

Erasmus+



<section-header>





Gambiroža, V., Penić, B. (2020.) HERO – Human rights education opportunity manual. Carpe Diem, Karlovac, 2020.

This guide was created as part of a "HERO – Human rights education opportunity" project funded by the European Union through the Erasmus + Programme. Project partners are (click on logo for more about partners):



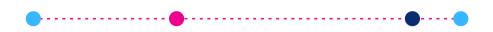


This publication for non-profit is and educational purposes only. The Carpe Diem association claims ownership of the visuals in this photographs and used publication. Photographs and visuals that are

not the ownership of Carpe Diem have acknowledged source. The owner of this copy may use any part for non-profit use for educational purposes. No part of this publication may be digitized, adapted, translated or included in new compilations without the prior written consent of the Carpe Diem. Reproduction is authorized if the source is acknowledged.

This publication has been produced with the assistance of the Erasmus + program, through Key Action 1: Learning Mobility of Individuals, as part of the HERO – Human rights education opportunity project. The contents of this publication are the sole responsibility of the authors and cannot in any way be taken to reflect the views of the European Commission, Agency for mobility and EU programmes (AMPEU) or the partners involved in the project.

# TABLE OF CONTENT



1
2
5
6
22
32
45
58
63
68
69
77
160

About authors



# Introduction to the Human Rights Education

## What is Human Rights Education?

Human Rights Education (HRE) is learning that develops the KNOWLEDGE, SKILLS, and VALUES of human rights with the broad goal of building a universal human rights culture. It is a participative process which contains deliberately designed sets of learning activities using human rights knowledge, values, and skills as content aimed at the general public to enable them to understand their experiences and take control of their lives.

The United Nations World Programme for Human Rights Education defines HRE as: Education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life. Human rights education fosters the attitudes and behaviors needed to uphold human rights for all members of society.

#### Human rights education involves three dimensions:

• Learning about human rights, knowledge about human rights, what they are, and how they are safeguarded or protected;

• Learning through human rights, recognizing that the context and the way human rights learning is organized and imparted has to be consistent with human rights values (e.g. participation, freedom of thought and expression, etc.) and that in human rights education the process of learning is as important as the content of the learning;

• Learning for human rights, by developing skills, attitudes and values for the learners to apply human rights values in their lives and to take action, alone or with others, for promoting and defending human rights.

Human rights education with young people benefits not only society, but also the young people themselves. In contemporary societies young people are increasingly confronted by processes of social exclusion, of religious, ethnic and national differences, and by the disadvantages – and advantages – of globalization. Human rights education addresses these issues and can help people to make sense of the different beliefs, attitudes and values, and the apparent contradictions of the modern multicultural societies that they live in.







# Who and what is HERO?

HERO (Human Rights Education Opportunity) is an activity - training course under **Erasmus+ Programm**e (Mobility for youth workers - Partner Countries). This TC took place in Hostel Bedem in Karlovac, from August 3 until August 9, 2019.

The main goals we wanted to achieve within this project is to raise awareness of youth leaders and youth workers about the importance of human rights and human rights issues in youth work.

The main objectives of the "HERO" training course were to:

- Raise awareness of human rights issues in youth work and contribute to their protection;
- Exchange good practices in human rights-based youth work and solving human rights issues within youth work framework.
- Develop the knowledge, skills, and abilities of youth leaders and youth workers necessary to promote the learning of and learning for human rights.

By achieving these objectives, we wanted to increase knowledge and awareness about human rights of youth leaders and youth workers. Also, we wanted to empower youth workers and youth leaders in order to promote human rights among other young people. The most important skills that we wanted to enhance by this project was critical deliberation about their everyday practice and how the human rights framework is connected to youth work and sharing and transferring knowledge to others and learning from that process. Throughout this project we introduced different perspectives on the topic of human rights in order for participants to become active advocates of human rights in their local communities.

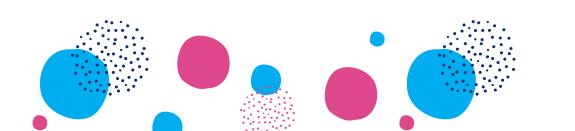
Throughout the project, emphasis was on sharing experience and knowledge among organizations and participants to achieve these objectives. The participants were not just passive recipients but they've with their active engagement and past experience and knowledge contributed to the successful achievement of these objectives.

#### Concrete results and the impact of these results within this project are:

• **30 participants** that raised awareness of the importance of human rights protection and how to tackle human rights issues in everyday practice, provided skills necessary to actively promote them among other young people and gained a different perspective on the impact of human rights. Result of this is a different approach in their everyday youth work and critical deliberation of one's own act.



- 15 partner organizations are empowered in the field of human rights education. Result
  of this are activities and projects partner organizations will implement. Applicant
  organization, Carpe Diem applied for the new grant within Erasmus + programme on the
  topic of human rights education (mobility of youth workers) HERO2. Also, Carpe Diem
  is a partner in the Council of Europe Compass National Training Course on Human
  Rights Education, with Croatian Youth Network as a lead partner this is direct result of
  the HERO project. Partner organization Steps for YOUth applied for a youth exchange
  project on the topic Human rights through art.
- We developed a **project management model** with concrete steps to follow which we will use in all our mobility projects from now on. Impact of this model will be higher quality in implementation of the projects, monitoring and dissemination of project results, but also in supporting partner organizations and participants during the whole project. As one of the partner organizations said, this was an example on how to manage a project with a high number of partners.
- Empowered project team. Project was implemented by a team of two trainers and three facilitators. Logistical issues were divided among five of us. The project team developed numerous competences connected to the topic of human rights, but also connected to the project management within Erasmus + programme. Direct impact is visible through preparation of new project proposals on different topics within the Erasmus ' programme and other programmes (Council of Europe, Ministries).
- In the project we included 2 young volunteers from Karlovac with the main goal to raise awareness about Erasmus + Programme to encourage them to become participants by themselves. Also, during their participation within the project, they learnt something new in the field of Human Rights Education and they developed skills needed for a particular volunteer position that they had. Therefore, during the training course we invited our volunteers to take part in some sessions (of their interest) and to intercultural evening in order to connect them with participants, but also participants with the local community. Two volunteer positions that we opened for this project were "peer buddy", a volunteer that was included in organizing free time activities with participants and who showed them around the city and "journalist", a volunteer that made interviews with participants on their experience on this project.



- Minimum of 15 local communities were informed about the project and participating organizations, jointly with participants raised awareness of human rights issues topics. Considering that some partner organizations sent participants from local communities different of their own, even more local communities were included in this project. Impact of these activities is a raised awareness of local communities about human rights issues, but also about non formal education and Erasmus + programme. Participants implemented 13 workshops in their local communities (approximately 210 people participated in the workshops all together), they developed 5 project drafts and implemented 2 advocacy campaigns via social networks.
- Young people included in the project through dissemination activities of participants. Impact of these activities is a raised awareness of young people about human rights issues, but also about non formal education and Erasmus + programme. Approximately 210 young people, youth workers and teachers were included in the dissemination activities of all of our organizations
- Youth workers and teachers included in the project through dissemination activities of participants. Impact of these activities is a raised awareness of youth workers and teachers about human rights issues, but also about non formal education and Erasmus + programme. Also, participants shared tools and practices within human rights education with their colleagues. Approximately 210 young people, youth workers and teachers were included in the dissemination activities of all of our organizations.
- **Karlovac community.** This project had a great impact on the Karlovac community. From raising awareness of human rights issues, Erasmus + programme and non-formal education, involvement of media, involvement of representatives of municipality and people from the community. We had activities aimed for connecting local community and participants of the project in order to spread the word about the project, but also to offer to local community a multicultural experience, per example Hanging out by Korana river, Karaoke in local bar, free afternoon spend on Mrežnica beach and hanging out with locals.
- Manual on human rights education and Code of conduct. Impact of these outputs will be visible in everyday work of youth workers, youth leaders, volunteers, teachers and other experts who will implement activities, recommendations and principles within this outputs.

Before we start with the methodology itself, it is important to highlight a few general information.

#### **1. Non formal education methods**

Non formal education methods consists in a gathering of educational practices which are not included in the formal system of education. They should be carefully adjusted to the participants and structured practices which foster the personal, social and professional development of people, on a voluntary basis. The learning activities within NFE are created to attend the young people's needs, aspirations and interests, on a voluntary basis and learner-centered. The methods used in NFE are very diverse and are mainly based on creating healthy environments of trust and sharing experiences.

#### 2. Energizers

An energizer is a brief activity that is intended to increase energy in a group by engaging them in physical activity, laughter, or in ways that engage the members cognitively (problem-solving).

We started each morning and afternoon sessions with various energizers. Some of them were implemented by the team and others were implemented by the participants themselves.

#### 3. Reflection

Reflection is of extreme importance in non-formal education as it raises awareness within learners to 'own' their learning in a personally meaningful way. During this training, participants were encouraged to follow the learning process by themselves and critically reflect on the activities they have taken during the day.

For these reasons, daily reflection was done in the following way(s):

- **HERO's log**: this is an adapted version of Captain's Log designed to help the participants to follow their own learning process, with an aim to write down personal learning at the end of each day (or activity).
- **Reflection groups**: these groups were formed on the first day of the training. After completing all daily activities, they went to their reflection groups and discussed their learning points of the day and their overall feelings.
- Word of the day: Participants were asked to, after each day, write their "word of the day" that was handed out to the trainer's team so they could monitor the learning process, support it, and provide adjustments to the programme flow if needed.

5

# DAY 1

# SESSION 1: Warm up: getting to know activities

### Name Game

- Objectives: to enhance group cohesion and get to know each other
- Activity time: 30 60 minutes
- Group size: 10+
- Materials:

A4 papers markers prepared sentences for discussion

Give each person one paper and marker. Ask them to write their names on the paper vertically.

Then, to link every letter of their name with one characteristic that describes them (ex. T – thoughtful; - I – innovative; N – nostalgic; A - ambitious).

After everyone has their names and characteristics written, they randomly divide in pairs or groups of three.

Read the first sentence from previously prepared list. Participants decide, according to the proposed sentence, what characteristic from their list suits proposed sentence the best. For example, if the claim is "If we ask your friends, they would say you are... ", they answer with "T – thoughtful ". Have 3-5 minutes per pair to discuss one question with notice to equally participate (to give equal amount of time to talk about themselves).

Now they discuss and explain their claims with their pair.

Suggestion: change pairs after each or after two rounds.

When done, collect the papers and put them around the place to be visible for everyone.

### **Reflection**:

- Did you learn something about each other?
- What common characteristics did you discover?

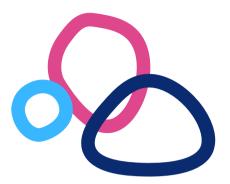


### Examples of sentences:

- If we ask your friends, they would say you are...
- If we would ask 5-year-old you to describe you, he/she would say that you are...
- If you were stranded on a deserted island, you would be...
- When you face injustice, you are...
- When you are waiting in line in the grocery store for a long time, you will be...
- When you meet someone for the first time, you'll behave ...

#### **Molecules**

- Objectives: to enhance group cohesion and get to know each other
- Activity time: 15 minutes
- Group size: 10+
- Materials: prepared statements



Ask the group to move around randomly and to form human molecules accordingly to the proposed statements. For example, to group by the eye color.

Start with the most common sentences and then go deeper into the subject. Also motivate the groups to talk about their affinities.

\*The beauty of this activity is that you can adapt it to diverse topics, just like we adapted it as an introduction to Erasmus+ talks.

#### **Reflection**:

- Did you learn something about each other?
- What common characteristics did you discover?
- How do you feel?



#### Examples of sentences:

- Group by eye color
- Group by a season you were born
- Group by color of your shirts
- Group by the number of siblings you have
- Group by your favorite superhero
- Group by number of pets you have
- Group by your favorite fruit
- Group by your favorite part of the day
- Group by a number of E + project(s) you participated in
- Group by a number of E + project(s) you've organized

# SESSION 1 Objectives and expectations

- **Objectives:** to introduce the participants with the objectives of this training and to understand their specific needs and expectations
- Activity time: 30 minutes
- Group size: 4+
- Materials:

written objectives of the course (make them colorful!) pens and markers

sticky papers re

regular paper

flipchart

Start with presenting the objectives of the training course and make sure to be clear enough. Start with the general objectives and then go to the specific ones, shortly explaining each of these objectives. When done, make sure that everybody understood the objectives well.

Now the participants work individually to identify their expectations and needs related to the training. Give each person sticky papers to write down their answers and make sure that everybody understood the task.

When you see that everyone is done, tell them to put their sticky papers on the flipchart (for instance, we drew ship on the chart to make it more visual - look at the photo!).

Read the expectations, relate them to the subject and make a short group discussion and reflection.



# SESSION 2 Erasmus+

- **Objectives:** to gain or upgrade knowledge about Erasmus + Programme and to exchange previous experience within Erasmus + Programme
- Activity time: 45 minutes
- Group size: 10+
- Materials:

colored papers (in "think bubble" shape) pens sticky papers Kahoot quiz (optional and very easy to create) laptop and projector mobile phones (for participants)

Reflexion: Did you discover something new about Erasmus+ Programme? Elasinus rivylannie: Did YOU find similar projects you participated in? What do you think about most common associations for Erasmus + Programme? Are You Surprised?

Participants are now divided in groups by the answers from the last molecule question from the previous session - depending on their previous experience within E+.

Ask the participants to write their associations on Erasmus + Programme. When done, group their associations to see what are the common ones. Enhance discussion.

Provide each participant with paper and let them choose one project they've participated in. Ask them to write the name of the project, venue and topic of the project. Furthermore, ask them to write down a short description of the project and their impressions. When done, exchange and discuss about these projects in the group.

In the end of this activity, make sure to encourage participants to read experiences from all the participants and to discuss it if they are interested in.

NB – If they didn't participate in any project up to now, they will get the task to describe in what kind of project they would like to participate in (what topics).

Upgrade this activity with Kahoot quiz!

Visit following link to learn how to create one: https://kahoot.com

Participants stay in the same groups and answer the questions within Kahoot quiz.

Kahoot quiz consists of questions about Erasmus+ Programme, differences between Key Actions, its history and main objectives.

You can come up with your own questions or use ours (written below).

### Erasmus+ quiz question ideas

#### • What is Erasmus+?

Erasmus+ is the EU's new umbrella programme for education, training, youth and sport, designed to be more global and more integrated than ever before.

#### • What are "Programme" countries?

Programme Countries are those countries participating fully in the Erasmus+ programme. To do so, they set up a National Agency and contribute financially to the programme. The 33 Programme Countries are: the 28 EU Member States, Iceland, Liechtenstein, Norway, the former Yugoslav Republic of Macedonia and Turkey.

#### • What are "Partner Countries"?

Partner Countries are all the other countries in the world.

#### • When are you old enough to apply to any Erasmus+ mobility activity?

There is no age limit to participate in any Erasmus+ mobility activity. However, you will need to fulfil the selection criteria for the programme you are applying for, as defined by your higher education institution.

### • What does the abbreviation ESC stand for?

European Solidarity Corps.

#### • Erasmus is named after...

Dutch philosopher Desiderius Erasmus.

#### • What are the Key Actions?

Key Actions (also referred to as Actions) is the collective name for activities and projects that can be funded under Erasmus+.

#### • What is the Youth Exchange?

Action that allows groups of young people from different countries to meet and live together for a period of 5 days up to 21 days. Participants carry out a work programme prepared before the exchange.

#### • Where can you apply for Erasmus+ project?

Erasmus+ national agency in your country or the Executive Agency in Brussels, webpage of Erasmus+.

#### • What is the Youthpass?

Recognition of non-formal learning in the Youth field.





# SESSION 3 Key Competences

- Objectives: to make teaching and learning of key competences part of lifelong learning within youth work.
- Activity time: 40 minutes
- Group size: 10+
- Materials:

8 photos that represent competences (one for each) chart with competences pictures HERO's LOG (you can name it however you wish!)

Start by asking the participants to share a few ideas:

- What is a competence?
- Which ones do you know?

While they are answering, write their answers briefly on the chart so it would be more clear to the others.

Now spread 8 pictures around the room/place and ask them to randomly, but equally by number, divide themselves in 8 groups according to the pictures that they prefer.

NB: It can happen in bigger groups that the participants argue about the chosen pictures. If so, give them time until they come to an agreement and leave the time during the reflexion to talk about what happened.

When the groups are formed, **reflect** on what they see in the photos, to decide which competence could their picture represent and why.

Then show a chart with 8 Key competences and tell them to compare their answers.

- Is this how you perceived your photos?
- If yes, how come? If no, what were your ideas?
- How did you even decide on which picture you prefer (feelings, first impressions, thoughts)?
- How did you decide on the competence?
- Are all our competences always visible to others?



### **Competences in youth work**

Groups have another task: to discuss and decide why their competence (according to the picture) is needed in youth work. Ask them to come up with an example where and how one can develop the given competence. When done, ask them to share their conclusions with other groups.

If needed, fill the gaps in their responses by providing the information about the origin and importance of 8 Key Competences.

If you have more experienced group, you can also dive in the ETS competence model for trainers in youth work, just as we advise you to mention or shortly present the Youth worker's portfolio.

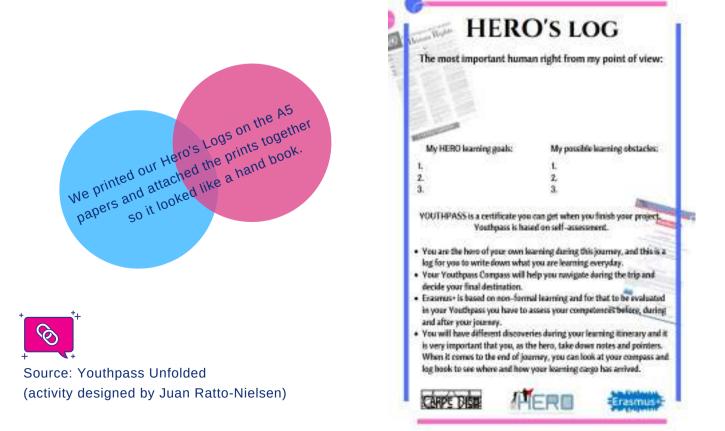
#### Hero's Log

HERO's LOG was adapted version of Captain's Log to help the participants to follow their own learning process, with an aim to write down personal learning at the end of each day (or activity).

It comes particularly handy if you are following the key competences or ETS competence model for youth workers.



Just make sure to present it well to the participants and to explain the possibility how they can follow and assess their own progress during the training.





# SESSION 4 The tree of rights

- **Objectives:** define what it means to be human and to relate human rights to human needs
- Activity time: 100 minutes
- Group size: 12+
- Materials:

large charts with drawn trees

art supplies





Make a short circle introduction – ask participants to share their name, where they're coming from, what are they doing and what makes them different from everyone else in the room (their uniqueness).

Continue with short teaser on human rights:

My right to swing my fist ends where your nose begins!

Make a group discussion on what could that mean.

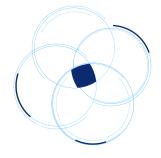
Now form 4 or 5 groups and give each group a chart in the form of a tree. Ask the groups to answer 3 questions:

- What does it mean to be human?
- What is "right"?
- What do all people need to live in dignity and justice?

As trees have 3 core structure elements (tree trunk, branches and leaves/flowers), ask the participants to write the answers to the questions to the parts of the tree where they think they belong.

For instance, as tree trunk presents the base of a tree, the group might write the answers that represent human beings.

When drawings are complete, ask each group to present its tree and explain its reasons for the items they have included.



#### Reflection on the team work:

- How are you satisfied with the result of your group?
- How are you satisfied with your contribution to your team?
- Was there anything that surprised you during this activity?
- How does it link with your learning in youth work?

If you have a bigger (international) group of participants, we advise you to upgrade the exercise in a following way.

Continue with the following question:

• And what about situation in your countries?

Divide participants in discussion groups so that one person from each country should be present in a group.

Each group gets a handout of UDHR (find it in the following pages). Each country representing participant chooses one human right that is the most problematic in his/her country.

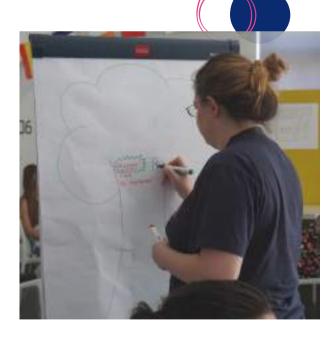
Through this right, they should explain shortly the situation in their countries (in maximum 2 minutes).

In each group, there should be at least one person responsible for time keeping and one who will facilitate discussion.

\*Please take note that, in agreement with our partners, the participants had a task to make a small research about the state of human rights in their countries.

#### **Reflection:**

- How was this for you?
- Did you learn something new?
- What did surprise you?



Activity source: Human Rights Here And Now https://www.http://hrlibrary.umn.edu

Ø

• <u>activity adapted with the help of</u> <u>Domagoj Morić (guest trainer)</u>



### **SESSION 5**

### The Universal Declaration of Human Rights and Youth Work

- Objectives: explore the human rights according to the UDHR and link them to different aspects of youth work
- Activity time: 30 60 minutes (depending on the size of the group)
- Group size: 12+
- Materials:

printed handouts with a summary of the UDHR





Divide the participants in 4 or 5 groups and give each group a printed handout with a summary of the UDHR.

The task for each group is to choose only 5 human rights from the UDHR that they consider are the most important within the field of youth work from their personal and professional point of view. They have up to 10 minutes to do so.

After each group has chosen 5 human rights, join them to one of other groups.

Newly formed and bigger groups now have to agree together on 5 most important human rights in the field of youth work. Ask them to argument their opinion and to actively listen to each other. When done, the groups join the next group.

This activity continues until the whole group agrees on 5 most important HR in the field of youth work.

As this activity steps deeper in the subject of human rights and as it includes different backgrounds and point of views, we advise yo to have one facilitator in each group.

#### **Reflection:**

- How did you choose five most important HR (feelings, first impressions, thoughts)?
- What was the most challenging in the process?
- What do you feel most got in the way of your progress, if anything?
- How did you help others during this process?
- When did you realize that your group had come up with final best solution?
- What would you say is the most important thing you learned personally? As a team?
- How will you use what you've learned in the future?



# THE UNIVERSAL DECLARATION OF **HUMAN RIGHTS**



Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states fundamental rights and freedoms to which all human beings are entitled.

#### We are all born free and equal.

You have the responsibility to respect the rights of others.

Everyone is entitled to these rights no matter your race, religion, sex, language, or nationality.

Everyone has the right to life, freedom, and safety.

No one can take away any of your rights.

No one has the right to hold you in slavery.

No one has the right to torture you.



You have a right to be recognized everywhere as a person before the law.

We are all equal before the law and are entitled to equal protection of the law.

You have the right to seek legal help if your rights are violated.

No one has the right to wrongly imprison you or force you to leave your country.

You have a right to a fair, public trial.

Everyone is innocent until proven guilty.

You have the right to privacy. No one can interfere with your reputation, family, home, or correspondence.

You have the right to travel.



You have the right to seek asylum in another country if you are persecuted

Everyone has the right to a nationality.

in your own.

All consenting adults have the right to marry and to raise a family.

You have the right to own property.

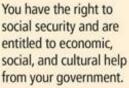
Everyone has the right to belong to a religion.

You have the right to think and voice your opinions freely.

Everyone has the right to gather as a peaceful assembly.

You have the right to participate in the governance of your country, either directly or by

helping to choose representatives in free and genuine elections.





social order in which we



may enjoy these rights. Everyone's rights and

freedoms should be protected unless they obstruct the rights and freedoms of others.



No State, group, or person can use this Declaration to deny the rights and freedoms of others.



This is a simplified version of the UDHR. For the complete text, visit www.un.org



Source: Facing History and Ourselves https://www.facinghistory.org/



Everyone has the right to

Everyone has the right to an education.

an adequate standard

of living for themselves

and their family.

Every adult has the right

to a job, a fair wage, and

You have the right

to leisure and rest

from work.

membership in a trade union.



Everyone has the right to freely participate in the culture and scientific advancement of their community, and their intellectual property as artist or

scientist should be protected. We are all entitled to a





17



# SESSION 6 Human rights: Question of values?

- Objectives: to learn more about certain aspects of human rights through Council of Europe's interactive table top game
- Activity time: 60 minutes
- Group size: 12+
- Materials:



printed board printed cards big cube to throw it around papers and pens

As we all saw, there are a lot of human rights which with themselves carry some obligations. In this game, we will focus on six of them and discuss them more:

diversity and non-discrimination; gender equality; free elections and right to vote; freedom of expression; a fair system of justice; abolition of the death penalty.

Participants are divided in 5 groups. Each group plays the game in which the aim is to answer the question correctly and learn more about certain aspects of human rights. When players throw a dice, they land on a field with cards.

Some of the cards comprise a "creative challenge". When a team picks up such a card, the players of all the teams are concerned. They all take part and can move forward two places if they manage to rise to the challenge.

On the squares marked "Joker", the players can choose the type of question they wish to answer.

The game is over when one of the teams has gone all the way round the board.



#### **Reflection:**

- How did you find this game?
- How did you feel in your team?
- Can you use this in your work with youngsters?
- What would you change?

Source:

Council of Europe's educational game " "Europe Matters - A Question of Values" https://www.coe.int

# SESSION 7 Mission impossible

- Objectives: to enhance group cohesion, get to know each other and raise awareness about the topic of the training course. Also, to have fun. This activity can be adapted to any number of participants and to various topics.
- Activity time: 60 minutes
- Group size: 30



• Materials: large chart tasks papers markers pens directions for tasks

Participants get 13 tasks to solve within 40 minutes. In the end, a facilitator will estimate if the tasks / challenges are successfully solved and how many of them. It is on the group to divide the tasks among themselves and to take care of the time that has passed.

The only instruction the group has is to finish the tasks within 40 minutes without using internet connection.

The facilitator should support the group on their journey.

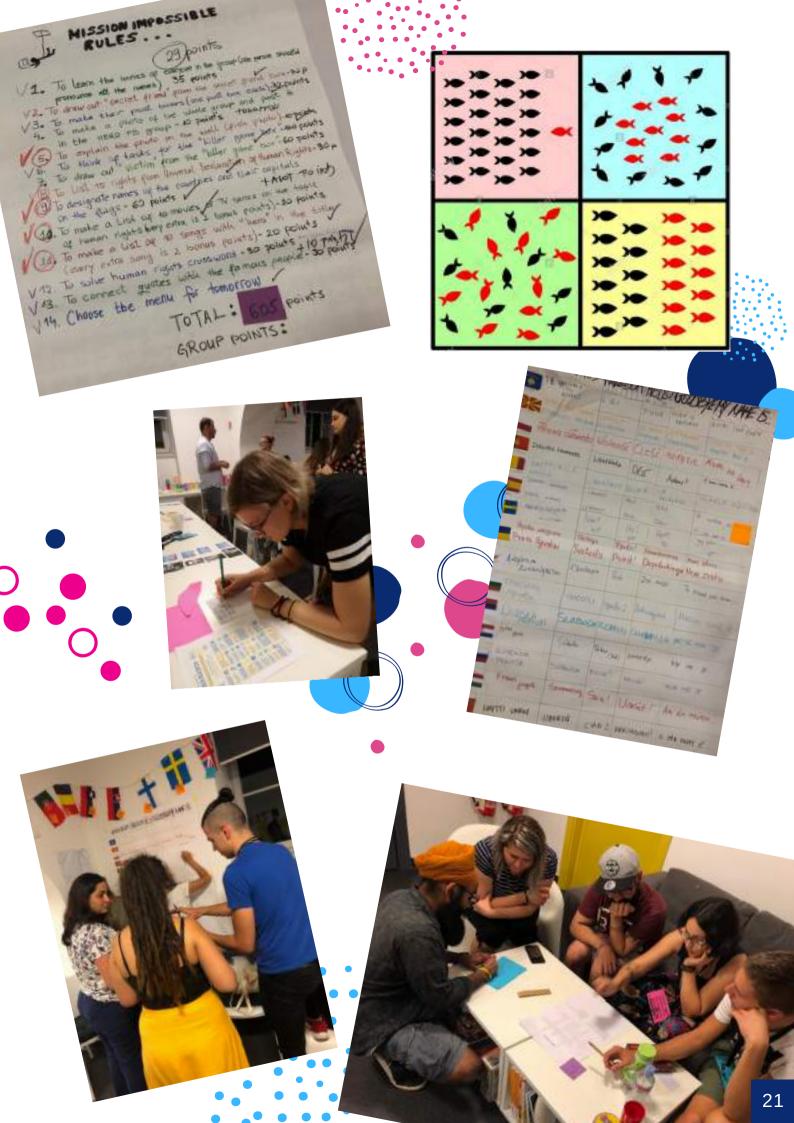
After the time is out, check if all the tasks were solved and declare the final score.

