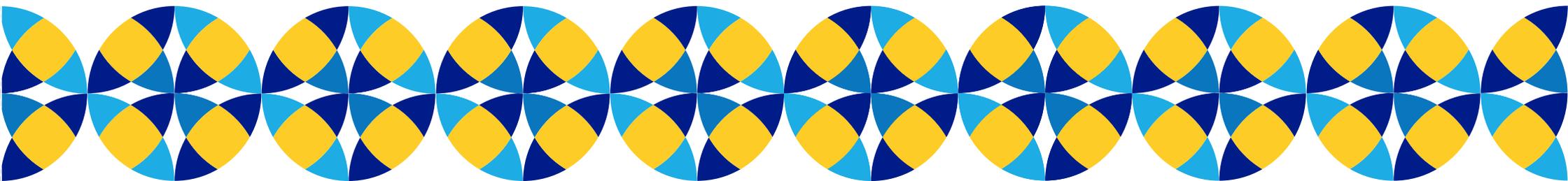
# PROJECT SUMMARY

This project doesn't aim on creating future human rights leaders, but aims to help young people understand that even if we live in societies of social crisis and social deconstruction, things can change. However, if not from the youth, from whom?

Social change can only come after the realization that young people's participation in the commons is crucial from community work til policy-making. This project plans to put the first stone on building a new and fresh future.

The journey of the youth exchange will start from observing reality and will grow into a better understanding of who young people are and where they fit nowadays. We want to make clear that we can't forget the past but we need to put our eyes in the future.

And that future will be with the youth of the present. So our youth need to be prepared for the demands and events that are occurring today.





**LITHUANIA**

## **ACTIVITY 1: RIVER OF STATEMENTS**

**Group size:** any size of the group

**Duration (in minutes):** 15-20 min.

Depends on the number of statements and time of discussion after every statement.

**Materials:** tape (or rope) to divide the space into two parts.

Divide space in two parts. Read statements and ask participants to choose one side if they agree with the statement and other if they don't. There is no middle opinion and no option "I do not know". Participants have to choose one of the sides. After every statement, ask participants what made them choose one or other side, what are the arguments for supporting their opinion. Let both sides express their opinion and moderate short discussions.



**LITHUANIA**

**Statements:**

Do you agree that names and surnames in official personal documents of identity would be written in native language of that person.

Two girls in the schools speak in Russian language and the teacher stops them, because other children do not understand and may feel not comfortable. Was it the right decision of the teacher?

Celebrations of all religions should be announced as national holidays in the country.

You are Armenian who lives in Lithuania. You want to put both flags outside your house. Can you put Armenian flag on the top of Lithuanian flag?

You are a foreigner and live in a private house in Lithuania. Today is national holiday - Independence day. Would you raise a national flag outside the house?



**LITHUANIA**

## **ACTIVITY 2: HOT SPOT TABLE**

**Group size:** any

**Duration:** 60-90 min.

**Materials:** 5 tables, paper and pen for group moderators to make notes.

5 case moderators have different cases and sit by 5 different tables.

Divide all participants into 5 groups and let every group sit around one of the tables.

Every case moderator presents the situation and gives 10 min for the group to discuss the situation and practices in their country and what could be creative ways to solve the situations. After 10 min.

All groups change the table clockwise and analyze other topic which is on that table. All groups continue going while all groups analyze all topics.



# LITHUANIA

Case moderator during the discussion makes notes and when all table discussions are finished makes short debriefing about the topic, different practices in the countries and the main points of the discussion. Then all participants can discuss in all group and reflect in the big group.

## **SITUATIONS:**

1. Imagine you are a manager in office and one of your employees is an Orthodox while the main religion in your country is Roman Catholic. Would you give your employee a day off on his Christmas (that is 2 weeks later) or not? What would you do in this situation?
2. You were born into a bicultural family and you were named after your great grandparent but the country you live in does not recognise the name or the letters used as part of their alphabet. How would you solve this problem? Would you try to bypass the law to acknowledge the name or maybe obey the existing law of the country you are a resident to? Is your family's history (in this case the name) in your eyes should be recognised by the state?



