DAY BY DAY

MODULE

[for Participants]

"Embracing Multimedia for Human Rights Education"

ToT for youth workers in multimedia tools
14-21 December 2015,
Durres, Albania
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The following is the Module produced by the Project Embracing Multimedia for Human Rights Education, during the implementation of the second activity, a Training of Trainer for youth workers in multimedia tools which took place in Durres, Albanian on 14-21 December 2015 implemented from Youth4Society organization and its 7 partners.

Module Description

14 December 2015 – First day

The day was an introductory day, general presentation of the hosting organization, the project and participants took place. Ice breaking workshops helped participants to get to know each other and build a nice atmosphere to work in the coming days. Name game, ice breaking exercise; get to know each other exercises took place during as well familiarizing participants with rules, Health and Safety measures was important part of the day agenda.

Getting to know each other process.
Presentation of hosting organization Youth 4 Society, presentation of participants name and respective partner organizations

Speed dating
Participants were invited to draw a clock and let appointment with other participants at a certain hour. Later the trainer provided different topic for discussion, for example: meeting at 5oclok, talk about your experience in youth work, meeting at 8 o'clock talk about your unique hobby etc. Participants enjoyed this exercise since was a great ice breaker and get to know exercise.

Human Map
Create a human map placing yourself in this imaginative map where your country is situated. Moreover, presentation of the names of the participants and their nationality, and other further information depending on the willing of the participant interviewed (job, age, city, etc.).
Second step of exercise, is to move in the imaginary country the participant would really love to visit. It follows a short explanation of the reason why the country is chosen.

Facebook profile
Participants have to "create" a facebook profile in A3 paper, putting information about them, writing about their experience, things they are interested in, favorite hobbies, book, movie, motto of their life. Participants have to hang the paper in the wall and invite participants to "visit" their own profile. This exercise was a great way to exchange

information and get to know more about each other.

Practical information about the TC was explained by the trainers team.

Group agreement
Participants agreed to have some common rules during the time that they will spent together in the training. The rules were decided by brainstorming and we all as group agreed to respect the common rules.

Get to know each other continued after the dinner in non formal way

Human Bingo exercise (See the annex no.1, for human bingo exercise)
Human bingo exercise was presented to participants, they have to fulfill all the tables with different statements asking to each other information and put the names of participants. The participant who fulfill the first all tables have to shout loud "Bingo". The aim of the exercise was to exchange information among participants and get to know who they are and what they do in life.

15 December 2015 – Second day

Energizer,

Durres Olympic exercise
The morning sessions were organized in the special way from the trainer's team. To participants was introduces Durres Olympic exercise where they have to take the lead and fulfill different tasks given from trainers team in a certain time. Besides that, feedback and input were provided by the trainer's team about the program of the week, objectives of the course, non-formal education, Erasmus +Youth in Action program. The exercise was a great tool to foster spirit of initiative, active participation, interaction, organizing and boost trainers skills.

Task given to participants were:

Durres Olympic - Group Building exercise

Discipline 1: Constitution- What principles do we need for a successful course?
Discipline 2: NFL - Come up with 10 reasons why non-formal learning is great
Discipline 3: Marathon - Present the course program in a creative format on the wall (1 day = 2-4 A4 pages)
Discipline 4: Philosophy - Arrange the course objectives in order of interest for the group
Discipline 5: Erasmus+ - Present the Erasmus+ Youth in Action Programme in no more than 20 words

Discipline 6: European Dreams - Find out what is the learning aim (what are the expectations concerning this project) of everyone in the group
Discipline 7: Diversity Gallery - Bring together at least one object from each country represented at the course

Time for fulfilling the tasks: 50 minutes
Presentation of group work: 30 minutes

After each group work presentation, trainers team provided detail information about the objectives of the course, program of the week, importance of setting up the learning aims, impact of non formal education methodology in youth work and youth pass certificate.

Please see the annex 2 for the Program
Please see annex 3 for Youthpass
Please see annex 4 Learning aims

"What are Human Rights" - Workshop

Trainers asked the participants to think about the question:
-       What are the Human Rights?
Open group discussion took place. After the trainer presented to participants two important documents: Universal declaration of HR and European Convention of the human rights.

Participants were asked to check the simplified documents of the European Convention and the Universal declaration, review the documents and divided in 5 small groups they have to chose a rights and think for a creative performance to present to the rest of the group. The participants have to perform the right and the others have to guess which right is. Methods used: theatre, open group discussion and theoretical input from trainer)

The participants are divided into 4 groups. They've time to discuss about the topic and share their knowledge and experiences. They're actually talking and discussing, comparing the realities of their different countries about different human rights and marginalized groups who face violation of human rights.

Topic of performances chosen by the groups were:

Group 1: Forced marriage. After the group performance different related concepts were discussed such were: family forced marriage, marriage among people from different religions, marriage of people of the same sex.

Group 2: Right to fair trial, right to life. Violations: "corruption, abuse of power by police forces" was an important issue that was raised up.

Group 3: Right of freedom from torture and humiliation. Issue like violation by public forces like police or in the private domestic violence was discussed after the performance.

Group 4: Freedom of movement. Violations: "Visa, documents, nationalities, the state can stop you from leaving your country; ban, taxes, exit visa, passport), selection of people that can cross borders, controls made to protect country form foreigners, countries outside the Schengen zone were discussed.

Theoretical input was provided by the end of the workshop by the trainer about the definition of Human Rights, main instruments and institutions which protect HR, characteristic of HR and their application in our life. An important part of the discussion was the role of youth workers in different organisation to protect the human rights and raise awareness of young people to recognize the violation of human rights and take action.

