



DAY BY DAY MODULE

[for Participants]

Training course "Embracing Multimedia for Human Rights Education"

Training Course for Young People
in HRE

**23-30 October 2015,
Tirana Albania**

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Erasmus+

The following is the Module produced by the Project Embracing Multimedia for Human Rights Education, during the implementation of the first activity, a Training Course for Human Rights Education.

Module Description

23d of October 2015 – First day

The day was dedicated to general presentation of the hosting organization, the project and participants. Ice breaking exercise helped participants to break the ice among them and creates a constructive atmosphere within group. Name game, ice breaking exercise; get to know each other exercises took place during these first sessions of the training. Familiarizing participants with rules, Health and Safety measures was important part of the agenda also.

Getting to know each other process.

Presentation of hosting organization Youth 4 Society, presentation of participants name and respective partner organizations

Icebreaking exercises- Human Map

Create a human map placing yourself in the 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.

[The participants start to interact each other, discuss and enjoy sharing and in the same time they get information about each other their interests, differences and similarities].

Create a straight line based (communicating only with body gestures) on the birthdays of the participants.

[The participants are starting to break the ice and communicate with each other; they are starting to mix with different nationalities, breaking the borders of their own countries].

Three true, one false exercise

Participants have to write on a white paper 4 different personal characteristics (one of those points has to be not true). The participants will have to share their short presentation with each other, mixing themselves in the room and choosing randomly who to speak with. They will have to guess what the false characteristic is for the other person.

[The tool stimulated creativity, communication, interpersonal interaction and energy. The

participants are getting more interested in each other and in the activity. They enjoyed sharing information with each other and in the same time they are learning new things]

Practical information about the TC

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.

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 break the ice among participants, exchange information among them.

Build the tower exercise

Participants are divided into five groups. Each group will get some materials. The task is to build a tower as much tall and strong as possible. The aim of exercise is to create space for interacting and working together, stimulate creativity and team work.

After the exercise a short debriefing was done by trainer. To participants were asked to express how they felt during the exercise and to reflect in their experience. Some suggestion given from participants how to work in group were given.

See the Annex No. 2 for the debriefing and conclusion make from participants when we work as a group

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

24th October 2015 – Second day

This day was dedicated to presentation of the project in detail and entering to the topic and discussing about human rights. The learning process started from the personal level and continue with the work done in each partner organization in relation with human rights. Participants discussed for characteristics of human rights and brought concrete good examples of their work with young people in human rights education.

Energizer, “The queen in the castle”

Aim and objectives of the course – Presentation of whole programme of the week.

Aim and objectives of the project were introduced by one of the trainers. As well the weekly programme was presented to participants and they were given detailed information about all the steps to follow during the training. The aim was to present to

participants the logical flow of the programme that was foreseen to follow during the course.

See Annex no. 3 for the daily programme.

Input by trainer: How we work in youth field? Non formal education approach, Youthpass presentation

Active participation, learning by experience, working individually, in pair and group - were some of key words presented to participants.

(Kolb circle, comfort, panic, stretching zone) and active participation.

One of the trainers explain to participants Kolb Circle –experiential learning, as well the way how we work and why we should be active in learning process starting by ourselves.

Different zones where we learn were explained after.

We work individually, in pair, in small groups, in big groups.

Explanation about Competencies (skills, knowledge and attitudes)

Presentation of Youth Pass, its importance and 8 key competencies

The aim was to give inputs to participants and make them aware how we work and learn why we use learning by experience, how we can use or apply it in our daily job and how important is the environment where we work.

(See the annex no. 4 for more information)

(See the annex 5 for the Youth Pass and 8 key competencies)

What is my learning aims for the TC? Expectation, contribution and fears

Participants are asked to write is small notes what are their expectation for the course, how they can contribute and what are the fears that might block the learning process. Interactive activity: sharing knowledge, fears, ideas and expectations with the rest of the group. Participants wrote individually about these topics in some post-its and stick them in a common flip chart. Later on, three volunteers from participants read loudly the post. The poster will remain in the working room, because it will be useful for the final evaluation. The aim of the exercise was to get to know participants needs in order to adapt that with the programme for coming days.

See the Annex no. 6 for what participants wrote as learning aim for the training course.

Short summary from trainer was done at the end regarding learning aims that participants expressed.

Coffee break

INTRODUCTION TO HUMAN RIGHTS. What are human rights?

The destiny of human rights in the hands of all our citizens in all our communities.

Power point presentation and open group discussion was organized by the trainers team.

Participants were asked to complete the sentence “**human rights are....**”, working individually and writing an hash tag down in a paper. Participants wrote:

EQUAL OPPORTUNITIES, FREEDOM, ELIGIBILITY, PRECIOUS, INDIVIDUAL EXPRESSION, ALL EQUAL, FREEDOM, PRINCIPLES, UNIVERSAL, BASICS, IDEOLOGY, RESPECTING, SPACE TO TELL THE OPINION, UNEXPLORED, SUPPORT, SHARE IDEAS, IN DANGER, RESPECT, EMANCIPATION, ESSENTIAL, LIFE AND HANCING, NEED, RESPECT, CENTRAL, NO HATE SPEECH....

Trainers moderated the open discussion asking the participants different questions and exploring the main elements of Human Rights. Characteristics of Human Rights were discussed as well their classification in the three generation of human rights. Participants brought examples of violation of human rights in personal level as well share cases from their countries.

- Presentation of a video about the story of human rights was done from the trainers and the workshop continue with the discussion of what we can do as youth workers to respect, promote and protect our human rights.

[See the Annex no. 7 for the link to the video](#)

Human Rights Education Approach, Presentation of manual Compass

The last part of the workshop was presentation of two manuals, Compass- Manual working on Human Right 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.

Lunch

Two workshops of the afternoon were dedicated to explore the state of play of Human Rights and marginalized target groups in each participating country. Participants collected in advance information and they have to share in creative presentation with their peers. Participants have to identify the most vulnerable groups in society whose human rights were violated. Exploring the concept of youngsters with fewer opportunity, exchanging practices and discussing the challenges was important part of these workshops as well. The aim of exercise is to get to know other countries realities and identify problems and challenges to be addressed especially working with youngsters from marginalized groups. Methods used: collage, open group discussion

See annex 8 for challenges identified from the participant regarding problem with human rights in each respective countries

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 reason why they shouldn't come to visit their country. Music, dances, typical food of each country were presented by participants.

