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LAB/4
HUMAN RIGHTS

HANDBOOK
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HUMAN RIGHTS

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INTRODUCTION

What is Lab 4?

It's a 18 month long Erasmus + project, focused on **implementing human rights education with performing arts.**

With this project we want to provide tools to educate to human rights in a more efficient way, one that focuses on the bodies in their expressive-relational potential and that can become a truly effective tool in the fight against bullying and all forms of discrimination both in school and training contexts and in social and family contexts.

How did we do it?

The main activities has been **local workshops**, aimed at trainers, educators, youth workers and youth leaders, in which the partners have trained the above mentioned trainees on the methodology related to performing arts for the teaching of human rights.

Lab 4 Human Rights is a project co-funded by the European Union's Erasmus programme
The project involved three associations in different countries: **Italy, Romania and Poland.**

We organized workshops involving dozens of teachers, trainers and educators.

Experiences, methodologies, and good practices were shared and transnational relations were woven. However, above all, we talked about human rights, their importance and how much they are still violated on a daily basis, even in three EU countries.

This is why Lab 4 Human Rights proposed to share interactive teaching methods for human rights education, because through performing arts techniques even concepts that may appear abstract and complex can be experienced on one's own skin and activate empathy.



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INTRODUCTION THE PARTNERSHIP

ATIC - ROMANIA

Asociatia Tinerilor cu Initiativa Civica is committed to the development of local youth through local and international networking activities, exchanges and courses with the aim of spreading values of tolerance and fairness, promoting human and minority rights, emotional intelligence and well-being, developing environmental awareness and entrepreneurship.

NIEMARUDNI.PL

The main activities of Niemarudni.pl are the support of various educational, artistic and sports activities at the local level, targeting children, young people and adolescents, and adults, with the aim of promoting the employment of people at risk of social and labour market exclusion.

The organisation's objective is to enable people to engage in various activities, including projects, sharing experiences and knowledge, and above all to actively lead, conduct professional activities.

They have many different skills that they want to share in the field of methodology in formal, informal and non-formal education, in management, mentoring and coaching, as well as in work for the disabled and socially excluded.

LE TRE GHINEE

Le Tre Ghinee is committed to activating and supporting the processes of emancipation and self-determination of every person, with particular attention to those in a state of vulnerability, through the fight against all forms of sexism, gender-based violence, homophobia, transphobia, racism, xenophobia and through the promotion of universal access to knowledge, equality, interculturalism and the gender approach as the cornerstone of an anti-patriarchal society.

To achieve these objectives, Le Tre Ghinee focuses on the following areas:

- Women's empowerment and gender equality;
- The rights of LGBTQI+ people
- Integration of migrants into society;
- Universal access to knowledge, culture, education;
- Active citizenship at both European and local level;

INTRODUCTION

OUR MISSION

Social inclusion, the fight against all forms of discrimination, the achievement of gender equality and the defence of human rights are goals that can no longer be postponed. The UN 2030 Agenda states right from its introduction that in the next decade it aims "to fight against inequalities within and between nations; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls".

These objectives cannot be separated from the central role of training institutions, whether formal, non-formal or informal, both because the knowledge to be transmitted must now include human rights education.

HUMAN RIGHTS EDUCATION

Human rights education, fortunately, has already begun to spread for some time, but the main methodologies chosen to teach it are those based on lectures or dialogic confrontations.

Such methods may be suitable for enriching learners on a theoretical level, but they are often not effective in sedimenting the concepts that were intended to be transmitted, thus risking thwarting any training efforts.

It should also be considered that today, those involved in training often do not have access to adequate preparation technical and theoretical background on the topics they are supposed to address, and this leads to an increased risk that summary, schematic and summary, schematic and uninvolved lessons for learners.

METHODOLOGY

In order to improve the training offer and make teaching in the socio-cultural field effective, it is therefore urgent to train teaching staff and trainers in a methodology that involves learners in a more active manner.

Indeed, we believe that through physical and artistic experience, concepts and principles can be effectively conveyed at a much deeper level.

Our project aims to provide trainers and educators with a methodology for human rights education that is experiential and inclusive and based on the performing arts.

In this handbook, we have collected best practices and practical exercises collected from partner countries that will be used for the self-preparation of performing arts workshops aiming at raising awareness on issues such as gender equality, social inclusion, anti-discrimination and anti-bullying.



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INTRODUCTION OUR FOCUS

Our project focuses on combating discrimination through the performing arts.

The macro areas we have chosen to focus on are:
anti-sexism, anti-racism, anti-ableism,
anti-homobisobitranstphobia

What do these discriminations indicate?
Let's find out together.

SEXISM

The attitude of those who tend to justify, promote, or defend the idea of the inferiority of the female sex to the male sex and the consequent discrimination practiced against women in the sociopolitical, cultural, professional, or simply interpersonal fields.

RACISM

Ideology, political and social theory and practice based on the arbitrary assumption of the existence of biologically and historically "superior" human races, destined for leadership, and other "inferior" races, destined for subjugation, and intended, by discrimination and persecution against these, and even by genocide, to preserve "purity" and ensure the absolute dominance of the claimed superior race.

ABLEISM

In the list of words for lack of equal opportunity, 'ableism' is a mostly unknown term for discrimination against people with disabilities and more generally, the assumption that all people are able-bodied.

HOMOBISOBITRANSTPHOBIA

Obsessive aversion to homosexuals, lesbians, bisexuals, transsexuals, and male and female homosexuality, bisexuality, and transsexuality.

They consist not only of physical violence against Lgbti people but also of actions and behaviours that discriminate against them and perpetuate their discrimination.



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STATE OF ART IN ITALY, POLAND AND ROMANIA

An overview of the rights of women, people with a migration background, people with disabilities and people from the lgbtqia+ community in the countries that participated in the project

STATE OF ART IN ITALY: ABOUT WOMEN RIGHTS

ITALY AND THE GENDER GAP, WORK, RIGHTS AND VIOLENCE

The condition of women in Italy has changed radically since the last century; they have achieved the right to participate in political life and have had access to various roles within society, however with still very visible limitations.

The fight of women to achieve these first results was long, difficult and characterised by centuries of injustice, obstacles and sacrifices.

Women did not have to be independent, but they had to be wives, mothers and those who did the domestic and care work, but without all these hours of effort and work being considered as real work.

Women have for a very long time had a marginal role, relegated to the domestic environment and were seen as property to be passed from father to husband.

This is why access to higher education, skilled work and leadership roles for women were not considered or even prohibited.

And even though these considerations may seem anachronistic and distant, even a country like Italy is still struggling to detach itself from this patriarchal view of society.

According to the Global Gender Gap Index - the report published by the World Economic Forum to assess the progress made towards gender equality in the political, economic, educational and health sectors in 153 countries - in 2022, Italy ranks 63rd, slightly down on the previous year.

The gender gap is particularly heavy in the survey on 'Economic Participation and Opportunity', where Italy ranks 110th.

The glass ceiling (an expression used to indicate that invisible but impossible barrier to overcome to reach positions of power and leadership in the workplace) is far from being broken.

Women continue to have to reconcile their careers and their care work, which is practically entirely on their shoulders, thus increasingly finding themselves choosing part-time jobs or interrupting their work to take care of their families (the same thing does not happen with the roles reversed).

This trend is also reflected in the Italian law on compulsory parental leave:

For mothers it is 5 months; for fathers, it is 10 days (recently increased, until 2016 it was only 1 day).

Another area that has suffered a setback is reproductive rights.

In Italy, women do indeed have full rights to interrupt their pregnancies, but fewer and fewer doctors in hospitals are willing to do so, appealing to the Conscientious Objection, a law that was supposed to be temporary and has instead for over 40 years allowed gynaecologists, nurses, and midwives to refuse to terminate pregnancies.

In fact, 7 out of 10 gynaecologists in Italy are conscientious objectors. In some regions, hospital companies or private clinics with special agreements range from 80% to 100%, so much so that we speak of 'facility objection', in essence, there it is not possible to perform pregnancy terminations even though the law provides for it and should protect this right.

About violence against women in Italy, 31.5 per cent of women have suffered some form of physical or sexual violence in their lifetime.

The most serious forms of violence are perpetrated by partners or ex-partners, relatives or friends. Rape was committed by partners in 62.7 per cent of cases.

In 2022, 104 women were killed in the period 1 January - 20 November 2022 (- 5% compared to the same period in 2021 when 109 women were killed)

the number of women killed in the family/affective sphere was 88 and of these, 52 found their death at the hands of their partner/ex-partner.

Among the murdered partners in 77.8% of the cases, it is the husband, while among the ex-partners, ex-partners and ex-boyfriends prevail. On the other hand, 25.2% of the women are victims of another relative, 5% of an acquaintance and 10.9% of a stranger.

In the five years from 2017 to 2021, among the female accidents at work and recognised, the cause of 'violence, aggression and threats', which may come from people outside the company or from colleagues in the same company, accounted for more than 5% of coded cases.

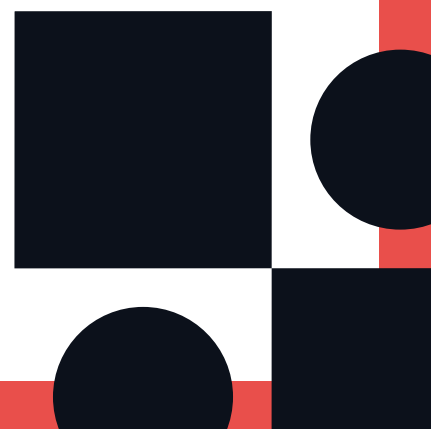
Among female workers who are victims of aggression or violence, almost 60% work in health and care professions, followed by teachers and education-training specialists, postal workers, cleaning staff and security and custodial services.

Thus, Italy is still a long way from real gender equality, yet there is still no school curriculum aimed at gender equality or the deconstruction of prejudices and stereotypes.

Most of the initiatives related to education and awareness-raising towards preventing and combating gender-based violence and promoting female empowerment are left to the individual sensitivity of schools, training and education centres.

Hindering these initiatives are the more conservative sides of politics and currents of Catholic fundamentalism, which blocked the proposed law to include compulsory gender equality education in schools.

There are, however, good initiatives coming from associations, anti-violence centres and autonomous collectives that continue to work to increase women's rights and bridge the gap.



STATE OF ART IN ITALY: ABOUT PEOPLE WITH MIGRANT BACKGROUND RIGHTS

ITALIAN, MIGRATION, AND INSTITUTIONALISED FEAR

Italy is a State that guarantees by law the same equal enjoyment of rights for all citizens.

Article 2 of the Constitution states: 'The Republic recognises and guarantees the inviolable rights of man, both as an individual and in the social formations where his personality is developed, and requires the fulfilment of the inalienable duties of political, economic and social solidarity.'

Yet for people with a migratory background, it is not so obvious to succeed in being granted the same rights as Italian citizens and especially those of Italian descent.

In fact, in addition to cultural factors and the veiled or overt racism present in the Italian social fabric, there are real laws, regulations and bureaucratic red tape that make the entry and stay of foreign, non-EU people in Italy complex.

The first major problems in the field of integration began in 1998, with the Schengen agreements and the drafting of the 'Consolidation Act on Immigration', the entire legislative system rests on the dichotomy between the concept and condition of regularity and on the other hand the status of irregular or clandestine. All subsequent legislative constructions move on this canvas: regulars on one side, irregulars on the other. But, we can observe that this distinction is artificial, not only for humanitarian reasons but also because of the fluidity with which one status passes to another.

Yesterday's irregulars are today's regulars.

Every new legislative intervention (whether more open-minded or more rigid) is always accompanied by an amnesty, more or less extensive, more or less disguised.

This is the case because it is clear that the system based on flows does not work; it cannot keep up with the needs of the labour market and the pressures coming from certain areas of the world.

In 2002, despite Italy's adherence to the United Nations Convention on Refugees, the Bossi-Fini law was enacted, the first very restrictive and problematic law on entry into Italy, which lacked a specific and complete regulation on the right to asylum.

Following its approval, identification centres were established for the detention of asylum seekers and a procedure for determining the right to asylum for detained applicants, which immediately showed their limitations and generated concerns for

- the lack of access to asylum procedures
- for the detention of asylum seekers in violation of international law standards
- for the violation of the principle of non-refoulment, which prohibits the forced return or expulsion of asylum seekers to countries where they may be at risk of serious human rights abuses.

As a result of this law, many of the thousands of migrants and asylum seekers who arrived in Italy by sea, mainly from Libya, were returned to countries where they were at risk of human rights abuses.

But starting in 2018 with the Security Decree later converted into law, the situation has drastically worsened.

Residence permits

The residence permit for humanitarian reasons is cancelled, and in its place are introduced permits for very short periods and for very stringent cases.

International protection

The denial of international protection is triggered in the case of a final conviction for crimes of sexual violence, drug dealing, robbery and extortion. Crimes of particular social alarm include resistance to a public official.

List of 'safe' countries

The creation of a list of 'safe' countries of origin to speed up the process of examining applications for international protection of persons from one of these countries.

