



# CULTURAL DIVERSITY AS A LEARNING TOOL IN YOUTH WORK

A guide produced by five partners  
working collaboratively: Asociacion  
Cultural Integra, Dacorun Council  
for Voluntary Service, Pozitiva Doma,  
Vicolocorto and Zavod Voluntariat



**Cultural Diversity**  
as a Learning Tool in Youth Work

2016-3-UK01-KA205-035140



**Pozitivā Doma**



Co-funded by the  
Erasmus+ Programme  
of the European Union



## CONTENTS

Welcome	3
About the project	4
Youth workers and diversity training: the current situation	5
What makes a 'good practice'?	5
Good practice examples:	5
i. Zavod Bob, Ljubljana, Slovenia	6
ii. Zavod Voluntariat, Ljubljana, Slovenia	9
iii. Wanda di Ferdinando Foundation, Pesaro, Italy	13
iv. Vicolocorto, Pesaro, Italy	17
v. Ligzda, Tukums, Latvia	20
vi. Tukums Youth Initiative, Tukums, Latvia	24
vii. The Swan Youth Club, Berkhamsted, UK	27
viii. Radio Dacorum, Hemel Hempstead, UK	30
ix. Solidaridade Internacional De Galicia, Spain	33
x. Sos Racismo, Spain	36

## WELCOME!

We are delighted to have had the opportunity to work on this fascinating and topical subject with our four partners, and to have successfully concluded a detailed research and 'best practice' project.

The issue of cultural diversity is high on the international political agenda, particularly for those communities seeking to respond to migration from across and outside Europe. In these circumstances, policy makers recognise the importance of fostering tolerance and strong community harmony.

The role of youth workers is key in shaping the opinion and outlook of young people and to help young people understand, appreciate and embrace diversity to improve and strengthen social cohesion.

This project seeks to identify great ideas for engaging young people in embracing differences - whether between individuals or communities - and in learning about other cultures.

The five partners have co-operated in a two-year Erasmus + project, co-funded by the European Union, which is designed to showcase what 'good practice' looks like. The partners are Dacorum Council for Voluntary Service (working name Community Action Dacorum), (UK); Zavod Voluntariat (Slovenia); Pozitiva Doma (Latvia); Vicolocorto (Italy) and Asociacion Cultural Integra (Spain).

The partners, working together with local organisations, have pooled their expertise, shared skills, knowledge and learning. They researched current diversity training for youth workers within their countries and hosted staff training and visits for youth workers, staff and young people to see good practice in action.

We would like to thank everyone who has been involved over the past two years; the partner staff teams; the volunteers who spent time travelling and observing so many examples of good practice; and the hosts themselves, who gave their time so generously to welcome us and talk about their experiences.

We hope this guide will help engage and inspire youth workers and young people. Ultimately, we hope it will ensure they and others have the awareness, acceptance and capacity to openly embrace different cultures in the future.

Mark Mitchell  
Dacorum CVS  
Lead partner

March 2019

## CULTURAL DIVERSITY AS A LEARNING TOOL IN YOUTH WORK

### About the project

This project has cultural diversity as its central theme and looks at ways of engaging young people in understanding other opinions, ideas, cultures and people within the context of youth work.

Five partner organisations have worked together on this Erasmus + project, funded by the European Commission, which started in April 2017 and was completed in March 2019. They are:

**UK:** Dacorum Council for Voluntary Service, working as Community Action Dacorum

**Slovenia:** Zavod Voluntariat

**Latvia:** Pozitiva Doma

**Italy:** Vicolocorto

**Spain:** Asociacion Cultural Integra

It took the form of desk research into youth worker education and training, and how – if at all – cultural diversity exists as a standalone topic. It concluded that diversity is only included in training programmes in some, but not all, partner countries. The full report is available on the websites of the partners.

It also looked at examples of good practice through short term training visits for staff, youth workers and young people to each partner country.

Partners arranged a programme of visits to youth organisations, charities, NGOs and others supporting young people, and two were chosen from each visit as examples of good practice.

In addition, young people took part in visits to Latvia and Spain where they produced videos on cultural diversity and what it means to them. The videos can be found on the YouTube channel for Community Action Dacorum European Projects.

<https://www.youtube.com/watch?v=xsCfNLn50uw&t=3s>

## YOUTH WORKERS AND DIVERSITY TRAINING: THE CURRENT SITUATION

The first task of the partners was to look at how, if at all, cultural diversity is built in to the training and qualifications of youth workers, and this report was carried out in winter 2017/18, so the situation might have changed in the meantime.

The research found a wide variation in the training provision for youth workers across the five partner countries.

Differences appeared at almost every point in the research, including the term, concept and function of youth work. In addition, the level, type and cost of training and qualifications offered varies, ranging from free workshops, online, on-the-job and ad-hoc training through to costly university Masters degrees and beyond.

The availability of training is also affected by country-specific issues including levels of immigration, social trends, finances and the nature of the education system.

The research is intended to provide the context to the project and is intended to stimulate discussion and ideas for cultural diversity awareness training for youth workers.

## WHAT MAKES GOOD PRACTICE?

This guide contains ten examples of good practice observed by the partners and volunteers working on this project.

The examples were chosen according to six criteria, which are:

**Effective and successful:** Good practice is proven to be the most effective way of achieving an objective. In this project, it will have had a positive impact on youth workers and/or their communities.

**Economically and socially sustainable:** There are no economic barriers to accessing good practice. It also brings benefits to the rest of society.

**Technically feasible:** Good practice is easy to learn and implement.

**Inherently participatory:** This is essential, to foster a joint sense of ownership of decisions and actions.

**Replicable and adaptable:** Good practice has the potential to be repeated and adapted to other situations.

**Reducing marginalisation risks, if applicable:** Good practice helps reduce the risk of marginalisation and promotes resilience.

Contact details are given for each good practice should you wish to get in touch directly with the organisation concerned.

# 1. SLOVENIA

## ZAVOD BOB

### What is it?

Zavod Bob Youth Association, based in the centre of Ljubljana, is active in the field of youth work through informal and non-formal education, youth based street work, cultural activities and social entrepreneurship.

It aims to increase the active participation of young people in society and prides itself on taking an innovative approach to personal and professional growth. This is done through supporting social (re)integration, creative expression and self-realisation, with particular emphasis on targeting young people in general and those who are interested in youth work.

### Target audience:

- Young people between 13 and 30 years of age
- Youth with fewer opportunities (“Not in Education, Employment, or Training” – NEET, refugees, asylum seekers, migrants)

### Objectives:

- To offer young people overall support.
- To support young people in their self-expression (“to work with young people, rather than for young people”).
- To implement youth based street work.
- To provide a non-confrontational way of encouraging young people to use public spaces responsibly (not to litter, not to vandalise, etc.).
- To develop a community green space that everybody can use.



