

**COMPENDIUM OF BEST EXAMPLE PROJECTS SELECTED BY PROJECT PARTNERS  
OF THE “AWARE AND ACTIVE- AAA” PROJECT**

This compendium is one of the results of the desk research of the “Aware and Active” project conducted to identify best practices and to find the evidence about the formats and themes of the trainings and Ideas Labs.

It is elaborated by collecting best practices of projects supported under the Erasmus+ programme: Youth in Action. The projects represent the activities that have been realised in the project partners’ countries: Austria, Estonia, Finland, France, Italy, Macedonia and Slovenia.

*The project has been funded with support from the European Commission. This document reflects the views only of the programme beneficiaries, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

## AUSTRIA

**TITLE OF THE PROJECT: Menschen auf der Flucht (2016-1-AT02-KA105-001446)**

### **PRIORITY AREA** (themes addressed by the project)

- ✓ Intercultural dialogue
- ✓ Combating prejudice and stereotypes
- ✓ Cultural diversity
- ✓ Critical thinking and cyber and media literacy
- ✓ Fight against racism
- ✓ Fight against exclusion
- ✓ Integration of refugees, migrants and asylum seekers

### **COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

COLLEGIUM GRAFENBACH (NGO)  
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Contact person: Willi Winkler

### **PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

Rhodopaea - Balkanica Association (NGO)  
kv. Vazrojdentzi, Bl.53, Entr.D, Apt.96, Bulgaria  
Contact person: Veska Nikolova, [veska.nikolova@yahoo.de](mailto:veska.nikolova@yahoo.de)

Malgorzata Kwiatkowska-Gromnicka (informal group)  
Australijska 52, PL51 – Dolnośląskie, Wrocław, Poland  
[maus@maus.info.pl](mailto:maus@maus.info.pl)

ROG (Group of young people active in youth work)  
[www.culture.si/en/Tovarna\\_Rog](http://www.culture.si/en/Tovarna_Rog)  
Mali vrh pri Prežganju 16, SI021 – Osrednjeslovenska, Ljubljana, Slovenia  
Contact person: Matija Juvan, [maticjuvan@gmail.com](mailto:maticjuvan@gmail.com)

## TARGET GROUP

*Who were the final beneficiaries/end users?*

The participants of the Youth Exchange: young people between 14 and 19 who are able to communicate in German (the working language of the youth exchange) from the participating countries and refugees from Afghanistan who were seeking asylum in Austria.

## APPROACH TO TARGET GROUP

*What was your strategy in reaching the target groups?*

We had had projects with two of the partners (Slovenia and Poland) before. We got in contact with the Bulgarian group through common friends, and as for the refugees, we contacted Austrian NGOs that help refugees, like Caritas, Diakonie and others. Our participants were recommended by Diakonie Waiern, Austria.

## STAKEHOLDERS

*Who were other stakeholders you were cooperating within the project or addressing them with your activities?*

The Regional Government of Carinthia (Youth Department) and the Community of Diex (Lower Carinthia), Diakonie Waiern, ÖDaF (Österreichischer Verband für Deutsch als Fremdsprache)

## OBJECTIVES

*What general and specific objectives have you set in the project?*

*Have you achieved the project's objectives?*

The participants learned to differentiate between the legal terms of refugee/asylum seeker and migrant. The main goal was to open all minds for tolerance and solidarity. In addition to specific workshops, the participants got in touch with refugees, volunteers, hosts and migrants who came to Austria several years ago. Due to the fact that all participants were expected to have a basic knowledge of German, the improvement of their language skills was a positive side effect of this Youth Exchange.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

Europe is facing a new and difficult challenge: a steady stream of refugees that leaves countries and politicians unprepared and rather helpless. The Youth Exchange "Refugees on the Run" took place in Grafenbach/Carinthia/Austria from August 1-10, 2016 and focused on the difficult situation of asylum seekers. The idea was to thoroughly discuss the topic and question the different policies in Europe in reaction to the situation. Our core intention was to seek an understanding for the matter from all perspectives: refugees, politicians, hosts, civil societies, etc. We discussed the topic from different angles: the worries people have, the danger of hate speech, intolerance, human rights and

humanity, under which circumstances would I leave my own country? 30 participants aged 14-19 from Bulgaria, Slovenia, Poland and Austria - accompanied by the group leaders - came to Austria for this Youth Exchange.

## **OUTCOMES**

*(Reports, publications, exhibitions, press releases etc.)*

## **IMPACT**

*What is considered as the main impact of the project?*

The Youth Exchange has significantly helped participants to integrate themselves and find their place within an intercultural environment.

Participants have gained the ability to analyse their own culture and develop critical thinking skills when looking at it from a different perspective.

Participants have actively thought about and reflected upon in how far they are influenced by cultural values and heritage themselves.

Participants have developed a deeper understanding for other cultures and backgrounds.

Participants have developed intercultural competence across various fields, inter alia: awareness of different cultural stereotypes and taking a critical stance when approaching them, acceptance of human diversity and respectful treatment of others, coping with the challenges of intercultural meetings and surmounting potential barriers.

Participants have significantly improved their foreign language skills and broadened their vocabulary.

Participants have learned to take responsibility for their actions.

Participants have made independent decisions and have planned and realised projects on their own.

## **SUCCESS FACTORS**

*Have you identified success factors you would like to share? if yes, please, provide more information*

Our proudest and certainly most important success was the change that the Youth Exchange has provoked in people's minds. Refugees are ever so often treated as inferior and frowned upon in society, so if this project has done one thing, it has most definitely broken down a lot of barriers in the minds not only of participants but also of Austrian village inhabitants. The participating refugees were wholeheartedly welcomed into the group and entirely accepted for who they are.

Additionally, we were more than happy to hear that all participating groups have voiced their wishes to further participate in more projects at the Collegium, especially in those dealing with the same or similar issues as this one. We are convinced that participants have returned to their home countries spreading a positive and open-minded message and taking action to fight for a better, more accepting world.



Organisation: Lille Maja  
NGO, NPO  
Adress: Lille 9, 51010 Tartu, Estonia  
Phone: +372 53 088 999  
[www.lille.tartu.ee](http://www.lille.tartu.ee)  
Contact: Auli Auväärt, auli.auvaart@raad.tartu.ee

Organisation: Politistiko Ergastiri Ayion Omoloyiton  
NGO, NPO  
Adress: Ayion Omoloyiton 56, 1080 Lefkosia, Cyprus  
Phone: +35722256782  
[www.politistiko-ergastiri.org](http://www.politistiko-ergastiri.org)  
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## TARGET GROUP

*Who were the final beneficiaries/end users?*

23 young people from Austria, Cyprus and Estonia including 3 young refugees

## APPROACH TO TARGET GROUP

*What was your strategy in reaching the target groups?*

In all participating organisations, there was a preparation meeting with the participants. There they got to know their country's trainer team as well as the project's schedule. There was also a short presentation of the other participating countries and their culture. At the preparation meeting of the partner organisations' participants, the workshop facilities were presented to them by showing some photographs. Furthermore, at every meeting was the opportunity to get to know the other young people from one's own country by playing some games together. They were introduced by the trainers and involved methods of youth theatre. At the end of those meetings, the young people always had the possibility to ask unanswered questions.. At the same time in another room, there was a similar presentation for the participant's parents.

Additionally, right at the beginning of the project we implemented a Facebook group for all the participants from all countries. There they not only had the chance to get in touch with each other for the first time but also got access to many practical informations posted by the project team. Everything there was communicated in English to ensure that every member of the group had the same opportunities.

## STAKEHOLDERS

*Who were other stakeholders you were cooperating within the project or addressing them with your activities?*

It was very important for us to include the local governments from Baden and Traiskirchen in Austria in this project, because this area in Austria is the one with the largest refugee camp. We were really

glad to have some local politicians visiting the projects. They were all really interested in our international and intercultural work.

## **OBJECTIVES**

*What general and specific objectives have you set in the project?*

*Have you achieved the project's objectives?*

The main objective of this project was to raise the young people's awareness on the topic of asylum seeking and migration. And we did succeed with this. It was quite interesting for us to see that e.g. the participants from Estonia were not even aware of such a term as "refugee crisis" because their country was not as highly affected as, for instance, Austria, Germany and Sweden. We could talk – and more importantly – artistically grapple with the reasons of leaving one's own country and the difference between refugees and migrants.

Moreover, by participating in the workshops held by professional trainers, the participants could learn and develop skills in improvisation and acting. They improved their expressive skills, incorporating aesthetic ways of communicating ideas as well as the encouragement to act creatively and gaining experience in this artistic form. They improved five of the eight Lisbon Key Competences for Lifelong Learning (communication in the mother tongue, communication in foreign languages, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression). Furthermore, they could learn about the culture of the project's partner countries, as this was an issue during the informal sessions (e.g. intercultural evening). According to the topic, they had the chance to learn a lot about dealing with foreign and discriminated people.

By taking part in our project, the participants got an open mind and a respectful and empathetic attitude.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

The idea of Europe seems to be in danger with several countries locking their borders and showing no interest in finding a common European solution for the big refugee issue. ACE! didn't aim to find a specific solution, but we wanted to foster, in the participants, an inner attitude that is open-minded, empathic and respectful towards all people. We tried to spread it through the project's outcomes and through the participants themselves.

The non-formal learning methods of theatre practice were used. Participants elaborated several typical emotions of foreigners or migrants coming to an unknown country. They learned to express these emotions in an artistic way. We created a performance which was shown in several public places (on the main squares of Traiskirchen and Baden). The partner organisations were BiondekBühne (AT) as host and coordinator, Politistiko Ergastiri Ayion Omoloyito (CY) and Lille Maja (EE) as partners. Each organisation sent 6 youths and one group leader. Two additional participants from BiondekBühne were involved as facilitators. In total, 23 people joined the project. Each organisation included participants with fewer opportunities. ACE! took place in Baden and Traiskirchen, Lower Austria, and consisted of two activities. First we had an APV from May 14-15,

2016. This activity was designed to plan and define details of the second activity, the Youth Exchange, which took place from August 4-9, 2016. Every participant received a Youth Pass and we published the outcomes, such as pictures and videos of the workshops and performances, on social media and Youtube. In our opinion, it was a small but very interesting project with a high quality level of non-formal learning and performing arts.

## **OUTCOMES**

*(Reports, publications, exhibitions, press releases etc.)*

- 1.) 2 final Performances
- 2.) 500 flyers, handed out to the audience at the public presentations of the final performance
- 3.) 1 press release sent to local and national print media
- 4.) 1 video of the performances
- 5.) several press reports

## **IMPACT**

*What is considered as the main impact of the project?*

By being a host of a European project, the local community in Baden and Traiskirchen was impacted by this project. Their view could be broadened on the topics of arts, education and arts education as well as on our common multinational and multicultural European society. We performed at public places, so a public audience could watch what we had created. The local media and national newspaper Kurier reported on the project.

Furthermore, because of the implementation of this project, we were able to promote the very innovative and new way of non-formal learning of youth theatre all over Europe. This will help to spread its idea and, as a consequence, it will provide many young European citizens the possibility to participate in such a project in the future.

We truly believe that this method encourages the intercultural dialogue and is, therefore, very important for European integration.

## **SUCCESS FACTORS**

*Have you identified success factors you would like to share? if yes, please, provide more information*

It was a key success factor for this project to not only talk about young refugees but to include them personally into this project. There were been several moments in this project where the whole group was moved to tears.

## **OBSTACLES**

*What were the obstacles you have identified during the project implementation?*

One public performance had to be moved indoors because of heavy rain.

## FOLLOW-UP OF PROJECT *(planned or already realised)*

Auli Auväärt, EE: “..... My teenagers who were in ACE! project are writing a project about relationships in school. We are planning to submit the application at the beginning of April. We hope to have you as a partner. When they have something more concrete, I will send you a summary in English.”

## WEB LINKS

<https://www.facebook.com/groups>

**TITLE OF THE PROJECT: "Connecting young people with ex-yugoslavian background by means of radio production"**

## PRIORITY AREA *(themes addressed by the project)*

- ✓ Intercultural dialogue
- ✓ Cultural diversity
- ✓ Critical thinking and cyber and media literacy
- ✓ Development of participative citizenship
- ✓ Integration of refugees, migrants and asylum seekers
- ✓ Political participation

## COORDINATING STRUCTURE

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

Verein zur Förderung und Unterstützung von Freien Lokalen Nichtkommerziellen Radioprojekten  
(Kurzname: Freies Radio Wien) Klosterneuburgerstraße 1, 1200 Wien  
[www.o94.at](http://www.o94.at)

**Contact person:** Lyudmila Handzhiyska, Project coordination, [lyudmila@094.at](mailto:lyudmila@094.at)

## PARTNERS INVOLVED

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

School of Journalism and Public Relations, Skopje, Mazedonia  
Jurij Gagarin 17-1/1, 1000 Skopje, R. Macedonia

[www.vs.edu.mk/](http://www.vs.edu.mk/) **Contact person:** Bojan Georgievski, [bojang@vs.edu.mk](mailto:bojang@vs.edu.mk)

Association for Cultural and Media Decontamination, Sarajevo, Bosnia and Herzegovina  
Avde Hume 9 Str., Sarajevo

<http://efm.ba/>

**Contact person:** Mirza Ajnadzic, [mirza.ajnadzic@gmail.com](mailto:mirza.ajnadzic@gmail.com)

## TARGET GROUP

*Who were the final beneficiaries/end users?*

- 1) Young people living in Austria with a background from former Yugoslavia as well as young people from Macedonia and Bosnia-Herzegovina, interested in learning how to produce radio programmes, as well as in learning about journalism, human rights and EU issues.
- 2) Young people from Austria, Macedonia and Bosnia-Herzegovina interested in programmes about EU issues, politics and human rights in Austria and in the countries that were members of former Yugoslavia.

## APPROACH TO TARGET GROUP

*What was your strategy in reaching the target groups?*

We used various channels in order to reach our target groups:

- 1) At the beginning of the project, all three partners organised a casting in order to pick the most qualified and interested participants to take part at our trainings. We published information about the competition through various channels, such as university faculties, student forums, leaflets and press releases, etc.
- 2) We used the Facebook pages of all three organisations, on which we regularly published photos and information about the progress of the project, about the trainings that took place within the project and about the content of the radio shows that were produced by the training's participants.
- 3) We created a Facebook page dedicated to the project and ,more specifically, dedicated to the radio show that was created within the project, called "Unity Show". On the Unity Show Facebook page, we regularly announced when the next programme would be broadcast on the radio and we also provided links to the archived shows, so that more people could hear the programme, also online.

[www.facebook.com/UnityShow-1489474998019224/?ref=br\\_rs](http://www.facebook.com/UnityShow-1489474998019224/?ref=br_rs)

- 4) We collaborated with the Austria-based magazine KOSMO targeting the former Yugoslav community. KOSMO published a series of articles about the project as well as a couple of interviews

with the participants. These articles were published online and shared also on the KOSMO Facebook page.

[www.kosmo.at/connectingexyou-orange-94-0-zu-besuch-in-bih/](http://www.kosmo.at/connectingexyou-orange-94-0-zu-besuch-in-bih/)

5) We published a multilingual brochure presenting the project and the group of young participants creating the radio programmes, which we distributed in all three countries.

6) We also reached our audience through broadcasting the radio shows produced by the participants during the trainings. The radio shows are also archived and can be listened to online at any time.

[https://cba.fro.at/ondemand?series\\_id=293237](https://cba.fro.at/ondemand?series_id=293237)

## STAKEHOLDERS

*Who were other stakeholders you were cooperating within the project or addressing them with your activities?*

- Young people interested in political participation, human rights and EU issues,
- Radio listeners interested in the region of former Yugoslavia,
- People interested in media education, media ethics and media literacy,
- Migrants from former Yugoslavia currently living in Austria

## OBJECTIVES

*What general and specific objectives have you set in the project?*

*Have you achieved the project's objectives?*

### General objectives:

- 1) To foster debate on European citizenship, democracy, common history and shared values among young generations of the old and future EU Member States.
- 2) To introduce young people from Bosnia-Herzegovina and the Republic of Macedonia to the concept of European citizenship by training specialised radio journalists capable of producing quality information on EU topics.
- 3) To foster understanding of the common history and culture.
- 4) Overall, the aim of the project was to promote learning about the EU on different levels: Each group will contribute with their specific knowledge towards mutual understanding of political and cultural diversities.

**Specific objectives:**

- 1) In Austria, the project aimed at increasing the number of community radio journalists with migrant background.
- 2) In the Republic of Macedonia and Bosnia and Herzegovina, the project aimed to improve the information on Europe by training young journalists in reporting on EU issues. Most media outlets cannot afford to train their young employees and the lack of experience and/or knowledge has led to the decline of the quality of journalism, including the coverage of EU topics.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

Project duration: 2 years. The project took place in Austria, Bosnia and Herzegovina and the Republic of Macedonia.

Main activities: 4 international trainings, each lasting 5 days, 10 webinars, the production of radio shows by the trainees, several publications dealing with journalism training, media law and media ethics

Budget: EUR 76.088

Methodology: The idea of the project was to bring young people from these three countries together regularly and to organise trainings with them. During these trainings, they had to work very intensely on radio pieces in small mixed groups. The topics of the radio pieces all had to do with EU issues. Thus, the trainees had the chance to exchange experiences (cultural exchange), learn about radio production and a lot about the European Union.

**OUTCOMES**

*(Reports, publications, exhibitions, press releases etc.)*

Outcomes:

- 1) The produced radio shows (available online: <https://cba.fro.at/ondemand>)
- 2) Publication: Guidelines on Ethical Journalism and Quality Reporting
- 3) Publication: Introduction to Media Law
- 4) A number of articles about the project and the radio show in the magazine KOSMO
- 5) A curriculum for a 2-year training programme on radio journalism and EU affairs

**IMPACT**

*What is considered as the main impact of the project?*

12 trained radio producers specialised in EU topics

20 radio pieces dedicated to human rights and EU issues broadcast on different radio stations and largely disseminated online

## SUCCESS FACTORS

*Have you identified success factors you would like to share? If yes, please, provide more information*

It was crucial that, at the beginning, all three partners organised an elaborate screening process in order to select the best 12 candidates to take part in this programme. It was particularly important that all 12 participants shared similar interests and became friends very quickly, which was very helpful because they had to work very hard in a short period of time, and it was important for the group dynamics that they get along well.

Another important success factor was that we worked with very competent and charismatic trainers who had a big impact on the participants. Thanks to their work, the trainees were able to progress very fast and to learn a lot.

## OBSTACLES

*What were the obstacles you have identified during the project implementation?*

One of our main aims was to make the students learn and work online. We organised a number of webinars and also gave them many group assignments which they had to accomplish by collaborating online since the participants were in different countries. This task proved to be much more difficult than we expected and the trainees did not always participate in the webinars or did not hand in their assignments on time. The explanation was that they had trouble organising their work over the internet. What we learned from this experiment: Young people work best when they are physically together. Lectures via the internet are not the ideal tool for them.

## FOLLOW-UP OF PROJECT *(planned or already realised)*

We are in a similar project, but this time with crossmedia trainings.

## WEB LINKS

[cba.fro.at/ondemand](http://cba.fro.at/ondemand)

<http://o94.at/orangerie/connecting-ex-you/>

[www.facebook.com/UnityShow-1489474998019224/](https://www.facebook.com/UnityShow-1489474998019224/)

**TITLE OF THE PROJECT: Look beyond the fence - break the stereotype**

**PRIORITY AREA** (*themes addressed by the project*)

- ✓ Intercultural dialogue
- ✓ Combating prejudice and stereotypes
- ✓ Cultural diversity
- ✓ Conflict prevention
- ✓ Development of participative citizenship
- ✓ Fight against racism
- ✓ Fight against exclusion
- ✓ Integration of refugees, migrants and asylum seekers

**COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

**InterAktion** – Verein für ein interkulturelles Zusammenleben, Oberdorf 7, 8793 Trofaiach, Austria  
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**PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

MLADINSKI CENTER BIT, Slovenia – NGO  
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Makedonska Platforma Protiv Siromashtija, Former Yugoslav Republic of Macedonia – NGO,  
[www.mpps.org.mk/](http://www.mpps.org.mk/) [info@mpps.org.mk](mailto:info@mpps.org.mk)  
Felsőoktatási Diak szervezetek Egyesülete, Hungary – NGO  
[www.fde.hu](http://www.fde.hu)  
FUNDACJA INSTYTUT INNOWACJI, Poland – NGO  
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**TARGET GROUP**

*Who were the final beneficiaries/end users?*

Unaccompanied minor refugees, refugees 18+ living in Austria, local population, young people from the partner countries

## **APPROACH TO TARGET GROUP**

*What was your strategy in reaching the target groups?*

We worked with the target group directly in the workshops during the Youth Exchange.

## **STAKEHOLDERS**

*Who were other stakeholders you were cooperating within the project or addressing them with your activities?*

Institut für Talenteentwicklung GmbH, Centre for unaccompanied minor refugees  
 Stadtgemeinde Trofaiach  
 Art of Reconciliation GmbH

## **OBJECTIVES**

*What general and specific objectives have you set in the project?*

*Have you achieved the project's objectives?*

Objective: Break the stereotype

On the one hand, there is a lot of intolerance, xenophobia and groundless fear among the local population which partly views refugees as rapists, terrorists and killers. On the other hand, there are tensions among refugees themselves arising from stereotypes that one group of refugees has about the other. With this project, we managed to break some of the stereotypes the locals have, and all stereotypes the participating youngsters coming from Austria and other countries had. At the beginning, we could sense some fears or "negativity" in every group.. However, we addressed this topic already on the very first evening, and in a very positive discussion many stereotypes were not only unveiled but also broken. Every day, we spent extra time on team building activities, organising various games. During the YE we could observe new friendships arising, and the atmosphere was extremely positive.

Objective: New friendships

During the YE, all groups and youngsters could see that they are all very much alike, no matter where they come from. They shared their dreams, but also worries, wishes and plans. In a subtle way, we were addressing the questions of diversity, intercultural dialogue, common values of freedom, tolerance and respect of human rights, equity, inclusion and solidarity on a daily basis, making participants understand what those words mean in the daily life of each individual. Participants are still in contact with each other. One Austrian (local) participant remained active in mentoring the refugees in the local area.

Achievements exceeding our expectations

We expected the minor refugees we were working with to develop in a positive way, to a certain extent, to fight their fears and to believe that they are equal to all the other youngsters from different parts of Europe. However, the positive effect on some of the boys was beyond our

expectations. One boy, for example, who had suffered from depression and had never sought contact and friends became much more open, happy and active in all our activities. Day by day, the minor refugees became more confident and open, some were eager to learn and to act as co-facilitators.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

Youth Exchange, Stockschloss Trofaiach Austria, August 14-25, 2016

Budget: EUR 23.181,85

This project was one of the steps we are taking in building bridges between the local population and the refugees. We think that accepting the new and unknown is possible only if meeting the “unknown”. This YE therefore brought together 48 participants from 5 countries to discuss the questions of personal identity, values, stereotypes and human rights in general and - most of all - to build new friendships. The development of a friendship is possible when persons are close enough to meet or do things together regularly and share ideas or feelings with each other. However, often there are almost no opportunities for the refugees to meet with the local youth in an environment that would enable them to get to know each other well enough to make a friendship possible. From our experience, we can say that a Youth Exchange creates the most natural and safe atmosphere in which youngsters can be themselves and the three aspects needed for a friendship (proximity, regularity and sharing) do happen in a relatively short time. The idea was to establish good conditions for the development of friendships between the local population and the refugees, which would afterwards result in a lasting peer education for the refugees and would build a strong base for their successful integration.

## OUTCOMES

(*Reports, publications, exhibitions, press releases etc.*)

Stories of the refugees and new friendships arising (as shown in the video  
[www.youtube.com/](http://www.youtube.com/))

We organised a big public event on the last evening of the project. We presented the activities from the week and organised a bazaar for the bags participants had sewed and the posters they had created. The performance included theatre (with Syrian refugees and Polish participants involved), a presentation of the video created during the week (participants from Slovenia, Hungary, Austria, a Syrian refugee, Polish participants), dancing (refugees from Afghanistan, Macedonian, Slovene and Hungarian participants), a concert (Hungarian, Macedonian, Syrian singers). The moderators of the performance were two refugees, one coming from Syria, the other from Afghanistan. At the end there was food representing all participating cultures.

The event was promoted via social networks and our partners on the social networks. Furthermore, participants made flyers and the news was in the local newspaper. Approximately 100 people

attended, including representatives of the city (Mayor) and the regional government (Jugendmanagement Land Steiermark), local inhabitants as well as refugees from other cities. The results were also shared on social media (YouTube, Facebook) as well as on our website.

[www.verein-interaktion.org/ye-august-2016](http://www.verein-interaktion.org/ye-august-2016)

## **IMPACT**

*What is considered as the main impact of the project?*

Through the activities organised and implemented, most of the participants could improve their communication in foreign languages, problem-solving skills, interpersonal and social competences, intercultural competences, cultural awareness and expression and learning to learn. Those who were involved in the photography/video workshop improved their digital competences and basic competences in science and technology.

During the sessions, discussions, evaluation and the leaders' report we could observe that the overall experience during this Youth Exchange had a strong impact on participants, improving their ability to cooperate with people from other backgrounds and cultures, making them more tolerant towards other persons' values and behavior, more open-minded and curious about new challenges, more aware of social and political concepts like democracy, justice, equality, more receptive to Europe's multiculturalism, more committed to work against discrimination, intolerance, xenophobia or racism, more able to adapt to and act in new situations and more interested in knowing what happens in the world daily.

Especially with the group of refugees we could see that they had become more confident and convinced of their abilities and that they are more aware of their strengths and weaknesses.

Bringing together different cultures and participants from distant parts of Europe and the refugees from Syria and Afghanistan helps to get to know the "unknown", giving everyone the opportunity to identify new friends from countries they did not know much about before as well as to discover shared values. By achieving this, new networks and friendships are growing and are forming a good basis to change the perception of the "young male" refugees, as everyone included in this positive experience spreads the word.

## **SUCCESS FACTORS**

*Have you identified success factors you would like to share? if yes, please, provide more information*  
Positive impacts on minor refugees as mentioned above.

## **OBSTACLES**

*What were the obstacles you have identified during the project implementation?*

At the beginning, it was difficult to include those minor refugees because of the language barrier, so we had to change the structure of the programme, include more games and activities based on non-

verbal communication. In a special meeting, together with participants we made a plan how to ensure a successful integration and inclusion of all. Participants had the task and responsibility to take care of each other, to be attentive and to take care of the boys. Some participants acted as mentors, some helped with translations (into German).

#### **FOLLOW-UP OF PROJECT** *(planned or already realised)*

With some partners we are planning future projects based on the experience and lessons learned from this project.

#### **WEB LINKS**

[www.verein-interaktion.org/ye-august-2016](http://www.verein-interaktion.org/ye-august-2016)

**TITLE OF THE PROJECT: Non-formal education in the integration of unaccompanied minor refugees**

#### **PRIORITY AREA** *(themes addressed by the project)*

- ✓ Intercultural dialogue
- ✓ Combating prejudice and stereotypes
- ✓ Cultural diversity
- ✓ Conflict prevention
- ✓ Development of participative citizenship
- ✓ Fight against racism
- ✓ Fight against exclusion
- ✓ Integration of refugees, migrants and asylum seekers

#### **COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

**InterAktion** – Verein für ein interkulturelles Zusammenleben

Oberdorf 7, 8793 Trofaiach, Austria

[www.verein-interaktion.org/ye-august-2016](http://www.verein-interaktion.org/ye-august-2016)

Contact person: Goran Janevski, Tel. 0043 6608808233, [goran\\_vin@yahoo.com](mailto:goran_vin@yahoo.com)

#### **PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

FUNDACJA INSTYTUT INNOWACJI, Poland – NGO [ii@ii.org.pl](mailto:ii@ii.org.pl)

<http://ii.org.pl>

POLITISTIKI ANAZITISI LESVOU AMKE, Greece – NGO

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Today Art Initiative, Armenia – NGO

[www.facebook.com/todayartinitiative/](http://www.facebook.com/todayartinitiative/), [Tai.todayart@gmail.com](mailto:Tai.todayart@gmail.com)

ASSOCIATION CENTER FOR INTERCULTURAL DIALOGUE – KUMANOVO, Former Yugoslav Republic of Macedonia

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## TARGET GROUP

*Who were the final beneficiaries/end users?*

Unaccompanied minor refugees living in Austria, youth workers from the partner countries

The project included youth workers from both sides of the age spectrum coming from Turkey, Greece, Macedonia, Poland, Armenia, Austria, Italy and Finland, representing different organisations that enriched the experience and contribution to achieving the goals. For some of the youth workers, the previous experience was limited to voluntary work with the refugees travelling through Greece, Macedonia, Turkey, or organising language courses for the Armenian kids who had lived in Syria with their families before and ended up back in the homeland of their ancestors or relatives, running away from the war. The Armenian partner also involved 2 psychologists, and with them we could discuss the post-conflict traumas and how to approach the boys who have experienced this kind of trauma. Others worked for the integration of Ukrainian immigrants in Poland, or fought for the human rights of the refugees, raising awareness of the dangerous ways of transporting people from Africa to Italy. The Finnish scouts were not as experienced, but the will to help those in need made them create a project for inclusion by involving refugees in the Scout organisations and the camps they are organising. All the partners had different experience levels and expectations, and this enlarged the scope for the refugees we had at the end of the training.

## APPROACH TO TARGET GROUP

*What was your strategy in reaching the target groups?*

During the Youth Exchange, we directly worked with the target group in the workshops.

## STAKEHOLDERS

*Who were other stakeholders you were cooperating within the project or addressing them with your activities?*

Institut für Talenteentwicklung GmbH, Centre for unaccompanied minor refugees  
 Stadtgemeinde Trofaiach  
 Art of Reconciliation GmbH

## OBJECTIVES

*What general and specific objectives have you set in the project?  
 Have you achieved the project's objectives?*

Our first objective was to equip the youth workers with tools, knowledge of the Erasmus+ programme and other EU opportunities for migrants and refugees as well as first-hand experience in working with minor refugees. Therefore, we organised this training in a way that there would be enough time for a theoretical part with presentations and an exchange of experience on the possibilities for financing or other kinds of support for organisations. In the second part, we involved the boys in the activities we did in the city of Leoben and worked with them exploring the ways to integrate the gamification method in the learning process. The intercultural evening also included Syrian and Afghani food followed by music and dances. The second objective of the training was to create increased social capital by building more opportunities for cross-community engagement through active citizenship and inclusion projects. For this, we additionally involved a refugee over the age of 18 years as a participant whose role was that of a member of the organisation team who contributes to our work with a different perspective. Being part of that culture and knowing the boys better than we did, we believed that his involvement in our work would help us to develop a better approach intended to reach the boys more efficiently and effectively. We also dedicated the last day to developing project ideas for the future, aiming at the inclusion of this group. 4 boys of the group were involved in the teams developing ideas for projects in Trofaiach and back home in their own countries. One of the ideas was to organise a day when we will invite people from Trofaiach and cook food from the East, dance and have a clothes exchange activity. This was organised on the August 22, during our YE “Look beyond the fence, Break the stereotype”.

