

# AWAKENING: HUMAN RIGHTS EDUCATION



IN YOUTH WORK  
GUIDE FOR HIRE

Erasmus+ Training Course  
May 13-22, 2023  
Lecce, Italy



Awakening: Human Rights Education - Guide for HRE in Youth Work

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Project Erasmus+ KA1 Mobility of Youth Workers

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# INTRODUCTION

Welcome to the “Awakening: Human Rights Education - Guide for HRE in Youth Work” booklet – a culmination of passion, collaboration, and commitment towards fostering a more just and equitable world.

Within the pages of this booklet lies a treasure trove of insights and resources meticulously crafted to amplify the impact of non-formal learning in the realm of human rights education. It is the fruit of the labor of dedicated trainers and participants who embarked on a transformative journey through this KA1 mobility of youth workers May 13-22, 2023 in Lecce, Italy. The project was generously supported by the Erasmus+ Programme of the European Union.

As you embark on your exploration of these pages, you will find a wealth of knowledge waiting to empower you in your quest for personal, social, and professional development. From background insights on critical issues to sample activities tailored for youth workers, this booklet serves as a guiding light in your efforts to champion human rights education.

We extend this tool to you with the sincere hope that it will become an invaluable companion in your endeavors to promote and implement human rights education in your work. May it inspire you, equip you, and embolden you to be agents of positive change in your communities and beyond.

Together, let us continue the journey towards a world where every individual’s rights are respected, upheld, and celebrated.



# ABOUT ERASMUS+

Erasmus+ stands as the cornerstone of the European Union's commitment to education, training, youth, and sport for the 2021-2027 period. These domains are pivotal in nurturing individuals' personal and professional growth. Through high-quality, inclusive education and training, coupled with informal and non-formal learning opportunities, Erasmus+ empowers both young people and participants of all ages with the requisite qualifications and skills essential for active engagement in democratic society, fostering intercultural understanding, and facilitating successful integration into the labor market.

Building upon the resounding success of the program during the 2014-2020 period, Erasmus+ redoubles its efforts to expand the breadth of opportunities offered, reaching an even wider array of participants and organizations. Central to this endeavor is a steadfast focus on enhancing the qualitative impact of the Programme, thereby contributing to the emergence of more inclusive, cohesive, environmentally sustainable, and digitally proficient societies.



In our rapidly evolving society, European citizens must be adept with the knowledge, skills, and competences requisite for navigating a landscape that is progressively mobile, multicultural, and digital. Encouraging individuals to study, learn, and work abroad should be the norm, while the chance to acquire proficiency in two additional languages alongside one's mother tongue should be universally accessible.

The Programme stands as a pivotal element in advancing the objectives outlined in the European Education Area, the Digital Education Action Plan 2021-2027, the European Union Youth Strategy, and the European Union Work Plan for Sport (2021-24). By fostering mobility, linguistic diversity, and digital literacy, it empowers individuals to thrive in an interconnected and ever-changing world.

Source: [Erasmus+ Programme Guide 2024](#)

# WHO WE ARE



## Project Coordinator

[Officina Nuova Dimensione Europea \(ONDE\)](#) is a nonprofit organization based in Lecce, Italy. Founded in 2022, our mission is to help youth develop professional and personal skills to grow beyond their borders, dismantle stereotypes, and become better informed and more active citizens.

We believe that young people are catalysts for change in their communities and we help them tap into the infinite trove of resources already lying within them. We strive to inspire them to abandon performative activism and discover, instead, the true power of their voices.

## Project Partners

We are grateful to our European partners for their invaluable work in developing this project, selecting and preparing motivated and inspiring participants, and their support in disseminating the results of the project throughout their networks.

[Migrants & Minorities Network](#) - Germany

[DreamTeam AMKE](#) - Greece

[ILA](#) - Netherlands

[Inspira!](#) - Portugal

[ILÉWASI](#) - Spain

# WHO WE ARE

## Project Trainers

**Jacopo Sgrò**, president and co-founder of ONDE, boasts over a decade of experience in the youth field. Before establishing ONDE, he held various roles, including vice president, advisor, and project manager at youth NGOs in Italy, where he spearheaded numerous European projects and local initiatives. During his European Voluntary Service (EVS) stint in Lisbon from 2017 to 2018, Jacopo discovered the transformative power of community service and youth empowerment. His extensive experience in facilitating youth projects, organizing training courses, and mentoring volunteers has afforded him a comprehensive understanding of youth work.

