

COMFORT ZONE / THANK YOU BUT I WILL TAKE MY CHANCES



ERASMUS+ MOBILITY OF YOUTH WORKERS

BERLIN, GERMANY

26.09. - 05.10.2022



ABOUT THE PROJECT

The main focus of this training course is increasing the motivation of the participants to partake in a bigger role in their communities by using different tools, methods, and digital approaches.

We were challenged to unlock our creativity and think of new ways to inspire vulnerable young people to be more included in intercultural and social dialogue.

This project had the following general objectives:

- To learn the importance of emotional intelligence in youth work and motivational concepts for working with demotivated youth;
- To learn creative and innovative methods for inclusion and exchange good practices in the field of inclusion;
- To raise awareness about EU democratic values and their role in intercultural youth work.

On this mobility, there were 11 partner countries: North Macedonia, Spain, Latvia, Egypt, Albania, Hungary, Germany, Georgia, Tunisia, Ukraine, and Portugal, which means that there were participants coming from many different geographical regions.





During the activity, we learned about the places we come from and the motivation we had to be part of this project.

During the second half of the session, we had an opportunity to talk in pairs about our “Fears and expectations”, using the active listening method as well.

We wrapped the first-morning session by anonymously sharing what our partner is afraid of regarding the projects and what expectations they had.

WELCOME ON BOARD

The introductory part was the session when we, as youth workers, got the chance to discover the idea behind the project, what’s the reason we are here, and with whom we will spend the upcoming 8 days.

The welcoming words were from the main trainer, Marina, who briefly presented the training course using the agenda and closed that part with the words: “This is your safe space.”, which for us was very important and soothing.

Right after that everybody got a chance to introduce themselves using the phrase: “I am... and you can talk to me about...”. While discovering each person, we learned about our hobbies, abilities, topics of interest, and what are our biggest passions in life.

The outcome of the first half of the introductory session was to get to know each other better because as a team, we need to function flawlessly together.





A JOURNEY CALLED ERASMUS+

After getting to know each other in the first session we proceeded to share Erasmus+ experiences with the group in order to get to know each other even better. We made sure to continue building the team spirit slowly by getting comfortable around each other and sharing previous experiences from projects, everyone was more than pleased to share their stories.

As a group we discussed just how important the quality of the projects is, how to create better projects and what exactly goes into making sure a project covers the needed topics for us as participants. The trainers explained to us how to implement the key actions into projects for the sake of raising the standard of projects. They explained to us how this project is going to take place and what is ahead of us in the following days.

Going over the Youth Pass it was explained again why is it so important, how to properly understand it and use it for our benefits and progression forward. We understood that it represents a certificate that holds significant weight on it. Beside it being the confirmation of participation on this project it also carries the reflection of our learning and just how conscious we were while learning everything here.

Thanks to it, we are aware of our own competences and we were brought focus to how improving certain competences for ourselves reflects on our daily life and our daily jobs back home, how we can use it to help and gain more opportunities. All of the eight key competences were explained and we were given easy examples of how to implement them, which ones will we be able to improve in the following days based on the schedule of this training.

Right away we started building our "multilingual competence" by greeting each other in our mother tongue. We went around and after saying hello to everyone in a dozen of different languages we moved on to the next activity of this session, which was forming pairs with someone we haven't met before. We proceeded getting to know each other by sharing why we decided to be a part of this training and what do we feel like we need to get out of it in order to feel accomplished

Sharing fears with each other regarding ourselves and these training made us get more personal and feel closer with the stranger sitting next to us. The expectations surrounding us and this training were debated and we built new ones thanks to a different point of view from our new friend.

At the end we finished the session by everyone sharing their own or their partners needs, expectations and fears for the purpose of seeing if we share some of the same thoughts with our new friends. With this we concluded the morning part of our first day with learning if we share any of the same thoughts with our new friends and by challenging our own.



TEAM BUILDING

Using the methodology of the theatre of the oppressed, participants were urged to develop their non-verbal communication skills and body language awareness, as well as to learn to take up space in the room.

This was done through several performance art related activities, during the first of which participants were asked to imagine any type of ball and act out the activities they would do with this ball. The group then passed their imaginary balls around, trading them with the goal of "losing" and once again "finding" their original ball.

After the activity, questions of feedback encouraged participants to reflect on their non-verbal communication skills.

The participants were then asked to one by one join in creating a group image of objects such as a bus, a giraffe, an elephant, and a house. Participants took turns adding themselves into a big human sculpture, looking for their own role in the group and overcoming the

challenges of communicating non-verbally.

This was taken a step further by asking participants to split into smaller groups and act out scenes representing more abstract concepts such as creativity, education, communication, support, and radicalisation. The smaller pictures were then compared, focusing on the different interpretations of the abstract concepts.

