

# STAND TOGETHER FOR TOLERANCE

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training course

from the 16th to the 26th of June 2015

MONTBRUN-BOCAGE - France

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## TECHNICAL BOOKLET



## STATEMENT OF INTENT

## THE ACTIVITIES

### Stand Together for Tolerance

The main goal of this TC is to improve the inclusion of marginalized people in our European societies. We wish to increase the citizen fight against the discrimination.

During this TC, we met different organizations fighting in their everyday life to include, accept and empower marginalized people and created workshops together in order to get to know certain minority groups.

We met with people suffering from discrimination and created workshops to show the participants these situations.

The activities consisted of discussions and workshops on topics and practice of theater of the oppressed.

The theater of the oppressed gave the frame of the week, the first and last day we were working on the scenes.

#### **The week went on as the following:**

- workshop on the topic of prison and meeting with an association working with prisoners,
- role game on the topic of migration,
- meeting with the roma community in the form of Living Library,
- practice of adapted sports with an organisation working in the field,
- workshop on gender issues .

# CRASHING STEREOTYPES AND GAINING INTERCULTURAL PERSPECTIVES

*"the mere fact of having people from different countries was a workshop itself"*

These workshops allowed the participants to become aware of their own stereotypes and prejudices, and to work on them, getting fresh point of views from the trainers and from each other. The international aspect was extremely important in this training, as stereotypes are partly based on cultural patterns, the mere fact of having people from different countries was a workshop itself.



We organized intercultural evenings where the participants had the chance to share their traditions and their countries' situation on discrimination with the others, thus providing the group with a large international background on the topic.

All of those workshops allowed the creation of group dynamics and developed cooperation between the participants.

## THE TECHNICAL BOOKLET

*created by the participants of the training course and SolAfrika team, with special design of our participant Ondřej*

The technical booklet that you have in your hand was entirely written and built by the participants of this TC, with special design of our participant Ondřej and some help of SolAfrika team.

Every workshop is described in this booklet.

One or two supervisor was chosen for each activity, and was responsible for the writing and the pictures for the technical booklet.

This booklet was sent to every participant to use as a tool to reproduce and improve the workshops and the knowledge acquired in the development of their projects in the youth field.



*for more info please visit:*  
<http://www.solafrika.com>

# FORUM THEATER

theater of the oppressed

workshop by SolAfrika

The Theater of the Oppressed was created by Augusto Boal in the 60s, first in Brazil and later in Europe. It is an interactive form of theater where the audience can change elements of the plays, such as the script, the scene... Spectators can come onto the stage to play the role of one character in order to change the outcome of the scene. The goal of this type of theater is to promote social and political change. The audience is regarded as « spect-actor » as it gets the opportunity to analyse, express opinions and views, and transform the reality.



The topics explored during our training course were discrimination, stereotypes, gender, education, professional carrier, language barriers, domestic violence... We were 24 participants, later separated into 4 working groups.

Everything that can describe our characters and stories can be used as tools to improve the scenes and make them clear to the audience. We have to rely on our inventivity and creativity to express the social problems that we choose.

We started with some exercises of general theater to warm up and make you feel more confident about being on stage and interact with the other participants.

After that, we did some basic exercises that introduce you to the forum-theater. Later we created our own scenes in small group in order to develop a final representation.

