

Resource Document for European Erasmus+ Youth Training Course 'Equal life Chances For Youth'

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ACTOR & Future in Progress (Romania), Mladinski center Zagorje ob Savi
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Erasmus+



léargas

(Many thanks to Leargas for providing the funding for this project, Our Chefs for the fabulous food and the 18 wonderful participants from around Europe who made this a memorable week, trainers -, Deirdre, Jack & Nora from Ireland - & not forgetting Charley our dog)!

Contact Deirdre at dquinlan6@gmail.com with any feedback

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Contents

Introduction and Course Overview

Day by Day overview of each activity

All the rest!

- Programme for the week
- Partners
- Course facilitators & background to Eolas Soileir (hosts)
- Erasmus +
- Resources and further reading & useful websites



Welcome to 'Equal Life Chances for Youth'



This resource document outlines the activities/exercises/games that participants experienced on the European Erasmus+ Youth training 'Equal life Chances for Youth'.

This training course for youth workers, peer educators and all those working with young people ran in Wexford Ireland in the summer of 2015.

Equal Life Chances for Youth is a training course for youth organisations/N.G.O.'s that want to understand, build and support activism on issues of economic equality.

This training course explored and planned achievable local and international projects that supports the participation of young people throughout Europe.

There were 18 participants (6 male and 12 female) from Ireland, Slovenia, Netherlands, Romania, Italy and Spain. It was held in Clonmines, Wexford, a rural part of Ireland, in a converted farm house on the coast of Ireland.

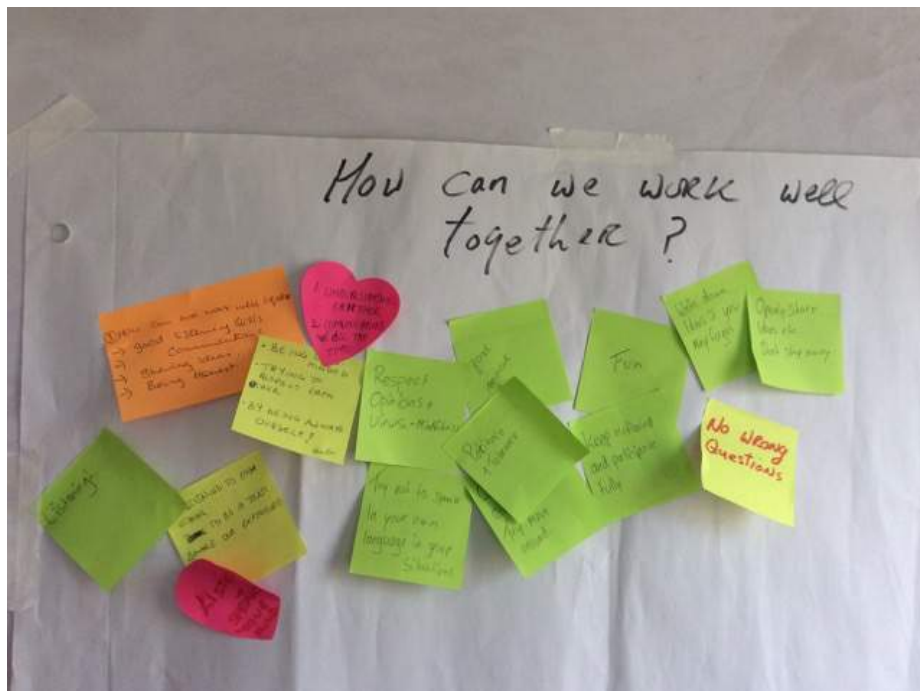
All participants received a Youthpass and we allowed time for personal reflection, in pairs and in the large group. On the last day we looked at the further potential of the Erasmus + Youth programme and started to build partnerships for further projects.

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Section three outlines

The general steps we followed in planning these workshops are as follows:

- Introduction to the training week and Economic concepts.
- Getting to know each other's projects and motivations for this training and at the same time Introduction to surroundings
- Expectations (hopes and fears)
- Introduction to NFL & Youthpass
- Name games etc
- Exploring through non-formal methodologies to explore themes of **political economy, income equality, income policy and tax policy.**
- Look at the potential of the Erasmus+ programme
- Youthpass
- Debrief and review



Reflection exercises

- Meet your learning buddy and share your reflections throughout the week
- Reflection at the end of day: What are you taking from today for yourself? (silent moment for all to take notes) – find a second person to share
- Reflection groups – in small groups reflect on your learning for the day

Participants were given journals and encouraged to write their notes and reflections at the end of each activity.

Guiding questions: What do I want to learn, how will I learn it, with whom & when.

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Day 1

Welcome Evening – nibbles and wine/beer

Name games.

Action name: In circle each person say their name and put an action word in front of it and act out the word, for example ‘dangerous Deirdre’. Each person does this in the circle once and then we go around the circle a 2nd time and each person does the exercise again but this time the whole group repeats the name and action.

Introductions: Each person introduces the person either side of them and themselves. This is, I am, this is
After this is done, move the group so that they are beside different people and repeat exercise.

Pair up with your learning buddy – each person is given a half an apple, you must find the other half! When you do they are your learning buddy for the week. Spend a little time together now and get to know each other.



Day 2:

Objectives:

To create a good atmosphere
To bring people together
Explain methodology, content
Get into the vocabulary & content of the training

Introductions:

We introduced the trainers and support staff.
We gave a bit of a background about ourselves and our organisations and the venue.
Handed out the programme and the learning log.

Warm up Game:

Lining up - (name alphabetical without speaking, day of birth without speaking, height with closed eyes)

Activity 1: Walk and Talk

Facilitator led a 'walk and talk' where we orientated the group to the surrounding area. During this hour-long walk each pax shared with each other their motivations for coming to this training, their youth work practice and organisation. Finally they shared what they would like to get out of this training. The group walked in pairs and shared information. We had several stops where they fed back to the main group a summary of their partners answers. In this exercise the pax were able to get to know each other's projects and motivations for this training and at the same time Introduction to surroundings.



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Activity 2: Expectations (hopes and fears) & Getting to know each other better & contract

Invite Participants to carry out tasks in their own time.

1. I see this training as... I can influence this training by... **During this training I'm looking for...**

2. Connect with someone you don't know and chat with them

3. Share your favourite **ice-breaker** – write on wall and perhaps do over weekend.

5. Our working agreement

6. Learning outside the box – ‘what does it mean to me’ Make sentences from words given to pax

7. Pick an image that represents how you feel now! Share this with the person beside you.

8. Make a play dough about your fears or your apprehensions around this training, share.

Facilitators goes through most stations at the end to recap



Activity 3: Introduction to Non-formal learning and Youthpass

What is Non-formal Education?

Facilitator asks: What is NFL:

Split into groups and each group writes up their definitions of NFL.

Share in larger group and then written on one big flip chart paper.

Some input given by facilitator.

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Give an overview of youthpass & journal



Youthpass is a European recognition tool for non-formal and informal learning in youth work. **Youthpass** is for projects funded by Erasmus+ Youth in Action and Youth in Action programmes. With **Youthpass** the participants of these projects can describe what they have done and show what they have learnt.



