



HUMAN RIGHTS EDUCATION TOOLKIT





“This publication was produced by MV International with the support of the European Youth Foundation of the Council of Europe. It does not necessarily reflect the official position of the Council of Europe.”





Access to rights

Seminar for the Youth workers - short description of the activities

The transnational workshop included the necessary information and tools on human rights education for young workers who are members of network organizations. During the workshop, participants developed some workshops for the Human Rights Education Program, some of which are addressed to youth workers and were implemented in a training for potential junior youth workers, and some were proposed to local schools.



Access to rights

Seminar for Youth workers

Workshop for training created during the seminar:

Workshop Title	"Just like ... I am"
Duration:	20+ min
N° of participants:	Group of 5+
Materials needed:	Papers and pens
Preparation:	The trainer hands out folded papers with written role to everyone.
Description:	<p>The task of the participants is to think and find something in common with the person described on the paper. To do this, continue the sentence in a circle: "I am just like...". Thus, we looked for similarity not external, and in common features, preferences, values.</p> <p>Suggested roles: A person with a drug addiction; a person suffering from alcoholism; the doctor who made the wrong diagnosis; refugee; politician; gay; an actor who forgot a line on stage; a student who has not completed homework; Jew; Jehovah's Witness;</p>



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Description:

Christian; lonely man; pensioner; a person who cannot read or write; a person who has been suffering from depression for more than a year; romka; prisoner; Muslim; minor mother. Activity covers age from 18 to 25. After the session participants discussed the following questions:

Reflection:

- Was it difficult to look for something similar? Why?
- What was the easiest / most difficult role to find?
- Why do you think we wrote these people for you to play?
- What did you learn from the game? How do you use this in real life?

Access to rights

Seminar for Youth workers

Workshop for training created during the seminar:

Workshop Title	"An apple"
Duration:	20+ min
N° of participants:	10+
Materials needed:	2 apples
Preparation:	-
Description:	<p>Firstly, the trainer showed a beautiful apple. The group to described it - shape, color. Then he got a similar apple.</p> <p>The first passed to the group with a request to carefully pass it to another participant, while smiling, saying kind words to each other. The coach passed the second apple to the group and asks to do the opposite.</p> <p>Participants could throw and cut an apple, write all sorts of nonsense on the surface, make fun of it, stab other objects.</p>



Access to rights

Description:

Reflection on provided questions.:

- Which apple would you like to taste and why? What is the difference between two apples now? Why did one of them turn into garbage?
- How long can an apple that has been treated well live? How many "lives" are destroyed?
- How is this situation similar to real life situations? Do we do that to people? When exactly and why does this happen?



Access to rights

Seminar for Youth workers

Workshop for schools created during the seminar:

Workshop Title	“Heart Transplant”
Duration:	25-30 min
N° of participants:	28 - 30 people
Materials needed:	Paper, pens
Preparation:	The trainer unites students in groups of 4-5 people
Description:	At the beginning, the coach told the background: “Imagine a situation where there are people in the hospital who need a donor heart transplant. No one is in critical condition, but there is only one heart to transplant. Your task is to decide which of the people should have a heart transplant first, and in what order the transplants will be performed in the future.



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Description:

Participants thought about and justified in mini-group why they chose this or that person for the first transplant and what criteria you were guided by when compiling a list of expectations for a transplant in the future. Each group was given a list of people waiting to be transplanted.

The following are waiting for a new heart:

- 29-year-old businessman who can provide financial assistance to the hospital;
- 18-year-old famous rock musician;
- 10-year-old girl with cerebral palsy;
- 65-year-old woman, mother of 6 children;
- 33-year-old priest;
- 19-year-old girl with drug addiction. She repeatedly wanted to commit suicide;
- 37-year-old Deputy Minister;
- 40-year-old builder;
- 35-year-old famous artist;
- A 15-year-old teenage girl with AIDS from birth.
- The groups present and justify their decision.
- After the session participants discuss the following:
- Reflection:
- How did the mini-teams work? Have you had many disputes?
- Does everyone have the right to life? Where is it mentioned?
- Why is it important for us to know about our rights?
- Who should monitor the observance of universal human rights?



Access to rights

Seminar for Youth workers

Workshop for schools created during the seminar:

Workshop Title

"A student with a disability in my class"

Duration:

25-30 min

N° of participants:

28 - 32 people

Materials needed:

Paper, pens, paper with the story

Preparation:

The trainer unites students in groups of 4 people

Description:

Trainer provides each group with the following story:
"I am eight years old. When I was born, I saw not only my parents, but also many doctors. So they all had to do a big job so that I could survive! But my life is not quite the same as my peers. I can't walk, run, climb trees, jump from a swing and a hundred other things that others can easily do. I get tired very quickly and often get colds. And yet, although I eat by myself, it's not a very attractive spectacle, because I don't always get in my mouth on the first try."



Access to rights

Description:

And when I finish, the dish is already cold. I rarely look in the mirror to see how ugly I am. Yes, I was even told this by the neighbors' children when my parents took me for a walk. In the end, they got used to it. But the real pain began last year when I went to school. I learned to read and write long before the first of September. However, it was necessary to do it too quickly in class, and I did not always understand what the teacher wanted from me. During breaks, I sat in class and watched my classmates run. They didn't want to talk to me. I also did not go to the dining room. After all, after school I felt terribly tired and even more lonely than when I was home alone. Participants had to imagine that such a student appeared in your class. They reflected on the question: "What will you do, talk about how you will behave during the lesson, during the break? "

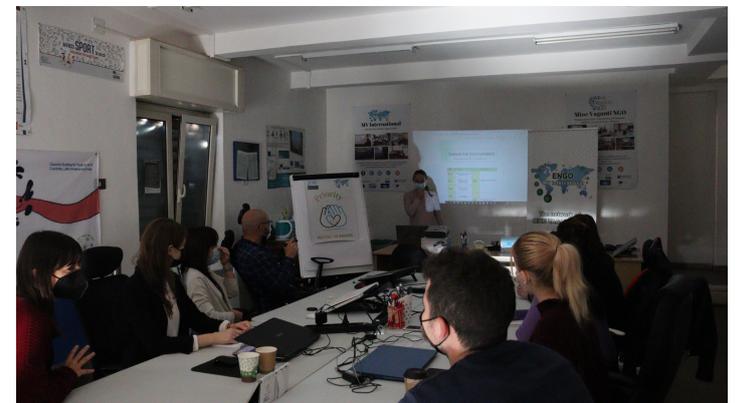
The first group spoke on behalf of the classmates of such a student, the second - on behalf of the parents of other children, and the third - on behalf of teachers. Another group simulated the situation on behalf of a boy with a disability.

Each group wrote down the probable difficulties that may arise and how they can be solved. It took five minutes. After that, they took turns presenting their team work. Feedback from trainer(s).

Access to rights

Seminar for Youth workers

Some pictures:





Access to rights

Training for potential junior youth workers - short description of the activities

Potential youth workers were involved in a training focused on the following macro-spheres: Human and children's rights, Working with youth and its potential / core values, Non-formal education and its application. During the training, the participants, supported by the trainer, elaborated a workshop for the local events with young people.



Access to rights

Training for potential junior youth workers

Workshop created during the training

Workshop Title

“Are we Equal?”

