

Erasmus+ Youth Exchange
2020-1-PT02-KA105-006595



EXPRESS U! II

**A New Cultural Engagement
to Social Inclusion**

<https://dctr.pt/express-u-ii/>



THE PROJECT

Express U! is an approved project from the Erasmus+ Programme (KA1), through the Portuguese National Agency. The main goal is promoting tolerance, social inclusion and diversity between the young people through culture, focusing on dance.

In total, there were 43 participants, from 6 different countries, being: Spain, Italy, Portugal, Greece, Croatia and Turkey. The APV and YE took place in Ovar in Pousada da Juventude. The need for this project relates with the goal of DCTR of trying to find innovative ways of

promoting social inclusion, in this case directly through dance. Having had the experience of a first YE (Express U!, in 2019), DCTR believes that this project give to the participants the opportunity to develop their 8 key competences and help understand better the different realities that the youngsters from other countries face, while discussing social inclusion.

The work of DCTR is based on the connection between dance, education and technological innovation and one of the main goals of the organisation is to promote social inclusion through art and culture.

GOALS

MAIN:

Promote social inclusion, diversity and tolerance between young people through culture, especially dance.

SPECIFIC:

- Create dynamics for the empowerment of young people and for the promotion of social inclusion, diversity and tolerance and foster active participation through the NFE;
- Promote interculturality, dialogue and European values;
- Raise awareness of the importance of cultural and artistic expression for the personal, social and professional development of the youngsters;
- Promote equal access to inclusive and participatory opportunities;
- Promote the development and sharing of skills, best practices and tools between the partner organisations for a better implementation of transnational initiatives;
- Disseminate the results and social impacts received by the project in order to replicate good practices in other social contexts;
- Strengthen transnational partnerships between organisations working in the field of youth, social inclusion and culture;
- Continue with the idea and goals of the first YE made by DCTR in 2019, Express U - A new cultural engagement for social inclusion.

PARTNERS

Youth Organisation Veles (Croatia)

// YOY tackle modern problems like ecology, environment and wildlife protection, self-development and social anxiety, inclusion of people from different cultural and social backgrounds, gender and financial inequality, entrepreneurship, European Union and human rights.

Euro SUD (Italy) // EUROSUD promotes development of creativity, innovation, entrepreneurship and sustainable development (of civil society).

SAREM (Turkey) // SAREM is a non-profit organisation devoted to the inclusion of youth and educators from a wide array of socio-economic-educational-art-sports backgrounds enabling them to become front-runners in civil society insusceptible to any and all animosity towards concurrent societal adversity.

Asociación Multideportiva Euexia (Spain)

