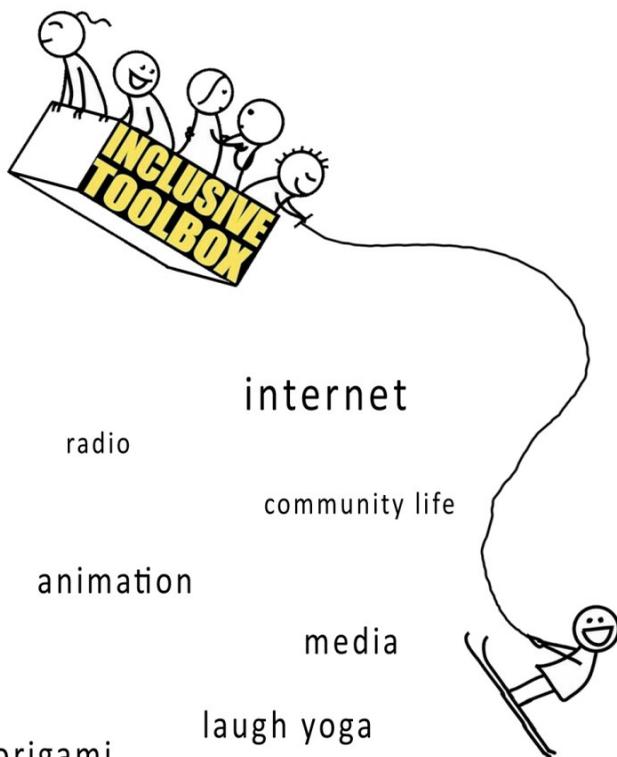


INCLUSIVE TOOLBOX

Cooperation for social change in Europe



internet
radio
community life
animation
media
origami
laugh yoga
child care
instruments
music
shadow theatre
drawing
theatre

financial support



Education and Culture
Lifelong learning programme
GRUNDTVIG

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Introduction

“Participation in meaningful projects, learning by doing, encouraging problems and solving them, not only facilitates the acquisition and retention of knowledge but fosters the right character traits: unselfishness, helpfulness, critical intelligence, individual initiative, etc. Learning is more than assimilating; it is the development of habits which enable the growing person to deal effectively and most intelligently with his environment. And where that environment is in rapid flux, as in modern society, the elasticity which promotes readjustment to what is new is the most necessary of habits.”

Thought taken from **John Dewey** (20 October 1859 – 1 June 1952), philosopher and educator, mostly concentrated on learning by doing education.

This booklet has been realized thanks to the Grundtvig partnership project Inclusive Toolbox – Cooperation for social change in Europe.

The idea of this partnership started from the need of exchanging ideas, thoughts and methods, between organisations in Europe, to increase the social inclusion in local societies, gaining new and diverse information and tools.

This booklet contains information about the project, the partners, non-formal methodologies and useful „recipes“ applicable for anybody working in social field.

Lifelong Learning Program, Grundtvig

Grundtvig: practical learning for adults

The Grundtvig programme focuses on the teaching and the study of the needs of learners taking adult education and 'alternative' education courses, as well as the organisations delivering these services. It aims to help developing the adult education sector, as well as enable more people to undertake learning experiences, notably in other European countries.



Launched in 2000, Grundtvig aims to provide adults with more ways to improve their knowledge and skills, facilitate their personal development, and boost their employment prospects. It also helps to tackle problems associated with Europe's ageing population.

It covers not only teachers, trainers, staff, and organisations working in the sector, but also learners in adult education. These include relevant associations, counselling organisations, information services, policy-making bodies, and others such as NGOs, enterprises, voluntary groups, and research centres.

The programme funds a range of activities, including particularly those supporting adult learning staff to travel abroad for learning experiences, through exchanges and various other professional experiences. Other larger scale initiatives involve, for instance, networking and partnerships between organisations in different countries.

Objectives

The specific aims of the Grundtvig programme are to:

- increase the number of people in adult education to 25.000 by 2013, and improve the quality of their experience, whether at home or abroad;
- improve conditions for mobility so that at least 7 000 people per year by 2013 can benefit from adult education abroad;
- improve the quality and amount of co-operation between adult education organisations;
- develop innovative adult education and management practices and encourage widespread implementation;
- ensure that people on the margins of society have access to adult education, especially older people and those who left education without basic qualifications;
- support innovative ICT-based educational content, services and practices.

Find out more about Lifelong Learning Program and especially about Grundtvig, source for this information: http://ec.europa.eu/education/lifelong-learning-programme/grundtvig_en.htm

Inclusive Toolbox

In 2010, after two previous meetings in 2009, the Grundtvig partnership project “Inclusive Toolbox – Cooperation for social change in Europe” had its start. The coordinator of the project was from Luxembourg, organisation CCPL, the other partners were Associazione Culturale Link from Italy, CIM Horyzonty from Poland, ACTIVAR from Portugal, A.C.T.O.R. from Romania, and Asociacion de Vecinos Los Rosales from Spain.



The common goal of this partnership was “ART for social inclusion”. Through the organisation of three staff meetings, three workshops, two study visits, and one seminar the exchange of knowledge, tools and methods was guaranteed.

During the project 84 mobilities, 12 mobilities more than expected, were done because of the big interest of the learners from each country. On the local level about 1000 people were involved through the organisation of international and local mobilities, promotion events, presentations, performances, exhibitions, and many other activities.

This project has reached such an outcome due to the use of different tools: kits with information about methods of non-formal education for social inclusion; more information could be found on the website, on the Blog and all could see the project video on the Internet.

This project gave the partners the chance to exchange various methodologies, knowledge and tools, to improve their activities on their local level, to improve the skills of the learners and staff involved and to increase in this way social inclusion in Europe.

website www.inclusivetoolbox.eu

Blog www.inclusivetoolbox.wordpress.com

project video www.neravision.com/grundvig/grundvig_all_2012.mp4

Inclusion and non-formal education

Non-formal Education

In our educational work with children, youths, and adults we use non-formal educational methods with its key concept of learning by doing and experiencing. Our project is being realized in the spirit of modern education which means that:

- we focus on the educational process itself,
- we put an emphasis on creativity and self-expression,
- we value individual and group engagement,
- we create conditions for self-development and self-fulfillment,
- we assume that everyone is responsible for his/her own learning process.

Non-formal education is **not an incidental education**, but it is a planned process with a structure, phases of realization, and tools to measure the educational results. Each non-formal project is run according to a plan, in which the target group, aims, assumed results and timeline of activities are defined. All actions within projects are monitored, evaluated, and reported.

Non-formal education is different from formal education which is obligatory and subject to external regulations and directions strictly planned in line with a valid curriculum. Non-formal education is more flexible in structuring a learning process and based on voluntary participation.

The key concepts of non-formal education

- Non-formal education places a strong emphasis on experiential learning (by doing and experiencing) in accordance with saying: Tell me and I forget, show me and I remember, let me take part and I understand.
- Non-formal education is based on a different form of the traditional relationship between a learner and an educator. The relation is not vertical any more (with a teacher as the source of knowledge and a pupil as a receiver). In non-formal education learner and facilitator are in horizontal relation. It comes from the belief that both sides supply each other with knowledge and abilities. A facilitator should moderate and support learning process, but these are learners who are in the center of the learning process.
Non-formal education assumes voluntary participation. Each learner has to participate in workshops from his/her inner need to develop.
- Non-formal education is based on a trust relation amongst learners and educators.
- In non-formal education the educational process is more important than achieving learning goals themselves.

Sources: *Compass. A manual on Human Rights Education with Young people*, published by Council of Europe B. Mida-Briot, T-kit: Social Intergation, published by Council of Europe

Partners

The partners of the Grundtvig partnership project **Inclusive Toolbox – Cooperation for social change in Europe** have been the following:



ACTIVAR – Associação de Cooperação da Lousã

Activar had been created in 2000 by a group of young adults who wanted to create a space for reflecting and acting at local level. Slowly, the association grew and nowadays, 12 persons are working, 9 in part time and the others full time.



The mission is to promote sustainable local development in the region of Lousã, in a transversal perspective, respecting the rights of citizens living in this community and the environment where its action takes place. The objectives are “to support citizens (children, young people and families) promoting their communitarian integration by increasing their capacities.” Activar also pretends “to promote the sustainable development of the community where the association is acting, in cooperation with different local actors and not only, by valorising the existent resources with sport, educational, social, environmental and cultural initiatives.”