Tasks that we proposed and that were adapted to the HERO training course:

- To learn the names of everyone in the group (one person should pronounce all the names) 70 points
- To draw out "secret friend" from the secret friend box 35 points
- To make their post boxes (one post box each) 70 points
- To make a photo of the whole group and post it in the HERO FB group 10 points
- To explain the photo of the fish on the wall 10 points
- To think of tasks for the "killer game" 100 points
- To draw out "victim" from the "killer game box" 60 points
- To list 15 rights from Universal Declaration of Human Rights 30 points
- To designate names of the countries and their capitals on the flags points according to the names x2
- To make a list of 10 movies or TV series on the topic of human rights 20 points (each extra is 2 bonus points)
- To make a list of 10 songs with "hero" in the title **20 points** (each extra is 2 bonus points)
- To solve human rights crossword 30 points
- To connect quotes with the names of famous people 30 points

Исна	ATCR8	
PEACE CAN ONLY LAST WHERE HUMAN RIGHTS ARE RESPECTED. WHERE THE PEOPLE ARE FED. AND WHERE INDIVIDUALS AND NATIONS ARE FREE.	I CAME TO THE CONCLUSION THAT THERE IS AN EXISTENTIAL MOMENT IN YOUR LIFE WHEN YOU MUST DECIDE TO SPEAK FOR YOURSELF: NOBODY ELSE CAN SPEAK FOR YOU.	
Исна	McRe	
SILENCE IN THE FACE OF INJUSTICE IS COMPLICITY WITH THE OPPRESSOR.	WE CAN NOT ALWAYS BUILD THE FUTURE FOR OUR YOUTH. BUT WE CAN ALWAYS BUILD OUR YOUTH FOR THE FUTURE.	
	MERO	
FUNDAMENTAL VIOLATIONS OF HUMAN RIGHTS LEAD TO PEOPLE FEELING LESS AND LESS HUMAN.	TO DENY PEOPLE THEIR HUMAN RIGHTS IS TO Challenge Their Very Humanity.	
	<b>s™c=a</b>	
HUMAN RIGHTS ARE NOT A PRIVILEDGE CONFERRED BY GOVERNMENT. THEY ARE EVERY HUMAN BEING'S ENTITLEMENT BY VIRTUE OF HIS HUMANITY.	HUMAN RIGHTS ARE UNIVERSAL AND INDIVISIBLE. HUMAN FREEDOM IS ALSO INDIVISIBLE: IF IT IS DENIED TO ANYONE IN THE WORLD. IT IS THEREFORE DENIED. INDIRECTLY. TO ALL PEOPLE. THIS IS WHY WE CANNOT REMAIN SILENT IN THE FACE OF EVIL OR VIOLENCE; SILENCE MERELY ENCOURAGES THEM.	
<u>41 - a</u>	Atoma	
IF LIBERTY MEANS ANYTHING AT ALL. IT MEANS THE RIGHT TO TELL PEOPLE WHAT THEY DO NOT WANT TO HEAR.	WE ARE NOW STRUGGLING FOR A NEW WORLD WHICH IS BASED ON PEACE. WHICH IS BASED ON LOVE. WHICH IS BASED ON JUSTICE. WHICH IS BASED ON ACCOUNTABILITY. BASED ON HUMAN RIGHTS.	

ļ



# DAY 2

## Warm-up activity: Take a stand (also known as the "continuum" or "barometer" method)

- Objectives: to raise and teach controversial issues.
- Activity time: 30 minutes
- Group size: 10+



• Materials: previously prepared questions related to controversial issues

First, you need to come up with an appropriate question. This should be a binary question where students can answer in one of two ways. For example, "*Should students wear uniforms to school?*" is a binary question that can be answered "Yes" or "No." If possible, structure your question in a way that participants get divided over their answers.

When an activity starts, set a "contract" to respect and understand each other. Since this activity deals with people putting their opinions on the line, it has the potential to promote outbursts.

Ask the first question and instruct the group to line up so that those answering "*Yes*" are on one end and those answering "*No*" are on another end. Participants who are unsure should stand in the middle, and they should stand closer to one end or the other if they lean in a particular direction. As they line up, they should be encouraged to briefly discuss their choices with each other.

At the end, they should be arrayed along a continuum according to their opinions.

Finally, ask at least one participant from each end (and from the middle if applicable) to explain why they chose that position. Depending on how much time you have, you could do two or three rounds of these explanations. If there are is a significant number of participants who are undecided, you should give them an option to move to one side or the other after having heard from their colleagues.



#### Examples of the statements that we used:

- You can learn about human rights protection in schools.
- NGO's are main advocates in the field of human rights.
- One can make a sustainable career path in the field of human rights.
- Human rights laws are clear and rigid when one violates them.
- Fighting for human rights can be dangerous.
- Individual freedom is more important than protecting the needs of the larger community.

#### Reflection:

- How did you feel when you had to justify and defend your point of view?
- Why is important to share your opinions?
- How does awareness of others help your understanding others and develop empathy?
- What is empathy? Why is empathy a good skill to have?
- How do personal experiences shape opinions?
- What is the usefulness/effectiveness of being able to think in someone else's shoes?
- What are your learning points from this activity?

## SESSION 1 Defend yourself! Debate.

• **Objectives:** to generate effective critical thinking into primary issues in the given topic and to recognize strengths and weaknesses of arguments at the same time

#### • Activity time:

Introduction (15 minutes) Debate preparation (45 minutes): Conducting a debate (30 minutes) Debriefing (15 - 30 minutes) Total time: 120 minutes

- Group size: 12+
- Materials:

prepared statements

pens

#### papers



First, decide on the topic of the debate and prepare questions in accordance to the topic. Usually there are two teams opposing each other in a debate competition. The topic of debate is called the motion. The team in favour of the motion is called the proposition or affirmative, and the team arguing against the motion is called the opposition or negative. As our group was formed of 30 people, we did four debates altogether, 2 by 2 at the same time, in different rooms.

We formed 4 groups of 7 participants (28 people). Within 4 groups, we had one facilitator in each group. In each out of these 4 groups there were 3 participants in the affirmative and 3 in negative team.

One "extra" person in each group, plus the facilitator, was given the role of a judge. So, out of these 4 groups, there were 2 two teams in each debate: the affirmative and negative one.

Furthermore, 2 participants who were not in any of the groups were given "special roles".

They had the task to visit all the groups during the preparation of arguments and to monitor the process of debating. They were the ones who were later responsible to be part of the reflection team and to explain the ways the teams explored and formed their arguments and to explain the flow of the whole process from "behind the scenes".

The general idea was to, in the first debate, set the affirmative and negative teams which will, in the second debate, change places (affirmative becomes negative and vice versa).

In every debate, the affirmative team must set up the terms of the debate, and be clear about what exactly they are supporting. This should be done at the first speaker, who should make clear what the debate is about. The first proposition speaker will define the motion and lay out the case (complete argument) for it – give the first speaker a bit more time than the others as he has the task to introduce the subject.

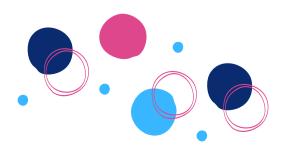
The negative (or opposition) team will make the case against the motion. They believe that the status quo or an alternative course of action is better than the proposition's motion. The first opposition speaker will make a clear case against the motion – this first speaker should also have a bit more time than the other ones in his team. The first opposition speaker will be prepared, but the speaker may also choose briefly to refute the first proposition speaker.

The first opposition speaker may find that the opposition's interpretation of the motion is slightly different than proposition's understanding of it. This is not a problem; it is simply a further topic of debate during the speeches!

When the debate finally starts, team members are changing one by one. It's on you to decide how many "rounds" of debate you wish to have, but make sure that each person has the time to speak.

Also give each group the handout of Debating rules (look below).

We advise you to prepare the timer which can indicate when each speaker should begin and end. Do not cross the time line!







Now provide the teams with the topic and give time to find their own resources. In other words, give time to research the topic and prepare logical arguments. Teams should also gather supporting evidence and examples for position taken. You can provide them with books, handouts of real life examples, you can tell them to make an online research. This is also the time where they should prepare arguments or anticipate counter arguments and prepare rebuttals. Give an instruction that team members plan order and content of speaking in debate.

#### How to conduct the debate(s):

Debate usually opens with the affirmative team(s) - the team that supports the resolution/the presented topic - presenting their arguments, followed by a member of the opposing team(s). This pattern is repeated for the second speaker in each team. Finally, each team gets an opportunity for rebutting the arguments of the opponent. Speakers should speak slowly and clearly.

During the debate, questions are usually addressed to the debaters with an alternation between who answers first and second. These may coincide with or follow an initial address stating their position.

Following the debate, the trainer can provide feedback on performance. Peer review can also be used.

Judges should also be given clear examples such as – to make sure arguments were well structured and evidence based, to take in consideration the "convincing" attitude of the speakers, to give less points if rude words were used etc.

When debating is done, the word was given to the two "special roles" to explain the background process.

#### Reflection:

- What went well? What didn't? Why?
- What were the most significant issues in the debate from your perspective?
- Were there any arguments that you didn't understand?
- How did you attempt to clarify the meaning of the arguments did it work?
- What arguments did the opposing team make against your arguments? Did the arguments work together? Which argument did they decide to focus on and why do you think they did that?
- How was evidence deployed in the debate?
- Which were the most significant pieces of evidence offered during the debate? Why?
- Did you disagree with your group at times during the debate about how to respond or what arguments to use? How did you resolve the dispute?
- What was the goal of this activity?
- Could we have taken another approach to reach our goals more efficiently and effectively?
- How might the principles of debate be used in persuasion?
- What are your learning points from this activity?





#### HANDOUT FOR PARTICIPANTS I

#### **RULES OF DEBATING**

- Make sure you understand the motion (topic)
- Research the motion everything is available (researches, projects, law...)
- Prepare your arguments
- Choose the first speaker
- Always build up the debate on the arguments of the previous speaker. In other words, relate!
- Do not consider any expression as personal or offensive extract learning out of something that you do not agree with!
- Stay true to the rules of proper communication do not use rude language!

#### **ROLES OF THE SPEAKERS**

Each speaker must typically do the following:

#### **First Affirmative**

- Contextualize the debate clearly set out your team's interpretation of the topic and the significant issues they agree with.
- Provide definitions if necessary.
- Build up on team's spirit (don't forget you make arguments as a team and not as one person)
- Provide 2-3 arguments supporting the motion.

#### **First Negative**

Re-contextualize the debate and resolve any definitional issues - if you have disagreements with the definition given by the Affirmative these must be handled immediately.

If you want to challenge the definition then you must prove that you have the most appropriate definition. There are four main steps in a definitional challenge:

- Make an introduction (clearly state your definition)
- · Provide your arguments as to why this is the superior definition
- Be aware that your first argument should relate to the first argument(s) of the First Affirmative
- speaker
- Deliver 2-3 arguments against the motion.



#### HANDOUT FOR PARTICIPANTS II

#### **DEBATING ORDER**

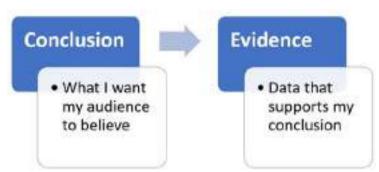
- 1. The debate starts with the first speaker from affirmative team, who introduces the topic and then presents the arguments for the motion.
- 2. The first opposer presents the arguments against the motion.
- 3. The second proposer presents further arguments in favor of the motion.
- 4. The second opposer presents further arguments against the motion.
- 5. The third proposer presents further arguments in favor of the motion.
- 6. The third opposer presents further arguments against the motion.
- 7. Each speaker contributes only twice during the debate in the same order.
- 8. An opposer then sums up the key points of the argument against the motion.
- 9. A proposer then sums up the argument for the motion.
- 10. The judges then vote 'for' or 'against' the motion.

#### HOW TO BUILD ARGUMENTS

Place the most important arguments first, for example, "The media has more influence on the perspective on human rights more than anything else. This is true for three reasons. Firstly (most important argument)... Secondly..., Thirdly (least important argument)..."

To structure an argument follow these steps:

- **Claim/conclude** present your argument in a clear statement. This claim is one reason why you're in favor of/against the motion.
- **Evidence** the evidence supporting your claim, such as, statistics, references, quotes, analogies etc.
- **Impact** explain the significance of the evidence how does this support your claim?



## SESSION 2 Rights around the world

- **Objectives:** to become more aware of affirmations and abuses of human rights, to gain awareness of rights issues in everyday life and to see human rights not only as they are violated but also to develop ideas of how they could be prepared and enjoyed.
- Activity time: 80 minutes
- Group size: any size
- Materials:

rights around the world handout (RAW)

copy of UDHR



Divide participants into 6 "research groups" and give each group a copy of the UDHR.

Assign each research group a different set 5 statements from RAW Handout.

The task is to find violated articles of UDHR connected to statements on their papers. For example: the children living in a village are unable to attend a primary school as there is no such school available within a reasonable distance – violation of article 19 (Right to opinion and information) and article 26 (Right to education).

#### **Reporting violations**

Then, regroup participants: if there are 5 in a group, assign each a number from 1 to 5. Then they form groups in a way that there is only one "1" in a group, only one "2" etc. (this is how you have all groups with different statements).

In this way ask the participants to report their research group's findings to the people from new group so each statement on the handout is covered. In other words, ask the participants in the new group to report to each other on their research group's findings.

Make groups discuss selected statements that they find especially important or interesting. Each group shares one interesting/important notice.

#### Young people's rights violations

In the same groups, ask the participants to think of one or two cases/examples of abuse of HR that are specific for young people in their countries or communities (ex. inadequate

access to information, low quality housing, media control...) When done, ask each group to present their conclusions.

+ Activity adapted from: Patrick Manson, Human Rights Educators' Network, Amnesty International USA.

#### Debriefing:

- How was reading these cases for you? Can you imagine this happening around you?
- Was it hard for you to think of examples from real life?
- How often do you think about human rights violations in your community?
- Are there individuals or groups working to promote and defend the rights people now have? Who are they?
- Are there actions that you yourself might want to take?
- What are your learning points from this activity?
- How could you share them in the future (learning goals)?

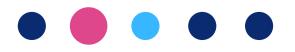
#### **RIGHTS AROUND THE WORLD HANDOUTS**

### Α

- The Chinese government punishes a couple for having a second child.
- The government of Turkey burns down villages of Kurds – an ethnic minority of southeast Turkey – and forces them to move to new towns.
- A Brazilian child is denied a school education because the family can't afford to pay for books.
- A criminal in El Salvador is held in jail for months without being charged with any crime.

### С

- Women in Afghanistan are not allowed to attend school or hold jobs.
- During World War II, Japanese-Americans are forced from their homes and held in concentration camps in the US.
- Students in Germany read in the newspaper about politics in their country and human rights in other countries.
- During elections, the government of Croatia allows only government candidates to appear prominently in the state-run media.





В

- A fourteen-year-old girl in Burma is sold by her impoverished family to a house of prostitution where she must work until she earns enough to repay the money given to her parents.
- Garment workers in Sri Lanka are forced to work long hours in poorly lit shops and to wait months to be paid.
- People fleeing armed violence in Haiti are refused admission to the US as refugees.
- A man with a disability is sentenced to death in the US for a crime he committed when he was 14.

#### D

- Activists in Guatemala start a cooperative to provide food and education for homeless children.
- The city council removes books from the public library that is considered immoral or unpatriotic.
- Native peoples of Nicaragua establish a university to maintain their cultural traditions and better education of their people.
- Parents in the area of Chernobyl, whose children have birth defects resulting from a nuclear accident, demand information from the Russian government.

# SESSION 3 Change your glasses

- **Objectives:** to lead the learners on their own path of discovery of living with difficulties and to make them more sensitive for the disadvantaged and/or marginalized ones through exploration of local community.
- Activity time: 90 120 minutes
- Group size: 10+
- Materials:

any kind of camera

laptop and projector

one "prejudice role" for each group (this were our roles: LGBTQ couple holding hands, homeless person, young person who just got out of the jail, person in a wheelchair, roma woman, 7 years old boy from orphanage)

Divide participants in as many groups as you have prepared prejudice roles, and give role but tell them not to show what they have with other groups.

Groups now have the task to imagine what it would be like to be that other person. Ask them to go around the locality and to take pictures either with digital cameras or their mobile phones as documentation of a world through the eyes of others.

On their return, groups should send you pictures (max 3 per group). Print the photos (or project them) and put them on walls for everyone to see.

When groups are back and pictures displayed, everyone individually should try to guess which groups are being represented. Ask few people to share their thoughts on who is represented in the photos. Enhance group discussion.

You can also ask groups how did they decide on taking photos and did they all agree with that point of view.

Also ask questions about those people who have fewer opportunities, who are disadvantaged or living at the margin of society. How do they live? Where do they work? How do others treat them? What are they doing to support the disadvantaged ones?

Since this activity can get quite emotional, take care of the debriefing process.



#### **Debriefing:**

- How did you feel during this activity?
- What were your greatest obstacles?
- What were the obstacles of your team?
- What could and should youth workers and leaders do to help the ones with fewer opportunities?
- What did you learn about yourself?
- How will you change your behavior in the future?
- How can you adapt this method for your future work?

#### Photos from our group of participants



LGBTQ couple holding hands: nothing to see much, just a regular view



Young person who just got out of the jail: "sloboda" graffiti, meaning "freedom" in croatian



Person in a wheelchair: unable to participate



Homeless person: a view from "below"



Roma woman: nothing to see, just regular friends!



7 years old boy from orphanage: what I can not have



# DAY 3

## Warm-up activity: Sync Claps

- **Objectives:** to warm-up the group for the following session; to generate focus and alignment in a group
- Activity time: 20 min
- Group size: 10 or more



The group stands in a circle.

One person starts (person A). They turn to the person next to them (person B) and the two clap at the same time while making eye contact, as synced as possible. Person B then turns to person C and they clap at the same time. The clap continues like this around the circle. The group should try to pass the clap more and more quickly with as many perfectly synchronized claps as possible.

When the group has mastered the above, introduce the double clap. When a pair claps twice, the direction of the clap reverses. This presents a challenge, as pairs must non-verbally agree whether to clap once or twice. The group must be highly focused and attentive to each other for the clap to continue smoothly around the circle in this step.



# SESSION 1 Forum Theater (Introduction to Theatre of the Oppressed)

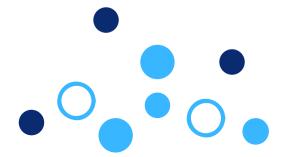
- **Objectives:** to introduce the participants to Theater of the Oppressed (TO) techniques and its potentials in youth work, to challenge and/or demechanise the participants' usual thought and movement patterns, to inspire participants for further self-directed learning and experimentation
- Group size: 10 or more
- Materials: ✓ large room ✓ pre-prepared "definitions" of oppression (packages of 5 texts (1 package for every 5-6 participants), each text printed on paper of different colour, so each package contains 5 different colours) ✓ sticky tape (1 for every 5-6 participants) ✓ empty plastic bottle(s) (1 or 2, depending on the size of the group) ✓ pre-prepared descriptions of different forms of Theatre of the Oppressed ✓ pre-prepared hand-drawn poster "Tree of the Theatre of the Oppressed" ✓ poster papers (at least 6) ✓ pre-prepared reflective questions (printouts or handwritten)

This session engages participants in thinking about oppression, its complexity and its actors, as well as about Theatre of the Oppressed (TO) as a toolbox for personal and societal change. Intensive, fast-paced, sometimes deep and often fun, the session fosters communication through different channels, self-reflection, teamwork, creativity, and more. Intended for absolute beginners in Theatre of the Oppressed, it gives a basic introduction to the method and, hopefully, inspiration for further exploration.

#### • Activity time: 4 hours

(the session's schedule is very tight and optimistic. Be aware that the size of the group can largely influence the amount of time needed for some of the activities, i.e. for the session)

Because of the complexity of this exercice, we advise you not to perform this activity without previous experience (at least as a participant in TO). For the same reason, this session is divided in several parts.





Activity developed and lead by Danijela Ustić, guest trainer

For full description of the original activities see "Games for Actors and Non-Actor"s by Augusto Boal (Routledge, 2002, Second edition) Time distribution by session segments:

### **1. EXPOSITION AND CONFLICT**

- (15') Warm up and de-mechanisation challenges
- (25') Theoretical interlude 1: Oppression

#### 2. RISING ACTION

- (20') Towards a Forum
- (25') Theoretical interlude 2: Theatre of the Oppressed
- (5') Oppression, and a Forum, is always about human rights

#### 3. CLIMAX

- (10') Theoretical interlude 3: Forum Theatre basics
- (25') Slide show
- (15') Dynamisation
- (35') Forum plays, short n' bitter-sweet

#### 4. FALLING ACTION AND RESOLUTION

- (40') Reflection
- (5') Wrap up and "bye" to TO





#### 1. EXPOSITION AND CONFLICT

#### Introduction (5'):

Ask the participants what they already know about the Theater of the Oppressed and/or Forum Theater. Emphasize the participatory character and transformational potential of the method(s) and give an overview of the session's plan.

#### **De-mechanisation (15'):**

#### • Catch my name:

Everyone is standing in a circle and one person in the middle of the circle. The person in the middle repeats someone's name three times. The person whose name this is has to say her/his own name before the person repeating the name three times finishes; if he/she doesn't succeed, he/she comes in the middle and continues the game.

(If some names are disproportionately long or there is more than one participant with the same name, before you start with the game be sure to agree on shorter versions of long names or nicknames to differ the participants with the same name.)



#### • Two by three by Bradford:

Ask the group to stand in pairs, facing each other. Each pair counts to 3 in the way that persons alternate and continue to count (A - 1, B - 2, A - 3, B - 1, A - 2, B - 3, etc.) until the facilitator2 stops them or gives another direction. When they get their rhythm, each number is substituted with a sound and/or movement.

#### • Colombian hypnosis:

Participants stay in the same pairs and decide who is A and B. (important to warn participants to take care of their safety!) Person A is the "hypnotist" and puts his/her palm 20-30 cm in front of the B's face. Person A slowly and continuously moves his/her palm (can change direction and later also move around the room) and B must always maintain the distance and orientation to the A's palm. On the sign from the facilitator they change roles.

\*Possible additions, depending on available time and group dynamics: one person hypnotizes two other, one person leading and following at the same time, small groups with mixed roles, circle with all participants (everyone is a hypnotist and hypnotized at the same time or one by one person comes into the circle and is being hypnotized by a chosen body part or ornament on one of the persons in the middle).

#### **Reflection for the first part of activity (keep it short):**

- What was easier/harder? Why/what exactly?
- How was it to control, or to be responsible for another person?
- How did you (ab)use that power?
- Have you, as the hypnotized person, always kept the distance from the other's palm or...? (How was it? Why did or didn't you do it?)
- Has your experience of being hypnotized (being led) somehow influenced your manner of hypnotizing (leading)? (How?) Does some of it ring a bell/reminds you of your or others' behavior in "real" life?





#### **Theoretical interlude I:**

#### • Oppression Split (25')

Participants are now in small groups up to 6 persons. Each group gets the same package of 5 definitions or short texts about oppression and discusses the texts. Then each group spatially arranges the texts to show their relationship by any criterium the small group chooses (you can propose some criteria or leave it to the groups, depending on the specifics of the group, and the criteria can be e.g. harshness or visibility of oppression, clarity of the text, level of agreement with the text or among the small group members about the meaning).

\*Small groups can arrange their texts on flat surface (wall, floor) or in three dimensions, any way they choose4. Since the same texts are printed on papers of the same color, the spatial arrangement of texts enables very fast visual comparison of small groups' results.

When all groups are done, the participants look at the results of all groups and compare them, first in silence, and then trying to guess the criteria each group used in their arrangement of the texts.

Facilitate short discussion about the criteria people usually choose in defining everyday oppression, how easy or difficult it is to guess other people's/other groups thinking, did we fall in the trap of judging others' arrangements as faulty because it's different from ours, etc. Wrap up with what is common to all texts (write on a poster only the key points or key words like oppressor, oppressed, social groups, overt/covert, aware/unaware, unequal access to human rights, etc.). Depending on how the previous discussion went or ended, leave some hanging questions/topics, e.g. (un)awareness of our own privileges and situations where we are the oppressors, how we deal with our own experience of oppression, how we share power in working with youth, etc.

### 2. RISING ACTION Towards a forum (50')





• This bottle is not a bottle (*Hommage to Magritte*) Participants are standing in a circle, facing the middle (if the group is larger than 20 people, you can split it in 2 smaller groups to enable more active participation).

In the middle of the circle there is a plastic bottle which "is not a bottle", i.e. anyone can approach the bottle and pretend it is something else – show it by movements, using the bottle as it was another object, while the rest of the group guesses what it is. Facilitator encourages a fast pace of the exercise and that everyone has a chance to participate.

\*After 10 or more rounds give a key word connected to the topic of the training (e.g. oppression, human rights, youth, dignity...) and ask the participants to imagine/ show objects associated with the key word. Do not comment or discuss the associations/objects shown.

#### • Image of the word:

Participants stay in the same circle, now facing outside. The facilitator explains that, after a signal, they will make an image of a given word, while still facing outside, and showing the image with their whole body (posture or frozen movement, and facial expression).

Give the word "adolescence", pause several seconds so the participants can think of their image of the word, and then give the signal (e.g. say "image"). Then they return to their normal state and turn to the middle of the circle. The participants don't look at each other, and on the same signal used before they make the same image. Still in their frozen images, they look around to others' images. Facilitate grouping of the images by similarity, making small groups with at least three people each.



#### • Group images

Small groups from the previous exercise continue working together.

First, the members of small groups agree on how to spatially organize their individual images so that, together, they show a new picture where they interrelate (they don't change the original individual images, just e.g. their orientation or distance from each other), a sort of macro image. In order to do that, they can also talk about what is who in this macro image: they translate individual images into characters that are in some sort of relationship.

When they are in the new frozen image other groups comment what they see, trying to understand the situation or relationships depicted. The group showing the image stays frozen and silent all the time, there is no explanation from the group showing the macro image, nor discussion; this serves just to the group showing the image to later modify their image to be clearer to the observers. Repeat with all small groups.

When all groups get the feedback from others, they go back to their small groups and modify their macro images.

Check the clarity of the macro images again by showing them to other groups: this time, after they get comments from others, the group showing the image can explain what they wanted to present and get into discussion with others on how to make the macro image even clearer and/or more powerful. The group showing the image, if they decide so, modifies the image on the spot until they are satisfied.

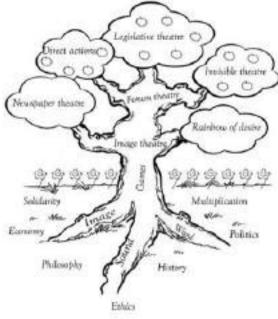
#### • Theoretical interlude II: Theatre of the Oppressed (25')

Facilitator briefs the participants about the beginnings and the development of Theatre of the Oppressed, as short as possible. Then introduces the poster image of the Tree of the Theatre of the Oppressed, shortly explaining the fertile ground and roots that keep the tree alive, growing and stable.

Then, split the participants in six groups and give each small group a printout with a different element of the tree (form of theatre). Their task is to discuss the element, understand it and have a volunteer from their group to present it to the other groups.

Wrap up this part with "flowers", i.e. with a short explanation of the principles of solidarity and multiplication.

#### Tree of the Theatre of the Oppressed



#### • Oppression, and a Forum, is always about human rights (5')

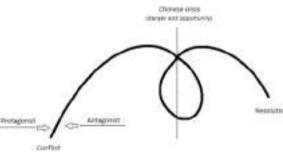
Put papers with selected human rights, relevant for the Training, on the ground or on the walls, with enough distance between them to enable walking around. Participants read all the rights and stand beside/ group around the human right they wish to develop into a story.

Then, in their small groups, they begin sharing and discussing ideas about concrete examples/situations where a young person (protagonist) couldn't exercise that right, i.e. was being oppressed by another person(s).

They continue to share/discuss the ideas during the break, seeking to choose an idea they would later start developing into a Forum.