See annex 5 for reference terms used in the workshop

Human Rights Education Approach, Presentation of manual Compass

The last part of the day was presentation of two manuals, Compass- Manual working on Human Rights Education with young people and Compassito- Manual working with children in human rights education
Trainer explained to participants the educational underpinnings of HRE: Holistic learning, Open-ended learning, Values clarification, Participation, Co-operative learning, Experiential learning (learning through experience), Learner-centered approach. As well, different chapters of the manual Compass were explained and how to use them working with different target groups in everyday work.

See annex 6 for online version links

Reflection in small working groups

Dinner

Intercultural evening
Intercultural evening was prepared by all the participants. The evening was organized in the way in which all the country make a short presentation of their culture (some most important things) and present to other peers three important reasons why other people should come to visit their country and 3 other reasons why they shouldn't come to visit their country. Music, dances, typical food of each country were presented by participants.

16 December 2015– Third day

Morning session

Energizer

Take a step forward- workshop from Compass
The topic elaborated during the workshop were: Discrimination and Xenophobia, Poverty, General human rights

Objectives of the workshop:
- To promote empathy with others who are different
- To raise awareness about the inequality of opportunities in society
- To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups

To each participants was given different roles cards and was asked to put their self in role and to imagine how their life could be into new roles. After giving to them some time for imagine the roles, participants should stand in one line and the trainer does different questions. Every time that participants answer "yes", they make a step forward.
After the exercise debriefing was done in two groups and participants were invited to discuss about the exercise and relation with inclusion, human rights, minorities and majorities relations in their country.

See annex no. 7 for roles which were given to participants.

Session 2

MULTIMEDIA

The session started with brainstorming on the world: Multimedia.
Participants gave different opinion what they associate with this concept.
The trainer leaded further the discussion asking different questions such were:
What kind of multimedia you know that exist?
What are the main elements of multimedia?
How many of you used multimedia in previous project/work?
What do you think is the benefit of using multimedia tools in youth work?

After the open group discussion, the trainer provided theoretical input about 4 elements of multimedia: video, sound, images, text and how important is to work in all of these dimensions. The trainers explained the difference among the channels and the products and the use of multimedia for promotion, education and entertainment.

In the next phase of the project, participants were divided in three groups and to them were given the task to promote some articles of European Convention of HR using different elements of multimedia. Participants have to think all together for a clear

message they want to give to audience and how to communicate it to the specific target group they want to reach.

Presentation of working groups:

Group 1: Topic: slavery. Video of 30 sec that shows faces of people from all over saying "free" in their language. In the end it says "freedom is universal no matter where you are". Target: young immigrants and refugees.

Group 2: Topic: Bulling, Target: high school girls. Message is "horse that last". Picture of a girls that was bitten.

Group 3: Topic: discrimination. Target: Roma community. Channels: video, social media, radio. Broad casting and sharing, hash-tag "don't discriminate".

The workshop was closed with the summary made by the trainer about the importance of clear message and reach of the target group using multimedia in youth work.

Workshop: Multimedia tools - Printed media
Tips to keep in mind while using multimedia

The session started with theoretical input from the trainers about media effects and its influence in the youth work. Some of the elements of trainer presentation were:

A good reporter needs this kind of skills.

You must sell your news:
Headline: must be attractive, short, bombastic, and expressive.
Content: concise, effective, not too large. The main paragraph after the title/intro.
Leeds: reply to the 5 w – who/what, when, where, why, how. This information must be in every article, otherwise is a personal opinion.
Closure and details: closing statement, detailed information. You write it not for the general public but for other people that work with media.
Picture: importance of the image. Must be interesting for the activity and good quality.

Though an open group discussion, trainer and participants brought concrete examples from their life about benefits of using media in the youth work.
Later on, participants were invited to be part of a simulation exercise where they should be divided in 4 groups each one with its own task. Participants have to imagine they are journalists and they have to write news/articles they'll do will be published in local and social media.

Task 1: Write a **Short article** about online hate speech among young people. It should be not mother then 15 Lines, plus 1 photo.

Task 2: Write a **Press release** about this training course. It will be delivered to Albanian media, TVS- newspapers online and offline.

Task 3: Wrote a **Blog post** about importance of Human Rights Education with youth. It will be published in the BLOG of this project

Task 4: Write a **short article** about gender based violence, for a printed media.

Writing steps:
1. Selecting the information
2. Choosing the angle of approach
3. Writing the first draft
4. Create a good intro
5. Finishing article
6. Editing (corrections – information, grammar etc)
7. Setting the title

Participants were divided in groups and they have to write the articles. The trainers supported the participants in each step and a final presentation of working groups took place. Trainers team provided feedback and tips where necessary.

Reflection in small working groups

17 December 2015 - Fourth day

Energizer
Presentation of the day programme

The first workshop was dedicated to photography as important tool in multimedia use. The trainer has prepared a power point presentation explaining different elements to keep in mind while you use photography in multimedia. The power point presentation was associated with different tips to use and concrete examples. In the second session, participants have to go in the surroundings and take pictures in groups putting in practice what was explained to them. By the end of the second session, participants shared with each other the photos they took and the trainer provided feedback to all the groups.