# 1

## The Chair Game (The Great Game of Power)

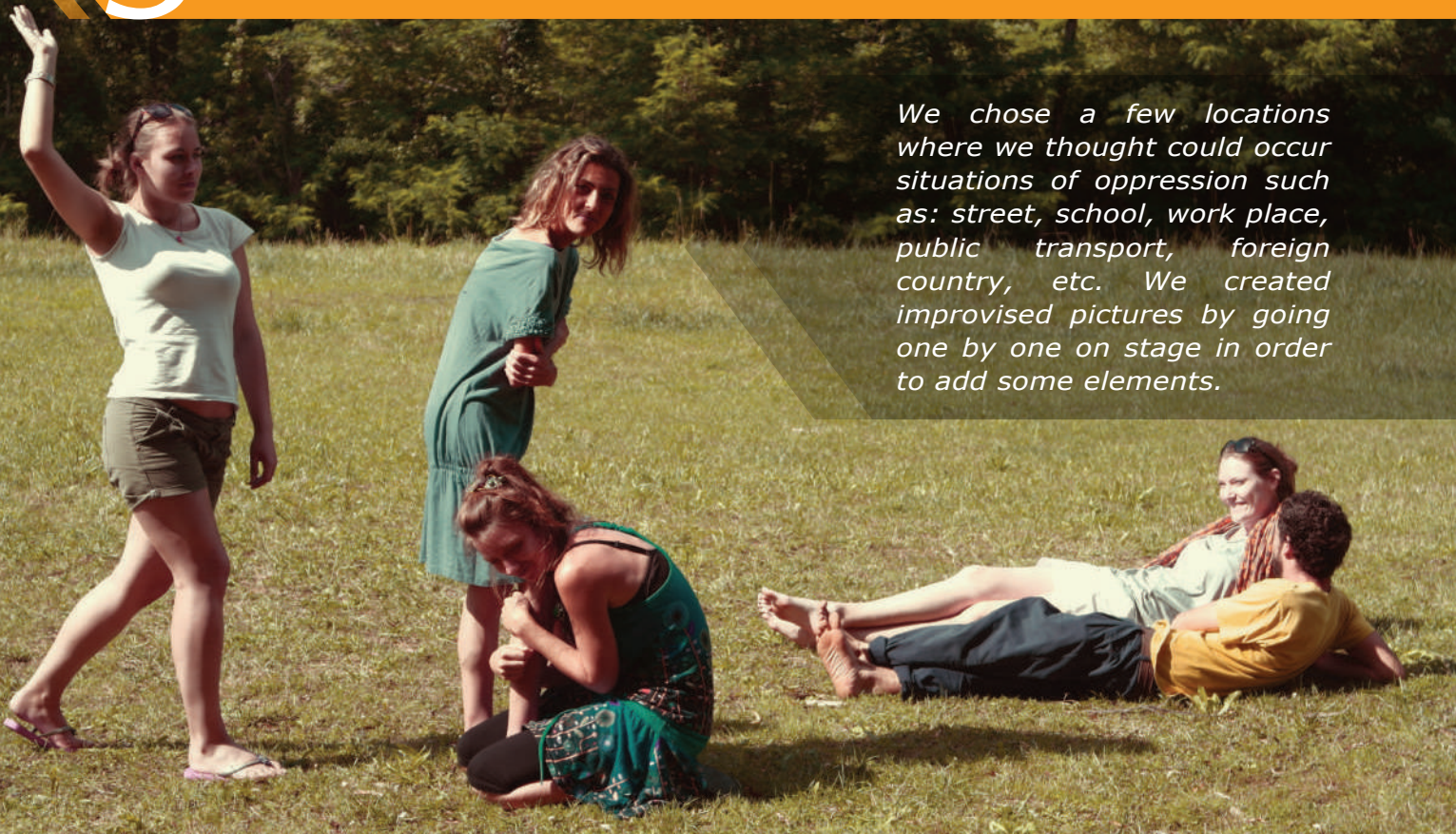
*In this exercise we used five chairs and one table to simulate situations of power and oppression. The audience was then invited to modify the scene in order to give one element the greatest amount of power in relation to the other ones, show the most oppressed elements, and finally to achieve equality.*



## 2 The Sculptural Game

*We were paired, one person had the liberty to create a statue of an oppressor, and then put himself in the position of the oppressed. Then we would switch the stances so we could feel the two roles.*

## 3 Picture Location Game (Family Pictures)



*We chose a few locations where we thought could occur situations of oppression such as: street, school, work place, public transport, foreign country, etc. We created improvised pictures by going one by one on stage in order to add some elements.*

## 4 Killing Game (The Screen Image)

*We were told to choose 4 volunteers to act as oppressors. They had to choose a specific way of walking from one side to the other of the stage in row, and to add a particular sound, that they repeated all the time. Another character was supposed to do some random dancing and singing between them.*

*The oppressors were to cross the stage three times. First, without noticing the singing character. Second, trying to beat her only one time, and he/she could continue singing and dancing. And lastly, the oppressors beat her/him until she/he was not able to stand anymore.*

*The public could interact and propose ideas to solve the oppression situation.*

All games come from the book

« **Games for actors and non-actors** »

by Augusto Boal



# Creating our scene

Some of us choose topics and locations that might be interesting to work on, and we were free to join the group we preferred. We separated in four groups.