**LITHUANIA**

3. You are a teacher in school. Two girls in your class speak with each other in their native language, which is different from local language. Other kids in class feel bad about it since they don't understand what they're talking about and sometimes it feels like girls are making fun of others. Girls don't agree to talk in local language, they say they have the right to speak their native language. How would you solve this situation as a teacher?

4. You are muslim family living in quite conservative country and small city of Lithuania. You have two daughters and one day your daughters came back from school and said that the history teacher was telling them that muslims are theorists and kill people. After that children started to make jokes and laugh at these girls. What would you do as parents of these girls? What should be done in the school?



**LITHUANIA**

5. You are a member of Roma community in Poland. In daily newspapers (that also is available online) you find an article about Roma people that is full of information that Roma community can not integrate into the local society, they are not equal members not welcome. After an article also you find a lot of comments` that are insulting and humiliating. What do you think you could do as a member of this community? What could you do as a citizen of European Union?

A case study, could be when I foreigner is requesting advice for buying some basic services like insurance, transport ticket or other ones, in that circumstances you should take in consideration that the barrier between the languages it would a challenge in company with the accent to, What did you do? Would you give some advice to them? Would you give a assistance to break the language barrier? Or just be strict with the language contact?



**LITHUANIA**





# LITHUANIA





**PORTUGAL**

## **ACTIVITY 3: GET TO KNOW YOUR PREJUDICE**

**Group size:** any

**Duration:** 20-25 min.

Depends on the time of discussion and decision and the time of discussion after reaching final conclusions.

**Materials:** paper and tape

Divide space in four lines. Place the papers on the participants' back. Give them a couple minutes to figure out what words do their colleagues have placed on their backs. Tell the participants that they need to place each person, according to what is written on their back, in each line. The participants can't know what is written in their own paper. After all part participants are placed on the lines, ask participants what made them choose one or other lines, what are the arguments for supporting their opinion. Let both sides express their opinion and moderate short discussions.



**PORTUGAL**

**Line's designation:**

- People I would like to be with on a desert island;
- People I would trust to create a new Constitution;
- Most likely to change the world;
- Most likely to go to jail.

**Some of the names written on the papers:**

- |             |              |               |
|-------------|--------------|---------------|
| - Men       | - Indian     | - Gay         |
| - Woman     | - Asian      | - Transsexual |
| - Jew       | - Politician | - Chef        |
| - Christian | - Judge      | - Gipsy       |
| - Muslim    | - Drag queen | - Activist    |
| - Black     | - Doctor     | - Etc...      |
| - White     | - Inmate     |               |



**PORTUGAL**



  **PORTUGAL**





**ROMANIA**

## **ACTIVITY 4: PERSPECTIVE EXCHANGE**

**Group size:** any size of the group

**Duration (in minutes):** 30-40 min.

Depends on the number represented countries and time of discussion after presentation.

**Materials:** a presentation, paper sheets and pens.

Present a topic with a touch on each participant country. After the 10 min presentation ask the national groups to reflect on and complete the information they heard according to their knowledge. After the reflection each national group presents their notes on the presentation and share, compare, how the topic varies from country to country. this way everyone gets a wider picture in the sense of active citizenship and cultural awareness.



**ROMANIA**

**Example:**

Present what children's rights mean and how they are treated in Greece, Lithuania, Portugal and Romania. Then let the national groups reflect and share what they found true or not, what they found new or incomplete in the presentation.