Main fields of action

- Leisure time centre for children and young people;
- Training Centre in priority directed for target groups with educational and/or professional disadvantages;
- Organization of social solidarity activities, non-formal education activities and citizenship trainings activities: digital inclusion, international and national volunteering, self-valorisation.
- Participation in networks at local/national and international level
- Participation in local, national and international events;
- Pedestrian, sport and cultural walks at local and national level.

Main activities

- Kinder garden activities: In partnership with the town hall, after the school of the children, our association is organising the leisure time of more less 100 children and is also taking care of the training of the monitors.
- EVS host and sending organisation since 2004.
- Project “Youth Club” and others Youth activities. In parallel, we also organise International workcamps, youth weeks, youth trainings... for all the young people in Lousã.
- Professional Trainings: Our association is also a local training centre and promote specific trainings for unemployed or/and active persons.
- Local community activities: Being a local development association, the members also organize activities together with the population and local actors with the objective to promote active participation and citizenship. For example, with the town hall, the association is responsible for a Time Bank - www.timebanks.org - and will be the promoter of the neighbour day in May. One of our big dreams is to create a Book Store/Café/Resources Centre.

Cultural Association for Theatre and Origami in Romania

The society we all dream of would be based upon a direct, clear and efficient communication. Origami and all kind of theatre forms are special ways of expression everyone A.C.T.O.R.likes. They are able to make this vision come true. Through the actionas A.C.T.O.R. oranizers (courses, performances, exhibitions, workshops, pedagogical and therapy programs), we want to make the beneficiary to discover new possibilities of self-expression. When the people are able to express themselves freely, they become aware of the fact that their attitude to society is important and they should be responsible for it.



Our target groups are

- youth - volunteering projects- local and European
- children - kindergarten and schools pedagogic art programs, but also from hospitals and social centre
- adults – (from Romania and from the whole Europe) courses and training courses about all kind of art tools in animation.

With the support of European Voluntary Service we create since 2009, at the national level the first educational program (named Aici Acolo) about cultural diversity for the Romanian kids.

Moreover we organise every year a Grundtvig workshops with art tools for social changes and ACTOR is member of Drums for Peace and trough this network we are involved in more than 6 youth exchanges every year in many corners of Europe.

CCPL – Confederation of the Portuguese Community in Luxembourg

The Confederation of the Portuguese Community was born on 25th May of 1991, on the first Congress of the Portuguese Association in Luxembourg. The Confederation of the Portuguese Community works directly with 80 Portuguese associations, and its objectives are to stimulate intercultural dialogue between migrants and native population by raising the interest in knowing, understanding and accepting different cultures and by promoting the active participation of migrants in the cultural and social life of the community, contributing in this way to their integration and their social cohesion.



Our regular activities are

- promote and organize cultural activities, such as movie festivals, art expositions and another cultural manifestation;
- organize language courses (in Luxembourgish, French and Portuguese), to help the migrant integration;
- develop several Information Technologies courses for the general population;
- publish a quarterly newsletter for Portuguese Associations, Consultative Commission for Foreign members and also for young people movements and general population;
- Research Portuguese and Luxembourgish community information to enrich our site, a good tool to inform and to form;
- organize social, cultural and sportive activities for the elderly;
- develop one public and multilingual library with a special program “reading workshops” and relating all questions about emigration.

Our target groups for the EVS project are: children, youngsters and elders.

Centrum Inicjatyw Młodzieżowych Horyzonty

In 1994 a group of enthusiastic students from Poznań established the association Kontakt YEU Poland, thereby setting up Polish branch of YEU. Similarly to YEU. Kontakt aimed at promoting values of tolerance, understanding and cooperation between young people of different cultural backgrounds and nationalities. Until 2004 around a hundred Kontakt members had been involved as participants and organizers in the international youth events. The turn of 2004 and 2005 brought big changes. The second generation of Polish “Yeuyers” arrived on the horizon and decided to, first of all, develop local activities and address them to socially disadvantaged youth. The group decided to change the name and create an association called Horyzonty YEU Poland. In February 2008 we changed the name into Centre for Youth Initiatives Horyzonty. In December 2011 we gained a status of a public benefit organisation.



HORYZONTY
Centrum Inicjatyw Młodzieżowych

We wish that CIM Horyzonty become a place where everyone can find opportunities for self-development and inspiration to develop others, we want that everyone could find satisfying activities for themselves. We would like to encourage young people to take responsibility for their development and their local environments. We wish to build an active civil society in which individuals will have influence on local realities.

Our Aims

- Comprehensive activation of young people to take steps in their self- and social development.
- Equalizing educational opportunities and social integration.
- Promotion of volunteering values.
- Education of children, youth and adults through non-formal and intercultural education, using the means of art and sports.
- Providing the volunteers of the association with chances for development, broadening their knowledge and professionalization of their actions.

We achieve our aims mainly through

- youth exchanges
- workcamps
- long-term educational projects
- training courses

Associazione Culturale Link

Link is a cultural organization created in 2003 by experienced youth leaders and young people, located in the South of Italy in a city called Altamura. Link was created with the aim of having a tool to better access the needs of young people living in our local community



and to give a concrete contribution to satisfy their requests in terms of participation, active citizenship, feeling of belonging to a common Europe, tolerance and anti-racism. Being located in a marginalized area of Italy local youth tend to emigrate to northern cities or also in other countries searching for a place which covers their requests, working against this phenomenon Link offers to the local youth cultural activities, chances to meet youth from other European countries , chances to find confrontation and stimulation. We provide help and training to young people –inside and outside the organization- who wants implement new projects, fostering their participation organizing international youth exchanges, intercultural learning activities, promoting information campaigns. All our activities are based non-formal education. Since 2012 Link is head of a informal network based on European level, furthermore also received support from Youth in Action, Action 4.4. for structural support.

Link is active in Youth in Action Program since its creation, working especially on European Volunteer Service, hosting, sending and coordinating, but also in the implementation of Youth Exchanges and Training Courses. Taking advantages also from other European Programs so as Europe for Citizens or Anna Lindh Foundation. In the Livelong Learning Program Link is active furthermore in the realization of Grundtvig Senior, hosting four English and four Spanish adults and sending eight Italians abroad, realizing non-formal and creative activities. Since 2010 Link is promoting volunteering through the realization of a booklet called “Scriptamanent”, developing every year promotional activities on local and international level to involve more and more youth in volunteering work.

Asociación de Vecinos Los Rosales

Los Rosales residents association is located in Villaverde district, belonging to Madrid municipality. This district is one of the most densely inhabited by immigrant population, being also a place where social problems such as school failure and unemployment reiterate. The district is formed by population from diverse ethnic and national communities, that is why it is considered to be a suitable place to accomplish coexistence and integration proposals.



Our association undertakes yearly activities such as workshops of "flamenco drums" making and dancing and percussion courses. Being dancing and music two very useful tools to deepen into people emotional aspects, as well as an ideal tool to facilitate the reconciling among different cultures and to work into values like tolerance. Because of the gained experience in this matter, our roll in the learning society will be focused on giving the rest of our partners tools that allow to work communication through music.

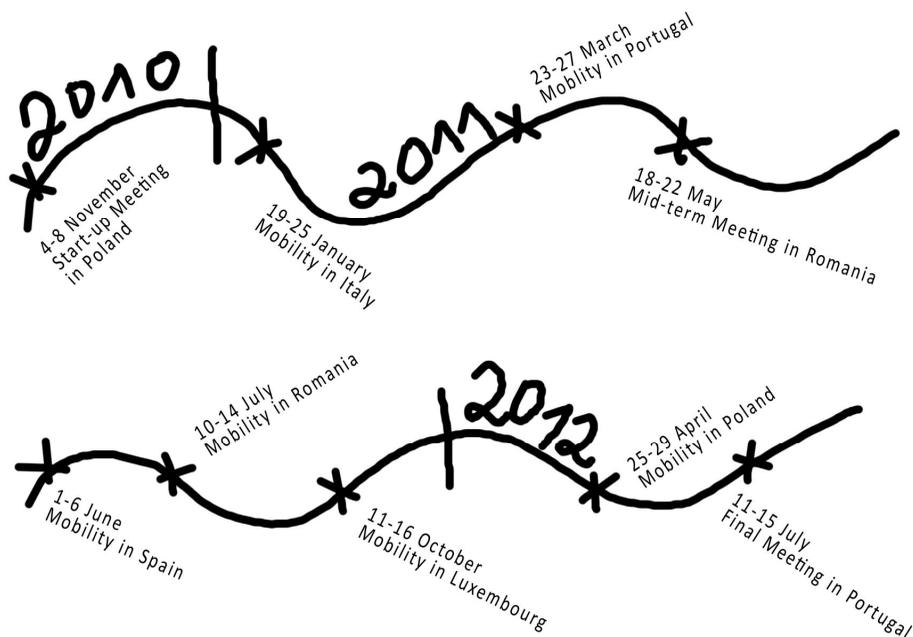
Our expectations for the learning society will be focused on supplement our activities with other similar ways of expression such as theatre or puppets. We expect this exchange of experiences will serve us to enlarge our resources on the securing of the goals proposed as association, enriching ourselves thanks to the reflection of the different formative proposals coming from other associations located in very diverse environments.

