



GOOD PRACTICE GUIDE



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Introduction

More inclusive civil societies take on contradictory behavior and thoughts. Although there is a social proximity enhanced by technologies and the digital age, the truth is that there is an increase in intolerant behaviors and non-acceptance of diversity and interculturality.

We believe that young people, as the future of Europe, should be sensitized to social inclusion, diversity and interculturality as core social values in the constitution of a cohesive and tolerant society. We therefore consider it essential to ensure that young people share good practice, increase intercultural experiences and are tolerant of diversity.

With a view to social and personal development, the objective of this project was to promote an exchange so that youngsters with fewer opportunities can live experiences and acquire new skills and learning based on non-formal education methodologies.

The objectives were to promote diversity and interculturality among young people, to raise awareness of social and European values, for diversity and interculturality and for social problems and needs in the youth field.

This document will analyze each of the activities developed by the different groups of participants.



Erasmus+

Erasmus+ is the European Program in the fields of education, training, youth and sport for the period 2014-2020. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European Policy agenda for growth, jobs, equity and social inclusion.

The fundamental values of the European Union and the Erasmus+ program, such as values of tolerance, freedom and respect for human rights, are triggered by transnational collaboration and mobility and experiences of non-formal education methodology, making it possible to reduce youth unemployment and promote growth and opportunities for youth works collaboration and mobility and experiences of non-formal education methodology, making it possible to reduce youth unemployment and promote growth and opportunities for youth works to develop their ideas, projects or companies.



Together for Diversity

Together for Diversity was a youth exchange – key-action 1 project (KA1), lasting 8 months (beginning 01/08/2018 and ending 03/31/2019), supported and financed by the National Agency Erasmus + Youth in Action.

Psintífica was the organizing entity, and this project was a partnership with 7 organizations: Youth Senate Tallinn (Estonia); Associazione PrimOlio (Italy); Epeka Slovenia (Slovenia); Globers (Spain); Youth Senate Strumica (Macedonia) and Just do It (Poland).

KA1 focuses on the goal of youth mobility for learning purposes and is based on non-formal education methodologies.

KA1 focuses on the goal of youth mobility for learning purposes, with the aim of empowering young people and qualifying their international training. Thus, it is based on the NFE methodology that aims to develop learning and skills and assumes 7 premises: participation and co-responsibility, focus on the participant, practical and experiential learning, shared learning strategy, reality transformation, combination of methods and a safe learning environment.

The objectives of the Erasmus + program are, in the field of youth, to develop skills and basic skills by promoting active participation in society and creating opportunities for youth mobility to participate in new experiences of sharing and reflection. In addition, it aims to qualify the work of organizations and youth workers, as well as develop youth policies and strategies based on NFE and cooperation between European partners.

It shows the approximation of the objectives of the project with those of KA1 and the program. With a view to social and personal development, our objective is to promote an exchange so that young people can acquire new experiences and develop learning based on NFE and competencies. The objectives of promoting diversity and interculturality among young people, sensitizing them to European social values, diversity and interculturality and raising awareness of the problems and social needs of young people go from drafts to a definite action.

Thus, between December 17 and 21, 8 groups of 6 young people from each of the countries described above, lived with other young people from different cultures and developed activities about diversity, multiculturalism and social inclusion through non-formal education methodologies.



Problem and objectives of the project

PROBLEM

The problem that exists is the social exclusion of youth resulting from the intolerance of diversity and interculturality.

NEEDS

The needs identified among young people are:

- a) Sensitization of young people to changes in society and the repercussions of a lack of participation and tolerance;
- b) Raising awareness and promoting social inclusion and diversity for active citizenship;
- c) Sharing experiences and new ideas for future initiatives with European partners for social inclusion and the promotion of diversity.

OBJECTIVE:

- Promote the social inclusion of young people through the acceptance of diversity and interculturality.

