



TAKE ACTION

Together Against Discrimination

ACTIVITY PLANS



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Introduction

Erasmus+ KA2 project "Take Action - Together Against Discrimination" funded with support from the European Commission Erasmus+ programme and supported by Estonian National Agency aimed to tackle discrimination and promote inclusivity in youth centers, schools and communities.

The project aimed to raise awareness of discrimination, build capacity among youth workers, educators and other professionals working with young people, and develop innovative strategies and tools to address discrimination and promote inclusion. Project raised the capacity of partner organizations to work on diversity issues. The project involved various activities, such as training courses, workshops, seminars, and the development of educational resources and materials that is focus in that document.

Together with partners were created 12 activity plans for anti-discrimination education, which have been tested by our youth workers and can be used in anti-discrimination work. Following you have 12 tested and easy-to-use activity plans for using in youth work (target group 12 up to 35 years old). There is material to facilitate workshops all year long!

Each country partner together with their local partners chose their own focus areas and developed session plans, which were tested. We brought together methods from EPTO methodology, World of Difference materials, Bookmarks manual, Human Rights Compass and several other. However the innovative aspect was that methods were adjusted to concrete target group, and implemented in cooperation of several international and local partners.

Name	Living Abroad
Prerequisites (previous knowledge)	Having experience of living abroad/ collecting information from family members/ friends who have lived abroad
Aim & objectives	<p>To explain personal experiences to the participants with the aim to make them aware of the possibility of living abroad and the pros and cons of that decision.</p> <ul style="list-style-type: none"> • cultural differences and experiences that one comes across when living in a different country. • sharing personal experience, testing and adding to the knowledge of the participants regarding cultural differences.
Complexity (5 star scale)	★
Group size	up to 40
Duration	45 minutes
Material needed	Personal photos/ video/ memories
Preparation:	Think about countries that should be involved in presentations and collect information about them to make quiz and presentations.
Step-by-step instructions:	<p>Introduction and energizer Introducing the topic that will be addressed this session, introducing the facilitator(s), small name circle when necessary. <i>Asking questions such as "Is this clear?"</i></p> <p>Quiz Quiz will be done in teams about the countries that will be addressed this session. Participants have tested their knowledge on the relevant countries and will learn some new facts. <i>Knowledge is checked through the quiz but some answers can be explained orally</i></p> <p>Presentation Facilitator(s) give a short presentation about their experience in each of the countries they have lived in.</p>

	<p>Reflection</p> <p>Participants are asked to write down one thing they learned during this session.</p> <p><i>After the session the feedback is read by the facilitators and the session can be adjusted when necessary</i></p>
<p>Variations</p>	<p>Having extra time means the facilitator can give an extra task and give per pair a country that they have to research in 10 minutes and present with a few facts for others.</p>
<p>Annexes: (handouts, materials, links to material etc.)</p>	<p>For quiz Kahoot or Quizlet can be used.</p>

Name	Share Your Story
Prerequisites (previous knowledge)	Not needed
Aim & objectives	<p>To learn more things about other people, share your own experience, while answering the questions given before.</p> <ul style="list-style-type: none"> • opening up to the group, • observing others, • listening and sharing thoughts, • learning from each other.
Complexity (5 star scale)	☆
Group size	up to 30 people
Duration	1 hour
Material needed	Cards (the same amount as participants) with the open questions.
Preparation:	Preparing the cards, inspiration for questions can be either found on the Internet or created by yourself. Also see annexes for inspiration.
Step-by-step instructions:	<p>Energizer <u>"Zombie" game</u> - this is an energizer activity where participants try to prevent a zombie from sitting in an empty chair by constantly changing seats for a designated amount of time.</p> <p>Main activity Participants are divided into two circles, with each person facing a partner from the opposite circle. They discuss a question from a card for five minutes, and then one circle moves one to two chairs to the left or right to talk to a new partner. The activity continues with new questions and partners.</p>