25th October 2015– Third day

Workshops used in this day were taken from Compass – manual for youth workers how to work in Human Right Educations with young people. These workshops aimed to equip the participants with knowledge how to act to promote human rights of people whose human rights have been denied, how to take action against discrimination and xenophobia, promote the principle of democracy and fundamental freedom. During the workshops participants got knowledge and tools to improve their competencies in human rights education aiming that they will be able to prepare activities for disseminating the manual on human rights education and to implement and realize them after the training with other young people.

Morning session

Energizer

Presentation of the day

Where do u stand exercise – workshop from Compass

The topic elaborated during the workshops were: General human rights, Citizenship, Poverty

Objective of the workshop:

- To gain an understanding of the difference between civil and political rights and social and economic rights
- To think about some of the complex issues associated with protecting rights
- To use and develop skills of discussion and argumentation

Trainers started with a very brief introduction to the differences between civil and political rights, and social and economic rights. Trainers explained that she has to

read out a series of statements with which people may agree to a greater or lesser extent. Two extreme positions - the posters stating "I Agree" and "I Disagree" were presented and participants should try to position themselves, as far as possible, next to people whose views almost coincide with their own. Brief discussion is permitted while people are finding their places! Participants are invited to share their opinions and debate with each other.

[See annex 9 for statements provided by the trainer](#)

Coffee break

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 participant 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. 10 for roles which were given to participants.](#)

Lunch break

Mosque in sleepyvill

This activity explores a dispute over the building of a new mosque in a traditionally Christian area through the simulation of a town council meeting. Participants are invited to participate with different role cards and create arguments to express in the meeting organized by the mayor of the town and different citizens and groups.

Related rights explored in the workshop were:

- Freedom from discrimination
- Freedom of religion and belief
- Freedom of opinion and information

Objectives of the exercise

- To experience real conflicts that can arise in meeting the needs of diverse communities
- To explore the right to freedom of religion and belief
- To develop skills of debate and analysis

<http://www.coe.int/en/web/compass/a-mosque-in-sleepyville>

See the annex 11 for role cards

Reflection in small working groups

26th October 2015 - Fourth day

Workshop from the Compass was the first activity of the day and participants have “to be in shoes of others” using the exercise See the ability and later on discuss about people with disabilities in their country and how to provide solution for challenges met. Other part of the programme was more practical since topic of media and multimedia was discussed. Participants were divided in small groups and did street interviews with local citizens about state of play of human rights in Albania.

Energizer

Presentation of the day programme

See the ability exercise is a a practical activity to encourage empathy with people with disabilities. Among the issues addressed are: The obstacles disabled people face in integrating into society, Perceptions of the rights of the disabled as basic human rights

Topics which this workshop was related were:

- The right not to be discriminated against
- Equality in dignity and rights
- The right to social security

Objectives of the workshop:

- To raise awareness about some of the everyday problems faced by disabled people
- To develop skills to respond to, the needs of disabled people
- To promote empathy and solidarity

Participants were invited to think for a few minutes about how they would like – and how they would not like – to be treated if they were disabled. Participants write down a few key words. Trainers asked the participants to write down what they would be most afraid of, if they were disabled. When this has been done, participants were asked to turn over their papers and to get ready to "step into reality".

The blindfold walk

1. Ask people to get into pairs. Hand out the blindfolds. One person from each pair is to be the disabled person and the other is their guide. It is the guide's responsibility to ensure the safety of their partner at all times. They may only answer simple questions related to safety with a "yes" or a "no" answer.
2. Ask the guides to take their partners for a 5-minute walk around and about, including up or down stairs or outside if possible.
3. On returning to the room let the guides lead their partners to their chairs. But there is a surprise on the chair! A bag! What is in it?
4. The blind players have to identify the contents. The guides' job is to write down their guesses.
5. Then let the "blind" people take off the blindfolds and see the objects. Invite the partners to briefly review their experiences and surprises with each other.
6. Give people a few minutes to come out of their roles and then move on to part 3.

Debriefing and evaluation:

Ask both those who were blindfolded and those who were the helpers to share their reactions:

- How did they feel during the exercise?
- What was most difficult? What was funny? What was scary?
- How hard was it to trust and to be trustworthy?

Now review the fears and expectations people expressed at the beginning of the exercise. Ask people to look at the key words they wrote down.

- Were some of their fears confirmed during the activity?
 - How did people try to help their partner?
 - How was the help received?
 - How easy is it to assess how much help to give?
5. What did people fear about being disabled? What did they base their fears on? Have people ever been afraid of becoming disabled as a result of an accident or illness?
 6. What was the most surprising thing people learnt through the activity?
 7. Do people know anyone who is blind or mute or confined to a wheelchair? What is their social life like? How do other people react to them?
 8. Look at the environment in the buildings and in the streets nearby, how "disability friendly" are they?
 9. What can and should be done to ensure the equality and dignity of people who are disabled?
 10. Are disability rights also a matter of human rights? Which rights in the Universal Declaration of Human Rights (UDHR) are particularly relevant?
 11. What can your school, association or local youth group do to promote the equality and dignity of people with disabilities?

<http://www.coe.int/en/web/compass/see-the-ability->

Coffee break

Media and multimedia in youth work

Important of media in youth work, media strategy to follow in every day project. Tools to multimedia were explained such as: news, articles, sound, 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: Unlike 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

Lunch

Interviews on the street

Participants received a questionnaire from trainers and they have to go in small groups in street and communicate with local citizens.

[See the annex 12 for the questions used](#)

Presentation of findings

The last workshop of the day, participants discussed what they found in the town by the communication with local people. Participants got to know with perception of Albanian citizens about human rights in their country, challenges that marginalized group face, mentality of people.

(Participants were very satisfied with this exercise since they “touch the reality” by their self and learn about people.

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.

27th October – Fifth day

During this day, participants have the opportunity to conduct an onsite visit in a local Roma organization and to learn about concrete tools in minority empowerment. The other part of the day was dedicated to explanation of the InnoLabs concept in theory and practice. Participants did simulation exercise in order to set up their InnoLabs.

On site visit in Roma Active Albania organization.

Participants learn about the daily work of the organization, the target group they are working with, concrete examples of their project, how the organization is working especially to empower youth people. Open discussion was facilitated by one of youth workers of the Roma Active Albania

Lunch

PIZZA ENERGISER.

INNO LAB TECHNIQUES.

Multimedia approach. Inno lab (innovation laboratories): space and a set of protocols where the different actor and factor of society come together to give a solution or solve a

problem in the society. Commission asking for innovation approach – no invention, innovation is taking examples from practice and find ways to work with them. New settings. Made for everyone with everyone. You can use what is already used as soon as you use it in a different way.

