

BE THE CHANGE



BOOKLET

A Youth Exchange to address the need for an open mind, freedom of self-expression and respect among people for equal rights, tolerance and social inclusion.

Youth Exchange KA1
Erasmus+
Murcia may 2019



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Erasmus+ Programme
of the European Union



“In diversity
there is
beauty and
there is
strenght”

Maya Angelou



This publication is a collection of the learning outcomes and information collected during the Youth Exchange, Be the change which took place in El Rellano, Murcia, Spain from 19 till 26 of May 2019.

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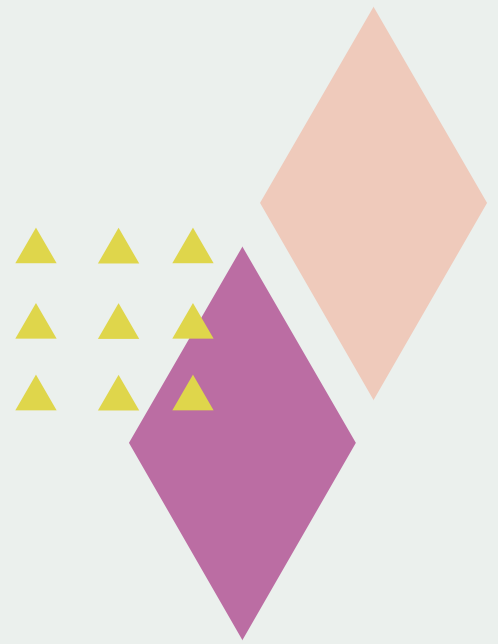


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Erasmus+

The European Union's Erasmus+ programme is a funding scheme to support activities in the fields of Education, Training, Youth and Sport.

Erasmus+ gives people the opportunity to study, train, undertake work experience and volunteer abroad with the aim of boosting skills and employability, particularly amongst young people, in Europe.

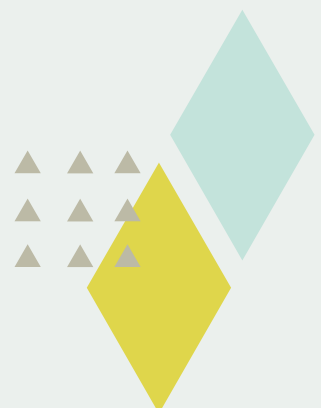
Erasmus+ also supports transnational partnerships among Education, Training and Youth institutions and organisations to foster cooperation and bridge the worlds of Education and work in order to tackle the skills gaps we are facing in Europe.

Erasmus+ Youth

Erasmus+ is open to all young people, not just those involved in education or training. With Erasmus+, participate in a youth exchange abroad.

Youth Exchange

Youth exchanges allow groups of young people from different countries to meet and live together for up to 21 days. On a youth exchange, you can expect to participate in activities such as workshops, exercises, debates, role-plays, outdoor activities, etc.



Be the change

What is Be the Change?

Be the change was a Youth Exchange project.

With this project, we wanted to address the need for an open mind, freedom of self-expression and respect among people for equal rights, tolerance and social inclusion.

The Youth Exchange took place in El Rellano in Murcia, Spain, between 19th and 26th of May 2019.

Be the change was a great opportunity for youngsters around Europe to come together and create positive results in their personal and professional lives.

The **objectives** of the project were:

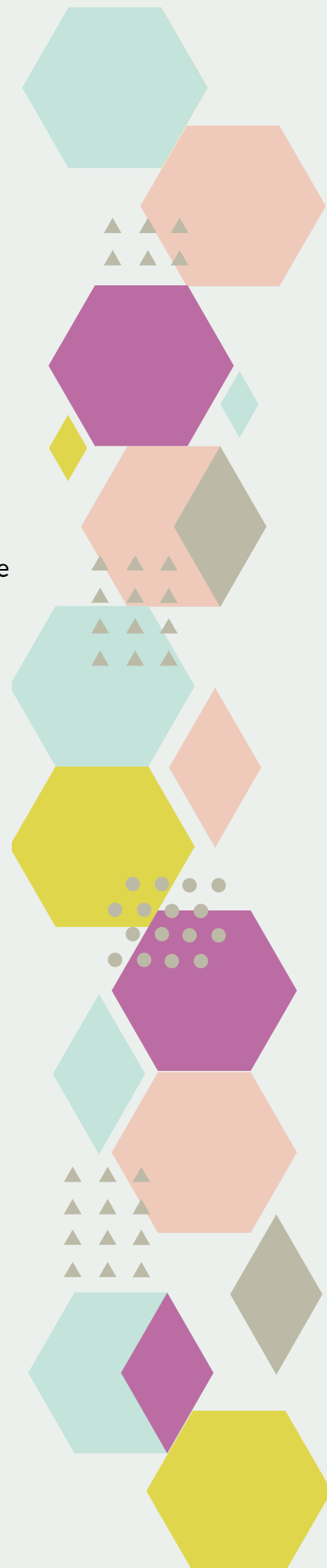
- 1.- To involve youngsters with fewer opportunities coming from 6 European countries and organizations which work directly with diversity and inclusion.
2. - To increase the competences of the youngsters during the project.
3. - To launch an online collaborative awareness campaign on social networks for the LGBTQIA + woman + disability youth group between 15 and 30 years of age during the exchange and beyond.

The project was meant for youngsters between 18 and 30 years old.

The overall result of this exchange assumes some positive effects and impact in all individuals participating directly and indirectly to the project.

The mission was to encourage young people to promote Social inclusion, diversity and equality.

The project was funded by the Erasmus Plus program of the European Union, under the KA101 Youth, Mobility of Young section and more specifically under the support of the Spanish National Agency, ANE (Agencia Nacional Española)



Eurodynamis

Eurodynamis is an international oriented non-profit organization established in 2015. Eurodynamis manages many education, training and social projects from different levels (local, regional, national and international). The NGO is within the fields of Education, Environment and Culture, as well as any bio-psico-social intervention.

Our activities and projects are focused in several areas as human right, social inclusion, peace building, culture, conflict resolutions, minorities, youth employability, gender issues, intercultural learning, poverty and emigration, leadership, youth empowerment, sports, arts, creativity, outdoor, education, healthy lifestyles... Eurodynamis targets groups of all ages regardless of gender, social and cultural backgrounds but we are specially focus in population facing obstacles like social exclusion, cultural differences, dissabilities, etc.