Please see annex 8 for the power point on photography tool

Media and multimedia in youth work
Multimedia tool video

Important of media in youth work, media strategy to follow in every day project was topic which opened the discussion. Tools to multimedia were presented such as: news, articles, sound, audio, script, interviews and how to mix all together to create effects.
In terms of these the participants were introduced to the concept of how to initiate and compile a script, especially focusing on the below elements:

Focus on your goals, topic, and takeaways when developing your brief.
- What's the goal of this video? Why are we making the video in the first place?
- Who are we making this video for?
- What's our narrow video topic? (The more specific, the better. For example, if you're in the house painting business, you might choose a topic like "buying the right paint brush").
- What are the takeaways of the video? What should viewers learn from watching it?
- What's our call-to-action? What do we want viewers to do after they've finished watching the video?
- A script is shorter and simpler than print;
- It uses present tense and active voice;
- It's intentionally more conversational;
- It starts with an attention-grabbing hook, rather than a 5 W's lead and nut graph;
- It uses fewer details
- Numbers: Unike AP style, write out numbers under 12, and any large numbers, like one-thousand.
- Avoid complex punctuation, like $, &, %, : or ;
- Acronyms: Don't use abbreviations unless you want them read as abbreviations, such as CIA or NASA. Otherwise, write them out.
- Write out the names of states. So it's Indiana, not Ind.
- Simplify complex numbers. Write $2,006,500 as "a little more than two million dollars."
- Write out dollar figures. So $100 becomes one-hundred dollars.
- Read your script out loud: As you read it, pay close attention to:

> Sentences that are too long
> Tongue-twisting or awkward phrases
> Phrases that could be taken two ways
> Long titles (the popular, 34-year-old, award-winning newspaper editor

Summary of the workshop done by trainers closed the workshop.

Reflection in small working groups

Dinner

NGO fair. Each organization did presentation of their job in each country. Frame of each organization and link with work done in local level in Human Rights Education.

Open space for questions and sharing experience was provided as well.

18 December – Fifth day

The whole day was dedicated to practical workshops. Participants were divided in two groups and they have to work concretely to produce two video jingles using multimedia tools they learned and discussed in previous day. The participants chose different roles based in their skills, some of them were interested in photography, sound, editing, making the script, creating the effects etc. Trainer's team was providing help in all the steps of their work. As well, some participants have good skills and used multimedia in the past, so they helped a lot the process facilitated by the trainers. Participants worked together during the day and in the evening as well. Trainers followed the process and provided always feedback and support for all the participants.

Reflection group

Dinner

19 December 2015 – Sixth Day

Even this day, participants worked in shaping their products initiated in the previous day. There was not plenty of time and participants worked hard to finish on time their video products. The second part of the day was dedicating to "editing" where participants learned concretely the practical elements to use when they edit a product. By the end of the second day, participants have almost ready the products created by them. Please see the links below to the two video jingles produced by the participants:

 https://www.youtube.com/watch?v=yAJw6XatJZ8

https://www.youtube.com/watch?v=yByykqBzcNE

20 December 2015- Seventh Day

During this day, participants were involved in different workshops where they have got knowledge about Erasmus + Youth in Action program and its main Key actions. Participants got detailed information about the opportunities this program is offering to young people all over Europe and how can use it in the future in their organization. The next part of the day was dedicated to create follow up ideas leading to future projects.

Workshop: Erasmus + Youth in Action Programme

General introduction of the program was made by the trainers and after participants were divided in two groups to make the more detailed presentation of different actions and to present to other part of participants. Different project implemented in the past were presented and these were alive examples for the participants to know practically how youth projects are ideated and implemented.

Future project ideas

Trainers asked the participants to think for project ideas which might be applied in the future in order to involve more youngsters in the youth projects. The ideas provided by the participants were grouped based in similar topics expressed. 5 groups were created and guidelines were provided by the trainer's team. Participants worked for the rest of the day to develop further the project ideas writing necessary elements.

Please check annex 9 for the template used by the trainer's team

21 December –Eighth Day

Energizer

Presentation of the day workshops

Presentation of project ideas and feedback by the trainer's team

Please see the annex No. 10 for project ideas

Learning audit
To participants was offered space to reflect on their learning process. Trainer explained to them to reflect on the three components based in holistic approach of non formal learning. Participants have to think and write down the knowledge they received, skills they improved and attitudes they changed during the training course. The learning audit was for purpose of personal reflection and fulfilling the youth pass.

Evaluation of the training took part in a calm atmosphere created by the trainers. Participants took their necessary time to reflect on learning outcomes of the course.

Evaluation structure was developed as below:

1) rewind
One of trainers lead all participants on a journey through the entire TC programme, refreshing their memories about all the sessions.

2) reviewing learning aims, expectations

Participants were asked to come back to the first day's exercise related to learning aims; one by one they were asked to remove those aims that they feel have been achieved

3) evaluation forms

Please see the average result of evaluation by questionnaires in annex No. 11

Closing ceremony

Annex No.1

HUMAN BINGO

Knows more than 5 languages	Can play music instrument	For the first time in Albania	Can mention a human right
Has done EVS	Has blue eyes	Is still studying	Works as a youth worker
Is 25 years old	Can reach the elbow with the tongue	Likes to listen to U2	Likes to swim in the rain
Has managed before a youth project	Can teach others to sing a song	His/her human rights have been violated	Has 2 sisters and brothers
Currently is in love with somebody	Has been living in another country	Has a unique hobby	Know what is Compass
Likes taking a sauna	Has smallest and biggest shoe size	Who is a volunteer	Has travel in 3 continents