Withdrawal of protection

The decree provides for the revocation of humanitarian protection for refugees who return without "serious and substantiated reasons" to their country of origin, once they have applied for asylum.

Sprar changes

Redesigns the Protection System for Asylum Seekers and Refugees (managed by the municipalities): only holders of international protection and unaccompanied foreign minors will have access to it.

Revocation of Italian citizenship

Doubled time (4 years) for granting citizenship by marriage and by residency.

Legal aid

The possibility of legal aid in cases in which the migrant's appeal against the refusal of protection is declared inadmissible or improper.

Among the consequences of the criminalisation of irregular migration is the increase in attempts to enter by sea, through dangerous journeys on dilapidated boats full of people.

In the last 10 years, the number of people who have lost their lives in the Mediterranean Sea trying to reach Italy is 26,000, 440 people in the first quarter of 2023 alone, and Italian governments in recent years have done nothing but obstruct NGO ships attempting to rescue them or forage undemocratic states to prevent journeys.

In these same years, the *Ius Soli*, which would grant Italian citizenship to children born on Italian territory, and the more moderate *Ius Culture*, whereby minor foreigners could acquire Italian citizenship, the country in which they were born and live, provided they have attended its schools or completed equivalent training courses there for a certain number of years, were opposed and never approved.

At present, minors born in Italy or who have lived in Italy most of their lives with parents without citizenship are not considered Italian citizens and must wait until they reach the age of majority to apply for it.

It is easy to see that Italian society, although it considers itself open and welcoming, living in a context where even the legislature is so tight, has absorbed a lot of bias toward migrants.

The continuous criminalisation, the juxtaposition of migrants and emergencies, the practically non-existent integration policies, influence the perception and make real integration difficult.

STATE OF ART IN ITALY: ABOUT PEOPLE WITH DISABILITY RIGHTS

DISABILITY RIGHTS AND ABLEISM IN ITALY

According to ISTAT (the Italian Institute of statistics) in 2021 there were around 13 million disabled people in Italy, of whom more than three million have severe limitations. They are many and yet it is rare to see them on the streets of our cities.

Historically, disability has often been stigmatised, engendering fear, and arousing shame. In many contexts, people with disabilities are still seen exclusively as fragile subjects, neglecting instead the potential that could make them capable of making a real contribution to the community.

Accepting different conditions, situations and needs means unhinging the coordinates that still today lead to the exclusion of persons considered as not conforming to the criteria of presumed normality and easily exposed to situations of possible multi-discrimination because of their biological, social and cultural conditions.

People with disabilities continue to suffer large or small-scale discrimination even in everyday life. This is a confirmation of what we see daily: guide dogs that are left outside taxis, halved hours of school support, non-existent bus platforms or non-functioning station stairlifts, just to give a few banal examples, without considering the almost non-existent research and protection towards neurodivergent and neurodiverse persons.

THE LAW THAT PROTECTS -

The main legal instrument to counter these abuses is Law 67/2006: a law that, under Article 3 of the Constitution, promotes the full implementation of the principle of equal treatment and equal opportunities for persons with disabilities as set out in Article 3 of Law 104 of 5 February 1992, to guarantee them the full enjoyment of their civil, political, economic and social rights.

At the international level, on 13 December 2006, the UN Convention on the Rights of Persons with Disabilities was adopted, which through its 50 articles indicates the path that States must follow to guarantee the rights of equality and social inclusion of all citizens with disabilities.

In this document, the condition of disability is traced back to the existence of barriers of various kinds that can be an obstacle to those with long-term physical, mental or sensory impairments who have the right to participate fully and effectively in society.

The Convention is flanked by an Optional Protocol, composed of 18 articles, which Italy has also signed and ratified.

Since 2009, Italy has had a National Observatory on the Condition of Persons with Disabilities. This body has advisory and technical-scientific support functions for the elaboration of national policies on disability to evolve and improve information on disability in our country and, at the same time, to contribute to improving the level of effectiveness and adequacy of policies.

Nonetheless, as mentioned above, little or nothing has changed in our country: architectural and sensory-perceptive barriers are rampant in our cities, assistance for an independent life is often lacking when it is not non-existent, the percentage of persons with disabilities employed in the world of work is too small, and the number of those involved in political-administrative structures is irrelevant.

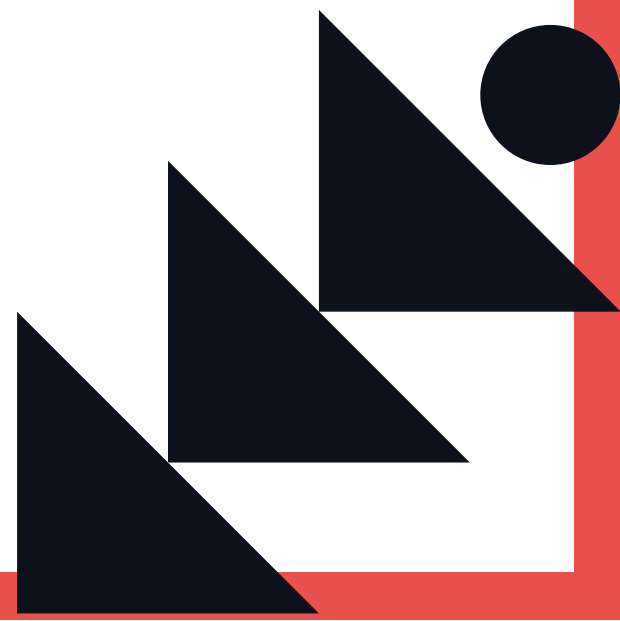
In short, it is evident that the commitments made in the drafting of all the laws in favour of persons with disabilities, both before and after the UN Convention, are not implemented.

Unfortunately, persons with disabilities have always been considered a world apart from the rest of society. It is certainly not enough to pass a code of laws for this long-standing situation to change, but it is necessary to embark on a path that is both institutional and cultural.

In recent years, however, many activists have begun to recount the daily episodes of discrimination they suffer and how ableist Italian society is.

There is the Disability Pride, which every year brings the demands of persons with disabilities to the streets and demands greater protection from the state.

Italy is, therefore, even with an inclusive legislative system, not at all a country for people with disabilities! There are still no real anti-ableism education programmes that are not paternalistic or infantilising towards people with disabilities and that are co-constructed directly with the people who experience ableism in their skin.



STATE OF ART IN ITALY: ABOUT LGBTQIA+ RIGHTS

LGBT RIGHTS, ITALY IS FALLING BEHIND

In the area of rights for the LGBT+ community, LGBT rights, Italy is falling behind.

This was established by the new ILGA Europe report. A dramatic snapshot of Italy, which does not tend to make progress on equality for LGBT people. From 33rd place in Europe, it has fallen to 34th (out of 49), tied with Georgia and below countries such as Greece, Switzerland, Croatia, Bosnia, Albania, Slovenia and Macedonia, which on the contrary are making small steps forward.

To improve the legal and political situation of LGBTI people in Italy, ILGA-Europe recommends:

- A law against homotransphobia;
- Adopt egalitarian marriage and allow automatic recognition of parenthood, so that children born to couples (regardless of the sexual orientation and/or gender identity of the partners) do not face obstacles to being legally recognised at birth by their parents;
- Prohibiting medical interventions on intersex children when the intervention has no medical necessity and can be avoided or postponed until the person can provide informed consent.

In 2021, the bill against homosexuals was rejected (DDL ZAN) and this rejection was shamefully applauded by the most conservative part of the Italian parliament, which is now in government. This lack of protection brings Italy a sad record, Italy according to the Trans Murder Monitoring Index by Transrespect versus Transphobia Worldwide, ranks first in Europe for the number of victims of transphobia, with 36 cases recorded from 2008 to 2016.

The figure only considers murders reported in newspapers, so it is vastly underestimated: news of a trans woman's death rarely reaches the national news, almost always stopping - if it does - at local ones. "The reasons are various," explains Storm Turchi of Trans Media Watch Italia, the observatory that monitors media coverage of transgender issues. "Politicians are disinterested in trans issues because they consider them to be in the minority and the national media attention reflects the issues covered by politics. The way we are (not) talked about after we die is mirroring the way we are (not) talked about while we are alive.

As far as homogenous families are concerned, a frontal attack recently suffered by rainbow families with the blocking of the recognition of birth certificates at the municipal level has been ongoing since 2023.

Despite this, many Italian mayors have declared that they wish to continue to transcribe the birth certificates of children born to couples who have resorted to gestation for others or to women couples who have undergone assisted fertilisation abroad, thus disobeying the government.

However, some Italian courts are instead taking the Ministry of the Interior's circular inviting them not to register non-biological parents in the birth certificates of children born by these techniques.

The worst position, however, is perhaps that of intersex people since the Italian legal system does not recognise the specificity of the intersex condition, so it is necessary to recompose the framework of protections starting from the rights and freedoms provided for in the Constitution, the European Union order and international law.

However, the subject matter often sees the presence of non-binding regulations (soft law) that hardly find application in courtrooms and that, moreover, are little known by the same legal professionals called upon to apply them.

In this dramatic picture, however, it must be acknowledged that civil society is very lively. There are many prides, many associations for the assertion of rights and protections, and where the institutions do not arrive, the community tries to network and laboriously make up for all shortcomings.

As far as education for inclusion of the LGBT+ community is concerned, the programmes are extremely oriented towards a heteronormative, homocentric and trans-exclusionary dimension. There is an attempt to stigmatise the community, relegating it to gay men and the slogan 'love is love' alone.

What is needed instead is to break down prejudice towards all subjectivities, in their diversity and specificity.



STATE OF ART IN POLAND: ABOUT WOMEN RIGHTS

WOMEN'S RIGHTS IN POLAND

Women's rights in Poland are a complex issue. Despite several rights regulated by the state, the reality is quite different. What is the situation of women in Poland?

From the beginning. The first women's right in Poland was the right to vote, which was granted to Polish women on 28 November 1918. Since then, excluding the war period, further rights have gradually been granted to Polish women to achieve equality for women. This legislative process, however, eventually had to suffer the rottenness that can be seen today.

According to Article 33(1) of the Constitution of the Republic of Poland, "A woman and a man in the Republic of Poland have equal rights in family, political, social and economic life." However, these are only appearances. Women in Poland are discriminated against on many levels. One example is the gender gap in pay between men and women in the same position. According to Eurostat data, the gender pay gap in Poland is 4.5 per cent. However, according to the Sedlak & Sedlak National Salary Survey for 2020, women earn on average more than PLN 1,200 (€250) less than men.

The same problem exists with pension payments. The average pension paid by the Social Insurance Institution is PLN 2,003 for women and PLN 2,992 for men. The difference is almost PLN 990, which means that a woman's pension is on average 33 per cent lower. Women in Poland have less money than men and the cost of living remains the same, if not higher.

Another problem in Poland is the attitude of society itself. Women face the problem of various insolent comments on the street from men, which makes it impossible for them to feel safe coming home, particularly at night.

Of course, the problem does not apply to society as a whole, but it is common enough that it needs to be addressed. The sad fact is that very often the situations described are normalised by those around them. This lack of reaction compounds the effect of the phenomenon.

Of course, the problem does not apply to society as a whole, but it is common enough that it needs to be addressed. The sad fact is that very often the situations described are normalised by those around them. This lack of reaction compounds the effect of the phenomenon.

The loudest topic in recent years, however, has been the issue of abortion law in Poland. As a result of the actions of the controversial conservative Ordo Iuris Foundation and social activist Kaja Godek lobbying in national Catholic circles, the right to abortion has been drastically restricted. Poland is now one of the countries with the most restrictive abortion laws in Europe. Following a ruling by the pro-government and biased Constitutional Tribunal, which ruled that the possibility of abortion on the grounds of severe and irreversible foetal disability or an incurable disease threatening the life of the foetus is unconstitutional, there were numerous and boisterous protests in Poland, which took place in practically all major cities in Poland, with crowds of people at each one. In Warsaw, nearly 100,000 Polish women and men participated in the protests. However, the protest action unfortunately had no positive effect and the law was not eased in any way.

The second wave of protests took place a year later, after the death of Izabela from Pszczyna. Izabela presented herself to the hospital in September 2021 after her foetal waters had passed away. The foetus was already suspected to have a malformation. The woman died in hospital as a result of septic shock. Doctors delayed the termination of the pregnancy for too long, which contributed to the woman's death. The prosecution's investigation into whether they committed a medical error is ongoing.

There is currently no sign of change as long as Poland is governed by a national-Catholic lobby. Those responsible for changes in abortion law continue to act in public and attempt to introduce new legal changes, including further changes to the issue of abortion. Recently, a project of a bill providing for the prohibition of public promotion of any action concerning the possibility of abortion in the country and abroad has echoed in the media.

Women's rights in Poland, despite being enshrined in law, are far from being satisfactory. May the near future bring positive changes for Polish women.