### What are the challenges?

- To work together and in accordance with local authorities, who prefer to clamp down on young people who they perceive as troublemakers.
- Find the right way to start the communication with young people.

### How does it work?

Zavod Bob works according to the following principles:

- Bob is a ‘bottom-up organisation’, and young people cooperate in making key decisions based on their needs.
- Using youth based street work.
- Using informal and non-formal educational methods like theatre, as a learning tool.
- Offering young people different places to be able to spend time in and at the same time going to where young people are.
- Democratic decision-making.

### What good practices were observed:

#### Theatre:

Theatre is used as a learning tool in Zavod Bob, and in particular, the theatrical form of the Theatre of the Oppressed, first developed by the Brazilian theatre practitioner Augusto Boal in the 1970s. The Theatre of the Oppressed is a participatory theatre, with a variety of techniques such as physical exercises and games to explore difficult issues and situations. In the case of Zavod Bob, it is used to deal with and explore specific topics like discrimination, taboos, diversity and human rights.

#### Open space:

Zavod Bob runs Youth Centre Bob in Robbova 15 and co-runs youth centre ULCA in Trg osvobodilne fronte 10 in cooperation with GOR association. and is developing an outdoor community space in Livada.

In Youth Centre Bob there is one large multipurpose room (that can become a cinema, a living room, a kitchen, etc.). The free use of the kitchen is fundamental: young people gather here to share food and spend time together. The common rooms are not only used by numerous members of the organisation but also by those needing space to develop their own ideas and create their own projects or activities.

Youth centre ULCA is dedicated to cultural youth activities (dance sessions, sketch sessions, theatre workshops and performances, exhibitions, music events and workshops, etc.) especially in connection with the hip hop subculture.

#### Street based youth work:

It is important to offer young people a place to use, but the youth workers of Zavod Bob do not simply wait for youngsters to come to their youth centres, but also go out onto the street to reach out to young people in their own environments. They use a mobile youth centre (a van) for street based youth work in neighbourhoods with a lack of infrastructure for young people.

They also coordinate a network called “Mreža Mlada ulica” (Young Street Network). In particular, they deal with promoting a responsible use of public spaces. It started with the contentious issue of litter and rubbish, such as beer cans which are dropped by young people in the evenings. At one stage, the local police and other authorities used

## ZAVOD VOLUNTARIAT

dogs and torches to approach young people and ordered them to leave the premises, which built up hostility and resentment.

The street youth workers of “Mreža Mlada ulica” decided to take a different approach, however, and used a small handcart to transport and offer free pancakes to the young people. They carried rubbish containers, and little by little, built up a dialogue with young people and persuaded them not to leave litter behind them. As a result public spaces are still open and can still be used by young people to hang out and socialize.

### Green space:

An open green space is developing in Livada in order to provide a green lung community space for the city. The project is based on young people’s needs and they are involved in developing and organising it from the start. This kind of activity helps young people to become more responsible, independent and respectful of the surrounding environment and community.

### **What is the impact?**

- Young people are directly involved
- Young people become active citizens
- The wider community is involved
- Ljubljana is a cleaner city with open public spaces
- Employability skills of young people are improved
- Young people’s projects are realised.

### **Stakeholders and partners:**

- Ljubljana Municipality, which allowed Zavod Bob to use public spaces when organising street-based activities aimed at young people.

### **Can the activities be copied or adapted?**

The activities described above have been proven to be effective as they involve young people from both the locality and overseas, promoting a rich cultural exchange that contributes to reducing barriers in the community. It can therefore be regarded as a model that can be adapted for use elsewhere.

When the activities take place in a public space, it is important to reach agreement with the municipality, to demonstrate that you are working to achieve the common goal of youth inclusion.

As regards the theatre as learning tool, and especially the theatre of the oppressed, it is advisable to participate in training or to get as much experience as possible in order to get the most out of it.

### **Related website(s):**

(website of the NGO and of the projects):

<http://www.zavod-bob.si/>

### **Contact:**

#### **E-mail:**

[info@zavod-bob.si](mailto:info@zavod-bob.si)

#### **Telephone:**

064 249 627

*You can call every day between 11 am and 9 pm.*

Zavod Voluntariat is a not for profit and non-governmental organisation, based in Ljubljana. Voluntariat is a member of the world-wide international organisation and peace movement Service Civil International (SCI), which has more than 70 partners organising voluntary projects all over the world.

Voluntariat organises training for volunteers in order to spread the understanding of the ideals of voluntary work and multiculturalism; organises voluntary work together with local groups that work in the area of nature conservation, peace education, culture, helping the disadvantaged etc.

Voluntariat aims to promote social justice, sustainable development, international understanding and solidarity through voluntary service. Voluntary work is seen as a useful tool for personal growth, for the promotion of social justice, intercultural learning and education for peace and tolerance.

### **The main activities are:**

- Organising and managing international volunteer projects focusing on solidarity, global justice, multiculturalism and human rights.
- Organising training in order to spread understanding of voluntary work, global education, multiculturalism.
- Raising public awareness on human rights, equality, etc. through different campaigns and actions using different tools (seminars, round tables, street activities, media, cultural events etc.)
- Joining international activities that promote co-operation between different nations, cultures, political beliefs etc.



### Target audience:

- Young people, locally and internationally
- Refugees (indirect)
- International partners

### Objectives:

- Helping young people understand different cultures
- Promoting active citizenship
- Motivating young people to become actively involved

### What are the challenges?

- Persuading young people to attend the activities
- Involving youngsters with fewer opportunities
- Finances and funding

### How does it work?

- This is a bottom-up organisation that gives full support to anybody who wants to develop and implement his/her own ideas
- Involvement and support are given to the ideas and projects suggested by EVS volunteers
- Practical experience is offered to young people
- Education (e.g. school activities)
- Collaboration and co-operation with other local and international NGOs in order to build a solid network
- Experts or enthusiasts on a specific topic are brought in as appropriate



### Description of the good practices:

#### Workshops:

Zavod Volontariat organises workshops aimed at both local youngsters and those from overseas, in order to promote cultural diversity and inclusion. The workshops often involve the use of experts or enthusiasts according to the chosen topics. Mobile phones and apps are sometimes used in order to present the topic in a different and interactive way, in order to increase participation. Some examples include:

- Afghan cookery workshop
- Photography workshop and exhibition, involving the well-known Slovenian photographer Matjaž Tančič and a photo exhibition put together by the participants.
- Workshops testing participants' LGBT+ knowledge through a quiz using the phone app Kahoot!
- Walking tours of Ljubljana to help new arrivals to become acquainted with the city and feel at home.

#### Global education and school activities:

Global education is one of the core areas for Zavod Volontariat. Global education is a creative approach to bringing about change in our society and is an active learning process based on the universal values of tolerance, solidarity, equality, justice, inclusion, co-operation and non-violence.