With a bachelor's degree in linguistic mediation and a master's degree in interpretation and translation from Università del Salento, Jacopo is a certified translator and intercultural mediator. He has also received human rights education training at the ASHA Centre in the United Kingdom. Jacopo's professional interests revolve around human rights education, intercultural relations, geographical dynamics, and the professional development of young people.

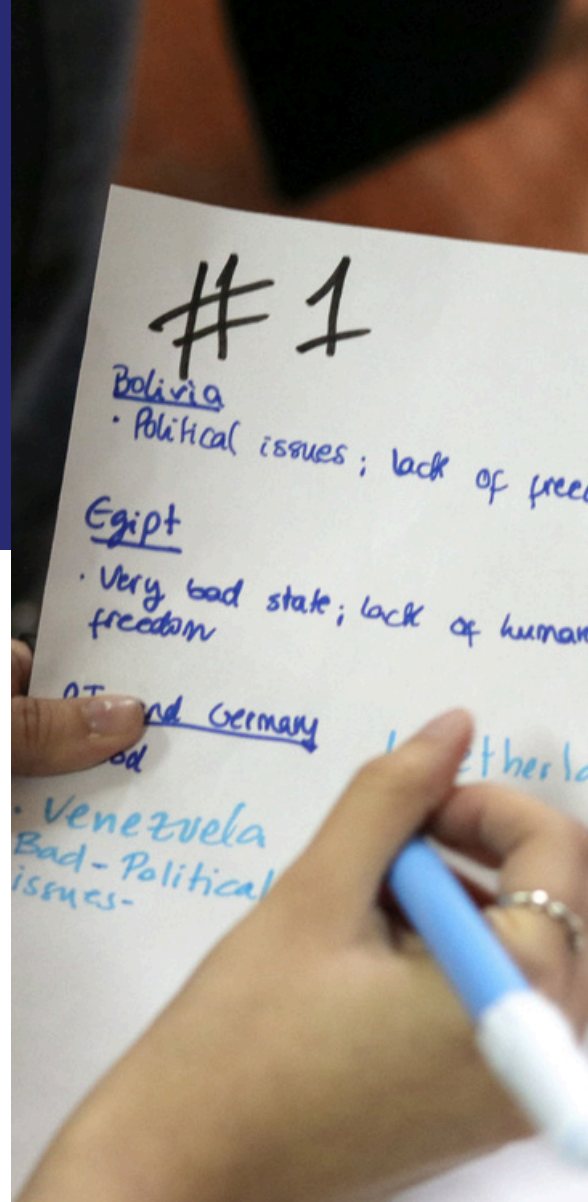
**Sandra Perez**, vice president and co-founder of ONDE, is a versatile professional with a background in communications, education, and youth work. With experience spanning various sectors, she began her media career in the United States, collaborating on impactful public relations projects. Transitioning to education in Spain, Sandra taught English in private schools and extracurricular programs. For the past four years, she has served as an Erasmus+ project manager and trainer in Italian youth organizations, overseeing human rights projects and coordinating youth exchanges on diverse topics.

She had a bachelor's degree in English and Italian Literature *magna cum laude* from Mount Holyoke College in the U.S., and completed human rights education training at the ASHA Centre in the United Kingdom. Her professional interests include storytelling, human rights and creative activism, migrant and ethnic minority issues, diversity and inclusion, and the intersection of art, culture, and media in fostering peaceful societies.

# ISSUES & NEEDS

According to the [EU Action Plan on Human Rights and Democracy 2020-2024 \(APHRD\)](#), the COVID-19 pandemic and its socio-economic repercussions exacerbated the negative impact on all human rights. The EU Agency for Fundamental Rights (FRA) observed a surge in reports of racist incidents linked to the pandemic across most EU member states in February-March 2020. Furthermore, FRA highlighted the pandemic's exploitation as a pretext to target minorities already vulnerable to discrimination, hate speech, and hate crimes. The Council of the EU emphasized that many countries still fall short of acceptable human rights and democracy standards, with the pandemic exacerbating levels of inequality, intolerance, prejudice, and discrimination in both public and private spheres globally.

Discriminatory narratives perpetuated by the media are widening social divides, aggravating the challenges posed by current world conflicts. Addressing these looming challenges necessitates the application of solidarity, empathy, and



human rights education by youth workers. By doing so, they contribute to forging a sustainable and peaceful future for all.

