



# SHAKING UP THE WORLD







# Shaking up the World



## EDITORIAL NOTES

This booklet is the result of one year of activities realized thanks to the project *SHAKING UP THE WORLD: Euro-African stories promoting youth inclusion* and the active involvement of young people, peer educators, youth workers, local and international Ngo.

The project owes its success to the help and contribution of many people, who provided their time, knowledge, personal motivation and professional skills. Without their work, *Shaking Up The World* would have been rather different.

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## PROJECT PRESENTATION

*SHAKING UP THE WORLD: Euro-African stories promoting youth inclusion* is an action 3.2 – Cooperation with other Countries of the World – project which was made possible thanks to the co-funding of the Youth in Action Programme. The project was coordinated by the organisation Lunaria Italy and carried out in close cooperation with the association Concordia France, Kenya Voluntary Development Association KVDA Kenya and Uganda Pioneers' Association UPA Uganda.

The **theme** of the project is oral tradition and story-telling as a tool to preserve the past, to describe and better understand the present, to encourage youngsters to become active in proposing initiatives and grass-root projects at local and international level.

The **aim** of the project was to analyse the backgrounds of the European and African countries involved – Italy, France, Kenya and Uganda– with a specific focus on the situation of the outskirts, *banlieus* and slums, to encourage the development of partnerships at local and international level. The project also aims at creating an informal network for young people and youth organisations, to develop tangible activities based on a cooperative and horizontal approach. The project also intended to meet the EU's priorities for 2010 of "Combating poverty and social exclusion" and "Strengthening the Euro-African dialogue, exchange and cooperation in the field of youth". All activities were carried out with the common intent of intensifying bilateral cooperation between Northern and Southern countries, building on the sharing of cultures and values, on the promotion of solidarity, mutual respect and equality.

In order to achieve the aim of the project, different **specific objectives** were identified:

- the promotion of active participation among young people coming from suburbs, *banlieus* and slums, who would typically have fewer opportunities to join in social community life;
- the implementation of new tailor-made activities to enable young people to develop new skills and abilities allowing them, with time, to organise new initiatives targeted at their contemporaries, to promote creativity, participation and social inclusion;

- the promotion of dialogue in youth policies: the project on storytelling was a practical tool to make young people think about their local background, interact with local institutions and transform them in policy-makers;
- the rediscovery and the recognition of the value of inter-generational dialogue: traditions, cultural values and past experiences became an additional tool to analyse and interpret present dynamics;
- the development of quality standards for initiatives targeted at peer educators and youth workers: working methods and innovative methodologies targeted at young people from less privileged backgrounds were shared and experimented.

The **outcomes** of the project in the four countries involved are the following:

- young people coming from less privileged backgrounds participated actively to local initiatives, workshops and trainings aimed at developing their skills, broadening their horizons and breaking down the socio-economical barriers they daily face;

- participants carried out a critical analysis of present dynamics and identified a concrete set of initiatives to empower their local background. The participants also demonstrated their ability to interact with local institutions and in threatening sensitive topics;

- new interactive methodologies were developed and implemented for youth projects: story-telling proved a powerful tool to work with young people and to enable them to handle specific issues;

- new partnerships and informal networks at local and international level were created to set new deep-rooted actions to fight against any form of social exclusion.

The project was aimed at a set of specific **target groups** in different countries:

*Young people* coming from the suburbs of Rome, housing estates (so-called *cités*) in the Paris *banlieu* and the slums of Nairobi and Kampala. Some participants didn't have free access to resources and information, most of them didn't regularly go to school – or dropped out – had temporary jobs or



were unemployed and came from low income and poor families. All these factors meant they were living in a fragile and “unprotected” condition and were exposed to racism, bullying and social exclusion.

*Peer educators and youth workers* in youth centres, local associations working in disadvantaged areas such as suburbs, *cités* and slums. Despite their endless energy in organising daily activities, they expressed a need to further develop new working methods and to be able to share their experiences on an international platform with colleagues working in different backgrounds.

*Local communities* often don't have the chance to actively participate in the social and political life of their country, they have no opportunities to express their opinions and are consequently “put in a corner” in the decision-making processes. Socio-cultural projects aimed at local communities rarely include a participative analysis and local communities seldom interact with other stakeholders in society.

## PROJECT STRUCTURE

- 1 PREPARATORY ACTIVITIES November–December 2010
  - 1.1 PREPARATORY WORK IN THE PARTICIPATING COUNTRIES  
November 2010
  - 1.2 START UP MEETING IN UGANDA 24th-28th November 2010
- 2 IMPLEMENTATION January - September 2011
  - 2.1 STUDY VISIT FOR PARTICIPANTS 6th-11th January 2011
  - 2.2 LOCAL ACTIONS April 2011 - June 2011
  - 2.3 TRAINING COURSE FOR PEER EDUCATORS  
AND YOUTH WORKERS IN ITALY 21st - 27th July 2011
  - 2.4 EVALUATION MEETING IN KENYA 3rd - 6th September 2011
- 3 FOLLOW UP October–November 2011

## **1 PREPARATORY ACTIVITIES: November – December 2010**

### **1.1 PREPARATORY WORK IN THE PARTICIPATING COUNTRIES**

When: November 2010

Location: Italy, France, Kenya and Uganda

What: the coordinating committee and the partner organisations carried out an assessment of the specific needs of each local background, exchanged all the relevant information to prepare the project and to spell out each step for a successful implementation. Furthermore, the project coordinators shared the practical steps needed to achieve the goals of the project and to insure they matched those of the implemented activities. The group also discussed quality criteria, proposed working methods, evaluation tools and set permanent monitoring criteria. Local partners such as associations, youth centres, youth associations and target groups were identified and approached.

### **1.2 START UP MEETING**

When: 24th - 28th November 2010

Location: Kampala, Uganda

What: the project coordinator for each partner organisation participated in the meeting, whose aim was to analyse the assessment of the local backgrounds that had been carried out in previous sessions, to set the agenda of activities, to achieve the projects' goals, to adapt the theme to each local background, to make a decision on the previously discussed working methods, evaluation tools and permanent monitoring criteria, to define the implementation of local actions, to define a communication strategy and local promotion, to organise the follow up and to discuss the structure of the final booklet.

## **2 IMPLEMENTATION: January-September 2011**

### **2.1 STUDY VISITS FOR PARTICIPANTS**

When: 6th – 11st January 2010

Location: Kampala, Uganda

What: the aim of the study visit, which involved 4 participants from each organisation, was to make participants discover and appreciate cultural differences, to promote an approach based on intercultural learning, to present the different backgrounds and local projects with a specific focus on

slums, to experiment story-telling as a working method and to exchange good practices in youth work.

## 2.2 LOCAL ACTIONS

When: April, May and June 2011

Location: Rome-Italy, Paris-France, Nairobi-Kenya, Kampala-Uganda

What: four local actions were carried out to promote active memory and story-telling as tools to facilitate inter-generational dialogue, to develop the ability to better understand and describe the present. Each partner structured their local action according to the specific needs of their backgrounds and adapted the theme to the target needs and interests.