STATE OF ART IN POLAND: ABOUT PEOPLE WITH MIGRANT BACKGROUND RIGHTS

ITALIAN, MIGRATION, AND INSTITUTIONALISED FEAR

24 February 2022 is a significant date. On that very day, the Ukrainian-Russian war, which continues today (13.03.2023), began. At the moment when the eyes of the world were focused on the events taking place around Kharkiv or Luhansk, the largest migration crisis of the decade so far was about to begin on the southern border.

How did Poland and the Poles meet this challenge? It is difficult to say other than excellently. According to the National Border Guard, from 24.02.2022 to 12.03.2023, 10.5 million people crossed the Polish-Ukrainian border. The vast majority of them were women with children who were fleeing the war. Thanks to the national mobilisation, each of these people could count on non-refundable aid in various forms: starting with food and medicines, a place to live and offers of employment. The help of the majority of Poles was exemplary and should be an inspiration of tolerance towards other people in those countries struggling with the migration crisis.

Unfortunately, there has been and continues to be a minority of Poles who refuse to help migrants in need. This minority has a negative attitude towards Ukrainian citizens and even treats them as second-class people, although Article 32(1) of the Polish Constitution clearly states that:

"All are equal before the law."

"Everyone has the right to equal treatment by public authorities."

The reasons for this conflict can be traced to the Polish mentality. Many Poles are convinced that the incoming Ukrainians, among other things, are taking away all jobs from Poles, who now have nowhere else to work. "Russian is right, he should exterminate this worst of the worst people"

-this and other comments can be found online. However, thanks to the action of the Monitoring Centre for Racist and Xenophobic Behaviour, people who write such content are subject to criminal liability.

Happily, the comments are the end of the story. No case of beating or serious abuse of a Ukrainian citizen has been reported so far. This gives a glimmer of hope for achieving full tolerance towards others in the future.

However, what if the migrant is not a Ukrainian, but another foreigner? Here the situation no longer looks so positive. Poland is a nationality-unified country, although this was not always the case. In the interwar period, Poland's population structure was as follows: Poles-68%, Ukrainians-15%, Jews-8.5%, and other minorities-8.5%.

After the Second World War, the structure changed drastically and Poland went from being a multicultural country to a mono-national one. In the 2002 National Census, over 96% of respondents declared Polish nationality.

The main effect of the resulting structure is a high level of racism and xenophobia, especially towards citizens of the Global South. To illustrate the magnitude of this problem, let me provide some terms these citizens have to face daily:

- Murzyn / czarnuch (nigger, big nigger) - African
- żółtek / skośnooki (yellow person, narrow-eyed - Asian
- Ciapaty (person who goes with difficulties) - Pakistani or Indian
- brudasy (dirty people) - Roma, Arabs and Indians.

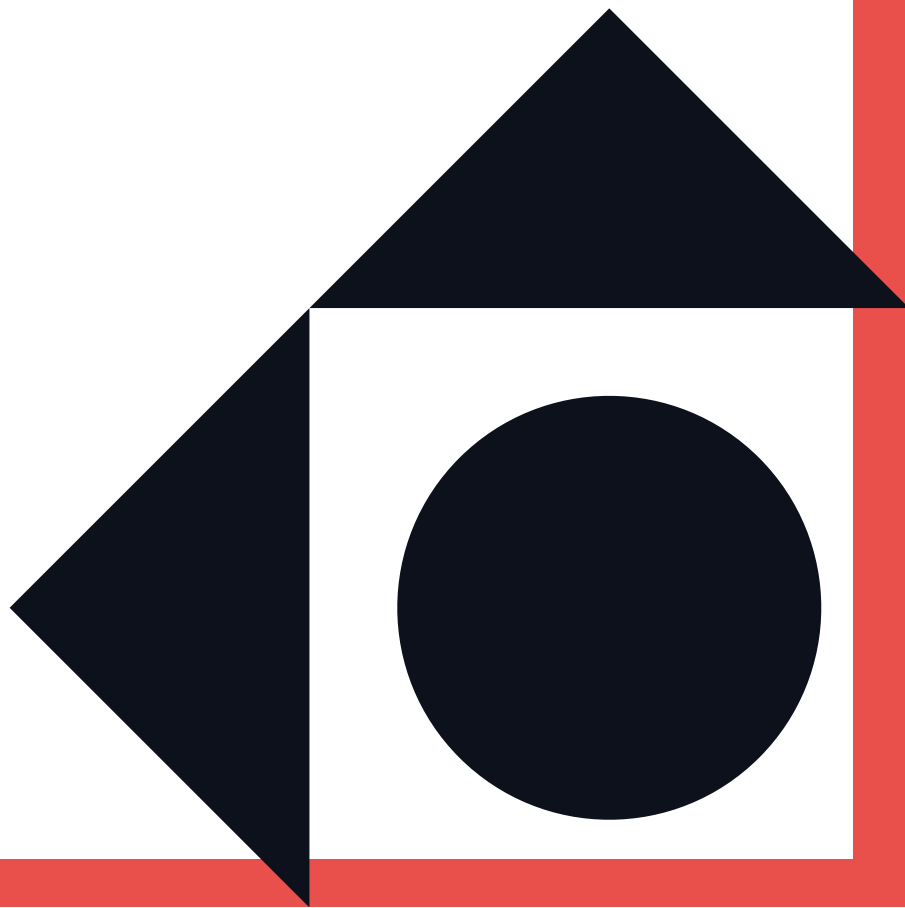
To make matters worse, dehumanising language is not the only problem for migrants in Poland. They have to deal with racial and ethnic discrimination. Threats are relatively frequent ("I would provide some entertainment for these poor dirty people with some grenade" the author succumbed to criminal responsibility), but there are also more serious crimes: vandalism of property, theft or even physical abuse. All this against people who have come to start a new life in Poland.

In terms of statistics, in 2020, the Police Headquarters found 356 offences under Article 257 of the Criminal Code, which reads:

"Whoever publicly insults a group of people or a person because of their national, ethnic, racial or religious affiliation or because of their irreligiosity, or for such reasons violates the bodily integrity of another person, shall be punished with imprisonment of up to 3 years."

Despite the existence of penalties for racial harassment, Poles do not stop committing acts of xenophobia and racism. However, thanks to the action of the Monitoring Centre for Racist and Xenophobic Behaviour, the victims of these crimes are not left alone. They can count on help and support.

Poland has a long way to go to regain a tolerance equal to that which existed before the Second World War, but this goal is achievable through the common work of the whole society.



STATE OF ART IN POLAND: ABOUT PEOPLE WITH DISABILITY RIGHTS

THE DISABLED POLAND.

People with disabilities do not have an easy life every day. Whether it is a physical disability, an intellectual disability or a sensory disability, each of them makes it difficult to carry out simple activities.

It should seem natural and logical that people in such situations would be able to get help from the state to live with respect. Unfortunately, Poland is failing in this area, resulting in further problems for people with disabilities. And there are many of these.

In Poland, there are more than 3 million people with disabilities who have legal confirmation of disability. In reality, however, there are many more - between 4 and 7 million, which is confirmed by the 2014 European Health Interview Survey (EHIS), according to which there were then 7.7 million people with disabilities in Poland. The vast majority of them face various problems and difficulties.

The most common, and also the most serious, are financial problems.

According to Eurostat data, in Poland, 26.6% of people with disabilities have a problem with making a living, and 48% of people with dysfunctions complain about insufficient money to meet their needs (CBOS 2017).

This state of affairs is mainly due to the low state-paid benefits. For example, the nursing benefit for people who have given up income-earning work to care for a person with a disability in 2023 is PLN 2,458 per month (€529.89), while the national minimum is PLN 3,490 gross (€752.36). The social pension, on the other hand, is only PLN 1,588.44 (€342.45).

It is difficult to make ends meet on the national minimum wage, not to mention doing so with lower earnings and higher expenses - people with disabilities need appropriate medication and rehabilitation.

Speaking of health care, there is another problem with it. Even though, according to the law, medical facilities are obliged to provide people with severe disabilities with several important entitlements (e.g. unlimited access to rehabilitation, no need to show a referral to a specialist), most often these facilities are not prepared to do so. As a consequence, it happens that patients with dysfunctions who require special care during the rehabilitation process are treated in the same way as patients without disabilities, which should not be the case.

At the same time, access to free rehabilitation is limited. Usually one has to wait from 59 to even 149 days for an appointment, depending on the region. This is an absurd situation, because while waiting for an appointment, the condition can get worse, making the subsequent rehabilitation longer.

The third most serious problem in Poland is discrimination on the grounds of disability, i.e. "any distinction, exclusion or restriction based on disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

which is enshrined in the Convention on the Rights of Persons with Disabilities (New York, 13.12.2006), to which Poland is a signatory. Despite the acceptance of such legal regulations, stereotypes about people with disabilities are still in use. Often on the streets, one can hear phrases referring to people with disabilities spoken in the context of pointing out to someone that they are not capable of doing something.

Unfortunately, this stigmatises people with dysfunctions and can lead to their stigmatisation in society.

The problems described are just the tip of the iceberg. Despite assurances from the government, people with disabilities still have to face difficulties in their daily lives. It is encouraging that, although these people cannot count on adequate help from the state, they can nevertheless receive a lot of support from family, friends and society.



STATE OF ART IN POLAND: ABOUT LGBTQIA+ RIGHTS

THE ISSUE OF “LGBT IDEOLOGY”
OR RATHER, THE ISSUES OF LGBTQ+ PEOPLE IN POLAND
BY PAX KUBIK

According to the ILGA-Europe organisation's ranking, Poland is the least LGBTQ+ friendly country in the EU and 8th worst in the entire Europe. This by itself sets a perspective on the reality non-heteronormative people in Poland live in every day. The situation varies from city to city, yet many issues are universal, like the outward hostility of the political party in charge or the complete lack of education on LGBTQ+ topics.

Another broad problem is the overtaking xenophobia, made known to every citizen daily, be it through graffiti, people shouting on the streets; co-workers, teachers and family members attacking the community. It's hard to blame individuals for that since government officials constantly spread misinformation on those topics. The president of the ruling political party PiS, Jarosław Kaczyński (not to be mistaken with the president of Poland – Andrzej Duda), said LGBTQ+ people should be “medically examined”, treating it as an illness to be cured and gotten rid of. Declaring being gay or trans to be a kind of a mental illness, or even more often: that “LGBT is an ideology”, makes up the common claims propagandised by PiS.

The law in Poland doesn't protect the LGBTQ+ much either. Article 32, act 2 of the Polish Constitution reads:

“No one shall be discriminated against in political, social or economic life for any reason whatsoever.” yet discrimination against LGBTQ+ people prevails. Homosexual couples can't get married, or be in a legal partnership, that would let them, for example, visit the other in a hospital, or get their partner's medical statements. 27,9% of openly gay people will be refused a job based on their sexual orientation and 23,5% of non-heterosexual people found themselves being treated poorly by medical professionals after disclosing their sexuality. When Anna Grodzka and the Trans-fuzja Foundation attempted to pass a bill to make the process of legally changing one's gender easier, Andrzej Duda vetoed it.

The process behind gender-affirming surgeries and legal gender change is another major issue. To change the name and gender in their documents, Polish **adults** have to file a lawsuit against their **parents** for incorrectly assigning their gender at birth. HRT (Hormonal Replacement Therapy) is also significantly inaccessible. There aren't many specialists who will agree to supervise the process, and they're only concentrated around some of the bigger cities

To get a prescription for HRT in Poland, you need a gender dysphoria diagnosis, which takes years to obtain, and promotes a medically inaccurate view of being transgender, further lessening the amount of people who qualify for it. Many Polish transgender people are forced to have gender-affirming surgeries abroad since Polish doctors have hardly any knowledge and experience with those kinds of procedures, and there are fewer required tests beforehand. The cost of those surgeries in Poland is high by itself, together with everything you need to have to even be let into the surgeon's office, it's worth travelling outside the country.

In the Polish language, everything is gendered. Every noun has a gender which influences later verbs and adjectives describing it. Even the plural form needs to be divided for females and males, making it impossible to translate English "they/them" pronouns. For example, "they" is either "oni" when the group consists of men (or is mixed gender-wise), or "one" when the group strictly contains women. There is a gender-neutral pronoun "ono" but it's used rarely in the common language, with a minimal amount of verbs assigned to it. Although, Polish linguists are working on making the language more friendly for non-binary people. People started using gender-neutral pronouns of many kinds, like the basic neutral form "ono/jego" or avoidant form made for text "onx/jex".

That takes us to the fight for basic human rights in Poland. The LGBTQ+ community is actively working on making Poland safer, organising annual pride parades in many bigger cities, creating foundations and events to educate people on LGBTQ+ topics, and gathering resources to help anyone who needs them. Multiple organisations have been created to fight for gay rights, like Stonewall Group, Love Does Not Exclude Association, Campaign Against Homophobia, the previously mentioned Trans-fuzja foundation, and many more all over the country.

According to the CBOS (Public Opinion Research Center) Foundation's survey made in 2021, 43% of Polish citizens taking part in it know someone who identifies as homosexual. Over half of people said that homosexuality is not normal but should be tolerated. Almost 90% of LGBTQ+ people in 2021 said they want to be in a partnership, and 69% of them want to get married. In 2020 56,14% of people in the community had serious symptoms of depression. 88,4% of people who identify with the LGBTQ+ community don't trust the government in the slightest.