4 levels:

1 using new technologies and ideas to reach most vulnerable communities (ex social media).

2 innovation in process. How the process is innovated. (ex new methodology to run a training, giving free time to participants).

3 innovation in products. Needs of the target groups. How you make the product and how you work with it.

4 partnerships. New collaboration with donors etc. it improve results. Need of finances and donors.

Talent gardens: type of social innovation platform. Space for designers, equipped, free of charge. People go and meet and make workshops for free and create new products. Share ideas. People are free to go and see what happens, without contributing. Is not necessary about HR.

Why is it important in education aspects?

New method for developing **solutions**.

Great diversity of skills that means many possibilities.

Encourage the collaborative physical environment.

It progressively builds the local development.

- Working with digital talents (multimedia)
- Think like a designer (visual product)
- Use what you already got
- Consider both needs and opportunity
- Tell a story (identify what are you telling to the public)
- Cover your rules and assumptions (plan, setup rules)
- Break the rules (don't get stuck if you realize that you don't like what you're doing)
- Steal what works (use what you think is effective)
- Make it important (is not random, promote it, share it)
- Be realistic (don't try to make it too big, and then fail)
- Open up (open the space for others to join and upgrade your ideas – partnerships – is a physical space)

Participants are divided in 5 groups: create a plan of what can we do to promote HR: multimedia, journalism, photography, songs, movie making, online campaign (realistic concrete tolls).

[See annex 13 for working groups results](#)

Reflection group

Dinner

28th October 2015 – Sixth Day

During this day, participants were involved in different workshops where they have to share their experience in human rights education in different projects implemented in the past in local or international level. An important moment was presentation of Erasmus + Youth in Action programme and its main Key action. Participant got detailed information about the opportunities this project is giving for youngster of Europe. The last part of the day was dedicated to follow up ideas, participants were organized in small working groups and start working in future project ideas, hopefully to be applied in the future by the partners of the consortium.

Energizer

Presentation of the day

Workshop: Sharing good practice, Erasmus + Youth in Action Programme

General introduction of the programme 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 this was alive examples for the participants to know practically how youth projects are ideated and implemented.

Project ideas, fish market Fish market. Each participant was asked to draw his/her fish and to write any project idea that might have for future projects. Participants should work individually and then present the ideas in front of the group.

See annex 14

Evaluation Groups

29 October 2015- Seventh Day

During this day, participants worked in small working groups to elaborate further the project ideas initiate in the previous day. Trainer's team offered feedback and encouraged participants for further development of the project which will be applied in the future. Presentation of the project ideas from each working group was accompanied with constructive feedback by the trainer's team. Other part of the day was dedicated to reflect on the learning process participant have in the course. Based in this reflection, participants worked individually and national teams to plan concrete steps to follow to disseminate the results of the course

Energizer

Presentation of the day

Project ideas in elaboration

Presentation of project ideas and feedback by the trainers team

Please see the annex No. 15 for project ideas

Learning audit and My dissemination plan

Participants are asked to think of the near future and imagine how to use new knowledge and skills. They have to write it down in a paper. Concrete steps and concrete ideas.

See the Annex No. 16 for dissemination plan

30 October –Eighth Day

The workshops of this day were dedicated to whole evaluation of the training course as a very important moment to measure the outcomes of the activity. The evaluation of the course was concentrated in various elements such were: the preparation and information send to participants before the activity, the overall organization of the course, the satisfaction of the participants about the learning process and content of it, methods and combination of theory and practice in various workshops, group dynamic and active participation, trainers and support staff team etc. Closing ceremony was finalized with delivery of the Youth Pass.

Energizer

Presentation of the day workshops

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, contribution and fears

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

4) Piza evaluation

Participants were asked to draw a symbol in a pizza design in a flipchart where participants have to evaluate different component of the training using visual method.
[Please See annex No. 17](#)

5) Last word

All participants were asked for closing remarks related to the TC programme.

[Please see the average result of evaluation by questionnaires in annex No. 18](#)

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:

Outcome after the debriefing in group building exercise expressed by participants how to work as a group:

- Don't panic
- Listen to each other
- Make sure everyone understand
- Respect human rights
- To divide the responsibilities
- To encourage each other
- Plan carefully
- To include people in the process who has different speed of doing and learning
- To be active
- Give space to everybody to express ideas
- To speak one at time
- Be creative and open minded
- Be innovative

Annex No. 3**DAILY PROGRAMME 23-30 October 2015, Tirana, Albania**

1 st day (23 th October) Getting to know each other	2 nd day 24 th October Getting into the topic	3 rd day 25 th October Activities from Compass	4 th day 26 th October Multimedia in youth work	5 th day 27 th October Practical work, lets take action, inno labs	6 th day 28 th October Erasmus +	7 th day 29 th October Outcomes and Time for reflection	8 th day 30 th October
Arrivals Registration in the hotel Registration in the hotel	Energiser Presentation of the Team - Aim of the TC My learning point for TC How we work?	Energiser Where do you stand	Media and multimedia in youth yourk	Visit in local ngo	What is Erasmus +	Write your own project idea!	Final Evaluati on
	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break	
	What are Human Rights?	Take a step forward	Media and multimedia tools	Discussing the visit	Sharing good practices	Presentation of project ideas	
Lunch	lunch	lunch	Lunch	lunch	lunch	lunch	Free afternoo n
- Intro in the project Presentation of the participants - practical information	Human Rights in my Country Working with young people from disadvantage areas, young people with fewer opportunities	Mosque in sleepyvill	Interviews in the town	Inno Labs	Main key action of Erasmus plus	Learning audit	
Coffee break			Coffee break		Coffee break		
A long lasting activity – Getting to know each other Group building			Presentation of findings from the interviews		My project idea	My dissemination plann	
Reflection groups			Reflection groups		Reflection groups	Reflection groups	
dinner	dinner	dinner	dinner	Dinner	Dinner out	dinner	
Get to know each other	Intercultural evening	Human right bar	NGO Fair	Free evening	Exploring Tirana by Night	Free evening	Farewell party

Annex No 4.

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.