Then give the participants questions for their learning journal:

What were important moments today?

What surprised me?

What do I feel good about today?

What blocked me?

What could I do to unblock?

Introduce learning buddies –

using questions from journal – have a chat for ½ an hour!

Personal learning plan in chart form or in visual form as below

| Area for development | Action to be taken | Expected benefit(s) | Timescale |
|----------------------|--------------------|---------------------|-----------|
| | | | |
| | | | |
| | | | |
| | | | |

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any use which may be made of the

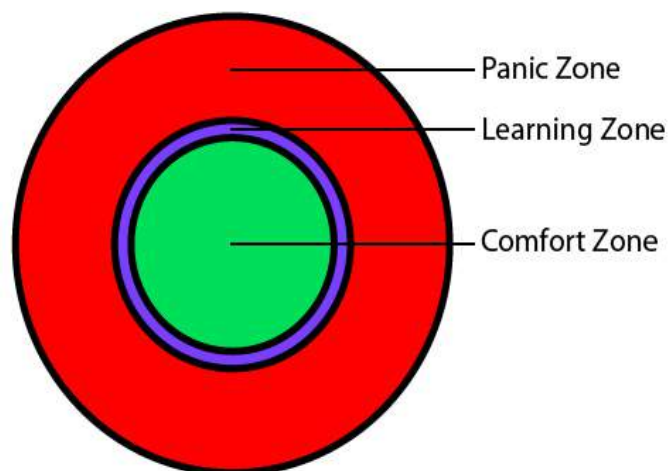


Activity 4: on Methodology

Comfort zone

The facilitator introduces the comfort, stretch and panic zones in relation to challenges and conflict.

Zones are drawn on the ground. The comfort zone, the panic zone and the learning



zone .

Knowing the 3 zones can help your productivity and ensure that you avoid staying stagnant by being in the learning zone.

1. The Comfort Zone

The comfort zone is where many of us operate. It's the location of the skills and abilities we've acquired. While the comfort zone is by definition the most 'comfortable', we can't make progress or build skills in the comfort zone since it consists of the abilities we can already do easily.

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2. The Panic Zone

If you've ever become so anxious you can no longer think, you've probably run into the panic zone. Activities in the panic zone are so tough that we don't even know how to approach them. The overall feeling of the panic zone is that you are uncomfortable and possibly discouraged. Like the comfort zone, we can't make progress in the panic zone. You may be in the panic zone when attempting something dangerous, far beyond your reach or under high stress.

3. The Learning Zone

Between the panic zone and the comfort zone is the learning zone. **One can only make progress by choosing activities in the learning zone.** The skills and abilities that are just out of reach are in the learning zone; they're neither so far away that we panic nor close enough where they're too easy.

Scenarios: place yourself in the diagram according the scenario. After people place themselves on the diagram they explain why they are there and how they could be supported to get to the stretch zone.

First scenario:

Coming to the seminar

Dancing when no-one else is dancing

You have to travel to a different (far away) country on your own

You have to make new friends in a different country, who do not speak your own language

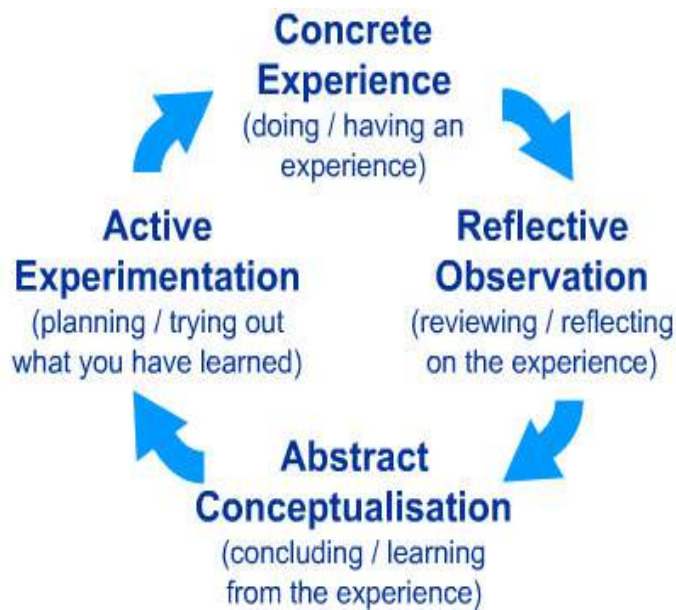
You have to give a presentation in the university of your host town about your country

Flatmate is not helping to clean the house, the bathroom especially does get dirty, you need to confront this person about this

On post-its write green/yellow/red think of situations or things that will let you be or bring you in one of the zones

Split into groups and discuss how you can prevent the red from happening

Kolb Cycle – a short explanation!



Kolb includes this 'cycle of learning' as a central principle his experiential learning theory, typically expressed as **four-stage cycle of learning**, in which '**immediate or concrete experiences**' provide a basis for '**observations and reflections**'. These 'observations and reflections' are assimilated and distilled into '**abstract concepts**' producing new implications for action which can be '**actively tested**' in turn creating new experiences.

Kolb says that ideally (and by inference not always) this process represents a learning cycle or spiral where the learner 'touches all the bases', ie., a cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences.

Competence (attitude, values, skills, knowledge) & Youthpass

An introduction into competences & Youthpass

Throughout this training, the participants are given time and guidance in their reflection process.

To explain a competency facilitator drew a picture of a person, highlighting the head as the knowledge learnt, hands as the more practical knowledge learnt and heart representing attitude and how they have changed.



Activity 5: Activity on exploring the realities of poverty and social exclusion in different European countries:

Before getting deeper into the content it is important to understand about my own country and locality.

Stepping out !!: Ask all participants to form a line. Then facilitator asks the participants to take one step forward or one step back depending on their answers to the following. Facilitator takes feedback along the way.

Do you have a minimum wage in your country?

Are there independent support for workers – eg trade union?

Is healthcare free/affordable in your country?

Is literacy/numeracy an issue for people in your country?

Is third level education accessible to most people?

Are there high levels of youth unemployment in your country?

Are opportunities for progress in work or education based on a persons ability or their access to money?

Is there adequate provision for quality housing in your country?

Is the cost of housing subsidized?

Is there access to affordable childcare for workers?

Can you be discriminated due to your ethnicity?

Can you be discriminated due to your gender?

In groups discuss:

Who is at most risk of poverty and social exclusion?

Why do you think this is?

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How does this impact on their lives?

Now design a poster /make a motto /do a performance / make a still image that incorporates ideals for a more inclusive society.

Debrief – small groups

How did you find that exercise?

What did you learn from it?

What surprised you?

General feedback



Activity 6: Values activity: It is important to reflect on our own attitudes and values as a youthworker in a position of leadership. Our values have been shown to influence our political persuasions; our willingness to participate in political action; our career choices; our ecological footprints; how much money we spend, and on what; and our feelings of personal wellbeing.

You have in your envelope some values. Please choose the most important 9 values for your group and sort them according to a diamond. Rank them in order of importance to your group.