<p>Step-by-step instructions:</p>	<p>Evaluation</p> <p>Sharing their experience with the whole group, what was the nicest thing that they have heard from a participant, what made them think deeper or raised any questions.</p>
<p>Variations</p>	<p>Activity can be also made while all of the participants being blind folded, in case there are people, who do not feel comfortable talking about such topics or answering deeper questions.</p>
<p>Annexes: (handouts, materials, links to material etc.)</p>	<p>Possible questions for cards:</p> <p>How have you experienced discrimination on you?</p> <p>How have you experienced discrimination on others?</p> <p>What are the main factors that cause discrimination in societies?</p> <p>How to prevent discrimination in regional/ national and international level?</p> <p>How to interact when you see that someone is discriminated?</p>

Name	Find Your Core Value
Prerequisites (previous knowledge)	Not needed at all
Aim & objectives	Finding out what are important aspects of one's life at the very moment.
Complexity (5 star scale)	★
Group size	18 - 40
Duration	1 hour
Material needed	Small white papers
Preparation:	Cut out business card size papers - 10 pieces to each participant. Set chairs in front of each other in two lines.
Step-by-step instructions:	<p>Introduction</p> <p>Introduce participants to the list of core values. Give them 15 minutes to familiarize with the list of core values (digital or printed out) and choose 10 words important to them.</p> <p>Main task</p> <p>Ask them to take a seat and have a partner facing them. Introduce participants to the rules. They have each round a new person facing them (one line moves one seat to the right all the time). Each round they have one minute in complete silence thinking which of the values the person is willing to give up. After a minute he/ she needs to rip the paper symbolizing the "let it go" moment. Then follows a minute where they can discuss it with a person sitting in front of them.</p> <p>You keep track of time and announce partner switching time. Important is that you are keeping an eye on the silence minute for being entirely quiet without talking/ comments.</p>

<p>Step-by-step instructions:</p>	<p>There will be change after every 2 minutes until participants need to choose between two remaining words. Final word left represents their core value at that very moment.</p> <p><i>You can explain that core values are changing in time, they might have been different in the past and can change in the future. It all depends on outside factors of a person's life.</i></p> <p>Reflection</p> <p>In the end reflective questions as how was the task, was it complicated giving up values that are important to you?</p>
<p>Variations</p>	<p>If you have time prior to the exercise, the facilitator can make the list of core values available even before so participants have more time to look through the list.</p> <p>At the end of the task you can ask all participants to gather together and share all their core values. Depending on a group size it requires extra time.</p>
<p>Annexes: (handouts, materials, links to material etc.)</p>	<p>Core values can be found all over the internet. <u>One example.</u></p>

Name	Online Hate Speech
Prerequisites (previous knowledge)	<u>Hate Speech</u> and chapter 1.2 <u>The Problem of Hate Speech Online</u>
Aim & objectives	<p>To spread knowledge about hate speech online and how to address it. To involve more young people in the No Hate Speech Movement.</p> <ul style="list-style-type: none"> • what does hate speech mean and how to address it. • what is the Hate Speech Movement.
Complexity (5 star scale)	★★
Group size	up to 30
Duration	1 hour
Material needed	Collect links/ screenshots of hate speech/ inappropriate comments found on the internet. Tip: you can find them easily on actual news comments.
Preparation:	Showing the ready-made material, powerpoint slides (definition of hate speech). Best if it can be projected on the wall.
Step-by-step instructions:	<p>Energizer Playing <u>Samurai</u>. Learn a new energizer. Gain the importance of energy boosting.</p> <p>The meaning of hate speech Dividing the group into smaller groups, for example 4 people in the same group. Showing examples of different comments said on the internet. These comments can be made up, but they must have the context explained as well. The groups then decide if the comment is appropriate or hate speech. <i>After each group has said their opinion, tell them the correct answer and explain what makes it a hate speech or does not.</i></p>

