EAR
Education Against Racism

A Toolkit on invisible discrimination

mal
trato

buen
trato

Erasmus+   ear   cazalla INTERCULTURAL

CONTENT

INTRODUCTION: EAR PROJECT

One of the problems that we face when fighting the scourge of racism is that there are a few people who declare themselves as racists, even though many of them have racist attitudes. It is very hard to fight these attitudes, since they are internalized as "normal", socially accepted and invisible.

From here stems the idea of an "invisible racism" that extends the concept of "racism" to every kind of discrimination by a group or an individual who feels superior to others or another.

In the field of non-formal education we have been working for years promoting intercultural learning, tolerance, equal rights and peaceful coexistence. Since they are voluntary activities, we can reach young people who are already sensitive towards this topic. This Programme's new Action allows creating collaboration between formal and non-formal education, as it is important to encourage measures to prevent racism and to make young people aware of racist attitudes that may go unnoticed. The best way is to do this in youth main socialization centres: schools.

Therefore, our most important tool is an education that can help us to make racist attitudes and behaviour visible.

As for formal education institutions, due to their focus on merit and competitiveness they leave aside topics that are fundamental to build the society, such as coexistence and citizenship.

Increasing cases of bullying left unpunished by social networks are detected and sexist ideas remain strong on our youth's mind. An outbreak of violence is taking place nowadays inside schools, that is why the creation of anti-violence strategies by the same institutions is essential, as well as knowing non-formal education methods and the EU programmes from which they can benefit.

Non-formal education organizations require collaboration with the formal education system to produce joint action strategies. This is exactly the main objective of EAR project.

1

About this toolkit

One of the problems that we face when fighting the scourge of racism is that there are a few people who declare themselves as racists, even though many of them have racist attitudes. It is very hard to fight these attitudes, since they are internalized as "normal", socially accepted and invisible.

From here stems the idea of an "invisible racism" that extends the concept of "racism" to every kind of discrimination by a group or an individual who feels superior to others or another.

In the field of non-formal education we have been working for years promoting intercultural learning, tolerance, equal rights and peaceful coexistence. Since they are voluntary activities, we can reach young people who are already sensitive towards this topic. This Programme's new Action allows creating collaboration between formal and non-formal education, as it is important to encourage measures to prevent racism and to make young people aware of racist attitudes that may go unnoticed. The best way is to do this in youth main socialization centres: schools.

Therefore, our most important tool is an education that can help us to make racist attitudes and behaviour visible.

As for formal education institutions, due to their focus on merit and competitiveness they leave aside topics that are fundamental to build the society, such as coexistence and citizenship.
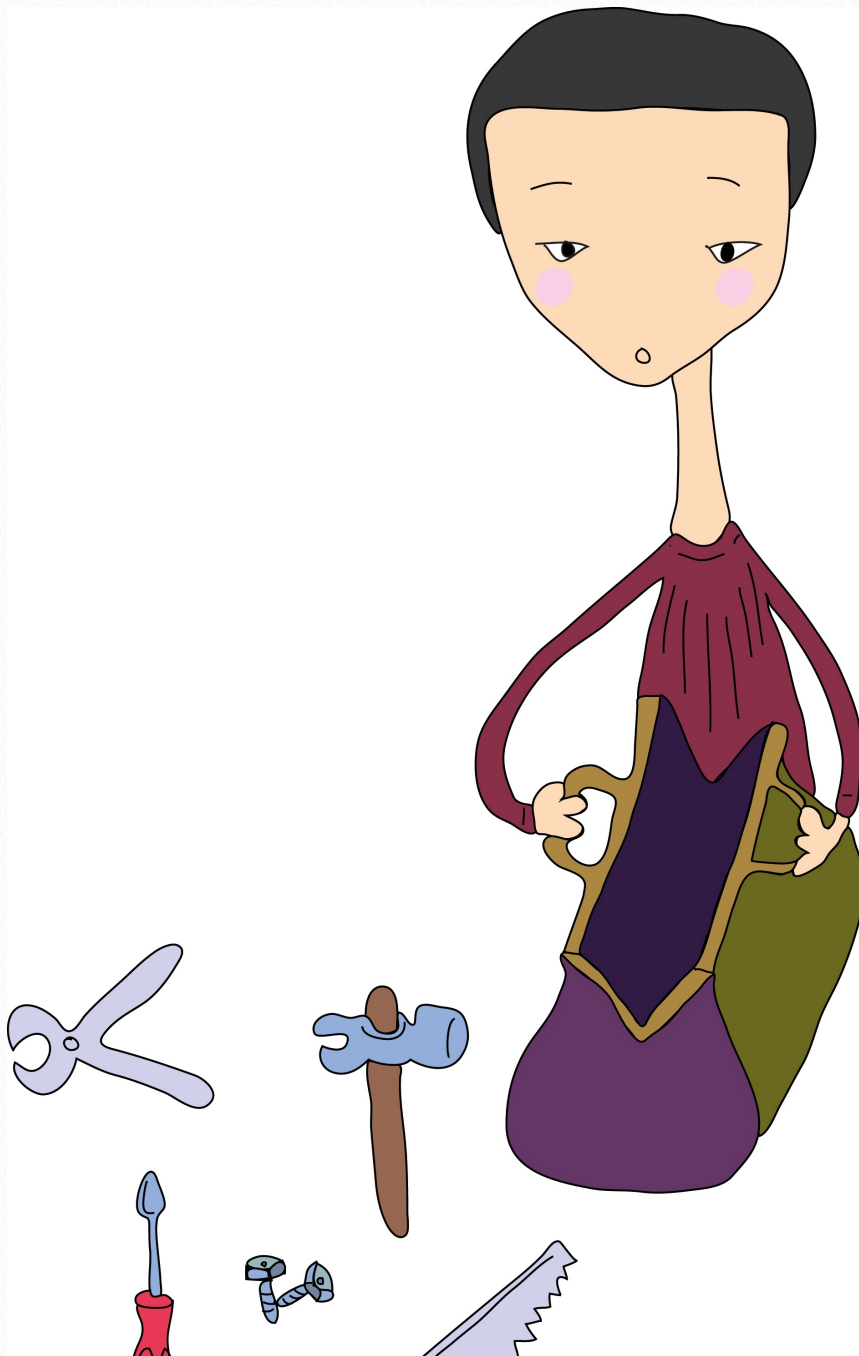
Increasing cases of bullying left unpunished by social networks are detected and sexist ideas remain strong on our youth's mind. An outbreak of violence is taking place nowadays inside schools, that is why the creation of anti-violence strategies by the same institutions is essential, as well as

"Our most important tool is an education that can help us to make racist attitudes and behaviour visible"

knowing non-formal education methods and the EU programmes from which they can benefit.

Non-formal education organizations require collaboration with the formal education system to produce joint action strategies. This is exactly the main objective of EAR project.

"As for formal education institutions, due to their focus on merit and competitiveness they leave aside topics that are fundamental to build the society, such as coexistence and citizenship"

2

Intro to the topic of discrimination

"We have made enormous progress in teaching everyone that racism is bad. Where we seem to have dropped the ball... is in teaching people what racism actually is"– *Jon Stewart*

> **"Discrimination can be based on age, health, religion, education or race and can be either overt or covert".**

Aristotle once said that we are social animals. And so everyday interaction is inevitable. Yet in our social relations we encounter difficulties that lead to conflicts. Within the last few decades every society has been touched by the effect of globalization but there are some issues much older and deeper than this like social stratification, which is also spread at a global level.

In a multicultural Europe the need for cohesion and a healthy democracy arise. Human rights protect us all, no matter whether there are social differences, because they apply to minorities too (Zick, Küpper & Hövermann, p. 9). However, you can encounter harmful mentalities and actions within and between nations like prejudice, stereotypes and discrimination. In order to distinguish them sociologists say that prejudice refers to biased personal thinking and feelings, stereotypes are the ideas about a group of people, and discrimination refers to specific actions toward them. Discrimination can be based on age, health, religion, education or race (Introduction to sociology, p. 235), and can be either overt or covert.

Discrimination is seen as obvious in the health sector, at work or even more so in schools. People's access to education is denied or not taken in account, being discriminated on the base of belonging to a certain group. According to the 2008 report of the Friedrich-Ebert-Stiftung Academic Foundation prejudice is generally ignored. It is considered to be disregarded, tolerated or of "little relevance for the quality of democratic culture" and it is seen as "mentalities" or "individual attitudes" (Zick, Kupper & Hovermann, p.17). The report says: If it is "normal" that children from migrant communities do less well at school, many people will not even consider the possibility that

systematic individual or structural discrimination might play a role. (p. 23)

Environment is considered the principal cause that leads individuals to hold prejudice or to act in a discriminatory way. Social psychology theories explain this as social attitudes produced by interaction of individuals and environmental causal factors (p. 27). And since these thoughts are perpetuated from individual to individual, children receive prejudice and stereotypes as dogma from their parents, peers, or teachers.

For children the most powerful environment for their development is the school. Here, intolerant labels are stuck on those who are not understood. The words used to describe them are "strange", "other", "outsiders". Therefore, they are not like the majority – they are less worthy, not equal, "different", "abnormal" (p. 11 - 13), with an inferior social status.

In our work as youth workers we decided to concentrate more on the covert aspect of discrimination, which we have named invisible. The types of discrimination we can find in schools are:

- racism;

- discrimination of children with special needs or disabilities;

- discrimination based on religion;

- discrimination based on social-economical status;

- discrimination based on sexual orientation;

- bullying for reasons of belonging to a specific group or culture or for physical appearance.

"For children the most powerful environment for their development is the school. Here, intolerant labels are stuck on those who are not understood"

All of this observed in the way children interact, in their behaviors or acts of bullying or because they discriminate or are discriminated by colleagues, peers and teachers who treat them differently. Finally, in schools there are some activities which sensitize to these types of discrimination like one-to-one tutorials made by teachers with pupils, or special classes addressed to topics as discrimination, bullying, respect, cohabitation rules, etc.

Examples of invisible discrimination in school:

*At the beginning of the lesson teacher calls the roll. A., one of the students, mocks the names of his colleagues from Bangladesh, and also finds it appropriate to say this about an absent classmate: "He's not here today; that's good because he is gay, so it's unnecessary to us in this class." **Italy: Bologna***

*A 17 years old student wants to have a sex change operation. In the school she is integrated. Her teachers and peers are aware of her sexual orientation and of her intentions. The problem is that she encounters difficulties at home. Her parents can't understand, and are not accepting her as she is. The school psychologist anticipates the dramatic separation from her family but she can't prevent it because of the mentality of the parents. **Spain: Purias***

*The students were given the task of dividing themselves into groups but failed. They had disputes because they didn't want to work in the same group, using arguments like "you are stupid" or "you can't do anything". Students with lower performance at school are marginalized and not accepted. **Italy: Bologna & Spain: Purias***

*At a football match the ball is not passed to M. because his team says he has no skills playing this game. **Spain: Purias***

*Teacher favoritism creates a hierarchy in the class. Students who do not attend extra classes receive a bad mark. **Romania: Bucharest & Codlea***

*Another study case is the problematic of students with disabilities. The state offers the possibility to integrate people with disabilities into regular schools by enabling a special teacher for them. Even then they are completely excluded from "normal" schools and they have to follow their studies in special institutions. Parents resort to this because they want to protect or hide them. **Romania: Bucharest & Codlea***

*Romani students are called "gypsies". This is something common and there are no activities to sensitize to this type of discrimination because no one thinks that this is an act of discrimination. **Romania: Bucharest & Codlea***

*A student with Chinese roots was bullied and beaten. His schoolmate witnessed this treatment. He said: "What could I do? I was a 9 years old kid. They never left him alone, he cried a lot and finally after a couple of weeks he left our school and I never saw him again." **Poland: Leszno***

*A student likes wearing pink and fancy clothes. He is proud of his appearance and faces acts of bullying from his schoolmates in a courageous way. Even so, students continue laughing at him behind his back and hating him. **Poland: Leszno***

2.1 Why is important for us to work at the invisible level?

Discriminating acts originate from beliefs, prejudices and stereotypes. Some of them are not tolerated by society because they are seen as something harmful or that promotes inequality. But some are tolerated because they are not visible or just because they are not worth the attention. The right to access education is violated in some cases when the schools impose a charge or expenses that cannot be fulfilled by those with a low economical status. And this is a form of invisible discrimination.

The victims of discrimination can suffer physical and mental negative effects. Stigmatized or marginalized individuals who experience constant discrimination report psychological distress, depression and lower levels of life satisfaction or fewer possibilities of employability, for example (Nelson, 32).

What we can see we can change (De Angelis). As the school is the environment that shapes characters it can be also the battlefield for social divergences. For us it is important to bring harmful attitudes and thoughts at school to the surface. Overt discrimination is easy to observe and thus to take action by discouraging it. What is more difficult is to work at the unseen level, the invisible level of discrimination. Focusing on the unconscious, collective or individual thoughts and attitudes we are raising awareness and promoting good treatment. Through the help of non-formal education tools we are encouraging students to make fair decisions when they encounter a discrimination situation, to be honest, and to build true partnerships and relationships with their peers.

2.2 What would we like to develop through this toolkit?

The expected impact of this toolkit is not only to increase awareness on the topic of discrimination but also to bring fresh food for thought, to change attitudes, and definitely to act according to the new skills gained.

Knowledge

New competences

Skills

Attitudes
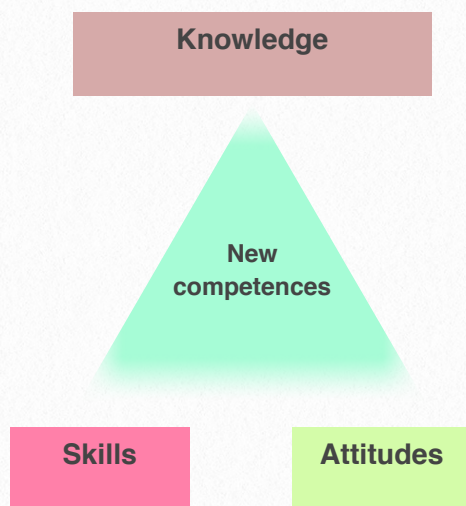
Our approach to competence refers to "possessing the necessary attributes to perform competently" (Burgoyne, 1988 in Deist & Winterton, 2005). This will help teachers and educators to improve their occupational standard as well as updating it.

The following image explains what can be achieved with the competence of working on the topic of discrimination:

Attitudes
Empathy
Understandig cultural diversity
Love
Compassion
Justice
Fairness
Honesty
Generosity
Non-violence
Self-control
Good treatment

Skills
To act according with the new knowledge and new attitudes learned

Knowledge
Discrimination
Racism
Power scale
Stereotype
Prejudice
Identity
Values
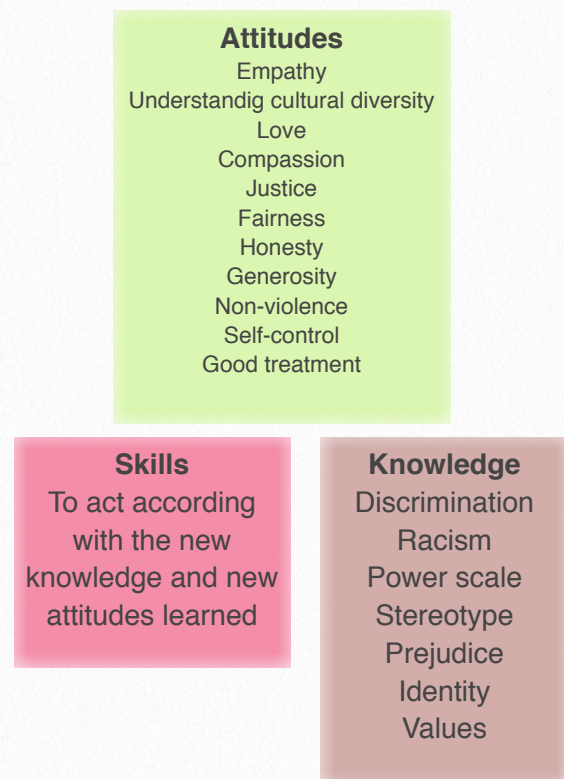
This toolkit is intended to students and educators. We crossed over the stage of ideas and planning, implementing our workshops in schools. We call to action because we think that "The great aim of education is not knowledge, but action", as Herbert Spencer once affirmed.

2.3 Microviolence
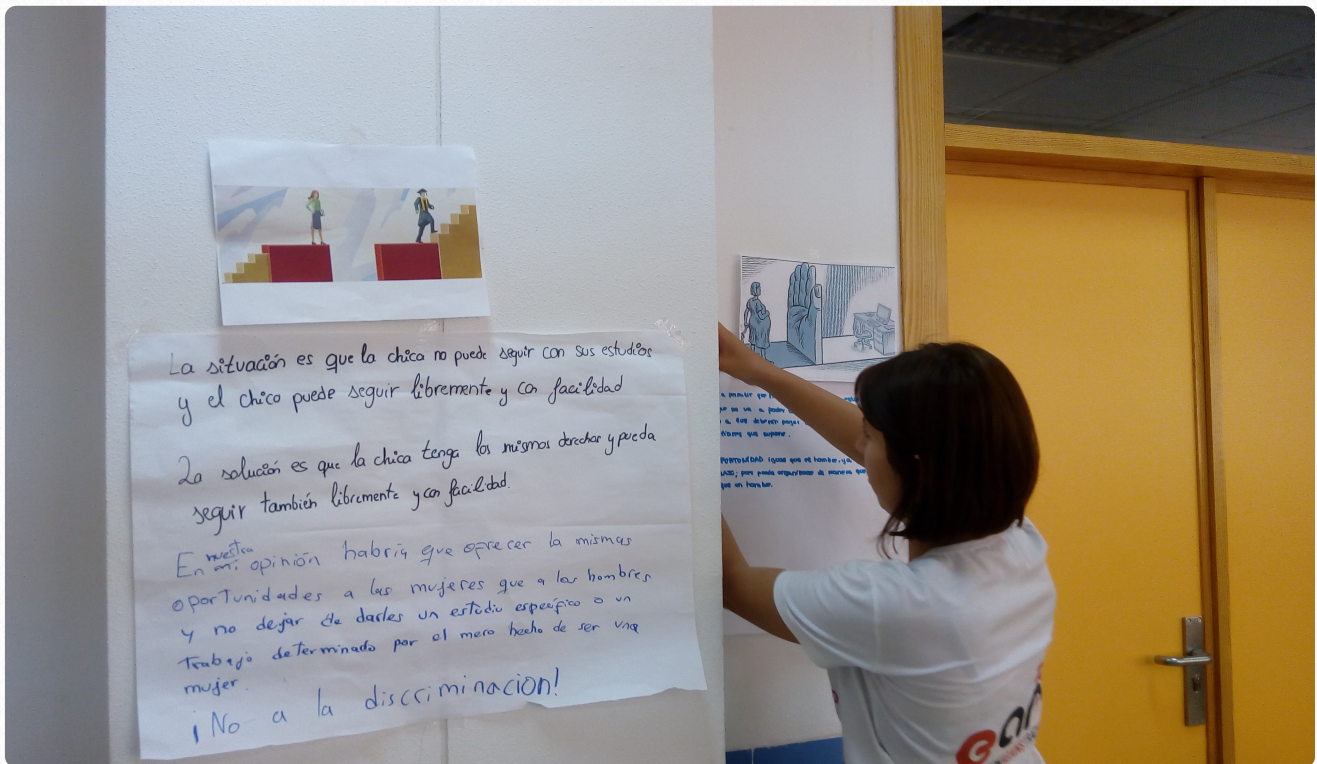
March 2015 was revealed as a dark page in the history of human rights in the United States. In this month there were several cases of African Americans killed by the police. This kind of events is not new and, in fact, they once again prove how serious the problem of racial discrimination is in this society. All the situations that had been taking place in the United States during this period involved innocent victims. Then, how can we understand the origin of these actions?

The homicide of these people allowed us to witness real cases of racism; more exactly, visible and violent cases of racism. Therefore, this example does not really seem to be related with the topic of this chapter, whose aim is to explain what microviolence is.

However, as a matter of fact the identifying factor of these relevant situations can help understand   the motivations behind the reactions of people towards "diversity".

The reactions of all those police officers, who killed innocent people just because they had a different skin color, can support this essay by analyzing the causes that lead also to episodes of microviolence and micro aggression.

The events mentioned above point out that people from minorities are still perceived as potential criminals. Indeed, the majority of the population see them as scum, with less credibility and unworthy to live like everyone else. Additionally, what led the police officers to shoot these people is the stereotype, the prejudice. Or rather, the fear and the paranoia that makes people suspicious, essentially reluctant and ever-ready to blame anyone who belongs to a minority. The bias of accusing people who are potentially "different" from us (the majority, white and straight population) is what creates a lack of integration, caused by discrimination and racism in society.

The aim of this essay is to demonstrate that the reasons behind micro and macroviolence are the same, that they are just the manifestation of the process of discrimination, and that this may differ depending on the visibility or invisibility of the detrimental actions.

Recent studies have reported that nowadays, in the modern society, there are new faces and forms of discrimination. According to these researches, modern discrimination may be more harmful and damaging than all the forms of "old-fashion racism". The main concept and contribution of these studies is the detection of two forms of discrimination, which live together and influence people in a different way. In this conception the crimes of racism have not entirely disappeared, and indeed continue to be committed consciously by racial extremists, sexists, homophobes. Beside that another face of discri-

"Reasons behind micro and macroviolence are the same, that they are just the manifestation of the process of discrimination, and that this may differ depending on the visibility or invisibility of the detrimental actions".

"These microviolent actions are repeated everyday and increasingly damage the psyche and social status of the victims".

mination exists, more subtle and insidious, committed by people who are not perfectly aware of what they are doing. In the opinion of these recent analyses these microviolent actions are repeated everyday and increasingly damage the psyche and social status of the victims. These new practices act like a continuous drip, day by day accumulating as well as being internalized by the sufferer, and, as a result of this mechanism, they are more harmful for the wellness of the individuals. Moreover, this kind of emotional abuse, which is carried out in everyday life, is committed by people who are well-intentioned and strongly motivated by equality values. In any case, this kind of abuse that those who belong to a minority are experiencing does not deny the fact of more violent and cruel actions, that are in any case inexcusable and have their significance in the perception of discrimination. Nevertheless, these extreme cases are experienced more as a historical issue relegated to the past and related with the ethnicity and cultural background.

2.4 Definition of microviolence
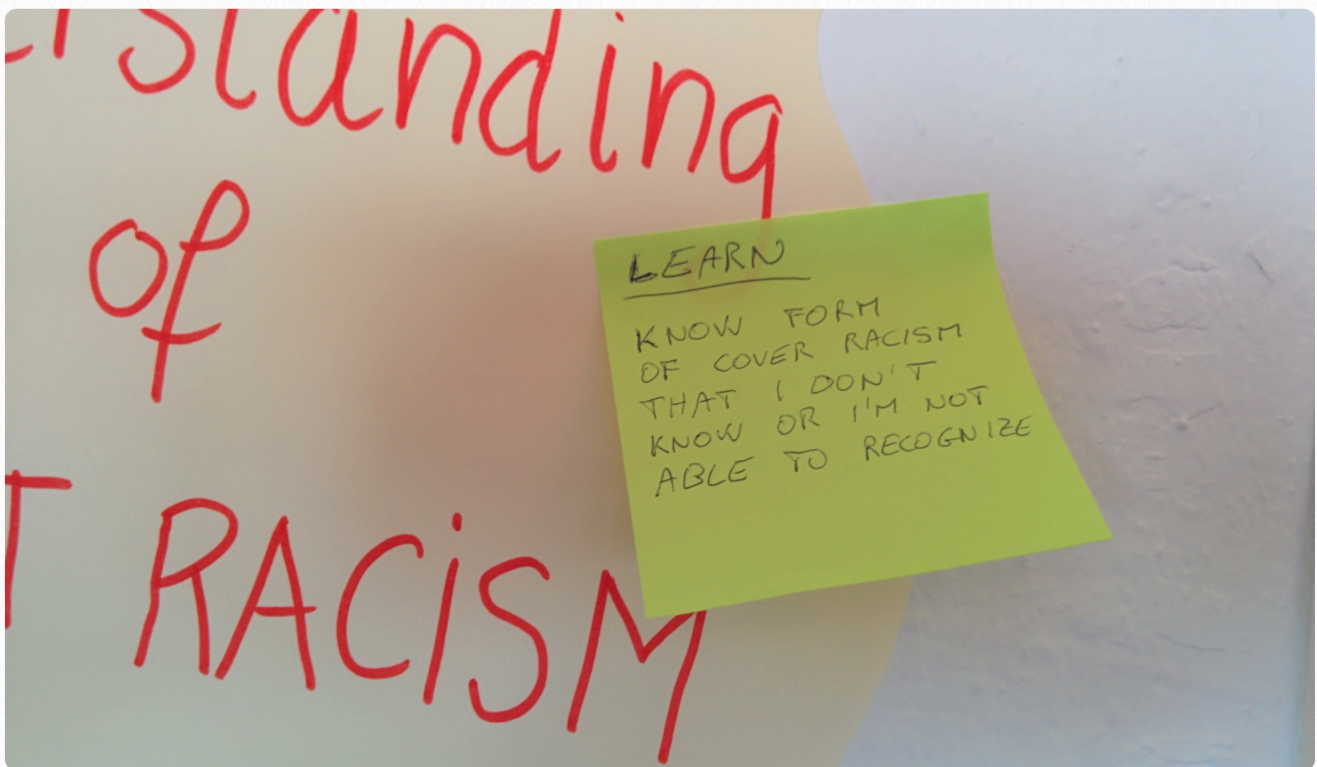
The concept and the theory of microviolence was coined by Chester. M. Pierce in 1970 to explain the non acceptance of the Afro American community in White America. This process of discrimination can cover different kinds of behavior and expressions committed with incognizance towards any kind of person who is perceived as less worthy than the majority for different reasons (social status, gender, or ethnics).

Microviolent actions are generally perpetuated subconsciously, and are lived as ordinary events, so everyone considers these manners less offensive than others or than more evident actions. Thus, micro aggressions are represented by social habits that can cause, even without purpose, the same effect as deliberate discrimination. Furthermore, it is mandatory to say that microaggressions are contemporary practices and attitudes that affect everybody. Given that, no one can be excluded by the

influence of the cultural inheritance of our forebears. All citizens are exposed to a social conditioning process that imbues our attitudes, and, as a consequence, increases the bias to judge, to have stereotypes and beliefs that live outside the degree of awareness.

Pierce defined this action as "subtle", "often automatic putdowns and insults". His research is specifically related to the micro racial aggressions but it is understandable how these social norms can be transferred and expressed against any kind of marginalized group. Micro violence are especially manifested through commonplace displays in the use of our language; denigration with expressions that are fully integrated within our linguistic usage but are not admitted as discriminatory actions, or even perceived by the aggressor as such. One example to explain this process is the common use of the word "gypsy" instead of Romani or Roma people. In this paradigm it is possible, of course, to encompass as well all the politically incorrect linguistic usage that increase the "wrong" views of the others. For all these reasons the microviolent actions are the effective depiction of invisible discrimination. Another good example is when we say "flesh colour" and it does not apply for the skin of anyone.

This kind of "implicit bias" afflict people who come from a minority potentially for a lifetime. In fact, the indicated indignity finely creeps into the life of these people, and into every part of their social sphere. Microviolence can be experienced constantly, as in fact occurs on the media, in the neighborhood, in friendly relationships, and even in the educational process. The ubiquity of this bad treatment leads these abuses into unnoticeable humiliations, experienced by the perpetrator as normal actions. In other words, as a process that "continues to

"Microviolent actions are generally perpetuated subconsciously, and are lived as ordinary events, so everyone considers these manners less offensive than others or than more evident actions".

oppress someone in unseen ways", under-valuing the contribution they may give to the vicious circle of discrimination.

Different minorities are defined by expressions that label them to a category, for example by sexual orientation, class, religion, disabilities, background (cultural, social, economic). These tags on the one hand help humans understand the world, too full of information, through categories. On the other hand they hamper our vision. More accurately, many of our speeches contain statements such as: "politicians are…", "women are...", etc. All these categorizations represent a phenomenon of social boundaries. Especially because our mind needs to understand who can be included or who may be excluded in that group or category. This process is a fundamental aspect of human mental functioning perception and recognition of membership. The problems appear when, specifically in the adulthood, people are not able to make these categories flexible and elastic. More often than not people tend to perceive the others through these categories, and every time for different reasons those who are stigmatized as "other" are not recognised in any social group, and therefore are qualified as abnormal.

2.5 Example of microviolent bad treatment

In order to better comprehend the types of actions that are included within this group of demeanor we will give here a series of examples that can allow to detect and analyze the whole process of microviolence bias in society, as well as the permanence and the influence on every environment that we inhabit.

Below I will list some bad treatment committed with different degrees of awareness and a difference on the impact their hidden message (through action) may have.

In this process the categories being targeted are again ethnic minorities or gender minorities, and second-class citizens.

✴Counteracting the kindness of someone who belongs to a minority.

✴Evasive action towards people who belong to a minority.

✴General "avoidant behavior".

✴Making people who belong to a minority feel unwanted.

✴Making people who are perceived as "others" feel unsafe.

✴Disregarding someone just because they are not in our group of membership.

✴Verbal tagging through name-calling.

✴Laughing at someone just because they are different.

These two last points probably seem more visible than then the others and therefore less related to the topic. However, it is necessary to keep in mind that sometimes the micro aggression can be expressed in a visible but subtle way, but in any case the pain experienced by the victims or the damage done to them can remain invisible for both parties. That is why it was decided, anyway, to insert in this analysis even this kind of experience.

✴Judging someone as inferior because their cultural background is less worthy in the contribution of Western history.

This example can happen especially in an educational environment, when all the concepts taken into consideration by the educational system are from the winner West. One teacher can consider the point of view of someone less honourable compared to the views expressed by those who are part of the same membership.

✳Subtle snob approach to others.

✳Being always perceived as a foreigner or an alien because you speak another language in a country where you have already lived for a long time.

Recognizing this type of behaviour is already part of a process that could, through a long and continuous work on ourselves, lead to a result; a result of a real integration between human beings. Combating these actions is certainly not a simple task , because, as it has been repeated many times in the argument, their invisibility makes it difficult to distinguish their impact on the people. In order to challenge the invisible discrimination it is necessary to keep working on your idea about the others, self-monitoring the bad influence that you may receive from the environment, and exploring all the possibilities to avoid a pre-constituted interpretation and to deconstruct the diversity.

2.6 Micromachismo

In Micromachismos: la violencia invisible en la pareja (Microchauvinism: the invisible violence in the relationship), an influential analysis of micromachismo (microchauvinism), the first paragraph begins with a quote that is worth repeating in these circumstances:

«Es preciso comprender cómo las grandes estrategias de poder se incrustan, hallan sus condiciones de ejercicio en microrrelaciones de poder... Designar estas microrrelaciones, denunciarlas, decir quién ha hecho qué, es una primera transformación del poder. Para que una cierta relación de fuerzas pueda no solo mantenerse, sino acentuarse, estabilizarse, extenderse, es necesario realizar maniobras...»

Following the insights of this reflection it is possible to recognise how most of the actions of microviolence are based on power relationships. In fact, the belief or conviction of having power over others influences

all relationships in society, in different ways and with a different impact.

Gender inequality is certainly one of the clearest consequences of this power circle. In the relationship between genders it is possible to see more clearly the exercise of power. In the places where it manifests, such as the family and domestic sphere, or even the educational environment, and in all the sectors where women are involved, it is easy to find the exercise of authority. Obviously, these circumstances and situations can be extended to all the practices of microviolence made towards a minority, where women are in fact relegated.

Luis Bonino Méndez has provided a new definition of chauvinism. On 1991 he decided to make a contribution about all the micro (capillary, indiscernible, to the limit of evidence) instances that lead to the process of inferiorization of women in everyday life, or rather, the chauvinism. Moreover, Bonino's definition takes especially into account the process highlighted in potential couple relationships.

The relationship (couple) between different genders seems to be more specific than other rapport into society but the peculiarities of these relationships are characteristic of all the links and of all the figures considered subordinate in society. In fact, it is necessary to say that microchauvinism is a subset of the wider grouping of microviolence.

Regardless, thanks to this reflection it is possible to see the objective of these wrong and naturalized practices. In fact, the intention of every abuser, even if slightly, is to exercise power, and through this strength to nullify the other (minorities or women) as a subject capable of having the right to determine their life.

According to this analysis there are different methodologies and practices of micromachismo. Micromachismos encubiertos is the terminology used by the Spanish author. This concept refers to a process of asymmetric relationship where power is usually concealed, thus becoming invisible and therefore even more effective.

This explanation shows that there is a new face for sexism, its evolution and manifestation turned nowadays into something more subtle, nevertheless exerting power over women and ultimately controlling their social, psychological, economical, and political opportunities in life. As well as microviolence, micromachismo works below the level of consciousness throughout the belief, really interiorized by the environment, that allows people, in this case males, to apply bad treatment and superiority towards someone.

In both cases, in microviolence and in micromachismo, the stereotype is the beginning of any kind of bad treatment. A generally accepted definition, or rather, categorization of women or minority is a resource for this kind of practices.

Regarding the specific topic of micromachismo, the reasons that lead to these actions are more related with the cultural background of our patriarchal society. In this specific circumstance, the power is in fact exercised mainly by men. Furthermore, in the androcentric society the belief that the male gender is the only kind of figure to have the right to hold the power is legitimized, to the point that in this legitimization it is truly established for the woman that any form of power is completely denied to them. That is why men are on a level of superiority feeling of having more right than women to make decisions in each sphere of life.

"In both cases, in microviolence and in micromachismo, the stereotype is the beginning of any kind of bad treatment".

Example of micromachismo actions

In society there are several situations that demonstrate gender inequality. One of the most important is certainly made by the media, through advertisements that allow all the environment to perceive a certain consideration of women, especially as a potential sexual object.

✳Looking at woman's breast instead of her eyes during a conversation.

✳Whistling at a woman in the street.

✳Ogling a woman in the presence of another one.

✳Giving less important tasks to a woman.

✳Exercising authority towards a woman.

✳Exercising protection towards a woman.

✳Considering women as less able to make decisions.

✳Considering women as less capable to have logical intellectual skills.

✳Considering the curriculum of a man more worthy than that of a woman.

✳Considering women as too sensitive and less objective.

✳"Trivializing sexist incidents"

✳Not involving a woman in a work team.

These cases demonstrate how much these episodes are established and accepted as commonplace in society. Moreover, it is necessary to take into account the influence that this behaviour can have on youngsters and on the new generation in general.

Recent studies put in evidence the discrepancy that can occur in school among students of different gender. In fact, it has been reported that in the school boys are more often listened by teachers than girls. In addition, boys have more freedom to express their point of view, and even to disagree with arguments imposed by teachers. As well as observing the consideration that women are less capable of logical and decision making, it has been reported that in the last years of high school, even in the case of female students who are really worthy in science subjects, the common reaction of family members and teachers is to address them in different way, more suitable to their "female condition".

It is important here to bear in mind the bias of exclusion of some possibilities for the girls, and paradoxically how this exclusion can be applied even from a woman (teacher or mother).

This chapter began by describing micromachismo as a subgroup of microviolence and arguing that in both cases we are talking about power relationships. The ending of the previous paragraph went on to suggest that making this kind of behaviour visible even just through a list in a book is already one positive step in the process of this challenge. Giving boys the tools to understand their unconscious behaviour, and giving girls the tools to not being content as a sexual object, is also another big start.