Our main objective is to improve the quality of life of people based on the holistic perspective that includes all aspects of the human being (action, thought and emotion) in the interaction with yourself and with the environment around us.

“

“Dynamis” (Greek δύναμις) is an Ancient Greek word with great meaning in our profession: potentiality. The Greeks knew long ago that superior training, intelligence, weapons, and tactics led to success in the field.

”

Do you want to know more? Visit us:

<http://eurodynamis.org/>

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



Topic

Gender & Disabilities

Being a woman and presenting a disability means being condemned to permanent marginalization, specifically of the type of disability, be it physical, psychic or sensory, be a woman or belong to the LGBTQIA collective means facing a double struggle on its path to equality, or, worse, find in such a protective environment that he never found out about the struggle that is fighting.

According to the WHO (World Health Organization), disability is a general term that covers the limitations, the limitations of the activity and the restrictions of participation. The deficiencies are problems that affect a body structure or function; the limitations of the activity are difficulties to execute actions or tasks, and participation restrictions are Problems participating in vital situations.

Disability is a complex phenomenon that reflects an interaction between characteristics of the human organism and the characteristics of the society in which it lives. Women with functional diversity live under a blanket of invisibility in all areas of their life. Specifically, social invisibility is one of the main factors that makes it impossible for you to Women can participate in the community, meet their needs, etc.

The situation of women with disabilities in the media is practically non existent and invisible. To talk about women with disabilities in the media is to talk to the board of directors of a "Double marginalization", women "doubly" whipped by social injustices of which affected people with disabilities, for being traditionally considered as "Disabled": exclusion of habitual spaces, undervaluation of the person with disability, and its capabilities ...; and, because of their own injustices because they are women.

Through the Be the Change project, we want to address the need for an open mind, the freedom of expression and shared respect among people for equal rights, the Tolerance and social inclusion.

In addition, we see the need for a drastic change in the way we approach rights of persons with disabilities and more specifically women with disabilities, the community and how to start an inclusive society.

A drastic need to provide the youth the opportunity and the defense space for themselves and take steps to create their own satisfaction while fighting for their human rights.



Activities

Privilege Walk

Step 1. Explain to the group that we all have certain privileges others have not had. You might say something like *"Sometimes we don't notice privileges because they're so ingrained in our culture. We are confronted on a daily basis with cultural and social norms that may be related to a certain groups' privilege. We are also confronted with marginalized communities and perspectives that deserve to have a voice. Understanding and acknowledging privileges is key to understanding why and how we react and perceive our surroundings. In order to objectively reflect on our interactions we need to focus on the intersectionality of privilege. It is an essential framing that can help us understand how every privilege or marginalization exists in a different but related place."*

Step 2. Ask participants to stand in a line at one end of the space. Explain that you will read a series of statements aloud.

Step 3. Instruct participants to take one step forward if a statement applies to them. Tell your participants that if they're uncomfortable admitting that a certain statement applies to them, then they can simply wait for the next statement. No one has to move.

Step 4. Read each of the following statements aloud, and pause between each one to allow participants to take the steps that might pertain to them.

- If you are right-handed, take one step forward.
- If one or both of your parents have a college degree, take one step forward.
- If you rely, or have relied, primarily on public transportation, take one step back.
- If you have worked with people you felt were like yourself, take one step forward
- If you constantly feel unsafe walking alone at night, take one step back. If your household employs help as servants, gardeners, etc., take one step forward.
- If you studied the culture of your ancestors in elementary school, take one step forward.
- If you were ever made fun of or bullied for something you could not change or was beyond your control, take one step back.
- If your family ever left your homeland or entered another country not of your own free will, take one step back.
- If you would never think twice about calling the police when trouble occurs, take one step forward.
- If you get off of your religious holidays, take one step forward
- If you came from a supportive family environment take an step forward
- If you can see a doctor when you need take an step forward If your parents they have worked, weekends and night to support your family take one-step back





- If you have access to a education take an step forward
- If you or your family has ever problem to pay a bill take an step back
- If you didn't have to help your family economically take an step forward
- If you don't receive any economical support from the government take an step forward
- If you are independent economically take an step forward
- If you are living independent take an step forward
- If you were ever called names because of your race, class, ethnicity, gender, or sexual orientation, take one step back.
- If you were ever ashamed or embarrassed of your clothes, house, car, etc. take one step back.
- If one or both of your parents were "white collar" professionals: doctors, lawyers, etc. take one step forward.
- If you were raised in an area where there was prostitution, drug activity, etc., take one step back.
- If you ever tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed, take one step back.
- If one of your parents was unemployed or laid off, not by choice, take one step back.
- If you attended private school or summer camp, take one step forward.
- If your family ever had to move because they could not afford the rent, take one step back.
- If you were ever discouraged from academics or jobs because of race, class, ethnicity, gender or sexual orientation, take one step back.
- If you were raised in a single parent household, take one step back.
- If your family owned the house where you grew up, take one step forward.
- If you saw members of your race, ethnic group, gender or sexual orientation portrayed on television in degrading roles, take one step back.
- If you own a car take one step forward.
- If you were ever denied employment because of your race, ethnicity, gender or sexual orientation, take one step back.
- If you were paid less, treated less fairly because of race, ethnicity, gender or sexual orientation, take one step back.
- If you were ever accused of cheating or lying because of your race, ethnicity, gender, or sexual orientation, take one step back.
- If you ever inherited money or property, take one step forward.
- If you attended private school at any point in your life take one step forward.
- If you were ever stopped or questioned by the police because of your race, ethnicity, gender or sexual orientation, take one step back.
- If your parents own their own business take one step forward.
- If you were generally able to avoid places that were dangerous, take one step forward.
- If you were ever uncomfortable about a joke related to your race, ethnicity, gender or sexual orientation but felt unsafe to confront the situation, take one step back.
- If you can get married in your country take one step foward
- If you have ever been able to play a significant role in a project or activity because of a talent you gained previously, take one step forward.
- If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward.
- If you ever had to skip a meal or were hungry because there was not enough money to buy food, take one step back.
- If you feel respected for your academic performance, take one step forward.
- If you have a physically visible disability, take one step back.