Duration:

40 min

N° of participants:

20 young people

Materials needed:

Papers, pens, flip chart, markers, cards, wifi, mobile phones.

Preparation:

Divide all participants in 5 groups of 4 people and represent the activity's idea. After that, the trainer will distribute 1 blank paper sheet per each group.

Description:

Step 1: Each group had 1 blank paper sheet in order to write down 8 reasons why Human Rights are important in our lives and ways how to promote them.

Step 2: After deciding, each group presented its ideas and notions about this topic. In the meantime, all answers were noted in the flip chart by the trainer and an open discussion among the groups followed.

Step 3: Then, the trainer distributed to each group 1 card that identified a specific case in which there were some people most commonly known as minorities.



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Description:

In this case, each team, according to the cards, had to play a specific role in order to help the «minorities» gain access to rights. For this activity, the participants had access to the internet, so as to find good practices.

Step 4: At the end, each group presented its unique case as well as their results/solutions and a fruitful conversation about this topic will follow.

Step 5: Took all together and compared good practices.

Step 6: Created a chart with all the final results from the activity as well as future recommendations.



Access to rights

Training for potential junior youth workers

Workshop created during the training

Workshop Title

“Never have I ever ...”

Duration:

40 min

N° of participants:

20 young people

Materials needed:

Cards, chalks, board, wifi.

Preparation:

Divide the participants in 5 groups of 4 people and represent the activity's idea.

Description:

Step 1: After dividing them in five groups, the trainer passed from each one of them one by one the five cards (1. Perpetrator, 2. Victim, 3. Savior, 4. Attendee).

Step 2: Each person shared their stories with the rest of the groups and an open discussion followed about human rights and their violations today. All kind of violations were written down on the board by the trainer.

Step 3: Each group was asked separately, if they had a relevant moral dilemma or any other human rights' incidents that took place in front of them and how they handled them.



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Description:

Step 4: The participants looked for innovative ways on how to promote human rights and access to the rights for all through the social media.

Step 5: Cooperated in groups for the creation of a social campaign.

Step 6: Created a chart with all the social campaigns of the groups.



Access to rights

Training for potential junior youth workers

Workshop created during the training

Workshop Title

“Spot the Children’s Rights”

Duration:

30 min

N° of participants:

15

Materials needed:

Camera, laptop, wifi, posts, pens, flip chart.

Preparation:

Divide the participants in small groups and represent the activity’s idea.

Description:

Step 1: After dividing participants in small groups, the participants had to acquire informations about children’s rights through the articles of the UDHR and the Convention on the Rights of the Child (CRC).

Step 2: Each group represented, the trainer kept notes of the findings and they discussed about the topic, had to find an article from Human rights declaration and to sponsor that to the other group making a video.



Access to rights

Description:

Step 3: They were asked to find an article from Human rights declaration and explained after the reason why they chose the specific article.

Step 4: Based on their choices, the participants worked in small groups in order to create a social campaign about Children's rights.

Step 5: The trainer gathered all kinds of social campaigns in the flip chart and together with the participants they discussed upon the results and highlighted the positive effects.

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Training for potential junior youth workers

Workshop created during the training

Workshop Title

“Storytelling”

Duration:

50 - 60 min

N° of participants:

15

Materials needed:

Cards, flip chart, markers.

Preparation:

Divide the participants in small groups and represent the activity's idea.

Description:

Step 1: After dividing people participated in small groups, the participants had to share their own stories about human rights violations and describe the way how they stood up for themselves.

Step 2: After the fruitful discussion, the trainer distributed 1 card to each team, which described a unique human rights' violation case. The participants had to work into groups and explained the way how they would deal with it.



Access to rights

Description:

They can also had access to internet sources (e.g. current legislation in force, articles of the UDHR etc.)

Step 3: Each group had to present their results.

Step 4: Talking all together about human rights violations in each case and what human rights were involved. The trainer kept notes of them in the flip chart.

Step 5: Created a chart in order to emphasize the connection between life experience and human rights.



Access to rights

Training for potential junior youth workers

Workshop created during the training

Workshop Title

“Role play experiment”

Duration:

30 - 40 min

N° of participants:

15

Materials needed:

Cards, flip chart, markers.

Preparation:

Divide the participants in small groups and represent the activity's idea.

Description:

Step 1: The trainer distributed a specific role to each participant regarding human rights. The facilitator provided the main concepts of oppression and justice. The students were divided into those that acted oppressed and those represented justice.

Step 2: The participants took on their roles, according to the concept, and interacted with each other in order to find solutions and achieve access to the rights.



Access to rights

Description:

Step 3: In particular, each person had to suggest an effective solution against human rights violation. All kind of recommendations will be noted in the flip chart by the trainer in form of a tree.

Step 4: At the end of the activity, every group was involved in a discussion about the results and tried to connect their answers to specific UDHR articles.

Step 5: Talking all together about the experience regarding this activity in order to deeper understand and emphasize on the main concept.

Priority

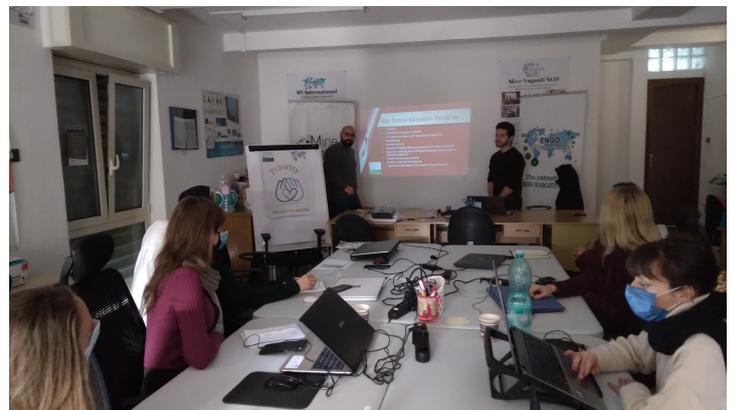
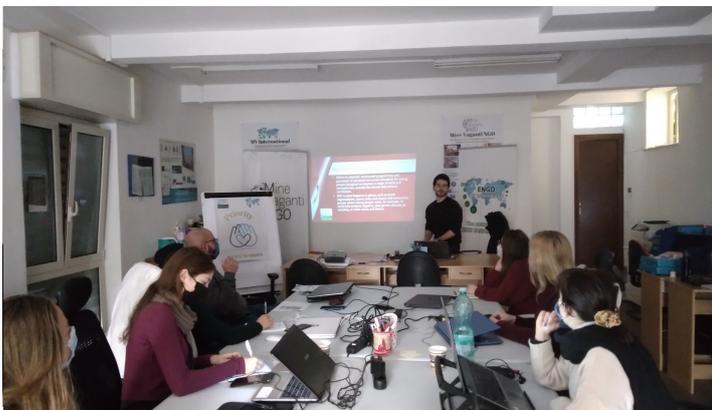


ACCESS TO RIGHTS

Access to rights

Training for potential junior youth workers

Some pictures:





Access to rights

Local activities with youngsters - short description of the activities

Local activities were carried out as part of a local program involving young people in the community in which partner organizations are working. The educational program was created by participants in conjunction with the course. This is because younger youth workers have the opportunity to look directly at young people educational needs with a further and more effective peer-to-peer process.