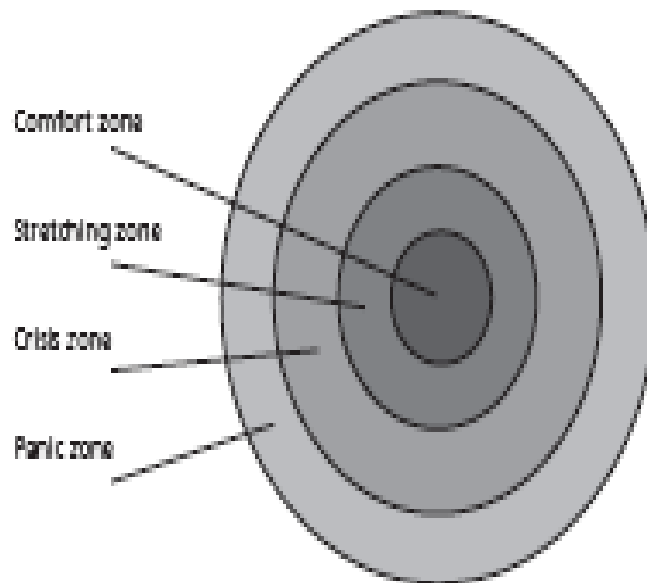
Activities help people to:

- 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.

Where do we learn?



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.

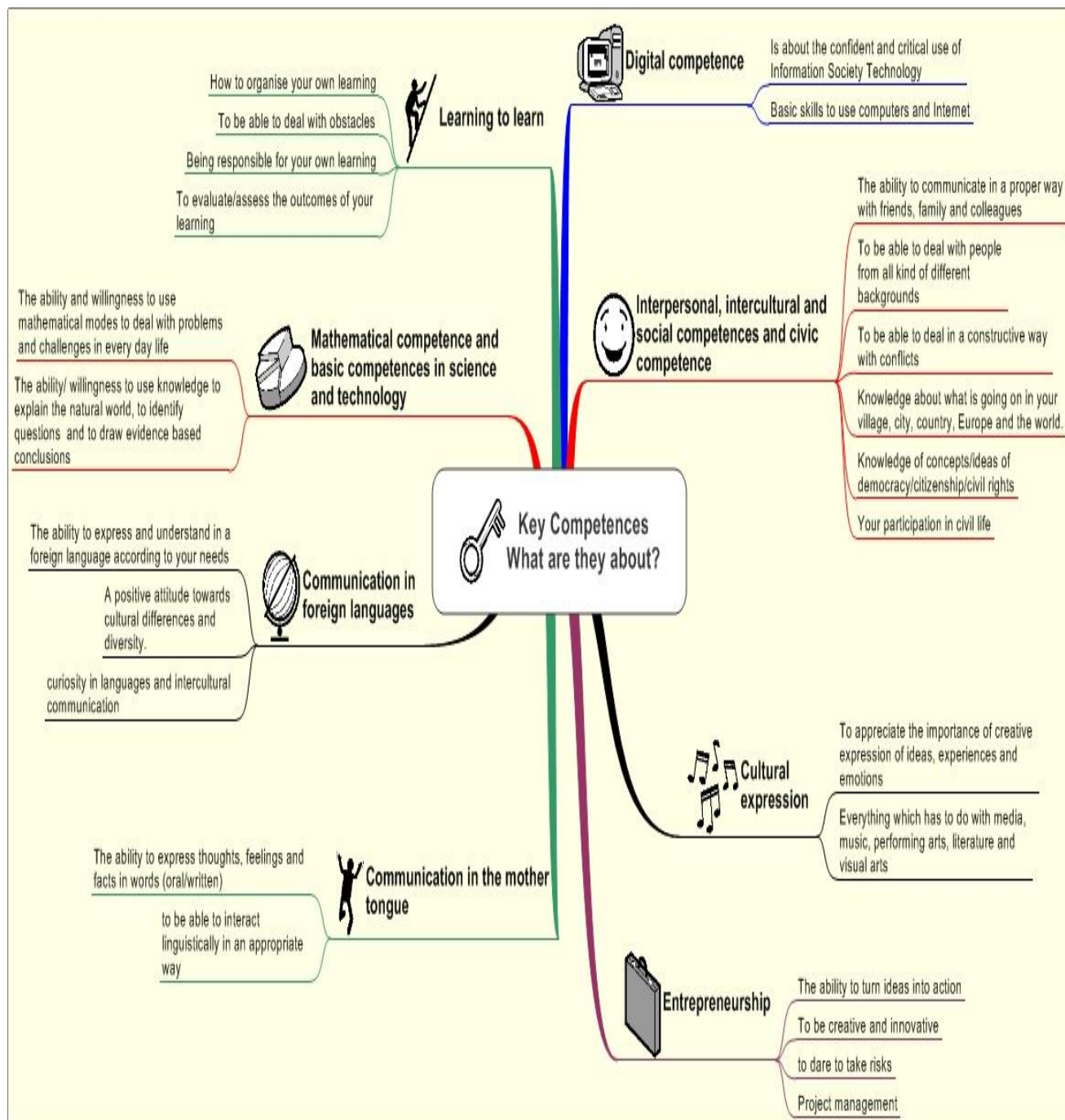
Aim: To present to participants on formal education methodology in order to use it in their daily job with young people

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)

Annex No.5

YOUTH PASS



Annex No.6

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 and concrete methods to use in daily work
- learning more about other cultures and practical tools on human rights education
- concrete ways to begin dialogue between majorities and minorities in our countries
- how to facilitate cross cultural community action and problem solving
- to learn more about different cultures and to share sth among different cultures
- I want to learn how I can use gained knowledge in my job
- to communicate in unknown environment, learn about HR
- to plan future action and partnership within the tc
- to get attitudes, knowledge and practical skills for hre
- experience for non formal education
- to know more about HRE, and how we can break stereotypes and prejudices about other cultures
- I want to learn how to be a good youth worker, leader, to feel the spirit of multiethnic environment
- I want to learn how to prepare and lead a workshop
- new knowledge how to write a project, knowledge about how to set up inno lab
- to exchange culture among us, to break my prejudices, to learn about innolab
- to feel more comfortable in another country and dialogue is very important, more about HRE
- to make future plans for future projects and learn how to build innolabs

Contributions expressed from the participants: contribute with my experience, my project writing skills, with my humor, my experience working with young people from ethnic background, communication skills, my academic knowledge, my personal experience working in gender issues, my volunteer working experience with disabled people, my experience, my motivation, experience of my ngo, contribute with my ideas etc

Fears: having misunderstanding, not liking the food, bad weather, irrelevant training, no fear at all, cultural misunderstanding, not enough experience, is my first training, not understanding English, not getting practical tools, too much theory, not having information for the topic, being bored, not using what we will learn in community when we get back, etc

Annex No. 7

Link of the video used in the workshop about human rights:

https://www.youtube.com/watch?v=6XXGF_V8_7M

Annex 8

COUNTRY REALITIES as were presented by the participants - challenges and problems faced by the marginalized target groups:

KOSOVO:

Roma community as the most vulnerable minority. Considered to be bad or not educated. Society do not accept them, students bullied. Roma kids are begging for money. Court and judges they keep violated their rights.