- If you ever tried to change your appearance, mannerisms, or behavior to fit in more, take one step back.
- If you have ever been profiled by someone else using stereotypes, take one step back.
- If you feel good about how your identities are portrayed by the media, take one step forward.
- If you were ever accepted for something you applied to because of your association with a friend or family member, take one step forward.
- If you have health insurance take one step forward.
- If you have ever been spoken over because you could not articulate your thoughts fast enough, take one step back.
- If you have an invisible illness or disability, take one step back.
- If you were ever discouraged from an activity because of race, class, ethnicity, gender, disability, or sexual orientation, take one step back.
- If someone has ever spoken for you when you did not want them to do so, take one step back.
- If there was ever substance abuse in your household, take one step back.
- If you come from a single-parent household, take one step back.
- If someone in your household suffered or suffers from mental illness, take one step back.
- If you have been a victim of sexual harassment, take one step back.
- If you were ever uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, take one step back.
- If you are never asked to speak on behalf of a group of people who share an identity with you, take one step forward.
- If you can make mistakes and not have people attribute your behavior to flaws in your racial or gender group, take one step forward.
- If you went to college, take one step forward.
- If you have more than fifty books in your household, take one step forward.
- If your parents told you that you can be anything you want to be, take one step forward.

Step 5. After you've read the statements aloud, ask the participants to look around at where people are in the room.

Step 6. Transition to the reflection phase of the exercise by explaining that both privilege and marginalization are part of who we are.

Reflection

During the exercise, participants might feel a number of things—particularly if, at the end of the exercise, they realize they've experienced more or less privilege than other participants. For the reflection round, facilitate a discussion that explores how people are feeling.

Ask these questions:

1. What did you feel like being in the front of the group? In the back? In the middle?
2. What were some factors influencing your privilege that you have never thought of before?
3. If you found yourself getting farther and farther away from someone, how did you feel in that moment?
4. What statement made you think most?
5. If you could add a statement, what would it be?
6. What do you wish people knew about one of the identities, situations, or disadvantages that caused you to take a step back?
7. How can your understanding of your privileges or marginalization improve your existing relationships with yourself and others?



This activity you can do it also as a play role and you can select between the statements above.

Kingdom of Dordia

This simulation game is based on a story. The story is common for all the participants, but they are divided into 3 groups.

"Storm is coming to Dordia. You need to build a bridge to get to the other side of the river in order to survive.

The kingdom is populated by the Aristocrats, the Hippies and the Aborigines."

Each group is representing a "nation", with their own culture and traditions and ways of doing. The nations are divided in different areas, where they live and divided by the river. Each group is also getting a paper with instructions regarding their culture and goals.

Aristocrats

"You are highly civilized people and education is the most important thing for you.

You meet people with simple hand shake and speak with arrogance, while avoiding body contact.

You are patriarchs and you have one male leader.

You need to build a bridge to survive.

You have the know-how, but not the resources or the place.

You live the furthest from the river.

You need the bridge otherwise you will be depopulated."

Hippies

"You are a free spirited nation. You don't care what the weather is like.

You are happy people.

You communicate touching each other gently and kissing 3 times.

Handshake is rude for you.

No leaders wanted at your nation.

You live between the other 2 nations, by the forest that offers you the resources for the bridge. But you don't use them because it is disrespectful towards nature.

You need the bridge but you might survive without it."

Aborigines

"You live close to the river, but you adopt easily. You can survive the flood, though crossing the river will allow you to conquer more areas. You are wild and dress, eat, drink whatever. You are hyperactive and you greed each other with the HAKA.

For you eye-contact is crucial. If anyone touches or talks to you without it, you get crazy.

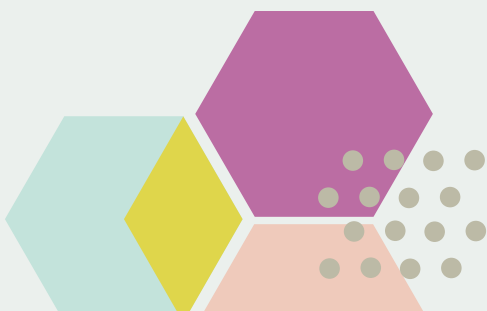
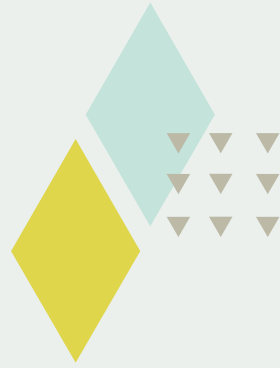
You are pagans and pray to the Gods every 5 minutes.

You have matriarchy. A woman is the leader.

You leave by the river and you are very territorial. You don't allow others to reach closer.

After receiving those papers, they have 1h to fulfill their goals. After the time has passed, the whole group comes back together to reflect as to what extend they managed to reach a consensus, fulfill their goals, enjoy the process.

The aim of this game is to put the participants in the shoes of the other and to understand that reaching a coming agreement can be really hard. If the goal is not reached that is ok. It is more important to reflect on communication.



How do we support people?

This activity is reflect on how we see the difference between help and support, and how do we support people around us, or people we work with.

The participants they create couples to work with.
One will be A and the other one will be B.

In the first round A will be blindfolded and B will guide A around the place.

They have 10 min to explore the sourroundings.
The only rule, is to not take the blindfold away.

Reflection

In this activity the most important thig i the reflection we do after the activity. Is support us to be aware of what do we identify as a support, and the pattern we have when we support people.

The questions are:

For the guide:

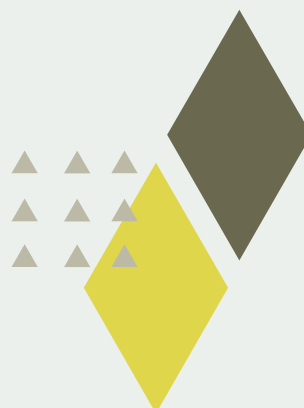
- *Did I ask where my partner wanted to go?*
- *Did I ask how my partner wants to be supported?*
- *Did I make agreements with my partner?*
- *Did I limit my partner in his/her movements, speed of walking...?*
- *How did I feel as a guide?*

For the blindfolded:

- *Did I communicate with my guide where I wanted to go?*
- *Did I tell to my partner how I wanted to be supported?*
- *Did I make agreements with my guide?*
- *Did I feel limited by my partner?*
- *How did I feel blindfolded?*

For both:

- *Who is the responsible of his/her actions? and why?*



World Cafe

The participants they are divided in groups of at least 3 people. (dependeing on the amount of participants and questions you have prepared).