<p>Step-by-step instructions:</p>	<p>Towards safer space Coming up with common rules based on openness and non-discrimination. Open communication on how to address hate speech and some methods. <i>Explain what could be the purpose of hate speech and how it is used for bad purposes. Sometimes hate speech can be a crime.</i></p> <p>Summary Information about the No Hate Speech Movement and how people can participate is shared.</p>
<p>Variations</p>	<p>-</p>
<p>Annexes: (handouts, materials, links to material etc.)</p>	<p>See prerequisites</p>

Name	Taking the Role
Prerequisites (previous knowledge)	Not needed (facilitator knowledge about different groups with fewer opportunities is useful)
Aim & objectives	<p>Putting participants in a situation that they are not used to be in their everyday life.</p> <ul style="list-style-type: none"> • understanding the situation of people with fewer opportunities • empowering empathy • broaden open discussions
Complexity (5 star scale)	☆☆
Group size	up to 20 people
Duration	1 hour 15 minutes
Material needed	Role cards, situation descriptions & questions
Preparation:	Print and cut out role cards
Step-by-step instructions:	<p>Introduction Ask questions as do they know anybody who belongs to the group of fewer opportunities.</p> <p>Administrative Stick role cards to participants' back (prepare role cards beforehand) making sure they do not see their role.</p> <p>Main task Tell participants to communicate with each other and ask yes/ no questions about their role. Their talking partner can answer other questions with yes/ no / not relevant/ not specified. Goal is to get to know their role card character.</p> <p>Questions Ask participants to imagine their role more deeply and answer statement questions from the materials. If they do agree with the statement they will take a step forward.</p>

<p>Step-by-step instructions:</p>	<p>When you are done with statements, ask participants to look around themselves and see where others are located. Ask them reflective questions as:</p> <ul style="list-style-type: none"> • How did people feel stepping forward - or not stepping? • For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were? • Did anyone feel that there were moments when their basic human rights were being ignored? • How easy or difficult was it to play the different roles? How did they imagine what life the person they were playing was living? • Does the exercise mirror society in some way? How? • What first steps could be taken to address the inequalities in society?
<p>Variations</p>	<p>Reading situations can be done in a circle when the space is limited or for stepping forward.</p> <p>In situation part you can present extra situations as:</p> <ul style="list-style-type: none"> • You speak more than two languages and use them every day. • You have overcome personal physical or mental disability, which has given you the self-confidence and inner strength to cope with unemployment. • You suffer from a terminal illness and know better than the others the value of life. • You were brought up in a remote village and have a deep understanding of the environmental crisis facing the world as a result of climate change. • You know how to live on a small budget and where to find the best bargains.
<p>Annexes: (handouts, materials, links to material etc.)</p>	<p>Role cards and situations that can be used can be found "Take a Step forward" exercise.</p>

Name	Left, Middle or Right?
Prerequisites (previous knowledge)	Not needed (facilitator's knowledge about different groups with fewer opportunities is useful)
Aim & objectives	<p>Participants will share knowledge and gain experience regarding human rights.</p> <ul style="list-style-type: none"> • accepting people who are “different” • respecting people who are “different”
Complexity (5 star scale)	☆☆
Group size	5 to 15
Duration	1 hour 30 minutes
Material needed	Paper, pencils and tape
Preparation:	Make space in the room and stick agree & disagree labels in the room. Write the statements on papers, for inspiration see annexes.
Step-by-step instructions:	<p>Energizer A 5 minute energizer that requires active participation for example <u>rock paper scissors</u>.</p> <p>Agreement and disagreement The room will be divided in 3 sections: 1. Agree on the left 2. Disagree on the right 3. 50/50 in the middle <i>You will read the statement, and the participants will choose their side. The activity can be done wherever there is the minimum space required for the people to move around.</i></p> <p>Discussion The participants explain and discuss their choices. The participants are free to change sides if the previous opposing statement was a good one.</p> <p>Reflection Feedback and sharing thoughts. Asking what participants learned and if they have anything to add.</p>