Global education begins with raising awareness of global challenges such as poverty or inequalities caused by the uneven distribution of resources, environmental degradation, violent conflicts or human rights, thus creating deeper understanding of the complexity of the underlying causes. It aims to change attitudes by making people reflect on their own roles in the world. Global education motivates and empowers people to become active, responsible global citizens.

- Thanks to a partnership between local and Ghanaian schools, study visits and an exchange programme took place, with teachers taking part in training about global education.
- GLEN, Global Education Network of Young Europeans. GLEN's vision is a world in which people reflect on the realities of the globalised world and their own role in it, and join hands, minds and hearts to build fair and sustainable societies. This is done through international internships, study visits, seminars and other activities.

#### Club of Volunteers:

A volunteers' club was founded to give the opportunity to European Voluntary Service (EVS) volunteers, local volunteers and young people to meet, share their experiences, speak in different languages and create new projects together. Examples of activities include:

- Clothes and book exchanges on specific days of the month
- Creation of youth exchanges under the banner of the Erasmus+

### What is the impact?

- Improvement of services and better knowledge about the association.
- Personal development for EVS volunteers through the implementation of their own projects.
- Exchange of ideas and experiences between and across different cultures through exchanges.
- Support given to a group of migrants brought about the creation of the social enterprise “Skuhna”, a restaurant offering food from Africa and Asia prepared by migrants from the Global South.

### Stakeholders and partners:

- Humanitas, an NGO in Ljubljana that deals directly with refugees
- Slovenska Filantropija, an association for promotion of voluntary work.
- Other NGOs through direct contact

### Can the activities be copied or adapted?

The activities and projects of Zavod Voluntariat promote a rich cultural exchange that contribute to reducing barriers in the community.

There are a number of practical suggestions for involving young people, EVS volunteers, refugees or asylum seekers:

- Create a network between your NGO/ Youth Centre with other NGOs or Youth Centres active in your area so that you can co-operate and gain experience and expertise from those who work directly with the target group.
- Involve local volunteers and young people: if you are not hosting EVS volunteers, look for local volunteers who can also help you in the dissemination of your activities and projects.

### **Related website(s):**

(website of the NGO and of the projects):

[www.zavod-voluntariat.si](http://www.zavod-voluntariat.si)

### **Contact:**

#### **E-mail:**

[info@zavod-voluntariat.si](mailto:info@zavod-voluntariat.si)

## 2. ITALY

### VICOLOCORTO

Vicolocorto is a non-profit cultural organization based in Pesaro, Italy and one of the top organisations in terms of European Voluntary Service in the Marche Region. It deals with educational initiatives, European projects and international mobilities for young people and adults, based on the principle of strengthening communities by fostering understanding, integration and acceptance through working together.

Activities include the European Voluntary Service programme - both hosting and sending - intercultural activities and international mobilities; English conversation workshops and other non-formal activities and education workshops, working with schools and other institutions. This includes developing community resilience in post-earthquake areas through social animation activities with the Italian Red Cross; working with Youth Centres like Totem; giving talks in schools and working with the Centre of Employment, Orienteering and Training of the Marche Region.

Since the organisation was founded in 2006, they have sent over 800 young people overseas; hosted more than 700 and worked with activities in over 35 countries. Vicolocorto uses YouTube, Facebook and social media to communicate with young people and the wider community, as well as word of mouth, networking and publicity at local festivals and events to directly engage with the community.

### **Target audience:**

- Youth workers
- Young people and students up to the age of 30
- Teachers
- Everybody who works with young people



### **How does it work?**

- Vicolocorto has a constant dialogue with local institutions and NGOs as well as regular contact with schools
- It provides coaching of NGOs and institutions who want to become more intercultural and host volunteers
- A bottom-up approach encourages initiatives by young people, including the initiatives of EVS volunteers hosted and coordinated by the association.

### **Objectives:**

Vicolocorto's main objective is to promote active citizenship and to strengthen the community through international exchange and dialogue.

It achieves this by:

- Integrating EVS with volunteering projects in schools.
- Holding English conversation workshops and foreign languages activities (Talk Together) for young people: these activities help them to boost their confidence and to improve their skills.
- Hosting and sending EVS, and outreach into schools such giving presentations about EVS opportunities
- Co-operating with the Italian Red Cross especially in post-earthquake areas in community development/social animation and with support from EVS
- Involving local people wherever possible, eg by having a stall at local events.

### **What are the challenges?**

- Language barriers: communication in English is not always easy
- Attitudes especially amongst local people
- Motivation like the lack of interest from schools, although this is improving through constant dialogue
- Finances

### **What good practices were observed:**

Talk Together:

Each Tuesday, Vicolocorto, with the support of EVS and local volunteers, organises a foreign language workshop in the public library of Pesaro. The target group are young people between 18 and 30 years old who want to practice foreign languages and, most of all, who want to improve their communication skills.

They create as many tables as the number of languages to be practiced and the conversation activities last for one hour and a half. The aim of the workshops is to create an intercultural environment where youngsters can feel comfortable practicing

a foreign language with mother tongue speakers without the need to travel overseas. This is an useful practice and helps gain self-confidence before leaving for an EVS or another similar project abroad.

Network with local and regional NGOs:

One of Vicolocorto's priorities is to create a strong network of partners both at local and international level. This is important because it guarantees efficient cooperation especially if you want to create projects together. In particular, Vicolocorto is a founding member of a national network of associations that works with European volunteering projects. It is called *RIVE – Rete Italiana Volontariato Europeo* - and its main aim is to promote international youth mobility in Italy.

Activities in schools:

The association has co-operated with both middle and high schools for the past couple of years. The co-operation started with just a few teachers interested in European opportunities for their students. Little by little, more schools became interested and it became a regular activity. Every week, the association, together with the EVS volunteers, promotes European opportunities for young people.

In addition, the association has started to organise English conversation workshops for middle school students as an extra-curricular activity, so that they can increase their chances of practicing.

### **What is the impact?**

- Non-formal learning outside an individual's comfort zone (EVS)
- Challenging stereotypes (of foreigners, people from other cultures)
- Inspiring young people to contribute to their community

The success of an EVS post is assessed by:

- blog posts
- emails
- articles
- EVS interviews both individually and group
- external feedback eg from the Italian Red Cross

### **Stakeholders and partners:**

- The Italian Red Cross
- Local schools
- Municipality
- The Totem Youth Centre
- Local and regional NGOs



### Can the activities be copied or adapted?

The activities and projects described are easy to replicate in different contexts. While creating networks and partnerships is not always quick and immediate, regular contact and co-operation can, and does, lead to eventual success.

