Collection of Good Practice

Civic Education in
Non-Traditional Settings

24 learning environments identified by the
HYS consortium in preparation of own developments
in the area of European citizenship training

Hannover 2020

Imprint

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Ada-und-Theodor-Lessing-Volkshochschule Hannover, Germany
West London Equality Council, London, UK
Nevelök háza egyesület, Pécs, Hungary
CEPA San Cristóbal de la Laguna, Tenerife, Spain
Consorzio OPEN, Verona, Italy
Folksuniversitetet Uppsala, Sweden
COOP SAPSE, Bastia (Korsika), France
Europahaus Aurich, Germany

Opinions expressed in this book are of the editing team only. They are not necessarily opinions held by the European Commission or other EU bodies.

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**Have Your Say - New Ways to
European Civic Education for Adults**

www.haveyoursay-erasmus.eu

Contents

Introduction

This book presents reports about learning environments created by organisations in 7 European countries for helping people – particularly adults – improve their understanding of politics, the way how decisions are made in a democracy, and last but not least the idea and functioning of the European Union.

The collection reflects the state of the art in about 2019 or early 2020. That's when our "Have Your Say" project started. In this project we wanted to create low-level learning opportunities for adults that would help them develop a better understanding of the EU, possibly facts-based rather than myths-based, but leaving it open to them to draw conclusions whether the EU is a good or bad idea. (See the description of the Have Your Say project below.)

This book is the result of our first activity in the project: looking around to see what others had done that would help us in our task. "Others", this means: other organisations involved in educational activities, particularly with adults. "We", that's staff of 8 providers of adult education from seven European countries: Germany, Italy, Spain, Hungary, France, Sweden, and – interestingly – the United Kingdom (which had just recently taken the decision to leave the EU, and did so during the three years implementation period of our project.

The task for the teams in all 7 countries was to identify a number of games, workshops, seminar concepts, scenario games and so on that would match our intention and could serve as interesting examples to learn from. In a co-operative process of discussions and assessments, we identified then 3-4 per country (twice as much for Germany) that seemed most interesting to us.

In this book we present the 24 approaches selected.

<div align="right">Hannover, July 2020</div>

The Have Your Say Project

The Brexit debate in the UK since 2016 has been making it evident: many citizens in the EU are ill-informed about what the EU is, what it does, and how decisions in the EU are made. Mistrust into the idea of international cooperation, and recourse to nationalistic doctrines are growing in many of the 28 EU member states, and populism has become a problem everywhere. So-called Euroscepticism is particularly widespread not least amongst the less educated.

In the Have Your Say project we address these problems by developing innovative forms of educational activities for low-skilled adults to help them re-assess their attitudes towards the EU in a process of reflexion, discourse, and fact-based thinking, delivered in an activating, communicative, possibly joyful and inspiring way. The new methods, tested in 8 pilot projects in 7 partner countries, will tend to be out-of-standard-classroom activities including games, interaction, movement, creativity. They will be applicable in other adult education contexts as well.

The project title – Have your Say – indicates that this is not about forcing an opinion on people. It is about giving people space and freedom to formulate and express their thoughts, leading them through a process of testing these thoughts in interaction with others, and help them underpin opinions with verifiable facts rather than hearsay or popular myths. We expect that this will eventually lead to a shift of attitudes in most participants, but this is not an obligatory result. What is obligatory is that participants leave the pilot projects with increased ability of facts-based thinking and reflection on the motives of their attitudes and opinions. This will strengthen European civic education on a basic skills level.

<div align="right">(Presentation of the project, as written in 2019)</div>

More information on the Have Your Say project and its further outcomes:

<div align="center">www.haveyoursay-erasmus.eu</div>

The Consortium

VHS Hannover – adult education centre of the municipality of Hannover, Germany. Its full name is Ada-und-Theodor-Lessing-Volkshochschule

Consorzio OPEN - network of eight organisations offering adult education, VET , and social activities in multiple cities predominantly in Northern Italy.

Folkuniversitetet - nation-wide provider of adult education in Sweden. In this project they participated through their Uppsala branch.

CEPA San Cristóbal – public adult education centre in San Cristóbal de la Laguna, Tenerife, Spain. Offers many second chance and basic VET courses.

West London Equality Centre – civil society organisation in London, UK, focussing on defending human and citizen rights, especially in support of the underprivileged.

Nevelők Háza Egyesület - civil society organisation in Pécs, Hungary, providing various forms of education, civic and cultural activities and support to other civic organisations.

Coop SAPSE – social cooperative based in Bastia, Korsika (France).

Europahaus Aurich – Adult education organisation with boarding house, based in Aurich, Germany, next to the Netherlands, specialized in international exchange and reconciliation both with youth and adults.

Methodology used

In order to get reports of somewhat similar shape and structure, we first created a reporting grid with topics mentioned and specified. Researcher were free to alter the grid following actual needs. The idea was simply to start from it. This made sure that important topics were covered. Here is this grid:

Title	The original title
Summary	Short presentation of the method, in about 1 paragraph.
Keywords	Keyword that characterise the approach (typically 2-6)
Location (Where?)	City or region where this has been developed or where it is being used
Who offers this?	Name of the organisation.
Portrait of organisation (Who did it)	Include: - Background information about organisation - What are the main educational activities and methods used by the organisation (Provide examples where possible) Max. 100 words
Duration	How long does the training, workshop, game, etc. take, from participants' perspective.
Description of training	Include: - How many participants took part of the training - Which subjects and topics are being explored (for example: Politics, Law, History, etc.) - What activities are being implemented in the training - How are the activities/methods of training being implemented and fitted into the training sessions? - In what way does the training encourage to self-reflection - In what way does the training encourage the understanding of different opinions - In what way the training encourage the element of fact-checking (This relates to HYS project as has its focus on fact-based learning and not merely subjective or opinion based discussions.) Max. 300 words

Methods used	What are the specific activities being implemented and how do they fit the description of being non-conventional and engaging. For example: (Group activities + Discussions + role play) Max 100 words
Evaluation	Does the organisation apply any methods of evaluation such as measuring the success of methods/training/lesson/ workshop etc. If yes, how is it being implemented? If no, why not? Max 200 Words
Assessment of learning	Is there a system or criteria to assess whether or not the learners engage in the process of self-reflection, fact-checking and understanding different opinions? Max 100 words
Target group	Characterize the type of people this learning opportunity has been created for.
Impact	What are some notable results and/or impact the training has had on learners? What about trainers and the organisation itself? Max 100 Words
Challenges	Has the organisation faced any special challenges with the method of training? Max 100 Words
Lessons learnt	What did you learn from developing and running this, for example for your next project? Max 100 Words
Contact	Who is available for more details?
Links to resources	For example: link to download materials, etc.
Pictures	If possible, provide pictures of typical situations from implementing the training.

Collection

Where is Mika?

Title

Auf Mikas Spuren

The creator and promoter of the game, with the props of the game, on the way to a gaming location. – Foto from her website.

Summary

In the *Where is Mika* escape room, players have the task to find a disappeared girl, Mika. They have to rummage through the belongings she left in her room when she disappeared, and the task is to draw the right conclusions in order to eventually find out where she has gone. As all educational escape rooms, *Where is Mika* helps players develop their cognitive and social skills, not least through practicing team work.

Keywords

Escape room,

Populism

Critical thinking

Fact based thinking

Group dynamic

Selective perception

Where?

Berlin, Germany

Venue needed

The *Where is Mika* escape room can be brought to any location by booking it from its developers, a little training company from Berlin. The game has been implemented many times. One implementation was in

September 2019 in Hannover, as part of an adult educators training event where we got to know it.

For implementing a *Where is Mika* escape room, a room of minimum 10 m^2 is needed, plus many requisites and props to set into the room. If the game is booked by its inventors, they come with a couple of suitcases and bring all the necessary props.

Promoting organisation

Die Demokratielabore: Open Knowledge Foundation, a model project funded by German governmant also part of the Federal programme „*Living democracy!*".[1]

Concept/Authors: Polyspektiv (www.polyspektiv.eu) and Anne Kuhnert (www.anne-kuhnert.de)

About the organisation

Die Demokratielabore was part of the federal programme *Living Democracy!*, period 06/2017 - 12/2018.

Various materials, workshop and action formats were developed. The focus of the formats is to teach a competent and sensible handling of analogue as well as digital tools and social topics. The aim is to impart the skills to not only consume technology, but above all to use it for the positive shaping of society.

Duration

90-180 minutes

Description

The principle of an escape game is generally speaking: A room is set up to resemble a certain environment, e.g. a mediaevel castle, an office or a laboratory, with many objects in the room being related to the story. A groups of people (usually 4-6) have to solve an interdependent chain of tasks and riddles in order to find the way out of the room.

Here are the specifics of the „Where is Mika" escape game:

A maximum of eight players per room. The room can be divided into sections thus increasing the amount of sessions taking place per room.

The participating group is introduced to the principles of an escape room, and the rules are initially explained at the beginning.

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[1] Through the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth

The participants begin the game by being taken on a journey by a fictional character who narrates the story as follows (a very brief story in this case):

'Mika is gone – a teenage boy/girl, who has acted strange in the past month.'

The group is led into the escape room. The room is set up to resemble a typical teenager's bedroom, with various items to give hints about Mika's mental state and attitudes.

The group is welcomed by a neighbour, a friend of the family, who asks for help to find out where Mika could have gone and what has happened to Mika. The group has one hour to unravel this mystery. The police will call and ask for details and hints.

The group embark on a clue finding exercise from items in the room, solve a series of puzzles which reveal hints and suggestions as to Mika's whereabouts. This encourages the teamwork and group discussion.

There are three possible solutions: Mika has radicalised into an Islamist group, right wing extremist group or neither.

After all the puzzles have been solved and the group has reached an agreement on Mika's whereabouts, the game is finished and resolved.

Afterwards there can be a short or an extended evaluation of the development of the game. The group are asked how they came to the opinion of Mika's whereabouts and why they reached that conclusion.

Topics of selective perception, social media bubbles, populism, right-wing-extremism, Salafism etc. are explored and discussed. With this the participants are encouraged to reflect on their perceptions and bubble-thinking as well as how they arrived to their conclusions without having facts to support their opinion.

Methods used

The classroom is turned into a bedroom of a teenager.

The puzzle-solving and exit game scenario leads to extensive group dynamics and competitive acting.

During the game, the true objectives of this method are

16

not visible and the learner can have a light bulb moment.

Evaluation

Through the evaluation stage as mentioned above, the participants have the chance to tell how they felt about this method and if it has been a success to teach them about fact checking and self-reflection. This can be implemented simply in a class room talk as it is only a small group.

Assessment

Formal assessment of learning outcomes would be unusual for an escape game. Learning process comes from the participants engaging in group discussions and activities.

Target group

The method has been developed for children and young adults, 12-21 years old. However, it has been implemented also with adults older than that, which proved to be equally successful.

Results/Impact

Typical impact on participants are insights also follows:

1) Group dynamics are questioned. How did I shape my opinion? Why wasn't I loud enough to make others hear my opinion?

2) "The map is not the territory!" (NLP, Alfred Korzybski)

3) The way you talk you form your surrounding. You can't know what is in a person's head until you talk to him/her. So you have to rethink you own evaluation of a situation.

Challenges

A heterogenic group might encounter a crisis or some conflicts with each other while playing the room.

Concerning the individual social and cultural background of the players they might be emotionally touched in a strong way. It is advisable to gain knowledge about the group beforehand.

The group is maybe not able to solve all riddles. The teacher who plays the neighbour in the room is challenged to keep the game on and help the group.

Lessons learned

It needs a long time to prepare the room so it looks like a teenager's bedroom (approximately 2 hours). The playing itself takes only 1 hour. It needs a lot of props

and special equipment to make the riddles work.

The teacher playing the neighbour in the room has a very important role for the outcomes of the game, so this role should be well-practiced.

Contact

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Resources

Website:

https://demokratielabore.de/workshops/auf-mikas-spuren/

Fortress Europe

Title

Festung Europa

Fortress Europe

Summary

This simulation game is very much in the centre of the idea oft he HYS project: to lead learners (or who ever participates) into a process of getting to know the Europan Union as an institution, and start to form their own position about it, possibly as a side-effect of pleasant activities in cooperation with others.

The downside of this example is that it requires relatively high-skilled students, with good reading abilities (at least from what I can understand when browsing through the manual published for this game*.

Article in the Böblinger Zeitung daily newspaper, 8. May 2018.[2] The game, then under the name "Destination Europa" was played by 60 students from a local upper secondary school (*Gymnasium).*

Keywords

Simulation game

Role play

Refugee policy

European Council

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[2] https://www.lpb-heidelberg.de/fileadmin/heidelberg/pdf/Destination_Europa_am_04.05.18__B%C3%-B6blinger_Zeitung_vom_08.05.18.pdf

Policy making

Debate

Where?	Schools in Baden-Württemberg, the federal province in the South-west of Germany.
	The resource is open for anyone to use.
Promoting organisation	„Fortress Europe" was developed by the Regional Office for Political Education (*Landeszentrale für Politische Bildung, LPB*) in Baden Württemberg, Germany, and published in September 2016.
About the organisation	Each federal province in Germany has such a *Landeszentrale.* They are publicly funded. They offer various education activities, publish journals and books aiming at promoting civic education. One of their offers are simulation games, usually in cooperation with schools who ask for their services.
	The *Landeszentrale für Politische Bildung (LPB)* promotes and deepens political education in Baden-Württemberg on a non-partisan basis. It has as its goal the consolidation and dissemination of the ideas of a democracy. and is the central service facility for political education in Baden-Württemberg.
	They offers events such as:
	Seminars, conferences, lectures, exhibitions, activities including but not limited to internet rallies, as well as competitions, action and information stands.
	Working closely with public institutions and non-profit organisations. They offer these partners content-related, organisational and financial support for projects in political education.
Duration	A *Fortress Europe* event takes approximately five hours.
Description	**Background**
	In recent years, images of overloaded refugee boats and overcrowded reception camps have increasingly drawn public attention to refugee policy. With internal borders in the largely open, member states have been concentrating on controlling EU external borders jointly. Refugees and asylum seekers are no longer

just a task of individual states but have become a common task for all EU member states. Critics accuse the EU of constructing a "Fortress Europe", thereby contradicting its own humanitarian values. The southern countries of the EU feel overwhelmed by the situation caused by wars and poverty in other parts of the world and demand a common EU strategy. The decisions taken so far have been renegotiated again and again and only solved the problem selectively.