Annex No. 2
DAILY PROGRAMME 14-21 December 2015, Durres, Albania

TIME	14th December	15th December	16th December	17th December	18th December	19th December	20th December	21st December	
8:00-9:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
10:00-11:30	A R R I V A L	Olympic exercise	Workshop from Compass	Multimedia tools- Photography	Multimedia in Practice	Work in groups	Erasmus + presentation	Presentation of final products and groups work	
11:30-12:00		Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break		
12:00-13:30		What are human rights	What is multimedia?	Multimedia tools - Photography	Multimedia in Practice	Work in groups	Work in progress- project for follow up	Final evaluation of the course	
13:30-14:30		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
15:00-16:30	Introductions, rules and safety measures	What are human rights	Multimedia tools	Multimedia tools -Video	Editing products	Work in groups	Presentation of project ideas	DEPARTURES	
16:30-16:45	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break		
16:45-18:15	Get to know each other/ice breakers	Human rights education approach	Printed media	Multimedia tools -Tips and Tricks	Editing products	Summary of the day-	Learning AUDIT-		
18:15 18:45		Reflection group	Reflection group	Reflection group	Reflection group	Reflection group	Reflection group		
19:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner		
21:00	Get to know evening	Intercultural night	Human Right Bar	NGO Fair**	Movie Night (HRE)	FREE EVENING	BYE-BYE Party		

Annex No 3.

Learning by experience uses a methodology based on a learning cycle with five phases:

Phase 1
Experiencing (activity, "doing")
Phase 2
Reporting (sharing reactions and observations about what happened)
Phase 3
Reflecting (discussing patterns and dynamics in order to gain insights into the experience)
Phase 4
Generalizing (discussing patterns and how what people have learnt relates to the "real world")
Phase 5
Applying (using what they have learnt, changing old behaviors)

In phase 5 people explore practical actions that might address the issue in question.
It is crucial that people find real opportunities for involvement. This is not only a logical outcome of the learning process but a significant means of reinforcing new knowledge, skills and attitudes which form the basis for the next round of the cycle.

Activities as tools for experiential learning

When you use different activities in youth field you should bear the above learning cycle in mind. The activities demand participation and involvement so that the people doing them gain an experience through which they learn not only with their heads but also with their hearts and hands. These sorts of activities are sometimes called "games" because they are fun and people play them with enthusiasm. You should remember, however, that the activities or games are not "just for fun", but they are purposeful means to achieve educational aims.

You don't just "do" an activity (phase 1 of the learning cycle). It is essential to follow through with debriefing and evaluation to enable people to reflect on what happened (phase 2), to evaluate their experience (phases 3 & 4) and to go on to decide what to do next (phase 5). In this way they come round to phase 1 of the next cycle in the learning process.

In a school setting, activities can help break down artificial barriers between subjects and provide ways of extending links between subject and interest areas to promote a more holistic approach to an issue.
In a non-formal educational setting, activities can awaken interest in issues and, because they promote learning in a non-didactic way, they are often intrinsically more acceptable to young people.

Activities help people to:

-be motivated to learn because they are fun
- develop their knowledge, skills, attitudes and values. Games provide a safe environment in which to do this because they allow people to experiment with new behavior and to make errors without incurring the costs of similar mistakes in real life.
- change. Activities are one way of conveying the message that everyone can choose to change themselves or their relationships with others.

- get involved. Activities encourage the participation of the less expressive and less dominant group members.

-take responsibility. Because participants contribute their own experiences and skills, each group uses the game at its own level and in its own way.

- encourage self-reliance and improve self-confidence. Activities provide a structure that
can be used to reduce dependency on the leader as the one who 'knows it all'. The participants are forced to accept some responsibility for making their part of the
activities work.

- feel solidarity with others. Activities encourage cohesiveness in the group and a sense of group identity and solidarity.

Activities offer a framework and structure to group experiences which will allow you to work within the limits of your own and the young peoples' experience and competencies. When carefully facilitated, activities are an effective method of learning within a task-orientated setting.

Non Formal Education- What it is?