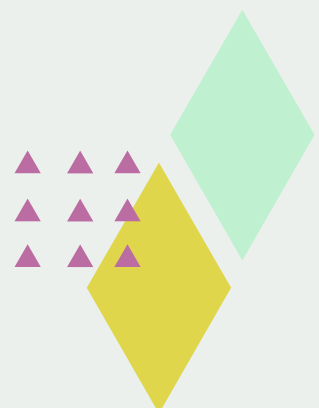
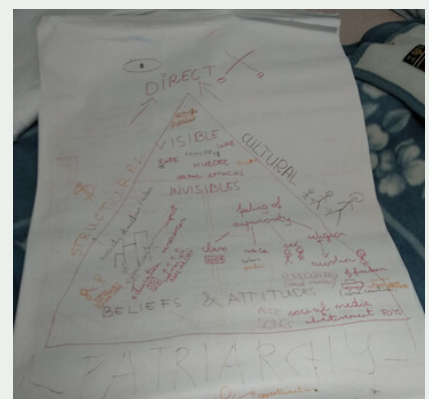
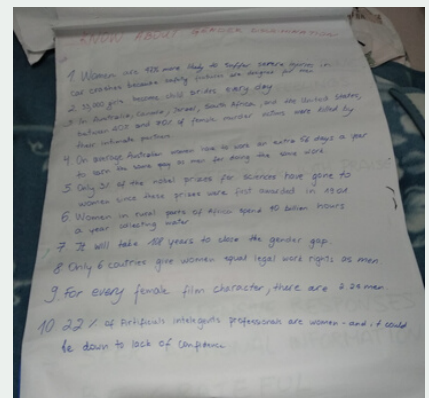
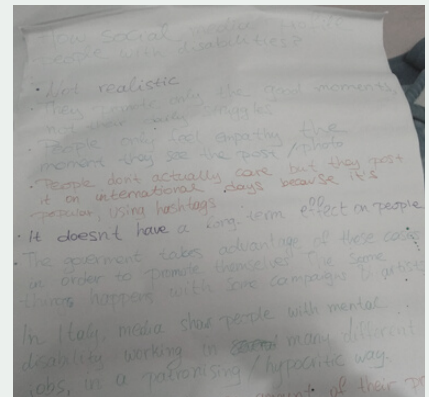
In each group there is one moderator who remains at the table; while others change clockwise, yet stay in the same group.

7 minutes per topic.

Afterwards, the moderators present what was discussed (2-4 minutes each).

Topics:

- 1.- What are the differences between cultural, structural and direct violence?
- 2.- How can we adapt schools / education in order to include people with disabilities?
- 3.- What is the vision of masculinity and femininity on social media?
- 4.- How social media helps to build sexist stereotypes?
- 5.- What is the vision of disabilities on social media?
- 6.- Which are the differeces between transgender, transexual and queer?
- 7.- Which are the roots of gender based violence?
- 8.- Which barriers do you think people with mental, intelectual or physical disabilities live their sexuality?



Practicing the feedback

How to give a feedback

- 1.- Strike a professional tone
- 2.- Emphasize facts, not feelings
- 3.- Focus on the FIX
- 4.- Balance feedback with praise
 - 3 compliments - 1 Tip

How to receive a feedback

- 1.- Avoid defensive responses
- 2.- Seek additional information
- 3.- Be grateful



Workshops

As mentioned in the beginning of the booklet, this Youth Exchange was aiming at offering space for a the collective knowledge of it's participants to be shared and acquired. Therefore we offered the space to our participants to facilitate their own workshops and to create learning from and with each other. Here you can see their results:

Communication with kids with Autism spectrum disorder (ASD)

ASD is a neurological and developmental disorder that begins early in childhood and lasts throughout a person's life. It affects how a person acts and interacts with others, communicates, and learns. It includes what used to be known as Asperger syndrome and pervasive developmental disorders.

Objective:

To raise awareness on the communication and emotions of people with Autism Spectrum Disorder.

Materials:

- Colorful papers
- Colorful pens
- Scissors
- Flipchart

Activity:

Create groups of 4 or 5.

Each group is divided in couples or 2/3.

Create cards with symbols.

In each group will be one moderator.

Create a short story in each station to start the conversation.

The participants they have to communicate through the cards.



Masculinity and femininity

We define “traditional masculinity” and “traditional femininity” as relatively enduring characteristics encompassing traits, appearances, interests, and behaviors that have traditionally been considered relatively more typical of women and men, respectively.

Objective:

To prove that masculinity and femininity energies exists in both sexes.

Materials:

- pen
- notebook

Activity:

There are several test in internet where you can download the questions and the scores. You read the questions to the group and each of them in the notebook they write down their answer. In the end you give te scores.

Self reflection: how masculin or femenin am I?

Here you can see one of the examples:

- I am described as grumpy
- I cry during movies
- I prefer talking to people about their daily activities rather than their feelings
- I remember my friends' birthdays
- I like to compete and do everything
- I can to win
- I am not afraid of providing criticism
- I got in trouble a lot at school
- I don't think much about sex
- I might get a kick out of the sights and sounds of warfare
- I face danger confidently
- I seldom wear colorful clothing
- I love flowers
- I stop to count my blessings
- I am able to fix electrical-wiring problems
- I don't make a big deal about gifts that
- I receiveI rarely cry during sad movies
- I hug my close friends
- I call my friends when they are sick
- I value cooperation over competition

- I would like to have more power than other people
- I would never cheat on my taxes
- I think constantly about sex
- I enjoy the thrill that comes with fearful situations
- I would never make a high-risk investment
- I keep my hair fashionable
- I do not enjoy watching dance performances
- I believe that each person has a purpose in life
- I am fascinated by how machines work
- I get as excited about the good fortunes of others as I am about my ownI cry easily
- I don't understand people who get emotional
- I don't call people just to talkI dislike competing with others
- I believe that I am better than others
- I have trouble resisting the temptation of doing forbidden things
- I have strong sexual urges
- I would like to be a race-car driver
- I avoid activities that are physically dangerous
- I wear stylish clothing
- I like to watch figure skating
- I doubt reports of so-called 'mystical experiences
- I can easily visualize how the freeways in my region link up
- I am good at understanding others' feelings
- I seldom feel weepy while reading the sad part of a story
- I show my feelings when I'm happy
- I am often consulted by my friends about their problems
- I like to add competitive features to all activities
- I laugh at othersI break rules
- I enjoy sexual experiences intensely
- I like to do frightening things
- I begin to panic when there is danger
- I know that sometimes my clothes don't match (and I don't care)
- I love children's art work
- I am a spiritual person
- I am interested in science





Walking in their shoes

Walking in their shoes II

An activity designed with the aim to give the opportunity to experience and feel the life of physical disable people.