The game

The simulation game simulates a meeting of the European Council (where national governments of member states coordinate their policies) to discuss the refugee problem and decide on a common policy.

Participants in the game take on the roles of the heads of state and ministers of government as well as the interior ministers of various European states. Other figures in the game are the President of the European Council, European Commissioner of Home Affairs, and the President of the European Commission.

Through this simulation, students learn how the process of policy-making is conducted. The process includes:

- Introduction of the summit and presentation of the topic by the President of the Council
- Statements by the Heads of State and Government
- Assessment by the EU Home Affairs Commissioner
- Open debate
- Final statements
- Result.

Aims and effects

The aim of the simulation is, on the one hand, to familiarise the participants with the topic of immigration, the differing views and the facts. Participants learn about different positions of the various EU countries in this policy field and what arguments the respective states put forward.

On the other hand, they gain insight into the workings

of the European Council and understand how discussions and debates are conducted. They learn that consensus can be difficult to achieve when individual countries persistently defend their position.

Methods being used

This is a hands-on simulation game reflecting the processes in EU institutions to deliberate and decide on common policy. Participants take on the roles of Ministers of the Interior and Heads of States of various EU member states.

A 45 minute-clocked sessions allows the students to dive deep into a topic (an EU policy) which encourages participants to use and develop skills such as fact-collecting, change of perspective, negotiating, drafting and presenting a speech in front of an audience, and taking over the role of a politician.

Evaluation

The evaluation process is primarily promoted by way of an open discussion between learners where they would discuss and determine whether an agreement or no agreement should be reached in relation to the policy. This facilitates for the participants themselves to express their thoughts and feelings during the simulation.

In addition, the teacher can indicate in the evaluation that the result of a simulation game is in principle open. A possible failure of the negotiations is by no means also a failure of the game, but often a potential outcome that may be reached.

It is important to have a discussion, in which the participants can reflect the respective attitudes of their roles in the game in comparison to their own opinion regarding the refugee topic. Inclusive of this is obtaining the perspective of refugees to further grasp any problems the demographic may be experiencing.

It is also important to review all the possible decisions and outcomes in the simulation game from the given scenario and compare this to the actual decisions made by the European Council or the Council of Ministers

Assessment of learning

There is no special assessment procedure. Therefore, the results can only be seen post the evaluation

stage, if the students made progress in fact-based-thinking and self-reflection.

Target group

Participants can be students from secondary school (grade 9 and above) or generally adults.

The game is suitable for heterogeneous groups.

Impact

Dealing with one topic and the attitude of one member country intensively leads to a deepened understanding of the complexity regarding reaching a decision in terms of policy. In debate with the class mates debate strategies improve, and strong emotions (aggression, frustration, fear, satisfaction, success, laughter) underline the learning progress.

Challenges

Unfortunately, the real course of a summit meeting cannot be fully understood in a simulation game because a summit meeting can be influenced by numerous press conferences, working lunches and informal discussions.

Students may be shy to dive into the debate passionately, this has to be carefully prepared and a trustful environment is necessary.

The game requires relatively high skilled participants, e.g. with the ability to read and understand long and complex texts on political topics.

Information/Contact

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Links to resources

Resources fort he game can be downloaded from the website of the *Landeszentrale:*

https://www.lpb-heidelberg.de/planspiel-festung-europa/

The booklet (pdf, 72 pages, format A4, in German language) is available there from:

https://www.lpb-heidelberg.de/fileadmin/heidelberg/pdf/pl_festung_e

uropa_16.pdf

Newspaper article about it, from 2018

https://www.lpb-
heidelberg.de/fileadmin/heidelberg/pdf/Destination_
Europa_am_04.05.18__B%C3%B6blinger_Zeitung
_vom_08.05.18.pdf

Legislativity

Title

Legislativity - Das Spiel zur EU-Gesetzgebung

Legislativity - the game about legislation in the EU

Legislativity board game, somewhere in mid-game with (only) two players. Up to eight are possible. The board shows the city of Brussels, with crucial EU institutions and a path all legislation has to follow.

Summary

A typical board game, with a cardboard playground and various utensils such as meeples, dice, and cards introducing various surprising events or circumstances into the game. Can be played by up to 8 players, or more when they form teams. Each team tries to move their bills (proposals for new laws) through the EU legislation procedure. The learning objective of the game is to get familiar with the EU legislation procedure. The game (cardboard box) is available for sales. We bought two boxex in 2020.

Keywords

European citizenship

EU institutions

Board game

Where?

Legislativity is a board game which can be purchased and played everywhere. So far it is available in German language only.

Who did it?

Europa-Zentrum Baden-Württemberg

About the organisation

Europa-Zentrum Baden Württemberg is an

25

educational centre focusing on European topics. Established 1976 in the university town of Tübingen, it moved 1999 to Stuttgart. It is run by a charitable NGO by the name of *Förderverein Europa Zentrum Baden-Württemberg e. V.,* with financing from various public sources, and donations. Main activities are educational activities for both adults and the youth. It's motto is "*Bildung über/für Europa*" – Education about/for Europe.

Duration

Playing the game will typically take at least an hour, or considerably more.

Description

Legislativity is a typical board game, resembling in some aspects the better-known *Monopoly* game, although both the design and the target are completely different. Whereas *Monopoly* asks the player to accumulate wealth, in *Legislativity* the player has to get bills for EU legislation passed.

The board sized 80 by 80 centimetres shows a map of the city of Brussels, with mayor EU institutions printed on it in dominating positions, most remarkably the European Commission, the European Parliament, and the European Council.

The game can be played by 2 to 8 participants. Their goal is it to get suggestions for new European laws (directives) accepted and thus transformed into law, and on the way through the various steps of the legislation process there are many obstacles to overcome.

The main effect, besides the usual fun of a competitive group activity (with success mostly depending on luck) is that by playing the game, participants willy-nilly get acquainted with the steps it needs to get European legislation done, especially regarding the various interdependencies of Commission, Parliament and Council.

However, there are also a lot of other factors to influence the process: there are citizens' initiatives, lobbyism, good and bad luck (e.g. a group of policy makers may get sick of bad French fries purchased in a famous place in Brussels, and thus a bill gets

delayed for a week).

Like in *Monopoly*, there are "event cards" and and "interference cards" that have to be taken from the stack, read and followed by the player whose turn it is. Also, in certain situations, the general mood either in the European Parliament or in the European Council gets worse or better (often depending on public opinion, newspaper activities, or any unrelated events) which then influences the chances of a given bill to pass or to be rejected.

Players in the game take responsibility for one (or more) bills and advance them on the board by throwing dice.

The game can be played with two people, and it can be fun – and quite instructive – as such. It will, however, become much more dynamic with four (or up to eight) participants, when bills (represented by small cardboard cards, and moved as figures over the board) start to knock each other out.

The winner of the game is who, at the end, has successfully passed the most bills.

The bills included in the game represent typical EU bills such as a bill to improve the safety of children's toys, a bill to regulate the ingredients of chocolate, a bill to reduce greenhouse gas emissions, etc. Their content is actually not relevant for the process of the game, but they give nice examples of what topics the EU is typically dealing with.

There is also an option for a more advanced version of the game: Players can form groups who decide to advance specific political ideas (conservative, social, liberal, green, etc.) together, so that teams play against each other. But this is again not really related to the content of the bills to pass, it is rather a variation of the group dynamic around on the board.

Assessment of learning

This being a board game, there is no special mechanism to check if participants have learned something, achieved knowledge, changed their mind or whatever.

However, if this game is used e.g. in a classroom

setting, it would be easy to have participants discuss their experience, which would help consolidate the procedural knowledge about the EU they automatically achieved while playing.

Target group
Legislativity can be played by people from approximately 10 years on, but of course given the topic "European Union" the game tends more to be interesting for people older than that. It could be used particularly for civic education in school, or of course for any interested adult.

Impact
Here is our assessment from playing the game ourselves (VHS Hannover staff, and family): Despite the obviously somewhat barren and dissuasive topic of "getting legislation through the relevant EU institutions", the game is indeed fun to play, as it has enough unexpected events happening, and good or bad luck promoting or setting back a figure.

More importantly, however, there is indeed a very strong learning effect: Simply through passing, in the course of a gaming session of 1-2 hours, several bills through EU institutions (or getting the kicked out for various reasons), one gets are very "physical" impression of European legislation. Even people who are actually well-acquainted with the EU said that they got valuable, tangible insights into the procedures.

Challenges
-
The main challenge for using this game for educative purposes, i.e. to try to teach others about the inner workings of the EU, is probably that the topic of "EU legislation" or "getting bills approved by EU institutions" sounds genuinely bureaucratic and boring, so it needs special skills or special tricks to get potential players excited about it. This will be particularly so when dealing with students who are genuinely not interested in politics, let alone the European Union.

Lessons learned
For us, the tangibility of the EU legislation process as presented by this board game, was an impressive insight. The clue of the game is not that it presents the EU and its institutions in all details, but it helps players to develop an almost physical feeling for the

procedures and the places.

Contact

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www.europa-zentrum.de

Resources

The game can be ordered from Europa-Zentrum Baden-Württemberg via e-mail.

The price is about 20 euros plus shipping. This is a very good deal. Given the quality of the materials, that's about one third of what a board game like that would cost from commerical sellers, in Germany.

Pimp your town

Title

Pimp your town - das Planspiel zur Kommunalpolitik

Pimp your town - Simulation game on municipal politics

Summary

In the simulation game *Pimp Your Town!* students get to know the processes in municipal politics in an action-oriented and sustainable manner, they can also bring their own ideas into local politics.

The foto, taken from the promotional leaflet for the game, shows a scene from one of the events. The game takes 3 full days.

Keywords

Simulation game

Politics

Students at school

Where?	Hannover, Germany
Promoting Organisation	Politik zum Anfassen e. V.
About the organisation	*Politik zum Anfassen* is a registered association (e.V.) in Hannover founded in 2006 with the aim of whetting pupils' appetites for democracy. The simulation game "Pimp Your Town!" has since 2009 reached 1,000 students in over 40 municipalities in Germany and helped more than 500 pupils' ideas to become reality. Some municipalities have been running the simulation regularly for many years, e.g. Hanover annually since 2009. More than 500 ideas have already been implemented throughout Germany. In Hanover, for example, between 8 and 12 ideas have become reality every year since 2009.
	Pimp Your Town! has won several awards in national competitions, e.g. in 2011 as "Germany's Best Educational Idea2 in the *Land of Ideas*, in 2017 with the Primus Award of the Education and Society Foundation and in 2018 by Democratic Action and nominated for the German Engagement Award. The founders of *Politik zum Anfassen e.V*. were awarded the Cross of Merit on Ribbon in 2018 and the digital extension, the "Pimp Your Town! app" is supported with the special prize "Promotion of Democracy" by Google.org.
Duration of training	3 days
Venues	Classrooms, meeting room in the town hall, etc.
Description of training	Four school classes take part in the simulation game, over 100 students "take over" the town hall or district hall for three days, students produce a film and a magazine about the simulation game .- student slip into the role of local politicians. They discuss their own ideas as motions and make decisions that are presented to the politicians. The pupils are supported in their work by the "real" local politicians and the motions are presented to the "real" political bodies as a printed matter at the end.

Activities:

Day 1: Preparation of the politics teams

In four double lessons (or an appropriately long project day), the experts from the association *Politik zum Anfassen e.V*. prepare the class for their tasks. In a crash course on local politics, they learn how a municipality is "governed", develop the ideas for the motions on the agenda together and bring godparents from real politics into the school.

Day 2: Preparation of the press team

For four double lessons, the focus is on research, interview techniques and camera work. The class works in three teams on the media products: Photo, magazine and film.

Day 3: Simulation game

On this day, the entire town hall is reserved for the simulation: Three student committees meet simultaneously in three large meeting rooms. After the subsequent, class-internal parliamentary group meetings, the big final debate takes place. Always present: the press team, which can publish its articles online in a timely manner.

Methods used	Simulation game
Follow-up	*Politik zum Anfassen* produces an *Pimp Your Town!* magazine with a print run of 1000 copies for all students, schools and politicians and we keep the students up to date on the results of the deliberations in the real political bodies.
Assessment of learning	No special assessment. In class, the students' experiences can be addressed. The simulation game *Pimp Your Town!* fits into the curricular guidelines on the topic of "Politics in the local area" in grades 7 to 10 of all types of school in the German Federal Province of Lower Saxony (school plans are made on the level of federal provinces in Germany).
Target group	Students of all types of school grade 7 to 10 according the curricular guidelines on the topic "local politics"

Results/Impact

All results of the simulation game are summarised in a protocol that is presented to the politicians and their committees for deliberation. This gives the pupils the opportunity to directly participate in decisions of local politics. Their suggestions and ideas are heard and taken seriously! The municipality gains many ideas from young people in this participation format - even from those who are otherwise very difficult to reach in participation processes!

Challenges

Complex organisation, many rooms and volunteers as well as technical equipment are needed.

Lessons learned

Students get to know their local politics. The municipality gains many ideas from young people in this participation format – even from those who are otherwise very difficult to reach in participation processes!

Contact

Politik zum Anfassen e.V.