Input on non formal education. To participants was presented in interactive way the concept of education and three main branch: formal education, non formal education and informal education.
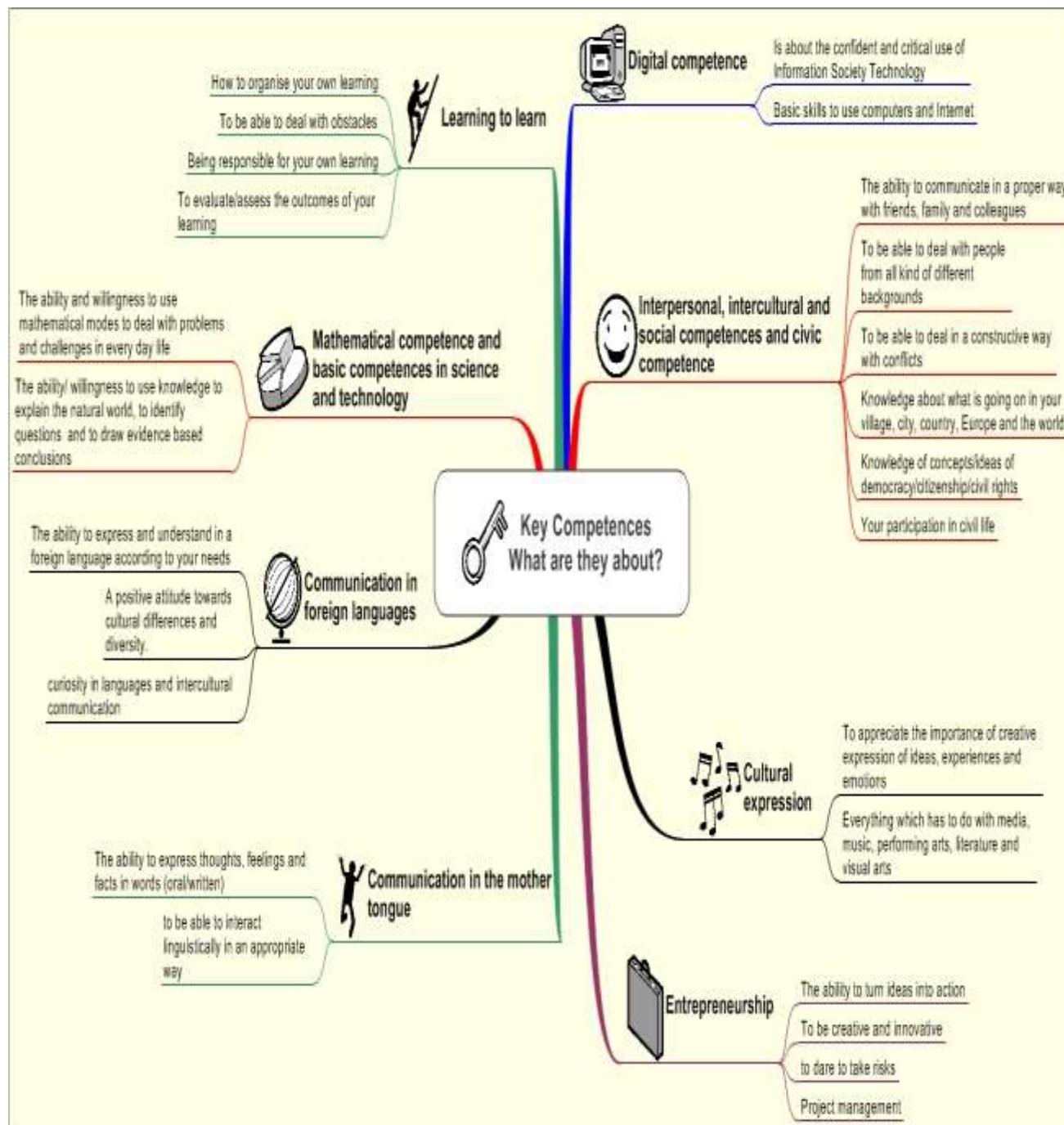
Aim: To present to participants on formal education methodology in order to use it in their daily job with young people

Methodology used: brainstorming and open big group discussion, presentation in power point with papers

Non Formal education- key features : active participation, give ideas and space for people, specific safe environment, equality between educator and learner, creative and challenging environment, non formal results, evaluation and non competition, practical activities, problem solving, reflection, learner centered, group is a recourse for learning, holistic approach (brain, heart and body- group-theme – individual)

YOUTHPASS

Key Competences — What are they about?

- **Digital competence**
  - Is about the confident and critical use of Information Society Technology
  - Basic skills to use computers and Internet

- **Learning to learn**
  - How to organise your own learning
  - To be able to deal with obstacles
  - Being responsible for your own learning
  - To evaluate/assess the outcomes of your learning

- **Mathematical competence and basic competences in science and technology**
  - The ability and willingness to use mathematical modes to deal with problems and challenges in every day life
  - The ability/ willingness to use knowledge to explain the natural world, to identify questions and to draw evidence based conclusions

- **Interpersonal, intercultural and social competences and civic competence**
  - The ability to communicate in a proper way with friends, family and colleagues
  - To be able to deal with people from all kind of different backgrounds
  - To be able to deal in a constructive way with conflicts
  - Knowledge about what is going on in your village, city, country, Europe and the world.
  - Knowledge of concepts/ideas of democracy/citizenship/civil rights
  - Your participation in civil life

- **Communication in foreign languages**
  - The ability to express and understand in a foreign language according to your needs
  - A positive attitude towards cultural differences and diversity.
  - curiosity in languages and intercultural communication

- **Cultural expression**
  - To appreciate the importance of creative expression of ideas, experiences and emotions
  - Everything which has to do with media, music, performing arts, literature and visual arts

- **Communication in the mother tongue**
  - The ability to express thoughts, feelings and facts in words (oral/written)
  - to be able to interact linguistically in an appropriate way

- **Entrepreneurship**
  - The ability to turn ideas into action
  - To be creative and innovative
  - to dare to take risks
  - Project management

Annex No.4

Participants expressed their learning point, so what that they want to get in this training course.

Some of the learning point for the training were:

- Learn about human rights education methodology, and learn concrete tools to use it in my job
- Learn concretely how to use multimedia in my work, learn about other people here
- I want to learn about how to be a good trainer
- Learn about Erasmus + and what it offers, I want to learn about other motivation and experience
- Learn for project writing
- Learn about writing articles and press release
- I want to learn about use of photography since I like it a lot
- Learn about multimedia and its elements
- Learn about human rights tools and Compass
- Learn for non formal education tools and participate in other activities like this one
- Learn about youth work projects
- I would like to know how to edit and put sound in my presentations, I want to know more about other people experiences
- I want to know about other people cultures and meet new people
- I love to share with other participants my point of view, to debate and improve my public speaking skills
- Learn about Human Rights
- Learn how to write Erasmus + projects
- I want to know how to open a blog
- Learn to edit videos, learn about human rights
- I would like to know how to work with young people who are discriminated in our society
- I want to know more about Albanian and Balkan culture
- Learn about the project and people here
- I want to learn more to be a better youth workers