## 2.3 TRAINING COURSE FOR PEER EDUCATORS AND YOUTH WORKERS

When: 21st – 27th July 2011

Location: Marino, Italy

What: the training course, which involved 5 participants from each organisation, gave them the possibility to interact with other colleagues, to discuss in depth the different working methods used in each background and to look for innovative methodologies, based on story-telling and non-formal education techniques aimed at involving young people with fewer opportunities.

## 2.4 EVALUATION MEETING

When: 3rd – 6th September 2011

Location: Nairobi, Kenya

What: project coordinators and some representatives who took part in the activities met to evaluate every phase of the project and its results, to give visibility to the follow up measures and to launch proposals to make sure that direct and indirect beneficiaries participate in new activities.

## 3 FOLLOW UP

When: October – November 2011

Location: Italy, France, Kenya and Uganda

What: the coordinating committee and the partner associations organised educational meetings in schools, youth centres and local organisations, at local and national level in the different countries to present the project and to disseminate its results. During such events the booklet was launched and distributed.

## II. PARTNERS VISION AND MISSION

*The vision and mission stated below were developed by the young participants, the peer educators and the youth workers of Lunaria, Concordia, KVDA and UPA that actively took part in the activities.*

**VISION STATEMENT:** an environment where young people and local communities are benefiting from each other's acquired skills, gaining new skills and knowledge and using them to empower themselves and their communities at local and international levels.

**MISSION:** to create opportunities to raise awareness on youth issues and contribute to the active participation of young people in a long-term learning process that fosters sustainability, networking and youth action at local and international levels.

**GUIDING PRINCIPLES:** the implementing parties committed themselves to the following core values or operating principles: Equity, Justice, Transparency and Versatility

### III. LOCAL AREAS: INTRODUCTION AND ANALYSIS

#### LUNARIA- ITALY

**Location:** the activities took place in four areas in the outskirts of Rome: Tor Sapienza; Cinecittà; Finocchio and Ipogeo Degli Ottavi.

**Background information:** the four areas, even though each with their peculiarities, share common features and difficulties. The areas are characterised by the presence of low income families and young people living with their parents. Local residents are mainly working in temporary jobs, which are not well-paid nor qualified. In some cases residents are working in conditions of submerged employment.

There is also a general attitude of mistrust towards migrants: often different cultural groups and migrants are not well integrated and local municipalities don't have a strategic plan to promote inclusion.

In all four areas services provided by the local municipalities are inadequate: for example, there aren't any green areas or places where young people can meet and constructively interact. Public transport and infrastructures are also poor. This situation brings local residents to a mindset of general closure towards the other parts of the city and the creation of invisible, but tangible barriers.

All the above mentioned factors contribute to make local residents feel far away from the rest of the city and the municipality, to feel insecure and unhelpful. Such feelings have been expressed by local youngsters who are prone to believe that nothing can change in their local area and that for this reason, it doesn't make sense to do something to change it.

#### FRANCE-CONCORDIA

**Location:** the activities took place in three suburbs of Paris: Aubervilliers; Clichy Sous-Bois; Melun

**Background information:** a few years ago, these suburbs were the theatre of clashes between local young people and the police. The riots, which took place mostly in 2005, exposed the complex situation that triggered them: they were the result of years of social exclusion. The main reasons were social, economical, cultural and religious. The local residents are mostly migrants and young people come from migrant families who,

although they moved to the country several years ago, are not yet completely integrated in French society. Most of them live in a “middle ground”: they are French citizens, more or less connected to their communities of origin, but their rights are not completely recognized, in the same way that their multiple identities aren't. Most of young people are not well educated and they do not perceive themselves as an integral part of French society. The main economic problem is that, given their low level of education, they deal with a high level of unemployment. The lack of job opportunities is in some cases the cause of their involvement in illegal practices. As their actual needs can be listed the research and the offer of new opportunities that can develop the awareness of their own skills and that can enable them to develop new ones. This is the starting point to make them become active citizens who are able to engage other local youngsters, to act as a communication channel between their local communities and the rest of society and to promote concrete initiatives to fight against exclusion and marginalization.

#### **KENYA-KVDA**

**Location:** the activities took place in the slum of Mashimoni – Kibera, Nairobi.

**Background information:** in Mashimoni Kibera the majority of the population lives under the poverty threshold, there are scarce income-generating possibilities and the local economy is based on small trade and subsistence. The area is the biggest slum in Kenya, counting at least one million inhabitants, with a high population density. The infrastructures are scarce and inadequate to satisfy the needs of the local population: some areas are lacking of electricity, toilets and running waters systems. Waste disposal is still a chronic problem, there is a poor sanitation system, therefore leaving the local population more exposed to infections and contagion. Moreover, in the area HIV and AIDS are endemic.

In this area, which hosts people coming from different cultures and religions, land ownership is still an unsolved matter: for example, some of the migrants that moved to Nairobi were sent to Mashimoni Kibera by the colonial government, but the question of land ownership hasn't been resolved to date.

The locals share the feeling of being abandoned by the central government and local municipalities and politicians tend to exploit young people mostly during electoral campaigns.

Local youngsters are the most affected: most of them don't have access to health services, job opportunities, schools nor education.

### **UGANDA-UPA**

**Location:** the activities took place in Bwaise 2 Parish, Kawempe Division, Kampala District.

**Background information:** the country has experienced economic upheaval since 1971. This, in combination with the recent series of wars in the North since 1979, has provided a very poor socio-economic environment and reduced cultural stability.

During the same time frame, the population has increased and this, at a time of civil unrest, has reduced the quality of life of the individual and has had a devastating effect on the natural environment, including soils, forests, lakes, rivers, and especially unreliable climate, in the countryside and the big cities. The agricultural production on small farm holdings has greatly reduced, this reduction has caused the spread of malnutrition in the country and the consequent higher exposure to infections and contagion.

The slums of Kampala are the ones that are mostly paying the consequences of these factors and present socio-economical problems. Here the majority of the population is under the minimum threshold of poverty and their life conditions are made worst because of the lack of public infrastructures and of adequate health services. HIV and AIDS are endemic and the initiatives launched by the central government don't offer an adequate answer to the needs of the local population.



## IV. WHY STORY-TELLING?

*"To be listened and to tell stories is one of the primary and fundamental human' needs".*

The history of orality is the story of the right of pronouncing words and expressing ourselves. Under this perspective, words assume a strong value and become the privileged tool to represent individual and collective identities. Oral tradition relies on anonymity and is a collective heritage that belongs to everybody and that everybody can access.

Orality and story-telling have their roots in the past and ancient societies used them to celebrate solemn events in their community, such as birth, death, initiation rites and also every-day life.

Often, after work, once night had come, families and people from the communities would meet in front of the fire place or under a tree and the story-teller would introduce them to the story. Story-telling was done at night and implied a shift and a transfer of humans: it can be considered a sort on new birth for the members of the communities because they learn new elements, discover new roles, share values and social lessons. Story-telling becomes, in this scenario, the proper stage where humans and communities grow up and learn.

Each story-telling session starts with an initial specific formula, which aims to keep the attention of the audience and to "move" it to another space, the space of the story itself.