Overall, it's clear to see that the situation for this minority in Poland isn't great. LGBTQ+ people have almost no legal protection and are constantly discriminated against. The good thing is that people are not giving up, and still fighting for a better future.



STATE OF ART IN ROMANIA: ABOUT WOMEN RIGHTS

GENDER ECONOMIC INEQUALITIES IN ROMANIA

In Romania, income inequality among the general population is the second highest in the EU after Bulgaria. At the same time, the gender pay gap is among the lowest, with Romania appearing to be more advanced in this respect.

than most Western countries. At first glance, inequality, in general, is a much more relevant issue for Romania than gender inequality: Romania's problem would not necessarily be inequality between women and men, but rather between rich and poor. A small gender pay gap should translate into some equality between women and men in the labour market as well.

The above observation should therefore be all the more valid if we refer strictly to gender economic inequalities, which arguably do not deserve to be treated separately from general economic inequalities. And yet, in Romania wages in flagship sectors such as IT&C are more than a quarter lower than those of men, and women's participation in the labour market is much lower than that of men. Almost every chapter we look at in more detail reveals striking economic inequalities between women and men, which have major implications not only for professional life but also for personal life and society as a whole.

Even though the gender pay gap in Romania is low overall, gender inequality more generally is among the highest and progress in recent years has been very modest. The relatively

The relatively poor situation of women in Romania is not fully captured by such indices, which do not take into account important macro-social phenomena such as migration for work abroad.

The low activity rate and the low share of women in the wage-earning population are coupled with lower employment than men even in the most feminised sectors and greater vulnerability to economic cycles. Regarding the gender pay gap, women tend to be over-represented in sectors where employees are paid the minimum wage, and the gender pay gap tends to increase with the degree of feminisation of economic activities. Moreover, pay gaps have widened in recent years particularly in the private sector, in the theoretically most productive sectors and for young employees. In the last section, we address the issue of gender economic inequality as a public policy issue.

The strategies and programmes of measures developed by the Romanian authorities to reduce gender inequalities usually deal with the economic dimension of these inequalities abstractly, often without objectives and not in line with the real situation.

However, the situation seems to be changing with the new National Strategy on Gender Equality and the development of the National Recovery and Resilience Plan.

However, the measures included here are few, partial and insufficient in relation to the scale and complexity of the problem.

Gender inequalities in the labour market are reflected in income gaps. From this point of view, the situation before the pandemic still looked significantly better overall than in the early 2010s. The narrowing of income gaps was entirely due to wage policy in the budget sector - more specifically, general wage increases in these hyper-feminised sectors led to a narrowing of income gaps across the economy. Developments in the private sector have been exactly the opposite, with the period of economic growth accompanied by a significant widening of the gender income gap. On the one hand, we have a concentration of women in sectors where minimum wage contracts predominate.

On the other hand, we have a substantial widening of the gender income gap in sectors with high average wages, such as banking and insurance or IT&C. In the latter, the situation is all the more complicated, since it is presented as a flagship sector, supposedly completely different from the rest of the economy and which should point us in the direction of the future. The future of the income gap between women and men looks bleak anyway, with the gap tending to widen for the younger generation in particular.

The solutions proposed so far by the Romanian authorities to these problems are inadequate, and their applicability and results are uncertain, to say the least. The awareness-raising campaigns to which the authorities have resorted until recently are completely inadequate if we take into account the nature and extent of gender economic inequalities. Recent attempts to translate certain objectives into concrete investment plans represent a notable change of direction.

Whether we are talking about a new vision or rather a conjunctural fit with other types of objectives pursued by the authorities remains to be seen. In any case, the concrete measures envisaged for the next period are extremely modest and do not indicate a very complex understanding of the issue of gender economic inequality. The most difficult issues - such as the growth of inequality in the private sector, the massive and continuing deterioration of public care infrastructure, and overestimating the true extent of women's participation in the labour market by not taking into account the particularities of Romania's employed population - remain untouched. Addressing such issues would require a broad public debate that would transparently reveal the objectives and measures that society as a whole is willing to support to balance gender relations.

STATE OF ART IN ROMANIA: ABOUT PEOPLE WITH MIGRANT BACKGROUND RIGHTS

CHARACTERISTICS OF MIGRATION IN ROMANIA
BY LECT. PHD DANIELA DĂNĂCICĂ CONSTANTIN BRÂNCUȘI

INTRODUCTION

Migration has become a global phenomenon that affects most countries of the world. After the fall of the communist regime, migration in Romania became a pressing concern, with up to 15 per cent of the total population leaving the country then.

According to Eurostat, 96929 persons left Romania immediately after the revolution, due to the opening borders, reaching 170000 people that left our country in the next three years. During this period, 75% of permanent legal immigrants were ethnic Germans, Hungarians and Hebrews. Later, as a consequence of the restrictions on visas and work permits, the migration rate in Romania decreased, however temporary migration rate has seen an unprecedented explosion, making it a pressing concern, with profound social, economic and psychological consequences.

Analyzing the dynamics of this phenomenon over 18 years of post-communism, we can distinguish three periods that characterize migration in Romania: - the first period, between 1990 and 1995, characterized by the emigration rate of 7 persons per 1000 inhabitants; the destination countries were Israel, Turkey, Italy, Hungary and Germany.

- a second period between 1996-2001, with an emigration rate of 7 persons per 1000 inhabitants; destination countries were Spain, US and Canada.

- In a third period, from 2001 until now; due to the Schengen visas and the integration of Romania into European Union the emigration rate increased to 28 persons per 1000 inhabitants, the destination countries being Italy (40% of active emigrants), Spain (18%), Germany (5%), Hungary (5%) and Israel (6%).

Immigration to Romania was low, formed in general by people from poor countries. However, it is estimated that, due to Romania's EU membership, approximately 200000-300000 foreign workers will enter the Romanian labour market during the period 2013-2015.

EMIGRANTS

8739 people emigrated permanently in 2008, in Romania, of which 3069 persons were male and 5670 were female people, compared with 96,929 persons in 1990, of which 46,335 were male and 50,594 were female.

Figure 1 shows the permanent migration flow from Romania during the period of 1990-2008, overall and by gender. As I emphasized in the introduction, the absolute number of permanent emigrants declined in the analyzed period, due to the explosion of temporary labour migration.

Temporary labor migration is a prominent phenomenon for the post-communist period in Romania. A CIA Worldfacts survey emphasized that 4 to 7.3 per cent of the Romanian active population worked abroad at least once in 1990. 13 per cent of households had 1.5 members who have worked abroad in 2005.

A survey conducted in 2006 by the Open Society Foundation for the period 1990-2007, shows that more than one-third of Romanian households had at least one immigrant who worked abroad in that period.

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The main destinations of Romanian emigrants are Israel, Hungary, the US, Spain, Italy, Germany, Canada, Austria, France and Greece.

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IMMIGRANTS

The total number of permanent immigrants who chose Romania was of 10,030 persons in 2008, a 8428 persons increase compared with 1991. 6041 are women and 3989 men.

From 1991 to 2008, can be was a sharp increase in the people who chose Romania as an adoptive country, especially in the last three years, after our country became a member of the EU. The main origin countries of immigrants are Moldova, Bulgaria, Ukraine, Russia, Syria Arab Republic, Hungary, Greece, Turkey, Italy and Germany.

CONSEQUENCES OF EMIGRATION

There is a positive direct correlation between education and economic growth, which is indicated as a major source of long-term growth. Consequently, skilled and high-skilled migration is a negative externality for the origin country of these people.

There is a position, become classical in the economy, to treat this phenomenon as a negative externality imposed on the population remaining in the country. This theory has been re-evaluated and the new approaches show that in a small economy, developing, open, characterized by skills heterogeneity, two effects can be noticed and differentiated: an ex-ante brain effect, deriving from the fact that the existence of migration possibilities encourages investments in education because of the superior income brought by the investment in education valorised in exterior and an ex-post effect, induced by this tendency of the highly qualified people to emigrate. It seems that the income of the Germany-Eastern Europe axe has increased on account of human capital mobility. Some analysts offer this motivation to sustain the liberalization of the human capital fluxes, for the "laissez-faire" applied to it. The developed countries offer the necessary frame for the human potential development and the poor countries offer intelligence.

This could be an application of Ricardo's comparative advantage: every country specialises in what it can efficiently produce, with better results. But things aren't that simple. Paul Samuelson states that "people are not merchandise". Leaving this statement aside, the country that loses this huge potential represented by the highly qualified people loses the possibility to educate, create and use this elitist class of highly educated people and in time there appears an increase in its income. The CEECs are the most affected by this phenomenon. The brain- drain should be cautiously and seriously treated because it's especially on long term effects are insufficiently investigated and they might have major effects, emphasised by this accentuated globalisation process of the labour market and by this uncontrolled globalisation wave.

STATE OF ART IN ROMANIA: ABOUT PEOPLE WITH DISABILTY RIGHTS

BE A DISABLE PERSON IN ROMANIA

Introduction

The situation of disabled people in Romania has concerned our society since 1989. The basics of the system for the protection of persons with disabilities were established in 1990, through the establishment of the **State Secretariat for the Handicapped (SSH)** under the state minister in charge of quality of life and social protection.

The **Constitution of Romania** from 1991 dedicates an entire chapter to disabled people. These, according to article 46 "enjoys special protection. The state ensures the implementation of a national policy of prevention, treatment, rehabilitation, education, training and social integration of the handicapped, respecting rights and duties of parents and guardians".

In 1992, the **Romanian Parliament** adopted two very important laws in our opinion, since they constituted the legal framework necessary for the construction of the special protection system for persons with disabilities from Romania, namely: **Law no. 53/1992** regarding the special protection of disabled persons and **Law no. 57/1992** regarding the employment of disabled persons. Thus began the process of regulation of the rights of persons with disabilities, including the right to social benefits, facilities fiscal order, as well as more favourable general conditions. Also, in the definition given to people with disabilities, the concept of special protection measures was introduced. They are applied based on placement in categories of persons with disabilities, about the degree of disability, established as a result of the evaluation carried out because there are medical expert commissions.

The revision of the **Romanian Constitution in 2003** led to the modification of some texts but also the renumbering of some articles. Thus, art. 50 of the Constitution revised the text of art. 46 of the Constitution of 1991: "Persons with disabilities enjoy special protection. The state ensures the implementation of a policy equal opportunities, prevention and treatment of the disabled, to participate effective participation of disabled people in community life, respecting their rights and duties to their parents and guardians".

United Nations Convention on the Rights of Persons with Disabilities: This convention was adopted by the United Nations in 2006 and ratified by Romania in 2010. The convention emphasizes that persons with disabilities must enjoy equal rights in all areas of life and promotes the principle of inclusion and participation in their social.

In Romania, the rights of disabled individuals are protected by various laws and regulations, both at the national and international levels. Here are some key aspects of disability rights in Romania:

- 1. Legislation:** The main legal framework for disability rights in Romania is the Law on the Social Protection and Rights of Disabled Persons No. 448/2006. This law sets out the rights and obligations of disabled individuals and establishes mechanisms for their social protection.
- 2. Non-Discrimination:** Disabled individuals are protected against discrimination based on their disability. They have the right to equal treatment and opportunities in various areas, including employment, education, healthcare, and access to goods and services.
- 3. Accessibility:** Romania has regulations in place to ensure accessibility for disabled individuals. Public buildings, transportation, and communication services must be accessible, and reasonable accommodations should be provided to enable disabled individuals to participate fully in society.

4. Education: Disabled children have the right to inclusive education in mainstream schools. Special education services are also available for those who require them. The law promotes the integration of disabled individuals into society and aims to eliminate segregation and discrimination in the educational system.

5. Employment: Disabled individuals have the right to work and should not face discrimination in employment. Employers with more than 50 employees are required to hire a certain percentage of disabled individuals based on their workforce size. They also must provide reasonable accommodations to enable disabled employees to perform their job duties.

6. Social Assistance: Disabled individuals may be eligible for various forms of social assistance, including financial support, medical care, rehabilitation services, and personal assistance. The law establishes mechanisms for assessing disability, determining the level of assistance, and ensuring access to necessary support.

7. Organizations and Advocacy: Several organizations in Romania advocate for the rights and well-being of disabled individuals. These organizations provide support, raise awareness, and work towards the inclusion and empowerment of disabled individuals in all aspects of society.

It's important to note that while legal protections exist, there may still be challenges in implementing and enforcing disability rights in practice. However, the Romanian government continues to make efforts to improve the situation and promote inclusivity and equality for disabled individuals.

Challenges of disabled in Romanian society

Disabled individuals may face various challenges that can impact their daily lives and their ability to fully participate in society. Some common challenges include:

Accessibility: A lack of accessible infrastructure, such as buildings, transportation, and public spaces, can limit the mobility and independence of disabled individuals. Inaccessible environments can hinder their access to education, employment, healthcare, and social activities.