Objective:

To raise awareness of youngsters without disabilities in order to improve the social inclusion of people with disabilities.

Materials:

- Blindfolds
- Ear plugs
- Story with a cooperation objective

Create 3 groups between the participants:

1 group is going to be deaf mute

1 group will be blind

1 group will not have any disability

The 3 groups they have to communicate between each other in order to find a solution of a problem together.

Objective:

To raise awareness of youngsters without disabilities in order to improve the social inclusion of people with disabilities.

Materials:

- Blindfolds
- Ear plugs
- Roles in papers (same amount of roles and participants)

Each participant pick one of the papers were it has written a role.

You can write all kind of roles pops in to your min like: blind, mute, deaf, wheelchair need, missing an arm...

For 20 - 30 minutes the participants they mingle, and they do a daily tasks, like drinking coffee, go to the toilet, having a conversation with somebody else...

How discriminatory is your country??

Measures of gender equality or (in)equality are statistical tools employed to quantify the concept of gender equality.

There are over three hundred different indicators used to measure gender equality, as well as a number of prominent indices. The most prominent indices of gender equality include UNDP's Gender-related Development Index (GDI) and the Gender Empowerment Measure (GEM), introduced in 1995. More recent measures include the Gender Equity Index (GEI) introduced by Social Watch in 2004, the Global Gender Gap Index (GGGI) developed by the World Economic Forum in 2006, and the Social Institutions and Gender Index of OECD Development Centre from 2007.

Objective:

To raise awareness in gender discrimination in their countries.

To raise awareness on world wide facts on discrimination

Materials:

- Pen
- Notebook
- 3 flipcharts

The participants they sit together with their countries mates.

You prepare a battery of questions and facts, as much as you want (more questions more space for awareness).

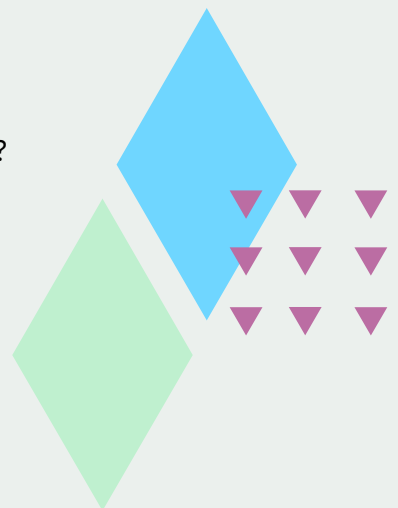
The participants they answered by gender and country.

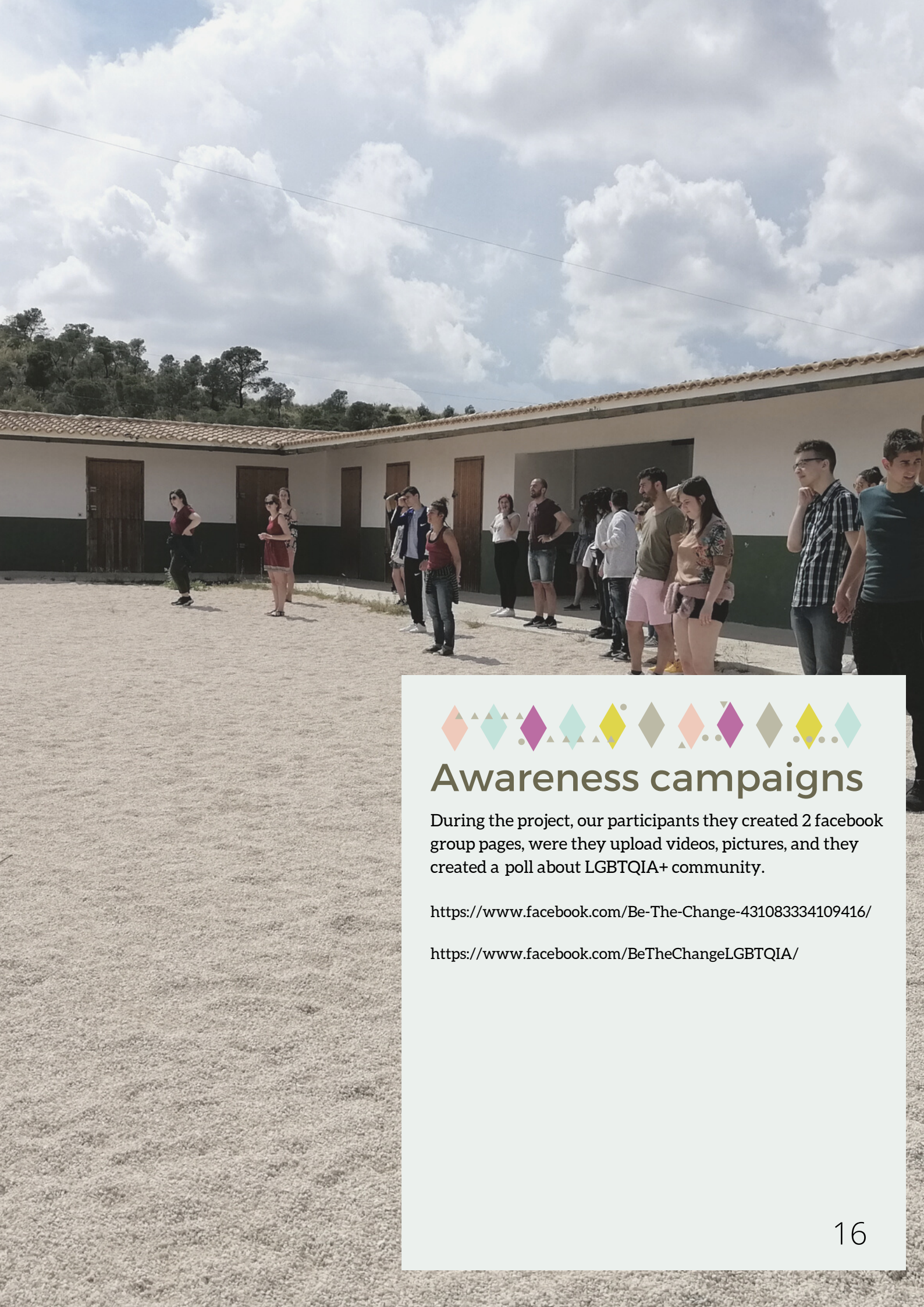
In the end, you will have the answers of all the countries, by gender, and you can compare them.