## step 1

### Create the scene

The person who decided the topic in each group had to create one main picture using the people who volunteered to participate before explaining them the general idea. The participant had to debate and after they could discover the real meaning.

This picture became the central one and we had to imagine the scene 15 seconds before and after, therefore creating a general idea of the scene with those three pictures. At the end of the day we presented these first steps to the whole group in order to receive feedback.

The next day, we took the feedback into consideration, made some changes in our scenes to make them more clear, and add some dialogues. We did a lot of rehearsals to improve our scenes.

## step 2

### Presentation

For the final presentation, we had four scenes about general topic of tolerance :

- Language barrier in an international company
- Domestic violence and consequences at school
- Discrimination of Roma Community in a foreign country
- Sexual harrasment in the street

We played each scene several times. Firstly without any interruption, then with changes according to the solutions proposed by the audience. We discussed each proposal.



# PRISON

we talked about the topic of prison  
with two workshops

workshop by SolAfrika  
& GENEPI

## Art Workshop on Stereotypes about Prison

by SolAfrika

**Tool:** Discussion, photos, brainstorming, paintings

**Material:** photos, paper, paint, handcraft materials like pencils, egg cartons, etc.

**Goal:** to express our thoughts about the prison life and to exchange ideas and to clarify the differences between fact, interpretation and evaluation in everyday life.



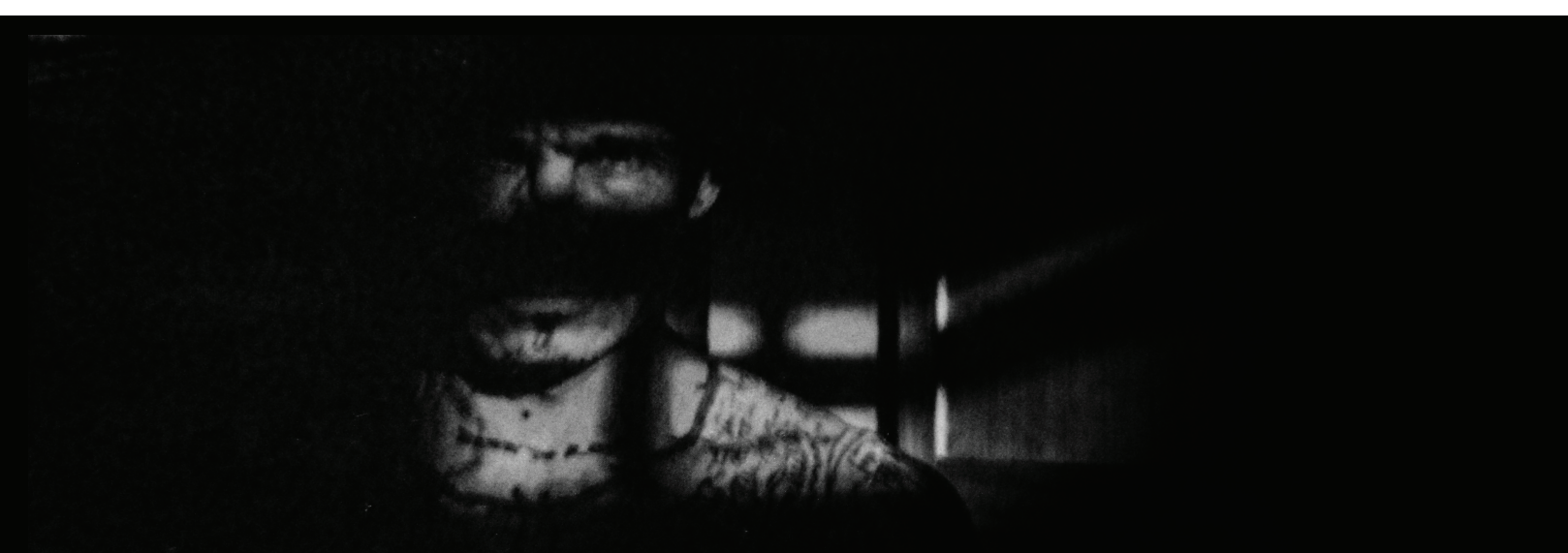
Firstly we made paintings, everyone had to depict/create art about how they see prison using different materials. We had to compare them and find similarities.