2.7 Consequences in society of invisible discrimination
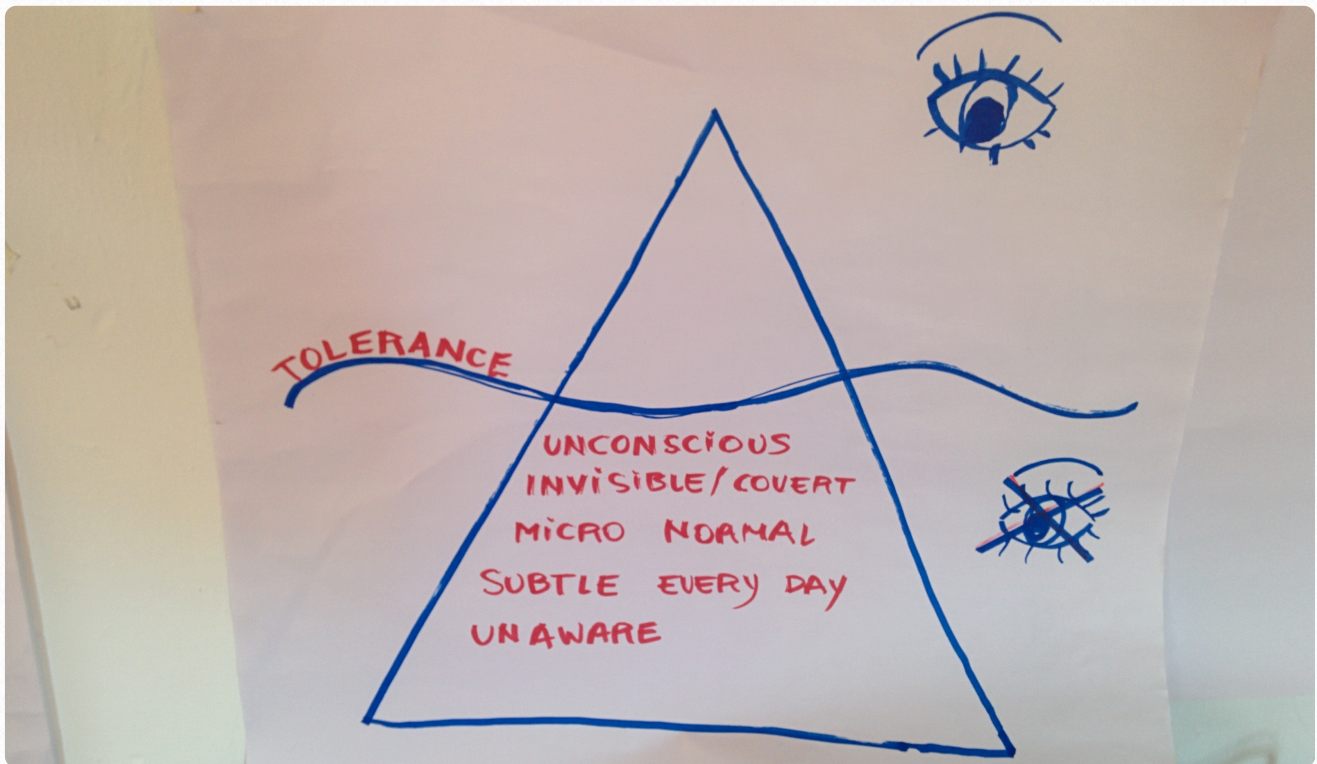
Discrimination has been studied by many researches, and the number of analyses exploded especially after the major detrimental case of human rights in history, the Holocaust.

Traditionally, discrimination has subscribed to the belief that it is a process specifically related to racial prejudice that may be evident in violent hate crimes, or in the subordination of groups of black people by government and institutions. In any case, although nowadays the crime news continue to report numerous episodes of discrimination, this issue is perceived and experienced by the majority of the population as a problem associated with the past. In fact, as explained previously, most of the people who commit actions of invisible discrimination do not believe they are perpetrating injustices.

Recently, especially with the different migratory flows that have reached Europe,

the interest on the topic of discrimination has been renewed. It has been discovered that in the modern society there are new and elusive forms of behaviour that are as detrimental as the most visible and harmful actions.

Several issues have been identified through researches and academic reviews regarding the consequences and impact that these conflicts might   have on society and on people. What we know about the effects of this invisible discrimination is largely based upon empirical studies which investigate how people can be psychologically affected when they are subjected to bad treatment. One major issue that dominate this topic concerns the damaging consequences on the standard of living of every minority. Moreover, it can affect the quality of healthcare and education, given that all these actions increase the sense of being less self-worthy.

Psychological problems, under these instances, touch persons in different ways, depending on their capability of reaction in each situation. The potential response is related to their past experiences   and also to the personal background of each person. In general, invisible discrimination plays an important role in anxiety disorders due to the lack of power and status, which is perceived everyday.

Another important consequence, especially regarding gender inequality, brings women to define themselves according to the beauty standards showed by the media. Likewise, this process can affect even other minorities that, through the compulsive advertisements, are uninterruptedly exposed to what they cannot have. Thanks to the media the population is starting to believe that their primary values come from being attractive in all the possible ways. This state of things influences preemi-

nently the frustration of youngsters, who are already living in disadvantaged circumstances.

Poverty and family conflict can cause hopelessness, depression and cases of alcoholism to all persons perceived as second-class and subservient citizens. Additionally, low self-esteem, career problems, and a general uncertain way of life, due just to a membership, may affect not just the minorities but society in its entirety.

The evidence that invisible discrimination can have consequences in society is manifested through the segregation of minorities into neighbourhoods. This exclusion leads who is discriminated into forming gangs. The temptation of easy pocket money, revolt, and in general the criminal life becomes an easy reaction, an answer to the malaise. These people react like that because they do not feel loved and respected for who they are, their differences, their appearance, their origins. The difficulties of certain kids create a vacuum: at school they notice that they are not well integrated, despite the efforts of some teachers; they do not have a real possibility to have an academic career, no one helps them do their homework (often this gap due to the illiteracy of parents), and anyway these conditions create a defeatist attitude, as

well as a lack of ambition and motivation. Young disadvantaged people find, for example, that their older brothers are unemployed despite the years of study. They see their parents continually working as slaves, and yet not being able to achieve a good level of life, and of course they do not want to end up like them. Taking in account this situation it is obvious that the image of the father comes out so debased, and this can lead to other problems in the family groups.

This section reviewed the different key aspects and impact that invisible discrimination can have on the wellness of the people and on the environment. The following chapter moves on to consider the possible avoidance of any consequence.

Process how to reach a common understanding

Discrimination is a fertile ground for all kinds of violence. Discrimination is in fact already a form of violence, in its visible or invisible manifestation.

> «*Discrimination is like a lie. Can you perhaps imagine a society in which there is not any form of violence or a society where no one tells lies? It would be an ideal society. It does not exist. Knowing this, we need to prepare to dismantle the mechanisms and the lies on which racism is based.*» (Tahar Ben Jelloun, Il razzismo spiegato a mia figli)

According to this quote the purpose of the analysis was to identify, and in this way potentially demolish, the mechanisms that keep this state of things as a conventional custom in the relational practices.

It has commonly been assumed that 2014 was an exemplary negative year compared to the repression of human rights: more than four wars have been fought simultaneously and still there is not resolution for some of them. It seems incredible in a society so advanced but we live in a time when even the wars and conflicts have changed in style and face. We live in an era in which discrimination also advances, and takes more and more diversified forms; it now relies on political colonial, and religious conflicts to spread. At the origin of these conflicts, of all these wars, there is the disdain of the other, of the weak, of those who are dominated, and a contempt of law and universal values.

In "The Origin of Totalitarianism", Hannah Arendt examined this form of power that throughout history has brought some extreme situations. Her significant discussion on the subject mainly highlights the importance of mutual comprehension. This understanding can only be achieved by paying close attention to reality, and only by approaching it without preconceived ideas we can oppose any resistance to it.

In this process of challenges to combat the invisible discrimination one of the most important actions to reach a common understanding between people is to intervene in the social fabric –especially at school, one of the most important pieces of society.

Educating young people on the topic of human rights means educating on the comprehension of the others; understanding diversity positively; giving dignity to the migration flows, as well as dignity and freedom to all minorities; offering, in tolerance, equal opportunities for all.

2.8 Power relationships
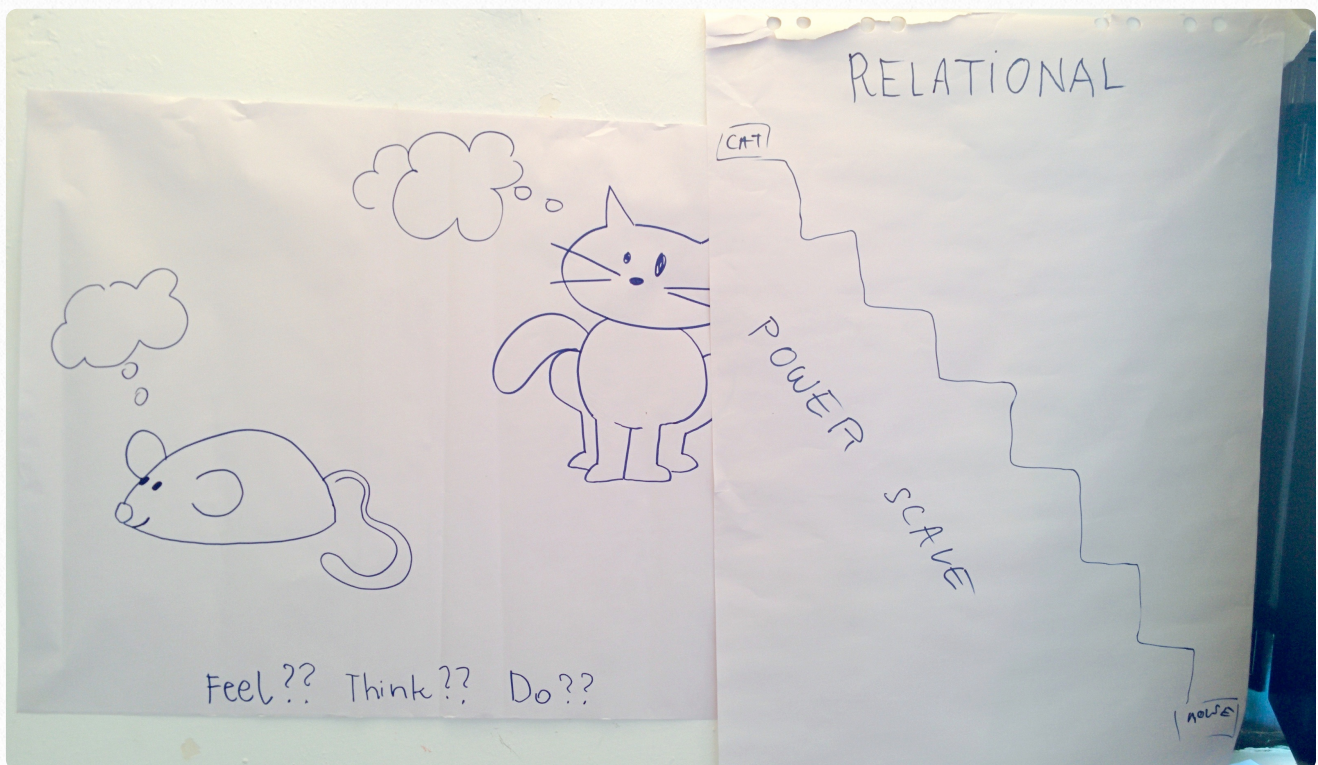
In physics power is an energy produced during a lapse of time.

According to Foucault's meta-analysis, power has been considered as a discursive structure present everywhere in certain societies. The analogy can seem strange but actually in physics power is associated with strength and use of force, and that is exactly the expression of power in the culture as interpreted by Foucault, one of the last theorists of the phenomenological approach to power.

In the previous chapters it has been explained how microviolence and micromachismo can be manifested, and how this bad treatment can affect both people and the environment. In fact, these two types of revilement have shown up in unbalanced relationships where there is always a power holder that controls or manipulates the experience of someone else.

Turning now to the experimental evidence of power, the afore-said example regarding bullying episodes or gender inequality in the previous chapter explain well some of the clearest situations of power relationships in which we can glimpse the exercise of power. Indeed, everything in society is based on this mechanism.

The bond of power within society can diverge depending on the consciousness of those who exercise the power or those who are affected by it; it can be commonly accepted or impeded, and yet it can also be respectful/positive or disrespectful/negative.

But, more concretely, what are power relationships? Why do we decide to include this topic in a toolkit about invisible discrimination?

It is understandable that the main weakness of invisible discrimination is the incognizance of some behaviours, which are commonly accepted by the people. The power relations are located in the same level of experience as bad treatment in daily life.

Power is a complex theme because it is omnipresent, difficult to grasp, and moreover it is perceived as something intangible. Many sociologists have identified the concept of power as a construct indispensable for human interaction. Being, then, a fundamental feature of the society, power is crucial to understand human relationships and, consequently, all the transformations within the society.

Power is usually expressed in relation to the social status of an individual (rich or poor), and to a specific culture, but it is also related to the characterization of some circumstances of

"The power relations are located in the same level of experience as bad treatment in daily life".

the social environment and to the presence, or not, of an idea of community.

The high position of those who hold the power in relationships is structured by different agents, like educational background, leadership skills, physical strength, expertise, experience, and prestige; all characteristics that can encourage some individuals to feel "to be more" than another individual.

In the Western culture, most of the time power is seen as something negative and as a limitation of freedom, especially in relation to political decisions as well as potentially autocracy. Recent phenomenological studies focused their interest on the consequences that power can have for individuals, or, in other words, on those that are disadvantaged by someone else's higher opportunities.

However, everything concerning power pertains to the notion of hierarchy, a concept that in some relationships needs to be assured, like, for example, in the relationship between teachers and students. In this case teachers need to keep their power for the benefits of learning, but maintaining this hierarchy can be positive if it is experienced with mutual respect and negative if it remains only as a mere exercise of power.

Positive power relationships between student and teachers:

✷Listening to the needs of the students and discussing them together

✷Showing respect to their needs

✷Making the others feel valued

"Everything concerning power pertains to the notion of hierarchy, a concept that in some relationships needs to be assured, like, for example, in the relationship between teachers and students"

✳Expressing gratitude for the existence of this relation/exchange

Negative power relationships between students and teachers:

✳Restricting the amount of time of students' recreation in the school for the benefits of learning.

✳Giving the most unruly students low scores, instead of verifying their preparation.

✳A sentence like: "do not talk when I am talking!"

✳Making the others feel as subordinate

✳Making the others feel incompetent

The different situations described above are drawn after experiences that we can usually meet in schools. But it is necessary to say that this type of relationship may be encountered in everyday life, with any person who thinks of holding more power than someone else, and it can be experienced by everyone in different contexts: work, family, membership or community.

2.9 Bomb Mechanism
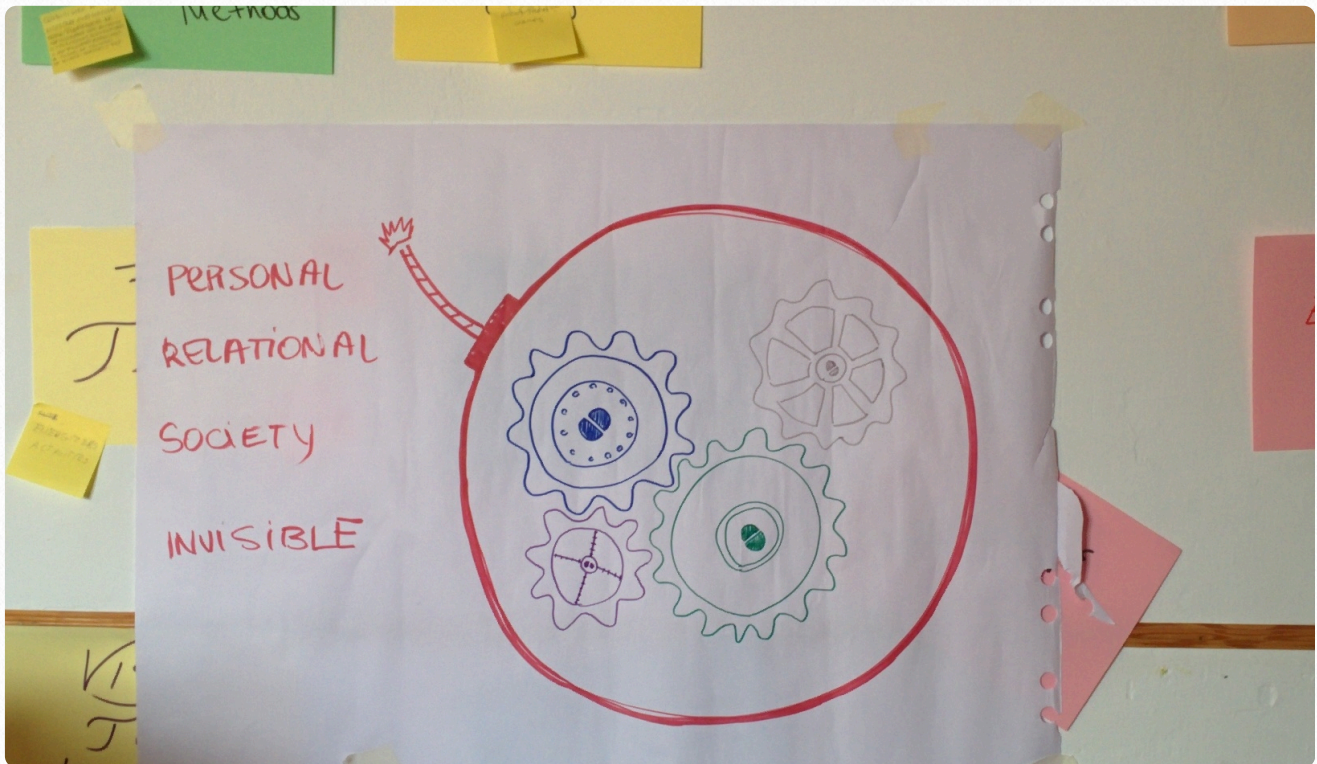
The term **"bomb mechanism"** is a metaphor, which refers to the more complex theory of conflict present in the experience of human beings. A metaphor is a figure of speech that helps us understand better our world through analogy. It is "pervasive in everyday life, not just in language, but in thought and action" (George Lakoff, Mark Johnson, Metaphors we live by, University of Chicago Press, Chicago, 1980, 3). Metaphor in non-formal education is used as an important method because touches the visual part of the learning styles. According to Lakoff and Johnson (Idem, 232-233) "we seek out personal metaphors to highlight and make coherent our own pasts, our present activities, and our dreams, hopes and goals as well". In this way it is a holistic and individual method.

To explain better the conflict in our work we choose to use the ¨bomb mechanism¨ linking a word - ¨conflict¨ - with a visual effect - ¨bomb¨. In this way our participants

are aware that there are reasons in our society/ world which can be reasons of conflict and the only way to stop consists in our acts, what we do to stop, defuse the "conflict bomb".

"Conflict", like the notion of power, is one of the key themes of sociology. A considerable amount of literature has been published about conflict codification. Marx is the father of the theory of class-conflict, which is still now one of the most paradigmatic frames to understand this subject.

The theory of conflictual relation is closely linked to the concept of power relation. The effects are in fact the same, and its consequences are perceived both into the environment and in the psychology of people who are violated and injured.

Moreover, conflict is a type of social interaction, conscious or unconscious, characterized by a divergence of purposes between individuals or social groups. As power, conflict is a feature of human experience and as such it differs according to the times and the society to which it is related.

Conflict is always presented as subjective, at least on what concerns to relationships between individuals, because it is always the subjective reality and experience of a person that determines the divergence of interests, and therefore the perception of a conflict with another social actor. The largest and the most visible manifestation of conflict is reflected in the explosion of wars between cultures or governments. In a different approach of modern sociology there are various kind of conflicts depending on the dissimilarities that may exist in relation to the economic interests. According with the aims of this toolkit, the theory that is closest to our objectives is the "critical race theory" that refers to a critical interpretation of the society that involves equality or inequality of social groups, or rather, individuals from different ethnic groups.

2.10 Role of the facilitators to stop the bomb mechanism

The previous definition of the different ramifications of invisible discrimination have provided conceptual frameworks within which to formulate the issues of this society more clearly and, therefore, to succeeded in identifying its presence in each country. The entire chapter has discussed the meanings of invisible discrimination and the consequences that it may have in society.

Research has also showed how this behaviour is part of our experience as human beings, and for this reason how important it is to work on this mindset and pampered mentality.

In a forthcoming section some of the findings of empirical research performed on the field in the countries involved in the project will be presented. Moreover, different tools will be provided, intended to counteract the impact of invisible discrimination through non-formal education.

Before proceeding to examine the specific implementation, it is necessary to understand what are the possible resolutions to the various conflicts that have been pre-

viously mentioned, which can be useful for the role of a potential facilitator, teacher or guide to increase the awareness of the youngsters about the project's topic.

The sensitivity of the non-formal education techniques has been demonstrated in different studies, but the impact that it can have in our culture regarding invisible discrimination is still a work in progress. Conflict management, mediation, negotiation, non-violence, and an increase of human rights awareness, are the highest peaks to be achieved in this path.

The first aim of this toolkit is to support this route and to approach problems through an intercultural and inclusive development process. Indeed, the mobility program seeks to involve young people in invisible discrimination issues, reaching a wider public and bringing this subject closer to them, and making it more identifiable for their daily reality, specifically in the circumstances of their school.

This compound was prepared by adapting, enhancing and improving the procedure

used by the Compass and Compassito manuals created to educate youngsters in human rights.

Since invisible discrimination touches various human rights violations, human rights education is a starting point to implement any kind of workshop related to invisible racism.

Basic values of every facilitator that needs to give youngsters tools to identify and combat bad treatment are:

✳*Sharing respect*

✳*Spreading a sense of responsibility about our actions*

✳*Increasing an open mindset*

✳*Appreciating diversity*

✳*Increasing the empathy and solidarity to others into the community*

✳*Giving a sense of human dignity for oneself and others*

✳*Detecting invisible discriminating behavior*

✳*Contributing actively to a better school and community*

✳*Encouraging youngsters to have an active participation in society*

The objective of the current rules is to highlight the importance of participatory methodologies, to organize an educational structure that is 'horizontal' rather than 'hierarchical,' to meet the needs of the children, and, in that way, to enhance their awareness of the cultural and social issues present in the environment in which they live.

"Since invisible discrimination touches various human rights violations, human rights education is a starting point to implement any kind of workshop related to invisible racism".

Increasing cognitive and emotional deve-
lopment can be one of the first steps to
challenge invisible discrimination. Having a
continuous critical self reflection about our
actions in the daily life can be the second
one.

3
What is non-formal Educaction
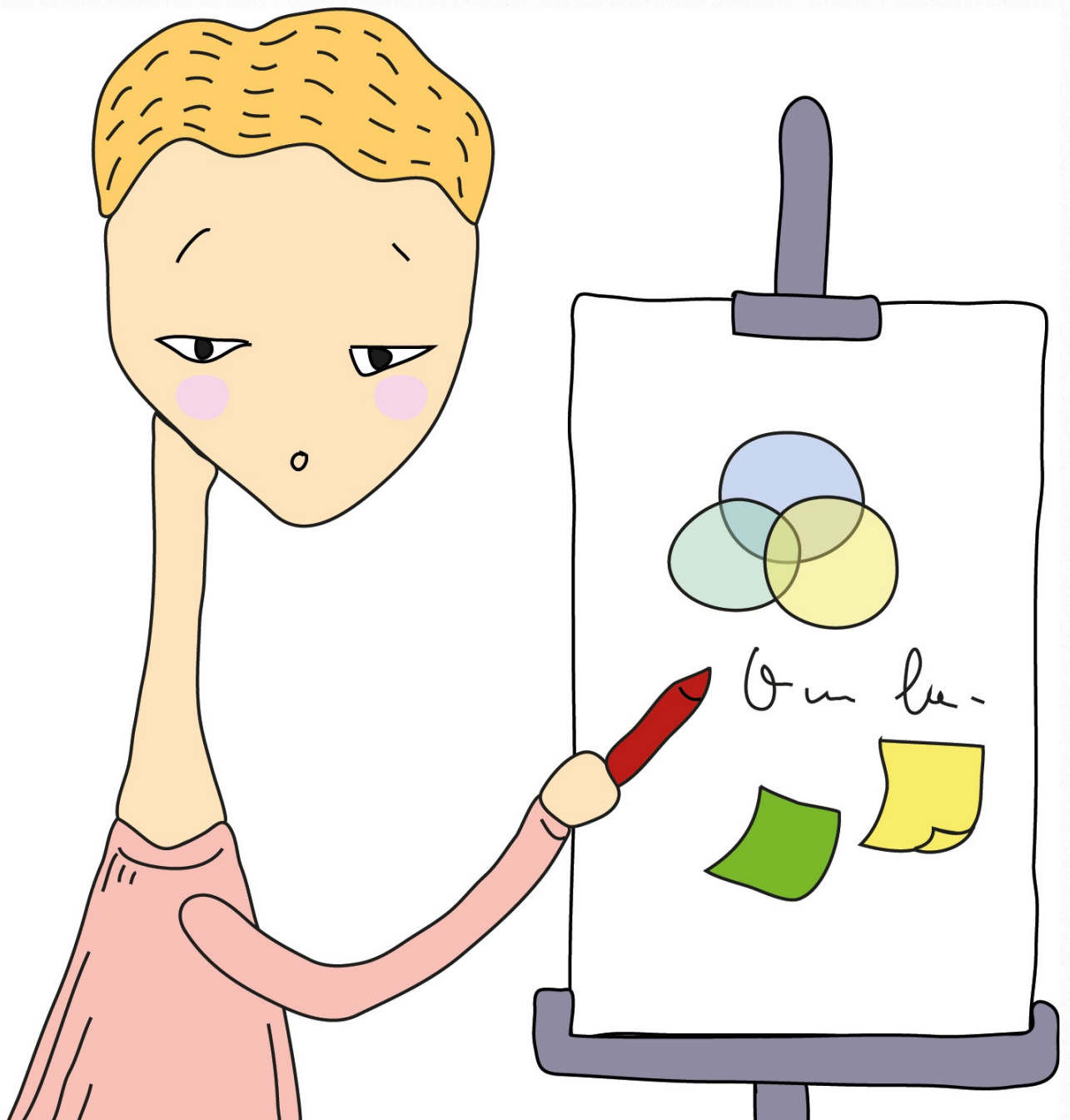
3.1 What is non-formal Education?
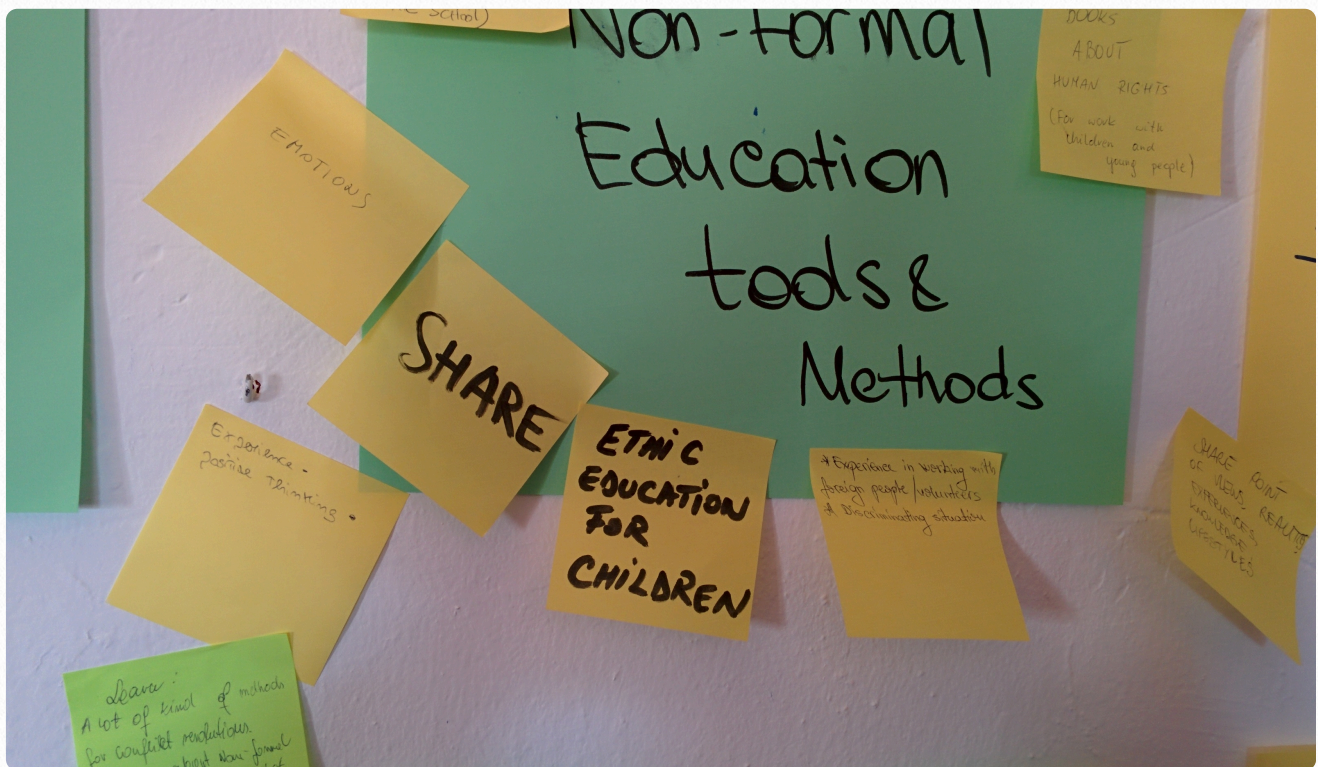
☑ History

The original version of non-formal education emerged in 1968 by Philip Coombs. He included a chapter titled Non-Formal Education in his seminal book "The World Educational Crisis: a systems approach". Since then discussions and debates around the term and non-formal education (NFE) activities started and continued through the 1970s and early 1980s, and ended in 1986 to be revived again in the 90s.

It arose in the context of the widespread feeling that education was failing, not just in developing countries but also in so-called Western (or Northern) societies as well (e.g. Bowles and Gintis 1976 among others). In the West the reform movement took different forms, but in all planning and policy-making regarding education in developing countries, from 1968 until about 1986, non-formal education was seen as the panacea for all the ills of education in those societies. Most aid agencies inclu-

ded non-formal education in their portfolio of interventions, and the sums spent on it (much of it in Western countries, especially USA, on academics, research centres, consultants, publications and reports, etc.) were substantial. By many, non-formal education was seen as the 'ideal' form of education, far better in all respects than formal education. By others, however, it came to be seen as a sub-system of education, certainly not superior and for some considerably inferior to formal schooling. It could even be described as a temporary 'necessary evil' in situations of crisis until formal schooling could be restored.

☑ **Definition of formal education and non-formal education.**

Formal education

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum in regards to objectives, content and methodology. It conforms to the education process normally adopted by schools and universities. Formal education institutions are administratively, physically and curricularly organized and require a minimum classroom attendance from students. There is a program that teachers and students must observe, involving intermediate and final assessments in order to advance students to the next learning stage. It confers degrees and diplomas pursuant to a quite strict set of regulations. The methodology is basically expositive, scarcely relating to the desired behavioral objectives - as a matter of fact, such targets are seldom operationally established. Assessments are made on a general basis, for administrative purposes, and are infrequently used to improve

"Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum in regards to objectives, content and methodology".

the education process. Their character is, for the most part, punitive, obeying a mono-directional methodology that fails to stimulate students and to provide for their active participation in the process, though, in most cases, failures are ascribed to them. The setting-up of a formal education system does not consider the students' standards, values, and attitudes that are relevant to the education system which, generally, is not tested or assessed at the level of student acceptance, as well as for efficacy and efficiency. In general, the objectives aimed at the personal growth of students are neglected, and the basic principles of learning fail to be considered in the planning and the performance of education systems.

Non- Formal Education

According to the more practical definition of the European Youth Forum, non-formal education corresponds to a collection of teaching tools and learning schemes that are seen as creative and innovative alternatives to traditional and classical teaching systems. Non-formal education of young people has been taking more and more space in the field of education in the last decades in Europe. It has proved to be very efficient in developing different social skills of young people, from children to young adults and above. It complements formal education, and, in certain situations, it even replaces it. It highly improves employability and provides exemplary experience for work, social involvement, and democratic participation.

Non-formal education aims:

✳Developing a conscious personality, which is able to responsibly and creatively solve personal and community problems.

"Non-formal education corresponds to a collection of teaching tools and learning schemes that are seen as creative and innovative alternatives to traditional and classical teaching systems".

This way people become active members of society and have the necessary competences for leading a meaningful life.

✳Developing a person's ability to blend ideas with knowledge and skills, and producing creative actions in an ever-changing environment.

✳Enhancing access to a holistic education for the greatest possible number of students through a variety of methodologies, means and conveyors.

The objectives of non-formal education:

✳Developing critical thinking.

✳Developing skills and applying them in personal, social and professional activities.

✳Creating conditions where each person can find themselves, know their talents, and improve themselves.

✳Encouraging openness and initiative, consciousness and independence.

✳Helping people understand the changing environment and form a certain outlook.

☑ **3. Definition of informal education**

Informal education

Informal education is quite different from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. It does not correspond to an organized and systematic view of education. Informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. It is aimed at students as much as at the public at large and imposes no obligations whatever their nature. There generally being no control over the performed activities, informal education does not regard the necessity of providing degrees or diplomas. It merely supplements both formal and non-formal education.

Informal education is never organised, has no set objective in terms of learning outcomes, and is never intentional from the learner's standpoint. It is often referred to as 'learning by experience' or just as 'experience'. The idea is that the simple fact of existing constantly exposes the individual to learning situations, at work, at home, or during leisure time for instance.

☑ Differences between formal education and non-formal education

DIFFERENCES BETWEEEN FORMAL EDUCATION AND NON-FORMAL EDUCATION	
PURPOSES	
1. Long-term and general 2. Credential- based (diploma oriented)	1. Short-term and specific 2. Not credential-based
TIMING	
1. Long cycle 2. Preparatory (provides the basis for future participation in society and economy) 3. Full-time	1. Short cycle 2. Recurrent (depends on the immediate learning needs arising from the individual's roles and stage of life) 3. Part-time
CONTENT	
1. Subject-centered and standardized (a well defined package of cognitive knowledge (knowing) with limited emphasis on psychomotor (doing) or affective (feeling) considerations, and designed to cover needs across large groups of learners) 2. Academic 3. Clientele determined by entry requirements (Tests)	1. Problem-centered and Individualized (task or skill centered; discrete units which may be related to what the individual participants or small groups may want to learn) 2. Practical 3. Entry requirements determined by the clientele
DELIVERY SYSTEM	
1. Institution-based (highly visible and expensive) 2. Isolated (from socio-economic environment) 3. Rigidly structured 4. Teacher-centered 5. Resource-intensive	1. Environment-based (minimal local facilities with low cost) 2. Community-related 3. Flexibly structured 4. Learner-centered 5. Resource-saving

☑

CONTROL	
1. Externally controlled (curricula and standards are externally determined) 2. Hierarchical (internal control is based on role-defined relations among teachers and between teachers and learners)	1. Short-term and specific 2. Not credential-based1. Self-governing (autonomy at program and local levels, with an emphasis on local initiative, self-help and innovation) 2. Democratic (substantial control is vested in participants and local community)

☑ School as a space for the creation of the non-formal education. Why is non-formal education at the school important and necessary?

Teachers strongly believe that positive experiences such those in NFE are essential to an individual's experience of school and the school environment. NFE is seen as best in creating knowledge and skills, rather than swallowing readymade facts and figures with opinions but without any kind of evaluation. Thanks to NFE school students develop the skills that are vital to an active and aware citizenship with successful employment, including teamwork, democratic practice, or foreign language skills. Bearing in mind Europe is increasingly competing on a global scale, they must ensure that our education can enable all young people to take up the necessary skills for a changing work environment. In the last ten years, youth unemployment in the EU 27 was around double that of the total population. Once youth are placed into employment settings, they are now expected to have a variety of jobs in their lifetimes. This means that alongside traditional knowledge-based education, they must provide our students with the skills of adaptability, initiative, and critical reflection that can only come through NFE.

The role of formal education and non-formal education can be considered as the best environment to encourage and develop NFE opportunities. The success of NFE relies largely on the willingness and cooperation of the each participant. Thus, it is essential that school students want to participate and, for the most part, enjoy themselves in both the formal and non-formal aspects of school. To achieve this, students must feel safe and secure

within their schools. In order to participate fully, this community environment can be created using a variety of NFE methods such as peer mentoring programmes, creative clubs, student councils, etc. The school buildings are vital to enabling NFE to take place, and they must be used as open spaces that act as resource centres for young people to take part in NFE. A sense of ownership must be created to allow school students to initiate projects. Funding must be available for school students to apply for directly and use to initiate NFE experiences.