TURKEY:

Human rights issues: woman domestic violence, and the government don't protect them,. There's law but it is not practiced. Husbands violence against women, police doesn't help. Murders of women, many cases, especially in the south. Low education of women. Family mentality, they get marry very young. Patriarchal culture. Social control of women, no work but stay home and take care of the house and most of them are forced. Many transsexual and prostitutes are killed. A lot of journalism were arrested because they're against the government. The right to live is in danger because of ISIS attacks. Terrorist attacks.

UK:

The public service wont infringe the law. In the surface things seems ok, but there are people without food, suicides. Big issues, poor people, political issues: 2000 homosexuals soldiers dismissed. Prisoner not allowed to vote, they want to vote but they can't. 2008 uk government privacy rights because of telephone conversations. 2010 law in terrorism. Extra order religion: secret transport of prisoner from one to another country. Most discriminated are people homosexual, ethnic minorities and religion. Debate to go out of europe to don't follow human rights, because the state don't want immigrants.

ITALY:

Roma community, women, homeless, disabilities, prisoners are hot issues. Focus on the worst violation: immigrants from east of Europe, Africa and Syria. We don't know how it works because is not allowed to have info and Immigrants stay there a lot of time. Violation of: freedom of mobility, citizenship (even if you born in Italy, long bureaucracy), impossibility to enter legally in Italy, people put in jail because of the papers, violated the right of information and free speech. Bid demonstrations inside the CIE, but media don't speak about it.

ALBANIA:

Roma people: no right of education, social exclusion, obliged to work but unemployed, no service in the hospital: disables, luck in education, they can't do anything, government give a little help but not enough. Man have highest salary, high position in work, not every job accept women (ex. Waiter). Corruption in government, violence for women. Roma community: amnesty international and human rights watch – the biggest 3 problems identified in 2013: corruption in government especially in judge system. People are not treated equally. Domestic violence, women from parents and society, no big cities but in villages (Tirana is different from the rest of Albania). Arranged marriage, Kanun (interesting because is still alive). Disables are usually isolated in the houses or in the special schools, you don't see them in the streets. No infrastructures even in the capital, and usually disables come from very poor families.

SERBIA:

Real example: Merlica. Prejudice: she was a Roma transgender, sex worker, aids and drug addict. She was a very talented artist. They gave her a small house in the center of Belgrade, after she stopped to work with sex, but her boyfriend killed her and then in Belgrade there's Merlica film festival for human rights. More problems: children with autism, down syndrome etc; Roma children (no empathy with this target groups), no proper pace for them because of bureaucracy and discrimination. Very slow bureaucracy. No money. Solution: education of target groups, empathy and tolerance. Roma people: they want to be educated but is difficult because they live in the slams, so no ID and they can't go to school, also teacher are discriminating them. Part of Roma don't want to be educated. Problem of Roma tradition, that are so different and is difficult to integrate them in our society. The older Roma prevent children to integrate. Albanian minority in Serbia, because they are discriminated: they get less books in schools, problem with the certificate of graduation. They cannot study in their language.

BOSNIA and HERZEGOVINA:

Three governments, three presidents. After the war country separated (federation of Bosnia, republic of Serbia and Croatia.) one president for each department. 6 years ago even more nationalities who want a president: cooperation between Jewish and Roma people. For Roma people no education, no job and no house. They want a president for better conditions. Education system full of discrimination (Serbian are discriminated in the Bosnia federation). They ask for one only president. USA don't give the permission for this.

MACEDONIA:

Has signed the European charter for human rights, but are not respected. Problem of ethnically minorities. Media is the main problem: no right of speech, journalist are attacked by police or government itself. Violence against Gay community, there is a parade but few people go. Disabilities are trying to be included in typical schools, but not accepted from society. 80% of the people employed are included into politics or belong to a political party.

Annex No. 9

Where do you stand exercise

Sheet of statements

- It's more important to have a roof over your head than to be able to say what you like.
- People have a duty to work, but not a right.
- The most basic responsibility of any government is to make sure that all citizens have enough to eat.
- The right to "rest and leisure" is a luxury that only rich countries can afford.
- It's not the government's job to make sure that people don't starve - but the people's!
- The way we choose to treat our citizens is no business of the international community.
- Poor countries should concentrate on a basic standard of living for all before worrying about the civil and political rights of citizens.
- Extreme economic inequality is an infringement of basic rights.
- Social and economic rights express an ideal for the future, but the world is not ready to guarantee them today.
- If rights can't be guaranteed, there is no point in having them.

Debriefing and evaluation

Begin with reviewing the activity itself and then go on to discuss what people learnt.

- Were there any questions that people found impossible to answer - either because it was difficult to make up their own mind, or because the question was badly phrased?
- Why did people change position during the discussions?
- Were people surprised by the extent of disagreement on the issues?
- Does it matter if we disagree about human rights?
- Do you think there are "right" and "wrong" answers to the different statements, or is it just a matter of personal opinion?
- Might it ever be possible for everyone to reach agreement about human rights?
- Is there a fundamental difference between the (first) two "generations" of human rights: civil and political rights and social and economic rights? Is it possible to say which of these are more important?
- Do we need any more rights? Could there be a third generation of rights?

Annex 10

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.

1. How did people feel stepping forward - or not?
2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
3. Did anyone feel that there were moments when their basic human rights were being ignored?
4. Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
5. How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
6. Does the exercise mirror society in some way? How?
7. 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?
8. What first steps could be taken to address the inequalities in society?

Annex No 11

Mosque in the sleepyville exercise

Rules of Debate

You may wish to alter these rules according to the size of your group and the time you have available. • The meeting will be chaired by the Mayor, and his/her decision on all matters is final. • If you wish to speak, you should raise your hand and obtain permission from the Mayor. • Comments should be brief, and should not exceed 2 minutes. • The meeting will close after 40 minutes, with a vote on whether or not the Mosque should be built. • Anyone attending the meeting is entitled to speak in the debate and to vote at the end.