Königsberger Str. 18
30916 Isernhagen, Germany

Tel. +49 511 37353630

politik@zumanfassen.de

Links to resources

Website of the Organisation:

https://www.politikzumanfassen.de

Website for the game:

https://www.pimpyourtown.de/

Pimp my science

Title	Pimp my science
Summary	The science game *Pimp my Science* was developed based on the simulation game *Pimp your Town* (see above). Pupils work with experts, write proposals on the topic of science and discuss them, supported by politicians. This creates a public dialogue about diverse aspects of science.
Keywords	Simulation game Europe
Where?	Hannover, Germany
Who did it?	Politik zum Anfassen
About the organisation	*Politik zum Anfassen* is a civil society organisation (registered association) in Hannover, Germany, founded in 2006 with the aim of whetting pupils' appetites for democracy. The association sees itself as an event agency for knowledge and positive experiences of democracy. It employs 5 permanent staff, 2 trainees and many volunteers and interns from all over the world. The association receives project-related funding from various organisations. It is an independent youth welfare organization whiich reaches about 1000 students in over 40 municipalities in Germany every year and helped more than 500 pupils' ideas to become reality. The founders of *Politik zum Anfassen* were awarded the Cross of Merit on Ribbon in 2018.
Duration	2 -3 days

Description
 	
s
	Up to 80 students take part, 10 students each work in 5 thematic teams from the following areas:
	   - Education and outreach
	   - Tourism and habitat
	   - Economy and trade
	   - Food and raw materials
	   - Environmental protection and climate
	
	Three other teams accompany the science simulation as a press team: film, photo, magazine

Each of the 8 teams is accompanied by a member of the young team of experienced volunteers, and the project management on site is taken over by an experienced project manager.

Activities

Day 1:

The teams start a crash-course in science

After that, each team gets support from an expert, a scientist or practitioner. Together they develop ideas and theses from their topic area and formulate motions (each team 4 motions), what should happen in the future and what the responsible policy should do about it.

Applications made at a simulation game in December 2020 in Hannover (Topic: Europe)

> 1. Let the Science Parliament resolve that politicians be obliged to go into schools and explain facts. – Justification: We demand this so that young people in Europe are involved in the discourse at an early stage, and we also hope that this will lead to a good future for Europe.

> 2. The Science Parliament may decide that a website should be created where one can see what is to be decided in the parliament. Furthermore, everyone should be able to vote on what they think of the motion and the result should have an influence on the resolution. – Justification: Because we also want to have a say in Europe

> 3. The Science Parliament should decide that an internet site should be created on which it is possible for school classes or whole schools to give their feedback to the EU and make requests for changes. – Justification: Europe should also play a major role in schools and education. Schools as a meeting place for young people can convey and practise the values of European democracies at an early age.

From all applications, the project management prepares a printed agenda for the second project day.

Day 2

The students receive sponsors from local politics. They go through the committee agenda together. The mentors give tips on finding a majority and on working in the committees in general.

In the following big meeting of the science parliament the students discuss their ideas and vote on them.

During both days the press teams will create interviews, reports, picture stories and more with video cameras, digital cameras, sound anglers, editing suites.

Methods used

Science parliament: discussion, majority finding and voting

Press team: creation of interviews, reports, picture stories, professional use of video cameras, sound anglers and editing suites

Evaluation of learning

In a joint workshop with students, politicians, school and administration, a decision is made on how to deal with the applications made by the students:

- Which ideas will the politicians adopt as their own applies?
- Which ideas the students can prepare for a resolution themselves?
- Which ideas can be implemented by the young people themselves and who can accompany them?

Assessment of learning

To document the project, all results are published in a printed magazine and in a film made by the press teams: In class, the students' experiences will be addressed.

Target group

Target group are students in secondary schools from Grade 7

Impact

Students get to know their local politicians, the municipality gains many ideas from young people in this participation format. The experts from science find the contact with normal pupils very enriching, as they gain insight into the level of knowledge and opinions of normal citizens. It encourages public dialogue about the many aspects of science. The simulation game attracts public attention in the local press

Challenges

Complex organisation, many rooms and volunteers as well as technical equipment are needed. Good contacts with politicians and political bodies are a

prerequisite.

Contact   **Politik zum Anfassen e.V.**

Königsberger Str. 18
 30916 Isernhagen, Germany

Tel. +49 511 37353630

politik@zumanfassen.de

Resources   The organisation's website

https://www.politikzumanfassen.de

Immigropoly

Title

Immigropoly – a game of migration

Screenshot of a scene from the online game

Summary

An online game exploring the subject of migration, which incorporates an educational element developed by the ID Research workshop, Pécs, Hungary. The game provides for a unique experience in addressing issues of immigration and integration. It is available in Hungarian and in English.

Keywords

Computer games

Immigration

Where?

As „Immigropoly" is an online game, it can be played everywhere. The adress to call it is

http://immigropoly.hu

There is a Hungarian and an English version.

Who created it?

ID Research, Pécs, Hungary

With funding from the European Integration Fund,

About the organisation

by *IDResearch,* a brain trust based in Pécs, Hungary.

The online game was sponsored by the European Integration Fund and the Ministry of the Interior, which deals with third-country nationals living in the European Union, the European Union's immigration policy and migration.

The ID Research workshop, led by Dr. István Tarrósy,

has been awarded EU Funding for European Integration for three consecutive years with preparatory projects for Immigropoly.

Duration of training

Duration of the game depends on the player.

Description of training

Immigropoly is an online game which aims to introduce and expose its players to the topic of immigration and the hardships that immigrants face within society at large within a European context by putting players in control of a fictional immigrant character and tasking them with getting that character safely to Europe.

The game is suitable to be played on both one player mode and multiplayer mode, the latter allowing players to work together or independently.

The aim of this game is to take your selected character from different parts of the world to the European Union via various routes. Read as much as you can throughout your journey about visited cities, astonishing places, migration as such, and the immigration policies of the European Union. Thereby each player has the opportunity to enrich their knowledge regarding migration, the different countries and cultures of the world and the European Union.

How it came about

Immigropoly began its life as a type of extension to a multifaceted project managed by *IDResearch,* a brain trust based in Pécs, Hungary. The project „Black and white – Here we are!" was funded through the European Integration Fund and the Hungarian Ministry of Interior.

The goal of that project was to "thoroughly inform Hungarian society at large about the African immigrants living in the country, encouraging the open and stereotype-free thinking of the society in general, and the youth in particular".

Methods used

The main objective of the game is to educate students in higher education, particularly in the social sciences, about 21st century migration trends, and to let them gain new knowledge on the subject through playful quizzes. It puts the player in the shoes of a hypothetical migrant and allows them to explore the

challenges and difficulties faces by the migration process.

Learning outcomes

Viktor Glied, Research Manager and game developer, claims that the twelve characters in the game who are presented along with their individual stories and wanderings provide life lessons for everyone playing the game.

Evaluation

The project was established in line with an awareness campaign by nature, and the game was designed as a free-time activity for younger generations to enhance their knowledge and fact based learning.

However, the school and educational potential were not ignored as many of the partners were schools and universities that could implement the game in their syllabuses on their own volition due to the games informal and flexible nature. The project included surveys conducted amongst the youth and mapped out the trending attitudes related to immigration. Their research had effectively helped the creators to motivate young people to change their attitude, and provide a positive momentum.

Assessment of learning

There is no formal assessment of learning outcomes, however, the feedback from users has been positive as summarised by a statement made by a player in that, "everyone has won here, everyone has a better understanding of cultures and religions, tolerance, an ambassador for a more sustainable world."

Target group

The game was originally developed for university students. However, the game can be used more widely as a sensitizing pedagogical method.

Impact

The game saw light as an educational tool aimed towards Hungarian youth to introduce to them the hardship immigrants have to face during their voyage to Europe by putting the player in control of a fictional immigrant trying to make the trip. What makes this premise and game more interesting is that, in general discourse, immigration has been a relatively hot topic that has, for example, propelled various anti-immigration parties to unperceived election results

both globally and in a European context.

Challenges	Due to the game being online based, issues that may arise stem from technology.
	For example, when we (HYS team) tried in September 2020, the English section of the game did not work due to some issues on the server.
Lessons learned	Online games and non-formal pedagogical methods are easier to involve, but there is also a need to listen to personal feedback in some form.
Contact	(No information available)
Resources	Website to play it

http://immigropoly.hu/

After registration and successful activation there is nothing else to do than choosing a likeable character and begin the game.

Link to register:

http://en.immigropoly2.ittvagyunk.eu

Note: Link did not work in Sept 2020. The link is identical with what can be reached from their main website and then clicking on the English flag. The Hungarian version, though, did work. I wrote an e-mail to the address given in the Impressum, 27.9.2020, Ch. Geiselmann

Migrantas

Title

Migrantas - a visual language of migration

A street in Berlin with a logo displayed in public. It boils down the life experience of an immigrant. Creating such logos based on biography and making them visible in the city is the core idea of *Migrantas*.

Summary

Migrantas is an initiative of artists and designers in Berlin. They use visual arts and graphic design in workshops for other migrants (mostly women), helping them to create drawings reflecting their life journey. The drawings are then condensed into pictograms and distributed in public spaces.

Keywords

Migration

Mobility

Borders

Citizenship

Comment by HYS

The downside of this example is that it has little to with educating participants about the EU, or make them reflect about the EU.

An interesting aspect is however the approach of how to work with the participants: starting with discussion circles in community centres, entering into a creative process. – Could this approach be used for EU education also well?

Where?

Berlin, Hamburg and Cologne, Germany

Who created this?

Migrantas Collecive, Germany

About the organisation

The *migrantas* collective is a civil society organisation

(registered association) in Berlin, Germany.

Core members are:

Marula Di Como and Florencia Young (a graphic artist and a designer) started "Proyecto Ausländer" in 2002, which reflects the thoughts and feelings of people who have left their own country and now live in a new one.

In 2004 Estela Schindel (sociologist) joined the project and the main focus was on women from different cultures, origins, residence status, cultural or social background. As a result the collecive Migrantas was formed.

In 2006 Irma Leinauer (urban planner) joined the collective, as did Alejandra López (journalist) in 2007 and Francesca La Vigna (political scientist) in 2013.

Public recognition:

In 2011 *Migrantas* has been awarded with the *Hauptstadtpreis für Toleranz und Integration* ("Berlin Award for Tolerance and Integration") issued by *Initiative Hauptstadt Berlin e.V* (an NGO in Berlin).

Duration of training	1-6 months
Description of training	Working with public urban spaces as a platform, *Migrantas* uses pictograms to provide visibility to the thoughts and feelings of people who have left their own country and now live in a new one.

Pictograms are a suitable way of communication for *Migrants* as they provide a method of communicating their complicated situations in simple, universally understandable images which thus stir emotions in people from different backgrounds in that those who view the pictograms reflect, gain new insights and potentially change their own perspectives.

The first point of contact between migrants and the designers takes place in community centres the migrants are familiar with.

In workshops, a common reflection on migration is developed. for example, women from different countries of origin, with different legal status, cultural or social background share their experiences and present them in simple drawings. Themes such as 'How they

feel when they meet local people?' and 'What do they feel if they ask: when do you go home or why did you come?', are explored using drawing as a medium of expression.

Methods used

Workshops for visualisation

Migrantas meets with migrants in their own collective spaces (organisations, community centres, cultural groups) and organises workshops to reflect on issues of migration. Migrants from different national, cultural and social backgrounds, also with different residency statuses, exchange their experiences and express these in simple drawings.

Process:from drawing to pictogram

After a careful analysis of all the drawings from different workshops, *migrantas* collect key elements and common themes from the drawings and translate these central motifs visually and artistically into pictograms – a visual language and a language accessible to everyone.

Exhibition

All *Migrantas* projects end with an exhibition. The participants now see their drawings presented in public and experience public recognition of their voices and social participation. Visitors to the exhibition receive an opportunity to become better acquainted with the experiences of migrant women.

Urban actions: Being a part of the city landscape

One of *Migrantas*' major goals is to make the pictograms visible in public urban spaces. They appear as posters where there is normally advertising, as projected digital animations on public screens, as flyers or postcards or shopping bags. Migrant women's perspectives and lived realities are taken out of the individual private space and made visible in the public space, thus creating an encounter which triggers reactions and self-reflection in the passers-by.

Evaluation

Evaluation is based on feedback from participants.

Follow up

After completing the first projects in Berlin, *Migrantas* successfully expanded to other cities in Germany,

including Hamburg in 2007 and Cologne in 2008.

By making contact with local government representatives in numerous places, *Migrantas* began developing a network which enabled the initiative to further another socio-cultural project *Bundesmigrantinnen – Bilder der Migration im öffentlichen Raum* („Federal migrants – images of migration in public space") where pictograms are used to reflect the feelings and daily lives of migrant women not only highlight many of the often quite local trends in the participants' migrational and cultural backgrounds they also depict the specific perceptions and realities of life in Germany's various cities and regions.

Target group

Women from different cultures, origins, residence status, cultural or social background.

Results/Impact

Mobility, migration and transculturality are not the exception in our world, but are instead becoming the rule. Nevertheless, migrants and their experiences remain often invisible to the majority of our society. This project makes them visible and makes them feel respected.

Challenges

The biggest challenge is financing. The *Migrantas* collective receives no funding for its day-to-day work. Instead, the collective's work is made possible through the commitment of its freelance members. The diverse projects undertaken by *Migrantas*, as well as those in which the collective participates, rely on direct funding or funding provided through partner organisations.

Contact

E-Mail of Migrantas:

info@migrantas.org

Resources

The group's website:

http://www.migrantas.org

Sociopoly

Title

Sociopoly – game and reality

The game board and the set o cards, meeples, die etc.

Summary

Sociopoly presents gamers with a small town in northern Hungary. Players are put into the roles of various people in the village, belonging to different classes, and let's the live through four weeks of village live, while having to make to with the resources and obligations their roles are provided with.

Keywords

Board games

Poverty

Society

Where?

Budapest (Hungary)

Who created this?

László Bass, sociologist of Eötvös Loránd University (Hungary), together with *Chances for Children Association* and *Lifeboat Unit*.

About the organisation

The *Chances for Children Association* was established in 2010 with the main aim of improving children's life opportunities and to prevent the reproduction of child poverty. Founders of the association were staff of the

Programme Office to Combat Child Poverty.

Duration of training   90 minutes per round

Description of training   Sociopoly is a board game designed by László Bass, a sociologist and professor of Eötvös Loránd University, on the model of *Monopoly*, the well-known board game.

Sociopoly presents gamers with a small town in northern Hungary.