Mobilities

Inside the partnership project **Inclusive Toolbox – Cooperation for social change in Europe** happened nine mobilities. Those mobilities were divided in different types of meetings.

The first meeting in Poland served the aim of coordinator meeting and start-up for the whole project. The mobility in Italy was a workshop about media. In Portugal there was organized a study-visit. The mobility in Romania was a workshop about shadow theatre and in Spanish mobility a workshop about music and traditions was carried out. Then happened the mid-term meeting in Romania to evaluate the on-going project. In Luxembourg there was held another study-visit. Poland was a host of the study-visit and workshop about local actions and promotion. At the end all coordinators met again in Portugal realizing the evaluation meeting.

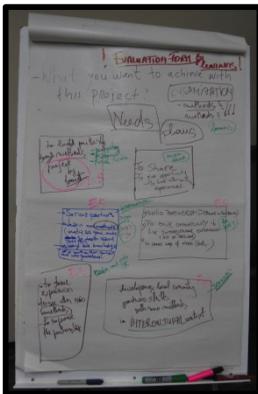
Project calendar



Mobility ...

from 4 to 8 November 2010
hosted by CIM Horyzonty
in Poznan, Poland.

The first meeting of all coordinators happened in Poland and it was fundamental for the realisation of all the partnership building project, we called it the start-up meeting. During this meeting we were 11 persons and we discussed the application we prepared and how, with the missing of one country, we would plan all the mobilities and realise what was planned. The meeting was really intensive and we had a great chance to get to know each other better, since some of the coordinators did not know each other before. During that meeting we decided when and what would happen, we established general rules for learner selection and preparation, evaluation forms, and many other things.



Mobility ...

from 19 to 25 January 2011
hosted by Associazione Culturale Link
in Altamura, Italy.

Since years this organisation uses “media” as a tool for social inclusion, inclusion of the youth and adults with disabilities, youngsters with and without difficulties and adults with learning problems. Media is a tool which is possible to develop on local, national, and international level. Media these days are all around us and different tools are connected with them. Today each NGO cannot live without having a website, showing the activities on the Internet by means of pictures and videos, or without being present in the local newspapers or radio. Link is using those tools since a long time, realizing international trainings for young people, being On-Air every week in local radio, promoting NGOs activities via web through different channels. The idea of this topic for the mobility of the learners was: How to use media for public relations and for inclusion of any target in the activities of the local organisations? The three topics and tools we focused on were video, internet, and radio.

The tool **video** was taught by a professional video maker who first transferred general and theoretical knowledge to the learners. In separated groups they developed and realized little videos. For the learners this was a way to learn video techniques through “learning-by-doing” method and also getting to know the reality of the hosting city, feeling the intercultural part of this mobility. Moreover, the group had the chance to do different study visits to local organisations, the organization “Vivere” who work with disabled youths and adults and “RadioOndAttiva” who work with mentally disadvantaged adults realizing every week web-radio shows. Link collaborates with those organisations since a long time, offering know-how about non-formal education and support for development in European matters.

The participants had the chance to **visit** these **organisations**, gain knowledge and information about their way of working, again use the video camera to “keep” all experience, learning-by-doing and in this way they had the chance to act as teachers through showing the clients of those organisations how to use a video camera. After the local visits the learners were divided in groups to learn more about cutting a video, video-making programs, upload on the web, etc.

The topic of **radio** was touched through the visit to “RadioOndAttiva” and it was a great experience for all learners, they participated in a workshop organised by the social workers who implemented the “RadioOndAttiva;” they taught how a web-radio

works, how to establish yourself once in your country, and how to find financial support.

Additionally every morning the first hour of the working plan was dedicated to the topic **internet**. The learners learned more about the project Blog, how to put information on this Blog, how to open a Blog for their own organisations/activities/initiatives and how to promote their local activities on the web.

Through a daily evaluation about the work done the learners had the chance to reflect about what they did about what they gained during the work of the day.



Mobility...

from 23 to 27 March 2011

hosted by ACTIVAR

in Lousã, Portugal.

“Childhood” - In the area of childhood, Activar is responsible for coordinating the timetable extension of preschool in partnership with the City Council and the Grouping of Lousã schools.

The timetable extension of preschool is intended for children from 3 to 6 years old and is a part of the family support component (FSC). This social response was created to bridge the time difference between the existing school and families; it ensures the monitoring of children in post school schedule and school breaks. The service is provided by the local entities with the City Council establishing the partnerships to ensure the quality of the service. Since it is a public service, the financial contribution of families depends on their income and the remainder is provided by the relevant ministry.

In this context, Activar presented to the learners the educational project for the current academic year and the resources needed for its implementation.

The councillor responsible for social action in the Municipality was also present at the meeting and gave the guidelines how we could develop this work and the responsibilities of each of the entities involved.

Duties of the City Council

- Provide spaces for the Timetable Extension activities;
- Provide all equipments that exist in the spaces of those activities;
- Guarantee a financial support to the managing entities according to the number of children attending the T.E.;
- Guarantee the maintenance of spaces and equipments;
- Provide training courses;
- Schedule meetings for a trimester evaluation.

Duties of the Grouping of Lousã Schools

- Include the non-teaching component in the School Insurance;
- Provide pedagogical supervision and monitoring the activities that occur;
- Participate in periodic meetings with the managing entities of T.E. and City Council.

Duties of the partners

- Take care of children (involving them in lively, cultural and recreational activities).
- Ensure the didactic and playing material and keep the right quality and quantity in the human resources structure.
- On school holidays/breaks, take care of children during lunch time in all the Timetable Extension spaces.

Vocational training is another area of intervention of Activar with special focus on education and training of adults. Since 2004, this organization develops adult education and training courses. These courses are intended to respond to adults with low qualifications and are included, at present, in the New Opportunities program created in 2000 that has as a major goal to increase the skills of the Portuguese.

Adult training is being developed in Portugal for long, but the end of the nineties marks a new step with the launch of the foundations for the creation of the New Opportunities program.

This program also includes a network of New Opportunities centres that allow people the recognition and certification of their skills and afterwards obtain a qualification in levels of the 2nd and 3rd cycle of basic education and most recently high school. Thus adults can see their experience recognized and reconverted according to the reference items for each grade level.

In this mobility attended the coordinator of the New Opportunities centre of Lousã that presented the work done in Lousã and the importance that it had for community development.

Within the adult education, the teacher Lucília Salgado was invited and presented a study that showed the impact of that measure in monitoring and motivating her students and, importantly, also, the proximity of the new technologies this project achieved.

In addition to the areas of intervention, during mobility learners had the opportunity of contact with another institution working in the area of disabilities, called ARCIL. Activar believed that mobility was very positive for the involvement of various entities of the local community and all employees of the association.



Mobility...

from 18 to 22 of May 2011
hosted by A.C.T.O.R.
in Codlea, Romania.

This meeting was called the **Mid-term Meeting** and the participants were the coordinators from each partner country. The main idea was to have a space and time to be focused on how our partnership touched the general objectives planned at the beginning. This mobility was the opportunity to evaluate the project progress, also to reflect about the management and implementation aspects in the first part of this partnership. On the working agenda of this meeting was also the preparation of the second year of the project and also finding the solution for the technical aspects about project's results: web site, blog, brochures and movie.

A.C.T.O.R. used this meeting as an opportunity to present to the partners details about the following mobility in Romania – especially about the main target group for the shadow theatre - which was the art tool proposed by the Romanian part to be used for social inclusion.



Mobility...

**from 2 to 6 June 2011
hosted by Asociación de Vecinos los Rosales
in Madrid, Spain.**

Our association made a traditional musical instruments building and traditional dances workshop. We learnt how to build a flamenco drum and a square drum, and also we learnt how to dance several Ancient Spanish rhythms. Finally we performed in a traditional party, in a little village of Madrid. The workshop took place in Villaverde, the district in which is situated our organization, from 2 to 6 of June, 2011. The main tools we used were little percussion and traditional Spanish dances. Music and dance are very powerful instruments to work in places where live together immigrants and local community, and Villaverde is a district from the outskirts of Madrid which fits perfectly with this.