#### 3. CLIMAX

### • Theoretical interlude III: Forum Theatre Basics (10')



Check if all small groups have chosen an idea to develop into a story for Forum; if not, there will be an opportunity, and maybe easier, to choose it after this interlude. Draw and explain the structure of a Forum play and its general roles, connecting it with what the participants are going to do next. Give special attention to:

1. Protagonist's motivation/conflicting desires,

2. Antagonists, who are visible characters, official or unconscious "representatives" of oppressive systemic forces (like laws, institutions, prejudice, traditions, etc.), and have a motivation of their own,

3. "Chinese crisis" as a point in the narrative which is both an opportunity and a threat, where things could have gone differently if the protagonist made a different choice/ behaved differently (most inviting point for the spect-actors' interventions),

4. Ending, where the protagonist is defeated.

#### • Slideshow (25')

Small groups each develop their previously chosen situation of an oppressed young person into three frozen images/sculptures made of their bodies:

a) Introductory image, where the protagonist and antagonists are shown in their usual relationship and/or setting (the oppression is still not clearly visible);

b) Chinese crisis, where the oppression is visible, as well as protagonist's effort/attempt to change the situation;

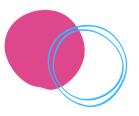
c) End image, where the protagonist is defeated/gave up the attempts, didn't succeed in changing the situation, the situation became worse.

Visit groups to be sure the oppression is in their slide shows visible but not impossible to change by one other mean than violence (like defending themselves from open physical violence) or magical solutions (e.g. changing the protagonist's background or motivation). It would be very helpful if groups also discuss what the characters are thinking or what they would say, but they don't need to devise specific lines (characters' verbal communication) for the purpose of slide show. Alternatively, they can each just think of the motivation and thoughts of the character they'll play.

Now each group, one by one, presents their images in a slide show, i.e. shows frozen images in the sequence described above, after the facilitator calls them out. Each of the images is checked for clarity/main messages by observers, who comment on it, while the group showing the images stays silent. Repeat with all groups.

After all groups are done, give them 5 minutes to change their slide show if they found others' comments useful. Help them focus on their image of Chinese crisis, especially if there is not enough time to modify all images.





#### • Dynamisation (20')

In continuation of the activity, each group shows their modified Chinese crisis image and the facilitator intervenes with exercises just for the small group in focus, while others observe, or shortly discuss when appropriate. Depending on the number of small groups and available time, you can skip some of the dynamisation exercises or repeat some of them with the same or with different groups. Still, make sure the exercise *e*. is the last one that is tried out.

When each group takes the stage to show their frozen Chinese crisis, first – before the beginning of exercise – help them connect with their characters thoughts and feelings (use a specific technique you're familiar with, or simply tell them to go deeper, to be their character, to remember their motivation...).

Small groups, one by one, are showing their Chinese crisis frozen images and...:

#### (1st group) a.

After facilitator's explanation and on signal, every actor adds a movement to his/her character. The movement must correspond with the character and situation depicted. The movement is then rhythmically repeated as in animated GIF/ boomerang video.

#### (2nd group) b.

After facilitator's explanation and on signal, all group members at the same time, and staying in their frozen images, say one word (or phrase) that, by content and intonation, must correspond with the emotions/situation of the character depicted. Facilitator walks around the macro image fast and consecutively touches the shoulder of each member. When touched, the members say their word/phrase again. When touched three times at once, they say the same word/phrase in maximally magnified loudness and emotion. As the facilitator, do the shoulder-touching round very quickly for best effect.

#### (3rd group) C.

Combine exercises a. and b.

#### (etc. group) d.

After facilitator's explanation and on signal ("Think! Talk!"), all group members at the same time, and staying in their frozen images, start verbalising the inner monologue of their character in undertone, and keep talking until the stop signal is given. While they are monologuing, the participants from other small groups can approach characters they're interested in and listen to them. If the group is large, direct the participant to go listen in rounds in order to avoid crowding around the actors.

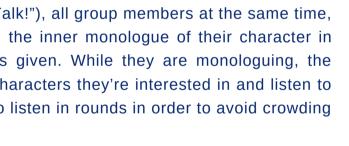
This group first shows the whole slide show/all three of their images; then goes to the e. Chinese crisis one and remains frozen and silent.

Ask the observers to identify the protagonist (the (most) oppressed character), and then ask how do we know that is the protagonist, what happened, could the ending be different, when and how could the protagonist gain more power/control?

Recognize the person most engaged in the discussion about solutions and invite her/him to show another solution (should be done before the discussion goes too far, and respectfully insisting), to become a spect-actor. Be sure that the group encourages the intervening spectactor by clapping hands.

The spect-actor now takes the place of the protagonist, first by perfectly copying the posture and facial expression of the primary protagonist, and then changes whatever he/she wants in that character's image, in a slow-motion. Other characters/actors must improvise their nonverbal response to this change.

Have the original protagonist go back into her/his character, now in the changed situation, after the character has gained in power/control. Everyone claps hands for everyone :)



-----



### • Forum plays, short n' bitter-sweet (35')

In next 5 minutes small groups make and rehearse their "plays":

- 1. using what they have learned from dynamisation exercises (whether they were in focus or observing) to make the images more expressive and clearer, to better understand their characters and their dynamics,
- 2. adding an image between the introductory image and the Chinese crisis image
- 3. adding dialogues/monologues to the 4 images (which will not be finished, but just a rehearsal to make the improvisation during the play easier).

Before playing Forums, remind the participants that they devised their plays in a very small amount of time, so whatever they have is perfect in the circumstances!

Give intro about the role of spect-actors and Joker (fill in what was left untold after the theoretical interlude 3).

Have as many Forum plays as possible in time available, using Forum Theatre rules and basic jockering skills (the order of playing should be decided by the actors/groups. Motivational factor can be that the groups playing learn the most).

It is very important that the facilitator keeps the relaxed, friendly and encouraging atmosphere.

#### 4. FALLING ACTION AND RESOLUTION



#### • Reflection islands sailing tour (World Café style; 40'):

5 tables or spots ("reflection islands") are set around the room. The spots have a short list of pre-prepared reflective questions or topics and a large piece of paper.

Mix participants in 5 small groups (it is better if they don't stay in same groups from the previous set of activities). Each group starts with one reflection island, discusses the questions found there and writes down the most important "conclusions", leaving the conclusions on the island.

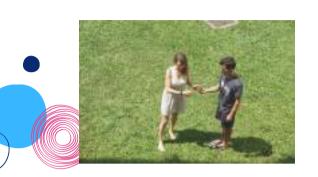
Rotation begins (sailing – anchoring/landing): Each group goes to the next island, discusses the island's topics building on what's already there from previous group(s), writes down key points... The activity continues until all groups have visited all reflection islands.

When all groups reach the last island in their tour, they anchor/land there, and each group shortly presents the conclusions of the reflection island they're on. Facilitator steers the discussion around it: seek for final conclusions by compressing those from reflection islands or building on them/creating new ones (instead of conclusions, it's also ok to finish with questions for further participants' research!).

#### • Wrap-up and "bye" to Theatre of the Oppressed (5')

Shortly repeat what was done in the whole session and 2-3 key conclusions or questions from the Reflection islands sailing tour.

End with an activity of your choice that is connecting and fun (e.g. Three-Persons Handshake, Human Knot, Arriba).





#### **Debriefing:**

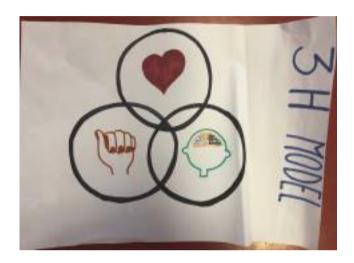
Process what happened, and name observed intervention strategies. After observing and participating in the altered scene, the group reflects together on what worked (and what didn't); who was assumed to have responsibility and agency to make change (and why); and what alternate interventions might be tried. In the case of the sample scenario, the group would want to process who made interventions and who continued the conversation as scripted, as reflecting on agency, power, and privilege are essential to making change.

- What consequences could emerge from the interventions enacted in the scene(s)?.
- What power issues were reflected in how Spect-Actors developed the scenarios and participated in the play? (*Discuss how power is manifest in productions of the initial scene and in interventions explored*)
- What inequities and injustices are observed, and what work is involved in seeing them?
- What types of interventions appear most promising for the scenario rehearsed, and why?
- What are your main thoughts and feelings about the Theatre of the Oppressed right now?
- What competencies (or its elements) should a facilitator using Theatre of the Oppressed techniques ideally "have"? (beside the knowledge about the TO)
- If that ideal facilitator is a unicorn, what animal are you?
- With what groups (you have or haven't worked with yet) you might use the TO with most success? (be as specific as possible, e.g. don't just say "youth")
- What would you consider success in using TO activities with these groups?
- What do you imagine as possible risks, challenges or problems in implementation of the TO activities (with young people)?
- · How may these risks, challenges or problems be prevented or overcome?
- What else would you like to know or do about the Theatre of the Oppressed?
- How can you get to knowing or doing that?
- What specifically can you do today or next week? What do you need to think, feel or do to continue learning and doing?

# SESSION 2 Sharing discrimination

- **Objectives:** to make participants aware that everyone has experienced prejudice and discrimination and that it comes in a variety of forms; to introduce the 3H model
- Activity time: 70 minutes
- Group size: 10+
- Materials: chart paper markers





For this activity you need another trainer/facilitator or a volunteer to assist you.

#### Sharing discrimination (10')

Give the group instruction to reflect and think to choose one situation from their lives when:

- she or he experienced prejudice or discrimination;
- she or he discriminated against somebody else;
- she or he witnessed discrimination and did nothing about it;
- she or he witnessed discrimination and did something about it.

Now ask them to stand up and start walking around the room. They should randomly stop another person and briefly share their stories one to another. While doing so, they are not supposed to comment on other people's stories and keep their "poker" face on. Make the point that we share stories about when we have discriminated against somebody else, not to feel guilty, but to better understand why we do such things.

After a few minutes, the participants go back to their places. Now **reflect** on what happened but make sure that no one retells any situation. Start a reflection by asking a few questions:

- How does it feel to talk our personal prejudices out loud?
- When did you first become conscious of prejudice or discrimination?
- How does it feel not to react to other people's stories? Was it easier for some situations then the others?
- What is it that leads us to act or choose not to act?

### Youth work and discrimination (10')

Ask if anyone wishes to share their story out loud. Start with first situation and finish with the fourth. A facilitator should briefly write stories on a chart (ex. discrimination towards homeless person on the street).

Do so until you have 4 - 8 situations briefly presented to the group.

Start a group discussion on how one youth worker could react in these situations if he/she had witnessed them.

#### Head, heard and hands (5')

Present the 3H model to the group through youth work where competence is understood as having three interlinked dimensions: head, heart and hands.

- Knowledge: This dimension refers to all the themes and issues you know or need to know about to do your work. This is the 'cognitive' dimension of competence. It is commonly associated with the 'head'.
- Skills: This dimension refers to what you are able to do or what you need to be able to do to do your youth work. This is the 'practical' dimension of competence. It is commonly associated with the 'hands'.
- Attitudes and values: This dimension of competence refers to the attitudes and values you need to espouse in order to do your work effectively. This dimension of competence is commonly associated with the 'heart'.

#### Head, heart and hands in youth work (30')

Randomly form new groups and give each group a chart on which they should make an 3H model of a youth worker dealing with human rights violations of advocating for them.

#### Presentations of groups models (10')

#### **Reflection (5')**

- Did you learn anything new?
- How can a youth worker enhance all the three dimensions of 3H?
- What actions can you take to ...?



Activity adapted from "Multicultural Pavilion", an EdChange and Equity Literacy Institute project, Paul C. Gorski Original activity available at: edchange.org



# DAY 4

### Warm-up activity: Circle massage (10')

Circle massage is an energising and fun exercise that is good at a point of low energy or after an emotional session/day. This is a simple massage process, done in a circle with everyone working on the shoulders of the person in front of them. It is good for group trust building.

Invite participants to stand up and turn to the right. Move closer into the circle so that each person can comfortably reach the back of the person next to them.

- Ask participants to give the person in front of them a massage. They must first ask the permission of the person to do this, and also ask them to tell them if it is too strong or too light.
- Tell them to keep it simple, but if they need instructions, facilitators can suggest that they can work on the trapezius muscles and the back; then a head rub; and finish with brisk back circles (clockwise for energy, counter-clockwise to relax) down the spine.



 After a few minutes, ask everyone to turn to the left, and to do the massage for the person who is now in front of them (this will be the person who had given them the first massage).

### SESSION 1 Code of Conduct

- **Objectives:** to raise awareness of importance of ethical approach in youth work, to raise awareness about values in youth work.
- Activity time: 110 minutes
- Group size: 15+



Materials: 
 post-its chart papers markers
 circle of responsibility handout example of code of conduct

#### Part I (30'):

Make up to six groups. Give each person in a group 5 post-it papers. They should put 5 values they personally think are important in youth work (per example: confidentiality, respect, freedom of choice).

There will be four rounds of discussion. Each round every participant should dismiss one value (that is the least important to him/her) until there is only one value left.

After each dismissing, there is short discussion on why they've choose to dismiss that value. In the final round they discuss why they left that particular value up to the last round.

If they have all 5 values different, they are ready for the next activity. If not, if they have same values, they should choose among "dismissed" ones in order to have 5 different values.

\*Facilitator is writing down their values on large chart after they finish the activity. List of values is visible to all groups and they can use it in the next activities.

#### Part II (30'):

Give participants "Circle of responsibilities" handouts with four circles on it. They should put all the people, institutions, groups etc. that youth worker is responsible to or have an influence on. If a youth worker is more responsible towards something or has more influence on it, they should put it in the inner circle; if the youth worker is less responsible to or have influence on, the should put it in outside circle.

After they fill in the handout, they will briefly present it to other groups.

Other groups can add some proposals from each other if they find it useful.



#### Part III (30'):

Participants will get one example of Code of conduct (NAPOR\*) within youth work. Their task

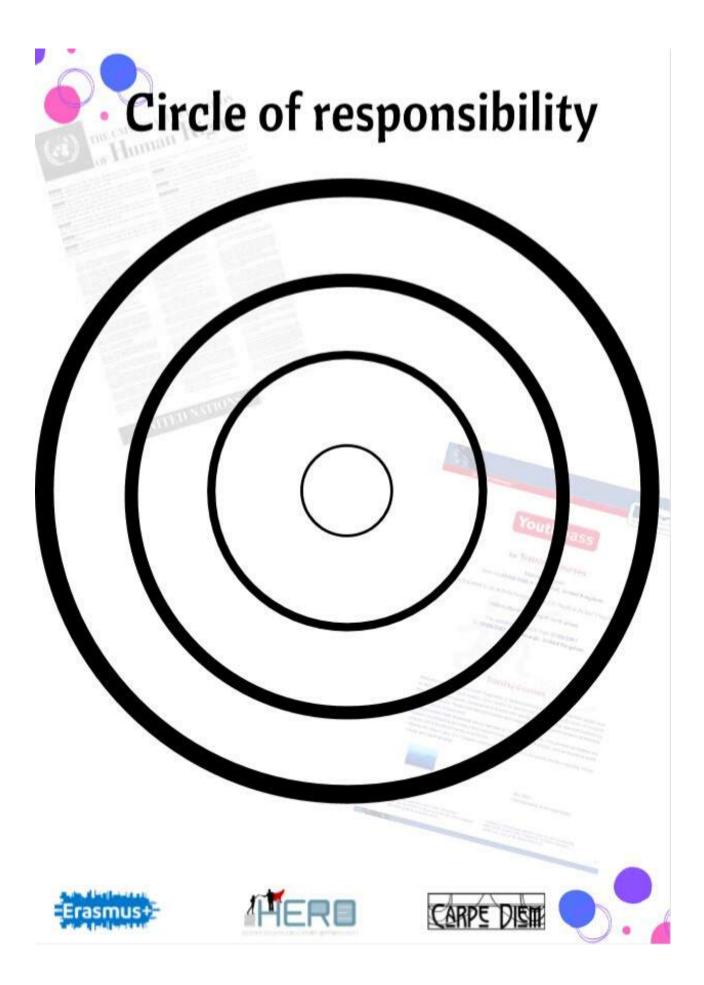
is to draft their own Code of conduct based on the values they've chosen and circles of responsibilities they've made.

Code of conduct should consist of title, short introduction and list of the core values with explanations

#### Debriefing:

- Was it easy to decide which value to dismiss?
- What was the most challenging part of this activity?
- Were your final values different or same?
- Were there any surprises?
- What do you think, do we have a lot of responsibilities?
- And what about the influence?
- How was the process of Code of conduct making?
- Was it hard to explain values?
- How can you transfer this to your field of work?

**Circle of responsibility handout** 



# **Example of Code of Conduct (NAPOR):**

#### **Code of conduct in Youth Work**

The Code of Conduct refers primarily to the moral and professional principles that youth workers should respect and provide the basis for uniformed and standardized principles in youth work.

#### ETHICAL PRINCIPLES

Youth workers have an obligation to:

#### To treat young people with respect

- respect every young person, avoiding any form of discrimination based on their race, religion, gender, sexual orientation, nationality, age, education, socioeconomic status, etc.
- clearly explaining the nature and boundaries of confidentiality as well as being information entrusted for one purpose should not be used for other purposes without approval of a young person - unless there is a clear danger to the young a person, a youth worker or someone else.

#### Respect and promote the rights of young people to make their choices and decisions

- informing and conducting discussions with young people on various options and the outcomes of certain decisions and choices before making the final decisions
- facilitating learning opportunities in order to develop capacity and self-confidence for active participation in the decision-making process
- respecting the choices of young people by pointing out to them the consequences of their decisions must not endanger any segment of human rights

#### To promote and ensure the well-being and security of young people

- taking responsibility for risk and safety assessment of young people in the activities in which they participate
- taking responsibility for your expertise and competencies, as well as for the expertise and competencies of other employees and volunteers
- informing appropriate institutions and undertaking appropriate measures if there are some risk and danger for young people
- encouraging young people to learn through facing challenges in educational activities while avoiding unnecessary risk

They contribute to the promotion of social justice for young people and society as <u>a whole</u>

- promoting fair conduct and responding to discriminatory actions and attitudes
- encouraging young people to respect diversity especially in the context of the multicultural society
- point out and work on unjust policies and practices
- promoting youth participation in youth work, public structures and society
- encouraging young people to come together, and working on issues that are of common interest

#### **PROFESSIONAL PRINCIPLES**

Youth workers have an obligation to:

#### To see and understand the boundary between personal and professional life

- to see and understand the boundary between developing relationships with young people who provide the support and care and the necessity of maintaining a professional relationship
- not to develop personal relationships with young people, especially intimate and sexual relationships - in the case of such a relationship, a report must be submitted to the supervisor who needs to take appropriate action
- not to misuse professional engagement to achieve intimate and sexual relations with young people, colleagues, co-workers
- not to participate in activities related to the job from the personal benefits from accepting gifts and services from young people who might compromise professional integrity
- be careful not to disturb youth personal confidence as well as professional integrity in public outside working hours

<u>To be responsible towards young people, their parents and guardians, colleagues</u> <u>and the wider society</u>

- understanding that accountability towards different groups can lead to a conflict of interest and that such situations should seek advice in the order made the appropriate decision
- openness and honesty when working with young people, enabling them access to information and support in the selection and decision-making process in their life and participation in youth work activities
- that the actions of the youth worker are following the law

Encourage and engage in debates on ethics in youth work

- developing an awareness of the personal values of a youth worker and their influence on the ethical principles of youth work
- questioning ethical principles, participating in discussions with colleagues to develop an organization in which youth worker works as well as the whole development of the youth work profession
- developing an awareness of potential conflicts between personal and professional values as well as between the interests and rights of the various individuals and ethical principles of youth work
- recognizing the importance of continuous reflection and debate on ethics principles, and accepting this document as the working version that it needs to be the subject of discussion

Work with the services and institutions which are considering using these principles

- make sure that colleagues, employees as well as young people, are familiar with the ethical principles of youth work
- willingness to engage in interpretations, clarifications and discussions on ethical principles
- willingness to object to the views and practices of other colleagues or an organization/institution whose practice is contrary to the above ethical principles

## SESSION 2 Code of conduct: testing phase

- **Objectives:** to understand ethical dilemmas, to test new made code of conducts and to raise awareness about importance of ethical approach in youth work.
- Activity time: 70 minutes
- Group size: 15+
- Materials: Train case drawing

Theory of ethics handouts

Examples of ethical challenges (2 examples)

Testing situations Code of Conduct (drafts)

#### PART I (10'):

Trainer shortly presents what are ethical challenges on the "Train example" and leads a short discussion about "What would you do?". After that, trainer shortly explains what kind of ethical challenges exists (according to S. Banks) and presents few ethical challenges.

Participants get handouts on this topic.

#### PART II (35'):

Participants get 2 examples on decision process of ethical challenge and two situations they have to make decision on (or choose one) in accordance with their draft of Code of Conduct.

This activity aims to test their Code of conduct drafts. After that they will choose one situation to present to the others in the group and to explain why they made this decision. Also, they will state which principle from their Code of conduct drafts they respected while making decision.

#### **PART III (10'):**

In the end, participants will decide what values will become part of the final "group" Code of Conduct. Each participant will get three dots to put next to the value he/she feels should be part of the final code. 5 values will become a part of the Finale Code of conduct. List of values they should vote on is extracted from their drafts of Code of conducts (list that facilitator made during the activities).

\*After participants choose values for Final Code of conduct, project team will put it all together and create the Final version of the Code of conduct. It will be printed, so each participant can take it with them to display it in their organisations.

#### Debriefing (15'):

- How you've felt during "Train example"?
- How you decided on what to do?
- How was this process for you?
- Was your Code of conduct clear and relatable?
- Did you have difficulties to relate the situations with your Code of conduct?
- What about the first example was it close to your arguments during debate?
- How did you agree on solution of the testing situations?
- Was it hard to pick up 3 final values?
- What do you think, do we need code of conduct? Why?

Code of Conduct

### Theory of ethics handout:

According to Sarah Banks, the following types of ethical challenges emerge in youth work:

**1**. **Ethical dilemmas**: They arise when the youth worker faces a situation where there is a need to make decisions between two options that are equally undesirable. They often involve a clash of principles that leaves the youth worker in doubt about the right decision, and after the decision is made it is possible to create a feeling of grievous conscience and regret.

**2. Ethical problems:** They represent situations when the youth worker faces the situation in which to make a decision, but there is no doubt what to decide.

**3. Ethical issues:** These ethical challenges arise in situations where we work in the context of the state's youth care system, ie it involves cooperation with competent institutions. In these cases, there is a conflict between the rights and obligations of the youth worker in relation to cooperation with state institutions on the one hand and on the other hand, the well-being and rights of the young person.

#### Examples of ethical challenges:

- How do we include socially excluded young people in youth work programs?
- Is it necessary and compulsory to use gender sensitive speech (oral and written) in youth work?
- Do we provide information about youth with colleagues in non-youth organizations or with outside organizations (other colleagues, friends, relatives)? Are there cases where it is necessary to break the trustworthiness between the youth worker and the young person?
- How do we deal with the photographs and information about the young people who participate in our programs? Do we publish them publicly? How do we keep information about youth in our organizations (eg youth records)? Who has insight into them?
- How much should we insist that young people talk about the problem they have and who see them affect their lives?
- What do we do if a young person makes a decision that is not in accordance with our values or values of the organization?
- How do we delegate tasks to young people? Is it okay to delegate or let it decide for itself?
- Young people drank alcohol on training, although they were told that it was strictly forbidden, what do we do in that situation?
- How competent are we, as youth workers, to assess the validity of young people's decisions and support them?

- When do we come to an invitation for interesting training, do we sign up as participants or send information to young people first and motivate them to participate?
- How do we set ourselves against young people when they make a mistake?
- Is it ethical to create conflict in the youth group to show them the potential for conflict for their growth and development?
- Is it ethical to work with young people because we think it will be fun (because they are fun to us) and we are not thinking about the goals we want to achieve?
- Healthy lifestyles and whether we live in private life too?
- How do we react to the unethical practice of our colleagues? Do we report cases to or do we not respond to the collegial reason?
- How much do we inform young people in their organization about what is happening (eg decisions about who we send to specific training or who we hire from young volunteers on a particular project, etc.)? How transparent are we?
- How do we react when high schools with whom we want to achieve cooperation on a program say they are not interested because they do not want their students to deal with topics they do not like or think are too controversial (eg refugees and migrants, sexual education, human rights etc.)?
- How to deal with (offensive) jokes and jokes? The Freedom of Speech Limit vs. offensive speech. Censorship?
- Is it OK when it comes to hugging a young person?
- Is it ok to fall in love with a young person who is a program user? What are we doing in case this happens to us, and what if this happens to our colleagues?
- As a youth worker, do we share with our young people their personal problems?
- To what extent do we develop a friendly relationship with the youth?
- Do I wear a blouse with a cleavege?
- Is it okay that the youth worker has more roles in the local community (or function in the local self-government)?
- Do we react to irregularities in project contests or other irregularities affecting youth? What are the appropriate ways of responding in such situations? Individual donations to the organization by the user or parent?
- Is it OK to not include marginalized groups of young people because we feel that we lack the competence for it?
- How much are we willing to improve our competences, even in areas outside our sphere of interest, if we recognize that they are important in order to reach young people or work better with them (eg, we start using social networks to communicate with young users)?
- How do we request feedback? Why and why do we evaluate the programs? Do we use evaluations to develop future programs or personal development?

#### Examples of ethical challenges

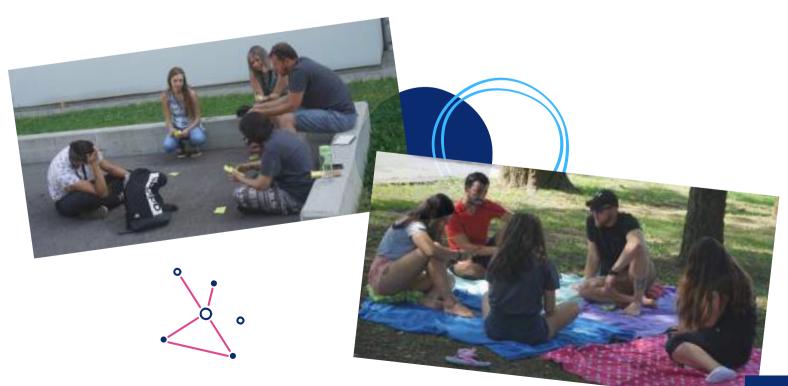
#### Example 1:

0 (Stanković, V. I Kalaba, V. (2017) Etika od postera do prakse. NAPOR) You are working with a young person and after a long period of intensive work. you have finally established a professional relationship and mutual trust. A young person is from a poor family and has a reputation as a person with problematic behavior and the history of occasional theft. At the individual meeting, you briefed the young person about the consequences of the misdemeanor offense. After your conversation, you witnessed that a young person had stolen the technical equipment from the store. You are the only person who saw that.

What would you do? Would you report misdemeanors to the authorities?

#### CHALLENGES:

- 1. According to the first principle, we must respect the choice of a young person because he/she has made an informed decision, implying that if a young person decides to act as a misdemeanor, he/she should learn to bear the consequences for their decision and actions.
- 2. We have a civic, professional duty and moral obligation to report this case to the authorities, while on the other hand, we have the value, the principle of providing the welfare of the young person. If we report a person, we will lose the trust and the relationship we have gained, and thus the possibility of further work with him/her which can lead to a positive change. Also, if we report a young person there is a possibility of permanent stigmatization of the young person as an offender.
- 3. If we do not report, we violate our professional obligation and jeopardize cooperation with state institutions, thus challenging our professional integrity.



After identifying the ethical challenges, the next step is to assess what is the right course of action. Which principle, in this case, is of greater weight and which principle will lead to the greater good - the well-being of a young person. Within this situation, we will prioritize the value of the well-being of the young person against the value of cooperation with state institutions and our professional credibility. While it is very important to protect ourselves as a professional person, we need to keep in mind what is our primary purpose - to empower holistic youth development and their well-being. Less damage will be caused if we potentially risk our professional credibility than stigmatizing the young person and reducing the possibility for its further development. Respecting a young person's decision and learning that every decision has its consequences can, in this case, lead to a counter-effect. With this analysis, we can conclude that we do not report the young person to the authorities to maintain trust and relationship with the young person, but we engage in obligatory intensive further work. Given that a young person comes from a poor family, through individual work we can find out why technical equipment was needed. In the long run, we can empower a young person and focus on other ways of earning than stealing. It is also possible to make more creative solutions for the technical equipment to return if we do not report a young person to authorities and is not stigmatized as an offender in the long term. If after all these efforts the young person does not change behaviour, then we can consider reporting to the authorities.