A main problem within NFE is that it is still seen as of lesser importance in comparison to academic education. This is primarily due to the lack of validation and recognition of NFE in the wider society (employers, universities, etc). In order to successfully implement this, there must also be a change in the attitude of formal educations towards evaluation and assessment. A European system of NFE validation would also be of huge benefit to employers, who currently have to rely on the students to firstly recognise the importance of their NFE, and then to eloquently explain their experiences on an application form or statement of motivation. That is why school is the best place to learn when non-formal education is an integral part of the learning experience; skills are learned there that are not only vital for employability but also to flourish in the general society -democracy, social skills, responsibility. In the 21st century, young people must leave formal education with a love of learning. We must create lifelong learners, who expect new and different educational opportunities throughout their lifetimes. Encouraging and enabling NFE from a young age is the best way we can do this. Teachers believe that the benefit and power of non-formal education is onus on student participation and leadership. Education must create this as an organic

process, where students are encouraged to organise themselves and create new opportunities.

☑ How to create space for non-formal education at school? Roles and responsibilities of teachers and schools.

Teachers and staff must be trained to enable (not teach!) non-formal education. The importance of teachers in encouraging informal learning is paramount. Teachers must create lessons that are ready for questioning, new ideas that provoke thoughts that continue informally outside of the classroom. Informal discussion should be encouraged, and teachers should become actively involved in after-school clubs and be available to students throughout the day. In order for this to happen:

✳ Funding must be made available, so that teachers are able to use their time in the implementation of NFE.

✳ School buildings must create NFE opportunities through innovative design and giving ownership to the school students. Student groups should be able to book school rooms for their own use at times suitable for them.

✳ Teachers must be given full initial training and continuous professional development in how to enable NFE.

✳ Teachers must be paid for any time they spend initiating or coordinating NFE opportunities. This must be scheduled into their workload.

✳ Schools and formal education environments must be spaces where all young people feel physically, emotionally and intellectually safe.
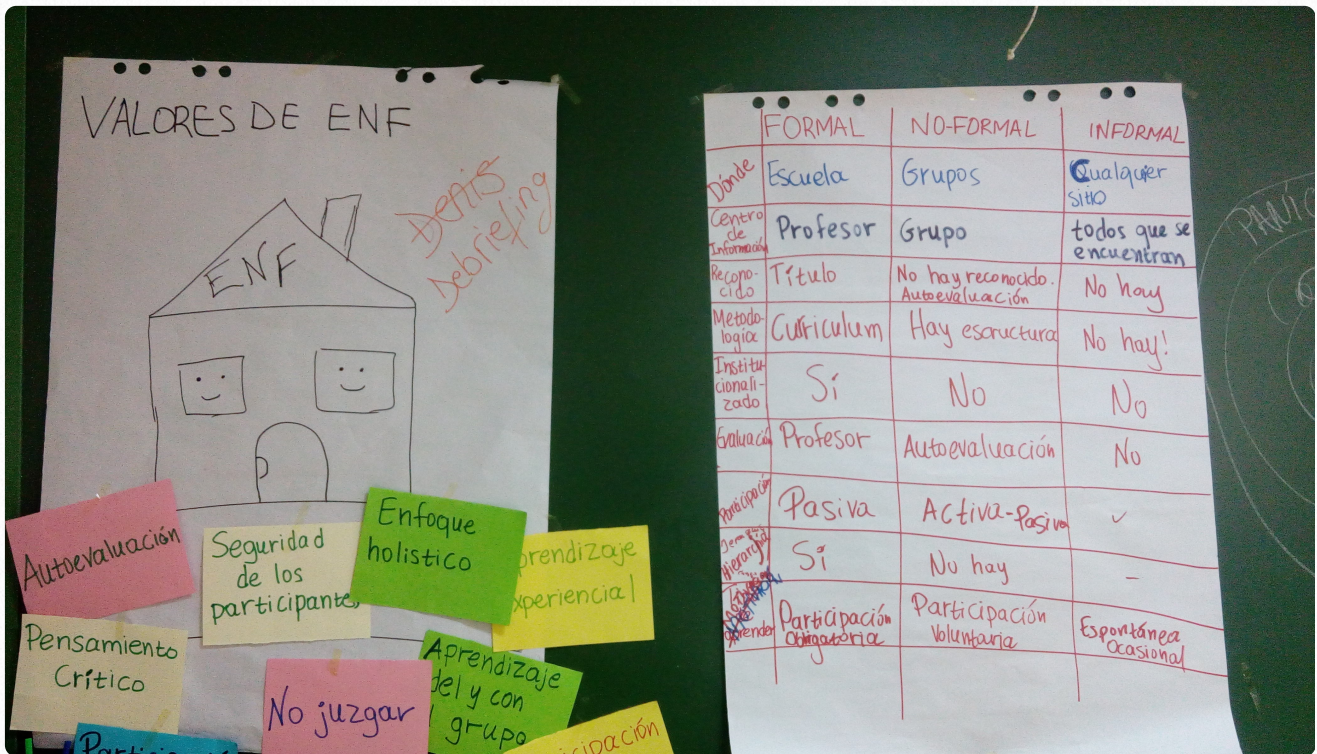
"School buildings must create NFE opportunities through innovative design and giving ownership to the school students".

NFE is based on active participation (doing, experiencing!). A central part of the learning process is self-reflection

☑ **Principles of non-formal education. What are the characteristics of non-formal education when working with students? What can be helpful for teachers?**

Non-formal education may be defined as:

✳ a planned learning process.

✳ personal, social and political education for young people.

✳ designed to improve a range of skills and competences.

✳ outside but supplementary to the formal educational curriculum.

✳ where student participation is voluntary, the students themselves want to participate.

Non-formal education for students and teachers is also about freedom of choice, fun, creativity, participation, learning, activities, games, skills, experience, an easy way to learn, spontaneous learning, pleasure, doing, trying, others, different points of view and possibilities, freedom, more valuable information, learners contributing to the direction of learning, everything is possible.

NFE is based on active participation (doing, experiencing!). A central part of the learning process is self-reflection. Exercises in NFE are of an experiential nature (for example, simulations and role-plays) and input will always be interactive (a product of the facilitator and participants; they contribute with their experiences and knowledge).

David Kolb's Learning Cycle
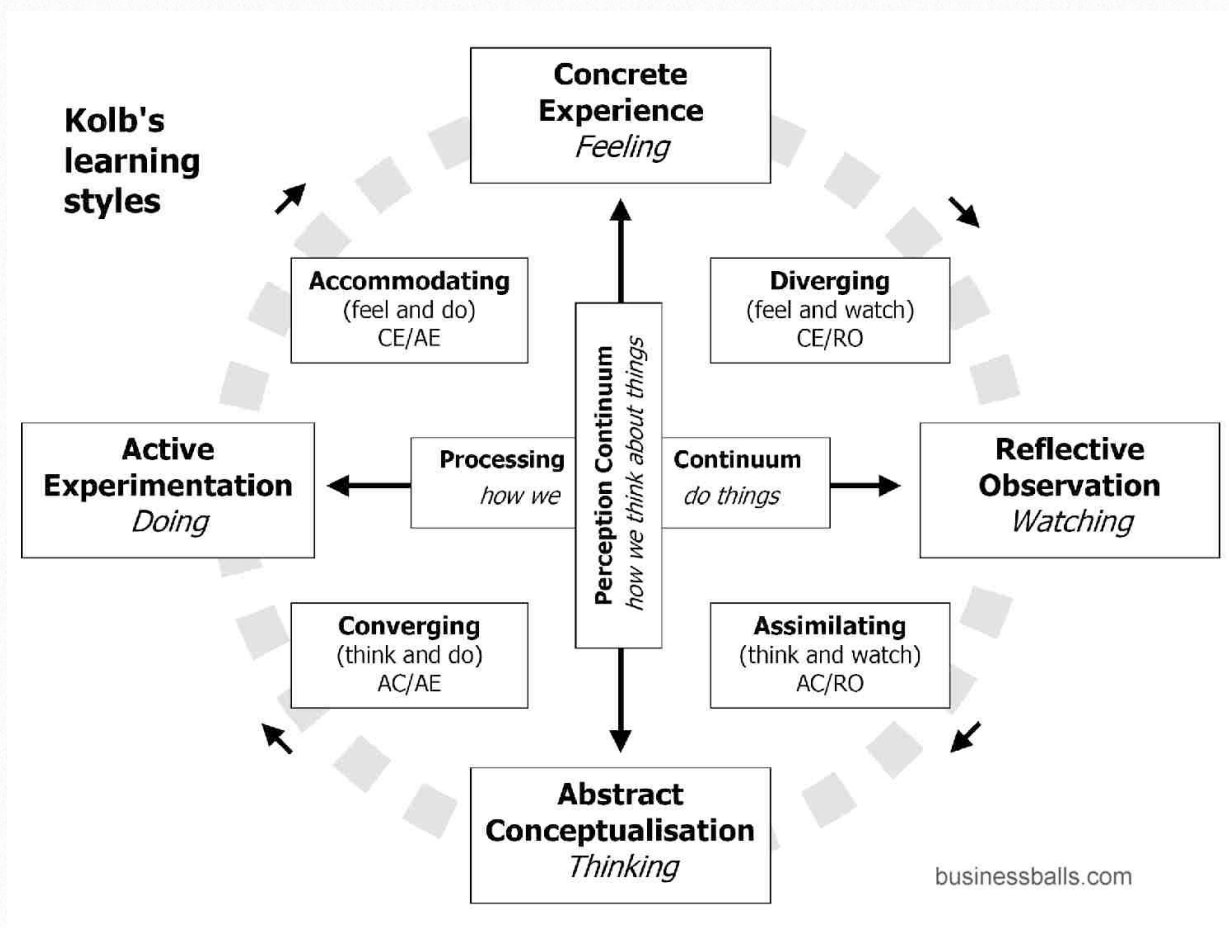
Kolb's learning styles

Concrete Experience
Feeling

Accommodating
(feel and do)
CE/AE

Diverging
(feel and watch)
CE/RO

Active Experimentation
Doing

Processing
how we

Perception Continuum
how we think about things

Continuum
do things

Reflective Observation
Watching

Converging
(think and do)
AC/AE

Assimilating
(think and watch)
AC/RO

Abstract Conceptualisation
Thinking

businessballs.com

Kolb devised one of the essential theories of experiential learning and he was very much inspired by the theories of Kurt Lewin.

All four steps in the cycle can be considered an "entrance door" to learning. We have different doors by which to enter learning. Entrance doors can be different from person to person. The same person may often use a different "entrance door" each time they are in an experiential learning process. Teachers always need a balance of diverse methods. Therefore, it is important to use a variety of methods to check the overall balance of the entire programme of the activity. Teachers have to take into account how various students learn, remember, and perceive things. It is essential that there is a difference between theory, exercises and discussions. This variety should be taken into consideration when developing training aides since teachers will always have visual, auditory, and kinaesthetic-oriented students in group.

The cycle can be entered at any point but the phases must be followed consecutively. In that way, the learning cycle provides feedback that is the base of a new action and evaluates the consequences of the action. The students must pass through the cycle a couple of times. Then it can be called a spiral of cycle. Kolb briefly conceptualises the process of research as "a spiral of action and examinations consisting of four general moments: plan, action, observation, and reflection".

Description of all the learning cycle phases:

✷*First phase. Concrete Experience*. Participants/students experience something that can be observed. Based on how it works and what effect it brings they describe what they expe-

> **"All four steps in the cycle can be considered an "entrance door" to learning. We have different doors by which to enter learning. Entrance doors can be different from person to person".**

rience in a way they would not in their everyday life. We refer to what participants have already lived, or to have new experiences.

Second phase. Reflexive observing. The reflection phase includes returning to the beginning point of the task, and reviewing what has been done and tried. Listening skills, paying attention, distinguishing the differences, and applying ideas help finding results and sharing them with the others. Adjustments, values, and beliefs influence on the definition of particular results. The vocabulary is important to verbalise and discuss what is being perceived and comprehended on the experience.

Third phase. Abstract conceptualising. The conceptualising phase includes interpreting the marked results and understanding the connections between them. Theory can be useful as a base for shaping and explaining the results. In that phase the adjustments, values, and beliefs also have influence on the interpretation of the results. During the critical reflection questions are asked from the perspective of the previous experience, while during the phase of conceptualising an attempt to find answers is made.

Fourth phase. Active experimentation (planning). The planning (active experimentation) phase gives an opportunity to master the new understanding and try to predict what is likely to happen later, or what other actions must be taken to improve the way we treat the task. About the active experimentation, Kolb thinks, "Learning during that phase has an active form – experimenting, influencing, or changing the situation. You must have a practical approach and be interested in what is actually working…".

"The Experiential Learning theory affirms the significance of experience. But, apart from that, it is extremely important for the students to pass through all four phases of the cycle, and to have effective connections between each of these phases".

As the name hints, the Experiential Learning theory affirms the significance of experience. But, apart from that, it is extremely important for the students to pass through all four phases of the cycle, and to have effective connections between each of these phases. It is critical to apply this model in situations where students make a small preparation for experience and/or do not reflect effectively on experience, or do not connect it with the corresponding theoretical aspects.

Defining the correct tempo of learning cycle is very valuable. If somebody waits for a task to be completed and then to reflect on it, they will not be able to improve it until a similar task recurs. For instance, if a student does only one test at the end of the semester, they will not be able to change their learning style and to improve their results. On the other hand, long reflection means spending more time thinking instead of doing, i.e. bringing the task to an end. Therefore, the time for the learning cycle phases must be balanced.

"Learning is a process as well as an outcome."

(David Kolb)

☑ **A role reversal from teacher to facilitator. Necessary personal development and competences for facilitators in work with students in non-formal education.**

Facilitation skills.

What is "facilitation"?

Facilitation is a service to others.

The most important job of a facilitator is to protect the process of those being facilitated (the students). The process is how the group goes about accomplishing their task. The problem or content is what they are working on. The facilitator's tool kit is a set of techniques, knowledge, and experience, which they apply to protect the process that the group is

working through. The facilitator helps to create the process, adjust it, keep it heading in the right direction and, most importantly, keeps the people attached to it. The function of facilitation is to keep a meeting or training event focused and moving, and to ensure even levels of students. The facilitator makes sure these things occur, either by doing them or by monitoring the group and intervening as needed. The facilitator is the keeper of the task and does not influence the content or product of the group. The facilitator pays attention to the way the group works – the process. The facilitator sometimes acts as a resource for the group in the area of problem-solving techniques. The facilitator must be comfortable with team-building techniques and group processes and group dynamics, in order to assist the group in performing tasks and maintaining roles essential to team building. The facilitator intervenes to help the group stay focused and build cohesiveness, getting the job done with excellence, while developing the product.

What is a facilitator?

"A leader of processes, a provider of tools and techniques that can get the work accomplished quickly and effectively in a group environment. A facilitator assists participants to bring out the full potential of every individual and the entire group." (definition of a facilitator developed by participants from the TC for Facilitators in EAR project).

Indeed, a facilitator is many things. Below can be found a detailed description of the different tasks of a facilitator, which were defined at:

A facilitator is …

∗a consultant who designs work sessions with a specific focus or intent;
∗an adviser who brings out the full potential of working groups;
∗a provider of processes, tools and techniques that can get work accomplished quickly and effectively in a group environment;
∗a person who keeps a group meeting on track;
∗someone who helps to resolve conflict;
∗someone who draws out students from everyone, to ensure that the full potential of the group is achieved;
∗someone who organises the work of a group;
∗someone who makes sure that the goals are met;
∗someone who provides structure for the work of a group;
∗someone who is empathetic;
∗someone who organises space and time.

What a facilitator does not do:

* change the wording of a student;
* refuse to record an idea (looks tired, gets distracted, too many ideas coming at once);
* get involved in the content of the group work;
* fix the group (even in the most loving way!);
* fix the problem for the group;
* get attached to certain outcomes;
* judge comments of the group and like some ideas better than others;
* flip-flop the agenda and work processes;
* manipulate people and behaviours through their own feedback;
* monopolise conversation;
* take sides on issues or people;
* be closed to group suggestions on the process;
* try to have all the answers.

3.2 How to do that? Tips and advices for teachers
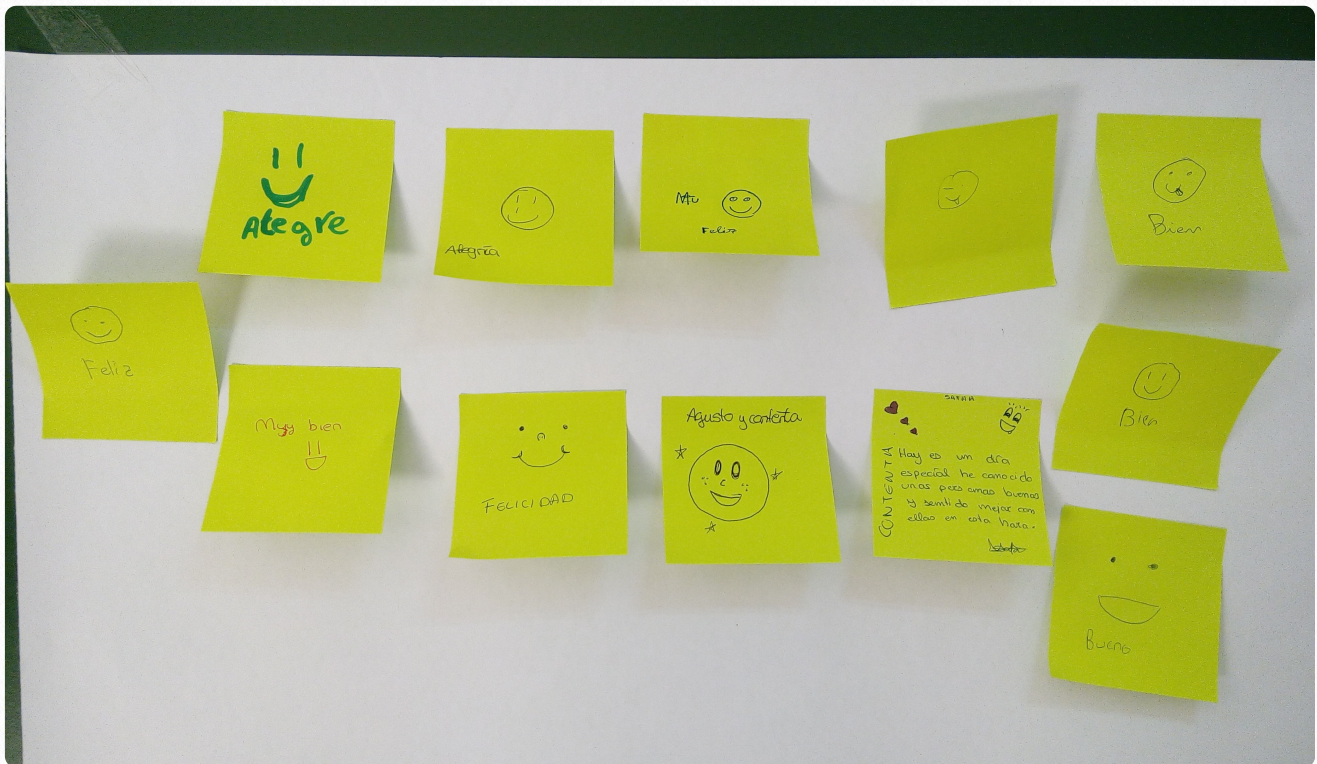
Teachers, especially new teachers, so desperately want their students to learn that they often end up doing most of the work. The truth is we must see ourselves as facilitators of learning who possess knowledge, not as the keepers of knowledge. Teachers must provide students with opportunities to be in charge of their learning, discover new ideas, gain insight, and make connections. How do we accomplish this task?

✳*Plan ahead and think about the needs of students.* Teachers know students have different strengths and challenges. We gather this information by collecting informal and formal data to complete our instruction. As we plan ahead, we must consider how to use their strengths to address their challenges. For example, students who do not seem to be interested in reading often require material that focuses on their interests.

✳*Model what you want students to do.* Before we can hold students accountable, we must provide explicit instructions using an "I do, we do, and you do" model. Model for students with one focus in mind: giving them the necessary guided practice until they are able to navigate their way independently.

✳*Monitor the amount of talking you do*. Students need time to articulate their thoughts. Therefore, it is important that we provide directions and then give students time to work through them. They may work through them by writing, talking, or creating a product.

✳*Give students opportunities to take responsibility for maintaining their classroom.* Establishing routines that help students maintain their classroom is essential to create a learning community. Many teachers spend a great deal of time staying after school or coming in early to clean up after students. But with routines and time they can maintain an organized, learning environment.

✳*Teach students how to use classroom materials.* Students should know how to use materials that will facilitate their learning. Tape recorders, overhead projectors, and dry erase boards are all typical items that students have in their classrooms, and students benefit from knowing how to use and return them to their proper place.

✳*Implement a workstation management board.* Management boards are very effective in helping students know where they are supposed to be when the teacher is working with a small group of students. It gives students an opportunity to work independently and manage their learning experience.

> **"Before we can hold students accountable, we must provide explicit instructions using an "I do, we do, and you do" model".**

Teach students to ask questions to acquire information. Students spend a great deal of time answering questions. They need more time creating questions and discussing answers with their peers. "Ask three before me" is a great routine to implement to get students moving toward greater independence. It requires students to speak to their classmates or try three strategies to solve a problem before coming to the teacher.

☑ **Basic methods and techniques of non-formal education useful for teachers during their work with students.**

An understanding of the basic methods or techniques that underpin the activities and are essential in order to use the activities successfully.

An understanding of the basic methodology will help you both when you need to adapt individual activities to meet the needs of the young people you work with, and when you develop your own activities. The instructions for how to run activities and use different methods and techniques are clarified here:

Group work

Group work is the foundation of many of the exercises; it happens when people work together, combine their different skills and talents, and build on each other's strengths to complete a task. Characteristics:

Encourages responsibility. When people feel they own what they are doing, they are usually committed to the outcome and take care to ensure a good result.

"Group work is the foundation of many of the exercises; it happens when people work together, combine their different skills and talents, and build on each other's strengths to complete a task"

Develops communication skills. People need to listen, to understand what others say, to be responsive to their ideas and to be able to put their own thoughts forward.

Develops co-operation. People soon learn that when they are working towards a common goal they do better if they cooperate than if they compete with each other.

Involves decision-making skills. People quickly learn that the best way to make decisions is to look at all the information available and to try to find a solution that satisfies everybody.

It is important to note that for the group to be successful, it is essential that the work is clearly defined and that participants are focused on working towards a goal that requires them to feedback the whole group.

The size of a small group will depend on practical things such as how many people there are in total and how much space you have. A small group may be two or three people, but small groups work best with six to eight. Small-group work can last for 15 minutes, an hour, or a day, depending on the task.

Tip:
Group work must be task-orientated; there needs to be a clear question that needs answering or a problem clearly stated that requires solutions. It is not productive to tell people simply to "discuss the issue".

Brainstorming

Brainstorming is a way to introduce a new subject, encourage creativity, and generate a lot of ideas quickly. It can be used for solving a specific problem or answering a question.

How to brainstorm:

✳Decide on the issue that you want to brainstorm and formulate it into a simple question or statement.

✳Write the question on a large piece of paper or a board placed where everyone can see it.

✳Ask people to contribute their ideas. You write down the ideas under the question or statement. Use single words or short phrases.

✳Stop the brainstorming when ideas are running out.

✳Go through the suggestions, asking for comments.

✳Sum up and, taking the new knowledge, move on to an activity or discussion.

The rules of brainstorming:

1. *Write down EVERY new suggestion*. Often the most creative or "crazy" suggestions are the most useful and interesting!

2. *No-one may make any comments or judge what is written down until the end.*

3. *Discourage repetition.* If someone suggests an idea that is already on the board, thank them and gently point out where you wrote it.

"Brainstorming is a way to introduce a new subject, encourage creativity, and generate a lot of ideas quickly. It can be used for solving a specific problem or answering a question".

4. Encourage everyone to contribute.

5. Only give your own ideas if it is absolutely necessary to encourage the group.

6. If a suggestion is unclear, ask for clarification.

"Discussions are an integral part of lessons because through discussion people learn to analyse information, think critically, develop communication skills, share opinions, and learn from experience"

> *Tip:*
> *For this method you can use this form of brainstorming.*
> *The facilitator writes up the statement or question to be brainstormed, preferably on a wide, blank wall. However, instead of the facilitator then writing the suggestions down, participants write their ideas on small pieces of paper (for example, "Post-its") and stick them up themselves. The advantages of this method are that people can sit and think quietly for themselves before they are influenced by the other people's ideas, and the pieces of paper can be repositioned to aid grouping related ideas together during discussion.*

Discussion activities

Discussions are an integral part of lessons because through discussion people learn to analyse information, think critically, develop communication skills, share opinions, and learn from experience, which is why "debriefing and evaluation" is a core part of every activity. It should not be needed to say that after

the "discussion activity" people still go on to debrief and evaluate what they have learned!

Discussions in large groups

✳*Buzz groups*. This is a useful method if no ideas are forthcoming in a whole-group discussion. Ask people to discuss the topic in pairs or small groups for some minutes and then to share their ideas with the rest of the group.

✳*The statement exercise*. This technique enables participants to express an opinion without necessarily having to justify it. It is a gentle way to encourage people to be self confident to share their opinions.
Prepare some statements (4–6 should be sufficient) about a topic or topics you want to explore with the group. Make two signs, "I agree" and "I disagree", and place them on the floor about 6–8 metres apart. If you wish to, you can place a rope or tape on the floor between the two signs to symbolise the continuum between the two extremes of opinion. Read out one of your prepared statements and ask participants to position themselves between the two extremes according to their opinion; those who are undecided stand at the centre point. Invite participants, if they wish, to explain why they are standing where they are. Encourage people to change their position along the line if they change their opinion as a result of the arguments they hear.

✳*Debates*. Traditional house debates are useful, especially in a classroom where there are fewer possibilities of using other discussion methods. For instance, if the whole class wants to discuss the same thing.
One form of debate is a panel debate, where a panel of "experts" is invited by the audience to answer questions. This is

"Discussion activities are often best carried out in small groups because then everyone has a better chance of contributing".

a good way of providing information, encouraging enquiry, enabling people to explore differing points of view and demonstrating that visible and invisible racism are complex.

Discussions in small groups

Discussion activities are often best carried out in small groups because then everyone has a better chance of contributing. Not only do people feel more confident expressing themselves in smaller groups but also each person gets a greater share of the available time in which to talk.

Discussion activities rely on some stimulus material, usually presented on cards. Examples of stimulus material include items on the TV news, posters, statement cards, case studies, and pictures. When preparing stimulus materials it is important to think about your target group and avoid including information that may cause offence or be too personal.

✳*AAA BBB CCC*. This is a very useful technique when you want people to develop their knowledge and understanding without you "teaching". People work in small groups to develop their expertise about an aspect of a topic. The groups then re-group and share their knowledge.
Prepare a statement or question card for each group about an issue you wish to work on. Each group is to work on a different aspect of the same issue.
Get the participants to form three small groups; one group is group A, the second is group B and the third group C. Give each group an agreed length of time in which to discuss the question or problem. Then re-group them so that each of the new groups contains one member from each of the original groups; in other words the new groups are constituted as ABC, ABC and ABC. Give the ABC groups the task of solving

"When preparing stimulus materials it is important to think about your target group and avoid including information that may cause offence or be too personal".

a problem or coming to a consensus that requires input from each member.

✳*Statements in a hat.* This technique is a sensitive way to introduce a topic, to get people talking, or to generate ideas. Make some statement or question cards and put them in a hat. Either pass the hat round or place it in the middle of the circle. Ask people in turn to take out one card and to comment.

> **Tip:**
> *Instead of the facilitator making the cards, he/she can ask the participants to make their own statement or question cards. In this way questions can be put to the group anonymously, which is useful if discussing issues that may be sensitive.*

✳*Case studies.* Case studies are short "stories" about people and events that illustrate a problem. Like statement cards, they are useful tools for presenting information in a non-didactic way. They are also valuable because they create a distance between the participants and the problem, which makes discussion of the topic less threatening. For instance, if there are bullies in the group and you want to tackle the problem, you can present a story about bullying that contains parallels to the real situation. Participants read the case story, analyse the problem, and try to make suggestions for resolving the problem.

"Role plays can improve the understanding of a situation and encourage empathy towards the people who are portrayed".

"Young people's pictures and films vividly show their points of view and attitudes and make excellent display material".

✳*Drama*. Drama allows people to explore ideas and issues, and to express emotions, thoughts, dreams and creativity that they might not be able to otherwise. Drama involves the whole person, their heads, hearts and hands and thus involves not only the intellect, but also the senses and emotions, making it a powerful tool. Furthermore, it is a most efficient technique because it appeals to people of all learning styles, that is, to auditory, visual and kinæsthetic, or tactile, learners. Debriefing is especially important after activities based on some form of drama, including role plays and simulations. Players may need time to come out of role before they go on to discuss their feelings and why they chose to take the actions that they did.

✳*Role-playing*. A role play is a short drama acted out by the participants. Although participants draw on their own life experiences to role play a situation, role plays are mostly improvised. Role plays can improve the understanding of a situation and encourage empathy towards the people who are portrayed. They enable people to experience challenging situations but in a safe atmosphere.

✳*Forum Theatre*. Forum theatre is an interactive form of theatre that encourages audience interaction and explores different options for how to deal with a problem or issue. Forum theatre is a form of role play. The audience watches a short play in which a central character encounters an oppression or obstacle which he or she is unable to overcome; the subject-matter is presented in a way that it relates to the lives of the audience. When the play has been performed it is repeated and members of the audience can take to the stage and suggest alternative options for how the protagonist could have acted. The actors explore the results of these choices with

the audience, creating a kind of theatrical debate in which experiences and ideas are rehearsed and shared, generating both solidarity and a sense of empowerment.

> *Tip:*
> *This tool is a good example for exploring ways of solving problems or resolving conflicts. It allows people to take the stage and explore different possibilities. In this way, the event can be used to rehearse for an imminent event, or to uncover and analyse alternatives in any situation, past, present or future.*

Audiovisual methods

✳*Films, videos and radio plays*. Films, videos and radio plays are powerful tools and popular with young people. A discussion after watching a film should make a good starting point for further work. Things to talk about are people's initial reaction to the film, how true to "real life" it was, whether the characters were portrayed realistically, or whether they were trying to promote one particular political or moral point of v i e w.

Please bear in mind to check if there is any copyright or any restriction on public screenings of the videos that you wish to use. A screening to a class or youth group may constitute a public showing.

✳Taking photographs, making films and videos. The technology of camcorders, digital cameras, and mobile phones now makes making films and taking pictures much more accessible for everyone. Young people's pictures and films vividly show their points of view and attitudes and make excellent display material.

✳Using pictures: photographs, cartoons, drawing, collage. Visual images are powerful tools both for providing information and for stimulating interest. Remember also that drawing is an important means of self-expression and communication, not only for those whose preferred thinking style is visual but also for those who are not strong in expressing themselves verbally. Pictures are such a versatile tool that it is a good idea for facilitators to build up their own stock. Images can be collected from, for instance, newspapers, magazines, posters, travel brochures, postcards, and greetings cards.

☑ How to move from being a teacher to facilitator?

The role of a teacher when practising non-formal education during lessons at the school is still possible if we find a connection between formal education and non-formal education , and when teachers move from being a teacher to facilitator. Whereas a traditional pedagogical teaching approach emphasizes the role of the teacher as the holder of the wisdom, facilitation puts the onus on the participants to become involved in their own learning. The role of the facilitator is to introduce subjects of discussion, encourage sharing of perspectives, and integrate the students' shared experiences. This collaborative approach reinforces that most of what we learn is on the job and through our experiences. A good facilitator is one who is a connector and integrator, the glue that brings the collecti-

Mauris pretium aliquet, lectus eget tincidunt. Porttitor mollis et imperdiet libero senectus pulvinar. Etiam molestie mauris.

ve experiences of the classroom together in a shared learning experience but also gives the students a space. It is also important to remember the fact that the teacher or facilitator is not a psychologist so they must be careful and not entering too deeply into the subject, if they pick up a vulnerable topic, and not violating the student's private space. Allow your learners to actively share their experiences — effectively leverage the knowledge and experience of your learners to help them teach each other.

"The role of the facilitator is to introduce subjects of discussion, encourage sharing of perspectives, and integrate the students' shared experiences".

4
Activities
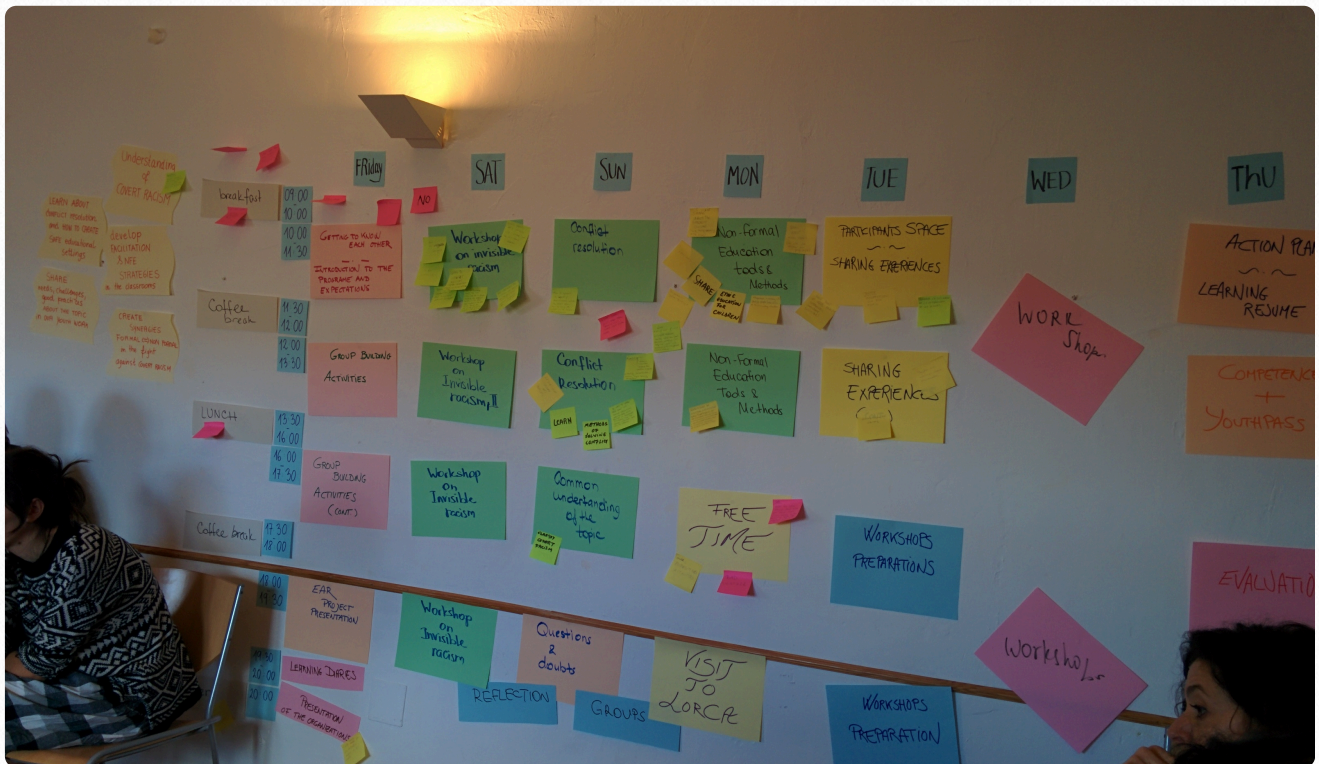
4.1 Activities

The learning process that will be carried out through the performance of these activities can be represented as follows: This methodology lets students learn in a safe environment, exchanging their knowledge, skills, abilities and values.

How to use the activities outlines ("Map Key")

This manual should help to increase critical thinking in relation to the reality around us. We try to raise boys' and girls' awareness through various activities, making them active agents in detecting and fighting discrimination and invisible discrimination.