<p>Variations</p>	<p>Brainstorm and discuss stereotypes and human rights before starting with the activity. Facilitator help on opening up the group is crucial.</p>
<p>Annexes: (handouts, materials, links to material etc.)</p>	<p>Some stereotypes in the society: Foreigners should not vote in local municipality elections. All Asians are hardworking. Some people have, naturally, more rights than others. Slavery should be banned. Euthanasia should be allowed.</p> <p>You can use a similar activity "<u>Where Do You Stand?</u>" <u>Additional information</u> for facilitator</p>

Name	Recognize the Oppression and Take Action!
Prerequisites (previous knowledge)	Not needed (facilitator knowledge about different groups with fewer opportunities is useful)
Aim & objectives	<p>Find out what kind of oppression participants experience or what kind of oppression exists in their environment and to develop critical thinking.</p> <ul style="list-style-type: none"> • finding solutions • aims to understand the difference between having power and oppression • what does oppression mean and how to address it
Complexity (5 star scale)	☆☆
Group size	around 20 people
Duration	45 minutes
Material needed	Flip chart or white board, markers and papers. Material that can be used: pen, chair, book, tape, headphones etc.
Preparation:	-
Step-by-step instructions:	<p>Energizer "Two hula-hoops". The participants are together in a circle, and they hold the hand of each other, one person(facilitator) puts a hula-hoop on one participant and they need to pass it without letting go of their hands and the hula-hoop needs to arrive the first person from whom it started, to make more fun then you put one more hula-hoop to one person.</p> <p>Introduction The facilitator opens the topic and talks about the connection between power and oppression, she can also ask the participants what power and oppression is. The group is instructed that in this activity they will follow up on the discussion on power and oppression to understand more deeply the link between them.</p> <p>What is power and oppression? Then the facilitator brings three different objects (eg: chair, pen, book), puts them in a different position and asks which one has more power and why.</p>

<p>Step-by-step instructions:</p>	<p>Group work</p> <p>Afterwards participants are divided into groups of 4-5 persons. Ask them to make a small discussion about:</p> <ul style="list-style-type: none"> • What kind of oppression do they know? • Have experience in their environment? <p>In the end, all the participants/ groups are presenting what they talked about and the facilitator is writing on the flipchart or whiteboard what kind of oppression they mentioned.</p> <p>“Take Action” activity</p> <p>In the same groups, the facilitator asks one more time if there is a clear difference between having power and oppressing people and asks them to think about solutions to the oppressions they mentioned or how to address them, then the group shares with other participants.</p> <p>Debriefing</p> <p>The facilitator makes a short overview of the session and asks what participants learned/ experienced.</p>
<p>Variations</p>	<p>-</p>
<p>Annexes: (handouts, materials, links to material etc.)</p>	<p>-</p>

Name	The Definition of Human Rights
Prerequisites (previous knowledge)	Knowledge of <u>Universal Declaration of Human Rights</u>
Aim & objectives	<p>To give participants a general idea of different definitions within human rights and create space for a group discussion.</p> <ul style="list-style-type: none"> • gaining new vocabulary in the terrain of human rights • group work connecting words to their meaning
Complexity (5 star scale)	☆☆☆
Group size	At least 16 participants
Duration	1 hour
Material needed	List of terms connected with human rights education and their definitions
Preparation:	Print out list of words and their definitions, when necessary tape can be used to stick the words with their correct definition onto the wall.
Step-by-step instructions:	<p>Introduction and energizer Introducing the topic that will be addressed this session, introducing the facilitators, small name circle when necessary <i>Asking questions such as "Is this clear"</i></p> <p>Introduction and group formation The words and definitions that will be addressed this session are introduced and participants are asked to form three groups <i>Asking questions such as "Is this clear"</i></p> <p>Group work Participants work in their groups, connecting the words and definitions together. Participants work together and broaden their knowledge on vocabulary used during discussion about human rights <i>At the end of this part of the session, each group has a definition for each word.</i></p>