#### Examples of ethical challenges

#### Example 1:

Ø (Stanković, V. I Kalaba, V. (2017) Etika od postera do prakse. NAPOR) You are working with a young person and after a long period of intensive work, you have finally established a professional relationship and mutual trust. This young person has discriminatory attitudes towards a particular youth group (say, for example, members of Roma ethnicity and/or youth of homosexual orientation). After informing and entering a dialogue in which a young person can rethink their attitudes and values, a young person remains in his discriminating attitude that carries the risk of violent behaviour and endangering the safety of another young person. The question is whether we report potential risks to the authorities (police) or just continue to work with a young person or do something third?

#### CHALLENGES:

Ethical challenges are very similar to those in example 1, and they are following:

- 1. You respect the choice of a young person because he/she has made an informed decision even though the decision does not lead to his/her well-being. This implies that if a young person decides, he/she must also learn to bear the consequences for his/her decision and actions.
- 2. While respecting the principle of securing the well-being of youth and justice as a whole, the well-being of the youth refers equally to the young person who is a potential bully and to the young person who is a potential victim. If we report a young person who is a potential bully, we lose the trust and the relationship we have acquired, and hence the possibility of further work with him/her that can lead to change. Also, if we report a young person there is a possibility of permanent stigmatization of the young person as a bully.
- 3. If we do not report the possible risk of violence, we violate our professional obligation and jeopardize cooperation with state institutions, but also bring the risk to a young person who is a potential victim of violence. By analysing this case we can find that there is a great similarity in ethical challenges. An exception arises in the 3rd challenge where we have the aspect of the benefit of a young person who is a potential victim of violence. If we ask again what is the right course of action and which principle will lead to greater good we will also get a response to what we will do in a given situation. In this case, we can say that we are closer to deciding to report a young person who is a potential bully to the authorities and institutions to prevent the risk to the potential victim. However, before we make this decision, we need to make sure that this risk is very significant and realistic, as well as having done all that we could with a young person who is a potential bully to avoid possible violence. We have to be aware of the fact that when we report a young person to the authorities, there is a great deal of likelihood that we will lose his/her trust and thus the potential for further influence on his/her development.



## **Testing situations handout**

#### Testing situations – What would you do?

- How do we deal with the photographs and information about the young people who participate in our programs? Do we publish them publicly? How do we keep information about youth in our organizations (eg youth records)? Who has insight into them?
- As a youth worker, do we share with our young people their personal problems?

#### Testing situations – What would you do?

- Young people drank alcohol on training, although they were told that it was strictly forbidden, what do we do in that situation?
- Is it OK to not include marginalized groups of young people because we feel that we lack the competence for it?

#### Testing situations – What would you do?

- When do we come to an invitation for interesting training, do we sign up as participants or send information to young people first and motivate them to participate?
- How do we react to the unethical practice of our colleagues? Do we report cases to or do we not respond to the collegial reason?

#### Testing situations – What would you do?

- Is it ethical to create conflict in the youth group to show them the potential for conflict for their growth and development?
- How much do we inform young people in their organization about what is happening (eg decisions about who we send to specific training or who we hire from young volunteers on a particular project, etc.)? How transparent are we?

#### Testing situations – What would you do?

- How to deal with (offensive) jokes and jokes? The Freedom of Speech Limit vs. offensive speech. Censorship?
- Is it ok to fall in love with a young person who is a program user? What are we doing in case this happens to us, and what if this happens to our colleagues?

#### Testing situations – What would you do?

- Is it OK when it comes to hugging a young person?
- Do we react to irregularities in project contests or other irregularities affecting youth? What are the appropriate ways of responding in such situations?

# DAY 5

## SESSION 1 Organization fair

- **Objectives:** to represent organisations and their field of work, to inspire international cooperation and to exchange the examples of good practice within human rights education field
- Activity time: 60 minutes
- Group size: 15+
- Materials: art and craft materials

post it papers

Participants will work in the national teams. They will have to make poster that represents their sending organisation. Obligatory information for the poster are: name of the organisation, place, when it was established, contact info, what are the goals and the vision of the organisation, three main projects, connection to human rights and one example of good practice. They can use any available material they can find.

After they finish their posters, they will introduce their organisation in the following way:

- there will be 3 rounds of presenting
- in each round 5 organisations are presented
- each team has one minute to present the most important things about organisation
- after 5 teams in one round present their organisation, rest of the group will ask them questions
- participants will post their contact if they want to cooperate with the organisation (participants will collect the contacts in the end of the session)
- after there is no more questions, we start the new round
- each round lasts approx. 10 minutes.

#### Reflection:

- Did you find an organisation you would like to cooperate with?
- Did you discover similarities between organisations?
- Can these organisations work further on human rights education topic?

58

# SESSION 2 Do it yourself

- **Objectives:** to link the knowledge and competences acquired during the training and inspire new ones through an exchange of experience; to understand and explore human rights teaching possibilities, to encourage positive thinking and support among the teams.
- Activity time: depending on the group numbers
- Group size: 3+
- Materials: see what your participants need

After five days of learning, it was the time for our participants to demonstrate their learning outcomes. So, the task was to form groups and prepare a 45 minutes workshop according to the outcomes of the past few days while choosing their own subject to tackle (ex. discrimination, environment, gender...).

Each group had time to conceptualise their own workshop/activity. It was on trainers to encourage the groups to help each other, if needed.

You can see the results in the following sections.



## SESSION 3 Sharing is caring

• **Objectives:** to apply gained knowledge and competences acquired during the training.

The workshops were organized simultaneously during the afternoon: two workshops at the same time, four blocks of workshops.

According to our social contract, each person was responsible for their own learning process, and thus they had chosen which workshops would they wanted to attend.

Another instruction was to take care of the number of participants in each workshop - it had to be equal.

# Her you can find the workshops schedule, and group's method outlines.



METHOD OUTLINE	METHOD OUTLINE
$\begin{array}{llllllllllllllllllllllllllllllllllll$	TOPAL CIEP FORWARD
Objectives of the method: The Section Provide Provide Contraction Representation of the method of the Section Provide Section of Section 1, Sec	Objectives of the method: TO PTENDEDT COMPARISHED TWENTED THOSE WHEN ALL OF PERSONNEL TO SHOW HOW NOW ALL OF US TOOSE WHE ONLY OFFICIENT (THIS 1 TO SHOW WITH HERE OF CARDING SHOWE OFFICE) TO CAN ANYWE Materials and to CAN ANYWE WITH OTHER OFFICE - STEP PHYSICAL OFFICES OFFICES
Discription of the method (only by step)	Discription of the method (step by step)
1/20-10-10-10-10-10-10-10-10-10-10-10-10-10	- IT PLORESSES HAVING FLORED IN GENERAL, SOME PLOCEDA, MODERALITY, EXCLUSION
Billion Agen	- Thies would up multe
She antipolity to want atta? and it heads to be formed, extending to the finite at socies" (Summissing), "Suthing at court (realize time), encourse by the president court of another of proves (Encoursector), show the court court "Maint provides, provide or inclusion and and the de time realized. Execution with courts and anothers.	<ul> <li>WORES FOR 10-30 pupple</li> <li>PACE INTERPANT GETS &amp; ROUE OF HEEM &amp; UNITO LOEL TO GETS INTO PROJECTIVE READS DIFFETERED SOFTEMENTS.</li> <li>IF THE UM BUCKER AGAZES WITH THE STRATEMENTS, AMER ONT SHE FORWARD.</li> <li>ACTER AND THE SOFTEMENTS ONE FOR PARTICULARITY</li> </ul>
2 B. REVE ENTITED HEAD AT COMMENTED SHILL DEPOSIT AND SANT THE SHOP THE SHOP THE	- DEFERING WHERE THEY STEAD.
<ul> <li>B. BALL IN THE POLICY DAMA DAMAS DAMAS IN AN ADMITTANE OF AN ADMITTANE AND ADMITTANE AND ADMITTANE AND ADMITTANE AND ADMITTANE AND ADMITTANE AD</li></ul>	MA GOA / VATUESSO / ALERSANDAR & NATAJA



#### METHOD OUTLINE

Topic Human Rights Elworgh Arts

- Objectives of the method: O WOILERATE about hander rights - gain knowledge about human rightr
- Materials ravided:
- improve stilly and compreheres Crommunication stiffs, and -) - steveness Erestivity through ands
- colours, Paperri 13. toble

All the participants will select a piere of Discription of the method (step by step) paper from the box. In each paper is written

a statement the for inverten rights Pax will draw something according to the statement they have in 10.12 minutes. Each bar will show what they drow to what and the other bar will tell what Wen drawing are susaing At the end we will have a small discussion and provide the result) By will make the different perspectives and diversity from





METHOD OUTLINE GROU? 5

THE STREESTYPES

Objectives of the method-DROUGHE FOROAUTH MID TRACOOK

Manual and A PLIP CHART PROCE S. AL PROCE

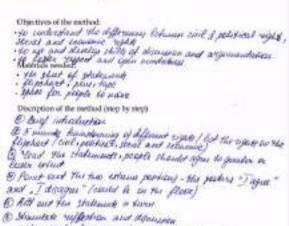
Discription of the method (step by neg)

1. Divide the post-happends in two terms 2. One learn write transive gradients about He wat worker and the alker have will seen questions about the " well mer", after they amening they will change the floors

3. Then they will ask leghter of the How are people that are not like this and another the

Questions for fullock

1. Here did the exercise make you ful? In what is the met imperfort thing you there is what was your signed challenge in this marrie?



METHOD OUTLINE

taky proper last excurpted these atoms particular
 In they partian indicates the task of a strong granene
 In tak of businesidge

C & topp

Topic

benkal bunna cophy



#### METHOD OUTLINE

Tight Funder equality (We are all been free and equal!

papersensed the excellent . To compare here people differ in these include inspections of effectives colour our first inspections . To have the number of two our impressions of the more below the there . . Stateside content

- 7 pres

- 2 prove will a produce produce in the cursor line with

Discription of the method (step by mep)

- Red the most imports to call in two turns - Red the most basis the paper with the pristant of a person - There will be questioned about the portion on the open and the performance will have to assure and poper and the

- At the and, and been will talk about the pursue

and Here ANDARES

- After that, we will hall the terms the coul aboy of the persons in the paper - Sould democra about the workship

#### METHOD OUTLINE

Topic Sto UP: Gagas Manager Wash

objective of the method ist people thank about the privilityes reliabed with work working our they able in the society Material mentod Riper with works , variences (slathering)

Discription of the method (step by step)

- First of all, going them the electricit they shall follow une them some time to get who them who shall in a face of andle, by reading the shallowedts and analogy to their ook they have note one stop formul which of they are about to do th
- We tool to be not fous into the affection instead of antidging the dynamic of the grap just to let people of a the first time came who there and.

W. 900 M

#### METHOD OUTLINE

Topic: Blicksity , CathonicsTiald

Objectives of the method , T2 Lubers Dava T in form David Lubers (and De Alamonth webs Thomas and courts denoted a service) Sector and Lubers services .

- Warter (any lind of indered the stars) - distribution is other of my first instruction

Discription of the method (step by step) 6 The char is behind in terms of minimum gladermodeuts. then then REPRESENTS our including country and TEAMS JANKE A TIGHT COAL OF PULLING A CONSTRUCTION WHTH WALL SAVE THEN AGAINST & ONTASSEUTHY, THE CASE IS MYTH WITHOUT THE CICALING WITH LINERD THE ENCH THAN HAS TO DRYTOTHE GET OF KULLS DEFINED BY THE INCLUITIONS, THE RULES DEFINE PAGE TENTY DUPPERED SECTOR BECKINGLE (THE PARAMETER . UNT TERM HAS TO HOS OTHER I WHEN THEY THEY CET LOUTS, WHEN THE BALL THAT WERE THE AND A PRYDER GARDET ) . CACH TOMPS S PROHIDING TO TOUCH OF OF THE NEW THEREINCE. THE REAL DOC PACIFIC AND DE MY JUST CONFLICTS OR NECENTRS BOTHERN TEAMS HARLE THEY AND WORKING TO COMPLETE THE FURAL TASE PACILIPATORE CAN VIE THEIR CREATINITY AND ADMIT THE ACTIVITY ACAMEDING TO THE MAIL PLACE / HUMAR OF PARSICIPARS ETC.



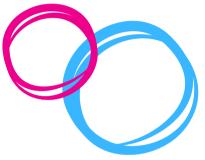


# DAY 6



# SESSION 1 Youthpass Islands

- Objectives: to explore 8 key competences by way of a "learning by doing" activity, to further discuss Youthpass and raise awareness of it as a tool for self – assessment and recognition of non – formal education.
- Activity time: 80 minutes
- Group size: 20+



• Materials: depends on the tasks you decide to design

Set up eight workstations. Use tables or mark out eight islands (with masking tape) on the floor, corresponding to the eight key competences. Place one task card and the necessary materials and equipment on each island, as described on each task card. Set up a 'passport control office' (a table and a chair) for the facilitator to stamp the Youthpass-Passports and administer the eight-sided dice. The objective of the game is for each team to get their 'Youthpass-Passports' stamped, after visiting as many islands as possible and fulfilling certain tasks related to each one of the eight key competences.

First, divide the participants into reflection groups and give one Youthpass-Port to each group. The objective of the game is to get the passport stamped with the eight different island icons within 45 minutes. Each icon represents one key competence. Do not tell them yet that they do not need to get all the stamps (keep this for the debriefing).

Explain that there is a passport control office where they will get their Youthpass-Passports stamped once they have visited an island and completed at least two of the tasks as a team (there are three tasks on each island card). After getting the stamp, they will roll the dice to continue with their journey. Once they roll the die, they go to the island with the task card that matches the icon on the die. If there is another team on the island, they have to roll the die again until they find a vacant island they have not visited before. The game ends when the time is up or when one of the teams has obtained the eight stamps.



Gather the participants in plenary for the debriefing. During the debriefing, focus on the game and its relevance to the competences and the project. Discuss with the participants how the eight competences are related to the Youthpass and show samples of Youthpass certificates, focusing on the competences part (use computer equipment, if available).

#### Reflection:

- How many stamps have you got?
- Is there a winner or a loser?
- What was the goal of this activity?
- Can you get all the stamps?
- Should you get all the stamps?
- Would you prefer to stay on a certain island for longer?
- Why was it important to get a stamp from the 'authorities'?
- Did he/she check to see if your task was accomplished or not?
- Did you find this activity useful to better understand key competences?
- · Point out: self-assessment/guidance, learning process

\*This activity is especially suitable for young people who enjoy learning through games and may have difficulties grasping very theoretical concepts in a traditional learning environment. As the first part is a learning-by-doing activity, it can be adapted to almost any context by adapting the tasks according to the participants' needs (drawing instead of writing or speaking, translating the task cards, etc.).

\*\*During the reflection, it is very important to focus on the guiding questions, to make it clear that the real task is learning the competences we are interested in. It is not necessary to get all the stamps unless that is our goal. The activity is also intended as a group-building activity and participants should be encouraged to do the tasks as a group.

\*\*\*The Youthpass Islands activity can be done either at the beginning of a training course, to introduce the eight key competences, or at the end, to link participants' learning outcomes to the key competences.





Youthpass passport example:



<u>+ <u>"Youthpass Unfolded",</u> <u>Practical tips and hands – on</u> <u>methods for making the most of the</u> <u>Youthpass process</u>"</u>

# SESSION 2 Learning outcomes

- **Objectives:** to provide a space for participants to reflect on learning within the training course and to further discuss Youthpass and raise awareness of it as a tool for self assessment and recognition of non formal education.
- Activity time: 80 minutes
- Group size: 20+
- Materials: Flipcharts Markers Boat flipchart with post-its

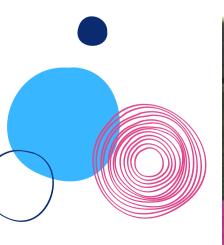
Keep participants in their reflection groups. Give them instructions to list all the competences they gained during this training course. They will be encouraged to use their HERO's logs, 8 key competences model and ETS competences for youth workers to work internationaly.

Each group should briefly present competences they've put on their flipchart. Other groups are listening and they can complement their lists if they want.

Participants will be encouraged to go back to the "boat flipchart" with the expectations, contributions and obstacles. They should find their papers and do the following:

- · Leave the expectations post-it if they were accomplished, if not remove the post-it
- Leave the contributions post-it if they feel like they added to the training course, if not remove the post-it

• Remove the obstacles post-it if they feel like they overcame them, if not leave the post-it. After participants remove/leave their post-its go to the reflection phase.







#### **Reflection**:

- How was this process for you?
- What it was like to put your learning into the words?
- How can you put your acquired experience and learning into practice in the future?
- What was challenging about making "competences list"?
- Were there similarities between participants in your group?
- Were there any surprises?
- Were previous two activities helpful in order to decide about fulfilment of expectations and overcoming your fears?
- Was it easy to decide which post-its remove or leave?
- Why did you removed or left pos-its?
- In terms of learning, was this training successful for you?
- Did you found out something new about your own learning?
- Do you think Youthpass is useful tool?

# SESSION 3 Evaluation

Evaluation of the project was divided into two activities.

#### **1. Final thoughts**

The whole group will sit in the circle and trainers will start by asking questions in order to focus the group on the experience they had during the training course. Meanwhile, "Dixit" boardgame cards will be spread all over the room. The participants will then choose one card that represents their experience during this training course and explains why they chose that card. In this way, you'll get important feedback from participants in a relaxed and emotional atmosphere. In this part, every person will choose their favourite method that they learnt during this TC.

**2. Pie chart evaluation and questionnaire:** Participants will have materials prepared to put on a pie chart evaluation in order to give feedback on the whole experience. It will be a visual representation of their experience.



"In the last 20 years projects have taken a central role in youth work and can be considered today as a tool for social change, a cornerstone to community development and to international youth work or even as a tool to build and/or strengthen civil society. As a consequence, the management of projects has become a necessary skill for youth organisations and a recurrent topic for youth work training. Project management requires a wide variety of skills from political/social analysis to communication skills, from people to resources management skills, from fundraising skills to evaluation techniques etc."



Source: T-Kit: Project management

Within this **part 2** of our manual we wanted to outline some important parts of project management (not all of them). This manual is for project managers and trainers that are active in implementing projects under the Key Action 1: Mobility for youth workers. We will explain some key activities you should implement to raise quality of your project, once the project is approved.

Part 2 is divided in following chapters:

- Preparatory phase partners
- Preparatory phase participants
- Team management and task division
- Local community and media involvement
- Dissemination
- Evaluation
- Recognition of learning
- Report time

In the end of this part we created a small **HERO library**, with some useful manuals and tools you can use during your project implementation adventure!

We hope you will enjoy reading and that the content of this manual will be useful in your own projects.

Once the grant was approved we developed a project management model we will test in the future projects. In the preparation phase, each organization put one project coordinator in charge, who was responsible for everything in his organization related to the project. We had one big Skype meeting to prepare everything for the implementation of the project and the selection of participants, and we had extensive communication via email and Facebook throughout the whole project. We signed partnership agreements with every partner to agree on mutual rights and obligations within this project.

And so it started!

**PREPARATORY PHASE: Partners** 

In the following part, we will describe step – by step preparatory phase with partners.

#### 1. Project is approved! Announcement!

Once the project was approved we've created a mailing list with all of our partners on it. To include partners right from the start, we created a small reminder on what the project is about.





Here project partnership is built on the same need, which is to enhance the competences of youth leaders and youth workers in the field of human rights. Youth work is a key area for young people to be themselves in this picture, and youth workers' education and training is crucial in securing the quality of this space.

Human rights education is relevant in youth worker's education and training because it is about teaching and learning newto live together in dignly and with respect for one another. Therefore, it is crucial that as youth workers are geting educated or trained about, for and through human rights education, they should be the ones at the carbie, in the first piece. By its nature, youth work as a social practice is influenced throughly by the vertical and hotcottal dimensions of human rights. The main objective of the HERO project to to take awareness of youth leaders and youth workers about the importance of human rights and human rights issues in youth work is social or role at the carbie, the project will contribute the promotion and protection of human rights within the youth work instruments.

In other words, the main objectives of the 'HERO' training course are to: • Raise awareness of human rights issues in youth work and contribute to their protection.

 Exchange good practices in human rights-based youth work and solving human rights issues within youth work hamework.

 Develop the knowledge, skills, and abilities of youth leaders and youth workers necessary to promote the learning of and learning for human rights.

By inchieving these objectives, youth workers and youth leaders will have knowledge, sinile and attuides needed to include young people in activities that raise averages of the importance of human rights and to actively promote human rights amongst other young people, but also they will raise avareness about human rights allongst other young people, but also they will raise avareness about human rights allongst other young people, but also they will be enhanced by this project are critical deviberation about their everyday practice and how the human rights framework is connected to youth nom and sharing and transferring knowledge to others and learning from that process. By doing so, they will acquire otherwing the rights in their local communities.

Human rights education with its values, principles, duelowes and methodologies connects youth work practice with the overall goal of sustaining a living democracy more explicitly and by respecting the dignity and autonomy of the individuals involved. Human rights education improves the quality of the work done with young people, as it prepares both the youth worker and the young person to act on the basis of certain values.

Ø

# What activities we want to do?

#### Participants?

HERO project has one big activity - training course in which youth workers and youth leaders will enhance their competences in the field of numan rights within the youth work trainework. Beside residual training course, the project will have extensive preparatory phase, selection of the participants, regular project learn online meetings and equally important follow-up phase, where participants will apply new-pained competences in their even, day work and their local communities.

The derticipants of this training ocurse are active youth workers and youth leaders who, in their professional life, are dealing with challenges of human rights violation and protection. In all of our organizations, there are youth workers and youth workers that are working in local communities that need in the knowledge, skills and support in the field of human rights. Participating organizations are working with very diverse groups of young people, through very diverse topics but we all are tacking human rights issues on the energiday basis, yet we tack support towards youth leaders and youth workers involved in these processes. With the rapid social change in the whole Europe, the topic of human rights becomes there and more important, as well as building competence of youth workers and youth leaders to react on human rights issues within the local community. As we mentioned before, we consider human rights as a vertical and botroontal dimension within youth work.

Therefore, it is crucial that as youth workers are getting educated or hained about, for and through human rights education. Every participant organization will include two participants (18+) from their organization (employee, member, volunteer) in the project. The total number of participants, therefore, is 30 and 30 % of the total number will be participants with fewer opportunities (economical, geographice, refugees).



# **Results of the project?**

#### Impact?

The "HERO" project is based both on content and competences development in the field of human rights with a special focus on youth work. This human rights education will result in the development of skills, abilities and in a change of attructes of participants, towards protection of human rights in youth work practice. Youth workers and youth leaders who participate in this project will be able to critically deliberate about their everyday practice and now the numan rights framework is connected to youth work and they will be able to share and transfer knowledge to others and learn from that process. Accordingly, the result will be the revelation of good practices in recognizing and solving human rights issues and in the promotion of human rights within youth work.

Furthermore, the participants will be able to identify key moments of human rights issues, analyze and critically evaluate the actions and carry out diverse methods to raise the avareness of human rights protection within their eventially practice.

This human rights education will have a great impact on participants as they will reinforce their abilities to face challenging situators and become active promotors of solving human rights issues in youth work. Through an exchange of good practices, tools and methods in recognizing and solving human rights issues, the participating organizations will transfer concrete methods to their local communities.

By sharing the knowledge and resources in all carticipating organizations local realities, it is desired to create a support platform in the field of human rights relations within youth work.



•----•

### 2. Skype meeting with project coordinators from each partner organization

To avoid any misunderstandings, we had one big Skype meeting to prepare everything for the implementation of the project and the selection of participants. In two weeks we informed, discussed and supported all of our partner organizations. After the Skype meeting partner organizations had tasks to do.

Also, we created a meeting report as a reminder in the following period.



### Training course - HERO - CONCLUSIONS AFTER MEETING

### 1. Participants profile

- 2 participants per country, preferably 21 +
- Youth workers/youth leaders (not the experienced trainers in human rights education)
- Gender balance (one male and one female)
- Deadline for participants selection: beginning of the July

### 2. Preparation before TC

- Small research on human rights situation in each country
- Prepare one method of non formal education within human rights topic
- Prepare one example of good practice of human rights education
- Food, snacks and fun facts about country for intercultural dinner
- Photo and small description of the participants

### 3. Dissemmination

- One activity after the TC participants can choose between workshop in the local community, project writing in the field of HR and human rights campaign.
- To put ethical code in the office
- To share handbook and ethical code to the organisations from each partner local community
- To write an article after the TC
- To share posts on human rights and HERO project social networks before, during and after TC
- To share info about the project to the local media

### 4. Logistics

- 15 partners in total
- Travel cost reimbursement will be done on NGO's account after we get tickets originals
- Easiest way to reach Karlovac is to come to Zagreb first
- Accommodation in <u>Hostel Bedem</u>
- It is possible to come two days before the TC or stay two days after TC
- Travel grant per countries : Portugal 360 EUR

Sweden, Poland, Kosovo, Spain, Romania, Cyprus, Ukraine, Macedonia, Bulgaria, Italy – 275 EUR Slovenia, Serbia and Hungary – 180 EUR



#### 3. Partnership agreements

We signed partnership agreements with every partner to agree on mutual rights and obligations within this project. The obligations of the partner organizations mentioned in the agreement were to:

- Engage in the selection and preparation of participants participate in the preparation, implementation, evaluation and accompanying activities of the project;
- Support the development of a travel plan for its participants;
- Ensure the protection and confidentiality of the participants during the project and
- Participate in the promotion, visibility and dissemination of the project.

Mandates you've signed in the project writing phase **ARE** partnership agreements, but it is recommended to create and sign additional partnership agreement with clearly divided roles, deadlines and obligations.

Erasmus+	Lat 24 Gillouet 1, 621 - Loanting Hotelshy of Verlanded MARE - Factor Addition Promit A& OS-N425777 Deadline (Browner Trans 5 No. 7210 12 00/08	Erasmus+	Call 2010 Based 11001 - Lawring Meeting of In DAVID - Yang Fermiti 12326,7428/2011 Standing (Brausin Tree) 9 Fak 2018
	MANDATE	subject of this project application.	
i, the undersigned.		obligations under the grant agreene	<ul> <li>will do everything in its power to help the opendinator, n, and reparticular, is previde to the coordinator, ne its uned in relation to the grant agreement.</li> </ul>
ethoround'			Inspresentia not in any of the aduations of exclusion set is to scenational and financial capacity to complete the pr in the project application.
		take precedence over any other age	I my organication that the provisions of the grant agrooms element between my organization and the coerdinator t of the grant agreement, including this mandate
novoinattor referred to as "the parts	er organisation" or 'my organisation",	This mandate shall be arrived to the agreement in case the project to select	e KA105-76487871 and shall form an integral part of th ted for funding
to the purposes of participating in a Brasmus+ programme (herematies)	the project HEPRO - Human Pagma Education Obsoriturity under the referred to as: "the project")	SIGNATURE	
nereby			
1. Mandate			
1. Unredute			
	0hil07)		
represented by (Nerrenotive referred to so "The coor To salomi) in my name and on beth Paramas- programme to HR11 A	uil of my anganisation the project application for funding within the spenicy for Mobility and EU Programmes - Agencija za mobilisotti		
represented by (Nevertofler referred to as "The coor To saturit in multiprice and on best	uel of my argumentation the project application for hunding within the ligenity for Malkithy and EU Programmes - Agencija za mobilihast i J. In Choola		
represented by (Nevertable referred to as The coor To satent) in my name and on best Enternant biogramme to HRE1 A programme Excipate units (AMPE), ferentiative referred to as The Natio In case the project is granted by	uel of my argumentation the project application for hunding within the ligenity for Malkithy and EU Programmes - Agencija za mobilihast i J. In Choola		
represented by theremotive reterined to as "the coor To saturiti mmu marke and on bet Erasmus – programme to HRE1 A programme Exceptive unity (AMPE), terremotive reterined to as "the Natio In case the project is granted by organization the grant agreement of	uit of my argamisation the project application for funding within the ligenity for Matkithy and EU Programmes - Agencija za mobilihost i J. III. Cicotia real Agency" y the National Agency. To eigh in my name and on behalf it my		
represented by (Nevertable retented to as The coor To satural in my name and on bet Enames - programme to HRE1 A programme Exceptive unity (AMPE). Nevertable retented to as The Natio In case the project is granted by organization the grant agreement of 2. Mandate the coordinator to act of increase conductions that I account of the provisions affecting the coordinator	uit of my argamisation the project application for hunding within the ligenity for Malkithy and EU Programmes - Agencija za mobilihost - Ji in "Disorta intal Agency" y the Nationalir Agency, to sign in my name and on behalf of my ne to possible subsequent amendments with the National Agency		
represented by theremotive retened to as "the coor- To submit in my name and on best Erasmus - programme to HRE1 A programme Exclude unjet (AMPE), terresulter referred to as "the Notio It cause the project is grammed by organization the grain agreement of 2. Mondate the operating the coordinator in horoby continen that i accept of the provisions affecting the coordinator of an and the caused as the coordinator of an accept of the amounts of the solution is cause the amounts corresponded is causely that, the information related	uit of my argamisation the project application for hunding within the lightly for Mathitiny and EU Programmes - Agencija za mobilelost - J. III. Choose, intal Agency? y the Neutoniar Agency, to sign in my name and on behalf of my int to bocutte subsequent amendments with the fruitchiar Agency is behalf of my organisation in compliance with the grant agreement, terms and conditions of the grant agreement and, in particular, all or varial the other beenforcies. In particular, I acknowledge that, by and also be to be beenforcies. In particular, I acknowledge that, by and also is entitled to receive fund from the Valascia Agency and also is entitled to receive fund from the Valascia Agency and also is entitled to receive fund from the Valascia Agency and		

Example of the partnership agreement:

Internal Partnership Agreement for Erasmus+ Youth Exchange and Mobility of Youth Workers Programmes



Project No: 2019-1HR01-KA105-060703 Project Title: "HERO – Human Rights Education Opportunity" Project start date: 1<sup>st</sup> May 2019 Project end date: 31<sup>st</sup> December 2019

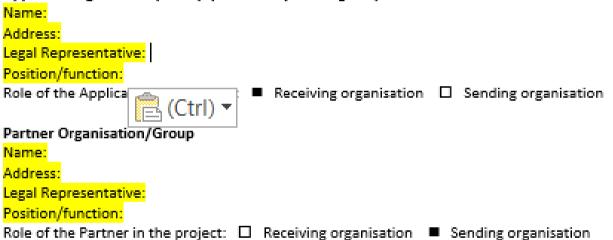
### I. Preliminaries:

The following Partnership agreement should be signed between applicant and partner organisations/groups involved in the above mentioned Erasmus+ Programme project. A signed original of the Partnership agreement is handed out to all involved organisations/groups.