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Local activities with youngsters

Some pictures:





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Social campaign – short description of activities

MV International has launched a social campaign with content created by the involved young people (creation of a social campaign logo, development of publications on social networks (Facebook, Twitter, Instagram), videos, pictures). MV International encouraged the participation of organizations outside the Network, inside and outside the Council of Europe area.



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Social campaign

Material created for the social campaign





Youth participation and Youth work

Training for Trainers (Webinar):

A virtual training was led by an international Senior Trainer from MVI. Participants gained specialized knowledge about Non Formal Education methods and tools during the training. The educational needs and intervention themes of the participants were gathered by the Senior Trainer. In addition, potential Trainers created a learning program that was then implemented with a young audience through a series of local activities.



Youth participation and Youth work

Agenda - Training For Trainers (Webinar)

28 October

- 17:00 - 17:30 Trainer & Participants Presentation
- 17:30 - 18:00 European Youth Foundation Presentation
- 18:00 - 19:30 EYF games
- 19:30 - 20:00 Open discussion: Why is participation important in youth work?
- 20:00 - 20:15 Evaluation Meeting - Debriefing

29 October

- 17:00 - 17:30 Starters – Intro Games
- 17:30 - 18:00 Introduction to Non Formal Education
- 18:00 - 20:00 Let every voice be heard – Compass practical session
- 20:00 - 20:15 Evaluation Meeting - Debriefing

30 October

- 17:00 - 18:00 TOWARDS COMMON GROUND. LET'S DISCUSS 7 THEMES FOR YOUTH WORK IN EUROPE.
- 18:00 - 19:00 Children's rights – Compass practical session
- 19:00 – 20:00 Where do you stand?– Compass practical session
- 20:00 - 20:15 Evaluation Meeting - Debriefing

31 October

- 17:00 - 20:00 Development of the learning programme
- 20:00 - 20:15 Evaluation Meeting - Debriefing



Youth participation and Youth work

Training For Trainers - Description of Activities

1. EYF Activities

2. Starters Intro Games

3. Let every voice be heard – Compass practical session

4. TOWARDS COMMON GROUND. LET'S DISCUSS 7 THEMES FOR YOUTH WORK IN EUROPE

5. Children's rights – Compass practical session

6. Where do you stand? – Compass practical session

7. Workshops

[https://pjp-eu.coe.int/en/web/youth-partnership/workshops#%2247346821%22:\[\]}](https://pjp-eu.coe.int/en/web/youth-partnership/workshops#%2247346821%22:[])

Children's rights

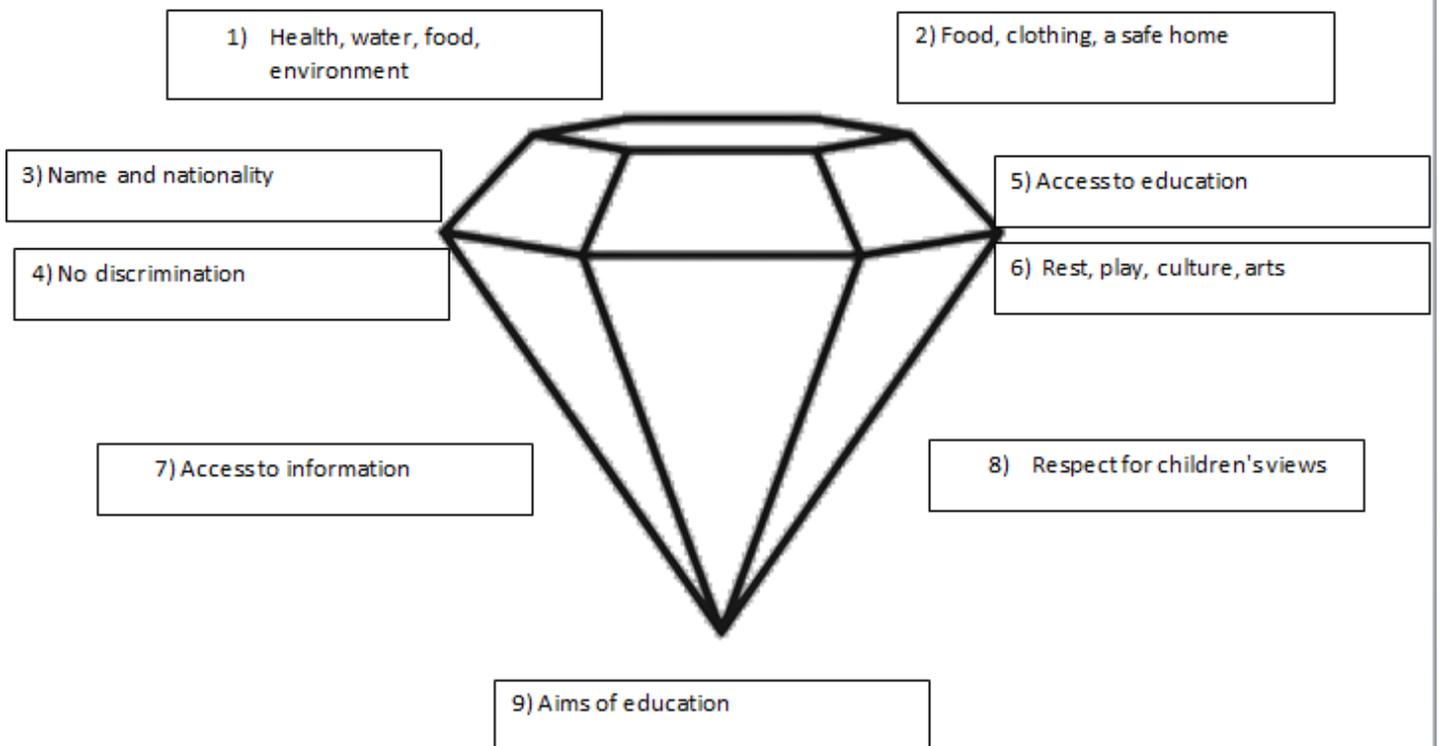
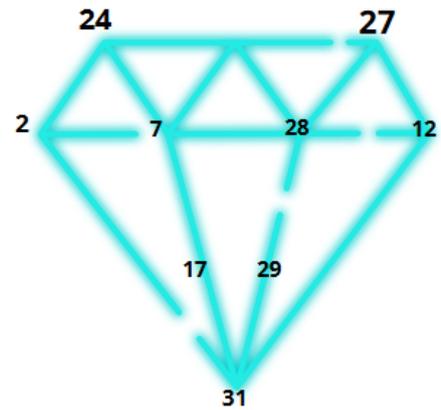




Youth participation and Youth work

Materials created by participants during the webinar:

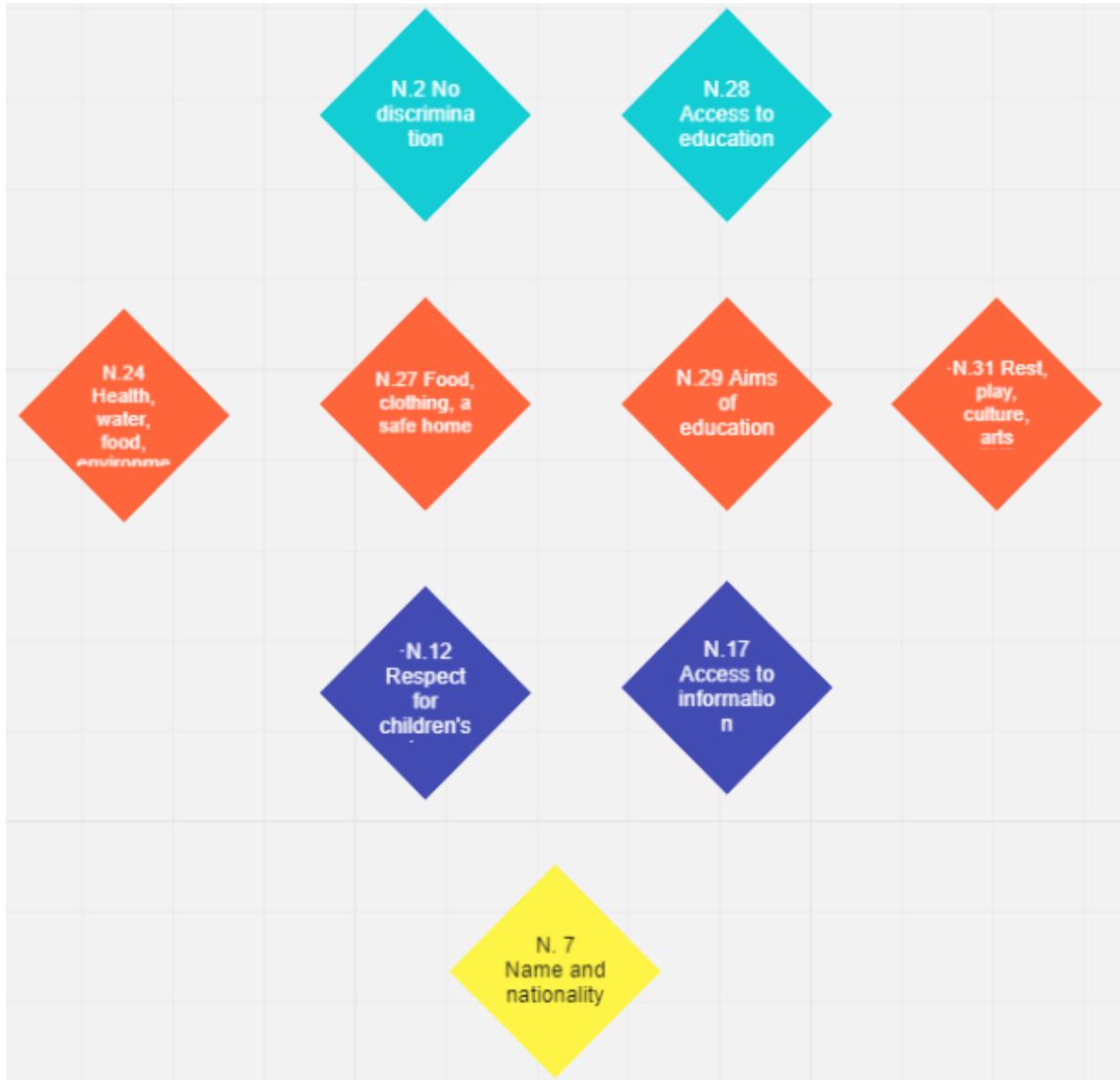
1. No discrimination
2. Name and nationality
3. Respect for children's views
4. Access to information
5. Health, water, food, environment
6. Food, clothing, a safe home
7. Access to education
8. Aims of education
9. Rest, play, culture, arts





Youth participation and Youth work

Materials created by participants during the webinar:





Workshops

Youth participation and Youth work

Icebreaking Game (Group 2): "Two truths - One lie"

Duration:

15-20 mins (Depending on the number of participants)

N° of participants:

Any number

Participant's Age:

18-30

Material's needed:

Papers, pens

Preparation:

-

Description:

On a sheet of paper, the trainer requested the trainees to put down three statements.

- One of the three assertions was a falsehood, while the other two were accurate, but only the participant was aware of it.

-He/she then went around the room, asking other people which of the statements they believed was a lie.

-At the end, the true untruth was revealed.



Workshops

Youth participation and Youth work

Icebreaking Game

Duration:

20-30 minutes

N° of participants:

15-20

Participant's Age:

18-30 years old

Material's needed:

-

Preparation:

The trainer will divide the participants in two groups.

Description:

The two groups formed two parallel lines that resembled a chain or snake, with each individual's hand attached to the shoulder of the one in front.

Each snake's last member fastened a scarf (or other cloth) on his or her back.

Each snake's first member attempted to steal the scarf of the other snake's last member, and vice versa.

The two snakes were unable to separate.

If they broke, the squad would be doomed to lose.



Workshops

Youth participation and Youth work

Team building Activity - "Name - Game"

Duration: 50 min

N° of participants: 20+

Participant's Age: 18-30 years old

Preparation: The trainer explains participants how to play it!

Material's needed: No materials are needed

Description: The participants gave a brief introduction as well as a few sentences about themselves. It was some kind of fantasy, like wanting to be a robot or possessing magical abilities. When everyone had done introducing themselves, the trainer requested each person to recall one of the other's dreams or words. They were able to remember each other better this manner, and they were able to see their position/status prior to the team building exercise. The following team building activity was designed to continue the game activity.



Workshops

Youth participation and Youth work

Team building Activity - "Group Juggle"

Duration:

20-25 min

N° of participants:

20+

Participant's Age:

18-30 years old

Preparation:

The trainer explains participants how to play it!

Material's needed:

Small balls

Description:

The group was ordered to stand in an inward facing circle and throw juggling balls in a certain order among themselves. Juggling balls were introduced as the activity progressed, and the pressure to work well as a group rose. This was a terrific ice breaker during the team formation stage.



Workshops

Youth participation and Youth work

Team building Activity - "3 Monkeys"

Duration:

60 min

N° of participants:

20+

Participant's Age:

18-30 years old

Preparation:

The trainer explains participants how to play it!

Material's needed:

Paper and colourful pens

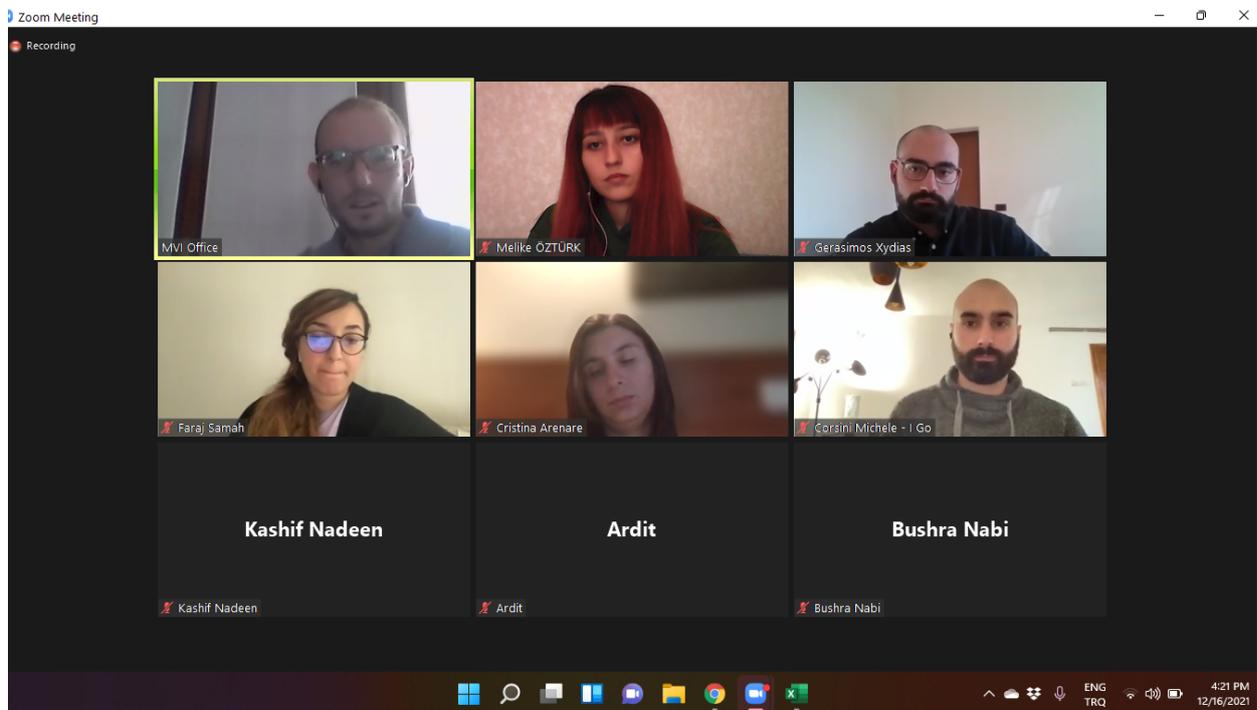
Description:

The participants were sorted into four groups by the trainer. One individual was allocated to be deaf, one to be blind, and one to be unable to talk in each group. And there was someone who possessed all of the skills. While the group worked, the blind person's eyes were covered, the deaf person wore headphones, and those who couldn't communicate were not allowed to speak. Participants were requested to collaborate on drawings and paintings in this fashion. They have to finish the picture by telling and touching each other.



Youth participation and Youth work

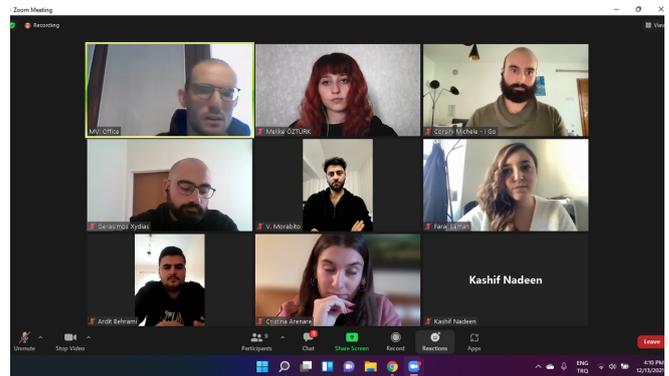
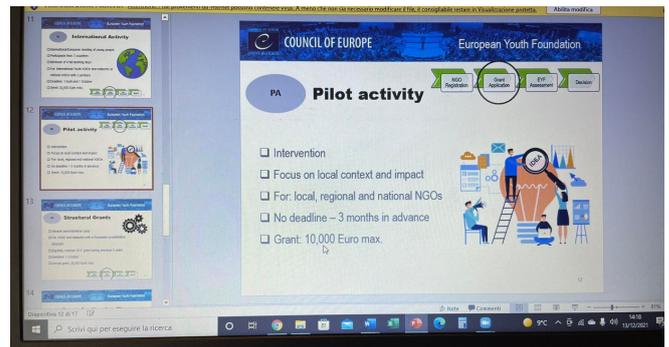
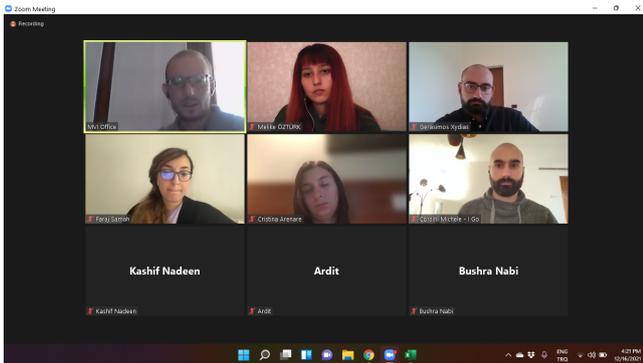
Training For Trainers (Webinar) - Session 1





Youth participation and Youth work

Training For Trainers (Webinar) - Session 2





Youth participation and Youth work

Internal Training - Pics





Youth participation and Youth work

Internal Training:

Trained Trainers conducted an internal training session with their coworkers to share what they learnt during the Webinar. Each partner organization was in responsibility of planning the internal training(s).



Youth participation and Youth work

Internal Training - Pics





Inclusive and Peaceful Societies

Transnationals Co-creation group session for Trainers

Activity - Priority Inclusive and peaceful societies

Activity:

Transnational co-creation group sessions of Trainers: Virtual sessions of co-creation among Trainers focused on creating specific educational programmes with an emphasis on the issues and related rights of specific social groups (e.g. Roma youth and other minority groups, young refugees; young people with disabilities, LGBTQI young people and Young women and girls) targeted at young people. Trainers implemented a preparatory activity gathering all the existent publications and materials (e.g. Guides, Manuals, Toolkits) to be use as a base for the programmes. Moreover, during the sessions new NFE tools were created and integrated into the programmes, which was tested, in their finalized version, during local pilotings

Day 1 / 4th November 2021

- Participating Trainers introduction: 30 min
- EYF presentation: 15 min
- Sharing best practices (Manuals, Guides, Handbooks, etc.): 60 min
- Brainstorming and selection of topics of interest & target groups of interest: 60 min
- Division in working groups and assignment of the topic & target group: 15 min
- Debriefing of the day: 15 min

Day 2 / 5th of November 2021

- Development of the activities with new tools: 120 min
- Presentation of the activities & feedback: 60 min
- Debriefing of the day: 15 min



Inclusive and Peaceful Societies

Transnationals Co-creation group session for Trainers

Workshops and Activities Connected with Roma youth and

GOOD PRACTICES: other minorities

- [Salto](#)
- [Workshop on future policies for Roma Background paper for session 1](#)
- [Working Roma. Best practices manual](#)
- [Promoting Roma Integration at the Local Level](#)
- [Manual on combating antigypsyism through human rights education](#)
- [Roma Health Mediators](#)
- [Teacher training in Roma education in Greece: Intercultural and critical educational necessities](#)
- [COMMUNITY - LED LOCAL DEVELOPMENT FOR ROMA INCLUSION - TRAINING MANUAL](#)

Good Practices and Manuals for Young Refugees

- [Integration of young refugees in the EU: good practices and challenges](#)
- [Guidelines on working with young refugees and migrants](#)
- [Toolbox — For Training and Youth Work](#)
- [Action for Refugee Children](#)