For our third objective, which was to improve community cohesion by forging links between UMR and the native population, two groups which have the potential to learn from each other in a mutually beneficial way through societal interaction in Trofaiach and the home countries/towns of the partner organisations, we approached the locals in Trofaiach and Leoben, invited the people to get to know our work and encouraged them to participate and contribute to the inclusion of the refugees. Nowadays, there are 6 boys who have “adopting” families who take care of them in their free time. provide them with opportunities they don't have in the centre, take them hiking, swimming and speak the language they learn at school in the mornings.

And the last objective was to create multipliers of the methodology we created, and this was achieved by providing the other participants with the games and other materials we developed in a well-organised form, like guidelines similar to those of Compass or other toolkits for non-formal education.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

Training course, Stockschloss Trofaiach, Austria, June 19-26, 2016  
Budget: EUR 20.519,00

With the help of our local partners and the organisation's project partners, we organised the training course as previously envisaged. In June 2016, 28 youth workers met at Stockschloss to emphasise the importance of using non-formal education in the integration of unaccompanied minor refugees in society. However, for most of them, this was a completely new and valuable experience. Having the group of young boys here who now live in a culture so different from the cultures in the Middle East, with a lack of knowledge of any of the languages spoken in Europe and a small group of boys who don't even know the Latin alphabet, we understood that the work with this group requires a lot of flexibility, preparations and cultural awareness. If you want to achieve something with such a group, it requires a greater understanding of the cultures, a different approach and more explanations and non-verbal communication than the work with other young people from Europe. But even though it can be challenging, confusing and hard to communicate, at the end of the week we ended up with new games and materials for the German language teacher of the boys and the volunteers working on the project "Talents for Austria" but also for the organisations of the participants. We had more friends than 7 days before and not only got to know the taste of Syrian Falafel and Afghani veggie burgers but also learned how to make it. We learned that team sports are bringing the boys together and help them to stay interested, that winning is important for every team and that any competitive educational game will lead to more involvement and full participation until the end of the activity. For many of the boys, music and dancing was and still is a very powerful tool to communicate and express themselves, and we learned how to use it for breaking the ice and getting to know each other. For others, the common language was gaming. We introduced the participants of our training to the smartphone applications for learning languages based on the gamification method, similar to team sports, with collecting points and improving the learning, and even winning. All in all, it was a great experience for everybody involved as well as an important lesson for us, the organisers, on how to manage both the groups to stay together and work in a friendly environment in order to achieve results.

**OUTCOMES**

(*Reports, publications, exhibitions, press releases etc.*)

[www.verein-interaktion.org/tc-june-2016](http://www.verein-interaktion.org/tc-june-2016)

One of the results from the mission task in Leoben was to create a map of the institutions that the refugees turning 18 and moving to Donawitz might need, and one group took care to map it and explain the protocol to the boys (how to introduce yourself when calling an ambulance/fire department/mountain rescue service) and to give them information on what happened and where.

We shared this internally between the participants as outdoor youth work requires well prepared and informed youth workers.

One group worked on mapping the cultural events (free entrance, open air, museums) in Leoben and the surroundings and provided the boys with the information. The last group made a list of flea markets, online second hand shops and cheap ways to equip the new homes in Donawitz.

All this we packed into a "survival pack" for the boys who are turning 18 soon.

## IMPACT

*What is considered as the main impact of the project?*

With our project we managed to bring the participants and the refugees closer and enabled them to work together and learn from each other. We managed to create more open-minded people and to motivate them to do something useful and productive with the young people in risk of educational failure or social exclusion. With this, we created more active citizens who contribute to a healthier society. This activity also impacted the boys in the centre a lot. They became more culturally aware, made friends and experienced different ways of learning.

The self-assessment in the Youthpass expresses the learning outcomes in the best way. Here are some examples of what the participants wrote:

*This TC has been particularly precious for me as it has made me experience a completely new and revolutionary way of approaching learning and social work with migrants and refugees. In fact, the minor refugees were not treated as passive objects whom we had to assist and who had no political agency, which is usually the mainstream approach in this field. Instead, they were the active organisers and leaders of the workshops, they actively participated in all workshops and activities with us with no form of exclusion or taboo in relation to them and to subjects which could not be mentioned or discussed in front of them. The learning and experience of this alternative approach has inspired me substantially both for my work as a refugee activist and for my work as a researcher in the field of refugee studies.*

*The training course enriched my understanding of European citizenship. I am now very interested in knowing more about European exchanges and education projects and to take part in many of them. This TC was my first Erasmus + experience. This enrichment also came from the collaboration and the building of a network with activists and professionals coming from all over Europe who participated in the TC.*

*One of my biggest motivations for participating in the training course was to get some ideas for projects I could do in my local community. I got many good ideas and gained some knowledge on how to implement them. In the training course we planned how to get refugees into the scout movement. After the training course I was able to share those ideas with other scout leaders here and we have been working to put those ideas into action. Without the training course I wouldn't have the same motivation and competence to participate in this kind of projects in my area.*

**SUCCESS FACTORS**

*Have you identified success factors you would like to share? if yes, please, provide more information*

*Inspired youth workers*

**OBSTACLES**

*What were the obstacles you have identified during the project implementation?*

**FOLLOW-UP OF PROJECT** *(planned or already realised)*

We plan a KA2 with some of the partners.

**WEB**

**LINKS**

[www.verein-interaktion.org/tc-june-2016](http://www.verein-interaktion.org/tc-june-2016)

**TITLE OF THE PROJECT: Asyleasy**

**PRIORITY AREA** *(themes addressed by the project)*

- ✓ Development of participative citizenship
- ✓ Fight against exclusion
- ✓ Integration of refugees, migrants and asylum seekers

**COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

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**PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

ARCI Comitato Territoriale di Catania

Piazza Carlo Alberto 47, 95129 Catania Italy  
[www.arcicatania.org](http://www.arcicatania.org)  
Dario Pruiti Ciarello, President

### **TARGET GROUP**

*Who were the final beneficiaries/end users?*

Refugees, migrants, young people as supporters

### **APPROACH TO TARGET GROUP**

*What was your strategy in reaching the target groups?*

### **STAKEHOLDERS**

*Who were other stakeholders you were cooperating within the project or addressing them with your activities?*

Through the AsylEasy Videoguide refugees arriving in Italy meet a much better structured and informed support system. Refugees as well as asylum seekers have the possibility to inform themselves independently and in a simple way about the asylum procedure and are significantly better informed about their rights and duties.

Other major stakeholders, like NGOs, initiatives, governmental organisations and institutions (for example schools) are able to use the Videoguide for their work as well as for their teaching activities. The dissemination of information on the system of protection for asylum seekers is also considered crucial for a second reason: Both in Austria and in Italy anti-immigrant racism and xenophobia campaigns sadly continue to multiply, often fuelled by ignorance, spreading false information and racist media scare stories. The Videoguide gives the possibility to access adequate and reliable information so prejudices due to misleading information are prevented. The results of the strategic partnership were promoted through multiplier events. The Videoguide and the App are available online for free and thus accessible for everyone interested. Articles about the project were published in different magazines and newspapers and through our blog and Facebook site.

### **OBJECTIVES**

*What general and specific objectives have you set in the project?  
Have you achieved the project's objectives?*

This project's rationale came from our conviction that the innovative and social potential of young people is the hope that lies in the prospering of our future society. It strived to realise a Europe in which human rights are truly valued and respected by all people by promoting active citizenship and open dialogue which we consider to be fundamental to a flourishing and democratic Europe. The project focused more specifically on awareness-raising and information dissemination on the subject of the asylum system and refugee rights.

We believe that the need to get clear and reliable information about refugee rights out there into the public arena is evermore pressing in our two participating countries – Austria and Italy. Firstly, information dissemination is paramount because there are ever-increasing numbers of migrants arriving in these countries in the hope of finding legal protection, and these arrivals need to be informed of their legal rights - as well as the operators who work with them. Information is vital because it is the first step towards empowerment, helping people orientate themselves and make informed life choices. Information dissemination on the asylum system is also fundamental because both Austria and Italy have seen a rise in anti-migrant campaigns, scapegoating and racism, sentiments which are often fed by ignorance, false information and “media scares”. In a true democratic society, we believe that there needs to be clear and objective information made available to the general public. Citizens - and particularly young people who are especially vulnerable to manipulation by hate campaigns - need to be offered the chance to hear balanced accounts of the immigration phenomena, allowing them to reach an informed opinion.

For these reasons, our project included a range of innovative tools which will help disseminate true and unbiased information on the asylum system, designed in such a way that they are accessible to young people and those who are claiming asylum themselves.

The project thus had three overarching objectives:

- (1) to raise-awareness about refugee rights and asylum amongst young citizens and amongst asylum seekers themselves, offering counter-information to hate/racist campaigning in both countries;
- (2) to meaningfully involve young actors from the two partner associations as well as asylum seekers and refugees in the whole project process, empowering them to know (their) human rights and uphold them;
- (3) to foster a closer partnership between the two partner organisations, allowing the exchange of experiences, best practises, creating a larger Europe-wide network.

We intended to fulfil these overarching objectives as we worked towards two specific objectives - two innovative "AsylEasy" information-dissemination tools to be produced in both of the partners' countries;

- (1) the AsylEasy videoguide in Italy: an easy-to-use information tool for young people and other citizens which informs objectively and truthfully on details regarding the procedure, laws, rights and responsibilities for refugees in Italy in 2015;
- (2) the AsylEasy mobile phone application (app) in Austria: created to facilitate access to the existing Austrian ‘videoguide’ for those young people who prefer to use modern technology/smartphones.

In order to realize these tools, the project involved the active participation of about 25 young people and refugees. We brought together young people from different backgrounds and migrant backgrounds, harnessing their knowledge, creative skills and competences, empowering them to take an active role in an international youth project.

Having already celebrated great success with their first videoguide in Austria, Plattform is super motivated to transfer its knowledge to their Italian counterparts. Both organisations are forward-thinking, planning beyond the project and looking towards how the AsylEasy tools can be made available to large numbers of the target population, thus continuing to truly contribute to educating about human rights and the asylum system.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

The project started in May 2015 and ended in April 2016. The videoguide, though, is still active and the intellectual outputs are sustainably integrated in both organisations.

The activities organised included the two transnational project meetings as well as the short-term training event for youth workers and the final multiplier event to present the created intellectual outputs to a broader audience. For the transnational project meeting, an operating plan was prepared. The operating plan included defining milestones, briefing all participating members with project proposal and plan, building a trustworthy working relationship, creating a network. For the short-term training, the beneficiary organisation organised workshops and teaching activities. The second transnational meeting held in Italy served as possibility to review the work of the last months and included an evaluation of the current outcomes. A promotional strategy was discussed together.

Project total amount reported (calculated) in EUR: 40,509.00

Project total amount reported (adjusted) in EUR: 40,509.00

**OUTCOMES**

*(Reports, publications, exhibitions, press releases etc.)*

[www.asyleasy.com](http://www.asyleasy.com)

[www.facebook.com/asyleasy](https://www.facebook.com/asyleasy)

<http://blog.asyleasy.com/>

**IMPACT**

*What is considered as the main impact of the project?*

Throughout the whole project duration, many young people were involved in creating the videoguide, coming together, sharing experience and gaining new skills. Due to the transnational meetings, the short-term training activities and the common creation of intellectual outputs, the participants had the opportunity to broaden their understanding through intercultural exchange. Until now, many people have accessed the AsylEasy Videoguide through the online website and via the mobile phone app. The AsylEasy Videoguide facilitates the access to adequate legal information, hence it has a strong impact on other organisations working with migrants and refugees in terms of supporting local, regional and national organisations.

Through the project young people from various backgrounds had the opportunity to experience that their own opinion counts and gained confidence to realise their ideas and creativity. Furthermore, they were involved in active decision-making which empowered them to develop their own projects

in the future. Through the project, the participating organisations could establish a network of partner organisations and youth organisations on a regional, national and transnational level. It was a time of bonding leading to the birth of a wonderful project which broke down boundaries and enriched each and every one of us. The creation and implementation of the AsylEasy Videoguide helped to create an atmosphere in Europe in which human rights are truly valued and respected by all its inhabitants through the promotion of active citizenship and intercultural dialogue, considered by both basic associations for a peaceful and democratic coexistence of peoples.

## SUCCESS FACTORS

*Have you identified success factors you would like to share? if yes, please, provide more information*

The project involved a diverse team that brought together different knowledge, ideas, visions and experiences. Sometimes it was complicated to put together all different views, but that exact point made our project successful!

## OBSTACLES

*What were the obstacles you have identified during the project implementation?*

Bureaucracy sometimes made life difficult in the project, because we were the first project in the strategic partnership-programm K2. So that was interesting and also troubling, because in a multinational team there are different habits of working on projects, sometimes defined by different requirements organisations have to fulfil in a region or state.

## FOLLOW-UP OF PROJECT (planned or already realised)

We are still in contact and have successfully implemented the project into the structure of ARCI although most of the people in the project have already left ARCI as volunteers as they have started to work somewhere.

## WEB LINKS

[www.asyleasy.com](http://www.asyleasy.com)

[www.facebook.com/asyleasy](https://www.facebook.com/asyleasy)

<http://blog.asyleasy.com/>

**TITLE OF THE PROJECT: Exchange of green integration concepts for young migrants and refugees in Europe**

**PRIORITY AREA** *(themes addressed by the project)*

- ✓ Intercultural dialogue
- ✓ Combating prejudice and stereotypes
- ✓ Cultural diversity
- ✓ Development of participative citizenship
- ✓ Fight against racism
- ✓ Fight against exclusion
- ✓ Integration of refugees, migrants and asylum seekers

**COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

Global 2000 – Friends of the Earth Austria, NGO  
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**PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

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Friends of the Earth Scotland, Civil Society Organisation  
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Friends of the Earth Europe, Civil Society Organisation working on European Level  
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NOAH, Friends of the Earth Denmark, Civil Society Organisation  
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## TARGET GROUP

*Who were the final beneficiaries/end users?*

Project coordinators and youth workers from environmental organisations, youth workers in the field of refugees and migrants

## APPROACH TO TARGET GROUP

*What was your strategy in reaching the target groups?*

Each participating environmental organisation nominated one youth worker from their organisation who was actively working with refugees and migrants. Furthermore, they promoted the training in their country so that at least one person from an NGO dealing with young refugees and migrants would participate in the training.

## STAKEHOLDERS

*Who were other stakeholders you were cooperating within the project or addressing them with your activities?*

Verein menschen.leben, an organisation we are working with in Austria, young refugees and migrants who live in the house in which the training was held as well as the advisers of the refugees and migrants who work in that house.

## OBJECTIVES

*What general and specific objectives have you set in the project?  
Have you achieved the project's objectives?*

INTEGREEN was the first training conducted in Europe that connected environmental and integrational youth work. The main objectives were to raise the quality of competences of youth workers, exchange and develop new methods regarding refugees and migrants and contribute to the integration of young refugees and migrants in all participating partner countries.

- 1) building alliances and developing connections across movements (migration and environment),
- 2) getting inspiration for future projects by working with young migrants and refugees based on the exchange of good practises and lessons learnt.

The objectives were reached, all participants had the possibility to exchange ideas and methods and create new ideas, and new networks were established.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

The training took place in a house for young refugees in Gablitz near Vienna and lasted 6 days.

Day 1: Arrival, exchange of methods on how to deal with young people and reflection on methods already used

Day 2: Exchange with refugees

Day 3: Development of creative new ways of dealing with young refugees and migrants, setting up new ideas

Day 4: Implementation of new ideas, learning in the field

Day 5: Feedback and evaluation

Day 6: Follow-up and departure

Methods used: World café, Collective throwback tuesday, Theater pedagogy, Sandwich model, presentations of the participating organisations, discussions

Budget: EUR 12.507,20

## IMPACT

*What is considered as the main impact of the project?*

The main impact was that we all realised that we are in the same boat. We face the same problems in our daily work. The exchange of experiences and ideas was very important for everybody. But we

also realised that the time was too short to do more, but the project could be seen as a starting point.

The benefit from this week: It was an opportunity for everybody, not only Global 2000. Several things came up and were brought back to the participating organisations.

### SUCCESS FACTORS

*Have you identified success factors you would like to share? if yes, please, provide more information*

### OBSTACLES

*What were the obstacles you have identified during the project implementation?*

The training gave us enough time to share experiences but was much too short! All participants want to do more, but there is more time needed if we want to develop a project together or find solutions for different problems we are facing.

A lot of action points came up, but little was done later /in the future.

We haven't come up with action points, but it was more about discussing some issues.

### FOLLOW-UP OF PROJECT *(planned or already realised)*

We are planning another project on this subject for a longer period of time.

**ESTONIA**

**TITLE OF THE PROJECT: Living Libraries for Dialogue Euro-Mediterranean Training Course**

**PRIORITY AREA** (*themes addressed by the project*)

- ✓ Intercultural dialogue
- ✓ Interreligious dialogue
- ✓ Combating prejudice and stereotypes
- ✓ Cultural diversity
- ✓ Conflict prevention
- ✓ Critical thinking and cyber and media literacy
- ✓ Development of participative citizenship
- ✓ Fight against racism
- ✓ Fight against exclusion
- ✓ Integration of refugees, migrants and asylum seekers
- ✓ Right wing extremism

**COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

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 trajectory.ee  
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**PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

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- 2) Jordan - JORDAN Youth Innovation Forum  
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- 3) Livaan - Dialogue for Life and Reconciliation Organization  
 El-Saydeh Street, Mardelli Bldg. Achrafieh, Beirut, Lebanon

[dlrlebanon.org](http://dlrlebanon.org), [dlrlebanon@gmail.com](mailto:dlrlebanon@gmail.com)

Ziad Fahed, [ziadfahed@ndu.edu.lb](mailto:ziadfahed@ndu.edu.lb)

4) Lithuania- Nacionalinis socialines integracijos institutas

Gedimino pr. 21, 01103 Vilnius, Lietuva

[zmogui.lt](http://zmogui.lt), [zmogus@zmogui.lt](mailto:zmogus@zmogui.lt)

Neringa Jurčiukonytė, [neringa@zmogui.lt](mailto:neringa@zmogui.lt)

5) Spain - Association of Human Rights Educators – AHEAD

Erasme de Janer 8, 08001 Barcelona, Spain

[ahead@aheadedu.org](mailto:ahead@aheadedu.org), [aheadedu.org](http://aheadedu.org)

Xavier Ignasi Baro Urbea, [euromed@aheadedu.org](mailto:euromed@aheadedu.org)

6) Tunisia - L'Association Euro-Méditerranéenne des Echanges, Voluntariats, Evènements

Rue Ibn Rochd, Dar Chaabane Al Fehri, Tunisia Nabul 8011

[euromedeve.com](http://euromedeve.com), [asso.eve.euromed@yahoo.com](mailto:asso.eve.euromed@yahoo.com)

Soui Kais, [asso.eve.euromed@yahoo.com](mailto:asso.eve.euromed@yahoo.com)

7) Turkey - RONESANS ENSTITUSU DERNEGI

Vakıf Caddesi M. Oğuz Sever Sokak No:1 Kazan Ankara, Turkey

[info@renaissanceinstitute.eu](mailto:info@renaissanceinstitute.eu), [www.renaissanceinstitute.eu](http://www.renaissanceinstitute.eu)

Mehmet Burak Demircan, [demircan@renaissanceinstitute.eu](mailto:demircan@renaissanceinstitute.eu)

## TARGET GROUP

*Who were the final beneficiaries/end users?*

The project trained a group of multipliers to analyse the challenges of a meaningful intercultural dialogue and develop Living Library competences based on the principles of Intercultural Citizenship Education.

“Living Libraries for Dialogue” trained youth leaders, educators and activists in implementing these Living Libraries in their community context as a tool for promoting intercultural dialogue in EuroMed today, aiming to break stereotypes and fight prejudice to bring people closer together through conversation and encouraging diversity.

Practitioners attending the course had already a certain level of experience in working as youth leaders, trainers and educators (in formal or/and non-formal sectors) and wanted to develop their competences promoting inclusive democratic participation, specially addressing intercultural dialogue in the public sphere through the implementation of Living Library events.

Regarding the competences on Living Libraries, we had a mixed group with some newcomers and some experienced practitioners that became resource persons for the course implementation.

As “local focal points”, participants left the course committed and engaged to act as multipliers in their local reality and motivated to build bridges among communities in their local context through the implementation of Living Library events.

## **APPROACH TO TARGET GROUP**

*What was your strategy in reaching the target groups?*

The non-formal education, experiential learning and human rights educational approach to learning helped to address the set objectives and to reach the target group. One of the methods used at the training course involved the organisation and implementation of the Living Library together, with and by the participants inviting external guests as well.

Some of the strategy involved the combination of the experienced and not experienced participants in the Living Library method, so the efficient exchange of the experience would happen and competences would be shared and developed; the more experiences participants acted as a resource.

## **OBJECTIVES**

*What general and specific objectives have you set in the project?*

*Have you achieved the project's objectives?*

The project aimed at mainstreaming intercultural dialogue and de-constructing prejudices through the implementation of Living Library actions in order to encourage interaction and conversation bringing communities together. This is a "Library" which does not consist of actual books but of people - 'human books' - who are willing to share their stories and experiences with others in order to fight prejudice and promote diversity. The purpose of bridging diverse communities as well as the importance of investing in the public sphere and generating spaces where people can encounter diversity and de-construct fears and prejudices, especially referring to migrants, refugees, and diverse minorities (cultural, ethnic, linguistic, religious,...) being more necessary than ever.

### **The specific objectives**

- to address the current challenges that intercultural dialogue faces in the Euro-Mediterranean context and to explore the role of youth work in addressing prejudice and discrimination in society;
- to develop competences to prepare, implement and evaluate local actions based on Living Library methodologies in the public sphere;
- to draft guidelines supporting the preparation, implementation and the evaluation of Living Library events in the Euro-Mediterranean context;
- to increase the quality and develop strategies of cooperation within the Erasmus+ Youth in Action programme;

The final evaluations of participants were high. The objectives were reached to a large extent. One of the most important outcomes was that participants went back to their realities with the inspiration and great readiness to implement their local Living Libraries.

Another achievement of the project was that in Tunis the new organisation focused on the Intercultural Dialogue and Living Library method was registered by the ex-participants of the training

course. So far, they already organised 2 Living Libraries and plan some more this year; at the same time they are involved as partners in international projects within Erasmus + as well with other organisations from this project.

Two international projects were supported by the other partners of this TC.

Talking about Trajectorya, we are currently running another project about Living Libraries with the support of the Anna Lindh Foundation, which includes 2 Living Libraries in Estonia and at least 7 more - 1 in each of the partner countries.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

The project took place from August 7-12, 2016 in Tartu and Otepää, Estonia.

### Main activities

Training Course (identity and intercultural identity, combating stereotypes and prejudices, intercultural sensitivity, acculturation process, challenges to intercultural dialogue in the participants' realities, youth work responding to those challenges, Living Library method as a way to work with the local communities to transform prejudice and combat exclusion and discrimination attitudes), learning sessions about the Intercultural Dialogue and Living Library methodology, Living Library activity preparation, implementation and evaluation, exchange of practises of the Living Libraries, working groups, exploring Tartu and Otepää and Estonian nature, elaboration of the recommendations of the diverse Living Library actors, planning of the follow-up, etc.

### Methodology

Non-formal learning sessions, human rights educational sessions, Living Library trial activity (experiential learning), group work, exchange of experience, informal meetings/activities, presentations, concept introductions, reflection, simulations, task-solving, etc.

Project budget: EUR 20 045.00

### OUTCOMES

(*Reports, publications, exhibitions, press releases etc.*)

Some posts are on tTrajectorya's website in the blog of August 2016: [www.trajectorya.ee/2016/08](http://www.trajectorya.ee/2016/08) as well as on the Trajectorya Facebook page, the Estonian Anna Lindh Facebook page and mailing lists.

## IMPACT

*What is considered as the main impact of the project?*

The strongest effect of the project was on the participants, in terms of the development of their intercultural competences and Living Library methodology competences. The participants showed stronger readiness to implement Living Library actions in their local communities. Some of the Living Libraries already took place.

For Trajectorya, it led to another 1-year-long project supported by the Anna Lindh Foundation with many of the partners from this training course. There are a few more activities to be implemented this year of the partners in Erasmus+ as well, also with the focus on Living Libraries..

## SUCCESS FACTORS

*Have you identified success factors you would like to share? if yes, please, provide more information.*

Trajectorya has long-standing experience in the implementation of educational activities in the framework of the European Commission youth programmes and in the EuroMed context. We are doing good training courses which challenge people's assumptions, provide important learning and develop many educators' competences at the European level and beyond.

The training team was competent, experienced and used to provide quality training in the youth field. Additionally, the organisation and logistics were also good.

The partners who are experienced in the Living Library methodology and sent recourse-participants contributed to the success as well.

## OBSTACLES

*What were the obstacles you have identified during the project implementation?*

Visa challenges for the MEDA participants, some cancellations at the last minute, bad weather. The dissemination of the results should be better organised and strategically planned.

## FOLLOW-UP OF PROJECT *(planned or already realised)*

See above. Trajectorya is implementing another project with the Living Libraries methodology in Euro-Med now. Furthermore, there are follow-up projects by the partner organisations.

## WEB LINKS

[www.trajectorya.ee/2016/08/](http://www.trajectorya.ee/2016/08/)

[www.facebook.com/groups/237432809694831/](https://www.facebook.com/groups/237432809694831/)

**TITLE OF THE PROJECT: Youth in Open Governance Partnerships**

**PRIORITY AREA** *(themes addressed by the project)*

- ✓ Critical thinking and cyber and media literacy
- ✓ Development of participative citizenship
- ✓ Political participation

**COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

The coordinator of this project was Tõrva youth council.

You can find us on the Rõuge Youth Center webpage: <http://noorteklubi.ee/rouge-noortevolikogu/>

Contact person: Katri Kõva, Tel: +372 58378277, [katrikva@gmail.com](mailto:katrikva@gmail.com)

**PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

Project partners were from three countries: Turkey, Georgia and Latvia. For us, it was very important that the partners were interested in this topic, wanted to share experiences and had motivation to discuss this problem and think about the solutions.

From Turkey there was the organisation Istanbul Kolektif Sanatlar Kultur Dernegi.  
Contact: [info@ikos.org.tr](mailto:info@ikos.org.tr)

Latvian partner: Apes Jauniesu klubs "Sliedes"

Contact: [daiga.bojare@va.lv](mailto:daiga.bojare@va.lv)

Georgian partner: Georgian Youth for Europe

Contact: [qetiasieshvili@ymail.com](mailto:qetiasieshvili@ymail.com)

**TARGET GROUP**

*Who were the final beneficiaries/end users?*

First of all, the project was for the youngsters themselves, but, on the other hand, it was useful for the decision-makers as well.

## APPROACH TO TARGET GROUP

*What was your strategy in reaching the target groups?*

To get to the target group we organised several different debates between youngsters and the decision-makers. We organised a big conference in which we included youngsters outside of our project, decision-makers on different levels and experts from different fields. Social media helped a lot to reach to the youngsters. One of the project's topics was also how to reach youngsters through social media.

## OBJECTIVES

*What general and specific objectives have you set in the project?*

*Have you achieved the project's objectives?*

The project's main objective was that all participating youngsters get new knowledge about open governance. Our aim was that, after this project, not only youngsters could say that they got to know something new but the decision-makers as well. It was very important for us that youngsters outside of the project would also benefit from the project. We wrote down the objectives with numbers as well. For example, we had the aim that our live stream of the conference would reach 200 people.

We consider our project successful because we achieved the objectives, and with the ones we didn't, we still got very close. We achieved our biggest objective – for the participants to get new knowledge and experiences. The decision-makers and experts got new ideas through the project.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

The project took place from October 20-26, 2016, in Võrumaa, Rõuge.

## Main activities

Main activities during the project were discussions between youngsters and decision-makers, sharing their ideas and experiences and learning from each other. They gained new ideas on how to reach the youngsters and how to involve them in a better way. IT technologies and solutions played an important role in this project as well. Participants and decision-makers learned how to use IT solutions to reach youngsters, how to spread the message and get people's attention.

## Methodology

Mostly we used the "World café" method. There was a big conference in which the project's participants, decision-makers, experts and young people outside of the project took part. We wanted the youngsters to actually do something themselves. It had to be interesting and exciting, so we organised a little contest. Every group had to make up something to reach to young people in the most efficient way via social media. They had time to think of an idea and then to try it out in practice. Afterwards, we analysed which idea had worked best – how many views/clicks, etc. it had

gotten. It was important for us during the whole project to reflect, analyse what we had learned, how useful and important one thing or another was.

One of the highlights of this project was a method which we called “Village café”. Every youngster took her or his position according to what he or she represented. They had to solve a problem in their village and find a solution which was good and acceptable for everyone. It was very emotional and memorable.

Project budget:EUR 10.086,00 .

## OUTCOMES

*(Reports, publications, exhibitions, press releases etc.)*

During the project, we made posts on the Rõuge youth centre’s Facebook page and so did our partner organisations on their own social media channels. We streamed our conference on the internet, and there was an article published about the project in Lõunaleht.

## IMPACT

*What is considered as the main impact of the project?*

The biggest impact of the project was definitely on the youngsters themselves. They learned how the decision-makers see young people and, at the same time, what youngsters expect and want from them. The decision-makers had the possibility to get to know young people better, to find out how they think and which ideas of governance they have .

## OBSTACLES

*What were the obstacles you have identified during the project implementation?*

We had to consider a lot of people’s wishes during the project and organise everything the best way as possible, so sometimes it happened that we didn’t get the decision-maker or expert we wished to have in the project just because the dates weren’t convenient for him or her.

## FOLLOW-UP OF PROJECT *(planned or already realised)*

During the project we had a lot of great new ideas which we are developing right now.

## WEB LINKS

<https://www.youtube.com/watch?v=oyD32P8-OaA>

<https://www.youtube.com/watch?v=ZAMfh-YbYA4>

**TITLE OF THE PROJECT: Exceed the Wall (ETW)**

**PRIORITY AREA** *(themes addressed by the project)*

- ✓ Critical thinking and cyber and media literacy

**COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

NGO Vaba Noor  
<http://vabanoor.eu>, [vabanoor.mty@gmail.com](mailto:vabanoor.mty@gmail.com)  
 Contact person: Karl Andreas Sprenk, Tel: +372 569 063 49, [karl.sprenk@vabanoor.eu](mailto:karl.sprenk@vabanoor.eu)

**PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

- Ventspils Jauniešu māja (NGO)  
<http://jauniesi.ventspils.lv>  
 Helena Kohá, [kohahelena@gmail.com](mailto:kohahelena@gmail.com)
- Baltic Youth Way (NGO)  
<http://balticyouthway.org>  
 Ritvars Freimans, Tel: +371 28378431, [sveiki@balticyouthway.org](mailto:sveiki@balticyouthway.org);

**TARGET GROUP**

*Who were the final beneficiaries/end users?*

- Through the project we offered around 550 youngsters from grade 9 to 12 the possibility to share their own ideas creatively, through short movies. The youngsters were from Rakvere (EST), Riga (LV) and Ventspils (LV).
- We also involved youngsters (around 200) from small places in the surroundings of the cities.. We organised discussion events and gave them the opportunity to take part in the movie-making workshops.
- Movies made by youngsters, from both countries, screened during the Rakvere youth week (EST). In addition, there were debates, concerts by young musicians, exhibitions, etc. Around 600 people participated during the youth week, including older locals, which was one of our project's aims as well – to break the barriers between different generations.