These activities are easy to use and can be adapted to any group or age just by making some changes, whether in the theme or in the rules. Most of them are designed to be performed indoors while for others the place is not a problem, although it will

be more comfortable to perform them outdoors, in ample spaces.

Then they will perform different activities that you can change and combine according to your purpose to deal with any topic you want. In general all of them will need some preparation of the material, but they can be adapted to any group and any place -although most of them would be better performed indoors where the reaction of the students can be controlled more easily. The activities promote cooperation, participation, and active learning.

The majority of the activities are aimed to create an atmosphere of friendship, and to promote trust towards others, as well as listening and understanding skills. Try to make them stay open-minded, willing to participate in discussions and dialogues about the topic (invisible discrimination).

These activities will be divided in the following way:

✳*Presentation and know-each-other activities.* These are games aimed at letting the participants get to know each other. They can be used from the very beginning, just with the objective to learn the names of every participant or to be a kind of deeper presentation and acquaintance.

✳*Icebreaking activities.* These activities are aimed at knowing the group better and letting the participants know each other. The following activities can create a comfortable environment and trust towards the members of the group that will help them be more open and communicative afterwards. They help to "warm up" the group, make contacts between different participants, break the monotony or tension between moving from one activity to another one or just as a final point in the group work.

✳*Activities to work on self-esteem*. These activities are aimed at working on the participants' image of themselves. They help to improve the group's concept and gain self-confidence.

✳*Activities concerning prejudices and stereotypes*. These activities are aimed at encouraging reflexion and developing critical thinking of the participants' towards the society around them. They will develop a more empathetic attitude, and at the same time they will learn more about the prejudices and stereotypes that exist in the society as well as the way to fight them.

✳*Activities concerning discrimination*. The activities are aimed at the recognition of

the actions of good and bad treatment, both the participants' and other people's. They help to acquire the skills necessary to detect abuse and fight it through good treatment, enhancing the acceptance of the differences that exist among all the people as something positive and enriching. The purpose of these activities is to fight discrimination through awareness and the visualization of the invisible discrimination that exists in our society.

✳*Evaluation activities*. These activities are aimed at evaluating the activities performed and the knowledge received during the workshop. Their general objective is to analyse the achievements of the participants in the fight against discrimination.

The activities are marked with stars (*) according to their level of difficulty, one star (*) stands for easy activities, two stars (**) indicate middle difficulty, and three stars (***) show a high level of difficulty.

"Dos & Don'ts"

✳*Be enthusiastic and get involved in what you are doing*; if you do not feel involved you will not be able to make your students feel the same.

✳*Be cautious about choosing the participants of the games, never force someone to participate in your activity if they do not want to*. You must always respect their free will and not embarrass anyone.

✳*Be cautious when talking about different types of discrimination, you do not know what your students might feel about a situation of discrimination and you might hurt them*. You must be careful not to open a door you will not know how to close. Try to find out before performing any activity if there is a problem in the group or with any member of it.

✳*Be careful when treating the theme of trust, because they need a set of minimum conditions to get all their interest*. Sometimes a game, rather than stimulating, can cause a greater distance and distrust in the group.

✳*Create comfortable and respectful environment.*

✳*If one of the activities does not function for the group, do not force it*. Be flexible and change the activity.

✳*Be attentive to the time, but always respect the natural development of the activity.*

＊*Adapt each activity to the age of the participants;* keep it in mind while choosing the theme, the timing, and the level of difficulty of the activity.

＊*Explain in a clear way the rules*, allowance,s and everything that the students should know before performing the activity (in order to avoid any misunderstanding); be trustful so that they feel they can ask you any question or share their doubts.

＊*Take down your social barriers* and know yourself (accept yourself) before attempting to change the rest.

＊*Try to connect the activities with the interests of the students.*

＊*You will note that the activities do not always have the same feedback*, as well as you will find different levels of participation and involvement of the boys and girls.

＊*Motivate the boys and girls to be active agents in their society*. Give them some valuable means they can use in their future to fight against stereotypes.

＊*Promote justice and equality among everybody*.

Tips

The majority of the activities are accompanied by some warnings or tips that should be kept in mind while performing the activities during your workshops.

Settings of activities (environment & facilities)

These activities are designed to be performed mainly among teenagers, but can be always adapted to work with different ages and stages. Adolescents are selected as the working age because it is the age when invisible discrimination starts to develop in a much stronger way than critical thinking. During this age they create the basis of their personalities and are much more aware of what is happening around them and how they can influence the society.

4.2 Template for activities

Title	Title of the activity
Aim	Principal objectives
Level of difficulty	Activities will be catalogued using up to three stars depending on the difficulty it represents for the participants at a cognitive level or the time demanded to interiorize the content in order to achieve the objectives. The level of difficulty can be always adapted making some changes and variations in the activity. EASY * MIDDLE ** HIGH ***
Topics	The themes addressed during the activity
Time	Duration of the activity
Target group	Number of the participants
Learning outcomes	These are essential aims that the participants should know, understand, and be able to do at the end of the activity.
Setting up the space	Things that should be kept in mind while preparing the place where the activity will be performed
Materials & resources	Materials necessary for the activity
Instructions	Development of the activity step by step
Questions for debriefing	Questions that will help in the process and evaluation of the activity. Questions that will facilitate individual interiorization of the learning process.
Tips	Some tips that should be kept in mind in some cases
Variations	Possible modifications of the activity in order to adapt it or complement it
Suggestions & follow-up	Other resources like web pages o other manuals.
Handouts	Materials to print, things that the educator gives to the participants

In general, discrimination and more specifically invisible discrimination is a difficult theme to address and work on in the society around us. But with the help of this manual you will be able to wake up the youngsters' critical thinking that is the first step to fight against discrimination.

As you can see not all the activities work in the same way; you should feel free to adapt those presented in the manual to your future workshops, as well as to implement new ones that you consider convenient for the participants to learn the main objective of this manual, the fight against discrimination. Do not forget that we all should fight it in order to get a better society than the one we have now, one where everybody can feel free and respected by others.

 These activities have been implemented in different countries, educational centres and contexts provided by youth workers. Each youth worker managed to show the different treatments and the importance of the problem of discrimination in the four European countries where the project has been produced. All of them are trying to fight discrimination in favour of equality and respect.

4.3 Introduction Activities

Title	**Party of the names**
Aim	To find out the names of other members in the group
Level of difficulty	*
Topics	Empathy, respect, understanding, getting to know each other
Time	Approximately 20 minutes
Target group	Unlimited
Learning outcomes	To know the other members of the group, stimulate logical thought, facilitate participative communication, encourage a relaxed environment
Setting up the space	Ample space is required
Materials & resources	Paper sheets and pens
Instructions	1. Each participant has to write down his name on three sheets of paper. 2. The paper sheets are mixed in a bag. 3. Each participant has to take three sheets from the bag that do not have his/her name. 4. They will have five minutes to obtain the three paper sheets with the same name (exchanging them with others) and then finally find a person whose name they were trying to "collect".
Questions for debriefing	What is the name of the person whose name is written on your sheet?
Tips	The facilitator should try to control the time. The facilitator should motivate the participants to interact.
Variations	One of the variations of this activity is to write some words related to the theme "discrimination" and then cut them into two parts, each participant given a half of the word. The participants have to find another half of their word. To finish this activity they will have to find a mutual definition of the word they have.
Suggestions & follow-up	This activity with names would be best used at the initial meeting of the group.
Handouts	Any

Title	World Trip
Aim	To find out the names of other members in the group
Level of difficulty	*
Topics	Empathy, respect, understanding, getting to know each other with creativity, helping group members learn each other's names.
Time	10 minutes
Target group	Unlimited
Learning outcomes	To provide a low risk activity, to stimulate logical thought
Setting up the space	Ample space is required
Materials & resources	Any
Instructions	1. Tell the group to sit on the floor. 2. Introduce the game by saying, "None of us knows any other's name. Let's play a game that will help us find them out. My name is [say your name], I am going on a world trip and I am taking with me: illusion, interest, or an illustrated book. If you want to come with me you have to say your first name and what you want to bring. You have to bring the right thing. The first letter of your first name must be the first letter of the thing you bring. 3. The game proceeds until everyone has introduced themselves.
Questions for debriefing	How many names can you remember? Which are they?
Tips	It is important not to lose time in the first session of the workshop, especially if you do this game in English. In fact for those whose mother tongue is not English, it could be difficult to find the right word. Instead of creating embarrassment you can help a bit the group in the process, making them comfortable with some suggestions of words and increasing their knowledge on English vocabulary.
Variations	This is an activity that can be done even outdoors. You could use this activity with any alternative topic, also between two sessions, to warm up the group. For example, instead of bringing in your world trip one object starting with the first letter of the participant's name, you can use a music box and put inside all the objects that begin with the letters of the musical notes in neo-latin (Do- Re- Mi- Fa- Sol- La- Si); for example, in my box of music I can bring with me: doubt, reach to people, milk, a fairy tale, solidarity, a lamp, and a singer.
Suggestions & follow-up	This activity with names would be best used at the initial meeting of the group.

Title	**Get into line**
Aim	Integration of the participants in the group. To know each other better.
Level of difficulty	*
Topics	Empathy, respect, understanding, getting to know each other with creativity, education, group participation, social rights, fun.
Time	15 minutes
Target group	15 to 20 but can be adapted to more people
Learning outcomes	Members of the group will be able to use physical and emotional approaches to get to know each other and build a team. Participants will know how to be organized without speaking. Members will be able to use a controlled language using just sounds or body language. Members will be able to build a team without any leader and succeed with the maximum effectiveness.
Setting up the space	Ample space is required
Materials & resources	Any
Instructions	1. Tell the group to line up in order of height, the shortest person at the front and the tallest at the back. 2. Explain that no one should talk but communicate by sounds, sign language, and body language. Check that everyone takes their correct place in the line. 3. Repeat the exercise with new rules: members needs to line up according to other criteria like, for instance, age. 4. Repeat the exercise with new criteria, like the month of their birthday (January to December). If you want to continue you could also repeat it with shoe sizes.
Questions for debriefing	What problems did you have when getting organized? What slowed the organization? Was a leader needed? Did anyone serve as a leader? How were they chosen? What responsibility did each group member have in solving the problem? How could the group solve the problem faster next time?
Tips	It is important to balance the teams, this can lead to a more equitable and honest challenge between the two teams involved. Make sure that the group is balanced in order of height so as not to create any sudden movements between participants.
Variations	This is an activity that can be done even outdoors.

4.4 Ice breaking and warming up activities

Title	The rhythmic car
Aim	Breaking the ice, group participation, social rights.
Level of difficulty	*
Topics	Empathy, respect, understanding, participations, team building, group interaction.
Time	15 minutes
Target group	15 to 20 but can be adapted to more people
Learning outcomes	Members of the group will be able to use physical and emotional approaches to get to know each other and build a team. Members will be able to use a controlled language using just sounds or body language. Participants will try to understand each other using body language, without the use of normal language but only through the energy of the body and through the emission of sounds. Ability to create a group ideology using only rhythmic sound and physical gestures, expressing what we think and criticize in alternative ways.
Setting up the space	Any
Materials & resources	Any
Instructions	1. Ask people to stand in a circle 2. Tell them that they have to construct one huge mechanical machine together, using only their own bodies. 3. Explain the participants that you need a volunteer to start the construction of the machine. 4. Explain this first volunteer they have to go to the center of the room and imagine to be part of a cog in a machine, and to start to making a rhythmic movement with their body and with their voice. They must choose a simple repetitive movement, such as moving one arm up and down rhythmically. At the same time they must make a distinctive sound, for instance, a long whistle. 5. Explain the other participants that they need to join the first volunteer with another interconnected movement, every one must take a place as a cog of the machine. 6. At the end the entire group should be interconnected and moving in many inter-related ways and making many different sounds. When everyone have the role into the mechanism the youth worker can "conduct" everyone to make the machine go louder or quieter, faster or slower.

Questions for debriefing	What similarities can they see between 'the machine' and an effective learning group? What skills did they need? Responsibility? Listening and responding skills? Co-operation? What else?
Tips	It is possible that the group encounters a lack of imagination for the movements. If so, try to think about possible movements to help them in the process.
Variations	This is an activity that can be done even outdoors. You can make the same exercise with some variations; for example, ask the participants to imagine being a part of a "hate machine" or a "love machine". But even in this case everyone must picture themselves as a cog of a machine not as a human being. The same thing can be done with the regions of one country, may it be the country where you are or the country of the participants. For example, Germany (Prussian machine, Bavarian machine, Berliner machine), or France (Parisian machine, Breton machine, etc). You can even use the political parties of a country, or you can try with some other theme like mute cinema, or soap operas.
Suggestions & follow-up	You may find this exercise in the chapter Some methods and techniques for supporting effective learning groups of the Compass manual, which you can find in the following link: http://eycb.coe.int/compass/en/chapter_1/1_4.html#147. This activity is also in the book Il poliziotto e la maschera, Giochi, esercizi e tecniche del teatro dell'Oppresso (The policeman and the mask. Games, exercises and techniques of the Theatre of the Oppressed) by Augusto Boal, Edizioni la Meridiana, Bari, 1993, p. 69.

Title	Walk on the chair
Aim	Education, group participation, building trust, group integration, social rights.
Level of difficulty	*
Topics	Empathy, respect, understanding, participations, team building.
Time	15 minutes
Target group	15 to 20 but can be adapted to more people
Learning outcomes	Members of the group will be able to use physical and emotional approaches to get to know each other and build a team. Participants will learn to trust each other. Members will be able to create a safety space to succeed together and avoid a dangerous situation. Members will be able to use a controlled language using just sounds or body language. Participants will be able to build a team in order to succeed with the maximum effectiveness.
Setting up the space	After counting the participants arrange the chairs in succession, in two rows, one more chair per row than the number of the participants, with the seats facing each other (number of chairs: number of the half group plus one per row; 20 participants=11 chairs per row). The result needs to be a kind of road shoulder created with the chairs.
Materials & resources	Chairs and a big empty space.
Instructions	1. Explain that this activity is intended to help people understand the confidence that they can have each other to start working together and sharing a path of play/learning. 2. Divide the participants in two groups, each group needs to stand on the chairs. 3. After everyone takes a place up on a chair, to warm up ask people to say which is the first word that comes into their mind about confidence. 4. Then explain the rules: on each row people must stand up on a chair. The person at the beginning of the row will take the empty chair and pass it to the next person in the row, who will also pass it to the next person, and so on until it arrives at the end of the row. Then the chair will be placed on the ground, and the last person in the row will move to it. The next person in the row will move to the chair left empty by the previous one, and so on until there is a new empty chair at the beginning of the row. 5. The group that succeeds in moving the whole row without touching the ground wins the challenge. 6. Explain that no one can speak during the process, it is only possible to use sounds or body language.

Questions for debriefing	**What skills did you need to succeed? What kind of responsibilities did each member of the group have? Cooperation? What problems did you have when getting organized?** **How could the group that failed solve the problem they encountered to succeed the next time?** **Did you like the activities? Was it fun? Do you feel more confident in the group now?**
Tips	It is important to balance the teams, this can lead to a more equitable and honest challenge between the two teams involved. Make sure that the group is balanced in order of height so as not to create any sudden movements between participants.
Variations	This is an activity that can be done even outdoors. If you work with a very young group, instead of using the chairs you could use big pillows.
Suggestions & follow-up	This activity can be used at the beginning of a session, in the morning or after the coffee break service. It would be better to do this kind of exercise before further activities that may involve the trust and respect of the other. The activities described above can in fact help young people understand how much we need others to create a safe space around us. You may find this activity in the book written by Augusto Boal.

Title	**Fish on the net**
Aim	Group participation. Game for group integration which will help in building trust.
Level of difficulty	*
Topics	Empathy, respect, understanding, participations, team building.
Time	15 minutes
Target group	15 to 20 but can be adapted to more people.
Learning outcomes	Members of the group will be able to use physical and emotional approaches to get to know each other and build a team. Participants will learn to trust each other. Members will be able to create a safety space to succeed together and avoid a dangerous situation. Members will develop team spirit, learn to set up individual or collective strategies of the game, and have fun
Setting up the space	Empty space
Materials & resources	Any
Instructions	1. With the help of the children set out the playing area and delimit the space. 2. A child is appointed as fisherman. The other children will be fish. 3. The fisherman will catch as many fish as possible, taking them on the net which means in his arms. 4. The fisherman "catch" a fish by putting their arms around another participants. Each fish caught becomes a fisherman. 5. Fishermen, holding hands, will form a larger net and try to catch others fish. 6. The game continues until all that remains is a single winner fish.
Questions for debriefing	What skills did you need to succeed? Which kind of responsibilities did each member of the group had? Did you like the activities? Was it fun? Do you feel more confident in the group now?
Tips	It is important that the group decides itself who will be the first fisherman; in this way, the first person cannot feel any pressure.
Variations	This is an activity that can be done even outdoors.
Suggestions & follow-up	This activity can be used at the beginning of a session, in the morning or after the coffee break service. It would be better to do this kind of exercise before further activities that may involve the trust and respect of the other.

Title	Broken Phone
Aim	Group participation. Game for group integration which will help in building trust
Level of difficulty	**
Topics	Respect, understanding, participations, team building, awareness about difference between people.
Time	30 minutes
Target group	15 to 20 but can be adapted to more people
Learning outcomes	Participants will be encouraged to have critical thoughts and to reflect before act. Playing with oral communication. Understanding how a message can be transformed.
Setting up the space	Any
Materials & resources	Any
Instructions	1. The principle of this game is easy: a simple sentence that is whispered in the ear from one participant to another. 2. Let children sit in a circle. The game will take place in a clockwise direction. 3. Designate a starting player at random. 4. The first participant prepares a simple sentence and writes it on a sheet of paper. 5. The first participant says (quietly) the phrase into the ear of the person on the left who, in turn, will also repeat it in the ear of the person on the left. The phrase can only be said once and quietly so that it can not be heard by the others. 6. The sentence goes from ear to ear until it returns to the first player. 7. The first player repeats aloud the sentence that has been reported back to them, and then shows the sentence written on the sheet of paper. 8. All players can compare the written sentences with what they had suggested.
Questions for debriefing	Why do you think we did this activity? Which was the first thought that came in your mind to make the choice of the words to say?

Tips	**It is important to do the question for debriefing, in this way the youngsters can reflect about their learning.**
Variations	This is an activity that can be done even outdoors.
Suggestions & follow-up	**This activity can be used at the beginning of a session, in the morning or after the coffee break service.**
Suggestions & follow-up	This activity can be used at the beginning of a session, in the morning or after the coffee break service.

Title	Invisible friend of good treatment
Aim	Implementing knowledge concerning good treatment
Level of difficulty	*
Topics	Good attitude, bad attitude
Time	Optional, it can last as long as you wish.
Target group	Unlimited
Learning outcomes	The participants will be able to implement the knowledge concerning good treatment in their everyday life, they will promote good treatment in order to fight any type of discrimination in their environment by means of good treatment towards each other.
Setting up the space	None
Materials & resources	Paper sheets with the names of the participants. A box where letters, presents, messages, etc. can be distributed
Instructions	1. The participants write their names on the paper sheets, which will then be gathered and randomly distributed (if someone receives their own name, it should be changed). 2.The name of the invisible friend should be kept secret till the last day when it will be revealed. 3. During the time set each participant has to do as many good things to their invisible friends as possible, sending messages or presents, treating them in a good way, etc. 4. At the end of the activity each person reveals their secret friend.
Questions for debriefing	Each participant can assess if their invisible friend has implemented the knowledge of good treatment
Tips	You can tell them that, as far as they have to keep their invisible friend secret, they can implement good treatment towards other people as well.
Variations	Any
Suggestions & follow-up	None

4.5 Activities to deal with self-confidence

Title	**The secret box**
Aim	Working on self-esteem. Acknowledging the value of each person.
Level of difficulty	*
Topics	Self-esteem, self-assessment
Time	Approximately 30 minutes. It depends on the number of the participants
Target group	All the participants
Learning outcomes	The students understand their own value and that they shouldn't underestimate themselves, that they have to value themselves and that they are able to achieve whatever they want.
Setting up the space	The participants will have to position themselves in front of the facilitator leaving some spare room.
Materials & resources	A carton box A mirror
Instructions	1. The facilitator has to ensure the participants that they will see something magnificent in the box. 2. The facilitator asks the participants to imagine individually what they will find in the box. 3. Maintaining the suspense, the facilitator asks the participants to open the box and look inside one by one. 4. The facilitator has to make it clear to everybody that until the very end of the activity the participants cannot tell their partners what they have seen in the box.

Questions for debriefing	Have you imagined anything similar to what you have seen in the box? How did you feel when you saw your reflection in the mirror? Reflexion that can be read to the participants after this activity: We live in a society in which we are underestimated and taught to undervalue the others or ourselves. We should be more honest and love ourselves a little more. We live under pressure to achieve high goals and we demand a lot from ourselves and sometimes even beyond our possibilities. Therefore we should appreciate who we are and be proud of it, not forget to feel that we are doing our best. Smile, because this is the best gift you can give to the world. Try not to take the negative comments of people too seriously; these people do not know you and do not know all the positive things that you have. Accept your mistakes, learn from them, and celebrate your successes.
Tips	During the activity try to maintain the suspense and the emotions that this activity requires.
Variations	One of the variations of this activity is telling the participants to draw what they expect to see in the box. Then they can comment on their expectations.
Suggestions & follow-up	Any

Title	More about you
Aim	Work on self-concept. Work on personal appreciation and the appreciation of others. Analyze relations with others.
Level of difficulty	*
Topics	Self-esteem, appreciation of differences and strengths, diversity.
Time	Approximately 30 minutes. It depends on the number of the participants.
Target group	Unlimited.
Learning outcomes	Participants perceive personal and outer evaluation and should not be underestimated.
Setting up the space	There should be enough space for all the participants to make a circle.
Materials & resources	Balloons and permanent markers
Instructions	1. The facilitator gives a balloon to each participant where they should write their names. 2. Each participant gives the balloon with their name written on it to the person on his right. 3. The participants have to write one quality of their mate on the balloon that they have received. 4. Finally all the balloons should be gathered in the centre of the circle and each participant will have to find his own balloon.
Questions for debriefing	Do the things written on the balloon fit with the image I have about myself? What do I agree with? How do I feel when I am told good things?
Tips	Give the participants freedom to move around but always take control over the group preventing the balloons to explode.
Variations	It can be made with the use of paper.
Suggestions & follow-up	You can find this activity on the following the link http://www.educarenigualdad.org/

Title	5€ banknote
Aim	To value the characteristics of each student. Create awareness of individual capacities of each child.
Level of difficulty	*
Topics	Self-esteem. Self-evaluation.
Time	5 minutes.
Target group	Unlimited.
Learning outcomes	This activity creates the idea of the inner value that each person has, no matter what cases of racism (visible and invisible) they have suffered. The students understand their own value and that they shouldn't underestimate themselves, that they have to value themselves and that they are able to achieve whatever they want.
Setting up the space	A usual place where other activities are performed
Materials & resources	5€ banknote(or of another value).
Instructions	First, we tell the students that we are going to show them something (unknown) and those who would like to see it should raise their hands (without saying anything or standing up) Take the banknote of 5€ and ask the students whether they want one of them. Then rumple the banknote and ask the same question. Finally, throw in on the floor, step on it and ask the same question. (each time it will take them more to give an affirmative answer, but finally they will do it). Then ask them questions (briefing questions, see below). To finish the activity, tell them the moral (usually provided by the students): no matter how they rumple you, throw you, or step on you, you stay firm because your inner value stays the same. Take advantage of what you are capable of, you are worth a lot.
Questions for debriefing	Why do you still want this banknote? What does this activity mean? What if the banknote was a real person? What would this treatment mean in this case? What is the moral of this story?
Tips	Do not say that they will be given this banknote, just ask who wants it. Make this activity at the end of the class without explaining what you are doing it for.

Variations	A banknote of another value can be used.
Suggestions & follow-up	None

Title	**Tzafar**
Aim	Promote empathy. Eliminate prejudices and stereotypes. Locate invisible racism.
Level of difficulty	*
Topics	Empathy, prejudices and stereotypes, discrimination, invisible racism.
Time	15 minutes.
Target group	Unlimited.
Learning outcomes	While watching the video the participants perceive a strong feeling of empathy. they learn to put themselves in other person's shoes, and see the importance of an unprejudiced behaviour, free from stereotypes, towards the people that we don't know and we shouldn't judge.
Setting up the space	There should be enough space to show a movie.
Materials & resources	Projector. Computer. Movie.
Instructions	1. Without any introduction concerning the theme of the video, explain them that they are going to watch a short movie. 2. After the showing and before their reactions of surprise, sadness or helplessness, ask them questions and tell them to share their opinions about the video with the rest of the class.
Questions for debriefing	What do you think about the video? How did you feel while watching it? Have you ever been in Tzafar's situation? What is the family's attitude? And the child's? Do you believe that people are born racists? Do you know how this attitude of judging people you do not know is called? What would you do in the same situation? Do you think that it deals with a situation of invisible racism?

Tips	Let them express their opinions, make them reflect.
Variations	The students will be able to visualize a short movie to represent any kind of discrimination.
Suggestions & follow-up	You can find the video here: https://www.youtube.com/watch?v=gHZwHH_hDeI

Title	**What happened to Miguel?**
Aim	Work on prejudices. Work on the "judging mode" we usually turn on when we are with others.
Level of difficulty	***
Topics	Prejudices, discrimination.
Time	50 minutes.
Target group	Unlimited.
Learning outcomes	Participants must discover what happened to Miguel through speculation. They will discover how we can never judge others without knowing that person or what has actually happened.
Setting up the space	The participants should be divided into small groups.
Materials & resources	Paper sheets with the text printed.
Instructions	The facilitator should divide the group of participants into small groups, each of them provided with one of the five texts. The participants have 10 minutes to judge and evaluate Miguel's behaviour according to the stories that describe concrete situations. When the time is up, ask each group to describe what they think about Miguel. When group discussion is over, the facilitator reads the story up to the end. To finish this activity, the participants should exchange their opinions concerning the additional information (the end of the story) received from the facilitator. They have to evaluate how their judgement has changed and whether they have the same opinion towards Miguel as at the beginning.
Questions for debriefing	We tend to live with prejudices towards the people around us and their actions. We measure and evaluate everything that is going on around us. And sometimes we make mistakes in these preliminary judgements. What logical basis do we rely on in these prejudices? Are we aware of our ability to prejudge others without taking other factors into account?
Tips	You must help the group in their reflections about Miguel's history

Variations	This activity can be acted, each of the groups can represent the situation from the text.
Suggestions & follow-up	Any
Handouts	Story N° 1 –Told by his mother:
	Miguel woke up in a hurry and didn't even want to have breakfast that day. He told me that he was in a hurry. He did not pay any attention to my words when I asked him to eat something before going out. Although he is an adult person, he is still like a child, he needs my attention even though he does not understand it.
	Story N° 2 – Told by a waiter:
	That night he came in the company of a beautiful dark-haired girl, but he didn't seem to pay much attention to her. Then a very attractive blonde girl entered. She approached their table and greeted him and the dark-haired girl. So he continued the date with the blond girl, regardless of the girl who was with him. From my point of view, Miguel is a shameless guy who plays with girls according to his will.
	Story N° 3 – Told by a taxi-driver:
	That morning a guy stopped my taxi, he wanted me to bring him to a place not very far. I didn't like much his appearance, he looked worried and his clothes were careless and untidy. I tried to be friendly and talk to him about something. I tried to talk about the latest football match, the politician who was caught in a robbery, or how the crisis is affecting us. There was no answer. He told me to shut up because he needed to concentrate. I started to worry that he might want to rob me and tried to avoid any interaction with me while waiting for the appropriate moment to commit the robbery. I felt relieved when we came to the destination place, he paid me and then left. The world is full of crazy people, you never know when and where you meet them.
	Story N° 4 – told by a concierge:

Handouts	Miguel is a strange person. Sometimes he greets me, sometimes not. Conversations with him are not very long and sometimes he speaks to himself ignoring the people around him. It happened this morning, he came talking to himself, when I told him "Good morning" he told me that the world is a relative place and mornings can't always be good for everybody. I just tried to be nice. Then he pointed at some girl and began to laugh. This man is crazy.
	Story N° 5 – Told by a cleaner-woman:
	Miguel is always surrounded by mystery, he is an artist, but I do not understand his paintings. When he came yesterday in the morning, he looked at me half-seriously. I had a bad feeling, as if something bad was going to happen. Just after that a blond girl arrived. He came into the room where Miguel was. Soon after that I heard her shouting and I went running. I opened the door without asking and saw him furious, looking at the girl with the eyes full of hatred. She was lying on the sofa and there was a knife on the floor. I ran away screaming "Murderer! Murderer!". I would swear Miguel tried to attack her. This guy will come to a bad end.
	The Story told by Miguel. What really happened this day:
	I am absorbed in painting, I am a painter. For me what happens to the rest of the world is of no importance. For some months I have wanted to paint the Madonna of the XXI century, but I can't find my muse, the one who would embody the beauty, the purity, and the suffering I want to portray. On the eve of that day, a friend called me saying she had found the model I wanted and I suggested a meeting in a bar. I was nervous and anxious to see the model. When she arrived I was fascinated; she was exactly what I wanted. I had no doubt. I asked her to pose for me and she agreed, we made an appointment at my workshop at 9 o'clock next morning. I did not sleep that night. I got up nervous, crazy to start my painting, I could not even eat breakfast that morning, I was so close to getting my dream.

Handouts	In the taxi, I began to make a sketch, thinking about the angles of her figure, about the light and shadows, the texture, the shades... I didn't even notice that the driver was talking to me.
	When I entered the building, the concierge tried to speak to me but I didn't pay much attention. He told me "Good morning" just like every day. He always does it, he always thinks that I am just one more person among others and that I come across normal things in my life just like the others. But this day I was about to make my dream come true! I tried to explain to him that everything is relative, but he thought I was crazy. Poor unhappy man who does not know the beauty of art.
	When I reached my apartment, I met a cleaning-lady.
	I entered my studio and began to prepare cloths and paints. I wanted everything to be ready for the arrival of my muse.
	When she came, she was wearing the same clothes as the day before. She explained me that she had been partying all night long. Even so, I asked her to sit down on the sofa and showed her how to pose. But she caught me and tried to give me a kiss. She said that she liked artists and she felt attracted by me. I pushed her away, I did not even think about having any kind of affair with my muse, and she screamed falling on the sofa. At this moment the cleaning-lady entered the studio and I have no idea why she started to scream "A murderer!".
	The girl stood up and went out. Oh, my Madonna, I must have broken her heart.

Title	Labels at the disco
Aim	Work on empathy through role playing. Analyze different stereotypes that certain social groups have due to their special characteristics.
Level of difficulty	***
Topics	Discrimination, stereotypes, visible and invisible racism
Time	15 minutes
Target group	Unlimited
Learning outcomes	Through the role-playing the students can learn how certain social groups may feel in in a specific situation.
Setting up the space	Ample space for moving freely.
Materials & resources	Paper sheets. Scissors. Sticky tape.
Instructions	1. The participants are told that they are in a disco where there is a lot of people and that they all have special roles written on their backs (the students don't know their own roles). The student who reads another student's role should treat him according to this role. 2. The participants will find themselves in a situation when others would avoid eyes contact with them, avoid speaking to them because of fear or be treated compassionately. The roles can be as diverse as the number of students, here are some examples: a gypsy, a drug addict, a drunkard, a rich person, a mayor, a teen-mother, etc.
Questions for debriefing	How does it make you feel? How do you feel? How did you treat others? Have you treated others well or badly without knowing why? ¿Was it unfair? How did other students treat you? How did you feel about it?
Tips	While giving the instructions you should insist that they must not tell their mates their roles because if they do it, the activity will not have any sense.
Variations	The roles can be adapted according to the stereotypes you want to work on.

Suggestions & follow-up	None

Title	The Bunker
Aim	Reflect on how we acquire stereotypes and what role they play in our mind. Work on critical moral thinking. Work on respect and tolerance with regards to different points of view.
Level of difficulty	**
Topics	Empathy, respect, understanding, education against racism, group participation, social rights.
Time	50 minutes.
Target group	Unlimited. They should be divided into groups of 5-8 people.
Learning outcomes	Participants will be encouraged to have critical thoughts and to reflect about the consequences of their acts. Participants will be able to understand how the stereotypes work inside their minds and how to fight them.
Setting up the space	There should be enough space for all the groups.
Materials & resources	A sheet of paper and a pen per group.
Instructions	1. The facilitator reads the story to all the participants so that they make individual decisions, choosing five people according to their preferences. 2. They are divided into groups of 5-8 people in order to come to an unanimous decision on the 5 people who would enter the bunker. 3. All subgroups form a large group in order to decide on the results of each group's choice. 4. Participants will talk about their experience during the activity. 5. The facilitator guides the process letting the group analyze how they can apply what they have learned in their lives.
Questions for debriefing	Was it difficult for you to come to a unanimous group decision? What candidate did you find easiest to select? Why? What candidate did you find the most difficult to select? Why? What other characteristics that were not indicated here have influenced your choice? Did you feel prejudiced while taking this decision? Have you ever felt prejudiced at least once? How did you feel at that moment?

Tips	Try to interfere as less as possible during the discussion and decision-making. Do not judge their decisions. Do not allow breaks in the dialogues and respect of loss during the activity.
Variations	The characteristics of the candidates can vary according to the stereotypes you would like to work on. This activity can be transformed into a role-play, with simple variation of the interpretation of the characters and their characteristics. The participants will have to act as the candidates they will have been selected to enter the bunker.
Suggestions & follow-up	You may find this exercise in http://eycb.coe.int/alien/11.html In this link there are more categories but it is better take in consideration the reality of where you are doing the activity to avoid the risk of embarrassing somebody.
Handouts	Imagine that you are under the threat of nuclear bomb attack and that you are the owners of the bunker (refuge). But there is only room for 5 more people in this underground refuge. There are many more that 5 people who want to enter. Here you have got the list of 12 people interested in entering the refuge. Make a selection, highlighting the reasons behind the positive and negative reasons for each candidate. ● A violoncellist, 40, drug addict. ● A lawyer, 25. ● The lawyer's wife, 24, who has just left mental asylum. They want to enter both into the refuge or stay outside together. ● A priest, 75. ● A prostitute, 34. ● An atheist, 20, who has committed several murders. ● A university student that has taken a vow of chastity. ● A physicist, 28, who will enter only if he is allowed to take his gun and bring it into the refuge with him. ● A fanatic preacher, 21. ● A girl, 12, with low IQ. ● A homosexual, 47. ● A Muslim woman, 32, who suffers epilepsy attacks.

Title	Imagine theatre
Aim	To find the category through which we see the reality around us. Comprehension of the psychology process of prejudice.
Level of difficulty	*
Topics	Empathy, respect, prejudices.
Time	20 minutes.
Target group	Unlimited.
Learning outcomes	Participants will be encouraged to have critical thoughts. Members of the group will be able to use physical and emotional approaches to get to know each other. Members will be able to use a controlled language using just sounds or body language.
Setting up the space	Any
Materials & resources	Empty space
Instructions	1. Ask the group to stay in a circle with their bodies facing outside the circle. 2. Explain the rules: They need to think about the subject you say and express it through a static image with their bodies. Every time you say a new subject they need to change their bodies and create the new images. 3. You may start by asking them to create images of themselves. 4. Ask to the participants if everyone can see the shapes created by the others. If not tell them to have a walk around the group to understand all the images better. 5. You may continue with the image of a bully. 6. Then with the image of a teacher. 7. Again with the image of a bad person. 8. Then with the image of a racist. 9. Then with the image of a discriminated person.
Questions for debriefing	How did you find the activity? Was it difficult to create an image of these people? Why do you think you created a certain image instead of another one? Do you think that in any case these people are like that?
Tips	You may continue the session of imagine theatre with the explanation of categories and about our mental process to divide the world through categories.

Variations	You can use all the categories do you think are useful to make the youngsters reflect about the topic. Be sure not to use specific discriminated categories that can lead the youngsters to ridiculed the stereotype.
Suggestions & follow-up	You can adapt the activity to other topics, you just need to change the subject.