Specific objectives:

- a) Sensitizing young people to diversity and interculturality;
- b) Promotion of a more conscious, proactive and more tolerant attitude towards difference;
- c) Training of young people with new skills and learning based on NFE;
- d) sharing of good practice, European dialogue and exchange of personal and social experiences;
- e) Sensitization of young people in the face of low social participation and citizenship;
- f) increasing social inclusion and cultural diversity initiatives based on the needs of young European.



Activities - Portugal

During the youth exchange, the Portuguese team prepared 2 activities. The first was a Peddy Paper by Águeda and the second was a visit to the city of Aveiro.

In each one of them, the most important thing would be to introduce the participants of the different countries into the local community and, at the same time, provide moments that could open the opportunity for each one of them to make known to the rest a little of their own culture and the different forms of insertion in the society in which they find themselves, while at the same time observing their behavior towards each situation, clearly shaped by the culture of the country in which each one is inserted, without forgetting, of course, the fact of providing them fun and great moments, learning in a context of non-formal education but also an opportunity for all of them to feel free to present their culture and their diversity and receptive environment to difference and inclusion.

1- Peddy Paper:

Participants carried out a Peddy Paper by Águeda and visited some of the most characteristic points of this city such as: Águeda Youth Center; the Tourist Office; the Águeda Art Center; the Manuel Alegre Municipal Library; the Municipality of Águeda and the biggest Santa Claus of the World.

Starting with the Águeda Youth Center, they were presented with a World Map in which they would have to choose a European Union country they would like to go and explain why.

When they explained their reasons, they showed a clear sign of their cultural influences, and when all these individual opinions were discussed together, there was a plethora of good reasons to visit the different countries of Europe according to which each country has the best, from the point of view of the youngsters with different cultural experiences and influences of the society in which they are inserted.



Activities - Portugal

Following the Águeda Tourist Office, the participants had the opportunity to see and take a photo with the Smallest Santa Claus of the world, which is a sculpture in the size of a grain of rice. The central activity of this point would be to know the different nationalities of the different people who had already passed through the city. In this way, not only did they get to know something intrinsic of the city in which they were inserted (Águeda) but also could interact directly with the local community.

Passing to the Águeda Art Center, each group of participants danced an excerpt from a set of world music, with musical styles characteristic of each country. This was a very fun multicultural moment because there was an opportunity to experience the culture of several countries through music, but also to represent it in various ways through dance. It was very interesting to see how each culture represented it in such diverse ways, and together they formed such a beautiful sight.

At the Municipal Library Manuel Alegre, several words were presented to the participants with whom they had to build a story, related to their country that had a nexus. Of course, it turned out to be a very entertaining and great learning moment, not only because it was possible to learn a little bit about the culture of each country, but also, for having verified how each of them responded to a challenge of this type, in this social context.

Almost at the end, upon arriving at Municipality of Águeda, the participants reported what they would do if they were the president of their country. It was very interesting how they all related their personal ambitions and desires to the problems that the countries in which they are facing. In this way, everyone got a better perception about how each of the countries of Europe facing affects the population affect the population that lives there and also the whole community of the European Union. In addition, the way in which the young people of each country perceive the situation and also their personal aspirations for the change and evolution of the same.



Activities - Portugal

Finally, the participants went through the biggest Santa Claus in the world that is found, also in the city of Águeda. At this point, they had the challenge of choosing a typical Christmas song from their country, singing it and teaching it to the rest of the group. It was very interesting to see this moment of cultural and linguistic diversity. It was a lot of fun for all the members of the group, but also, a moment of great inclusion and unity.

2 Visit to Aveiro:

Participants did a visit to Aveiro (the city of Águeda). In this activity the youngsters had the opportunity to meet and walk around this place! They tried the typical food, like the soft eggs and “guts” (a typical cake), strolled from “moliceiro” (a typical boat) , some saw the beach and all had fun in this charismatic city of Portugal!