Then we got different photos on the topic of prison. We were divided into groups, where we analyzed the photos and tried to guess what the situation on the picture was.

In the smaller groups we came up with key words and categorized them into three groups: facts, interpretation, evaluation.

These categories refer to what we see in the case of facts; what we think it can be in the case of interpretation, showing us our stereotypes; what we feel about what we think and see as evaluation, showing us our prejudices.





**Tool:** story telling, trial simulation

**Material:** points of views, experiences, practical examples

**Goals:** raising awareness and increasing curiosity about prison, explaining and understanding how the system works, comparing different countries and cultures regarding this topic, increase tolerance towards prisoners and guards, understanding the viewpoints of the family of (ex-) prisoners



This workshop started with storytelling. Firstly Bastien from association GENEPI described his experience as a volunteer in the prison, he works with long term prisoners and does workshops with them. He and his co-volunteer friends visit them once a week on educational purposes, inform them about what is happening outside, show them films and have discussion, they also conduct theoretical research how prisoners live.

The goal was to expand knowledge about prison life from different sides.

Some of the participants also had stories to share, so it was their turn. Aule described her father's life in prison. Mari described her work as a guard in Tallinn prison. The goal was to create live discussion and most importantly to expand knowledge about prison life from different sides.

***Simulation of trial:** Bastien gave us some examples of crimes, we were divided into groups and we had to decide what the punishment/sentence should be. We also compared our thoughts about the sentence and had a discussion. This tool helped us to create empathy towards the prisoners.*



This day helped us to **create empathy towards prisoners** and understand the different points of view on this topic. Bastien gave us information about what the conditions are that the prisoners are forced to live in, regardless of their level of crime. We used different tools to understand prison life and all tools supported each other. Some people, including the ones, who put this booklet together thought that **this day was probably one of the most outstanding one** in terms of the number of tools we used.

Looking for ways how to apply the newly acquired information to our own lives, participating in voluntary work in our own region; trying to help someone, even if it is just one person.



## Comments & reactions

*The process of the painting/handcraft of prison life had no discussion about what each person wanted to depict in their piece of art. The sum up part of this tool was missing.*

*Storytelling from someone who actually works in prison or who is somehow connected to this topic is very good and adds very realistic value to the discussion, it draws our attention to this topic even more.*

*It would have been great to have the common language with Bastien, either French or English. It is always difficult to share personal experiences and we think that these people are brave and thank them for sharing.*

*On one hand, the simulation of trial opened people's eyes about the fact that real life stories are not that black and white. On the other hand, the simulation game was confusing because we needed more details before we decide what the sentence should be. Some said this game was too long. Some also said that it was confusing because some of us were thinking about the law and some were deciding based on the gut feeling considering the humane point of view, they did not know which aspect to use to make a decision about the sentence. The cultural differences stood out when we discussed about the different crimes, so it's fair to say that the perception about the severity of a crime varies depending on the cultural background.*

*Discussion about the photos from prisons – it was easy to find the Facts, but it was difficult to categorize the words in the other two categories - Evaluation and Interpretation. We think it might be because we often mix them up in real life and that's why we had to put a lot more thought into what is what. In reality these two concepts have different meanings and we really had to focus a lot to get to the bottom of the meaning of each word and how to categorize them.*

*About the general discussion during the training course – there are two kinds of people: those who take part and those who do not participate in the discussion. Mostly the people who felt open shared their thoughts, although sometimes it was a little bit hard, and the people who are more closed did not say much. This is the natural way that life is and that is not necessarily bad.*

**participants of the TC**

## Other tools on this topic

## Bastien's quote

### **Living library with ex-prisoners.**

We imagine this would be quite difficult to conduct, but it would also very interesting to see the point of view of an ex-prisoner. Simulation of prison using the following roles: the teacher, the priest, the person who helps make phone calls (telefonist), the psychologist, the prisoner, the guard, the senior guard, the hr department, cooks and helpers, volunteers, etc... there are many positions in prison that you can take.