Example of questions:

Is in your country allowed the marriage between people of the same gender?

Does your country give the same days for maternity and paternity?





Awareness campaigns

During the project, our participants they created 2 facebook group pages, were they upload videos, pictures, and they created a poll about LGBTQIA+ community.

<https://www.facebook.com/Be-The-Change-431083334109416/>

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

Follow up activities

Our participants they put in practice as well the knowledge, competencies, and abilities they gain in Be the Change, back in their countries.

Here you can see some examples:

Greece

The participants they wrote a testimonial in the website of our partner Greek Youth Mobility

<https://greekyouthmobility.wordpress.com/2019/06/27/be-the-change-spain-2019/>

Sofía:

My follow-up activity took place outdoors in a park, as a reminder of the activities which took part outdoors on our project as well. I really enjoyed this part, and decided to do the activity outside so I could show people the beauty of sitting out of a cafeteria or of a common place. The gathering included friends of mine, who were happy to participate. At first, it felt a little awkward for them, not knowing what non formal activities are. I explained we would play a game, imitating people with disabilities and this way we'll be able to experience life from their point of view. It would be more efficient to have our eyes closed with some scarfs so we could really see the direct impact of blindfoldness. I divided them into pairs, blindfolded one of each pair, and explained their task, which was to find some small post-it notes all over the place, with the help of the one who wasn't blindfolded. The guidance couldn't be physical; only vocal. The pair who found most of the Post-It notes first would win! Another game I hadn't planned to play but just came to our mind happened when we found an abandoned green hose! We got tied with it and tried to untie ourselves afterwards but with no good result... This way we could imitate people with disabilities as well. At the end, I gave them a summary of our project, of what I learnt and showed them our short but beautiful videos. They got excited and wanted to participate in exchanges as well! It was a really funny experience and my friends enjoyed it a lot! In fact, I proposed playing this unusual game again in the future and they agreed! Made me happy to see the positive impact non formal activities have in people, no matter what age group they are



Rafa:

I gathered with some of my friends and talked about what I learned in the project. I explained to them that I learned how to offer my support to a disabled person, facts about masculinity and femininity and also we talked about social inclusion. I showed them the videos we made in the project and also the Facebook page with the questionnaire.

Hungary

Barbara:

My follow up activity in my workplace and in my university. I made a short presentation and my tool was just a mindmapping,

Bonta:

So my follow up activity was in my village, I made a presentation about Erasmus+ and our project for 16-17 years old students. We talked about erasmus +, youth exchanges and I gave some information about the youthpass, after this I mentioned our topics and showed our group projects and workshop (we tried one), I explained the buddytime and reflection groups and the aim of them. We also tried the "speaking" with symbols activity.

Viktoria:

I made my follow up activity in my sister's class. They attend the 8th class of the primary school, so most of them are 14 years old. I have chosen them because I think children have to know about this opportunity as soon as possible. They will be enough mature in some years to attend this kind of projects. My topic was the youth exchanges:

- how does it work
 - what kind of opportunities we have
 - what can we learn
 - my own experiences in the projects
 - topics of my past youth exchanges
- At the end of my presentation they could ask questions of the topic.

Luka and Abris:

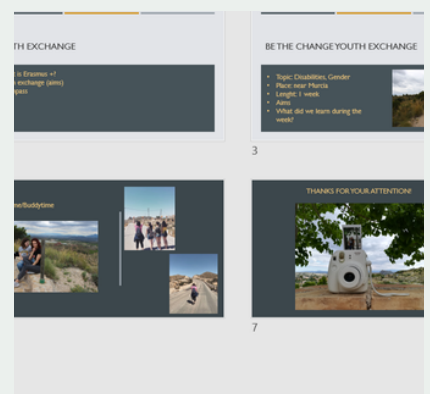
The workshop we held was created around social empathy, experiencing how disabled people feel in different situations and how can we support them and each in order to make our daily life a lot easier and joyful.

It took place in D  vav  nya, during one of the NGO's events at dinner time. There were 20 young people (aged 17-18) taking part in this. We separated the participant into 4 groups, then we gave them different tasks.

There were some who had to tie their hands together, some who put on blindfolds, who couldn't talk during the dinner, and who used their headphones to cut out the sounds of the world. They had to support each other in putting the plates and food to the right place, and also eating the dinner and pouring the drinks. They were very patient and caring.

We had a blind person in our group and he wanted to try something different from being blind and he chose to be mute. In the end, he gave a personal review of the experience to the others. After the workshop they gathered and talked it out. They all had amazing ideas about how they will use this knowledge to evolve in their day to day life.

We also had a chat about Erasmus+ and they were curious and asked a lot of questions so we also talked about it the next day



Lithuania

Gabija and Emilė:

We held a lecture to spread information about what we did in our Erasmus+ project in Murcia.

Firstly, we chose the venue where to present our follow up activity and it was our school „Telšių Žemaitės gimnazija“. The participants were 17 year old teenagers and the group consisted of 20 people.

At first we introduced them with Erasmus+, what are the aims, how to become a part of the projects and the benefits of attending the projects.

Then we talked about our own project “Be the Change” and informed them on:

- The project's topic
- The variety of participants
- The main aims of our project
- Some of the discussions we had and invited them to share their opinions
- The workshops we had

Then we decided to do a workshop with them, that was done during our project:

The game was to have a coffee break with while having some sort of disability. We divided them into random groups and there were 5 of them:

- Blind people
- The ones that had only one arm
- The ones that had no arms
- The deaf people
- The mute people

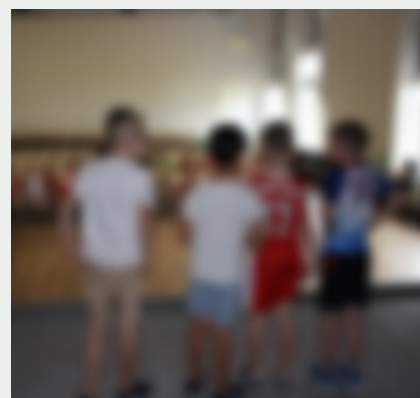
The main idea was for all of them to communicate with having a disability while having a coffee break. When the game ended they learnt what they shouldn't do when they are trying to talk with someone with disabilities, for e.g. not to grab someone without their permission, not to assume that what you think is best for the other and etc. We also told them the difference between help and support, while at first letting them to try to figure out the difference between the two.