**ROMANIA**





**ROMANIA**





## ACTIVITY 5: OUT AND ABOUT

### Objectives

- To raise awareness about inequality of opportunity for different target group, focusing on transactional issues
- To reflect on the different stereotypes that each person, country and culture might have
- To deeply analyze personal identity and beliefs
- To give space for critical thinking on the equality of human nature
- To observe and experience the process of in-group and out-group
- To put yourself in other people shoes, develop empathy and express solutions for a more inclusive society



## Resources

- A group of 2-3 facilitators (roles: introduction & statements, observer of the exercise and picture, facilitation of the debriefing)
- 1.5 hours
- A room big enough to get the group. It is suggested to do this workshop with up to 35 people
- Post-it with the roles from annex I
- Mobile with the statements from Annex 1
- A glass or mug where to put the roles to pick

1. Make a fast energizer where participants can get into a positive mood. Introduce the workshop explaining that there will be two exercises to take, followed by a common debriefing.

2. Introduce the first exercise: it is an adaption of “Take a Step forward” from the Compass Manual for Human Rights Education of the Council of Europe. The group re-wrote some of the role cards in order to tackle more the refugees issues, as well as include transactional disadvantages. The same goes for the statement and the debriefing questions.



3. Ask participants to create a line. It would be easier if you use the floor design as reference for where to stand. Each participant picks a pots-it with the role, which shouldn't be shown to others.
4. Ask them to take three deep breaths with eyes closed, in silence, to start feeling into their characters' shoes. You can support them asking to visualize their typical day.
5. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
6. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other, till they reach their final position. If you observe some frustration about the statement, remind participants they should remain in their role and be focused on the country where they are currently living.



7. Ask them to share which one was each character out loud. Take a final picture of the line from an angle which shows all the positions taken. This is going to be shared in the FB/Whatsapp private group for further personal reflection of the participants.

8. Ask them to make a circle to move to the second step of the exercise, inspired by an activity used in Human Rights Education about in-group and out-group process. Ask for 4-5 volunteers and tell them to get inside the circle, the others now need to take each others' hands.

9. Tell the volunteers that they need to find a way to get out of the circle.

10. At this stage, you should observe that participants who are forming the circle will not allow them to get out. Usually the inner ones try to slide out. Mind the safety of participants who are trying to escape the circle. The exercise ends when all the volunteers manage to get out.

11. Create a circle with the chairs while giving them a couple of minutes to come out of the role before debriefing in plenary.



12. Ask them questions to start the debriefing, such as:

- How did people feel stepping forward - or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Were people trying to guess each other's roles during the exercises?
- Ask them to recall the indications for the second exercise: was the outside group asked to not let volunteers out? You can facilitate the debriefing by giving the word to volunteers and to the outside group. Do people from the circle feel they have a common goal? Were there any escalations in terms of forces? Has anyone thought about a gentle way to get outside the circle?
- Which human rights were at stake? Could anyone say that their human rights were not being respected?
- What steps could we take to support the integration of the refugees in our community?



## Annex 1

You are an unemployed single mother from Kenya.

You are the president of a famous political party in Italy

You are the son of a diplomat with double citizenship.

You are the son of a Chinese immigrant who runs a successful fast food business.

You are a refugee from Syria working as a cultural mediator

You are an unaccompanied child from a camp in Greece.

You are the 19-year-old son of a farmer in a remote village in the mountains.

You are an asylum-seeker fleeing the country for political reasons.

You are a young artist who is addicted to heroin.

You are a 17-year-old Roma girl who never finished primary school.

You are a fashion model of African origin.

You are an HIV positive, middle-aged prostitute.

You are an adult married lesbian.

You are an unemployed university graduate gay person aiming to work as a teacher.

You are a homeless young man from Morocco.

You are an immigrant from Senegal without any documents.



## Statements

- You have never encountered any serious financial difficulty.
- You have decent housing with running water
- You have a mobile phone.
- You feel your language, religion and culture are respected in the society where you live.
- You are not afraid of being stopped by the police.
- You can rely on the help of a lawyer
- You are aware of the antidiscrimination law in the country where you live
- You have never felt discriminated
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You are positive about your future.
- You can choose which work to do
- You are not afraid of being harassed or attacked in the streets
- The media gives a positive image of you in the country where you live.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can fall in love with the person of your choice.
- You are free to use any site on the Internet without fear of censorship.