Annex No. 5

Reference terms about human rights

Definition 1:
A right which is believed to belong to every person (Oxford English Dictionary)

Definition 2:
Human rights reflect basic human needs; they establish the basic standards without which people cannot live in dignity. Human rights are about equality, dignity, respect, freedom and justice. (Compass)

Definition 3:
The fundamental rights that humans have by the fact of being human, and that are neither created nor can be abrogated by any government.
(BusinessDictionary.com)

Definition 4:
Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.
(UN – Office of the High Commissioner for Human Rights)

Definition 5:
Human rights are norms that help to protect all people everywhere from severe political, legal, and social abuses.
(Stanford Encyclopedia of Philosophy)

Definition 6:
Human rights are the basic freedoms and protections that people are entitled to simply because they are human beings.

Human Rights are Universal
They belong to everyone, regardless of their race, sexuality, citizenship, gender, nationality, ethnicity, or abilities.
Human Rights are Inherent
We are all born with human rights. They belong to people simply because they are human beings.
Human Rights are Inalienable
They cannot be taken away - period. No person, corporation, organization, or even government can deprive another person of his or her rights.
Human Rights can be Violated
Although they are inalienable, they are not invulnerable. Violations can stop people from enjoying their rights, but they do not stop the rights from existing.
Human Rights are Essential
They are essential for freedom, justice, and peace. (Amnesty International)

Annex 6

Link to online version of Compass- Manual for Human Rights Education for young people

http://www.coe.int/en/web/compass

Link to Compassito – Manual for Human Rights Education for children

http://www.eycb.coe.int/compasito/

Annex No. 7

Exercise: Take a step forward

Role card for participants

You are the daughter of the local bank manager. You study economics at university
You are an Arab Muslim girl with your parents who are devoutly religious people
You are a disabled young man who can only move on a wheelchair
You are a 17 year old Roma (gipsy) girl who never finished primarily school
You are an HIV positive , middle aged prostitute
You are a 24 year old refugee from Afghanistan
You are an illegal immigrant from Mali
You are the president of the party-political youth organization (whose "mother" party is now in power)
You are the girlfriend of a young artist who is addicted to heroin
You are a 22 year old lesbian
You are homeless young men, 27 years old
You are 19 years old son of a farmer in a remote village in the mountain
You are a political refugee from Cuba living in Poland
You are an economic emigrant from China living in Macedonia
You are the daughter of the American ambassador to the country when you are living
You are transsexual barman
You are a child of unemployed parents living in suburb of a small town (16 years old)
You are a homosexual person working as a teacher in primary school
You are a deaf and mute person, 18 years old, just finished the high school
You are the daughter of Boss of Albanian mafia in Germany
You are a 32 years successful businessmen import-export company

You are a legal immigrant, father of 4 children living in Lithuania

Situation and events:

- You have never encountered any serious financial difficulty
- You have decent housing with a telephone line and television
- You feel your language, religion and culture are respected in the society when you live
- You feel that your opinion on social and political issues matters and your views are listed too
- Other people consult you for different issues
- You are not afraid to be stopped by police
- You know where to turn for advice and help if you need it
- You have never felt discriminated against because of your origin
- You have adequate social and medical protection for your needs
- You can go away on holidays once a year
- You have an interesting life and you are positive about your future
- You feel you can study and follow the profession of your choice
- You are not afraid of being harassed or attacked in the streets or in media
- You can vote in national and local election
- You can celebrate the most important religious festivals with your relatives and close friends
- You can participate in an international seminar abroad
- You can go to theatre or cinema at least once a week
- You are not afraid for the future of your children
- You can buy new clothes at least once every three month
- You can fall in love with the person of your choice
- You can feel that your competencies is appreciated and respected in the society where you live

Debriefing and evaluation
- Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.
- How did people feel stepping forward - or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities in society?

- **Annex 8 – Power point in photography tool**
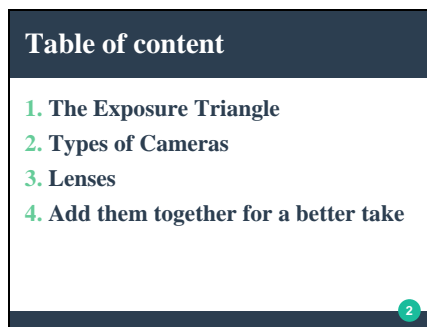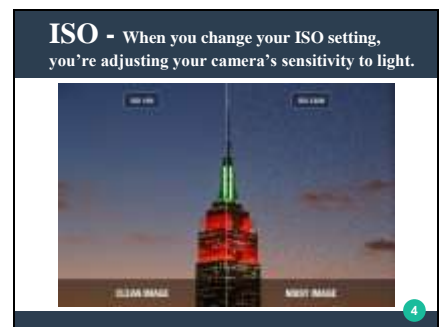
Slide 1

Slide 3
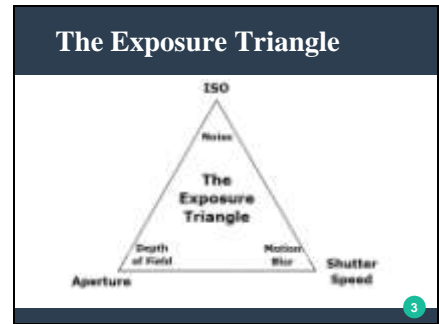
Slide 2

Slide 4

Slide 5

Usages of ISO

- Trying freeze the motion - higher ISO
- Going for more of a vintage aesthetic - higher ISO
- Using a tripod - lower ISO
- Shooting an image that doesn't require a large depth-of-field - lower ISO
- Shooting with artificial light - lower ISO

5

Slide 6

Aperture

- Aperture is the opening in a camera from which light enters.