## APPROACH TO TARGET GROUP

*What was your strategy in reaching the target groups?*

- Direct communication. We used our own personal contacts to spread the message. We went to schools to introduce the project's idea. We tried to show that our project isn't something mandatory, but positive and a great experience.
- Contacts with the schools which helped us to find the youngsters, provided time during lessons and rooms at the schools during the project period.
- Involving decision-makers. The opportunity to discuss the topics young people are interested with famous" local politicians or certain experts about, in which motivated the youngsters a lot.

## OBJECTIVES

*What general and specific objectives have you set in the project?*

*Have you achieved the project's objectives?*

- We wanted to introduce the short movie format as a great but easy way to show one's ideas and thoughts to friends and other youngsters. We wanted to develop young people's critical thinking and to make them notice the good and bad sides of the local community. One of the aims was to inspire them to take the initiative in order to make something better and start something new. We believe that we achieved the aim because even when the youngsters didn't get to the make a short movie, they now know how to do it.
- We wanted to present the short movies the youngsters had made to the decision-makers and local communities to show that young people think about local problems and want to change them. We wanted to break the so-called barrier between young and older people. This objective was achieved as well, because the adults found the movies and problems topical and wanted to discuss them with the youngsters.
- We planned to involve 200 participants in every city and also youngsters from small places. We didn't reach this aim but that is not a bad thing – the ones we reached and made workshops for were very motivated, and we focused all our attention on them.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

The project took place from September 2015 - November 2016 (15 months):

- **Workshops** from December 2015 - March 2016,
- **School programme activities** from January 2016 - May 2016,
- **International project meetings:** October 2015 (Ventspils), February 2016 (Rakvere), May 2016 (Riga), August 2016 (Rakvere),
- **Project's final event - youth week:** August 2016
- **Presentation of results:** September 2016 - November 2016

- Main activities
  - The project had three phases:
    - In the first phase, we organised 3-4-hour-long introduction workshops in small places, outside of the cities. Youngsters from elementary and secondary school had the opportunity to map the good and bad things in their communities, learn how to tell a story and use a camera.
    - In the second phase, we organised school programme activities in the partner's hometowns. The school programme was similar to the workshops in the first phase, but we organised a new meeting on every topic. Youngsters had the opportunity to discuss their ideas and problems related to their communities with local decision-makers. Youngsters who wanted to continue with the topic could meet movie makers during the next meeting and learn how to make a short movie on their own. In the end of this phase, youngsters made their own movies which they presented to professionals and other movie makers. They got feedback about what was good and how to improve. In the end of this phase, there was an event during which all the movie makers were thanked. In every programme city they chose the best movie which was screened during the youth week in Rakvere (EST).
    - The third phase was a youth week in Rakvere where the movies were screened. Furthermore, there were exhibitions of Estonian and Latvian photographers and graphic design works, performances of young musicians as well as debates. Movies which the youngsters had made during the project were presented in various important institutions.
  
- Methodology
  - For the discussions we used the World Café method.
  - During the rest of the project, we used learning in action methods as much as possible and learned through exchanging experiences.
  
- The project's budget was EUR 40.445,00€, but the actually used amount was EUR 35.275,00.

## OUTCOMES

*(Reports, publications, exhibitions, press releases etc.)*

- The project had its own Facebook and Instagram pages where all the partners had the right to add posts. The posts were in both languages – Estonian and Latvian but also in English.
- During the project, we made two workbooks which help movie-makers to get started step by step and to make good short movies.
- Short movies which were made during the project were shown to local decision-makers in Estonia and Latvia. The movie which was presented to Rakvere Police and Border Guard Board is now used as their official training material.

- There were several newspaper articles in the newspapers of Rakvere.
- The results of the project were presented to all of the local communities, at schools and to decision-makers.

## IMPACT

*What is considered as the main impact of the project?*

- We received the most positive feedback from small places which these kinds of things usually don't reach. The youngsters there appreciated the opportunity and were interested to participate in the next projects as well. The students in Ventspils School organised their own movie making club and are still doing it.
- We got positive feedback from the local communities as well. They found that is a good idea to make young people think while doing movies and that there should be more projects of this kind. Movie nights helped a lot to reach the goal. These events made youngsters and older people come together and offered them a great atmosphere in which to communicate.

## SUCCESS FACTORS

*Have you identified success factors you would like to share? if yes, please, provide more information.*

- Earlier experiences. As coordinators, we had the experience of organising a movie festival which helped a lot in organising this project. In particular it helped to make the timetables – when and how to do, organise and coordinate everything. Also, we had the opportunity to use the contacts for the organisation of the workshops. Our partners had the skills in the field of video techniques and recommend methods for the school programme.
- Cooperation with the local community. All of us, we and our partners, know the area in which we made the workshops; we have contacts to the schools we worked with. This helped us a lot to find the best dates to organise something and to find participants.

## OBSTACLES

*What were the obstacles you have identified during the project implementation?*

- Cooperation skills. When looking back on the project, we found that we could have organised the cooperation and communication between partners in a better way. There was a lot of staff turnover in the organisations, so sometimes the agreements didn't work and a lot of time and energy had to be invested to make new ones. At the same time, we achieved the aims and the project was successful. The project fulfilled our personal aims as well. Our organisation has improved thanks to the project and we found out what to do in a better and different way.

## FOLLOW-UP OF PROJECT *(planned or already realised)*

- Our Latvian partner Baltic Youth Way is planning to analyse ETW methodology, results and their visibility during their new project. Both partners are planning to keep doing this kind of workshops and to continue developing young people's knowledge about movie making.

- The Estonian group members submitted a project application through which (youth) organisations could get new skills and knowledge to develop their communication skills to reach the target group. We are planning to use short movie method as well. Furthermore, we continue to do workshops for students at schools.

## WEB LINKS

[www.etw.vabanoor.eu](http://www.etw.vabanoor.eu)  
[www.facebook.com/exceedthewall](https://www.facebook.com/exceedthewall)  
[www.instagram.com/vabanoor](https://www.instagram.com/vabanoor)

**TITLE OF THE PROJECT: Analyse and think critically: Media literacy for youth workers**

## PRIORITY AREA *(themes addressed by the project)*

- ✓ Intercultural dialogue
- ✓ Interreligious dialogue
- ✓ Combating prejudice and stereotypes
- ✓ Cultural diversity
- ✓ Conflict prevention
- ✓ Critical thinking and cyber and media literacy
- ✓ Development of participative citizenship
- ✓ Integration of refugees, migrants and asylum seekers
- ✓ Right wing extremism

## COORDINATING STRUCTURE

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

Eesti People to People NGOKarberi 33-76, Tallinn 13919

[www.ptpest.ee/enid82.html](http://www.ptpest.ee/enid82.html)

[ptpest@hot.ee](mailto:ptpest@hot.ee) Ruta Pels, [ruta.pels@mail.ru](mailto:ruta.pels@mail.ru)

## PARTNERS INVOLVED

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

**11 NGOs from Latvia, Sweden, the Netherlands, Germany, Spain, France, Malta, Greece, Ukraine, Georgia and the Russian Federation.**

924265762	ASOCIACION PROMESAS Promotora de Metodologías Educativas para una Sociedad Alternativa y Sostenible	Spain
949009783	Organisation Française de la Coopération Internationale	France
946186113	Center for Interethnic Cooperation	Russian Federation
938136083	genista research organisation	Malta
946697303	HUMANA PEOPLE TO PEOPLE IN LATVIA	Latvia
943962873	Donetskiy miskiy oseredok Vseukrainskoi molodijnoi hromadskoi organizacii "Fundaciya Regionalnih Inicijativ"	Ukraine
928154589	Vi pratar ryska	Sweden
948224471	International Association for Peace and Democracy Development e.V.	Germany
948467650	Foundation of the Development of the International Relations ERTOBA	Georgia
948585602	United Societies of Balkans	Greece
949421936	Stichting International Youth Bridges	Netherlands

**TARGET GROUP**

*Who were the final beneficiaries/end users?*

Youth workers who were participating in the project

## **APPROACH TO TARGET GROUP**

*What was your strategy in reaching the target groups?*

Through partners' organisations, selecting participants for the training course

## **OBJECTIVES**

*What general and specific objectives have you set in the project?*

*Have you achieved the project's objectives?*

The aims of the project were to develop youth workers' analytical skills and media competencies. The project consisted of a preparatory phase, a training course, follow-up and dissemination activities. The main objective was that, by the end of the project, participants would gain experience to work with media tools particularly with a focus on media analysis and integrate the learning outcomes into their daily work with young people. The project had a focus on critical thinking and media content analysis. It promoted the professional development of youth workers by addressing one of the key questions that influence intercultural and international relations: the construction of social representations - how different groups of people perceive, and are perceived by others. During the practical workshops the attendees learned how to detect biases that appear in the information they receive from media and how they can teach young people to analyse media texts with a critical eye. Participants went through a set of workshops during which, on one hand, they got detailed information about various fallacies and a non-formal logic approach, on the other hand, they worked on the set of exercises on how to identify and distinguish various types of fallacies. Youth workers gained the skills to analyse media content and recognise what kind of information is trustworthy and what information is biased. Participants were introduced to the methodology on how to understand the construction of the basics of arguments, fallacies and formal and non-formal logic. The training course and the whole project improved not only participants' media consumption habits but also citizenship skills and the conditions for democracy. One of the specific objectives of this project was to give youth workers the ability to build knowledge, skills and attitudes based on media literacy and critical thinking, to share different tools for bias measurement and bias evaluation and to support the professional development of those who work in education, training and youth fields with innovative practises.

### **The specific objectives of this project**

- \* to give youth workers the ability to build knowledge, skills and attitude based on media literacy and critical thinking;
- \* to instill skills to use different tools for bias measurement and evaluation;
- \* to promote non-formal learning and cooperation in the field of youth work with EU and EU partners countries;
- \* to exchange best practices about media literacy that can be later transferred to various contexts of youth work;
- \* to support the professional development of those who work in youth fields.

Participants gained an attitude to cooperate with peers and present the interests of the organisations at local, European and international levels. By developing media literacy skills they became aware of the issues concerning global media and developed personal skills to effectively raise awareness in their community about current issues and learned how to use media as a tool in youth work.

The project supported the professional development of youth workers and the quality of youth work. The media literacy approach in youth work was targeted through non-formal learning, learning by doing, simulations, presentations, discussions as well as analytical and artistic development workshops. Participants shared knowledge, skills and national traditions, learned basic skills in finding and analysing stereotypes, manipulations and fallacies in biased media content. Participants discussed the present situation in world media, presented their organisations working in the youth field, learned about the Erasmus+ Programme and Youthpass, they met with Estonian journalists on national radio and TV, Tartu University staff and students as well as young people from Estonia.

The main results of the project are intangible - competences and experiences gained by participants and youth workers. Participants learned to use media literacy techniques for the purposes of youth work. The impact of this project on participants is visible in the knowledge, skills and attitudes they acquired and developed during the project. Participants trained media analytic skills in order to use them in their daily work in youth organisations and to empower youth. The project supported the promotion of the exchange of experiences and know-how between different organisations involved in youth work. Participants gained the command of the learning materials, such as samples of frequently occurring fallacies, the creation and transmission of social representations and, with their help, are able to analyse and explain the role of media in the world. The development of critical thinking skills, attitudes and values brought about behavioral change that is supposed to reduce prejudice towards others, and increased tolerance for diversity.

On the organisational level, this project contributed to the cooperation of NGOs in the youth field in Europe and neighbouring countries. The project's effect on partner organisations is apparent in the form of an established network of youth workers as well as further activities and new projects between the organisations involved.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

The training course was implemented in Taevaskoja, Estonia from October 4-12, 2016. The project consisted of a preparatory phase, training course, follow-up and dissemination activities.

Participants of the project were youth workers with and without media experience. The non-formal approach contributed to capacity building, learning by doing, gave them the opportunity to improve their role in easing tensions between nation-states representatives, to discover and understand how media affect the perception of others, particularly of refugees in their countries.

## Main activities during the project

Getting to know each other games, expectations, fears and contributions from participants, agreements, Erasmus+ and Youthpass presentations from the trainers, a way towards mutual trust: team building activities «Tie guess», «Flying eggs», presentations of participants and partner organisations, sharing of best practices (posters), intercultural evenings, workshops, study visits.

- Introduction to media literacy
- Presentation from trainers
- Participants analysed texts to find blatant and subtle stereotypes, missed opportunities that challenge stereotypes in peers in small groups and individually to raise awareness of media bases, and about the current situation in various European countries.
- Materials with tools for measurement and evaluation of media content were distributed to all participants.

‘Headlines’: Media literacy workshop. Presentation by trainer and work in small groups with short texts to think of news headlines for the stories and explanations of decisions.

«Where do you stand?» related to world media, refugees and regional conflicts. The basic text was from Compass – a manual published by the Council of Europe and adopted by trainers for the media training course. Participants were asked if they agree or disagree with a multitude of statements. There were follow-up discussions after each statement with a focus on the situation in participants’ countries and in other European countries. This activity helped participants to learn about current issues in Europe and also raise awareness of human rights and European values.

Critical thinking and news: media bases. Work with trainer and in groups. Six groups received set of ten samples and prepared performance / sketch/ drama with fallacies, participants had to recognise them. Participants’ presentations about their practices in media and inclusion. Work with images in media: photos, videos and collages. Work with trainer. Individual and small groups work. Presentations.

Step forward activity with discussion about possibilities for youth from partners’ countries to have access to media and discussions about cultural diversity in Europe. Presentations about youth with fewer opportunities and inclusion. Discussions. Media literacy: different types of approaches, radicalisation of young people. Presentation and working groups. Critical thinking and 21st Century literacies. Presentation by trainer. Working groups. Political World Café (topics selected by participants).

## Methodology

The methodology of the training course was based on the principles of non-formal education. The main focus was placed on the participants, fostering their active participation, learning by doing, mutual learning, discussing and sharing of experience and good practices. The learning process was:

- learner-centered;
- based on the intrinsic motivation of the learner;
- based on a personal responsibility for learning, supported by a strong group dimension and a collective approach;
- taking into account the needs, motivations and interests of the participants;
- open to regular feedback and evaluation from/by the participants;
- enabling participants to easily apply what they learned in practice.

The Project budget was EUR 30.440,82 EUR, reported EUR 30.354,00.

## OUTCOMES

*(Reports, publications, exhibitions, press releases etc.)*

Project video completed by French partner organisation on Youtube:  
[www.youtube.com/watch?v=JR6WKcdE2QY](http://www.youtube.com/watch?v=JR6WKcdE2QY)

and in Telepurk: <http://noored.ee/telepurk/1484250748/Analyse-and-think-critically-media-literacy-for-youth-workers>

Project materials and photos on the project's Facebook page:

[www.facebook.com/Analyse-and-think-critically-media-literacy-for-youth-workers-1062470160527146/](http://www.facebook.com/Analyse-and-think-critically-media-literacy-for-youth-workers-1062470160527146/)

There are 191 likes on the page at the moment. The most popular post reached 1152 people.

Project partners and participants started dissemination activities before they came to Estonia when they published information about the project on their own blogs and webpages, sent project infopack to their mailing lists. When they were in Estonia, they presented the project to teachers and students at Tartu University and to young Estonians from Estonia and other European countries who participated in a Youth Exchange project and also stayed in Taevaskoja Puhkekeskus for a few days. They explained project details to journalists when they visited Estonian radio and TV.

Participants from Sweden, Ukraine and Russia gave an interview in Russian for Raadio 4.

Yuri Nabutovski from Russia was invited to ETV+ and took part in the programme "Tvoj vecher", Daniil Tunin from Russia took part in the programme "Vremja reshat" on October 12, 2016, Syrians

Rita Beriche from Germany and Mutayam Taweel from Holland gave an interview about Syria and European media for ETV+.

To disseminate personal photos, videos and texts, the participants used the project's Facebook group: [www.facebook.com/groups/158573321216463/](http://www.facebook.com/groups/158573321216463/)

Dissemination activities in Ukraine after TC with photos: <https://drive.google.com/drive/folders/0B-IV3-rh1LIDUHVFRDFKcTFFSUE>

Greek participants disseminated the project on the United Societies of Balkans blog: <http://www.usbngo.gr/blog/>

Participants shared information and photos from the project on their personal Facebook pages and also on other social media. Here is Eva Kaulina's (Latvia) blog:

<https://ib2017.wordpress.com/2017/01/22/eva-kaulina-october-2016/>

Yury Nabutovski (Russia): <http://mfi.re/?yadv839d1qevik1>

## IMPACT

*What is considered as the main impact of the project?*

This project had beneficial effects on the professional development of youth workers in terms of the up-skilling of their potential. Upon completion of the project and its training course, participants are able to demonstrate an understanding of media literacy techniques and practices. Participants gained a more in-depth knowledge about the current situation in various European countries and the media world. The development of critical thinking skills, attitudes and values brought about behavioural change that enables them to reduce prejudice and increase tolerance for diversity, and therefore to prevent conflict, both on an overt and structural level. By developing critical thinking participants learned how to identify fallacies in biased media content. Youth workers acquired media literacy skills and this opened for them new professional paths in their daily work with young people - their main target group - and empowered them in the fields of media literacy.

This project supported capacity building of participants' organisations through participants' increased competences in intercultural communication and public speaking skills. Participants now have a more open attitude towards people of other countries or cultures. Attendants of the training courses increased their competence in foreign languages and became more sensitive towards cultural diversity in contemporary societies.

This project is a good sample of an implementation of innovative youth work practices in media literacy. It involved active participation of youth workers with fewer opportunities and particularly from ethnic and national minorities groups, immigrants and refugees, people from strained urban and rural areas who work with young people with fewer opportunities and make an impact on young

people's key-competences in partners' organisations. New competences and experiences are already multiplied in youth organisations and communities in the project partners' countries. Representatives of the Ukrainian organisation were impressed by the methodology of media content analysis. After the return to Ukraine they translated and adopted the methodology and the exercises used during the training course and are now re-using it across the country for local trainings and workshops.

On the organisational level, this project also fostered international cooperation under the Erasmus+ Programme for partners countries. The project after-effect on organisations came out as established cooperation on staff education as well as further cooperation and new projects between the organisations involved. Project-based collaboration continues through the exchange of good practices, capacity building and networking activities.

The Eesti People to People team used this project to make their own NGO more known in Estonia and abroad and to build their reputation and recognition internationally. This project was a great opportunity for Eesti People to People to build a youth organisation network with a focus on media literacy in non-formal education fields, to improve project management skills and to continue the development and improvement of the materials and methodology in media literacy, which is one of the main topics for Eesti People to People.

On the local level, the project allowed the youth workers to participate in an Erasmus+ project and to improve their basic and transversal skills, to develop media workshops and projects, to explore the opportunities the Erasmus+ Programme provides in order to encourage personal and professional capacity building.

On the regional level, the project was an opportunity for the participants to learn about the youth programmes available, in particular in the Baltic region, the EU and EU Partners countries. Project participants gained information about the Erasmus+ Programme and opportunities for the education, training, youth related activities it offers for youth workers and young people in programme and partner countries. This enhanced their professional and personal development and their active participation in Europe. Participants also recognized the importance of promoting equality and understood the impact of European values. As a result, this project improved practical experience of youth workers ensuring the use of media literacy techniques and methods and promoting them in daily life and youth work. The project brought new inputs and perspectives for workshops in media literacy, project planning and implementation. Participants gained an attitude to cooperate with peers and articulate the interests of their organisations on European and international levels.

The potential long term benefits are that participants are able to effectively raise awareness in a wider audience about media literacy and about the situation with refugees in EU programme and partner countries. The project also contributed to the establishment of a dialogue between the regions in conflict and lead towards peaceful communication between representatives from various countries that are passing through turbulent times (EU-Georgia-Russia and EU-Ukraine-Russia, also

Syria). Russian and Ukrainian participants shared opinions about the current situation of the portrayal of the ongoing conflict and possible ways of cooperation between youth in multilateral and bilateral projects focussing not only on media literacy but, more broadly, on partnership building and peace building activities.

Participation in the training course inspired youth workers to create a basic network for learning and sharing ideas and creating Erasmus+ youth projects with partners from EU and EU partners countries. Participants became more aware of the possibilities on the international level and more autonomous while taking responsibility for the tasks of the envisaged projects.

After this project, the partner organisations applied for new projects under the Erasmus+ Programme, and these projects will provide benefits to their participants and encourage future and already ongoing cooperation between partners. By implementing innovative practices in media literacy, partners are improving the quality in youth work on the local, regional, national, European and international level.

Project partners contributed to the recognition and validation of learning outcomes in non-formal learning in EU and EU partners countries by using EU validation instruments such as Youthpass. They raised awareness of the Erasmus+ Programme on the local, national, European and international level. Thanks to follow-up and dissemination activities, the desired impact went beyond the project lifetime and beyond the organisations towards a wider general audience. It has an impact on the integration of good practices on local, regional, national, European and international levels.

## **SUCCESS FACTORS**

*Have you identified success factors you would like to share? if yes, please, provide more information.*

Project partners

Taevaskoja Holiday Center staff

Eesti People to People team

## **OBSTACLES**

*What were the obstacles you have identified during the project implementation?*

There were no big problems during this project. Some issues with the selection of participants, also logistic and visa issues were solved on a daily basis in cooperation between Eesti People to People, the partners organisations, participants and Taevaskoja Holiday Center staff.

## FOLLOW-UP OF PROJECT *(planned or already realised)*

Participants learned about Erasmus+ projects and decided during the training course to design new KA1 projects for young people and for youth workers and apply in 2017 in their countries. Eesti People to People continues cooperation with the partner organisations from this project.

Eesti People to People and Humana People to People members (5 from each organisation) took part in the training course in Bethlehem in December 2016.

Eesti People to People is a partner in some Erasmus+ projects. The partners applied in February 2017 in their countries (Greece, Malta, Germany and Netherlands).

Together with their partner from Ukraine, Eesti People to People will apply for a new Erasmus+ KA1 project in April 2017 in Estonia.

Participants became friends on a personal level and already visited their new friends' countries (Sweden, Greece, France, Malta, Estonia).

## WEB LINKS

[www.ptpest.ee/enid82.html](http://www.ptpest.ee/enid82.html)

[www.facebook.com/Analyse-and-think-critically-media-literacy-for-youth-workers-1062470160527146/](https://www.facebook.com/Analyse-and-think-critically-media-literacy-for-youth-workers-1062470160527146/)

## ANY OTHER COMMENTS

The Eesti People to People team is happy with this project and is looking forward to continuing media literacy education for young people, youth workers and adult learners in the future.

**TITLE OF THE PROJECT: Can I Come In?**

## PRIORITY AREA *(themes addressed by the project)*

- ✓ Fight against exclusion
- ✓ Integration of refugees, migrants and asylum seekers

## COORDINATING STRUCTURE

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

Seiklejate Vennaskond (non-profit non-governmental organisation)  
Tiigi 1-14, Tartu, 51003, Estonia

[www.seiklejad.org](http://www.seiklejad.org)  
[www.facebook.com/Seiklejad.org](https://www.facebook.com/Seiklejad.org)  
[http://comeinestonia.blogspot.com.ee/  
seiklejate.vennaskond@gmail.com](http://comeinestonia.blogspot.com.ee/seiklejate.vennaskond@gmail.com)

Contact person: Heleri Alles

## PARTNERS INVOLVED

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

Teatro Metaphora – Associação de Amigos das Artes – Portugal, [www.teatrometaphora.org](http://www.teatrometaphora.org)

Youthfully Yours Gr – Greece, [www.youthfullyyours.gr](http://www.youthfullyyours.gr)

Associazione Attiva-Mente – Italy, [www.attivamentemodica.it](http://www.attivamentemodica.it)

Youth Discovery Ventures Ltd – United Kingdom, [www.youthdiscoveryventures.co.uk](http://www.youthdiscoveryventures.co.uk)

Diyarbakir Cevre ve Kalkinma Dernegi – Turkey, [www.facebook.com/Diyarbak%C4%B1r-%C3%87evre-ve-Kalk%C4%B1nma-Derne%C4%9Fi-1537640479835618/](https://www.facebook.com/Diyarbak%C4%B1r-%C3%87evre-ve-Kalk%C4%B1nma-Derne%C4%9Fi-1537640479835618/)

Youth Empowerment in a European Society – Slovakia, [www.facebook.com/yees.slovakia/](https://www.facebook.com/yees.slovakia/)

ASOCIACION JUVENIL LAGARTO NEGRO – Spain, <https://lagartonegrongo.wordpress.com/>

European Youth Centre Breclav z.s. – Czech Republic, <http://eycb.eu/>

Mostar Friedensprojekt e.V. – Germany, [www.mostar-friedensprojekt.de/](http://www.mostar-friedensprojekt.de/)

## TARGET GROUP

*Who were the final beneficiaries/end users?*

37 people participated in the seminar and gained experience and new competences. They carried out workshops for more than 250 students in Rakvere schools during the project and implemented action plans in their countries involving local communities (mainly youth) and refugees.

## APPROACH TO TARGET GROUP

*What was your strategy in reaching the target groups?*

Participants were recruited by partner organisations. Afterwards, the participants were the ones who involved young people and refugees.

## OBJECTIVES

*What general and specific objectives have you set in the project?  
Have you achieved the project's objectives?*

The idea for the project was developed during the partnership building activity in Estonia in December 2015. We started to discuss the issues which are most important at the moment in Europe and we discovered that we all agreed that currently one of the biggest issues is connected to refugees and raising awareness of human rights violations against refugees. If we discussed the topic more deeply, we realised that there are many issues connected to the refugees' situation. First of all, our societies are still quite xenophobic and afraid of unknown. People are afraid of different cultures and do believe that people from other cultures want to dominate or destroy them. This fear is caused by stereotypes and prejudices and is empowered by the media, which often only show negative aspects and leave out the positive ones. Because of this, new stereotypes are created every day and people in our society are getting more afraid. There is also a second issue, namely that people (also including people in power positions, like decision-makers and people in the education system – youth workers, teachers) are not aware of the differences between refugees and, for example, economic migrants. For many, all foreigners/immigrants are the same, but, in reality, each person has his/her own story to tell. We wanted to change the situation, raise awareness in society and work together with different countries to improve the situation.

### So our overall aim was:

- to create acceptance of refugees in European society

### The specific objectives were:

- to educate youth workers on migration issues;
- to develop activities to bring locals and people with immigrant background (including refugees) together;
- to educate youth workers so they are able to create activities for young people to raise empathy towards refugees;
- to find ways to stop hate speech and discrimination towards refugees by sharing good practices between participating countries;
- to create new initiatives to tackle issues connected to xenophobia, racism and islamophobia in Europe.

Primary target group: youth workers, teachers, NGO representatives

Final beneficiaries: refugees and local community (young people)

We managed to meet all objectives, and we do believe they exceeded the expectations. We did have to make some modifications, as it turned out that general knowledge on migration-related terms and background knowledge was lower than expected. We managed to clarify the terms, share country realities and also practise relevant tools. The biggest impact for achieving the aims came with workshops in school, as, first of all, it gave the participants an understanding of local reality in Estonia

(which was very comparable to realities in several other countries) and really made them see the need in society to work on the topic. Secondly, it also gave them experience how to work on this topic with young people and how to implement and practise different methods acquired during the seminar. Thirdly, it gave participants self-confidence to organise similar events in their own organisations/communities.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

Key action 1 – Mobility of youth workers (seminar) brought together 37 youth workers from September 1-11, 2016 to Rakvere, Estonia. Participating countries were Estonia, UK, Spain, Italy, Czech Republic, Slovakia, Greece, Germany, Portugal and Turkey. Estonia was the host country, the others were sending countries.

All methods used during the seminar were non-formal, such as group work, role-plays, learning buddies, activities in town, meetings with experts and practical sessions at school. As a result of the seminar, participants developed an action plan for their local community and carried it out in their countries.

Our outcomes - as the results of the project:

- We educated 37 youth workers on migration issues.
- Participants have organised/will organise several events on refugee issues as follow-ups, involving directly more than 300 people.
- Participating organisations have a stronger capacity to work on topics related to refugees and are able to organise activities with young people to increase empathy towards refugees.
- Participants have gained good practices and new methods to tackle discrimination and hate speech.
- Participants and participating organisations have established partnerships and effective cooperation to work on refugee related issues on an international, national and local level.

The project budget was EUR 34.184,00.

## OUTCOMES

(*Reports, publications, exhibitions, press releases etc.*)

We have made a blog: <http://comeinestonia.blogspot.com.ee/> which was written by participants. It is a good tool for learning reflection for themselves, but also a tool to make the project visible, engage more young people and reach society on a broader level. This blog was also disseminated in all partner countries (on social media, webpages, etc). As a summary of the project, a video was completed on the last day of the project:

[www.facebook.com/Seiklejad.Org/videos/vb.130185263658840/1328110787199609/?type=2&theater](http://www.facebook.com/Seiklejad.Org/videos/vb.130185263658840/1328110787199609/?type=2&theater) and disseminated on social media. On the Estonian webpage alone, the video has more than 1000 views.

Additionally, project information was disseminated in various ways. Some examples:

[www.facebook.com/TeatroMetaphora/posts/1161477193891142](http://www.facebook.com/TeatroMetaphora/posts/1161477193891142), <http://eycb.eu/en/stranky/2747-can-i-come-in-estonia>, <http://eycb.eu/cz/stranky/2746-can-i-come-in-estonsko>, [www.facebook.com/yees.slovakia/?fref=ts](http://www.facebook.com/yees.slovakia/?fref=ts) and several others.

We also had media coverage: Our project was in the main regional newspaper Virumaa Teataja (part of Postimees) which is available here: <http://virumaateataja.postimees.ee/3828503/kas-teie-oletegi-pagulased-noorsootootajad-kohtusid-rakveres?-kas-teie-oletegi-pagulased-%3F-noorsootootajad-kohtusid-rakveres> (we also attached the PDF version). In the newspaper Kuulutaja, there was also an article about the workshops in both schools.

## IMPACT

*What is considered as the main impact of the project?*

On the local Estonian level, we had quite a huge impact in the city of Rakvere, where the project took place. First of all, it was important that the project took place there. We had several chances to talk to locals and discuss refugee issues with them, both during the sessions and during free time (for this, we also had a city game during which participants could interact with locals a lot, from major to policeman, etc). The biggest impact on local level were the sessions our participants carried out in two schools in Rakvere – in Rakvere Ametikool and Rakvere Eragümnaasium. In total, our participants carried out 9 sessions (1,5 hours each) for groups of 20-30 students, so they reached around 250 students. For sure, all of the students shared their experience with friends and family, who in turn got information on this topic.

On the Estonian level, we shared a lot of information also in our social networks, and got young people interested in the topic. We have also continued our cooperation with Pagulasabi (for example, we helped to find participants for the seminar on refugee issues in Estonia and several of our young people have become volunteers – support persons for refugees). Estonian participants have also organised events in schools to raise awareness on the issue (some more activities are planned in 2017).