Mobility...

from 10 to 14 July 2011

hosted by A.C.T.O.R.

in Codlea, Romania.

Shadow theater is a form of animation theater that was always considered in ACTOR an extremely useful tool for education and social change. We used it in courses for teachers, psychologists, speech therapists dealing with children with disabilities or social disadvantages, in that way we were able to introduce theater to thousands of children in rural areas who had never been to a show. We used it also during artistic or social events. Theater of shadows is always present in the majority of local and international projects of our organization. Because of the highly visual, nonverbal dimension, but also because it asks for cheap resources, shadow theater can convey important messages with powerful germ in transforming mentalities.

Shadow theater was chosen for that partnership as the most interesting of those that our organization uses frequently, considering the most appropriate in the context of cultural diversity of this project.

What happened during the mobility?

The content provided in this mobility training was extremely dense, participants had to work very intense under the leadership of two trainers. Eugenia Barbu, puppeteer in Tandarica animation Theatre - had as objectives:

- introduction to the art of shadow theater (with some elements of the ST European history),
- presentation techniques obtained and used aesthetic of light and shadow,
- presentation materials spectrum can be obtained in this kind of theater effects.

And Stefan Tatu, brew fitter at Theatre an Movies University has focused on the following objectives:

- conceiving and the symbolic meaning of an image,
- slide show achievement and sensing messages obtained in this process,
- relationship between image and sound to build the emotional and logical impact on the audience.

The ultimate goal of this course was that national teams to **build shadow theater performances** inspired by the culture of the participants. Thus was accomplished: a beautiful legend of Polish kings knights and dragons, an underwater story with funny characters (Spain) and a Portuguese story started from a little poem for children (who had as actress the Luxemburguesh participants, which has Portuguese background) and a spectacular play inspired by the writings of the great Italian educator Gianni Rodari.

The four performances were presented as follows:

- Plays of the Portuguese and Italian teams in Bradet social center for children (outside of Codlea)
- The plays from Spain and Poland for the children in the poorest area of the Codlea city. The development of the shows, the evaluation of the impact over the beneficiaries was analyzed in a broad evaluation session, in which strong emotions had to be managed, as well as speaking about the extreme speed of learning of the method. The interaction between the beneficiaries has been discussed as well. Of course the participants had the chance to test the Romanian food.



Mobility...

from 10 to 15 October 2011

hosted by CCPL
in Luxembourg.

During this study-visit CCPL mainly introduced two projects, in both the intercultural and intergenerational perspectives were used, the **Cuisine do monde**, a project where through the preparation of a dinner two countries their gastronomy represented and **Soirée Littéraire**, where different people from different situations come together in an artistic night. In this project, participants usually read a poem or text, from them or from a poet/writer, but they could also present other forms of art. We had already participants who sang, danced, played music and brought artwork. This Literature Night is a great setting to promote interculturality and intergenerational contact, in the aspect that people from several backgrounds, countries and ages participate in these events. Both projects are a suitable environment to promote interculturality, through an informal setting, so the learners had a great fun and a great opportunity to learn more about other countries. Moreover, they participated in a Laughing Yoga session, in a senior's Centre, also to show that aspect about Luxembourgish culture.



Mobility...

from 25 to 29 May 2012
hosted by CIM Horyzonty
in Poznan, Poland.

Mobility in Poland focused on experiencing intercultural learning during Polish local fete in Łazarz district. **Łazarz** is one of the oldest districts in Poznań, full of socio-economical diversity. One can meet there beauty and ugly, poor and rich, young and old. Many social problems exist among people living there: poverty, addiction problems, unemployment. Łazarz fete takes place every year since 1989 and its main aims are to remember strength local identity and keep the memory of the first democratic elections in Poland.

First day was focused on getting to know each other, introduction to the programme, sharing expectations, experiences and our different local realities. The group was analysing communities they live in and what kind of **diversity** they are surrounded by. In the afternoon they visited the fete in the Lazars Park to get an overview who is taking part in this event and who are the visitors and spectators. It was implemented as **interactive game**. Learners in four small teams were supposed to gather information and make some tasks, for example: Talk to 3 local people from Łazarz and ask them: What are the biggest needs of Łazarz district? Who is main organizer of Lazars Days? Get the signature of Janusz Heller. Make a photo of all the group with some local people. This tasks were the provocation to put the learners into direct contact with Polish people. Participants admit it was a good way to break some barrier before next day action.

The second day was an ACTION day. From that moment learners took the role of intercultural animators. In the morning the group took part in the Lazars race. However our learners didn't run in any of the race they still actively contributed to this part. They run parallel **outdoor games** for kids. It was a lot of fun to interact with Polish kids. Language barrier broke down easily. The kids enjoyed our activities so much they followed our group for the second part of the afternoon in the Wilson Park.

In the park our participants prepared **national stands**. Every table had different posters and souvenirs brought from home. People passing by where approaching our crew to get the question, and answer. For every correct answer one could get

postcard, traditional snack, little jar of honey, book mark, bag. The quiz was of course just a teaser for small chat. Some people were asking questions our guests.

On the last day participants met local activists from Łazarz to get an overview what makes Łazarz so special, why Lazars Days are organized. The final dot was the evaluation. One could reflect how to use Lazars Days as inspiration for own local activities. The group gave feedback to the organizers about content of the seminar and logistics of the project. Thank you for 3 intensive DAYS!!!

WHY?

CIM Horyzonty is an NGO aiming to equalize educational opportunities and build dialogue among young people coming from different cultural, social, economical backgrounds. Since 2005 Horyzonty members organize different activities and events involving foreign volunteers: international workcamps in children home, youth exchanges involving youth coming from poor families and host since volunteers through European Voluntary Service Youth in Action Program.

All our experience proved that **Intercultural learning** can be truly inspiring and provoking in process of personal and community development. Participants of our activities were **overcoming their shyness** in contact with other people, overcome language barrier and started to talk English, somewhere discovering their passions, exchanging with other volunteers their skills. During Intercultural Learning process person confronted with “otherness” can understand not only different cultures but rediscover own culture and **explore own identity**. Intercultural learning creates opportunities to gain knowledge about culture, history, traditions, habits of others, to improve communicational skills (verbal and nonverbal) and expression in foreign languages, to develop cultural awareness and expression. On the level of attitudes one can develop culture sensitivity, curiosity, break own stereotypes or prejudices.

For all those mentioned above reasons CIM Horyzonty proposed for the Grundtvig mobility an action bringing intercultural learning opportunity both for Lazars people as well for the learners during Łazarz district fete.

Specific objectives set for mobility

- present and discuss different ways of using NFE and ICL in local community using example of CIM Horyzonty and learners’ organizations;
- share experience between participants regarding cultural diversity in their local communities;
- raise awareness about the role of individuals in local community live;

- promote active participation using Intercultural learning as a way for personal and community development;
- experience the social animation during Lazars day as a way to activate local community;

Materials about the mobility

http://www.cim-horyzonty.org/proj/miedzynarodowe/grundvig_part/grundtv_past_mob_relations/poznan-25-05-29-05/

<http://neravision.com/grundvig/>



Mobility...

from 11 to 15 July 2012
hosted by ACTIVAR
in Lousã, Portugal.

After nearly two years of collaboration, meetings, mobilities, local and national activities the **Evaluation Meeting** was a great opportunity to see friends again, talk about different happenings, evaluate problems and talk about the future opportunities. From every country two persons were present which were following the whole project and planning to collaborate in future with the new partners.

During that meeting we had the chance to evaluate every single mobility, positive and negative aspects; exchange information about local activities and the learning growth of every learner and how the new gained knowledge after the mobilities have been put in action. The partners had the chance to open discussions about future projects, already existing collaborations in other projects, EVS and Training courses. In this meeting we worked all together on the booklet and the website, so to be finished punctually.

Additionally, all coordinators could visit the local structure of the hosting organisation constructing new partnerships in Portugal.



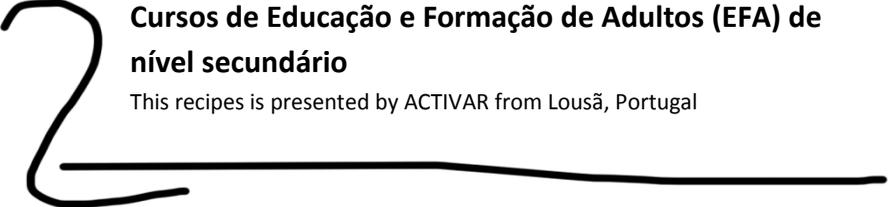
In the following section of the booklet Inclusive Toolbox – Cooperation for social change in Europe you can find a lot of useful

Recipes

which you can use for your daily life, for your cultural organisation, for your lessons in school, for your fun and free time with friends, for every situation in life.