The final activity, which challenged the newly acquired non-verbal communication skills and acting abilities, was asking all of the participants to once again form one big human sculpture (or picture), representing more abstract concepts, like stereotypes, creativity, education, communication, support, radicalisation, and culture. The facilitator threw a word, and one by one the participants joined and simulated the word, creating a narrated story with their expressions and body language. The point was that we needed to create a complete sculpture with all of us that represented the concepts and we needed to tell a story.

The next step was the debriefing. After an amazing discussion, we raised the questions of awareness and attention- very important when working with young people.

The participants were asked about their impressions, possible improvements in making the scenes or sculptures more coherent, the biggest challenges, and how these newly acquired skills could be used in their day-to-day lives.

The session was concluded by continuing the tradition of exchanging cups, encouraging people to share the stories behind each memorabilia.





FEEDBACK

The last session of the first day was all about feedback. Something that, at first glance, seems super uncomplicated and basic, but in reality has many layers to it.

If you ask your parents or your friends what feedback is, they'll probably tell you that it is an opinion about something, expressed to the person that asks for it.

But is this accurate? Yes and no.

The true fact is that this is only the tip of the iceberg. There's actually so much when it comes to feedback: how to do it the right way, when to do it, its benefits, the differences and similarities between feedback and an opinion, and how it can improve the quality of your work, as well as your colleagues', or everyone you share this knowledge with.

First and foremost, we delved into feedback's various associations, as well as the distinction between opinion and feedback. Without going too much into it, we can state that whereas feedback is a response or information about a course of action, that correlates to improvement, an opinion is a view or judgment formed about something.

Then, we learnt the many benefits of giving good feedback- how it can improve confidence, reinforce positive behaviour and stimulate the motivation to learn or develop new things.

But how can you, in fact, give good feedback? Very simple. You just need to follow the DES (Description, Express and Specify) method. First, there should be a description of a concrete situation or behaviour, that is followed by the expression of how that certain situation or behaviour has impacted the space around you. Finally and most importantly, you should comment on what should be done differently and how to improve the next performance, while giving some concrete examples.

Throughout the experience, the participants were given the task to give feedback to the trainers about the day, expressing what they liked, what they didn't like, what should have gotten more attention or time, and how could that be improved in the upcoming days. So, the participants were asked to put their knowledge into the real world, practising what they just had learnt.

Like any other topic in this experience, the concepts were explained in an interactive manner, where our thoughts and opinions mattered, and the trainers were always clear and open to answering questions if necessary. Although this theme requires a little bit of theory and explaining, which many may consider boring or tedious, this was not the case.

Everything was interactive, keeping our undivided attention, and it taught us, the participants, something that can truly be useful for the future.





DIVERSITY VS (IN)TOLERANCE

The session started with the presentation of four topics: diversity, intolerance, discrimination, and hate speech. The way of presenting these concepts to the participants was through brainstorming and that resulted in each of them sharing their ideas on the topics. The first thoughts were about the definition of each concept, the negative impact of them on daily life, and what each of them leads to.

The next step that was taken with the aim of giving them a better understanding of the topics, was the division into 4 groups in order for them to present the topics in the most creative way they were comfortable with.

The first group on diversity managed to implement a balloon theatre. Everyone that was part of the presentation had to be separated by the colour of the balloon they represented.

Some of them had a little balloon of different colour inside their big one and was confused about where they belonged. That part brought a lot of discussion among the other participants. Something they all agreed was the connection to reality and how we may look the same but in fact, everyone is different on the inside.

The second group presented discrimination through theatre too. First, someone from the interpreters asked a question to the participants but once the rest of the group wanted to speak, they were discriminated against and prohibited from speaking. When the discriminated participants found a solution to protect their right of expressing themselves, they were also unconsciously discriminating against someone else with the intention of presenting the spectators with the chain of action in discrimination. After watching this presentation, the participants discussed conscious and unconscious discrimination and the way it was interpreted by the group.

The third group had to present the topic of intolerance and they chose the brainstorming map method. Through using a flipchart they put all their thoughts on intolerance including the meaning behind the concept of intolerance, what causes it, what are results, and how they affect our daily life. At the end of their presentation, the group asked the rest of the participants a question that made them reflect on their position towards intolerance: "How do you behave with those who don't tolerate?". This question made everyone give examples if they should tolerate or not and they all ended up having different opinions.

The fourth group presented the topic of hate speech by using the problem tree analysis.





RADICALI- SATION / HATE SPEECH

After getting a deeper insight into the notions of diversity, intolerance, discrimination and hate speech we were ready to work on the main object of this project: Hate speech & Radicalisation. While hate speech is one of the direct consequences of radicalisation, our first task was to understand it better.