Inclusive and Peaceful Societies

Transnationals Co-creation group session for Trainers

Good Practices and Manuals for Young people with disabilities

- [Embedding inclusion of older people and people](#)
- [FOR INCLUDING PERSONS WITH DISABILITIES IN ALL ASPECTS OF DEVELOPMENT EFFORTS](#)
- [Good practice guidance on working with parents with a learning disability](#)
- [EMPLOYABILITY A RESOURCE GUIDE ON DISABILITY FOR EMPLOYERS IN ASIA AND THE PACIFIC](#)
- [Disability in the Workplace: Company Practices](#)
- [The Right to Education for Persons with Disabilities](#)

Best practices and Manuals about LGBTQI Youngpeople

- [Guidebook for Best Practices with Lesbian, Gay, Bisexual, Transgender, and Questioning \(LGBTQ\) Youth](#)
- [BEST PRACTICES FOR SERVING LGBTQ STUDENTS](#)
- [A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children](#)
- [Caring for LGBTQ Children & Youth: A Guide for Child Welfare Providers](#)
- [A Guide for Understanding, Supporting, and Affirming LGBTQI2-S Child, Youth and Families](#)
- [SERVING LGBT YOUTH IN OUT-OF-HOME CARE](#)
- [RECOMMENDED PRACTICES To Promote the Safety and Well-Being of Lesbian, Gay, Bisexual, Transgender and Questioning \(LGBTQ\) Youth and Youth at Risk of or Living with HIV in Child Welfare Settings](#)
- [LGBT Homeless Youth](#)
- [Best Practices for Professional School Counselors Working with LGBTQ Youth](#)
- [Working With LGBTQ+ Youth and Families](#)

Inclusive and Peaceful Societies

Transnationals Co-creationgroup session for Trainers

Good Practices and Manuals for Young women and girls

- [Best Practices for Girl- and Young Women-Friendly Cities: TOWARDS AN INTERNATIONAL DIALOGUE](#)
- [Guide for Young Women's Transformative Leadership](#)
- [A Practical Handbook for Creating and Leading a Girls' Club](#)

Good practices and Manuals for Active Participation of Young people

- [Participatory Citizenship in the European Union Institute of Education](#)
- [For participating in the International Plant Protection Convention Commission on Phytosanitary Measures meeting](#)
- [Manual for the implementation of the code of good practice for civil participation in decision making process](#)
- [Youth Participation Good Practices in Different Forms of Regional and Local Democracy](#)
- [Youth Workers Manual](#)
- [A youth participation best practice toolkit](#)

Inclusive and Peaceful Societies

Transnationals Co-creationgroup session for Trainers

Workshop created during the sessions: Inclusivity in schools

Roma Youth

Promote the inclusion of Roma youth, focus in children and youth (8-16 years old)

The project took place during the spring session

Gabriel Oropesa De Santis Lisa

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Executive Summary

The goal of this project was to help the Roma community integrate into Italian society, and in particular to ensure that inclusion does not imply a struggle, but rather an exercise in understanding that different minorities do not deserve to be discriminated against or excluded simply because they belong to a different group. The goal was to enable Italian youth recognize that the Roma community is made up of people who have many distinctions and many things in common with anyone else in Italian culture or the world. Overcoming all stereotypes that surround this community, as well as contributing to the development of new links between the Roma and Italian youth communities, breaking down barriers based on fears and stereotypes, and requiring them to work together in a safe environment in which they built a safe space in order to complete the various activities and workshops were among the goals.

Inclusive and Peaceful Societies

Transnationals Co-creation group session for Trainers

Workshop created during the sessions: Inclusivity in schools

Roma Youth

1.0 Objectives

1. Create new links between the Roma youth community and the Italian community, this will be measurable in long term looking if after 1 years they keep the contact, or they overthrow the previous stereotypes and ideas.
2. Activities The activities are focused on the interaction between children, with games and activities where language is not mandatory, as data show that Roma youth have in some cases not a perfect Italian or even not knowledge of the language.
 - Treasure hunting
 - Gymkhana - One day beach trip (with games)
 - One day mountain trip (games and small hiking)
 - One "weekend camp", sharing space for more time and activities.
 - Sport activities (soccer, volleyball, ping pong, baseball...)
 - Artistic activities
 - Team building (children version)

The main idea was to make the most interactive activities, and to make possible the interaction between children, it was a safe and funny environment where children had fun while were interacting with others, there were not a formal education or a education about what is the Roma community, or the Italian community.

2.0 Background to proposal

1. This project was the need of a real inclusion in the Italian society and specially in the schools, were since children, people are almost segregated by ethnicity. Based on data Italians high class schools are almost empty of minorities, taking away to the children to meet other cultures or ethnicities. And even the medium class schools are empty of minorities, this have different explanation as minorities live in suburbs, so they are assigned to schools with other labour class families, but the importance is to give to all the children the opportunity to meet the minorities and to make them understand by themselves that stereotypes are not real.

Inclusive and Peaceful Societies

Transnationals Co-creation group session for Trainers

Workshop created during the sessions: Inclusivity in schools

Roma Youth

3.0 Case for Change

This project was essential as noticed that in schools curriculums is almost excluded the idea of teach children to overthrow stereotypes. The missing of activities focused on the inclusion and the integration between minorities (in this case the Roma youth) and Italian youth, make it obvious the lack of integration in the schools syllabus and in that way the exclusions will perpetuate in the time.

4.0 Target group

The target group included students in the Italian “Scuola elementare”, comprising children from 8 years old up to 16/17 years old. And for the other hand the Roma youth community of the same age. The importance lies in the ability of children to overthrow stereotypes, and the early actuation in avoiding the construction of ideas against this community. Children have more capacity to make new friends and to create new links no matter skin colour, religion, language, ethnicity, familiar background...

5.0 Risk Management

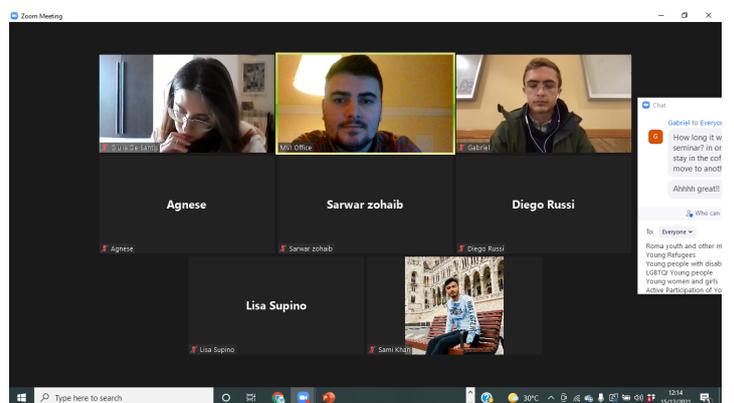
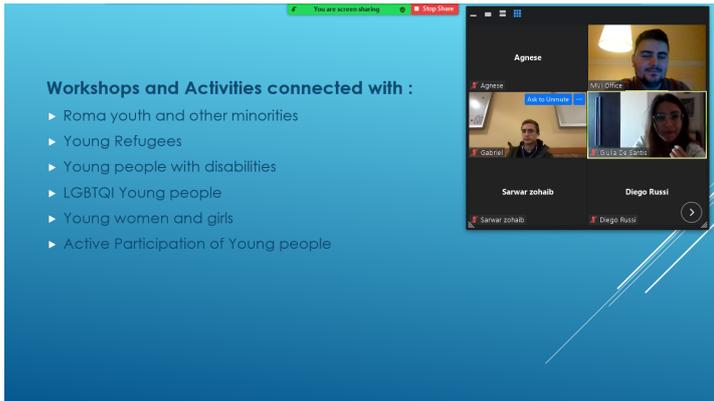
The biggest risk that we have had face was the lack of trust from parents of both size, Italians and Roma parents that did not trust in the purpose of this project, or believed it was carry to bad situation and experience for children.