You can find the following recipes:

- Cursos de Educação e Formação de Adultos (EFA) de nível secundário
- Extension of time of preschool
- Thematic Children Week
- Shadow Theatre
- Cuisine du Monde (World Kitchen)
- Soirée Littéraire Millefeuilles (Literature Night)
- Intercultural Learning for Local community – building bridges and bringing people together
- Video as a tool for social inclusion
- Radio – Why Not?
- Workshop to use kitchen utensils as musical instruments
- Flamenco drum building workshop
- Traditional Spanish dances workshop



Cursos de Educação e Formação de Adultos (EFA) de nível secundário

This recipe is presented by ACTIVAR from Lousã, Portugal

BACKGROUND OF THIS RECIPE

Activar develops that type of project as a way to accomplish the mission for which it was created. Developing skills is a way to promote local development. The Portuguese population still has a high percentage of people without secondary education who for various reasons have had to abandon schooling. Thus, the courses of adult education and training have as main objective to promote the qualification of adults, correcting this deficiency that is often also an injustice because many people were forced to leave school.

MATERIAL YOU NEED

The materials needed are one living room with the features provided by the law, teaching equipment, suitable furniture and other materials and equipment deemed necessary for professional training.

RESOURCES YOU NEED

- a coordinator with appropriate academic training
- a mediator (mediate trainers among themselves, trainer and the training entity)
- a trainers with the appropriate training and experience

PREPARATION TIME

3 months

IMPLEMENTATION TIME

18 months

TARGET GROUP

Adults more than 23 years old.

DESCRIPTION OF THIS RECIPE

The courses of education and training of adults are divided into basic training and technological training. The first is common to any secondary education level and helps to gain the education of secondary level and the second depends on the training area. There are numerous technological paths. We give as an example the two that have already been developed by Activar: information and tourist entertainment and events organization.

The plan of the course has about 2070 hours and is divided into 550 hours of basic training and 1520 hours of technological training, from which 210 are held in an employer that provides practical training in the workplace.

IMPACT YOU CAN ACHIEVE

Obtain a qualification at secondary and vocational qualification level IV.

Personal accomplishment given that the adult feels valued and feels he/she is acquiring new skills and has experiences that allow him/her to live differently, with a new perspective on the world that surrounds him/her. The contact with new technologies also has a great impact on the lives of these people and becomes a tool of their day-to-day.

SUPPORT MATERIAL

www.activar.org

Extension of time of preschool

This recipe is presented by ACTIVAR from Lousã, Portugal



BACKGROUND OF THIS RECIPE

The extension of time is part of the family support component and is a response to the need to accommodate the schedule of school activities with the schedules of families. It is a project that involves three partner organizations: The Municipality of Lousã; the grouping of Lousã schools and a local entity of which one is Activar.

MATERIAL YOU NEED

The materials required depend greatly on the type of activities to develop but generally are required rooms with the characteristics specified in the legislation, teaching equipment, suitable furniture and other materials deemed appropriate for carrying out the activities with children.

RESOURCES YOU NEED

- a coordinator with appropriate academic training
- socio cultural animators or with experience in the area
- others may be hired to develop specific activities

PREPARATION TIME

3 months

IMPLEMENTATION TIME

1 school year

TARGET GROUP

Children from 3 to 6 years old.

DESCRIPTION OF THIS RECIPE

The extension of time of preschool was the methodology found by authorities with responsibilities in the area to tackle the problem of lag time between the gardens for children and families. Activities run from 1st September to 31st July without interruption. In school time they are run from 3 pm to 6.30 pm and during periods of school breaks they take place between 9 am and 6.30 pm. During these periods, lively educational activities are streamlined in accordance with the educational project previously approved by supervisors. In order to execute the educational project, lesson plans are prepared monthly by the team of animators and by the coordinator. The regular activities are developed by the animators; however, there are other activities such as English, capoeira, music and theatre that are streamlined by people hired for that purpose.

IMPACT YOU CAN ACHIEVE

meet the needs of families; psychological and educational development of children;

SUPPORT MATERIAL

www.activar.org

Notes

Activar works in this area since 2001 and the evolution of the quality of service has been very significant.

Thematic Children Week

This recipe is presented by ACTIVAR from Lousã, Portugal

BACKGROUND OF THIS RECIPE

The theme weeks are used to address issues of concern and/or that affect in any way the association or the local community. During a week it is made a call of attention to the reality highlighted in order to involve key stakeholders/actors directly involved. Partnership working is one of the added values of this methodology that allows the involvement of the people responsible on the reflection and the looking for possible solutions.

MATERIAL YOU NEED

The materials required depend greatly on the type of activities to develop but thinking of the activities listed here we list the possible materials: accessories for the shadow theatre, multimedia equipment, computer, music, training room and auditorium, sound equipment, expendable material.

RESOURCES YOU NEED

Trainers, animators, experts in the area under discussion, other technicians and volunteers. It is very important that there is also a coordinator who can plan and direct the activities for the stated objective. It is also important to have a strong commitment and motivation of the organization throughout the planning process and implementation of the theme week.

PREPARATION TIME

3 months

IMPLEMENTATION TIME

1 week

TARGET GROUP

Children from 3 to 10 years old; teachers and educators; animators and families.

DESCRIPTION OF THIS RECIPE

The thematic weeks allow examining a subject from different perspectives and involving different stakeholders valuing also the work of local partners. It is impossible and inadvisable to develop this activity without the involvement of local partners. The program is quite diverse covering various activities such as workshops, conferences, shadow theatre, exhibitions, music and training, among others, in order to respond to the various stakeholders involved.

IMPACT YOU CAN ACHIEVE

- Awareness and responsibility of the community to the theme discussed
- Increase partnership working
- Offer quality activities for the educational community
- Involvement of families

The 1st edition of the shadow theatre was an important resource and that resulted from the involvement of Activar in the project Inclusive Toolbox.



Shadow Theatre

This recipe is presented by ACTOR from Bucharest, Romania

BACKGROUND OF THIS RECIPE

Shadow theater is a form of animation theater, that it was always considered in A.C.T.O.R. an extremely useful tool for education and social change. We use it in courses for teachers, psychologists, speech therapists dealing with children with disabilities or social disadvantages, in that way we were able to introduce theater to thousands of children in rural areas who had never been to a show. We use it also during artistic or social events. Theater of shadows is always present in the majority of local and international projects of our organization. Because of the highly visual, nonverbal dimension, but also because it asks for cheap resources, shadow theater can convey important messages with powerful germ in transforming mentalities. Projected shadow theater is a dynamic theater form that blends ancient forms with new ideas and technology.

MATERIAL YOU NEED

- Light Source

A single point light source is the key to projected shadow theatre. Any type of clear bulb can work: the smaller the filament, the sharper the shadows. Reflective shields and frosted light bulbs cast fuzzy shadows. The cheapest and easiest lights to use are nightlights with the protective and reflective shields removed. Simple and small projections can be easily operated by children starting as young as first grade with these type of lights.

The bare light cast from slide or overhead projectors also works well at a certain distance for projected shadows. Slide and overhead projectors have a stronger light than nightlights and thus creating a larger playing space. The great advantage of these types of lights to create shadows is that they enable you to experiment with slides and transparencies.

- Puppets

Most traditional shadow puppets from Asia, Greece or Turkey use water buffalo, cow or donkey hide for materials, but that is often hard to find in a big city. If you can find any of the materials listed below at recycling centres, discount shops or at no cost, go for it!

You will need moreover:

- Cardboard for characters, sets, masks, etc. Recommended types: "poster board" or railroad board (6-8 grade is best, anything more is too hard to cut, anything less is too flimsy sold at office supply stores.)
- manila board (old file folders are the cheapest.)
- heavy monofilament (fishing line) for moving joints. Brass fasteners are also often used for joints, but they tend to stick when moved and the two -end prongs are visible on small connections like arms and hands. The thickest and highest grade of fishing line works best in terms of durability.
- dowels, sticks or wire to support puppets and for hand/arm manipulation.
- colours gels or acetate for puppet detail. Coloured report covers are the cheapest and most accessible resource for adding colour to your puppets. Clear covers can be painted with colour ink (rather than paint, which does not show up well in shadow), for more elaborate texture.
- Scissors, exto-blades, mat knives for cutting shapes and details.