Please glue your chosen values on the paper.

| | | | |
|------------------------|----------------------|-----------------------------|---------------------|
| Stability | Knowledge | Career Development | Adventure |
| Self discipline | Consciousness | Personal Development | Perseverance |
| Power | Spirituality | Health | Competition |
| Honesty | Diplomacy | Playing | Tolerance |
| Helpfulness | Family | Integrity | |
| Peace | Consensus | Aesthetics | Environment |
| Intimacy | Tradition | Competency | Self-esteem |
| Creativity | Sense | Happiness | Courage |
| Communication | Authority | Order | Intellect |
| Inner harmony | Fairness | Belonging | Cooperation |
| Appearances | Forgiveness | Community | Welfare |
| Friendship | Performance | Respect | Security |
| Challenge | | | |

Organisational values:

What are the values of the work place, organisation or University/School you are working or volunteering for? Each person chooses 3 values from their chosen example and share it with each other. Give examples and discuss how you can identify these values?

Questions:

- Are they the same values than yours?
- How can you deal with the values which may be different from yours?

Feedback to large group

Reflection time:

With your learning buddy reflect:

Questions for log 'What do I want to get from this seminar?'

'What can I do to make this happen?'

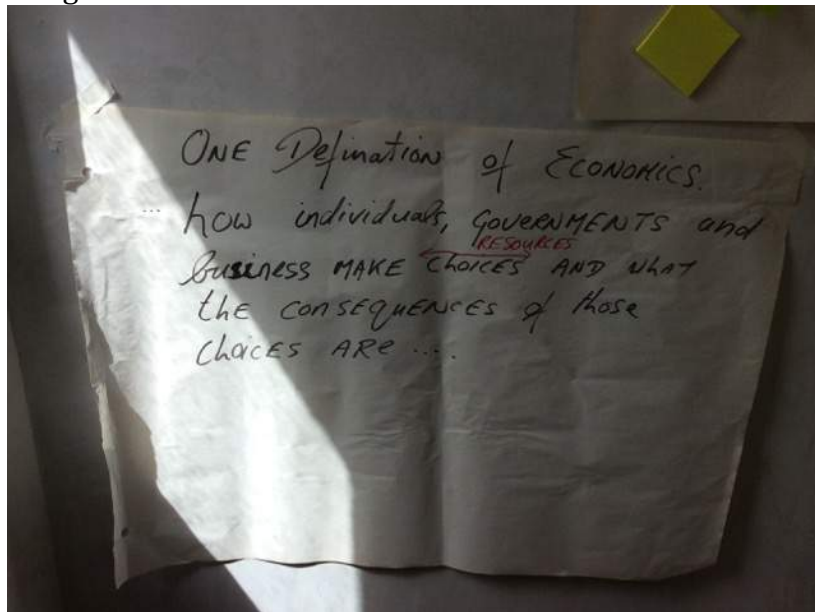
Day 3

Objective of day: To explore:

- What is economics? To explore how economics and poverty are linked.
- Who get what?
- The role of Government?
- Linking this knowledge to my project/organisation.

Activity : To develop an understanding of the economy and the creation and distribution of income, wealth and resources

Break into groups: In a large group write on post-its 5 statements that you think have something to do with economics.



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Activity :The economy and society – how they are linked :

The economic system is made up of three interdependent functions:

Market economy – is money from work or participating in the markets.

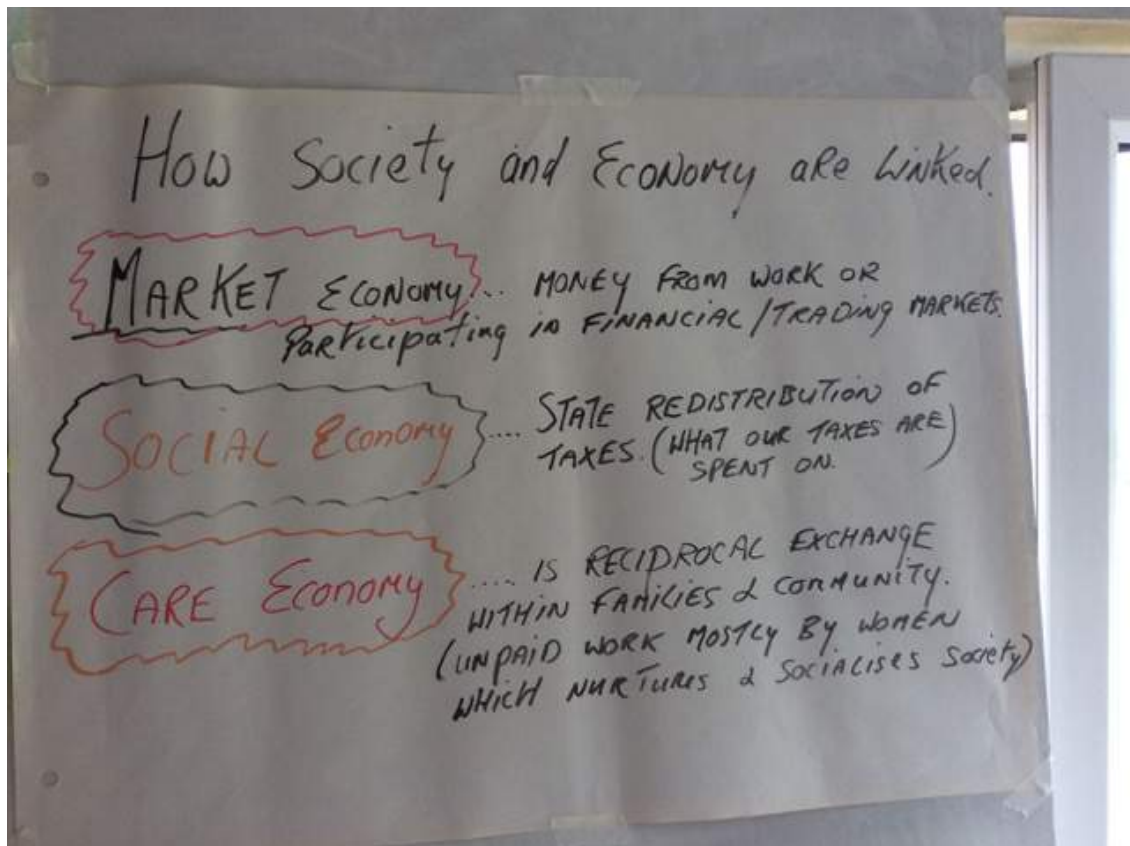
Social economy – is the state redistribution of taxes.

Care economy – is reciprocal exchange within family and community.

The group writes examples of each on flip chart.

We then looked at the links between economic decisions (any decision about allocating resources) and poverty.

A creative way we did feed back was for the group to make the front page of a newspaper (mostly headlines) that reflect some of these findings.



Activity : Exploring the definition of poverty and income equality.
Who gets What?

Activity: chairs -

10 chairs in a row. Everybody puts goods on chair/cushion ie phone, etc
Each chair represents 10% of the world's wealth.



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Ask one participant to lie across 7 of the chairs and nine participants to squeeze into the remaining 3 chairs.

Tell them this represents the fact that 10 percent of the worlds rich hold 70 per cent of the world's assets.

How are you feeling at the top?

How are the people in the bottom feeling?

Who would you push off the chairs to make room? Why?