The characteristics of the people living in the village include the village elite (the mayor, the entrepreneur and the doctor), the employees of the institutions operating there (the police, the teacher, the nurse, the shopkeeper and the bartender) and the people living in the village (mostly poor).

Some are represented by actors, but most of the villagers are personalised by the audience (participants).

The game let's participants live through four weeks in the life of the village. Players get into a role-playing game where they have to play together in small groups, forming families. Participants have to live within the limits of their roles: raising two children, unemployed, possibly relying on public or casual work, but needing to buy, pay for their house and other lifelyhood expenses.

At the beginning of the game all the players get all the help and support that such a family can receive in Hungary today.

The game concists of a series of short scenes: the viewer finds themselves in a medical waiting room, where they become a character in the scene, and has to decide whether or not to replace the medication prescribed for them.

You can witness a conversation where a local entrepreneur offers someone a job and then asks them if they want to come to work and under what conditions? Whatever situation the viewer is in, luck always decides.

The game provides an opportunity for users to learn about social policy and legislation that may be

46

effecting others within wider society.

The game is led by two team leaders, who repeatedly talk to the participants about the situations to gather theirs views and in turn make a decision for the character. At the end of the game, the group discusses the cases that occurred during the game, reflected on the role play game.

Assessment of learning	After the game, the participants give feedback to the team leader about their feelings and opinions about the game. An essential element of the game is the constant confrontation of different opinions, creating dialogue between players.
Evaluation	Over the past nearly 10 years trial games with players in different life situations showed that the participants find the game enjoyable while they also experience the stress of economic struggles and deprivation.
Target group	The game was originally intended for teenagers, but is also widely applicable to older people.
Impact	The lesson for the players is that there is no general winning situation. Difficult circumstances constantly emerging in the game mirror similar difficulties in real life. Participants are enriched with a new perspective, as they experience the situation of poverty even if only for two hours.
	It is commonly used in schools and universities as a one-way pedagogical sensitization tool.
	Participants can understand how borrowed money and unpaid bills can quickly ruin people's and family's life.
	The game filled with different scenarios puts the players into someone else's shoes and thus may challenge potential misconceptions.
Challenges	1) This is a very easy to use non-formal sensitizing pedagogical method. But the game requires a good and prepared game master who responds to conflict situations during the game, who can provide information, provoke players, and answer questions that arise.
	2) The board game is written for the Hungarian social situation, where people can virtually live through the

financial constraints of poverty, the tension that many families do not even have the money to survive in the middle of the month. Therefore, the game must always be up to date, adapting to the current conditions in which the people of the country live

Contact

GYERE - Gyerekesély Közhasznú Egyesület

English: *"Come!" – Children's Chance Association*

E-Mail:

szociopoly.gyere@gmail.com

Links to resources

Website for the game:

http://www.szociopoly.hu/

Europa=noi

Title

EUROPA = US – at school on European citizenship

EUROPA=NOI – A scuola di Cittadinanza europea

Website offering access to the various tools and materials.

Summary

Europa=noi is a large online learning environment (website with many materials and interactive functions) about the European Union. It offers teachers and students from Italian primary and secondary schools a journey of discovery of European history, values, institutions and programs, with a focus on the rights and duties associated with citizenship and the Treaties that have enabled the establishment and development of the European Union over time. The idea is to teach participants to become responsible citizens by discovering the EU through their own eyes, through easily understandable content and multimedia resources in line with their specific needs. The use of the online learning environment is free, registering works flawless.

Keywords

EU Citizenship

Online learning

Capacity building

Training

Where?

Italy

Who created this?

Department for EU policies of the Presidency of the Council of Ministers.

About the organisation

The Department for EU policies of the Presidency of the Council of Ministers is responsible for networking at a national level for the participation in the EU law-making process and the incorporation of EU rules into the Italian legislation system; prevention of EU litigation; communication and information about the EU, especially on citizens' access to EU policies, programs, opportunities and rights.

Duration

Users can define themselves what activities to pick and how long to do them. There is material for several days of self-learning.

There are also tools for teachers to use the materials for group activities with their class.

The website collects however scores for every user. Users have to register first with their e-mail address.

Description of training

Topics addressed include
  - Europe, peace and rights;
  - How Europe works;
  - Europe and sharing;
  - Europe as a global player;
  - Italy and EU.

Plenty of different activities are offered for the various intended types of users of the platform (teachers and students of various age). Activities include pre-tests, interviews, quizzes, reading information, watching photographs and videos, etc. Materials are mostly interacative. Part of the materials can also be downloaded to one's computer and work then also offline.
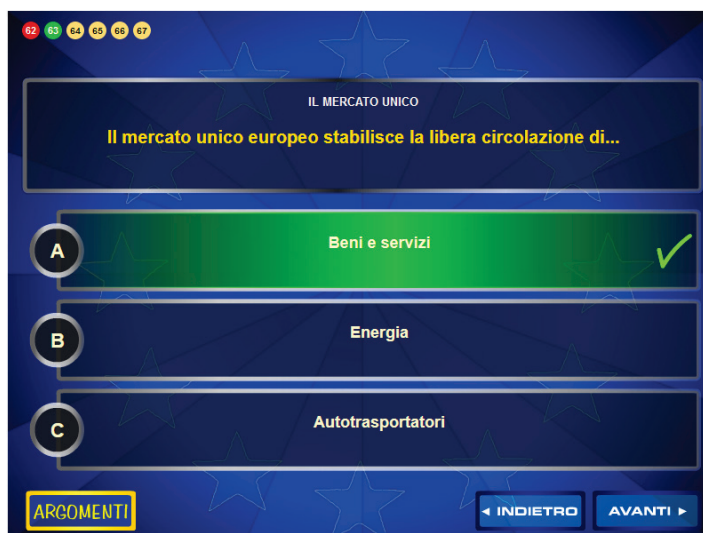
Screenshot of one of the quizzes (on various levels) offered on the website.

Depending on the activity the exercises can be implemented in group or individually, in order to express opinions and points of views.

A learning-by-doing approach is used in during the training sessions, and the participants are the key actors in collecting information. This leading to reflection and awareness-raising in regards to the topics presented in the different chapters.

Methods used

Throughout the training session an open mind methodology is implemented.

Open mind methodology catches the youths' attention through meaningful content and examples offering concrete information and open space for debate.

With this tool, you can find out the participants knowledge about the EU and promote critical thinking. Graphics and language are intentionally informal and the workshops are functional and attractive to the learners.

The website also offers tools for teachers to cooperate, a forum to find help, etc.

Evaluation

Evaluation sessions are carried out in groups to encourage discussion and also to stimulate self-reflection on the work done, the level of knowledge and awareness.

Target group

The target group for the project are foremost teachers but also students from primary school until secondary

high school.

Resources	The website offers:
	1) Teacher area. Teachers here can find a wide range of training material that is constantly updated.
	2) Tool collection containing different free digital didactic sources and materials (available in Italian and English) that encourages debates in classes on the EU.
	3) A quiz area where students can challenge each other on EU history, institutions and other topics related to EU citizenship.
Challenges	The main challenge from the perspective of the website creators was to promote the active involvement of relevant professionals (teachers) especially when it comes to digital skills and digitalization.
Lessons learned	It is necessary to make the EU accessible to the youth and this is best made by encouraging them to find information independently, adapt the material to digital sources and use content that is easy to understand and in line with their needs.
Contact	Dipartimento Politiche Europee Largo Chigi
	19 00187 Roma Italy
	info@politicheeuropee.it
	www.politicheeuropee.gov.it
	https://www.educazionedigitale.it/europanoi/contatti/
Resources	Website:
	https://www.educazionedigitale.it/europanoi/

Essereuropei

Title	*Essereuropei* To be Europeans)

Summary	Essereuropei ("To be Europeans") was a sequenze of educational events organised by the municipality of San Lazzaro di Savena (Bologna) in autum 2019. It involved 150 students over a period of 4 months, and made them participate in workshops, a photo contents, video production, etc.

Keywords	European citizenshi Workshops Non-formal teaching methods Stop motion videos Photo contest Bridging generations
Where?	San Lazzaro di Savena, Bologna, Italy.
Target group	Youth, and general citizens
Who created this?	Municipality of San Lazzaro di Savena (Bologna)
Duration of training	September to December 2019
Description of training	he municipality of San Lazzaro di Savena (Bologna) in cooperation with *Servizio informagionvani* offered a free of charge information and orientation space targeted towards youth, in autumn and winter 2019. Topics At *informagiovani* you can find information on

the following issues:
  - Job: job orientation, support with writing CV and cover letter;
  - Training: orientation in educational and vocational training;
  - Volunteering sector: regional, national, European and international volunteering service, volunteering camps;
  - At international level: study and language holidays abroad, job and internships abroad, programmes funded for mobility abroad;
  - Youth and territory: news and events on the territory, benefits for youths, leisure time.

Aims

The aim of the training was to bring citizens closer to the values of Europe, to promote knowledge of the historical and thought-based roots of the European project including the different stages of the integration process, strengthening the participation of local and regional authorities in community policies and their abilities to intercept available funds.

Furthermore, the training encouraged to building relationships and debates between different generations, fostering in-depth knowledge of the meaning of European citizenship and the existing opportunities for mobility, studying, training and life within Europe.

The project involved three steps.

1) Kick-off workshop with foto contest

During the first step, the project was promoted to local schools, families and students during a kick-off workshop. During this phase, a photo contest called "Be European" was initiated.

2) Students produce videos

During the second step, two sessions were held for each school class participating in the training. The aim for these events was to initiate dialogue with students and inform them about European citizenship and available mobility opportunities within the EU. During the meetings the students worked in groups to

produce two videos.

a) The first was a video interview with local elderly people.

b) For the second video, the students got to create a stop-motion video telling a story about the European Union. The script, design and implementation were carried out by the students with help from young experts in the field.

3) Foto contest about Being a European

The third step of the project involved all citizens in a photo contest where participants were challenged to capture the concept of being a European citizen. The photos were later disseminated in poster format all around the city of San Lazzaro di Savena.

Final event for all citizens

The project ended with a final event for all citizens.

Number of participants

In total 150 students participated in the kick-off meetings. The video workshops involved 16 school classes, approximately 300 students.

The video interviews involved 14 students.

The final event brought 50 citizens of San Lazzaro together.

Methods used

The methods used during the events were:

1. Non-formal education which led the groups of students to better understand Europe, to cooperate and develop debates and to get a deeper understanding of the European Charter of Rights.

2. Workshops with both students and citizens which encouraged discussions and debates that involved people from different generations.

3. Creating videos, where students learned how to carry out video-interviews with elderly, write scripts, design, direct and edit stop-motion videos.

4. Photo contest which invited all the citizens of San Lazzaro to participate and to see some of the contributions on display all over the city in poster format.

Evaluation

The project did not have a formal evaluation system.

However, some informal evaluation sessions were carried out involving students and teachers of classes that participated in the video workshops. Hence, the evaluation was carried out through ad hoc workgroups and single interviews with students and teachers.

Assessment of learning No formal assessments were carried out.

Target group The project was targeted both to citizens and the local schools of San Lazzaro di Savena. The training sessions involved local youths via workshops and events. The project has seen an active involvement from the whole population of the city (from children to elderly people).

Impact The results and impact of the project were: to bring citizens closer to the values of Europe, promote knowledge of the historical and thought-provoking roots of the European project and the different stages of the integration process.

All this has happened through an intergenerational and community approach.

In summary, the project has achieved the objectives of involving young people and inform them about the meaning of European citizenship and the opportunities offered by European programs, involving all citizens through a photo contest disseminated all over the city, raising awareness among different groups of citizens and creating a generational bridge via the realization of video interviews between local youth and elderly people.

Challenges The challenge in this project was mediating and creating a connection between different communities, stakeholders and generations, a task that was a constant challenge throughout the project.

Information/ Giada Fogli, of the Municipality of San Lazzaro

Giada.fogli@comune.sanlazzaro.bo.it

Rresources Website of the project

https://www.comune.sanlazzaro.bo.it/aree-tematiche/giovani/informagiovani

Learning Legality

Title

Welcoming Bologna – Scuola di Legalità

Welcoming Bologna - Learning legality

A coor activity was organising meetings of asylum seekers with police officers and experts for labour law were held.

Summary

The social cooperative Lai Momo in Bologna organized a series of educational events for Asylum seekers. Especially interesting (from the perspective of European citizenship awareness) were meetings with police officers and legal experts to make newcomers to the country familiar with the legal system, especially regarding labour law and interpersonal relationships. Different groups of asylum seekers took different lessons from it, mostly depending on their country of origin.

Keywords

Inclusion

Communication

Immigration

Where?

Bologna

Who created this?

The project was promoted by *Associazione Africa and Mediterraneo – Cooperativa Lai Momo*, funded by Cities Alliance with support of UCLG – United Cities and Local Governments.

Who did it?

Lai Momo is a social cooperative operating in the field of immigration, social communication, intercultural dialogue and development.

Social and immigration. Lai Momo implements initiatives aiming to produce a social impact in the involved communities and territories; it offers orientation and information services targeted to foreign citizens and locals; it realizes research projects and offers consultancy to public administrations, schools, enterprises and so on; it proposes linguistic-cultural mediation and conflict mediation activities; accompaniment in the labour market; legal support; literacy (Italian language); welcoming of asylum seekers and refugees.

Social communication. Lai Momo participates in many communication, research and cooperation initiatives with national and international partners.

Publishing and culture. Lai Momo is editor and specialised cultural agent on **African art production** and cultural changes due to migration flows - in particular through the biannual magazine *Africa and Mediterraneo*. Last but not the least, it is co-manager of the Africa and Mediterranean File on African authors' comics.

Duration	September 2016 to August 2018
Description	*Welcoming Bologna* is a project inspired by a methodology of community development. It was implemented in the metropolitan area of Bologna.

Welcoming Bologna used the *Welcoming America* programme as a reference point. It proposed to construct a network of local collaboration with the aim of making the city more welcoming.

This series of actions involved figures from various public and private sectors in a process of inclusion aimed at asylum seekers who have been established in the Bologna area.