RESOURCES YOU NEED

It depends on the theme, on the dimension of the performance (can be everywhere, realised by anyone, but also in big halls with professional artists) and target group dimension and needs (can be with the support of different kind of teachers, psychologists, social assistants, etc)

PREPARATION TIME

It can be an improvisation, but also a very elaborate performance asking a long and serious rehearsal process.

IMPLEMENTATION TIME

Starting from few hours until many weeks; everything can be possible.

TARGET GROUP

Children

- if they are in the audience- they can discover fairy tales, legends, but also they can receive important educative messages
- if they are creators of the shadows performance- they learn complex visual ways to express their ideas, emotions and needs

Youth and Adults

- They can have a nice quality leisure time
- They can communicate important messages especially in intercultural and intergenerational contexts

People with fewer opportunities

- For them shadow theatre can be a attractive channel to express their problems to the community.

DESCRIPTION OF THIS RECIPE

Projected shadow theater is a dynamic theater form that blends ancient forms with new ideas and technology. Shadow puppetry is considered the oldest form of puppetry in the world. It began 1,000's of years ago in China and India. In China the shadow plays are often folk-tales and legends of the past, many based on Chinese opera themes. In Indonesia shadow plays are an integral part of traditional culture. The plays are taken from two religious epics where there is often a struggle between good and evil. Turkey and Greece also have a history of shadow puppetry, where plays are based on everyday life and contain much physical comedy. In Western Europe shadow puppetry enjoyed popularity during the 1800's when the art of cutting silhouettes out of paper was fashionable. In 1926 German shadow puppeteer Lotte Reiniger made the first full length animated film *The Adventures of Prince Achmet*. She hand-cut beautiful opaque silhouette figures that were moved on an animation table.

Traditional shadow puppets are flat and made of leather. Areas within the puppet are punched out with sharp knives. These areas suggest facial features and help define clothing. The puppets are made from separate pieces and joined together with wire or string. They are controlled by long rods and moved behind a white translucent screen made from paper or cloth. A lamp on the puppeteer's side of the stage provides the light: the audience on the other side sees the moving shadows. Cut-out areas within the figures allow light to shine through.

Contemporary shadow puppets may be made combining a variety of materials including paper, plastic, wood, colored theatrical lighting filters, cloth, feathers, dried plants or found objects ranging from silk scarves to kitchen utensils. Shadow puppets have been made with three-dimensional wire heads and cloth bodies.

Contemporary shadow puppeteers might employ a host of specialized lighting effects, including various theatrical lighting instruments, overhead projectors, reflected light, projected films, head lamps and hand-held lights.

IMPACT YOU CAN ACHIEVE

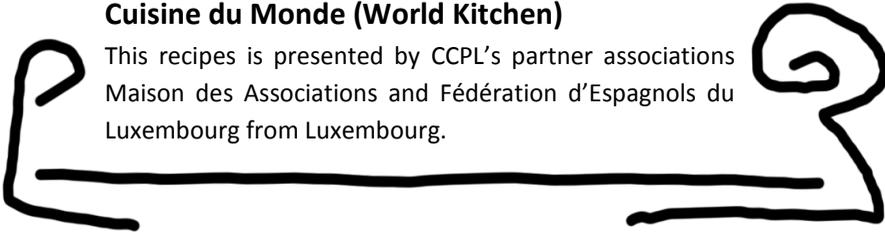
The mixture between shadow and light focus the interest of the human eyes. Shadow Theatre is very close to cinematography art, but has the evanescent dimension of any kind of theatre form.

Even though it is so old theatre form in our very visual actual world this art start to be very modern offering the chance to a large target group to express in a very simple way the ideas, emotions, problems and solutions, expectations and fears.

With shadow theatre techniques the messages impacts it is strong and creative and can offer the right tool for any kind of social inclusion process.

Cuisine du Monde (World Kitchen)

This recipes is presented by CCPL's partner associations Maison des Associations and Fédération d'Espagnols du Luxembourg from Luxembourg.



BACKGROUND OF THIS RECIPE

The Cuisine du Monde is one of the activities done on the project named Festivasion. It's organized by the association FAEL (Fédération des Associations d'Espagnols du Luxembourg) in collaboration with Maison des Associations, having also the participation with other different associations and people from different origins.

MATERIAL YOU NEED

A room where can fit a lot of people, a kitchen, and people willing to help cooking and eating.

RESOURCES YOU NEED

People who are willing to cook and teach others how to cook the food from their own country, good humour and great appetite

PREPARATION TIME

1 month

IMPLEMENTATION TIME

2 hours

TARGET GROUP

In our organisation we try to attend to all target groups, for it's an intergenerational and intercultural activity.

DESCRIPTION OF THIS RECIPE

This activity aims to promote relations with people from different cultures and ages. Cuisine du Monde consists in cooking together typical gastronomy from different countries, and then eating them together in an informal and social environment. It is open to everyone, but inscriptions are needed beforehand, to know how many people will come, to cook accordingly.

IMPACT YOU CAN ACHIEVE

This activity is a great opportunity to show one's culture in a intercultural and intergenerational environment.

SUPPORT MATERIAL

<http://www.mda.lu/cuisinedumonde.html>

<http://www.youtube.com/watch?v=F5Ksn7NUTww>

2 Soirée Littéraire Millefeuilles (Literature Night)

This recipe is presented by CCPL from Luxembourg

BACKGROUND OF THIS RECIPE

Soirée Littéraire Millefeuilles is a project of developing intercultural literature nights, created by Maison des Associations (MA), Institut Culturel Luxembourgeois-Péruvien (ICLP), Confédération de la Communauté Portugaise au Luxembourg (CCPL) and African Women Movement asbl (AWM).

The objective is to create intercultural sharing and cultural openness and enrichment through literature, in all ways of expression. Millefeuilles aims to promote diverse cultures and the inclusion of Third Countries' citizens.

The European Fund for the Integration of Third Countries' Citizens (FEI) and the Luxembourgish Office for Welcoming and Integration (OLAI) has financed after July 2011 four annual of these literature nights.

MATERIAL YOU NEED

You will need a laptop and a projector, to show the translations during the event; a person to present the event, people to cook the food for the break.

RESOURCES YOU NEED

Professionals in the Literature area, resources from the city the event occurs, mainly because of the use of a space (room, theatre hall, conference room, etc.)

PREPARATION TIME

One month

IMPLEMENTATION TIME

2 hours

TARGET GROUP

The idea is to attend to all target groups to enrich intergenerational and intercultural dimension of the event.

DESCRIPTION OF THIS RECIPE

Each month is organized one of these nights, and in each one, associations, amateurs and professionals of Third Countries and local society are invited to express themselves through a proposed theme chosen for the night. They are welcome to read, but also to sing, play music, dance and even to do theatre. Each person can use their own language or one of their choices, to present the night with a grand linguistic variety. To this day the participants came in a diversity of idioms: Luxembourgish, creole from Senegal and Cape Verde, Bulgarian, Persian, Quechua, Albanese, Romanian, French, English, Portuguese, German, Spanish, Catalan, etc.

To avoid that the languages turn in a barrier for communication, contrary to a source of expression in their cultural origin, the participations in these Literature Nights are always accompanied by a French translation.

Also, during the break, there's always the possibility to try traditional food from diverse countries.

IMPACT YOU CAN ACHIEVE

This event is a great opportunity, not only for artistic expression, but also for integrating immigrant communities with local communities, in an informal environment.

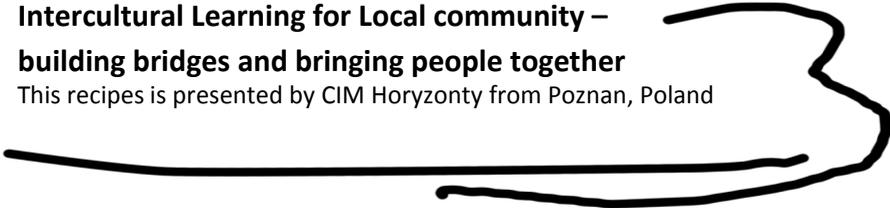
SUPPORT MATERIAL

<http://www.facebook.com/soireeslitteraires.millefeuilles>

<http://www.mda.lu/millefeuillesfei.html>

Intercultural Learning for Local community – building bridges and bringing people together

This recipe is presented by CIM Horyzonty from Poznan, Poland



BACKGROUND OF THIS RECIPE

CIM Horyzonty is an NGO working with young people to equalise educational opportunities as well to contribute to build intercultural dialogue among young people coming from different backgrounds (cultural, economical, social). As part of international youth network Youth for Exchange and Understanding Horyzonty members discovered the potential of international meetings with people all coming from other countries. Meeting with people from different countries broaden the Horizons. One can get knowledge about history, political context, understand traditions, habits. Meeting with otherness let one open her/himself, understand own culture, discover own identity, understand processes in cultural communication. Having such experience Horyzonty decided to include Intercultural dimension into local activities.