Viktoria:

I worked in a children's basketball camp after “Be the change” project and I invented two activities related to the topics of the project and basketball.

We discussed how to be tolerant with others and how to include others in various activities. After this discussion, the children worked in the few groups where created rules how to be tolerant and respect others. In the end of the activity was a presentation.

I invented a game that is related with basketball and disabilities. The kids played with a basketball ball with one hand and the other hand had to hold the balloon.



Italy

Beatrice:

EDUCAZIONE ALLA PARITA'

DESCRIPTION OF THE PROJECT:

The project was aimed at students to help disseminate fundamental issues such as: gender differences, violence, women's and children's rights, women's protection laws, stereotypes and clichés related to prejudice and false perception of the female figure in our society, the conventions that at international level protect human rights in general.

GENERAL OBJECTIVES

The project intends to contribute to the overcoming of a rigid culture in the roles of men and women that early limits the scholastic choices of girls and boys to some disciplinary areas traditionally characterized in a feminine or masculine sense. It is fundamental to make children aware of themselves and their gender, even in the first years of school attendance, to ensure equal opportunities between men and women. The aim is to promote the culture of enhancing gender differences and equal opportunities in schools, in accordance with the following objectives:

- Remove the obstacles, which limit the awareness of oneself, one's abilities and one's subjectivity.
- Combating prejudices and stereotypes related to male and female roles.
- Educate in critical reading of the female role in animated films.
- To raise awareness on the themes of the function of the stereotype in advertising.
- Promote and support equal opportunities between men and women in the educational offer of the school in all disciplinary areas.
- Enhancing gender diversity in all contexts (social, cultural and economic)
- Prevent discrimination phenomena that contribute to failure and school dropout.
- Valuing gender differences (cultural, ethnic, religious, etc.).

FOR WHOM: Second level secondary school students

REALIZATION TIMES Three class meetings of approximately 60/90 minutes.



DESCRIPTION OF ACTIVITIES:-

FIRST PART-

Projection presentation against violence

<https://prezi.com/vb9wctvnekwt/women/> .(made by Beatrice Zamara)

SECOND PART-"Peer education" activities for information and prevention on gender violence aimed at students of first and second grade schools. Planning and holding meetings with an expert in gender discrimination (Psycho-Therapist Alessandra Sena) with the aim of providing students with more information and which could result in increased sensitivity to the phenomenon of violence and gender discrimination. Specific programs aimed at pupils so that they can develop the relational skills necessary to establish relationships based on respect for themselves and others and not on normative beliefs that approve of violence.

-PART THREE- SURVEY The questionnaire, proposed in a strictly anonymous form, is not intended to be a scientific or statistical study, but simply an intuitive and functional way to provide insights and critical analysis on the real understanding of the problem by the pupils and students involved. The interview is structured in questions, mainly in closed form. In addition, to better understand the thinking of boys and girls, they were asked to produce a text reflecting on the theme of stereotypes in today's society and gender discrimination in work activities.

1) Have you ever heard of male / female gender differences? 2) Yes No 2.1) If yes, in what context? (more possible answers) 3) What jobs do you think a woman can do better than a man?

Italy

Marco:

Name: "Il 2 giugno delle donne" (The June 2 of women)

Place: Piazza Rossellini, Ladispoli (Rm)

Organization: ANPI (national Italian partisan association)

Short description:

June 2 in Italy is the Republic Day, the day in which Italy celebrate the passage from the monarchy to the Republic, through the Constitutional Referendum of June 2, 1946. Together with Anpi, I organized a small exhibition in the square, of which I edited two posters. The theme I chose is the first vote of Italian women, hence the title of my activity. I wrote a two-page text on the history of the first truly universal vote in Italy, and I made two poster in which I deepened the story of the heroines who contributed to the liberation of Italy from Nazi-fascism and allowed the construction of the Republic.

In the square there was also an activity for children (but not only). There was a large billboard with the words "ON 2 JUNE, LIVES THE REPUBLIC" and the children who passed by could paint what they wanted.

Diletta:

This is the follow up activity of my country Italy! As a group with participants from different part of Italy, we decided to do a follow up activity linked with social media. We chose to share a video of an important Italian actress called "Paola Cortellesi", that makes a monologue regarding the linguistic discrimination against women and the terrible violence towards them that nowadays are happening in our country.

<https://www.youtube.com/watch?v=4WjhLSkXqTk&feature=share>

Alberto:

We organized in Sicily a speedy race: inclusion of disable people, to let them enjoy to run by car safely:)



North Macedonia

Fighting gender inequality through Youth work

By Aleksandra

Activity 1:

Presenting the results of project in Spain

- The facilitator briefly presented the activities and the result of the project in Spain and the follow up activities in the local community

Activity 2:

How to prevent, how to recognize and how to react on different forms of gender based violence

- The facilitators read the story – Abigail story and explained the instructions for the activity
- The participants had to put in order the characters in the story. For example: number 1 is the guiltiest one and number 5 is innocent.

After that, the facilitator opened the discussion.

Activity 3:

Evaluation

The participants evaluate the workshop with choosing drink. For example, they could choose water if everything was clear.

Whole group: Aleksandra Petkova , Biljana Ivanova , Tome Milkov , Martin Anakijev, Lazar Dimov

Sport without boundaries : To improve the social inclusion of people with disabilities

Activity 1:

Presenting the results of project in Spain

- The facilitator briefly presented the activities and the result of the project in Spain and the follow up activities in the local community

Activity 2:

Football match

- The facilitators explained the roles of the game -

The participants were split in 4 teams of young people with intellectual disabilities and young people without disabilities

- The participants played football





Spain

2 workshops on gender violence and gender equality

By Bea

Rewrite your world: gender equality through creative writing

Workshop 1

Session 1

Objective

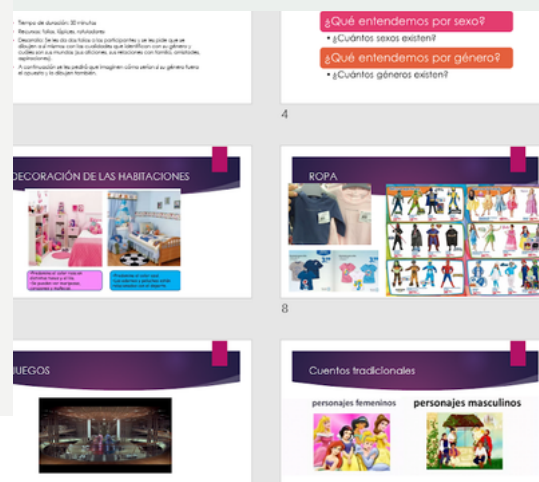
To promote the competence of the people who are part of the workshops to use creative writing as a learning tool to dismantle gender stereotypes and create analytical capacity with society. Review gender stereotypes through stories, to try to modify them, exploring ideas through creative writing, as well as increasing participants' abilities to use inclusive language methods and techniques.