How do you think the different people ended up in their situations?

How does the top person use his/her wealth?

Are there people on the floor? Who might they represent? How would they rise from their position?



Activity : Influencing policy
Taxation and public spending

Where does Gov get its money: Tax

Activity: Taxation and public spending

With the group brainstorm the different types of taxes we pay. Then write this up on a flip chart. Participants try to identify which taxes are most progressive and most regressive.

(it is helpful to write the meaning of these terms up on a flip chart)

How does regressive tax impact on low earners? Is it fair?

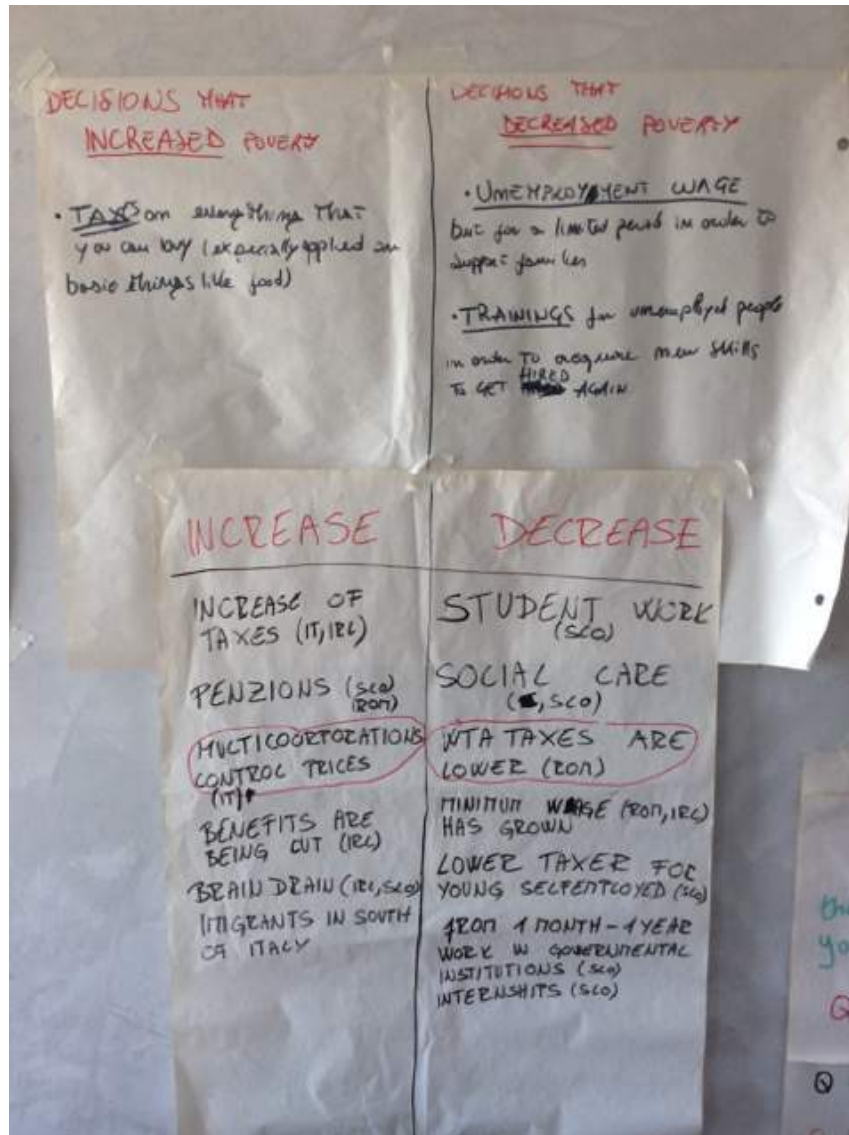
| | Minimum Wage | Workers rights | Healthcare | Rates of literacy | 3rd level | Youth Unemployment | Progress | Progressive spending | Progressive policies | discrimination |
|-----------------|----------------------------|----------------|-----------------------------------|--|--|--------------------|----------------------------------|----------------------|----------------------|----------------|
| IRE | 8.65 € Per hr. | Yes Some | NO | Issue For some | Cost increases | 20% | Issue with your HEALTHY | NO | NO | YES YES |
| | | | Free | No issue | ACCESSIBLE | 51% | SAME | NO | YES | YES |
| SPAIN | 5.00 € Per hr. | Yes Some | | | | | | | | |
| | 2.60 | Yes Some | Full people on minimum wage | No issue | FREE | 25% | SAME | YES | YES | YES |
| Slovenia | 4.75-23 3€ 23€ 7€ | Yes Some | Afford | No issue | NOT AS ACCESSIBLE (CRAVITS SMALLER) | 34% | SAME | NO | YES | YES YES |
| NL | 1.00 € Per hr. | Yes Some | Afford. | Issue for people with lower opportunities | FREE | 30% | SAME | YES | YES | YES YES |

Activity :**List of statistics / statements regarding poverty**

In group of 3 :

Can you think of any economic decisions made in your local area/country/European /Global that has increased poverty?

Can you name an economic decision that has been made or you would like to see made that you think could help reduce poverty in your local area/country/European/Global



Reflection: Time to debrief and think about what I have learnt. How can I apply this knowledge to my organization?

What learning can I can bring back to my own reality?

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Day 4

Objective of day: To explore:

- Understanding activism
- How to build a campaign and sustain it?
- Mid-way evaluation
- Cultural visits

Activity : Introduction to Campaigning -

How we can effectively inspire people to take action in favour of our cause?

Participants brought examples of campaigns that inspired them in their country. In this activity it is broken down to understand why it worked and then presented to the rest of the group

In a circle tell us about a campaign that you were/are involved with or that you remember had a big impact on you.

Group discussion. Different types of campaigns, What makes you want to be involved or not

public education/behavioural change - zero tolerance, drink driving, stop smoking,
protest campaigns - water charges, action on X, windmill campaign, medical card campaign, Beef Farm

issue based campaigns - justice for undocumented, end direct provision, Palestine solidarity campaign

political campaigns- gender quota campaigns, women in politics campaign,
grassroots/movement building - pro life campaign, occupy movement,

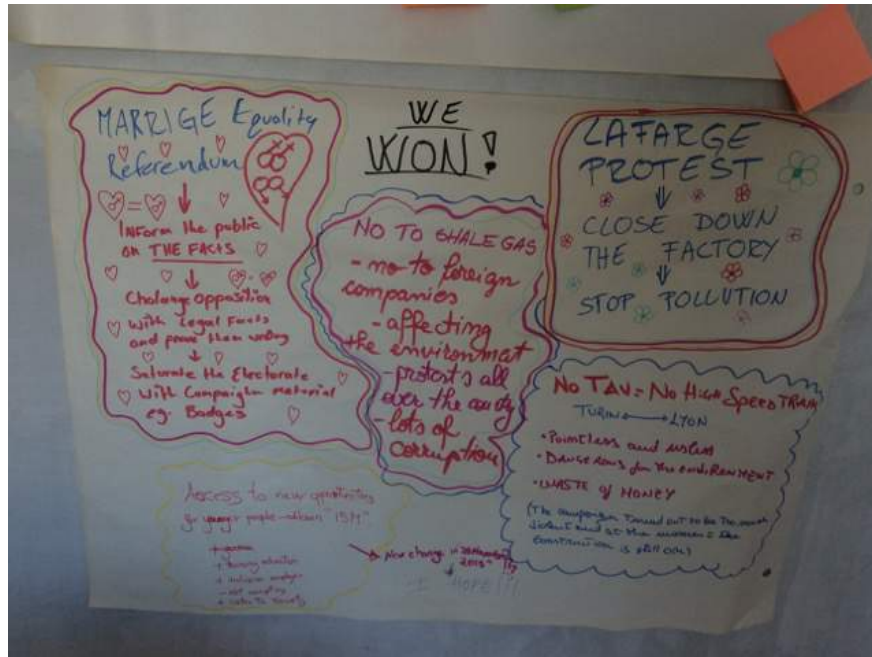
Campaigning is the engine for social change.