But what does the word 'radicalisation' actually mean? Maybe the simplest way to describe it is „taking simple matters to the extremes“. One can encounter this phenomena everywhere, from the campaigns of governmental parties to our own households. We, human beings, tend to take out small problems and differences of our everyday lives, and magnify them.

Just think about it, what a big problem can it be for some of us to choose our clothes for the day, standing in front of the closet and thinking about the endless options we can choose from. Or think about the last time you went to a new restaurant, how much time did it take for your to make your choice of a meal? And these are just simple, everyday matters.

Through radicalisation, we get a distorted image of the world around us, thus we are more prone to make thoughtless decisions. We may feel some sudden urge of hatred or fear that could lead to many forms of direct violence.

To get a feeling of what this means, we had to think about past events, when we were discriminating the others, or maybe we were the victims of discrimination. This doesn't necessarily have to involve direct action, because what really mattered here is the tendency to overlook the fact that we are all the same human beings, focusing on prejudices based on small differences, like skin colour or religion. This could mean rushing to unsupported conclusions, bullying, and ignoring important matters, consciously or even unconsciously. Then we shared these experiences with each other so that we can learn from others' mistakes as well as from our own.

Luckily we can improve ourselves in this regard. The first step is the realisation of what we just made, which leads to understanding our own deficiencies. If we are unaware of our own mistakes, we simply can't solve them, but realisation gives us the power to improve.

From real-life experiences, we know that radicalisation has connections or is a reason for violence. In the debriefing, we brainstormed what we as youth workers can do to combat it.





MOTIVATION ISSUES OF YOUTH

What questions, needs, and hopes do young people reveal? The motivation of youth in different countries has its own peculiarity:

Egyptian youth are concerned about the topical issues of freedom of speech, age restrictions, and the attitude of the authorities. Young people lack freedom of speech.

This is important for the development of opportunities and the development of life in the country. Young people see the development of their strengths through opportunities. Entering a university in another country helps you see the world and realize your potential. The government governs life in the country and governs the life of the youth.

Young people are motivated by involvement in the activities of successful campaigns. It helps to build your own life.

The public service was newly established to let youth get more engaged and aware of society by getting volunteering in some official places like door orphans and it close the gap between old and youth.

We hope to create a law to make sure that schools give a lot of information about community service stuff and how it happens with non-governmental organizations and encourage them to be more involved in activities.

The safety of one's own life and a safe space around are important.

Communication in social networking groups is an opportunity for youth development: young people have the opportunity to freely express their thoughts and dreams, and find friends and support.

Macedonian youth in the country are worried about corruption. In their lives, young people see dysfunctional democracy and nepotism in power. This demotivates their participation in community life. Young people do not participate in voting during elections, they immigrate to other countries. "Where can young people get support in the country today?" - this question remains open.

Youth of Latvia - what can be seen today? Lack of political participation, and activity in global changes in public life.

Young people participate in actions to protect the environment (for example to delegalize the growing of fur animals In Latvia). Latvian youth are concerned about climate change. They seek rights to freedom in everything (one of them is the right to same-sex marriage and partnership). There is the emigration of young people and educated student to other more economically developed countries. Today, young people in Latvia are concerned about problems: ageism, bullying, conservative views of the older generation, lack of information about opportunities, and unemployment.

Here are the organisations which actively work with young people in Latvia: National Youth Council of Latvia, European Youth Parliament, club "HOUSE", international program agency for youth, MOT, The duke of Edinburg-award, Beat-IT, Mozaic, Active Rainbow, LGBT house... Young people are given opportunities "visas iespejas", summer work, "proti un dari".

in Spain, it is necessary to show that the last 15 years have marked great achievements in freedom and social justice. The feminist movement represents an important part of society (women claim equality with strength and conviction against the past.)

Also, the LGTBQ+ community and connected movements, have more and more visibility and acceptance respect to overcome old stereotypes and quite obsolete convictions today by a good part of Spanish society.

Right now the youth in Spain is depressed. We are the first generation that will live worse than their parents. Everyone has a university degree, but there is no job. No one can become independent because the salary is very low and the rent is very high. In addition, there is a very large difference in the monetary level of youth, generally related to the parents' income, and that does not help the general discontent.

Faced with this situation, Spanish youth is divided. A majority are conformist and are not very interested in politics, they have a life in which if we have a smartphone, Twitter, Netflix, a beer, or a party. We don't think about anything else. Another part, much smaller, is an activist, who uses the networks as a weapon to denounce this situation, and travels the world to learn about other realities and cultures. But it doesn't do much else either. We like to talk a lot, and not to act.

Portugal's students are worried about housing issues and that being a barrier when it comes to attending college, rising prices for social costs. A small part of the youth advocates for rights but most young people are not involved in politics. There are young people who are concerned about the problems of racism since Portugal still is a very conservative country and has deep roots in colonialism. The problem of youth is the lack of support from united public organizations.