### II. Names and Contacts of all the promoters involved:

The following Partnership agreement is to be signed between applicant and partner organisations involved in the above mentioned Erasmus+ Programme project.

### Applicant organisation/Group (beneficiary of the grant)



III. Roles and Responsibilities of the Receiving<sup>1</sup> Organization and the Sending organisation<sup>2</sup>:

The Receiving organisation shall

- carry out preparation prior to the activity
- ensure safe and decent living and conditions for the group throughout the entire activity period
- support the transport arrangements for the sending groups on arrival so they
  can reach the activity venue
- ensure the protection and safety of participants throughout the project
- ensure measures aimed at enhancing the visibility of the project and the visibility of the Erasmus+ Programme in general
- ensure the promotion and dissemination of project results during and after the activity



<sup>1</sup> Receiving organisation: in charge of hosting the activity, developing a programme of activities for participants in cooperation with participants and partner organisations, providing support to participants during all the phases of the project.

<sup>2</sup> Sending organisation(s): in charge of taking part in the preparation, implementation, evaluation and follow-up (if relevant) of the entire project as well as preparing and sending young people and youth workers to the activity abroad.

### The Sending organization is responsible for

- sending participants from their national group to attend mobility of youth workers,
- taking part in the preparation, implementation, evaluation and follow-up (if relevant) of the entire project,
- carrying out preparation of the sending group prior to the activity,
- support the transport arrangements for the sending group to the nearest airport for departure,
- ensuring the protection and safety of participants throughout the project,
- ensuring measures aimed at enhancing the visibility of the project and the visibility of the Erasmus+ Programme in general,
- ensuring the promotion and dissemination of project results during and after the activity.

### IV. Roles and Responsibilities of the Applicant organisation and the Partner organisation:

The Applicant organisation takes responsibility for overall budgetary management of the project and liaison with sending promoters and the submission of the final report to the National Agency. The Applicant organisation is also responsible for paying the due amount from the grant to the Partner organisation to cover or contribute to their travel and preparation expenses and exceptional / special needs costs.

The Partner organisation takes responsibility for providing the Applicant organisation with all travel receipts, copies of invoices, participant signatures, etc. related to the shared project costs set out in article V and required for the sharing of the due part of the grant and for the submission of the final report.

Both, Applicant and Partner organisations are responsible for promotion and dissemination of project results during and after the activity. The Partner organisation takes responsibility for providing the Applicant organisation with all of the evidence, pictures, signature lists, videos, links, etc. related to the dissemination of the project results.

### V. Project costs:

Partner organization is entitled to receive travel cost as follows:

- Distance between 10 and 99 km 20 EUR per participant
- Distance between 100 and 499 km 180 EUR per participant
- Distance between 500 and 1999 km 275 EUR per participant
- Distance between 2000 and 2999 km 360 EUR per participant
- Distance between 3000 and 3999 km 530 EUR per participant
- Distance between 4000 and 7999 km 820 EUR per participant
- More than 8000 km 1500 EUR per participant.

### VI. Money transfer for the project costs:

The transfer(s) to the Partner is / are operated in bank transfer in 3 working days:

- after receipt of the supporting documents for travel expenses,
- after receipt of the supporting documents for dissemination of the project results.

Payments are subject to the receipt of the documents required for the submission of the final report.

### **VII. Signatures**

By signing this partnership agreement, the partners agree on jointly carrying out the project in the frame of the Erasmus+ Programme and the conditions set out above, and agree to comply with the guidelines of the Erasmus+ Programme, valid for the year in which the grant was allocated.

The partners allow the European Commission and the involved National Agencies to make available and to use all data provided in the frame of this project for the purposes of managing the Erasmus+ Programme.

All data, on paper or electronically, will always be used respecting the privacy of individual persons.

Applicant Organisation/Group	Partner Organisation/Group
Name of the legal representative:	Name of the legal representative:
Position/function:	Position/function:
Signature:	<mark>Signature:</mark>
Place:	Place:
Date:	Date:

### 4. Facebook group

We wanted to make our communication smoother, but also to create a virtual space for all of us who will be the part of this project so we created a private group on Facebook for all of us to use. Project coordinators got an instruction to add participants into this group once they've selected them.







### 5. Selection of the participants

Each **partner organization was responsible** for the selection of the participants according to the agreed criteria such as motivation for participation, experience in youth work, experience in teamwork and by respecting sex, age and geographical balance. Their selection of the participants was based on their motivation to learn and share and based on the experience of managing different human rights issues within their local community or working with vulnerable groups. It is important to mention that almost all of the participating organizations already had one or two participants that matched the profile and they are eager to send them to participate in this training course, due to extensive preparatory phase in the phase of writing this project proposal.

Organizations that haven't selected their participants in the phase of writing this project proposal, followed **the application process** that we agreed on in the preparatory phase. Partner organizations shared the information about the project among their employees, members and volunteers or with their partner network within the local community. After that, each partner organization had an interview with potential participants to gain a broader picture on their motivation, experience, needs and expectation, but also how they will use competences acquired during training course within the local community and their work.

Also, we suggested partner organizations to create **a waiting list**, just in case some participants could not make it in the end and most of the partner organizations did that.

### 6. After the selection of the participants

We developed a monitoring plan with all partners, with the list of all the steps that needed to be taken during the project and with deadlines to respect. Also, we developed a dissemination strategy and risk management strategy. The project manager was responsible for the overall project management process, while every partner organization named one project coordinator to monitor different parts of the project. Through the distribution of work between partner organizations and with the support of project coordinators from each organization, we tried to anticipate possible problems before they might occur and jointly addressed them and solved them.

Therefore, we developed a **project management mode**l which partners outlined as an *"example of good practice in managing projects with a high number of partners"*.



•----•

Partner organizations promptly fulfilled everything we agreed in the preparatory phase of the project. Also, in the preparatory phase, they contributed with their experience and knowledge and they suggested the topics and different methods. They made **the greatest contribution to the project** through a careful approach in the selection of the participants because participants were a key element of this project.

### Summary:

- Preparatory one-on-one meeting it will make your partnership easier;
- Prepare yourself for this meeting make a list;
- A partnership agreement is important to make a deal on the roles and obligations of all the partners;
- Facebook group on a project creates a small community it is more personalized than emails;
- Be clear on the profile of the participants;
- Give partners enough time for the selection process plan the timeline;
- Create a waiting list of participants;
- Divide tasks, give deadlines but also support and feedback;
- Enjoy your partnership!

### ••••••

### **PREPARATORY PHASE: Participants**

Altogether, 30 participants from 15 organizations were involved in this activity. Priority was given to youth leaders and youth workers that are active in their local communities. Profiles varied depending on the participating organizations main target groups. Therefore, we had participants that were working exclusively with young people with immigrant/refugee backgrounds (some of them are from the same background), participants that worked with young women, unemployed young people, young people from rural areas, young people with several social and economic disadvantages (per example, youth from alternative care system) and participants that worked with young Roma people. So, preparation, monitoring and support activities to participants were very important part of this project. Partnership organizations were responsible for the selection process and for the preparation of the participants, with our support.



### 1. Before the training course, participants had preparatory tasks



(with the support from their sending organizations):

- to make a research about the history of human rights approach in youth work in their country and prepare one example of good practice;
- to prepare one non-formal learning method they want to share with the group connected to human rights education;
- to prepare food and snacks that represent their country, along with the fun facts about their country that we will use in intercultural evenings.

The outcomes of this preparatory work were implemented in different sessions during the training course.



Training course "HERO" intends to offer to youth workers and youth leaders space to reflect, exchange and share knowledge and experience in the topic of human rights education within youthwork framework.

The main purpose is to encourage participants to reflect about human rights issues and how to use human rights education in their everyday work.

- To raise awareness of youth leaders and youth workers about the importance of human rights and human rights issues in everyday life,
- To introduce youth leaders and youth workers with educational activities, tools and resources in the field of human rights
- To develop the skills of youth leaders and youth workers necessary to promote human rights and advocate for in their local community,
- To raise awareness of cultural differences in the field of human rights.

# WHO?



# VALENTINA Gambiroža



GIVE EVERY HUMAN BEING EVERY RIGHT THAT YOU CLAIM FOR YOURSELF.

**ROBERT INGERSOLL** 



BRANIMIRA PENIĆ







M



CARPE DIST

芡

Steps for YoUth











# THE UNIVERSAL DECLARATION OF **HUMAN RIGHTS**



Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states fundamental rights and freedoms to which all human beings are entitled.

We are all born free and equal.

You have the responsibility to respect the rights of others.

Everyone is entitled to these rights no matter your race, religion, sex, language, or nationality.

No one can take away any of your rights.

Everyone has the right to life, freedom, and safety.

No one has the right to hold you in slavery.



No one has the right to torture you.

You have a right to be recognized everywhere as a person before the law.

We are all equal before the law and are entitled to equal protection of the law.

You have the right to seek legal help if your rights are violated.

No one has the right to wrongly imprison you or force you to leave your country.

You have a right to a fair, public trial.

Everyone is innocent until proven guilty.

You have the right to privacy. No one can interfere with your reputation, family, home, or correspondence.

You have the right to travel.



You have the right to seek asylum in another country if you are persecuted in your own.

Everyone has the right to a nationality.

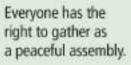
All consenting adults have the right to marry and to raise a family.

You have the right to own property.



Everyone has the right to belong to a religion.

You have the right to think and voice your opinions freely.



You have the right to participate in the governance of your country,

either directly or by helping to choose representatives in free and genuine elections.



You have the right to social security and are entitled to economic, social, and cultural help from your government.

an adequate standard

of living for themselves and their family.

Every adult has the right

to a job, a fair wage, and

You have the right

to leisure and rest

from work.

membership in a trade union.

Everyone has the right to

Everyone has the right to an education.



Everyone has the right to freely participate in the culture and scientific advancement. of their community, and their intellectual property as artist or scientist should be protected.

We are all entitled to a social order in which we may enjoy these rights.



Everyone's rights and freedoms should be protected unless they obstruct the rights and freedoms of others.



No State, group, or person can use this Declaration to deny the rights and freedoms of others.



# TASK N0.1

# **Prepare preparatory tasks!**

So, before coming to Croatia, you should prepare some things that we will use during the training. In the FB group you can find another member of your national team and start to prepare together if you want! For more info contact your coordinator!

- Prepare small research on human rights situation in your country
- Prepare one method of non formal education within human rights topic
- Prepare one example of good practice of human rights education from your country
- Prepare food, snacks and fun facts about country for intercultural dinner



WE ARE NOW STRUGGLING FOR A NEW WORLD WHICH IS BASED ON PEACE. WHICH IS BASED ON LOVE. WHICH IS BASED ON JUSTICE. WHICH IS BASED ON ACCOUNTABILITY. BASED ON HUMAN RIGHTS.

# SMALL TASK IN BETWEEN



TAWAKKOL KARMAN

# Tell us something about yourself!

In the comments in the FB group shortly describe yourself. Who are you, where are you from, how are you connected with youth work and what are you doing in your community. Also, what do you like to do for relaxation and fun! TASK NO.2

Partners went through a 3-step preparation for all the participants:

- **Task-related:** to make sure each participant is doing the preparation work related to the tasks they had during this project, as agreed with the applicant (organizing sessions, researching the topic before the course, sharing experiences, etc)
- **Inter-cultural:** to prepare the participants for the work in international groups and explain to them about possible cultural shocks. Also, they supported the participants in creating activities for intercultural nights. Every national team had the task to present their country during the training course.
- **Programme:** to discuss and present the Erasmus+ Programme to the participants in order to understand how it can bring benefits to young people and what are its general goals and objectives.



# WHO? Facilitators





IF LIBERTY MEANS ANYTHING AT ALL. IT MEANS THE RIGHT TO TELL PEOPLE WHAT THEY DO NOT WANT TO HEAR.

**GEORGE ORWELL** 

KATARINA Tonžetić











# **WHO? Guests**





HUMAN RIGHTS MEANS PROTECTING ANOTHER'S FREEDOM. SEEING THAT THE OTHER PERSON IS ALSO LIKE ONESELF. HUMAN RIGHTS IS GIVING OTHERS SECURITY. LETTING THEM LIVE.

SRI SRI RAVI SHANKAR

DANIJELA USTIĆ









The Sustainable Development Goals (SDGs) are a global agenda, adopted by countries in 2015, with a vision of ending poverty, protecting the planet and ensuring that all people enjoy peace and prosperity.

The 17 SDGs and 169 targets are part of what is known as the 2030 Agenda, which recognizes "that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development." In adopting the agenda, countries resolved to take the "bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind." Source: IISD

The goals and targets are universal, meaning they apply to all countries around the world, not just poor countries. Reaching the goals requires action on all fronts – governments, businesses, civil society and people everywhere all have a role to play.

# WE THE PEOPLE



# **CLICK ON:**



# **Connection?**

# **CLICK ON:**



# UNITED NATIONS HUMAN RIGHTS OFFICE OF THE HIGH COMMISSIONER

To understand the connection between Human Rights and Sustainable Development Goals, please click on:



# With little help from my friend!

Here you can find a little help for your preparatory assignment! Check it out!





# The Sustainable Development Goals

Royal Geographical Society withIBG Advanting propapity and propagation how



vear 5,000 children die on average each day due to

> 2.6 billion people face difficulties in accessing electricity

1.3 billion tonnes of food are wasted every year

13 million hectares of forests are being lost every year

2015-2030 193 nations 7 billion people

ns Department of Rossonia and Recipi Affairs, reputight 2015. Reprinted with the provision of the United Nations. More information available here

ters analiable through creative cars

than 7,300 infrank kine proved the Distant Les static de la la compañía de la comp of. This cast exploiter years defined the period sector in Facility, resp. wai Geographical Society (with 1962) pr n, CPO, popilistudy dops, Geograp more reasoning goted development po to to information place



# TASK N0.1

# **Prepare preparatory tasks!**

So, before coming to Croatia, you should prepare some things that we will use during the training. In the FB group you can find another member of your national team and start to prepare together if you want! For more info contact your coordinator!

- Prepare small research on human rights situation in your country
- Prepare one method of non formal education within human rights topic
- Prepare one example of good practice of human rights education from your country
- Prepare food, snacks and fun facts about country for intercultural dinner



HUMAN RIGHTS ARE NOT A PRIVILEDGE GRANTED BY THE FEW. THEY ARE A LIBERTY ENTITLED TO ALL. AND HUMAN RIGHTS. BY DEFINITION. INCLUDE THE RIGHTS OF ALL HUMANS. THOSE IN THE DAWN OF LIFE. THE DUSK OF LIFE. OR THE SHADOWS OF LIFE.

## KAY GRANGER

# Tell us something about yourself!

In the comments in the FB group shortly describe yourself. Who are you, where are you from, how are you connected with youth work and what are you doing in your community. Also, what do you like to do for relaxation and fun! And don't forget the picture! In the next and last Newsletter, we will present all of you!

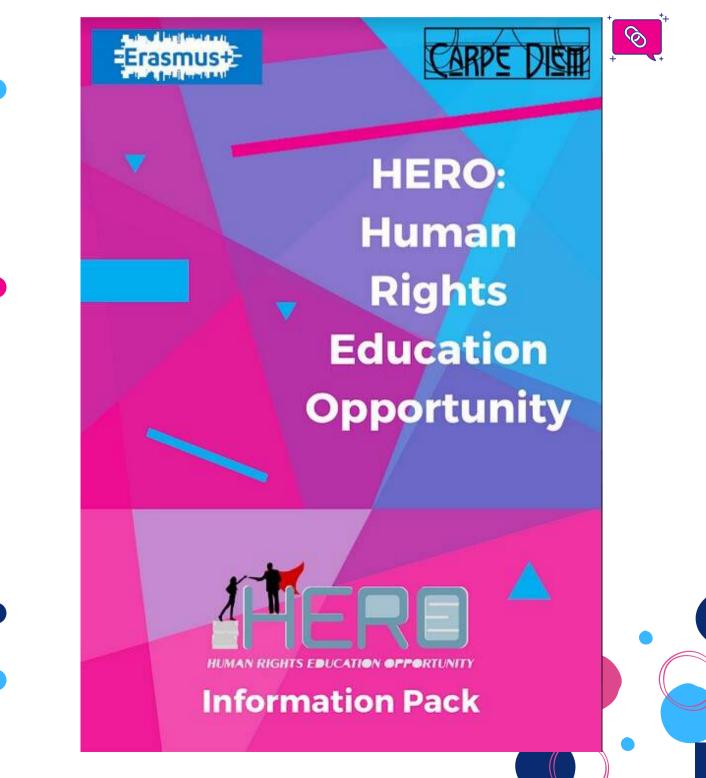
# SMALL TASK IN BETWEEN

# **GO & PLAY!**



TASK NO.2 TAKE 2

During the preparation phase, we supported communication between the participants by creating the Facebook group. Participants had small tasks to post on it images, videos or articles relevant to this training course (for example videos of energizers). We put special attention to the communication between participants and trainers. The participants had the chance to inform the trainers about their expectations, to clarify their needs and to highlight their possible contributions to the program. All these preliminary activities helped the trainers to shape the activities to the profile of the participants. We opened Google drive folder for more administrative part of preparation (travel info, menu choice, room schedule etc).



DEAR PARTICIPANTS, WELCOME TO THE "HERO" TRAINING COURSE!

# WITH THIS INFORMATION PACK WE WOULD LIKE TO SHARE INFORMATION THAT WILL HELP YOU WITH YOUR PREPARATION. IN THIS DOCUMENT YOU WILL FIND:

**PROJECT INFORMATION** 

## **TRAVEL INFO**

## **ACCOMMODATION INFO**

### **INFORMATION ABOUT KARLOVAC CITY**

## **OTHER INFO**

SO, LET'S START THE JOURNEY!



# **PROJECT INFORMATION**

The "HERO" project is based both on content and competences development in the field of human rights with a special focus on youth work. Through challenging work environment, we wish to empower the key competences of youth leaders and youth workers with know-how tools and resources in the field of human rights, inspire them to actively advocate for human rights protection in their local community and to raise awareness of cultural differences in the field of human rights through non-formal education, networking and intercultural dialogue.

# 00000

The main objectives of the "HERO" training course are to:

- Raise awareness of human rights issues in professional and everyday life and contribute to their protection.
- Exchange good practices in human rights youth work and solving human rights issues within youth work framework.
- Develop the knowledge, skills, and abilities with aim to promote the learning of and learning for human rights.

Furthermore, the training course will be based on non-formal education. We will use tools and manuals published by Council of Europe and European Commission (such as Compass, Compasito, All Different – All Equal, etc.). The training course will be built on the needs and expectations of our participants, so absolutely learner centered. Methods we will use are self – assessment, theoretical and practical background, working in small groups, pairs, national and mixed groups, role plays, group building activities, research, creative and interactive methods.

### DURATION

Arrival day: 3rd of August (Saturday) Working days: from 4th of August until 10th of August 2019 (Sunday to Friday) Departure day: 10th of August (Saturday)

## "HERO" TIMETABLE

3.8. Saturday	4.8. Sunday	5.8. Monday	6.8. Tuesday	7.8. Wednesday	8.8. Thursday	9.8. Friday	10.8. Saturday	
	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Sreakfest	
	Getting to know each other	Introduction to morning activities	What would you do?	Code of ethics	Forfaction	Youthpass		
	Objectives and expectations	Defend yourself!	Defend yourself! Forum theatre preparation		Organization fair	Learning outcomes		
1.2	Coffee break	Coffee break	Coffee break	Coffee treat	Coffee break	Coffee break	DE	
	Erasmus+ session	Defend yourself!	Forum theatre	Code of ethics -	Detrouved	-		
ARR-V	Key Competences	Derens yoursen		case study	Do it yourself	Follow up activity 1		
Ŷ	Lunch break	Lunch break	Lunch break	Lunch	Lunch break	Lunch break	Å	
ĉ 🕒	What does it mean to be human?	Rights around the	Sharing				DEPARTURE	
	The Universal Declaration of Haman Rights	world	discrimination		Sharing is caring	Follow up activity 2		
	Coffee break	Coffee break	Coffee break	Motivational	Coffee break	Coffee break		
	Hurman Rights Violations	Change your glasses	Different wages		Sharing is caring	Holecton		
	(Reflection)	Refection	Reflection		Reflection	Evaluation		
Dinner	Dirmer	Dinner	Dinner	Dinner	Disner	Dinner		
Welcome activities	Bounding activities	Intercultural evening	Board games (optional)	the evening	Karacks night (optional)	Bye bye evening		

## PARTICIPANT'S PREPARATORY TASKS (before the training)

Prepare a short research about Human Rights in your country (history or today's

Prepare one example of good practice in your country concerning Human Rights

One non-formal method through which one can tackle the issues of Human Rights violation

Fun fact about your country

state of Human Rights)

Food, snacks or drinks typical for your country

One photo and a few words about you

# DISSEMINATION (after the training)

Choose one of the three possibilities to
 implement after the training: a workshop,
 project draft or social network campaign to
 promote Human Rights

During the training, an ethical code of
 Human Rights within the framework of
 youth work will be made. After the training,
 each organization will receive its copy of
 the ethical code to put it in the visible
 place in the organization

To write and share an article about the training

To share a handbook of the training to other organizations with whom you work

# **TRAVEL INFORMATION**

We expect you to arrive to:

(A) Franjo Tuđman Zagreb Airport(B) Zagreb Central Bus Station(C) Zagreb Central Train Station

K

In case that you decided not to arrive to Zagreb, please contact us to provide you with additional information, if necessary.

(A) The Franjo Tuđman Airport in Zagreb is 60 km from Karlovac.

From the Airport you can take the shuttle bus to the Zagreb Main Bus Station (Autobusni kolodvor), with the cost of a one-way ticket is 30 HRK / 4,00 EUR. The timetable is available here: http://www.plesoprijevoz.hr/en/page/timetable

When you arrive to Zagreb main bus station, follow the next instructions.

(B) From **Zagreb Main Bus Station** you should take the bus to Karlovac. The average bus ride Zagreb – Karlovac is around 45 minutes, depending on the traffic in Zagreb. The bus lines are quite frequent (mostly every 30 – 45 minutes). The average price for a one-way ticket is approximately 40,00 HRK / 4,5 EUR, although the prices vary depending on the provider. We advise you not to buy the two-way tickets right away because in that case you can travel back to Zagreb only with that line provider. People under 26 and students have a discount. The luggage fee for buses to Karlovac is about 7.00 HRK / 1 EUR.

The timetable is available here: www.akz.hr/en. Be sure to click "Show complete timetable" because with the direct lines Zagreb – Karlovac there are a lot of connection lines that stop in Karlovac.



(C) From Zagreb to Karlovac you can also take the train from **Zagreb Central Train Station** (Željeznički kolodvor). It is 15 minutes' walk from the Central Bus Station, or a short tram ride (buy a 4 HRK tram ticket at the magazine shops).

There are less train connections to Karlovac (one train approximately every 90 minutes), and the train ride is approximately 1 hour from Zagreb to Karlovac because the train stops frequently. On the other hand, the prices are somewhat cheaper – around 30 HRK / 4 EUR if you buy it at the ticket office (tickets bought in the train are 15% expensive).

If buying train tickets keep in mind – Karlovac has 2 train stations; some trains stop at the Karlovac Main Train Station (marked: Karlovac), while others stop at the Karlovac Centre Train Station (marked: Karlovac Centar). If you choose to go by train, you should **arrive to the Karlovac Center** because it is 15minutes less walking for you. So, if you're going by train be sure to ask when buying tickets where does it stop in Karlovac.

You can check the timetable: https://bit.ly/2YxksLV

Be careful to keep all the ORIGINAL invoices and tickets!







HOW TO ARRIVE FROM STATION TO THE "BEDEM" HOSTEL

The good thing is that Central Bus Station and Central Train Station in Karlovac are next to each other. So when you arrive, you will have 15 minutes of walk to the accommodation venue. Here is the Google maps link: https://bit.ly/2RTFyl9, and the picture of the route:



A local taxi costs 30HRK (you can pay only in Croatian currency) but **be aware that we cannot refund you for the taxi service**.

But you can also ask the locals for directions. We love chatting in the streets! When you see this hostel in front of you, you are safe and sound.



# **ACCOMODATION IN HOSTEL "BEDEM"**

As the hostel is located in the historical centre of Karlovac - the "Star", in translation, "Bedem" means "rampart". Situated in the very center of the city, near the bus and train stations, it is connected by a beautiful promenade with arboretum and parks along the river Korana. In the vicinity of the hostel there are numerous cafes, shops, Foginovo beach on the river Korana, theatre, city museum, freshwater aquarium Aquatika, and arboretum.

Completely renovated and modernly equipped building has been transformed into the most modern student dormitory in Croatia, which becomes a hostel during the summer period.

When it comes to rooms, you will be accommodated in triple en suite rooms, with private bathrooms, refrigerator, Wi-Fi and air conditioning. On each floor there is a shared kitchenette and a communal living room for socializing.

Rooms are equipped with towels and hand soap. So don't forget to bring your own shower gels and hair driers (if you need any).

You can find more information and pictures in the following link: http://www.hostel-bedem.eu

If you prefer videos, we have another link: https://bit.ly/2RSbgz3



We will have breakfast, lunch and dinner, as well as coffee breaks. Dietary needs will be taken into consideration. Please **be sure to notify us if you have any special dietary requirements** such as allergies, vegetarianism, food intolerance, hallal or kosher etc. If you contact as early we can make sure we think of everything.





# THE CITY OF KARLOVAC

Karlovac is a city and municipality in central Croatia. Karlovac loves its visitors. This has been a part of our genetic code. For centuries, this has been the place of encounters, the meeting point of people, rivers and roads.



Karlovac is a town of waters. And that's it. It is its main topic and it is omnipresent theme. The water well in the centre of the old town offers a free sample for you to drink, to feel what it is like to have a high quality potable water. We have four rivers (Korana, Kupa, Mrežnica and Dobra), with all the fish, frogs and mermaids. The rivers have numerous waterfalls and cascades, and each is very clean and excellent for swimming!