Risk	Potential Issue(s)	Potential mitigation
1. Lack of parents trust	• Not participation	• Not need to incorporate in the info-pack that participants will come from different from the Roma and Italian community.
2. Language barrier	• Not communication between participants	• Included activities where achieve the goal is possible without sharing same language

Inclusive and Peaceful Societies

Transnationals Co-creation group session for Trainers

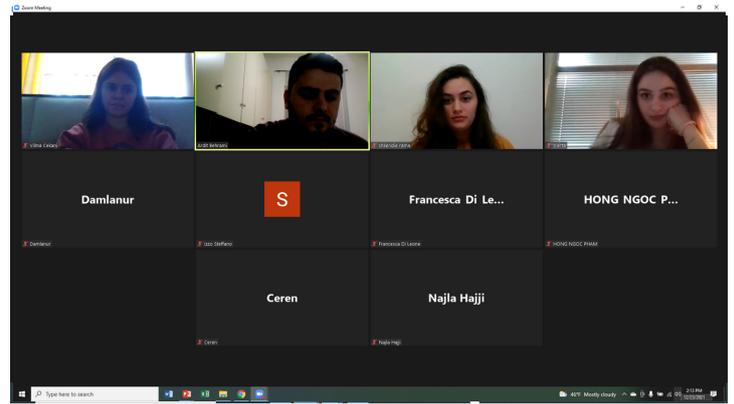
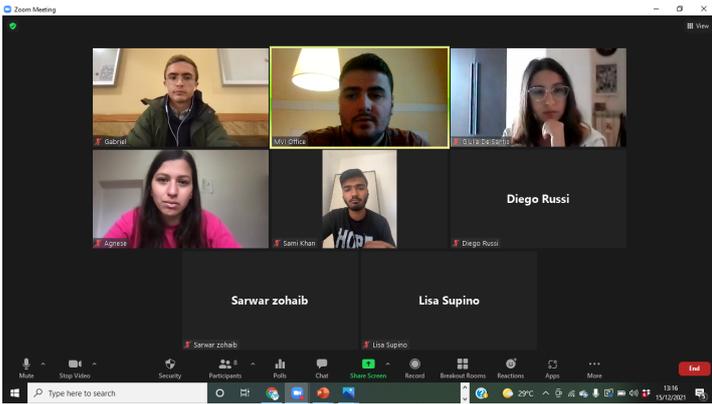
Some pictures: Session 1



Inclusive and Peaceful Societies

Transnationals Co-creationgroup session for Trainers

Some pictures: Session 2





Inclusive and Peaceful Societies

Local activities with youngsters

A set of local activities were implemented based on the programmes developed during the co-creation sessions. Young people took part in these events in order to foster peer-to-peer contact in a "familiar space," resulting in a sharing of perspectives and emotional opening on both sides. The program focused on issues affecting young migrants in order to create intercultural interaction and learning between them and indigenous youth.

Inclusive and Peaceful Societies

Local activities with youngsters

Some pictures:





Inclusive and Peaceful Societies

Social Campaign

MV International launched a Social Campaign featuring content created by young people coming from different countries. For this purpose, they created some materials to share and express their values and thoughts on the topic. On the contents to be released, a set of Guidelines was drafted.

Inclusive and Peaceful Societies

Social campaign

Material created for the social campaign:



inclusive & peaceful
societies



Inclusive and Peaceful Societies

Social campaign

Material created for the social campaign:



HOW TO BUILD INCLUSIVE AND PEACEFUL SOCIETIES

- 1 respect for all human rights and fundamental freedoms
- 2 respect for cultural and religious diversity
- 3 promotion of social justice and special needs of vulnerable and disadvantaged groups
- 4 promotion of democratic participation
- 5 rule of law

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Inclusive and Peaceful Societies

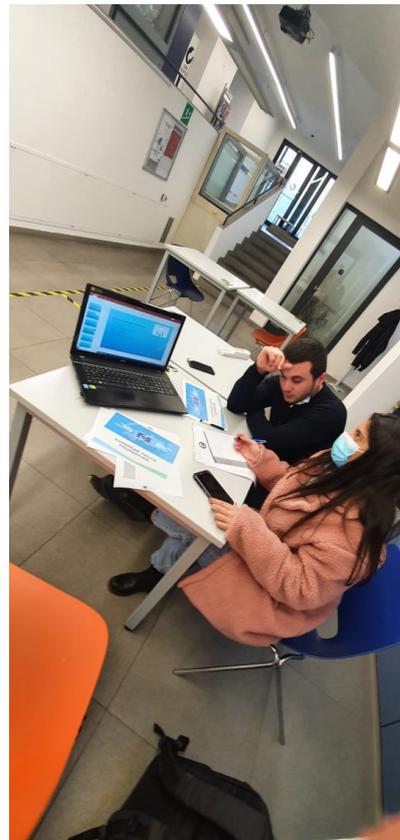
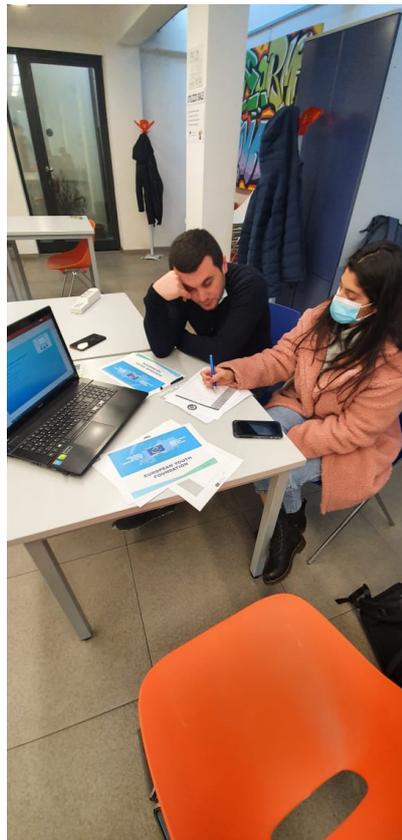
Local raising awareness initiatives

The MV International Network supported a group of young people who planned, organized, and carried out local initiatives such as demonstrations, flash mobs, open debates, and other events in order to raise awareness among their peers and the community about the importance of promoting the equality of human dignity as outlined in the White Paper on Intercultural Dialogue.

Inclusive and Peaceful Societies

Local raising awareness initiatives

Some pictures:





LEAVE
NO ONE
BEHIND



Closing Social Campaign

Closing Social Campaign

The Social Campaign "Leave No One Behind" was carried out in a digital format (Social Media and Website) across all of MV International Network's territories and continents.

The entire set of online actions delivered as part of the Social Campaign was aimed at raising awareness about the threat that discrimination pose to human rights and universal values when it comes to ethnic minorities, migrants and refugees, disabled people, and all forms of gender-based discrimination at the transversal level.