Albanian youth faces the following problems: emigration because of no employment, no support from the school or other institutions because of corruption, the conservative mindset/ mentality as a result of spending 30 years living in communism, less well-paid vs a lot of low-paid jobs, expensive life for the students. Young people from school are not active because of a lack of institutions (Youth Centers), lack of grants to support youth initiatives, prejudices etc.

In Tunisia, the first thing that comes to mind is that young people have political support, but the feeling of fixation prevails more. After the repeated protest of active youth, youth clubs were opened at the schools.

Hungarian young people in the country do not try to support the side of the government or show their views. The fate of the youth is between evenings and creative festivals. Young people may have the opportunity to acquire enlightenment and migrate to other countries. Young Hungarians are more passive than active in changing the whole situation; mostly the old generation which forms the larger population is more vocal than the young.

Georgian youth in the country today is demotivated because there are not many job offers. For a good job, you need to know at least three languages: English, Georgian, and Russian. Young people today want to go abroad and live there. Georgian youth is mostly engaged in environmental changes rather than political or social activities.

Ukrainian people are active in the life of the country. The revolutions that changed the life of Ukraine took place at the initiative and participation of young people. Students are the most active part of society: urban/rural. There are youth councils, youth parliaments, youth spaces, and youth centers in large and small cities of the country. Pupil and student self-government works in schools. Young people are initiators of initiatives in local communities: environmental actions, environmental protection, care for animals, helping the poor, and improving infrastructure. Young people are constantly developing and learning through non-formal education. Young people interact with the authorities, vote in elections, and become deputies themselves.

The war on February 24, 2022, changed the lives of young people. Today, young people went to the front to defend the country. Today, young people are active in volunteer activities: they help displaced people, open hostels, help soldiers at the front, collect medicine and funds for aid workers, and work with refugee children. Young people actively unite and help the communities.



MOTIVATION CONCEPTS/ DECONTRA- MINATION

When we talk about motivation, we cannot just say that it is exempt from action, from reacting to something that is fundamentally wrong.

Taking action is a way of motivating oneself and motivating society.

On this day of the training, we did the decontramination activity.

The activity began with an explanation by the 'Loesje' trainers in order to get to the bottom of the concept of motivation through art, and its extraordinary property of bringing light where there was previously darkness, sun where before there was fog and culture where before there was nothing.

The name of this concept is a word play on the terms decontamination and contra.

In a world where we have a lot of symbols and speeches that reference racism, intolerance, and oppression, we can reuse the power of creativity and make an artistic expression on this image.

The history of DeCONTRAmation is a point of reaction really strong for 'Loesje',

The technique that we used in the session was really inspiring for each group.

Each group was given two sheets of paper, one depicting a swastika drawn on a house, and the second saying 'White power'.

Each group had to try through the creativity of each participant to transform and thus 'deCONTRAmate' these symbols of hatred and intolerance.

Each group discussed how to change these symbols into new, completely reborn messages. The creations that came out were completely original; (Nazi swastikas became balconies or hearts, something really different and now completely revolutionised.

Where before it read 'white power' we now see messages such as 'people power' or 'express your power'.

The activity was then finalised with a general debriefing of each presentation where each group was able to express the methods and ways in which the group interacted and created and designed their ideas.

It's an amazing process that has its own website, an app to mark and decontraminate hate speech, and a manual with guidelines, legal advice, and workshop instructions.





EMOTIONAL INTELLIGENCE

We started the session with a short introduction about the concepts of emotion and feelings, as well as the difference between the two, using the method of brainstorming.

The participants were then split into teams and encouraged to put together a small non-verbal theater piece on 4 concepts related to emotion-recognition, understanding, managing, and expressing emotions.

Recognition:

4 people are spending quality time together. However when a fifth person tries to join in on the fun, he is rejected and, visibly upset by the situation, he sits alone. The group notices their peer, however, they struggle to recognise what emotion he's portraying. Taking their turns to guess, they all fail, except one, who then approaches the sad person, who in turn feels understood.

Understanding:

The group handed out pieces of paper with different emotions (anger, fear, confusion, happiness) to the rest of the participants. Each member of the group then portrayed one of the emotions, asking the other participants to guess by raising the papers.

Managing:

The group portrayed a stereotypical household scene of a passive husband watching television, while a mother is trying to feed a child. Two people from the group act as the representation of the inner emotions of the wife and husband. Different emotions are portrayed (anger, frustration, ignorance), while the husband and wife remain unphased on the outside, showing both of them managing their emotions, despite their inside feelings.