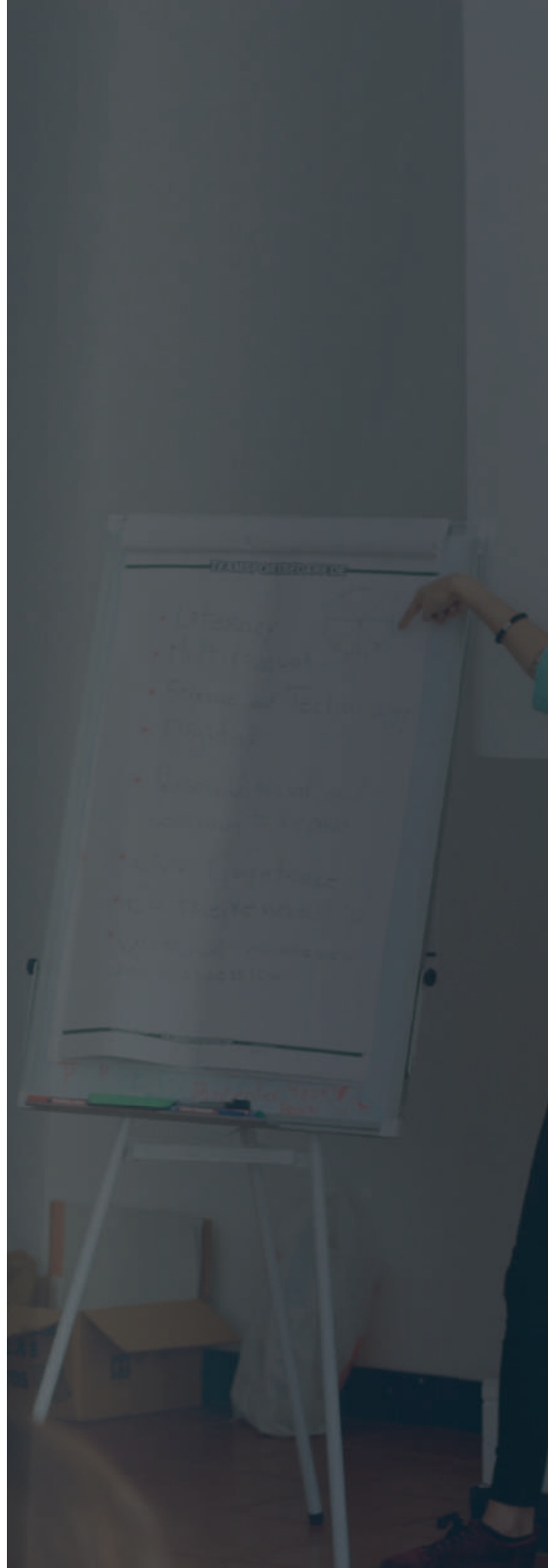
// Euexia is a non-profit association, founded in 2007 by a group of friends who love sport. They deal with many municipal sport schools, among them one of sport adapted for persons with disability, organize summer camps for children and sport events, organize activities about social inclusion with schools and institutes, sport activities with the patients of the association, a work camp in summertime with national and international volunteers together with the users of the association.

Poliana (Greece) // POLIANA facilitates and promotes any activity aiming to combat Unemployment and Social Exclusion. Mainly, they present and facilitate exchanges in the field of Arts, contributing to the promotion towards employment, they match education with creation, aiming to facilitate a personal development of people, usually with poor access to other training or education, through contact with Arts and Nature and they promote women and young people entrepreneurship.

ACTIVITES

ADVANCED PLANNING VISIT (9-10th october 2021)

In the APV (Advanced Planning Visit), every Group Leader was present, accompanied by one of the participants from each organisation. The main purpose was to bring together the representatives from all participating organisations for a first meeting in order to plan in detail the Youth Exchange. This activity facilitated the creation of strong bonds between all and also helped the Group Leaders and the participants to know the city in advance and to decide on the general rules and give ideas to the activities that were going to be implemented in the YE. This allowed a better integration of every participant in the YE itself and made it easier for DCTR to organise it.



Activity programme for the Advanced Planning Visit

Venue		Duration				
City	Country		Start date	End date	Activity duration	Travel days
Ovar	Portugal		09/10/2021	10/10/2021	2	2

Activity Programme

Timetable	Activities	Description
-----------	------------	-------------

08-10-2021 TRAVELLING DAY

DAY 1 // 09-10-2021

AM	9h30 - 11h	Presentation of the participants, organizations and project	<p>-Group presentation w/ ice-breaks: Speed dating together with "let me know something about you"</p> <p>Brief introduction of each organization and its Group Leader: ladder game - participants organize among themselves to try to find out who is the most experienced in youth work and form a ladder; then share with the facilitators why they are in their position and talk about it their organizations:</p> <p>Brief presentation of the project: What do you think about when you think about social inclusion? How to promote social inclusion? When can we say that we have achieved social inclusion? Divide into groups of 3 and each respond to this theme (sheet A3 for each)</p>
	Morning Snack		
	11h15	Presentation of Erasmus+, the APV project and work plan	<p>Presentation of the APV agenda: flipchart</p> <p>General presentation of the Erasmus+ Program and its objectives and relationship with the project: objectives on the Flipchart and ask participants how they think the project relates to them</p> <p>Express U overview! II, of its objectives, needs, activities, results and expected impacts.</p> <p>Sharing expectations and fears about the project: asking participants for suggestions</p>
13h			Lunch
	14h30	Energizer	Energizer: rock, paper scissor tournament
	16h	Task definition, timings and responsibilities	Timetable: discussion of activities, responsibilities and tasks