What & Results

Presentation of the instructors and the group was carried out, as well as the workshop and its objectives.

Basic gender issues such as the sex-gender system, natural and social characteristics of men and women, and gender stereotypes and roles were discussed.

The participation was very high, in which the majority of the students shared their experiences, opinions regarding the subject. Extensive knowledge by some members of the group.



Session 2

Objective:

Analyze social behavior against stereotypes, evidencing them to avoid discrimination. Reflect on the diversity of personal relationships, knowing different sexual orientations / options to avoid discrimination. Identify situations of LGTBI phobia to fight them.

Reflect on the models that today's society offers us avoiding stereotypes to generate relationships in equality.

What & Results

There was a large participation of students in the topics presented.

Through a dynamic and sharing of personal experiences and knowledge, a debate was held in which different views on the subject were presented. The importance of roles and stereotypes were analyzed, and that each person can manifest as they wish. Participation and involvement was more than expected at the beginning of the workshop. There are some differences in terms of gender knowledge in students.

* It is worth to mention that one of the groups, and as a symbolic exercise, decided to go to school dressed in the opposite gender (the boys "dressed as girls" and the girls "dressed as boys" to make visible that there are different ways of manifesting and to express oneself and to defend respect for diversity.

By Pedro

Gender Violence: Ponte las gafas violeta

Workshop 2

Session 1

Objective

Fundamentals of equality. Introduction to the workshop. Socio-cultural factors involved in the construction of gender roles. What is feminism? Identity construction Institutions that reproduce masculinity and femininity roles.

What & Results

Presentation of the instructors and the group was carried out, as well as the workshop and its objectives. Basic gender issues such as the sex-gender system, the construction of gender identities and stereotypes and roles were discussed. Although there was a bit of skepticism on the part of the students at the beginning, discussions were immediately held around the theme presented and the participation of the students was encouraged. Participation and involvement was greater than expected before the start of the workshop.

Session 2

Objective

Gender concepts: Sexism, machismo, sorority, feminism, roles and stereotypes ...Institutions that reproduce the models of femininity and masculinity (advertising, language, songs, pornography, and traditional stories). Violence triangle, other forms of non-direct gender violence.

What & Results

There was a large participation of students in the topics presented. Some reticence arose among the students with the examples shown, which led to a debate between the class. The debate was very interesting, and both the monitor and the monitor worked as moderators so that students could express themselves and share their different points of view.

This dynamic provoked a wide participation and a debate and very close and daily themes were worked on with the realities of the students. Participation and involvement was more than expected at the beginning of the workshop. There are some differences in terms of gender knowledge in students.



Testimonials

This experience means a lot to me. I gained my knowledge about disabilities and gender. Right now I am more aware of the situation of gender equality and people with special needs. But the best thing that I learned through this project is how to be more tolerant, that came from the fact that all of us can be weak sometimes, but we should support each other, not to judge if some of us has personal issues. The best way to support someone, is to ask and to talk. This project for sure helped me a lot for my personal and professional development. I will keep sharing my experience in this project in my country.

Biljana Ivanova
North Macedonia

We can always try to change our way to see things gave by the society

Alberto Salvatore
Italy

I personally came into contact with my weaknesses or my performance anxieties. When time is short and activities are important to me, I tend to become anxious. I already knew it, but I rationalized some aspects that I didn't know.

I met a new teaching method that I would like to learn and I learned new things on the topics dealt with, in particular on disability which is the subject I least knew.

I also met some fantastic people, some of whom I feel I say will remain in my heart

Marco Saltamerenda
Italy



It was amazing . After the exchange I felt like new person. Improvements flows all over my body. I met new friends from Europe, became specialist in the world wide issues for example: diversity, inclusion, disabilities, genders equality etc.

Auksė Ambrazevičiūtė
Lithuania

I have gained a lot of new knowledge of diversity, gender, disabilities, tolerance and diversity. I have made a lot of beautiful friendships there.

Viktória Magyar
Hungary

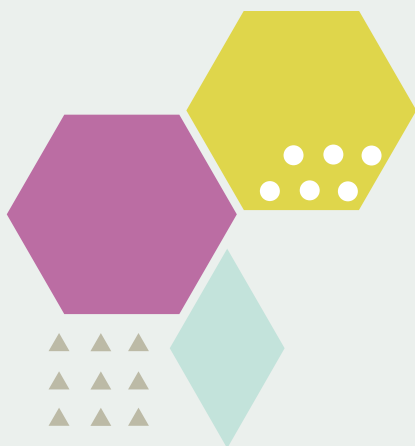
Be always patient and hear people out for what they really need from me to support them.

Zafeiriou Rafailia
Greece

to get in touch with different cultures and learn about inclusion , intolerance , gender and disabilities and reconsider my thoughts and my behaviour regarding the topic

Maria Bakella
Greece

Be the Change in numbers



Be the Change in pictures



Closing

Here we are in the end of the Journey of Be the Change.
We are happy that you took the time to read our booklet and to maybe use
some learning points out of it.
Thank you very much!

If your learning led to you to create another international activity for youth
or some local projects regarding gender, disabilities and inclusion, please
feel free to share with us!

Asociacion Eurodynamis

<http://eurodynamis.org/>
<https://www.facebook.com/Eurodynamis/>

or you can contact us:
info@eurodynamis.org

We would like to remind you once again that this Youth Exchange and this
booklet are just a teaser of the great possibilities to create learning and
development by the use of non-formal education tools.

**And a great thanks to all our participants, together with who we
made this Exchange possible!**



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