In other countries, the main impact has been on the participants' local areas, where they have carried out several activities and actions with young people and also with refugees. In some cases, the impact has been on an international level: Some Italian participants started actions in Greek refugee camps).

Internationally, we have developed a cooperation between partners. All our partners (and participants) are still involved in the common Facebook group in which good tools and practices are shared. Several partners have continued the cooperation by including each other in joint project initiatives and cooperating also outside of this project framework. We believe the more NGOs we involve, the greater the impact on European/international level will be.

### SUCCESS FACTORS

*Have you identified success factors you would like to share? if yes, please, provide more information*

The biggest impact was achieved through workshops in the schools already during the seminar.

### OBSTACLES

*What were the obstacles you have identified during the project implementation?*

We had problems with some schools whose leaders expressed anger and dislike with regards to our topic.

### FOLLOW-UP OF PROJECT *(planned or already realised)*

Now we concentrate on local activities, but we plan to initiate new projects in this area, too.

### WEB LINKS

<http://comeinestonia.blogspot.com.ee/>

**FINLAND**

**TITLE OF THE PROJECT: Young Erasmus+ Ambassadors of Peace**

**PRIORITY AREA** *(themes addressed by the project)*

- ✓ Intercultural dialogue
- ✓ Interreligious dialogue
- ✓ Combating prejudice and stereotypes
- ✓ Cultural diversity
- ✓ Fight against racism

**COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

Kevlax församling was the coordinator of the project. (public body)

E-mail: [kvevlax.forsamling@evl.fi](mailto:kvevlax.forsamling@evl.fi)

Phone: 06 346 2300

Postal adress: Pb 13. FI-66531 Kvevlax, Finland

Website : [www.kvevlaxforsamling.fi/](http://www.kvevlaxforsamling.fi/)

Contact person: Lina Nybjörk, [lizzlina@hotmail.com](mailto:lizzlina@hotmail.com), Tel. +358-41-4432228

**PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

Ukraine, Vzayemopomich, NGO

74 kiev highway str., apartment 47, 36021 Poltava

[vildaycom@gmail.com](mailto:vildaycom@gmail.com)

Poland, Stowarzyszenie Gmin i Powiatow Malopolski, NGO

Pl. Wszystkich Swietych 3-4, 31-004 Krakow

[a.goral@regiony.org.pl](mailto:a.goral@regiony.org.pl)

<http://sgpm.krakow.pl>

Armenia, International Center for Human Development, NGO

19 Sayat-Nova, 0001 Yerevan

[schamanyan@ichd.org](mailto:schamanyan@ichd.org)

[www.ichd.org](http://www.ichd.org)

Turkey, Green Civril Youth Group, NGO  
Çatlar Mah. 406 Sokak No:13, 20600 Çivril  
[muratgs1983@hotmail.com](mailto:muratgs1983@hotmail.com)

Russia, Regional'naya obshhestvennaya organizaciya sodeistviya grazhdanskim iniciativam "Molodezh' dlya budushhego", NGO  
Dyakova 10/59, 364000 Grozny  
[bek Khan.gelgoev@gmail.com](mailto:bek Khan.gelgoev@gmail.com)

### TARGET GROUP

*Who were the final beneficiaries/end users?*

The young people attending the Youth Exchange were those benefitting the most from the project. The young people came from different types of organisations from Finland, Poland, Turkey, Russia (Chechnya), Armenia and Ukraine. We hope, however, that other youngsters have also benefitted from the project through the presentations about the project made after the project in local schools in each country. It might at least have stimulated some new thoughts and ideas.

### APPROACH TO TARGET GROUP

*What was your strategy in reaching the target groups?*

We tried to involve as many youngsters as possible in the planning procedure – both Finnish and from the other nationalities. Other youngsters were reached through presentations in schools. Some organisations also used this as a tool for the advertisement of the international activities through the Erasmus+ programme in their organisations. Some of the organisations involved in the project had been active within Erasmus+ before and, for them, it was easy to reach the target groups as they already had examples of successful projects to show. Others were new within the programme and could only speak about and try to explain the Youth Exchanges.

### STAKEHOLDERS

*Who were other stakeholders you were cooperating within the project or addressing them with your activities?*

We went to an English-speaking Anglican ceremony in the church of Palosaari in Vaasa where the youngsters could interact with the local people afterwards. The priest also answered questions to the group. We also had a presentation about Islam by representatives of the Muslim association in Vaasa. Some of the youngsters also went to the mosque in Vaasa and met these representatives there. We had a quiz in the city centre of Vaasa during which the youngsters were asked to interact with the local community. We wanted to invite people to our venue, but it turned out to be difficult due to the time of the year (summer school holidays). An excursion to the UNESCO World Heritage in

Kvarken Archipelago was obligatory because of its geographical position, and there we worked together with local guides.

## **OBJECTIVES**

*What general and specific objectives have you set in the project?*

*Have you achieved the project's objectives?*

The aim of the Youth Exchange was to increase tolerance between different confessions in Europe. Some of the most important objectives were to break stereotypes about the different confessions, to gain a mutual understanding among the representatives of the different confessions and to obtain knowledge about traditions linked to the confessions.

We wanted to carry out the project in order to affect people to become more open-minded and tolerant towards people of other confessions and traditions than their own. The subject seems to be very important and up-to-date as a topic on which it is very important to work in Europe at the moment in order to avoid stereotyping other confessions. It was an interconfessional Youth Exchange the objectives of which were to break down stereotypes among the youngsters, to gain a mutual understanding, to take part in intercultural learning and to become more tolerant towards traditions unknown to oneself. Through new friendships with people from other cultures and confessions one would get more open-minded.

The objectives of the Youth Exchange were also to develop the competences of the young people: By attending a Youth Exchange they would gain better social competences and it would be easier for them to cooperate with people from other nationalities in the future. They also practised English for a week which might have improved some of the participants' language skills. Among many partners from the partner countries in East, the Russian language was used a lot during the week. Some of the participants from the programme countries got the opportunity to practise their skills in Russian or learn some phrases in Russian. For some of the young people this might be something that could affect their future careers - international experience looks good in the CV of young people. Potential employers could also notice that the young person has experience in using English as well as in cooperating with people from other countries. Many of the young people might otherwise not get the opportunity to meet in a similar 'melting pot' as is a youth exchange. It broadened the horizons of the youngsters.

Through the dissemination of the results of the Youth Exchange, the young people could be seen as ambassadors of the message of the Youth Exchange, which was tolerance and peace. They made a short video about this during the Youth Exchange. They also made a short presentation about the Youth Exchange in the schools. In this way, one can consider them Young Erasmus+ Ambassadors of Peace - YEAP-ambassadors.

The aim was not to discuss the faith in itself but to discover the links between culture, tradition and confession together. The main aim was to get more familiar with the other confessions represented in the Youth Exchange. The issue we wanted to address was the stereotyping of other confessions and the mistrust that could be generated toward the "Others". The need we wanted to face was the need for information and enlightenment. When one becomes more familiar with the "Others", one understands them better and the other traditions are not unknown anymore.

The youngsters came to understand the other confessions represented there better since the programme of the Youth Exchange was built up in order to learn more about the other confessions through a historical perspective, how confessions are present in daily life, different difficulties related to the confessions and the connecting links between the different confessions. The objectives were reached, and one can assume that, through knowledge, the understanding between people is now better.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

The idea for the Youth Exchange came up in a discussion with the young people in the parish in Kvevlax, Finland. Their youth worker met new partner organisations at the contact making event “Erasmus+ Intro” in Antalya in December 2014. The objectives of the interconfessional Youth Exchange were, among others, to break stereotypes that the young people might have against other confessions, to gain a mutual understanding of one another’s confessions, to take part in an intercultural learning process and to become more aware of traditions linked to confession. The participants learned more about the other confessions represented in the outh Exchange. Through new friendships with people from other cultures and confessions one would get more open-minded. The young people gained better social competences and practised English for a week. There were 42 participants and group leaders from Finland, Poland, Turkey, Armenia, the Russian Federation (from Chechnya) and Ukraine (6 participants + 1 group leader). There was also an APV in Helsinki from June 22-24, 2015 before the Youth Exchange started which included 1 youth worker/group leader and 1 young participant from most of the countries. The Youth Exchange took place in Alskathemmet (Korsholm) from July 23-30, 2015. The participants were aged 16-25 (most of them were around 20 years old). The methods used were non-formal and interactive. The participants discussed the topic of confession from a historical perspective, from an everyday life perspective, the difficulties that might be connected to confession and the connection between all the confessions represented at the Youth Exchange. They treated the subject using different non-formal methods: workshops, simulation and role games, interviews and discussion. During the Youth Exchange, the participants made a video connected to the theme of the Youth Exchange. This video was shared on social media. The participants were, as expressed in the name of the Youth Exchange, Young Erasmus+ Ambassadors of Peace - YEAP-ambassadors and fulfilled this role by making a video and holding presentations in schools after the Youth Exchange.

**OUTCOMES**

*(Reports, publications, exhibitions, press releases etc.)*

The Youth Exchange resulted in a video that the youngsters made during the YE. It was posted on YouTube and shared on social media such as Facebook, the organisations’ webpages, etc. There were also articles on the project both in the local media and, after the Youth Exchange, in the media in the local areas of the partner organisations.

## IMPACT

*What is considered as the main impact of the project?*

The main impact of the Youth Exchange was on the participants of the Youth Exchange. Their opinions changed in a positive way during the Youth Exchange and they learned a lot about the other confessions, Islam (Sunni), Evangelic Lutheran Church, Catholic Church, Armenian Apostolic Church, Orthodox Church. They, in turn, will affect their surroundings by speaking about the confessions they got to know better. Through knowledge prejudices disappear.

## SUCCESS FACTORS

*Have you identified success factors you would like to share? if yes, please, provide more information*

- To have the youngsters involved in the project planning during the whole procedure;
- to create an open atmosphere where participants feel free to share thoughts;
- to have enthusiastic group leaders who are willing to work and contribute to the project;
- to have a common ground of sharing and understanding;
- to have common rules that all the participants agree on and to be clear about them;
- to have the youth exchange in a venue that is isolated. The group stays together and interacts more;
- to encourage youngsters to only use a language that everyone understands, not the national language, if there are others who do not understand that language;
- to clarify on the first day what a Youth Exchange is and what it is not.

## OBSTACLES

*What were the obstacles you have identified during the project implementation?*

This project went very smoothly without any major obstacles. The distance Vaasa-Helsinki was a bit of an obstacle because of the expensive train and bus ticket, but we got it organised by hiring a bus for the group from the airport.

The topic was also sensitive, and we understood the importance of monitoring the discussions during the workshops.

Cooperation from the very first beginning of a project is important, and the project becomes better if all the partner organisations are involved in the writing of the application. 6 organisations are a good number for a smooth cooperation. In the following project, YEAP 2.0 there were 10 organisations and the project managing became more difficult.

## FOLLOW-UP OF PROJECT *(planned or already realised)*

Erasmus+ Youth Exchange YEAP 2.0 – Interconfessional Calendar, Yerevan, Armenia. February 25 – March 4, 2016. 9 (10) partner organisations. The topic also was interreligious communication.

## WEB LINKS

<http://yeap.ml>

[www.youtube.com/watch?v=JPWTtfpmqLU](http://www.youtube.com/watch?v=JPWTtfpmqLU)

[www.youtube.com/watch?v=sPTMeuNdqc0](http://www.youtube.com/watch?v=sPTMeuNdqc0)

[www.youtube.com/watch?v=FVtc3gz-WGA](http://www.youtube.com/watch?v=FVtc3gz-WGA)

**TITLE OF THE PROJECT OR ACTIVITY: “Dialogical Skills to Counter Hate Speech”**

## PRIORITY AREA *(themes addressed by the project)*

- ✓ Intercultural dialogue
- ✓ Combating prejudice and stereotypes
- ✓ Conflict prevention
- ✓ Fight against racism
- ✓ Integration of refugees, migrants and asylum seekers

## COORDINATING STRUCTURE

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

The Finnish National Agency for Education  
Erasmus+ Youth in Action  
P.O.Box 380 (Hakaniemenranta 6), FI-00531 Helsinki, Finland  
Irmeli Karhio, [irmeli.karhio@oph.fi](mailto:irmeli.karhio@oph.fi)

## PARTNERS INVOLVED

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

Youth Services of 12 Finnish municipalities:  
Forssa, Imatra, Kajaani, Kemi, Kuusamo, Lappeenranta, Salo, Sastamala, Seinäjoki, Siilinjärvi, Äänekoski, Ylivieska

The trainers were from Aretai Ltd, Kinaporinkatu 2 B 19, 00500 Helsinki, Finland.

## TARGET GROUP

Youth work professionals and other people working with young people (youth workers, social workers, teachers, police and official working with asylum-seekers, etc.)

Over 200 professionals participated in the 12 training sessions.

## APPROACH TO TARGET GROUP

*What was your strategy in reaching the target groups?*

The local partners ensured the recruitment of participants by using the material provided by the NA. The invitation was customised for each partner, i.e. their name, logo and contact person was given.

## OBJECTIVES

*What general and specific objectives have you set in the project?*

*Have you achieved the project's objectives?*

The aim of these training activities was to provide professionals working with young people with skills to meet the hardening attitudes in society. The aim was also to find a common understanding for facing the challenges of Hate Speech, and how, by learning the main principles of dialogical discussion, the participants could, for example, be better equipped in their work to deal with Hate Speech among young people.

The aim was to offer the training to the youth services of smaller cities, towns and municipalities who otherwise do not have as many possibilities as the youth services of bigger entities for this type of action.

The objectives were met, and the interest clearly showed that there would be space for this type of activities also in the future.

## DESCRIPTION of the project *(duration, project venue, implementation of the project - main activities, methodology, budget)*

A series of half day (four hours) dialogical skills training activities were organised in spring and in autumn of 2016 in 12 different municipalities in Finland.

The training included presentations and group work, participatory methods were used and approaches supporting dialogues practised, i.e. experienced-based way of speaking, respectful listening to other peoples' experiences, actively linking to the contents of other people, openly analysing tense and conflicting situations, and searching for connections between different viewpoints.

The participants were trained in skills to guide dialogical discussion and, in particular, in addressing conflicts. This was related also to skills to deal with arguments regarding asylum-seeker/the refugee situation and often on false unity in these arguments.

The NA paid the costs for the trainers (fees, travel and accommodation) and the lunch and/or refreshments at the training (from the operational budget). The local partners were responsible for the venue and other local costs.

## OUTCOMES

*(Reports, publications, exhibitions, press releases etc.)*

In the video that the NA produced, one of the trainers, a youth worker and a teacher are interviewed. The video is on YouTube: [www.youtube.com/watch?v=ktJg9M2Ui3k](http://www.youtube.com/watch?v=ktJg9M2Ui3k)

## IMPACT

*What is considered as the main impact of the project?*

Raising awareness of the situation, agreeing on common working methods for Hate Speech situations, strengthening the local professional community working with these challenges

## SUCCESS FACTORS

*Have you identified success factors you would like to share? if yes, please, provide more information*

Even dialogical perspective, in which we are taking seriously different aspects and experiences, are sometimes threatening and insulting. At the same time, it is important to be clear what kind of behaviour is allowed.

## OBSTACLES

*What were the obstacles you have identified during the project implementation?*

It was sometimes difficult to reach those people who would have need for this training (radicals, people not willing to listen to other people who have different opinions, etc.).

## FOLLOW-UP OF PROJECT *(planned or already realised)*

The NA had a trainee from the University of Applied Sciences who participated as an observer in the autumn sessions with the aim to write her thesis on the subject. This included a short survey of all participants for the entire series of activities.

Once the thesis is ready, the student will present the outcomes and the NA will – at least partly – base the future planning and follow-up activities on the findings of her study.

## ANY OTHER COMMENTS

The youth services in Forssa co-operated with the local vocational training college. The initiative came from the latter, as their teachers often face situations in which the students are openly racist or at least aggressive towards newly arrived migrants. This type of co-operation (depending on resources) could be enhanced in the future.

**TITLE OF THE PROJECT OR ACTIVITY: "Piece of Peace in Piispala" 2015-FI01-YiA-TCA1-3**

## PRIORITY AREA *(themes addressed by the project)*

- ✓ Conflict prevention
- ✓ Fight against racism

## COORDINATING STRUCTURE

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

The Finnish National Agency for Education, EDUFI  
 Erasmus+ Youth in Action  
 P.O.Box 380 (Hakaniemenranta 6), FI-00531 Helsinki, Finland  
 Hilma Ruokolainen, [hilma.ruokolainen@oph.fi](mailto:hilma.ruokolainen@oph.fi)

## PARTNERS INVOLVED

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

**Co-funding NAs/SALTOS:** France, SALTO Cultural Diversity

**Other participating countries** (via NAs and SALTOS):

Albania, Belgium (French-speaking community), Bulgaria, Denmark, Georgia, Germany, Hungary, Ireland, Israel, Kosovo, Lebanon, Montenegro, Palestine, Poland, Serbia, Switzerland, Turkey, Ukraine

## TARGET GROUP

*Who were the final beneficiaries/end users?*

Youth workers interested in reflecting their role as agents of change and peace builders in their society; civil society/community activists who wish to engage and share their experiences of peace building with youth workers and those working in the youth sector.

In total, 34 participants from 20 countries participated – 10 programme countries, partner countries from the three neighbouring regions and Switzerland. This contributed greatly to the understanding of the situation in Europe and other parts of the world.

### **APPROACH TO TARGET GROUP**

*What was your strategy in reaching the target groups?*

The NAs and SALTOS involved published and disseminated a call which attracted, in total, 551 applications.

### **OBJECTIVES**

*What general and specific objectives have you set in the project?*

*Have you achieved the project's objectives?*

The objectives were:

- to build up an understanding of the dynamics and patterns of conflicts and peace building;
- to raise awareness of the role of youth workers as actors in peace building;
- to recognise the skills required for youth workers as agents of change;
- to create a space for networking and future co-operation.

The feedback from participants was very positive. Many of them stated that they now have more courage and that they are more confident in their change-maker role. At the end of the course, all participants made a long-term action plans for themselves. For the time being, it is too early to say anything definite about other concrete results on the participants' side.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget*)

Extremist outbursts became more and more commonplace in 2014, and the NA responded to the needs of the youth field to address this by presenting in its 2015 TCA work plan the training course entitled "Piece of Peace in Piispala".

Although peace building is mostly considered a high-level international activity, a commitment to peace is required at all levels of society. Local conflicts and their solutions have similar dynamics and patterns, and by understanding this, peace could be built piece by piece also at the grass-root level.

The director of the Piispala Youth Centre suggested to host the training in the "Haven of Peace" as those working there have described the centre since the 1980s. The Centre, one of the ten national youth centers supported by the Finnish Ministry of Education and Culture, is located in Central Finland at the lakeside.

The training built up understanding of conflict and peace building and pushed personal boundaries concerning the challenges of youth work practice and the contributions that youth work can make towards social change in our local communities.

The aim was to bring together youth workers and peace builders to learn from each other. The training helped them to define 'what change they wanted to see in the world' and helped explore 'how they could be agents in that change'.

The planning of the training started from questioning the concept of radicalisation and how we feel about it. Radicalism and radical people are needed in order to achieve societal change. Radicalism is a negative thing only when it becomes violent. Another guiding idea was that by understanding the dynamics and patterns of conflict and peace building, we can relate these concepts to our local situations. Peace could be built piece by piece.

The training attracted both very experienced youth workers and young, rather peer-like activists. The trainers succeeded in turning this into a strength; the more experienced participants could lead workshops and were given space to share their skills and knowledge with others.

## OUTCOMES

*(Reports, publications, exhibitions, press releases etc.)*

The Finnish National Agency made efforts to get media coverage for the training. Three different newspapers wrote about the training, one of them being Keski-suomalainen, the most important newspaper in the region of Central Finland. The Finnish trainer also wrote an article about the topic for the Finnish Youth Work magazine in order to share some of the ideas with a larger number of youth workers.

## IMPACT

*What is considered as the main impact of the project?*

The empowerment of youth workers to act for peace and to act as change-makers in their own surroundings

## SUCCESS FACTORS

*Have you identified success factors you would like to share? if yes, please, provide more information*

For the Finnish National Agency it is very important to be able to react quickly to the challenges the youth workers face in their everyday work. Extremist outbursts have become more and more commonplace since 2014. Organising this course was a way to answer to the needs of the field. The training course attracted more than 550 applications, which proves that the need was real.

Another important qualitative aspect was the wide range of countries involved. There were participants from 10 different programme countries, the three neighbouring areas plus Switzerland. This variety made it possible for participants to understand the situation in the whole of Europe and beyond.

The trainers have been working professionally with civil society development projects in the field of (peace) mediation and international training for several years. Their personal experiences of conflict resolution ensured the building up of a good-quality training programme.

## OBSTACLES

*What were the obstacles you have identified during the project implementation?*

n/a

## FOLLOW-UP OF PROJECT *(planned or already realised)*

Another TCA activity at the Piispala youth centre in partnership with DK, FR, HU, SI and FI - involving the same trainers and a well-known peace-maker from SA. This training “Youth Workers as Agents for Change” was agreed on in the autumn 2015 for TCA2016 as a response to the refugee situation and anticipating that this topic would maintain its importance in the coming years. The training will build on “Piece of Peace”.

This theme has also inspired the NA to organise a half day seminar “(Un)equal Finland?” on critical reflections on power structures and inclusive democracies, i.e. equality, participation and Human Rights for all, etc., as the seminar might use inputs from the trainers and the peace activist from South-Africa.

**TITLE OF THE PROJECT OR ACTIVITY: “Youth Workers as Agents for Change” 2016-FI01-YiA-TCA2-1**

**PRIORITY AREA** *(themes addressed by the project)*

- ✓ Intercultural dialogue
- ✓ Interreligious dialogue
- ✓ Conflict prevention
- ✓ Fight against racism
- ✓ Integration of refugees, migrants and asylum seekers

**COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

The Finnish National Agency for Education, EDUFI  
 Erasmus+ Youth in Action  
 P.O.Box 380 (Hakaniemenranta 6), FI-00531 Helsinki, Finland  
 Hilma Ruokolainen, [hilma.ruokolainen@oph.fi](mailto:hilma.ruokolainen@oph.fi)

**PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

Partnership with the Erasmus+ Youth in Action National Agencies of DK, FR, HU and SI

**TARGET GROUP**

*Who were the final beneficiaries/end users?*

20 participants from the youth field selected by the five NAs involved represented a variety of youth and youth work organisations.

**APPROACH TO TARGET GROUP**

*What was your strategy in reaching the target groups?*

The NAs involved published and disseminated a call, and, in addition, some direct contacts were made to targeted organisations.

**OBJECTIVES**

*What general and specific objectives have you set in the project?  
 Have you achieved the project’s objectives?*

The overall objective of the training was to enhance the skills of youth workers to act as agents of change in their society in contemporary Europe. For “us”, the professionals working directly with young people or in charge of policies and programmes:

- to profoundly reflect our own role in society and the ways we are doing things;
- to find ways to play the important role youth work can have as catalyst for change and support the re-creation of society where all youth can feel respected in the changing political context;
- to reduce fear and foster the growth of critical citizens who choose dialogue as an alternative to Hate Speech and constructive action instead of destructive behaviour, indifference or passiveness;
- to trust our professional skills to be able to do that.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget*)

This training “Youth Workers as Agents for Change” was agreed upon in autumn 2015 for TCA2016 as a response to the refugee situation and anticipating that this topic would maintain its importance in the coming years. The training built on “Piece of Peace” and was held at the same venue, the Piispala Youth Centre in September 2016.

The training was ensured by three trainers of different cultural and professional backgrounds coming from different parts of the world. Common for all three is their experience in youth work, community work, interfaith dialogue and facilitating dialogue processes in conflict and post-conflict societies. Two of them already worked together for the training “Piece of Peace” in Piispala.

The training approached the theme of peace-building and the youth workers role as agents of change from different perspectives. The training course aimed to give youth workers with skills to bring young people together and create space for cooperation, dialogue and social transformation. The methodological approach was heavily influenced by the theories and practices of Paolo Freire and Mahatma Gandhi. The programme was highly participatory with self-reflective and action-oriented approaches to change and dialogue included in the daily programme.

The plan was to focus on the actual skills of facilitation of dialogue and peace building, but after receiving the pre-tasks and after the first sessions with the group, the trainers realised that the selected participants needed more support to identify their own position in society and to recognise the existing power structures and inequalities in society. Several participants had never thought of those issues before, and the trainers wanted to work on that before moving towards the skills.

The significant difference between participants’ experience and understanding of the topic, awareness of existing power structures and other social constructions made it very challenging to

offer a meaningful training for all participants. The trainers ended up working a lot in smaller groups and they constantly modified the programme in order to meet the needs of the participants.

Some participants did not have the language skills, sufficient consciousness or experience/understanding of non-formal education methods to fully participate in the training. One participant in particular struggled with understanding English and the non-formal methodology, which created misunderstandings and unnecessary tension between the participants as well as between the participant and the trainers. Dealing with the issue squeezed out time resources.

## OUTCOMES

*(Reports, publications, exhibitions, press releases etc.)*

Blog article (in English) by two the trainers on the NA webpage:

[www.cimo.fi/news/other\\_current\\_issues/youth\\_workers\\_as\\_agent\\_for\\_change](http://www.cimo.fi/news/other_current_issues/youth_workers_as_agent_for_change)

Article (in English) on the Tools for Learning Portal by two of the trainers:

<http://educationaltoolsportal.eu/en/tools-for-learning/youth-workers-agents-change>

## IMPACT

*What is considered as the main impact of the project?*

Despite all challenges faced, the training received very positive feedback from all participants. In the final evaluation they all identified several important learning moments and felt they got more out of the course than they had expected.

The theme interests many youth work professionals. For instance, once the article was published on the “Tools for Learning Portal”, it counted for more than 2.700 hits in less than two weeks.

## SUCCESS FACTORS

*Have you identified success factors you would like to share? if yes, please, provide more information*

Very experienced youth work trainers who are used to working together, who also are experts in Human Rights education, peace and conflict resolution, etc. and who therefore could manage the very diverse level of participants both regarding youth work, the theme and the language.

## OBSTACLES

*What were the obstacles you have identified during the project implementation?*

The main lesson learnt is that, when organising more advanced trainings on a certain topic, it is of utmost importance to find participants who have the necessary basics to participate in an advanced training. Having people with very little experience in youth work and with no experience in working with minorities/conflicts and experienced youth workers with several years of working with multicultural settings demands too much compromising from the more experienced ones as everything constantly needs to be brought to a very basic level (e.g. that there is inequality in all societies, that there is structural racism in all European societies, that all people have equal human rights). The trainers managed to keep the group together and offer everybody something useful, but it was indeed a very challenging task. For less experienced participants, there is a need to get some basic training on youth work, diversity and human rights education first.

## FOLLOW-UP OF PROJECT *(planned or already realised)*

This theme also inspired the NA to organise a half-day seminar “(Un)equal Finland?” on critical reflections on power structures and inclusive democracies, i.e. equality, participation and Human Rights for all, etc. as the seminar might use inputs from trainers and the peace activist from South-Africa.

The seminar took place on September 29, 2016 in Helsinki and involved 30 participants.

## WEB LINKS

See above in “Outcomes”.

**FRANCE**

**TITLE OF THE PROJECT OR ACTIVITY: “Unaccompanied minors: State of play in France, Germany and Switzerland and cross-border challenges”**

**PRIORITY AREA** (*themes addressed by the project*)

- ✓ Combating prejudice and stereotypes
- ✓ Fight against exclusion
- ✓ Integration of refugees, migrants and asylum seekers

**COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

Youth Express Network  
 Maison des Associations  
 1 A place des Orphelins  
 67000 STRASBOURG  
 France  
[www.youthexpressnetwork.org](http://www.youthexpressnetwork.org)  
 E-mail: [y-e-n@wanadoo.fr](mailto:y-e-n@wanadoo.fr)  
 Contact person: Véronique BERTHOLLE

**PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

Council of Europe  
 Municipality of Strasbourg  
 Upper Rhine Conference (Conférence du Rhin Supérieur)  
 Club de jeunes l’Etage (NGO)

**TARGET GROUP**

*Who were the final beneficiaries/end users?*

- Professionals and practitioners of social intervention: social workers, educators, psychologists, psychiatrists, NGOs representatives and Education Ministries representatives
- Unaccompanied minors in France and Germany

**APPROACH TO TARGET GROUP**

*What was your strategy in reaching the target groups?*

We reached our target groups through the local NGOs who are hosting unaccompanied minors and through local authorities in the region.

## OBJECTIVES

*What general and specific objectives have you set in the project?*

*Have you achieved the project's objectives?*

- Understanding the situation in relation to unaccompanied minors in the 3 neighbouring countries (France, Germany and Switzerland);
- identifying the actors and their skills in the coaching of unaccompanied minors;
- understanding the system of distribution and placement of unaccompanied minors;
- exploring educational and psychosocial issues of the unaccompanied minors;
- exchange on the key elements promoting integration of unaccompanied minors into society.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget*)

One day seminar: November 24, 2016 in the European Youth Centre in STRASBOURG (Council of Europe building)

Financially supported by the Upper Rhine Conference

Budget: EUR 4.000,00

Programme:

09:30 Welcome words

10:00 Introduction: Why this topic? Why now?

European Research overview

10:45 Living Library on the situation of young people (10.30-11.15 / 11.30-12.15)

4 books (being 4 unaccompanied minors telling their story to the participants)

12:15 Small groups: Challenges encountered in accompanying young refugees/asylum seekers and responses

13:00 Lunch

14:00 Feedback from the groups

14:30 Open Space: Exchange of practices on what is already being done

Tools / Practices / Presentations / Testimonials

16:00 Evaluation (Form)

Formal (questionnaire), non-formal Dixit 1 word or thing with which I leave

16:30 Closing

Methodology: non-formal education peer education

## OUTCOMES

*(Reports, publications, exhibitions, press releases etc.)*

Report sent to the Upper Rhine Conference

## IMPACT

*What is considered as the main impact of the project?*

50 participants

## SUCCESS FACTORS

*Have you identified success factors you would like to share? if yes, please, provide more information*

The fact that we had unaccompanied minors present during the project was a success factor. In this way, we ensured that we were doing youth work with/for unaccompanied minors and not just talk about it without them.

## OBSTACLES

*What were the obstacles you have identified during the project implementation?*

Administrative issues: The young unaccompanied minors placed in Germany and Switzerland couldn't get authorisation to leave the country to join the seminar in France.

We will try to get special authorisation for the next edition of this project.

## FOLLOW-UP OF PROJECT *(planned or already realised)*

Another one-day seminar financially supported by the Upper-Rhine Conference on the same themes is planned to take place in October 2017.