Discrimination and Stigma: Disabled individuals often face discrimination, prejudice, and stigmatization based on their disabilities. This can manifest in various forms, including limited employment opportunities, social exclusion, and negative stereotypes that undermine their capabilities and worth.

Limited Educational Opportunities: Disabled individuals may encounter barriers to accessing quality education. Inadequate accommodations and support in schools can hinder their learning and participation. In some cases, disabled children are segregated into separate special education settings, which can perpetuate exclusion and limit their educational opportunities.

Employment and Economic Inequality: Disabled individuals often face challenges in finding and maintaining employment. Employers may be reluctant to hire disabled individuals due to misconceptions, lack of accessibility in the workplace, or biases. This can lead to economic inequality and financial insecurity for disabled individuals.

Lack of Healthcare and Support Services: Access to appropriate healthcare and support services is crucial for disabled individuals. However, they may face barriers in accessing specialized healthcare, assistive devices, therapies, and personal assistance services. Inadequate support can impact their overall well-being and quality of life.

Social Isolation: Disabled individuals may experience social isolation and loneliness due to physical barriers, inaccessible social activities, or societal attitudes. Limited opportunities for social interaction can affect their mental health and emotional well-being.

Legal and Policy Gaps: While legal protections exist, the implementation and enforcement of disability rights laws can be challenging. Inconsistent enforcement, lack of awareness among the public and service providers, and gaps in policy implementation can hinder the realization of disability rights.

Addressing these challenges requires a comprehensive approach that includes raising awareness, improving accessibility, promoting inclusive education and employment practices, providing adequate support services, combating discrimination, and ensuring the active participation and empowerment of disabled individuals in decision-making processes.

STATE OF ART IN ROMANIA: ABOUT LGBTQIA+ RIGHTS

RIGHTS AND CHALLENGES OF THE LGBT COMMUNITY IN ROMANIA

Romania, like several Eastern European countries, remains socially conservative regarding the rights of lesbian, gay, bisexual and transgender (LGBT) people. However, this country has made considerable progress in LGBT rights legislation since 2000. Romania completely decriminalized homosexuality, introduced and enforced very broad anti-discrimination laws, equalized the sexual majority and introduced laws against homophobic hate crimes. Furthermore, LGBT communities have become more visible in recent years, thanks to events such as Bucharest Pride, the annual Bucharest Pride march and the evenings of the gay film festival in Cluj-Napoca. In 2006, Human Rights Watch ranked Romania among the five countries in the world that made "exemplary progress in combating abuses of rights based on sexual orientation or gender identity," but transphobic laws are being voted on in 2020.

Anti-discrimination law In 2000

Romanian Parliament adopted a law that explicitly sanctions discrimination based on sexual orientation in several areas such as employment, access to goods and services, housing, education, health, audiovisual programming, the justice system and other public and social security. This law, which is one of the most comprehensive in the European Union, has been successfully used by the National Council for Combating Discrimination (CNCD), which has obtained fines punishing individuals or companies for discrimination on the grounds of sexual orientation. For example, the national airline Tarom was fined for denying Valentine's Day promotions to same-sex couples in 2005. The CNCD also forced Tarom to rectify the situation.

Incitement to hatred and hate crimes

In 2006, the Criminal Code was amended to criminalize incitement to hatred and harassment based on sexual orientation. However, this law has not yet been enforced; indeed, public demonstrations against homosexuality by far-right activists have occurred on several occasions without resulting in prosecution. In addition, the Romanian legal system treats homophobia as an aggravating circumstance in crimes and misdemeanours. A crime motivated by homophobia may receive a harsher sentence.

Even though the country made progress in terms of LGBT rights, there are still challenges and areas where further improvements are needed. Here is an overview of the situation at that time:

Decriminalization of Homosexuality: Homosexuality was decriminalized in Romania in 2001.

Anti-Discrimination Laws: In 2000, Romania introduced anti-discrimination laws that prohibit discrimination based on sexual orientation in employment, education, healthcare, and other areas. These laws provide some protection to LGBT individuals against discrimination.

Recognition of Same-Sex Relationships: Same-sex relationships are not legally recognized in Romania. There is no legal provision for same-sex marriage or civil unions. In 2016, a proposal to amend the Romanian Constitution to define marriage as the union between a man and a woman was put forth, but it failed due to low voter turnout.

Adoption and Parental Rights: Same-sex couples are not allowed to adopt children in Romania. Additionally, there are restrictions on LGBT individuals' access to assisted reproductive technologies and surrogacy.

Hate Crimes and Hate Speech: Romania has laws against hate speech, including homophobic and transphobic speech. Hate crimes based on sexual orientation or gender identity are also punishable under the law.

Public Attitudes and Social Acceptance: Romania is a socially conservative country, and public attitudes towards homosexuality and LGBT rights can be mixed. While there are increasing efforts by civil society organizations and activists to promote acceptance and equality, there are still pockets of prejudice and discrimination.

It's important to note that the situation evolved in the past years, however, Romania is among the few states in the EU that does not recognize marriage between same-sex couples. According to Article 259 of the Civil Code "marriage is the freely consented union between a man and a woman, concluded under the terms of the law". However, in 2018, the Court of Justice of the European Union (CJEU) and later the Constitutional Court of Romania decided that the Romanian state must recognize the right of residence on Romanian territory of persons of the same sex married in another state if at least one of the spouses is an EU citizen. However, the Constitutional Court does not oblige the Romanian state to recognize the marriage, but only to allow the exercise of the right of residence on the territory of Romania.





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BEST PRACTICES

A short collection of best practices in human rights advocacy and human rights teaching practices in Italy, Poland and Romania



LAB/4
HUMAN RIGHTS

BEST PRACTICES

Name of the project/activity	Literacy Act
Proposer name	Asinitas (Rome, Italy)
In brief, what is the purpose of the proposal and how does it work?	Workshops on language learning and intercultural exchange for migrants and refugees
Indicate the potential beneficiaries/targets of the proposal	Migrants and refugees
What significant outcomes has the proposal?	Educators and youth workers; Artists; Volunteers and workers in the field of interculture
Select the main areas with respect to the theme of Human Rights	Migrants and refugees
What expressive/artistic medium is used to convey the message?	Theatre
What is the size of the project? (national, territorial, local...)	Local
What elements make the proposal a good example to use as a reference?	Direct involvement of migrant and refugees
What elements make the proposal relocatable?	Training of target groups and mediators as trainers
Website	https://www.asinitas.org/literacy-act/
Social	https://www.facebook.com/asinitas https://www.instagram.com/asinitas_aps/

Name of the project/activity	Il diverso sei tu
Proposer name	Comune di Calalfiumanese (Italy)
In brief, what is the purpose of the proposal and how does it work?	Theatre show on dramaturgy written and interpreted by local youth
Indicate the potential beneficiaries/targets of the proposal	Local youth from the secondary schools
What significant outcomes has the proposal?	Staging of a theatre show
Select the main areas with respect to the theme of Human Rights	LGBT rights; Contrast to Homo-lesbo-bi-transphobia
What expressive/artistic medium is used to convey the message?	Theatre
What is the size of the project? (national, territorial, local...)	Local
What elements make the proposal a good example to use as a reference?	Involvement of local youth in the creation and interpretation of the dramaturgy
What elements make the proposal relocatable?	It can be easily replicated, no specific material necessary, low budget necessary



LAB/4
HUMAN RIGHTS

BEST PRACTICES

Name of the project/activity	Migrarti Land
Proposer name	Associazione Teatro Giovani Teatro Pirata Teatro di Comunità (Jesi, Italy)
In brief, what is the purpose of the proposal and how does it work?	Education and information activities, performances on the themes of migration and multicultural.
Indicate the potential beneficiaries/targets of the proposal	Migrants and refugees, secondary schools students
What significant outcomes has the proposal?	Staging of shows, artistic and creative residences, workshops
Select the main areas with respect to the theme of Human Rights	Migrants and refugees
What expressive/artistic medium is used to convey the message?	Theatre
What is the size of the project? (national, territorial, local...)	Local (Jesi, Senigallia and Arcevia, Italy)
What elements make the proposal a good example to use as a reference?	The project involves migrants and refugees together
What elements make the proposal relocatable?	Involvement of a network of local NGOs and Entities
Budget allocated/expected	
Website	https://www.teatrionline.com/2017/10/migrarti-land-la-cultura-unisce-il-progetto-del-teatro-di-comunita-atgtp/
Social	https://www.facebook.com/teatro.pirata/videos/1746884142013243/

Name of the project/activity	Liber* tutt*
Proposer name	Fondazione Toscana Spettacolo (Firenze, Italy)
In brief, what is the purpose of the proposal and how does it work?	Workshops for children using theatre as an educational tool about gender issues and contrast to gender stereotypes
Indicate the potential beneficiaries/targets of the proposal	Children from local schools (5-8yrs)
What significant outcomes has the proposal?	Theatre workshops in a school setting
Select the main areas with respect to the theme of Human Rights	Contrast to gender stereotypes and violence
What expressive/artistic medium is used to convey the message?	Theatre
What is the size of the project? (national, territorial, local...)	Local (Massa Carrara, Italy)
What elements make the proposal a good example to use as a reference?	Involvement of professional theatre companies, school teachers and students
What elements make the proposal relocatable?	Involvement of school teachers
Website	https://www.toscanaspettacolo.it/19698/liber-tutt/

Name of the project/activity	Storie senza stereotipi
Proposer name	Scuola primaria Damiano Chiesa (Elementary school, Saronno, Italy)
In brief, what is the purpose of the proposal and how does it work?	Theatre activities about gender issues and contrast to gender stereotypes for elementary school students
Indicate the potential beneficiaries/targets of the proposal	Elementary school students and teachers
What significant outcomes has the proposal?	Workshops for students and teachers; Staging of theatre plays.
Select the main areas with respect to the theme of Human Rights	Contrast to gender stereotypes
What expressive/artistic medium is used to convey the message?	Theatre
What is the size of the project? (national, territorial, local...)	Local (Massa Carrara, Italy)
What elements make the proposal a good example to use as a reference?	Use of theatre techniques as an educational tool; References taken from important feminist texts.
What elements make the proposal relocatable?	Specific training for teachers
Website	https://questionidigenere.com/su-di-me/

Name of the project/activity	Interscambio Teatro, danza e musica delle differenze
Proposer name	Fondazione Alta Mane Italia (Rome, Italy)
In brief, what is the purpose of the proposal and how does it work?	Exchange among three NGOs aiming at sharing of experiences and intervention methodologies, involving artistic work with people with disabilities.
Indicate the potential beneficiaries/targets of the proposal	Youth and adults with or without learning and physical disabilities and at risk of social exclusion; youth workers, theatre trainers, educators, volunteers and university students.
What significant outcomes has the proposal?	Meetings of the NGOs and beneficiaries; Workshops with theatre directors and choreographers; Rehearsals and staging of performances.
Select the main areas with respect to the theme of Human Rights	Disabilities
What expressive/artistic medium is used to convey the message?	Dance theatre
What is the size of the project? (national, territorial, local...)	Local (Reggio Emilia, Italy)
What elements make the proposal a good example to use as a reference?	Exchange of practices
What elements make the proposal relocatable?	Research and discussion/identification of new methodologies; Creation of a cooperation network
Website	https://www.altamaneitalia.org/interscambio-teatro-danza-musica-delle-differenze/

Name of the project/activity	Cool4Climate - Fair4World "Fair Influencer"
Proposer name	MDK 2 Piekary Śląskie + Foundation of the Ecological Thinking Club from Siemianowice Śląskie
In brief, what is the purpose of the proposal and how does it work?	The story of an influencer who, prompted by strange events, takes the right action.
Indicate the potential beneficiaries/targets of the proposal	For everyone
What significant outcomes has the proposal?	Changing awareness and attitudes possibility to use as an educational film - for discussion.
Select the main areas with respect to the theme of Human Rights	Climate, responsible consumption and production, less inequality
What expressive/artistic medium is used to convey the message?	movie, but also developing a creative script, actors
What is the size of the project? (national, territorial, local...)	(international, national, territorial, local...)
What elements make the proposal a good example to use as a reference?	reflecting the story of the youth hero (influencer, a negative character before the transformation) with whom a large part of young society identifies (almost 50% of primary school girls want to be influencers) and capitalising on this trend by changing awareness, attitudes and reversing the story.
What elements make the proposal relocatable?	to be realised anywhere, even filmed in 1, 2 or 3 minute films using a mobile phone; the stories can also be used in a forum theatre format.
Infographic/brochure/ppt	https://www.youtube.com/watch?v=C0f3h5O_f9M