The APHRD underscores that investing in human rights, democracy, and the rule of law is crucial for fostering fairer, greener, more resilient, and inclusive societies. Through consultations with our partners, it became evident that human rights violations are on the rise in our communities, and there is a notable absence of human rights education among the youth we engage with.



# WHAT IS “AWAKENING”?

*“The effects of human rights education can be dramatic in awakening people to the value and power of their own lives...”*

-Daisaku Ikeda, Japanese philosopher, activist, author and educator

## The Training

“Awakening: Human Rights Education” was an 8-day Erasmus+ training course focused on introducing and developing participants’ knowledge and skills in human rights education (HRE).

Twenty-four participants from six countries learned about human rights as declared and accepted globally. They understood how human rights are applied in different contexts and the stakeholders that uphold them in society. They had the opportunity to discuss and debate human rights issues and think critically about its role in non-formal education settings.

The training primarily focused on preparing participants to use the [“Compass” manual](#) created by the Council of Europe (COE). The manual is an

excellent tool with non-formal activities designed to address different human rights topics. Participants had the opportunity to participate in HRE non-formal workshops and implement their own during the mobility, and received constructive feedback to improve the quality of their work. They also exchanged different HRE resources useful for planning and implementing projects.

Participants discussed promotional campaigns, the needs of young people in their communities, and methods for approaching them. They learned about effective and specific outreach for those facing fewer opportunities. They thought critically about their role as youth workers and how they could use HRE for creating inclusive spaces and promoting non-discrimination.

Our trainers facilitated multiple discussions around common human rights issues. They also introduced diverse and innovative methodologies, non-formal tools, concepts, work techniques, activities, and practices that had a high degree of efficiency.

# WHAT IS “AWAKENING”?

By learning all of the above, the participating youth workers were more motivated and prepared to handle HRE projects and activities. During the last days of the mobility, they had the opportunity to plan workshops to implement in their communities and/or organizations.

The project and its activities allowed participants to grow as youth workers and develop new knowledge, skills, and attitudes. They received quality learning which they were able to transfer to the youths they work with and meet the needs of their organizations back home.



## Project Objectives

- increase the knowledge and skills of youth workers in the HRE field
- train participants in the use of non-formal HRE tools
- develop future HRE projects and activities
- increase the international dimension of HRE and youth work
- encourage empathy, inclusion and non-discrimination
- establish the importance of HRE in youth work

# WHAT IS HRE & WHY DOES IT MATTER?

The Council of Europe (COE) defines HRE as:

*“education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behavior, to empower learners to contribute to the building and defense of a universal culture of human rights....”*

In essence, human rights can only be achieved through the informed and continued demand by people for their protection. HRE, therefore, develops an understanding of everyone’s common responsibility to make human rights a reality in each community. Informing people of their rights early will make human rights more effective for everyone.

In today’s dynamic and interconnected world, where societal challenges such as discrimination, inequality, and injustice persist, equipping young people with a robust understanding of human rights is essential. Through HRE, youth workers can empower young individuals to comprehend, assert, and safeguard their rights effectively.

Moreover, HRE plays a pivotal role in fostering active citizenship and civic engagement among youth. By providing them with the necessary tools and knowledge to engage in decision-making processes and advocate for positive societal change, HRE enables young people to become proactive agents of progress in their communities.

HRE promotes empathy, inclusion, and respect for diversity among young individuals. By instilling values of tolerance and understanding, HRE also contributes to the creation of inclusive spaces where all voices are heard and valued, thus fostering a culture of respect and acceptance among youth.

Finally, HRE is instrumental in building resilience and promoting peaceful conflict resolution skills among young people. By encouraging critical thinking, dialogue, and negotiation, HRE equips youth with the capacity to address conflicts and disagreements in constructive and non-violent ways, thereby contributing to the creation of harmonious and cohesive communities.

# PROJECT METHODOLOGY

The “Awakening” training used non-formal education (NFE) methods and experiential learning to train participants in HRE. According to the United Nations, HRE can be defined as any learning, education, training, or information efforts aimed at building a universal culture of human rights. It encompasses:

- learning about human rights and human rights mechanisms;
- developing values and reinforcing attitudes and behavior which uphold human rights;
- acquiring skills to apply human rights in a practical way in daily life;
- and taking action to defend and promote human rights.