### Related website(s):

[www.vicolocorto.org](http://www.vicolocorto.org)

<https://vicolocortini.wordpress.com/>

<https://www.facebook.com/VicolocortoPU/>

<https://twitter.com/vicolocortopu>

### YouTube channel:

[https://www.youtube.com/channel/UCp1HcvgsOATDk\\_iSWPEYv8g](https://www.youtube.com/channel/UCp1HcvgsOATDk_iSWPEYv8g)

### RIVE – Rete Italiana Volontariato Europeo:

<http://serviziovolontarioeuropeo.it/>

## FOUNDATION WANDA DI FERDINANDO

The Wanda Di Ferdinando Foundation is a private organisation based in Pesaro, in the Marche region. It supports humanitarian initiatives such as the assistance, relief, and protection of children and vulnerable people, particularly those affected by war and natural disasters, and regardless of any ethnic, political or religious consideration. It makes grants and philanthropic donations for activities both in Italy and overseas.

The Foundation is based in an apartment belonging to the late founder Dr Renato di Ferdinando and his wife, to whom the Foundation is dedicated. Since they kept all the original furniture and works of art that the family collected, the rooms also serve as a museum in memory of the couple.

Renato di Ferdinando was an ophthalmologist who treated disadvantaged minors free of charge. This is where the principle of giving back to the community, particularly to people in need, started. Thanks to the Foundation, this philanthropic giving continues, since the proceeds from the Foundation are invested in order to maximise funds for social projects. The Foundation opens a national call for applications in November every year; every applicant, in order to be accepted needs to be resident in the Marche region and projects are financed for 18 months.

### Target audience:

The primary target audience is those organisations looking for funding for social and humanitarian projects. These range from the local Pesaro municipality to social co-operatives working in Africa and elsewhere.

### Objectives:

The main objective for the Foundation has always been to fund local and overseas projects that directly benefit minors and improve their quality of life. However, since 2016 the Foundation has taken an important step by financing also projects that support vulnerable groups in general.



### How does it work?

A board of five, including the president, has members drawn from the Province of Pesaro and Urbino, the Municipality of Pesaro, the University of Urbino, the Church of Pesaro and the “Centro per i Servizi del Volontariato Marche” - The centre for voluntary services. An annual call for submissions invites NGOs and other organisations to put forward proposals for project ideas. Successful applicants need to show social and humanitarian aims, with projects particularly aimed at minors. Projects so far have included:

- Supporting unaccompanied minors arriving in Pesaro
- Training families in nutrition at a health centre in Tanzania to combat malnutrition in young children
- Training local families in supporting children to recognise abuse on the internet and combat cyberbullying
- Setting up and equipping an infirmary in Senegal to combat child mortality
- Providing counselling services for families in Pesaro

### What are the challenges?

One of the main challenges is publicity as there is a general lack of awareness of the Foundation. They are not very well known by the communities they work in nor by the municipality.

The implementation of projects can pose a far larger challenge due to the constraints of geography and distance and the ability to assess the effectiveness of the projects both quantitatively and qualitatively.

### What is the impact?

To date, the Foundation has only worked with quantitative analysis (i.e. number of visible results) but it is aiming to use qualitative analysis (how much is learnt and how beneficial it is). They will do this by organising focus groups to assess project quality. Information on their website, however, does show how directly communities and individuals are being helped and supported through the Foundation’s projects.

### Stakeholders:

Municipality of Pesaro, the province of Marche, the University of Urbino, the Church, local NGOs, Assifero (Network of 100 foundations), European Foundation Centre.

### What good practices were observed?

Innovation is a key feature in the work of the Foundation, with new and different projects funded each year. The subject matter changes annually, which keeps their approach varied and fresh, making it easier to adapt to social change. Anyone can get involved, and we were impressed by their flexibility and the level of support given to young people involved in their projects.

Here are some examples of projects they financed:

- “Komunio” (funded in 2016.) This project funded the creation of a multicultural neighbourhood centre in Borgo Santa Maria, a district in Pesaro. It aims to strengthen the social protection network, particularly for minors, who face educational and social problems in an area affected by uncontrolled urban development.
- “EduCalci”: this project, which was funded in 2017, aims to create intercultural networks to promote inclusion. The initiative is based in a specific area of the city of Ancona, one with a precise and recognisable identity - the fishermen’s quarter. A large amount of adjacent affordable housing has led to a significant increase in the number of migrants in recent decades. After years of “infrastructural abandonment”, the project facilitates the building of relationships, especially with minors, within a constantly changing cultural background. Inclusive activities, starting with boys, are open to everyone, and can represent an important step forward in order to move from “tolerance” to “relationship”. This happens through the organisation of a football tournament involving boys and girls between 11-14 years living in the neighbourhood.

### Can the good practices be copied or adapted?

The establishment of a philanthropic foundation does, of course, require considerable resources and expertise but the project ideas can certainly be replicated or adapted. The varied and innovative approach to social change at ground level - specifically targeting social, health and welfare issues - is successful and to be recommended.

### For more information:

[www.fondazionediferdinando.org](http://www.fondazionediferdinando.org)

### Facebook page:

<https://www.facebook.com/fondazionediferdinando/>



### 3. LATVIA

#### LIGZDA, THE “CREATIVE PEOPLE’S CLUB”, TUKUMS, LATVIA

The Ligzda Association was created with the aim of promoting every person’s creative potential and skills without restrictions due to age, gender, nationality, income and health.

Ligzda promotes handicraft skills for people of different ages. The goals of the association are to create the perfect environment for creative expression in different art forms. Ligzda also promotes the idea of recycling by organizing different workshops and implementing local projects specifically on this topic.

The Association organizes a wide range of creative workshops where everybody interested can discover and develop their own creativity and skills. It is located in an historic building in the centre of the town of Tukums. Different generations meet there, learning traditional and modern handicrafts and arts together. All activities in the organisation are managed by volunteers - members of Ligzda and young local volunteers.

The association organises on a regular basis:

- Workshops for children (both individually and groups). The association is inclusive, open for all children. This includes children who might not otherwise have anywhere to spend their free time and spend it on the streets. At the Association they participate in different creative workshops like handicrafts, drawing, sewing, decoupage etc, working alongside volunteers.
- Creative workshops for adults (both individually and groups): usually working with different materials, knitting, crochet, sewing, drawing etc.

The association specialises in making teddy bears, sewing, doll-making and in creating different kind of toys and souvenirs: these creations are all based on the idea of recycling. Ligzda works in partnership with other organizations for different activities and for the implementation of projects. It is supported by Tukums’ Municipality and every year, the association co-operates with Tukums Museum. Ligzda organizes creative workshops or performances during the town’s celebrations and other public events.

In Ligzda itself, there usually are exhibitions of drawings, paintings, modern arts and handicrafts, handmade dolls, bears and musical instruments on display. The association cooperates with Tukums Tourist Information Centre and invites inhabitants to participate in workshops where everyone can make their own souvenir from Tukums. Ligzda creates these souvenirs in order to promote Latvia’s image to the world. Moreover, the organisation co-operates with local NGOs. The association is a member of Tukums NGO Association and is also open for partnership with schools: groups of school children come to Ligzda and participate in creative workshops with the results being displayed at an exhibition.