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BEST PRACTICES

Name of the project/activity	Project: Musical Fairy Tale "Luna's Magic Flute" Blaža Pucihara
Proposer name	Niemarudni.pl + Music Academy in Katowice + Katowice City of Gardens Cultural Institution
In brief, what is the purpose of the proposal and how does it work?	The main plot of the fairy tale is a story about the friendship of different animals, who are often enemies in the real world. Beautiful illustrations specially prepared for the project. Suitable for a younger audience. This method can be used for a different scenario.
Indicate the potential beneficiaries/targets of the proposal	Our project was mainly for younger children with their parents or teachers. The performance was educational.
What significant outcomes has the proposal?	There were 3 concerts of the show, watched by around 300 people. We see the potential in such productions and their message.
Select the main areas with respect to the theme of Human Rights	right to equal treatment; education for peace
What expressive/artistic medium is used to convey the message?	Theater, music, singing , visualisations/illustrations
What is the size of the project? (national, territorial, local...)	Local/ territorial
What elements make the proposal a good example to use as a reference?	Strong interest from schools in the participation of large groups of children as an educational element complementing school education
What elements make the proposal relocatable?	Lacking a large stage set, different ensembles of musicians can be engaged to perform in different locations.
Social	https://www.facebook.com/MDK2piekaryslaskie/posts/pfbid02DBtAB2LgkTAXjefkcGRDfaYGimGTP1wcYZYjm7Mjqy.WWkYff5Gu7bhAk6bJFTQzhl

Name of the project/activity	Project: "Kontinuum Istnienia" (The continuum of existence)
Proposer name	MKD2 Piekary Śląskie – youth center + City Culture House in Piekary Śląskie
In brief, what is the purpose of the proposal and how does it work?	"The Continuum of existence" is a theatre and dance performance featuring three generations, the ages of the participants range from 6 years to 78 years. The directors attempted to bring several generations together on stage. In doing so, they wanted to show the openness, the wisdom that comes from each generation.
Indicate the potential beneficiaries/targets of the proposal	All age groups, for everyone – children, youth, adults – parents, families
What significant outcomes has the proposal?	There were four performances, watched by around 500 people. The potential is to include all age groups.
Select the main areas with respect to the theme of Human Rights	No age exclusion
What expressive/artistic medium is used to convey the message?	Theater, music, singing, dance, creative scenography
What is the size of the project? (national, territorial, local...)	Local/ territorial
What elements make the proposal a good example to use as a reference?	High involvement of project participants and their communities, high interest in interesting messages and form of delivery; co-creation of content by participating artists - they have a voice
What elements make the proposal relocatable?	It can be applied to any local community, each performance will be different depending on the stories, experiences and expectations of the participants.
Website	https://piekary.pl/premiera-spektaklu-kontinuum-istnienia/ https://www.facebook.com/MDK2piekaryslaskie/videos/1243125846174556

Name of the project/activity	Project: opera for young performers “The boy who grew too fast”
Proposer name	Niemarudni.pl + MKD2 Piekary Śląskie – youth center + Academy of Music in Katowice + Katowice City of Gardens Cultural Institution
In brief, what is the purpose of the proposal and how does it work?	Through a story told in the form of a musical-theatre performance, we can tell any story. In the case of the opera that has already been created, it was a message about tolerance and not excluding any person from a group for any reason. Such a story can be told in any way and with any scenario.
Indicate the potential beneficiaries/targets of the proposal	All age groups, for everyone – children, youth, adults – parents, families
What significant outcomes has the proposal?	There were four concerts of the show, watched by around 500 people. We see the potential in such productions and their message.
Select the main areas with respect to the theme of Human Rights	right to equal treatment
What expressive/artistic medium is used to convey the message?	Theater, music, singing
What is the size of the project? (national, territorial, local...)	Local/ territorial
What elements make the proposal a good example to use as a reference?	High involvement of project participants and their communities, interesting message and form of delivery, involvement of 4 different local partners - high reach.
What elements make the proposal relocatable?	Staging a performance would involve additional costs for the ensemble to move, but a recording of the performance can be disseminated online.
Website	https://drive.google.com/file/d/1zr30bZ8-v0rphpxMKVwi9gz-BTFkGrk9/viewusp=sharing https://www.facebook.com/MDK2piekaryslaskie/posts/pfbid036oSR4BBV67f6PgCYp3LiqeJZRKkYKfUFvQpkxZmTQ9pr33MjESLMZror3pEVcEFol



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BEST PRACTICES

Name of the project/activity	Project MIGRATIONS
Proposer name	Niemarudni.pl
In brief, what is the purpose of the proposal and how does it work?	Migrations I - an interactive installation involving dance- Migrations II - an interdisciplinary dance performance - An interactive dance performance with the working title, 'Women on the edge of the world', qualified for a three-month residency programme at Unity Space AiR in Melbourne, where the girls worked under the guidance of mentors to develop the concept and choreography. Migrations III - a short art film - tells the story of time travel, ageing with dignity and passing. A short art film with Silesia in the background. It is a colourful, metaphorical story about how we can perceive the subject of migration, open to interpretation so that everyone can understand it in their unique way."Migrations" seems to be inspired by the present day and the topic of population migration. However, it is a much broader and more interesting topic.
Indicate the potential beneficiaries/targets of the proposal	All age groups, for everyone
What expressive/artistic medium is used to convey the message?	Dance, theater, improvisation
What is the size of the project? (national, territorial, local...)	Local/ interantional
What elements make the proposal a good example to use as a reference?	Completed 2 parts of the triptych, high-level dance, theatre and visual arts professionals involved in the project;
What elements make the proposal relocatable?	The use of dance and visual arts.
Website	https://polakpotrafi.pl/projekt/projekt-migracje (https://unityspaceair.wixsite.com/unityspaceair/project-3).



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Name of the project/activity	#IamPower
Proposer name	FITT Timisoara and Centrul Europe Direct Timisoara
In brief, what is the purpose of the proposal and how does it work?	FITT is organising the I am Power project, initiated by a group of young international volunteers and taken forward by a group of young people from the Foundation who have set out to encourage gender equality. Thus, as part of the project, in Timisoara, on 22-24 July 2022, FITT organised a Photovoice and Human Rights Education workshop for 30 young people from all over the country, curious to do more for gender equality and women's empowerment.
Indicate the potential beneficiaries/targets of the proposal	Young people (14-35 years old)
What significant outcomes has the proposal?	Promotes gender equality and empowerment of women
Select the main areas with respect to the theme of Human Rights	Gender equality and Empowerment of women
What expressive/artistic medium is used to convey the message?	Photography exhibition
What is the size of the project? (national, territorial, local...)	National
What elements make the proposal a good example to use as a reference?	Easy to organize, involvement of many entities and a big number of people
What elements make the proposal relocatable?	It can be done in anywhere
Budget allocated/expected	From free 1000 euro, depends on the size
Website	https://fitt.ro/photovoice-si-educatie-pentru-drepturile-omului-iampower/

Name of the project/activity	Art on buildings - The right to water is a human right
Proposer name	United Nations, Embassy of Germany and Embassy of Spain in Bucharest
In brief, what is the purpose of the proposal and how does it work?	Spain and Germany supported UN resolution 68/157 on the right of access to water and sanitation, a human right that has been taken up as one of the fundamental rights of the United Nations. Through the artwork on the building, the two embassies want to set an example of support for the UN Sustainable Development Goals, in particular the right to water. Germany and Spain are promoting measures around the world that improve access to clean water and sanitation in a sustainable way.
Indicate the potential beneficiaries/targets of the proposal	vulnerable groups
What significant outcomes has the proposal?	importance of putting water and sanitation at the top of the world leaders and not only, through actions that bring together culture, urban art and public awareness
Select the main areas with respect to the theme of Human Rights	Access to water
What expressive/artistic medium is used to convey the message?	Urban Art Performace/ Graffiti
What is the size of the project? (national, territorial, local...)	International
What elements make the proposal a good example to use as a reference?	Inedite way of implementation, addressing to a big number of people
What elements make the proposal relocatable?	It can be done in any city
Budget allocated/expected	From 100 to 1000 of euro, depends on the size
Website	https://artpres.ro/arta-pe-cladiri-dreptul-la-apa-este-un-drept-al-omului/

Name of the project/activity	Human Rights for All
Proposer name	ICR New York, Permanent Mission of Romania to UN, Romania's National Commission for UNESCO, Association "Free to Education, Culture and Sport"
In brief, what is the purpose of the proposal and how does it work?	Art exhibition aiming to celebrate International Human Rights Day.
Indicate the potential beneficiaries/targets of the proposal	The project is dedicated to all age groups and is divided into three sections: calligraphy, photography and fine art. More than 100 schools in our country have responded positively to the collaboration for this project, and Romanians from abroad, through their Romanian Culture and Civilization teachers, have been announced and mobilized to participate in this project-campaign.
What significant outcomes has the proposal?	facilitating access to education, culture and sport through projects contributing to the maintenance and development of individual values
Select the main areas with respect to the theme of Human Rights	access to education, culture and sport
What expressive/artistic medium is used to convey the message?	calligraphy, photography and fine art
What is the size of the project? (national, territorial, local...)	local
What elements make the proposal a good example to use as a reference?	Easy to organize, involvement of many entities and a big number of people
What elements make the proposal relocatable?	It can be done anywhere
Budget allocated/expected	From free 1000 euro, depends on the size
Website	https://www.icr.ro/pagini/expozitia-drepturile-omului-pentru-toti



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EXERCISE BOOK

A list of exercises that can be easily replicated in human rights education through the arts.



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EXERCISE BOOK

Exercise creator: Agata Kędzia
niemarudni.pl

Theatrical speed dating



Anti-Racism: **yes** - no
Anti-Sexism: **yes** - no
Anti-Ableism: **yes** - no
Anti-Homophobia/transphobia: **yes** - no

What do you need:

- Group of 10-15 people
- A spacious room with two rows of chairs
- Pre-prepared topics/cards for discussion
- Stopwatch

How to execute

1. Place two rows of chairs facing each other.
2. Invite the participants to take their seats in pairs. Tell them that in each round the task will be to talk about a selected topic. Each person will have a minute to tell a story about themselves related to the topic.
3. The leader measures the time with a stopwatch - after a minute, the second person from the pair takes the floor.
4. At the end of each round, the selected row moves one person to the left, ensuring everyone interacts with different partners.
5. At the end of the exercise, invite everyone to a short, casual conversation on the forum about their feelings and the information obtained.



EXERCISE BOOK

Tips and Suggestions

- The exercise's advantage is when the instructor "warms up" the atmosphere: ceremonially starting and ending rounds or loudly counting down the seconds.
- Ensure the environment is safe and respectful for everyone. Set ground rules at the beginning, emphasizing listening, respect, and non-judgment.
- The instructor can prepare a set of cards with thought-provoking questions or statements related to each topic to inspire discussion.
- For the "Promotion of Human Rights" round, participants can share experiences or stories where they witnessed or were part of advocating for human rights.
- Provide participants with a way to take notes if they wish. Some might find it helpful to jot down insights or personal reflections.
- Allow some flexibility in the timing. If participants are deeply engaged in a conversation, consider extending the time slightly.
- After the activity, offer resources or further reading on the topics discussed to encourage continued learning and reflection.
- Consider inviting guest speakers or community leaders familiar with the topics to attend and share their experiences, adding richness and depth to the conversations.
- To make the activity more dynamic, consider adding background music during transitions or incorporate visual aids related to the topics.
- Ensure the space is accessible to everyone, taking into account potential physical disabilities participants might have.
- Remember to always be sensitive and supportive, especially when participants share personal or emotional stories.



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EXERCISE BOOK

Exercise creator: Agata Kędzia
niemarudni.pl

Islands

An exercise aimed at exploring one's own identity, developing imagination towards building performative activities and teaching respect for the boundaries of other people.



Anti-Racism: **yes** - no
Anti-Sexism: **yes** - no
Anti-Ableism: **yes** - no
Anti-Homophobia/transphobia: **yes** - no

What do you need:

- Group of 10-15 people
- A room where you can move freely
- Music according to the presenter's preferences
- B1 sheets of white paper for all people
- Writing utensils in different colors

- How to execute

Meditation (10 min)

Ask participants to take comfortable positions anywhere in the room. Turn on some calm music. Ask them to close their eyes and lead a short meditation exercise in which you read the following questions:

- *Imagine you are an island. Think about who you are. What is important to you? What do you think about life? What important past events shaped this island?*
- *How big is this island? What shape is it?*
- *What's on it? What kind of landscape is there? What is the substrate here: sand, earth, concrete, forest, other material?*
- *Are there any buildings on it?*
- *What plants grow on this island?*
- *What is the climate like on the island?*
- *Do any animals live here?*
- *What does the island smell like?*
- *What colors dominate it?*
- *What sounds are there?*

Each person's task is to create a map of their island on a large sheet of paper. Let them experiment with form and have fun. Ask them to also create a legend for their own island - at their discretion, marking what they consider important.



EXERCISE BOOK

Research expeditions (20 min)

The next stage of this exercise is research expeditions. Each person finds a partner - the people in the pair will alternately play the role of researcher and subject. The task of the person who gets to know the other person's island is to learn as much information about it as possible. Tell them to listen carefully and take notes, because the collected material will be used for further work. At the end of this part, the pairs exchange maps.

Conference of Island Explorers (15 min)

The pairs form two separate large groups and prepare their team to present the results of their research at the Island Explorers Conference. The task is to find a common convention to present the received history maps in a theatrical form. You can adopt the convention of a scientific conference, a vlog or a television travel program. Make participants aware that in this part they are caring for other people's stories and it is very important to approach the information received with respect and empathy.