	17h	Task definition, timings and responsibilities Strategy and activities plans	Timetable: discussion of activities, responsibilities and tasks
Dinner			

DAY 2 // 10-10-2021

MEETING POINT:

AM	9h30	Energizer	Energizer: rock, paper scissor tournament
	9h30	Get to know/ Team building	Team challenges game: 3 teams each have the same 5 things to do. The first to complete everything wins. All present at the end. Talks about the dissemination and exploration of the results in the youth, community and stakeholders. Divide into groups to answer the questions: What is dissemination? Why is dissemination important? Activities to do in dissemination
	Morning Snack		
	11h	Continuing w/ the development of the plans	Rights and duties of participants: group activity. Defining the rights and duties and putting them on A3 papers to present in the YE
13h Lunch			
PM	14h30	Visiting the city	Visiting Furadouro.
	Afternoon Snack		
	17h	Analyze and evaluation of the APV	Analysis and evaluation of the APV
19h30 Dinner			

11-10-2021 TRAVELLING DAY



YOUTH EXCHANGE

(27th october-1st november 2021)

This Youth Exchange had 43 youngsters present, in total. In this second edition, DCTR wanted to explore more social inclusion by reflecting on the government and individual roles that each one can have in a society and by making the participants experience situations of social exclusion. Dance was used as a method for self-expression, specifically related with emotions.

Activity Programme

Timetable	Activities	Non-formal and informal learning methods used	Time	
DAY 1				
Breakfast				
AM	9h30	Welcome session to participants	<p>Reception of participants by DCTR at the place of activities. Presentation of participants to the whole group (get to know). Use of icebreakers:</p> <p>1- Name game: groups of 7 people, in a circle. They say the name of each one, until they memorize them. Allow about 3 min each. Rotate 3x. To select groups, use matching cards. 2- Organize in a circle by date of birth, then divide into groups of 6 people. 3/5 min to find 3 things they all have in common. 3- Declarations, attendance sheets and agreement with participants</p>	<p>1- 10-15 min 2- 5-10 min 3- 15 min</p> <p>total: +/- 1h</p>
	10h30	Presentation of the project	<p>1-Reflection and debate about the expectations of each one about the project: Each person writes their expectations for this exchange on a paper, signs them, and puts them in a box. Guided by the questions: "What do I want to learn? How can I contribute to the achievement of this learning? What are my expectations? How can I contribute to the achievement of my expectations?" Then the group should walk freely through the space and share their expectations: whenever someone wants to share, they clap their hands, the group stops and the person speaks.</p> <p>2- Presentation of Express UI II, of its objectives, activities, results and expected impacts:</p> <ul style="list-style-type: none"> -Presentation of pre-defined rules at the APV- ask who was at the APV; -Show the timetable; -Ask if anyone brought activities to do; -Define volunteers to help with specific things (coffee breaks, meals, time, free time and cleaning) 	<p>1- 15 min 2- 10 min</p> <p>+/- 25 min</p>
	Morning Snack			
11h30	8 key competences	<p>3- 8 key competences and the wheel of life: self-assessment With the group, discuss ways to develop each of them in this VE. Questions: Did this activity help you understand the 8 key competences? Can you see clearly what competences you need to improve and the ones in which you are more comfortable with? Send the image of the 8 keys 4-Youthpass: to be delivered on the last day; to be filled in by each on the penultimate day Leave: info about the 8 skills and the youthpass filling doc</p>	30min	