This organisation has additional mentoring or other support available, which is suitable for young people facing social obstacles, educational difficulties, cultural differences or similar issues.

#### Target audience:

- Young people
- Children
- Seniors
- Visitors to Tukums

Anyone who is interested in arts, crafts and wants to learn new skills is welcome. There are usually between 5 and 10 children in one workshop, adults are in groups of 10 or a maximum of 15, so that everyone can have the lecturer’s attention.

It is also possible to organise workshops for children in schools.

#### Objectives

To provide low cost crafts and creative opportunities for everyone interested in the creative arts despite differences in income, age, religion, nationality, disabilities and so on.

#### How does it work?

The centre is open every day except Sundays and Mondays. It was set up by Raimonda Ertneere who makes teddy bears and other kind of handmade dolls and is funded by the municipality and run by volunteers. Participants pay 2 – 3 Euros for participation in creative workshops to cover some material expenses and children may join free of charge.

The walls are decorated with the results of the crafts activities: doll-making, jewellery,



pottery and ceramics, teddy bears, puppets. Some, but not all, are for sale. Exhibitions usually change at least 2 times per year.

When they first come to Ligzda, most participants (especially adults) are impressed by the dolls, paintings and other crafts but don't believe in themselves sufficiently to think that they could also produce such results. Over time, they come to realise that they possess creative talents which are gradually revealed in class. They are usually very impressed by the results, and see that everyone is capable of making art - they just need to start doing it! Gaining confidence to try, to do and to make is a great feeling for everyone.

#### **What are the challenges?**

- Involving local people and encouraging them to participate: not everybody easily steps out of their comfort zone, nor sees the potential of what they can learn from the workshops.
- Finding the materials used in the workshops
- Finding the funds to have professionals leading the workshops
- Keeping the workshops almost free of charge

#### **What good practices were observed:**

This is a good example of social enterprise and community engagement across a wide section of the population. It is a relaxed space with some organised activities, but participants are encouraged to visit at any time of the day and any day of the week when open.

The activities and the atmosphere encourage children, youngsters and adults to express their creativity through using recycled materials. People throw things away every day, and Ligzda makes use of the waste to create pieces of art. Ligzda recycles more products to work with than it buys, and participants find valuable ways of respecting the environment.

Participants manage to express their inner creativity, without even imagining what they are capable of, and learn and discover by doing.

In addition, we noted that volunteers are involved in all the process of organisation and implementation of the workshops, with a bottom-up decision process.

#### **What is the impact?**

Through the workshops, participants learn new things, information, skills, and develop the ability to make something themselves. It also expands their horizons, because for many people it's difficult to leave their comfort zone. Since in Ligzda, participants are of different ages, cultures, and from different social backgrounds, doing workshops together breaks down the communication barrier.

#### **Stakeholders and partners:**

Ligzda is part-funded by the municipality, but there are also other partners who provide materials, funds, help or work in different corporate projects together. They include: Tukuma metal LTD, Tukuma County Crafts Association, Creative Garden, Hobby Set, Tukuma Fine Arts Studio, Tukums County Multifunctional Youth Initiative Center, Tukums Culture House, Kvazzi Pizza, Tukums Non-Governmental Organizations Association, Tukums Tourism Information Center, Aspāzijas, Polish Association, Asni, Tukums Museum, Lolita Wardrobe, Pozitiva Doma, Rozite Garden, Lady's Bowl, Playhouse Guild, State Employment Agency, A. Rancans Foundation.

#### **Can the activities be copied or adapted?**

While the workshops are easy to replicate, some funding is needed for basic equipment and staff if not already available. Co-operation with other stakeholders, sponsors or the municipality can potentially help with the funding.

#### **Related website(s):**

<http://www.manaligzda.com>

<http://facebook.com/ligzda>



## THE “YOUTH INITIATIVE SUPPORT” PROGRAMME

This programme is supported by Municipality of Tukums Region and is organised by the Education Board of Tukums Region and the Multifunctional Youth Initiative Centre. Tukums Youth Affairs Commission developed this programme to support projects initiated by young people, starting in 2018.

The Municipality allocated funds for 10 youth projects, each receiving a maximum 300 EUR. An open call for young people in the Tukums Region aged between 13 and 25 invited applications for projects that would improve the lives of young people. Applicants are required to be part of a group of a minimum of 3 people, and for those under the age of 18, a mentor/support person, (usually a teacher or a NGO representative) should also be involved.

### Target audience:

- Young people from 13 to 25 years old
- Youth NGOs

Young people, supported by youth workers, teachers and NGO members, can submit their ideas for projects. The adults took the role of mentors throughout the process, both in the designing and the implementation phase.

The last open call for applicants was from 23 February to 23 March 2018. The project team evaluated applications and invited the young people to present their project. The project implementation period was from April 23rd to October 31st 2018: they could implement the projects either during summer holidays or school time or both.

At the end of November 2018, there was an open event where youngsters presented their project experiences by showing photos, videos etc. Youngsters who intend to apply for the projects in year 2019 were particularly welcome.

### Objectives:

- To help young people feel connected and engaged in their community
- To empower young people by including them in the decision-making
- To make them feel their views and ideas are being listened to
- To support youth initiatives in the local community
- To give young people the chance to learn project management in practical way

### What are the challenges?

The biggest challenge is to ensure it stays a youth initiative instead of the support persons/mentors project and avoids the risk of adults taking over and the young people being set aside. Another challenge is to ensure compliance with the financial rules and for participants to provide all the invoices requested, since the money comes from the Municipality.

### What good practices were observed:

In 2018, the Tukums local municipality decided to start an initiative for young people and group of youngsters up to age 25 to encourage community participation and to give them a sense of involvement in local decision-making. It takes the form of a competition where young people are asked to submit ideas for improving the community. Workshops and seminars were organised to guide young people, and a mentor supported those groups between the ages of 13 and 18. The proposals were assessed by a panel drawn from the municipality, and ten winners would each receive 300 Euros to implement their ideas. This initiative tries to improve civic engagement by empowering young people.

### How does it work?

- Organisation of a competition to award the best 10 projects
- Organisation of workshops and seminars to guide youngsters in the process
- The use of mentors/support persons
- Bottom-up approach

### What is the impact?

In the first year there were 11 entries and 10 projects were approved.

The approved projects include:

- improvements at children’s playgrounds
- improvement of sports fields and nature paths
- photography and drawing workshops
- street workout competition
- installation of relaxation corners in schools
- creative workshops
- hiking by the sea
- woodwork project to create a school family tree



### Stakeholders and partners:

The “Youth initiative projects support” is supported by Municipality of Tukums Region and organized and administrated by Education Board of Tukums Region and Multifunctional Youth Initiative Centre.