Story-telling is conceived not as a monologue but an as exchange-interaction with the audience, who can feel the emotions expressed in the story and to create new ones. The story-teller has the ability to listen and create a dialogue with the audience through movements, words, rhythm and images s/he's portrayed. The art of story-telling is never unidirectional and has to be based on the strong will to interact with the others and find a metaphorical meeting place between the narrator and who is listening to the story. The audience, stimulated by the narrator, can join the *Imagery*, which correspond to the evocation of a collective, mental image of something that is not concretely present. Imagery is very strongly connected to a community's *Collective Memory*, which can be considered a sort of shared pool of information held in the

memories of two or more members of a group, a container of information that is possible to access and share through story-telling.

The earliest forms of story-telling were thought to have been primarily oral, combined with gestures and expressions. In addition to being part of religious rituals, rudimentary drawings scratched into the walls of caves may have been forms of early storytelling for many of the ancient cultures. Traditionally, oral stories were committed to memory and then passed from generation to generation orally. In time, with the advent of writing, the use of actual digit symbols to represent language and the use of stable, portable media, stories were recorded, transcribed and shared over wide regions of the world. All these changes implied an alteration in the former structure of story-telling but maintained anyway unchanged its power of expressing emotions, values and knowledge.

It has been challenging and touching to use in today's "Media age" story-telling as active methodology to involve young people, to stimulate their ability to observe reality, debate common values and pass on the lessons they had learnt to other young people of their age and to the local communities they live in.

For those who want to do it in new projects or activities, there are some information and suggestions that is important to bear in mind to ensure active participation of the young people involved.

In each story-telling practice there are some fundamental elements to take into consideration and to make clear to the audience: *Time*: virtual time in which the story was set, the *Event*: it has to be clear when the specific event presented took place and the *Activity*: the audience has to clearly understand the events that are presented.

Despite in story-telling it is very important to take into consideration the *actual* time in which the events and the activities of the story took place, some tales may be developed from purely artistic inspiration, with no reference made to the historical past, or they can have concrete references to the dynamics of present time and daily life.

When we want to tell a story, it's also important to bear in mind the *virtual* time of the events and of the activities. The story can be revised, modified, told to serve a specific objective: for example an ancient folk tale may be retold today with the strategic goal to check behaves standards of a determinate society.

Story-telling can help to investigate the challenges of a given society and work towards modelling the ways of acting: the aim is to share values and to achieve positive transformation from the individual and the group perspective.

The story-teller has to develop her/his creative ability in regards to the art of story-telling and may combine experiences of other forms of art or theatrical backgrounds, but in doing that, s/he needs to coherently integrate them with the story.

When peer educators and youth workers want to use story-telling to engage local communities and less privileged youth, they need to take into account some basic guidelines to make their work more attractive, intelligible and stimulating. Below are some tips:

- the stories that the trainer-story teller is going to use and to create can be linked to myths, legends, traditional folklore, novels, magazines, newspapers, testimonies and real life experiences;
- the aims of the story-telling workshops have to be SMART (small, measurable, achievable, realistic and timed);
- the stories have to be linked to the specific aims previously set and to the mission already stated;
- the trainers-story tellers have to identify the actual and the virtual elements of the tales and analyse how they can fit in the local backgrounds needs and interests;
- the stories (which typically include text and voice) can be combined with other elements like music, dance, drawing ...
- the local groups of youngsters have to be actively involved in each part of the workshop and to participate in the development of the plots;
- The plot needs to incorporate the challenges and the difficulties lived in the local backgrounds where the young participants live;
- the characters of the stories have to be well developed and described, to enable the young people who will perform the story to easily and properly act;
- the stories have to be rehearsed several times and then performed in the local communities.

The appendix at the end of the booklet includes some concrete activities and exercises that can be used during a story-telling workshop.

## V. PROJECT IMPLEMENTATION

### STUDY VISIT IN UGANDA

6th–11th January 2011

The Study Visit, which involved 4 participants from each organisation, was conceived as a tool to better understand Uganda's local backgrounds and to set a detailed analysis of the similarities and differences between suburbs, *banlieus* and slums. Stereotypes, deliberate or not, often mar the perception of Northern and Southern countries: Europeans tend to consider Africa as an under-developed continent affected by epidemics and famine because they don't have enough information to really see the big differences among the African countries and the peculiarities of each state and culture. On the other hand, often Africans tend to perceive Europe as a place of well-being and wealth. The statements above contain generalizations, as if we were using stereotypes to present the stereotype itself: it's important to bear in mind that cognitive processes are often based on incorrect or distorted information that we receive from friends, parents, television, newspapers, media and through the so-called "word of mouth". This contributes to create a partial picture of reality, whose partiality is exemplified in the perception that Northern countries have of Southern ones and *vice versa*. Such partial vision and warped perception lead to the increase of prejudices and stereotype that affect our way of interacting with other individuals, groups and on large scale, cultures. For this reason, each intercultural learning process has to be based on actual exchange between people coming from different backgrounds and cultures, it needs to build on direct experiences of diversity and on the observation of different ways of living. Only through direct exchange it's possible to approach "cultures" in a more concrete way, to perceive the differences and to learn how to accept and appreciate them.

All partners in the project agreed that to reflect these principles, the first step in the project- the Study Visit- had to take place in Uganda. The event can be considered similar to a Youth Exchange project because participants had the opportunity to really discover the local area of Kampala and of the neighbouring districts, to see how local associations work in suburbs and beyond. The Study Visit was structured in four main workshops, each one

connected to the other and to the project's topics. The Study Visit was developed using non-formal education techniques.

*Intercultural Learning Workshop:* the first part of the workshop was aimed at getting participants to know each other, to facilitate team building. Young participants were asked to talk about their fears, expectations and contribution to the visit. This part was very interesting because it was the first step to deal with prejudices and stereotypes towards other cultures. The main theme in the following session was cultural differences and intercultural learning. In the second part of the activity all participants introduced their local area of provenance, so that everyone got to know the specific local environment of each participant and all shared, before in little groups and then in plenary, their analysis of needs. During the group discussion proposals were also made on how to enable empowerment and involve local youth.

*Story-Telling Workshop:* participants made their first steps in story-telling, they learnt a bit of history and some techniques. They also had the opportunity to experiment how to use some of them in practice. Then a group discussion followed on how to use story-telling as a tool to encourage youth participation, in particular in places at higher risk of social exclusion, and some proposals were made.

*Visit to Bwaise and activities with the locals:* Bwaise is one of Kampala's slums, set in the north of the capital and surrounded by Kawempe in the north, Kyebando in the east, Mulago in the southeast, Makerere in the south and Kasubi to the southwest. This area, which covers approximately 5 kilometres, displays typical features of other Ugandan and African slums: lack of electricity, of toilets and running water. There is a water drain which crosses the slum from north to south and which during the raining season contributes to flooding the area. Waste disposal is a problem yet unsolved, the health system doesn't offer concrete answers to local needs and there is a general scarcity of the most basic services for the local inhabitants. During the visit, participants visited the Bwaise slum and worked for a day, in cooperation with the local residents, in cleaning the surrounding area.

After the visit a session called "Sharing Good Practices" was organised: participants presented some local projects carried out in suburbs, *banlieus* and slums, by their association and shared some good practises in the field of youth participation and inclusion.