Title	With whom I would like to share the same house?
Aim	Awareness about difference among people.
Level of difficulty	**
Topics	Empathy, respect, understanding, education against racism, group participation, social rights.
Time	30 minutes.
Target group	Unlimited.
Learning outcomes	Participants will be encouraged to have critical thoughts and to reflect before act. Members will be able to understand how high is the level of discrimination in our daily life.
Setting up the space	Any-
Materials & resources	Any.
Instructions	1. You may start by explaining the group that we have different categories of families/groups and we need to decide with whom we want live. First we decide individually, then we decide in groups of 4, and at the end we decide all together. 2. You must write the categories on a flipchart. 3. Step of the exercise: Individually: The participants select with whom they would prefer to share the same house by rating the 14 possibilities from 1(best choice) to 14 (never!). In groups of 4: The participants split in groups of 4. They have to choose the three best and three worst choices, and then discuss the reasons which led to their choice in front of the others participants. With all the participants of the group: Debriefing and exchange about the exercise.
Questions for debriefing	Why do you think the majority of people choose to live with some categories instead of someone else? Which was the first thought that came in your mind to make the choice? What makes you comfortable with someone and not with someone else?
Tips	Be careful with the categories and the groups of people you will use to make the exercise.

Variations	You can use different categories of groups depending on the topic that you want touch more. "Bunker" is a similar activity.
Suggestions & follow-up	You may find this exercise in http://eycb.coe.int/alien/11.html In this link there are more categories but it is better to take in consideration the reality of where you are doing the activity to avoid the risk of embarrassing somebody.
Handouts	a. A single mother with a 3-year-old child whose father is Tunisian. He visits his son occasionally and sometimes bring along some friends. b. A Syrian refugee family with 5 children aged between 1 and 12. c. A family with a 17-year-old daughter, whose father is an accountant in a bank, and whose mother is a teacher. d. A single 70-year-old lady living on a minimal retirement pension. e. A group of Polish migrants in Romania all working in a restaurant. f. A group of 5 young people living an alternative lifestyle rejecting the materialistic ideology of consumption. g. 3 Palestinian students who are politically engaged. h. An American couple without children. Husband is working in the embassy; wife is taking care of the household and 3 dogs. i. Two African artists who live a bohemian lifestyle and have many artist friends. j. A girl who is studying piano and needs to practice regularly in the afternoons. k. A group of 3 students who love rap music and video.

Title	The suspected
Aim	To detect different discriminatory actions that happen in our environment.
Level of difficulty	***
Topics	Discrimination, stereotypes, prejudices.
Time	50 minutes.
Target group	Unlimited.
Learning outcomes	Participants may will be able to detect how society and the environment around us has transmitted us the prejudices and stereotypes that shaped the society in which we live.
Setting up the space	The participants should break up into groups.
Materials & resources	Sheets of paper with the information (photos) for each group.
Instructions	The facilitator gives a sheet of paper with the faces of "suspected people" to each group. The participants have to choose two people who, according to their opinion, could be terrorists. Solution: The terrorists are depicted in the first and the last photos. The rest of the people are celebrities and photos taken from Google.
Questions for debriefing	Why do you think that these two people are the terrorists? Is there anybody who, according to your opinion, is not a terrorist for sure? Why? Is there anybody else who could be a terrorist? Why? How do you think the stereotypes have influenced you at the moment of making your decision?
Tips	Give the participants freedom to express themselves. Encourage communication and evaluation of the situation but without pushing any of the participants to share their thoughts if they do not want to. Encourage reflection with the participants.
Variations	You can change the photos for other people.

Suggestions & follow-up	The activity may be found at the following link: http://www.educarenigualdad.org/

Handouts

4.6 Activities to deal with Discrimination

Title	Discrimination
Aim	To detect different discriminatory actions that happen in our environment.
Level of difficulty	*
Topics	Empathy, social rights, discrimination, bad treatment.
Time	15 minutes.
Target group	Unlimited.
Learning outcomes	Members of the groups will be able think about what is happening around them. Members will be able to identify acts of discrimination and bad treatment that happen in their life.
Setting up the space	The participants should be provided with some tables and chairs to write and draw.
Materials & resources	Papers with printed quadrant Paint Highlighters and markers
Instructions	1. The facilitator gives a sheet of paper to every participant. 2. The participants have to describe four discrimination situations in the paper sheet (see Handouts for this activity). In the end there will be a group discussion. 3. Those who would like to can comment on some of the situations exposed.
Questions for debriefing	Could you have avoided any of these four situations?¿How? How did you feel in each situation?
Tips	Give the participants freedom to express themselves. Encourage communication and evaluation of the situations but without pushing any of the participants to share their thoughts if they do not want to.
Variations	Within this activity the participants can express themselves by writing, drawing, painting, etc.
Suggestions & follow-up	You can find more information about this in http://www.educarenigualdad.org/

Handouts	1. Describe a situation where you felt discriminated	2. Describe a situation where you discriminated someone
	3. Describe a situation where you witnessed an act of discrimination and did not do anything to avoid it	4. Describe a situation where you witnessed an act of discrimination and interfere

Title	Present an iceberg and what it represents for them.
Aim	Educate the students about the situations of racism that are invisible or socially tolerated. Teach them the iceberg theory.
Level of difficulty	**
Topics	Invisible racism, visible racism, visible, abuse and tolerance.
Time	15 minutes.
Target group	Unlimited.
Learning outcomes	The participants will learn about the situations of socially tolerated racism. Through the analysis of the society the participants will detect discriminatory actions of invisible racism that happen in their environment but they are not aware about.
Setting up the space	Put up a poster or picture representing the iceberg theory.
Materials & resources	A poster or picture representing the iceberg theory should be prepared beforehand.
Instructions	1. Using the poster, explain the iceberg theory to the participants. 2. The line divides what is visible and what is invisible, what is socially tolerated and what is not socially tolerated. 3. In order to make the content clear, an example should be provided.
Questions for debriefing	Are you more aware about the topic now? Have you ever come across any case of invisible racism without being aware of what it was?
Tips	Provide examples of invisible racism from everyday life to make the participants think about the topic and make them aware of the fact that we are usually victims of invisible racism or judges of this type of racism. Leave the poster representing the iceberg theory in the room for the participants to see.
Variations	Each participant can present their own iceberg individually.
Suggestions & follow-up	Remind them about the theory during different sections of the project. This theory can complement with the information described here: http://www.uned.es/centrointer/guia%20racismo.pdf

Handout

THE WATERLINE OF VISIBILITY

visible

Age
Religion
Gender
Race   Physical ability

the waterline

invisible

Language   Skills
Nationality   Background
Professional experience
Social class   Values
Sexual orientation
Working patterns   Beliefs
Personality traits
Specialisation
Culture

Source: PricewaterhouseCoopers

Title	Take your place
Aim	Work on diversity. Respect other people's opinion
Level of difficulty	*
Topics	Multiculturality, diversity, respect.
Time	10 minutes.
Target group	All the participants.
Learning outcomes	The participants will be able to combine movements with the option to discuss thing, respecting the other´s opinions.
Setting up the space	The room should be divided into two parts (e.g. by a line drawn on the floor).
Materials & resources	Chalk or rope to make the line.
Instructions	The facilitator reads some phrases and the students have to take place on one of the sides of the line depending on their opinion about the statement chosen. The facilitator will ask participants why they have chosen that position. The facilitator will help participants analyze the findings of its position in relation to the tools
Questions for debriefing	Has it been difficult to take that place? Why are you at this place and not in the other? What should be changed for you to be closer to the other side?
Tips	You must be careful since most of the themes are rather delicate. It is necessary to make it clear from the beginning that no type of disrespect is accepted.
Variations	Make a role-game in order to present the statements and see how its meaning might be changed.
Suggestions & follow-up	Any.

	All human beings are racists.
	There are people who are better than others.
	Immigrants come to take away our jobs.
Handouts	The freedom of expression should not have any limits.
	A Muslim woman is oppressed.
	Homosexuals shouldn't adopt children.
	A man is more valuable according to the money he has.

Title	VISUALIZATION. A CAT – A MOUSE
Aim	Reinforce the concepts of good and bad treatment. Develop the skills of good treatment, through attitudes and values.
Level of difficulty	**
Topics	Empathy.
Time	20 minutes.
Target group	Unlimited.
Learning outcomes	During the inner investigation of themselves, each participant will be able to visualize and understand the effects of good and bad treatment
Setting up the space	The place should be quiet to let the participants relax.
Materials & resources	Music player Relaxing music
Instructions	1. The participants sit on their chairs trying to find the position they feel most comfortable in. They inhale and exhale three times and then close their eyes. 2. A few seconds later, tell them the following story in a very calm manner, making pauses where necessary: a. Imagine that you are walking home after a day at the school. You are in front of the door, you are in your home, you find yourself in a dark room. b. Suddenly, in the darkness, your body starts to shiver and shrink and you become a mouse. You go back the way you came, sniffing. And then a bit far away you see big and glittering eyes, step by step they get closer... and you become a cat. c. You feel that you want to be eaten and at this moment your body shivers one more time and you are again a mouse inside the cat. A mouse in a cat and a cat in a mouse. 3. When the students "wake up" ask them about their feelings some minutes after the activity, concentrating on outer and inner reflexion.
Questions for debriefing	What did you feel? Were you afraid? How did your body feel? Was it easy for you to visualize it?
Tips	The music should be relaxing and the voice should be calm.
Variations	This activity can be made using the story about other animals
Suggestions & follow-up	None

Title	**In his/her shoes**
Aim	Make the participants empathise, understand and appreciate the perspectives of the others.
Level of difficulty	**
Topics	Empathy, respect, understanding, cultural diversity.
Time	40 minutes.
Target group	Unlimited, but they should be divided into pairs.
Learning outcomes	Members of the group will be able to use physical and emotional approaches to get to know each other.
Setting up the space	Arrange the chairs for the participants in a semicircle
Materials & resources	The picture of a human silhouette in the sheet of paper Paint Highlighters and markers Relaxing music Music player Speakers

Instructions	The participants should be divided into pairs. Each pair draws a silhouette of their partner on a sheet of paper. Each participant should write the following instructions in the silhouette: ● Head: a thought. ● Heart: a feeling. ● Belly: a need. ● Hands: an action to fight discrimination. ● Feet: an activity they enjoy. When they finish this part of the activity the participants will show the information to their partners and they should share their thoughts and opinions (explaining why they have written this or that thing). To conclude the activity, the participants will lay down on the silhouette of their partner and with the help of the facilitator they will make a visualisation of it. The facilitator should ask the participants to relax and close the eyes when they have taken their places on the silhouettes. The facilitator will ask them to "make a visit" to every part of the silhouettes so that the participants will "travel" trying to put themselves on their partner's place, thinking, feeling, having the same need, acting and enjoying as if they were their partner. Having finished this activity, the participants will be asked to stand up and take their seats slowly and they will be given some time for reflection. To finish the activity some questions will be asked to the group in order to evaluate how each person feels about it.
Questions for debriefing	How much did it cost me to identify myself with my partner? Was it difficult to understand the other person? Was it difficult to be in your partner's shoes?
Tips	During the activity try to make the participants feel comfortable. While performing the visualisation speak in a soft and calm voice. Respect the time for the reflection.
Variations	One of the variants of this activity is to exchange partners to make the experience more diverse.
Suggestions & follow-up	Any

Title	Forum theatre
Aim	Integration of the group working the topics
Level of difficulty	*
Topics	Education against racism, group participation, social rights, forum theatre, promotion of equality, increase awareness about social issues and consequent discrimination, opportunity for reflection.
Time	60 minutes.
Target group	15 to 20 but can be adapted to more people.
Learning outcomes	Members of the group will be able to use physical and emotional approaches into the process of Forum theatre. Participants will know how to be in contact physically and how to approach having a physically challenge in the performance.
Setting up the space	Preparation of masks with the paper mache technique. Basic plot for the story that you will have to improvise.
Materials & resources	Empty space. 6 Masks in papier mache. (Materials for masks: 6 balloon, paper – preferably from newspapers – , a tube of glue, scissors, colours to decorate the masks).

Instructions	1. You may start with the explanation of what forum theatre is, putting the process into words: the group needs to improvise one short and realistic plot. The story shows the different problems encountered by an oppressed person. Each group can choose who the characters of their plot are but the scene needs to be conducted like a Commedia dell'Arte, in other words, with an overemphasis on the "cues" and with plenty of space for improvisation. 2. Describe the canovaccio (a vague plot or scenario): "There are 5 friends sitting together in a bar, one of them is "different" from the others but part of the group as well. Then, one customer starts to scream because he lost his wallet. Everyone starts to blame the one who is different, including his friends. Just in the end we will discover the person who had stolen the wallet was a guy inside of the group." 3. Split the participants into two groups and leave them 15 minutes to brainstorm about the performance. 4. After the two groups have performed the scene you will open a little discussion about what they think was happening on the stage. 5. Ask all participants to decide, through vote, the best performance. Then the chosen performance will be staged again but now everyone from the audience can choose to stop the action, change an actor, or change the situation in an effort to create a better ending or at least more equitable circumstances towards the one who is oppressed.
Questions for debriefing	What problems did you have when getting organized? Did you like the activities? What do you think about what we have done?
Tips	You may do this activity whiteout the introduction of Commedia dell'arte and keep the same plot. The reasons of involving this kind of theatre are explained below.
Variations	This is an activity that can be done even outdoors.
Suggestions & follow-up	This activity can take more time than what you have planned, in any case it is better to drop other activities than rushing in this one.

Title	**With a different body**
Aim	Discrimination against people with disabilities
Level of difficulty	*
Topics	Empathy, respect, understanding, Ice breaker, group participation, social right, discrimination of disabled people, promote equality, origami technique.
Time	20 minutes.
Target group	15 to 20 but can be adapted to more people.
Learning outcomes	Members of the group will be able to use physical and emotional approaches to understand the various problems. In order to succeed in the task the participants must try to feel the needs of a disadvantage person without using normal language, just their own bodies. Group members will be able to achieve awareness and a different perception about physical limitations.
Setting up the space	Diagram for origami heart.
Materials & resources	Paper to make origami heart; copy of the diagram to give participants.
Instructions	1. Ask people to stand in a circle. 2. Explain them that every one of us have the habit of making some gestures mechanically but everything can change with the slightest alteration of the body. 3. Explain to the group that they must to try the origami techniques. 4. Describe the folds that need to be followed for the creation of a paper heart. 5. After that, explain to the group that they need to follow the same movements to make the hair in air, without any foothold. 6. Then ask participants to try to attach their right hands to their backs and not move them. Each participant must be able to create the same paper shape in this position. 7. Repeat the same exercise involving the sense of sight and asking participants to do the same with eyes closed.
Questions for debriefing	Which difficulties did you encountered in making movements? Was it different than usual? Why? What did you learn? What did you feel?
Tips	During the process it is better not to give many explanations about the activities, try to make it come out of their body reactions and feelings, just give more space to their point of view during the debriefing.

Variations	This is an activity that can be done even outdoors. You can ignore the origami technique and just ask the people to make movements that may allow them to understand the difficulties encountered by a disabled individual in executing a task or action.
Suggestions & follow-up	You can find this activities in the Augusto Boal's book (1).

(1) *Augusto Boal, Il poliziotto e la maschera, Giochi, esercizi e tecniche del teatro dell'Oppresso, Edizioni la Meridiana, Bari, 1993, p. 60. NB: This particular activity was planned thanks to the experience and to the work of A.C.T.O.R (Asociatia Culturala pentru Teatru si Origami din Romania), in particular the strategy of association of theatre (as storytelling as a play or as activity) with the techniques of Origami was a project conceived and applied for the first time in Europe by Eugenia Barbu.*

Handout

Title	An elephant and six blind men
Aim	Work on reflection. Analyze the disabilities of human beings to see beyond the reality they live in. Respect towards different points of view.
Level of difficulty	*
Topics	Empathy, respect, understanding, social rights.
Time	30 minutes.
Target group	Unlimited, the participants will be divided into small groups.
Learning outcomes	Member of the groups will be able to understand that in any conflict there are as many perceptions or views as people are involved. Participants should learn the importance of cooperation between them.
Setting up the space	A closed place. If the participants are arranged in a circle it will improve the participation and mutual attention.
Materials & resources	A tale about an elephant and six wise men.
Instructions	1. The facilitator reads a tale to the participants. 2. When the tale is finished, the facilitator helps the group in the process of reflexion providing them with some questions and ideas.
Questions for debriefing	Do you think that any of the wise men was mistaken? What situations from our society can we compare this tale to? What situations from our everyday life can we compare this tale to? Do you think that we can solve many more problems if we collaborate? How should the wise men have acted in order to learn what an elephant is? *Each wise blind man could only "see" what he could reach and touch with his hands. As a result, each wise man was sure that an elephant was just like he felt it was. Nobody listened to each other. These men were involved in a conflict provoked by the difference in their perception of the animal.
Tips	Try to make a profound reflexion about the story. Introduce the history of this tale, its indian origin, its adaptation by different illustrators from different cultures, in order to show how mistaken we are when we believe that we are the ones who possess the ultimate truth.
Variations	The story can be performed by the participants.

Suggestions & follow-up	The activities are described here for more information: http://en.wikipedia.org/wiki/Blind_men_and_an_elephant
	http://es.wikipedia.org/wiki/Los_ciegos_y_el_elefante
Handouts	Once upon a time there were six wise men who lived in a small village in India. The six wise men were blind.
	One day an elephant came to the village. The six wise men wanted to know how the elephant looked like, but they couldn't see it.
	"I know what to do!", one of them said. "Let's touch it!". "It is a good idea", said the rest of the six wise men. "By touching it we will learn what an elephant is". So the six wise men went to "see" an elephant. The first one touched one of the great elephant's ears. His was touching it slowly moving his fingers forward and backward. "An elephant is like a big fan", cried the first man. The second wise man touched elephant's legs. "It is like a tree", he exclaimed. "You are both wrong", the third wise man said. "An elephant is like a rope!", he said after examining the tail. The fourth wise man who was touching the elephant's tusks concluded:"An elephant is like a spear"."No, no, it is like a high wall", cried the fifth wise man who was touching the elephant's flank.The sixth wise man caught the elephant's trunk."You are all wrong. An elephant is like a snake ".
	"No, no, like a rope ".
	"Snake".
	"A wall".
	"You are wrong".
	"I am sure".
	The six wise men started an endless discussion that lasted hours and hours but couldn't agree on how the elephant looked like.
	Each wise blind man could only "see" what he could reach and touch with his hands.
	As a result, each wise men was sure that an elephant was just like he felt it was.
	Nobody listened to each other.

Title	Equal pay for equal work
Aim	Work on reflection. Analyse discrimination in the labour market, promote solidarity and gender equality.
Level of difficulty	***
Topics	Empathy, respect, understanding, group participation, social rights, education against racism, discrimination, gender equality.
Time	60 minutes.
Target group	Unlimited.
Learning outcomes	Participants may will be able to increase their awareness about discrimination in the labour market. Recognize and fight (positively) for the right of equal work and equal pay, the right not to be discriminated on the grounds of age or sex.
Setting up the space	Prepare the labels for each participants. These should indicate the sex and age of the workers. Use the list of workers' wage rates for reference. Decide what work the participants will have to do. Collect together any equipment they will need.
Materials & resources	Material and source: 1 copy of the "Workers' wage rates" Labels, one for each participant/worker, Pens Download Money http://eycb.coe.int/compass/en/pdf/money.pdf (6 000 Ems per player) (In .PDF format, 134 kbytes).

Instructions	1. Explain to the participants that they are workers and have to do some work for their employer. They should not worry: everyone will be paid.
	2. Hand out the labels at random, one to each participant.
	3. Explain the task and make sure everyone knows what they have to do. Example of tasks: Clean the blackboard/whiteboard and neatly write a given phrase on it. Take books off a shelf and put them in a box. Carry the box to the other side of the room and unpack the books onto a second bookshelf. Make an origami aeroplane or a simple hat. Collect three different types of leaves and glue them to a piece of paper. Look up the definition of a word and write it on a piece of paper. (If you choose different words, each relating to a human right, then at the end you may have a short glossary of terms!)
	4. When the tasks are all completed, ask people to line up (queue up) to be paid.
	5. Pay each person according to their age and sex as laid out in the list of workers' wage rates. You should count the money out aloud so everyone can hear and all are aware of how much each of the others is getting.
	6. If participants start to question or complain, give brief "reasons", but avoid being drawn into the discussion. You will have to think up the "reasons". They can be grounded in what actually happened or they can be ridiculous. For example: Someone who stumbled gets less, someone who smiled and looked happy gets more, it is Tuesday!
	7. Sit in a circle for the debriefing.

Questions for debriefing	How did it feel to receive more (or less) than other workers even though everyone did exactly the same task? Why did some people receive more (or less) than others? Why did this happen? How did it feel to get more than others? How did it feel to get less than others? Does this sort of discrimination happen in workplaces in your country? Talk about remuneration on the basis of sex: Can different pay for the same job, when done by a man and a woman, be justified? Why? Why not? When? What if a man does the job better than a woman? Is that reason enough for paying the woman less? If a man is more qualified than the woman, does it follow that he should be paid more? Do you think that there are jobs that should be done exclusively by men? Why? Why not? If yes, which jobs? Do you think that there are jobs that should be done exclusively by women? Why? Why not? If yes, which jobs? Do you think that the practice of affirmative action (or positive discrimination) can be justified in order to change social attitudes? Finally, go on to talk about remuneration on the basis of age: Is there a policy for different wages on the basis of age in your country? If not, do you think there should be? What is the rationale for applying this kind of policy, especially in the case of young people? What is your opinion about this type of policy? Is it good? Bad? Necessary? Unnecessary? Give reasons.

Tips	Take the discussion in stages. Start with a review of the simulation itself. The issues about the inequality of workers' remuneration are different in different countries and also different depending on whether the issue is age or sex discrimination. Discrimination on a gender basis is nothing more than evidence of discrimination against women. Historically, women have been disadvantaged in the social, political and economic spheres. Examples of discrimination against women in the workplace include discrimination during the selection and interviewing of job applicants, discrimination in relation to promotion prospects, and the fact that, on average, they get lower wages than men. It is a violation of the right to fair remuneration when women receive less than men do for doing the same job. As workers, young people should also receive fair remuneration. However, here the situation is complex and differs from country to country. In general, the unemployment rate for young people is higher than the one for adults. Although the principle of equal work for equal pay is generally upheld, youth remuneration is often held to be a special case and many countries have policies that allow young workers' to be paid less than an adult for the same job. These policies are justified on two grounds. On the one hand, there is the aim to discourage young people from entering the labour market and to encourage them to stay at school to gain a good education. On the other hand, it should still be attractive for employers to hire inexperienced and low-skilled young workers, especially the ever-increasing numbers of school dropouts, who otherwise would be "loose on the streets", getting into trouble and being a burden on the state. The application of this kind of policy and its success in decreasing youth unemployment varies from country to country.
Variations	Through the help of someone you can use the activities according to the country issue and according to the country payment.
Suggestions & follow-up	The activity may be found at the following link: http://eycb.coe.int/compass/en/chapter_2/2_11.html

Handouts	Workers' wage rates according to sex and age		
	Sex	Age	Pay in Ems (European monetary system)
1.	male	35	100
2.	Female	16 years	30
3.	Male	22 years	70
4.	Female	32 years	90
5.	Male	16 years	50
6.	Female	19 years	60
7.	Male	26 years	100
8.	Male	20 years	70
9.	Female	24 years	80
10.	Male	37 years	100
11.	Female	17 years	30
12.	Female	23 years	80

Title	**The Butterfly Circus**
Aim	Work on empathy. Work on good treatment and abuse. Reflect on how we make others feel when we deal with them.
Level of difficulty	*
Topics	Work group, empathy, good treatment, bad treatment, discrimination.
Time	50 minutes.
Target group	Unlimited.
Learning outcomes	Participants will be able to develop awareness for the most vulnerable groups such as people with disabilities, and will see that self-improvement exists even in difficult situations.
Setting up the space	There should be enough space to show a movie.
Materials & resources	Projector. Computer Movie
Instructions	1. The whole movie is shown. Then some brief comments on specific parts of the movie will be provided; the facilitator uses their comments and questions to motivate the participants to share their opinions and reflections. 2. Some evaluation from the part of the participants is expected.

| | People come to the circus performance in order to look at people who are in any form different from others.

● Does the audience come to look at imperfection or at a miracle?

● Are we looking at a circus of qualities or rarities?

● Does it happen to us in our everyday life?

When Will is shown for the first time nobody empathizes with him, people even almost attack him, boo and laugh at him.

● How does Will feel?

● How does the audience treat Will?

● Have you ever come across the same situation in real life?

● When you witnessed the same situation, did you interfere to help the person under attack?

● Have you ever performed a similar action on anybody?

● It is easy to detect bad treatment (abuse) in the actions of others. Is it more difficult to understand that we are not acting in a correct way towards other people?

Among all, Mendez is the only person who dares to look at Will in another way. He does not allow himself to follow the crowd's opinion. He is loyal to his ideas, can tell right from wrong, and defends it.

● Do you think that we allow others influence us? Is other people's opinion important for you?

Mendez is speaking with Will with admiration, but he is not used to this kind of treatment and, in spite of Mendez's kindness, he stays distrustful.

● What makes us more surprised? Good or bad treatment?

Méndez gives Will an opportunity to take part in his circus, he does something good for him. This way we learn that helping others does not cost much and that good actions towards people around us can help us as well.

● Do you promote good attitudes? What good actions do you do towards each other?

All the people from the circus of Butterflies are unique, they do unique things.

We are surprised to know what each of us is able to do, sometimes it is as simple as listening to ourselves and accept ourselves as we are.

● Do you know what makes you unique?

Will wants to cross the river but he thinks that he can't do it, that others should help him. But they know that Will should overcome this challenge alone.

Finally Will tries to do it, stands up and crosses the river over the trunk alone.

In many occasions we should put our fear of failure aside and try to reach our goals, because if we let others do it for us, we will never learn.

● Do you usually try to overcome your fears?

● Do you help your friends when they have a new goal or a new project in their lives?

While Will tries to cross the river he falls into water, but he finds out that he can swim. On the other hand, his companions, who seemed to ignore him, worry about him because they think Will could drown.

People have an enormous capacity of overcoming obstacles, we are able to do almost everything.

Will has overcome this difficulty, now he knows that he is able to do anything when he is determined, to face new goals in his life.

● How does the audience treat Will during his exposure?

The character of Mendez is particularly attractive. The director of the Circus of Butterflies is a person who highlights the qualities that others have inside, inviting them to improve themselves through their own efforts and perseverance.

Finally a caterpillar transforms into a butterfly.

● What meaning does it have in the movie?

● What do you think "The Butterfly Circus" stands for?

 Now it is in your hands.

● Do you want to promote good treatment? |

Questions for debriefing

Tips	It is of high importance to make some reflections after the movie.
Variations	The participants can make notes while watching the video. They can make up small groups and be given questions for group discussion.
Suggestions & follow-up	For more information about that short movie: http://thebutterflycircus.com/ Here you can find the movie: https://www.youtube.com/watch?v=od2lg1ZC20s

4.7 Evaluation Activities

Title	High and low
Aim	Evaluate the session together.
Level of difficulty	*
Topics	Education, evaluation, social rights, fun.
Time	30 minutes.
Target group	All the participants.
Learning outcomes	The participants will be able to combine movements with the option to discuss things. Members will be able to achieve the right to give their point of view about the topic in any occasion it is request. Sharing personal feelings and suggestions are on the list of other potential accomplishments.
Setting up the space	Any.
Materials & resources	Think of 3 or 4 questions to ask, for example, "Did you enjoy the activity?" or "Did you learn anything new?", "Do you want have another workshop about invisible racism?", "Was it useful?".
Instructions	1. Tell the group to consider their answer and then to show how they feel with their whole bodies. If they strongly agree with the statement they should reach up as high as they can and may even stand on their tiptoes. People who strongly disagree should crouch down low or even lie on the floor. People can also find their own in-between positions to indicate their level of response. 2. Ask people to relax and then read out the following question.
Questions for debriefing	Same for the preparation.
Tips	You may ask all the questions that you think are useful to understand the achievement of your work.
Variations	This is an activity that can be done even outdoors.
Suggestions & follow-up	The activitiy described is taken from the chapter *Some methods and techniques for supporting effective learning groups*, that you can find in this link: http://eycb.coe.int/compass/en/chapter_1/1_4.html#147.

Title	Point of view
Aim	Evaluate and share the point of view about the activities.
Level of difficulty	*
Topics	Education, evaluation, social rights, fun.
Time	10 minutes.
Target group	All the participants.
Learning outcomes	The participants will be able to combine movements with the option to discuss things. Members will be able to achieve the right to give their point of view about the topic in any occasion it is request. Sharing personal feelings and suggestions are on the list of other potential accomplishments.
Setting up the space	Any.
Materials & resources	Prepare 3 or 4 questions, for example, "Did you enjoy the activity?", "Did you learn anything new?", "Was it interesting?", "Was it useful?", "Are you happy?", "Do you want another meeting about this topic?".
Instructions	1. Explain to the participants that every wall has a name and each one must take place in their favourite place. 2. Name the four walls of the hall 'yes', 'no', 'I do not know', and 'I want to say something', to represent four different points of view. 3. Ask the first question about the activity and tell people to go to the wall that better represents their answer. 4. Let those who want to say something have their say. Only people at the fourth 'I want to say something' wall may speak.
Questions for debriefing	Same for the preparation.
Tips	You may ask all the question that you want, to understand how far you achieved your goals.
Variations	This activity can be done even when after a strong exercise you want to understand the feelings of the group (of course everything depends on the questions).
Suggestions & follow-up	Any.

Title	Rucksack
Aim	Evaluate the session together through drawing and creativity.
Level of difficulty	*
Topics	Evaluation of the activities with creativity, fun, closing session.
Time	30 minutes.
Target group	All the participants.
Learning outcomes	Participants will be able to express their feeling through drawing. Member of the groups will be able to reflect with creativity about the learning process.
Setting up the space	Any.
Materials & resources	Papers and color pens
Instructions	1.Ask people to draw themselves going home with a rucksack on their back or to draw just a backpack. This sack should contains all the things that participants want to bring home. 2.They should consider everything that they have learnt and what they want to keep. Things may include items such as books or pictures, feelings, people, ideas, new ways of seeing the world, strengths they have gained from overcoming a difficulty, or values.
Questions for debriefing	Any.
Tips	You may give freedom to the participant to express themselves.
Variations	You may do the same exercise even at the beginning of a meeting. For example, instead of asking to the participants what they want to keep and bring home you can ask what they expect to put in their backpack through their participation at the meeting (achievements).
Suggestions & follow-up	You may find this exercise in the chapter Some methods and techniques for supporting effective learning groups, please refer to the followin link: http://eycb.coe.int/compass/en/chapter_1/1_4.html#147.

4.8 An exemple of workshops implemented in Spain (by Denisa Speratiu from Romania)

Title	Discrimination … what is this? / 1st part
Aim	To create a bridge between students by GTKEO through NFE methods.
Level of difficulty	Medium
Topics	Discrimination
Time	55 min
Target group	25 - 30 students
Learning outcomes	Participants will be informed about the following topics: non-formal education, facilitators, role of the learner, and discrimination. At the end of the workshop participants will know the meaning of discrimination. At the end of the workshop participants will be able to give an example of discrimination from their life.
Setting up the space	Set the room; move the chairs in a circle or semicircle. 30 minutes before the workshop. Arrange the flipcharts & other logistics.

Materials & resources	Flipchart for rules Markers 2 rolls of toilet paper Small ball Post it Small box

Instructions

Activity	Method	Time
Introduction	**Presentation of the facilitator & the project** Intro and answer to the question: why are we here? Or: what are the things that we like the most?	5 min
	Set the basis of the workshops *(for a better collaboration)* "Rules" of the group – wrote them on a flipchart. Ask the participants: *** What rules we should respect while we are working together?** Suggestions: ● No talking all at the same time (that is what the ball is for: only the one who has the ball can talk). ● No mobile phones. ● Talk slowly so that the facilitators can understand and if they do not ask for clarifications.	4 min
	non-formal education & facilitator role NFE is a type of learning that uses activities and games in order to experiment situations and to connect them with real life events. Facilitator role - is a guide in the process of learning and facilitates conversations/activities to promote learning.	3 min
	Role of the learner (participant) The participant: ● takes responsibility of the process of learning, evaluating it ● is actively involved ● participation is voluntary.	3 min
Icebreaker	**"You never know"** You will need a roll of toilet paper (divided into pieces) The group leader tears as many pieces of toilet paper needs and says: "You never know... you can never be sure of what is going to happen, what is waiting for you ahead, it is better to be prepared". The roll of paper is sent from one person to another. The one who has it tear as many pieces they want. When everybody has tore the pieces of papers the facilitator asks the participants to say as many things about themselves as many pieces of paper they have.	15 min
The box of real stories	The facilitator explains what discrimination is. Then participants are asked to write on a piece of paper a story about when they felt being discriminated at school. This will be anonymous. Collect all the stories in a box. Read some of the stories (1 or 2) - extract and read some examples and ask the opinion of the group about the situation.	20 min
Evaluation	The evaluation is made with a happy/sad/indifferent face -each of the participants has to write a word on a piece of paper and stick it on the face (drawn on a flipchart) that represents how they are feeling at the end of the workshop.	5 min

Title	**Discrimination … what is this?/ 2nd part**
Aim	To make clear what discrimination means.
Level of difficulty	Medium
Topics	Discrimination
Time	55 min
Target group	25 - 30 students
Learning outcomes	At the end of the workshop participants will have a clear idea of what discrimination means. At the end of the workshop participants will know different types of discrimination. Participants will express their opinion about the matter of discrimination and its types.
Setting up the space	Flipchart for rules Markers Small ball Post it Stories for interpretations Pencils Rap song
Materials & resources	Papers and color pens

Instructions		
Activity	**Method**	**Time**
Introduction	Ask how they are, how they are doing – "take the temperature" - if they missed us. And ask about what we did in the last session.	3 min
Icebreaker	"I did … (traveled in all 4 continents, painted, etc...)" is about raising the energy moving the places of participants and challenging them to express their past experiences. In a circle there is one participant saying for instance "I ate French fries every day" and the ones who did the same thing will stand up at the same time and they will try to change places to a different empty seat. The one who can't find a place will replace the beginner.	10 min
The box of real stories	Song: "Rap contra el racismo" (listen to the song with the lyrics) After the song, participants will highlight on a piece of paper with the lyrics the words and phrases that best describe what discrimination means for them Write the common words on a flipchart	7 min 5 min 5 min
Evaluation	Show me how discrimination looks for you: Participant will work in groups of 4 or 5. They have to represent situations in which people/peers are discriminating them at school. They have to prepare the situation and then represent it in front of the others. At the end they will ask the other groups what the representation was about and their opinion.	20 min
	On a flipchart draw a figure (puppet/doll/robot) and ask participants to write down how they are feeling after this workshop or to write their opinion/thoughts.	5 min

TIPS	

- If you have to work with the teacher as a participant ask the students if they want so. If you realize that the teacher's presence is disturbing and inhibiting the participants then ask the teacher to leave the workshop.
- do not forget about the rules :)
- Check the energy level of the group. If you see that the entire group has no energy ask why. Look for the cause and then adjust the activities according to the group needs.
- Set the room/prepare all your materials before the participants arrive.