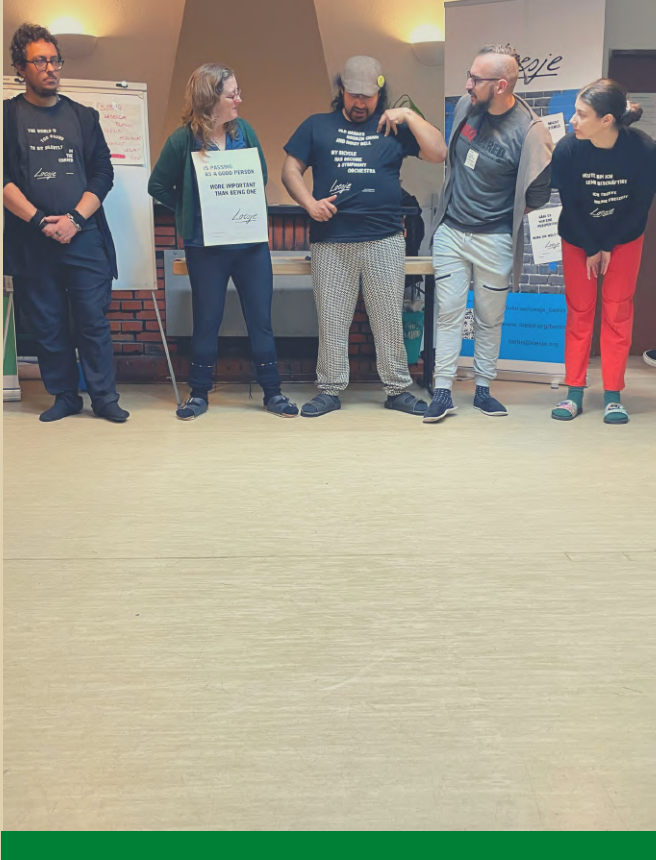
Expressing:

A classroom scene is created, featuring 4 students taking an exam and a teacher overlooking them. Each student exhibits signs of different emotions, for example nervously tearing up the exam paper or crying, emphasising that though the task given to the students is the same, different people respond to it and express themselves differently.

What followed was a discussion on when the participants first came into contact with the concept of emotional intelligence. Sadly, most admitted that it was too late in their lifetime.

The facilitator then gave a presentation on the constitutive parts of emotional intelligence- self-awareness, self-recognition, empathy, and social abilities. Participants were also introduced to the X and Y motivation models, their elements, differences and how we can change from the X to the Y model in our youth work.





LOESJE CREATIVE TEXT WRITING

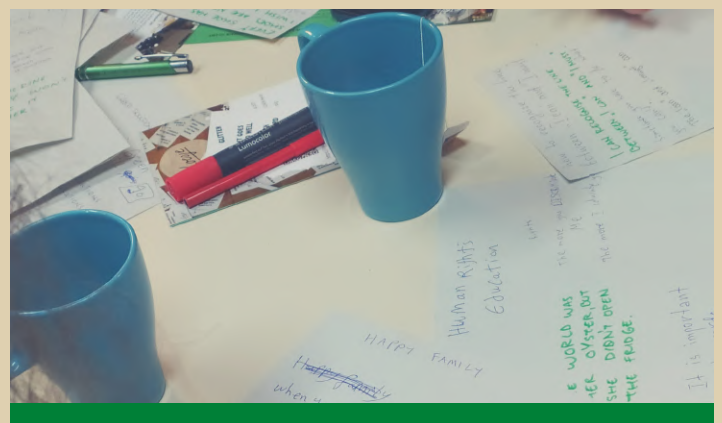
We started this method by dividing into 3 groups. After that, we started the workshops with a warm-up game that was called 'The Poem'. In this game, we were asked to write the first sentence that can come to our minds and after that, we passed the paper to our right, and like that everyone started to write another sentence that was related to the previous one. After everybody writes their sentence we start to read the poem. After some laughing, the facilitator explained that this exercise aimed to increase the creativity of the participants.

The next task that we got was to write three colors and pass them to the person on the right. Then, three things that we can find in the kitchen and pass again the paper to the person

on the right and write three celebrities and after we pass the paper again, we write one problem in our country. When we finish all of these, the trainer told us to circle one of the colors and pass it again, after the color, the thing from the kitchen, and after that one of the celebrities, and after that, the best part started. With the things that we all circled we were asked to write a postcard to the celebrity to solve the problem that involves all the things that were circled. This exercise was to make us more creative in a funny way.

After the break, we went inside again to start part 2. The trainer asked us to write a topic that was important to us and after that to explain why. When we finish our exploration, he told us to start thinking like Loesje and create some quotes/phrases about our topics first and then do the same thing with the other topics. After around 45 minutes we were done and let's say that we came to the hardest part: voting. Each of us got a color and we were asked to circle the quoted phrase that we liked and thought was the Loesje way.

After all the work we did, we started with the final editing. We were divided into 5 groups and got some of the most-voted quotes. After that, we start to think more in Loesje's way and start discussing with the group if those were bad or good or can have potential. After we make our final touches we came inside to put them all together and start voting if there was good or not. When we finish that process, we started to discuss in the big group this time, and at the end, we created 9 amazing Loesje posters.