*„In today's democratic world it is everyone's duty to do their best to build a better society. The prisoners are excluded from the society and nobody actually cares about them. Sometimes it is not the prisoner's fault that they are in prison, we don't know their stories so we should not judge. They are humans and they have their rights.“*

**Bastien from GENEPI**

## Final comment from participants

We think that putting this booklet together was another wonderful experience, sharing ideas and putting a booklet together helped very nicely to summarize this topic, which tools were used, how participants felt about this topic and what new approaches could be discovered in terms of tools.

**THANK YOU!**

# MIGRANTS' JOURNEY

workshop by SolAfrika

**Tool:** role game

**Material:** role cards, passports, visa cards, signs for the different areas of the migrants' journey, string, dice, paper, etc.

**Goal:** to discover the migration process by experiencing it from different point of views, understand the system of arriving to a foreign country to settle down

**Preparation:** a lot depending on your knowledge on the topic (1-2 weeks)

**Timing:** 3 hours, appr. 1,5 for the game, the rest for the briefing

## The aim of the game

The best way to experience a process is to go through it – this is the motivation to put the participants into the situation of migrants.

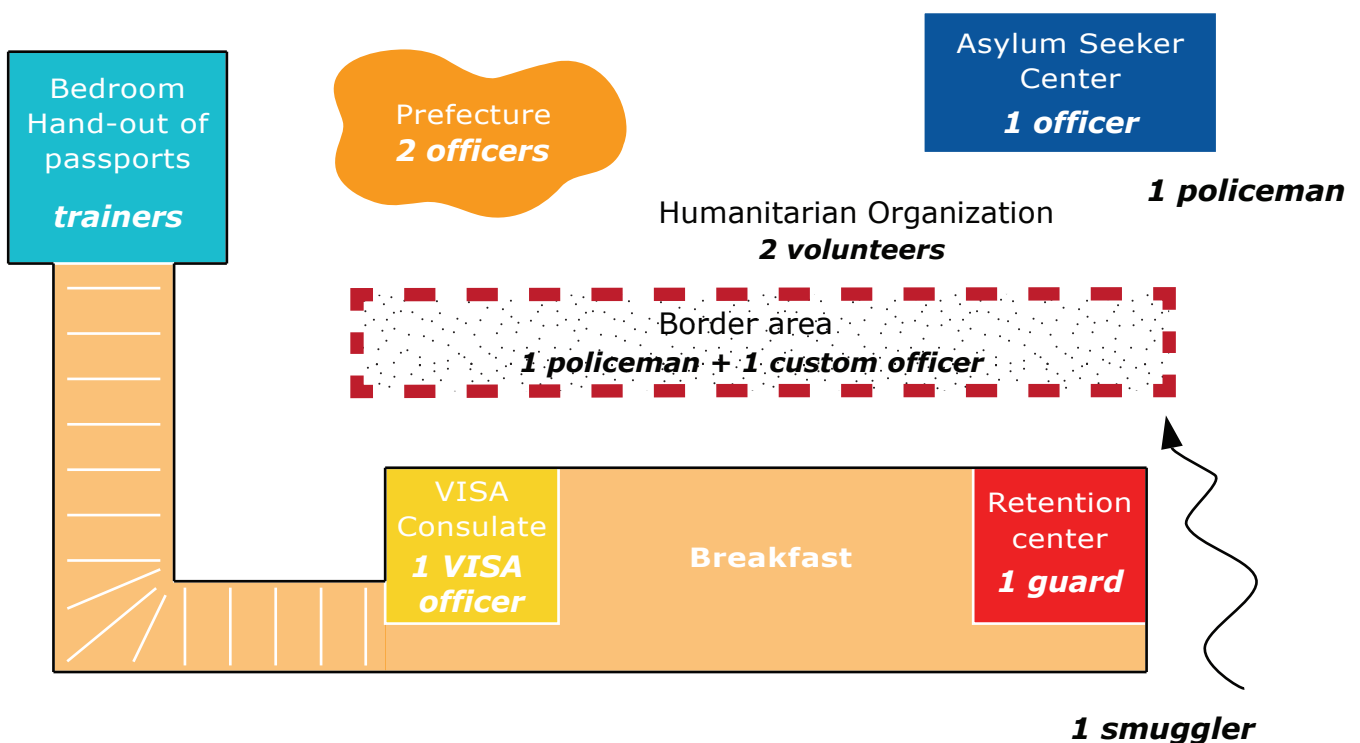
In this role game the participants get only one objective : cross the border of France and make their bests to get the papers needed to stay.

