

STRATEGIC PARTNERSHIP

NEW BEGINNINGS

**HOW MANY
HORIZONS**

**HAVE YOU CROSSED
WITHOUT NOTICING**

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Loesje

Loesje

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Loesje
BITOLA

Participating organizations

Loesje e.V.

Loesje is simultaneously a worldwide collective of people who want to make the world a more positive creative place; and a girl from the Netherlands. The local Loesje groups write and spread posters signed by the girl Loesje, with texts about everything that happens in society.

Loesje works in Human Rights Education, combining non-formal education and creative methods, educating youth workers from all over the world. Mainly our partners come from Europe, including the Caucasus, and the MENA region. Locally in Berlin, most of our active members have migration or refugee backgrounds and/or belong to minority groups, like LGBTI*. Our work hence takes place in a multitude of languages. An intersectional approach is part of our core values, as is a humanistic value base, where we believe in encouraging each individual to reach their full potential. We believe in constant development and reflection on your own practices.

Associazione Agrado APS

Associazione Agrado is a local Italian organization that manages projects, activities, and actions in order to promote personal development, skills, and competencies of Youth and Adults through Non-Formal Education. Local level: It develops projects about personal development (It performs workshops in schools and Youth Centres about Life skills using the Protocol of WHO (World Health Organisation.)), organize national camps, workshops Training Courses, and creative/artistic projects and events.

It cooperates with many entities and organizations working in Youth work and providing Youth services, in order to set up a global strategy for empowering youth and adults.

International level: It organizes Youth Exchanges, Seminars, Training Courses, and KA2 within the frame of the Erasmus+ Programme. It works also in Adult Education projects and in the educational field with teachers providing Training on non-formal tools and methods.

PeaceWorks Sweden

PeaceWorks Sweden is a non-profit organization run for youth, by youth. The organization is a platform for young people's involvement in, and commitment to, peace and sustainable development. By organizing youth exchanges and projects, spaces for encounters are created, providing the conditions for young people to participate in, affect and create an understanding of local and global context on issues regarding global justice, anti-racism, feminism, and youth mobilization, on their own terms. PeaceWorks is run on the basis of openness for all and participation and influence of all participants.

PeaceWorks has extensive experience in project coordination and in all its phases - from idea to implementation and execution. Besides implementing projects themselves the organization also holds workshops and training for youth specifically global justice in high schools and folk high schools around Sweden.

Loesje Bitola

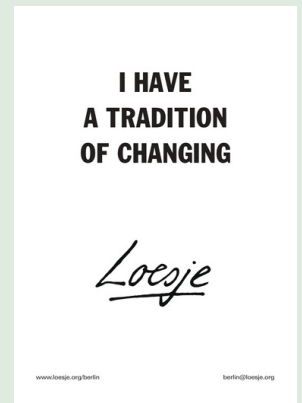
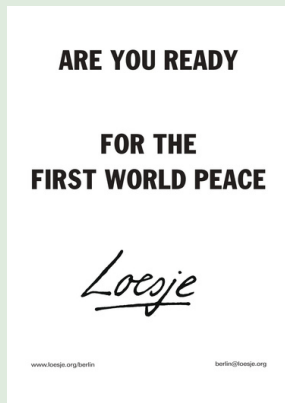
Loesje Bitola was born in 2018 as part of the worldwide Loesje network and is an active institution for Education & Training based in North Macedonia. The organization was founded by a group of youth workers, trainers, and project managers active for more than 10 years in youth work locally and internationally, with the aim to respond to the needs of young people, youth workers, and educators, as well as the society as a whole.

We aim to engage young people, towards active citizenship to promote inclusion and equality and to empower youth (especially from marginalized groups, Roma, LGBTIQ+, migrants, poor neighborhoods, etc.) to be responsible for their actions and committed to society.

For youth workers and educators to provide possibilities for developing new skills and improving our society by promoting European values.

Exchange of good practices

Our methods



LOESJE CREATIVE WRITING & SCHOOL OF FREEDOM

The first activity focused on the development of creativity and critical thinking. We implemented training on the Loesje methods, Loesje creative writing, and the School of freedom.

Both methods have a strong inclusive and creative dimension. In the activity, we implemented team building and energizers to create synergy in the group. Then we moved to the Loesje creative writing workshops that we implemented through the four stages: warm-up exercises for fostering creativity, the creative writing process for raising awareness about the current challenges around us, the final editing process for fostering critical thinking and layout of the Loesje posters where we used digital tools and methods. We created a series of posters that we translated into the languages of the participating organizations.

The second method we used in the second half of the activity was the School of freedom. Participants were empowered to think about their own abilities, skills and what is their passion, and what they do well. They offered different workshops on different topics, practiced presentation, public speaking, time management, and workshop management skills, and were workshop givers and workshop attendees. This improved their confidence, boosted their creativity, and empowered them in their future professional plans.

We evaluated the activity with help of creative non-formal educational tools, created video materials, and promoted the Erasmus program and its opportunities.

TRANSACTIONAL ANALYSIS

In the Italian Training Course Transactional Analysis methodology was presented. The theory was elaborated in the late '50ies by Eric Berne, a Canadian psychiatrist, and it starts from previous studies by Freud, the theory of attachment, and many others. The 2 trainers focused on Transactional Analysis as a double method of psychological theory and theory of communication, both used in a practical way to investigate human behavior and communication. It starts from the observation (and intuition power) of social interactions (or "transactions"), analyzed to determine the ego state of the communicator (whether parent-like, childlike, or adult-like) as a basis for understanding behavior.