In the plenary everyone give an example of a campaign that worked well in your country.

Now each person looks at the check list and see which applies to their campaign.

Now in small groups discuss:
 What type of campaign was it?

Why do you think it worked?
 Feedback to large



*VAT CAMPAIGN IN ROMANIA CURRENTLY HAPPENING + ONGOING.

*MARKETING HAD HUGE IMPACT.
 ANIMATION - NARRATION - ACCESSIBLE

MOVEMENT FOR INDEPENDENT ~~ITALY~~ SICILY
 SYMBOL OF COLUMBA WITH OLIVE - LIBERTY
 HOPE TO RE-START.
 CENTRAL GOVERNMENT OPPOSED

MOVEMENT TRIED TO DO A SIMILAR CAMPAIGN IN ITALY SOUTH. GOVT. ARRESTED PRESIDENT OF ORG.

YES EQUALITY

④ WHY INVOLVED?

Campaign Planning

Define the problem + What evidence do we have that the problem exists

What is the solution?

Who has the power to impact on our 'ask? (who is the target of the campaign)

What power do we have? (resources, skills, strengths.....)

How do we build support for our ask?

How do we put pressure on the power holders?

How do those directly impacted participate in the campaign?

Checklist for Choosing an Issue

Will the

Issue.....

.....

✓ **Result in a real improvement in people's lives?**

If we win this will it result in the community seeing and feeling the improvement?

✓ **Give people a sense of their own power?**

Will people come away from the campaign feeling that the victory was won by them, not by experts, lawyers or politicians?

✓ **Alter the relations of power?**

Will it build a new centre of power in the campaign group? Will it change laws and regulations in ways that increase our power or diminish that of the other side?

✓ **Be worthwhile?**

Will the community feel that they are fighting for something about which they feel good and that merits the effort?

✓ **Be winnable?**

The problem must not be so large or solution so remote that the organisation is overwhelmed. The members must be able to see from the start that they have a good chance of winning, or at least a good strategy exists for winning. Have we ever won on a similar issue and how?

✓ **Be widely felt?**

Many people must feel that this is a real problem and must agree with the solution. It is not enough that a few people feel strongly about it.

✓ **Be deeply felt?**

Some people must not only agree with you but feel strongly enough to do something about it. It is not enough that many people agree about the issue if none feel strongly.

✓ **Be easy to understand?**

It is preferable that you don't have to convince people that the problem exists, that your solution is good, and that they want to help win it. In general a good issue does not require a lengthy and difficult explanation.

✓ **Have a clear target? – decision maker**

The target, or decision maker as he or she is often called, is the person who can give you what you want. A more difficult campaign usually requires several clear targets. This allows the campaign a longer time to build up strength, even if some of the targets refuse your demands in the early months. Remember that the decision maker is always a person or a number of people, such as the Tánaiste or Taoiseach, not an institution, corporation or elected body. The public is never the target. The Minister or Taoiseach can give you what you want not the public.

✓ **Have a clear time frame that works for you?**

An issue campaign has a beginning, a middle, and an end. You should have an idea of the approximate dates on which those points will fall. Consider how the issue's timetable can be aligned with the electoral timetable.

✓ **Be non-divisive?**

Avoid issues that divide your members/constituency. Don't pit people up against each other, old against young, EU v Non EU. Look down the road several years. Whom will you eventually need to bring into your campaigning and your organisation? Will this issue help or hinder you in reaching them?

✓ **Build leadership?**

The campaign should have many roles that people can play. Issue campaigns that meet most of the other criteria also build leadership if they are planning to do so.

✓ **Set your organisation up for the next campaign?**

Think about future issue directions? Consider the skills the group will develop in the campaign and the contacts it will make for the next one.

✓ **Have a money saving angle?**

Issues that gain people money or save people money are usually widely and deeply felt

✓ **Raise money?**

Would people contribute to the campaign?

✓ **Be consistent with your values and vision?**

The issues we choose to work on must reflect our values and our vision.

Reflection

Time on their own:

- What did I learn about my self today?
- What surprised it the most?

What was a challenge?

Activity

Mid-way evaluation.

What I'm taking from the last 3 days and what my expectations for the rest of the week. Guided meditation (see below) on last 3 days and then pair up with buddy

Mid-Way evaluation / review

Make sure the room is warm and there are some cushions and blankets.

Ask the pax to have their pens and notebooks close by.

Ask the participants to lie down and close their eyes.

Play nice reflective music.

Ask some questions :

Think of your journey here

When did you first hear of this course?

Was it from an email?

What were your motivations for coming here?

What were your expectations?

How did you feel coming here?

How do you feel now?

What have you learnt so far?

What are your comfort zones while you are here in Ireland?

Can you see yourself stepping outside these comfort zones?

What would help you to do this?

What have been the challenges so far?

What are the key moments or experiences I've had so far?