A Mosque in Sleepyville (for all participants)

You live in the picturesque town of Sleepyville, a town of about 80,000 people. In the last 60 years the population has changed radically, partly because young people mostly try to move to larger cities as job opportunities there are better, but also because the region has seen the arrival of a large number of immigrant families, many from Muslim countries. Some of these families have been here for 3 generations, but they are still treated with suspicion as “newcomers” by many people in the town. They now make up almost 15% of the total population. The issue that is now dividing the town is the desire of Muslims in Sleepyville to have a Mosque built on a piece of derelict land belonging to the council. This land has been undeveloped and has been a source of complaints to the council for years: it is near the main shopping street and is an area where vandalism and drug-taking have been a regular problem. So when a rich businessman offered to take the problem off the Council’s hands, the Mayor thought his lucky day had come! The Council readily agreed to give up the land and to fund 20% of the construction costs for a new mosque on the site. The remaining 10% of the building costs, which the businessman could not cover, were to be found from among the Muslim community. Building was meant to start this week... but the Council has been flooded with complaints from angry residents who object to the project. They have called a special meeting, to which all are invited, to resolve this issue. The meeting will take place in 30 minutes.

Handouts Role card:

The Mayor of Sleepyville You are the Chair of the assembly and it will be your role, once the meeting starts, to welcome the participants and remind them of the rules of debate. During the meeting, you should try to give everyone the opportunity to speak - and should not allow anyone to speak for too long! You are very worried about the bad publicity that this case has been attracting and you plan to try, before the meeting, to speak to some of the groups to try to persuade them to soften their position. Role card:

Town Council member: Traditionalist Party (1 or 2 people) You represent the Traditionalist Party on the Town Council, and you are strongly opposed to the Mosque. You do not think it is right that council land and council resources should be spent on a place of worship that does not respect the traditions of this country and this town. You feel that immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles on a country where they are guests. You are also worried that the Mosque could become a meeting area for recruiting terrorists.

Role card: Town Council member: Populist Party (1 or 2 people) You represent the Populist Party on the Town Council. You supported the original decision to have the Mosque built on the land, partly because you realise that the Muslim community has been very good for the economy of the town and you do not want to alienate them. But you have been very worried by complaints from residents and do not want to create an unnecessary conflict in the community. You are also

concerned about your seat in the next council elections, so you will probably support whichever option appears to be least controversial.

Role card: Town Council member: Diversity Party (1 or 2 people) You represent the Diversity Party on the Town Council. You believe that the relatively large proportion of people from different parts of the world has added to the culture and interest of Sleepyville and you have felt it unfair that the town has deprived many of these people of the opportunity to practise their religion for so long. You can also see that the derelict land is causing social problems in the town and that the Council does not at the moment have the money to develop it themselves.

Role card: Members of the “Past and Present” Association of Sleepyville (2-4 people) You are one of the main groups opposed to this mosque. Your members are from traditional (non-Muslim) communities in Sleepyville, and you think it is very important to keep the ancient character of the town, where most of you have lived all your lives. The site that is proposed for the Mosque is very central and it would be visible from most places in the town centre. In particular, the Mosque could block out the view of the main church from the town square. You feel that the character of your hometown is being completely changed by a community that arrived here only recently. You do not see why people who arrived in this country from somewhere else should not live by the same rules as you have here.

Role card: Members of the Youth Action Group “Young Sleepies for Human Rights!” (2-4 people) Your group was set up to address some of the worst problems for young people today in Sleepyville. You see the building of the Mosque as a solution both to the Muslim community’s need for a place of worship, and as a solution to the numerous social problems which have been a result of the land being left derelict for so long. You support the building of this Mosque but you are concerned that other social problems may be neglected by the Council if they have to contribute to the building. In particular, the youth budget over the past 5 years has been cut to a level where it cannot begin to meet the needs in the town.

Role card: Members of the “Muslim Association of Sleepyville” (2-4 people) You have been asking the Council for years to provide a place of worship for the Muslim community, but it has always been refused on financial grounds. You feel that it is unfair that the Muslim community is being asked to find 10% of the building costs, when economic conditions are so harsh for most people, and when the Christian community has 11 different places of worship and these are used by far fewer people than the mosque would be. You feel that the contribution that your community has made to the town is not appreciated, that people in your community are unfairly discriminated against in various aspects of their life, and that in refusing to allow this Mosque, the council is denying members of your community their fundamental right to religious worship.
Role card:

Citizens of Sleepyville You are worried about the conflict that seems to have taken over the town of Sleepyville and you want to go to the meeting of the Town Council in order to vote. At the moment you do not know what you will vote for: you need to speak to as many different groups as you can and then you plan to make up your mind.

Annex No. 12**Questions for the interviews with local people****Questionnaire / Pyetesor**

Age/Mosha: _____

Profession/ profesioni: _____

1. What is the most important human right for you? (Cila e drejte njerezore eshte me e rendesishme per ju?)
2. Have you ever been infringed any right, and if so what? (A ju jane abuzuar ndonjehere te drejtat tuaja, dhe nese po cilat?)
3. What does equality mean for you? (Cfare do te thote Barazi per ju?)
4. Do you feel your rights are well protected in Albania? (A mendoni se te drejtat tuaja ne Shqiperi jane te mbrojtura?)
5. What would you like to change in Albania in human rights issues? (Cfare do donit te ndryshonte ne Shqiperi per sa I perket te drejtave njerezore?)

Annex No. 13

PRESENTATION OF INNO LAB WORKS:

GROUP 1: “Rage for change” group. Participants created an instagram page with the hashtag “naturally human”. They took pictures of some marginalized people in the streets, to represent situations where human rights are violated. POSTER: “we are RageForChange. We promote equality for all people via our Instagram page. We believe all humans are born with the same human rights. We share stories from people who have had their human rights infringed. We invite the public to share theirs too. Follow us, share the stories you hear to bring awareness and change. Join the movement!!!”

Participants took a picture of an old woman selling things in the street, and they asked her some information about her life: she's 80 years old, her husband is 84, they are both sick but they don't have money for proper medical support. Her son migrated illegally in Italy. She needs to stay in the street trying to sell something (old shoes etc.) from already 20 years.

GROUP 2: Theater play – the theater of oppressed. Participants created 3 scenes, presenting 3 different situations where HR were violated. In the first one they represented a homeless person begging for money in the streets. People were discriminating him and marginalizing him, but one person gives him some food.

In the second scene participants presented a roma girl asking for her right of education, because she wanted to attend the school. The director of the school rejected her request only because she is a roma.