MATERIAL YOU NEED

Depends on ideas for the activity (paper, projector, computer, person, garden, food, souvenirs etc.)

RESOURCES YOU NEED

The key for this methodology are people:

- Coordinator of the activity
- Representatives from other cultures ready to share it with local community.

As accredited EVS coordinating organization CIM Horyzonty let youngsters from Europe come to CIM Horyzonty to animate local community of Łazarza. European Volunteers come to schools, culture centre to run activities about their culture, country using interactive methods.

Besides we ask to take initiative Erasmus students willing to get in touch with local community to:

- Support cultural or educational institutions - maybe needed to find nice setting for the meeting (school, culture centre, coffee)

- Act as translators – it might be essential to ensure people who would be able to translate and enable local people to talk to guest from other culture

PREPARATION TIME

Depends on the scale of the event.

If it is international camp, exchange preparation time would last one year.

If it is short term activity (lesson, workshop) it would take 6 weeks:

- 2 weeks to find partners, and foreigners willing to participate in the activities
- 2 weeks to prepare with foreigners the activity
- 2 weeks to promote the idea and find audience

IMPLEMENTATION TIME

depends on the dimension of action - 3 hours activity, workshop of half a day, all day or even one week camp, exchange

TARGET GROUP

can be any group, cause it is important for everybody to develop cultural sensitivity and empathy, cultural expression, communication skills in foreign language.

Horyzonty dedicates its activities to children and teenagers 7 - 18 years old (students, youth from orphanage, local community).

DESCRIPTION OF THIS RECIPE

CIM Horyzonty with volunteers organizes e.g.:

- International cuisine events – people cook together to learn how to prepare Spanish tortilla or Italian lasagne etc. After preparing a dish everybody sits together to eat the prepared meal. Eating together is a reason to discuss various matters and get to know each other.
- Meetings at schools during the lesson – foreigners go to class, make some icebreakers in English, and then present from where she/he is with photos, short movies. Students can ask some questions.
- Animations with foreign volunteers during local community Fete:

OUTDOOR GAMES: volunteers prepare traditional outdoor game for children and implement it during the fete.

QUIZE: volunteers prepare a stand with simple quiz about the country of origin, symbols, geography, language. It's a teaser to drag the people's attention. People pass by and approach hosts of the stand. They ask question, get the prize coming from the country.

IMPACT YOU CAN ACHIEVE

After 5 years of organizing international volunteering during youth exchanges or workcamps in Childrenhome, and participating in Lazars Days local district Fete or involving foreigners in school or cultural institution we see that people we reach are very happy to meet different people from other cultures.

Bringing people from different cultures together let develop different competence:

- Culture expression,
- Communication in foreign language,
 - children from orphanage broke language barrier and started to speak English
 - youngsters with language problems got motivated to start to learn languages
 - people who not speak languages developed their non verbal expression skills.

It helps to develop attitudes like culture sensitivity, empathy, curiosity, respect.

It lets broaden horizons, people get knowledge about other countries history, culture, start understanding habits, traditions. It lets break some stereotypes, prejudices.

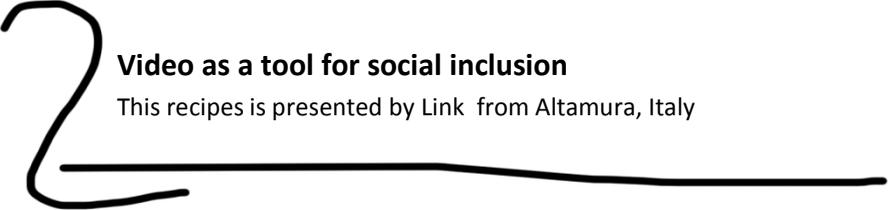
People who have never had opportunity to travel can meet in person somebody from other culture. It lets break own fears towards otherness, because a human being has a natural tendency to be afraid of unknown, of being misunderstood.

Promoting idea and values of Volunteering - For the foreigners it is possibility to get involve in local reality, to become part of the community, feel needed, to contribute to the local community life enriching it with their perspective.

On Personal level all actors involved in this process are giving and receiving, it brings self awareness about own identity, culture and values. It helps to notice that different doesn't mean bad.

SUPPORT MATERIAL

Intercultural training kit: http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/4/Tkit_4_EN



Video as a tool for social inclusion

This recipe is presented by Link from Altamura, Italy

BACKGROUND OF THIS RECIPE

Video is a tool used to express your own feelings and mood, a way of demonstrating interests, knowledge, questions, and doubts. Video permits youngsters, adults or elderly people to express their own way of thinking without discrimination, without marginalizing anybody because of its simple use. For years Link organized trainings on local and international level to promote video as a tool of social inclusion; during various meetings with professionals or amateurs the tool has been spread around in various directions activating a process of active citizenship through video amongst youth and adults.

MATERIAL YOU NEED

a video camera, basic knowledge about video making, a computer, a program to cut the video, an idea and people for the realisation;

RESOURCES YOU NEED

depends on the kind of video; people who support the cameraman, permissions to enter/use a specific public space, actors;

PREPARATION TIME

about one month

IMPLEMENTATION TIME

from 2 hours to 2 months

TARGET GROUP

anyone; children may need some help;

DESCRIPTION OF THIS RECIPE

Video can be used by anyone, the basic material you need is a video camera, also with low quality, a computer with a video making program, basic knowledge about how to make the video and how to cut the scene.

1. The idea – the idea needs to be developed well, all details need to be decided in advance (where should the scenes happen, actors, clothing's and details, dialogue and behaviour);
2. Storyboard – the storyboard is a line-up of every single scene which needs to be “drawn” before starting the video making process;
3. Making of the video following the story board, taking care of the storing of produced material, taking care of a good sound quality (in calm places or with extra microphones), taking attention of the light (no shadows on faces, etc.)
4. Importing all material on the PC;
5. Putting things in order, deleting all scene which are not important or not well done;
6. Cutting the video as you previewed it should be;
7. Choice of the music – if necessary to make the movie more interesting;
8. Export the video, take care to choose the right format;
9. Promote your production!

Today on the Internet you can find many sites where it is possible to upload video, starting from youtube until vimeo, and promoting your production. If you think your video has also potential try to inscribe it to a festival, why not?

IMPACT YOU CAN ACHIEVE

Video can achieve on one the hand a strong effect in terms of emotions, education, reflection, activation. On the other hand video is important and necessary to promote an idea, an association, an initiative, a project, a homemade production of...

SUPPORT MATERIAL

On the online website vimeo, search for “ShotsOfDialogue”.

On the web you can find many good “homemade” tutorials which explain about how to make simple videos which can be used to promote your organisation, your youth initiative, your idea. Search for it and use it.

Radio – Why Not?

This recipes is presented by Link from Altamura, Italy

BACKGROUND OF THIS RECIPE

Since 2009 the organization Link is promoting a one-hour radio show on a local radio which is connected to an online radio broadcast. The radio show is produced by the international volunteers hosted by the organization and done on a weekly basis. “Why Not?” is the title of the radio show and it is possible to talk about every topic. Link uses this tool as promotion possibility of the organization, as an opportunity for the volunteer to learn about how a radio works including everyone to participate. The radio is not a tool where the user needs to have any competence or experience before, the only thing which is important is to have something to say. In the last years the organization have made appointments about tabus (sex, drugs, racism, mafia, etc.), involved from local farmers to politicians, invited local partners to talk about their activities (elderly people, disabled youth, social workers, etc.) and hit the high light through the organization of a 24hour-marathon radio show.

MATERIAL YOU NEED

There are two options:

- Get in contact with a local radio station who give you the chance of promoting your ideas.
- Get in contact with someone who organizes online broadcast radio, find information about how to organize an online broadcast yourself.

RESOURCES YOU NEED

depends on the option you choose from above

PREPARATION TIME

About 2 months

IMPLEMENTATION TIME

as long as you want

TARGET GROUP

Who can organize it? – everybody

Who can be reached? – everybody

DESCRIPTION OF THIS RECIPE

Radio can be used in many different ways, can reach different targets and is not expensive. Now it depends only on your idea and your implementation and use of this tool.