An information day already took place in March 2017 on the micro French-German projects of the Eurodistrict Strasbourg-Ortenau (for unaccompanied minors) as a follow-up of this project:

[www.eurodistrict.eu/fr/projets/fructueux-%C3%A9changes-%C3%A0-la-deuxi%C3%A8me-bourse-aux-projets-transfrontali%C3%A8re-de-l%E2%80%99eurodistrict](http://www.eurodistrict.eu/fr/projets/fructueux-%C3%A9changes-%C3%A0-la-deuxi%C3%A8me-bourse-aux-projets-transfrontali%C3%A8re-de-l%E2%80%99eurodistrict)

## WEB LINKS

[www.youthexpressnetwork.org](http://www.youthexpressnetwork.org)

[www.eurodistrict.eu/fr/projets/fructueux-%C3%A9changes-%C3%A0-la-deuxi%C3%A8me-bourse-aux-projets-transfrontali%C3%A8re-de-l%E2%80%99eurodistrict](http://www.eurodistrict.eu/fr/projets/fructueux-%C3%A9changes-%C3%A0-la-deuxi%C3%A8me-bourse-aux-projets-transfrontali%C3%A8re-de-l%E2%80%99eurodistrict)

ITALY

TITLE OF THE PROJECT: "ART AND CREATIVITY TO PROMOTE HUMAN AND SOCIAL RIGHTS"

**PRIORITY AREA** (themes addressed by the project)

- ✓ Cultural diversity
- ✓ Fight against racism
- ✓ Fight against exclusion

**COORDINATING STRUCTURE**

Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)

Association: ARCI Nuova Associazione Circolo Territoriale Chieti  
Via Porta Pescara, 3 - 66100 Chieti (Italy)  
circoloarcichieti@yahoo.it  
[www.facebook.com/arci.officine/](http://www.facebook.com/arci.officine/)  
Mr Giorgio Micoli

**PARTNERS INVOLVED**

Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)

Association: Zdravo da ste - Hi Neighbour  
Sime Matavulja 2, 78000 Banja Luka (Bosnia Herzegovina)  
[oc@zdravodaste.org](mailto:oc@zdravodaste.org)  
[www.zdravodaste.org](http://www.zdravodaste.org)

NGO: Centre de jeunes "Les Récollets"  
Place du martyr (Enclos des Récollets) 100, 4800 Verviers (Belgium)  
[cjreco@skynet.be](mailto:cjreco@skynet.be)  
[www.cjreco.be](http://www.cjreco.be)

Association: Kinderring Berlin e.V.  
Schwedter Straße 234, 10435 Berlin (Germany)  
[robert@kinderring-berlin.de](mailto:robert@kinderring-berlin.de)  
[www.kinderring-berlin.de](http://www.kinderring-berlin.de)

Foundation: Fundatia Judeteana pentru Tineret Timis  
Aries, nr.19 - 300579 Timisoara (Romania)

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## TARGET GROUP

*Who were the final beneficiaries/end users?*

Considering the subject of the project and its aim and objectives, partners were addressing a specific target group of participants able to actively contribute to contents and activities during the project and already in the position to reshape and apply in their local/national dimension the outcomes achieved (follow-up and multiplayer effect). For these reasons, the majority of participants in the training course were youth/social workers, peer educators, volunteers, youth leaders, young artists and trainers working with young people with less opportunities (e.g. economically and socially difficult realities, immigrants, minorities, physical or mental disabilities) or in specific community institutions/spaces (e.g. youth centres, reception centres for asylum seekers and refugees, prisons, orphanages, "residential homes"). Most of the delegations were composed of participants coming from different social backgrounds and realities (e.g. Banja Luka and Sarajevo, Chieti and Napoli, Vukovar and Osijek), and this aspect was considered an added value for the project especially in terms of variety of experiences, educational needs and points of view but also in terms of sharing and networking to empower the development of our communities. This target group ensured quality and contents to the educational process, to the development of tools, actions and methodologies, to the effective impact of the activities in the different communities (follow up and multiplayer effect). At the same time and in order to empower in the field of youth participation, the partners directly involved of the young people with whom each organisation usually works (e.g. youth centre users

from Serbia and Bulgaria, members of minority groups from Croatia and Bosnia, young people of NEET status from Italy and Romania). At the end of the day, all partners agreed that this guided form of involvement represented an added value to this project and a real opportunity of inclusion and personal development for the young people involved.

### **APPROACH TO TARGET GROUP**

*What was your strategy in reaching the target groups?*

Participants were recruited by the different partner organisations in each country among their youth workers and members/volunteers and using different local working networks, social media and a specific call for youth centres and other local NGOs in order to reach a larger motivated public and directly involve the selected target group of the project (youth/social workers, peer educators, volunteers, youth leaders, young artists and trainers) together with one of the young people with whom each organisation usually works (e.g. youth centre users, members of minority groups, young people of NEET status).

### **STAKEHOLDERS**

*Who were other stakeholders you were cooperating within the project or addressing them with your activities?*

Municipality of Torino di Sangro (Italy), Municipality of Verviers (Belgium), Youth Council of Torino di Sangro (Italy), Reception Centre for asylum seekers and refugees of Torino di Sangro (Italy), Fondazione Fernando Del Re ONLUS - Milano (Italy).

### **OBJECTIVES**

*What general and specific objectives have you set in the project?  
Have you achieved the project's objectives?*

The aim of the training course was to create an international educational process building knowledge and competences on human rights education for 27 participants. The idea underpinning the project was to give them the possibility to directly reflect on and promote human and social rights (global issues, free expression, education and culture, children's rights, migrant/refugees and asylum seekers, employment, etc.) using different creative languages, techniques and tools (music, comics and graffiti, puppet theatre, video and multimedia). The project wanted to answer in practical way to the educational/methodological needs directly expressed in the last years/projects by youth and social workers, educators, volunteers, associations and different institutions working with youth (schools, youth centres, etc.).

The objectives of the training course as shared and elaborated by all the partners were:

- to train youth workers, youth leaders, persons in charge of youth organisations as well as volunteers through an open and flexible training path suitable for the different learning needs of participants on the topic of human and social rights through the use of artistic and creative tools and to enhance their knowledge and competences in the daily work they do in order to promote

processes of social inclusion, active citizenship and personal development among those young people coming from disadvantaged and marginalised contexts;

- to improve in terms of quality the work that all partners realise in their local environment with disadvantaged and marginalised young people in order to promote their social development and inclusion;
- to share good practices, strategies and activities realised in the different participating countries on the topic of fighting against marginalisation and exclusion of young people living in disadvantaged conditions;
- to plan follow-up measures to be realised both on a local level, applying the competences acquired during the project (multiplying effect) and on an international level through the Erasmus+ Programme in order to generate further possibilities of inclusion and involvement of young people.

Having in mind the subject and the aims of the project, all the partners consider the original objectives of the project achieved. The activities realised and the methodologies applied directly gave participants the opportunity to investigate and make easily understandable human and social rights and to enlarge the opportunities of social and cultural inclusion of young people. At the same time, the possibility to exchange social backgrounds and points of view, to look and interact with the society around them (especially with the members of the local Youth Council and the Reception Centre for asylum seekers and refugees of Torino di Sangro) represented a great inclusive opportunity for participants and helped them to empower themselves in their role as citizens and to express their opinions on society and social injustice, to stimulate intercultural knowledge and creativity, to connect different European experiences inside a common international educational process.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

The project took place from April 1 - October 1, 2015 and the training course realised in Torino di Sangro (Italy) from June 22-30, 2015. In all the phases of the project principles of non-formal education were applied: All the methodologies that were used (peer education, learning by doing, self-directed learning, intercultural education, clustering, etc.) and dynamics proposed (ice breakers, team building, role play, working groups, dynamic presentations, debriefing and evaluation, sharing with local communities, etc.) had been designed to ensure the direct involvement of the participants at all times, promoting freedom of expression, exchange and cooperation, interaction and creativity. Most of the sessions were based on participative and active learning combining theoretical and practical inputs coming from the project team or directly from the participants. Furthermore, the methodology used was strongly oriented in terms of intercultural learning, paying attention to the cultural diversity represented by the partnership, promoting a good environment, mutual understanding and cooperation among all participants. During the preparatory phase, the participants collected information and documentation at local level on good practices, strategies and activities realised in the different countries and contexts involved in the project on the topic of fighting against marginalisation and exclusion of young people coming from disadvantaged backgrounds. They did a preparation focusing on intercultural aspects and on possibly existing

reports (official or not) on the violation of human rights in their own country. The training course included ice-breaker games, team building, presentation of the Erasmus+ Programme and Youthpass, sharing sessions on associative backgrounds and preparatory works, a “Show and tell” session, two working sessions on the topics of the project, a field visit, a “training path” on acquiring competences and knowledge for the promotion of inclusive processes through human and social rights education and tools of art and creativity, a working session on how to reproduce and apply the acquired competences and knowledge, working session on the elaboration of future common steps, reflection groups and final evaluations. The total budget of the project was EUR 24.281,00.

## **OUTCOMES**

*(Reports, publications, exhibitions, press releases etc.)*

Beside the learning achievements and the competences acquired/improved by the participants, different practical results and outcomes were realised thanks to the specific activities carried out during the project. In fact, considering the possibility to use different creative languages, techniques and tools (music, comics and graffiti, puppet theatre, video and multimedia), participants were able to express their point of view and opinions on human and social rights (global issues, free expression, education and culture, children's rights, migrant/refugees and asylum seekers, employment, etc.) realising a live puppets theatre performance together with a music exhibition as soundtrack, several music tracks and songs, photo and video multimedia tools, different artworks, such as postcards, murals and fanzine. Some communication and info materials were also prepared together with participants to present the project to a large public. All outcomes realised were shared directly with citizens and young people during a specific event in Torino di Sangro. It presented an unique experience giving an added value to the young peoples’ participation and engagement and to sensitise civil society and citizens on the themes and topics of the project. Moreover, together with some of the partners involved in this project (Zdravo da ste, Centre de jeunes “Les Récollets”, Centar za ustoychivo grazhdansko obshtestvo) our organisation gave continuity to and upgraded this educational/creative process related to human and social rights by collecting all the different outcomes and products realised in the previous meetings that took place in the last two years both in a publication (handbook) and in an online toolkit. This was possible thanks to an activity approved by BIJ within the framework of a specific call for projects (Appel à projets 2016: «Droits de l’Homme / Droits Sociaux», vers une vie juste et digne).

## **IMPACT**

*What is considered as the main impact of the project?*

The project had an important impact on the participants and among the international partnership: The subjects of the project provided the educational and social framework, methodologies directly involved all participants, exploring new approaches to learning in youth work, the activities gave different cultural and social actors the chance to interact, the follow-up is giving continuity to the activities through new projects in which the learning achievements acquired are valorised and which use the final outcomes realised on human and social rights (street theatre performance, live music

exhibition, music tracks and songs, photo and video multimedia tools, communication and info materials, several artworks, such as postcards, murals and fanzine). The first impact was of course on the participants themselves because they had the opportunity to increase their competencies and knowledge to participate in cultural and social life, and, at the same time, they became the best multipliers in their local communities using the new knowledge in the activities they are organising/participating in and/or in their personal life. Some of them already started a more structured cooperation with local NGOs or youth centres. They improved their own role as European citizens feeling involved in the decision-making process and promoting positive values and behaviours, they are able to develop intercultural dialogue and understanding in European society, they are empowered by their active participation to fight youth discrimination and marginalisation. Our partner organisations and youth centres, together with the different target groups they are working with, are benefitting from the project results in terms of quality and efficiency of the work realised at grass-roots level but also in terms of new activities and competences that they are exploiting in order to empower young people coming from less privileged backgrounds and/or from contexts of social exclusion (immigrants, ethnic minorities, economical/social/cultural/geographical disadvantage) in their social and cultural development and to promote their full citizenship. As far as the wider impact of the project is concerned, the partners' local communities as a whole are benefitting from the project because they have come in contact with the final outcomes of the project and with new ideas and methodologies that could/should/will be applied in future activities both on a local and international level. This impact was more evident in Torino di Sangro where we had the opportunity to create a direct link with the local community, in several moments and activities, involving other associations, young citizens from the Youth Council, public institutions, asylum seekers and refugees of the local Reception Centre, and improving new projects and cooperation between NGOs and local authorities. Moreover, following the positive experience with the asylum seekers and refugees, our organisation (ARCI Chieti), together with some of the Italian participants involved in the project, started all the official procedures in October 2015 in order to manage a Reception Centre in the town of Vasto. Due to this engagement, since October 12, 2016 ARCI has officially been managing a First Aid Center for asylum seekers ("Centro di accoglienza straordinario per richiedenti asilo e protezione internazionale" in convenzione con la Prefettura di Chieti) in which 32 young people are now hosted.

## SUCCESS FACTORS

*Have you identified success factors you would like to share? if yes, please, provide more information*

Beside the positive results, the quality outcomes and the strong impact the project had, in our opinion there is a factor that contributed, among the others, to the successful achievement of the planned objectives, namely the possibility to involve directly a group of asylum seekers and refugees from the local Reception Centre. This factor was also unexpected because it was not considered during the design of the project application but came up during the preparatory phase. This opportunity reinforced and developed the inclusive approach the project aimed at (thanks to the involvement of some young people with different experiences of exclusions) and also provided a different and direct point of view on the issues that we tackled during the training (Human Rights).

Another element of success we want to underline is the use of the –on-formal education methodology. Once again, it proved to be the most efficient way to facilitate processes of education, the acquisition of skills and competences and, of course, of inclusion.

Last but not the least, the positive and efficient co-operation with local stakeholders is always a very important factor of success for providing better conditions and a suitable environment for the realisation of such a kind of project. Speaking about a small local community like Torino di Sangro, this element was crucial for the positive and successful development of the project.

## **OBSTACLES**

*What were the obstacles you have identified during the project implementation?*

Fortunately, the project didn't face any particular difficulties. The activities were realised, the methodologies applied and the active involvement of all the stakeholders (both local and international) was entirely confirmed. We did not have to change the programme of activities from the application of the project.. Having organised activities in Torino di Sangro before, the strong relationship with all the partners and fulfilling the needs coming from participants provided us a safe playground where to realise the project without particular difficulties.

## **FOLLOW-UP OF PROJECT** *(planned or already realised)*

One of the expectation of all the NGOs involved in the process/project was to reinforce the partnership in terms of values, strategy, cooperation and common activities in order to be able to use, reproduce and multiply the competences and tools acquired in the project. For this reason, during the training course a couple of specific working sessions took places (recognising and apply new skills, planning future steps and projects) in order to create an agenda and a time line of future activities/projects at both local and international levels enabling us to involve more and more young people with less opportunities from our social and cultural contexts. Furthermore, some of the participants followed and/or started a more structured cooperation with local NGOs or youth centres implementing new activities and methodologies acquired during the project.

Among others, important results of these working sessions were the planning of different local initiatives to present the workshop outcomes in order to sensitise local communities, including the idea to start similar activities in the different youth centres and NGOs involved in the project. Once back home, each partner involved, together with their participants, in fact, organised different activities open to citizens, local associations and young people (interactive presentation of materials, video projection, meetings and debate) in their youth centres . For instance, in Berlin, the Kinderring Youth Centre organised courses of graffiti for the young people of the local asylum seekers centre; in Italy, a workshop of comics was developed with the youngsters of the youth info centre of Vasto and the Youth Council of Torino di Sangro; in Banja Luka (Bosnia), a a puppet theatre and a graffiti workshop was organised in the elementary school of Budjak suburbia; in Timisoara (Romania), FITT is implementing a workshop of music; in Pancevo (Serbia), a workshop of comics and video animation

was held with the youth of the Stari Tamis neighbourhood; in Bulgaria, at the Red House Gallery of Sofia, an exhibition of artworks realised during the training was shown; in Osijek (Croatia), a photography workshop and a graffiti workshop were organised; in Sintra (Portugal), a puppet theatre workshop was initiated with the young people of the local refugee centre; in Verviers (Belgium), the youth centre is offering puppet theatre and music workshops and held an the exhibition of artworks realised during the training. At the same time, the need to realise further international meetings to follow the process of inclusion, education and involvement of young people has come up. In particular, some Youth Exchange were applied for and realised in Italy (June 2016) and in Germany (August 2016). Applications for training courses by the Belgian partner and by the Bulgarian one will follow in order to broaden the scope of the work done at local/national level by the partner organisations. Actually, partners and participants are in contact in order to verify the real improvement in the daily work that our NGOs and youth centres are doing in the field and to follow the development of the activities planned during the project at local level and at international level through the Erasmus+ Programme.

**TITLE OF THE PROJECT: Cyber-teen: web for friendship!**

**PRIORITY AREA** *(themes addressed by the project)*

- ✓ Intercultural dialogue
- ✓ Conflict prevention
- ✓ Critical thinking and cyber and media literacy

**COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

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**PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

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## TARGET GROUP

*Who were the final beneficiaries/end users?*

The youth exchange saw the involvement of 9 adolescents from the town of Belfast and 9 Italian adolescents from Turin. Belfast participants were from the west zone of the city. SLIG operates in an interface zone between the Lenadoon district, 20.000 inhabitants, the majority of them Irish, Catholics and nationalists and between the Suffolk district, about 650 inhabitants, the majority of them English, Protestants, unionist. In general, the interface zone of Suffolk and Lenadoon is cyclically subjected to escalation of violence, particularly in the summer period (throw of Molotov from one side to the other one of the separation wall, explosive devices, military parades and provocative demonstrations). Adolescents and teenagers face this tension every day, and in some cases they are involved by illegal paramilitary forces into violence. Social networks, in particular, are now a space in which hate speech against the other community has been developed, but they are also the places in which conflict moves up from verbal to physical violence. Furthermore, the whole zone is based in suburbs and so it has issues which are typical of other Anglosaxon working class areas, in particular, there is a real criminalisation of young and very young people, and, in absence of youth community centres dedicated to young people, they spend a lot of time on the street, they devote to substances abuse and to antisocial behaviour.

As far as Turin is concerned, the city sadly made it into the chronicles as the scene of the first episodes of cyber-bullying at national level. The research "Save the children" says that in the city, the violence on the internet is feared by 2/3 of the children, more so than the offline bullying because there are no limits on social networks (73% think this). It could happen at every hour of the day or night (57 % think so) or never stop (55%). Those respondents think that the results of cyber-bullying and hate speech are depression (57%) or the decision to hurt oneself (44%). Meanwhile, the hospitals which deal with young people living in poverty in the city denounce an increase of adolescent hospital admissions as a result of depression. The minors' suicide rate is two per week by now for the hospital Regina Margherita alone, in the first semester of 2014.

## APPROACH TO TARGET GROUP

*What was your strategy in reaching the target groups?*

The participants from Belfast were selected by identifying half of the participants from Lenadoon and half from Suffolk aged between 15 to 19 to ensure the development of types of peer education among participants. SLIG aims at implementing activities "cross-community", which means to foster the construction of positives relationships among the members who come from both the communities. The five participants from the zone of Suffolk are considered participants with fewer

opportunities , in fact, the enclave of Suffolk suffers from the “encirclement syndrome” towards the most populated Lenadoon district, and, as an increasing depopulation took place, (in Northern Ireland a school system exists which is segregated with a division between only Protestant attended schools and only Catholic attended schools) the local Protestant schools closed and the kids and teenagers of the community move to districts predominantly Protestant to continue compulsory school. An equivalent situation also persists in the recreative activities (sport,, artistic and youth centres). The involvement of adolescents and kids of Suffolk in the SLIG cross-community activities is often complicated because of the numeric minority, and so they are not encouraged to participate in activities in which they are numerically inferior compared to Lenadoon teenagers. The permission of their participation in a project which has an international significance, of exchange and comparison with Italian adolescents, has allowed them to overcome the sense of identification as a “minority” and to develop an identity as youths of Belfast, of an Interface zone, by building new positive relationships with Lenadoon adolescents and by preparing together the presentation of their group and their origin context to “bring” to the Italian adolescents.

As far as the Italian adolescents are concerned, the CSSR counts a constant presence in superior schools of the region, in particular of areas characterised by a strong educational poverty, types of marginality and urban conflict. Youth workers encouraged the participation of Italian adolescents with the most difficulties who face dropping out of school, and there were also adolescents who worked as positive models.

## STAKEHOLDERS

*Who were other stakeholders you were cooperating within the project or addressing them with your activities?*

SLIG was a valuable partner, not only because of its activity in the territorial context of Northern Ireland but also in peace building with both the communities, Catholic and Protestant, (we mark in this context that, at an associative level, we do not consider the Northern Irish conflict to decline into a religious war, but we use the terms “Catholics” and “Protestants” to simplify the narration). If we hadn’t cooperated with an organisation with these particularities, it would have been impossible to involve adolescents of both the communities, and that would have been detrimental to the potentiality of the project. SLIG knows the impact of the escalation of violence in the real world, of hate speech and of violence on the internet very well, and it took care of specific workshops and linked activities.

Furthermore, SLIG youth workers (togetherwith the Italian ones) have continuously encouraged Belfast participants to appreciate the special characteristics of Italian culture, food, climate, way to relate, by eliminating potential conflicts and by contributing to build a positive climate with the adolescents. Furthermore, during the debriefing of each activity, SLIG educators were able to create links to reality, and, in this way, they allowed the group to immerse in Belfast reality which the participants didn’t know.

Finally, SLIG is very good in its activity of peace building and community work and it built a strong educative experience, conducted with informal methodology and based on identity and distinction themes that we enhanced in the project, for two reasons: identity or how to communicate one's own identity on the internet can be an aspect on which violence can be based. Concepts of diversity and normality can be excuses to create divisions violence, and the project departed from this reflection.

Fundamental in the project realisation was the choice of the meeting place: the community of Castello in Albiano d'Ivrea where the association CISV is located. The place was chosen because of its rural dimension, nature and its rhythms, very different to those of Northern Ireland and the ones Italian adolescents are used to. Furthermore, also Protestant, Valds and Muslims live in the community. We considered it very important that these adolescents knew the daily situation of conflict, a conflict due to religious and cultural differences. This multiculturalism was also an enrichment for Italian adolescents who could gain experience of the Ramadan festivity. They shared this experience with one of the refugee families who live in the community.

## **OBJECTIVES**

*What general and specific objectives have you set in the project? Have you achieved the project's objectives?*

The general objective of the project was the promotion of adolescents' welfare promotion in the virtual world, of tolerance and solidarity among the adolescents in the virtual world by demonstrating the contrast to aggressive and exclusive behaviour, in particular cyberbullying and hate speech towards those who are considered different.

Specific objectives:

- to promote the exchange and comparison between Italian and North Irish adolescents on the topics of cyberbullying and hate speech, the creation of positive relationships and the development of active participation and youth creativity to combat these phenomena;
- to support the development of adolescents' life skills which allow them to use ITC in a positive way (emotional education, promotion of diversity and empathy);
- to support the adolescents in their development of IC skills in the form of social educational animation and to promote positive campaigns against cyberbullying and hate speech.

These objectives have been achieved, as we can see in the evaluations filled in by the participants on the last day, and we quote them, trying to link them to the objectives of the project.

Boys and girls answering the question, what do you take home with you? "The Italian culture that I know better now. Friends that I met. All of them! A new attitude when meeting others. The improvement of my English, friends I met, the slang of Belfast. Reflections on cyberbullying and Italian culture, I want to live here! The theme of cyberbullying was more interesting than I had expected. The Italian culture. Friends I met, parties. New friendships and the English. Water games and new friends, Italian and from Belfast whom I hadn't known. New friends and the reflection on cyberbullying because I now understand that there's a lot behind a simple insult. Different points of

view on the problem, new friendships, English”.

Then the question: On what did you reflect, thanks to this project? Which experiences are you going to take on in your daily life in the future?:

"The sense of having more self-worth. I learned to use different devices on the internet but I need to work on it again. I have come to understand better what the consequences of a bad use of the internet are. The desire to do something in Turin to help others. I'm wondering if I will have time to volunteer. I want to continue to engage myself in this project and help others who have this problem because I had the same problem. I want to learn the Italian language and to meet my friends again in another project. The improvement in interacting with the others but I have still a lot to learn. Cyberbullying that I learned more about and that I would still like to learn more about in Belfast, and I would like to take part in a Youth Exchange in Newcastle together with the others. The cyberbullying theme, I would like to work on it in my school if I can. The cyberbullying theme, it would be beautiful to continue the project in Belfast and let adolescents come to us. I would like to volunteer on this theme and to participate in other exchange projects. I think I improved from the relational point of view (social skills), I'm less shy and I'm more self-assured. I'd like to participate in other projects like this and to volunteer. I want to live in Turin. Cyberbullying, I'm more conscious. I want to think more about cyberbullying to understand what I can do to combat it. I would like to continue volunteering in Sereno Regis."

The relationships between the boys who participated to the exchange very very valuable., Their cohabitation and the continuous comparison of their differences but also similarities created friendships and the desire to repeat the experience .

Participants surely developed social competences during the activity and in the interaction and life with the others, they acquired self-confidence, empathic ability, they stimulated their own curiosity and a positive attitude towards the "different" all of which are social competences that prevent the phenomenon of cyberbullying. The diversified activities that stimulated different forms of intelligence but also free and informal moments of socialisation allowed each person to give his/her best.

The use of creative writing, of theatre and the creation of the video have allowed, in the framework of the exchange, to put into practice their own creativeness in order to send a positive message against cyberbullying to their own peers and to practise the contents deepened during the exchange.

The participants also internalised the use of some web tools for the diffusion of positive social campaigns, acquiring technical competences and also discovering passions and talents that can be useful for their future jobs.

The location of the Youth Exchange also allowed the promotion of a strong contact to the nature and right lifestyle, interesting alternatives also to forms of web dependence that might grip young people.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

“Cyber-teen: web for friendship!” promotes wellbeing, tolerance and solidarity between young people and teenagers in the virtual and the real world. Cyber-teen tries to prevent aggressive phenomena of exclusion, especially cyberbullying and hate speech towards all human beings considered different. The world wide web in an unlimited source of tools through which creativity, learning and positive relations can be transmitted, but, at the same time, it can become a place where hate speech, xenophobia, discrimination, sectarianism, racism, etc. can develop. The Youth Exchange lasted one week and saw the participation of 18 teenagers aged between 15 and 19 years from Northern Ireland and Italy. Participants were trained, they had an intercultural exchange, gained knowledge on the topic of violence on the web, they had the opportunity to build a network and positive relations between each other. These elements were the framework for building new educational activities and improving their quality, starting from the results of mobility activities and promoting the active participation of young people fighting cyberbullying.

## OUTCOMES

*(Reports, publications, exhibitions, press releases etc.)*

During the exchange a Facebook page <https://www.facebook.com/cyberteentwebforfriendship/> was created onto which the participants could upload the products they had learned to develop online, such as meme, comic strips and a video ( [www.youtube.com/watch?v=HWg1GssXKuE](http://www.youtube.com/watch?v=HWg1GssXKuE))

## IMPACT

*What is considered as the main impact of the project?*

Probably the greatest result was in terms of the construction of relationships among Northern Irish Catholics and Northern Irish Protestants, as the group leader who accompanied the boys from Belfast wrote: “I have been happily surprised by their positive interaction, ifirst of all, among each other. In this week they have built relationships and a sense of society that 80 residential wouldn’t be enough for Belfast!”

What we’ve reasoned, in fact, with the SLIG operators was that this exchange offered an occasion to the boys of Belfast to go out of their own context of sectarian division and, in comparison with another culture, the Italian one, to rediscover what united them rather than what divided them. We know, from the local partner, after many months, that the project has left its footprint in the life of these boys who began to frequent each other, without worrying about the affiliation to a group rather than to another.

Talking about the Italian participants, this experience has created a real group that, as a benefit of this activity, has started to assume an active role. After six months, the group keeps on attending the

activities of the association as an informal group on a weekly basis, a further period of training on peer education has followed, they supported the Centre in the organisation of the international training “Getting in touch with cyber-youth” realized in Turin in October, they have initiated, with our support, projects of peer-education on the theme of cyberbullying in their own schools, and in May 2016 have had the possibility to participate as a multiplier group for Italy in the European Youth Event in Strasbourg.

## **SUCCESS FACTORS**

*Have you identified success factors you would like to share? if yes, please, provide more information*

An important element of our project was the possibility to immediately practise the contents learned during the exchange through the activation of the young participants in the production of creative products targeting their peers. It was one of the fundamental activities to understand which contents and competences the participants had acquired. Among the realized products we want to stress this video: [www.youtube.com/watch?v=HWg1GssXKuE](http://www.youtube.com/watch?v=HWg1GssXKuE). Also the comic strip which is available via [www.pixton.com/it/comic-strip/4p5769](http://www.pixton.com/it/comic-strip/4p5769) shows the difficulty the teenagers recognize in their own peers to ask adults for help and the tendency to hide the problem until it becomes very serious. The memes are available on the Facebook page of the project. Another activity that allowed us to evaluate the attainment of the results was the comparison between the initial expectations and the final evaluation. The results of the evaluation compared to the fears the boys and the girls had on the first day demonstrated the young participants’ personal growth. The compilation of the Youth Pass has been another tool of evaluation. More precisely, the compilation was realized in couples composed of one Italian and one Northern Irish participant, making the reflection on the acquired competences a new occasion for comparison and intercultural exchange. An element that also showed the attainment of positive results was the fact that the participants expressed the desire to repeat a similar experience of international exchange and to continue their voluntary engagement in their respective regions. To us, this meant that we really managed to promote civil engagement by working on a theme that involves them.

Because of our approach based on the development of social competences as a contrast to cyberbullying , we are aware of the attainment of the objectives through the observation of the relationships established among the participants, the ability to relate to difference with positive curiosity, to communicate inspite of linguistic barriers and possible misunderstandings and through the development of empathy. In particular, we noticed that the best relationships established were those in which the level of knowledge of the English language was different. Furthermore, the attainment of the objectives was also evaluated by prolonging the same project by some extra months which allowed us to continue working with the participants, to see them undertake new volunteering activities of in the association and the formal and informal contexts. This showed us that the project has left a mark.

## OBSTACLES

*What were the obstacles you have identified during the project implementation?*

### **FOLLOW-UP OF PROJECT** *(planned or already realised)*

The project started a process at a local level, at which not only the two involved organisations were protagonists but also the adolescent participants of the project. The participants of the project profited from: training, opportunity for intercultural exchange, increased knowledge on the theme of online violence, online-platforms through which they can maintain contacts, bonds and knowledge built among the participants. All of these elements make it possible to develop educational activities from the activities of the project and from its results. And so, thanks to the organisers and participants, peer-education projects on the theme of cyberbullying have been started in schools in Turin (3 institutions), with a general involvement of around 100 teenagers. The participants introduced some scenes of the Theatre of the Oppressed during the training “Getting in touch with cyber-youth” that the Centre Studies organised in October in continuity with this project. At the same time, in Belfast the positive relationship built between Catholics and Protestants and the effort around this common theme have allowed a new impulse to the “community dialogues” between Catholics and Protestants.

Furthermore, both SLIG and CSSR in which are part of local networks dealing with youth work, introduced the activity in these local networks as a best practise example, and they proposed its realisation in other areas of Belfast, in other cities of North Ireland with the same characteristic. The entre introduced the activity to the Adolescent Programme of the Municipality of Turin. In both cases, the project has contributed online to the construction of good educational practises as a counterpart to violence, not only from a “security” point of view but in order to invest in the development of life skills of young people that help them to prevent these and other forms of violence which can exist in daily life.