In this project, participants learned about these basic principles and how to incorporate them into their youth work through a variety of non-formal activities. To achieve this, we planned activities that:

- required their active involvement;
- were adapted to their demonstrated needs;
- were hands-on with opportunities for reflection;
- incorporated participants’ own skills, experiences, and knowledge;
- incorporated open-ended learning.

# PROJECT METHODOLOGY

We combined these tested NFE methods with established HRE methodologies as follows:

## **1. Understanding Human Rights**

- Used World Café, small group discussions, and creative expression to explore human rights concepts.
- Introduced the three levels for impacting change.

## **2. Activities Planning**

- Trained participants in using the “Compass” manual.
- Facilitated group activity planning and feedback sessions.

## **3. Promote Social Empowerment**

- Explored human rights case studies and conducted team-building activities.

## **4. Respond to Needs**

- Introduced tools for quality HRE projects.
- Planned workshops and facilitated discussions on HRE needs.

## **5. Evaluation**

- Conducted reflection activities on applying learned methods.

These methodologies upheld HRE principles as established in COE’s “Compass” manual:

- holistic learning
- open-ended learning
- values clarification
- participation
- cooperative learning
- experiential learning
- learner centredness

# PROJECT METHODOLOGY

## ISSUES ADDRESSED

To ensure participants' full grasp of human rights, the trainers facilitated activities which touched on diverse topics. Participants discussed and debated a variety of human rights issues and questions, including:

- Are human rights inherently political?
- Basic human needs
- Pros and cons of the Universal Declaration of Human Rights
- Obstacles to creating a society characterized by fairness and justice
- Understanding systems thinking
- Brainstorming the 4th Generation of human rights
- Breaking down modern human rights issues (climate change, AI, poverty, etc.), their causes and solutions
- Exchange of impactful tools for promoting human rights issues
- Case studies



# SAMPLE ACTIVITIES

In the following pages, you will discover a collection of HRE activities implemented during the “Awakening” training course. These resources are designed to assist you in creating and executing your own human rights workshops and projects in non-formal settings.



Each activity adheres to our project methodology and is structured to progressively deepen participants’ comprehension of the topic. Furthermore, these activities target various aspects crucial for ensuring high-quality HRE, equipping both youth workers and young individuals to evolve as human rights advocates and active citizens within their communities.

Step-by-step guidance, materials, and anticipated learning outcomes are provided for each activity, facilitating their seamless integration into your initiatives.

# A WORLD OF FAIRNESS & JUSTICE

**Aim:** This activity seeks to empower youth workers by engaging them in using their imagination to express their vision of a fair and just world.

## Learning Outcomes:

- To be able to express and articulate their vision for the future of their youth work.
- To understand the benefits of creating a professional vision.

**Time:** ~1.5 hours

**No. of Participants:** 2+

## Materials:

old newspapers / magazines, A3 paper, scissors, glue, markers, pens, pencils, paper tape

## Steps:

1. Guide participants through a 10-minute visualization meditation in which you ask them to imagine what their communities and the world would look like if it were fair and just.
2. Next, ask participants to express their vision by creating a collage using old magazines and newspapers. Participants should have about 40 minutes to create their collages.
3. When the collages are complete, break participants into pairs. They will present the collages to one another and discuss how they think they could achieve this vision through youth work. Give them about 10 minutes (5 minutes each) to share with each other.
4. Bring the group back together and allow them to present their collages for a deeper discussion and reflection on fairness, justice, and the role of youth workers.





# WHAT ARE HUMAN RIGHTS?

**Aim:** The objective of this activity is to understand and define the general concept of human rights.

## **Learning Outcomes:**

- To develop understanding about the connection between human needs, personal well-being and human rights.
- To develop skills to reflect and analyse.
- To foster solidarity and respect for diversity.
- To define human rights education.

**Time:** ~1.5 hours

**No. of Participants:** 4+

## **Materials:**

A4 paper, markers, pens, pencils

## **Steps:**

1. Participants will begin by identifying what it means to be a complete human being. The trainer will explain that to feel complete as a human being a person needs to have certain needs fulfilled.

2. Participants will then draw a flower to represent their own needs as human beings. The flower should have eight petals:

- basic needs
- personal security
- financial security
- health
- friendship
- family
- esteem
- personal fulfillment

The sizes of the petals should correspond to how important each of the eight needs is for them at this particular point in their lives.

# WHAT ARE HUMAN RIGHTS?

3. After participants have drawn their unique flowers, they will contemplate what they would need to blossom and be a complete human being with all needs fulfilled. Participants will represent these conditions as leaves with key words. Participants will then exhibit their flowers on the walls.