In addition, they all had a mission: to record a short video with local people, random on the street to record what was to them the notion of diversity and its importance. Besides this activity, it was very important in relation to the local community and social inclusion, it was also very enriching in the sense that it put the community to reflect about diversity and also because it was able to gather several ideas and concepts about of this theme!.



Activities - Spain

The Spanish team presented a Multicultural Quiz that illustrated how participants' perceptions of reality and the "facts" they are taught through the media, the education system and other sources of information are often limited in depth or simply wrong. Participants take a multiple-choice quiz with questions related to race, gender, socioeconomic class, etc. The Spanish team projected these questions on a screen and each team exposed what answers they choose. After the discussion of all the correct answers there was 20 minutes for each team to develop one of the topics that appeared in one of the questions and exposed it in front of the others, showing their own conclusions and opinions.

In this way, all participants became more knowledgeable about the culture of different countries and about facts and multicultural curiosities. Beyond this moment of enrichment of general culture, through non-formal education, it was also a moment of interaction and discussion of the participants who shared their opinions and thoughts with the rest of the group!



Activities - Lithuania

The Lithuanian team developed the following activity:

1- Contextualization:

This has been a very long trip in this spaceship. You feel lonely in outer-space. What you appreciate the most is friendship, love and care. It is your main goal to fill your "loveometer".

2- To do this, you have to play a card game:

Everyone starts with 6 random cards. You can only interact with one person at a time. Each player puts a card facing down. Then, the players reveal their cards. The player with the lowest card wins both cards. The one who wins the cards gives a sign of appreciation in the other person's loveometer. If someone does not have any cards left, he or she can get more cards from the facilitator.

1- The rules on your spaceship:

You greet and say farewell with a friendly pat on the shoulder. Friendship, kindness, love are highly rated in your ship. Use at least once in each sentence a word related to these concepts.

It is important for you to follow the rules, therefore, do never speak to anyone about them! If you break a rule, you will be forced to stand in a corner facing the wall.

Cosmonauts are traveling to the other spaceship.

2- Observation check:

The groups pause and there facilitator asks for observations from the cosmonauts about their visit to the other spaceship.

The facilitators asks about:

- Observations;
- Feelings;
- Understandings.

These observations are then used by the group to develop an understanding of the other ships culture.

Simulation continues as normal after observation check.

Whenever a facilitator chooses 3 people, these ones will become a cosmonaut who will be visiting the other spaceship. After a while, facilitators will ask cosmonauts to return to their original spaceships.



Activities - Lithuania

- 1- Debriefing in separate groups:
 - How do you feel?
 - How was it during the simulation within your group?
 - How did you feel?
 - What happened?
 - What were the nice points or misunderstanding within your group?
- 2- How was it in the other spaceship?
 - Observers share what they noticed;
 - Discussion over the observations;
 - Elaborate a common opinion about the other spaceship.

- 1- Debriefing all together:
 - How do you feel after the simulation?
 - Exchange of mutual impressions.
 - What did you notice in the other spaceship?
 - How do you understand what you have noticed?
 - Have you ever experienced something like this before?
 - What can we do in similar scenarios?
 - Analogy of coloured glasses: isn't it amazing that often when we look to reality what we really see, is merely our interpretations?

The importance of this activity is to explore feelings and emotions such as friendship and empathy in a multicultural context. In addition, it allowed participants to interact with each other and get to know each other better. It also promoted a debate of opinions in the context of multiculturalism and diversity in light of non-formal education methodologies.



Activities - Slovenia

The team from Slovenia divided the participants into 8 groups.

Then gave them different cards with different countries like Asian, European, African and so on.

After that, the participants had some time to think as they believe the people from the different countries act, our behave and cultural values of those people.

After that, the team sat down and started to ask questions from one group of people about other group.

The expected results were to make people able to think like other people, that is how they are when they put themselves in other shoes and hour, it is easy to judge someone without knowing the facts, their culture, values, the difficulties they might have gone through and the amount of hard work they might have put to be where they are at that moment.