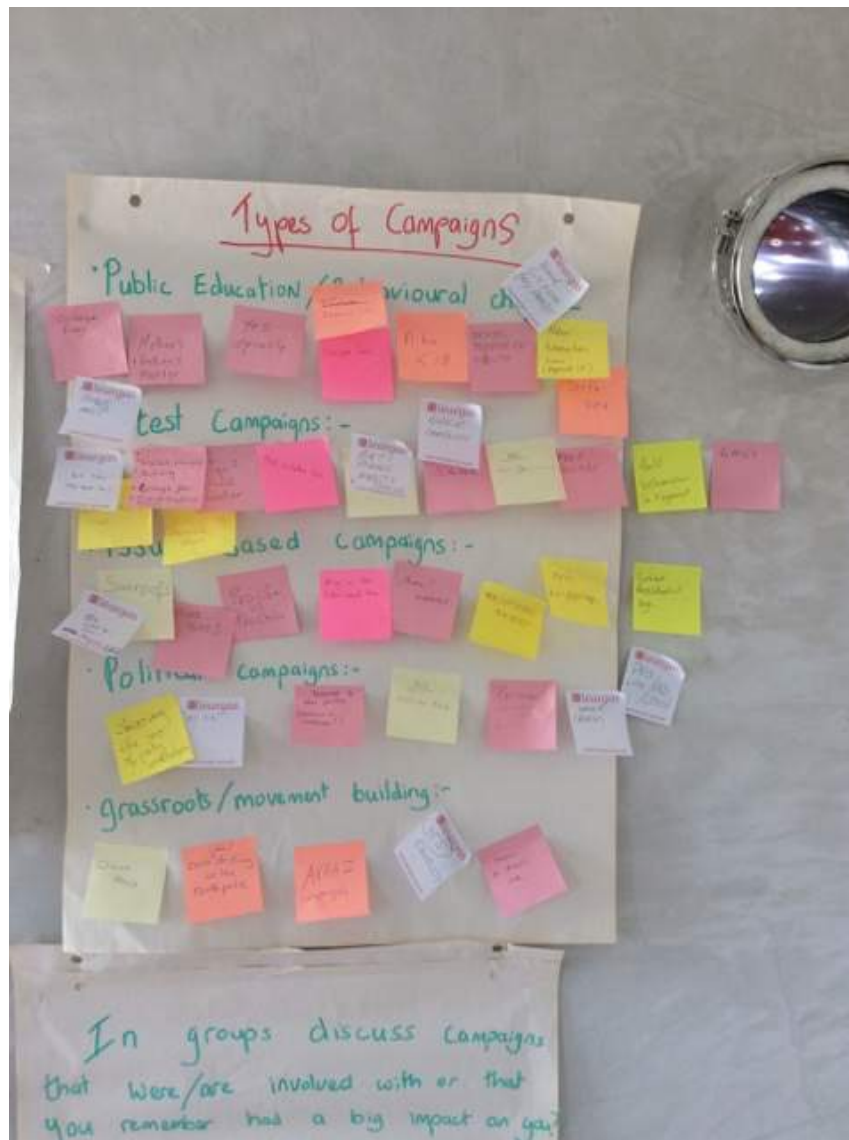
What opportunities do you see?

How can I make the experiences better for myself and others?

Give the pax time to reflect after each question and add other you see as relevant.

When you are finished speaking tell the pax that they can write their reflections into their note books. Leave sheets of paper on the floor and ask them to write down their mid-way reviews of the TC for the trainers to read. They may now have a chat with their learning buddy.

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Day 4

Objective

- Using theatre of the Oppressed to explore the effect of poverty and social exclusion and to look for solutions.
- Learnt how to build campaigns based on Forum theatre and legislative theatre.
- Using the example of José Soeiro who utilized Legislative Theatre while he served in Portugal's parliament to bring about social change .

Theatre of the Oppressed engages people in discovery, critical reflection and dialogue and the process of liberation! Through Theatre of the Oppressed we can better understand ourselves, our communities and our world. There are several series of techniques, tools and expressions of Theatre of the Oppressed. We will be using image theatre, Forum theatre & legislative to explore the issues of poverty that oppress young people and the obstacles presented both to them and youth workers trying to overcome this oppression.

Forum theatre is an innovative way for participants to understand the lived experience of the oppressed person. They can literally put themselves in the shoes of this person and empathise with their situation. They then try out new ways of resolving the oppression including changing laws that oppress them.



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Forum theatre and Augusto Boal – image theatre, freeing the body, improvising skills etc (5)

- 1. Good morning** – walk the space – 1 touch floor etc, eye contact shake hands (10)

Opposite Game: *Focus, Listening*

- Participants walk around the hall on the instruction “go” and stop at the instruction “stop”.
- Two more instructions of “jump” and “clap” are added.
- Now the instructions are reversed so that go = stop / stop = go / clap = jump / jump = clap. The more confident the children get the more actions you can add in to the equation.

Own unique greeting (all watch)

– walk the space – (huggy bear)

2. Kick-off activity: Creating rapport (20 mins)

2 elements: the hand and the nose

Round 1 + 2: 1 hand – 1 nose - then swap

Round 3: then both are nose and hand at the same time

Each round go of 4 minutes, then 5 minutes debriefing based on the following questions:

- How far were the movements of the leader adequate to the other person’s response?
- Who was leading?

(from the second round)

- How was the rhythm/speed/dance of the two?

(from the third round)

- What was the level of complications in the rapport?
- What made the rapport functioning?

3. Chair of power exercise

Where power lie

Make more powerful

How would you like to see the power in society

Use in your group, work etc



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4. Pairs one oppressed – the other the oppressor – swap over – from 1 to 10 in intensity (.15 mins)



5. Image theatre - .30 mins

In groups people talk about inequality/injustice / discrimination/ an unresolved situation in your life.

Pick one.

Sculpt your group into the oppression, add yourself– is this real?

Dynamise the actors – how do you feel, what are you thinking?

Audience change the image

Actors now change to represent the 'ideal image' – how do you feel?

Now back to original image and move slowly into ideal image – how does it look /feel / is it real?

Image of the Word: Illustrating a subject with your body : *introducing Image Theatre*

- Possible suggestions of words: conflict, struggle, family, struggle, outsider, minority.



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Images of Oppression: *To introduce the element of intervention in Forum Theatre, to explore specific types of oppression, to create a forum debate*

- Discuss briefly different types of oppression where the participants have been victims of inequality or discrimination, and ask each person to choose a moment of oppression from their own lives that they are comfortable sharing with the group. They can have been the oppressed person, witness or a oppressor.
- Divide the group up into groups of 4-6 depending on the size of the group (ensure you have at least two groups).
- Each person is to sculpt their group into an image of that oppression, and then include him or herself within that image (taking on the role of the protagonist). Each participant must play him or herself within the image (whether that's the oppressed, oppressor or victim).
- Create a playing space and audience space. One by one each person must present their images. As each image is set up, the audience must close their eyes.
- First, the image must be presented without the protagonist, then secondly within the protagonist (creator of the image).

Invite the audience to interpret the image. Then invite the protagonist to explain it. Following the discussions, ask the protagonist to alter the image so the oppression is stopped. Or ask an audience member to become the protagonist



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Forum Theatre

-groups then present forum theatre style:

1. Group presents their dramatization, call 'scene' when finished (no audience clapping)
 2. Groups presents a second time with the understanding that they are remain in role after
 3. Facilitator asks the characters in the scene questions 'in role' (as their character). As the other students learn this technique or feel comfortable, it is possible for them to be part of this questioning.
 4. Ask the students in audience if they can think of something different the person or people being oppressed could do in the situation to gain power or change the situation. DO NOT let them tell you, ask them to SHOW you by replacing the oppressed character(s) and replaying the scene as an improvisation. The rest of the group performing must adapt to having a new performer, but react to any new actions IN character.
 5. Ask several students to try changing the situation for the better by stepping in the oppressed role.
 6. Debrief the performers and close up with a discussion on the situation with the class
- repeat forum with some or all of the groups



Reflection

- have pax return to the circle
- open the space to comments, reactions, ideas, impression that they may have
- ask them to turn to the person next to them and briefly tell them what they have learned
- talk about oppression as something we all experience, ask them to raise their hands if they have ever felt the affects of being oppressed by a person, an organization, a system?
- ask the participants to go around the circle and say one word to describe how they are feeling now



Day 5

Objective

- Explore the Role of Creativity in Creating Positive Change
- ART ACTIVISM,
- CREATIVE ACTION,
- CREATIVE CAMPAIGNING,
- ART INTERVENTION
- CREATIVE CITIZENSHIP





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WORKSHOP PURPOSE:

Find your creative confidence, develop skills and tools to explore how visual impact IE POSTERS can enhance your campaign for social justice

MATERIALS REQUIRED:

- Cardboard
- acrylic paint
- computer with wifi
- Printer
- camera
- a4 paper
- paint brushes
- spray paint (optional)
- background stencils
- cutting knives
- scissors
- wood glue
- masking tape
- newspaper
- stencil card/paper

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Step 1: explore your theme

You can choose any theme that is relevant to your programme/participants.