Closing Social Campaign

Closing social campaign

Efektas Group



Global Compassion





LEAVE
NO ONE
BEHIND



Closing Social Campaign

Closing social campaign

GNO FAR



MVI





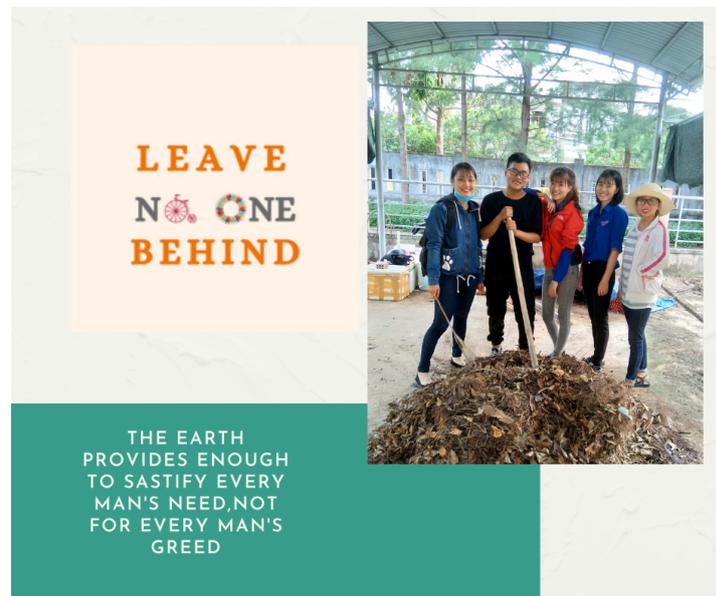
LEAVE
NO ONE
BEHIND



Closing Social Campaign

Closing social campaign

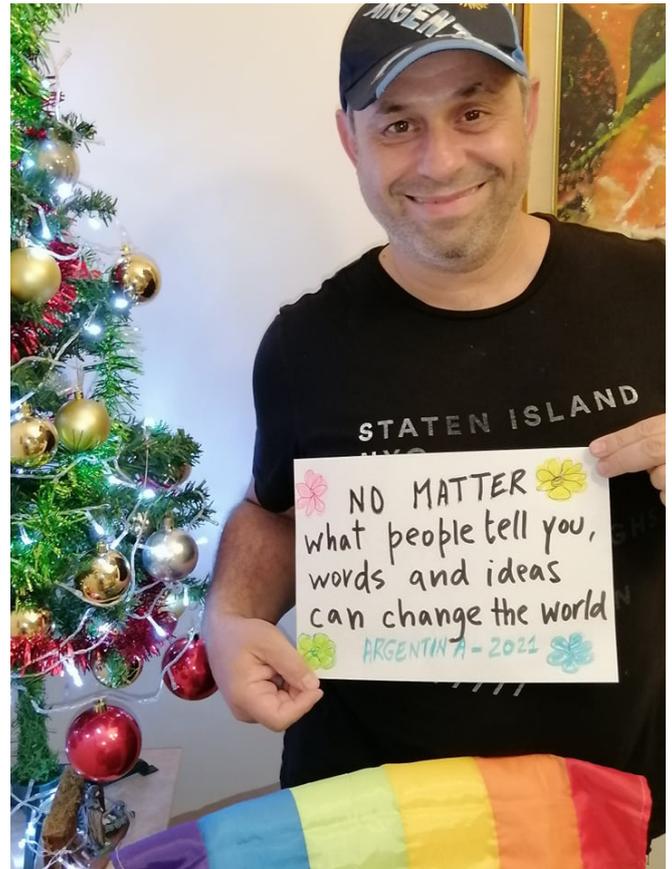
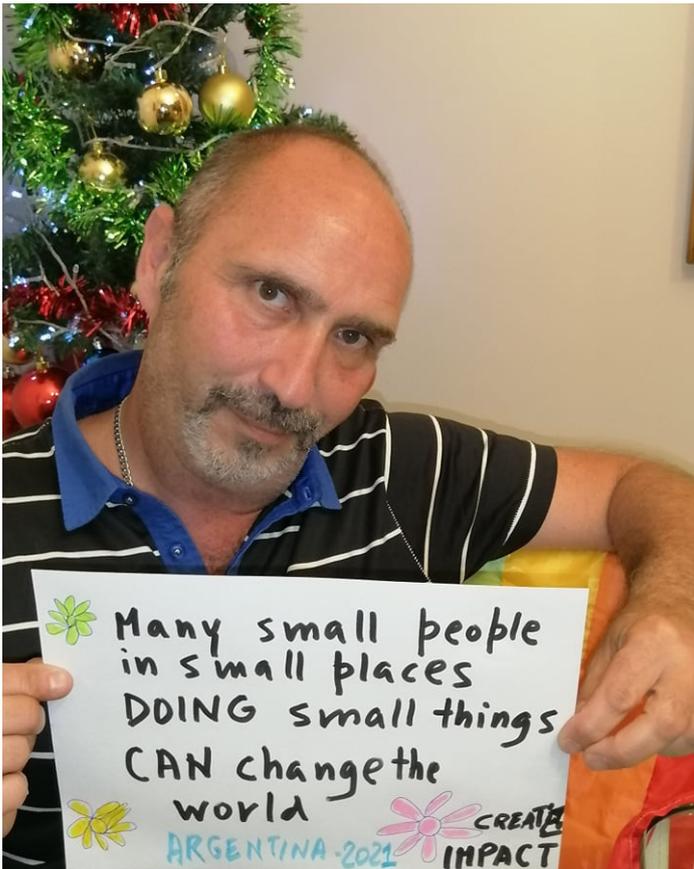
Center for Development of Community Initiative & Environment



Closing Social Campaign

Closing social campaign

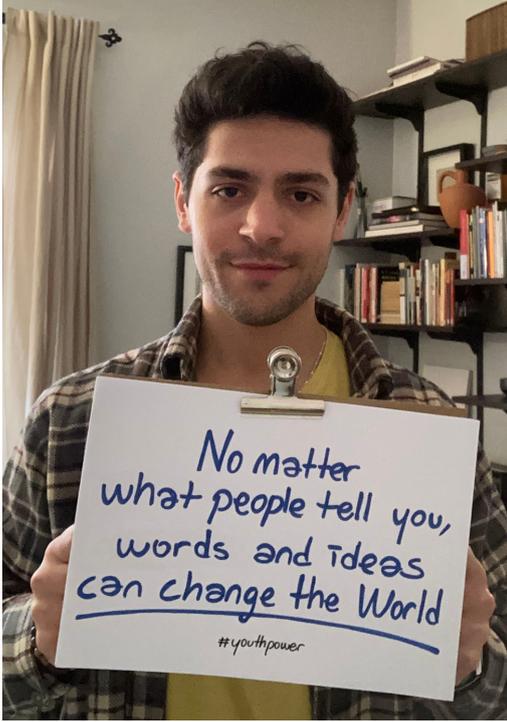
NGO Vilo



Closing Social Campaign

Closing social campaign

Sivas Gelişim Derneği - Sivas



Sivas Gelisim Genclik ve Spor Kulubu Derneği



Youth Power Initiative Group