It is based on the conviction that the insertion of new residents can only happen if strong relationships are established and concrete interactions are created among people.

The first phase of the project has seen the formation of a task-force made up of representatives from several entities active in the field of migration in the districts of the Metropolitan Area of Bologna.

The members of the group participated in a training seminar followed by a group discussion about the aspects of the American methodology.

The second phase of the project saw the realisation of a series of initiatives across the metropolitan area of Bologna.

The network of activities at a territorial level has always been supported by a constant campaign of communication, which aims to reach and involve the largest possible number of citizens in the process of inclusive growth of the city in order to improve the welfare of the whole population.

The initiative *Scuola di Legalità* (Learning Legality), promoting inclusion, focuses on the idea that inclusion means to be aware about your duties and rights in the hosting countries to avoid becoming victims of beatings, human trafficking or anything else.

Scuola di Legalità was carried on in close cooperation with the local Health Unit of the Metropolitan Area of Bologna as well as the police *(Comando Provinciale dei Carabinieri)*.

In this way, the asylum seekers living in the area could relate to the police in a different way: realising that the police not only have control tasks, but also protect them from dangers and are a support in doing the bureaucracy.

Concrete steps

Asylum-seekers were divided into two groups for linguistic homogeneity, a group consisting mainly of Pakistanis and Bengalis (with mediation in Urdu and Bengali) and a group composed from users coming from different African countries, mostly French and English speakers.

Each group had two meetings with the representatives of police forces and the Labour Inspectorate. The first meeting was about the fight against undeclared and irregular work, with a focus on the rights and duties of workers. The second dealt with relationship offences and violence in gender relations.

The two issues were chosen in agreement with the

police. They are key topics as affecting and impacting directly on the lives of asylum seekers, possible victims of exploitation and without adequate protection within the labour market. Also, asylum seekers are often not aware of Italian and European culture in interpersonal relationships, respect for gender equality and children protection.

The groups consistent of 20 participants each.

Methods used

It was an innovative approach to have asylum seekers meet with the police in a training context.

The training combined frontal presentations, group discussions and fostering participants' active contribution: trainers (police officers) and trainees (asylum seekers) both had knowledge to share and to learn from each other.

Beyond the exchange of information, the training had also the objective to tear down mutual prejudice and diffidence and to create a safe space for constructive dialogue.

Evaluation

The meetings have received a positive feedback from both the speakers and the trainees, who have received a certificate of participation at the end of the path.

The effects have been positive on both sides: for the police because they have had the opportunity to get more familiar with the environments of origin of asylum seekers, and the potential risks to which the immigrants are exposed. It was positive for the asylum seekers because they could change preconceived positions towards Italian public security forces.

Reactions of asylum seekers were manifold: enthusiastic by Pakistanis and Bengalis, more reticent by African youths. Asians expressed special interest in the topics covered, in particular those regarding the protections at work, because they belong to communities well-included into production and are willing to learn and know the laws valid in the host country.

A Pakistani boy proposed to offer such initiatives from the very beginning of the reception process, so that newcomers can be more aware of the laws of the country, and of consequences of infringement. Others,

especially participants from African countries, overcame their initial fear of uniformed persons and begun to perceive officers differently. Here is important that in fact in their countries of origin uniform is not always a symbol of legality.

There was a final event involving all actors who participated in the project, for feedback on initiatives and to think of possible follow-up. The police sent 2 representatives to the final workshop and manifested their enthusiasm in keeping the collaboration alive.

The *Comando Provinciale dei Carabinieri* sent an official communication to all local offices in the municipality of Bologna asking to replicate the experience in other municipalities when possible.

Target group	Asylum Seekers
Impact	Main impacts/results are:

- Increased awareness among new citizens of behaviors that foster social relations in local communities
- Increased awareness among participants of the different cultural perceptions of crimes
- Clear perception by native citizenship that training constitutes an intervention to prevent illegal behaviour.
- Being aware of their rights and knowing what the Italian legal system provides allows asylum seekers not to end up as victims of exploitation and not to be dragged into situations that could affect the path of integration.
- As emphasized by the police, although the benefits will be seen only in the long term, the contribution to inclusion process is already obvious to all.
- A particular effort, hence, should be made in the field of family law, gender protection and labour law, without creating false expectations but providing the key gaps respect the normative in force in the countries of origin.
- In addition, particular attention is paid to combating organised criminal networks of ethnic origin that are willing to exploit their newly arrived nationals sexually or in the labour market.

- The activity of the police forces increases the authority and truthfulness of the illustrated contents promoting confidence in the same.

Challenges

It emerged the need to widen the paths dedicated to the gender relations topic with a transcultural premise and training on national and international standard (i.e. Istambul Convention on Prevention and Combating Violence against Women and Domestic Violence).

Contact

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Resources

Website

http://www.welcomingbologna.eu/it/

Community Art

Title

Community Art - Create a Network Through Art

Pictures created by adult learners during the project, here at public exhibition. The focus of this 3 months activity was helping participants gain confidence.

Summary

Adult students with little formal education go through a process of creating works of art to gain confidence. They do this in parallel with children from primary school.

At first glance it may seem that this activity is little related to European citizenship training, but CEPA San Cristóbal, through its various life-history related activities showed us that citizenship (European or other) needs self-aware and self-confident citizens, and offering low-skilled adult learners opportunities like this helps them gain confidence and awareness.

Keywords

Emotions

Collectivity

Artistic expression

Where?

Canary Islands - Spain

Who created this?

CEPA San Cristóbal

About the organisation

CEPA San Cristobal is a public (municipal) adult training provider established in 1963 with the primary aim of tackling the illiteracy rates of local population in San Cristóbal de la Laguna, Tenerife, Spain.

The classrooms were initially located in primary

schools, and other spaces provided by the city hall. When this campaign finished in 1973 the institution started preparing for basic degrees such as Certificate of Secondary education.

Since 2000, other subjects have been included and offered to students, such as VET (Nursing) and English distance learning.

Recently, CEPA San Cristobal has increased the number of external classrooms due to the growing number of students attending their programmes.

CEPA San Cristóbal has a long tradition of serving low skilled people, especially those with disabilities, focusing on integration and social inclusion.

Projects and actions developed in recent years show experience in the use of ICT, videos, web contents, and other multimedia products, with specific and adapted training programs. Some examples:

- Production of an audio-guide of the city of La Laguna. It was the result of an educational research project developed by a group of young students and is the only of its kind in the region.
- Project of edition of audio-visual materials („Sharing life stories") using personal technology (smartphone) with intergenerational collaboration between young and low skilled students with difficulties of access to the above mentioned technologies due to the so called 'digital gap'.

Duration	One term (2-3 months)
Description of training	The activity is based on the ideas of so-called community art: artistic actions based on human relationships that are promoted, recognised and celebrated in a given community. It is about the group elaborating a collective and shared work based on events, values and affections that coincide with and contribute to the history of that community. The work would therefore be the result of a "network of biographies" or "Stories of our lives".
	This activity includes 10-12 students aged between 35 and 70 years, with diverse educational background, mostly having attended school previously to some

degree.

The students demonstrated confidence in specific directed activities whilst having difficulties when a certain level of autonomy and creativity was required.

The activity was carried out jointly with two other groups of primary students from 7 to 9 years old.

The training is something different for many of the students and is a big learning experience as it exposes the students to different innovative activities and subjects they may have not come across previously.

On the one hand, the main objective is to enhance personal development and expression of each student'' feelings and viewpoints.

Another positive part of this activity was that the students managed to evolve from individual to collective experiences specifically creating a sense of belonging to a group. All of these should contribute in the future to the growth of the group.

The method refers to the work of Jackson Polock, as well as the pictorial work of the Aelita André and the technique of "Action Painting".

Methods used

The students are encouraged to reflect on their feelings and values and express those to others. A series of workshops is organised that focuses on group work; workshops are led by a teacher and local artist with previous experience in engaging students to think outside the box.

The students are also given complete discretion in deciding which techniques and materials they will use to create the final products, thus helping them grow in confidence, assume responsibility and creativity.

The students receive a degree of gratification as their work, ideas and expressions are presented to the community and these final works would be exhibited in the Museum of Contemporary Art along with a description of the work.

Evaluation

Evaluation of what has been done is obviously attending to qualitative aspects. As the objectives refer to the need to change individual attitudes regarding the group to which they belong, interviews were

conducted with the participants. In them, they were asked whether or not they had changed their way of thinking about the group of belonging. It was quite significant to find most responses like: "It is the first time I paint, I like to contribute …", "for me it has been a time to enjoy being reunited with my colleagues", "it has made me excited and feel happy"

Target group

Target group of this project are adult learners, typically considered to be "low-skilled".

Concretely, the group consisted of 10-12 students aged between 35 and 70 years, with very different levels of skills and achievements in formal education, but with at least some years of school attendance long time ago. They were used to be confident only with very directed activities and had great difficulties when a certain level of autonomy and creativity is required. So this is a kind of first and big deal for most of them.

This activity was carried out jointly and in parallel with two other groups of primary students from 7 to 9 years old.

Impact

A public exhibition which showcases the works from these students who are considered a low-skilled group of people in a cultural space was both uplifting and inspiring as it demonstrated that with hard work, focus and effort that they could develop new skills and produce works that would be appreciated and celebrated.

The presentation of the works at the museum drew a great deal of attention as many of these students would not have had the opportunity to demonstrate their abilities and for majority of the students they would not have visited the museum even within the capacity as a visitor.

Challenges

Arguably one of the biggest challenges was integrating groups of adults who possess unique skills and experience with children that they were not used to working with types of peers who they may perceive to be "different" from them.

As each student's personal experience differed in terms of skills and ability, some advanced more

speedily than others. Those that did struggle to embrace the integration process were supported more so to ensure the project's success.

Lessons learned

The project was very positive for what it means to share experiences, knowledge and affections among students between different generations: boys and girls and adults.

Contact

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Links to resources

Website with information about the project, in Spanish:

http://malatinta.org/proyecto-de-arte-comunitario-creando-redes-a-traves-del-arte

Getting to Europe friends

Title

Getting to Europe friends

Grid with data about European countries, created by students collectively, based on their research. This was one of the activities of this project.

Summary description

Getting Europe friends is a classroom activity developed by CEPA San Cristóbal adult education centre in Tenerife. A group of students – young adults with very low formal education – is encouraged to collect basic information about a number of European countries (chiefly via online research), to structure this information, and eventually to produce video clips to present these countries to their classmates.

Relevance for HYS

This project fits the idea of the Have Your Say project very well. It is low-level, i.e. for students with little skills / low formal education. It leads participants into interesting, engaging activities where they can be creative and productive. And it motivates students to think about Europe or the European Union, although in an indirect way (touching upon other countries, not the political institutions "EU"; but this can be a necessary first step for this target group.

Keywords

Citizenship

New technologies

Empathy

Mutual knowledge

Geography

	Research.
Where?	Canary Islands, Spain
Who did this?	CEPA San Cristóbal, Tenerife, Spain
About the organisation	CEPA San Cristobal is a public (municipal) adult training provider established in 1963 with the primary aim of tackling the illiteracy rates of local population in San Cristóbal de la Laguna, Tenerife, Spain.
	The classrooms were initially located in primary schools, and other spaces provided by the city hall. When this campaign finished in 1973 the institution started preparing for basic degrees such as Certificate of Secondary education.
	Since 2000, other subjects have been included and offered to students, such as VET (Nursing) and English distance learning.
	Recently, CEPA San Cristobal has increased the number of external classrooms due to the growing number of students attending their programmes.
	CEPA San Cristóbal has a long tradition of serving low skilled people, especially those with disabilities, focusing on integration and social inclusion.
	Projects and actions developed in recent years show experience in the use of ICT, videos, web contents, and other multimedia products, with specific and adapted training programs. Some examples: - Production of an audio-guide of the city of La Laguna. It was the result of an educational research project developed by a group of young students and is the only of its kind in the region. - Project of edition of audio-visual materials („Sharing life stories") using personal technology (smartphone) with intergenerational collaboration between young and low skilled students with difficulties of access to the above mentioned technologies due to the so called 'digital gap'.
Duration	One month
Description	A group of 15 young adults who are in training for basic secondary degree are offered an activity to

explore ideas about other countries in Europe. (As a discussion starter, we used the news that our school had become part of an Erasmus+ project.)

First, students have to conduct research (chiefly in the internet) that allows them to complete a grid with general and statistical data about each of those countries (see photos below).

Then, with the collected data, students are required to prepare a video that allows their classmates to have more basic information about those countries.

Technology used

In addition to basic information search tools online, students are encouraged to use a very simple video editor (Kinemaster), an image editor (Paint) and a text processor.

Tasks

The students have to complete a series of different tasks including searching for information, data selection, filling out of templates, writing a script for a video, filming and editing that video and final presentation of the results to their peers.

Subjects

Subjects involved are Geography, Personal Development and Technology.

Teachers and pedagogy

The subjects provided are taught by two teachers, which allows the ensures that the students needs and development are the primary focus and subsequently increases the rapport between the teachers and students.

Great emphasis was placed on students using reliable sources when searching for data and when selecting characters from each country, to avoid falling into easy stereotypes. Why not a Greek researcher and not a German one?

Target group

Young adults, mostly school dropouts.

Methods used

A range of activities are used during the training which include (but are not limited to)

  - conducting research online in small groups

- discussion and evaluation of the collected data and how is can be used
- writing of tailored scripts to be used for video production, and finally
- creation of a video as the final product.

The final video encourages students to assume roles and develop their creative, technical and professional skills.

Evaluation

For evaluation, students are asked to fill in a survey. The survey is about their perception and knowledge both pre and post completion of the training. This includes each student considering whether they held any prior conscious or subconscious prejudice or stereotypes in respect to individuals of different nationalities. Finally it asks whether students have identified a new interest in a particular country, whether that be associated to sports, culture, entertainment or a public figure who is considered a positive role model.

Assessment of learning

Although there is no formal or informal assessment, the evaluation stage – namely the survey – set out measures to which students would be required to carry out a review on the factual credibility and authenticity of the information they collected.