### Can the activities be copied or adapted?

In order to replicate the good practice, a co-ordinator is needed in order to give advice and run consultations for project implementation. In the Tukums Region, this is the task of the youth affairs specialist. Money is not given directly to young people; they are required to provide invoices and the Education Board makes the necessary transfers.

it is important to find funding for:

- The promotion of the initiative: posters, videos, etc.
- The final event for all participants as it provides a platform to share experiences and learn from each other

This initiative is 100% funded by the Municipality so co-operating with local organisations and institutions is an option.

### Related website(s):

<http://www.tukumajauniesucentrs.lv>



## 4. UNITED KINGDOM

### RADIO DACORUM

Radio Dacorum is a community based radio station, broadcast 24/7 through the internet, combining music with an opportunity for residents, voluntary organisations, public authorities and private companies to promote their local activities, along with encouraging a sense of pride in the Dacorum area. The Radio involves people with fewer opportunities or anyone who wants to join in production and realisation of radio programmes.

Radio Dacorum is organised by Community Action Dacorum. It is a CAD project, run by Matt Hatton, the station manager, who started it in 2012 as a volunteer and still runs it with the help of approx. 60 volunteers.

It runs for 24 hours a day using an automated music database, which is supplemented with programmes made by volunteers, on different topics such as film/cinema and using different music genres such as rock. Volunteers are encouraged to invite local members of the community for live interviews in the studio. In addition the Radio Dacorum team do live outside broadcasts for local events such as festivals, e.g. the Christmas lights switch-on in Kings Langley, (which is paid for by Dacorum Borough Council).

The presenters use a private Facebook group to communicate, co-ordinate use of the studio or highlight any issues. The initial start up cost was £12,000 in 2011 and ongoing costs include rent, electricity etc, and various broadcast licences (eg Performing Rights Society). The terms of the licences are that 50% of the income should come from fundraising and no more than 50% from advertising. The station provides training for new presenters; has created a training manual and policies that presenters need to adhere to.

The station is based in Grovehill community centre, Hemel Hempstead, in self-contained premises, with a studio and large open office. The Radio is equipped with a studio with two basic computers (as two sound cards are needed) and microphones. In addition there is a vast music database gathered over many years which is stored on Myriad software, and which is used for automated output. The database also contains promotional advertising for different shows and public service (government) advertisements.

### Target audience:

The target group is the Dacorum community. The station provides different programmes for various age groups that cover different topics. Despite being a local radio station, it is able to reach an audience in approximately 64 countries.

### Objectives:

The aim is to promote local activities, along with encouraging a sense of pride in the Dacorum area. The station involves new (young) people who have original and creative ideas to keep the content fresh and the project running. Those involved learn how to run a radio show, to programme a playlist and conduct interviews. By being live on air, they have to undertake public speaking and this helps to increase their confidence. One of the station's objectives is reaching out to people with different kinds of disabilities, such as autism, physical disabilities, learning difficulties and alike.

### What are the challenges?

- To involve local people and encourage them participate. Not everybody is willing to leave their comfort zone.
- To find funding

### What good practices were observed:

Radio Dacorum combines music with an opportunity for residents, voluntary organisations, public authorities and private companies to promote their local activities, along with encouraging a sense of pride in the Dacorum area. The Radio involves people with fewer opportunities or anyone who wants to join in production and realisation of radio programmes: it is inclusive, everybody can propose their ideas and can create a show. It is inclusive also in terms of architectural barriers: the studio can be easily accessed by someone in a wheelchair. The station places great attention on the content they share both in terms of shows and songs: they avoid topics that can create divisions and they promote everything that can contribute to the strengthening of the community.

### How does it work?

- Involvement of volunteers in the radio station without any kind of discrimination
- Bottom up approach
- Learning and discovering by doing through informal learning: every step of the process is about learning
- Involvement of the community and involvement of the station in local events.
- Great attention to the content of the songs and of the shows: the station avoids for example topics like religion and politics since they can create division; they share songs that promote positive values reflecting the vision of a community radio.

### What is the impact?

Local people are more aware of activities taking place in the Dacorum area. By listening to a member of their community, listeners develop a sense of belonging. This can potentially

stimulate them to want to participate in different activities in their area. Occasionally, the presenters will invite overseas visitors to have a chat live on air, therefore introducing different cultures to the listeners.

### Stakeholders and partners:

This is Community Action Dacorum's project, supported by the Municipality, associated with Volunteer Centre Dacorum, and also connected to local companies and charities and other organisations.

The station takes advertising (2 paid ads per hour) from local charities.

### Can the activities be copied or adapted?

The idea can be replicated in most countries, however, it does depend on funding and the specifics of national laws etc. It does require at least one person with high commitment, and the technical expertise/knowledge. This is an ongoing and time-consuming commitment for a volunteer.

To succeed as a project, it is important to have support from the local NGO sector and municipality. While increasingly, podcasts and internet broadcasting make this idea feasible at a modest level, In order to fully replicate Radio Dacorum's success, it is necessary to have permanent premises, a fully working studio and ground level access.

### Related website(s):

<http://www.radiodacorum.org.uk/>



## THE SWAN YOUTH PROJECT

The Swan is a youth centre located in the middle of the town of Berkhamsted. It is open to everyone between the ages of 11 and 18 from the town and surrounding area and provides a wide range of activities, both structured and informal, and a place just to meet friends and relax. The centre is laid out in an informal manner with comfortable seating across two large rooms, a snack bar, computer room, recording studio a DJ booth. Music plays a big part in life at The Swan; they organise gig nights once a month and encourage members to play in bands. The centre has various instruments (guitars, keyboards and drums) that young people are free to use. The snack bar sells drinks and light refreshments but young people learn about the importance of healthy eating by having to pay for junk food while fruit is free. They are encouraged to exercise and participate in sport events like football, yoga, dance and trips to the local skate park. In addition, they organise trips at reduced prices so that everyone can take part.

They also provide support and information to help young people to make better choices about the issues that concern them like drugs, alcohol and relationships: youngsters come here because they feel free to talk about anything without judgement.

The Swan co-operates with Youth Connexions, another youth centre in the area, to offer training opportunities in workshops such as drug awareness, careers, first aid and courses for young youth workers. The youngsters are free to participate if they choose.

In addition to that, the Swan undertakes outreach work in local schools, community groups and at the local skate park: they do not wait for young people to come into the centre, but rather try to meet them elsewhere.

The Swan can be considered as innovative because even though it is mainly informal, it manages to achieve a great deal for young people. The youth workers focus on the importance of self-expression, freedom and constant dialogue and these are the keys to their success.

### Target audience:

Young people between the ages of 11 and 18.