	12h	Erasmus+ and EU values	<p>Presentation of the Erasmus+ Programs and its general objectives and framework of the Exchange in it</p> <p>Activity about the values of Europe:</p> <ul style="list-style-type: none"> - What is values? Can you say some examples of values? - as a group, on a sheet, they have to find out what Europe's values are. 10 groups of 4 people - 1 of 5 (use cards to split) <p>Questions: Would you have chosen the values of Europe or similar to yourself? How do you think these values report to your country?</p> <p>Leave the link: https://europa.eu/european-union/about-eu/eu-in-brief_en</p>	30min
	13h	Lunch		
PM	14h30	Energizer	Energizer: Who am I? Post-it game	5min
	14h40	Get to know/ Team building	<p>TRIBES GAME Divide participants: count to 10. 1 group of 11 and 3 groups of 10.</p> <p>Questions: How was it to build a new culture? Can you say that cultural affects our behaviors? How? How did tribe 1 perceived the other cultures (...)? How is culture related with social inclusion?</p>	1h
	15h40	Afternoon Snack		
	16h10	Icebreakers	<p>Activity aimed at dancing, promoting interaction, well-being and comfort among participants. Building social bonds and a sense of group.</p> <p>Learning to trust others: a circle is formed, music is played, and participants walk forward with their eyes closed and move. At will, any other member of the group can intervene and direct the person, taking them to a place or making them perform a certain movement.</p> <p>Questions: How did you feel in this exercise? Had you any difficulties in trusting the others?</p>	20min
	16h30	Team Building	<p>Divide into 6 groups of 7: matching cards</p> <p>Create an A3 that answers the following questions: Why does social exclusion happens? How is culture related to social inclusion? How can we measure social inclusion? What types of social exclusion are there? If the world had 100% of social inclusion, how would it be?</p> <p>Leave: Send the images about social inclusion</p>	45min
17h15	Group dynamics: Dance show about social inclusion	<p>Divide participants into groups of 7 people: matching names. They will start thinking about a theme to develop a 10-15 min "play" based on a story that relates to social inclusion. They can take concrete examples that they have highlighted, and expose what went wrong, but preferably give a solution to the problem.</p>	45min	

	18h	Individual reflection	Individual reflection of the participants: write your thoughts about the day. Guide with the questions: What did I learned today? What changes did I in me? What can I do more tomorrow to be even better?	15min
	19h30	Multicultural Dinner		
		Free time	Free time to socialize informally for the participants to get to know each other better, as well as the different cultures	
Day 2				
Breakfast				
AM	9h30	Energizer	Energizer: Who am I? Post-it game	
	9h40	Awareness: social exclusion	Outsiders (T-8 Social Inclusion): 10 people volunteer to stay out. The remaining group has to split into smaller groups according to criteria selected by the participants themselves. Ex. hair color, eye color, etc. (5min) The people who were left out are then called back and, without talking to each other, choose the group to which they belong. They put themselves in front of this one, without mixing Afterwards, each one explains the characteristic they chose for that group, and they can only join if they got the characteristic right, even if the group is the correct one (5 min) Repeat 2x more with different volunteers	30min
	10h10		Disabilities race (T8- Social Inclusion) Teams of 6 people. Each team has tasks to do in 45 min, ensuring everyone does them. "Disabilities": one team member is blindfolded, another wears earplugs, arms tied, cannot speak in english (only mother tongue), one without a disability Questions: How did it feel to be without any disabilities? What is like to have certain disabilities? Did you function as a group? Did the group supported each other? Did being disabled mean that these people did not take the initiative?	1h
	11h15	Morning Snack		
	11h45	Group dynamics	Portuguese folklore dance class	1h
	13h	Lunch		
	14h30	Energizer	Energizer: Hi Ho Ha	10min