*Local Actions Implementation Workshop:* the second step in the implementation of the project was the organisation of four local actions, each lasting

three months and carried out in each of the countries involved. The actions were intended as a concrete opportunity for local young people coming from suburbs, cité and slums, who did not take part in the study visit, to develop their skills, carry out concrete activities in their local areas and to “live” them in a more conscious way. During the Start Up meeting held in Uganda on November 2010 the project coordinators proposed a draft of the four local actions and agreed in presenting these proposals to the young people who had participated in the study visit, asking them to decide how to better structure and to develop the proposals. The decision was taken because, being the local actions something “belonging” to the local youth, in order to ensure their continuity and participation, they needed to be involved in the planning process and implementation.



## **LOCAL ACTIONS IN ITALY, FRANCE, KENYA AND UGANDA April-June 2011**

The local actions consisted in three months of local workshops carried out in Italy, France Kenya and Uganda: they took place in the outskirts of Rome, in some cités of the banlieu of Paris and in the slums of Nairobi and Kampala.

The idea was to complement the international part of the project with local, deep-rooted initiatives aimed at facilitating and developing active participation among young people with fewer opportunities. The expression “fewer opportunities” can sometimes cast too wide a net: without some well oriented and intermediate definitions, there is a risk that it becomes merely an “empty box” where people are incorrectly put. It’s also important to bear in mind that the definitions change, according to the local areas where they apply: this means that most probably the needs of young people from European suburbs are different from the ones of young people from African slums. The second important key point was choosing which youngsters we wanted to involve and planned to work with. When working on social inclusion, it is common practice, unfortunately, to put labels on young people to identify their particular vulnerability, fragility or their exposure to the daily difficulties they face. But labelling young people is absurd and dangerous and it carries the risk of further excluding those we would like to include because of an inappropriate use of language.

During the Start Up Meeting the project focused on avoiding such issues and the conclusion was that, despite differences and peculiarities of each background, some common aspects can be identified to better define the target we were going to work with. Avoiding extreme generalizations, the following common aspects were identified: socio-economical problems, high levels of school dropout, cultural barriers, scarce access to information and opportunities (working, mobility ...), lack of spaces where they can freely meet, express themselves without the fear of being judged or condemned, lack of concrete projects and initiatives where they can be the main actors. The project was also able to list their common needs: the need to be listened to, to be more self-confident, to acquire the ability to use their skills consciously and to develop new ones, to access information and to get in contact with other young people coming from different backgrounds.

Then, in order to make local actions work in each background, the committee decided to maintain the common theme and aim of the project, but let

each sub-project develop their own implementation plan, according to the local needs of each background. For this reason, even if the four local actions were linked to each other, each one had specific features.

The theme of the local actions fit the general theme of the project: oral tradition and story-telling as “active, collective memory”. Story-telling was used as a tool to preserve the past and to rediscover it, as a channel to better understand present dynamics and to find the most suitable ways to describe them for different targets. Under this perspective, story-telling is the new means to transform young people in promoters of initiatives and grass-root projects at local and international level.

The aim of the local actions was to give local youngsters of suburbs, *cit * and slums, new possibilities of expression, inputs to become more aware of their skills and to develop new competences that they could use later on in their personal and professional life.

#### LUNARIA-ITALY

Location: the activities took place in four youth centres in the outskirts of Rome. The centres involved were: Antropos – Tor Sapienza; Batti il tuo Tempo – Cinecitta; Il Muretto – Finocchio; Marameo – Ipogeo Degli Ottavi.

Target: young people from 16 to 30 years old, resident in the above mentioned suburbs.

What: the interactive workshop on story-telling, together with theatre and singing sessions, took place in the different youth centres, once a week. The aim of the initiative was to make young people discover other aspects of the neighbourhoods they live in, giving them new tools to analyse them from different perspectives and point of views, as well as letting them find new creative and artistic ways to present their new view to other young people and adults. The participants were also involved in a residential week to rehearse for the final performance, which was held in one the suburbs involved in the project and which parents and local residents attended.

#### CONCORDIA-FRANCE

Location: Youth Centre OMJA - Aubervilliers; Youth Centre CSID - Clichy Sous-Bois; Youth Centre Centre Jeunesse – Melun

Target: young people from 16 to 30 years old, resident in the above mentioned suburbs.

What: the neighbourhoods where the activities took place are made up of



many communities coming from different cultures, countries and migrants. The workshops and the activities merged story-telling with circus art, graffiti and video to easily involve local youngsters and to gain their interest. The combination of different working methods became the most powerful tool to develop the concept of identity and to most of cultural differences, promoting respect, equal opportunities and tolerance. At the end of the local action a graffiti by the local participants and kids of the area was painted in Melun and a circus performance was held in Aubervilliers.

#### KVDA-KENYA

Location: slum of Mashimoni – Kibera, Nairobi.

Target: young people and peer educators from 16 to 30 years old, resident in the above mentioned slum.

What: youngsters and peer educators took part in workshops on story-telling and theatre and participated in laboratories in schools with children and youngsters, as well as in radio talk shows. Story-telling was used to raise awareness on public health and health issues and to stimulate active participation of young people. The local action ended with an international workcamp where international volunteers worked in close cooperation with young people of the local community, implementing environmental and health campaigns that used story-telling as an awareness tool.

#### UPA-UGANDA

Location: slum of Bwaise 2 Parish, Kawempe Division, Kampala District, in cooperation with the local partners Kawempe Caring Support Centre (KCSC).

Target: young people and peer educators from 16 to 30 years old, resident in the above mentioned slum.

What: young people and peer educators participated in workshops on story-telling and theatre, as well as special sessions in the form of quiz, debates and radio talk shows. The workshop in schools also included the poem writing and the organisation of a final competition on the best poem. During the last three weeks of the local action an international workcamp was organised with international volunteers and locals. The initiative included games, outdoor activities with local young people, as well as debates on story-telling, workshops on intercultural learning, health and sanitization, practical activities in the slum and, one Sport Gala in which the local community of Bwaise was involved.



## EXPERIENCES AND LESSONS LEARNED FROM LOCAL ACTIONS

Young participants, peer educators and representatives of the associations involved got together and organised an evaluation meeting to assess the implementation and outcome of the activities. The results of this meeting can be summarised as follows:

- a. local actions were an useful tool to better understand the aims of the project and to increase the feeling of ownership of its mission and goals;
- b. thanks to local actions it has been possible to involve local partners and stakeholders and clearly define their roles in the activities in order to guarantee a long-term and meaningful impact;
- c. it can be hard to involve local communities in a long-term process if the benefits are not clearly visible;
- d. local actions made it possible to go deeper into intercultural differences in Kenya, Uganda, Italy and France and to discover other aspects of the realities young people live in;
- e. local actions gave the opportunity to familiarize with the different realities of suburbs in Europe and Africa and to better deal with the issue of social exclusion;
- f. local actions gave the opportunity to share good practices on youth participation and to test different working methods.

## **TRAINING COURSE IN ITALY**

### **21st – 27th July 2011**

The training course took place when youth workers and peer educators that took part in previous activities met to exchange good practices, develop new working methods that they could afterwards test and use in their daily activities.