1. As a theory of personality, TA describes how people are structured psychologically. It uses what is perhaps its best-known model, the ego-state (Parent-Adult-Child) model, to do this. The same model helps explain how people function and express their personality in their behavior

2. As Berne set his Psychology up, there are four life positions that a person can hold, and holding a particular psychological position has profound implications for how an individual operationalize his or her life. The positions are stated as:

I'm OK and you are OK. This is the healthiest position in life and it means that I feel good about myself and that I feel good about others and their competence.

I'm OK and you are not OK. In this position I feel good about myself but I see others as damaged or less than and it is usually not healthy,

I'm not OK and you are OK. In this position the person sees him/herself as the weak partner in relationships as the others in life are definitely better than the self. The person who holds this position will unconsciously accept abuse as OK.

I'm not OK and you are not OK. This is the worst position to be in as it means that I believe that I am in a terrible state and the rest of the world is as bad. Consequently, there is no hope for any ultimate support.

1. It is a theory of communication that can be extended to the analysis of systems and organisations

2. It offers a theory for child development by explaining how our adult patterns of life originated in childhood. This explanation is based on the idea of a "Life (or Childhood) Script": the assumption that we continue to re-play childhood strategies, even when this results in pain or defeat. Thus it claims to offer a theory of psychopathology.

3. In practical application, it can be used in the diagnosis and treatment of many types of psychological disorders and provides a method of therapy for individuals, couples, families and groups.

4. Outside the therapeutic field, it has been used in education to help teachers and educators to remain in clear communication at an appropriate level, in counselling and consult



INTERSECTIONAL SOLIDARITY

This activity focused on intersectional solidarity work, both as a way to understand intersectionality in youth work as well as to promote an understanding of and reflection on how global power structures are reproduced in local settings and relate to youth workers' contexts and daily operations. This included an understanding of global (in)justice and international solidarity, intersectionality, and other different systematic approaches to social change. The main focus was to discuss and work around global (in)justice and international solidarity as well as the concept of intersectionality and exploring its implications in Youth Work. The main method used was Theatre of the Oppressed, but the training also included spaces for sharing different working methods and perspectives within the youth- and civil society sector with a focus on global justice and solidarity.

The activity took place in Sweden between the 13th and 18th of June 2022 where 12 youth workers met to discuss and explore youth work from a position of intersectional solidarity. The goal was to jointly develop innovative approaches and methods to bring intersectional perspectives in our field as youth workers. As mentioned previously, this TC focuses on how to use intersectionality as a tool for youth workers in their work. Interactive methods in solidarity work were presented - such as Theatre of the Oppressed (TO) which sheds light on issues from the perspective of marginalized groups and consists of tools for transformation that help bring to light systemic exploitation and oppression. Here, the participants not only observe but become part of the process - broadening their role from spectators to spect-actors. The method contains a number of different exercises, those that were especially important to this training were Image Theatre and Forum Theatre. Image theatre is where participants use their bodies to represent concepts or words to create "images". The images are then built on and sometimes connected to each other and can be dynamized with motion. The purpose of these images is not necessary to understand their meaning but to feel the images. Part of this exercise is also to understand the image as a language that can be used to explore concepts in a nuanced way. Forum Theatre consists of a scene that shows a situation of oppression. The situation is typically one that the protagonist (who came up with the idea for the scene) does not know how to address. The spect-actors are invited to join the scene and replace the protagonist to then act out possible strategies, ideas, and solutions. The purpose of the exercises in TO is to start from the particular and then move to the general. In the exercises we use personal experiences as a point of departure, then we connect these to systemic oppression. The method, and the training itself, invite/invited youth workers to critically reflect on their own role as actors in civil society, both in a local context with their youth and in an international context as actors in a global world.

We see that this activity was particularly connected to the objectives of empowering young people, youth workers, and educators through creative tools and methods, fostering social inclusion and solidarity, and fostering international long-term cooperation through an exchange of good practices. This is because our work around these topics and with this method, both in this and other projects, aims to contribute to people's and organizations' increased capacity to in new ways work and collaborate for solidarity and positive social change by highlighting how different power structures overlap and coexist both locally and globally.



**IMMAGINA UN MONDO
SENZA
SFRUTTAMENTO**

REALIZZALO

Loesje



**E VOI
SIETE PRONTI
PER LA
PRIMA
PACE MONDIALE**

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ATT VI INTE
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**HUR LÄNGE
KLARAR SIG
PLANET C**

**OM VI HITTAR
PLANET B**

Loesje



АКТИВИЗАМ

**РЕКОА ДЕКА
НЕ МОЖЕМЕ НИШТО
ДА ПРОМЕНИМЕ**

**ГО ПРАВИМЕ ТОА
ВО СЕКОЈ СЛУЧАЈ**

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Loesje

We implemented three LTTAs in which 40 youth workers were trained in the different methodologies of the 4 partner organizations: Loesje creative text writing and School of Freedom; Transactional Analysis; Theater of the Oppressed and international solidarity.

After each of the LTTAs, each partner held local workshops, implementing the methods they just learned in their local communities. These workshops were well attended and appreciated by the local communities. Here around 60 further youth workers and other interested people were trained and received introductions to the methods.

In each LTTA and the local follow-up activities, we filmed and made interviews. The results were several short films published on social media, mainly Instagram and Facebook, and in the end combined into a longer film clip, and posted on YouTube. The idea with these film clips was to spread the word and make even more youth workers, young people, and people in general curious about the methods and inspire them to get to know the methods and use them.

**LA MIA
TRADIZIONE
E' NEL
CAMBIAMENTO**

Loesje

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**MI COLOR
FAVORITO
ERA EL ROSA
HASTA
QUE FUE LAVADO**

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