I choose values as a starting point for the purpose of our training. I handed around a list of values and asked you to mark 5 that particularly appealed to you. Next groups were formed and you were asked to find consensus on a value that you wanted to promote through your posters.

Social Justice, Responsibility & Health were chosen

Here is the link to the research around values, the Common Cause Handbook can be downloaded here: <http://valuesandframes.org/>

Step 2: Freeze Frame

Freeze-Frames are a methodology regularly used in theatre. Members of a group use their bodies to make an image or picture capturing an idea, theme, or moment in time, also called a group sculpture, freeze frame, still image, or picture window.

Ask groups to present back to each other: this is a very good way of developing dialogue and engaging the group in different perspectives.

Step 3 Posterize

Take a good quality image of each freeze frame. Try and take your picture against a blank wall with little clutter in the background. Crop the edges off the image and change it to black and white. I also tweaked the contrast.

To blow up your image use:

This is a brilliant tool that enlarges images over multiple pages:

<http://rasterbator.net/>

Step 4: Background design

Choose a colour palette. For me, the trick is to keep consistency between different posters without limiting peoples creativity. I like working with limited colour palletes and different shades of the same colour.

I spend some time working with groups discussing composition and what works. *How do you catch someones eye, how to you inspire curiosity, how to you strongly express something without information overkill?*

Asking people to research and find a poster that they like is a good way of gathering ideas. Have spare boards, stencils and masking tape for people to experiment with. Encourage them to experiment with splashes, startbursts, masking tape etc

Step 5: paste up

Make sure the background is completely dry before pasting begins.

Cut out the poster and put together like a paper jigsaw. Trim off borders. A common problem is that bits go missing very easily, usually things like ears or tips of toes, give each group an envelope to store the bits they are cut out.

Use glue that will have a transparent finish. Use one layer underneath the

paper and seal it down with another layer on top.

Demonstrate what you mean to be a '*generous*' amount :) Take your time doing this part it is important to get the technique right. Be sure to press from inside to out to get rid of air bubbles and have a smooth finish.

Step 6: Text

As demonstrated
very effectively at our
training, text can be
applied using
number of different
techniques:

1. **COLLAGE:** Cut out the words and past on.

2. **MARKER:** Acrylic
paint markers work
best (they are
expensive but worth
the investment

if you are going to
be doing lots of
poster making
workshops. If you
are not confident
in your writing
skills you can
project this to the
board and trace it
out.

3. **STENCIL:** Print the
words, cut out stencil
and spray paint or
sponge on. Stencil fonts
can be downloaded for
free from the internet.

Step 7: Finishing touches

Stars, paint blobs, splashes can sometimes add a nice effect at the end,
particularly using colours like yellow and white.
Knowing when to stop is also important.

Varnish with a transparent varnish to preserve your work, EXHIBIT,
CELEBRATE, SHARE & INSPIRE!

Day 6

Objectives

- Practical session on how to engage and impact on policy at local and national level.
- To wrap things up and bring it home
- Where do I stand – where do I want to go
- To give them tools they can use at home
- Erasmus+ session
- Evaluation

Activity World Café World Café – introduction to method (see below)



World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

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1) *Setting*: Create a "special" environment, most often modeled after a café, i.e. small round tables covered with a checkered tablecloth, butcher block paper, colored pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table.

2) *Welcome and Introduction*: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Café Etiquette, and putting participants at ease.

3) *Small Group Rounds*: The process begins with the first of three or more twenty minutes rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4) *Questions*: each round is prefaced with a **question** designed for the specific context and desired purpose of the session. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

5) *Harvest*: After the small groups (and/or in between rounds, as desired) individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recorders in the front of the room.

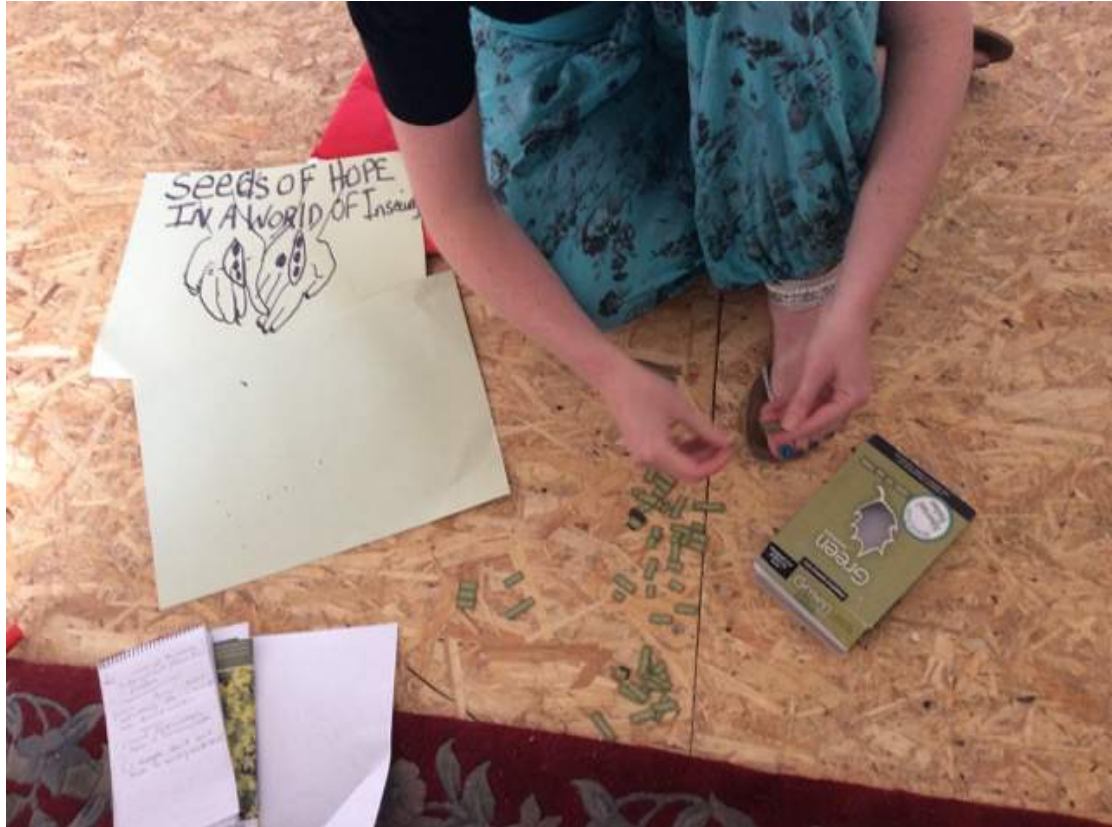




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Learning Mandala

Learning Mandala work alone filling it in & then share you're your learning/buddy to evaluate



Erasmus+



Youth Pass & Certificates

Evaluations : We carried out both an informal and formal evaluation. See below the informal evaluation. We also had a written evaluation for each participant.