HIJAB

**SHOULDN'T
THE CHOICE
BE MINE**

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Loesje

**IF NATIONALITY
EXISTS**

**DOES IT
REPRESENT
YOU**

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FEAR OF LIMITS

**THINK
OVER
THEM**

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**WHEN YOU FIGHT
YOUR INNER
DEMONS**

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TO BRING
BACKUP**

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**HEATING
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**I SAW
YOUR
PERFECT
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**DOES IT FUNCTION
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**IF EVERY PARENT
CRIED
SOMETIMES**

**LESS CHILDREN
WOULD HAVE TO**

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**REVOLUTION
STARTS**

**WHEN MOTIVATION
BOILS OVER**

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Loesje

LOESJE POSTERS GALLERY

We present to you the posters created as a product of the creative text writing workshops. The topics discussed were chosen by participants and represent typical problems in different cultures and societies, encouraging the reader to take action towards a better future.

THE REALIZATION OF MUCH MORE SELF-AWARENESS CAME TO MY MIND.

THE SOCIAL ISSUES WERE ADRESSED IN A WAY, THAT WE HAD NATURAL THOUGHTS, WE DIDNT HAVE TO FORCE OURSELVES TO THINK A WAY OF SOLUTION FOR THEM

THE WORKSHOP TO BE IN THE TRAINERS' SHOES WAS REALLY GOOD, GETTING DIFFERENT TECHNIQUES TO APPLY BACK AT HOME.

IT MOTIVATED ME, AND THAT'S ALSO THE POINT OF THE PROJECT, I THINK.

TESTIMONIALS

WE WERE LEARNING ALL DAY LONG, WE WERE DOING SOMETHING EVERY TIME, WE WERE ALWAYS IN ACTION.

THE MOST IMPORTANT THING FOR ME ABOUT THIS PROJECT IS THE WHOLE PACKAGE OF THE NEW EXPERIENCE HERE.

THE CREATIVE PROCESS OF EVERYTHING AND THE TEAMWORK WAS SOMETHING THAT REALLY CAME OUT IN THIS PROJECT.

I LEARNED MANY THING FROM MANY CULTURES OF THE WORLD, IT WAS LIKE GROWING UP.

ALL BODIES
ARE DREAM BODIES

IF YOU
DREAM OF THEM

Loesje

IN TRAINERS' SHOES

NEWLY DEVELOPED
NON-FORMAL EDUCATION
WORKSHOPS

After creating our own projects and coming up with our ideas, we were put into the trainers' shoes and given the opportunity to implement everything we had learned by coming up for a workshop for the whole group including our trainers, which were about to become our participants.



The theory is put into practice by splitting into groups and discussing examples of online hate speech which promotes stereotypes.

The examples vary in aggressiveness and seriousness so participants are asked to identify whether or not the examples given are hate speech and why the certain example qualifies.

After learning to recognise the difference between stereotypes and their result- hate speech- a discussion was encouraged on the topic of combating hate speech not only on a personal level but also on what social media platforms could do to protect users.

The workshop was finalised by a debriefing and summarising the findings: the stereotypes lead to prejudices, and prejudices lead to discrimination.

STEREOTYPES AND HATE SPEECH WORKSHOP

We began the workshop by presenting to the group stock images with various situations, which call the viewer to make certain assumptions, for example, a curvy woman measuring herself.

The participants were asked to describe the image and were later confronted with the statement that without context, we cannot know what is happening in the situation (for example, though most participants would state that the woman in the picture is trying to lose weight, the reality could be that she is measuring herself for sewing a dress).

This brings the participants' attention to the topic of judgment, stereotypes, and prejudice that dwells inside each and every one of us.

This was followed by a presentation on the definition and types of stereotypes, highlighting that stereotypes start in our minds, later creating prejudice, which dwells in the heart and leads further to discrimination which is represented by the hands, creating a vicious cycle.





will be asked about their feelings and what difficulties they had in building the dialogue.

Participants will also be asked about techniques and tools that can be replicated to promote activism in the future.

The flow of the workshop is the following:

- 10 minutes for preparation of roles/ facts/ arguments for the side's point of view;
- 5 minutes for presenting own arguments in front of the whole group;
- debriefing

In the debriefing, we need to point out that any participant from this workshop gains critical thinking skills, understanding of the two sides in any debate and of course- patience.

TOOLS FOR FIGHTING FOR OUR CAUSES

For the intro, we asked the participants what does youth lack in order to defend what they believe in.

After the brainstorming and creating a mindmap, we move on to the next step.

Through three different topics such as : same-sex marriage, abortion, and opening the borders for migrants, we create three different groups which will have to discuss in 10 minutes how to implement the workshop and 5 min to create a debate between them.