Karlovac is a city built and thought out taking full advantage of its surroundings: In green valleys of four rivers, beneath the Dubovac old town, filled with hundred-yearold parks and promenades, bicycling routes, deeply rooted in traditions of culture, sports, trades and commerce. Inevitably, with such parameters Karlovac is a European formula for pleasant living and business investments. Karlovac is unique in its business and development possibilities. Situated at the crossroads of the most important Croatian and European highways and extreme vicinity to the two bordering countries - Slovenia and Bosnia & Herzegovina, Karlovac holds great potential.

In Karlovac; if someone invites you to "go for a coffee" more often than not that implies "let's go for a beer". Another of the city's nicknames should actually be "the city of beer"! One of the two most popular brands of beer in the country has been brewed by Karlovačka pivovara (Karlovac Brewery) since it was founded by local landowner Baron Nikola Vranyczany-Dobrinovic in 1854.

If you wish to know more about our city, you can find quite interesting information in the following article, written by an Irish guy living in Karlovac: https://bit.ly/2hirxvz



# **OTHER INFORMATION**

### FINANCIAL CONDITIONS

The food and accommodation will be provided and paid by the organizers during the project. In other words, you could use some pocket money aside.

The organizers will reimburse your travel costs from your home city to Karlovac. Organizers will reimburse 100% of eligible travel costs up to the limit. Reimbursement of travel costs will only be done upon full attendance in the project and presentation of the original tickets with boarding passes and receipt/invoices. Missing tickets cannot be reimbursed.

Travels costs will be reimbursed through the sending organizations AFTER the training course.



### CURRENCY

The local currency is kuna (HRK), 1EUR≈7,5HRK.

We advise you to use exchange offices or banks to change your currency either before the arrival or right after you arrive. In Karlovac City you can pay either in kuna or with your bank cards (but not everywhere).

If you wish to know more about the prices in Croatia, this is quite nice link to compare the prices. And it is very accurate!

https://www.numbeo.com/cost-of-living/comparison.jsp



### WEATHER

Temperatures in Karlovac during August can be up to 30+ Celsius during day, and 20+ during night. So we advise you to bring light clothes. We also have mosquitos here, so be prepared to become friends with them. As we will be close to Korana river, keep in mind that you can go for a nice swim! Here is the link for Visit Karlovac where you can check air & water temperatures among other things: https://visitkarlovac.hr/?lang=en

### WHAT TO BRING

- your passport or ID card
- health insurance card or European Healts Insurance card
- all your travel tickets
- national snacks, drinks, easy food, specialties...
- medicines if you need them (anti-allergy pills, pain killers, aspirin etc.)
- sun cream, swimming suit, beach towel

### CONTACT

For any further information, feel free to contact us!

Branimira Penić branimira@carpediem.hr 00385 91 781 3020 Valentina Gambiroža valentina@carpediem.hr 00385 97 699 2131

### 

SEE YOU SOON IN THE "HERO" TRAINING COURSE!

## 



Please consider the environment before printing this Info pack. If possible, download the content and keep it in your phone.

	Tathing	ets lefe	-			17 11							1
iven.	Same	Senere	Quie stillet	Setting topologist generations of	Arma()(etcant (rest)	Occurrent ( Aalos and Terret	(Here's halfs)	Emplandprom service	Davisone Inter	Web funct Houseful (196	linian	Needed give my permission to estimate process data for importants and	Propert name til sø
i den u		-	-										
iidgama Crossilo	-	-	-									-	
Gero -												-	
No.0	statutors vulna Regulation plan	Partneys kinning an orestant mar the	pending the view of the Destanding CAN	ying periorial informali services much info@ixey unit strigt by Percent &	eri, the specifictie ligh polices for The Office duits (kales) with the	nterest union the formul top-access and present the Descent Date Protec- Agency for molecurp and provide to be character	internationality for rep og of persentel daria, a eller (AZDR), is seape far opnanstroom, Rep	centering primitive Kuncle speci and this Filling of an object matible free momentains it grants, so location response	then to the proversit a implicit and description only for the Agency	ig clamorights in acc Filte Beneral Data Pro for the purados of pro	orthorno torth The Statistics Regulation	ymynal Gasa Pretorzion	

Example of excel table for collecting data

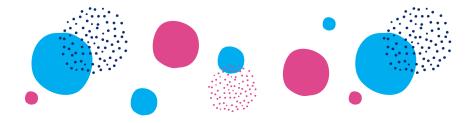


23 out of 30 participants (76%) involved in the training course were participants with fewer opportunities. Those participants were refugees and representatives of minorities or were facing situations like economic and geographical obstacles. Participants with fewer opportunities were included at the same extent as everyone else, considering the specifics of the obstacle during the implementation of this project. They were a valuable part of this project and important "learning providers" for all other participants. During the project proposal writing phase, partner organizations took responsibility for the preparation of these participants.

Reinforced preparation included different interventions for and with the involved participants:

- **Cultural preparation**: research on the host country and in-depth information about the own home country (collection of materials, presentations).
- Intercultural preparation: as the training course was an experience of non-formal education among people from different backgrounds, from different countries, cultures and social contexts, it was essential to train the participants in order to gain better awareness about themselves and a greater possibility of comparison with others attitudes, beyond stereotypes and prejudice.
- **Development of the programme:** a brief training on major European programmes available to organizations and participants, analysis and preparation of detailed time-tables and initiatives were proposed.
- **Preparation** of the trip (details schedules, airlines, lodging, accommodation) and practical arrangements.

The project team carefully followed and supported partner organizations in preparing and supporting participants with fewer opportunities.













HUMAN RIGHTS EDUCATION OFFORTUNITY

Training course AUG 3 - AUG 10 2019 Karlovac, Croatia

# See you soon!

Dear participants!

We are very excited to meet you soon and we hope you are excited too. We are three short days away from our training course. Our team is looking forward to exchange knowledge, information and good vibes with all of you.

In this Newsletter you can find the last info about the project!

# **Obligatory stuff:**

- Passport or ID
- Health insurance card
- Travel tickets
- Medicines (if you need some)
- Lots of good mood!

# **Practical stuff**

- Personal hygene things
- Beach towel
- Bathing suit
- Anti-mosquito spray/cream
- Snacks for intercultural evening

# TASK N0.1

# **Prepare preparatory tasks!**

So, before coming to Croatia, you should prepare some things that we will use during the training. In the FB group you can find another member of your national team and start to prepare together if you want! For more info contact your coordinator!

- Prepare small research on human rights situation in your country
- Prepare one method of non formal education within human rights topic
- Prepare one example of good practice of human rights education from your country
- Prepare food, snacks and fun facts about country for intercultural dinner



WE CAN NOT ALWAYS BUILD THE FUTURE FOR OUR YOUTH. BUT WE CAN ALWAYS BUILD OUR YOUTH FOR THE FUTURE.

FRANKLIN D. ROOSEVELT

# SMALL TASK IN BETWEEN

Share info about this project! Tell everyone you're on the road!

# Put our numbers into your phone!

Branimira: +385917813020 Valentina: +385976992131

Also, we are available on social networks!

TASK NO.2

# **Key concepts!**

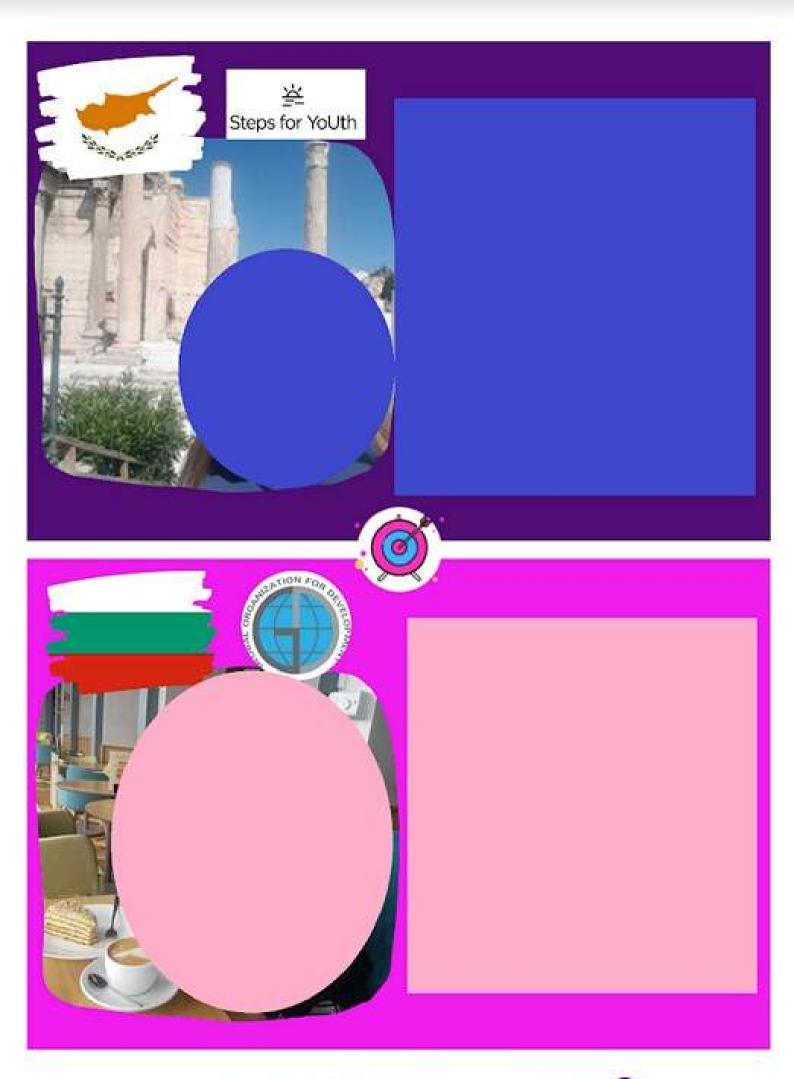
Human rights education becomes to have a broader meaning than only transferring knowledge (learning about human rights) – it has to involve curriculum on gaining skills (learning for human rights) and also embracing the attitudes and values (learning through human rights) related. Through this way, human rights can become a practice in living democracies rather than another topic in the educational curriculum. In conclusion, the ones who do not know their rights are more vulnerable in having these rights abused and would rather occur the chances then they could advocate for these rights, not going through a "human rights literary process", within formal or non-formal education contexts

# **Click here to learn more:**



"Despite different traditions and definitions, there is a common understanding that the primary function of **youth work** is to motivate and support young people to find and pursue constructive pathways in life, thus contributing to their personal and social development and to society at large."(Coucil of Europe)

"Non-formal education is about acknowledging the importance of education, learning and training, which takes place outside recognized educational institutions (Tight, 1996). Non-formal education programmes are planned and structured processes (as formal curricula) yet they differ in their principles, purpose, timing, content, delivery system and control mechanisms (Smith, 2001). Together with often unplanned and unstructured informal education, non-formal education and formal education complement each other in a lifelong learning process.





PEACE CAN ONLY LAST WHERE **RIGHTS ARE** RESPECTED, WHERE THE PEOPLE ARE FED. AND WHERE INDIVIDUALS AND NATIONS

ARE FREE

DALAI LAMA



I CAME TO THE CONCLUSION THAT THERE IS AN EXISTENTIAL MOMENT IN YOUR LIFE WHEN YOU MUST DECIDE TO SPEAK FOR **NOBODY ELSE CAN SPEAK FOR YOU.** 



**HUMAN RIGHTS ARE NOT A PRIVILEDGE CONFERRED BY GOVERNMENT. THEY ARE** EVERY HUMAN BEING'S ENTITLEMENT BY VIRTUE OF HIS HUMANITY.

**MOTHER THERESA** 

**TO DENY PEOPLE THEIR** 

HUMAN RIGHTS IS TO

CHALLENGE THEIR

VERY HUMANITY.

**NELSON MANDELA** 

MARTIN LUTHER KING JR.

. FUNDAMENTAL VIOLATIONS OF HUMAN RIGHTS LEAD TO PEOPLE FEELING LESS AND LESS HUMAN.

AUNG SAN SUU KYI



# SILENCE IN THE FACE **OF INJUSTICE IS COMPLICITY WITH THE OPPRESSOR.**

**GINETTA SAGAN** 



Project coordinators were in charge of supporting participants before and after activity and the trainers and facilitators were in charge of supporting participants during the activity. Partner organisations were responsible for ensuring support to their participants during the whole project and we put a lot of effort in follow – up

activities within this project. It's of big interest to all of the included organizations to share new-gained knowledge and good practices we shared during our training course. Also, during the activity, we provided support to the participants through the reflection groups at the end of the day.



108

# **DEAR HEROES!**

# We hope you've catched some rest after our intense experience!

Now, we are in the follow up phase of our project (fun, fun) and like we allready stated - no work is done until paperwork is done. In this final newspaper you'll get all the information you need for this followup phase. There will be 2 different parts, one for participants and one for project coordinators. Feel free to cooperate together!

# So let's start!

# **Participants info:**

- Dissemination instructions
- Dissemination report
- Articles
- Reimbursement info
- Travel tickets
- Magic box!
- Mobility tool questionnaire
- Youthpass
- HERO evaluation

# **Project coordinators info:**

- Dissemination instructions
- Articles
- Code of Conduct
- Reimbursement info
- Magic box!
- Sharing is caring
- Partnership Agreement
- HERO partnership evaluation
- HERO evaluation

# **Dissemination instructions!**

Let's repeat one more time what is dissemination - exploitation of results and/or learning outcomes as a way to showcase the work that has been done as part of the Erasmus+ HERO project. By sharing results, lessons learned, outcomes and findings beyond the participating organizations, we can enable a wider community to benefit from this project. In other words, dissemination is the action of spreading something, especially information and methods. In terms of the Erasmus+ this involves spreading the word about the project successes and outcomes as far as possible. Making others aware of the project will impact on other organizations in the future and will contribute to raising the profile of the organization carrying out the project. Remember one of our last activities during the training? The one concerning follow-up activities? No worries, we are here to make sure you don't miss any information!



# Choose one of these three possibilities to help us share human rights awareness in local communities:

- Implement a workshop in the field of human rights. As you are youth workers, this workshop should be implemented with young people. It's on you to choose specific topic you wish to tackle. If this is the option that suits you the most, we need workshop preparation paper you can find it in the attachment (or in the Magic Box!). And we need photos as a proof, of course!
- Come up with a **project draft**! We don't need you to literally write a project and apply it, but we do need your idea on the paper! Let go of your creativity here. What could you achieve? Who could you partner up with? Just as above, you can find a project draft in the attachment (or in the **Magic Box**!). In this case we don't need photos as a proof but we love **your selfies** in our FB group.
- Organize a campaign to advocate for human rights protection. Again, you can use your creativity here. It's on you to choose whether you wish to do it on the streets of your local community, in your working place, on your social networks... when you do so, we need photos (or screenshots) as a proof. We also need you to send those photos with a Campaign draft that you can find in attachment (or in the Magic Box!).







Share an article/report you wrote in your national team during the last day of the training with your sending organizations (and later on, they share it with us). If you don't have a copy of the article you wrote, ask us – we got it (actually, we only got the ones you left on our working table). But it's on you to send these articles to your project coordinators/sending organizations.

So far, we got articles from Hungary, Serbia, Poland, Cyprus, Bulgaria and Portugal. Your articles are in the Magic Box (click on it)! In other words, if your country is NOT on this list, your sending organization is missing your article and we need you to send it to them both in English and your mother language. Thank you in advance!

Project coordinators, please publish those articles on your web page and/or FB page and send us links afterwards!





During the training, one copy of Code of conduct was given to one person per country. This person has the task to give this copy of CoC to their sending organization. Simple as that!

Project coordinators should take a photo of CoC in the office and send us back! We will also send you CoC in PDF (in the attachment, or check in the **Magic Box**!) just in case originals got lost somewhere over the European sky! So, coordinators, photos please :)





You remember the **manual** we were talking about? It's in the slow progress of making. You will receive it in digital form sometimes in November/December and we kindly ask you to share it with anyone it could be of use for! This manual is yours as much as it is ours!

Also, within a month from now, we will send you HERO video and **HERO's jurney** comics. It is a story of our project put in the "youth-friendly" way and we hope you can use it in your dissemmination.

\*for more about HERO's journey click on the pink! We want to show you how to use this method in a completely different way!

# Are we done with the dissemination?

When you are done with your part of dissemination, the last thing you need to do is to fill in the dissemination report that is also in the attachment (or in the Magic Box!).

In the Magic box, you can find one table (dissemination table) in which you can see (not touch!) what is left to done. When all the boxes have "X" in it, dissemination is done and we will start reimbursement process!

# **IMPORTANT!**

Please take into consideration that we **CAN NOT** reimburse your travel budget until we receive all "proofs" of dissemination and administration that are enlisted above – preparations, drafts, photos, dissemination report form and reimbursement report with tickets! When all the boxes have "X" in it, everything is done and we will start reimbursement process!

# **Email contacts!**

Reimbursement report and tickets, project coordinators stuff - **branimira@carpediem.hr** 

Dissemination reports and photos - valentina@carpediem.hr

# DEADLINE! October 20th 2019!

# **REIMBURSEMENT INFO**

One more report that is helpful to all of us, is reimbusement report (in the attachment, or, guess what, in the **Magic box**!) Our project team **is** a little bit heroic but we can't read cyrillic letters or understand all the languages of all the partners, so we kindly ask you to fill in reimbursement report. Also, you should contact your sending organisation for info about their bank account and SWIFT code (so, project coordinators, help your participants on this one).

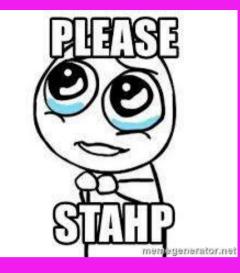
If you have any questions about reimbursement report, feel free to contact Branimira (both email and Messenger are okay).

You can send your tickets on following:

# Address:

Centar za mlade Grabrik Maksimilijana Vrhovca 13 47000 Karlovac Croatia n/r Branimira Penić

# **Click for encouragement!**



# **Reminder to:**

# **Participants:**

- Fill in National Agency questionnaire, you supposed to get link via email already, if not text Branimira
- Fill in your 2nd part of Youthpass (you'll get link for that by Sunday 25th of August, if not text Branimira)
- Do the dissemination and fill in dissemination report
- Fill in reimbursement report
- Send the tickets.

# **Project coordinators:**

- Share articles and information about the project
- Put Code of conduct somewhere in your office
- Send us Partnership Agreement
- Prepare yourself for project evaluation (in November).

# **Youth**pass

- We already gave you 1st part of Youthpass, now is your time to fill in the 2nd one. This one is not obligatory, but recommended
- On this link you can find more about Youthpass
- Then again check the MAGIC BOX!

# **Okay, WHAT is MAGIC BOX???**



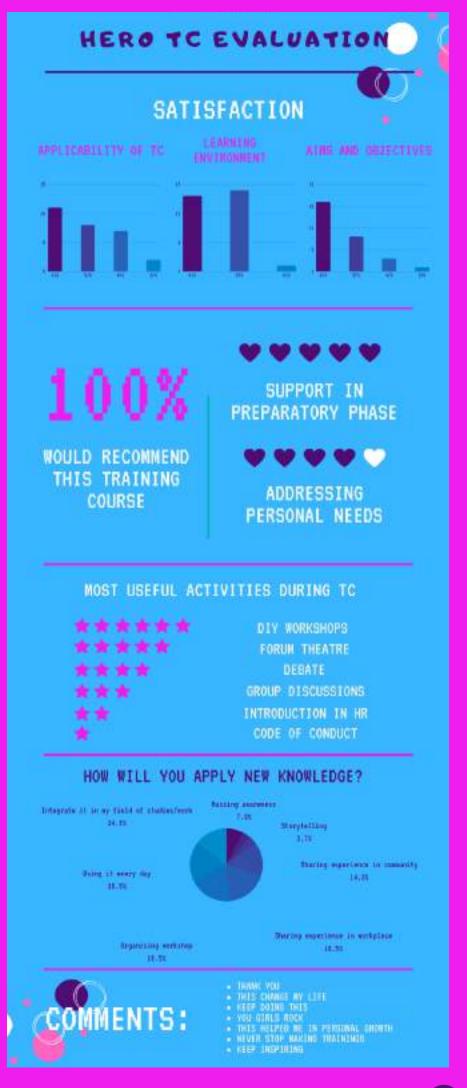
wonders! Not really, it is a Google Drive map you have access to, where you can find everything you'll need to fill in, read or use in the future connected to the HERO project. Seriously, OPEN IT!

It is a place of

# **Photos?**

Have you heard about MAGIC BOX?





# THANK YOU! From all of our hearts <3



## Summary:

- Make a clear division of roles between partner organizations and lead organization;
- Send plan of preparation for participants to partner organisations;
- Trust your partners they will do the best;
- Info pack is must have it should be detailed and on time;
- Newsletters are a wonderful tool of preparation, both for partner organisations and participants;
- Use excel forms to collect data, it will make your life easier during the training course;
- Be carefull about personal data, be clear in which way you will use their personal data and with whom you will share it;
- Involve participants in the project via Facebook group and support exchange in the group;
- Predict reinforced preparation for participants with fewer opportunities;
- Support participants in all phases of the project.

# **TEAM MANAGEMENT AND TASK DIVISION**

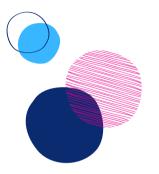
In the quality of project implementation, we followed the basic management rules.

## 1. Clear division of the roles

The project manager was responsible for the overall project management process, while every partner organization named one project coordinator to monitor different parts of the project. The project team was responsible to monitor participants, their needs and expectations in order to adjust better program flow. Also, the project team was in charge of following participants after the project activity and of the evaluation process which measured the impact on participants after activity. All partner organizations and participants involved in the activities had the task to make the preparatory activities needed for the successful implementation of the project. As a leading partner in project implementation, the project team was responsible for the implementation and coordination of the project activities, communication with the partner organizations, organization of accommodation for participants, preparation and coordination of activities of all participants in the project, preparation of the Croatian team, informing the local population of the project and their inclusion in the project, project promotion, and evaluation.

116

The project team prepared an informative leaflet for training course which had contained the most important information about Croatia (climate, currency, short history and so on), how to arrive in Karlovac (we will explain in which ways all participants can come from the nearest airport in Zagreb), accommodation information, venue, schedule of exchange activities, currency and other things that may be of interest to the participants.



\*For full Info pack, see the PREPARATORY PHASE - PARTICIPANTS part on the upper pages.





### 2. Risk management

Through the distribution of work between partner organizations and with the support of project coordinators from each organization, we tried to anticipate possible problems before they might occur and jointly addressed them and solved them. Project coordinators were in charge of supporting participants before and after activity and the trainers and facilitator were in charge of supporting participants during the activity. Partner organisations were responsible for ensuring support to their participants during the whole project and we put a lot of effort in follow – up activities within this project. It's of big interest to all of the included organisations to share new-gained knowledge and good practices we shared during our training course. Within our organizations, we have the project team that was responsible for logistics issues, transportation, preparation of documentation and preparation for reporting. As we have already mentioned, throughout the project implementation process we already have had constant communication with partner organizations, with email and Skype, and we solved all problems jointly.

### 3. Monitoring and evaluation

The monitoring of the project was carried out by the receiving organisation composed of 5 members, two trainers and three facilitators. We developed a monitoring plan with all partners, with the list of all the steps taken during the project and with deadlines to respect. This monitoring plan covered all project management activities, from preparation activities, through the implementation of the activity, to dissemination process and evaluation activities. Every member of the team had their own assignment of supporting the participants, monitoring their learning process and learning outcomes before, during and after the activity, as well as project objectives. Also, partner organisations inputs were valuable to us, and we had a partnership evaluation with our partner organisations where we evaluated the whole project, and we did the same within the project team in our organisation (more on evaluation you can find later on).

## 4. Involve partners in the dissemination and report phase

At the end of the project we made the dissemination report in order to assess to which extent we disseminated the result of our project. Also, the project team was in charge of coordinating dissemination activities, while partner organizations were active supporters of their participants in order to disseminate the project results to the highest extent possible. More on dissemination later on.

CARPE DEM AHERE	
	Contents
	Introduction to HERD
	DISCHARGE INTERNATION REPORT
	1. Workshops, project drafts and advocacy campaigns
	J. Code of Combut .
	5. Horsen Rights Education Opportunity Manual .
	4. Involvement of the coeffic
	% teadventent of the local municipality
	6. Photo/video shooting 7. Other discomination examples
Human Rights Education Opportunity Training Course	Teachnine
DISSEMINATION REPORT	
GREAT JOB PAUTNERS!	What did you want to achieve by implementing the project? What were the objectives of your project? The man goal we wanted to achieve while this project is to raise awareness of youth leaders and youth workers along the reportance of human rights and human rights are rights and human rights and human rights and human rights are rights and human rights and human rights are rights a
	The main objectives of the "HERO" training cause sees to: • Raise newservess of human rights issues in youth work and contribute to their protection:
	<ul> <li>Employed record second to be reason which is hereaft on the next and address in second which is</li> </ul>
11 COO	<ul> <li>Exclusing specification in human rights-based youth notic and solving human rights asses which youth work toursearch.</li> <li>Develop Te knowledge, skills, and abilities of youth loaders and youth workers necessary to promote the learning of and learning for human rights.</li> </ul>
THE REAL PROPERTY AND A REAL PROPERTY.	issues which youth work transvork + Develop the knowledge, skills, and abilities of youth leaders and youth workers
	<ul> <li>Develop the knowledge, skills, and abilities of youth leaders and youth workers receivering the knowledge, skills, and abilities of youth leaders and youth workers receivering to promote the leaders) of and learning to future index.</li> <li>By achieving these statistices, we worked to increase knowledge and ownerverse about tramae rights of youth leaders and youth vorkers. Also, we wanted to empower youth workers and youth leaders and youth leaders and youth vorkers and youth leaders individually the project wells of the root program of the entry individual to overview to promote human rights amongst other young people. The root report will be writing the entry the project wells of the overyday practice and how the human rights harrowerk to connected to youth work and about nearboring and transferring leadership to others and learning from that process. Theorying the project we introduced different perspectives on the tope of human rights.</li> </ul>
	Issues while youth want hornwark. • Develop Te knowledge skills, and abilities of youth loaders and youth workers necessary to previou the leaders of and leaving for furnish loaders and youth workers affectives, we saided to increase knowledge and awareters about human rights of youth loaders and youth workers. Also, we wanted to enhance the wantege of another human rights and awareters about human right subjectives of youth loaders and youth workers and they workers and heavily be youth workers and they and transforming lowersheld workers and heavily heavily be and youth workers and they and they open the instant properties and heavily be and youth workers and they and they experiment and heavily and the properties and they workers and heavily be and youth workers and they and youth workers and heavily be and youth workers and heavily and youth workers and they workers and heavily be an an experiment of the properties of human rights in order to participant to a active workers and heavily and youth workers and heavily workers and
	numes which youth want hornwark. • Develop the knowledge skills, and abilities of youth leaders and youth workers necessary to previous the leaders of all leaving be furnish leaders and youth workers after the second state of the second
	Issues while youth work homework. • Develop the knowledge, skills, and abilities of youth leaders and youth workers necessary to previous the leadeng of and leaving be furners lights. So achieving these statectures, we swatted to increase knowledge and ownertees about human rights of youth leaders and youth workers. Also, we wanted to wright and ownertees about workers and youth leaders in order to growther. Also, we wanted to enhance the project will, order is done and youth leaders and youth workers and youth workers and youth leaders in order to growther to what have wanted to enhance by the project will, order is done and the workers and youth the project will, order is being and transmitting lines/enhance to done and workers and have and they growthe also there and the workers and the workers and the workers and the project will interview to concern to south wat and and an enter the participants is become active advectation of human rights an order to participants to become active advectation of human rights and there active advectation of human rights and the project will be project will be project will be project and the participants to become active advectation of human rights and the project will be project will be project and the participants to become active advectation of human rights are not to be to be advectation of human rights and the project will be project will be project.
	Issues while youth want homework. • Device the involvedge, skills, and abilities of youth leaders and youth workers receivery to promote the leaders of and learning for furnian rights. Skills activelying these siteratives, we worked to increase involvedge and ownerverse about furnian rights of youth leaders in order to growthe furnian rights ranged other young people. The next reporter to kill that we wanted to endance ity this proper leader of the properties of the roughdy practice abilities of home reporter and learning to furnian rights ranged other young people. The next reporter to kill that we wanted to endance ity this proper leader of the properties and learning to the transmitter about their overyday practice ability how the furnian rights furniowing to the transmitter about their overyday practice about the properties of the properties and learning the intertempt in order the properties and learning to the transmitter about the transmitter about the properties of the properties of the properties of the properties of the properties and learning the intertempt in order the properties of
Report time!	Issues while youth work hornwark. • Develop the knowledge, skills, and abilities of youth leaders and youth workers necessary to previous the leaders of and leaving be furnish leaders and youth workers about human rights. So achieving these site-times, we swated its increase knowledge and ownertees about human right of youth leaders in other to gonous human rights monies about outset and youth leaders and youth workers and youth leaders in other to gonous human rights and ownertees about on the next to gonous human rights and ownertees about one workers, and youth leaders in other to gonous human rights and ownertees about one workers, and youth leaders and youth workers and how the human rights and ownertees are other and other and leaving to other and leaving the interview in the connected to youth work and how and to human rights and owner to be other and leaving the monie is the other and leaving to other and leaving the monie and the project we introduced different perspectives on the type of human rights in order for participants to become active advectation of human rights and the project we introduced different perspectives on the perspectives. The perspective to the type with their active engagement and perspectives and human rights and the set of the state of the
	Issues while youth want homework. • Device the involvedge, skills, and whiles of youth leaders and youth workers receivery to promote the leaders of and learning to furnish data or provide the statement of and learning to furnish data or and youth workers. Also, we wanted to empose youth workers and youth w

# 5. Logistics

- Accommodation: The participants were accommodated in three-room bedrooms, and we ensured three meals per day and two coffee breaks. Also, we considered special dietary habits of the participants and the participants were placed in the rooms in the international groups, to encourage intercultural dialogue and connection between participants.
- **Travel**: The task of partner organizations was to provide the most favorable (financial and time) roadmap for our training course. In doing so, we respected the Erasmus + program's rules on accessible forms of transport. Also, we strongly advised our partners to ensure travel insurance for their participants. Through constant cooperation with partner organizations, we had prepared partner organizations for buses and trains in the Republic of Croatia so that we could facilitate the purchase of tickets. Refunds on travel expenses were made to partner organizations after all partners fulfilled their obligations.
- The health insurance of participants from EU member states is covered by European Health Insurance, and we suggested to the partner organizations to ensure travel insurance for their participants. Also, we suggested to the partner organization from Erasmus + Partner countries to provide health and travel insurance in accordance with the regulations of their country.
- In addition to achieving the objectives of the project, the safety and security of the participants were our first. Therefore, we provided them with accommodation, food and roadmaps. Also, in communication with the partner organizations, we have agreed on a risk management strategy as follows: for the safety and all other needs of the participants was primarily the responsibility of their project coordinator in partner organization, and in the event of problems that the partner project coordinator within our association was responsible for solving the problem.