On the national level, some activities that were used during the exchange have been individualised by the National Agency so young people could participate in the Tool Fair in Italian language in October and were selected for the Tool Fair in Budapest where they were received with appreciation by the participants at the European level. This success has allowed us to invest in the planning of this theme again, also with the presentation of projects to the Office of Education and the web search on a national level with different schools of the region. The approach of the project, based on the investment in the well-being of young people, on the construction of positive relationships, on the reflection on the theme of difference and emotional education, it is not only applicable in the field of violence on the web but in different educational contexts that deal with the well-being of young people and teenagers. For this reason, our collaboration with educational corporate bodies is also expanding in the field of scholastic drop-out, education regarding a suitable lifestyle, juvenile addiction and also in the field of the intercultural learning. .

## WEB LINKS

[www.facebook.com/cyberteenvwebforfriendship/](http://www.facebook.com/cyberteenvwebforfriendship/)

## TITLE OF THE PROJECT OR ACTIVITY

### PRIORITY AREA *(themes addressed by the project)*

- ✓ Combating prejudice and stereotypes
- ✓ Fight against racism

### COORDINATING STRUCTURE

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

#### LUNARIA APS

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Rome, ITALY

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[mandozzi@lunaria.org](mailto:mandozzi@lunaria.org)

Project coordinator: Mandozzi Sara

### PARTNERS INVOLVED

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

#### ANTIGONE, Greece - Association

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Postal Code 546 30

Thessaloniki, Greece

[info@antigone.gr](mailto:info@antigone.gr)

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#### INEX-SDA, Czech Republic - Association

z.s., Varšavská 30, 120 00 Praha 2 – Vinohrady

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[www.dd.org.tr](http://www.dd.org.tr)

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[info@concordia.fr](mailto:info@concordia.fr)  
[www.concordia-association.org](http://www.concordia-association.org)

**XCHANGE SCOTLAND, United Kingdom** - Association  
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Glasgow, United Kingdom  
[martin@xchangescotland.org](mailto:martin@xchangescotland.org)  
[www.xchangescotland.org](http://www.xchangescotland.org)

#### TARGET GROUP

*Who were the final beneficiaries/end users?*

The final beneficiaries of the training course were youth workers and peer educators. As indirect beneficiaries, young people from the different countries and backgrounds where the training course participants are active.

## **APPROACH TO TARGET GROUP**

*What was your strategy in reaching the target groups?*

Lunaria, as the coordinating organisation, worked in close cooperation with the other partner organisations of the project. We jointly defined the participants' profiles accordingly to the main objectives of the training course and then drafted the application form template.

The training was promoted by the applicant and the partner organisations among their active staff and volunteers. The call, including the project description, was shared among other local partners and youth centres we cooperate with. The information and the project description circulated also on social networks and the websites of partner organisations.

After having collected the expression of interest, individual meetings were organised to evaluate the motivation of participants and their interest in participating in the follow-up activities.

Once the participants had been selected, the coordinating organisation supported them in a step-by-step approach, sharing all the required information and the tasks assigned as preparatory work.

## **STAKEHOLDERS**

*Who were other stakeholders you were cooperating within the project or addressing them with your activities?*

We involved mainly youth centres and other local organisations, members of the local network of the partner organisations who participated officially in the project. We decided to involve mainly stakeholders active in suburban areas where the risk of exclusion is higher and racist events are more tangible and frequent.

The idea was to involve these local stakeholder in an awareness raising and sensitisation action that could be further developed also after the end of the project.

## **OBJECTIVES**

*What general and specific objectives have you set in the project?*

The training aimed to raise awareness on the daily growth of discriminations, xenophobia and racism in general and, specifically, on internet, among and towards young people in order to enable them to prevent those actions and to protect victims.

Furthermore, the project goal was to create a wide and detailed mapping of online racism and the hate speech, analysing the similarities and the differences between the websites set up in the different countries.

*Have you achieved the project's objectives?*

The project's objectives which were set initially were achieved. Furthermore, the training was a great chance to further develop common methodologies from the non- formal education framework, to raise awareness among young people on widespread hate speech. The project also allowed participants to experiment with other interactive methodologies such as the stop motion technique,

consisting of the realisation of short videos to transmit a message. Indeed this technique, combined with the activities included in the Toolkit produced at the end of the training, have been used at local, regional and national level by participants and NGOs to further develop the anti-racist action among young people.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

The training course took seven days and was realised from February 17-23, 2016 in Poggio Mirteto, (RT), Italy.

Different training modules, based on non-formal education and stop motion technique were realised: prejudices and stereotypes, hate speech definition and hate speech online and offline in the different backgrounds, migration in our community, different forms of discrimination, how to realise anti-racism actions, training in action – TiA.

Budget: EUR 26.369,00

## OUTCOMES

(*Reports, publications, exhibitions, press releases etc.*)

*Among the main outcomes of the project:*

- 4 short videos in stop motion: [www.lunaria.org/2016/04/21/training-course-take-it-out-denunciamo-la-discriminazione-il-razzismo-e-la-xenophobia/](http://www.lunaria.org/2016/04/21/training-course-take-it-out-denunciamo-la-discriminazione-il-razzismo-e-la-xenophobia/)
- Tool kit of the training course: [www.lunaria.org/wp-content/uploads/2016/04/TAKE-IT-OUT\\_Tool-Kit.pdf](http://www.lunaria.org/wp-content/uploads/2016/04/TAKE-IT-OUT_Tool-Kit.pdf)

## IMPACT

*What is considered as the main impact of the project?*

Once back home, the training course participants were involved in the follow-up activities, mainly consisting in:

- organisation of workshops targeted to other colleagues to share the working methods from the non-formal education framework and the stop motion technique. This action allowed a multiplication of the results on a large scale and the sharing of the knowledge and methods to further enhance the anti-racism actions at local, regional and national level;
- organisation of workshops targeted to the young people they work with: During this action young people were sensitised on hate speech online and offline. Moreover, they were involved in the realisation of new videos using the stop motion techniques. Afterwards, the videos were shared among other peers of the youth centres and schools. Furthermore, this action allowed to multiply the sensitisation at local level and to promote an anti-racist culture among youngsters in the different countries.

**SUCCESS**

**FACTORS**

*Have you identified success factors you would like to share?if yes, please, provide more information*

The combination of non-formal education with the stop motion technique has to be considered a successful factor. Indeed, during the training this combination facilitated the learning process, the development of cross-setting, soft skills and competences and, at the end, allowed the multiplication of results on a wide scale.

**OBSTACLES**

*What were the obstacles you have identified during the project implementation?*

We did not identify any specific obstacle during the project implementation.

**FOLLOW-UP OF PROJECT** *(planned or already realised)*

As presented above, during the follow-up, the following actions were realised:

- organisation of workshops targeted at youth workers and peer educators
- organisation of workshops targeted at young people in youth centres

**WEB LINKS**

[www.lunaria.org](http://www.lunaria.org)  
[www.lunaria.org/2016/04/21/training-course-take-it-out-denunciamo-la-discriminazione-il-razzismo-e-la-xenophobia/](http://www.lunaria.org/2016/04/21/training-course-take-it-out-denunciamo-la-discriminazione-il-razzismo-e-la-xenophobia/)

**TITLE OF THE PROJECT OR ACTIVITY: “Graphic Youth. EU dialogue through illustrated narrative”**

**PRIORITY AREA** *(themes addressed by the project)*

- ✓ Intercultural dialogue
- ✓ Combating prejudice and stereotypes
- ✓ Cultural diversity
- ✓ Critical thinking and cyber and media literacy
- ✓ Development of participative citizenship

**COORDINATING STRUCTURE**

*Who was the coordinator of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web site, contact person)*

Maghweb, NGO of social promotion  
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Maghweb  
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[maghweb@maghweb.org](mailto:maghweb@maghweb.org)

#### **PARTNERS INVOLVED**

*Who were the partners of the project? (Association, institution, public body, school etc. - including name, postal and e-mail address, web sites)*

Portugal – NGO “Associação Spin para o Intercâmbio, Formação e Cooperação entre os Povos”  
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[intercambios@a-spin.pt](mailto:intercambios@a-spin.pt)  
[www.a-spin.pt](http://www.a-spin.pt)

Spain – NGO “AEGEE-León”  
Universidad de León. Campus de Vegazana, S/N. Edificio de Servicios Centrales. Oficina de Relaciones Internacionales  
[e+projects@aegeeleon.org](mailto:e+projects@aegeeleon.org)  
[www.aegeeleon.org](http://www.aegeeleon.org)  
„AWARE AND ACTIVE“

Hungary – “Kulturális Kapcsolatokért Alapítvány”  
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[institute@culturalrelations.org](mailto:institute@culturalrelations.org)  
[www.culturalrelations.org](http://www.culturalrelations.org)

Czech Republic – “Asociace DICE - Development Initiatives for a Common Europe, z. s.”  
Na Uličce 1467 Otrokovice  
[asociace.dice@gmail.com](mailto:asociace.dice@gmail.com)

#### **TARGET GROUP**

*Who were the final beneficiaries/end users?*

Final beneficiaries of “Graphic Youth” were youngsters who took part in the Youth Exchange, sending organisations and NGOs the participants belonged to, people and social/local communities of participants that benefitted from all positive effects and changes spread by the project.

## **APPROACH TO TARGET GROUP**

*What was your strategy in reaching the target groups?*

The young participants of “Graphic Youth” were really motivated to take part to the project; the daily activities planned during the exchange gave them the opportunity to use a non-formal education tool like illustrated narrative to increase their knowledge about European history, foreign cultures and other languages and cultural approaches. The partner organisation did a great job selecting participants and involving them in the building of the group. The effects of the Youth Exchange had an impact also on the local communities of the young participants, due to the ‘domino’ effect of the word of mouth about the Erasmus+ programme, illustrated narrative and Youth Exchanges in general.

## **STAKEHOLDERS**

*Who were other stakeholders you were cooperating within the project or addressing them with your activities?*

“Graphic Youth” involved two young male refugees from the S.P.R.A.R. Centre of Palermo, so they had the opportunity to live a normal life for nine days despite the difficulties in their lives, experiencing another cultures, languages and life perspectives in an intercultural context, without fearing the diversity. During the project, the young participants had the chance to take part in a workshop of Giulio Rincione, a young and brilliant Italian comic artist that gave them a professional perspective on the construction of a story, the design of a comic book and the creation of a novel involving different cultures and points of view. “Graphic Youth” had a strong impact on the local area, attracting the attention of institutions, social workers, young students and the Comic Arts School of Palermo.

## **OBJECTIVES**

*What general and specific objectives have you set in the project?  
Have you achieved the project’s objectives?*

General objectives of “Graphic Youth” included the promotion of activities addressed to young Europeans in order to encourage the exchange of experiences and ideas, the promotion of intercultural dialogue encouraging young people to develop their creativity and their sense of initiative, the integration of participants using communication and information methods related to „AWARE AND ACTIVE“ innovation and non-formal education. The non-formal education methods used, related to the communication tools and the experience of the staff of Maghweb, made it possible to achieve both the general objectives as well as the specific objectives , showing the participants how an innovative and non-formal educational tool like the illustrated narrative could be used to narrate the present and the history of Europe and Europeans employing an intercultural approach, excluding sexism, racism, religion, cultural and linguistic gaps and also homophobia.

**DESCRIPTION of the project** (*duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words*)

“Graphic Youth. EU dialogue through illustrated narrative” was a 9-day Youth Exchange Erasmus+ project that took place in March 2016 in Palermo, involving 30 youngsters in non-formal education activities. The main purpose of the project was to focus on the role of illustrated narrative as a non-formal instrument to describe reality and talk about conflicts and war scenarios, emphasising the catalyst and sensitising role of illustrated narrative for young generations. Illustrated narrative became the perfect instrument through which to develop a much more strengthened concept of European citizenship. The budget used for all activities of the project “Graphic Youth” was around EUR 15.500,00.

## OUTCOMES

*(Reports, publications, exhibitions, press releases etc.)*

During the implementation of the activities, we received the visit of Dr. Adele Tinaburri from thebeusch Italian National Agency. After a day of monitoring, she defined the project “Graphic Youth” as a best practise for the non-formal education tools used, for the communication abilities of the coordinating organisation and for the methods used to deeply analyse the contents and topics of the project. The results of the project were presented to the local community during the final event on the last day of the exchange.

Press articles:

[www.maghweb.org/partito-graphic-youth-giovani-confronto-graphic-novel-graphic-journalism/](http://www.maghweb.org/partito-graphic-youth-giovani-confronto-graphic-novel-graphic-journalism/)

[www.maghweb.org/maghweb-riceve-lang-graphic-youth-best-practice/](http://www.maghweb.org/maghweb-riceve-lang-graphic-youth-best-practice/)

Final work: [www.youtube.com/watch?v=HzKapzhNESA](http://www.youtube.com/watch?v=HzKapzhNESA)

## IMPACT

*What is considered as the main impact of the project?*

The main impact of the project was the participants’ new and innovative perspective on illustrated narrative. It used to be considered a childish tool, far removed from the esteem related to the literature. Due to both the communicative mission of Maghweb and the personal and professional experience of and preparation by the project manager, “Graphic Youth” offered a new appreciation of the illustrated narrative to young Europeans in order to underline and spotlight new points of view and contact points between different languages, cultures and countries, using a non-formal and artistic instrument that goes beyond differences related to linguistic, cultural and physical abilities.

## **SUCCESS FACTORS „AWARE AND ACTIVE“**

*Have you identified success factors you would like to share? if yes, please, provide more information*

Success factors of the project were connected to

- the age of the people involved in Maghweb (nobody is older than 35, so participants had the opportunity to feel like friends without experiencing the adult-youngster gap);
- the topic of the project: Most young people are interested in illustrated narrative and comic books but they normally cannot take it seriously because all of their powerful and communicative characteristics are not well-known.
- the project manager who was able to combine her own passion about illustrated narrative with her own abilities and experiences as an educator and project manager, writing and implementing the project with efficacy and fascination, features which are pretty much difficult to find in other organisations
- the experience and abilities of Maghweb related to communication, information and dissemination which gave the project a strong power to spread its effects and results and to let participants fully express their ideas and thoughts. The final work video is a good example:
- the setting of activities: Godrano, a mountain village near Palermo, hosted the first part of the exchange, and participants experienced 6 days of peace and quiet away from the rush of the city and connected to themselves, their friends and the nature surrounding them, while during the Palermo days they experienced the typical Mediterranean life of a crosscultural city.

## **OBSTACLES**

*What were the obstacles you have identified during the project implementation?*

The obstacles we had to face were related to two factors only: the age of the participants who, in a few cases, didn't catch the seriousness of the topics, and the personal disposition of one participant which is a matter of human character, so it wasn't predictable.

## **FOLLOW-UP OF PROJECT (planned or already realised)**

Maghweb is currently trying to apply for the "Graphic Youth" Training Course (under the Erasmus+ Programme) and we're also trying to create the first Graphic Magazine of the Mediterranean Area, applying for economic support to foundations and talking with local institutions. The project's results were transformed into courses and workshops implemented in high schools of Palermo.

## **WEB LINKS**

[www.maghweb.org/partito-graphic-youth-giovani-confronto-graphic-novel-graphic-journalism/](http://www.maghweb.org/partito-graphic-youth-giovani-confronto-graphic-novel-graphic-journalism/)

[www.maghweb.org/maghweb-riceve-lang-graphic-youth-best-practice/](http://www.maghweb.org/maghweb-riceve-lang-graphic-youth-best-practice/)

Final work: [www.youtube.com/watch?v=HzKapzhNESA](https://www.youtube.com/watch?v=HzKapzhNESA)

**ANY OTHER COMMENTS**

Rosalba Marchese and Maghweb are available for further details and questions about our best practise project “Graphic Youth”.

MACEDONIA

TITLE OF THE PROJECT OR ACTIVITY TITLE OF THE PROJECT OR ACTIVITY: Migration Never Stops!  
Part II

**PRIORITY AREA** (*themes addressed by the project*)

- ✓ Cultural diversity (Home and justice affairs (Human rights & rule of law)
- ✓ Fight against exclusion (Inclusion - equity)
- ✓ Integration of refugees, migrants and asylum seekers (Romas and/or other minorities)

**COORDINATING STRUCTURE**

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Street: Strada Bega 1, Resita, Romania  
Web: [www.nevoparudimos.ro](http://www.nevoparudimos.ro)
4. Bulgarian Youth Community, Varna, Bulgaria  
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## TARGET GROUP

As half of the youngsters from all countries are young Roma and young non-Roma, we initiated an intercultural learning process on local as well as on international level. All partners developed the framework of the programme and set up a common preparatory process which involves a long-term preparation of local Roma and non-Roma youth groups.

## APPROACH TO TARGET GROUP

All partners were responsible for facilitating the local preparations in their country and to participate in the programme development. The participants of the project were strongly involved with their needs, opinions and contributions in all phases of the project. Before the exchange, they filled out a questionnaire about their expectations and they shared information about their organisation, projects and practices which were shared before the meeting. During the exchange, all participants were responsible for sharing their experiences and to contribute to the joint learning process towards strengthening methods and developing new approaches of intercultural learning, Human Rights Education and youth work.

## STAKEHOLDERS

An important question for our society is how migration can take place in conditions of dignity and become an informed choice, rather than a strategy of survival in an unjust and unequal world. This one-week long Youth Exchange which brought together 27 young Roma and non-Roma from Macedonia, Germany, Romania, Lithuania and Bulgaria discovered personal stories and different dimensions of (Roma) migration in Europe and in the world through field visits, sharing of experiences between the participants and interviews with contemporary witnesses.

## OBJECTIVES

Moreover, the specific objectives of this project included:

- raising the self-awareness, self-respect and self-esteem of the 27 youngsters from 5 European countries;
- supporting their personal development through the use of creativity;
- raising their consciousness of intercultural situations and cultural diversity;
- raising their interest in their personal education through non-formal learning;
- giving a new motivation and hope to young people concerning their future;
- raising young people's awareness to be active citizens;
- the development of social skills for a civic society.

This project aimed to strengthen the identity and self-esteem, the intercultural dialogue, the active European citizenship and joint engagement of young Roma and non-Roma to challenge stereotypes and racism through an international Youth Exchange, involving creative and artistic tools of non-formal education.

During the project, special attention was given to migration processes during the time of National Socialism, during and after Communism, the fall of the USSR and during the Balkan Wars. We looked into migration within Europe, but also beyond European borders, e.g. to North and South America. The main theme of the project was migration and its connection to Human Rights, raising awareness of the (Roma) migration and the inclusion of Roma into the broader European youth movement. We wanted to strengthen the capacity, the understanding of concepts and the development of approaches of Roma and non-Roma youth organisations working on different levels and in different aspects (local to international, students, girls/young women in particular).

## **DESCRIPTION of the project**

Project end date: March 2017, duration: 6 months

Venue: Kratovo, Macedonia

Budget: EUR 7.932,00

The project follows the objective of bringing together 27 young Roma and non-Roma from Macedonia, Germany, Romania, Lithuania and Bulgaria from December 12-18, 2016 to discover personal stories and different dimensions of (Roma) migration in Europe and in the world through field visits, sharing of experiences between the participants and interviews with contemporary witnesses. We wanted to empower the young participants to use new creative methods and tools of Human Rights Education to engage and learn more about the history of migration and make a connection to the migration that is going on today. We wanted to empower young people to raise their voice to defend their Human Rights and to develop strategies to overcome exclusion and discrimination.

The project touched the topic of migration but particularly focused on the right to asylum, as well as the rights of equality and non-discrimination as agreed upon in the Universal Declaration of Human Rights. But we intended to use the general tools of Human Rights Education in order to make the young participants understand Human Rights and Children Rights in general. The articles to be analysed were:

- Article 14

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

- Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Migration of Roma can be often related to the Human Rights situation in a specific place during a specific time. People were escaping wars, persecution, discrimination or the lack of perspectives in order to find a better life, to be more integrated and to have the same rights as the other people. The people developed a consciousness of their real situation, of the discrimination, and migration constituted the only or a serious option. The anti-discrimination approach of this project did not just relate to the analysis of experience and of the past, but we wanted to develop and understand tools of Human Rights Education (COMPASS) in order to empower young people to have a voice and to defend their rights.

## OUTCOMES

With the tools of Human Rights and Migrations this project intended to involve and integrate young people with a migration background. This was a project for Roma and non-Roma, it was a project based on the Human Rights and Migration of Roma and non-Roma together. Not just the contents were designed to empower young people through Human Rights Education, but already the development and realisation were part of the migration process.

This project especially involved young people with fewer opportunities in order to give them a new perspective of integration into Europe and our societies. Especially the approach to empower them, to discover and realise their own ideas and to speak out for the rights is an important European value. Minorities need this strength to make our societies aware of Human Rights and Migration.

[www.facebook.com/groups/1491937497499448/](http://www.facebook.com/groups/1491937497499448/)

[www.facebook.com/migrationneverstopsII/](http://www.facebook.com/migrationneverstopsII/)

[www.youtube.com/watch?v=BFqDxUxHrRI](http://www.youtube.com/watch?v=BFqDxUxHrRI)

## IMPACT

The impact for the young participants is based on the motivation to learn about the topic and develop their own identity, abilities and goals for the future. We hoped that they would be able to develop a new relationship between the identity of their own culture, history and their awareness of the majority/minority culture as well as of society's values, like respect for Human Rights, active citizenship, engagement, democracy, tolerance, creativity and inclusion.

The participating organisations managed to benefit strongly from the exchange of experience and transfer of successful practices through this youth exchange, as well as through on/offline tools during the follow-up in order to strengthen innovative methods and approaches in non-formal education, Human Rights Education and social inclusion, as well as challenging stereotypes and anti-gypsyism when it comes to the Roma community by using their creativity. All partners managed to enlarge and deepen their grass-roots networks in (Roma) communities, enhance their capacity in European cooperation, build partnerships with stakeholders and authorities on all levels, position themselves by mainstreaming their inclusive, empowering and participatory approaches on the respective levels and fulfill their own missions. Based on already developed grass-roots networks and active volunteers, this project empowered, trained and capacitated young Roma and non-Roma as multipliers, role models and active citizens in order to raise their capacity, creativity, initiative, self-esteem, negotiating power to advocate their own needs to achieve sustainable effects in their own

realities. The biggest impact was for the young (Roma) participants themselves, as they could realize that the world is not just problematic but there are options for them to construct their own future.

### **SUCCESS FACTORS**

For the non-formal education and the personal development process it is important to understand this project not just in terms of an international meeting. The project involved a several months lasting preparatory phase on local level involving some research and creative tools. After the Youth Exchange which was a very strong group and intercultural experience, the local groups continued their discovery at home and contributed to the dissemination of the results. Reflection during the whole process was a key tool for personal development.

The project specifically used the tools of non-formal education, in particular the tools of Human Rights Education (e.g. Compass by Council of Europe) and creative and artistic tools. The work methodology also focused on different working groups, sharing and discussions in the plenum, creativity workshop with experts, plenum sessions with facilitators, field trips and reflections. The programme was designed specifically for the reflection and personal development of the participating youngsters. It was essential that they understand the concepts of youth work, non-formal education, creativity and the potentials in the youth movement and in the new Erasmus+ programme. Other methods included:

- working groups and plenum on important concepts, such as Human Rights, migration, empowerment, inter-cultural dialogue, creativity etc.,
- Human rights education using COMPASS, the manual on Human Rights Education with young people,
- watching a documentary about the migration,
- intercultural learning,
- thematic brainstorming,
- training sessions on new, innovative approaches and strategies,
- working groups,
- workshops on the historic backgrounds, Roma history, Human Rights and migration,
- intercultural evening,
- open space discussions and thematic working groups/discussions about stigmatisation, discrimination and persecution of Roma in the past and the present,
- empowerment of the young people to have a voice and to defend their Human Rights,
- workshops on the use of creative tools like comics (cartoons), video, multimedia, photography,
- field visit and encounter with local Roma and non-Roma youth organisations, contemporary witnesses, institutions related to Human Rights,
- daily Evaluation,
- creative methods.

### **OBSTACLES**

Apart from the cold weather, we didn't encounter any particular problems or difficulties during the project.

## FOLLOW-UP OF PROJECT

As continuation and sustainability were the key aims of our projects, we developed a set of strategies, tools, methods and actions to achieve them.

This project forms part of the long-term networking process of Roma and non-Roma youth organisations from 5 European countries. The organisation is focused on empowerment, mobilisation and participation of young Roma. One of the main aims in 2016 and now 2017 has been to strengthen the development of creative methods within Roma youth work and to increase the recognition of non-formal education within the Roma movement. We perceive creative projects as an essential tool to empower youngsters especially in their self-identification process as young people and as members of a minority culture within a European sphere. A series of actions (Youth Exchanges, seminars, national and international youth campaigns) has been already conducted in 2017, serving as an important basis for future actions with a focus on strengthening creative and art action on a grass-roots and local/national level. Partner organisations of the project “Migration Never Stops” participated also in the event “Dik he na bister” as part of the Roma Genocide Remembrance Initiative (<http://2august.eu/>, <http://www.rromassn.org/2017/08/dik-he-na-bister-2017.html>)

**TITLE OF THE PROJECT OR ACTIVITY: “ART for START seminar on inclusion of refugees, minorities and marginalized groups”**

### PRIORITY AREA *(themes addressed by the project)*

- ✓ Cultural diversity (Creativity and culture)
- ✓ Conflict prevention (Post-conflict/post-disaster rehabilitation)
- ✓ Development of participative citizenship (Inclusion – equity)

### COORDINATING STRUCTURE

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8. NGO Teatro Metaphora, Associacao de Amigos das Artes, Camara de Lobos, Portugal  
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## TARGET GROUP

The seminar was designed for 27 youth workers from 9 countries who meet the following criteria:

- youth workers who have direct access to young people to multiply new experience and skills in their communities;
- having guaranteed support from their sending organisations in the implementation of future activities based on the experience gained in the seminar;
- motivated to implement the experiences gained in the seminar in their communities;
- motivated to build and support international partnerships which will be created during the seminar with future Erasmus+ projects.

## APPROACH TO TARGET GROUP

Most of the seminar content was created by the project participants: They shared their experience in inclusive techniques and were interested to learn from each other.

Noticeably, the seminar gathered expertise from various fields of artistic inclusion. For instance, Teatro Metaphora (Portugal) represented Theater of the Oppressed, a the technique for the discussion of social ills and reconciliation of confronting groups; Fundacja Momentum (Poland) introduced dance movement therapy, a direction at the intersection of dance and psychotherapy which helps people who experienced some sort of trauma, who have some unpleasant experience or fail to find a harmonious way of living to re-establish a connection between body and mind;

Uniamoci Onlus (Italy) is experienced in movie making to bring attention to social phenomena. The organisation's main target group is disabled people. Center for European Initiatives (Ukraine) is specialised on Living Library and visual street art, working with internally displaced persons, inclusion; Mission Locale (France) works with disadvantaged youth and refugees in the North of France.

During the seminar, every organisation had a chance to share their experience with the participants. Theoretical lectures and practical classes took place during the seminar week. With this approach, we ensured the diversity of the tools and visions shared during the project, as well as the opportunity for the participants to learn directly from those who practise the tools and techniques described above.

## STAKEHOLDERS

The stakeholders of the project – partner organisations, socially marginalised groups, local societies in participants' communities and specifically the community of Bitola, Macedonia, benefitted from the project in their own way.

The participating organisations acquired new partnership opportunities, more experience in the area of inclusion and, generally, in international work and cooperation as well as increased promotion of Erasmus+ in their local societies.

With the help of the NGOs who participated in the seminar, socially marginalised groups will experience more opportunities for integration into society, becoming real members of it, and will enjoy general openness and a non-biased attitude –.

Through the follow-up work of the participants, local societies in participants’ communities should learn about marginalisation categories and take steps in changing their biased attitudes.

And finally, as the venue of the seminar, the local community of Bitola participated in the local event of the international group – the Living Library event in one of the most popular cafés, and thus was part of the inclusion process. Moreover, they learned about opportunities of Erasmus+ projects and mobilities.

## OBJECTIVES

Below we are listing the objectives and how they were reached:

### **Creating a group of multipliers for the promotion of inclusion in their regions; setting up a cooperation between the participating NGOs**

During an intensive seminar week the participants learned a lot about the issue of exclusion, various marginalised groups, analysed their needs, and through a number of exercises became more interested in the topic personally, thus becoming advocates of inclusion in their regions. The intensive collaboration of participants during the event allowed them to find common interests in European topics and priorities and plan future cooperations, described below in the respective paragraph.

### **Providing space and time for sharing best practices on using creative arts methods for inclusion of deprived categories, marginalised groups, people from different ethnic groups and with fewer opportunities, the disabled, etc.**

The participants had an opportunity to share their methodologies in 3 various modes:

Half-hour sessions – master-classes from the participating organisations during Learning Space Dynamic. The following sessions were held:

Collective art: a visual brainstorming tool for small groups of various backgrounds (PT)

Handcrafts as an integration space for youngsters with physical or mental deficiencies (RO)

Hip hop culture as a philosophy of team priority rather than self-concentration: a working method for difficult teenagers and young refugees (FR)

“A minute without sound” – a case study of an art event during a fundraising campaign in favour of a boarding school for children with hearing deficiencies (UA).

More comprehensive half-day/day sessions were organised for the following methods:

Film making to raise social issues. The experience of Uniamoci Onlus (IT), an organization who works with disabled persons and uses movie making as an inclusive tool;

Dance movement therapy (PL): a practical session on dance and movement from choreographers/therapists who work with women after alcoholic dependency, and with refugees;  
 Theatre of the Oppressed (PT): drama exercises and drama tools (theatre of images) to reveal social ills and find ways of combating them;  
 Living Library (UA) – theoretical information and practical preparation for a real Living Library session in Bitola, Macedonia  
 Beside these planned sessions the participants had space in off-session time to share their experience and have follow-up discussions of the proposed tools.

**Teaching the participants to raise important social issues in a creative and attractive way**

All sessions during the seminar were planned in a creative way, and the facilitators, having considerable experience in non-formal education, came up with new approaches and exercises to boost the participants’ interest and inspire them to be open-minded and creative when preparing activities for youngsters in their regions.

**Promoting active citizenship and a sense of initiative and entrepreneurship in terms of the involvement of youth and other categories in the concept of inclusion in a creative way**

The activities of the seminar were prepared in a non-conventional way, refreshing the participants’ perception, making them more apt to be initiative and creative and to involve more youth following their own example.

**Developing an intercultural dialogue and sharing experience of the policies in the participants’ regions, discussing ways to improve them**

During the first day of the seminar, the participants came to a common understanding of the issue of young people with fewer opportunities by learning what the European Commission’s understanding of this notion, and what the priorities are in Europe regarding this issue. In a non-formal way, the categories and specifics of this group were learned, following the information of the SALTO Inclusion Resource Centre which had kindly sent a hard copy of the “Inclusion: A to Z” book to every participant of the seminar.  
 Discussion of inclusion policies and issues in every participants’ region followed this formal introduction.

**Achievements which exceeded the initial expectations:**

During the preparation stage, we found more youth workers and leaders who have unusual experience in using art for inclusion, and we managed to organised skype sessions with them to spread their know-how:

Ruben van der Mark, Netherlands, together with a group of colleagues, created an interactive book for kids following the work of Emanuel Kant on Perpetual Peace: [www.uu.nl/en/news/childrens-](http://www.uu.nl/en/news/childrens-)

[book-aan-de-andere-kant-van-de-vrede](#). The book studies the concept of being different as the characters of the book are a girl from the Netherlands that lived abroad in Iran and an Indonesian girl who moved to the Netherlands. “Our end product invites children to share their experiences with peace, identity and migration, fundamental concepts to understand society and peace better.”