<p>Step-by-step instructions:</p>	<p>Group discussion Participants come back to the circle and the words are read out one by one, checking their definition as a group. Participants can comment or address thoughts that come up at any point. Participants control and correct their assessment of vocabulary and discuss the meaning of these words for them <i>Group participation, checking if each person feels free to speak.</i></p> <p>Reflection Facilitators ask the participants if this was difficult or easy, what they learned and if they have anything to add <i>Ask each participant to say at least one sentence about the session, so you have a well rounded idea of the way it came across</i></p>
<p>Variations</p>	<p>-</p>
<p>Annexes: (handouts, materials, links to material etc.)</p>	<p>List of terms can be selected from Manual for Human Rights Education with Young People Glossary. (can be found in all EU languages)</p>

Name	Discrimination and Privilege
Prerequisites (previous knowledge)	Is familiar with wheel of privilege principles.
Aim & objectives	<p>To bring awareness to participants about discrimination in their own lives and help them gain tools to deal with it.</p> <ul style="list-style-type: none"> • reflect on their own experience with discrimination and privilege. • the four roles of discrimination.
Complexity (5 star scale)	☆☆☆
Group size	10 to 30 people
Duration	45 minutes
Material needed	<u>Wheel of privilege</u> . Paper and pen for all participants.
Preparation:	Project wheel of privilege for participants. Draw four roles of discrimination on a white board/ project it or give out printed handouts.
Step-by-step instructions:	<p>Introduction and short presentation Introducing the topic that will be addressed this session, introducing the words discrimination, racism, privilege, introducing the wheel of privilege <i>Ask participants to define the words that are mentioned, ask them to ask questions if they have any insecurities</i></p> <p>The four roles of discrimination Ask participants to divide their paper into four fields, and write these four words in each of them: victim, perpetrator, bystander and confronter. Ask them to individually write down one situation from their own life for each role of discrimination. Ask them to describe the situation and the way it made them feel. Participants reflect on situations from their own life in which they have come across discrimination. <i>Asking if this was difficult or easy at the end, also see next session.</i></p>

<p>Step-by-step instructions:</p>	<p>Finding solutions</p> <p>If necessary, the conversation is led to the position between bystander and confronter, what do the participants need to confront a situation of discrimination. Participants find and share new solutions for the situations that they have been in, they feel more powerful to confront a situation of discrimination.</p> <p><i>Making sure all group participation aspects are met, check in questions.</i></p> <p>Reflection</p> <p>Facilitators ask the participants if this was difficult or easy, what they learned and if they have anything to add.</p> <p><i>Ask each participant to say at least one sentence about the session, so you have a well rounded idea of the way it came across.</i></p>
<p>Variations</p>	<p>-</p>
<p>Annexes: (handouts, materials, links to material etc.)</p>	<p>See on the next page the “four roles of discrimination” template.</p>

FOUR ROLES OF DISCRIMINATION

Write down in each box a situation out of your own life where you took up each one of these four roles.

VICTIM

PERPETRATOR

BYSTANDER

CONFRONTER

Name	Heroines and Heroes
Prerequisites (previous knowledge)	Knowledge about gender equality and history of women rights.
Aim & objectives	<p>Reflect on gender stereotypes and make a more gender equal society</p> <ul style="list-style-type: none"> • foster curiosity, open-mindedness and a sense of justice • learn more about historical figures • share personal values
Complexity (5 star scale)	☆☆☆
Group size	up to 40
Duration	1 hour
Material needed	A4, marker, pens (one per participant), flipchart/ white board
Preparation:	-
Step-by-step instructions:	<p>Introduction</p> <p>Welcome everyone, greet them and introduce yourselves. "For this activity you will have the chance to reflect on your favorite heroes and heroines, and learn more about others".</p> <p><i>Check that everyone is listening and understands. Checking the participants while they write down, and see if they all join.</i></p> <p>Listing 3 heroines and heroes individually</p> <p>Firstly, the work will be done individually, and then in teams with others. "I want you to think of some people whom you can call as heroes or heroines (male and female role models), but in your real life. It can't be a fictional character, so make concrete examples. We want 3 names for each two columns, just the names. Then we want you to write down the characteristics of these people with concrete sentences."</p>

Step-by-step instructions:

Group work

"Now please get into small groups of between five and seven people to share your choices of heroines and heroes. Make sure the groups are well balanced between men and women. Every group must come to a consensus on the four most worthy heroines and four most worthy heroes."