\*For full Info pack, see the PREPARATORY PHASE - PARTICIPANTS part on the upper pages.

### 6. Administration and transparency

The whole management process was transparent and all partners had access to all the documents that we created to follow activities done by organizations or participants (per example, participants list, dissemination chart, reimbursement forms) with the respect of personal data of participants. Also, we made Facebook group of the project in order to coordinate project and participants as best we can and we opened Google drive folder for collaborative work, where we put the outputs of the project, tools, manuals, videos, photo, project draft, dissemination report, project report etc.



C Frasmus+

Project number: 2019 – 1 – HR01 – KA105 - 060703 Project title: HERO – Human Rights Education Opportunity Activity type<sup>2</sup>: Mobility of Youth Workers

First and last name of the participant	
Date of birth of the participant	
Sending city (residence)	
Venue of the activity	
Starting and ending date of the activity	
E-mail address of the participant	

In \_\_\_\_\_, date \_\_\_\_\_

(signature of the participant)

(signature of the legal representative, stamp)

<sup>&</sup>lt;sup>1</sup> Template of the Statement of attendance as a part of supporting documents for justification of Travel and Organisational costs within KA1 and KA3 activities, Youth field

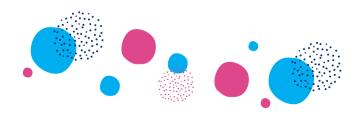
<sup>&</sup>lt;sup>2</sup> e.g. Youth Exchanges, EV5, Mobility of youth workers

Indiatriones cuitable thei doogee of their project on stan leferor file herbit Al (or, for their process uniting and alphon statutory raises. Prol I repo	is of proving that it is hold, this often regarding that case of year	arent sim be shotographed process information, the ca	or record at the report ing or and risk registive assures prof	provide the time stores of prevention	e dri seki et hehene al ciala, prof dor ti	Au unit wels page ling of an unprace	col the Derpis B-e	та авроснатися. Она на 14 рако година га	a in fact, an office wa	it is jaintfield by pro-	ulic) contracts toxices frequies
i contait der Bala fectedisch Difficer viele		office for herosyal bits from		at investigation	Access to the other of	the barrent data	Platectory Regist	ende yn traetta, ty	u den find læterand	ca or ryss to the b	n enjection 12
		Projec	t HERO - Huma	n Rights Edu	cation Op	portunity					
Name and servane	Date of birth	Orystarigin	E-mail	5.8.2015	43.200	\$4.005	6.8.2055	3.8.2019.	68.3039	\$3.2010	18-8-20
				_							
				_							
								11 7			

# Example of the signature list

DISTUMINAD	CHETROCE										
	Summation regist	Discovery	Antick written	de Caler palaliséest	Cole of conduct		ANOTHING THE REAL	Hainbenenti Velait luncin II	Technite gala a rec	Yakato (pax nu	Partnership
arigette Statis Sona Anna Anna Anna Anna Anna Anna Anna A											
Toldine :											
alona -											
bingery.											
where a											
NORMAL CONTRACTOR											
Gaph Materillania											
Whereast											
official lines				1 1				1 1			
a magnetick								1			
erhie.											
ave da -											
and the second se											
and an											
() a grad						-					

# Example of the dissemination chart



### APPLICATION FOR REIMBURSEMENT NR



for

Place

STR. Stranger

Name & sumame

Full postal address (of participant)

I kindly ask you to refund the costs which I beared in connection with attending the project "HERO - Human Rights Education Opportunity" organized by the Carpe Diem, held in Karlovac, Croatia, 3rd-10th of August 2019 under the programme Erasmus+ Youth KA1 (project no. 2019-1-HR01-KA105-060703).

Lp	Route (piece of departure and antive()	Date of purchase	Means of transport	Expense (amount)	Currency of the expense	Currency rate*	Amount EUR (expense * currency rate)
1					8		
2							
3.				()	3	-	
4							
5							
6							
7						1.0	
8					š		
9							
10		1		1	5 6		

TOTAL

Please pay the amount of:

# Example of the reimbursement form

Therefore, we developed a project management model which partners outlined as an "*example* of good practice in managing projects with a high number of partners".

 EVERYTHING LOOKED REALLY ORGANIZED, THERE WAS A CLEAR DISSEMINATION PLAN, THE COORDINATOR MONITORED THE ACCOMPLISHMENT OF ALL THE TASKS ASSUMED. YOUR PROJECT IS A GOOD PRACTICE FOR QUALITY MANAGEMENT OF A HIGH NUMBER OF PARTNERS.

### Summary:

- Make a clear division of assignments between partners;
- Develop risk management strategy, monitoring strategy and dissemination strategy – it can be in the form of short instructions for each, just to insure partners will know what to follow and what to put focus on;
- Include partners in all phases of the project (writing project proposal, preparatoy phase, training course, follow-up and report phase;
- Prepare all administrative forms you need for report and monitoring and share it with all partners;
- Take care of the transparency of the project;
- Ask partners for feedback and evaluate every step of your project

# LOCAL COMMUNITY AND MEDIA INVOLVEMENT

During the training course, we put a great effort in involving local venues and people to enhance intercultural learning and involvement of the local community in our project.

## 1. Volunteers

In the project we included **2 young volunteers** from Karlovac with the main goal to raise awareness about Erasmus + Programme to encourage them to become participants by themselves. Also, during their participation within the project, they learnt something new in the field of Human Rights Education and they developed skills needed for a particular volunteer position that they had. Therefore, during the training course, we invited our volunteers to take part in some sessions (of their interest) and to intercultural evening to connect them with participants, but also participants with the local community. Two volunteer positions that we opened for this project were **"peer - buddy"**, a volunteer that was included in organizing free time activities with participants and who showed them around the city and **"journalist**", a volunteer that made interviews with participants on their experience on this project.



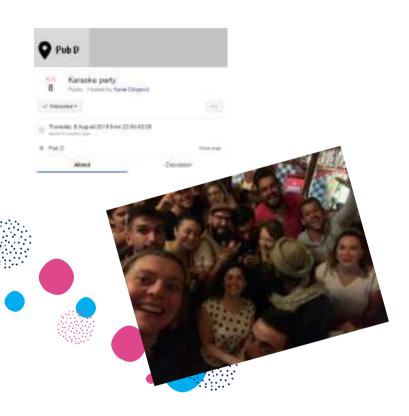
## 2. Food time

We've dined in different restaurants in the local community, including three different restaurants in our activity. Also, we asked for food donations for breakfast from our local food producers.



### 3. Intercultural night out

We organized 2 intercultural nights, one was the "formal" one in the venue and another was in the form of hanging out activity in the open space beside Korana river where we involved young people from the local community with the help of our "peer-buddy" volunteer.



## 5. Free time

During the free time in the timetable, we suggested our participants to visit local river beaches to explore local culture a little bit more while they are resting.

# 4. Karaoke night

We organized karaoke night and farewell party in the local bar, where we invited locals. Karaoke night was areat а intercultural event since we used this Erasmus+ opportunity to promote programme among young people of Karlovac.





### 6. Municipality representatives

During the training course, we informed and included representatives of our local government - deputy mayor visited us on the final day and participated in one of our session. By implementation of this project, we added to the goals of the Youth programme of the City of Karlovac.

## 7. Media involvement

We have ongoing cooperation with the local media, so we included them in the project to raise the visibility of the project results in the local community. We've shared information about the Erasmus + programme, project itself and results of the project before, during and after the training course. If there are youth - run media, invite them to your activity. We were guests on the local TV show and the local radio show. During the training course, representatives of local media interviewed participants to raise awareness about our project and Erasmus + programme.

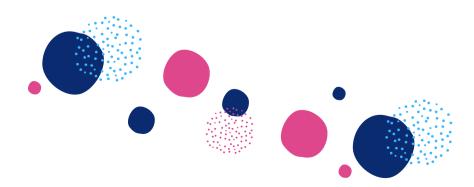
Also, partner organizations have ongoing cooperation with the local media in their local communities and they involved local media to spread the information about this project. Some of the organizations have a huge audience under their social media profiles and they used social media to share info about the project and to engage an audience in human rights issues in youth work topic, especially in preparatory phase by sharing posts and information to include more people (especially from different local communities) in raising awareness about this topic.

Make press clipp – follow on all the media post on your project.



## Summary:

- While you are writing project proposal, try to think of different ways to include local community;
- Make a deal with different restaurants in your local community and explain what you are doing – spread the word of Erasmus + programme;
- Don't underestimate leisure time as an opportunity for intercultural exchange – make an intercultural evening in the local bar and invite locals (and talk a little bit about Erasmus + programme);
- Take your participants out of the venue of activity, implement some activities all around your local community create a space to meet and talk with locals;
- Prepare participants on cultural differences and explain the term "cultural shock"Invite, prepare and involve young volunteers in your activity and support their learning;
- Ensure that you are available for sharing information about Erasmus + programme during activity (per example, young person approaches you in the bar with the question of what is going on here – take time to answer properly;
- Involve local government ask them to participate in one of your sessions;
- Involve media media is crucial for visibility of the project and the dissemination of project results – try to include young people in communication with media;
- Use local providers for everything you need during the project accommodation, food, working materials, T-shirts etc. and talk about the Erasmus + programme with them.



# DISSEMINATION

The dissemination of the HERO project has been carried out in three phases: during the preparatory phase, during the activity itself and, after the training. We prepared a dissemination report to put all the activities together.

CARPS DIST	HERD	-			
			CAPPS DIST	<b>I</b> HERD	
			Contents		
			N Productice to REPORT		
			pixed discension for results		
				Avacacy campaigns	
				urity Manual	
			4, involvement of the media		
Human Rights	Education Opportunity Tr	raining Course	5. Involvement of the limit mankly	ulity	
			6. Photo/vidao shooting		
			7. Other discontinuition coamples		
	DISSEMINATION REPORT		Description		8
		+	+		
			6		

### **PREPARATORY PHASE**

One of the main dissemination activities during the preparatory phase was related to the newsletters that were sent both to the participating organizations and participants themselves. The aim of these newsletters was to raise awareness about human rights even before the activity itself, to introduce the Universal Declaration of Human Rights, and to encourage the participants to reflect upon the human rights issues, just as to introduce the sustainable development goals that we wish to achieve in the future. In the newsletters we also introduced the project team and explained the preparatory tasks to ensure the quality of the training. Target group of this activity were youth workers and youth leaders who work and act in the field of human rights and human rights education. Some of the organizations have a huge audience under their social media profiles and they used social media to share info about the project and to engage an audience in human rights issues in youth work topic, especially in preparatory phase by sharing posts and information in order to include more people (especially from different local communities) in raising awareness about this topic.

128



### **DURING THE TRAINING COURSE**

During the training course, the group has developed a Code of Conduct (CoC) for youth workers and youth leaders working in the field of human rights. It is designed with an aim to be applicable to everyday work of all participating organizations and was then shared with organizations they cooperate with in their local communities. Furthermore, during the training, national teams have written articles about the training, Erasmus+ and their learning outcomes that were later shared on social media and with local media with an aim to share the results of the training and to raise knowledge of Erasmus+ opportunities with young people they are working with. Also, as we have good cooperation with local municipality, the Deputy Mayor of City of Karlovac, Mr. Ivan Mrzljak, came to greet the participants in the name of City of Karlovac and has welcomed the training and notional outcomes, that were later shared on the official sites of local municipality with an aim of informing wider audience both about the project and Erasmus+. In addition, dissemination of the project has been done during the free time, especially in non formal conversations with the participants where the organizational team has shared their experience, suggestions and answered the questions of participants regarding Erasmus+ opportunities to provide them with even more information and to raise their interest in being active citizens.

# CODE OF CONDUCT

Code of reproducing to Yourk and store. The store store producing to produce and store store for the store of the store store for the store store in the base of store store in the base of the store of the store store in the store store and	nakila para man telihan yang pendelapina kaliking bini pel pani kalim telanan anar nyi ti aka andadap
Princip	And I
	C Triannaire
@Testimored	O his sector
O The state of some state	O have been been been been been been been be
O Destar tooki	O televente
C lineses	O Mermonte
Contract .	O Standard
O Transment	O fristing
· Valiaberets for Berle	kia al peorg people 📵
Closes dill	





-----

Dissemination instructions

## **FOLLOW-UP PHASE**

To share learning outcomes after the training course, participants have implemented various activities.

1. The direct follow-up of HERO training course were activities of partner's organizations own choice – workshops, projects and campaigns, that were implemented in the local communities. They were given detailed dissemination information and three different drafts to help them organize and implement the mentioned activities. As a result, our participants have implemented 13 workshops on the topic of human rights with more than 210 youth workers and young people who attended these workshops, they have written 5 projects drafts and have designed 2 online campaigns via social networks with an aim to raise awareness of human rights and to advocate for human rights protection.







# DISSEMINATION INSTRUCTIONS

Dear HERO's, please use this form for dissemination report.

Let's repeat one more time what is dissemination - exploitation of results and/or learning outcomes as a way to showcase the work that has been done as part of the Erasmus+ HERO project. By sharing results, lessons learned, outcomes and findings beyond the participating organizations, we can enable a wider community to benefit from this project. In other words, dissemination is the action of spreading something, especially information and methods. In terms of the Erasmus+ this involves spreading the word about the project successes and outcomes as far as possible. Making others aware of the project will impact on other organizations in the future and will contribute to raising the profile of the organization carrying out the project.

Remember one of our last activities during the training? The one concerning followup activities? No worries, we are here to make sure you don't miss any information ©

So, let's go through HERO dissemination goals one more time:

+ 1. +

Choose one of these three possibilities to help us share human rights awareness in local communities:

- Implement a workshop in the field of human rights. As you are youth workers, this workshop should be implemented with young people. It's on you to choose specific topic you wish to tackle. If this is the option that suits you the most, we need workshop preparation paper – you can find it in the attachment. And we need photos as a proof, of course!
- Come up with a project draft! We don't need you to literally write a project and apply it, but we do need your idea on the paper! Let go of your creativity here. What could you achieve? Who could you partner up with? Just as above, you can find a project draft in the attachment. In this case we don't need photos as a proof but we love your selfies in our FB group <sup>(3)</sup>
- Organize a campaign to advocate for human rights protection. Again, you can
  use your creativity here. It's on you to choose whether you wish to do it on the
  streets of your local community, in your working place, on your social
  networks... when you do so, we need photos (or screenshots) as a proof. We







also need you to send those photos with a Campaign draft that you can find in attachment.

2

Share an article/report you wrote in your national team during the last day of the training with your sending organizations (and later on, they share it with us). If you don't have a copy of the article you wrote, ask us – we got it (actually, we only got the ones you left on our working table). But it's on you to send these articles to your project coordinators/sending organizations.

During the training, one copy of Code of conduct was given to one person per country. This person has the task to give this copy of **CoC** to their sending organization. Simple as that!

3

• 4 •

You remember the manual we were talking about? It's in the slow progress of making. You will receive it in digital form sometimes in November/December and we kindly ask you to share it with anyone it could be of use for! This manual is yours as much as it is ours ♥

When you are done with your part of dissemination, the last thing you need to do is to fill in the dissemination report that is also in the attachment.

! Due date for all dissemination activities is October 20th 2019.

The team is at your disposition for any questions concerning the dissemination! Stay HERO's!







### WORKSHOP PREPARATION DRAFT

Topic:

Goals:

Expected autcomes:

Duration:

Number of participants:

Materials needed:

Workshop description (introduction, core part, conclusion):

Ressources:



# CARPE DIST





PROJECT DRAFT

Project title:

Topic:

Goals (what you wish to achieve):

Activities (how will you achieve desired goals):

Desired impact (what will change because of this project):

Participants (who is this project for):

Partners (who could help you or support you during the project implementation):

Project summary (project description):







CAMPAIGN DRAFT

Start date:

End date:

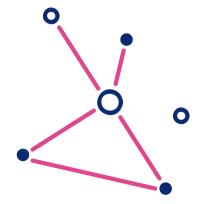
Topic:

Goals (what you wish to achieve):

Audience (who do you design this campaign for):

Campaign flow (campaign description - how will you do it, when will you do it...):

Estimated reach (number of people who saw you on the street, or number of shares on your Facebook profile etc.)



# Results of the follow-up phase:





























# CAMPAIGN DRAFT



Start date: 15. October 2019

End date: 15. October 2019

Topic: Human rights

Goals (what you wish to achieve): to aware about current problems and situations regarded to human rights, to aware about nowadays human right issues



# PROJECT DRAFT

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7		
	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
ARRIVAL	Name games+ icebreakers	Name games+ icebreakers		Name games+ icebreakers	Activity day	DEPARTURE		
	Erasmus+ &Youthpass	Problem in my country? Who, what, when?	Creation of flash mob	Rehearsal				
	BREAK	BREAK BREAK		BREAK				
	Expectations& Contributions	Culture stereotypes	Creation of flash mob	Preparing City quest& Street Interview				
	LUNCH	LUNCH	LUNCH	LUNCH				
	Group Contract	Debate	Creation of flash mob	Follow-up actions and methods				
	BREAK	BREAK	BREAK	BREAK				
	Project presentation	Exploring the needs	Creation of flash mob	Final auto- reflection				
	Introducing the reflection groups	Preparing City quest& Street Interview	Preparation for TEDX	and YouthPass session	Flash mob			
	REFLECTION	REFLECTION	REFLECTION	REFLECTION	REFLECTION TIME-Final evaluation			
DINNER	DINNER	DINNER	DINNER	DINNER	DINNER	1		
WELCOME ACTIVITIES	Table games	Cultural Night	TEDX Night: 'I believe in'	Karaoke night	REFLECTION TIME/Free night			

## PROJECT DRAFT



Project title: I see you

Topic: Increasing social inclusion of immigrants, migrants, minority groups in Slovenian schools

Goals (what you wish to achieve):

Higher awareness and acceptance of cultural diversity among high school students

Activities (how will you achieve desired goals):

Organization of human library in Slovenian schools, Barnga game workshop, Step forward activity. After each activity there will be reflections and facilitated discussions.

Project proposal Draft Multicultural Youth Association The Girls Club



# **Project Description:**

Project title: Girls Club

**Topic:** The project addresses the problems teenage girls with refugee backgrounds face after they leave their home countries and settle in a new one. It deals with the difficulties they experience when trying to form new friendships and bonds to their new societies while suffering from exclusion and racism. The project also addresses resilience issues and advocates for children's participation right.

PROJECT DRAFT



Project title: The alphabet of human rights through arts (Youth exchange)

KA105-5EA32B82

Topic: Human Rights

Goals (what you wish to achieve): 1. To empower young people with skills and competences (communication skills, conflict resolution, teamwork, self-esteem, critical thinking) 2. To have fruitful debates and learning about Human Rights for migrants, refugees and asylum seekers 3. To strengthen values like solidarity, democracy, respect in an intercultural environment in order to become active democratic citizens who stand up for human rights through creativity and arts 4. To equip young people with knowledge in human rights and volunteerism 5. To promote Erasmus+ as a tool for social inclusion and intercultural dialogue6. To create tangible (booklet with activities for human rights, video) and intangible results (partnerships, friendships).

# PROJECT DRAFT

Project title: Knowledge is a power!

Topic: Human rights, active citizenship.

Goals: To enhance the knowledge and understanding of human rights in everyday life.

Activities: Participants worked in big as well as small groups, pairs, role plays and group building activities.

# PROJECT DRAFT

Project title: UNLABELLING

Topic: BEING VOCAL ABOUT PROBLEMS IN OUR SURROUNDINGS AND ACT TO MAKE IT BETTER, ONE STEP AT A TIME

Goals (what you wish to achieve):

 AWARENESS: The build a sense of awareness about our personal impact on others' lives and society as a whole and why it is important to be vocal and conscious about it.

2) TO IDENTIFY THE PROBLEMS: To reaffirm the Human Rights available to us and how on a very basic level we ignore them. To challenge the ideology of 'It doesn't exist until it really affects us'.

3) HERO: Being the HERO. To equip the participants with the means to solve these problems and making them reach a point where they can understand that their actions are really the change they expect.

Reaffirming the belief in themselves to be the labor to build a beautiful world for our next generations.

## CAMPAIGN DRAFT

Start date: 13/08/2019

End date: 10/12/2019

Topic: The alphabet of Human Rights

Goals (what you wish to achieve): - to raise young people's awareness of human rights issues, to get acquainted with the Declaration of Human Rights

Audience (who do you design this campaign for): youth leaders, youth experts, youthworkers, young people, volunteers in youth organisations, youth officers



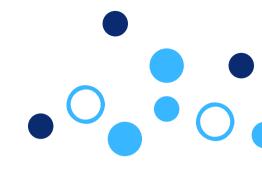




2. Partner organisations were responsible for **sharing te Code of Conduct** in their local community. As a result our Code of Conduct traveled around the Europe.











# 3. Human Rights Education Opportunity Manual

To share learning outcomes, methods and diverse activities used during the training, we have developed and designed a manual for youth workers and youth leaders acting in the field of human rights education. In this manual all the methods used during the training are deeply described, together with all the relevant information about Erasmus+ opportunities. This manual is developed together with the participants of the training as they have also shared their methods and activities. HERO manual has been shared with all the participating organizations and their partners on local, national and international level; just as it has been uploaded on the SALTO youth online platform. And you are reading it – wow what an inception!

### 4. Involvement of the media

Due to good cooperation with local media of both applicant organization and partner organizations, the media have supported us in the promotion and visibility of the project, and in sharing the results of the project. We have been invited to several radio and TV shows to present the Erasmus+ Programme possibilities and opportunities.



### TV shows:

"Ravnopravne među nama", Trend TV., 11.7.2019.
(link: <u>https://www.youtube.com/watch?v=2BF0bpvYe2o&t=798s</u>)
"Gost dana", Trend TV, 21.8.2019.
(link: <u>https://www.youtube.com/watch?v=4UISou4l3Ys&t=46s</u>)

### **Radio show:**

• "Mladi u centru", Trend radio









To Steps for youth στο πρόγραμμα HERO του Erasmus+ στην Κροατία



where provide and the last process to assess as a section linear and we have manyone HERO yan dram heiding wie felste oppende weekning opptical pet the to-flaciotese diamilian

the second second magnetizes follow reasons involved on the foregraph and

Dilger, So here etamologi d'ar ar la paralise, const la longer de se the strength limit we do not be ready to a subpretion because the

executed to be blocked as while the boundaries has the descriptions is in principal horse in sec. ment that they are something index remains in the table AL and all a max evolutions and ensure that information and ensurements an implying the maximizer that Alderen

and the restantion of commission in the town of some and the companying continuing, it counters for the object of a propositional resolu-





A 198 THE R PARTY OF THE R PARTY OF



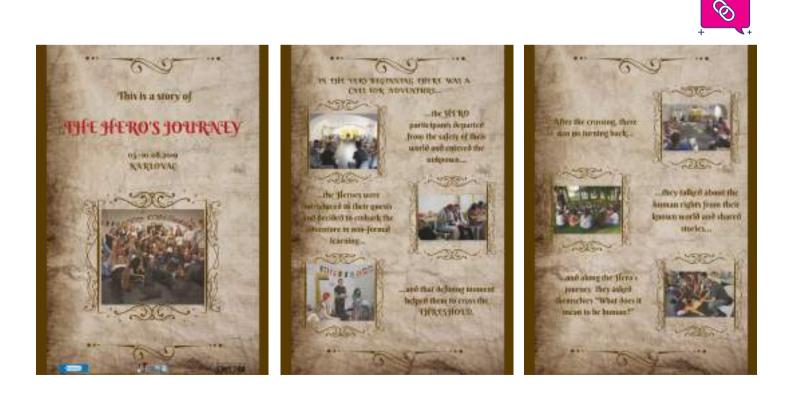
MATAJIM WE CONTE Y KAPAOBUY TROUBLY OBYRY 3A ХЕРОЈЕ ЉУДСКИХ ПРАВА

10.44 . ....

1000

# 5. Photo/video shooting

- Owing to the engagement of a volunteer on the HERO project, a video-photo shooting of the training course has been used as a promotional material and has been shared on websites of participating organizations. It has also been sent to local media and has been spread through other relevant communication channels. Ô
- You can see the video on the following link: <u>Carpe Diem HERO training course</u>.
- Another result of photo and video shooting was HERO's Journey, that was shared via social networks with an aim to improve knowledge of Erasmus+ possibilities and opportunities in local communities.





eles her al

sec. A local of heat

or tother would

Brage, to sty cars not only it must aren that there is a half of werk to do but also that there is for all paralle. Whe Will be there is hereing a state of a

Hard door through the gives a second se

and E you cannot full-

P.S. out all beroes usar capes....

#### 6. Other dissemination examples

 In addition to all of the dissemination results listed above, we wish to stress few more important outcomes of the Human Rights Education Opportunity training course. To help the participants follow the dissemination process, to encourage them to fill in the second part of their Youthpasses and to inspire them to keep acting for the human rights protection – partner organizations and participants have received the fourth HERO newsletter.



 Thanks to the engagement of one of the volunteers during the training, interviews with participants of HERO have been published on social media with an aim of promoting Erasmus+ Programme even further.







Ten part contract en la suite 🖷



Property spinister, only a finishing energy on another instance spinish Another being a fire (analy)

b affect of particular as the sectory? and two particle particles in transformed as and in the fact of the sector and an and the sector and the sector of the sector as a sector and the sector as a sector as a sector as a sector as a manufactor.

plannes to po hel alla lissens i hegoriari n'an meneralagnetre fongeneralit



1999 - Barris Harrison (h. 1120) - B



- Carpe Diem NGO (Croatia), with the same project team, has applied HERO2 KA1 project as continuum of HERO project. It has been upgraded based on the HERO participant's evaluation where in HERO2 we have put greater accent on the values of human rights in youth work (KA105-2F32D928);
- In partnership with Croatian Youth Network, trainers from HERO project have developed another training Compass National Training Course on the topic of human rights that has been granted from Council of Europe, where Carpe Diem NGO are one of the partners;
- Steps for YoUth (Cyprus) have applied Youth Exchange under Erasmus+ Programme on the topic of human rights, proposing methods and activities adapted during HERO project (KA105-5EA32B82);
- Erika Horvat, from Zavod Voluntariat (Slovenia), has turned in a seminar for her studies on the topic of human rights where she used knowledge gained during the HERO project.