An indication is given that in each group half of the participants are in favor and fight for the rights of the assigned topic and the rest of the group instead will have to simulate total opposition and resistance to the assigned topic to construct a debate between 2 parts.

At the end of the workshop, the participants





MOTIVATION

Firstly, the group introduced the workshop by asking the participants to take a paper out of a bowl, and in this paper it was written a task, and they should say what would motivate them to do this task.

Then, we asked the group to close their eyes and we put a relaxing music on the background and we made them think about a moment they were proud of and want to live it again and what was their motivation to do it again.

Last activity was an explanation of the three different types of motivation according to the McClelland model and after that we had a small discussion about this model.

According to this model, the motivation of people can be divided in 3 groups with 3 types of needs:

- Achievement, driven by feedback;
- Power, driven by the control over others;
- Affiliation, with the need to belong in a group.

But, motivation type can change over time. It's important to know.

Also, we need to know that people sometimes hide or aren't aware of their motivation type.

In the debriefing, we need to ask the participants if they agree with the model or not.

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The workshop was finalised by a debriefing.





DIVERSITY

The topic of this group was diversity, but the participants didn't know that until the end and had to guess.

In the first part they started to engage the participants by brainstorming on what makes them different from the others.

The answer they gave were of different topics and perspectives, which was also a sign of how diverse they were in this small community.

Then they were divided in 4 groups and they had to express themselves on flipcharts in a creative way such as drawing or writing.

Each flipchart had one word written on it and they weren't allowed to talk to each other it had to be an individual work.

After 3 minutes of working on their flip charts, the group who was implementing the workshop presented to them the World café method and each group had to switch their table and start working on a different topic.

After doing this for 4 times in a row, they went back to where they started but from now on they were allowed to talk.

They discussed with each other what they found in the flip chart and started adding more elements.

After 4 more changing they went back again to where they started and found even more perspectives on the given topic.

Then each group had 3 minutes to create a 1-minute presentation of the flip chart they started working on and tell how different it was from their point of view.

Nothing of what was written was the same even though the topics were the same for everyone.

At the end some people guessed the topic right and started discussing on the tools the group used and how they felt to change their comfortable working place every 3 minutes.

The topics were:

- sex
- Earth
- religion
- blue

Give each group one minute to present the flipcharts.

Important points for the debriefing are: understanding, questioning, accepting diversity.





PROJECT IDEAS

Following the impactful and learning-packed first part of the project, it was time that we implemented what we had learned by coming up with ideas for potential future projects. Every single one of us chose one topic that was meaningful to us and then we grouped the topics according to similarities.

We had agreed on the following four topics:

1. Youth Motivation
2. Networking
3. Mental health for the youth
4. Youth participation and combating injustice

All of the agreed topics were somehow related to the topics we had in this project which made them even better.

Then the groups started discussing their topics and created a presentation for their topics. The discussion was easily guided by the points we had been presented with, we needed to agree on the aim of the project and the needed objectives to cover, decide on a type of project and a target group before moving on and coming up with activities and workshops we'd implement here in order to make the right impact and get the wanted results.

Finally, we would agree on how the funding would go for this project as well as how to promote it properly and choosing a good title for it was key.



ME FOR MY MENTAL HEALTH

-Aim

The aim of the project would be to empower youth and educate them on how social media, time management and diet reflect on their mental health.

-Objectives

The objective of this project would be to explore how proper social media use can lead to more communication and recognition of the youth's mental health. Creating posts and pages online that would help the youth reach out easier and talk about their problems.

-Type of project

This project is planned to be a training course because of the more serious approach regarding the topic so the participants can gain more knowledge.

-Target group

It is intended to implement this project with youth that is interested in helping people with their mental health and how big of a part it plays in their life.

Activities

We split the activities in online & offline ones.

Offline we would want to focus on sessions that would regard time management and how to effectively manage one's own time. Also, a workshop where we would work on creating a final product that would raise awareness to the youth for their mental help. One session where there would be formal education of how to focus on a balanced nutritional diet.

Online we shifted our presence over to social media where we would share some of the final products in order to be more visible to the youth.

-Impact

This project intends to impact the participants in a way that they would be able to share the knowledge they learned with their community in order to raise the awareness.

-Results

As a result from this project there needs to be a brochure that would explained everything done on the project, a couple of visual materials in the form of posts or posters that would create an impact on the youth.

-Plan to promote

Talk about it on social media and create a promotion in order to get participants. We will share our results in a form of a campaign from the final products of this project, such as short videos, maybe tik toks, infographics and so on.





This project will probably help young people to grow as activists.

We are planning to promote this project through posting on social media/ dissemination/ posters.



IN(OUR WAY TO) JUSTICE

Nobody can deny the existence of injustice all around the world and some people's voices can't be always heard so we choose to be their voices.