PM	14h45	Group Dynamics	<p>The Chameleon</p> <ul style="list-style-type: none"> -Divide the roles to participants randomly and tell them to not reveal their roles to others. Give them some time to understand their character; internalize it, get into the role and imagine how it feels to be that character. Ask them to try to forget from where they are and who they are. -Explain you are going to read statements and if they agree with statement they step forward, if not then they stay at the same place. -Read the statements -Change papers at least one more time so that the participants experience other roles 	45min
	15h40	Afternoon Snack		
	16h10	Youth, less opportunities and culture	<p>Groups of 7 people.</p> <p>Questions: What can governments do about social exclusion? What can I as an individual to help promote social inclusion? What can NGOs do to help promote social inclusion? Including behaviors I can have in my daily life; How are E+ important to help promote social inclusion? Movies/books about social inclusion</p> <p>Allow 7 min for each paper</p>	1h
	17h15	Group dynamics: Dance show about social inclusion	<p>Divide participants into groups of 7 people: matching names. They will start thinking about a theme to develop a 10-15 min "play" based on a story that relates to social inclusion. They can take concrete examples that they have highlighted, and expose what went wrong, but preferably give a solution to the problem.</p>	1h
	18h15	Individual reflection	<p>Individual reflection of the participants: write your thoughts about the day. Guide with the questions: What did I learned today? What changes did I in me? What can I do more tomorrow to be even better?</p>	15min
	19h30	Dinner		
		Free time	Free time to socialize informally for the participants to get to know each other better; as well as the different cultures	
Day 3				
Breakfast				
	9h30	Energizer	Energizer Jogo do lençinho	20min
	10h	City tour and community: Preparation	<p>Groups of 4: use the playing cards</p> <p>In teams, the participants create flyers about social exclusion to deliver to the community in the afternoon.</p> <p>Incentivate them to use statistics, good examples of projects (eg..). Each team should make as many flyers as possible.</p>	1h

	11h Morning Snack			
AM	11h30	City tour and community: Preparation	Groups of 4: use the playing cards In teams, the participants create flyers about social exclusion to deliver to the community in the afternoon. Incentivate them to use statistics, good examples of projects (eg...). Each team should make as many flyers as possible. Before the end of the activity, each teams say what they have found out	1h
	Lunch			
	14h30	City tour and community	Visit some traditional spots in the city to learn about the local culture. Interaction with the community: giving flyers	
	Afternoon Snack			
		City tour and community	Visit some traditional spots in the city to learn about the local culture: tour in the city center and tile painting	
PM	17h45	Briefing	How did you like to go to the community deliver the flyers? Do you think that this can have an impact in society? How did the discoveries of good examples make you feel?	15min
	18h	Individual reflection	Individual reflection of the participants: write your thoughts about the day. Guide with the questions: What did I learned today? What changes did I in me? What can I do more tomorrow to be even better?	30min
	19h30 Dinner			
		Free time	Individual reflection of the participants	
Day 4				
	Breakfast			
	9h30	Energizer	Talking object: Participants sit in a circle. An object is passed around the circle. The person who receives the object has to talk continuously until his/her neighbour decides to take the object.	10/15min

AM	9h45	Emotional Intelligence	<p>Present the theory behind emotional intelligence, asking who have heard about it Based on Daniel Goleman, that haven't introduced the theme but wrote the book "Emotional Intelligence", 5 steps:</p> <p>1- self-consciousness: recognition of our own emotions 2- self-regulation: dealing with our own emotions 3- Self-motivation: find ways to keep motivated without depending on others 4- Empathy: put in other people's shoes 5- Social skills: being able to maintain relationships</p> <p>Talk about the 5 basic emotions. Emotions are chemical reactions and there are theories that argue that there are 5 basics from which others derive: Fear; anger; joy, disgust, sadness</p> <p>-IMPORTANT: when managing emotions, we manage behaviors -Mimics game: one person receives an emotion and the others have to guess which emotion that is.</p> <p>Leave: Goleman's book and the movie Inside Out</p>	45min
	11h	Morning Snack		
	11h30	Workshop: dance and social inclusion	<p>Dance class with the majority of pairs made with boy-boy and girl-girl Explain the "rules" of the leader and follower and why is important to try to change the norms</p>	1h30
	13h	Lunch		
PM	14h30	Energizer	<p>Description: The students are standing in a circle facing each other. One person is staying in the middle of the circle. That person chooses one person from the circle and point at her/him. The two people on the side of that person need to run around the circle in opposite directions, meeting halfway and give a hug/kiss on the cheek continue running. The person in the middle will take one of the places of the people who are running and the one who runs faster will get the space that is left. The one who didn't get a place will go into the middle and choose another person.</p>	15min
	14h45	Peddy-paper	<p>Creation of a peddy-paper on social inclusion, diversity and tolerance. This activity promotes interaction between the group, knowledge among themselves and about the topics under analysis. Division of participants into heterogeneous groups. Ask 6 volunteers to be each one in each of the stations. Make groups of 4.</p>	1h15
	Afternoon Snack			
	16h30	Group dynamics: Dance show about social inclusion	<p>They will start thinking about a theme to develop a 10-15 min "play" based on a story that relates to social inclusion. They can take concrete examples that they have highlighted, and expose what went wrong, but preferably give a solution to the problem.</p>	1h30