**ITALY**



# ABOUT ERASMUS+

Erasmus+ is the EU's new programme for boosting skills and employability through education, training, youth, and sport. In the time frame 2014-2020 the programme will provide opportunities for over 4 million Europeans to study, train, gain work experience, and volunteer abroad.

Funding for youth activities under Erasmus+ aims to improve the key competences, skills and employability of young people, promote young people's social inclusion and well-being, and foster improvements in youth work and youth policy at local, national and international level. Concretely in the field of youth, the Erasmus+ programme offers three main opportunities:



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



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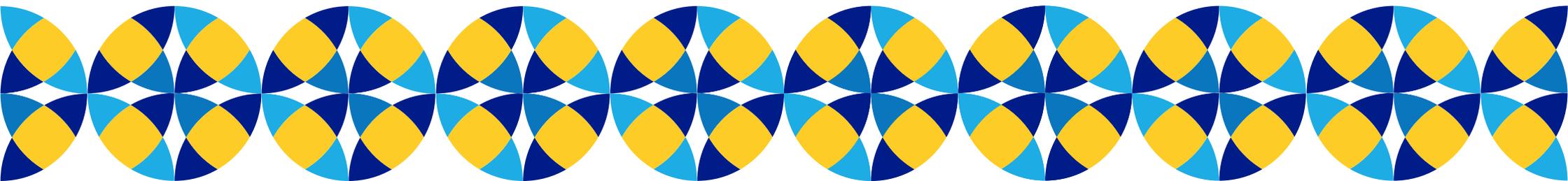
# ABOUT ERASMUS+

## KEY ACTION 1:

Learning mobility opportunities for young people and youth workers Young people have the opportunity to participate in youth-exchanges or to volunteer for a period up to one year in another country. Youth workers can take part in training and networking activities abroad or spend some time in a youth organization abroad for a job shadowing or an observation period.

## KEY ACTION 2:

Opportunities for cooperation for innovation and exchange of good practices Organizations can apply for funding to work in partnership with organizations from other participating countries. The projects funded under this action will focus on sharing, developing and transferring innovative practices in education, training and youth provision between participating countries.



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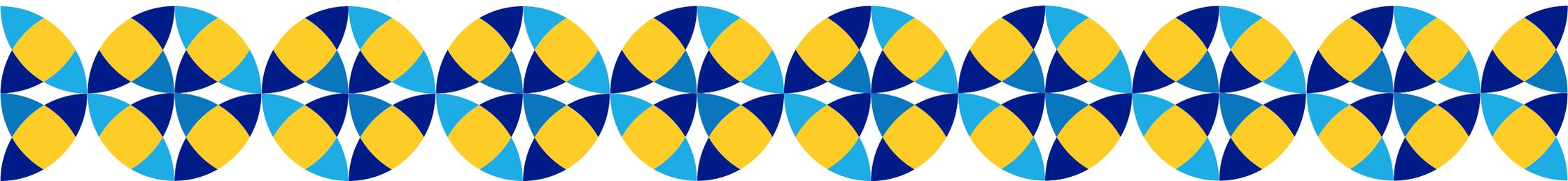
# ABOUT ERASMUS+

## KEY ACTION 3:

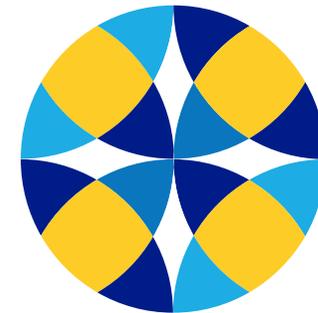
Opportunities to support policy reform The Erasmus+ programme will fund strategic activities supporting policy reform across the EU. Funding opportunities in the field of youth under this action can take the form of meetings between young people and decision makers.

## WHO CAN TAKE PART?

Various opportunities are available under Erasmus+, including opportunities for young people (aged 13-30), youth organizations, and other stakeholders active in the field of youth. Find out more under: [http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm)



# TEAM OF PARTICIPANTS



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