Performance presentations (15 min)

Tips and Suggestions

- If you can, prepare pillows, pouffes or blankets for meditation.
- If you want to enhance the theatrical aspect of your work, buy the cheapest painting suit for each participant to

change into during research expeditions and final performances.

- After the activity, facilitate a discussion about the diversity of islands (life experiences) and the importance of understanding and respecting different backgrounds and identities.
- Emphasize the importance of empathy and the need to listen without judgment. Each island (or person's life story) is unique and valuable.
- Consider preparing a few example islands that showcase diverse experiences to get participants thinking outside of their own perspectives.
- Create a "Safe Island" space or corner in the room where participants can take a break if they feel overwhelmed or emotional during the activity.
- Be prepared to handle sensitive issues that may arise, as discussing personal histories can evoke strong emotions. Have resources or contacts available for participants who might need additional support.
- This exercise can be adapted for virtual settings. Digital drawing tools can be used for island mapping, and breakout rooms for research expeditions.
- An exercise inspired by Dorota Ogrodzka's script "Our Archipelago" from the Teatroteka Szkolna website: <https://teatrotekaszkolna.pl/konspekt/detal/nasz-archipelag-integracja>



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EXERCISE BOOK

Exercise creator: Sonia Egner
niemarudni.pl

Energy ball

Energizer - an exercise to stimulate the group.



Anti-Racism: **yes** - no
Anti-Sexism: **yes** - no
Anti-Ableism: **yes** - no
Anti-Homolesbobotransphobia: **yes** - no

What do you need:

- Group of 10-15 people
- Comfortable space
- Clothes in which you can move freely
- 15 minutes or more

How to execute

Initial setting:

- Participants stand in a circle, feet hip-width apart.

- Your legs should be slightly bent to ensure stability.
- The arms are bent at the elbows and stretched out in front of you.
- Each participant forms an invisible ball of energy with their hands.

Stage 1: Creating and transferring energy balls:

- The leader begins the exercise by demonstrating how to form an invisible ball of energy.
- Initially, the ball is tiny and participants slowly increase its size gradually.
- The leader turns to the person on his right and with a voice accent "HA" "sends" a ball of energy to that person.
- The participant catches the ball and passes it to the next person in the circle.
- The energy ball is passed in a counterclockwise direction until the energy ball completes a full circle, returning to the host.

Stage 2: Option with participant's choice:

- The presenter presents a new variant.
- The leader makes eye contact with any participant standing in the circle.

With a vocal accent, "HA" "sends" a ball of energy to that person.

The selected participant catches the energy ball and looks for eye contact with the next person in the circle to whom he passes the ball.



EXERCISE BOOK

The energy ball is passed in the order chosen by the participants, still moving counterclockwise.

Accelerating the pace:

As participants begin to get into rhythm and feel confident in transmitting the energy ball, the pace of the exercise can be increased.

The leader should gradually increase the pace, maintaining the smooth passing of the ball between the participants.

Tips and Suggestions

- During the exercise, it is important to maintain eye contact between participants in order to transfer the energy ball smoothly.
- The facilitator should encourage participants to clearly say "HA" when passing the ball, which will help maintain rhythm and synchronization.
- Remember that each participant should receive the energy ball at least once before repeating the transfer to selected participants.

Exercise goals:

- Verbal and non-verbal communication: The exercise requires participants to maintain eye contact and synchronize with other participants while passing

energy balls. This develops the ability to communicate non-verbally through gestures and body movements, as well as verbal communication by emphasizing the sound "HA".

- Concentration and attentiveness: Participants must be focused on the exercise and attentive to the changing signals of the leader and the reactions of other participants in the circle. This develops the ability to focus attention and be consciously present in the moment.
- Group integration: Passing energy balls in a circle promotes integration and cooperation in the group. Participants must rely on each other, listen to the instructor's signals and adapt to the pace of the exercise. This can strengthen bonds between participants and build trust in the group.
- After the exercise, hold a debrief session. Encourage participants to share their feelings and reflections. Discuss the importance of inclusivity, respect, and understanding in the context of the activity.



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EXERCISE BOOK

Exercise creator: Sonia Egner
niemarudni.pl

Raft

Movement integration exercise - icebreaker.



Anti-Racism: **yes** - no
Anti-Sexism: **yes** - no
Anti-Ableism: **yes** - no
Anti-Homolesbobitransphobia: **yes** - no

What do you need:

- Group of 10-15 people
- Comfortable space
- Clothes in which you can move freely
- Blanket
- 10-15 minutes

How to execute

Initial setting:

We spread the blanket on the ground, trying to straighten it and distribute it evenly.

Participants stand tightly on a blanket so that everyone can fit in without touching the floor. They can hold hands for greater stability.

Purpose of the exercise:

The aim of the exercise is to turn the blanket over, maintaining balance and not touching the ground.

Participants must cooperate and communicate with each other non-verbally to achieve this goal.

Explanation of rules:

The facilitator explains that participants cannot use their hands to lift the blanket.

He points out that their task is to turn the blanket so that the other side is on top.

Participants cannot touch the ground, they must balance on the blanket.

Exercise:

The leader initiates the exercise by giving a signal to start.



EXERCISE BOOK

Participants must cooperate and communicate with each other non-verbally in order to shift their weight and turn the blanket.

Depending on the group's strategy, participants can shift their weight in different directions, lean or balance to achieve balance and move the blanket.

Monitoring and support:

The leader monitors the group's progress and provides support if the group encounters difficulties.

The facilitator can give tips on non-verbal communication, balance and coordinated movements.

Reflection:

After completing the exercise, the leader encourages the group to reflect.

Participants can share their experiences, difficulties and achievements while performing the exercise.

The facilitator may ask questions such as: How did you work together as a group? What strategies worked best? What skills were needed? What did you learn from this exercise?

Tips and Suggestions

Safety comes first.

- Make sure the blanket is stable and well placed on the ground to avoid possible falls or injuries.
- Remember that the exercise is aimed at integrating the group and developing non-verbal communication skills, cooperation and balance.
- Encourage participants to actively listen, observe and respond to other participants' signals.
- If the group is large, you can divide it in half and use two blankets, introducing gamification into the exercise between two teams.
- After completing the exercise, it is important to reflect so that participants can share their feelings and conclusions from the experience.

Exercise goals:

1. Group cooperation and integration: The "Raft" exercise aims to develop cooperation and integration in the group. Participants must communicate non-verbally, cooperate and take collective action to turn the blanket. Working as a team and relying on other participants are crucial to achieving the goal.
2. Non-verbal communication: The exercise focuses on non-verbal communication between participants. Participants must read body signals, understand and respond to other people's intentions. This develops the ability to consciously observe, interpret and transmit non-verbal signals in a group.



EXERCISE BOOK

3. Balance and coordination: Participants must balance on the blanket to avoid touching the ground. The exercise requires motor coordination, the ability to adjust your weight and coordinated group activities. This helps develop body awareness, movement control and balancing skills.

4. Problem solving and creative thinking: The "Raft" exercise challenges participants to turn over a blanket without using their hands. This requires creative thinking, experimenting with different strategies and adapting in real time. Participants must be flexible in their approaches and ready to solve problems that may arise.

5. Building trust and common success:

Performing the "Raft" exercise requires mutual trust and cooperation from the participants. The group must rely on each other to achieve the goal. Successfully transforming the blanket and achieving shared success strengthens group bonds and builds trust in each other.

6. Promoting Unity: This exercise showcases that when everyone works together, they can achieve their goals more effectively than working in silos. It demonstrates the power of unity and collective effort.

7. Diverse Strategies: Highlight that diverse groups often come up with a wider range of strategies and solutions. This can be tied back to the importance of different perspectives in society and the value of inclusivity.



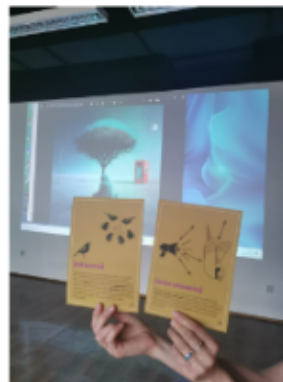
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EXERCISE BOOK

Exercise creator: Sonia Egner
niemarudni.pl

Dance for Dignity

A dance improvisation exercise that allows participants to create a short performance inspired by a chosen human rights card. This activity aims to foster creative expression, deepen understanding of the selected human right, and encourage participants to convey emotions and messages through movement, enhanced with digital scenography.



Anti-Racism: **yes** - no
Anti-Sexism: **yes** - no
Anti-Ableism: **yes** - no
Anti-Homolesebobitranphobia: **yes** - no

What do you need:

- Cards with illustrations, slogans, and descriptions on selected human rights issues.
- Comfortable space with enough room for participants to move.
- Music system or any device to play music.



EXERCISE BOOK

- Clothes in which participants can move freely.
- A projector and a screen or a wall to project on.
- Modern technology platforms, e.g., Discord, to design and project backgrounds.
- 45-60 minutes (including preparation and performance).

How to execute

Initial setting:

- Spread the human rights cards face-down on a table or the floor.
- Participants will choose a card randomly, or the facilitator can assign one.
- After selecting a card, participants should take a few moments to understand the illustration, slogan, and description.

Stage 1: Exploration:

- Participants begin by moving around the space, interpreting their chosen human rights card's content. They should focus on the emotions, situations, or images that the card evokes.
- Using free movement and improvisation, they explore different

ways to represent the issue through dance.

Stage 2: Digital Scenography Design:

- Participants or assigned designers will use platforms like Discord or other digital tools to create a background projection that complements their dance. This background can be animated, a series of images, or any other digital media that reinforces the message.
- Test the projection in the performance space to ensure visibility and alignment.

Stage 3: Choreography:

- Participants are tasked with creating a short 3-5 minute dance piece based on their interpretations.
- Encourage them to think about different elements such as space, dynamics, rhythm, and interaction with other dancers (if working in a group).

Stage 4: Music Selection:

- Based on their choreography, participants select a piece of music that aligns with the emotions and message they wish to convey.
- The music should enhance and complement their performance.



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Stage 5: Performance:

- Each participant or group presents their dance piece to the rest of the participants, with the digital scenography projected in the background.
- After all performances are complete, a reflective discussion follows.

Reflection:

- Discuss the different interpretations, how each performance connected to the chosen human rights card, and the impact of the digital scenography.
- Ask participants to share their creative process, their choice of background, and what they hoped to convey through their dance and the projected visuals.

Tips and Suggestions

- Emphasize the importance of the creative process over technical proficiency in dance and digital design.
- Ensure there's coordination between the dancers and the person handling the projection to make transitions smooth.
- Consider filming the performances to review later or share with a broader audience.

Exercise goals:

- **Creative Expression:** Participants channel their understanding of human rights issues into a dance performance, allowing for personal and unique interpretations.
- **Deepening Understanding:** By translating a card's content into dance and digital media, participants delve deeper into the complexities and emotions related to the human rights issue.
- **Conveying Emotions and Messages through Movement:** Dance becomes a powerful tool for advocacy, raising awareness, and generating discussions about human rights.
- **Integration of Modern Technology:** The use of digital scenography adds an additional layer of depth and modernity to the performance, emphasizing the importance and relevance of the topic in today's digital age.



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EXERCISE BOOK

Exercise creator: niemarudni.pl

Juggling for Justice

An introductory juggling exercise that focuses on hand-eye coordination and emphasizes the importance of human rights, diversity, and inclusion.



Anti-Racism: **yes** - no

Anti-Sexism: **yes** - no

Anti-Ableism: **yes** - no

Anti-Homobisexualtransphobia: **yes** - no

What do you need:

- Group of 10-15 people
- Juggling balls or bean bags. Ideally, one set of three per participant.
- Comfortable space
- Clothes in which you can move freely
- 20 minutes or more

How to execute

Initial setting:

- Participants stand in a circle or in an open area where they have enough space to move and juggle without interference.
- Distribute three juggling balls or bean bags to each participant.

Stage 1: Basic Hand-Eye Coordination:

- Begin by holding one ball. Toss the ball from one hand to the other, focusing on consistent height and catching the ball.
- Once participants are comfortable with one ball, introduce the second. Toss one ball up, and as it begins to descend, toss the second. Practice until participants are comfortable with two balls.
- Finally, introduce the third ball. Start with two balls in one hand and one in



EXERCISE BOOK

the other. Toss one ball up from the hand holding two balls, and as it peaks and starts to descend, toss the second ball from the other hand, followed by the third ball from the first hand.

Stage 2: Juggling for Human Rights:

- Designate each ball a human right (e.g., freedom of speech, right to education, right to equality). As participants juggle, ask them to call out the human rights associated with each ball they throw.
- Discuss how juggling is similar to maintaining and upholding human rights. If we don't pay attention to one, it can easily be dropped or forgotten. The importance of keeping all balls in the air mirrors the importance of ensuring all rights are respected and protected.