In order to do so, they have all the instructions needed on the role card, the area of the game is already set up by the time they arrive there.

## MAP

(according to the migration process in France)

An example of how to organize the area, mentioning the roles needed for the spots.



## The Roles

In order to have a global view on the migration process, we decided that the participants will play the role of officers, smugglers, policemen, everyone who is involved in the « journey ».

We examined the migration process in France and defined the functioners involved in it, creating the following roles. **We advise to give these cards to the participants in advance min. 30min, as these roles are a bit more complicated and it is chaotic to give all the role cards to the people at the same time.**

- **VISA officer**
- **Prefecture Officer**
- **Retention Center Officer**
- **Custom Officer**
- **Policemen & Policewomen**
- **Asylum Seeker Center Officer**
- **Volunteers for a Solidarity Organization helping migrants**
- **Smuggler**

The rest of the group will turn into migrants, trying to enter France from different countries. We decided to handle them these roles directly after waking up, without letting them know their roles or the process of the role game beforehand. **The aim is to define as many different backgrounds as possible to complete the game.** Here are our examples:

- **A student from China**
- **A teenager from Congo**
- **A father of 4 from Mali**
- **A roma family from Romania**
- **An Estonian family**



**BE AS REALISTIC AS POSSIBLE!**

## How the game goes

Once the area is set up, everybody got his/her role card, everybody is at his/her starting point... here we go !

The officers stay at their place, the policemen, volunteers, etc. circulate, the migrants are following the process according to their role cards...

The game continues until each migrant has done the process the furthestmost possible – of course not everybody will finish with a resident permit for 10 years in France.

## Role of the trainers

The trainers should observe the participants all along the game, in order to have enough input for the evaluation! Staying outside of the role game is very important to keep your objectivity.

Trainers can guide participants if they are lost in their role, they can help by giving ideas, helping them staying in their roles.



*This role game is a version of the board game «**Parcours de migrants**» created by the French association La Cimade fighting for the rights of migrants; we changed and adapted it to our TC.*

*You find the description of the game and the tools needed here in French: <http://www.lacimade.org/agir/agir/rubriques/258-sensibiliser>*

## Remarks of participants:

*In conclusion people was excited, confused, lost, insight into the real problems, depressed, special. It was nice to be in different situation, this type of problems show how important it is to understand migrants.*



# Evaluation

## CALMING DOWN

Just after the game we advise 5 minutes of group meditation to leave behind the role. Before starting the evaluation, let's give them half an hour to calm down and get back to reality from the 'reality' of their roles.

## PUTTING THE PUZZLE TOGETHER...

Until then the participants were in their role but didn't see the game as a whole, now it is time to give context to their experience. We gather the whole group and read out loud the role of each person. Then we split into small groups to start the evaluation...

## Discussion

1

### Feelings

**Ask the participants to tell their feelings without explaining them too much. « I felt ... »**

*Do you think in real life a migrant/volunteer/officer/police/etc. can have the same feelings as you during the role game?*

2

### Definitions

**In order to be able to discuss about migration, some definitions are needed to be clarified.**

*Choose the definitions you think are important to understand the topic (and the process in your country maybe).*

*We chose the followings :*

Refugee

Undocumented

Human migration

Asylum seeker

Migrant

3

### The game itself

**Interpretation of the game! This is the moment when the participants can elaborate their feelings.**

*What do you think of the game in general?*

*What happened according to the perspectives of different people?*

4

### Link with reality

**Links with the real life situations. Discussion about differences and similarities.**

*Do the roles seem realistic?*

*The situations which came up, the reactions of the others – do they seem realistic?*

*What are the reasons of migration in the game / in reality?*

*Not enough jobs, political fear, war, hope of better education, poor medical care, etc...*

*What are the obstacles of migration in the game / in reality?*

*What are the obstacles once you are there?*

*discrimination, language, administration, culture, religion, economical hardships, etc...*