	18h	Individual reflection	Individual reflection of the participants: write your thoughts about the day. Guide with the questions: What did I learned today? What changes did I in me? What can I do more tomorrow to be even better?	30min
	19h30	Dinner		
		Free time	Individual reflection of the participants	
Day 5				
	Breakfast			
AM	9h30	Energizer	Energizer: Head's Up In a circle, people look at ground. When you say "heads up", they have to look into someone else's eyes. If two people are looking at each other, they scream and are both out	15min
	9h40	Youth, less opportunities and culture	Don't laugh at me (T8- Social Inclusion) - Introduce the idea that laughter can be used to make people uncomfortable: Do you think that laughter is always a good thing? Do you know the difference between laughing at someone and laughing with someone? - Hand out the worksheet to all in the group. Think about what you feel when you are laughed at and fill the paper - After everyone filled the paper, discuss what the youngsters can do if they were being laughed at or if they see someone being laughed at Questions: Is this a solution that is going to resolve the issue or cause more trouble? Agree on safe people to approach for support if this should happen to them	1h
	10h40	Group Dynamics	Dynamics of recognizing diversity: Each participant must use creativity to recreate the other young person according to the way they see them and the characteristics in front of which they recognize them. Sharing these characteristics with the whole group. Recognition of diversity and tolerance towards it. Division of participants into heterogeneous groups. In pairs	30min
	11h	Morning Snack		
	11h45	Youthpass	Each participant brings a wheel of life and how their reflections from the day until today. Reflect on the skills that most developed and fill the Youthpass	45min
	13h	Lunch		

PM	14H30	Energizer	Broken telephone "I'm going to go to the market to buy some bananas and mangos tomorrow morning, and then I am going to meet my cousin for lunch"	
	14h45	Group Dynamics	Playful session aimed at cultural aspects (dance, music, literature, theater, etc.): karaoke from different countries	45min 1h
	15h30	Afternoon Snack		
	16h	Group dynamics: Dance show about social inclusion	They will start thinking about a theme to develop a 10-15 min "play" based on a story that relates to social inclusion. They can take concrete examples that they have highlighted, and expose what went wrong, but preferably give a solution to the problem	2h
	18h	Individual reflection	Individual reflection of the participants: write your thoughts about the day. Guide with the questions: What did I learned today? What changes did I in me? What can I do more tomorrow to be even better?	30min
	19h30	Dinner		
		Free time	Individual reflection of the participants	
Day 6				
AM	Breakfast			
	9h30	Energizer	Clap and point Participants form a circle. The facilitator sends a clap all the way around the circle, first in one direction, then in the other direction. The facilitator then shows participants how they can change the direction of the clap, by pointing the clapping hands in the opposite direction. Repeat this until the clap is running smoothly around the group and changing direction without missing a beat. Finally, show how you can 'throw' the clap by pointing the clapping hands at someone across the circle.	10min
	9h45	Dance show about social inclusio	Rehearsal for the dance show	45min
	10h30	Morning Snack		
	9h45	Dance show about social inclusio	Presentation of the dance show	1h30
	13h	Lunch		

PM	14H30	Energizer	Count to seven The group sits in a circle and someone starts the process of counting. Each person counts in sequence. When the counting reaches seven, the next person starts over with the number one. Every time someone says a number, they use their hands to point out the direction that the counting should go in	10min
	14h45	Saying goodbye and empathy	The group is divided in two: group A closes turns their backs; group B goes to a person at their own choice and says something that they like about that person and about their experiences together	45min 1h
	15h30	Final Reflection and Delivery of Youthpass	Playful session aimed at cultural aspects (dance, music, literature, theater, etc.): karaoke from different countries	45min 1h
	Afternoon Snack			
		Debriefing	Sharing, reflection and group discussion of the learning acquired during the mobility activity. Perception of the needs that eventually remained unresolved.	
		Evaluation	Recommendations for future projects. Completion of the satisfaction questionnaires.	
	19h30	Dinner		
	Free time			