Presentations

"Now we want you to give us the four names in total and I will write them down. (After writing down, we ask them why did they agree on these people to be written)."

Discussion

Have you discovered some new heroes and heroines?

Was it easier to choose the heroines or the heroes?

Let's now have a look at the characteristics you chose. Are there differences between the characteristics of heroines and those of heroes?

Are some of them gender stereotypes?

Do you personally, and people in your society in general, have general stereotypes and expectations of men and women?

Do participants feel limited by these expectations? How?

Can stereotypes result in denying human rights?

Have you experienced these kinds of barriers in your life?

What can you do about this in your everyday life?

Closing

Thank participants for their participation. Ask them is there any other thing they would like to add?

"We hope this activity gave you some new inspiration on how to behave at your best in society, and we encourage you to fight gender stereotypes that affect all of us."

Variations/ Annexes:

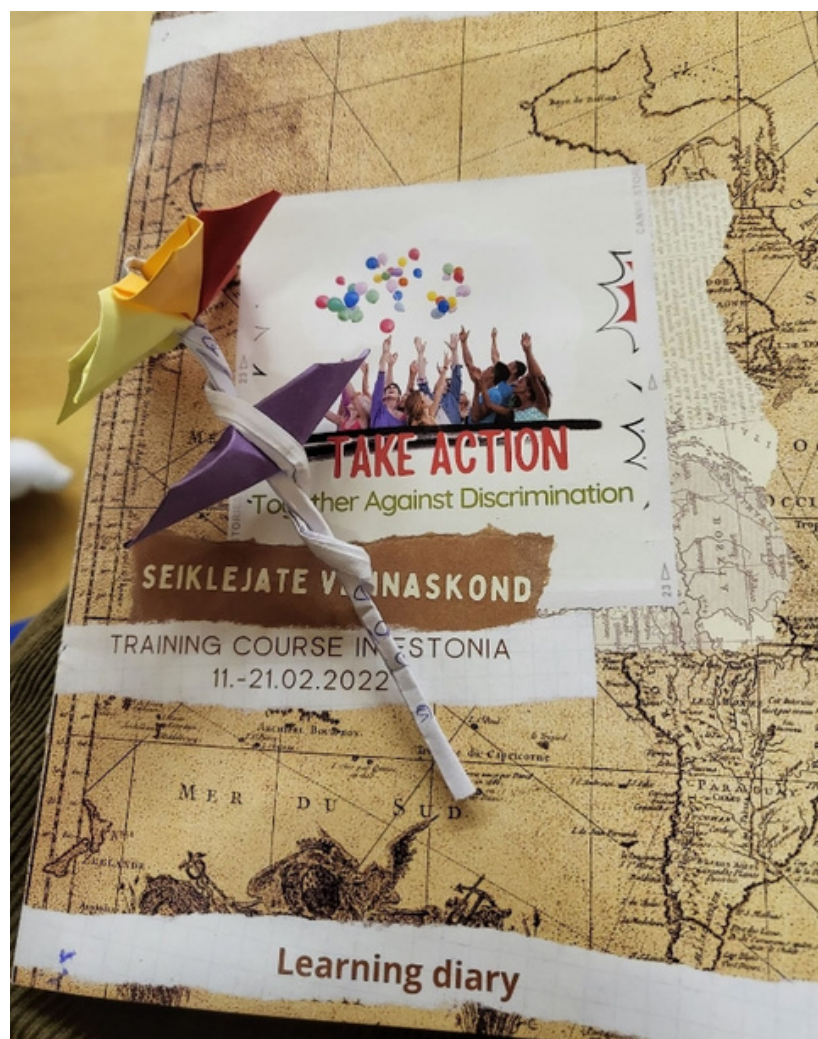
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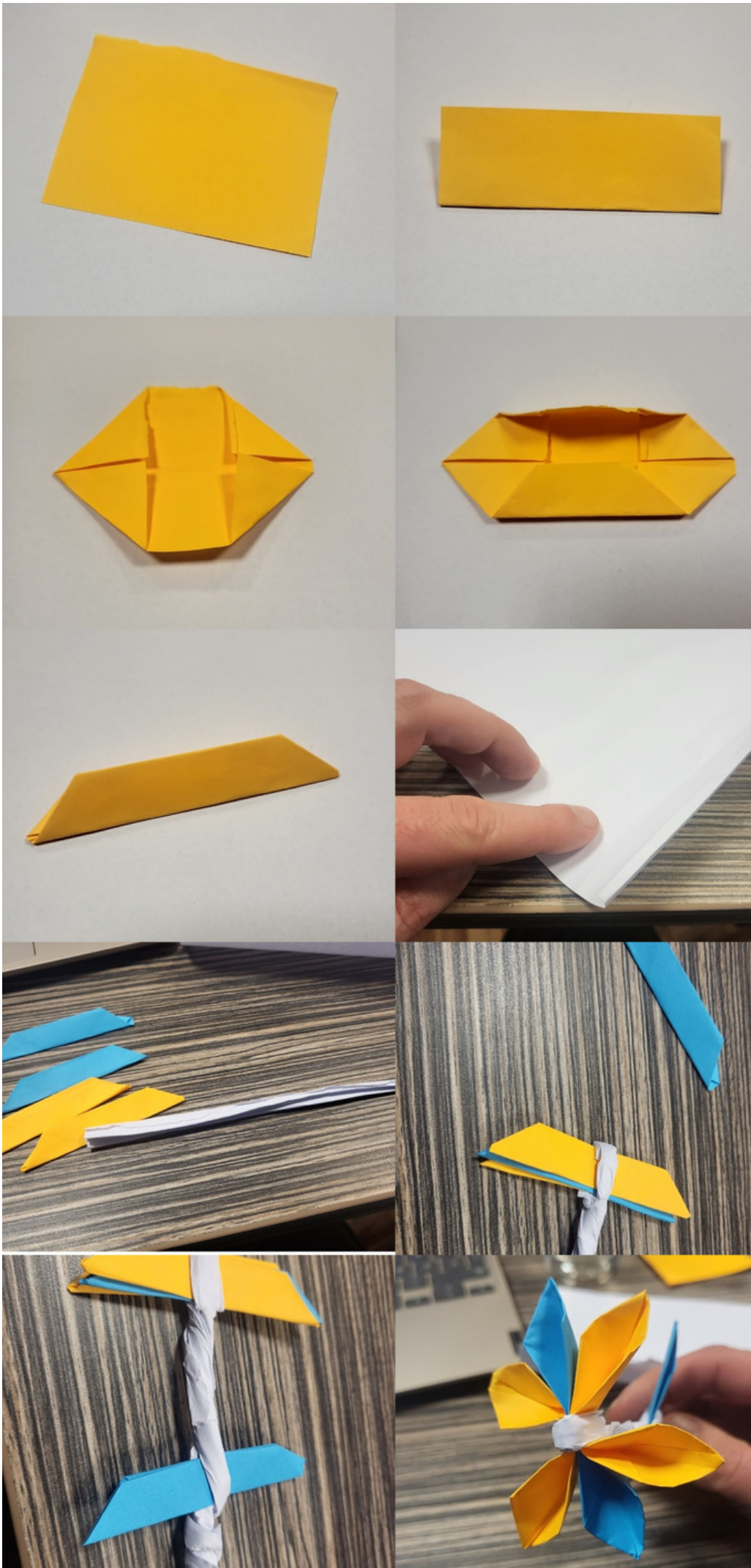
Name	Self-expression via Theatre
Prerequisites (previous knowledge)	Theatre, role plays, improvisation, acrobatics, meditation or yoga.
Aim & objectives	<p>At the end of the sessions the participants will have the tools (practical exercises and techniques) that they can use in everyday communication as well as on stage to express themselves and their thoughts more courageously and freely.</p> <ul style="list-style-type: none"> • lead workshops about self-expression and getting over stage fright. • getting familiar with positive aspects of discrimination free life
Complexity (5 star scale)	☆☆☆
Group size	up to 30
Duration	1 hour and 30 minutes
Material needed	-
Preparation:	Prepare room for having enough space
Step-by-step instructions:	<p>Introduction to the workshops and the trainer Introducing and practicing the III steps of preparing oneself for a successful performance and practice co-operation and performing when creating the mini performances.</p> <p>Warming up the body before performing Practical exercises as squats, jumping, stretching etc. to warm up the body.</p> <p>Warming up the face muscles Practical exercises to warm up the diction muscles. Making circles with mouth, lifting eyebrows, closing and opening eyes etc.</p> <p>Relaxing the mind and focusing Guided meditation for relaxation.</p>