- Aperture is measured in f-stops.

- The lower the f-stop number the higher the aperture size.

6

Slide 7

Aperture affects

- Brightness

- Depth of field

7

Slide 8

Shutter Speed

The shutter speed specifically refers to how long this light is permitted to enter the camera. "Shutter speed" and "exposure time" refer to the same concept, where a faster shutter speed means a shorter exposure time.

8

Slide 9

Slide 10

Slide 11

Types of cameras today

dSLR   Mirrorless   Smartphone

11

Slide 12

How does a dSLR works?

12

Slide 13

Mirrorless camera

13
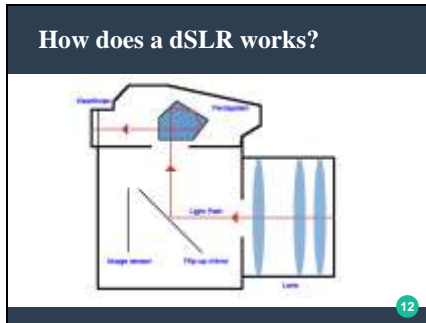
Slide 14

Lenses
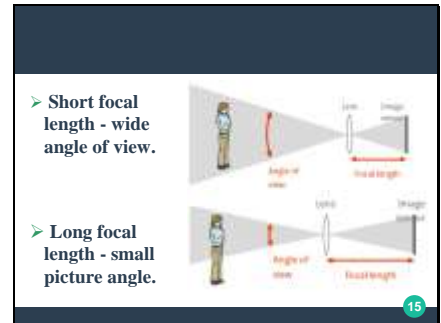
➢ Focal Length - The focal length of the lens is the distance between the lens and the image sensor when the subject is in focus.

➢ Angle of view - The angle of view is the visible extent of the scene captured by the image sensor, stated as an angle.

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Slide 15

➢ Short focal length - wide angle of view.

➢ Long focal length - small picture angle.

15
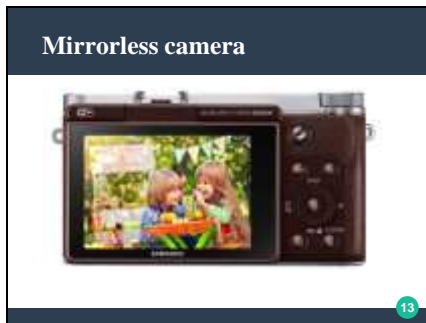
Slide 16

Lens	Picture angle	Focal length	Area captured	Apparent size
Wide angle	Wide	Short	Large	Small
Telephoto	Small	Long	Small	Large

16

Slide 17

Scenes captured by the lens.

➢ **Short focal length - great extent of the scene.**

12 mm

➢ **Long focal length - small extent of the scene.**

200 mm

17

Slide 18

Add them together for a better take

- **Have clear ideas.**
- **Be present – make eye contact.**
- **Choose the right shooting mode.**
- **Be careful with the direction of Lighting.**
- **Listen to the shutter speed.**
- **Don't forget the Apertures.**
- **Care for the Focal Length.**
- **Shoot in RAW.**
- **Don't be afraid to make mistakes.**
- **Don't stress about the quality of your digital camera.**

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Slide 19

Prepared by Renato
Thank You

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<u>Annex No. 9</u>

Title of project:	
Key Action:	
Main Aim:	
Objectives:	
Methodology:	
Partners:	
Hosting Organization:	
Deadline for application:	

Annex No 10

Project ideas came out from the 5 working groups

Project 1:
Title of project: Cultural sharing
Key Action: EVS
Main Aim: To bring together participants to learn about intercultural learning, share languages and culture attitudes.
Objectives: to encourage youngsters to learn foreign languages, to share each other culture, to exchange experiences in intercultural learning tool, to visit local sites.
Methodology: Non-formal education, promote culture exchanging in school using group tasks, simulation exercises, role plays, small working groups.
Partners: PEL and other organizations, collaborations with schools and universities
Hosting Organization: PEL in Republic of Macedonia
Deadline for application: Feb. 1-st 2016

Project 2:
Title of the project: Get the Universal Passport!
Action: Training course KA1
Main aim: To improve the consciousness of active EU Citizenship, which means be aware of rights and duties.
Objectives: To develop the active citizenship not only in the native country but also in an enlarged community such as the E.U or any other kind of communities, to foster active participation of young people, to promote non formal education
Methodology: Non-formal education, team buildings, workshops, role plays (swapping citizenship), flash mob.
Partners: Italy, Albania, UK, Kosovo, Malta, Turkey, Macedonia, Spain, Greece, Bulgaria (3 for each country, we will invite other partners as well)
Hosting Organization: TDM 2000
Deadline for application: 4th of October 2016

Project 3:
Title: Walk in my shoes and then take a picture
Action: Youth Exchange, KA1
Main aim: To use multimedia tools for raising awareness for needs of youngsters with disability. A short movie about disabled people will be a product.
Objectives: to promote multimedia tools for people with special needs, to gain awareness of violation of human rights, to foster empathy for marginalized groups
Methodology: non formal education, using workshops, working groups, learning by doing.
Partners: Turkey, Kosovo, Macedonia , Croatia , Slovenia , Poland , Bulgaria
Hosting organization: Turkey
Deadline for application: October 2016