Participants

The group consisted of about 15-18 young, with an average age of approximately 22 years. Most of them had dropped out of compulsory school a few years ago without obtaining a basic high school diploma.

Almost all are unemployed, and if they do odd jobs, almost all of them live in their parents' homes. They have very few social skills, and they find it difficult to develop personal relationships with others in society.

Impact

Although the quality of the productions and videos made were not the central focus but a method to engage students who had primarily lost interest in education, the students demonstrated greater and positive interest in learning about different nationalities and countries from which they had practically no information. It has led them to associate those national environments with the European environment and with

certain relevant/famous people from music or sport well known for them.

The final products made by students were appreciated by their classmates, from the same group and others from the school and, as a result, it meant an improvement in their motivation, gratification and confidence. There has also been a greater interest shown in learning about other countries that were previously unattractive or irrelevant to them.

Lessons learned

Can this process be improved? Of course. And also the resulting products. For example, it would be a good idea to offer an extension in training in some of the technological tools. This may be combined with increasing difficulty of other activities. This would contribute to increase students' motivation to learn more about other countries in the European environment in terms of geography and culture.

Contact

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Links to resources

Videos produced during the activity

https://youtu.be/XlSRdTIoJXs

https://youtu.be/KDp5TGspAec

Note however that they are not for public view on Youtube, and you would need to ask CEPA San Cristóbal to set them to "public", first.

Who is who, and why do you think so?

Pictures of various people, used to start students reflect their prejudices.

Summary

Using a multimedia application programmed for the purpose (available via internet), students are shown photographs of various people, both unknown ordinary persons and celebrities. They are asked to associate with these photographs various characteristics of personality, and professions or occupations. This is then used to start a discussion about prejudices, to start self-reflection, and to become aware of traces of racism,. and of questions of societal integration. The relation to European citizenship training is again on the level of building up awareness, including awareness for (and appreciation of) diversity.

Keywords

Inclusion

Intercultural integration

Racism

Stereotypes

Where?

Canary Islands - Spain

Who did it?

- Edullab – Laboratory of Education and New Technologies, University of La Laguna
- MAVIE (teachers association)

Desription of organisation

The *Edullab* research group was created in 1999 following a European project called REDVEDA. Since then this group has developed and participated in different calls for research projects and reports and studies on new technologies and their application to education. Their

main line of research focuses on the educational applications of new information and communication technologies, developing, to date, sub-lines of work such as:

- E-Learning or education through virtual environments
- Design, development and evaluation of multimedia educational materials
- Teachers' training and pedagogical integration of ICTs in schools of the school system

This Laboratory has an interdisciplinary team formed by a Director (university professor), several professors both holders and associates of different areas and different scholarship holders.

Mavie is a non-profit association composed of teachers belonging to different departments and from different schools (primary, secondary, high school, adult education and university). They set up this association in 1997 with the aim to work on practices of educational innovation based on active and integrative methodologies adapted to their students' needs (age, academic level, social context, etc..)

Currently this non-profit organization is made up of about 100 teachers and researchers from different educational levels.[3] None of them receives salary or other remuneration for their work. The activities of this group are normally funded by participation in public calls for research projects at local, regional or national level.

For more than 15 years, members of this association have participated in training activities for teachers such as congresses, meetings or seminars.

Since its inception the professionals of this association have participated in the development and design of educational ITC tools, such as e-learning platforms, app and other materials. Their work has been recognized with several awards at local, regional and national level.

Duration

1-2 sessions, 1 hour each

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[3] Report written in 2020

Description

With this activity teachers try to make students realize how certain prejudices associated with ethnic issues and stereotypes work in us.

A series of images are shown to the students:
- **Faces** from people from different races;
- Personal **qualities** and characteristics (both positive and negative: hardworking, kind, clean, / lazy, dirty, antisocial);
- **Jobs** that these people from the pictures would be suitable to perform in their opinion. They are asked to associate (people > qualities > jobs) randomly and only with their personal criteria.

It should be noted that some of those faces are anonymous and others are famous or popular celebrities from sports, culture or shows. Once the students have made their association with the list of adjectives/characteristics, they have to explain why they have chosen or not this or another quality and try to give a reason for their choice.

This activity is included within one of the specific subjects of adult education in Spain: Personal Development and Citizenship. It is one of a series of activities collected in the multimedia material "At the gates of Babylon" (*A las puertes de Babylon*, see below in "Resources") that focuses on so-called intercultural education. This material proposes individual and group activities, to be carried out in digital format and others in classic format.

We can affirm that self-reflection is the main and almost unique objective of this series of activities. The aim is that through it changes in attitudes occur, there are people of different races and backgrounds to achieve better ethnic and cultural inclusion, eliminating stereotypes and prejudices that in many cases are not perceived in oneself.

Methods

Activity "Who's who?" – Association of images of people to certain qualities (positive, negative and neutral) to detect stereotypes and / or prejudices (work individual)

Association of people to specific roles or jobs in the social environment (work individual)

Reflection on why these associations have been made and what are the reasons that have produced them: Are there stereotypes or prejudices? Why? Group role playing

Evaluation

After the activity, a survey was carried out among the students. This tool tried to get data on these aspects:
- What information and opinions were available before carrying out the activity?
- Which ones have been changed?
- In what sense?
- What have been the reasons for that change?
- If no changes have been made, for what reason?

Assessment of learning

That survey (see above) included several specific questions that forced students to carry out checks and fact checks of certain news and data

Target group

Young adult students of both genders between 18 and 25 years old. They come from urban areas where problems of integration, racism and xenophobia are very common. These are areas where socioeconomic problems, unemployment exclusion and drug addiction are usual.

Impact

Impact was very positive in most of the cases in which this activity was applied. Many students realized for the first time that there was an irrational rejection/prejudice based only on previous issues related to race or origin.

Lessons learned

We should design more activities of this type in order to structure them in a growing and progressive degree of complexity.

The importance of the space in which they live (Europe) as a crucial factor in the construction of values: a space for freedom.

Contact

Website of Edullab:

https://edullab.webs.ull.es/wordpress/

Links to resources

Project information Edullab's website

https://edullab.webs.ull.es/wordpress/tag/a-las-puertas-de-babylon/

There is a link to allow everybody to use the "A las puertas de Babylon" application, however, it uses a Flash player

installed on the computer. (Last checked in 2022.)

Human Rights in Practice

Title

Human Rights in Practice

Playing the game (here still in the predecessor "Fatima" version.

Summary

Board game to help newly arrived immigrants become aware of human rights. The game consists of seven sections with different themes that all relate to Swedish society. These themes are developed to help newly arrived immigrants to orient in their new home country. Themes that are being discussed are for example family, health and education.

Keywords

Human rights

Board game

Integration

Discussion

Easy learning

Active citizenship

Social orientation,

Democracy.

Where?

Sweden, Greece, UK, Portugal and Germany.

Who did it?

Folkuniversitetet Uppsala, Sweden

About the organisation

Folkuniversitetet is an adult education association connected to the universities throughout Sweden. The classes offered at Folkuniversitetet vary from art, language, IT and vocational education. Folkuniversitetet also offers secondary education in different fields of study. The aim of Folkuniversitetet is to offer a wide range of adult education that promotes life-long learning and inclusion for everyone.

Duration

The game should preferably be played spread out during three months with a meeting once a week. Every meeting takes approximately 3 to 4 hours depending on the participants and their needs.

Description of training

The board game was first developed in the Erasmus project *Fatima* to raise awareness of crime and violence towards women. The game was later revised in the project *Human Rights in Practice* and the topic is now human rights and democracy in Sweden.

The aim of the game is to teach newly arrived immigrants about human rights through language education in an engaging manner.

The board game has had a large success and spread in Sweden, making it hard to estimate how many have taken part of the training. Language schools, social orientation classes and youth centres (to mention a couple of organisations) all over Sweden have received the training material.

Throughout the process of the game the participants learn about:
- Their human rights according to the UN declaration.
- Laws and regulation in Sweden that exist to protect human rights.
- Swedish organisations working with upholding and protecting human rights.
- Practical knowledge regarding the Swedish society that helps with integration.
- How to find relevant information independently

The game consists of seven sections with different themes that all relate to Swedish society. These themes are developed to help newly arrived immigrants to orient in their new home country. Themes that are being

discussed are for example family, health and education.

The training encourages the participants to self-reflection by group discussions with participants from different cultural background and experiences. The discussions further revolve around topics that encourage people to question their existing knowledge and preconceptions about, for example, Swedish society and other cultural backgrounds. Some questions touch regulations, norms and values about subjects that can be quite sensitive issues. For example, the board game brings up questions about regulations and norms about marriage and the right to freely chose who you marry, the right to divorce and the obligation to attend compulsory school. The opinions, norms and values about these subjects can differ quite a lot in a group from diverse cultural backgrounds. Thus, creating an opportunity to, in group, extend the understanding of different opinions and previous knowledge about cultural practices, societal regulations and individual opinions.

The element of fact-checking is central for the participants playing the board game. Every participant receives a home assignment every week. The home assignment is written on a playing card from the board game and the question on the card encourages the participants to independently find information to answer the question. An example of a home assignment is: "Explain what compulsory schooling means. Contact a teacher at the primary school or secondary school or check out the national board's website". At the next meeting all the participants present their findings and the trainer checks if the information is correct and presents the correct answer if necessary.

Methods

The board game is developed to encourage the learners to become active citizens whilst learning about their human rights in the Swedish society through language training.

The board game further consist of a book with training material for language education. The requirements for SFI (Swedish for immigrants) courses are that the participants practice speaking, reading, listening, conversation and writing. To incorporate all of these

aspects in the Human rights in practice training material the book consists of different exercises with video and audio clips, glossary, discussion questions and texts to read. All of these exercises are connected to the topic of human rights.

The training revolves around group activities. The board game is played in a group of up to 15 people and the discussion questions naturally take place in group where the learners practice conversation and speaking. The reading and listening activities are carried out individually but are being discussed in group afterwards.

Evaluation

The board game was formally evaluated when it was developed by using zero-measurement questionnaires where both end-users and trainers pilot-tested the material and evaluated it.

The board game was later used by classes in Swedish for immigrants and they also undertook a formal evaluation of the board game with questionnaires and group discussions.

Besides this the trainer is always encouraged to have an open discussion with the learners about the training material allowing it to be adapted to the specific needs of the group in training.

Assessment

The training material has no formal system or criteria to assess whether or not the learners engage in self-reflection, fact-checking and understanding different opinions. However, the trainer should engage the learners to take part of the group discussion, moderate the discussions so that everyone has a chance to talk, make sure that the home assignments have been undertaken and correct the answers when incorrect.

Target group

The target group is newly arrived adult immigrants to Sweden taking part in language courses and/or social orientation class.

The level of the material is suitable for speakers at a B1-level but can also be adjusted for lower or higher levels. In one adaptation of the game, questions for young people were added to expand the target group.

Impact

The board game *Human Rights in Practice* has had

success and much impact in Sweden. The region of Dalarna, Lund and Uppsala in Sweden have distributed the training material to their respective counties to be used in social orientation classes for newly arrived immigrants. Social orientation class is an integration project where newly arrived immigrants participate in a class about the Swedish society.

The board game has further been distributed to SFI-classes (Swedish for immigrants), to five Folkuniversitet in different parts of Sweden and to youth centres.

This large spread makes it impossible to estimate how many learners have taken part of the training material but it can be concluded that the training material has had a large reach.

The board game is a tool developed to encourage language skills, active citizenship, integration in the Swedish society and raise knowledge about human rights through non-conventional, engaging and active learning.

Challenges

One challenge with this type of game is that it gets outdated and would need to be revised on a regular basis. For example, some home assignments encourage the learners to call different institutions like the migration board which today is a hard assignment to do since you might have to spend half a day in telephone queues. Today it would be more feasible to find the information for the home assignment online.

Another challenge is that the educational level of the learners can vary quite a bit. For some groups the language used in the board game is too advanced, and the trainer needs to work hard to make the board game suitable for the learners.

Lessons learned

A lesson learned from the process of developing the board game and its methodology is that the trainer has to be flexible when working with the material depending on the educational level of the group. If the language level is very low in the group the questions might be too challenging and if the level is high the questions might be too easy.

Another lesson learned is that it takes a long time to develop this kind of methodology. The board game was

been under development for about 7 years and is still being updated since we live in an ever-changing society. Game has to be adjusted to these changes.

Third, when working with methodologies targeting newly arrived immigrants with low language skills the language used in the training material must be adjusted to a feasible level to enable as many learners as possible to fully comprehend the material.

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Resources

Newsletter presenting the game in 2017 (here via the website of the Greek partner organisation):

https://www.genderstudies.panteion.gr/wp-content/uploads/2017/02/Newsletter_2nd_HRinPractice_revised.pdf

As when we checked latest, the Swedish site was captured by Chinese pirates.

http://www.human-right.net/hrinpractice

No Alternative Facts

Title

No Alternative Facts (NoAF)

The platform offers learning opportunities about fake news. Various modules are available. Using it is for free.

Summary

Online learning platform created as part of an Erasmus+ project by partners from several countries, offering various materials to learn about fake news, how they are created, and how they can be detected. Everybody can easily register and use the materials. The type of material is what e-learning platforms nowadays usually offer, with various tasks, activities, badges to earn, etc.

Keywords

Fake-news

Disinformation

Critical digital literacy

Quiz-based learning

Problem-based-learning

Where?

Sweden, UK, Bulgaria, Austria, Denmark and Germany

Who did it?

No Alternative Facts (NoAF) was an Erasmus+ project implemented by organisations in six countries (see above). The Swedish partner was Folkuniversitetet Uppsala.

About the organisation

Folkuniversitetet is an adult education association connected to the universities throughout Sweden. The classes offered at Folkuniversitetet vary from art, language, IT and vocational education. Folkuniversitetet also offers secondary education in different fields of study. The aim of Folkuniversitetet is to offer a wide range of adult education that promotes life-long learning and inclusion for everyone.

Duration

The training material developed by NoAF is very flexible and can be divided in about 1 to 5 training sessions varying from 1 to 4 hours depending on which focus, target group and depth the trainer aims for.