Title	What is invisible discrimination?
Aim	To help the participants understand invisible discrimination and the differences between other types of discrimination.
Level of difficulty	Medium
Topics	Discrimination; invisible discrimination; tolerance
Time	55 min
Target group	25 - 30 students
Learning outcomes	At the end of the workshop students will understand what invisible discrimination means. At the end of the workshop the participants will be aware of invisible discrimination. At the end of the workshop participants will be able to identify different types of discrimination as well as invisible discrimination.
Setting up the space	Blob's beach papers Markers Music + music player + speakers
Materials & resources	Papers and color pens

Instructions		
Activity	**Method**	**Time**
Introduction	How are we doing today? Topic of the workshop. Remind that we need their participation and collaboration and we are not judgers + there are no good and wrong answers.	3 min
Take the temperature	Blob beach Represent the place where they are at the beginning of the workshop. How do they feel at the beginning of this workshop? Motivated?	7 min
Icebreaker	Orchestra: A participant is asked to go away from the group, with no possibility to hear the big group. The group seats in a circle and decides who the "Master" of the orchestra is. Coming back to the circle the participant has to identify the Master by the moves of the group (the group is imitating/acting without letting know who the real Master is). Q: 1. What happens when you are new, enter another culture and you are different? 2. Why do we need to find out which are the rules in a group/ society?	7 min

Discourse	What is invisible discrimination? Draw an iceberg. Name it the Iceberg of Discrimination with the water representing the line of the tolerance. The line is exactly like a wave. Our tolerance is different from person to person, from society to society, it can go up and down, it is mobile.	5 min
Discrimination/ Invisible discrimination	On the floor put a line of scotch tape (on a scale from 1 to 10), representing the line of discrimination. Ask how much they agree with the following statements. Answer to the following questions by situating on the line: ● The one who is new has to integrate/adapt to the existing group and must respect the rules of the group – changing the way they dress/are. ● Somebody (a foreigner) who can't speak well your language is stupid; I laugh at them. ● If you do not have the latest/newest device (iPad), you are out of my group. ● I believe that my religion is the only religion and it says the truth. ● Do not let somebody enter a bar because they are from another country. For each question find 2 or 3 motivations of the placement of the participants: "Why are you on this point of the scale?". It can be a situation of invisible discrimination? Why? and How?	~ 20 min
Conclusion and Evaluation	Today's workshop was about: invisible discrimination, how to distinguish invisible discrimination and the line of tolerance. Where are you situated on the Blob beach now, at the end of the workshop?	10 min

TIPS

- Offer them space for discussion. Let them talk and expose their ideas.
- Again ... be flexible!

If there is something that the participants do not understand like the game of the scale of discrimination explain it to them again. Or you can change the concepts like we did: we transformed the scale of discrimination into the line of "I agree - I do not agree".

Title	Do a change!
Aim	The participants will have a non-violent alternative to solve a situation of discrimination.
Level of difficulty	High
Topics	Assertiveness
Time	55 min
Target group	25 - 30 students
Learning outcomes	At the end of the workshop students will know how to identify a situation of discrimination. At the end of the workshop participants will be aware of their feelings regarding the situation of discrimination. At the end of the workshop the participants will have solutions to fight discrimination.
Setting up the space	Pictures; evaluation questionnaires (Workshop + final) Ball, flipcharts, pens Dixit
Materials & resources	Papers and color pens

Instructions

Activity	Method	Time
Introduction	Expose the topic of the workshop.	2 min
Discrimination. What/Why/How/	Split them in 3 groups. Each facilitator will be in charge of one of them to facilitate the activity. Each group will choose a photo that will impact them the most. The photos are on the floor, in the center of the group. Each participant will say what the chosen situation means for them. Find out "fair"/"good treatment" solutions in cases of discrimination. 1. How was this activity for you? 2. Can we use the "Good treatment" solutions in other cases of discrimination? In which cases?	25 min
Remember time!	Remember what we have done from the beginning up to the end. Ask the participants to remember what we did in the other sessions.	2 min

Evaluation of the workshop	Time for filling in an evaluation form	10 min
Conclusion	Dixit Each participant picks up a card that represents their state of mind/feelings after all the workshops. It is the end of the journey.	~ 15 min

TIPS

- For us it was better not to interfere with the participants when they had to work in groups. Our role was to supervise and give information/explanations in case they didn't understand.
- Plan - Implement - Evaluate your work! This is the recipe that worked for us :) and do not forget:

You are learning at the same time than your participants!

Be open minded

5

Opportunities with the ERASMUS +

"...how difficult is to explain to friends and family what I have lived!! ...How is it possible that I have learned so much in not much more then one week?" – *Spanish participant of a youth exchange.*

ABOUT THE PROGRAMME

Erasmus+ is the new EU programme for education, training, youth and sport that will cover the 2014-2020 period. It came into force on 1 January 2014 and replaced the existing programmes "Learning for life" (Erasmus, Leonardo da Vinci, Comenius and Grundtvig), the Jean Monnet Project, "Youth in Action", and five others (such as Erasmus Mundus and Tempus).

OBJECTIVES

The Erasmus+ Programme provides financial support for European institutions and organizations working in the field of education, training, youth, and, for the first time, also sport. Responding to the challenges outlined by the European policy strategic documents (mainly the Europe 2020 strategy), the program is aimed to contribute to developing the skills of its participants and increasing their employability, as well as the modernization of education, training and support for young people. The seven-year programme has a budget of €14.7 billion; a 40% increase compared to current spending levels, reflecting the EU's commitment to investing in these areas.

Erasmus+ provides opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad –including 2 million higher education students, 650.000 vocational training students and apprentices, as well as more than 500.000 people participating in youth exchanges or volunteering abroad. Students planning to undergo a full Master's degree abroad, for which national grants or loans are seldom available, will benefit from a new loan guarantee scheme run by the European Investment Fund. Erasmus+ supports transnational partnerships among education, training, and youth institutions and organisations to foster cooperation and bridge

"Erasmus+ provides opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad – including 2 million higher education students",

the worlds of Education and work in order to tackle the skills gaps we are facing in Europe.

It also supports national efforts to modernise education, training, and youth systems. In the field of sport, it supports grassroots projects and cross-border challenges such as combating match-fixing, doping, violence, and racism.

As an integrated programme, Erasmus+ offers more opportunities for cooperation; provides funding for education and training staff, youth workers, and for partnerships between universities, colleges, schools, enterprises, and nonprofit organisations; and it is easier to access than its predecessors, with simplified funding rules.

PRIORITIES

In its objectives The Erasmus Programme does not differ substantially from the completed program "Learning for life".

The emphasis in the new programme was put on formal and non-formal education aimed at developing the skills of students, teachers and staff, and improving their situation in the labor market.

In practice, Erasmus+ allows foreign mobility, that is, trips for educational purposes (eg. studies, apprenticeship, training or volunteering activities). Erasmus+ is available to pupils, students, faculty, educational and youth workers, and supports the building of partnerships between universities, colleges and media, enterprises and nonprofit organizations to strengthen innovation and knowledge-building.

It emphasizes the importance of inter-sectoral cooperation especially in various sectors of education, institutions at various

"It also supports national efforts to modernise education, training, and youth systems".

levels and different profiles, and strengthening synergies between the education and work environment sectors.

The activities within the sport sector is primarily to support initiatives aimed at combating violence, discrimination, and doping. The funding will also be available for institutions and nonprofit organizations to arrange international sporting events.

BASIC DATA

The Erasmus+ structure has been simplified compared to the previous edition of the programme and includes three main types of activities:

✶ Action 1: learning mobility (trips for educational purposes);

✶ Action 2: cooperation for innovation and exchange of good practices;

✶ Action 3: support for reforms in the field of education.

It also include 2 types of "special" activities managed centrally: Jean Monnet and Sport.

Actions 1 and 2 are decentralized and will be conducted by the National Agencies, and action 3 is centralised and will be managed by the Education, Audiovisual and Culture Executive Agency (EACEA) in Brussels.

PARTICIPANTS

The new programme significantly changed the approach to the proposals - indeed, the programme offers some opportunities for individual beneficiaries, but only institutions or organizations will be able to apply for funding of projects.

"In practice, Erasmus+ allows foreign mobility, that is, trips for educational purposes (eg. studies, apprenticeship, training or volunteering activities)".

"The programme offers some opportunities for individual beneficiaries, but only institutions or organizations will be able to apply for funding of projects".

These are the countries allowed to participate in Erasmus+:

✳ The 28 Member States of the European Union;

✳ EFTA / EEA countries: Iceland, Liechtenstein, Norway.

✳ EU candidate countries: Turkey, and the former Yugoslav Republic of Macedonia.

✳ Some of the actions of Erasmus+ are open to organizations from partner countries like Switzerland.

✳ Partner Countries neighbouring the EU: Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia, Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine, Algeria, Egypt.

5.1 KA 1 - Opportunities for educators and schools

The mobility of school educational staff.

Projects carried out as part of the KA1 (staff mobility) program in the area of school education aim to improve the quality of the work of employees from educational establishments by allowing them to take part in foreign mobility courses and training, during which they will raise their own professional competence.

School staff have the opportunity to learn about modern and innovative methods of teaching, and managing educational institutions. This will fulfill the main objective of the project, which is to improve the quality of work defined by the educational institution in the areas it requires change, and to deepen international cooperation.

What does it involve?

It provides opportunities for staff to undertake European professional development activities abroad, including:

✳ Structured courses or training: attending courses on specific areas, languages, and specialist training abroad.

✳ Teaching assignments: offering the ability to teach classes and work in a partner school abroad.

✳ Job shadowing or observations: observing the work of a foreign partner school or other organizations related to school education.

These activities can last from two days to two months, or even up to a year in some cases.

Who can take part?

The following vocational professionals from participating countries can take part:

✳ Leaders of vocational education and training institutions.

✳ Teachers.

✳ In-company trainers.

✳ Training managers.

✳ Guidance counsellors.

✳ Administrators.

FREQUENTLY ASKED QUESTIONS

1. Who can participate in the program and what are the differences between Comenius and the new program?

In contrast to Comenius, Erasmus+ trips are available not only to language teachers and the subjects taught in foreign languages courses but to all teachers employed at the school. Of course, any teacher who wants to take part in the trip must justify it first. A language course abroad might be necessary in light of the planned activities within the school development plan.

In contrast to Comenius, there are no restrictions to teachers based on nationality and their years of service. The only condition is that they are employed on a contract of indefinite duration.

2. What courses can be funded within the framework of Erasmus Plus?

There are no restrictions on the topics of these courses. The key, however, is that courses implemented under the project have to properly match the professional profile of the participant, and that participating in the course is closely associated with the implementation of the objectives placed in the school development plan.

3. What expenses are covered under the project?

Each grant allows essentially to cover the full cost of the course or training program, in particular:

✳ Participation fees.

✳ Costs associated to the stay during the training (accommodation, food, transport). The amount depends on the country of departure.

✳ Cost of the flight or train journey. The amount depends on the distance between the place of residence of the trainee and the training place.

4. Is there a European training catalog, where you can search for courses and conferences or seminars, and which could be sent to adult educational staff?

A basic training list is available on the Platform for adult learning in Europe (E P A L) http://ec.europa.eu/education/opportunities/adult-learning/epale_en.htm. But there is no obligation to apply only to the offers published in that website; organizations inte-

rested in sending their employees to do training can seek offers on their own.

5.2 KA 2 - Cooperation between institutions and schools

Projects carried out as part of the KA2 (strategic partnerships) rely on international cooperation of educational institutions, education authorities, and other organizations involved in school education. The activities should introduce long-term change, innovation and good practice wherever it is necessary to provide high quality education. In particular, by increasing the achievements of young people (especially those at risk of leaving school prematurely or with low levels of basic skills), as well as improving the quality of early childhood education and care, and to develop and strengthen the professional competence of teachers.

Projects can take two to three years.

What does it involve?

✶ Joint projects on issues of shared interest and relevance with the possibility of cross-sectoral cooperation to improve teaching and learning;

✶ Partnerships between local and regional authorities, schools and other organisations that establish international links and give school issues more weight in local government;

✶ School partnerships on issues of shared interest with possibilities of teacher, class and pupil exchanges.

As part of the action three types of strategic partnerships can be carried out:

✶ Cooperation between schools - At least two schools from two different countries have to participate. The funding allows students to stay for long periods on partner schools.

✶ Cooperation between regions - Consortia between at least two countries, including three types of institutions: education authorities, schools, and other organizations that are active in the field of education appropriate to the subject matter of the project.

✶ Cooperation between institutions - There has to be at least three institutions active in the field of education from three different countries.

Who can take part?

✳ Schools (from pre-primary to secondary level).

✳ Local and regional institutions responsible for school education.

✳ Any organisation active in the field of school education (some activities are reserved to schools and local/regional authorities).

Applying institutions must be from a Programme Country.

FREQUENTLY ASKED QUESTIONS

1. Can a school participate in two projects?

There is no limit to the number of projects in which a school can participate in one selection round. However, the composition of partner groups and theme projects must be different from each other.

2. What types of mobility are available in the project?

✳ International project meetings; working meetings related to the management and coordination of the project.

✳ Short-term exchange for groups of students (from 5 days to 2 months).

✳ Combined mobility of students.

✳ Long trips for groups of students (from 2 to 12 months).

✳ Short training programs for employees (from 5 days to 2 months).

✳ Long-term trips for teachers (from 2 to 12 months).

3. **Who is responsible for submitting the application?**

The institution acting as a coordinator of the partnership has to send the proposal to the National Agency in your country.

5.3 Opportunities for youth workers

This part of the Erasmus+ program is addressed to young people, people working with them, and the organizations working on their behalf, as well as to companies and institutions that may have an impact on the development of non-formal education. It continues the tradition of the "Youth in Action" program, implemented in 2007-2013. The basis of the activities undertaken under this sector is non-formal education, which is what youngsters do not learn during free compulsory education.

What does it involve?

✳ Youth exchanges - A youth exchange is a meeting of at least two groups of peers from two different countries. Projects can be devoted to any subject; the most important goal is to gain experience outside of school or university. It is open to young people aged 13-30 years from at least two countries, of which at least one has to be a country participating in the program.
The minimum number of participants is 16 people and the maximum is 60. The ex-change can take from 5 to 21 days, excluding travel time.
Duration of the project: from 3 to 24 months.

✳ EVS - Volunteering can be a great opportunity to improve their career, detachment from everyday life, a way to fulfill their ambitions, or the perfect answer to the need to do something selfless for others not in their country but abroad.
You do not need special skills, just the desire to act. Volunteers can be any person aged 17-30 years. Volunteering in another country can take anywhere from 2 to 12 months.

✳ The mobility of youth workers - The Erasmus+ program also allows the development of the skills and qualification of persons who work with young people. It also gives the opportunity to exchange experiences between organizations and institutions that deal with youth in their free time from school. The program supports training, study visits, seminars, meetings and trainings.

Who can take part?

The project is open to those working with young people and acting on its behalf (no age limit): instructors, educators, teachers, volunteers, leaders of informal groups and initiatives, caregivers clubs etc.

✳ *Study and practice abroad for students* - As part of Erasmus+ students may leave to study and practice in enterprises, organizations or institutions operating in other countries participating in the program. You can go abroad during any cycle of study (bachelor, master or doctorate), for not more than 12 months. Minimum length for a stay in college is 3 months, and for practice is 2 months. Students enrolled in five-year master's courses or equivalent (eg. Medical specialization) can study abroad for up to 24 months.

✳ *Practice and internships abroad for graduates* - University graduates (including masters and doctors) can apply with the Erasmus+ program for practices or internships abroad within one year of graduation. Length of stay abroad is included in the total duration of the mobility and depends on the level of study in which the student has qualified for the trip. Recruitment takes place on the last year of school.

FREQUENTLY ASKED QUESTIONS

1. Who can take part in EVS and how can they apply?

European Voluntary Service is available to any person aged 17-30 years with legal residence in the country. The first step is to find a sending organization (preferably close to home), and the second step is to find a host organization in the country where you want to undertake EVS.

2. Are there any costs that the volunteer must bear?

A volunteer does not bear almost any cost in connection with their participation in an EVS project. They might only contribute to the travel costs. In order to provide grant support to travel costs in the Erasmus+ Programme, travel distances must be calculated using the distance calculator (http://erasmus-plus.ro/erasmus-plus-distance-calculator-budget/). Based on the distance expressed in km, the corresponding distance band must be chosen in the application and report forms. The organization receives funding for travel costs but it may not be sufficient to cover all expenses related to travelling. For example, a volunteer from Berlin is going to Malta to the town called Ir- Rabat, and according to the Dis-

tance Calculator given by European Commission it is 1852.23 km. The volunteer has a maximum of 275 Euro to spend on travelling.

ERASMUS+ EVS TRAVEL COSTS REFUNDS

For travel distances between **100 and 499 KM**: 180 EUR per participant
For travel distances between **500 and 1999 KM**: 275 EUR per participant
For travel distances between **2000 and 2999 KM**: 360 EUR per participant
For travel distances between **3000 and 3999 KM**: 530 EUR per participant
For travel distances between **4000 and 7999 KM**: 820 EUR per participant
For travel distances of **8000 KM or more:** 1100 EUR per participant

In some cases, the organization may ask a volunteer to finance part of the cost of the journey on their own. Volunteers may also cover their own out-of-pocket expenses with pocket money provided by the organizations.

3. Can the people who volunteered in the framework of "Youth in Action" apply for a trip to volunteer in Erasmus+?

You can only participate in EVS once in a lifetime. This applies both to foreign programs and previous editions. The exception applies only to the volunteers who participated in projects with a duration of less than 2 months.

4. What are the conditions to study abroad?

In order to have the opportunity to go on an Erasmus+ trip you need to:

✳ Be registered as an undergraduate, engineering, graduate (or equivalent) or doctorate student.

✶ Study at a university that participates in the program (no Erasmus Charter for Higher Education), in a given academic year when it runs student exchanges, and has an inter-institutional agreement with the host university.

Students should apply for a trip to their educational institution. Usually the recruitment of candidates takes place in the academic year preceding the trip. The amount of scholarships for trips to study and practice depends on the country from which they are leaving.

Below there are useful links to recommended websites where you can find proven and reliable information about Erasmums+:

If you want to write project:

✶ http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

If you want to take part in training courses, youth exchanges, EVS for youth:

✶ http://www.eurodesk.eu/

✶ https://www.salto-youth.net/

If you want to take part in mobility for school staff:

✶ http://www.euneos.eu/erasmus-plus-courses

If you want to go abroad for study:

✶ http://esn.org/students

6

RESEARCH ABOUT DISCRIMINATION IN SPAIN, POLAND, ROMANIA AND ITALY

"Google' is not a synonym for 'research'."– *Dan Brown, The Lost Symbol*

6.1 From where we started?

The step of micro-research on invisible discrimination

This chapter is divided into four main sections, each of which presents the results and the methodology of the segments of research developed in every country involved into the project EAR.

From which idea did we start?

As described on the previous pages, it was Cazalla Intercultural the one that advanced the topic of the EAR mission. Indeed, thanks to the expertise of this Spanish organization the project was refined and implemented in four different countries.

Before proceeding to examine the approach of the youth workers and all the research phase, it will be necessary to return (briefly) to the subject of EAR. In order to introduce the tools and resources used in the field it is indeed indispensable to say that Cazalla Intercultural addressed a diversity in the terms of discrimination in response to the different and fragmented changes in society.

This diversity, defined as the core of the project, and denominated 'invisible discrimination', represents the mirror image of the constant social changes in terms of racism; since, as already said, along with the changes of modernity there have also been changes in the forms of discrimination. Nowadays we are faced with new forms of injustice based on the biases of modern society; new and different faces of discrimination, rather invisible, which can also afflict and harm people; invisible actions (bad treatment) that are not recognized by those who commit them, and that, even when consciously perceived, are considered as secondary actions, not capable of actual damage. That is the reason why Cazalla has decided to work on a topic like this.

Aim of mobility

The goal of the EAR mission since the beginning was to increase the awareness of kids to discrimination and to promote good treatment among the youngsters, within a path of non-formal education lin-

ked to the problems of racism in society, and implemented in the field by four youth workers.

Hypothesis and first steps

The research began with the hypothesis given and described by Cazalla Intercultural during the training course that took place in January 2015 in the town of Lorca.
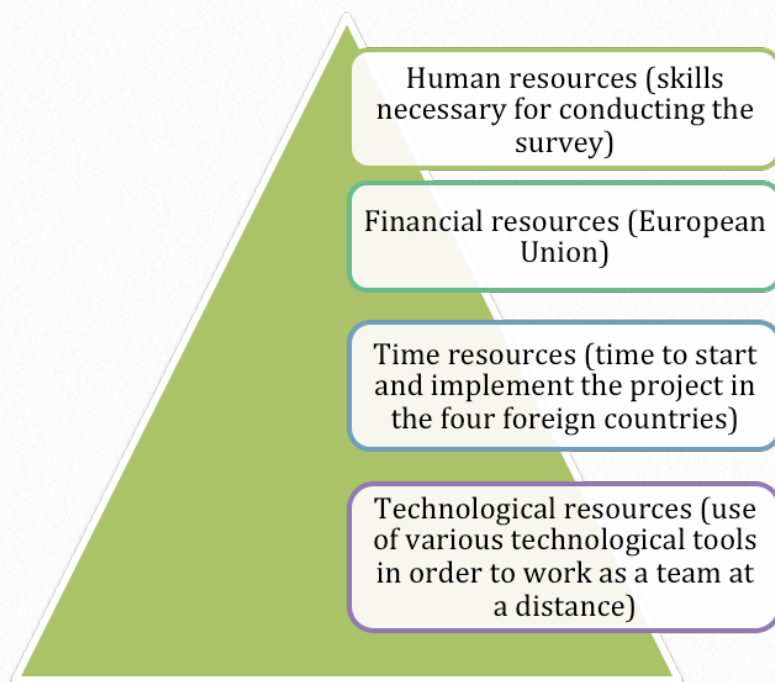
The association proposed to verify the conceptual hypothesis, partnered with four NGO partners from four different countries (Spain, Romania, Italy, Poland), through a project that expected to verify of the hypothesis on real life, with a period of mobility and observation in each country.

Therefore the first phase of the research was the "actualization" of the project. This phase could be defined as "pure research", in which the theoretical hypotheses from where to depart were identified in order to perfect a theory and trace the concrete applicability. During the start of the exchangeability period (4 months of duration) the research moved to a so-called "applied research" phase: namely, a stage that had the identification and the resolution of issues raised by the "pure" research step as its principal objective. The detected problems were:

Identification of issues related to discrimination of any country involved	Identification of issues related to Invisible discrimination of any country involved	Identification of the problems of young people (aged between thirteen and seventeen), related to visible and invisible discrimination

| Identification of possible resolutions through non-formal education activities.	Identification of specific actions that lead to a certain type of invisible discrimination

Obviously the two phases of the research have always been in synergy with each other. The initial stage of the study has in fact submitted contributions for the next steps, aimed at the detection and detention of an immediately social problem.

The resources used for this type of work have been different:

Human resources (skills necessary for conducting the survey)

Financial resources (European Union)

Time resources (time to start and implement the project in the four foreign countries)

Technological resources (use of various technological tools in order to work as a team at a distance)

The graph below shows that there have been six different steps in the whole process of the T-Kit creation:
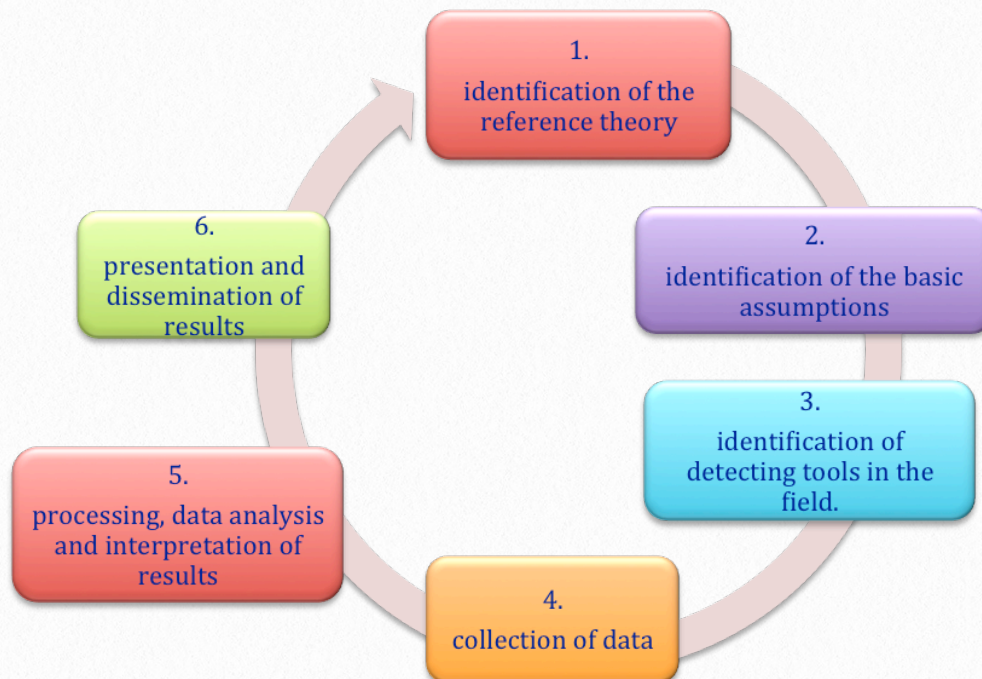
The proposed model suggests the flow of the project in every stage. It is clear from this outline how much the trial has began due to the stages of operationalization. This means that the initial, abstract, hypothesis have been converted into statements empirically observable, for example: the stage of identification of the basic assumptions allowed us to recognize which were potential behaviours of invisible discrimination and bad treatment; while the phase three (identification of detecting tools in the field), allowed us to detect good treatment and pick out all the possible non-formal education activities to spread this concept in the schools.

Therefore was precisely the operationalization of the plan that led to the design of the research, for an actual strategy of work aimed to empirical observation.

During this procedure it has also be created a survey, structured by official statistical sources, about the situation of each country. The form was shaped by specific quantitative standards:
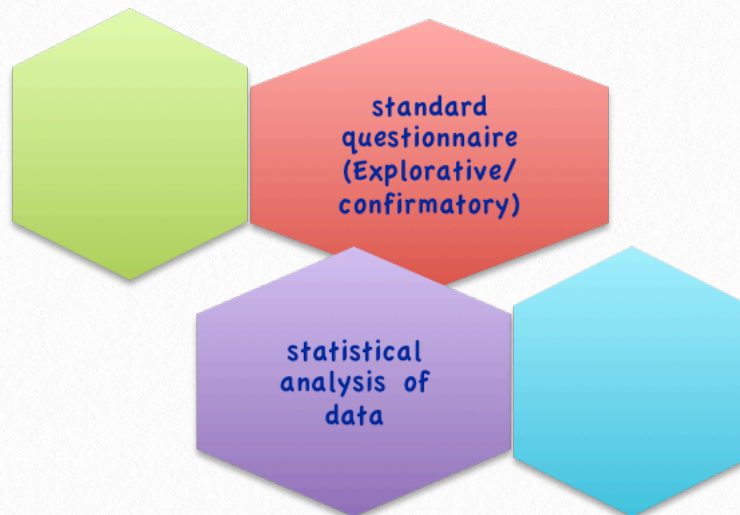
The survey supported the observation, giving "local" viewpoints, to the problems. The data reported appear to support one the first assumption, that is, a general lack of awareness among people regarding discrimination. Then were encoded and interpreted data from the empirical research. The empirical research was carried out by reports constantly written regarding the flow of the work and the observational reflection. In general, the empirical translation has taken place as a reduction of the complexity of the reality, useful to comprehend the central problems whiteout derivatives.

Finally, by a procedure of induction the data collected passed by a comparison with all the first assumptions, to arrive (as already laid regarding the awareness of the people about discrimination issue), to give confirmation or however reformulation on the initial theory suggestions.
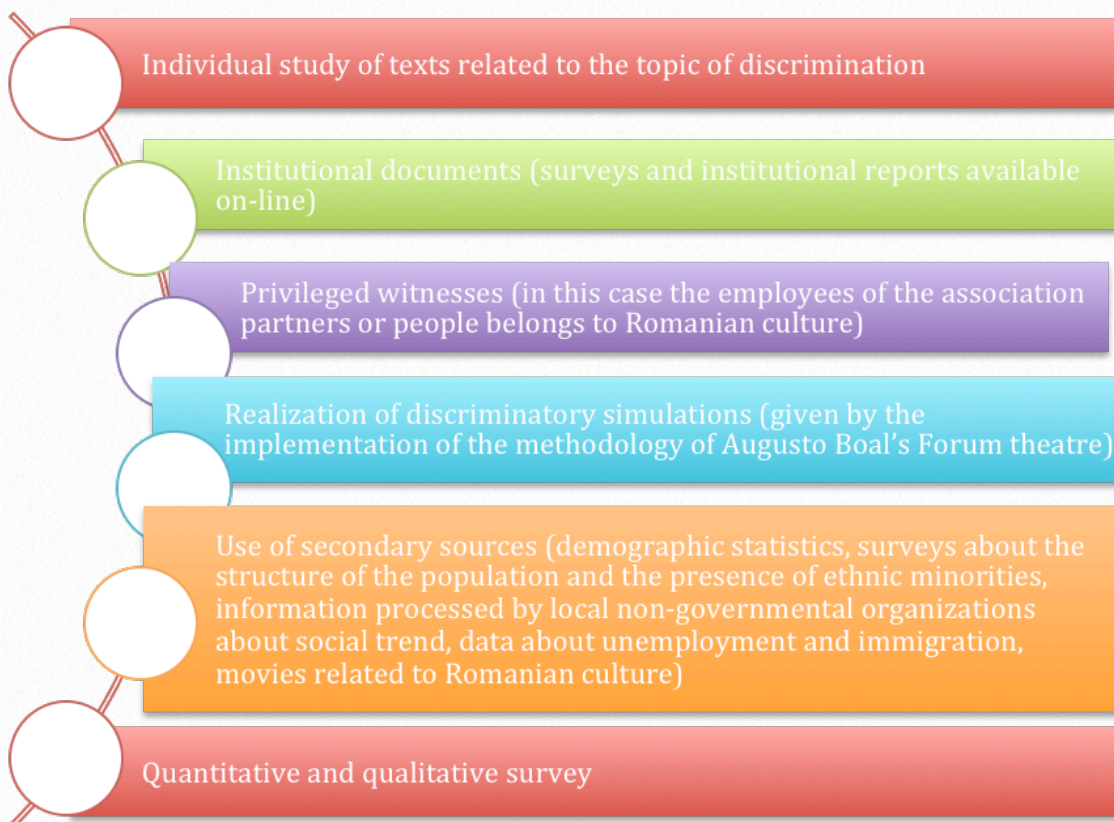
6.2 Process of the micro-research in Romania

Study report on the primary and high schools of Bucharest and on Special school of Codlea

Start of the mobility in Romania

According to the participant observational study of **Erving Goffman**, one of the most influential American sociologists, it was followed, from the start of the mobility in Romania, an approach of direct and analytic observation. This "inspection" of the Romanian society allowed, through the basics already identified with the **EAR's team**, to guide the research and the achievable activities in the schools.

Regards the collection of information has been used the usual methods of social research, which:

Individual study of texts related to the topic of discrimination

Institutional documents (surveys and institutional reports available on-line)

Privileged witnesses (in this case the employees of the association partners or people belongs to Romanian culture)

Realization of discriminatory simulations (given by the implementation of the methodology of Augusto Boal's Forum theatre)

Use of secondary sources (demographic statistics, surveys about the structure of the population and the presence of ethnic minorities, information processed by local non-governmental organizations about social trend, data about unemployment and immigration, movies related to Romanian culture)

Quantitative and qualitative survey

By the **Italian Youth worker** involved in mobility period in Romania (precisely in Bucharest), it has be chosen to open out all this source; on the one hand because it is believed that discrimination is the result of several interacting causes, most of the time outside the individual willing. On the other hand because at first glance Romanian society manifested a multiple attitude towards discrimination, exist, in fact both a positive curiosity and a rejection of the "other", of what is different from yourself, that requested to be analysed through different types of resources.

Overall the Romanian social situation and the school system to which it refers the population manifested in general a lack of information in terms of discrimination and a consequential unawareness in terms of Invisible mistreatment.

During the application of the project into the field/schools, it was observed that, once returned, the topic and his problematic in the society, trough explanation and non-formal activities, the issue could be understood as a problem. Overall it is still perceived as something that does not belong to the real needs and problems of the people in Romania. Indeed, the urgency of discrimination it is seen linked to immigration, whereby Romania is not part of this phenomenon compared with other European countries, as Italy, France and many others countries.

By observational process during the activities proposed to the youngsters and by a personal observation made by the Youth worker in different circumstance not strictly related to the school environment, it was found that, there is an high level of **differentiation respect to the social class**, evident in the daily life. The difference between economic statuses put into this process even youngster belongs to low social position and financial family rank. These circumstances allow, like that, also the involvement of youngsters coming from small village adjacent to the largest cities. This people are, in fact, considered as less deserving and socially disadvantage compared with who live in a big city, full of opportunities. Additionally, children rose in poor families, where education is not a high value, risk of **dropping out the school**. These children are invisibly discriminated by peers that have more chance to think about their ambitions for the future.

General fears towards who belongs to minorities influence the youngsters and their bias on discrimination. Probably these fears are maintained like that because the language still

refers to terminology politically incorrect, towards the different cultures present in the geographic area.

The categories that suffer more of discrimination and invisible **badtreatment** in the Romanian society are the Roma culture, and the sexual-minority. Besides, taken as a whole the Roma society manifest visible discrimination more often demonstrate with the segregation of some minority. There are district where people live and where they are belonging to a single culture. Tolerance towards diversity seems as started phenomenon, while the **real integration** process seems still far.

This segregation is not just regarding neighbourhood but also regarding public space, as schools and hospital. There are hospitals where the majority of kids are Roma, where the majority are kids with disabilities, and there are others hospitals where just the rich families bring their children.

Regarding **people with disabilities** there is a paradoxical phenomenon: the majority of youngsters with disabilities go to **special schools**, specifically created for their education, and this fact, in the surface, seems as a good thing but of course it leads to an auto-exclusion and invisible discrimination towards themselves. **The marginalization of youngsters** with special needs in specific schools points the way also of discrimination committed by peer without disabilities. The level of visibility or invisibility of the discrimination depending on the familiarity those youngsters have towards the problems of the "others". Before was mention as paradoxical phenomena because actually the youngsters with disabilities are allowed to go in normal schools, attend normal class whit a special teacher, but families prefer to feel protective of them and so register them in special schools. Moreover, although there are teachers/tutors who are working with children with special needs in mix classes, there are still irregularities and acts of discrimination at the level of regulation. Because of some rules there are situations in which children are not accepted in mass classes (by reasons of popularity/image of the school).

Comparison between the observations

Comparing the observational reflection of the Italian Youth worker in Romania, and the observational reflection of the Romanian Youth worker about her native country, the conclusion reached are similar, especially regarding the evidence of some social problems related to ethnicity and related to children with special needs.

As it was mentioned before, the categories most affected by discrimination are the Romany or Roma culture (Gipsy or Tigani in romanian).

Roma is an ethnicity widely spread in Romania - 3.3% of the total population. It is the second-largest minority after Hungarians (which are located in Bucharest only in highly education degrees with high living conditions). A 2000 EU report about Roma said: "In Romania [...] the continued high levels of discrimination are a serious concern [...] and progress has been limited to programs aimed at improving access to education". The EU has launched a program entitled Decade of Roma Inclusion to combat this and other problems.

Example of potential invisible discriminatory behaviour in the Romanian society, and specifically in schools, is: indifference and avoidance committed by peers or teachers. This can turns to the fact that some of the victims became abusers, after they have been abused.

Limits of the observation

The only discrepancy of the comparison among the two observations carried out by the two Youth worker is related to the sociosexual orientation. This incongruity can be explained with the conservative state of mind still set in the Romanian society. Indeed, this set of mind brings completely out of the school this problem, that can be seen just in different kinds of context and for which reason was excluded in the first reflection/essay of the Romanian Youth worker, as a problems present in the schools.

In any case, by contrast, attempting to establish the connections, sometimes fluid, sometimes disjunctive, between two different observations of the same society the Youth workers reveal twenty most important problems related to Invisible discrimination in the Romanian schools, which are:

Common problems students are facing while they are at school

- Strained relationships with parents
- Family duties (taking care of siblings)
- Good gadget (mobile phone, tablet)
- Free speech
- Social status (few money for being in style, having/coming by car)

- Few free time/ leisure time
- Bullying
- Group pressure (smoke, choose friend)

timidity, shyness

- Sexual identity (not being accepted because other preferences than "normality")
- Being part of a certain religion

- Being part of a minority (Roma, Arab, Chinese, African)
- Learning capacities
- Look - body appearance
- Teachers expectations
- I am considered a geek (unfashionable or socially inept person) or a nerd (a foolish or contemptible person who lacks social skills or is boringly studious)
- I am listening music very different than my colleagues and for that they are mocking me (reggaeton)
- Because of my disability/ differences (asperger) I am not accepted in the class.
- I prefer stays home that don't go to school. I hate school; it is not helping me with something/ doesn't teach me how to solve problems.