4. After all participants have analyzed the other flowers, they will be divided into small groups and discuss if there are any links between human rights and the flowers and the leaves? If so, what are the links? Are human rights important? Why? What do the words “human rights” mean to them?

5. The trainers should end the session by explaining what human rights education is.



# SYSTEMS THINKING: UNDERSTANDING HUMAN RIGHTS IN CONTEXT

**Aim:** This activity raises awareness about human rights and seeks to build critical thinking about human rights and tensions between theory and practice.

## Learning Outcomes:

- To name and explain several human rights, and the duties, obligations, responsibilities that could be linked to them.
- To critically assess and identify the source of several human rights issues.
- To argue multiple perspectives on a given human rights issue or controversy.
- To integrate diverse perspectives to better understand the systems that impact human rights.

**Time:** ~2 hours

**No. of Participants:** Any

## Materials:

flipchart paper, markers, pens, pencils, projector, laptop with sound

## Steps:

1. The session will begin with the TED-ed short film by Benedetta Berti, [“What Are the Universal Human Rights?”](#)

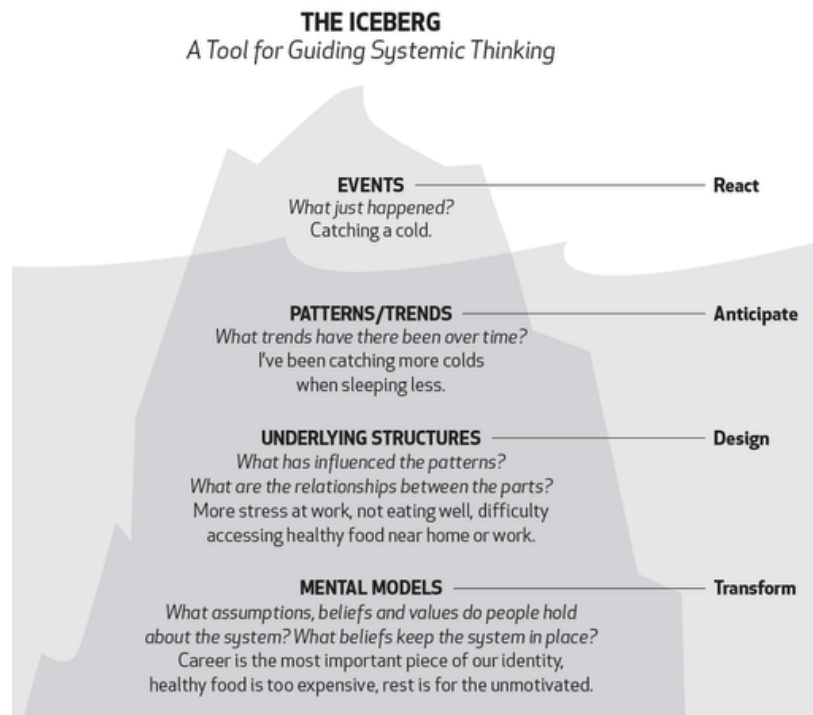
2. The trainers should then facilitate a brainstorming discussion where participants will learn to apply systems thinking. Trainers should explain that systems thinking is:

*“a holistic approach to analysis that focuses on the way that a system’s constituent parts interrelate, and how systems work over time and within the context of larger systems.”*

3. Participants will break into small groups and be assigned a different human rights issue to explore e.g. climate change, poverty, war, etc. Ask them to take some minutes to reflect on this issue in a broad way before moving on to the next step.

# SYSTEMS THINKING: UNDERSTANDING HUMAN RIGHTS IN CONTEXT

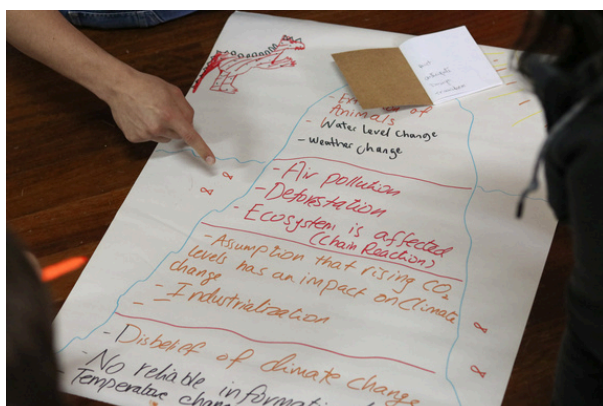
4. Each group will use the iceberg tool to guide their systemic thinking and breakdown the different elements at play in creating these human rights issues.