#### Little bit more...

We promoted Erasmus+ Programme during various manifestations on the local (NGO fairs, Volunteer fair etc.), national (Youth Work in Local Communities Conference of Croatian Youth Network) and even international level (Youth for Human Rights Conference, Estonia). Also, we spread the word about the project in different international activities our representatives attended, such as during Balkan Global Development Education meeting (Podgorica, Montenegro), International Youth Conference (Kruševo, North Macedonia), Short study visit on municipal youth work (Slovenia), Youth Rights talks (Novi Sad, Serbia), ReMeDy (Tbilisi, Georgia) and Council of Europe National training courses meeting (Starsbourg, France).

To ensure the visibility of Erasmus+ Programme, we designed a logo of the project stressing out the Erasmus+ Programme, and printed flip-books, pens and T-shirts both for participants and for young people in the community with an aim of raising visibility of Erasmus+ Programmes.

#### Summary:

- Develop a dissemination strategy;
- Think about dissemination in all phases of the project, before the main activity, during the main activity and after the main activity;
- Give clear instructions on what do you expect from participants and what do you expect from partner organizations;
- Prepare as much as you can during the main activity (per example, make space for participants to write down articles for web page during the last day of activity);
- Involve volunteers, especially in photo/video shooting part, or include participants in these activities;
- Take as much photo/video material as you can, you will use it for sure;
- Give enough time to implement dissemination activities and be patient;
- Offer support to participants and partner organizations during the follow up phase and send reminders, time flies quickly;
- Use your networks (yours and partner organizations) to share the results of the project and think small and big share results on the local, national and international level;
- Give credits for a great job praise the success!;
- Upload valuable educational outputs as manuals, method outlines, tools on Salto Youth platform (it has to be in English)
- Upload results on Erasmus + Dissemination platform Who knows, maybe your project will inspire someone to work on the topic of your project!;



#### **EVALUATION**

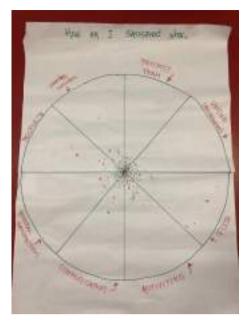
As we mentioned before, we emphasize monitoring participants, their learning outcomes, satisfaction with the project, follow – up activities, but also we monitored the overall success of the project and partnership. One of the most important tools for monitoring was evaluation.

We had evaluation on three levels – participants evaluation (informal and mobility tool evaluation), partnership evaluation and project team evaluation.

- 1. **The feedback of the participants** was an important input for the whole project and i was conducted in the following phases:
- At the beginning of the training course participants underlined the expectations and fears, and at the end of training course, they looked back at the same to assess to what extent these expectations and fears were fulfilled.
- Through day-to-day evaluation in reflection groups after completing all daily activities, participants were able to grasp how much their expectations and desired learning outcomes were achieved and to show the possible difficulties that occurred on that day. Participants were divided into international groups.
- **Final evaluation** A substantial part of the final day was when the participants took a moment for a self-reflection to check whether they've met their expectations and fulfilled their personal challenges. Self-reflection of the last day was followed by a questionnaire where participants evaluated objectively the quality and implementation of the program in terms of knowledge provided, expectations satisfied and organization matters.
- Long-term feedback We planned a long-term evaluation by collecting feedback from participants in the form of Facebook group discussion and an online survey on how they applied the knowledge and skills they have received during the training course.

The last day of the training course was mainly about the reflection, evaluation and closure of the whole activity. Morning activities included sessions about key competencies and Youthpass to raise awareness of competences gained during the training. The second part of the day had focus on preparation for follow - up phase and on the evaluation of the whole experience with an aim of promotion of human rights protection, and dissemination of the results of the training.





Contribution ID #77125acts 44c5 4467 5964-d0c686/9001w Deep 10/06/0019 41:01 94



Participant Report Form – Call 2019 – KA1 – Learning Mobility of Individuals – Mobility of youth workers

Parity montail with 7 and management.

Internet and IP AAL fash-built pro-

#### 1 Purpose of the Participant Report

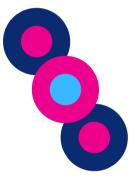
This first report or your mobility superiors will provide the DU's Example- programme with valuable internation which will benefit form participants and contribute to the posterius improvement of the programme. We are patients for your to operation in 1989; out the quantization.

All personal data mentioned in this term will be processed in accordance with Prepatatory (EC) (so 2018 1755 of the European Parliament and of the Quards of 25 October 2018 on the projection of natural persons with regard to the processing of personal data by the European Union Institutions, loodes, offices and agencies and on the free reported of such data. This report, snot suboritied, will be accessible to the coordinating organisation. The National Agencies of the European Programme and the European Conversion. More details in <u>Dearthy Procession</u>.









IC, "HERO– Human Rights Education Opportunity" Karlovec, Croatia 3 – 10 August 2019.

#### Evaluation form

Please, evaluate the course and give your feedback along the questions below. Thank your for your responses being valuable for further development of the course!

 How would you rate the learning environment the training course was organised in?

ppropriate					Excellen
1	2	3	+	5	6
	10,10,000,000,000,000,000				

2) To what extend was your experience in youth work taken into consideration in the training course?

Vot at all					Fally
1	2	3	4	5	0
1.000	1.	- 24		0.0	S. 22

3) To what extend did you learn from other participants during the training course?

Not at all	They were my main learning resource				
1	2	3	4	5	6
2 - XXX - 1	0.000 - 0	~ 11		220	입 ~~

4) Were your personal learning needs addressed?

Seldom	Most of the time	All the time

5) Were there appropriate resources available to use and take away?

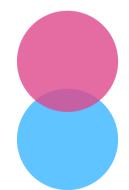
Notatall				All I neede	d was there
1	2	3	4	5	0
		·		00	3. 22

6) Did you actively participate in the training course?

Seldom	Most of the time	All the time	

7) Were the methods used appropriate to the topics during the course?

Seldom	Most of the time	All the time	







8) To what extend is it possible to apply what you have learned on this course back home in your reality?

Not at all					Everything
1	2	3	4	5	6
and states	and Street		a contraction	a second from	10000 - 20 <sup>5</sup>

9) To what extend did the training course meet the aims and objectives set by course organisers?

Not at all					Fully
1	2	3	4	5	Ó
				X	

10) Your favorite / most useful activities during the TC:

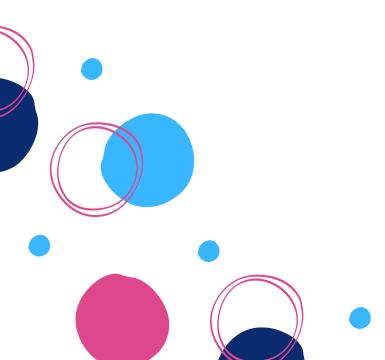
11) How would you apply new knowledge / skills in your life?

12) What would you advise to the trainers / organizers?

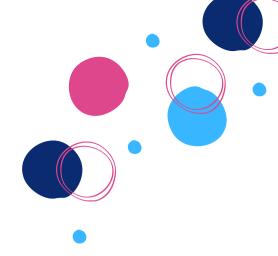
13) Did you get enough information in the preparatory phase?

14) Did you get enough of support in the preparatory phase?

15) Would you recommend this training course to other people?



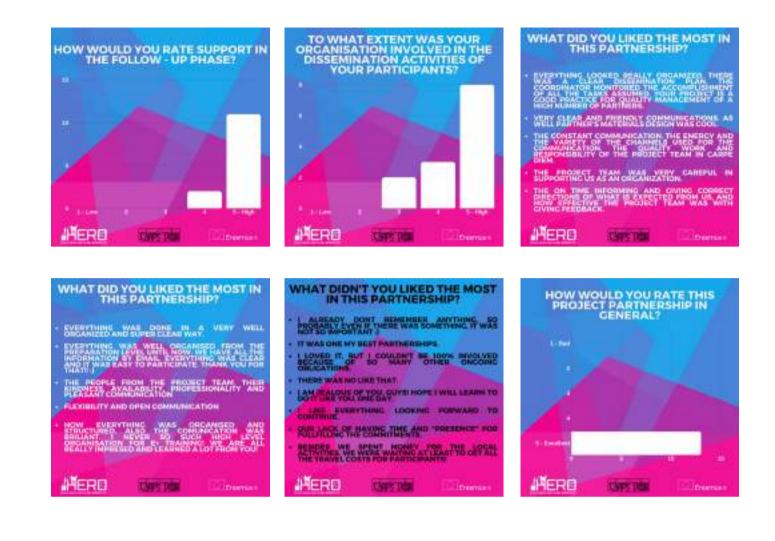




2. Also, we had **partnership evaluation** with partner organizations and jointly reflecting the extent to which the goals we have set have been achieved and partners inputs were valuable feedback which we took in consideration when we started to develop new projects.







#### ARE YOU WILLING TO CONTINUE THIS PARTNERSHIP?



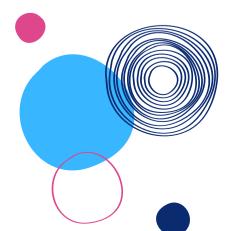


3. And last, we had an informal meeting within our organization and we discussed the success of our project and raised the issue of continuation of this project. During our **project team evaluation meeting** after the training course, we also had a small session of the learning outcomes of our team members and we supported our volunteers in recognition of their learning outcomes.



#### Summary:

- Use evaluation as a monitoring too;
- Collect feedback in every stage of the project;
- Evaluate with participants with a focus on satisfaction of project;
- Evaluate partnership with the special focus on partnership management;
- Evaluate your project team and volunteer engagement;
- Consider evaluation results as guidelines for improvement!



#### **RECOGNITION OF LEARNING**

The most important feature of this project in terms of learning was **experiential learning**. Participants had space to share and explore different methods, tools and practices in the field of human rights in general and protection of human rights, but with the special focus on recognition and solution of human rights issues in everyday work within youth work. In the end, the biggest emphasis was put on self-reflection and evaluation of the learning process to reach a conclusion and form closure.

Through methods such as presentations, practical tasks in group work, experiential learning activities, the participants were equipped with the appropriate knowledge and skills on the topic. Participants were empowered to solve different human rights issues in the local community through non-formal education activities. This raised awareness for the importance of human rights-based youth work and the role of non-formal education in protecting human rights in the local community, which is completely in line with our project aim and objectives.

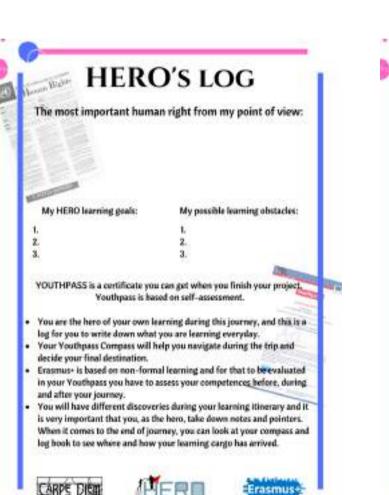


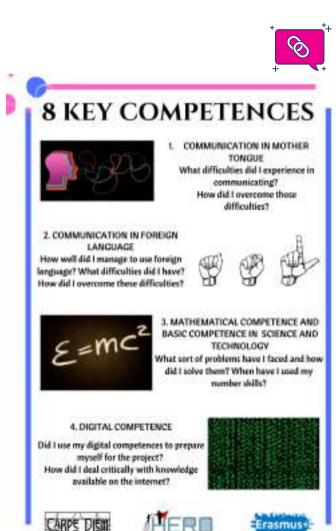




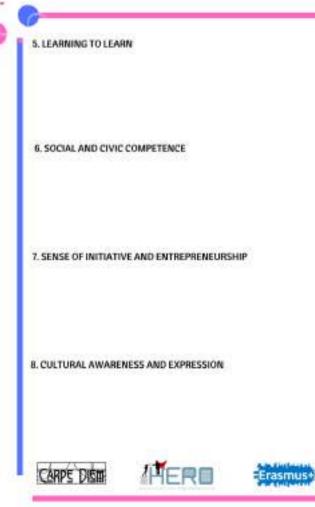


All participants, volunteers and members of the project team received their **Youthpass certificate**. At the beginning of the training course, participants got the instruction to make their learning diaries (**HERO's log**) to reflect on their process of the learning. We've made a session about key competencies and Youthpass to outline the purpose of learning diary and to recognize Youthpass as a tool of recognition of the learning outcomes of activity within the Erasmus + programme ("Youthpass islands" and "Captain's log" methods adapted from the manual Youthpass unfolded). Also, we discussed competence and different models of competence. We presented the ETS Competence Model for Youth Workers to Work Internationally.









\*For ideas how to conduct a session with key competences, chesk the METHODOLOGY part of the manual (Day 1 -Key Competences) **Reflection** of the participants on their learning process and the competences developed in the project took place on four levels:

- Participants were encouraged to follow the learning process by themselves and critically reflect on the activities they have taken **during the day**. At the beginning of the training course, they expressed their expectations and fears connected with this training course, and at the end of the training course, they looked back at the same to assess to what extent these expectations and fears were fulfilled. In addition, the project team was available for all possible questions and for supporting participants individually if necessary.
- Through day-to-day evaluation with reflection groups after completing all daily activities, participants had meetings to discuss their learning points of the day, among other things. Participants in the group evaluations grasped on how much their expectations and desired learning outcomes were achieved and expressed the possible difficulties that occurred on that day.
- Through day-to-day activities, the trainers encouraged the involvement of all participants and motivated them to express their opinions. At the end of the activity, they received Youthpass certificates and got clear instructions on how to fulfil the second part with the key competencies that they acquired during this training course, with some examples how to use Youthpass in their daily life.
- After the activity: Participants were instructed to fulfill the second part of Youthpass after 2-3 weeks when they still have a clearer and rational overview of the activity. Also, they had a reflection activity with the partner organisation team after they implemented follow up activities of the project. Partner organisations in cooperation with participants made reports on these follow – up activities and we've made a final dissemination report out of it.



As we mentioned before, volunteers and the project team members also received Youthpass certificates in order to emphasize what learning outcomes they've gained. During our project team evaluation meeting after the training course we also had a small session of the learning outcomes of our team members and we supported our volunteers in recognition of their learning outcomes.



Source: https://erasmusplus.rs/youthpass/

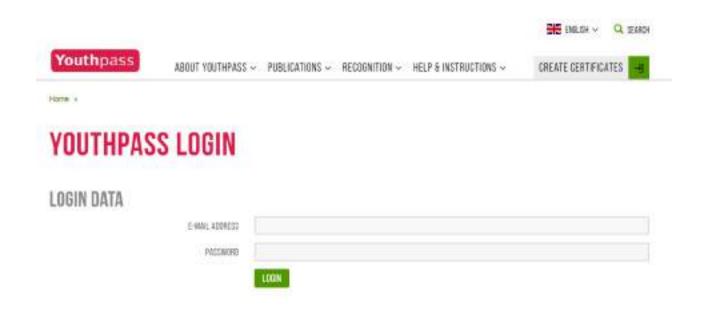
As an organiser, you are responsible for generating Youthpass certificates for your participants. You can do it in two phases. The first phase is during the training course where is recommended to give participants hard copies of Youthpasses (the first part of Youthpass). The second phase is in the follow-up phase, where you and partner organisations support participants to fill in the second part of the Youthpass, with the concrete learning outcomes. During the follow-up phase of the project, we instructed partner organisations to offer support to their participants in this process. When participants fill in the second part of the Youthpass, with a mail.



2. Click on create certificates.



3. Sign up or log in.



4. Create a new project and enter details.

		🗱 inun - 🕄 zunz
Youthpass any rations	<ul> <li>R(S)CATUR(= HEIRERTON = HEIPER(TRUETON) -</li> </ul>	1967(1091812/1) 4
ENTER PROJECT DET	TAILS	
LANGUAGE		
1.04004(01)/FTM(780202) (PTM)	<b>X</b> 20.05	
	Tablet im an for and immedia	
BASICS		
March1	2 Hote-www.hym.lissumer.lasmers	
yout toos	Si tava	
that make	- Grada	

5. Go to manage participants and click on enter new participant.

## **HERO - HUMAN RIGHTS EDUCATION OPPORTUNITY**

+ PRUECT DETAILS	MANAGE PARTICIPANTS	GENERATE CERTIFICATE
		NTEER

6. Fill in details on participants one by one.

		and terror - or state
Youthpass REDUT VOETHONES	<ul> <li>POBLICATIONS ~ BECEGNITION ~ HELP IN INSTRUCTIONS ~</li> </ul>	GREATE CERTIFICATES 4
ENTER PARTICIPANT	/ VOLUNTEER DETAILS	
LANGUAGES		
CONTINUEATES FOR THIS PARTICIPANT WILL BE IN	X Dalty	
	SUCCESSION AND FOR THE RECOVERED AND AND A	
BASICS		
PRST NAME	<b>3</b>	
STRAME	*	

#### 7. Generate certificates.

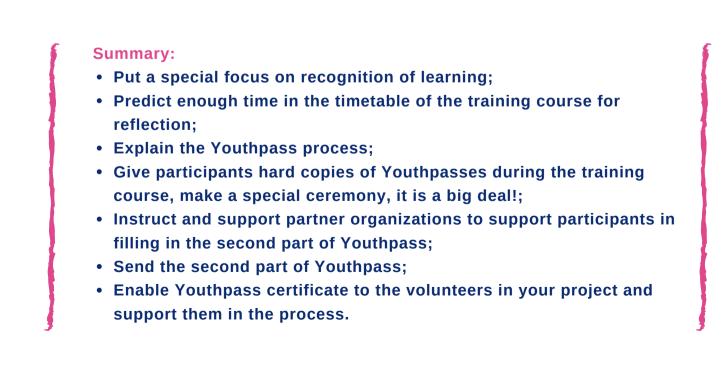
HERO - HUMAN RIG	<b>RO - HUMAN RIGHTS EDUCATION OPPORTUNITY</b>			
+ PROJECT DETAILS	MANAGE PARTICIPANTS	GENERATE CERTIFICATES		

### 8. Deliver hard copies of certificates during training course (signed and stamped).

### 9. Invite participants one by one to edit their Youthpass.

100	Penić, Branimira	INVITE TO EDIT	EDT	COMMUNICATION	FREVEW
	STATUS: GRI GERERATED IN AUG & 2019 2:01-17 PM VEW >				

10. Accept changes once they do it, generate certificate again and send it to the participants via email or postal mail.



••••••

#### **REPORT TIME**



After everything is done, it is a **report time**. For that you need Mobility tool platform. We will shortly explain how to use it and what is the timeline of the project.

Mobility Tool+ is the system that allows Erasmus+ & European Solidarity Corps beneficiary organisations to access and manage their project information, such as encoding activities and participants, request individual participants' reports and submit final reports to their National Agencies. National Agencies also use Mobility Tool+ to monitor and validate information entered by beneficiary organisations at any time from anywhere.

Mobility Tool+ is designed, developed and maintained by the European Commission and being used by beneficiary organisations and National Agencies involved in decentralised projects.

#### Timeline

- After successful application and once the grant agreement has been signed by the National Agency, the beneficiary will be notified that the project has been created in the Mobility Tool. From this time, the beneficiary can start to manage the project information containing mobilities, budget details and reports in Mobility Tool+.
- Individuals that have participated in an Erasmus+ mobility project are requested to submit their **feedback** on the experience. The participant receives an email with a dedicated link to the participant report.
- One of the final stages of the project lifecycle is the submission of the final beneficiary report. This report is completed by the beneficiary and gives updated details of the project including mobility or budgetary changes. Once sent, the report is locked in the Mobility Tool.

At the same time as submitting the report the beneficiary should also insure that the project information in the **Project Results Platform** is up to date and correct. On the reception of the report the NA user will check that all necessary information, documentation and results are available.

The report, annexes to the report, budget information and results are checked to ensure that there is no missing information and if it is completed as expected. If there are missing annexes or budgetary issues or if the quality of the project deliverable is poor, the NA can choose to reject the reception of the report. In doing so the NA unlocks the report so that the beneficiary can edit the beneficiary report and/or add additional documentation or data. After assessment and NA validation of the final beneficiary report has been finalised, the changes performed during the NA validation can be viewed in Mobility Tool+.



- What did you want to achieve by implementing the project? What were the objectives of your project?
- What activities did you implement? What is the number and profile of the participants involved?
- What were the results and impact of your project?
- Were all original objectives of the project met? How were they reached? Please comment also on any objectives initially pursued but not achieved in the project. Please describe achievements exceeding the initial expectations, if relevant.
- How did the project partners contribute to the project? What experiences and competencies did they bring in the project?
- Which activities did you carry out in order to assess the extent to which your project has reached its objectives and produced results? How did you measure the level of success?
- How were quality and management issues (e.g. setting up of agreements with partners, learning agreements with participants, etc.) addressed and by whom?
- How did the project address practical and logistical matters (e.g. travel, accommodation, insurance, safety and protection of participants, visa, mentoring and support, preparatory meetings with partners etc.)?
- What kind of preparation was offered to the participants (e.g. task-related, intercultural, linguistic, risk prevention etc.)? Who provided such preparatory activities?
- Please detail how monitoring and/or support of participants were carried out during and after the main activity.
- How was the monitoring of the project carried out and by whom?
- Please describe any problems or difficulties you encountered during the project and the solutions applied.
- Please describe how the planned activities were organised. What were the working methods used? How did you cooperate and communicate with your project partners and other relevant stakeholders? Please also indicate and explain the reasons for eventual changes between the activities you planned at application stage and those finally realised.
- Please describe the background and profile of the participants that have been involved in the project and how these participants were selected.
- Please describe, for each activity implemented, which competences (i.e. knowledge, skills and attitudes/behaviours) were acquired/improved by participants in your project? Were these in line with what you had planned? If not, please explain. If available, you can use the results of the participants' reports as the basis for your description.
- Have all the participants received formal recognition for having taken part in the activities? If any, please describe, for each activity, the methods used to support reflection and documentation of the learning outcomes (e.g. through reflections, meetings, monitoring of learning outcomes)?
- Please describe any further impact on the participants, participating organisations, target groups and other relevant stakeholders.

- Please describe the wider impact of the project at local, regional, national, European and/or international levels.
- Which results of your project were worth sharing? Please provide concrete examples.
- Please describe the activities carried out to share the results of your project inside and outside participating organisations. What were the target groups of your dissemination activities?
- If relevant, please describe the activities carried out to promote the Erasmus+ Programme and ensure visibility of the programme. What were the target groups,frequency of those activities?
- If applicable, please give examples of how the participants have shared their experience with peers within or outside your organisation.
- If applicable, please give examples of how the organisations have shared their experience with other organisations.
- Do you intend to continue cooperating with your partners in future projects? Please provide any further comments you might wish to make to the National Agency or the European Commission on the management and implementation of Erasmus+ projects under the Key Action "Learning Mobility of Individuals".



#### Share the report with your partners!

# What did you want to achieve by implementing the project? What were the objectives of your project?

The main gow we wanted to achieve within this project is to raise awareness of youth leaders and youth workers about the importance of human rights and human rights losses in youth work.

The main objectives of the "HERO" training course were to:

- Raise awareness of human rights issues in youth work and contribute to their protection;
- Exchange good practices in human rights-based youth work and solving human rights issues within youth work transwork.
- Develop the knowledge, skills, and abilities of youth leaders and youth workers measured to promote the learning of and learning for human rights.

By achieving these objectives, we wanted to increase knowledge and invariances about human rights of youth leaders and youth workers. Also, we wanted to empower youth workers and youth leaders in order to prioritote human rights amongst other young people. The most important skills that we wanted to enhance by this project was critical deliberation about these everyday practice and how the human rights harework is connected to youth work and sharing and transforming knowledge to others and learning from that process. Throughout this project we introduced different perspectives on the topic of human rights in order for participants to become active advocates of human rights in their local communities.

Throughout the project, emphasis was on sharing experience and knowledge among organizations and participants to achieve these objectives. The participants were not proprovive recipients but they've with their active engagement and post experience and knowledge contributed to the successful achievement of these objectives.

1. Popul remillation	
the later ways have a	Adda a solar bakak company
	and and a second stand of the second s
and the second s	
and the later of the later	
to the second data parts	(******)
And the second particular	
the second second second second second	tage the state of the second in the second s

Once the report in the Mobility tool is done, you should attach annexes that proves what happened during your project. You can put different documents, forms and photos and it is up to you what you want to show National Agency. Within HERO project we sent following annexes:

**HERO** annexes:

- Decleration of honor
- Project timetable
- Statements of attendance
- Signature list
- Partnership agreements
- Press clipp of the project
- Photos
- Partnership evaluation
- Team evaluation
- Participants evaluation
- Dissemination report
- Code of Conduct
- HERO Human rights education opportunity manual
- Newsletters
- Interviews
- The HERO's journey

100%

Start Submission Process

Click on Start Submission Process aaaaaand you're done! Congrats!

## CONCLUSION

We strongly believe that project management and dissemination results of HERO project can be used as an example of good practices. We have best intentions to keep cooperating with our partners on future projects and activities. We also support and motivate partner organizations to create projects amongst them, not necessarily with us as a partner.

Also, we wish to outline that we really enjoyed the whole process of creating, implementing and evaluating this project. There is a great value that we as an organization gained through this process. Also, partner organizations were very supportive and deeply involved in the whole process. We believe that partner organizations, together with their participants will continue to work in this field.

We hope this manual will be useful when you decide to apply for KA1: Mobility of youth workers project under Erasmus + Programme.



# THE END

## HERO LIBRARY

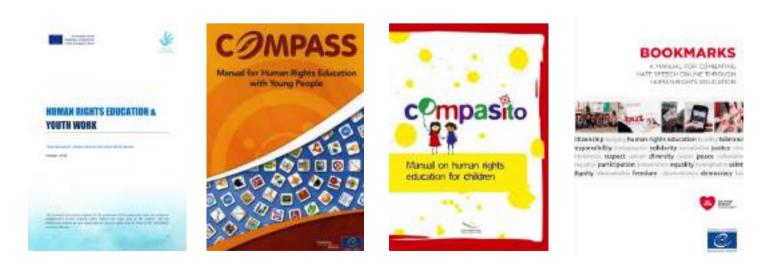
In the end, if you want to learn more about project management and quality in mobility projects check these (click on photo to open document):



More on recognition of learning (click on photo to open document):



More on human rights education (click on photo to open document):



## **HERO LIBRARY**



More on non – fomal education methods and youth work (click on photo to open document):



NAME





. . . . . .

. . .

. . . . . .

Peace on the Streets Tools, best practices, knowledge around campaigns and street actions for youth workers and peace activists

. . . . . .

-

-



. . . . . .





## **ABOUT AUTHORS**

## We are all born free and equal

Ø

6

Officially I go by the name Valentina but everyone actually calls me Roža. My legal papers say that I am a French professor and a Pedagogue who run away from working in public school to become a youth worker. So, after a few years of volunteering. I finally found my lucky place as a trainer in Carpe Diem NGO in Karlovac, Croatia. Besides my regular job. I organize and implement workshops in the field of Human Rights, Personal Development and Social Entrepreneurship. In my free time, I mostly volunteer and organize local festivals and initiatives.

Among my group of people, I am known to always make humour when inappropriate so you can tell I love good laughs more than anything. When it comes specifically to this training, I have high

expectations. I wish to share my perspectives and methods of work with you, just as I wish to learn from you and your experience at the same time.

No One Can Take Away Your Human Rights





My name is Branimira and I'm a member of the HERO team. I'm in the field for 4 years now and although is fast-paced and sometimes stressful job I love it more than any other I have ever had! Currently, I'm involved In different projects and organisations on local, national and European level.

Shortly: I am a project manager and youth worker with preferences towards the professionalisation of youth work in Croatia, youth policies creation and empowering young people to take active roles in local community development. I have a special focus on Erasmus + mobility projects and I'm an EVS mentor.

Free time activities (when I catch some free time): reading a lot (I'm looking forward to some good recommendations), taking care of my dog, sometimes I draw, mostly I hang out with my family and friends. I like to live close to the water. I like good food, I like chill music and above it all, I like kind people.