### Objectives:

- Create a safe environment for young people
- Involve the local community, especially with events
- Encourage creative learning through art, music and citizenship
- Provide support and information to help young people to make informed choices (in terms of drugs, alcohol and sex education)
- Offer training opportunities
- Foster social relationships
- Develop communication and emotional skills
- Help young people to keep active

Young people who go The Swan become more self-aware, confident and feel safe to express themselves. They feel free in a way that they don't at home and school. They create new relationships with their peers and develop their skills in socialising. They become more confident in their decision-making due to the support, both informal and structured, they need.

### What are the challenges?

Funding from the municipality has been reduced in recent years, and The Swan increasingly has to look elsewhere for money to run day to day activities. Sponsorship from local companies supports some special projects and The Swan also undertakes its own fundraising within the local community.

### Description of the good practices:

The Swan provides a safe space for young people after school every day and during (some) school holidays.

Youth workers try to be educational encouraging young people to eat fruit (which is free) rather than unhealthy snacks (which have to be paid for).

The atmosphere of the Centre is welcoming and relaxed because the youth workers always try to create an environment where youngsters can express themselves and their creativity. The youth workers create a relationship with the young people where respect is fundamental: they help them with their problems by talking with them without prejudice or judgement and no topic is ever considered to be taboo. At the same time, they support the young people any means possible to with their self-expression, through any means possible such as books, a recording studio with different instruments, carpentry tools, etc. Thanks to this mutual respect, young people use these tools without damaging them and without the need of always feeling controlled.

When there are more serious problems reported by the users of the centre, they work in co-operation with other professionals to offer them more care and support, for example through workshops. The centre has two rats which are kept as pets, in order to give extra support to youngsters who express the need.

The centre encourages a sense of belonging, loyalty and responsibility through its fundraising activities. These include an annual sponsored duck race – using plastic toy ducks – on a short stretch of the local canal.

### How does it work?

- Creative environment
- Creation of an inclusive environment
- Bottom-up approach: they are involved in the decision making and they are free to decide if they want to participate or not.
- Feedback from young people



- Discussion tables
- Attention to diversity through informal methods

### What is the impact?

The number of young people attending is increasing, so the impact is visible. Young people develop self-esteem and confidence.

### Stakeholders and partners:

They have a variety of different partners, such as:

- Youth Connexions, the local centre for youth services
- The police
- The municipality
- Commercial sponsors

### Can the activities be copied or adapted?

The ethos behind The Swan; the idea of providing a safe space for young people and the activities are generally easy to replicate. However, there could be more difficulties in terms of funding for specific items such as paid youth workers, the recording studio and musical instruments.

However, the possibility of creating partnerships, with the Municipality for example, is recommended to support funding.

### Related website(s):

Official Website: [www.swanyouthproject.co.uk](http://www.swanyouthproject.co.uk)

### Facebook page:

<https://www.facebook.com/swanyouth.centre/>

### Instagram page:

<https://www.instagram.com/swanyouthproject/?hl=en>

### Twitter page:

<https://twitter.com/swanyouthpro>



## 5. SPAIN

### SOLIDARIDADE INTERNACIONAL DE GALICIA

Solidaridade Internacional de Galicia is an NGO aiming to educate everyone about the choices we make every day and how they affect other people and the whole planet. Their aim is to raise awareness about global economic, social and environmental problems and how we each individually can make more sustainable choices to save the earth and help each other.

Education is one of methodologies they use – going to schools, running workshops, and organising street activities so they can reach as many people as possible. The learning takes place through games (learning by doing) and presentations. In addition they run two Fair Trade shops in the region selling crafts from around the world, where everything is from certified Fair Trade producers.

### Target audience:

Everyone, but particularly young people and students.

### Objectives:

- Education and awareness-raising about global topics connected to how we consume goods and treat others.
- Make people understand that whatever they consume has an impact somewhere in the world; either through the resources used, on the lives of the people who produce them or on the environment.
- Consolidate Fair Trade as an alternative to consumption in Galicia through providing information to consumers and encouraging active participation in platforms related to its principles as well as a stable and efficient product offering.

- They aim to consolidate the current network of Fair Trade stores as social spaces and increase and improve the distribution of Fair Trade products in and out of stores.

### What are the challenges?

The NGO's Fair Trade stores are not able to employ people, and only volunteers work in them, which can be difficult to manage. There is no opportunity to include local products in the shops to support local crafts, as they work exclusively with an importer to source their goods.

### Description of the good practices

The organisation uses a variety of interactive games and activities designed to make those taking part in the workshops stop and think about the everyday choices they make.

### How does it work?

One example of the workshops was based on the TV game 'Who wants to be a millionaire'. The facilitator asks the group if anyone would like to win a prize. The prizes are: a year's supply of new designer clothes; a year's free electricity; the latest smartphone and new technology, and a new car with free 'fuel' of either palm oil or soya oil.

It quickly becomes apparent that the so-called prizes all have disadvantages attached to them. For example, the clothes are produced by women working for low wages in poor conditions in a factory in Bangladesh. The new technology involves plundering the earth's resources for a rare mineral in the Democratic Republic of the Congo, which is used in the manufacture of phones. The free electricity has an environmental impact. The fuel used for the car has an environmental impact as the land cannot be used for food but is instead turned over to agri-businesses to produce soya fuel, while rain forests are cleared to produce palm oil.

### What is the impact?

The interactive nature of the workshops means that participants are engaged and involved in the discussion. The impact is far greater than if the same information had been imparted by presentation.

By acting at a local level, everyone is encouraged to take action, which cumulatively will eventually have some influence on a political and thus global level.

The Fair Trade store of A Coruña is the beneficiary of the Galician Department of Economy, Employment and Industry grant for the recruitment of unemployed workers by non-profit organisations. The juvenile employment operational programme, co-financed by the Youth Employment Initiative (YEI), is part of the European Social Fund Operational Programme

aimed at helping young people who are not in employment, education or training towards sustainable employment. (TR352C: Fair trade store management and attention).

Through this programme they intend to contribute to achieve the strategic objectives included in the Strategic Plan of the organisation for the period 2016-2020.

### Stakeholders and partners

Four organisations in Spain import fair trade products and the NGO buys from them. There are also partners in the global south countries (Asia, Africa, South America.)

### Can the ideas be copied or replicated?

This is ideal for students. The activities can be scaled up or down and used with a variety of ages, including adult.

### Website:

[www.solidaridadgalicia.org](http://www.solidaridadgalicia.org)



## SOS RACISMO

SOS Racismo Galicia is an NGO operating in La Coruna province, but part of a wider national organisation. It focuses on equal rights for all, and combatting racism in everyday life through education, awareness-raising and campaigning. They also organise Spanish classes and intercultural activities to help immigrants integrate and to acquire citizenship.

### Target audience:

The target audience is the community at large but also those people who might be directly affected by racism.