Project 4:
Title: Together for the Equality (on the sports fields)
Action: Youth exchange, KA1
Main aim: To bring young people to discuss about equality on the sport fields for disabled children in our countries and to raise awareness about it.
Objectives: to share experiences from our countries, to find solution and provide advocacy for this target group, to organize sport activities, to make campaign through videos of activities
Methodology: - splitting in groups and discussing about countries situation -learning through games about different rights -getting on the fields (sports activities)- flash mob -making videos with mixed people doing sports activities together -learning sigh language to provide better conversations with children with different abilities
Partners: Albania, Macedonia, Bosnia, Kosovo, Serbia, Turkey, Italy
Hosting organization: PEL, Macedonia

Project 5: Capacity building project, KA2
Project Title: Power of theatre- Act for Human Rights
Aim: to promote "intercultural learning", to create awareness among youngsters around Europe and respect the diversity using as key element multimedia
Objectives: - To promote cultural diversity, to make people aware of intercultural learning process, to learn multimedia tools, Intercultural learning specified on inclusion work with youngsters with fewer opportunities.
Methodology: Workshop**,** Simulation, Learning by doing, Theatre
Partners: Italy, UK, Turkey, Serbia, Macedonia, Albania, Kosovo
Deadline: 1 February 2016
Date: September 2016-September 2017
Applicant organization: Youth 4 Society

Annex 12

Embracing Multimedia for HRE
Training course in Durres, Albania 14/21 December 2015
Summary of evaluations forms:

1(very bad/little) – 5 (very good /a lot)

LEARNING

How much did you learn about human rights and multimedia?	4.47
Comments	I really liked the human rights part with our trainer Max. I have learned a lot especially for multimedia part as I didn't had previous experience related with it. As I had previous experiences for multimedia I learn more about human rights. I learned to work with others I learned about Albanian culture and young people life in Balkan.
Was the methodology used during this course appropriate?	4.89
Comments	Great methodology Non formal education methodology fits perfectly to the organization. Non formal education is the best methodology to keep in mind lessons. Very different from usual. Energizer and workshop were very interesting. I enjoy a lot the video group working and the discussion about different topics related with HR. It was a different learning from school methods and I was able to learn and have good time.
How would you assess the program flow and time management?	4.63
Comments	Everything has logical flow, how we started the programme and how we ended Enough space for learning and break and coffee. We did everything planned in one week. Too busy schedule, I would put more time for human rights workshops More time needed for multimedia workshops More time needed for editing process Good combination of theory and practice More coffee break in the evening. Punctual in every session. We worked late in evenings as well, I didn't have time to enjoy other towns or Albania at all
How would you assess the trainers work?	4.68
Comments	Great trainers I understood everything from them.

	Trainers had great knowledge and great interaction with participants. Amazing and very professional. Very satisfied. Happy to met all the trainers Good combination of the trainers team Max is the perfect trainer I liked a lot Renato way of explaining
How would you assess the organizers work?	4.73
Comments	Very great. Excellent job. Accommodation and food were really good. Some little issue in the hotel room, all the other were good. Thanks for organizing local transport Thankful for overall organization Thanks for local transportation arrangement Great people

Group Dynamic

How do you rate the co-operation and communication in the group?	4.89
Comments	• It was really interesting to work with different people coming from different cultural background, and I liked a lot this experience. • Very different from UK and actually much better. • I have been part of many training but in this one I found team spirit. • I met wonderful people. • Everyone was cooperative and we did our tasks easily. • We could have done more
How would you evaluate your own participation and contribution to group work?	4.47
Comments	• Usually I am shy, but I had no problem taking part and expressing myself in these workshops. • I took part in every session and spent time with everyone. • Sometime I could have given more but overall I did my best. • Always can be better. • Beside the multimedia part in which I wasn't really productive I did my best in all the other parts.

| What are the main important outcomes of this | • I learn a lot of multimedia details.
 • I learn about HR &Multimedia and also how to work in group with new people that I don't know before. |

course for you?	• I will use multimedia more in my collage works. • I met people from other culture and with different tradition. • Focusing on details not only technical sector but any kind of activity. • I increase my tolerance towards others opinions in specific fields. • I have gained more communications skills. • Learning about INNO LABS and writing newspaper articles. • I relies that group building activity is a great methodology to reach team targets.
How are you going to use the learning outcomes of the course in your country/organizati on?	• I would like through my association to spread my gained knowledge among other volunteers. • I will spread my experiences among my friends • I will share in my community. • I met people from other culture and with different tradition • I hope one day I will have my NGO and I will continue working in human rights topics. • I will organize training courses for my ngo TDM200 especially focused in social inclusion and HRE because there are important for me. • I will work in our project ideas to implement in my country. • I will organize a class in my university ty share me experience. • Apply for future projects.
Have any of your expectations towards the course been left unfulfilled? Why/How?	• Every organized perfectly for me. • I expected to learn more about multimedia tools but anyway it was a big step for me to know more about digital world. • I preferred to get little bit more education on HR because this topics is really important for me but in general the training was well organized. • To explore more Albania. • More countries as partners. • To visit more cities.
Additional feedback and suggestions	• Hope to come again in projects of Y4S. • I will take part in other training courses like this. • The training was very useful but if you would do this activity again, please plan more time for multimedia workshops, were very intense • Thanks to the organizers who chose this great hotel for the activity