This activity was very useful for working on the importance of empathy, social inclusion, acceptance of differences in a multi-cultural context. At the end of this activity it was possible to recognize that diversity is a good and essential thing because that is what makes each country and culture unique and the world in such a full and complete place.



Activities - Estonia

This team did a quiz activity combined with some sports. The participants were divided into 8 groups and they had to answer to questions about LGBT, diversity, equality, etc.

Once again, this activity made it possible to meet, discuss and reflect on topics as important as those described above, through non-formal education methodologies and in a playful and multicultural context and also introduced other topics related to diversity, as sexual orientations by combining physical exercises with reflection.



Activities - Poland

The Polish team developed the following activity "Children's fun": Participants were divided into 8 groups, by countries. They had to prepare a game about childhood, and then, all the participants had to take part in it. The aim of this activity has to show that we can come from different countries, different environments, but as children we are not much different.

This mainly demonstrates that we are all people and we are all the same, inside. What creates prejudices that generate evil and violence is something that is imposed by society and shapes us as people. In fact, when we are children, we do not have such prejudices or negative stigmas about other cultures, and we actually have most of the things in common: we like to play together, to love and to be happy.

What is more important in this activity is the possibility of reflecting on the importance of social inclusion and the acceptance of diversity and multiculturalism as basic values for the proper functioning of global society and as basic principles for happiness and peace.



Activities - Italy

The Italian team developed the following activity “Mixed Diversity Theater”:

The participants were divided in 4 groups and they had to choose and write down on a paper context/location and a social/diversity problem with its own solution to this.

Then, the team gather all this papers and randomly gave to the groups a context and a Social problem they didn't fought (without giving them the solution of this social problem).

Then, the 4 groups had to “act” like in a theater in front of the other participants trying to develop the best solution for the social/diversity problem they received. Then the group who created the Social Problem had to give the answer they thought about it.

This activity promotes a critical spirit in relation to various problems/situations. The fact that participants have to work out solutions to the various social problems in a context of cultural diversity leads them to develop important competences on this subject in the sense that they have to intervene as if they are living the same situation. In this way, in addition to working on empathy, they conduct an informal debate about situations / problems but in a playful and creative group context, based on non-formal education methodologies.



Activities - Macedonia

The Macedonian team developed the following activity: "Diversity Gallows": The team prepared a list of words that describe and are associated with diversity, inclusion and discrimination and separate the participants in 6 groups.

The groups were mixed by gender and country respectively.

Then, the team distributed the list of words to the groups round by round. They had one large flip chart in front of them, so each participant from the group stand and draw the gallon on the flip chart with some tips of the word that other participants had to discover it.

Then, were finished two rounds group by group and the group that discover more words and were "hanged the less", were the winners.

The main objective and aim of this activity was to gain more knowledge and open up a discussion among the participants of the most important words and topics that describe the meaning of Diversity and Inclusion, in a playful and fun environment, based on non-formal education methodologies, promoting unity and cohesion of the group.



Conclusions

Youth exchange – Together for Diversity was supported and funded by the National Agency Erasmus+ Youth in Action.

All the activities that were prepared and executed in this youth exchange – Together for Diversity were a good practice for diversity, multiculturalism and social inclusion.

This youth exchange promoted participation as youngsters took part in the planning, implementation and evaluation of the activities. Psientifica' European Volunteers, from the projects Águeda Volunteering Land and VolunteersPoint 2.0 also took part in the logistic organizations of the project and were the ones who promoted Erasmus+ Youth in Action among participants.

Non-formal education methodologies as the energizers were implemented by volunteers and all the countries.

By sharing these activities and good practice, we hope they are replicated by various institutions and reach the greatest number of people so that the acceptance of diversity, multiculturalism and the trend towards social inclusion is seen as an objective and central need in Europe and in a global society.



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