Even if participants had already experimented the different ways telling a story to involve youth coming from the suburbs, cité and slums of their cities, the aim was to make them acquire more practical tools based on the combination of non-formal education and story-telling techniques. All activities were based on non-formal education techniques and active methodologies were aimed at facilitating information sharing and peer to peer approaches on social inclusion. Trainers and trainee experimented first hand different learning styles and activities to be used in workshops for less privileged backgrounds and that could make it easier to carry out a learning assessment of new young participants.

The challenge of this training project, as of project as a whole, was to find the right way to use story-telling as operative tool to facilitate the participation of young people coming from critical backgrounds, to enable them to develop their skills and to internalise what they have learnt to afterwards use it in their personal and professional life.

Last but not least, it was very important for this event to take place in Italy and to have the possibility to organise mobility activities not only from Europe to Africa but also from Africa to Europe, following an approach based on horizontal cooperation and on the development of peer opportunities.

The training activities were also very useful to deal with social inclusion from different perspectives and points of views. As already explained in the part on to the Study Visit in Kampala, the work on intercultural learning is based on the continuous deconstruction of stereotypes. Despite the fact that each one of us may have an open mind, as Europeans may had prejudices on daily life in Africa before we saw it with our eyes, and the African participants may have had prejudices on daily life in Europe before experimenting it. Stereotypes can be present both the North-South exchange and the South-North one. For this reason, sending European participants in Africa and receiving African participants in Europe has to be considered the added value of the project and another important step in the development of an intercultural learning process based on mutual knowledge and respect.



The Training Course was structured in two main workshops: one about social inclusion and one about story-telling. Both were connected to the topic and to the project's goals and they were developed using non-formal education techniques.

*Workshop on Social Inclusion:* the activity started with ice-breakers, team building and group dynamics activities, followed by the session on Expectations, Fears and Contributions to share inside the group. The second part was dedicated to working on social inclusion: tasked with defining "fewer opportunities" and "less privileged", participants shared their point of view on prejudices and stereotypes that accompany such expressions. The third part was still related to the inclusion-exclusion dichotomy and made participants feel and act as the potential beneficiaries they usually work with. To make someone "step in somebody else's shoes" is important to really feel what exclusion means and to better understand how to tailor intervention. A specific part of the training was dedicated to the presentation of the local actions held in each country, where the working methods and the good practices adopted were shared and discussed among participants.

*Workshop on Story-telling:* it aimed to give some tangible, practical tools to lead a workshop targeted at young people, using this active methodology. After a detailed introduction of the history of story-telling and a comparison among the European and the African backgrounds, one specific technique was presented that was used in Sicily and is called "Cunto". Then activities focused on: the perception of the space, interaction with others in the space, understanding of the most suitable "point" to start the narration, breathing, development of emotions, voice training, rhythm inside the group, different characters in narration and story-telling as a tool to manage conflicts in a non-violent way. At the end of the workshop participants created their own story and presented it to the rest of the group.

The tool-kits used in the workshop on social inclusion are listed at the end of the booklet in the Appendix.







## **FINAL EVALUATION IN KENYA 3rd – 6th September 2011**

The goal of the evaluation meeting was to set an overall participative evaluation of the project, with a specific focus on the potential and critical points encountered during the year of activities.

The specific objectives of the workshop were: to carry out an in-depth assessment of the benefits of local actions, with a specific attention to the follow up measures undertaken to disseminate results and to ensure a long-lasting participation of youth to new activities; to evaluate the working methods and their compliance with the project's aims; to outline the structure and contents of the booklet in a participative way; to organise the follow up measures for the subsequent phase of the project; to come up with proposals for new projects and initiatives at local and international level.

The evaluation workshop also re-examined current approaches to youth empowerment and recommended effective youth development strategies for the future.

The convergence of participants from Kenya, Italy, Uganda and France, provided a valuable opportunity for sharing experiences and peer learning. Participants in the workshop ranged from implementing organisation staff to young participants in the project. Peer educators found time to reflect upon project objectives and activities and are now in a better position to chart a path forward for future personal growth and development of other youth within their jurisdictions.

This evaluation workshop provided the implementing partner organisations with the necessary jolt to look inwards and strategize for greater impact by involving youth in large numbers and upgrading the quality of support to disadvantaged youth and their communities



## VI. GOOD PRACTICES-RECOMMENDATIONS

Thanks to *SHAKING UP THE WORLD: Euro-African stories promoting youth inclusion*, youth, peer educators, youth workers, representatives of the local associations and of the international NGOs, collated a set of recommendations and suggestions. We like to consider them as “snippets” coming from one year of work and as tools for those organisations who would like to carry out future projects based on cooperation among European and African countries.

### LESSONS LEARNT:

always consult and involve stakeholders in the target areas before you start with the implementation of any project, work with them to create a detailed needs analysis and then draft a plan of activities that are tailored to the local needs spelt out by local stakeholders;

before engaging in any project, carry out a SWOT analysis: all the possible strengths, weaknesses, opportunities and threats need to be considered in the most impartial way;

conduct baseline study/survey and acquire detailed information concerning the areas of operation before you start with the project implementation, like, for example, a special survey on slums and suburbs;

always build a clear social and cultural bridge to connect with local people: to adequately work with them it's important to know how they live, what they expect and what are the challenges they face every day. Work together with the local population, putting yourself at the same level, to maximize success with desired outcomes;

story-telling is not a popularly used methodology among youth workers to deliver ideas, so it is important to find the most suitable way to use its potential and to use it as active methodology to approach youngsters;

when working with different community groups, consider that working partnerships may be harder than anticipated: never take anything for granted!;

determine how cooperation can be enhanced between different organisations on specific issues, allocate tasks and ensure all stakeholders feel responsible and participative;

Encourage partner organisations, both in Africa and in Europe, to develop initiatives to address the needs of young people.

**RECOMMENDATIONS FOR FUTURE PROJECTS:**

allow adequate time for project implementation and reviews. Three years should be sufficient to determine the impact of the project aimed at strengthening the cooperation among European and African countries; each organisation should outline a clear long-term strategy for youth development. Youth programming should be mainstreamed in each organisation; the project plan should be adapted to local circumstances. Implementing organisations should be free to fine-tune the project, respecting themes, aims and timelines, according to the needs of the local backgrounds.



## VII. PARTICIPANTS' TESTIMONIALS AND COMMENTS

The following testimonials and comments come from the participants in the project: young people, peer educators and youth workers. We have always considered *Shaking Up the World* as a project belonging to all the stakeholders involved, as something flexible that could fit, in different ways, the needs of the participant and their different ways of being engaged in making the world a "better" place. For this reasons, even if won't be possible to list all the comments collected, we would like to share some of them, to give voice to the people who contributed to shake up this world, in Europe and Africa.