The last one represents the story of a man abusing of his girlfriend. People in a cafeteria didn't help the situation and the girl because they were thinking that is not their duty.

GROUP 3: Video about situations in the streets, showing the situation when a blind man was asking for help and people were reacting as they were bother by him and they just didn't help. One person helped him to cross the street. This person was a poor, gathering some money for living with street art.

Video2: every participant was standing in from of the camera, showing a paper were they wrote examples of situations where people are discriminated (ex. “i' discriminated because i'm roma..). The main idea of the video is that diversity, instead of being a source of knowledge, create discrimination because people tend to pretend the others to be as they think they should be. People are afraid of diversity, that's why they discriminate the others.

GROUP 4: Flip chart “why we are wasting?”. Idea to help people in need: collaboration with restaurants that are supposed to give the exceeding food to poor people; collect all the food available and promote this project. Moreover, possibility of charity in cafes and so on, asking an offer from consumers, and the money are devolved to poor people. Finally promotion of the food bank, where all the exceeding food of companies, restaurants and so on, is collected, controlled (for the quality) and spread to poor people.

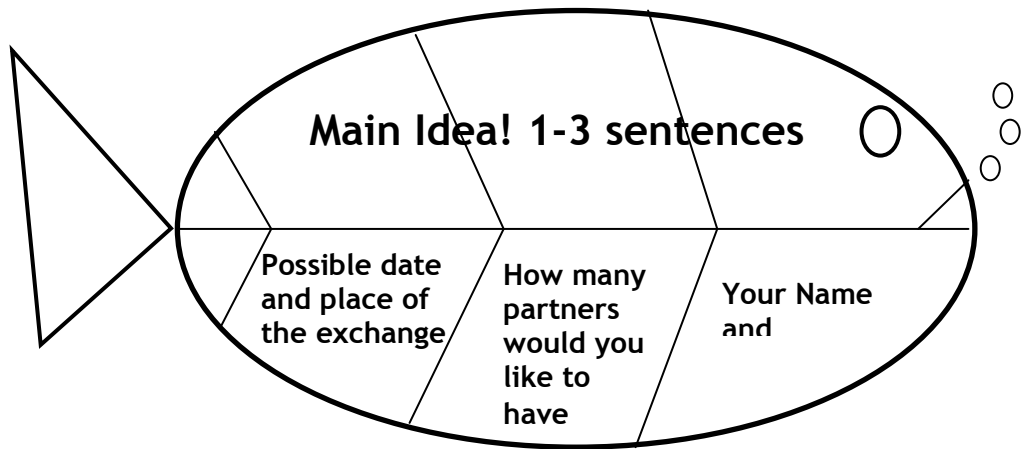
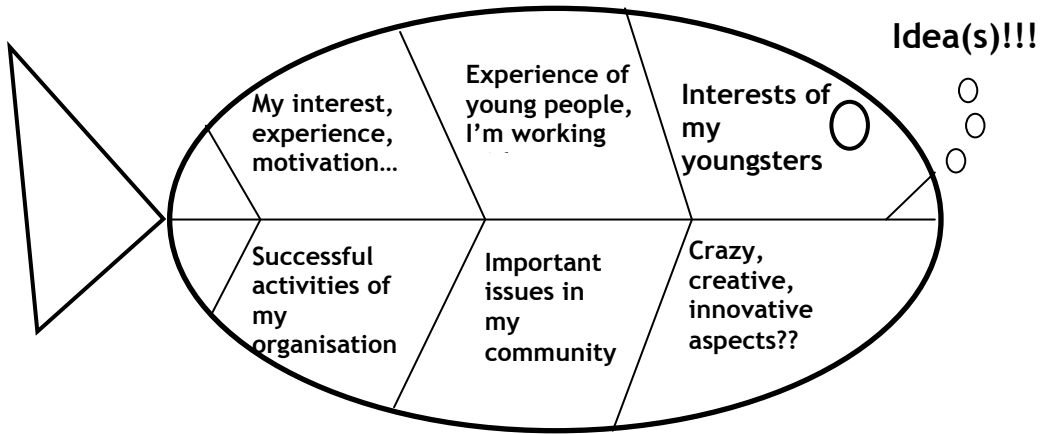
GROUP 5: Video, interview of some participants, who are speaking in their mother tongue. In the video there are English subtitles. They explain which human rights are not respected in their home countries and how they feel about it. They created a movement “to protect HR we must be all together”. They picked one word to represent HR and each participant showed this word I the video.

Annex No. 14.

Fish market

Fish the idea!

Sources of Inspiration



Annex no. 15

5 NEW PROJECT ideas created by the participants: “the fish market” create your own project

Group 1:

Title: WOMEN IN THE SEX INDUSTRY- Youth training.

Objectives:

- training young people about gender based violence
- inform people about human rights education
- provide concrete tools to raise awareness of human rights

Partners: Kosovo, Turkey, Italy, Albania and Serbia.

Group 2:

Title: PLAY learn, achieve and youth – Youth Exchange

Objectives:

- To empower youth leaders form different minorities
- To give concrete tools to work with youngsters with fewer opportunities
- To present non formal education and promote Erasmus + programme

Partners: UK, Albania, Macedonia

Group 3:

Project title: WOMEN GO PRO – Seminar

The main aim of the project idea is to empower women to start their own business.

Objectives:

- To raise awareness about women rights (how to use them)
- To decreasing poverty of young woman by empowering them
- To increasing the economical independence of young woman

Partners: Turkey, Kosovo, Albania, Macedonia, UK, B&H

Group 4:

Title: BREAKING BORDERS – Youth Exchange

Objectives:

- To raise awareness of young people about the migration and its consequences
- to foster empathy with immigrants and their situation
- to promote human rights using multimedia

Partners: Serbia, Macedonia, Turkey, UK, B&H

Group 5:

Title: INCLUSION TRUE MENTORING – Training Course

Objectives:

- To present the concept of mentoring to young people
- To foster leadership skills to youngsters with fewer opportunities
- To promote inclusion for youngsters with disability

Partners: Italy, Albania, Macedonia, B&H

Annex No. 16

DISSEMINATION Plan:

Participants were asked to think of the near future and imagine what to do with their new knowledge and skills received in the course. Participants have to write concrete steps and concrete ideas to follow for the coming months.