Let's take the example of a weekly radio show of one hour, how to structure the hour? 60% talking, 40% music would be a good option, listeners otherwise would not concentrate too much on what you say and get lost. Put music which normally they don't listen to, music from other countries, old songs to remember childhood, etc. Topics you choose should not be boring, not too aggressive, but consequent and informative, give numbers and facts so people feel that you are prepared to talk about certain subjects. Give people the chance to interact with you and the radio show, through chat, calls, sms, etc.

Do not use the radio to disseminate negative information, controverted information, political point of views, otherwise your show may be closed soon.

IMPACT YOU CAN ACHIEVE

You can achieve a big number of listeners where you can promote your social initiative, make promotion of important topics people otherwise may never listen or think about.

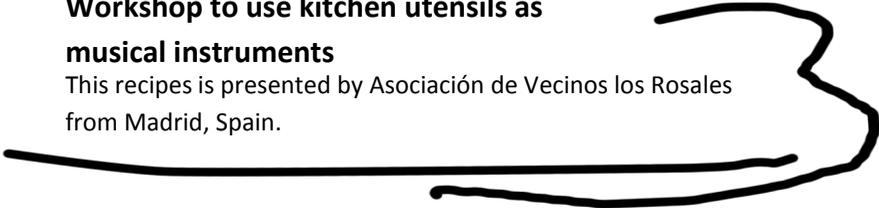
SUPPORT MATERIAL

On the web you can find many good "homemade" tutorials which explain about how to build online-radios. Search for it and use it.

Every Friday you can watch from your home or your work the radio show done by the volunteers of Link, have a click on here: <http://radioregio.com/>

Workshop to use kitchen utensils as musical instruments

This recipe is presented by Asociación de Vecinos los Rosales from Madrid, Spain.



BACKGROUND OF THIS RECIPE

Kitchen utensils have been in use for centuries in the popular music. Because of their easy availability and low cost, as well as their presence in all areas of daily life, the kitchen utensils are the perfect elements to accompany with music the routine of many domestic chores.

Recovering one of the most forgotten and beautiful uses of these tools, as well as discovering the world of the small percussion in an original and cheap way are the principles that have led us to the creation of this workshop.

MATERIAL YOU NEED

Spoons, mortar, pans, your hands.

RESOURCES YOU NEED

It is useful to have any member in the group with percussion knowledge. A high level is not required. In any case it is sufficient to follow the instructions in the video tutorial.

PREPARATION TIME

Not required.

IMPLEMENTATION TIME

Two to four hours for one-day workshop. It allows the setup of a periodic meeting in which the rhythms learned will be applied to the songs the participants of the workshop know.

TARGET GROUP

It is suitable for any kind of group. It can be used as a tool for intergenerational and intercultural activities.

DESCRIPTION OF THIS RECIPE

In this workshop we learn mainly how to play spoons. We use several traditional rhythms from Spain, like seguidilla, jota or pasodoble. These patterns can be easily adapted to other countries or modern music, allowing us to play many different music styles. We work also with another kind of instruments like mortars, pans, or even to use the hands like a drum in panaderas.

IMPACT YOU CAN ACHIEVE

One of the most beautiful utilities of this workshop consist on using a traditional Spanish rhythm to perform songs from the culture of the participants, working both as an artistic and cultural exchange.

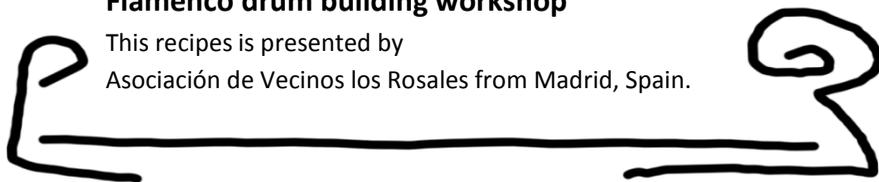
SUPPORT MATERIAL

<https://www.dropbox.com/sh/m7oi63s9x625m54/9TByAkQW-g>

Flamenco drum building workshop

This recipe is presented by

Asociación de Vecinos los Rosales from Madrid, Spain.



BACKGROUND OF THIS RECIPE

The population of the district of Villaverde account with a large collective of gypsy population. Flamenco enthusiasts is widespread, not only in this collective, but in population groups of older people, immigrants, etc. Furthermore, nowadays flamenco artists have developed a fusion with many styles of different music and this have allowed flamenco to open horizons to other population groups such as foreign, non-gypsy population, etc. This universality that enjoys flamenco today makes it a perfect tool for social action in our community of neighbours.

MATERIAL YOU NEED

- wood
- basic tools for working with wood: nails, screws, hammer, glue
- two equal strings of flamenco or classical guitar for every instrument you build (use one the three lowest: 4th, 5th or 6th).
- paint and varnish

RESOURCES YOU NEED

A suitable place to work with wood.

PREPARATION TIME

One day to buy and cut the wood, and the other materials we need.

IMPLEMENTATION TIME

3 session of 4 hours

TARGET GROUP

It is suitable for any group, but especially suitable for groups interested in the realization of manual work, in the Flemish culture or in the percussion instruments.

DESCRIPTION OF THIS RECIPE

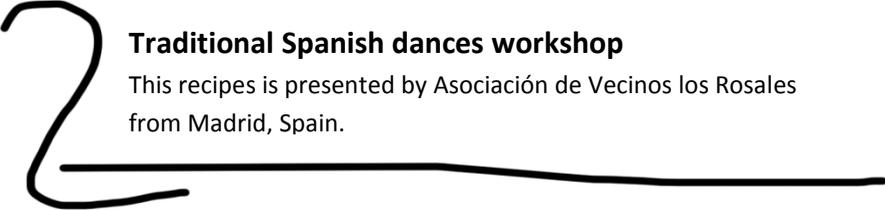
This is a workshop to learn how to build one of the most popular instruments of today's flamenco. During three meetings at which it is recommended that you divide the entire process is elaborated a cajón flamenco of initiation that allows you to learn the basic rhythms of flamenco. During the first session the pieces of wood that form the structure of the drawer are assembled. During the second participants build the frame where they push the guitar strings, and the cap is screwed where it is going to play.

IMPACT YOU CAN ACHIEVE

Learn basic rhythms of flamenco and adapt them to other types of music with the consequent cultural diffusion between the members of the group. Flamenco is today, therefore, a small universal language within the world of music, and allows us to access the population groups that are very different, but all of them feel flamenco as an expression of their cultural identity.

SUPPORT MATERIAL

<https://www.dropbox.com/sh/m7oi63s9x625m54/9TByAkQW-q>



Traditional Spanish dances workshop

This recipe is presented by Asociación de Vecinos los Rosales from Madrid, Spain.

BACKGROUND OF THIS RECIPE

In our neighbourhood association we work with a group of women, mostly housewives over sixty years old from villages where still remain the memory of the popular dances. If we add to this the growing interest of the young people in the recovery of its popular roots and identity, we are in the traditional dances the perfect tool to combine entertainment and cultural enrichment.

MATERIAL YOU NEED

Nothing

RESOURCES YOU NEED

It is good to have in the group any person who has knowledge of dance. Follow carefully the instructions in the tutorial video.

PREPARATION TIME

no needed

IMPLEMENTATION TIME

two sessions of two hours

TARGET GROUP

It is suitable for any group. Wonderful tool for activities with all kinds of groups, regardless of your age, nationality, values, etc.

DESCRIPTION OF THIS RECIPE

This is a workshop in which you learn several traditional Spanish dances, with simple choreographies, regardless of their prior knowledge and skills of the participants in the world of dance. It is intended to achieve a type of collective dance where no matter the number of participants and where will reinforce the idea of group.

IMPACT YOU CAN ACHIEVE

The dance is one of the most ancient practices that are known to strengthen the links of a community and to enter in contact with the artistic fields, spiritual and playful of the individual and the group. Its presence along the entire history of humanity is the reflection of its importance. With our workshop we intend to reduce the distance between members of different groups, different cultures and generations, by learning dances of their communities of origin.

SUPPORT MATERIAL

<https://www.dropbox.com/sh/m7oi63s9x625m54/9TByAkQW-g>

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HORYZONTY
Centrum Inicjatyw Młodzieżowych



Cooperation for social change in Europe

INCLUSIVE TOOLBOX

This booklet has been realized thanks to the Grundtvig partnership project **Inclusive Toolbox – Cooperation for social change in Europe.**

The idea of this partnership started from the need of exchanging ideas, thoughts and methods, between organisations in Europe, to increase the social inclusion in local societies, gaining new and diverse information and tools.

This booklet contains information about the project, the partners, non-formal methodologies and useful „recipes“ applicable for anybody working in social field.