*My participation in this project has made me realise some potential in me like singing and performing theatre arts.* Daniel Otieno

*Story-telling and forum theatre as tools of awareness/intervention were opened to me thanks to Shaking Up the World project.* Claire Nakiyingi

*The project is good, it's involving the youth directly and they have showed a lot of interest in it.* Ntambaazi Ben

*As a youngster, every day and time I got involved in the Shaking Up the World project, I realised that my strong energies have a lot of potentials if channelled on voluntary work. My problems by the end of the day become positive energy when I feel like I have done something useful for my society: how about you as my fellow youngsters, is voluntary work in your daily life alien vocabulary?* Jethron Ayumba

*I'm Bruna, I'm 19 years old and I took part in each phase of 'Shaking up the World'. This project was a big opportunity to deepen my knowledge about what there is all around me, like the suburb of my city, Rome, and what is a bit more far away from me, the slums in Kampala and Nairobi, and the cité in Paris. I met new cultures, languages, people, youngsters and different ways to live in the suburbs, slums and city. The most interesting and important thing that I noticed and learned is the value of cooperation when a project is going on thanks to different forces and Euro-African participants. We worked for the same aim, social inclusion through story-telling, in different backgrounds. We are still a long way to go, but I think that cooperation and participation in projects like 'Shaking up the world' is the true key to a positive and peaceful change in the world.* Bruna Serio

## APPENDIX STEP-BY-STEP TIPS TO IMPLEMENT YOUR OWN TRAINING COURSE ON SOCIAL INCLUSION

### **SESSION 1.**

#### **Topic: ICE-BREAKERS AND NAME GAMES**

**Title**

Name ball

**Tool type**

Ice-breaker, Name game

**Tool topic/s**

Introduction of participants and group creation

**Aim**

to “break the ice” inside the group;  
to remember participants’ names

**Material needed**

One ball

**Duration**

5 mins.

**Description**

Participants have to stand in a circle, in the first part of the game, everyone has to throw the ball to somebody else, saying his/her own name. In the second part every one has to throw the ball saying the name of the person that is receiving the ball.

**Title**

Alphabetic order

**Tool type**

Ice-breaker

**Tool topic/s**

Non verbal communication

**Aim**

To demonstrate that there are many different ways to communicate and that it is important to be aware of how to use them

**Material needed**

Adhesive tape

**Duration**

10 mins.

**Description**

The trainer explains that a competition is starting and participants are split in 2 teams. Two long adhesive tape lines are stuck on the floor and participants are asked to create a line and touch the line with their feet. The rules of the activity are the following: the game has to be played in silence, participants have to find "alternative ways" to communicate, when they have to move from their position, their feet cannot leave the strip. The first task is to create the alphabetic order of the team from A to Z. The group that believes to have finished first has to raise their arms. The second task is to order participants according to their age, from the youngest to the eldest. The group that believes to have finished first has to raise their arms.

**Title**

The Blanket

**Tool type**

Ice-breaker, Name game

**Tool topic/s**

Getting to know each other, team building

**Aim**

To remember names and make participants interact

**Material needed**

A blanket

**Duration**

20 mins.

**Description**

Participants are divided in 2 sub-groups: the participants of each group receive a number. The two groups are divided by a blanket kept by two trainers. When the trainer who is leading the activity calls a number, the two people who have previously been assigned that number have to get closer to the blanket. When the blanket falls down they have to guess the name of who is standing in front of them. The faster wins.

**Topic: EXPECTATION, FEARS AND CONTRIBUTION**

**Title**

Through Images

**Tool type**

Team Building activity

**Tool topic/s**

Expectations, fears and contribution

**Aim**

to reflect on the individual fears and expectations towards the project;  
to share personal input they believe they are giving to the project

**Material needed**

Photos and pictures from newspapers, reviews and magazine, flipchart,  
pens, colours, glue and scissors

**Duration**

45 mins.

**Description**

The trainer explains that there are some newspapers and journals in the workshop room. Then participants are divided in groups, each one has to choose images representing their fears, expectations and contribution and have to stick them to their flipchart. Then a group presentation is carried out in plenary.

NOTE: the facilitator has to keep note on the flipchart of the things raised up during the presentations and use them for the final debriefing.

**SESSION 2.**

**Topic: TEAM BUILDING ACTIVITIES and LEADERSHIP**

**Title**

Me, you and the balloon

**Tool type**

Trust game

**Tool topic/s**

Discovery of the surrounding space, mutual listening and trust building

**Aim**

to experiment different ways to move in the space;  
to test listening skills;



to promote interaction;  
to investigate leadership dynamics in each couple;  
to introduce participants to the importance of cooperating with each other

**Material needed**

Balloon and music

**Duration**

15 mins.

**Description**

The trainer divides participants in couples and gives a balloon to every couple. The balloon is the only contact among the two bodies in the couple. Then the trainer says, for example, "with your finger", "with your nose", "with your knee" and participants have to move (or dance) in the space, moving the balloon with that specific part of the body. The task is to prevent the balloon from bursting and or from falling on the ground.

**Title**

Dancing on a piece of paper

**Tool type**

Team Building activity

**Tool topic/s**

Discovery of the surrounding space and interaction with the others

**Aim**

to promote interaction;  
to test listening skills;  
to investigate leadership dynamics in each couple;  
to promote a creative approach to problem-solving;  
to introduce participants to the importance of cooperating with each other

**Material needed**

Several sheets of paper and music

**Duration**

15 mins.

**Description**

Trainers prepare equal size pieces of paper (also newspapers are ok). Participants are split into pairs. Each pair is given a piece of paper. The trainer explains that a competition is starting, puts music on and invites them to dance. When the music stops, each pair must stand on their sheet of paper. The next time the music stops, each pair has to cut half part of the paper they are standing on. After several repetitions, the pieces of paper

become very small and it will be much more difficult for the couple to share the space. Pairs that have any part of their body on the floor are out of the game. Only the pair left at the end of the activity will be the winner.

**Title**

The Chain

**Tool type**

Team Building activity

**Tool topic/s**

Leadership and group dynamics

**Aim**

to reflect on leadership and its dynamics

to promote a creative approach to problem-solving

to develop a cooperative approach inside the group

**Material needed**

/

**Duration**

10 mins.

**Description**

Participants are standing in a circle, one next to the other. When the facilitator says “go”, they have to close their eyes and raise their arms, then walk in the middle of the circle. When the facilitator says “hands” they have to catch someone’s else hands.

When the chain is ready, participants can open their eyes and find the best way to regain their initial position in the circle, hand in hand.

**Title**

The walking penguin

**Tool type**

Simulation game on leadership and group dynamics

**Tool topic/s**

Group dynamics

**Aim**

to analyse the “leader” and the “follower” inside the group;

to explore the dynamics of power

**Material needed**

Music (possibly dance music)

**Duration**

15 mins.

**Description**

Participants are split in 2 groups. Each group represents a penguin family (with the father, who is the boss in charge of all decisions and the others that completely follow the father's decisions). Each group has to simulate a walking penguin and every participant stands and moves very close to the next one. When the music starts one leader for every group is chosen: he/she decides movements and the other penguins have to follow the instructions accurately. Every time the trainer says "change", the leader changes.