6.3 PROCESS OF THE MICRO RESEARCH IN ITALY

Study report on the High school Aldini Valeriani e Sirani, Bologna

For the Italian micro research it was decide, by the Polish Youth worker, that the best method to adopt for this investigation was observe, with attention, the particular circumstances of the Italian schools. The observation made during the first period of mobility permitted to look, intentionally, some behaviors, and relationship among the youngsters into the frame of the EAR goals. Such inspection allowed the Youth worker to be focused just on the situations most relevant in respect to the objectives of the project. This process, likewise the process followed in Romania, had consented to understand the urgency of particular problems into specific institutions. Then the Youth worker moved the observation into a more participatory and active shape. Indeed, trough the non-formal activities built for this country/society, the project start to be applied in the reality of the youngsters and the observation started to be a "participatory viewing" of Invisible discrimination. All the workshops created were aimed to change the initial situation (of

unawareness regarding the topic of EAR), for create awareness, among the youngsters, about our behaviors – bad-tratment/good-treatment -, towards the others. The implementation of non-formal activities it has enabled the appearance of behaviors commonly accepted by Italian society and which hide the weight of Invisible discrimination. The youth worker in this way created a list of twenty common problems present in the Italian schools and related to discrimination. It is necessary to say, that, the meanings to create this list of problems was not just to highlight the needs of the students, but to identify problems and point out actions that can potentially bring, or maintain, discriminatory behaviors.

Workflow adopted in Italy

One of the main advantages of this approach it was the design of new form of getting knowledge, new way of interventions, starting form an inspection accomplished into the reality of the schools and structured by a strong collaboration bet-
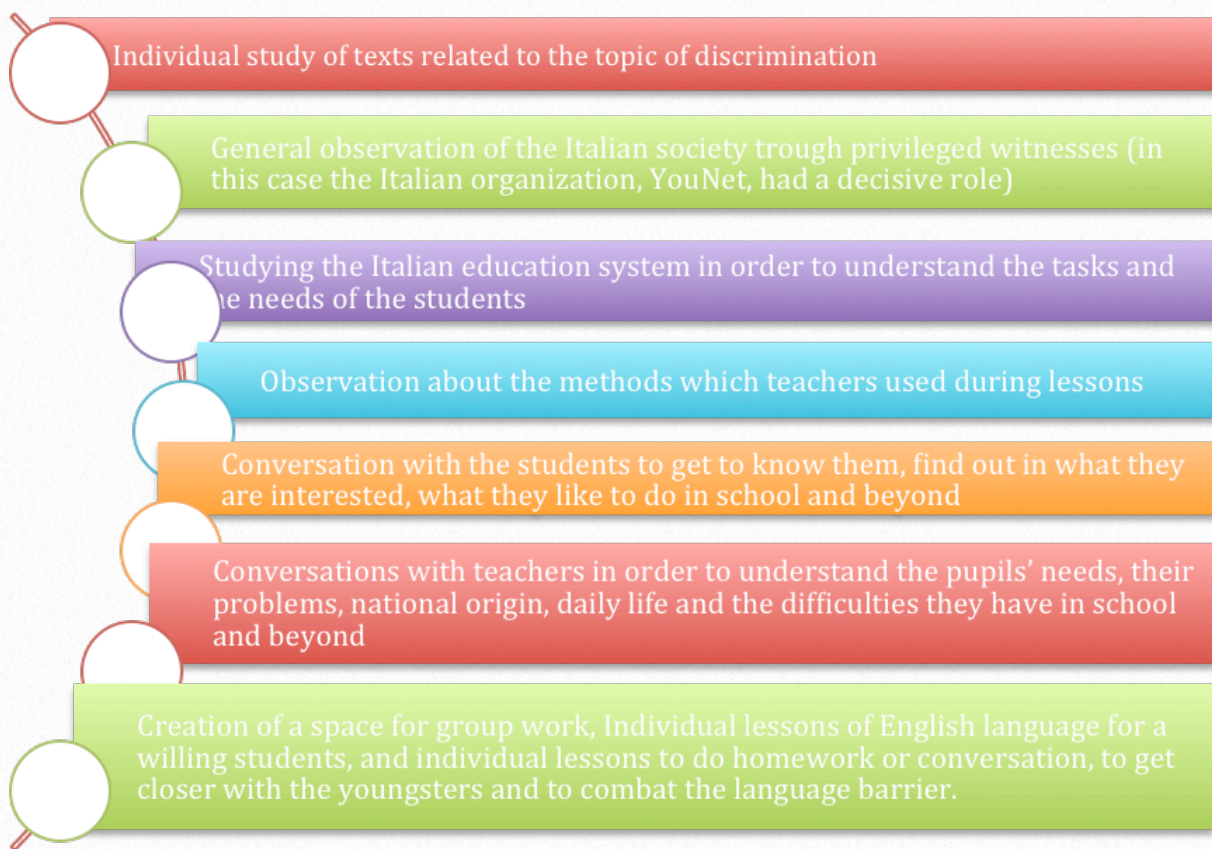
ween the Youth worker, the teachers (in this case from the school Aldini Valeriani in Bologna) and the youngsters.

Regarding the activities, for every idea was requested the support and consultation of teachers, to obtain information about the possibility to carry out tasks not strictly related with the school curriculum. Because as every institution also the school has such rules, for example suspending posters in display cases or opportunities to stay after lessons in the school.

The principal task of this workflow it was to change for better the bad circumstances of some situations, mainly, relationships among peers and relationship with themselves. For example: during the mobility period the Youth worker revealed that the youngsters have a lack of capacity to work as a team; thus, it was important for the purpose of the project, help them to create a space for group work, teach them how they can collaborate to share the teamwork. Inasmuch the initial observation revealed that students were not able to share tasks, define in what they feel good, what they want to do, define their skills and others little details that can bring the youngsters to have a low level of self-esteem, and so a potential Invisible discrimination non just towards the others but towards themselves.

Due to this followed process the Youth worker obtained a view of the students into the work group and their needs of more time to prepare a specific task than initially was assumed by teacher.

The outline below show the workflow of the micro research, accomplished in Italy by **Monika Pawlack**.

Individual study of texts related to the topic of discrimination

General observation of the Italian society trough privileged witnesses (in this case the Italian organization, YouNet, had a decisive role)

Studying the Italian education system in order to understand the tasks and the needs of the students

Observation about the methods which teachers used during lessons

Conversation with the students to get to know them, find out in what they are interested, what they like to do in school and beyond

Conversations with teachers in order to understand the pupils' needs, their problems, national origin, daily life and the difficulties they have in school and beyond

Creation of a space for group work, Individual lessons of English language for a willing students, and individual lessons to do homework or conversation, to get closer with the youngsters and to combat the language barrier.

In this comprehensive investigation into the Aldini Valeriani e Siriani School, located in Bologna, it is clear that every step is a fulfilment of the project objectives. Indeed, it was a circular pattern that started: with observation - planning - participatory observation of the problem into the Italian society- reflection.

Compared the observations

In order to better understand a phenomenon seen in its singularity, such as that of invisible discrimination, later were compared the observations/reflections of the Italian Youth worker about her native country, and those from the Youth worker involved in the mobility.

Taken as a whole the two observations are very similar to each other and not so distant of what it was found in Romania. The categories most affected of invisible discriminative actions are Roma culture, children who come from a low social class, sexual-minorities, youngsters with special needs and immigrants.

In the rich reality of the Aldini Valeriani School, different events related to Invisible discrimination were registered, which can be taken as examples of what happens in the reality of the Italian school.

Forty different minorities present in the territory attend this professional school, which are representing 62% of all students; there are also fifty-eight youngsters with disabilities that regularly frequent mixed class and different students with dyslexia disorder. Many students choose to go in this school because they really feel that learn practice subject can match with their personality. Many other students, especially those who belong to a minority, are addressed, after the second level of primary school, to go in professional institutions, in order to get a job faster. This bias shows the invisible discrimination committed by the environment, by the family, and by the school towards these youngsters. Moreover this predisposition does not give to them tools to understand their real skills, thus to follow their self. The impossibility to choose by their own their future bring them into invisible discrimination process, given that are not considered worthy for high level of studying. Similar mechanisms may display the situation of many young students to do not feel like others in the integration process in a new and foreign country.

Regarding invisible discrimination among youngsters, by the Youth worker was found that in many classes the students do not accept people with disabilities and do not let them to be integrate. This is probably because there are few occasions in which children with disabilities are actually included in school activities and therefore there are few opportunities, for the others, to become aware of their difficulties and their forces. It is necessary to say that such problems are also due to the cutting of teachers committed by the Italian government in the schools.

Concerning the Roma community it has been revealed a general tendency to treat them as thieves, criminals or beggars in the best of cases. However a general discrimination against them can be identified both as visible and as invisible. The impossibility to choose

by their own their future bring them into invisible discrimination process, given that are not considered worthy for high level of studying. Similar mechanism may display the situation of many young students to do not feel like others in the integration process in a new and foreign country.

Regarding invisible discrimination among youngsters, by the Youth worker was found that in many classes the students do not accept people with disabilities and do not let them to be integrate. This is probably because there are few occasions in which children with disabilities are actually included in school activities and therefore there are few opportunities, for the others, to become aware of their difficulties and their forces. It is necessary to say that such problems are also due to the cutting of teachers committed by the Italian government in the schools.

Concerning the Roma community it has been reveal a general tendency to treat them as thieves, criminals or beggars in the best of cases. However a general discrimination against them can be identify both as visible and as invisible. The invisibility of bias toward Roma minority appears more often in the circumstance of relationships with peers.

Short-term studies such as these do not necessarily show big changes over time, however the experimental approach of Ear project can give to everyone subtle keywords to have a critical thinking towards the people and the world around us.

Beneath the scheme of the most common problems, related to invisible discrimination in the Italian schools:

Schools problems for the students

- Group pressure (smoke, choose friend)
- Bullying
- Disability/ differences is not accepted in the class
- School as a constraint does not help in everyday life
- Look - body appearance

- Good gadget (mobile phone, tablet)
- Lack of free speech
- Teachers expectations about learning involvement
- Sexual identity (gay or other preferences is not accepted)
- Social status (few money for being in style, having/coming by car)
- Being part of a minority (gypsy, Arab, Chinese, African, Vietnamese)

- Being part of a certain religion
- Professionally burned out teachers (boring lessons, teachers can't speak English – it is important for new immigrants students at the school –)
- Strained relationships with parents
- Family duties (taking care of siblings, earning money)
- Treating others with respect contempt for people socially inept, people unfashionable, poor people
- Learning capacities
- Timidity, shyness
- Internet access
- Academic underachivment (good education do not give me a good job in the future)

6.4 THE RESEARCH PROCESS IN POLAND

Study report on the high school.

The micro-research in Poland was characterized by the peculiar connotation of practical application of the project's objectives. This approach has provided the theoretical tools for analysing and interpreting all the techniques used by the Youth worker during the period of mobility. As it has happened with previous experiences described, even in Poland the workflow methodology, started with the empirical observation of the Polish society and in particular of the Polish schools. Just after, trough the interpretation of the results, gotten from the starting point, the Youth worker planned the activities in relation with the problems/needs noticed into the reality of the youngsters. Thus, the two-step of the micro-research (observation /practical application) should be considered as an integral part of each other.
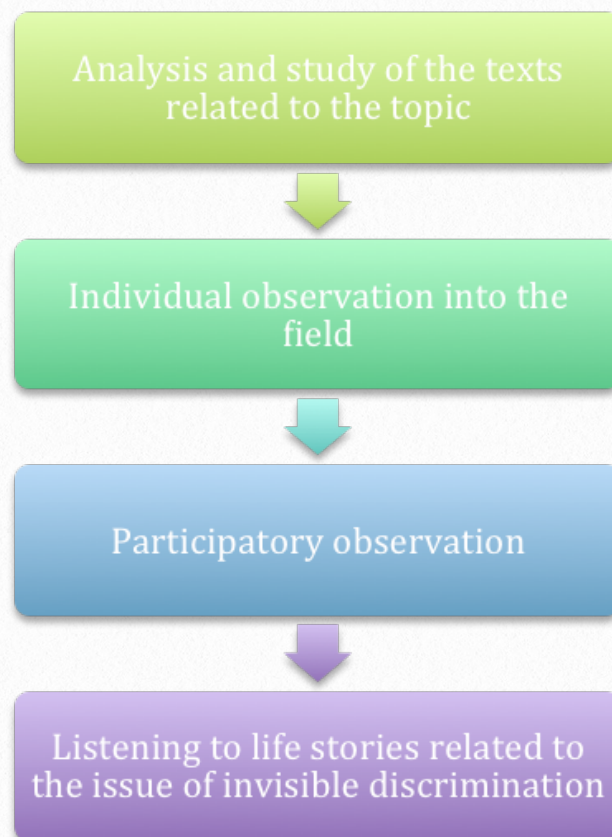
The applied research, accomplished by the Spanish Youth worker, made reference especially on:

Analysis and study of public policy and education system

Analysis of the youth condition

Analysis of the woman status

Analysis of the minorities present in the area

Analysis of the resources and employment in order to understand the different economic status

Analysis of discrimination against disabled people
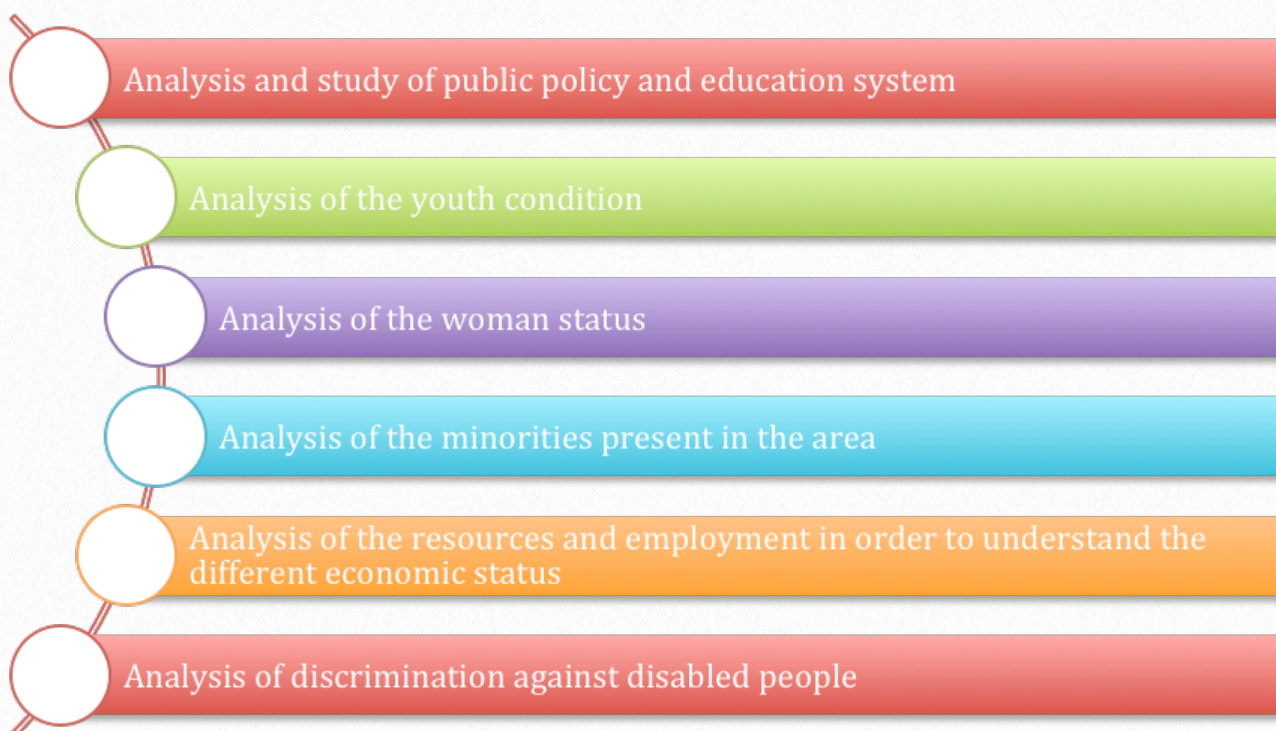
During the mobility process the design of the field research and the non-formal activities carried out with the students, made it possible to detect and encode the reality of the Polish society in relation to the issue of invisible discrimination.

In this type of approach it was crucial the meeting with the "other", into the field experience, where the Youth worker has overstep a sort of cultural barrier to enter in contact with the socio-cultural reality of Poland.
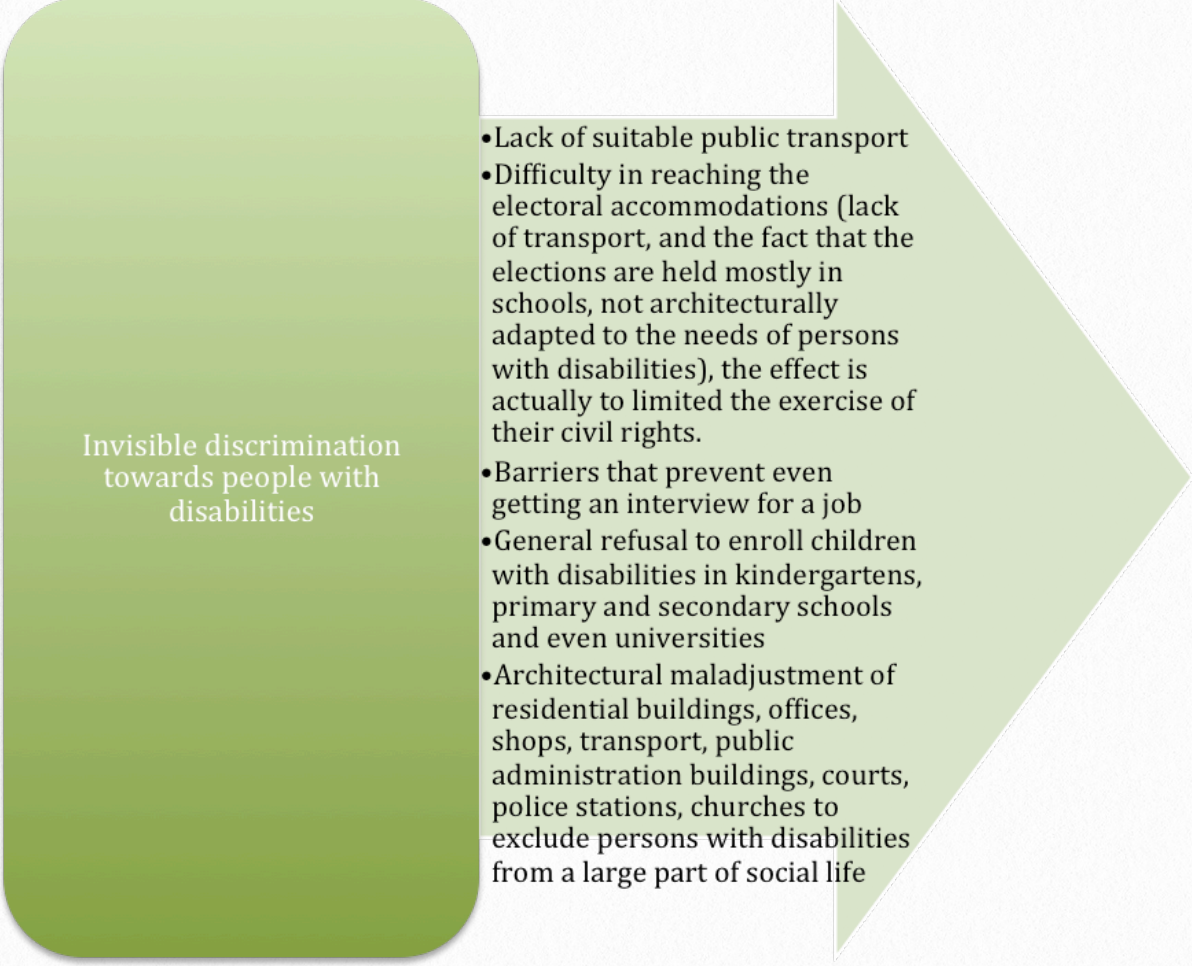
Steps of the mobility period:

Analysis and study of the texts related to the topic

↓

Individual observation into the field

↓

Participatory observation

↓

Listening to life stories related to the issue of invisible discrimination

As it is understandable from this list and from the methodologies used by the others Youth workers, each micro-research departs generally from scientific publications and documents in order to have a depth analysis of the project's topic. Indeed, this first step was necessary for a basic common point of view among the EAR's team.

Comparison of the observations

Putting in comparison the two observations, – of the native Polish Youth worker and the Spanish Youth worker involved in the exchange period –, the Polish society/schools display a common tendency related to discrimination. The categories who suffer most from discriminatory acts, whether they are visible or invisible behaviours, are: people with disabilities, immigrants, Roma community, and sexual minority. Regarding this last minority a common behaviours, of invisible discrimination, identify by the observation, it is to hide sexual orientation from family, neighbours, friends, for fear of rejection.

According to the point of view of both observations for the people with disabilities the work of different Ngo helps the society to integrate this minority. In recent years, the perception of people with disabilities by society has change. Contributing to these primarily social projects such as events, festivals, tours, carried out by non-governmental organizations and local government units. Society has become sensitive to the daily lives of people with disabilities believing that people with disabilities should create the conditions for work in the usual places of work, together with non-disabled people. It is necessary to underline that in any of the micro-research carried out in the partner countries there was such willingness.

The evolution of social approach reflected among others a change in the definition of the terms used for people with disabilities, indeed nowadays are less frequently used phrase towards them, like: "mental retardation" or "invalid". However, as reported by the observations there are still many areas where invisible discrimination occur, especially related to the environment, for example:

Invisible discrimination towards people with disabilities

- Lack of suitable public transport
- Difficulty in reaching the electoral accommodations (lack of transport, and the fact that the elections are held mostly in schools, not architecturally adapted to the needs of persons with disabilities), the effect is actually to limited the exercise of their civil rights.
- Barriers that prevent even getting an interview for a job
- General refusal to enroll children with disabilities in kindergartens, primary and secondary schools and even universities
- Architectural maladjustment of residential buildings, offices, shops, transport, public administration buildings, courts, police stations, churches to exclude persons with disabilities from a large part of social life

In general Poland is commonly see as uniform ethnic country. This is however only unfounded belief. Shortly after the political transformation immigrants began to arrive in greater numbers to Poland, mainly from neighboring countries - Ukraine, Belarus, Russia, and the Vietnamese and Armenians.

Over the past few years by the Youth worker was noticed that an increasing number of immigrants from countries in the Far East have been seen to search for work. The presence of other citizens of the European Union also consists of the ethnic and cultural diversity, some of which - as the problem of discrimination cannot be forgotten to mention - is main-

ly due to the non-European roots of the European Commission programs, currently Erasmus +.

Another cultural "component" of Poland are national and ethnic minorities, and so the groups that traditionally inhabit the territory of Poland, and the minority is the result of different historical and political processes. National and ethnic minorities in Poland have a special status, which is connected with certain guarantees, which help to maintain their cultural and religious identity and language. This status shall have the following groups: Belarusians, Czechs, Karaites, Lithuanians, Lemkos, Armenians, Germans, Slovaks, Gypsies, Russians, Tatars, Ukrainians, Jews. The "governmental protection" given to these minorities, maintains a level of tolerance and higher integration into the social fabric.

These brief informations regarding the presence of different subgroups in Poland it was made to better understand the discrepancy that exists between minorities that live on the territory by time and minorities who take Poland as a "crossing point". Indeed, people distinctive with darker complexion and/or originating from Asia meet with contemptuous epithets referring to the color of the skin - "black" or "nigger", "yolks". Foreigners often hear comments that they are not welcome in Poland and that they should go back to their countries. Be sides, trough the experience of the Ngo partner of the project it was possible to identify invisible discriminatory behaviors that are worth to mention.

Episode of invisible discrimination:

A year ago, the three people from Ghana arrived Poland to accomplished the EVS (European voluntary service). During their six-month of mobility they had the opportunity to experience an unpleasant incident. In a large shopping mall a group of young people put up a poster with insults and racist slogans directed towards people from Ghana. Thanks to the mounted cameras the guards of the building were able to determine who was the perpetrator of the incident, but they were punished not for insulting another person but for the fact of an illegal sticking the poster in a forbidden area.

Intrusive watching them on the street or even pointing the fingers they can be considered as common behaviors.

The example aforementioned can demonstrate the lack of experience of multiculturalism of this country. This is due to both a change in the ethnic structure of the population after the World War II, very limited possibility of exit and entry to Poland during the period of communist government and policy of "ethnic exclusion" against minorities implemented by that government. However, Poles are proud of their tradition of tolerant pre-partition Republic of Poland and multi-ethnic Second Republic of Poland, but today the facts do not translate directly on the ability to live in a multicultural society. The issue is not only the ignorance of other cultures and the use of a stereotype but also about management skills and expressing themselves in a way that does not discriminate or stigmatize.

In general, value and belief are really difficult to change immediately, especially if the "target group" analyze perceive that an attempt is being made to change some attitude – main objective of the EAR project –. Actually, during the mobility even be able to identify behaviors linked with Invisible discrimination become a really difficult task in this country. Due to the awareness of the youngsters to be, somehow, monitored by a foreigner, the students show to the Youth worker really correct behaviors. According to the theory mentioned in the first chapter, even these kind of manners hide the principle of invisible discrimination. In fact, it seems that the youngsters do not assume with responsibility the issue and they do not consider themselves as integrant part of the potential problem.

A summary of the main findings and of the principal issues and suggestions, which have arisen in this discussion demonstrate that the Polish society in her complex spectrum display standard of various degree of rigidity. Anyway thanks to the observations and the activities carry out by the Youth worker and the students we hope to give to them a critical thinking trough which see the others around us.

6.5 MICRO-RESEARCH IN SPAIN

Study report on the High school "Sierra Almenara"

The purpose of this entire chapter it is to give a previewing what is to follow in this entire paper or dissertation. The meaning is like showing a map to a driver; enables to show where we went and where will go the aims of the project. So it was useful to think to a sort of 'road map' for the reader.

From sociological point of view a social problem is considered when there is a discrepancy between social norms and the reality of the society (Merton, Nisbet, 1971).

The topic of discrimination is a common one nowadays. It has deep roots in the society and is perpetuated, transmitted from generation to generation. Acts of discrimination can be encountered everywhere: in families, in different institutions like hospitals, schools and between people coming or not from different cultures. Usually is perpetuated verbally as expressed preconceptions or prejudices.

The observation in Spain it was accomplished by the Romanian Youth worker.

Methodology and the workflow used:

Studying of public policy and education system in Spain

Observations of the youth condition/Observations of the teachers status

Analysis of the woman status and Invisible discrimination towards them

Analysis of the minorities present in the area

Analysis of the resources and employment in order to understand the different economic status

Analysis of discrimination against disabled people

Survey and interview

The target of the study is teachers from IES "Sierra Almenara" Purias on one hand. On the other hand we gathered few data questioning 58 students from IES "Sierra Almenara" Purias.
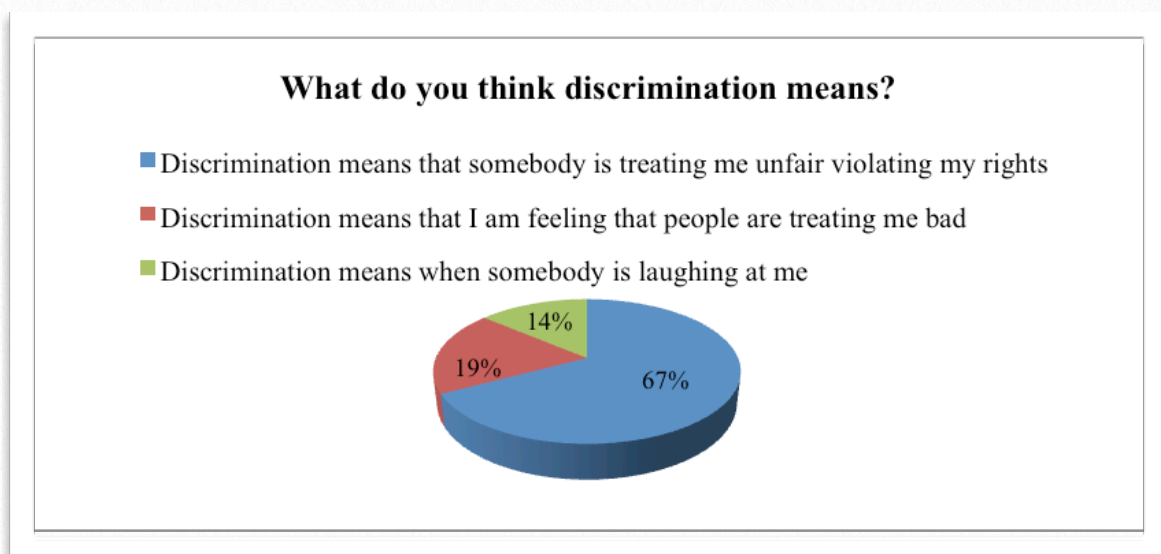
The aim of this micro research is to check the reality from school about discrimination.

Objectives:

1.   Identify the teachers' background and knowledge about discrimination.

2.   Identify the reality in school about discrimination.

3.   Identify students' point of view about discrimination

Data presentation and analysis

1.   Students questionnaires

What do you think discrimination means?

■ Discrimination means that somebody is treating me unfair violating my rights
■ Discrimination means that I am feeling that people are treating me bad
■ Discrimination means when somebody is laughing at me

14%
19%
67%

Examples of invisible discrimination that students share:

- *Paco is black and always is called "negro"*
- *Laughing on somebody back for being dressed different than the others*
- *When a girl wants to play football and they say that playing football is not for girls, but for boys.*
- *When somebody doesn't has learning capacity is marginalized*
- *The jokes that supposed to be "funny" but you are laughing behind somebody's back in the class*
- *Discrimination based on intelligence. That you are smarter than the majority and rejected for this.*

How serious is for you the problem of discrimination in your class/school?

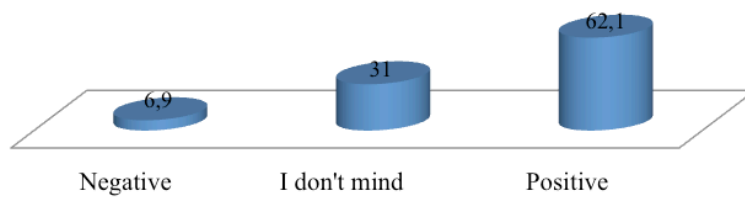■ Not important   ■ More or less   ■ I don't know   ■ Very important   ■ Extremely important

- 8%
- 8%
- 9%
- 21%
- 54%
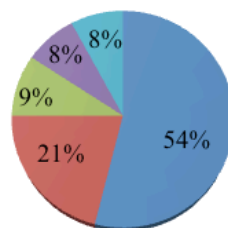
Have you ever felt that you have more privileges than other peers?

Yes 10%

No 90%
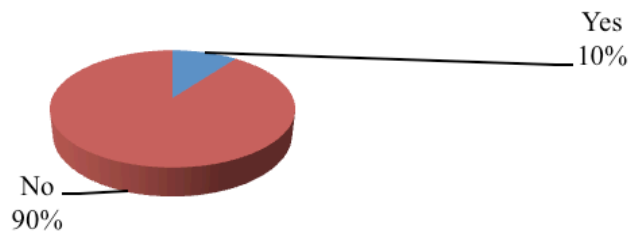
Which one represents your thinking?

None of them — 96

I think that minorities like Gypsies, different — 2

I think people of different nationalities should — 2
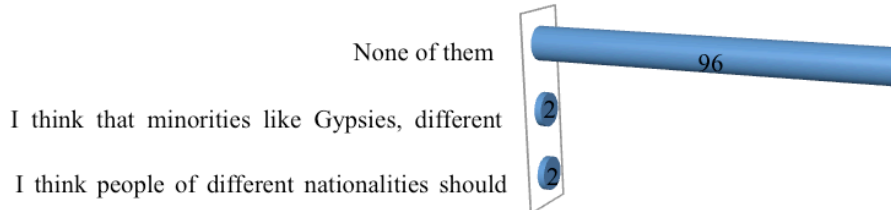
How do you consider the mix of cultures in a class?

Negative — 6,9
I don't mind — 31
Positive — 62,1

I don't like that in my school there are students from other countries

I am not sure — ~3
I agree — 10
I don't mind — ~33
Disagree — ~53
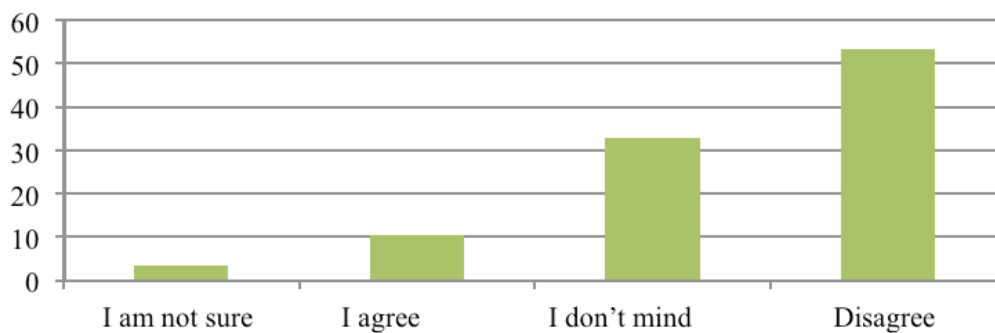
There is students that are mocking me because:

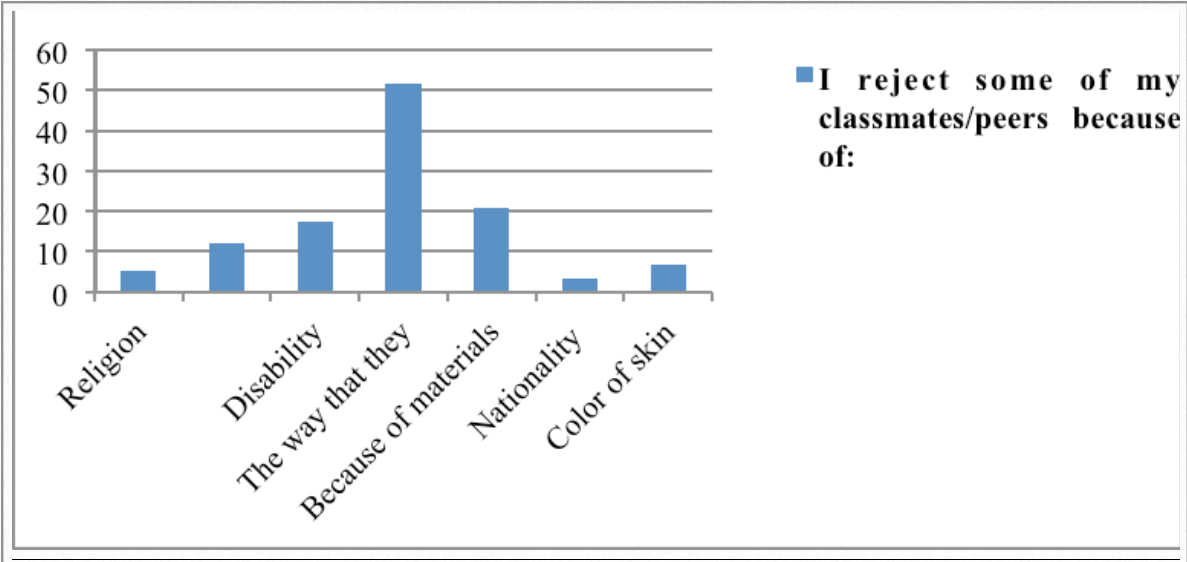| Category	Value
Because of my religion	6,9
That I am not good in something	44,8
That I don't have the same things like them	22,4
My disability	5,2
My nacionality	8,6
My degrees	32,8
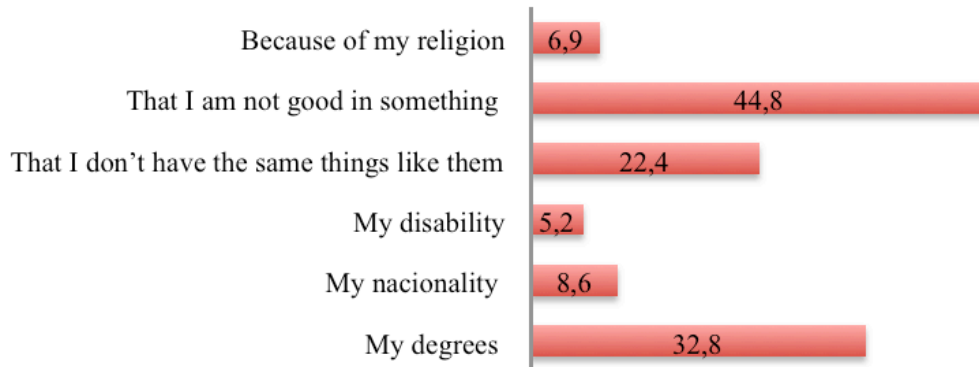
- *When somebody from my class is fighting they are insulting and if is a black person he is called "negro"*
- *A classmate with bad grades is called stupid and he will repeat the class*
- *There are people called "negro", "nigger", "cuata" (Ecuatorian) instead of being called on their names*
- *I have a friend who has been discriminated because of his nationality and religion*
- *Because one of my classmate visit the shrink*
- *My own experience is when I was discriminated in my former high school. By dressing in a different way, being quite shy and not having a nice physique.*

In your class do you think that the teacher:

■ Is treating everyone equally

■ Is making differences favoring other colleagues

■ Calls some/all of us stupid and idiots

■ Make efforts to include everyone and facilitate the process of adaptation of who came from other backgrounds

I reject some of my classmates/peers because of:

(Bar chart categories: Religion, Disability, The way that they, Because of materials, Nationality, Color of skin)
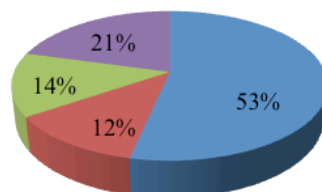
In the sentences below where are you identifying yourself?