In this project, we are planning a youth exchange (a 7-days project) where young people with touchy and real experiences can gather in a common space to share with each other their experiences.

So our aim is not to solve injustice because we can obviously not do it completely, but we will try to learn to these people how they can deal with it or just face it.

We thought about many activities and the most important of these activities are workshops where you can listen to others' experiences and talk about yours/ theater/ documentary/ decontamination.





They should know ANYONE can speak for a cause and you don't need to be rich, highly educated, or super intelligent to defend what everybody believes in.

The project would be long-term, as most of the problems we face nowadays are timeless, and people interested could always rely on the network to update themselves on the development of a certain topic.

Finally, the propagation of the network would be done over social media posts, with people sharing their own knowledge and experience with the platform, bringing more and more people to join this beautiful project.

INTERSECTIONALITY

As a way of exercising the participants' creative skills, we were asked to create and execute our own workshop.

And we chose the topic "Intersectionality", and furthermore explored the overlapping or intersection of social identities and systems of oppression or discrimination.

The whole project consisted of ideas on how to bring awareness to a certain topic in a way that can reach as many people as possible. In this case, the group in question chose to create an online network ("Intersectionality: all aboard") that would enlighten activists and future activists of various causes, for example, ones that advocate for the environment, gender equality, or for racial equality.

The purpose and aim of this network would be to educate people interested in a specific topic in other topics, as well as give the youth an initial explanation about a topic they want to campaign for. This can be achieved through organising training courses within the network for interested youth workers and other participants.





RE-IMAGINE

General aim: the need to find a common point in the creation of common advanced practices of environmental protection for the society.

Our project idea stems from the desire to find a common point in creating common good practices for society.

In particular, our project is imagined as a youth exchange in the frame of Erasmus+, aimed at young teenagers aged 14 - 20 y.o. to find motivation in topics of primary importance.

This is the environment that, in our opinion, can help lowering the bad consequences from the misuse of technology, the recent Covid-19 pandemic that has increased the distance among youth etc..

It is a dialogue between young people who, therefore, find themselves in a situation of low social status.

The idea about the project and the development of the youth exchange, which allows to find new ideas and new solutions for dialogue between different cultures to popularise the theme of motivation to activism on fundamental issues such as the environment and climate change.

Implementation of the project:

Motivating young people to actively protect the environment, choosing a common strategy: active participation of young people in environmental protection in various information campaign in different countries.

Activities:

Our workshops and our activities are a mixture of formal, informal and non-formal education. The activities/ sessions in particular we want to work with are connected with the creativity of our participants. We'd guide them to develop future concrete activities so they can be the first authors and implementers of exchange division methods that they want to implement in society.

In order to ensure the visibility and continuity of our project, we consider it important to spread our ideas through communication channels such as photo journals, videos, articles on social networks, press meetings with local and international organisations.





DISSEMI- NATION/ VISIBILITY/ FOLLOW-UP

This session was focused on the dissemination, the visibility and the follow up part of the project.

The participants were divided in three groups. Each of the groups had to present the given topic by brainstorming on 3 specific questions.

The first group had to present the dissemination part of the project; what did they learn, what kind of products/results did they have and who could benefit from the results. Instead of presenting their answers in a flip chart, they wrote what they learned in small papers and handed them to the participants so everyone had a part on presenting the new information they learned and skills they gained ,

such as: workshop skills, team building, presentation skills, decontamination, emotional management as well as communication skills to work on a team.

The participants had the space to use their skills and knowledge to work on posters, videos and a brochure. The target group who benefit the most from sharing their learning outcomes are the young people.

The second group was given the topic of visibility. As a result of brainstorming inside their group, they presented different answers for the three questions they had.

Their questions consisted in the importance of the visibility of the learning outcomes and results, how to increase visibility and what resources to use to achieve this.

From their point of view, this part had a significant impact on young people especially those who couldn't be part of the project. One of the goals is to encourage young people in community to be part of this kind of projects by sharing what did the participants do in this project, their experience and what did they gain from this.

To achieve this, the participants gave the idea of increasing visibility by using short videos of sharing their experience and different takeovers on social media, infographics on the topic of the project and implementing protests with Loesje's posters.

For the follow up part, the group was full of ideas and the participants were motivated to implement them in their countries.

Their questions were about their plans for the future in the framework of this project and the activities they plan to organise.

The participants were devoted to share to other young people in the community what they learned in this project by using the new methods and tools to empower the new participants to create something new such as posters.

The follow up activities also consist in online events as well as testimonials on this project.

THIS BROCHURE WAS DEVELOPED AND DESIGNED BY THE PARTICIPANTS DURING THE MULTIMEDIA AND DISSEMINATION SESSIONS.

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COMFORT ZONE
THANKS
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