RESULTS

8 key competences

Most developed ones: Cultural Awareness and Expression, Personal, Social and Learning to Learn (5/5)

Multilingual and Citizenship

63% of the participants recognise better the role that they can have in society and how they can help promote social inclusion;

72% of the participants feel more prepared to stand up for those who face situations of social exclusion more easily;

80% of the participants recognise the importance of the Erasmus+ projects and of the European Union for the promotion of social inclusion;

88% of the participants want to participate again in another Erasmus+ project

Links

Website: <https://dctr.pt/express-u-ii/>

Links to the social media posts from this project:

<https://www.instagram.com/p/CVivvbqsK-So/>

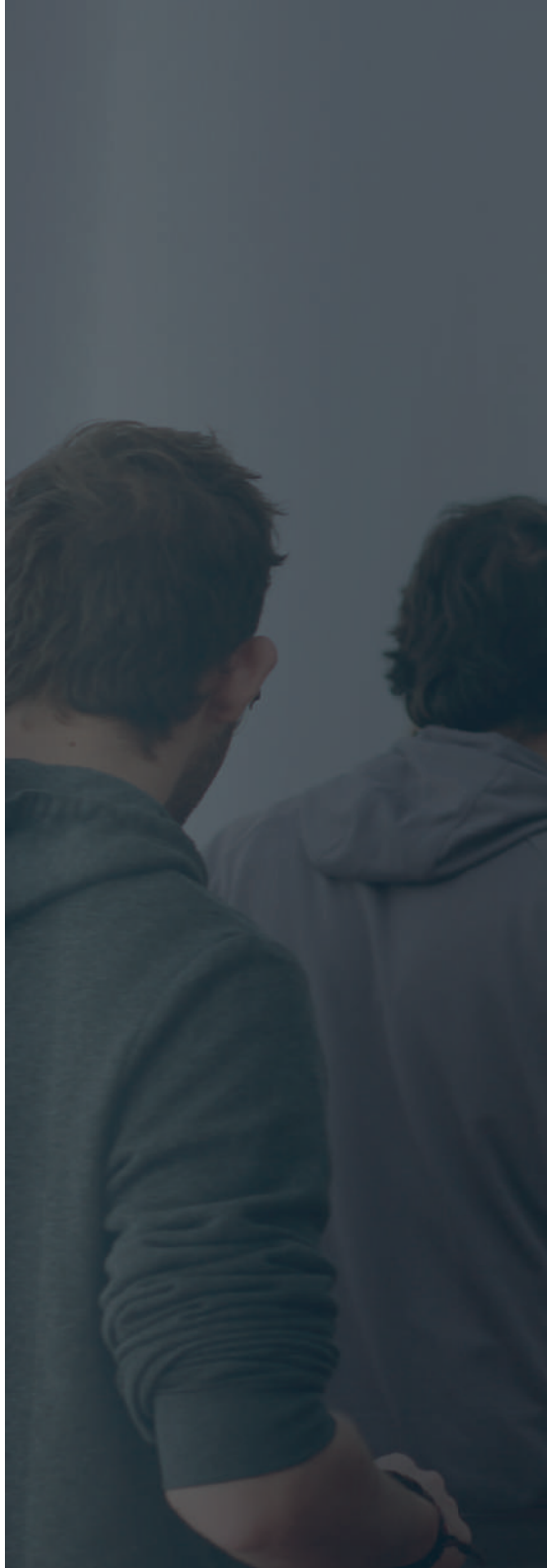
<https://www.instagram.com/p/CVqQa-9zjAOd/>

<https://www.instagram.com/p/CVvgpUYM-rIP/>

<https://www.instagram.com/p/CVxLkkyM-jCP/>

<https://www.instagram.com/p/CWBfi9Nqf-cO/>

<https://www.facebook.com/dctr.associa->



DC
TR



Erasmus+