<p>Step-by-step instructions:</p>	<p>Giving mini performances Practicing playfulness, co-operation and creativity. Performances can be inspired by topics such as fighting for your rights, taking action against discrimination, having discrimination free day and other positive examples that can encourage young people.</p> <p>Debriefing Questions and answers in circle. Questions to be answered by the facilitator and discussed with all participants and (self-)reflection in the end to evaluate the workshop individually.</p>
<p>Variations</p>	<p>Performances can be done first round as individuals and second round in groups.</p>
<p>Annexes: (handouts, materials, links to material etc.)</p>	<p>-</p>

Name	Flower of Acceptance
Prerequisites (previous knowledge)	Origami
Aim & objectives	<ul style="list-style-type: none"> • reflection and implementation of gained values and attitudes • self understanding • acceptance • working with hands
Complexity (5 star scale)	★★★★
Group size	20-25 people
Duration	1 hour
Material needed	Post-it, A4 paper, pens, scissors (not necessary)
Preparation:	Give 4 post-it half of A4 paper (vertical) to each participant and one pen
Step-by-step instructions:	<p>Energiser Circle of exclusion (Hidden ball): Participants make tight circle with hands behind their back passing ball, volunteer stands in the middle trying to guess where is the ball</p> <p>Creating flowers of acceptance Each participant writes values, feelings and attitudes on paper. Participants fold paper to petals with instructions of facilitator. They connect them together into flower.</p> <p>Questions for petals:</p> <ul style="list-style-type: none"> • Write 3 feelings you have at this moment • Write 3 values which are really dear to you • What kind of change did you experience on this session <p>Leaf:</p> <ul style="list-style-type: none"> • How will you implement this in your community <p>In teams of 4-5 they unfold their flowers, discuss and make new flowers.</p>

<p>Step-by-step instructions:</p>	<p>Group discussion Group talk in a big circle for reflecting the work on individual and group level.</p>
<p>Variations</p>	<p>Possibility of different questions.</p>
<p>Annexes: (handouts, materials, links to material etc.)</p>	<p>Instruction for folding a flower below:</p> <ul style="list-style-type: none"> • Cut sticky part from each post it and write answers to questions on it • Fold it as shown • Repeat 3 more times to have 4 petals • Take half of A4 and fold it to get stem • Connect 3 petals with stem (fold it on half) • Put leaf on half of stem • Press tops of petals to wide them <p>Photo introduction visible on a next page.</p>







Seiklejate Vennaskond



D.G.T.

*Do Great Things
...and leave your mark.*



**TEATRO
METAPHORA**

ASSOCIAÇÃO DE AMIGOS DAS ARTES

Project partners: Seiklejate Vennaskond, Diyarbakir Çevre ve Kalkınma Derneği, Asociación Mojo de Caña, Associazione di Promozione Sociale Kora, Skref fyrir Skref ehf, Asociația Tavo Europa, LUMEN Ludbreška udruga mladih entuzijasta, Asociația D.G.T and Teatro Metaphora – Associação de Amigos das Artes



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corps agency

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