**SESSION 3.****Topic: GROUP DYNAMICS****Title**

The Eggs-ercise

**Tool type**

Team building activity

**Tool topic/s**

Group dynamics

**Aim**

to investigate different types of leadership;  
to analyse the group's dynamics;  
to enhance cooperation inside the group

**Material needed**

3 eggs, 3 pairs of scissors, 15 pieces of paper, 3 adhesive tape rolls, 3 glue tubs, 15 balloons, 3 pieces of rope (the material has to be divided for the 3 groups)

**Duration**

45 mins.

**Description**

Participants are split in 3 groups (indicatively 5 or 6 people each). Each group receives the same materials and has the following task: "you have to make the egg fly ...."

NOTE: during the session each trainer will assist one group and will take notes.

The different “structures” are blown, the winner is the group that protects the eggs.

De-briefing and k-questions:

1. How did you feel?
2. Is there something that you perceived or noted?
3. How was the cooperation inside the group?
4. Did everybody participate?
5. How were decisions taken inside the group?

#### **SESSION 4.**

**Topic: DEFINITION OF “FEWER OPPORTUNITIES”, PREJUDICES AND STEREOTYPES TOWARDS PEOPLE WITH FEWER OPPORTUNITIES**

##### **Title**

The Statement Game

##### **Tool type**

Interactive group discussion

##### **Tool topic/s**

Definition of “Fewer Opportunities”

##### **Aim**

to establish and share some definitions of “fewer opportunities”;  
to consider the subject of “social exclusion” with a critical approach;  
to reflect on the importance of using words and definitions carefully to avoid any form of exclusion

##### **Material needed**

A big hat, small sheets of paper, pens, flipchart, adhesive tape

##### **Duration**

60 mins.

##### **Description**

The room is divided into two parts using adhesive tape: one part represents “Agreement” and the other “Disagreement” with a given subject.

Each participant receives a piece of paper and has to write a statement about young people with fewer opportunities.

NOTE: the statement has to be clear, precise and well defined avoiding “politically correct” definitions.

All the statements are collected in the hat and participants are invited to stand on line in the middle of the room. The trainer picks from the hat a piece of paper and reads the sentence and participants are invited to join

one or the other part of the room explaining their choice. They should also try to convince the others to join their position.

The facilitator takes notes of the different definitions on the flipchart.

De-briefing and k-questions:

1. Did every one participate?
2. Did the sentences touch you and your emotions?
3. Did you manage to clearly formulate your opinion?
4. Did you ever cross the other side because someone convinced you?

**Title**

Playing Exclusion

**Tool type**

Theatre Game

**Tool topic/s**

Prejudices and Stereotypes towards people with fewer opportunities

**Aim**

to analyse the different conceptions of “disadvantage” and “fewer opportunity”;

**Material needed**

Papers, pens, cloths and things that can be used for the performance

**Duration**

60 mins.

**Description**

The trainer explains that the activity is implemented using theatre techniques, body language and voice.

NOTE: if a participant does not feel comfortable with acting, s/he can still contribute with other activities, e.g. creating the plot or setting the stage.

Participants are split in national groups and each group has the following task: to prepare a short sketch (it can be comedy) on youth social exclusion according to their culture and daily life.

NOTE: the actors of each group have to write the dialogues and the sequences of the short story. Then the sketches are presented, one by one.

De-briefing and k-questions:

1. How did you feel acting a story based on social exclusion?
2. Are the situations represented real and based on events that really happened?
3. Does the same happen in your country?

## **SESSION 5.**

**Topic: PRACTICAL EXAMPLES OF SOCIAL EXCLUSION – HOW IT FEELS TO BE “IN SOMEONE ELSE’S SHOES”**

### **Title**

My Life on the line

### **Tool type**

Simulation Game

### **Tool topic/s**

Exclusion (Social Inclusion, disability, intercultural learning, anti-racism and active citizenship)

### **Aim**

to “step in the shoes” of people with fewer opportunities to better understand their feelings and perceptions;

to reflect in depth on the real feelings of people with fewer opportunities;

to find a way to deal with inequalities in our society;

### **Material needed**

Adhesive tape, a copy of the questions, a copy of the roles already cut up and a big space.

### **Duration**

30 mins.

### **Description**

The trainer hands out a piece of paper indicating a role to each member of the group. Each person has to read the character’s description carefully and try to think and act accordingly.

A (horizontal) line is drawn at one end of the room and participants have to stand on it.

Participants are told that they should take two steps forward for each situation they are confident their character would easily feel comfortable with, one if they feel it’s possible, and to stay still if it is impossible. Then the trainer reads out the following situations on the sheet:

1. Can you use public transport?
2. Do you feel safe going home alone at night?
3. Do you feel comfortable kissing your partner in public?
4. Do you feel that people listen to you?
5. Do you feel welcome at your local youth club?
6. You go into a club full of white men: do you stay?
7. Do you feel comfortable drinking in a pub on your own?

8. If you are competing with people of a similar standard for the same job, do you feel you have an equal chance of getting it?
9. Do you see yourself represented on TV?
10. Can you easily adopt a child?
11. Do you think you receive fair treatment from the police?
12. Do you feel comfortable moving into a shared house?
13. Would you get a job as a nanny easily?
14. Can you play football easily?
15. Could your mother take decision within your family?
16. Can you invite a person of your age to go out?
17. Can you share your house with a person of different religions?

De-briefing and k-questions:

1. How did you feel?
2. Which was your character?
3. Was it easy to represent your character?

#### **ROLE CARDS**

A 30-year old white man from Holland  
A cleaning lady from the Philippines with 5 children  
A 35-year old white woman from the USA  
A 26-year old Polish single mother  
A Senegalese man who arrived in the country four weeks ago  
An illegal migrant from Afghanistan with no documents  
A political refugee from Libya with no residence permit  
An Albanian carpenter who is working without a proper contract  
An Estonian young women who is doing irregular and not well paid job  
A street child with no family  
A deaf person  
A British man in a wheelchair  
A Russian secretary who is looking for a job  
An old woman from Togo  
A 15-year old girl from the Arab Emirates  
An adolescent from a European suburb  
An adolescent from an African slum  
A 45-year old rich business man from Argentina  
A divorced woman from Turkey  
An unemployed man from Cameron with 5 children  
A 25-year old Portuguese top model

4. Why did you act this way?
5. Do you think your character is excluded from society, in some way?
6. Why and how did you feel excluded?

**Topic: CASE STUDIES ON SOCIAL EXCLUSION**

**Title**

Strip Cartoons on Social Exclusion

**Tool type**

Role Play Game

**Tool topic/s**

Exclusion (Social inclusion, disability, intercultural learning, anti-racism and active citizenship)

**Aim**

to gain a deeper understanding of the feelings of people with fewer opportunities;

to find a way to deal with inequalities in our society;

to introduce participants to the workshop on story-telling

**Material needed**

Case Studies, clothes, open space (stage) to perform

**Duration**

60 mins.

**Description**

Participants are split in groups and each one receives a case study.

Each group should carefully read the case study and decide how to represent it through the different living pictures.

NOTE: for an easier management of the activities participants are told that each case study has to be represented with a maximum of 5 living pictures, in consequential order, like a strip cartoon. All characters have to perform in silence, except the story-teller who shall present the plot to the audience.

Each group then performs the case study on the stage. The de-briefing will focus on the feelings of the "actors", their thoughts and considera-



tions on social exclusion.