Description

The project ended in October 2020.

20 educators were trained in how to use the material. Between February and May 2020 these 20 educators will train around 75 students divided in each partner country.

The training material addresses an issue that is affecting all citizens of Europe and beyond, important in regards to democracy, critical thinking and freedom of speech. The topic is fake-news and disinformation.

The learners get to know the difference between disinformation, malinformation and misinformation. They learn how fake-news are produced, the motivation behind it and the effects it can have. They learn what different kinds of fake-news exist and how to identify them by using different tools and critical thinking.

The training material is divided in modules with tools and methods developed for each module. Therefore, the trainer can easily adapt the material to a level and direction that fits the group. The material can further be easily adopted to focus on disinformation regarding the European union. Included in the training material is also a section devoted to what the EU is doing in regards to fighting the spread of disinformation.

Self-reflection and understanding other people's opinions is an important part of the training. This is being implemented through exercises that trigger group discussion, questioning of previous knowledge and listening to other people's experiences. This is facilitated through problem-based learning where the participants first discuss what they know about the subject being presented and then go through the definitions and explanations given by the trainer in the group.

Since the topic is disinformation and fake-news emphasis on fact-checking is visible throughout the training material. Different methods and tools, for example critical thinking, online tools and exercises, are presented that will help the participants to fact-check for example news articles, speeches, videos, sources and images. This provides the

participants with tools and skills which enable them carry out fact-checking in their everyday lives.

Methods

NoAF has developed a tool set which includes many different methods that are non-conventional and engaging.

The www.noalternativefacts.net website offers all the training material for free. At the platform the participants can take part of the, by the project developed gamification method of quiz-based-learning. The participants are invited to create their own quizzes on fake-news where they have to integrate all the knowledge they attained during the training sessions that preferably take place before the quiz is introduced. The quiz is flexible and the trainer can steer the direction of the questions to, for example revolve around facts about the EU. The participants have to create their own questions by finding material in form of text sources, pictures, videos and write their own questions. This will engage the learners to think about how fake news can be presented, copyrights for pictures and videos, which sources can be trusted and not. The game is creative, funny and stimulates the participants to use different skills to solve the task.

Furthermore, the NoAF training material emphasises the skill of critical thinking which is being taught through non-conventional methods. One example of the tools that NoAF offers is the traffic light method which is used to analyse a text in order to find out which parts of the text can be fact-checked or not. For example, the trainer can use a news article about the EU and let the students read it and mark section with green if it is information that can be fact-checked, yellow if some part of the information can be fact-checked and red if the information cannot be fact-checked. With this method students learn how to separate and think critically about what is true and not and how to check the validity of different facts.

The methods developed by NoAF are meant to activate the students and therefore the training sessions invite to move around a lot, work in small groups with different people, think and talk for themselves and interact with both other students and the trainer. Digital tools such as games, picture editing and quizzes are being used as non-conventional teaching methods.

Evaluation	After each module the trainer asks the learners to evaluate the class. This can be made with different methods such as asking questions of what they liked or disliked about the training, what could have been better or what they would have wanted more of. When completing the entire training the learners are invited to evaluate the material through an anonymous online questionnaire.
Assessment of learning	NoAF offers an assessment method called Level5. This method has been developed to enable validation of informal or non-formal competences. The competence that is validated for the project is digital criticality.
	Although Level5 can be used to validate other competences as well. With the method the trainer can rate and document the initial competence level of a person, create learning activities that encourage competence development, rate and document the competence level at the end of a learning activity and visualize competence development for the learners. The assessment tool takes into account three different aspects of validation of a competence. These are knowledge, skill and attitude. Level5 further provides feedback on learning process, reflection on learning outcomes, strengthened self-confidence, recognises informal competences and might motivate to further learning for the students.
Target group	The project had two target groups.
	The first were adult educators.
	The final target group however are disadvantaged young adults between 16 and 30 years.
Impact	The outcome of the project is an extensive training material that is available for anyone who signs up at the NoAF webpage (address see below).
	At the time of writing, the project was still ongoing (May 2020). This makes it hard to predict the larger impacts the project will have. However, 20 educators have been trained in how to use the material and 75 young adults from the partner countries will be trained by these educators.
Challenges	One challenge the project faced when developing training material was that the target group they interviewed in focus groups had a low apprehension of the concept of fake news.

However, this validated that the project was well needed and that the target group was appropriate for the project.

Lessons learned

Lessons learned within the project are that the situation regarding fake news and disinformation in the EU is worse than expected and that fake news have a high presence in our everyday lives. Therefore, actions for fighting fake news are much needed. Another lesson learned is that there are a lot of available tools on how to detect fake news and these need to be popularized so that more people know that they exist and how to use them.

The final lessons learned within the project is that fake news awareness can be taught in a fun and engaging way with tools such as quiz-based learning.

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The official contact address of the project

https://www.noalternativefacts.net/contact-us/

Resources

Project website

https://www.noalternativefacts.net/

You can register to the learning platform and use the materials offered from:

https://noaf.dieberater.com/

(Last tested and found working in March 2023)

Rådet – The Council

Title

*Rade*t

The Council

Summary

This role game is about democratic systems and political development. It uses a scenario of an all-inhabited galaxy, with many independent planets. Players are put into a role of representatives of these planets who, at a meeting, have to take common decision. The aim of the role-play is to encourage participants to act in a way that makes them take decisions in regards to what is best for their planet and coalition. This all, of course, invites to drawing parallels to the European Union.

Keywords

Role-play

EU-parliament

Interactive teaching

Where

Schools in Sweden

Who did it?

SVEA and Sverok both in Sweden

About the organisation

SVEA (Student council of Sweden) is a non-profit organisation that brings together and works for the interest

of student councils all over Sweden. The organisation was founded in 1994 and has since worked for a better and more democratic school. SVEA is an organisation for students from the ages 14 to 20 and its aim is to influence political decisions that are affecting their schooling. Moreover, the organisation develops engaging training material for teachers and students. "The living election" is a project where the training material for the role-play "The council" was developed in order to provide a playful and fun way for students to learn about the EU. Other projects initiated by SVEA bring up topics like racism, the Swedish election and understanding the school system. The methods used vary from role-play, school elections, lectures, workshops and many more.

Sverok is a hobby association for people interested in games of various kinds. The association has 90 000 members and has 3700 smaller associations connected which makes it one of Sweden's largest youth association. Sverok's members consist to 92 % of people from the ages of 7 to 25. The association also runs numerous projects that focus on games and youth. In collaboration with SVEA Sverok developed the material for "The council" using their expertise in games and role-play.

Duration	About 60 minutes role-play and 30-60 minutes for discussions afterwards.
Description	In the role-play *The Council,* our entire galaxy has been inhabited and the planets are all independent from each other.
	The role-play takes place during a meeting between the delegates from eight different planets that have different political agendas.
	The delegates are divided in three different coalitions. Theses coalitions are based on how the European parliament is structured. The participation in the meeting will lead up to a critical election that will decide the future of the galaxy.
	The role-play is about democratic systems and political development. With help from a trainer the learners will be able to draw parallels between the role-play and the European parliament and its democratic processes. The

aim of the game is to let the learners engage in the learning process in a fun and playful manner and discuss their experiences connected to the EU.

The activities during the role-play are divided in three phases.

Phase 1

The participants in the three coalitions meet to discuss strategies to get the delegates from other coalitions to vote for their proposition.

Phase 2

Delegates deliberate outside their coalitions and are then gathered to prepare a final speech.

Phase 3

A chosen delegate from each planet holds a speech for the other delegates to make them vote for their proposition. After the speeches the delegates vote for the proposition that best fits their planet's agenda.

Effects

The role-play encourages the learners to self-reflection in terms of their knowledge about the European parliament. Furthermore, they need to reflect on their own political opinions and the political agenda given to them through the role-play, it might differ from what they personally believe in. The different phases in the game where the learners need to discuss and negotiate within their coalition and later outside it encourage to understanding and meeting other people's opinions and standpoints even if they are far from your own.

Reflection phase

When the role-play is finished the trainer should have designated about 30 to 60 minutes to discuss the role-play and make connections to the European parliament. In this phase the trainer can offer an element of fact-checking by listening to the learner's opinions and knowledge about the EU and give correct answers if the learners are lacking or have incorrect information in fields connected to the EU.

Methods	The method being used in the training material is role-play which further includes group activities, discussions, speeches, negotiation and debates.
	Role-play is a versatile method that encourages the learners to engage in different activities. It is an interactive learning style where all the participants take part and it is the trainer's task to make sure that everyone is involved. The method does not force the learners to act instead they take on a role with a set of opinions and background story that is based on premade role cards. It is up to the learners how much in character they want to be. If the group is interested the trainer can encourage them to dress up in costume or arrange décor to make the role-play more alive.
Evaluation	Sverok did not have a formal evaluation of the training material. This since it was a project on a limited budget and there was neither time nor money for an evaluation session. The training material does encourage the trainer to have a discussion after the role-play where a session for evaluation could easily be fitted.
Assessment	There is no formal assessment to measure the participants' engagement in the processes of self-reflection, fact-checking and understanding different opinions. However, the trainer is expected to throughout the process of the role-play make sure the all participants engage in the activities of group discussions, debates, deliberation and speeches which all inspires the skills listed above. This also applies in the discussions held after the role-play. The trainer can choose to have the discussions in smaller groups at first to encourage everyone to talk and later bring the discussion to the larger group.
Target group	The target group for this training material is students in high school and secondary school (approximately 14 to 20 years) but there are no restrictions for using the material for older ages as well. All that is needed is a bit of imagination and a will to emerge in the role-play.
Impact	It is not always easy to measure result and impact on a material that is free for distribution. However, Sverok keeps statistics on how many times the material has been

92

downloaded and says that it has been distributed to quite a few teachers and organisations. The material is also available on a webpage for free teaching materials and here as well has the material been downloaded by teachers wanting to use it in classroom situations.

Challenges

Challenges met along the way are to disseminate the material and reach schools. Sverok points out that teachers and schools are already occupied with their curriculums and schedules and it is very hard to reach out with a new training material. Because of this the project had as a goal to develop a training material that can easily be integrated in teachers' curriculums. The material then needs to be easy to understand and relevant to already existing topics. Therefore, the theme of EU was attractive since teachers already need to incorporate this in curriculum.

Lessons learned

Lessons learned along the project's life are that it is fairly easy to develop this kind of training material. Sverok had access to game developers and people with the pedagogical knowledge to make it a fairly easy process.

Another lesson learned is that the training material needs to be easy to understand and implement for the teacher. For example, a good idea is to disseminate it as a PDF-file to make the access easy and free to download.

A lesson learned from the training material is to listen to the participants initiatives. If they want to form new coalitions on values not mentioned in the script or ideas that they find interesting let them do that. This can be a valuable source of discussion for the later part of the training.

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Resources

Website (Swedish)

http://www.detlevandevalet.se/

Instructions for the game (pdf, Swedish)

https://www.detlevandevalet.se/wp-content/uploads/2018/08/R%C3%A5det.pdf

(Links last tested in March 2023 and found working)

Create your own propaganda

Title	Create your own propaganda
Summary	Stereotypes and propaganda are everywhere in society. Helping learners to notice them will help them to be careful with interpreting. This activity let's learners in teams create their own "propaganda", together with various arguments to distribute it and make it plausible to others. In this playful way, learners become aware of the phenomenon and start to become a bit more immune against propagandistic attacks.
Keywords	Communication ICT Team work Self-confidence/ assertiveness Imagination
Where	Corsica, France
Who did it?	Silversap

About the organisation	Silversap is a CAE (Coopérative d'Activité et de l'Emploi), specialised in the Personal Services and Economy sector with 7 organisations representing France, Spain, Italy, Belgium and Poland. The transnational partnership will work to develop an innovative training methodology and a set of electronic tools for professionals working with people with disabilities.
	
	Silversap's cooperative identity is defined by :
	  - The recognition of the dignity of work
	  - The right to training, creativity and initiative
	  - Responsibility in a shared project
	  - Transparency and legitimacy of management and decision-making bodies

Duration	1 hour or more, depending on group size and characteristics
Description	This activity can be implemented with different tools: Just with pen and paper, or using computers with or

without internet. Etc.

Step 1: The facilitator divides the group into two teams.

Step 2: Then she asks them to seat next to each other in front of a computer (if necessary)

Step 3: The propaganda subject must be chosen and agreed by both teams.

Step 4: Participants start doing the activity by team with the aim of creating their own propaganda / being very convincing.

Step 5: When the activity is over, they will present their work to the others and explain their opinions.

At the end, the participants are asked which idea they found most convincing and why

Methods used

Team work

Group discussion

Target group

This can be played with various kinds of people. Silversap however practices it mostly with students aged 14 to 25

Impact

This activity gives the opportunity to participants to use their perceptual competences and knowledge to create their own propaganda.

It gathers imagination skills, self-confidence and citizenship skills together and introduces the notion of stereotype and perception of things.

The activity is an opportunity to launch a debate amongst youngsters and to highlight how influencing social media can be, according to the authors' opinions / points of view.

Stereotypes and propaganda are everywhere in society. Helping youngsters to notice them will help them to be careful with interpreting

The activity promotes freedom of speech and cooperation.

It raises awareness about the power of social media.

Nationalist and Eurosceptic movements are aware of how stereotypes can influence people's views. Therefore, they use such stereotypes as a propaganda

tactic to influence people's thoughts, opinions and beliefs in order to benefit their cause.

Challenges

Difficult and dangerous subjects should be avoided (racism, immigration, religion, money)

Participants should be willing to speak out in front of others and present their work.