Another online participant of the seminar was the theatre group Bodemloos, the Netherlands: [www.youtube.com/watch?v=EuC9RxE9NpE](http://www.youtube.com/watch?v=EuC9RxE9NpE)

The actresses arranged a theatre in a camper (a house on wheels) and showed their performances in various places around the Netherlands, including refugee camps, to children who don't have a lot of access to theatres. Their performance is about a girl who loses her home, conveying the idea that not every story has a happy end, and finds a new life elsewhere. The theatre performance is usually followed by a session with a psychologist for children from difficult backgrounds.

Finally, a volunteer from Italy, Mattia Oseli, shared on Skype his experience of working for an NGO in the Turkish city of Gaziantep on the border with Syria where they kept in touch with Syrian refugees and encouraged children to attend Turkish schools. This experience was followed by his trip to the Greek island of Lesbos where he helped in a refugee camp and from clay and sticks constructed a pizzeria which became a cultural and social centre in the camp.

These skype sessions gave an even stronger international aspect to the seminar and added more creative ideas.

## DESCRIPTION of the project

Duration: 6 months

Project venue: Bitola, Macedonia

Budget: EUR 16.290,00

The idea for the project came up in response to the emerging need for NGOs in Europe to learn how to help their communities to effectively integrate new social categories which appeared recently, including refugees, internally displaced people and other marginalised groups.

The seminar was based on 3 key parts:

- acquiring new skills and tools for the inclusion of marginalised persons;
- learning about best practices of using art to explain the phenomenon of exclusion to the communities and the need of integration of excluded groups;
- setting up contacts between European organizations which work on the same issues for the further development of ideas, exchange of practices and results.

The seminar objectives were:

1. to create a group of multipliers on promoting inclusion in their regions; to set up a cooperation between the participating NGOs;
2. to provide space and time for sharing best practices on using creative arts methods for the inclusion of deprived persons, marginalised groups, people from different ethnic groups and with fewer opportunities, disabled persons, etc;
3. to teach the participants to raise important social issues in a creative and attractive way;
4. to promote active citizenship and a sense of initiative and entrepreneurship in terms of the involvement of youth and other categories in the concept of inclusion in a creative way;
5. to develop an intercultural dialogue and sharing experience of the policies in the participants' regions, discussing ways to improve them.

The main activity of this project was a seminar “ART for START” and follow-up activities for the youth leaders coming from 9 different countries. The training course took place in Bitola (Macedonia) from January 10-17, 2017. The main working methods used were: participation in master-classes and workshops organised by project participants who have experience in using the methods of inclusion through art, plenary discussions and group work, getting to know each other and team building activities, interactive presentations, a “living library” event for the local community, intercultural learning activities, simulation and role play activities, reflection groups, quests and quizzes, intercultural night, documentary movies, visits and meetings with stakeholders, creative art workshops, public presentation and exhibition, evaluation activities.

## OUTCOMES

The project outcomes fall into several categories.

The participants of the seminar developed the following knowledge, skills and attitudes:

- an understanding of the categories of young people with fewer opportunities – types and specifics, and how these categories are represented by real people; specifics of legislation and work with such categories of people in the regions of the participants;
- a clear understanding of the need of inclusion of deprived persons, people in need, representatives of other ethnic groups, marginalised persons, disabled ones, etc.
- various artistic techniques to apply during their routine activities on the inclusion and integration of the above mentioned categories of people;
- new facilitating tools for various parts of the programme, creative evaluation methods, creative brainstorming methods;
- ways to explain the position and phenomenon of the excluded groups to the local community to trigger understanding and communication between them, which leads to integration through the Living Library session, preparation to organise Living Libraries in their regions;
- basics of project and event management during the preparation of activities and case studies.

The participants realised the need for the integration of socially marginalised groups even more strongly and acquire more effective tools for it. Furthermore, they learned how to better explain to their communities the need for integration and openness towards these marginalised groups.

The project had a strong multiplying effect because it involved youth leaders from different countries who are interested in making a difference. It was assumed that the participants would use the gained experience with their local participants and local communities in the future as well, as they involve them into the international cooperation.

The additional exploitation value of the project is given by the creation of a Toolkit including all the useful techniques discussed and practised during the seminar. The 20-page Toolkit was created right after the seminar as per multiple requests of the participants and was sent out one week after the event to all participating organisations. It was disseminated further among the staff and local volunteers and stakeholders of the participants' organisations. The Toolkit is available through the link provided below.

The partner organisations and the local communities including socially marginalised groups benefitted from the project through the follow-up work of the project participants which was described above.

## **SUCCESS FACTORS**

We measured the success on the basis of the following criteria:

- reflection and feedback of the participants during the Seminar;
- feedback of the visitors of the Living Library event in Bitola;
- formal evaluation questionnaires filled in by the participants of the seminar;
- amount and quality of the follow-up work of the participants after their return home from the seminar

The seminar proved to be well received and appreciated by the participants and created a good foundation for their future work in favour of young people with fewer opportunities.

As success factors, we can name the sincere interest and devotion of the project participants to the topic of social inclusion, fighting inequality in their societies, the promotion of active citizenship – all using creative and artistic techniques. Besides, the diversity of skills and competences provided by the project participants set a high bar to the overall quality of the experience. Finally, the organisation of the whole process by the coordinating organisation and facilitators helped to create room for the exchange of good practices, research and inspiration.

## **OBSTACLES**

No major obstacles were encountered.

## FOLLOW-UP OF PROJECT (planned or already realised)

The target group of the disseminated activities are the youth organisations interested to use artistic tools for their work in the youth sector as well as youngsters who are interested to be more involved in the European movements and mobilities, to discover their potential and take on a more active role in society.

Upon the return, the participating organisations arranged multiplier meetings within their colleagues and target groups during which they shared the outcomes of the seminar, the photos/videos attached.

The organisations also prepared written materials after the seminar and shared them within their partners and local stakeholders.

The toolkit which unites the useful tools, techniques and methods which were discussed and used during the seminar was disseminated among the partners within and beyond the seminar, creating the strongest multiplying effect.

The videos, created by the participants during the movie making workshop, were shared via Youtube. The information about the seminar and its results was disseminated widely via the internet and media - by posting on the websites and social networks accounts of the coordinating organisation and participating NGOs.

New partnerships between the organisations represented in the project are being created. The organisations will continue their cooperation using the experience gained in the seminar.

## WEB LINKS

Dissemination and exploitation activities:

<https://drive.google.com/drive/folders/0BzAglZ4SGIGdZmdiczllaVFmd2s?usp=sharing>

Fashion show – presentations of the NGOs: [www.youtube.com/watch?v=48YZdRAziRI&feature=share](http://www.youtube.com/watch?v=48YZdRAziRI&feature=share)  
[www.youtube.com/watch?v=U\\_D8\\_GIildE&feature=share](http://www.youtube.com/watch?v=U_D8_GIildE&feature=share)

A workshop on movie making for social awareness:

[/www.youtube.com/watch?v=Tz54tftb9yw&feature=share](http://www.youtube.com/watch?v=Tz54tftb9yw&feature=share)

[www.youtube.com/watch?v=-1TLhvsQAc&feature=share](http://www.youtube.com/watch?v=-1TLhvsQAc&feature=share)

One of the movies made by the participants as a result of the movie making workshop:

[www.youtube.com/watch?v=09ao\\_hLdSI0&feature=youtu.be](http://www.youtube.com/watch?v=09ao_hLdSI0&feature=youtu.be)

News reports on the Living Library event in Bitola:

[www.youtube.com/watch?v=G3oVJkXclUw](http://www.youtube.com/watch?v=G3oVJkXclUw)

[www.youtube.com/watch?v=3gUEOMRU2j4](http://www.youtube.com/watch?v=3gUEOMRU2j4)

## ANY OTHER COMMENTS

Media publicity:

[https://drive.google.com/open?id=0B\\_LYqCRw5EW0QjZvSUY2Z0RoYIU](https://drive.google.com/open?id=0B_LYqCRw5EW0QjZvSUY2Z0RoYIU)  
[https://drive.google.com/open?id=0B\\_LYqCRw5EW0aWRMb1lIWk40UTQ](https://drive.google.com/open?id=0B_LYqCRw5EW0aWRMb1lIWk40UTQ)  
<http://tera.mk/zhiva-biblioteka-na-sfera/>  
<http://hdtvmega.mk/%D0%B6%D0%B8%D0%B2%D0%B0-%D0%B1%D0%B8%D0%B1%D0%BB%D0%B8%D0%BE%D1%82%D0%B5%D0%BA%D0%B0-%D0%B4%D0%B5%D0%BB-%D0%BE%D0%B4-art-start/>  
[www.voluntarysfera.org/living-library-art-for-start-seminar/](http://www.voluntarysfera.org/living-library-art-for-start-seminar/)

Videos:

[www.youtube.com/watch?v=G3oVJkXclUw](http://www.youtube.com/watch?v=G3oVJkXclUw)  
[www.youtube.com/watch?v=3gUEOMRU2j4&t=5s](http://www.youtube.com/watch?v=3gUEOMRU2j4&t=5s)

Publications, photos:

[https://drive.google.com/open?id=0B\\_LYqCRw5EW0Ujh2UWhQRFQyblU](https://drive.google.com/open?id=0B_LYqCRw5EW0Ujh2UWhQRFQyblU) (ITALY)  
[https://drive.google.com/open?id=0B\\_LYqCRw5EW0dTU4V1YwcGlfelU](https://drive.google.com/open?id=0B_LYqCRw5EW0dTU4V1YwcGlfelU)  
[https://drive.google.com/open?id=0B\\_LYqCRw5EW0Qy1oQkxCc1NGZ0E](https://drive.google.com/open?id=0B_LYqCRw5EW0Qy1oQkxCc1NGZ0E) (ROMANIA)  
[www.facebook.com/media/set/?set=oa.1220534681333562&type=1](http://www.facebook.com/media/set/?set=oa.1220534681333562&type=1)

Pictures from the whole seminar:

[https://drive.google.com/open?id=0B\\_LYqCRw5EW0UE55eXhkTUVHeGs](https://drive.google.com/open?id=0B_LYqCRw5EW0UE55eXhkTUVHeGs)

**TITLE OF THE PROJECT OR ACTIVITY: "Inspire youth creativity!"**

**PRIORITY AREA** (themes addressed by the project)

- ✓ Intercultural dialogue (Intercultural/intergenerational education)
- ✓ Cultural diversity (Romas and/or other minorities) (Creativity and culture)

## COORDINATING STRUCTURE

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## TARGET GROUP

The target group were Roma and non-Roma youth from the countries involved in this particular project. Before coming to the Youth Exchange, each participant filled out a form on the questions of what they expect from the exchange, what they hope to achieve, what they bring to the exchange, what their contribution is, name, age, etc. The forms were collected before the exchange and processed by the organisers. This was necessary to ensure a well-elaborated and prepared intercultural learning experience for the participants of the project.

## APPROACH TO TARGET GROUP

We wanted to strengthen the capacity, the understanding of concepts of youth empowerment and the development of approaches of Roma and non-Roma youth organisations working on different levels and in different aspects (local to international, students, girls/young women in particular). This is why we involved young people aged between 18 and 30 from the partner organisations, youngsters from six European countries with diverse backgrounds. Some of them are Roma strongly involved within their organisation in the empowerment of youngsters; others are non-Roma youth involved in youth work. Bringing them together helped to ensure a rich learning process and intercultural exchange, breaking down stereotypes and stopping barriers between young people.

## STAKEHOLDERS

Based on already developed grass-roots networks and active volunteers, this project was meant to empower, train and capacitate young Roma and non-Roma as multipliers, role models and active citizens in order to raise their capacity, creativity, initiative, self-esteem and negotiating power to advocate their own needs to achieve sustainable effects in their own realities. The majority of the partner organisations are involved in youth structures and networks such as ternYpe-International Roma Youth Network, Youth Express Network and national youth councils.

## OBJECTIVES

The specific objectives were:

- to strengthen the transnational and long-term networking of Roma youth organisations from seven European countries and to share and disseminate successful practices based on creativity;
- to promote the visibility of Roma and non-Roma youth active citizenship to combat racism and xenophobia, in order to create opportunities of dialogue between young people from different cultural backgrounds by addressing it to relevant stakeholders;
- to raise the participation of young Roma in the new Erasmus+ Programme and develop new cooperation projects.

The initial objectives of the project were all met, allowing RROMA to foster the conceptual understanding for intercultural dialogue, youth empowerment and mobilisation through creativity among the participants. The focus of RROMA was to create a space for young people to organise themselves in order to become active citizens who participate through empowerment and mobilisation by using their creativity. The main theme of the project was the usage of creative public actions for building intercultural dialogue and the inclusion of Roma into the broader European youth movement. Doing so, we manage to strengthen the capacity, the understanding of concepts of empowerment and the developed approaches of Roma and non-Roma youth organisations working on different levels and in different aspects (local to international, students, girls/young women in particular). Furthermore, for some Roma youth participants it was their first mobility in the framework of the new Erasmus+ Programme.

## DESCRIPTION of the project

Duration: 5 months

Venue: Skopje and Kratovo, Macedonia

Budget: EUR 13.175,00

The ten-day long Youth Exchange brought together 33 youngsters who are engaged at a local, regional and national level in the empowerment process of young Roma and inspire youth's creativity to take action. The exchange, organised by the Regional Educational Roma Youth Association in Kratovo, Macedonia from October 22-31, 2014, was an occasion to discuss approaches that involve non-formal learning, as well as to learn and participate in impro-theater, frozen installation creation, comic drawing, creativity, art as action and tool, youth mobilisation and opportunities young Roma and non-Roma have to participate in social and political life. The exchange looked into practices of intercultural dialogue on a local level, examples of public actions based on creativity and how to connect these to international projects based on the tools of the new Erasmus+ Programme. The participants worked on creating a creative performances that was presented in Kratovo. During the stay in Kratovo, the participants in the exchange met with the local community, discussed with them the needs and aspirations of young people, and engaged in a common action (flash-mob in the town centre) to promote publicly through creative tools the respect between Roma and non-Roma youth.

The work methodology focused on different working groups, sharing and discussions in the plenum, creativity workshops, plenum sessions with facilitators, a field trip and reflections. The programme and activities were designed specifically for the reflection and personal development of the participating youngsters. It was essential that they understand the concepts of youth work, non-formal education, creativity and the potentials in the youth movement and in the new Erasmus+ Programme. Other methods included:

- working groups and plenum on important concepts, such as empowerment, intercultural dialogue creativity, etc.,
- intercultural learning,
- thematic brainstorming,
- training sessions on new, innovative approaches and strategies,
- working groups,
- intercultural evening,
- open space discussions and thematic working groups/discussions,
- field visit and encounter with local Roma and non-Roma youth organisations,
- daily Evaluation,
- creative methods.

## OUTCOMES

The learning outcomes were documented through individual reflections with moderation cards, group presentations, drafting conclusions, teams for recap each morning. Also, we had a media team organising those things for each day. We managed to have a lot of photos and videos documenting the outcomes. Some of the outcomes in the form of reflections are available online, for example in the Facebook group. Meetings of the group leaders were essential to stream the outcomes and ensure a successful impact and learning process for the participants.

[https://issuu.com/rroma/docs/inspire\\_youth\\_creativity](https://issuu.com/rroma/docs/inspire_youth_creativity)  
[www.facebook.com/mustafa.jakupov/videos/10203845424950686/](http://www.facebook.com/mustafa.jakupov/videos/10203845424950686/)  
[www.facebook.com/groups/588176457972423/?ref=bookmarks](http://www.facebook.com/groups/588176457972423/?ref=bookmarks)  
[www.rromassn.org/2014/11/blog-post.html#more](http://www.rromassn.org/2014/11/blog-post.html#more)  
[www.aberdzija.com/kultura/inspiriraj-ja-kreativnost-na-mladite-nova-programa-erazmus.html](http://www.aberdzija.com/kultura/inspiriraj-ja-kreativnost-na-mladite-nova-programa-erazmus.html)

## IMPACT

The main impact for the participants was based on the motivation to learn and use their creativity. The project helped to inspire and demonstrate youth activism, but also to create awareness of the majority/minority culture as well as of society's values, like creativity, active citizenship, engagement and acceptance.

Based on already developed grass-roots networks and active volunteers, this project empowered, trained and capacitated young Roma and non-Roma as multipliers, role models and active citizens in order to raise their capacity, creativity, initiative, self-esteem and negotiating power to advocate their own needs and to achieve sustainable effects in their own realities. A series of actions (Youth Exchanges, seminars, and national and international youth campaigns) were implemented in 2014, forming an important basis for future actions with a focus on strengthening creative grass-roots on the local/national level.

## SUCCESS FACTORS

Have you identified success factors you would like to share? if yes, please, provide more information

When it comes to youth projects, it is crucial not to treat young people as clients.. Helping young people to attain and share the ownership of the mobility is an important factor that is often not taken seriously. When it comes to creativity, it is important to understand the process of the EUREKA and give enough space and time to develop it. Our participants had their EUREKA by creating a playful and serious performance, thinking out of the box and addressing serious societal issues.

## OBSTACLES

Although a non-formal agreement existed among the partners and all were present at the APV in Skopje, the Italian partner Roma Onlus cancelled their participation in the exchange and didn't send youngsters to Kratovo. The cancellation was made three days before the exchange, making it impossible to replace them or to invite new partners and participants. Also, we had difficulties with the hotels, since we had to postpone the start of the exchange twice. Another issue was the free day foreseen in Strumica, but since the venue changed to Kratovo, we overcome this by organising in cooperation with the hotel a free afternoon in Skopje for the participants. The last problem we encountered was submitting the report and log in for the mobility. Due to technical reasons, it was impossible to access the tool and start the report. However, this problem was overcome in cooperation with the staff of the National Agency in Macedonia. The project didn't lose in terms of quality and impact, due to the commitment of the young people and the project team.

## FOLLOW-UP OF PROJECT (planned or already realised)

This project was a special challenge for us, as we currently try to find a way to bring single activities into the bigger picture of our youth work. Therefore, we try not just to consider how to ensure multiplication effects after the project, but we try to position Roma youth in a whole strategy including different elements of youth work from local to international level. This is based on the philosophy to create a space for young people through empowerment, mobilisation, participation and self-organisation, as well as in the belief of creating trust and respect based on the mutual efforts of young Roma and non-Roma. After this project, more mobility and youth projects were and will be created in the framework of the Erasmus+ Programme in the same year and the next years, bringing together Roma and non-Roma youth for different topics, as, for example, the topic of the Roma genocide during WWII and learning about Roma history and culture. In this context, participants managed to create a video about the life of Johann "Rukeli" Trollmann ([www.youtube.com/watch?v=6QMFAvpjX3Q](http://www.youtube.com/watch?v=6QMFAvpjX3Q)) or even performed at the Herdelezi Street Festival as part of another Erasmus+ project ([www.amaroforo.de/herdelezi-nachbarschafts-und-kulturfestival-berlin-am-09-mai-2015](http://www.amaroforo.de/herdelezi-nachbarschafts-und-kulturfestival-berlin-am-09-mai-2015), [www.youtube.com/watch?v=S90\\_KoibZw](http://www.youtube.com/watch?v=S90_KoibZw)), as well as having fun raising awareness about recycling ([www.rromassn.org/2016/11/blog-post.html](http://www.rromassn.org/2016/11/blog-post.html))

"Inspire youth creativity" had a great impact on the participating organisations and the host organisation, contributing to increasing the number of Roma youth taking part in the new Erasmus+ Programme through new ideas, creativity and empowerment. RROMA regularly applies and acts as a partner in different Erasmus+ projects with an aim to increase the number of Roma youth taking part in the programme. So far, the organisation has been reaching up to 80 young Roma and non-Roma annually, offering them new perspectives and the feeling of being part of something, as well as feeling European.

**TITLE OF THE PROJECT OR ACTIVITY: “Info to society”**

**PRIORITY AREA** (themes addressed by the project)

- ✓ Cultural diversity (Creativity and culture) (EU Citizenship, EU awareness and Democracy)
- ✓ Political participation (Youth (Participation, Youth Work, Youth Policy))

**COORDINATING STRUCTURE**

Youth association Info front – Prilep  
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 Web: [www.infofrontprilep.wordpress.com](http://www.infofrontprilep.wordpress.com)

**PARTNERS INVOLVED**

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 E-mail: [asociacionbb@gmail.com](mailto:asociacionbb@gmail.com)  
 Web: [www.yeseuropa.org](http://www.yeseuropa.org)

2. Associacao Mais Cidadania – Lisboa, Portugal  
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1. Stranaidea Società Cooperativa Sociale Impresa Sociale Onlus – Torino, Italy  
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 Web: [www.stranaidea.it](http://www.stranaidea.it)

**TARGET GROUP**

The project was developed to host three volunteers. We hosted one female and twomale volunteers in order to ensure gender and geographical balance. Also, the volunteers were of different age groups. They were selected because of their backgrounds, interests and personal motivation. After the preliminary selection, we had Skype interviews with them in which we discussed in details their needs, wishes and how they can contribute to the project. Two out of three volunteers had prior experience in Erasmus+ projects..

## APPROACH TO TARGET GROUP

We choose them according to their writing, digital and communication skills and also for being open to expand their knowledge and skills. The selection process was transparent and, at the same time, their sending organisations were informed in details. We gave an advantage to volunteers with fewer opportunities from Italy and Portugal, as previously agreed with the sending organisations.

## STAKEHOLDERS

Who were other stakeholders you were cooperating within the project or addressing them with your activities?

## OBJECTIVES

The main objectives of the project were:

- to add a European dimension to the Info front's regular activities;
- to raise European awareness and promote cultural diversity;
- to encourage local youth participation;
- to empower local youngsters to think and to promote themselves in an entrepreneurial way and to involve them in the creative process from an idea to its realisation;
- to empower local youth to develop new skills in order to become more competent on the labour market, and, thus, to reduce unemployment;
- to promote creative activism and active citizenship;
- to explore the new online media for information distribution, sharing and self-promotion;
- to inform about Erasmus+;
- to develop new skills and competencies and to gain new experiences and knowledge.

The main objectives of the project were reached to a very satisfactory level, because we added the European dimension to our regular activities, we managed to raise the European awareness among the youngsters who are our target group, we promoted cultural diversity and encouraged the volunteers, local youngsters, to increase their active participation. During the open-space workshops, we managed to empower the local youngsters to think and to promote themselves in an entrepreneurial way and involve them in the creative process from an idea to its realisation, etc.

During the Skills Market workshops, the local youngsters developed new digital and linguistic skills, so they can be more competent in the labour market in our country.

The youngsters got a clear idea about what creative activism is, they learned about the Loesje creative writing methods, they took an active part in the writing process and, as a result, we got five new Loesje posters on different topics.

**DESCRIPTION of the project** (duration, project venue, implementation of the project - main activities, methodology, budget- max.500 words)

The project activities took 6 months and included three volunteers from Italy, Portugal and Spain who were highly motivated, positive and open-minded.

Venue: Prilep, Macedonia

Budget: EUR 10.695,00

During the project, the methods of non- formal education were used, namely: open space workshops, discussions, world café and Loesje methods. The volunteers had the possibility to learn and to use them in the facilitation. By participating actively in their sending organisations, they now have the chance to share their earned experiences, knowledge, methods and tools in the regular activities. The volunteers and the local youngsters had the opportunity to experience productive brainstorming, innovative approaches, new working methods and also organisational, technical and computer skills. They also improved their communication and social skills, became more aware of their responsibilities as European citizens, and now are motivated to take local initiatives and actions to improve the situation in their local communities by active participation in their organisations or starting their own NGOs or informal groups.

Every week, we had evaluation meetings with the volunteers in order to assess the activities, to see what can be improved, what to change, etc.

We had evaluations with the youngsters who took part in the workshops. They were very satisfied with the opportunities to participate and to have a chance to meet and to work with the volunteers. During the workshops, we used the non-formal education methods like learning journal and learning interviews, as previously planned.

We wanted to provide information on relevant topics to the local community through the MYG magazine (a free informative magazine) and we managed to publish 3 issues of it in the six months of the activities, both in hard copy and as digital version in Macedonian and English.

During the EVS project, the 3 volunteers were actively involved in the activities through the flexible schedule, they set their personal ways of learning, shared their needs and wishes with us, and through some of the social media groups, they maintained constant open communication with the other youngsters. We agreed together with the volunteers to have reflection groups every Friday, and we could follow their learning process and witness their improvement both on a personal and professional level.

## OUTCOMES

[https://issuu.com/infocfront/docs/magazine\\_issue\\_4](https://issuu.com/infocfront/docs/magazine_issue_4)

<https://issuu.com/infocfront/docs/magmk5online>

[https://issuu.com/infocfront/docs/myg\\_6\\_en\\_fin](https://issuu.com/infocfront/docs/myg_6_en_fin)

[www.facebook.com/pg/loesjemacedonia/photos/?tab=album&album\\_id=1125597497489268](http://www.facebook.com/pg/loesjemacedonia/photos/?tab=album&album_id=1125597497489268)

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- around 40 open-space workshops about European awareness (mostly in the form of guitar/music workshops),
- 48 bilingual lessons as part of the Skills Market workshop,
- 40 practical graphic design workshops as part of the Skills Market workshop

## IMPACT

This project had a direct impact on the volunteers, since the Portuguese volunteer took over the defunct Portuguese Loesje group, the Spanish volunteer started the procedure of registering an informal group of young people and the Italian volunteer will start a youth association on the island of Sardinia after finishing university.

The project also had impact on the local youngsters and community, as it helped them to increase their sense of European citizenship and initiative, they got to know new digital tools and ways to improve themselves, etc.

## SUCCESS FACTORS

N/A

## OBSTACLES

During the project we didn't encounter any difficulties or issues. We had an amazing relationship with the volunteers, and we even developed two future projects together.

## FOLLOW-UP OF PROJECT (planned or already realised)

Loesje creative writing was a huge success among the volunteers and youngsters, the methods were very well received and we came up with five new posters. The Portuguese volunteer has taken over the Portuguese Loesje group and facilitates creative writing workshops in Setubal, Portugal. As a result of the Skills Market workshops and the language courses, the volunteers improved their English proficiency and facilitating skills, the youngsters improved their proficiency in English, Italian, Spanish and Portuguese. Furthermore, the youngsters improved their skills in Adobe Photoshop, Illustrator, InDesign, Office, working with cloud servers, etc. The result can be seen in the layout of the MYG Magazine and the Loesje posters.

After this project, we successfully finished a follow-up EVS project and now we are in the first stage of the newly approved one.

## WEB LINKS

<https://issuu.com/infocfront/docs>

[www.facebook.com/pg/loesjemacedonia/photos/?tab=album&album\\_id=1125597497489268](http://www.facebook.com/pg/loesjemacedonia/photos/?tab=album&album_id=1125597497489268)

## ANY OTHER COMMENTS

Now we and the partner sending organisations have even stronger bonds, we collaborated in one seminar, we got a Strategic Partnership approved and we applied for several projects for the last deadline. These are projects connected with the topic, such as: working in an international environment, facilitating skills, finding new ways of encouraging youngsters in the field of entrepreneurship and activism, and using the results of this project in future ones.

The local youngsters, as a main target group, took active part actively in the non-formal learning workshops, they have become more active and much more well-informed. The local community is more aware of the Erasmus+ Programme, of the EVS as a concept of volunteering and being an active citizen, because they meet with the volunteers on a daily basis. We can now say that the visibility of these programmes is much higher in our local environment.

**TITLE OF THE PROJECT OR ACTIVITY: “Volunteers for European Remembrance”**

## PRIORITY AREA (themes addressed by the project)

- ✓ Cultural diversity (International cooperation, international relations, development cooperation)
- ✓ Development of participative citizenship (EU Citizenship, EU awareness and Democracy)

## COORDINATING STRUCTURE

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## PARTNERS INVOLVED

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Contact person: Marco Boaria – Italy

E-mail: [marco.boaria@aldaintranet.org](mailto:marco.boaria@aldaintranet.org)

## TARGET GROUP

The volunteers were selected via an open call. The information was disseminated on our official website and on websites of other stakeholders in order to ensure a transparent recruitment process. After reviewing the applications and interviewing the selected candidates, we chose two active and creative young French people who like and wanted to work in international and multicultural environment. They also showed interest in the topics related to the project. They were between 26 and 28 years old.

## APPROACH TO TARGET GROUP

EVS volunteers were selected via an open call. The information was widely distributed by ALDA Skopje, ALDA and other partners in order to reach a larger number of youngsters. The selection process consisted of reviewing the applications, interviewing the selected candidates and making the final decision. Throughout the process, we were in constant consultation with the hosting organisation. We particularly communicated with our partners about the possibility to host some young people with fewer opportunities, such as geographical obstacles and cultural differences.

## STAKEHOLDERS

The information was disseminated on our official website and the websites of other stakeholders in order to ensure a transparent recruitment process.

They acted on different levels and created an important data base on youth mobility for Macedonian citizens which included the stakeholders as well as the programmes open to Macedonians. This data will be shared in the next months with all the partners of the hosting organisation in Macedonia. In addition, they took part in the activities of the project “Balkan Regional Platform for Youth Participation and Dialogue” focusing on youth citizenship and active participation in democratic process at a local and regional level. One of their main actions, with the help of the staff, was to be in charge of the preparation of a European Youth Exchange in cooperation with partners from Belgium in order to set up the programme.

The stakeholders involved were partners of ALDA Skopje involved in related projects:

- the EVS project that participated in the Balkan platform for youth participation and dialogue where they were in regular contact with the young people from five Balkan countries. They created a data base of youth organisations working in Macedonia and the Balkans to support youth mobility.
- The EVS project which worked with local authorities and associations, partners in the “Programme for cooperation Normandy - Macedonia” during which they supported the partners in developing youth mobility projects.

- The EVS project which initiated the creation of ALDA Skopje youth club and contributed to the development of youth activities and the involvement of more young people in the ALDA Skopje activities.

## OBJECTIVES

The EVS project “Volunteers for European Remembrance” aimed to contribute to this goal by encouraging tolerance, intercultural understanding and objective remembrance through mobility and youth development.

The project “Volunteers for Remembrance” achieved its objectives entirely. As defined in the application, the six objectives of the project were:

- Objective 1: to promote peace and reconciliation through remembrance projects targeting young people and using interesting and innovative methods and new technologies;
- Objective 2: to reinforce youth participation, Youth Exchanges and peer-to-peer meetings between young people from Macedonia, France and other European countries;
- Objective 3: to promote European citizenship and European identity while using Town Twinning as an excellent framework to develop people-to-people exchanges in order to provide possibilities for better cultural understanding;
- Objective 4: to raise awareness of volunteerism, cultural exchanges and dialogue through direct contact between European volunteers and the local population;
- Objective 5: to promote young peoples’ competencies and skills in order to improve their employability.

## DESCRIPTION of the project

In line with important historical commemorations in 2014 (the start of the First World War and D-Day in Normandy), this project responds to the need to contribute in the promotion of peace and European citizenship. Bringing peace is the most valuable effect of the EU, and maintaining it is a shared task. The EVS project “Volunteers for European Remembrance” aimed to contribute to this goal by encouraging tolerance, intercultural understanding and objective remembrance through mobility and youth development.