Short de-briefing and k-questions:

1. How did you feel?
2. What did you perform?
3. Did you really “step in the shoes” of your character?

### **HAND OUT WITH CASE STUDIES ON SOCIAL EXCLUSION**

#### **CASE STUDY 1 – BULLYING**

Characters: 2 bullies, 1 victim, 2 bystanders

Setting: school, classroom

Story: you are at school during the break, a young person (victim) decides to remain in the classroom to prepare for the next lesson. In the meantime two bullies come in and ask the young person to give them her/his homework because they did not do it. The young person (victim) refuses to do so and they start to bother and insult him/her. At the beginning injuries are verbal, but then they start to get physical. Suddenly, two people (bystanders) come in the classroom and see what’s going on, but they don’t intervene.

#### **CASE STUDY 2 – ISOLATION**

Characters: woman (wife), man (husband), mother (of the father), father (of the father), mother (of the mother)

Setting: household

Story: after undergoing some tests, the woman (wife) discovers she is HIV positive and her husband decides to repudiate her. During a meeting at home where the husband’s parents are present, the woman tries to justify herself and to say that she hadn’t had any sexual relationships outside their marriage. The husband and his parents accuse her to be unfaithful. The husband and his parents force the woman to go back to her mother’s home.

#### **CASE STUDY 3 – DISCRIMINATION (because of economic reasons)**

Characters: 2 gipsies, 1 shop owner, 2 local residents

Setting: at the market

Story: 2 gipsies go to the market to buy some food. The owner of the shop refuses to give them food even if they would like to pay. The owner accuses them of not being part of the local community, to be thieves and dangerous for the local residents.

Two local residents are passing by and they start to shout against the two gipsies.

## **SESSION 6.**

### **Topic: PRESENTATION OF RESULTS AND WORKING METHODS**

#### **Title**

Sharing Good Practices

#### **Tool type**

Group Discussion and presentation in plenary

#### **Tool topic/s**

Local Actions developed from April to June 2011

**Aim** to share the implementation of the local actions;  
to describe the concrete initiatives that were carried out;  
to share results, working methods and good practices

#### **Material needed**

Flipcharts, pens, colours, glue, scissors

#### **Duration**

60 mins'

#### **Description**

Participants are split in national groups, each one has to discuss how to present the ACTIVITIES carried out during the Local Actions that took place from April to June 2011 in their own country. Each group has to decide the best and creative way to present their work.

Each group should also focus on the WORKING METHODS used and applied during the Local Actions to engage the different targets and beneficiaries of the activities.

NOTE: each group should include in the presentation the timing, locations, target groups involved (local Ngo, youth, peer educators, local communities, local and international volunteers, etc...) and the methodologies.

Each group presents the ACTIVITIES in plenary and show pictures, photos and video.

**Title**

SWOT Analysis

**Tool type**

Group activity

**Tool topic/s**

Strengths, Weaknesses, Opportunities and Threats of the Local Actions

**Aim**

to identify and discuss the internal and external factors that are favourable and unfavourable to achieve the objective set at the beginning of the project/activity

**Material needed**

Flipchart, pens, colours and paper

**Duration**

60 min.

**Description**

Trainers present the SWOT model and divide participants in national groups.

Each group receives a flipchart where the SWOT model is drawn. The group should carefully fill in all sections of the chart.

Then the results of the SWOT analysis are presented in plenary.

**SWOT ANALYSYS**

The SWOT analysis is a strategic planning method used to evaluate the Strengths, Weaknesses, Opportunities and Threats involved in a project or in a long-term activity. In the analysis internal and external factors are evaluated that are favourable and unfavourable to achieve the objective set at the beginning of the project/activity.

In the SWOT analysis the following aspects are evaluated in two different levels, **internal** and **external**:

**Strengths** are those characteristics of the activity or team that give an advantage (internal factors-favourable)

**Weaknesses** are those characteristics that caused a disadvantage (internal factors-unfavourable)

**Opportunities** are external chances to obtain greater results in the environment (external factors- favourable)

**Threats** are external elements in the environment that could cause trouble (external factors-unfavourable)

In the SWOT analysis the internal factors may be viewed as strengths or weaknesses depending on their impact on the organization's objectives. What is a strength with respect to one objective may be a weakness for another objective.



## **SESSION 7.**

### **Topic: CONFLICTS AND CONFLICT MANAGEMENT**

#### **Title**

Conflicts through Photos

#### **Tool type**

Group Activity

#### **Tool topic/s**

Conflicts though story-telling

#### **Aim**

To explore conflicts and their non-violent resolution;  
to use story-telling to represent conflicts and possible solutions;  
to create individual stories that will be represented in the evening session

#### **Material needed**

Photos, papers, pens and colours

#### **Duration**

60 min.

#### **Description**

Participants are split into groups and receive some photos. Each participant shall choose some specific photos and use them to implement the story of his/her own character (the characters that can be used are the ones of the activity "My Life on the line").

After each story is implemented, it can be shared inside the group and some suggestions and recommendations are collected.

During the evening each participant performs his/her story based on conflict, using some of the techniques learnt during the story-telling workshop.

## **CONTACTS OF THE INVOLVED ASSOCIATIONS**

### **LUNARIA**

via Buonarroti, 39 00185 Rome, Italy  
Type of organization: non profit association  
Tel. +39 06 8841880  
Fax. +39 06 8841859  
Website: [www.lunaria.org](http://www.lunaria.org)

### **KENYA VOLUNTARY DEVELOPMENT ASSOCIATION - KVDA**

Muringa Road, Off Elgeyo Marakwet Road, Kilimani, P.O. Box 48902 –  
00100 Nairobi, Kenya  
Type of organization: ngo-voluntary service association  
Tel. +254 202500120  
Website: [www.jkvda.or.ke](http://www.jkvda.or.ke)

### **CONCORDIA**

17-19, Rue Etex 75018 Paris, France  
Type of organization: non profit association  
Tel. +33 145230023  
Fax. +33 147706827  
Website: [www.concordia-association.org](http://www.concordia-association.org)

### **UGANDA PIONEERS' ASSOCIATION UP A**

Ochienga Zone, Nansana 8 miles Hoima Road P.O. Box 25973 Kampala,  
Uganda  
Type of organization: ngo-voluntary service association  
Tel. +256 312274703  
Website: <http://ugandapa.wordpress.com/>

### **Lunaria**

Lunaria holds the status of "Association for Social Promotion", according to the current Italian legislation. It was born in 1992, and since then it is a non governmental body, laic oriented, autonomous from any political party and not for profit. Our activities focus on research, training and communication on several social issues such as fair economy, the development of Third Sector, the study of migrations, the trends of globalization, the links between democracy and participation and the importance of informal and non formal education through the promotion of International voluntary service activities, workcamps, intercultural workshops and training.

All our activities are supported by an intensive work of networking at local, national and European level. Research and social analysis are considered as fundamental instruments to promote alternative and more equitable policies. Through our activities we test new forms of active participation and social change inspired by principles of justice, solidarity, democracy and guarantee of civic, social and human rights for all

Web: [www.lunaria.org](http://www.lunaria.org)



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