Each participants read what they wrote and then they put the paper on the floor, some of input were as following:

“I'm going to tell people to be more respectful; keep a contact with the association”

“share my experience with friends; try to use new methods in youth people work; positive feed back”

“share with friends non formal education; share with the sending organization the project ideas for future partnerships”

“share ideas in local community; tell my parents to respect more HR”

“share the products in my town; connect the people that I met here for further collaboration”

“keep in touch for future projects; share with my friends and encourage them to organize e meeting to talk for challenges in our country for human rights”

“promote Albania in Serbia; make a workshop about empathy; future connection with participants”, Inno labs idea.

“share with friends and try to invite them to this kind of training; program that will include HR; join in the future this training”

“talk to my friends about HR and their importance; use this techniques; tell about traditions of every country; short movie about HR and Inno lab techniques”

“write a new project; share ideas in the local community”

“open a small center for disabled children; share with my friends, also from what I learned from trainers”

“use this methods for new projects; inform others; put into practice what I learned”

“share with my friends; try to respect HR; being in touch; be part of more training”

“search some people to share all the things I learned; continue my life with beautiful memories”

“nice to meet you; share with other people and org; involve youth in our local training”

“give my contribution in raising awareness; promote my new knowledge in the local community”

“share with my friends and family the importance of this training”

“hope to see you all again; share my experiences and make them jealous; carry on in HR fight”

“share with friends; tell about HR; I learned may new information and many new experiences”

“share knowledge I got here with members of my organization and my friends; keep in touch with the participants”

“create with Giulia a workshop about HR with children; continue and spread this experience”

“search more about HR; use this experience in my studies; share with friends”

“share my experience; miss my friends and keep in touch and invite them and share photos”

“keep in touch with persons in my group to develop the project idea initiated here”

“being active in my organisation”

“share with family and friends and give the knowledge I have to my university peers”

“share with friends and family; teach about HR and how important they are to other young people; suggest to take part to training like this one”

“tell people about this project and opportunities Erasmus + is offering, it was my first time participating”

“change my friends opinion about HR; make sure they treat everyone the same”

Annex No. 17



Annex No. 18

Final evaluation form, expressed from the participants:

Learning aspects
1.what are three best learning moments you will take with you ?
<ol style="list-style-type: none"> 1. Knowledge about the Human Rights 2. How to treat the others. 3. Needs of people with different needs. 4. Team work. 5. Instagram campaign related with human rights topics. 6. Equality 7. Group building activities. 8. Working in new projects ideas with perspective to be used in the future. 9. Intercultural nights learning from each other culture. 10. Presentation of Erasmus plus. 11. Take a step forward workshop. 12. Facing with the realities of local people and hearing the sad stories related with the human rights violence. 13. Inno lab technique as innovative element which I didn't knew it before. 14. Workshop: Mosque in Sleepville activity. 15. Creating good partnership and network through associations. 16. Creating a video for raising awareness about human rights. 17. County realities a workshop that allowed us to learn more from each other background. 18. Theatre role play as performance of a group output. 19. Knowing more about the right to choose sex orientation, this changed my point of view. 20. Learning for compass manual.
2. How relevant was the topics addressed for you ?
<ol style="list-style-type: none"> 1. Very suitable, very relevant for the work I do in my organisation 2. I learned a lot about human rights education. 3. The topic is very important and I learned a lot of practical tools 4. Very relevant I can use all what I have learned in local level 5. I have reached my objectives and learned a lot from the topics. 6. All the topics were relevant because human rights education is in center of any discussion in now days. 7. Interesting topics. 8. It gives me better understanding of the human rights. 9. The topics addressed were very important especially using non formal education. 10. These topics helped me to understand in other perspective and to be more tolerant in my life with people coming from different backgrounds. 11. It was very relevant for me because I have been discriminated many times so this

was a good training to learn and defend my rights.
12. Very useful topics.

3. To what extent this training met your own expectations?

1. I didn't have expectation it was a first training for Human rights but I gain a lot of experience.
2. It was as I expect, with some new things that I didn't knew it before.
3. I was satisfied with the training; I believe everybody learned more and will build great projects in future.
4. It has overcome my expectorations.
5. It fulfills all my expectations.
6. Useful training that thought me to defend my human rights and to not violate the others.
7. It is in my future plan to continue in this field this training gives me a lot of motivation.
8. I met my expectation quite well.
9. There were a lot of participants but we made it to create friendship and to respect each other.
10. I expected random activity; however activities and information helped me to be interested in the issue and activities.
11. Materials provided during the training helped participants focused on the issue.
12. This training met my expectation because as youth worker I need to learn more about HR and that what we did these days.
13. I didn't expect to learn so much in such a short time.
14. It was more than I expected. First I thought it would be difficult for me as I do not have a lot of experiences but nothing from that happened so I'm happy of being part of this project.
15. I didn't have higher expectation because I didn't want to be disappointed but now I think that if I had more expectation this training with be more than that.

4. How successful was this project according to you?

1. I have learned a lot so it was very successfully for me.
2. This is my first project for me as a youth worker so it was amazing and very successful for sure.
3. So successful especially where we have worked in groups for final product.
4. In my opinion it was very successful because every group come up with brilliant ideas that can be further explored and implement.
5. The project was very successful.
6. At the end we felt as one team, guaranteed that organization did great job with team building activities.
7. The project was very successful as it brought a group of strangers together to learn new things while still having good time together.
8. The topics addressed were really interesting but the participants were really young and sometimes the topics were created too quickly. Training was very useful me and my future as youth worker.
9. It was half successful because not everyone participated actively in the session.

10. It was a successful project and this is the reason that I will implement my future ideas related with human rights.
11. I am sure that we did a great job and with satisfied participants we all bring skills to home.
12. I think the project reached the targets. At the end we come up with several creative ideas.
13. I learn things that I can use in the future.

PRACTICALITES	1(not at all)	-	5(fully)
5.Materials provided during the training	4.76		
6.Trainers performance	4.84		
7.Overwall organizing of the activity	4.56		

Any other comments or suggestion :

1. Content was really important and I am very satisfied with all the training
2. Met a lot of new friends and I hope I will meet them again.
3. A bit more practical work rather than theoretical part.
4. To have more energizer
5. So professional staffs, hope to be part of your projects again.
6. Thank you for the great opportunity that you gave to us, to not just meet new people but to gain more skills and improve or knowledge.
7. Smaller working groups
8. To have more countries participated in this project for more diversity
9. More outdoors activities
10. Trainers were professional and well organized program
11. This kind of activities should be continued because are very helpful.
12. The age of participant to be older and with to have previous experiences.

END