*What about the freedom of movement, in your country, in Europe, in the world?*

*What about solutions?*

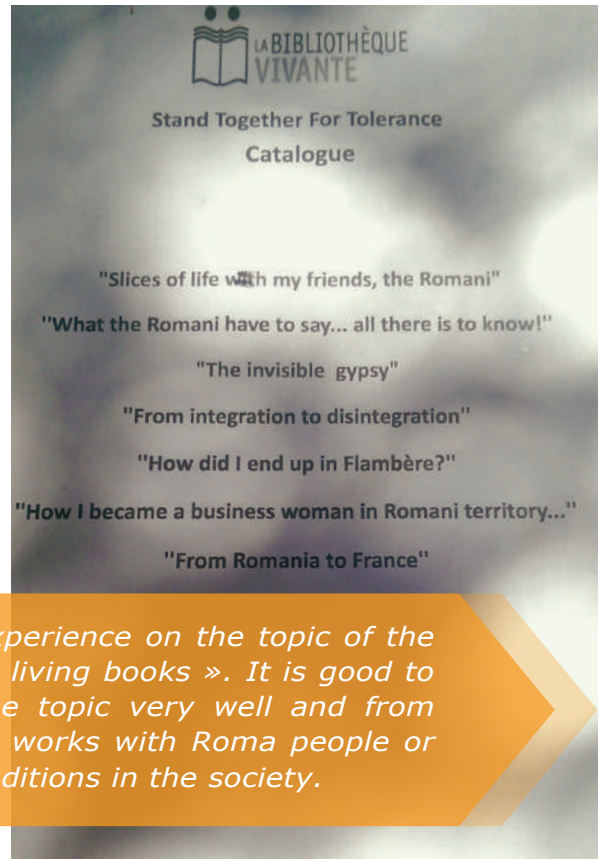
# Roma Living Library

workshop by Rencont' Roms Nous  
& Bibliothèque  
Vivante de Toulouse

**Topic:** Roma people in the society

**Goals:** to raise awareness of the life of Roma people, to give a possibility to the participants to understand the traditions and principals of Roma community from the first hands, to break stereotypes which exist about Roma people.

**Material:** story-tellers, people with the personal experience (representatives of Roma community, volunteers who work with Roma), cards with the title of "the living book", a poster with all titles.



*The invited guests are selected based on their experience on the topic of the workshop. The invited guests are considered as « living books ». It is good to have as many guests as possible who know the topic very well and from different perspectives. It can be a volunteer who works with Roma people or Roma people who are active in promoting their traditions in the society.*

**Living Library**

Bibliothèque Vivante de Toulouse

LA BIBLIOTHÈQUE  
VIVANTE





The topics the guest talked about are the following:

- ***A business woman in Roma society***
- ***Family and education of Roma***
- ***Why do I help Roma people?***
- ***Friendship of Roma and non-Roma people***



The guests are located individually in the big room in different corners. The participants are divided into small groups of 3-4 people. In the middle of the room there is a reception desk where all topics are written on the poster to be visible to everyone.

There are also small cards with the title of a « book » where participants register the time they start and finish to talk with the invited guest.

Each group talks with a guest during 20-30 minutes of the selected topic, then groups move to other guest. If there are 6 invited guests and 25 participants it will be difficult to speak all participants with all guests. So, during 1,5 hour one group can listen the story of 3 people only.



## Evaluation

## Ways of adaptation

The participants are gathering in a big group and answer the following questions:

*How do you feel?*

*What did you learn about Roma people?*

*Did you learn anything new?*

*Did you change your mind about Roma traditions, family and their life?*

*What recommendation will you give to your friends if they meet Roma people?*

In the end of the workshop the small groups of the participants are mixed in order to create new groups. In small groups people share the stories they have heard from the "living books".

## Comments & reactions of participants

The participants learned about the history of the Roma community. During the World War II the Roma people were oppressed, 500,000 Gypsies were killed. The horses were taken out or killed, the society did not like the way of travelling life of Romas. They were not allowed to be themselves. The participants know a little about Roma origin, traditions, their lifestyle.

## Other important things

The invited guests must be open to share their experience with others. The participants may ask very controversial or intimate questions about personal life of the guest. It would be good if the guests have 1-2 stories from their life, not just sharing what they are doing in the life. If the invited guests don't speak English it is important to invite translators for each "living book".