Duration: 12 months

Project venue: Generally in Skopje, Macedonia and other cities throughout the country

Budget: EUR 12.565,00

The main activity of this project was to host 2 volunteers in ALDA Skopje for 12 months.

1. European remembrance & Peace and reconciliation
2. Intercultural understanding & European Citizenship
3. Youth development & Francophonie

In the first action, the volunteers took part in the organisation and preparation of youth projects on the topic of remembrance and peace, such as the project “[Sur les pas d’Albert Londres](#)”, a yearly seminar for young journalists which took place in Macedonia and Albania in 2015 on the History of the First World War and the Macedonian / Thessaloniki Front. In a second period, they participated in planning an international summer school on the same topic. In order to lead this activity, they developed a broad knowledge of this history by doing research and assisting in conferences.

The second action was about promoting EU citizenship and exchanges to youngsters, civil society organisations and local authorities in Macedonia. For this, the volunteers did extensive research, especially on the topic of mobility. They took part in many events for Macedonian youngsters to explain the Erasmus+ programme. Furthermore, they created an extensive data base of youth organisations in Macedonia and Normandy which are offering mobility opportunities. In addition, they took part fully in the activities of the project “Balkan Regional Platform for Youth Participation and Dialogue” which is focused on youth citizenship and active participation in the democratic process at a local and regional level. One of their main actions, with the help of the staff, was to be in charge of the preparation of a European Youth Exchange in cooperation with Belgian stakeholders in order to set up the programme.

The last action carried out by the volunteers was to promote intercultural understanding through presentations of a different culture and language to Macedonian youngsters. In order to complete this action, the volunteers created a group of young Macedonians interested in discovering French culture and language. In the course of a few months, they assembled them every week, proposing diverse practical activities.

In order to reach the current scope of the project, the organisations worked together to offer the volunteers as many opportunities as possible to discover the topics of the project. This means that they took part in many conferences and activities led by the participating organisations, their partners and other stakeholders in Macedonia, in the Balkans and in France.

## OUTCOMES

The learning dimension and the professional development of the volunteers was one of the main project objectives. They had the opportunity to work in an intercultural environment with a team that is skilled, flexible, dynamic and willing to train young people. This professional environment gave them the possibility to acquire valuable professional experience. Their skills were put in practice which contributed to developing good working habits and to acquiring professional competences.

## IMPACT

The impact of this project was very important for several involved stakeholders: the EVS volunteers, the participating organisation and the target groups.

First of all, the greatest impact was on the EVS volunteers. This experience contributed to their

- **professional development:** project management, linguistic competences, team work, digital skills, ability to work in multicultural environment, etc.,
- **personal development:** social integration, intercultural comprehension, communication skills, active participation. In addition to this, they had the chance to have an unforgettable experience in getting to know another country, meeting youngsters, actively participating in local life, improving their English and learning Macedonian, dealing with culture shock. This experience brought them more self-confidence and fulfilment.

This project had a significant impact on the hosting organisation. Since this was the first experience of the organisation in hosting volunteers, this project was very valuable. The presence of the volunteers fostered the development of intercultural skills and linguistic competences of the team members. The project has promoted the reflection of new project ideas and how to develop the organisation's activities in the field of youth.

The impact of this project was significant for the local youngsters involved in the project. Daily or weekly encounters with European volunteers had a significant influence on the development of the youngsters the European volunteers worked with. The first obvious impact was the linguistic preparation and ability to communicate in a foreign language. Moreover, working with international volunteers in any kind of project (workshops, presentations) always gives additional motivation. The creation of the youth club had considerable importance for the evolution of the volunteers and the youngsters involved in.

This project also had an impact on the project partners. The daily contact of the volunteers with our partners helped them to grasp the context of intercultural understanding. This encouraged the development of our initiatives because it helped to reinforce the international opening to the world of the local communities in Macedonia.

## SUCCESS FACTORS

There are different factors to the success of this project:

- Selection of the volunteers: The choice of the volunteers was very good because we selected two motivated young people motivated and ready for an intercultural encounter. Taking this into account, it was easier both for the organisation's team and the volunteers to work together throughout the project and to find a common ground for innovative ideas.
- Definition of the objectives and activities of the volunteers: While creating the project objectives and the agenda for the volunteers, the hosting organisation took into account the current projects, objectives and potentials. Thus, the volunteers worked on existing initiatives with already established partnerships. This facilitated their involvement in the project and gave them a possibility to explore and propose new initiatives and personal projects. The combination between integrating something already developed and having a possibility to propose new things was crucial.

- Good dynamics in the project team: The volunteers integrated into a young, professional, motivated and multilingual team. The team was composed of five local staff members, the two EVS volunteers and an Italian intern. This balanced composition of the team as well the motivation and the devotion of all team members contributed to a good implementation of the project and an excellent working environment for all of them.

## OBSTACLES

There were no significant obstacles in the realization of this project. There are long and complex administrative procedures for obtaining long-stay visa in Macedonia. However, with the support of other experienced partner organisations and by foreseeing enough time for this, this obstacle can be overcome.

Furthermore, the preparation of the volunteers in terms of linguistic and intercultural skills prior to their arrival in Macedonia can be significantly improved. This can support the smooth integration of the volunteers and a better implementation of the project.

Lastly, the time after the volunteering period can be difficult for the volunteers, and it is important to propose measures to continue the support of the volunteers and to find possibilities for them to become “ambassadors” of the EVS programme.

## FOLLOW-UP OF PROJECT (planned or already realised)

The implementation and development of the projects in which the volunteers participated continued:

- The project “The Balkan Platform for Youth Participation and Dialogue” is being implemented for the fourth consecutive year. The Network of youngsters involved is growing and the concept of volunteering among the project partners is being developed;
- the project “Sur les pas d’Albert Londres” is organised every year and involves young people from France and the Balkans. The edition of 2017 took place in Bosnia and Hercegovina.
- The project “Le son qui nous ressemble” started in 2016 continued in 2017 with a Youth Exchange in Reunion, France where young Macedonians took part.

The projects initiated by the volunteers continued in ALDA Skopje: ALDA youth club and the promotion of French culture.

Following the excellent experience with this EVS project, ALDA Skopje is currently implementing another project hosting two French volunteers and also became active in sending volunteers to EU countries.

## WEB LINKS

[www.alda-europe.eu/](http://www.alda-europe.eu/)  
[new.bn-mk.org/bnmk](http://new.bn-mk.org/bnmk)

[www.sur-les-pas-d-albert-londres.fr/](http://www.sur-les-pas-d-albert-londres.fr/)  
[www.alda-balkan-youth.eu/](http://www.alda-balkan-youth.eu/)

#### ANY OTHER COMMENTS

It is interesting to point out the direct impact this project had on the young peoples' professional development and personal choices. Both volunteers have continued their professional career in line with what they experienced in the hosting organisation. Following the experience in a European network such as ALDA, working on EU citizenship projects, one of the volunteers continued his professional career in Brussels, working on European projects. The other volunteer, being impressed by the Macedonian culture and way of living, has stayed in the country and currently works for a local association.

**SLOVENIA**

**TITLE OF THE PROJECT: The faces of the streets: Digital stories in youth work with underprivileged groups**

**PRIORITY AREA** (*themes addressed by the project*)

- ✓ Intercultural dialogue
- ✓ Cultural diversity
- ✓ Fight against exclusion
- ✓ Integration of refugees, migrants and asylum seekers

**COORDINATING STRUCTURE**

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## TARGET GROUP

Youth workers from Slovenia, Latvia, Greece, Spain, Italy, Estonia, Portugal and France

## APPROACH TO TARGET GROUP

This mobility offered core training on digital storytelling, a methodology that enables youth workers to critically assess media representation of diversity, and offers alternative view by addressing social exclusion through photo stories and video documentaries.

## STAKEHOLDERS

Festivals, media, young migrants, etc.

## OBJECTIVES

The immediate objective of the project was to educate inclusion youth workers on how to use the digital storytelling method in their work with vulnerable groups. The intermediate objective was to pass this knowledge from the youth workers to the communities they work with, and as a result have digital stories created directly by young people facing social exclusion. The long-term aim of such an initiative was to commence a dialogue on inclusion between different groups and offer less known image of those living on the margins of society. Overall, the project's aim was to offer an empowerment tool both for youth workers and for socially excluded communities.

## DESCRIPTION of the project

The mobility project of youth workers "Facing the street - Digital storytelling in youth work with vulnerable groups" was organised in Ljubljana, Slovenia from July 21-29. 29 youth workers from Slovenia, Latvia, Portugal, France, Estonia, Italy, Greece and Spain took part in photography and video making workshops. The main aim of the training was to educate youth workers on multimedia as a tool of empowerment, and how to use it in social inclusion programmes. By using digital storytelling as a short form of digital media production that allows everyday people to share aspects of their life story, participants gained the knowledge on how to critically assess media representation of diversity, and offer alternative views on diverse issues that people with less opportunities face to the public,.

After the mobility, all participants worked on the follow-up and the dissemination of results. Some organised workshops on digital storytelling as a way to multiply the methodology, others made exhibitions in their communities, while several participants created new photo stories and short movies with young people facing exclusion in their own countries. In Slovenia, some results of the workshop were on display in the UNHCR offices in Ljubljana, and some follow-up stories were on display with other APIS exhibitions on the topic of migration in the Hall of the Slovenian Parliament.

The mobility and project itself proved a success, as new partnerships and new project ideas emerged from it. Several participants with a photography background formed an international team that will follow and represent stories on poverty and host each other's work, while some partners applied to their National Agencies for digital storytelling trainings.

## OUTCOMES

During the mobility, participants documented success stories on overcoming challenges of inclusion and diversity faced by youth from Slovenia. Results of the week-long mobility were eleven photo stories and four short movies that documented challenges of social inclusion of young refugees, homeless people, former inmates and drug users, people with developmental problems, young people facing bullying and educational problems. All stories were presented in a form of the exhibition on display in the Hall of the Slovenian Academy of Science and Arts for a month.

## IMPACT

Through the process of creating digital stories, the project brought strong self-reflection to each participant. This method (digital storytelling) enables getting deep into difficult life situations of individuals, and that makes it easier for youth workers to empathise with these stories. After spending the day with the protagonists of the stories, the participants of the project were dedicated to present them as heroes who find their way out of social exclusion. They felt the stories in a deep way and found a way to pass on this message.

Through learning concrete techniques (shooting, dramaturgy, editing, post production) the project also increased the employability of the participants.

## SUCCESS FACTORS

With this project, the Institute gained greater recognition in the public. We were conducting different types of evaluation during the project and concluded that migrants, who were also leading the project, gained important competences and knowledge which will be useful in further steps. These experiences will also be useful for future projects with vulnerable groups and young people.

## OBSTACLES

One of the facilitators could not attend the photography workshops, as she had to stay in her home country, Georgia, due to personal reasons.

One of the obstacles was the access to the spaces for participants with physical disabilities, as the wheelchair could not be transported over the steps.

## FOLLOW-UP OF PROJECT *(planned or already realized)*

After the mobility, all participants worked on the follow-up and dissemination of results. Some organised workshops on digital storytelling as a way to multiply the methodology, others made exhibitions in their communities, while several participants created new photo stories and short movies with young people facing exclusion in their own countries. In Slovenia, some results of the workshop were on display in the UNHCR offices in Ljubljana, and some follow-up stories were on display with other APIS exhibitions on the topic of migration in the Hall of the Slovenian Parliament.

## WEB LINKS

[www.zrc-sazu.si/sl/dogodki/obrazi-ulice-razstava-v-atrifu-zrc](http://www.zrc-sazu.si/sl/dogodki/obrazi-ulice-razstava-v-atrifu-zrc)

## TITLE OF THE PROJECT: YOUTH WORK AND VOLUNTEERING AGAINST RADICALISATION

### PRIORITY AREA *(themes addressed by the project)*

- ✓ Conflict prevention
- ✓ Development of participative citizenship

### COORDINATING STRUCTURE

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## TARGET GROUP

Youth workers, especially volunteer managers of youth organisations

## APPROACH TO TARGET GROUP

The project was conducted with active non-formal education methods and facilitated by experienced trainers. It included discussions, group work, case studies, simulation exercises and challenges.

## STAKEHOLDERS

## OBJECTIVES

The Project “Youth work and volunteering against radicalisation” was based on a training course and dissemination activities that aim to strengthen the professional development of youth workers and the capacity of participating organisations on the topic of equipping youth workers with volunteer management skills, competences and methods needed for transferring the common fundamental values of our society and preventing violent radicalisation of young people, especially of those who are marginalised, as well as of young migrants.

## **DESCRIPTION of the project**

The training has been conducted in Črnomelj (Slovenia) in November 2016 and was attended by 24 participants from Slovenia, Croatia, Greece, Great Britain, Portugal, Spain, Bulgaria, Italy, Germany, Poland and Macedonia. The project engaged also two coaches and two support staff members. The project was inspired by UK Volunteer Police Cadets who are involving young people with vulnerable backgrounds in community service, assisting police and other public services.

## **OUTCOMES**

Through the training the youth workers gained and developed new competences and achieved a new level of understanding of the key points of volunteering as a tool in international youth work which can prevent the radicalisation of young people. This new knowledge will be transferred to their organisations and local environment as a preparation for a possible crisis or for problems that can arise also in their local environments.

One outcome of the training was also the development of four new volunteering programmes developed by participants that can be applied in all European countries.

## **IMPAC**

The project will have a strong impact not only on the professional capacity of the participants but also on participating organisations who will be better equipped to reach out to marginalised groups and to use volunteering as a tool to counter the radicalisation of young people.

## **SUCCESS FACTORS**

The training was developed as a reaction to the refugee crisis and to hate speech in Europe, as well as to the increase in radicalisation of young people and the question of common European values. The topicality of the topic contributed to the success of the training and the strong interest of participants.

## **FOLLOW-UP OF PROJECT** *(planned or already realised)*

The project foresaw a dissemination phase which includes dissemination meetings lead by participants in each participating country.

## **WEB LINKS**

<http://mc-bit.si/875-2/>

**TITLE OF THE PROJECT: CLOWNS WITH BORDERS**

**PRIORITY AREA** (*themes addressed by the project*)

- ✓ Cultural diversity
- ✓ Fight against exclusion
- ✓ Integration of refugees, migrants and asylum seekers

**COORDINATING STRUCTURE**

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## TARGET GROUP

Young people from all over Europe

## APPROACH TO TARGET GROUP

Young people were involved in performative practices (theatre, circus, music and storytelling). These techniques can have the power of social engagement. Furthermore, topics of violations of human and environmental rights were tackled with those practices.

## STAKEHOLDERS

Festivals, media, young migrants, etc.

## OBJECTIVES

The inspiration for the development of Youth Exchanges came from the symbol which recently materialised in the immediate vicinity of the Youth Exchange and affects our daily lives. Together with partner organisations, we believe the topic of a recently built barbed wire (fence or technical barrier) deserves more attention on the EU level. The so-called technical barrier was our challenge, the starting point for thinking about different solutions that promote solidarity, activate citizenship and contributing to the strengthening of the European Union. More than ever, it is necessary to raise awareness of the importance of cooperation, active participation and social inclusion as fundamental values of the European Union. This is particularly important at a time when it seems that solidarity and consensus is not a minimum standard in response to the refugee crisis in the EU. More than ever, we must raise awareness that the crisis in Europe which is facing us may be solved only through humanity, cooperation and the activation of sustainable practices.

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## DESCRIPTION of the project

Although it is a natural barrier, the Kolpa river constantly has people on both sides, Slovenia and Croatia. People in Bela Krajina are concerned and outraged because of the blade wire along the entire length of the river Kolpa which has appeared practically overnight. It is even worse that the restriction of movement does not only concern humans but also animals, as we can see on online photos of animals that have died in agony as a result of the blade wire. The fence of blade wire entails great economic loss and affects the business sector which is already impoverished. This is most threatening for the local young people, as the tourism industry is the only possibility for their employment in remote locations. Tourism in Bela Krajina is almost exclusively linked to the river Kolpa and the natural and cultural heritage of the riverbank, much of which lies in a protected area of the Regional Park Kolpa. In 2010, the river Kolpa was awarded a European Destination of Excellence by the European Commission for the development of tourism based on sustainability.

In cooperation with local young people right there, on one of the most controversial points, we wanted to lay the foundations for a different Europe - a Europe of openness, inclusion, participation and democracy, acting in accordance with its fundamental values. The ways in which we wanted to draw attention were based on humour, creativity, cooperation and empathy. Our starting point was an initiative of Clowns without Borders.

The international Youth Exchange took place from July 20-29, 2015 in Bela Krajina with 42 participants from seven partner countries (Italy, Hungary, Greece, Slovenia, Great Britain, France and Croatia). The project brought together young people interested in theatre, circus, clowns, storytelling and video production. We created a caravan that visited nearby places known for their beautiful remote nature.

Thematically, the Youth Exchange focused on the recent events in the EU and Slovenia connected to the flow of refugees and the nearby installation of the blade wire fence.

## OUTCOMES

- Performances at different festivals
- Documentary "Clowns with Borders" (not yet available online)

## IMPACT

We are proud that two young asylum seekers were involved in the project and the Youth Exchange was a completely new experience for both of them. Their story was featured on the biggest Slovenian commercial television channel. The participation in the Youth Exchange was truly the starting point of their inclusion, as they were later involved in the show "Slovenia has Talent" and other projects.

The participants gained new skills in creative expression, performance, reflecting on topics connected to borders, surveillance, inclusion, democracy, cultural diversity, intercultural dialogue, active

participation, European identity, European citizenship and the inclusion of young people with fewer opportunities.

## SUCCESS FACTORS

The project was successful because we developed the project idea together with partners. Most of the partners needed to deepen their knowledge about the current situation in Europe, the regulation of the flow of refugees and migrants and to foster the intercultural dialogue.

An important part of the preparation was also the search for creative ideas for outdoor actions. In the implementation phase, all concepts were put into practice. We specifically focused on building up the competences of young people, mostly social and humanitarian competences, developing mindfulness and the ability to listen without judging in advance.

## OBSTACLES

The only “obstacle” in this project was that some of the goals were achieved to a much bigger extent than initially planned, mostly because of the festivals that were going on at the same time. We were invited to these festivals, and we accepted all invitations to ensure the dissemination of our messages and the visibility of our project.

An obstacle was also to find accommodation for the big group of participants (42 + assistants) which would be close to Kolpa river, affordable, with the possibility of subsistence. We found a farm which was suitable, but the group was still a bit too big. In addition, the attitude of some participants was a little bit problematic, as we must understand that many young people who are active in performance and circus groups come from underprivileged social groups.

## FOLLOW-UP OF PROJECT *(planned or already realized)*

The participants were invited to reflect on the process throughout the whole project. They were also preparing good practice examples, theoretical abstracts and their own reflections on the process.

## WEB LINKS

Documentary “Clowns with borders”: [www.youtube.com/watch?v=zDBEzWrsWa8](http://www.youtube.com/watch?v=zDBEzWrsWa8)

**TITLE OF THE PROJECT: Key to inclusion**

**PRIORITY AREA** (*themes addressed by the project*)

- ✓ Intercultural dialogue
- ✓ Interreligious dialogue
- ✓ Combating prejudice and stereotypes
- ✓ Cultural diversity
- ✓ Conflict prevention
- ✓ Development of participative citizenship
- ✓ Fight against exclusion
- ✓ Integration of refugees, migrants and asylum seekers

**COORDINATING STRUCTURE**

Institute Movit  
Slovenian National Agency for the Erasmus+ Youth in Action Programme

**PARTNERS INVOLVED**

Faculty of Social Sciences in Ljubljana  
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**TARGET GROUP**

Organisations in the youth sector and organisations dealing with different forms of exclusion

**APPROACH TO TARGET GROUP**

Online research, sectorial and cross-sectorial consultation

**STAKEHOLDERS**

Youth organisations, municipalities, schools, experts in the field of social inclusion, institutes, NGOs

**OBJECTIVES**

- to identify the needs in the field of social inclusion,
- to enable the exchange of good practices in the field of social inclusion,
- to motivate actors in the youth field to further invest in social inclusion activities,
- to connect and exchange practices in different sectors.

## DESCRIPTION of the project

“Key to inclusion” is an initiative which is highlighting the importance of social inclusion in all aspects of youth work. The beginnings of the initiative go back to in 2013 and it continues until today.

## OUTCOMES

During the lifetime of the project, 120 different organisations have participated in activities and increased the number of projects. The number of participants with fewer opportunities was raised from 955 (23 %) in 2014 to 2071 (45 %) in 2016. Als the number of EVS sending and hosting projects increased.

## IMPACT

“Key to inclusion” is becoming a trademark for events connected to social inclusion. In the year 2013, the Slovenian NA started with the inclusion of Roma organisations into the programme, and later we continued with organisations specifically working with young people with fewer opportunities. We invited them to develop projects which upgrade their local work by adding an international dimension.

The Slovenian NA organized a series of events aimed at exchanging experience on a national level, followed by the international event ME TOO in 2015. In 2016, two events were dedicated to the topic of inclusion; first the sectorial consultation followed by the cross-sectorial consultation on the topic of social inclusion. Prior to this, research targeted at the needs of organisations, was conducted.

With these events we ensure the continued support in building the competences in the field of social inclusion.

## SUCCESS FACTORS

A success factor was a gradual approach to the subject, starting with the research, small scale consultations and an identification of the needs, and slowly building up towards bigger events based on these results.

## OBSTACLES

### FOLLOW-UP OF PROJECT *(planned or already realised)*

In the follow-up of the project, Eurodesk multipliers will implement regional consultations on the topic of social inclusion, with the main aim to connect regional actors active in this field. A strong need for this was expressed during the the national consultations.

## WEB LINKS

## ANY OTHER COMMENTS

We concluded that projects connected to social inclusion remain the biggest challenge, as they need to be adapted to the target group. Sometimes the effects are not visible immediately, but investing in these projects pays off in the long run. The reports we are reading about the effects are amazing.

**TITLE OF THE PROJECT: Roma inclusion strategy 2012-2015 of Institute Movit**

### PRIORITY AREA *(themes addressed by the project)*

- ✓ Cultural diversity
- ✓ Conflict prevention
- ✓ Fight against exclusion

### COORDINATING STRUCTURE

Institute Movit  
Slovenian National Agency for the Erasmus+ Youth in Action Programme

### PARTNERS INVOLVED

SALTO South-East Europe Resource Center  
Croatian, Hungarian and Macedonian National Agencies  
SALTO Cultural Diversity Resource Center  
British Council

### TARGET GROUP

Active member of Roma organisations who have experience in working with Roma youth (youngsters aged 13 and older).

### APPROACH TO TARGET GROUP

Main actors (Roma organisations and youth organisations working with Roma) were identified and invited to participate in the project.

The programme of the activities was created using non-formal methods, inviting also representatives of Roma and Roma organisations as guests, trainers and facilitators in order to bring the whole project closer to the target group.

## STAKEHOLDERS

Who were other stakeholders you were cooperating within the project or addressing them with your activities?

The stakeholders we were working with were also mostly Roma organisations and local communities where Roma people live.

Both international seminars were organised in Murska Sobota in the Prekmurje region, which is one of the areas in Slovenia where the largest number of Roma people live. It is also the region where the Roma community is integrated best.

One of the important stakeholders was also The Roma Academic Association.

## OBJECTIVES

### 1. National information seminar/training course for Roma organisations and/or organisations working with Roma, June 2012, Dobrna, Slovenia:

- to present the YiA opportunities to the participants;
- to give information on the application procedure;
- To motivate the participants to apply for (international) projects;
- To present existing projects and their results;
- to tackle the challenges and find possible solutions for implementing international projects with Roma young people;
- to encourage cooperation with other youth organisations on a local level.

### 2. International training “Inclusion of Young Roma into the Youth in Action programme”, November 2012, Murska Sobota, Slovenia:

- to explore the links between local needs and realities of Roma youth work and the priorities and the objectives of the Youth in Action Programme;
- to identify the added value of international projects with Roma youth;
- to present the opportunities for international projects within the YiA;
- to give basic training on international project management (planning, implementation, evaluation) in particular within the frame of the Youth in Action Programme (Actions 1.1, 2.1,3.1 and 4.3);
- to encourage partnership building between the participants’ organisations;
- to offer space for sharing local practice as well as potential international experience;
- to present best practices of international YiA projects;
- to identify further support or tools required for the participation of Roma youth in the YiA programme.

### **3. International Roma study visit to Slovenia, 2013, Murska Sobota, Vanča vas, Krško and Kamenci, Slovenia**

The main aim of this short study visit was to allow participants to visit Roma organisations and organisations working with Roma youth in Slovenia, to explore their good practices and approaches and reflect on those in relation to the participants' home realities.

#### **Objectives of the short study visit:**

- to enable participants to explore Slovenian Roma organisations and organisations working with Roma through study visits in the field and by participating in/visiting actual activities;
- to get inspired to carry out future youth projects in their organisations;
- to share good practice examples of working with Roma youth and on Roma youth projects;
- to provide participants with network opportunities to start building possible future partnerships among their organisations;
- to gain a greater understanding of working in Roma organisations and with Roma youth in different local and national realities;
- to reflect on the reality of Roma organisations and working with Roma youth in Slovenia – including Roma youth policies at a national level;
- to discuss the different realities of Roma youth in Roma communities, within Roma organisations and participation in the wider society;
- to explore the importance of Roma (youth) organisations as “mediators” between Roma communities and wider society.

### **4. Objectives of the international training “Cross-border Roma cooperation”, May 2015, Murska Sobota, Slovenia**

- to present the opportunities for international projects within the Erasmus+ programme;
- to share good practice examples of working with Roma youth and on Roma youth projects;
- to offer space for sharing local practice as well as possible international experience;
- to get inspired to carry out future youth projects in their organisations through study visits in the field and by visiting actual activities;
- to give basic training on international project management (planning, implementation and evaluation) in particular within the framework of the Erasmus+ (youth) Programme;
- to encourage partnership-building between the participating organisations;
- to identify the added value of international projects with Roma youth.

We achieved the projects' objectives, which is also evident from the development of the project itself. The need to reach out to young Roma people turned out to be very relevant, so the activities expanded during three years. As we can see from the impact of the project, Roma organisations and Roma young people have been included in the YiA/Erasmus+ YiA projects more widely. New

partnerships were built during the international activities, but most of all, they were a unique learning experience in a non-typical and non-mainstream environment in Slovenia.

### **DESCRIPTION of the project**

In the years 2012-2015, Institute Movit - Slovenian National agency for the Erasmus+ Youth in Action Programme, actively supported the inclusion of young Roma into the YIA programme.

Several activities took place to approach the target group:

#### **National information seminar/training course for Roma organisations and/or organisations working with Roma, June 2012, Dobrna, Slovenia**

The aim of this activity was to inform organisations about the existence of the programme and opportunities the programme is offering, and to gather information about their needs in general and about the and type of support they would need to get involved.

#### **International training “Inclusion of Young Roma into the Youth in Action programme”, November 2012, Murska Sobota, Slovenia**

The aim of this activity was to exchange best practices, create international partnerships and identify the obstacles they face in their international Roma projects and possible solutions.

#### **International Roma study visit to Slovenia, 2013, Murska Sobota, Vanča vas, Krško and Kamenci, Slovenia**

The aim was to promote Slovenian good practices of Roma inclusion at the local level which we identified in the past years and to bring more potential project partners to Slovenian Roma organisations for possible future cooperations.

#### **International training “Cross-border Roma cooperation”, May 2015, Murska Sobota, Slovenia**

The activity was organised in cooperation with the Croatian, Hungarian and Macedonian National Agencies as well as with the SALTO South East Europe Resource Centre which covers the rest of the Western Balkan region. The aim of this activity was to support international cross-border partnerships which would be more sustainable and in which language would perhaps not be such an issue.

### **OUTCOMES**

- Report: Inclusion of Young Roma into the Youth in Action Programme, November 6-9, 2012, Murska Sobota, Slovenia  
[www.movit.si/fileadmin/movit/1MVA/Pomembni\\_poudarki/Socialno\\_vkljucevanje/2012\\_November - TC Roma Inclusion - FINAL REPORT IN ENGLISH.pdf](http://www.movit.si/fileadmin/movit/1MVA/Pomembni_poudarki/Socialno_vkljucevanje/2012_November - TC Roma Inclusion - FINAL REPORT IN ENGLISH.pdf)

- Report: Study visit to Roma organisations and organisations working with Roma youth, April 24-26, 2013, Murska Sobota, Slovenia  
[www.movit.si/fileadmin/movit/1MVA/Pomembni\\_poudarki/Socialno\\_vkljucevanje/2013\\_April - Roma Study Visit to Slovenia - FINAL REPORT IN ENGLISH.pdf](http://www.movit.si/fileadmin/movit/1MVA/Pomembni_poudarki/Socialno_vkljucevanje/2013_April_-_Roma_Study_Visit_to_Slovenia_-_FINAL_REPORT_IN_ENGLISH.pdf)
- Report: International training “Cross-border Roma cooperation”, May 2015, Murska Sobota, Slovenia  
[www.movit.si/fileadmin/movit/OZAVOD/Publikacije/Porocila/Crossborder\\_Roma\\_Cooperation\\_REVISIED\\_FINAL\\_REPORT\\_WEB\\_VERSION.pdf](http://www.movit.si/fileadmin/movit/OZAVOD/Publikacije/Porocila/Crossborder_Roma_Cooperation_REVISIED_FINAL_REPORT_WEB_VERSION.pdf)

## IMPACT

In the four years since the strategy of including Roma youngsters into the EU youth programme has been initiated, we can see many results. There are individual success stories, like one Roma girl who participated in Movit's first two activities later carried out a Youth Initiative in which she organised and opened a museum of Roma culture and afterwards also got a job in a kindergarten. This museum was later also one of the locations visited during the study visit.

Another participant from the first activity carried out two Youth Initiatives through which the participation and engagement of local Roma youngsters increased while she managed to become self-employed and now owns a shop selling clothes based on Roma tradition. Her organisation is currently also a partner in an international project funded by the Norwegian Financial Mechanism Programme.

As a side result, many participating NGOs directed part of their work towards Roma as a specific target group and several Roma youngsters participated in Youth in Action activities. There have been about 10 projects submitted and granted in Youth in Action Programme by Roma organisations and some new NGOs were established. Three projects are being developed, international and national partnerships and collaborations have been formed.

## SUCCESS FACTORS

A success factor was the step-by-step approach of the project, starting with the national information seminar in order to get the organisation acquainted with the programme. In this way, the organisations were already prepared for the coming international phases.

Another success factor was a clear target group and consultations with experts and representatives of the target group before implementing the project.

## FOLLOW-UP OF PROJECT *(planned or already realised)*

The number of projects implemented and applied in the Youth in Action programme was monitored, as already highlighted in the outcomes of the project.

## WEB LINKS

[www.movit.si/erasmus-mladi-v-akciji/vsebinska-podpora/socialno-vkljucevanje/roma-inclusion/](http://www.movit.si/erasmus-mladi-v-akciji/vsebinska-podpora/socialno-vkljucevanje/roma-inclusion/)