Reflection:

- After practicing, have a group discussion. Ask participants how they felt during the juggling process and if they faced any challenges.

Relate the juggling to human rights again: Was it challenging to keep track of all the rights? Do you think societies sometimes "drop the ball" on certain rights?

Tips and Suggestions

- For beginners, juggling can be challenging. Emphasize the importance of patience and persistence.
- If juggling three balls is too difficult, participants can continue practicing with two until they feel comfortable.
- To emphasize human rights further, consider using different colored balls and assigning each color a specific right.

Exercise goals:

- **Hand-Eye Coordination:** Juggling helps improve coordination, concentration, and dexterity.
- **Awareness of Human Rights:** By associating juggling balls with specific rights, participants are reminded of the importance of upholding all rights equally.
- **Emphasizing Persistence and Patience:** Just as upholding human rights requires continuous effort and dedication, juggling requires persistence, practice, and patience.
- **Group Discussion and Reflection:** This provides an opportunity for participants to share their thoughts on the connection between juggling and human rights, fostering a deeper understanding and appreciation of both.



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EXERCISE BOOK

I'm an actor too

How to execute



Anti-Racism: yes

Anti-Sexism: yes

Anti-Homolesebobitranphobia: yes

What do you need:

- **Number of people involved:**6-30
- **Estimated time:**30-40 min
- **Space needed:** A medium space, must have room to act
- **Music:** no
- **Material needed :** paper with 3-4 situations when these rights are violated(freedom of expression, discrimination and violence against women and girls)

1. The participants are divided into teams, counting 1,2,3..., depending on how many teams we want to make
2. Each team will receive a paper with a human rights and 3 situations when these rights are violated, on freedom of expression, discrimination and violence against women and girls.
3. They will have 20 minutes to create a small skit showing how that right is violated, then how they can remedy the situation so that that violation of the right does not happen again
4. After the time expires, each team will present the play, and after , the other participants will be able to ask questions, debating the reasons that lead to the violation of that right and how we can prevent its violation

Tips and Suggestions

The more groups there are, with no more than 3-4 participants, the more everyone will play a leading role and will be more interested

EXERCISE BOOK

Drawing our Human Rights



Anti-Racism: yes
Anti-Sexism: yes
Anti-Ableism: yes
Anti-Homobisexualtransphobia: yes

What do you need:

- **Number of people involved:**6-30
- **Estimated time:**30-40 min
- **Space needed:** A medium space, must have room to act

- **Music:** no
- **Material needed :** paper with 3-4 situations when these rights are violated(freedom of expression, discrimination and violence against women and girls)

How to execute

1. The participants are divided into teams, counting 1,2,3..., depending on how many teams we want to make
2. Each team will receive a paper with a human rights and 3 situations when these rights are violated, on freedom of expression, discrimination and violence against women and girls.
3. They will have 20 minutes to create a small skit showing how that right is violated, then how they can remedy the situation so that that violation of the right does not happen again
4. After the time expires, each team will present the play, and after , the other participants will be able to ask questions,

Tips and Suggestions

If we have several participants, it is good to divide them into several groups, so that each one has room to draw and get involved



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EXERCISE BOOK

Exercise by Veronica Pinto

Walk with stereotypes



Anti-Racism: **yes** - no
Anti-Sexism: **yes** - no
Anti-Ableism: **yes** - no
Anti-Homobisexualtransphobia: **yes** - no

What do you need:

- Min 6 participants
- Estimated time: 20 min
- Space needed: a room big enough to walk in easily

- Material needed: Post-it; Pen

How to execute

1. Prepare 1 post-it for each participant and write on it an adjective, positive or negative
2. attached the post-it note on the back of each participant.
(Take care that the participant does not see what is written on his post-it)
3. Make people walk around the room .
4. As participants walk, they will have to read the post-it notes on the backs of others and nod if the word they read gives them positive emotions and shake their heads if they do not like it
5. At the end of the exercise, gather the participants together and ask what impressions they had and how it was to receive many signs of approval or disdain..
6. Open a discussion on prejudice and how it influences approaches.

Tips and Suggestions

Always try to assign different adjectives to people's characteristics and do not risk triggering the person.



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EXERCISE BOOK

Human Marionettes



Anti-Racism: **yes** - no
Anti-Sexism: **yes** - no
Anti-Ableism: **yes** - no
Anti-Homolesbobitranphobia: **yes** - no

What do you need:

- Min 5 max 16
- Estimated time 15
- Space needed: A big room
- Music: yes
- Material needed: none

How to execute

1. Start by making people walk around the room at a moderate speed.
2. People must then break the walk into 3 phases: choose the end point, walk to the point and then stop. Make the three phases of the walk distinct from each other.
3. Once you understand this fragmentation, introduce a new command: a specific body part will guide the movement, as if pulled by a thread.
4. For example the tip of the nose: the person will walk as if pulled by that body part and the rest of the body will have to adapt accordingly.
5. Experiment with walking guided by different parts of the body and draw attention to how different postures can lead to different attitudes.
6. Ask them to imagine characters from the walks they are doing.

Tips and Suggestions

Try suggesting some postures that go against the character of people. For example closing poses for extrovert people and instead walking chest out for shy people.

Always ask for precision in the choice of the point from which to start the movement, in this kind of exercise approximation defeats the purpose.



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EXERCISE BOOK

Exercise by Veronica Pinto

This is who you are! (Let's play with Stereotypes)



Anti-Racism: **yes** - no
Anti-Sexism: **yes** - no
Anti-Ableism: **yes** - no
Anti-Homolesebobitransphobia: **yes** - no

What do you need:

- Min 4 max 6 for each group
- Estimated time: 10 min each group
- Space needed: not too much
- Music: no
- Material needed: Post it; Pen

How to execute

1. Prepare 1 post-in for each participant and write on it an adjective, positive or negative
2. attached the post-it note on the back of each participant.
(Take care that the participant does not see what is written on his post-it)
3. If necessary, divide the group into subgroups of a minimum of 4 and a maximum of 6 people
4. all the people in the group must read the post-it note that the others have on their backs, but not the one on their own backs
5. Assign the group an improvisation for which the group has to organize something (e.g. a holiday, a picnic where everyone brings something, a group work, etc.).
6. People should address and behave towards others according to the adjectives written on their relevant post-its.
(E.g. If a person has written "Reliable" on their post-it, people will behave towards them by trusting them and perhaps giving them the most delicate tasks).



EXERCISE BOOK

7. Bring the improvisation to an end
8. At the end of the improvisation, create a moment of discussion.
9. Some questions that can be helpful are "Did you understand what was written on your post-it?", "How did you feel?", "Did you think it was fair that people treated you this way?"
1. Open a discussion on prejudice and how it influences approaches, regardless of what people do

Tips and Suggestions

Always try to assign different adjectives to people's characteristics and do not risk triggering the person.



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EXERCISE BOOK

The Moving Voice



Anti-Racism: yes - no
Anti-Sexism: yes - no
Anti-Ableism: yes - no
Anti-Homobisobitansphobia: yes - no

What do you need:

- Min 2 people max 12 people
- Estimated time 15 min
- Space needed: a big room
- Music: no
- Material needed: none

How to execute

1. Divide the group into pairs
2. Have the pairs start to look into each other's eyes and tune in, making small, slow mirror movements with one leading and the other copying
3. When all pairs have tuned in and experienced the guidance, have them change the mechanism: they will now no longer guide their partner with gestures but with their voice.
4. Making high-pitched sounds will guide the movements upwards, making low-pitched sounds will guide the movements downwards.
5. With their voice they can also guide the rhythm of movements, continuous sounds for smooth movements, interrupted sounds for more jerky movements.
6. And also whispers for small movements, loud voices for large movements.



EXERCISE BOOK

7. Have people start with vowel sounds, if they then have difficulty experimenting with sounds, suggest that they choose a word and use it beyond its meaning, but as a simple sound.
8. Make sure there is at least one change of leader.
9. At the end of the exercise create a moment of reflection on the dynamics that have been created.
10. You can ask questions such as "How did it feel to get your voice out? Is this something you are used to doing?" "Were you able to get the sound out the way you wanted or did you feel blockages?".

Tips and Suggestions

The exercise gives people the opportunity to find their own voice and expressiveness.

Some people may feel uncomfortable with the use of voice, do not force them to do the exercise if they are very uncomfortable.

The use of voice and sounds can also have an emotional effect, keep this in mind and reassure people if they have strong emotions or moments of crying.



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EXERCISE BOOK

Exercise by Veronica Pinto

The Leader Game



Anti-Racism: **yes** - no

Anti-Sexism: **yes** - no

Anti-Ableism: **yes** - no

Anti-Homolesbobotransphobia: **yes** - no

What do you need:

- Min 6 people Max 18 people
- Estimated time 20 min
- Space needed a big room
- Music: yes (as background)
- Material needed: none

How to execute

1. Have each person choose a small, simple action involving the use of their arms
2. Repeat the gesture, over and over again, until you fully understand every little movement that makes it up.
3. Make the gesture very big and very visible.
4. Take care that the participants' gestures are different enough
5. Have participants experience their gesture in movement in the room
6. Interrupt the gestures and from then on only move the participants around the room.
7. The gesture they have chosen will now become a way of leading the group: whoever makes the gesture will be followed by all the other participants until someone else makes their gesture and becomes leader in turn.
8. Experiencing different leadership changes



EXERCISE BOOK

9. At the end of the exercise, have a discussion circle and ask for feelings about what it felt like.
10. Some questions could be "Did you prefer to follow or lead the group?" to the more shy people "How did you feel leading the group?" to the more extroverted ones "How did you feel having to follow?"

Tips and Suggestions

Try to get all people to experience leadership at least once.

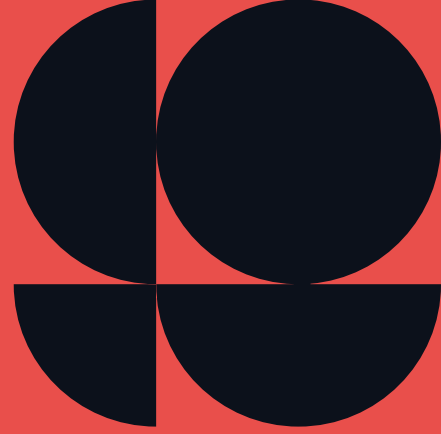
Once the participants have understood the mechanism, try to suggest fairly rapid changes of leadership.

It may be that some people do not feel comfortable leading the group, you can encourage them, but always try not to force them

Other people may want to dominate the group and leave no space for the others, let them experiment with this tendency for a while, but if it spoils the exercise, gently suggest to the person to give space to the others.



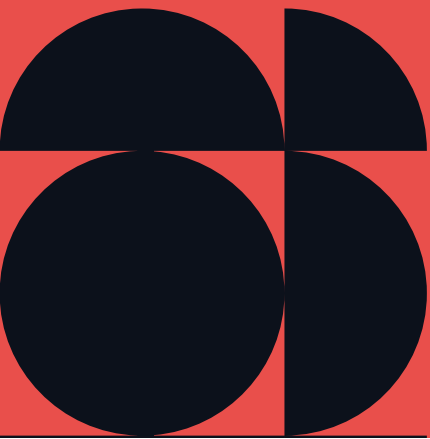
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MULTILINGUAL VOCABULARY

A small glossary of words that may be useful
in constructing workshops on human rights
education through the performing arts





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MULTILINGUAL VOCABULARY

English

Italian

Romenian

Polish

Ableism	Abilismo	Ableism	Ableizm
Accessibility	Accessibilità	Accesibilitate	Dostępność
Bias	Pregiudizio	Bias	Stronniczość
Binarism	Binarismo	Binarism	Binaryzm
Bullyism	Bullismo	Hartuire	Znęcanie się
Racism	Razzismo	Rasism	Rasizm
Creativity	Creatività	Creativitate	Kreatywność
Deconstruct	Decostruzione	Deconstructie	Dekonstruować
Discrimination	Discriminazione	Discriminare	Dyskryminacja
Equality	Uguaglianza	Egalitate	Równość
Homophobia	Omofobia	Homofobia	Homofobia



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MULTILINGUAL VOCABULARY

English	Italian	Romenian	Polish
Gender	Genere	Gen	Płeć
Gender Based Violence	Violenza di Genere	Violenta bazata pe Gen	Przemoc ze względu na płeć
Human Rights	Diritti Umani	Drepturile Omului	Prawa Człowieka
Inclusion	Inclusione	Incluziune	Włączenie
Patriarchy	Patriarcato	Patriarhie	Patriarchat
Performing Arts	Arti Performative	Arta Scenica	Sztuki Performatywne
Privilege	Privilegio	Privilegiu	Przywilej
Racialization	Razzializzazione	Rasializare	Rasizacja
Sexism	Sessismo	Sexism	Seksizm
Social Justice	Giustizia Sociale	Dreptate Sociala	Sprawiedliwość Społeczna
Workshop	Laboratorio	Atelier de Lucru	Warsztaty



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We hope that this manual of ours will be useful to you and that you can use it to continue educating people about human rights through the performing arts.



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