*other tool on this topic:*

**World café**

# HANDI-SPORTS

workshop by Centre de Rééducation  
Fonctionnelle de Saint-Blancard

**Tool:** Physical activity, discussion, video and oral presentation

**Material:** games, physical equipment (wheel chair, ball with bell in it, blindfolds, bow and arrows, boccia, blow guns, golf equipment), discussion

**Goals:** to make people realize the life and problems of people with disability by being in situation, it is possible to deal with every disability, to give out information about the life of handicap people (their sports and way of life)



## **Boccia**

*One of the handi-sport games*

## Handi-sports activities:

- **Wheelchairs** – using wheelchairs to manouver and do slalom with a ball on your lap. At the end throwing the ball into a basket while sitting down.
- **Guiding blindfolded people** to a specific place and helping them to throw a ball into a box.
- **Torball** – playing handball blindfolded, without moving around and just listening to the ball moving towards you. Players had to be on their knees and the goal was behind each team and they had to prevent the ball from going into the goal behind them. (5 people vs 5 people)
- **Passing the ball** with the bell inside to each other while sitting in a big circle blindfolded.
- **Ceci foot** – Playing football blindfolded with other people guiding you. The goal keeper was allowed to see.
- **Various different sport activities** for handicap people (golf, boccia, archery, blow gun)



## Other activities for this topic:

- **Watching professional videos** of various handisports (wheelchair basketball, paraolympics, torball, etc.)
- **Discussion and evaluation** – Sitting down in bigger and smaller groups to discuss our ideas and thoughts on this topic. Also listening and learning from the professional guy who is working in this field everyday.

We think the main aim of this day was to make us realize that we can help disabled people more than we thought by persuading and motivating them with the „you can do it“ attitude. It made us think and notice the issue of how difficult it is to live with disability and how financially difficult it is to participate in various sports when you´re handicapped. It made us understand how difficult it might be to depend and rely on someone else.

We now know that it´s ok to approach people with disability on the street to ask if they need help. It is ok to talk about it. This will encourage us to be more tolerant towards people with disability and encourage us to accept them to work with us (physical disability does not mean mental disability)

*“A disability is an obstacle in everyday life of a handicapped person but it is important to always find ways to overcome this!”*

*Matthieu, our trainer*



**Blowgun**  
Handi-sport

# GENDER ISSUES

workshop by Claire Masso

**Tool:** moving debate and discussion

**Material:** blackboard, chalk, questions

**Goals:** To realize of the complexity of gender issues

The method of the moving debate was stating a topic on gender issues by the guest, division of participants to agree/disagree or to the middle, discussion.

**Possible questions/statements for the moving debate:**

*Woman and men are equal.*

*Do you know someone who was whistled at?*

*Men have more sexual needs then women.*

*Women flirting with men but refusing when it comes to sexual act, are they considered as bitches?*

*Are women naturally feminine and men naturally masculine?*

**Possible questions for the discussion in international groups of 6:**

*Is homosexuality a choice?*

*Insulting people about their sexual orientation is worse than other insults?*

*Do transsexuals have identity crisis?*



**Agree/Disagree**

discussion about gender issues

## Evaluation

## Ways of adaptation

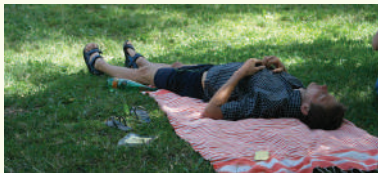
It went quite well except for the fact that some people moved with the rest of the group and were reluctant to share their point of view. Also, there was a language barrier between the participants and the guest who spoke only French and had an interpreter who missed some of the points during the translation. There was a lack of facilitation of the discussion.

Doing the activity in smaller groups so that everyone would have to participate more actively.





**STAND TOGETHER**  
for **TOLERANCE**





## Thanks to:

### Erasmus + Programme



The French National Agency

### Our partners:

*Portugal:*  
**ESN Minho**

*Czech Republic:*  
**European Youth Centre Břeclav**

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**Continuous Action**

*Lithuania:*  
**European Voluntary Service Association SALTES**

*Poland:*  
**EDUQ Association**

## All participants:

*Adèle*

*Agota*

*Alice*

*Aule*

*Clara*

*Cristina*

*Gabriele*

*Greta*

*Ivan*

*Jana*

*Joanna*

*Kamila*

*Kärol*

*Kristina*

*Luba*

*Luísa*

*Madli*

*Mari*

*Nico*

*Nora L*

*Nora SolAf*

*Ondřej*

*Urszula*

*Telmo*

**SOLAFRIKA 2015**

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