■ I am considered a geek (unfashionable or socially inept person)

■ I am considered a nerd (a foolish or contemptible person who lacks social skills or is boringly studious)

■ I'm listening music very different than my colleagues and for that they are mocking me

■ Because of my disability I am not accepted in the class/school.

■ The way I am looking causes rumors and people are rejecting me.

■ I feel that I can't do whatever I want because of my gender

■ I feel comfortable with my friends

■ My friends are rejecting me even though I like them.

■ I don't have the same economical possibilities to buy the same things like my peers (phone, tablet, clothes)
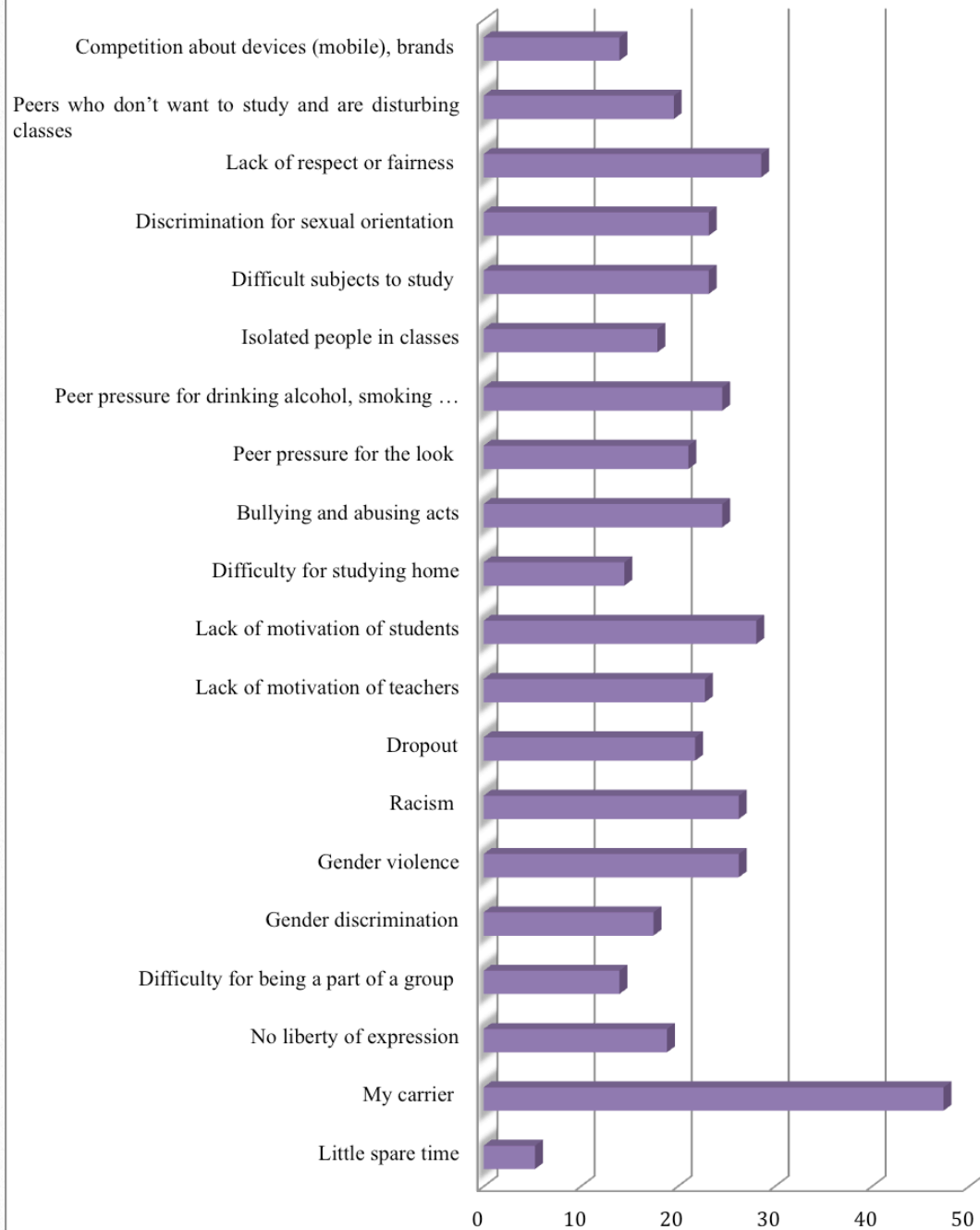

(Pie chart values: 12%, 0%, 6%, 2%, 9%, 1%, 59%, 4%, 7%)
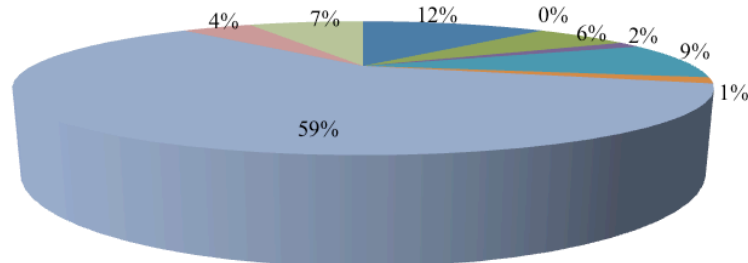
Do you have other reasons for feeling rejected?

- *For gynecological problems*
- *Sometimes I am feeling rejected because I am not stylish or because I don't have a boyfriend or because I am not talking the same things like them.*

Are there some practices in your class/school to prevent discrimination, violence or bulling? Please give some examples.

- *Citizenship classes*
- *Mediation*
- *Classes with our tutor*
- *Talks about discrimination and how to deal with*

Rank the issues that you are worried about

Competition about devices (mobile), brands

Peers who don't want to study and are disturbing classes

Lack of respect or fairness

Discrimination for sexual orientation

Difficult subjects to study

Isolated people in classes

Peer pressure for drinking alcohol, smoking …

Peer pressure for the look

Bullying and abusing acts

Difficulty for studying home

Lack of motivation of students

Lack of motivation of teachers

Dropout

Racism

Gender violence

Gender discrimination

Difficulty for being a part of a group

No liberty of expression

My carrier

Little spare time

0   10   20   30   40   50

Data analysis

The questionnaire was applied for 58 students aged between 13 years old and 18.

According to the questionnaires answers the issue of discrimination is not the most important one for them in their high school. More important for them is their future career and the fact that they have no motivation for school. However when we talk about discrimination what matter most is that they feel they are not respected, treated in a fair way. Next is racism, gender based violence and bulling. A very important number answered that they are rejecting someone by appearance. As you could see above we offered you some reasons for why they think they are discriminated. Some of the answers are part of the topic of discrimination meanwhile others are more about self-esteem. There are concrete examples about discrimination acts that are visible but also there are some that not a lot of students or teachers are aware of. Being discriminated because of your intelligence for instance is very hard to see it but it is happening. Or gender based discrimination as not playing football because you are a girl. There are small acts which are considered normal and are deeply rooted in the collective thinking, perpetuated from generation to generation.

1. Interviews with professors

Questioning teachers about the issue of discrimination we realized that they are highly aware of it and they take action preventing or dealing directly with the problem. When it comes about invisible discrimination acts they do not know its significance.

For solving problems of discrimination they had experienced they are organizing one to one meetings with students or with their parents. They are reserving one hour per week to talk about the problems of the class directly with the students and to find solutions for them.

When new students have to enter in the high school they are organizing special visits for them where they are celebrating the new comers with songs, poetry or other activities for integrate them better. If an act of disobey of school rules are harmful they are punishing students by expelling them for a while. This is also a solution taken in account when they deal with discrimination issues.

2. Participative observation

During the implementation of four workshops with 3 groups of students from IES "Sierra Almenara" Purias we observed that the constant form of discrimination is bulling. Because there are few students from other countries discrimination based on nationality is not high but racism is. It is very well seen this when we talk about the color of the skin or about Muslims – which is culturally perpetuated.

What was more profound and often encountered wasn't the issue of discrimination but self esteem mainly because of the way that students are seeing themselves when they have to interact with others. And for this group of age – the adolescence hood – is a particular and common problem that teenagers are dealing with.

Comparison between the observations

In the last decade Spain has become one of the main destinations of international migration, with an average annual balance of 575,000 people. This explains the extraordinary growth of 81% of the total population of the country, which has gone from 41 to 46 million people in these recent years. This transformation of the society structure has determinate an increase on discriminatory attitudes of the population. Different studies show that approximately 30% of the Spanish population has felt discriminated against at some point for various reasons.

In order to better understand this change in the Spanish society and the phenomenon of invisible discrimination, it was necessary to compare the observations/reflections of the Spanish Youth worker about her native country, and those from the Romanian Youth worker involved in the mobility. The results of this comparison illustrate that the initial assumptions of the Spanish Youth worker are all confirmed through the questionnaire and the interviews conducted during the period of mobility. That it is why it was decided to illustrate clearly, trough the diagrams of the survey, the youngsters' conditions and the general situation of the Spanish society.

Study limits

This micro study of the matter of discrimination has a highly value of subjectivity especially the interviews with teachers. The number of respondents to the questionnaire doesn't include all of the high school – for a high scale quantitative research. And it shows only the image of the situation in IES "Sierra Almenara" Purias which we can't use it to say that is mirroring the image of discrimination in Spain.

Bibliography

1. Robert Merton, Robert Nisbet, Contemporary Social Problems, Houghton Mifflin Harcourt Publishing; 3rd Revised edition, 1971

7

GLOSSARY **A**ND **B**IBLIOGRAPHY

Glossary

1. ***Discrimination*** is a treatment of an individual or a group based on prejudice and which violates the human rights of the one affected. There are different types of discrimination encountered in the daily school life as following: racism; discrimination of children with special needs, with disabilities; discrimination based on religion; discrimination based on social-economical status; discrimination based on sexual identity, bullying for belonging to a specific group or culture.

2. ***Invisible discrimination*** is the covert acts of discrimination that are tolerated by society or by a group of people and taken as normal.

3. ***Bad treatment*** refers to the unfair way people are treating others. It can be represented through beliefs, prejudice, stereotypes, rejection attitudes or any kind of discrimination.

4. ***Good treatment*** represents a fair treatment no matter the differences (cultural, individual) between people. Accepting diversity and taking action when a bad treatment event occurs.

5. ***Micro violence*** is the treatment of ignorance towards any kind of person who is perceived as less worthy as the majority for social status, ethnic etc. differences. Perpetuated subconsciously became social habits considered normal even they are unfair acts of treatment. It can be named also micro aggression.

6. ***Micro machismo or micro sexism*** is a form of micro aggression, gender based discrimination commonly endured by women. According to this there are interdictions for women or duties that supposed to be met only by women. As instance, often in schools girls are not playing football or are seen as something unusual if they do be-

7. **Power relationship** is about the ability to control people or their behavior on the base of economical or social status. Imagine a scale of power where at the bottom there is the victim and up on the scale the persecutor. It can have also political implication when we talk about rules that a group of people should respect because of their nationality and the majority not.

8. **Bomb mechanism** represents a metaphor that helps us to explain better the conflict when it comes about acts of discrimination. Participants have a visual tool to imagine how conflicts can appear, what's meaning and how we can defuse before harming somebody.

9. **Non-formal learning** is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be temporary, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldomly structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.

If you want you can already look on your Youth Initiative project: Do you participate voluntary? Is this an temporarely environment? Did you structure your process and plan the activity? Then you are in a non-forma learning process!

10. **Formal learning** is is purposive learning that takes place in a distinct and institutionalised environment specifically designed for teaching/training and learning, which is staffed by learning facilitators who are specifically qualified for the sector, level and subject concerned and which usually serves a specified category of learners (defined by age, level and specialism). Learning aims are almost always externally set, learning progress is usually monitored and assessed, and learning outcomes are usually recognised by certificates or diplomas. Much formal learning provision is compulsory (school education).

11. **Informal learning**. From the learner's standpoint at least, this is non-purposive learning which takes place in everyday life contexts in the family, at work, during leisure and in the community. It does have outcomes, but these are seldomly recorded, virtually never

certified and are typically neither immediately visible for the learner nor do they count in themselves for education, training or employment purposes.

12. **_Educator_** is a person who provides education for students using different pedagogical tools in his work.

13. **_Facilitator_** is an educator who can helps students/ groups to take as much responsibility for their own learning as possible. Provides learning by facilitating a conversation upon a text or an issue or by facilitating an activity. He stays "neutral" meaning he does not take a particular position in the discussion.

14. **_Erasmus+_** is a European program for education training, youth and sport aiming to improve competences of students, educators and youth workers. Uses non-formal and informal learning across EU borders and follows the priorities of the Europe 2020 strategy. Its objectives are:

- To develop basic and transversal skills (entrepreneurship, digital skills)

- Information and Communication Technologies (ICT)

- Modernization of Europe's higher education system

- Developing partnership between organizations and people

- Lifelong Learning

Bibliography:

1. Adams R. N, Energy and structure: A theory of social power. Austin: University of Texas Press, 1975

2. Alpeza, Ivica, Már Árnason Hreiðar, Seal Jessie, Widmer Lara and Valter Söderman, School Students View-Why Is Non-Formal Education And Informal Learning Important To Us?, Belgium: Bureau of European School Student Unions

3. Arendt, Hannah, Le origini del totalitarismo, Torino: Einaudi, 1973

4. Bander, Patricia, De Witte Laure et. al., Compass Manual for human rights education with young people, Strasbourg: Council of Europe, 2012

5. Boal, Augusto, Il poliziotto e la maschera, Giochi, esercizi e tecniche del teatro dell'Oppresso, Bari: Meridiana, 1993

6. Bonilla-Silva, Eduardo, Racism Without Racists: Colorblind Racism and the Persistence of Racial Inequality in the United States, MaryLand: Rowman & Littlefield Publishers, 2006

7. De Angelis Barbara, How to make love all the time: make love last a lifetime, Bantam Dell, 1991

8. De-Moll, Kelly, Everyday Experiences of Power, Knoxville: The University of Tennessee, 2010

9. Derald, Wing Sue, Microaggressions in everyday life, race, gender and sexual orientation, New Jersey: John Wiley & Sons, Hoboken, 2010

10. Dib Claudio Zaki, Formal, non- formal and informal education concepts/applicability, Brazil: Institute of Physics University of São Paulo, 1987

11. Foucault, Michel, The History of Sexuality: The Will to Knowledge, London: Penguin, 1998

12. Jelloun, Tahar Ben, Il razzismo spiegato a mia figlia, Milano: Bompiani, 2013

13. Sharlanova, Valentina, Experiential learning, Bulgaria: Trakia University, 2014

14. Todd, Nelson, Handbook of prejudice, stereotyping and discrimination, New York: Psychology Press, 2009

15. Zick, Andreas, Küpper Beate, and Hövermann Andreas, Intolerance, prejudice and discrimination. An European report, Berlin: Friedrich-Ebert-Stiftung: 2011

16. *** Impressum, Non-Formal Education with Children and Young People, Luxembourg: Ministère de la Famille et de l'Intégration & Service National de la Jeunesse, 2013

17. *** Introduction to Sociology, OpenStax college, Rice University, 2013

18. *** Bonino Méndez, Luis, Diálogos con M. Foucault, Rev. Ornicar, n°10, 1977

19. *** Gallino, Luciano, Dizionario di sociologia, Torino: UTET, 1993

On-line resources:

1. Alessandro Portelli, "Il problema è l'America", Il manifesto, 07/03/2015, http://ilmanifesto.info/il-problema-e-lamerica/ website visited on 10/03/2015

2. http://www.joaquimmontaner.net/Saco/dipity_mens/micromachismos_0.pdf website visited on 1/04/2015

3. www.eycb.coe.int

4. http://ec.europa.eu/

5. www.educarenigualdad.org/

6. www.uned.es/centrointer/guia%20racismo.pdf

7. www.cuorhome.net/heart-images/gifts-crafts/origami-heart-by-mastaazumarek/

8. http://en.wikipedia.org/wiki/Blind_men_and_an_elephant

9. http://es.wikipedia.org/wiki/Los_ciegos_y_el_elefante

10. http://www.blobtree.com/products/blob-beach-1, Blob beach template

11. https://www.youtube.com/watch?v=Zl8W6ddWfM8, Rap song contra el racismo

12. http://www.eurireland.ie/lifelong-learning-programme/erasmusplus-2014-2020.2101.html

13. http://infed.org/mobi/what-is-non-formal-education/

8

Info about Partners

"Be cohesive in your dealings. Trust built on and from mutual support, facilitating communication and encouraging coordination can be rewarding."– *Ogwo David Emenike*

AYUNTAMIENTO DE LORCA

The Town Hall of Lorca is disposed of a model of decentralization of the information based on the traditional supports and vias of the information to the citizen, and another one, to the TIC.

It is arranged in offices and points of information, general and for each area, linked together to the different departments in:

-COUNCIL OF LORCA plaza de España. Building housing the Town Hall and departments such as the department of Estate, … It has an attencion point named VENTANILLA ÚNICA fr all the information related to the Administration.

-CENTER OF LOCAL DEVELOPMENT: Department of Employment , Department of Woman, European Social Fund.

-COUNCIL OF URBAN PLANNING: Related information. European supports. PIBAL – FSE – LEATHER +

-COUNCIL OF INFORMATION SOCIETY: Integrated managment of the TIC. web development, training, ...of the Town Hall of Lorca.

-COUNCIL OF YOUTH-YOUTH INFORMATION NETWORK

-COUNCIL OF SPORTS. House of Sports

-COUNCIL OF PARTICIPATION

-MIDPOINT: The midpoint is the place with all the information that could be interested of the citizens of Lorca. All the departments of the local administration and information of public and private entities of especial interest, are collected in this Midpoint.

POINTS OF ELECTRONIC ACCESS

- The Town Hall of Lorca has provided various city agencies with 5 points of information equipped with touchscreen, printer and Electronic ID reader, to carry out through these certain procedures and get them printed without queuing. Through the electronic ID, citizens can obtain on these points of information the steering wheel of Empadronamiento, the steering wheel Coexistence, and duplicate receipts in voluntary collection period, as well as printing of all applications available via the portal www.lorca.es, also can find information on municipal services and general information about the city of Lorca.

POINT OF INFORMATION FOR VICTIMS OF THE EARTHQUAKE

- Due to the drama lived in Lorca by the earthquake 11-M, were opened three information offices for the affected and a free phone consultation.

POINTS OF INFORMATION IN THE DEPENDANT VILLAGES

- The taxations of major population have a stable municipal information point, and a room of free computer access: Almendricos, La Hoya, San Cristóbal, Ramonente, Zarcilla de Ramos, La Paca, Purias y La Pulgara.

INTERNET INFORMATION

- All news having to do with the city and the events and activities taking place in Lorca, are posted on the website Informa Lorca within the Council website.

- The municipality also has a profile on Facebook from sharing news and information of interest.

TURIST INFORMATION

A tourist information office and a section on the website about tourism, gastronomy, festivals, fairs, monuments, etc. through which gives information to visitors and promotes Lorca.

INFORMAJOVEN

The City Hall has two youth information offices: one in Corredera street and another one on the campus of the University of Lorca, where information is offered on the following topics:

-Work and training

-Living place

-Scholarships and grants

-Asociasism and participation

-Mobility (European programs, find work and housing in another country, rights and duties of citizens and opportunities outside Europe). It has a Facebook profile permanently updated with opportunities, activities and useful information.

FUNDACJA CAT

FUNDACJA CAT (Foundation Centre of Creative Activities) was created in 2008 in Leszno, Poland. Ourgoal is a society based on participation, solidarity and cooperation. Our main target group is children and youth, especially those with fewer opportunities.

FUNDACJA CAT achieves its goals through the organization of workshops, youth exchanges, courses, conferences, various cultural events and festivals. We provide non-formal education activities and mobility opportunities for the young people of the province and region. Our main local partners are schools with whom we implement educational and mobility projects like: European lessons, actions for the benefit of the community, Leonardo internships, Comenius exchanges etc.

We are a REGIONAL EURODESK point. We are also a partner organization of the 2 European networks: YEU and YINF and Anna Lindh EUROMED foundation.

We don't have any full time emloyed stuff. Mostly we work on voluntary basis.

II LICEUM OGÓLNOKSZTAŁCĄCE

II Liceum Ogólnokształcące z oddziałami Dwujęzycznymi i Międzynarodowymi im. Mikołaja Kopernika w Lesznie. Our school has about 700 students. In the school since 2009, we have IB World School no. 004464.

The aim of our school is to prepare students to become active and responsible members of the local and global community. The school provides a high level of education, encourages the development of cognitive skills, critical thinking and independence in thinking. The school want to instill in their students' self-confidence, empathy, willingness to help the other person, and the need for cooperation. We have dealt with issues of human rights and intolerance and any issues based on race, gender, age and beliefs.

The school participates in many educational projects related to human rights. The school is a school group Amnesty International. We provide educational project Euroweek School of Leaders and Projects Centre for Creative Activity and educational project "Places of memory of Auschwitz"-study visits at the Memorial and Museum Auschwitz-Birkenau. "Words and Images" project implemented in cooperation with the Association of "One World". The school held a series of workshops devoted to the problems of the Global South, and especially the image created by the media. We participate in the festival Watch Docs. Organize screenings of the film directed by Bertram Verhaag "Blue Eyes". The film tells the story of Jane Elliott.

A.C.T.O.R.

The Cultural Association for Theatre and Origami in Romania, A.C.T.O.R. has the mission to empower its beneficiaries (children, young people, adults) using art tools to discover new ways of self-expression, which can strengthen their self-confidence, help them find their right place in community and develop in harmony with themselves and with the society.

Vision: A society based on a direct, clear and efficient communication is surely the society we all dream of.

Depending on its programs A.C.T.O.R. has the following target groups:

- Ill children and youth from paediatric hospitals and social centres in Bucharest

- Children and youth of Bucharest and disadvantaged rural areas.

- Youth and adults interested to be volunteers at the local and European level

- Adults interested to learn how to use different art tools for their personal and professional lives

- Different institutions and organization that needs assistance for developing non formal education methods

A.C.T.O.R. 's Programs

1. Educational artistic and intercultural programs

2. Clinic animation

3. International youth exchanges

o international youth exchanges for youth

o EVS- sending, hosting coordinating

o Supporting mobilities for teachers and specialists in education

4. Cultural, artistic, social events

5. National and International training courses for teachers and specialists in adult education

6. Strategic partnerships for learning at local, national and international levels.

SCOALA PROFESIONALA SPECIALA CODLEA

Our main work is to offer equal chances to every special needs young person, to help this target group to be included decent in community and to have self respect and respect for others. Our school represents the cross border for chances, success and performances.

Vales: trust, justice, tolerance, professional involvement, open mind. The school was funded in April 1973 (Ordinului Ministerului Muncii 88/ 23.04.1973 in baza Legii 3 /1970) , re-education school for boys, 1988 special needs school for girls with C.E.S. and since 2004 Arts and Crafts School . In 2013 - the name is : Şcoala Profesională Specială .

Our beneficiaries can learn to be tailors, painters, painter, workers in meat industry, dairy and fruit crop. tourism and food, aesthetics and hygiene of the human body.

YOUNET

YouNet promotes, designs and carries out: learning mobility and european active citizenship activities at a local, regional, national and international level; medium and long term volunteering and learning projects; intercultural dialogue and cultural exchanges; informative, scholastic and professional orienting; cultural, social, sport, recreational and editorial activities; seminar and formative training aimed to organisations, social workers and citizens; formative, promotional and informative initiative related to specific themes linked to the above mentioned topics.

YouNet work is based on active participation and involvement, non formal and informal education and cross-sectoral multidisciplinary approach. YouNet cooperates with: public institutions especially at local and regional level; schools, universities, vocational and other education institutions; public and private social inclusion organizations (e.g. underaged prisons); other NGOs; ….

YouNet is particularly active in the field of youngsters with fewer opportunites and risk groups (ex-offenders, drug addicts, youngsters in rehabilitation centres, migrants…). Most of the activists of YouNet were involved in youth exchanges, leader trainings and seminars on social inclusion and youngsters from disadvantaged backgrounds. YouNet itself organise projects and activities on social inclusion at a local and international level.

YouNet runs activities related to antiracism especially through non-formal education methods such us sport and volunteering activities.

YouNet through formal agreement with the local and regional Europe Direct, the municipality of Bologna and the Emilia-Romagna Region runs at the premises of the municipality of Bologna a infopoint on transnational learning mobility (volunteering, study, internships, …) in which twice a week YouNet staff give information and support to youngsters and citizens that want to make intercultural, training, education and working experience abroad.

YouNet is accredited as EVS Coordinating, Hosting and Sending Organization since 2010 and has been involved as applicant or partner in more than 35 EVS projects since 2011.

YouNet has developed strong knowledge in the EVS field thanks as well to its coordinating role in 2 centalized EVS projects involving and 20+ volunteers and 4 continents (Europe, Asia, Africa, America).

YouNet participates in several networks including the Anna-Lindh Foundation and the ERY (Europeans Regions for Youths) network. The ERY Network is a regional network that started in 2007 with the aim to enhance youth participation, influence and cultural exchanges. This agreement on the field of youth policy is signed by the Aquitaine Region (France), Lower Silesia Region (Poland), Emilia-Romagna Region (Italy), Gozo Region (Malta), Hessen Region (Germany), Pays de la Loire Region (France), Vastra-Gotaland Region (Sweden), Valencia Region (Spain), Wales Region (Great Britain) and Wielkopolska Region (Poland).

IST. D'ISTRUZ. SUPERIORE ALDINI VALERIANI - SIRANI

Our school, IIS Aldini Valeriani – Sirani, is the biggest Technical and Vocational upper secondary school in Bologna in the North of Italy.

The Technical School lasts five years and is attended by students from fourteen to nineteen. At the end of the five year course they get a diploma in one of these branches: Chemistry, Building, Electronics, Computer science, Mechanics, Graphics.

The Vocational School may last three or five years which match different levels in two qualifications: Mechanics and Welfare Services.

The majority of our students are male.

The school is located in an area with a large number of migrants. Many of them are students in our school. They are from more than 40 different countries (e.g Morocco, Albania, Philippines, Moldova. Bangladesh etc.). We have experience in ruling and realizing European Projects.

Cazalla Intercultural is a local NGO located in Lorca, Murcia, in the South East of Spain, founded in 1994.

The missión of our team of professionals is "To promote active citizenship, social inclusión, youth mobility, voluntary service, sustainable development, stand up for human rights, integration, society free from discrimination, gender and any type of violence where everybody is equal and receive good treatment and well being, through non-formal education, youth information and international cooperation.

Our work is structured in 4 main fields.

Voluntary service

Cazalla Intercultural works as a sending/hosting/coordinating organization since 2003, trying to promote the voluntary service. During the years it has hosted about 35 volunteers, sents annualy nearly 60 volunteers all over the world. The organization has a close colllaboraton with about 8 Asian partners (China, Phillipines, Vietnam, Nepal, India and others). In 2011 we started working on the initiative BeVolunteer, which aims on the development of a quality system, volunteers exchange between Asia and Europe.

Besides, Cazalla is involved in the local voluntary activities.

Capacity building

Done both on the local level through the cooperation with the local authorities - councelling and information center and local projects and trainings; and on international level by development of the quality systems mainly in the field of youth work and volunteering.

International cooperation in the field of youth

Cazalla is very much involved in the promotion of the youth exchange and offering the youngsters from our local community the first international and intercultural experience. Moreover, we are focused on exchange of experiences, networking and implementing the

training courses in the fields of expertise of Cazalla – human rights, gender based violence, participation.

Local youth work

That is composed of the youth information center, and the local project with the aim to foster the participation of the young people, integration of migrants into the local society and fightings against racism and discrimination.
Cazalla is also an Eurodesk information point and so we offer all the necessary information to young people who want to travel, work or study abroad. We encourage the creativity of young people and assure the quality of their work.

8.1 WRITERS OF THE TOOL KIT

Marina Miñarro Sanchez (Spain), who was born in Lorca(Spain) in 1988, is a young passionate teacher who sees the world to be a world of possibilities and making positive impact. The world is taking diverse turning points for many young ones but it's up to us the youth to take the challenge and actualize the turning points to favour us and the generations following.

She is a Scout leader and she has over the year's volunteered in developing minds of children and youth through training, community involvement and technological advancement. Her expertise have landed her great international opportunities to share her dream of hope, love, care, cooperation and unity to the world. She likes to tour and hang out with friends and chil-

dren. Marina believes in a world free from discrimination at any point or any level. Marina believes in Europe, Marina believes in children, she believe in the education and gives room for opportunities to express their diverse opinions on any situation without judging.

She sees a continent full of opportunities, she sees a country full of ideas and she sees a target group ready to hatch and deliver. She stands for possibilities, she stands for achievements and she stand for a generation of possibilities.

To be outstanding you need to surround by dreamers, implementers and time managers. The world is running at a faster pace and as challenged as we are we need to remind ourselves that, together we can make this happen.

This project was a possibility ground, this is a future changing generation and she believe that our voices and ideas will match up to see a better future for all of us.

gers like "Game & Play", "Knowing myself better" or collaborating with different organizations whose target was adolescents. During EAR project she broadened her experience working with teacher, too.

Some of her hobbies are biking, writing; traveling and discovering new places with no plan or map, but through people or locals support and guided by the 6th sense.

Mantra: "Check reality each time when a challenge occurs!"

Denisa Ioana Speriatu (Romania), the daughter of the world as she describe herself, graduated Master in Counseling and Social Work in 2012; she started her carrier with social work, completing Bachelor and Master Degree at the University of Bucharest, Romania. Motivated by working with people and in a non formal environment, interested in pedagogy, social sciences, psychology and psychotherapy was engaged during the last 5 years in international projects as youth exchanges, workshops and trainings and not ultimately a voluntary service in Denmark.

Since 2010 she worked with non formal education through workshops for teena-

Ilaria Marangon (Italy). She attended the faculty of Performing Art in the University of Bologna.

After his first degree, she moved to London, where she studied English language and where she enhance her interest in multiculturalism and integration policy.

Back in her home country begins her master with a specialization in the field of Cinema. She is particularly interested in the pedagogy of film and Cinema of Immigration. In her free time she attends different multicultural space in the rich environment of Bologna.

In 2013 she moved in Paris where she will carry out a research on the filmmaker / anthropologist Jean Rouch.

After her graduation in History of the documentary, in 2014, meet the association Younet, NGO very active in the field of social policy and integration. Thanks to this association she begin a long and new experience abroad, as EVS (European Voluntary Service) that will take her for nine months in Macedonia. Her main occupation in this period are: coordination of the workshop Media Art Club for children and assistance of Deabate club.

Since February 2015 she is a Youth worker in Romania, her job shadow activity is supported by ACTOR, one of the most important NGOs in Romania, space of creation, Intrecultral learning and volunteering.
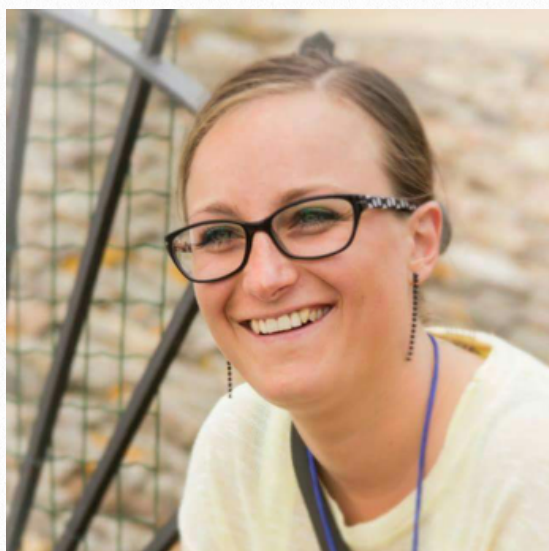
Monika Pawlak (Poland) - Gerontologist - graduate of the department of sociology on direction Social Work and of Department of the Educational College to directions adult education and Gerontology of Adam Mickiewicz University in Poznań. Co-ordinator of social-educational projects promoting the education of adults. He has 4 years experience in the coordination long-term, of partner international projects of the Grundtvig program LLP. Experiencing conducting consultation of technical and professional preparing participants in the training cycle for undergoing practical actions in the environment local. 4 years experience in carrying actions of the "Youth in Action" Programme. The participant and the leader of Polish groups of participants for trainings and youth exchanges among others in Georgia, Norway, France, Italy, Austria. Last to years invol-

ved in PISOP local NGO as a consultant, supporter with project management, keeping quality in NGO. From January – May 2015 she is Youth Worker in Bologna employed in Education Against Racism project in order to check the phenomenon of racism in Italy and make some tool for teachers and youth workers how to deal with the problem.

Privately likes folk culture dances and traditions, reads the books about culture of different countries, loves cook and travel specially to the Balkans countries. Doesn't like cats and getting up early. In people appreciates having a passion and respect for another person.

Sibisse Rodríguez has been the coordinator of this tool kit. She was born in Oviedo in 1979. She studied Spanish Filology, Comparative literature and courses of creativity and gender studies. She has published poems, shorts stories and a book about prevention of gender based violence called "Las decisiones de Sandra". She is interested in how we codify our reality trhough words and simbols, and how those affect our feelings and opportunities. She started working in Non Formal Education with Mujeres Jovenes de Asturias and then with Cazalla Intercultural, with whom she has collaborated since 2011.

One of her main concerns is how to approach the education from formal and non formal context, to prevent violence, promote good treatment and foster critical thinking, in order to develop a society with advised and participative citizens. She moves between formal and non formal and between writing and acting, considering that both sides are important for building our reality.

ILUSTRATED BY:

SARA DELGADO ELVIRA, Art Teacher, Illustrator, and Graphic Designer

Graduate in Fine Arts by The University of Granada.

Postgraduate Master in Secondary Education by The University of Sevilla.

Certificate in Developing Web Applications.

Volunteer in Cazalla Intercultural.

Funded by the
Erasmus+ Programme
of the European Union