Lessons learned

Teachers and facilitators use it to improve also students' confidence and political interest

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Make your own slogan

Title	Make your own slogan
	A classroom activity to make students aware of the power of slogans and the possibility to seduce people. After getting familiar with the notion of "slogan", students select subjects for slogans to be created for, and then, in small teams, create slogans for them.
	With respect of European citizenship training this method can be interesting in order to raise awareness for the power of political slogans, especially when used by malignant actors.
Keywords	Communication
	ICT
	Team spirit
	Team work
	Self-confidence and assertiveness
	Imagination
Where?	Corsica, France
Who did it?	Silversap
About the organisation	Silversap is a CAE (Coopérative d'Activité et de l'Emploi), specialised in the Personal Services and Economy sector with 7 organisations representing France, Spain, Italy, Belgium and Poland. The transnational partnership will work to develop an innovative training methodology and a set of electronic tools for professionals working with people with disabilities.
	Silversap's cooperative identity is defined by :
	- The recognition of the dignity of work
	- The right to training, creativity and initiative
	- Responsibility in a shared project
	- Transparency and legitimacy of management and decision-making bodies
Duration	45 minutes

Description

The topic of slogans should be introduced, with examples from commerce and politics. Once the notion of a slogan is clear, the facilitator suggest learners, in teams, to create their own.

Step 1: The facilitator divides the classroom into teams.

Step 2: then she asks them to seat next to each other, (e.g. in front of a computer).

Step 2: The subjects of slogans will be chosen and agreed by the teams. – Subjects can be related to countries, Europe; Facebook, Instagram, social media in general; McDonald; music styles, celebrities, books, movies, and so on. Any subject is fine as long as learners are motivated enough to create a slogan for it.

Step 4: The teams create slogans for their subjects as convincing and seductive as possible. The aim is to get others to try, to taste or to believe in it.

Step 5: Teams present their slogans to the plenum.

Step 6: Others are free to give their opinion and tell whether they are seduced by the slogan or not.

Step 7: Time for discussion: Learners are encouraged to share their experience if they have seen or read slogans before, where, by whom, if it was seducing or not and why?

Step 8: Everybody gets invited to express their opinion about the whole session:
  - Was it interesting?
  - Was it funny?
  - Have they learnt something?
  - In the future, will they use what they have learnt?

Materials used
-

The facilitator will ensure that laptops or computers are available (if using ones) (with an Internet connection and that they are ready to be used, if necessary).

They can also use simple pen and papers and write or draw something. It depends on whether you can manage to have such device in your classroom.

Target group

This can be done with all kinds of people (from about 12 years on. Silversap mostly uses it with students aged 13-25.

Impact

Very funny activity to implement with teenagers.

French teachers use it to show that using words to catch people's interest is very easy, especially now with the internet where anyone can spread information all over the world simply by clicking.

Youngsters learn that using the appropriate words helps to "seduce" others

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Citizen Debate

Title	Semi-conducted collective citizen debate
Summary	A classroom activity for training free speech and civilized debate in a save environment.
Keywords	Thinking and reasoning
Where	Corse, France
Who did it?	Silversap
About the organisation	Silversap is a CAE (Coopérative d'Activité et de l'Emploi), specialised in the Personal Services and Economy sector with 7 organisations representing France, Spain, Italy, Belgium and Poland. The transnational partnership will work to develop an innovative training methodology and a set of electronic tools for professionals working with people with disabilities. - Silversap's cooperative identity is defined by : - The recognition of the dignity of work - The right to training, creativity and initiative - Responsibility in a shared project - Transparency and legitimacy of management and decision-making bodies
Duration of training	1 to 2 hours.
Description of training	In France it is very common to organize that kind of exercice at school in order to promote debates and free speech among the young generation and teachers. Everyone should be able to speak up freely and to give their opinion without suffering from judgement. What is a semi conducted collective citizen debate? First of all, a safe environment must be built, and it is always better when youngsters already know each other. Each one must be able to speak their mind. A teacher or a facilitator should ask simple questions to get clear and simple answers. The questions should be deliberately controversial to generate collective

responses and catch young people's interest. The debate topic is generally proposed by learners themselves.

The facilitator will present the rules of exchanges :
- They must speak one at a time
- They must listen to each other
- They must consider other's point of view
- Making fun of someone else is forbidden

Methods used
-

- Random questions /free answers
- No judgement
- Free speech
- Thinking and reasoning

Evaluation

At the end, participants share their experience/feelings during the debate.

Target group

This can be used with learners of any age (from about 13 years on). Silversap mostly uses it with students aged 13-25.

Impact

Students learn to listen to others and to answer questions by thinking.

Students learn how to debate without judgement.

Challenges

Sometimes it is difficult to ensure that the rules of free speech are respected. frequent training could be necessary.

Not all young people want to participate in the debate, are afraid to talk in front of others. They must be gently convinced.

Lessons learned

We understood through using this method how difficult free speech can be build and listened to and what is the best way of reasoning.

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Ealing Mediation Service Training

Title	Ealing Mediation Service (EMS) Training
Summary	The West London Equality Centre offers trainings (of various length) to citizens who want to become mediators in their neighbourhood to help resolve conflicts. This can well be seen as a contribution to citizenship and building up a civilized society.
Keywords	Mediation, conflict resolution, communication, training, skill development, self-thought
Where?	London, UK
	The *Ealing Mediation* Service is an organisation that works predominantly in the West London region. The main office is found in the Greenford Community Centre, 170 Oldfield Lane South, Greenford, UB6 9JS.
Who did it?	West London Equality Centre , United Kingdom.
About the organisation	The West London Equality Centre is a non-profit organisation which provides free legal advice for members of the public in various areas of law such as but not limited to: employment, immigration, housing, property, human rights law.
	The Ealing Mediation Service (EMS) was founded in 1996 and was originally called Ealing Neighbour Mediation Service. As of 09 July 2016, EMS registered to become a Charitable Incorporated Organisation. This new legal structure enables all charities that subscribe to out the ability to carry out charitable works with the protection of limited liability provided for companies in the United Kingdom.
	Presently (2020) the EMS has three staff members that work, train and ensure that the services being provided are done so professionally and effectively.
	The training provided by the EMS is generally conducted by Debbie Davies, an individual with approximately 19 years of mediation experience and who has previously worked in local government.
Duration	The duration of the training varies. It can take 1-2 hours, half a day, or longer.

Description

EMS trainings are provided to members of the public, to learn to be mediators. Specifically EMS focuses on community mediation. The service is free of charge with specific exceptions found on the EMS website (see below). The organisation is funded by way of Ealing council.

The Ealing Mediation Service can effectively provide objective, unbiased and effective mediation as a result of the impartial position it takes in respect to each case.

An important aspect of the EMS's ethos are the following components namely:

- Impartiality - This relates to the above approach taken whereby the organisation and mediator remains neutral throughout the mediation process to ensure objective and fair outcomes.
- Confidentiality - An important factor as many parties who engage in mediation do not wish to divulge that they have engaged in the process of mediation thus all information and facts shared is kept confidential by way of a verbal or written agreement.
- Voluntary - The premise of mediation is one which is only successfully achieved where both the parties have voluntarily committed and engaged in the process. In cases where one or both parties do not demonstrate the willingness to engage and commit, the likelihood of successful mediation decreased.
- Nip it in the bud - The service of mediation is one which should generally be used as a first resort and parties should not wait to use mediation as a last resort.
- Win-win ethos is achieved and promoted by way of holistically solving the problem.
- Not legally binding - A decision reached through mediation is not one which provides a precedent or legally binding decision unlike decisions reached by way of litigation or forms of Alternative dispute resolutions.
- Good faith.

Mediation is a process that encourages two parties

who are in conflict to discuss, communicate and reach amicable resolutions.

Therefore, mediation considered to be most effective when used as a first rather than a final resort to resolving conflicts.

The training provided to the groups is tailored to identifying whether the parties would benefit from mediation thus such training can be categories as suitability training.

Evaluation

Successful holistic problem solving is the benchmark for the success of the method.

In respect to parties that engage in mediation, the leading mediation trainer and mediator Debbie Davey has stated that approximately 95 % of cases referred for mediation have resulted in a successful outcome/s.

Target group

The target group for the training provided by the EMS are individuals who are qualified mediators, trainee mediators, volunteers, third party organisations that deal and work with individuals who generally require mediation.

Results/Impact

The training is both intellectually stimulating and challenging as learners would be exposed to mediation by way of theoretical studies and practical implementation.

The theoretical element is one which combines several activities and methodologies which are designed to provide learners with a comprehensive understanding of mediation and how ensure its efficiency and effectiveness.

Challenges

An important factor that has been established since the inception of the EMS relates to the mediation service rather than the training that is provided. Specifically that a large portion of individuals within the community are unaware of what mediation is. Debbie Davey stated that: "The term *mediation* doesn't quite explain to people what mediation means. Therefore, not many people are aware of it and realize that it may be an effective process for them to engage in whilst attempting to resolve conflict."

Contact   Debbie Davies, of WLEC

Links to resources   Project website

                    http://www.ealingmediation.org.uk

A video presenting the project:

                    https://youtu.be/P9O9C_R6llw

Legal Training for Everybody

Title	West London Equality Centre training and workshops
Summary	The West London Equality Centre offers, for many years now, workshops on a weekly basis where everybody interested in the legal system and the law can attend for free. Lecturers are practitioners of law, including solicitors, barristers, judges, and university professors. Thousands have participated in the trainings, and many have profited from it in their personal development.
	In the context of the Have Your Say project, the aspect of delivering legal training on a grassroots level is especially interesting, as knowing the laws and the legal system of a country is crucial for good citizenship.
Keywords	Human rights law
	Discrimination
	Hate crime
	Immigration law
	Commercial law
	Current affairs
	Personal development
Where?	London, UK
Who does it?	West London Equality Centre (WLEC)
About the organisation	The West London Equality Centre is a non-profit organisation which provides free legal advice for members of the public in various areas of law such as but not limited to: employment, immigration, housing, property, human rights law.
	The West London Equality Centre has for the last ten years conducted training sessions for its internal members including volunteers and staff members in the aforementioned areas.
Duration	Trainings usually are held 1 hour weekly
Description	The original idea of providing such training stems from several requests from volunteers including student

volunteers who have not worked in a legal environment. The training specifically is designed to bridge the gap between, academic studies and the steps of employment.

The training provided by the WLEC bring volunteers in contact with legal practitioners, including solicitors, barristers, judges, university lecturers, students who have researched particular subjects and other highly skilled persons.

Methods used	Workshops
Evaluation	The workshops make sure that those members of the public receive up to date, useful legal advice that is delivered professionally
Target group	Individuals who are interested in personal development, volunteers and those who wish to benefit from practical knowledge and training in law.
Impact	There have been a plethora of positive outcomes that can be both directly and indirectly attributed to the workshops.
	The training has been continuously running for approximately ten years, and thousands of individuals have attended and subsequently benefitted from it
	Furthermore, volunteers and students have been able to learn new skills. The programme has enabled individuals to find and enter employment in several industries ranging from private legal practice, public organisations, working for the NHS, business start-ups.
	An indirect effect has been that attendees who have gone on to contribute have and or actively engage have grown in confidence and developed a wide range of interpersonal skills.
Challenges	A challenge that perhaps has been identified pertains to the commitment shown by volunteers to deliver, present, create exciting and challenging workshops that will benefit many of individuals during the training sessions.
Lessons learned	Those attending the training sessions come from a

wide and diverse background in terms of qualifications, skills, backgrounds, knowledge and confidence. The importance to accommodate such a wide range of individuals has been of pivotal importance in the training and workshops success and growing interest.

Due to its success and the general desire of attendees for the workshops to continue and expand; the WLEC has provided training in addition to the weekly Wednesday sessions and also provides similar training fortnightly on a Saturday morning.

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Resources

Website of WLEC

http://www.wlec.net

The Street Mission's coaching and training sessions.

Title

The Street Mission's coaching and training sessions.

One of the clients of the Street Mission, in a drawing by one of its supporters.

Summary

Training offers for homeless in various public locations in London, combined with other forms of help, e.g. providing food and other necessary products as well as legal consultation.

Keywords

Homelessness

Self-development

Legal advice

Support

Community cohesion

Discrimination.

Where?

London, UK

Who did it

The Street Mission

About the organisation

The Street Mission is a non-profit organisation which was founded in 2013 specifically aimed to alleviate and tackle the burdens faced by members of the homeless community in London. It has since inception provided volunteering opportunities for those who wish to give back to the homeless community throughout the year.

Furthermore, the works that The Street Mission is engaged in since 2017 is to support members of the refugee and asylum seeker community.

The desire to support individuals from some of the most vulnerable groups within society is a key component of the ethos that the organisation attempts to promote.

The Street Mission to date (2020) has supported more than 250 individuals in terms of short and long term relief in the city of London.

Venue

The Street Mission does not work from a fixed office space. The organisation runs from several locations both publicly and privately owned.

Meetings are often held in coffee shops, libraries, privately owned company office spaces and other NGO properties.

Duration

Generally, one-hour training sessions are provided.

Description

Due to the nature of work carried out by The Street Mission specifically working with vulnerable people, training is provided to those who volunteer with the organisation to ensure they are well-prepped and confident in dealing with any challenges, safeguarding issues and general professionalism.

Other forms of support are provided to members of the refugee, asylum seeker and homeless community in London. This includes both group and one-to-one training sessions to ensure the inclusivity of all those interested in learning new skills.

Furthermore, The Street Mission creates social awareness regarding the issues of homelessness and refugees in the city of London via its platform on social media with approximately 1300 followers on Instagram and over 100 followers on Facebook.

Assessment

(The target group and type of activity does not allow any assessment.)

Target group

The target audience regarding the training provided deepens on whether The Street Mission is supporting those within the homeless or refugee community.

Impact

The Street Mission has received many positive responses in the form of donations of clothing, food, funding and provision of services from third party organisations.

In terms of the training provided, those who have attended have benefitted and often re-attended different training sessions regarding different topics. The Street Mission incorporates a wide range of methodologies when providing training and includes discussions, group activities, debate, role play and practical learning.

Challenges

One of the challenges faced has been a result of providing a consistent and regular routine for training. Therefore, the training has been for a large part sporadic as the organisation was set up whilst the founder was still a student at university.

Lessons learned

The lessons that have been learned through the provision of training conducted by The Street Mission relates to the lack of awareness generally shown by members of the public regarding homelessness and those with refugee status.

Contact

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Resources

Instagram account of the organisation

https://www.instagram.com/the_street_mission/?hl=en