Source: Kohei Nishizuka via researchgate.net

5. On a flipchart paper, each group will design their own iceberg tackling their assigned human rights issue. They should have at least 45 minutes to do this.

6. Next, each group will present their iceberg and issue to the group for a larger discussion and reflection on the current state of human rights issues. Trainers should encourage the other groups to provide feedback and add any points which may have been missed.



# PROJECT RESULTS

The project left a profound impact on participants, partner organizations, and stakeholders at local, national, and international levels. Participants experienced personal and professional growth, acquiring knowledge and resources to drive human rights education forward in their communities. They forged connections with fellow youth workers who shared their dedication, enabling them to initiate their own activities inspired by the project topics.

Ultimately, the project's targeted youth demographic in partner countries and local communities now enjoys the benefits of 24 better-trained youth leaders, capable of executing high-quality HRE workshops and activities that foster equality and advocate for human rights.

## Tangible Results

The project culminated in various successful dissemination activities, including:

- local workshop in Lecce for 22 youth workers, highlighting human rights education and a sample activity from the project
- 2 podcasts hosted by the participants, highlighting Erasmus+ and the "Awakening" training course
- 20 dissemination workshops / activities for students and locals led by participants
- project video created by participants
- 5 digital stories/awareness campaigns addressing diverse human rights issues, created by participants during the project
- various articles and social media content
- an "Awakening" Facebook group
- this "Awakening" booklet highlighting the project, activities, and results

In the following pages we share a summary of a few of these project results to further fuel your learning and inspiration.

## Awakening Podcast



Participants raised awareness about their Erasmus+ project experience and discussed their general human rights education learning. Watch the podcast on [YouTube](#).

## University Workshops in Netherlands



Stefanie (Netherlands) conducted two workshops with students from her university:

1. Small group activity creating mind maps about what is important for them as a humans, what they need to fulfill their lives and how they need the world and their surroundings to be to live their lives. This was followed by a reflection on personal behaviors and a discussion on improving general human rights.
2. Using the "Compass" manual for inspiration, a workshop exploring work uncertainty. Stefanie asked participants to choose whether they agreed or disagreed with specific statements, followed by more in depth discussion about personal experiences and how awareness could be raised to influence change.

## Human Rights Workshops in Greek Middle School

Angeliki (Greece) facilitated two workshops from the “Compass” manual for her middle school students as follows:

1. “3 Things” - Students explored the topics of asylum, freedom of religion or belief, and freedom of opinion and information. The students wrote 3 things they would take with them if they had to flee their homes suddenly. Due to their age (12-13 years) most of them did not think of taking an ID or passport with them. Most of the students were very practical. They mainly thought about their physical survival, but some also thought about their pets. They presented their choices and explained the reasons for their decisions. They were slowly asked to give up one choice which forced them to think critically about what they value.

2. “My Life is Not a Show” - This activity aimed to develop students’ awareness about abuses of information communication technology (ICT) in general, and cyberbullying in particular. Students began by discussing cyberbullying. The classroom was divided into “Yes” and “No” sides. Students were read several statements and had to choose whether they had experienced that particular statement. They were encouraged to be honest and given the opportunity to talk about their experience if they chose to.