### Objectives:

- To tackle racism wherever it occurs; to educate everyone about the rights of migrants.
- Provide practical support for migrants

### What are the challenges?

Funding is a big challenge. The NGO is mostly funded by public installments, most of them by the Regional Government through public funds, also it is part-funded by the city of La Coruna, to finance a drop-in information centre and to a lower extent by private donors, private installments and private donations.

Not everyone who suffers from racism or discrimination reports it to the authorities as they believe it to be 'normal' and frequently don't trust the police. The victim is often fearful of the perpetrator of the racism.

Lastly, many migrants are vulnerable and lack the knowledge about what to do to address the situation.

### Description of the good practices:

Part of the NGOs mission is educational. They gave the example of a pregnant Senegalese woman who went to hospital but was refused treatment, which is illegal. She complained at a patient information point but the clerk refused to help. The organisation reported the incident and championed her case.

There are also wider educational activities through schools and colleges.

### How does it work?

One of the workshops observed was designed to show how easily prejudice can take hold through misunderstandings, through a story which is related by 6 characters, each with a different perspective.

There are 6 characters in this exercise:

*Miguel's mother*

*Taxi driver*

*Cleaning lady*

*Caretaker*

*Pub worker*

*and Miguel*

Each character describes Miguel from their point of view, talking about events that take place over a couple of days.

After each character describes what happens, the workshop facilitator asks participants their view of Miguel, until all is revealed at the end.

First, the mother describes him in the morning: "Miguel got up in a hurry and refused the coffee and cake I had made for him. He seemed in his own world and behaved totally selfishly, taking a box of cigarettes and matches. I offered him his jacket and he refused to take it. He seemed nervous. I felt he was behaving like a child; he doesn't know what is good for him!"

The next character to speak is the pub worker:

"Yesterday evening Miguel arrived with a brunette lady; she was cute and wearing a tight fitted dress. He tried to speak to her but she refused. Later a blonde girl arrived. Miguel called over to the pub owner to ask who the lady was. As the owner didn't know, Miguel went over to the blonde lady and spoke to her directly. The owner didn't see what happened but Miguel then went off to another meeting".

Next we hear from the taxi driver saying he tried to talk to Miguel but got no reply. The driver was worried that Miguel was carrying a gun.

"This morning Miguel got into my taxi. I didn't like his expression; he seemed worried and very serious. I tried to talk about football and traffic, but he was rude and just said shut up and that he needed to concentrate. I thought him a bit suspicious and didn't trust him. He seemed to be the sort of person the police might be looking for. I even wondered if he was carrying a gun so I felt nervous until he got out."

The fourth character we hear from is the caretaker/janitor.

"Miguel is a strange person; sometimes he says hello and other times he pretends not to see me. He is a lunatic and similar to a relative of mine who went mad. In the morning I saw him and he was talking to himself loudly. I said 'good morning' but he didn't reply and just looked at me in a confused way. He then said that everything in the world is relative, and that words are not equal for everyone. He pushed me away, and pointed to another lady passing by, who commented that when he paints a painting, that's his real world, at which point Miguel laughed out loud several times.

Next the cleaning lady gives her version of what happened:

“Miguel is a mysterious man. I don’t understand those paintings he does. When he arrived yesterday morning, he glanced at me and I had a feeling that something bad was going to happen to me.

Later on the blonde girl arrived; she asked me where Miguel was and I told her where she can find him.

After a few minutes, I heard her scream and I ran to where I knew they were. I opened the door and saw that he was angry. He was looking at the blonde lady, his face full of anger. The blonde lady was lying on the sofa and on the floor was a knife. At that point I ran away, shouting “murderer!”

Lastly, Miguel tells his side of the story:

“I am an artist and painter and my job is to paint the human body and soul. When I am painting, nothing else matters to me. For many months I have wanted to paint a 20th century Madonna, but I have been unable to find a suitable model who represented the beauty, purity and suffering that I wanted to put in my painting.

“Yesterday evening, a friend of mine phoned me to say she has found the sort of model that I’m looking for and suggested I met her in the pub. I was really anxious to see her and when she arrived, I was astonished because she was exactly what I was looking for.

The pub employee did not know her so I went to introduce myself to her at her table. I asked her to pose for me; she accepted and we agreed to meet at my workshop at 9 the following morning.

I couldn’t sleep well that night and woke up feeling very nervous and excited to start my painting. I couldn’t even drink my coffee as I was so excited. In the taxi I started to think of an idea for the painting, and work out the angles of the figure and how to play with light and texture. I didn’t realise that the taxi driver was speaking to me.

I was talking to myself quietly about the painting as I walked into the building where my workshop is. The caretaker tried to talk to me but I didn’t pay him any attention. The caretaker then said good morning but I replied that its more than just a good morning! He had no idea what that day represented to me: my dreams, fantasies and aspirations. Everything is going to be realised with the execution of that painting.

I tried to explain to him that the truth is relative and that each person sees reality in a different way, so the lunatic you are seeing does not exist.

When I got to the workshop the cleaning lady was there. I started to prepare my canvas and paints when the blonde entered. She had the same dress on as yesterday and said that she had been out at a party all night. I asked her to sit down in the place I had specially prepared for her, and to look up at the ceiling and imagine innocence and suffering. At that moment she put her arms around me and embraced me and said that I was nice. I asked her if she was drunk and she said yes, that the party was great and that it was a pity that I hadn’t been there as she missed me. She embraced me again and I pushed her away. She screamed

and fell back across the sofa. At that exact moment the cleaning lady entered the room and rushed out again immediately, shouting “murderer!”

The blonde got up and left, calling me an idiot. At that moment I sighed and I said to myself “oh my Madonna!”

This exercise challenges perceptions, how we form opinions of others and how we assess a situation, often jumping to conclusions.

### What is the impact?

The NGO’s impact is both at institutional and educational level and at a personal level. Migrants who have been helped by the organisation regularly take part in educational workshops to tell their personal journeys and experiences of racism.

### Stakeholders and partners

- Regional government
- The city
- Private donors

### Can the ideas be copied or replicated?

Yes. A central information point can provide immediate help for migrants faced by racism. Educational activities, flyers and posters can all help create awareness of the rights of migrants and counter racism.

### Related websites

<http://www.sosracismo.org/>



**Find out more about the project from the partners:**

<http://www.vicolocorto.org/en/cultural-diversity-as-a-learning-tool-in-youth-work-1>

<http://www.zavod-voluntariat.si/cultural-diversity-as-a-learning-tool-in-youth-work/>

<http://www.communityactiondacorum.org/cultural-diversity-youth-work/4594052612>

<https://www.integracoruna.com/erasmus-ka2>

<https://www.facebook.com/PozitivaDoma/>

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained.



**Cultural Diversity**  
as a Learning Tool in Youth Work

Co-funded by the  
Erasmus+ Programme  
of the European Union