Informal evaluation: Spider web

The group sits in a circle. Facilitator has a ball of string or wool. Facilitator asks the group to give some feedback about the training. They are thrown the ball of string across the circle. Each person has a chance to speak, the ball of wool is thrown across the circle to create a spider web.

Giving a message to each other

An envelope is prepared for each participant and trainers.
Each participant writes a nice note to everyone!



Partners

| | | | |
|----------------------|---|------------------------|--------------------------|
| Promoter: Ireland | Eolas Soileir | Deirdre Quinlan | Dquinlan6@gmail.com |
| Italy | CEIPES- Centro Internazionale per la Promozione dell'Educazione e lo sviluppo | Mr Alessandro Imborgia | info@ceipes.org |
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Course Facilitators –

Deirdre Quinlan

- **Trainer/facilitator (National)** Leargas is Ireland's national organisation that manages the European Youth in Action programme. I belong to their pool of trainers who deliver trainings for the organisation around the Erasmus+ programme. I regularly design and deliver trainings in a variety of setting using formal & non-formal creative methods.
- **Trainer/Facilitator (International)** – European Trainings 2009 to date– In a team of international trainers I have designed and delivered many international trainings and seminars.
- Diploma in Youth Drama Facilitation (FETAC levels 5 & 6) 2006. Full time FAS course run by the National Association for Youth Drama. A full time course that delivered training in drama facilitation. Included in this course was Drama in Education methodology, Child Protection Training and First Aid Training.
- Diploma in Community Drama Facilitation run by Smashing Times and UCD. (accredited by UCD) 2007 : A part time cross boarder project run by Smashing Times Theatre company that looked at community drama facilitation in the context of peace and reconciliation.
- Training for Trainers 2008 to 2009. A one year international training course for trainers to fully participate in the European Youth in Action Programme.
- Higher Diploma in Youth and Community Work, NUI Maynooth 2004 – 2005 .
- Trainer/facilitator (National) – Leargas 2008 to date – Leargas is Ireland's national organisation that manages the European Youth in Action programme.

Jack Talbot

- Higher Diploma in Communications Study, Dublin Institute of Technology
- Degree in Education and Training, Dublin City University
- Higher Diploma in Educational Management , Dublin City University
- Ballymun Youthreach - tutoring on outdoor pursuits, digital media, life skills, to early school leavers & those with fewer opportunities.
- Strengthening Families - trainer on this programme - The Strengthening Families Program (SFP) is a nationally and internationally recognized parenting and family strengthening program for high-risk and regular families.

Nora Furlong

First and foremost I am a youth worker. I work with young people to develop, design and deliver programmes that focus on personal development and global citizenship. From this work I have developed a practice as trainer, facilitator, lecturer and consultant.

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- I develop workshops and programmes that give opportunity and space for young people to learn, reflect, grow, create and act as responsible active citizens.
- Explore key connections of experiences, attitudes and behaviours and how these impact the self, others and the wider society.
- Joining the dots between knowing what should change and creating that change.
- Using creative tools to support young people in their own personal growth and transformation.
- Brings energy, innovation and belief together with vision and practical coordination and design skills
- Recognition and awareness of peoples intrinsic value in community building
- Has at its core of practice a key understanding of how things are connected and how this influences both personal and global issues.

Eolas Soileir

Eolas Soileir is an organisation that has received charitable status in the Republic of Ireland. The main objective for which the charity is established is:

- The advancement of Education in Ireland and Europe by developing learning opportunities through volunteerism.
- The promotion & awareness of non-formal and creative methodologies to develop mindfulness and wellbeing of individuals & awareness of the principles of sustainable development & permaculture.

Our main objectives are:

1. to provide opportunities for training programmes using non-formal learning methodologies.
2. to become part of a European wide network of non-formal learning organizations with similar aims and objectives.
3. To promote and facilitate volunteering.
4. to develop, organize and facilitate training courses such as;
 - Advancement of intercultural education,
 - Advance of sustainable development education
 - Advancement of development education
 - creative expression
 - volunteering

These training course will be delivered using through non-formal education and learning methodologies.

Our board has 8 members and 3 directors with three members of the organisation belonging to the training pool for YiA here in Ireland delivering trainings which promote the YiA programme in Ireland and abroad.

We are developing a sustainable training centre in Clonmines, Co. Wexford.

Erasmus +

What is Erasmus+?

Erasmus+ the EU's new programme for boosting skills and employability through education, training youth, and sport.

Between 2014-2020 the programme will provide opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad.

What does it involve?

Funding for youth activities under Erasmus+ aims to improve the key competences, skills and employability of young people, promote young people's social inclusion and well-being, and foster improvements in youth work and youth policy at local, national and international level.

Concretely in the field of youth, the Erasmus+ programme offers three main opportunities:

- **Key Action 1:** [mobility opportunities for young people](#) and youth workers. Young people have the opportunity to participate in youth-exchanges or to volunteer for a period up to one year in another country. Youth workers can take part in training and networking activities abroad or spend some time in a youth organisation abroad for a job shadowing or an observation period.
- **Key Action 2:** opportunities for cooperation for innovation and exchange of good practices. Organisations can apply for funding to work in partnership with organisations from other participating countries. The projects funded under this action will focus on sharing, developing and transferring innovative practices in education, training and youth provision between participating countries.
- **Key Action 3:** opportunities to support policy reform. The Erasmus+ programme will fund strategic activities supporting policy reform across the EU. Funding opportunities in the field of youth under this action can take the form of meetings between young people and decision makers.

Who can take part?

Various opportunities are available under Erasmus+, including opportunities for young people (aged 13-30), youth organisations, and other stakeholders active in the field of youth.

Useful Websites:

www.leargas.ie

Léargas, the National Agency in Ireland for the management of national and international exchange and cooperation programmes in education, youth and community work, and vocational education and training.

http://ec.europa.eu/programmes/erasmus-plus/index_en.htm
New EU programme for education, training, youth and sport

[SALTO-YOUTH.net](http://www.salto-youth.net) is a network of **8 Resource Centres** working on **European priority areas** within the **youth** field. It provides **youth work and training resources** and organises **training and contact-making activities** to support **organisations and National Agencies** within the frame of the European Commission's

<http://www.theatreoftheoppressed.org> we are **the International Theatre of the Oppressed Organisation**. **The International Theatre of the Oppressed Organisation** will not be just one Center more, but an *Organisation* dedicated to help all Centers to develop themselves, so that they can help other TO groups to grow and develop. The Organisation is carried by the combined power of experienced Jokers across the globe.

Eolas Soileir www.eolassoileir.ie

Claiming our future: <http://www.claimingourfuture.ie/events/latest/2015/04/25/resources-for-participants-of-cap-the-gap/>

Economics & Equality resource:

http://www.combatpoverty.ie/publications/EconomicsAndPoverty_2007.pdf