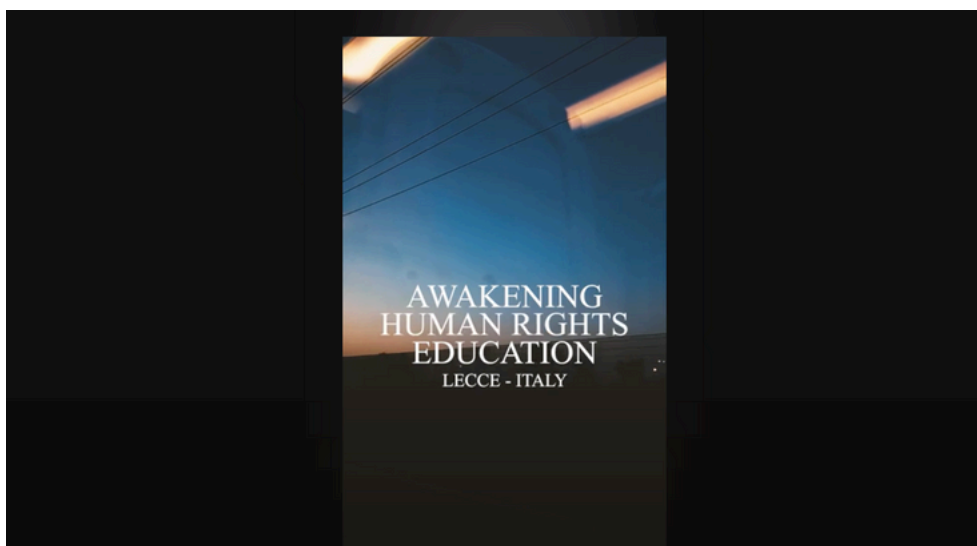
## Environmental Action in Greece



Did you know that the resolution granting everyone the human right to live in a clean, healthy and sustainable environment was only adopted in 2022? Our participant, Konstantinos (Greece), facilitated two activities focused on this topic.

1. Discussion in nature about human rights in relation to environmental matters in rural communities.
2. Discussion about human rights in relation to the environment in urban areas followed by a trash and litter picking group activity.

## Awakening Project Video



Participants from Spain created a project video to inform and inspire others. Watch it on [YouTube](#).

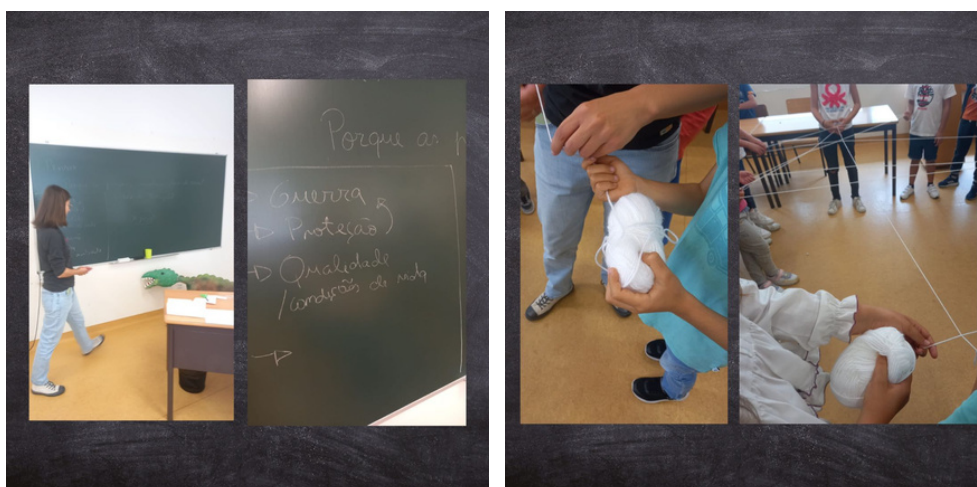


## Human Rights Workshops in Portuguese Primary School

Inês (Portugal) facilitated two workshops from the “Compass” manual for her primary school students (9-10 years old) as follows:

1. “3 Things” - Students were asked to think about motifs for someone who has to migrate and she took note of them on the chalkboard. Then they were asked to imagine that they were forced to leave their homes. On three separate papers, students then wrote or drew three things they would take with them. They presented their choices and explained their reasoning. Most of the students chose: money/wallet, clothes, bed, toys and pets. They were then asked to close their eyes. At this time, Inês removed one paper. The students opened their eyes and saw which item they had been forced to leave behind and asked how they felt. Most of them were a little sad, others were satisfied with the items they had left.

2. “Web of Life” - This activity focused on the environment and the interconnectedness of living things. Students were asked to form a circle and a random one was selected to begin the web, indicating that it had to represent a “producer.” Inês provided some tips when they were struggling to imagine a plant/herbivore/animal/predator. Once the web was formed, they were asked to think about some cause that could destroy the web. Students discussed wildfires and pollution. Eventually the web was “destroyed.” Students then reflected on the extinction of species, reaching a point of no return, and how humans cannot survive without other beings.



## Digital Story Campaigns

Throughout the “Awakening” training, participants also delved into the realm of digital human rights education (HRE). Their journey led them to embark on the creation of a series of digital awareness campaigns, a culmination of their exploration into various topics assigned during the “Systems Thinking” activity detailed on page 19 of this booklet. In total, five digital stories were crafted as a result of their endeavors.

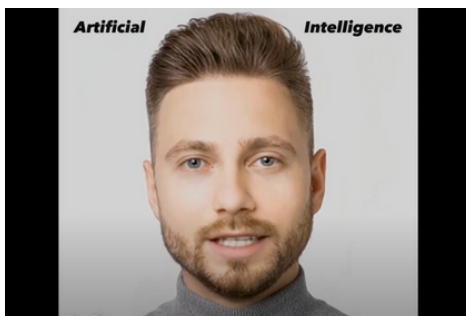
### Poverty & Disability



### World Peace



### The Threat of AI



### Climate Change



### Labor Exploitation



## Local Lecce Workshop

The ONDE Team organized a local workshop in Lecce, attended by 22 youth workers. One of the main objectives of this activity was to promote inclusivity within the framework of human rights education. To achieve this goal, participants engaged in the “A World of Fairness & Justice” collage activity, as outlined on page 16 of this booklet.

During the workshop, participants delved into their own visions for their communities and the world, expressing their ideas through collages. They then shared their creations with each other, fostering further inspiration and connection. This activity provided youth workers with a platform to dream, create, and uplift one another, all in pursuit of making our world a fairer and more just place for everyone.



## Around the Web

Information and content related to the “Awakening” project can be found around the web. Examples include the following:

- [Project Page](#)
- [Photo Album](#)
- [Highlights Reel](#)
- [Spain Partner Post](#)
- [Greece Partner Post](#)
- [Netherlands Partner Post](#)
- [Germany Partner Project Report](#)
- [“Awakening” Facebook Page](#)
- [#AwakeningHRE](#)



# TESTIMONIALS

## What were your favorite activities?

- *“The creative tasks, discussions and intercultural exchange”*. -Max, Germany
- *“Becoming a facilitator for a session.”* -Yannis, Greece
- *“The discussion formats (agree/disagree spectrum activity), intercultural nights, creating a reel for a certain topic.”* -Finn, Germany
- *“Small group activities where the participants can interact with each other free from the big group dynamics and we can really meet each other and become richer and stronger.”* - Mattia, Italy

## What did you like most about the training course?

- *“The group, open minded sessions, activities, mindful dinner. I feel more tolerant and connected with myself.”* -Lori, Spain
- *“Meeting a lot of people from different cultures and be able to express my opinion since we are all open minded and respectful towards the others.”* -Pedro, Portugal
- *“The colleagues, I learn a lot with them. The activities because they are constructive for my learning in the training.”* - Marianna, Portugal
- *“I liked the safe environment and the flexibility of the facilitator and the amount of information we learned.”* - Ahmed, Netherlands
- *“I liked the multicultural environment and the openness and kindness of people.”* -Ana Sofia, Spain
- *“Living so close with so many nice people. That you tried to give everyone a safe space to practice.”* -Stefanie, Netherlands

# TESTIMONIALS

## “Awakening” Participant Post-Project Experience Word Cloud



# RESOURCES & TOOLS

The “Awakening” training course made use of various resources and tools, including:

[All Different, All Equal - Education Pack](#)

[Compass: Manual for Human Rights Education with Young People](#)

[E-learning platform of the Council of Europe Youth Department](#)

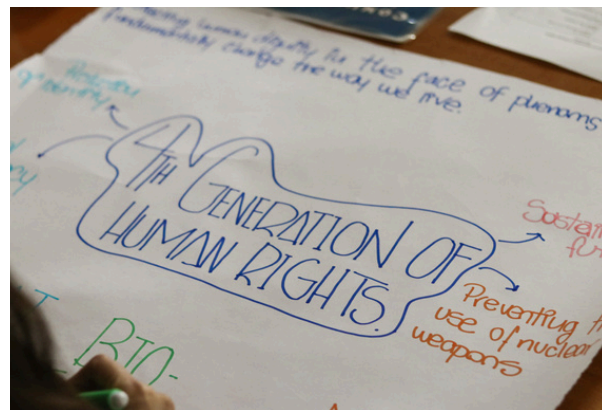
[Gender Matters](#)

[Joanna Macy’s “The Great Turning”](#)

[“Stealing a Nation” Chagos Islands documentary.\(Case Study\).](#)

[TED-Ed Benedetta Berti’s “What Are the Universal Human Rights?”](#)

[Universal Declaration of Human Rights](#)



# CONTACT

If you would like more information about the “Awakening” training course or any of the content in this booklet, please contact [info@ondeitaly.org](mailto:info@ondeitaly.org).

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# THANK YOU.

For more information, please email  
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