



**EUROPE FOR CITIZENS PROGRAMME:
Actions grants 2019
Strand 2: Democratic Engagement and
Civic Participation - Civil Society Projects.**

EUROPEAN VOLUNTEERS LEADING SOCIAL CHANGE IN THE EU

Lead: Centro Social de Ermesinde

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1. Introduction to the Europe for Citizens programme – Democratic Engagement and Civic Participation (Strand 2) – Civil Society Projects.

The measure of Civil Society Projects aims to support projects promoted by transnational partnerships and networks directly involving citizens. Those projects gather citizens from different horizons, in activities directly linked to the European Union (EU) policies to give them an opportunity to actively participate in the EU policy making process in the areas that are the objectives of the Programme. As a reminder, this goal can be achieved at all stages, and with all institutional interlocutors, notably: agenda-setting activities, advocacy during the preparation phase and negotiation of the policy proposals, providing feedback on relevant initiatives that will be implemented. To conclude, those projects will invite citizens to debate and act together on the multiannual priority themes of the Programme, both at local and European level.

The project should stimulate reflections, debates or contribute to the organisation of other activities related to the multiannual priorities of the Programme. The outcomes will be proposals of practical solutions that can be found through cooperation or coordination at European level, and ensure a concrete link between the policy making process indicated above and the citizens. Projects should actively involve a large number of citizens in the implementation and aim at setting the basis for, or encouraging the development of, long-lasting networking between many organisations active in the field.

This measure supports projects implemented by transnational partnerships promoting opportunities for solidarity, society's engagement and volunteering at European level.

(Europe for Citizens Programme Guide, 2019)

2. Project Information.

2.1. Context.

More than 70 years have passed since the Universal Declaration of Human Rights has been signed, 25 years from the Maastricht Treaty, 20 years from the launch of the European Voluntary Service (EVS) and 10 years from the Treaty of Lisbon and the Charter of Fundamental Rights of the European Union. In these decades we made several steps towards building a better society, turning solidarity and fraternity into ours hallmarks.

The European Union is facing today one of the biggest challenge of the last years: a huge migratory crisis. Moreover, this last, is becoming a threat for the future of the EU, contributing to the rise of the euroscepticism, the growth of populism and the proliferation of fake-news.

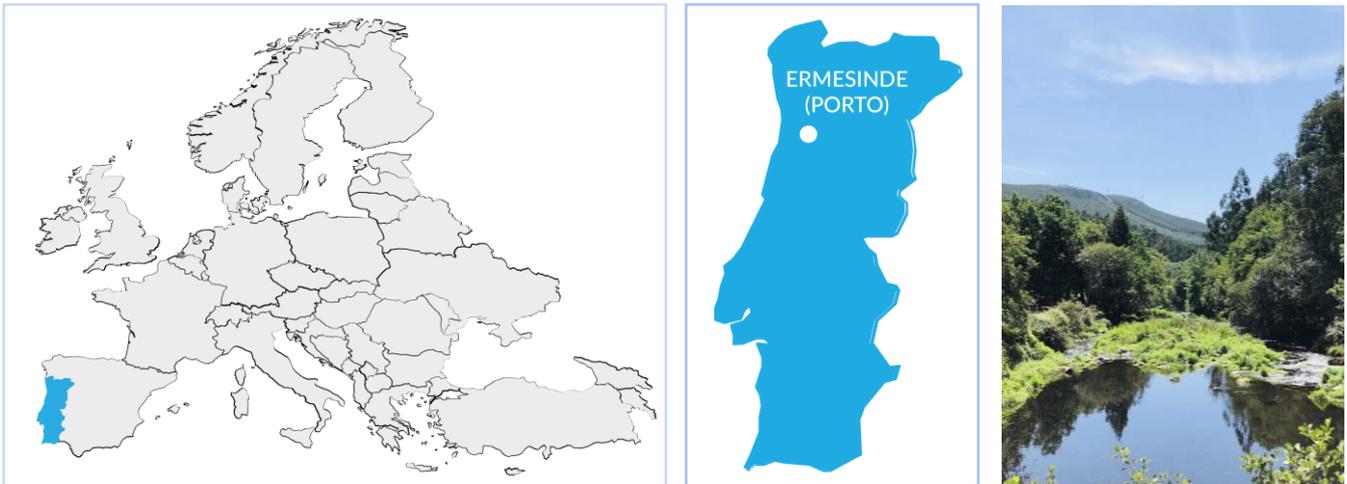
Those last three are extremely linked too: the fake-news are the mean used by Populists and eurosceptics to penetrate the mind of the population. In fact, some members of the political class are using stereotypes and prejudices in order to reach their main goal: exclude this slice of society.

For this reason, the present project is born with the vocation to reflect on how these problems are interrelated, trying to provide an effective solution for them. Taking into account that the fake news are using the most harmful stereotypes in its own benefit, we believe that we need to encourage the deconstruction of these ideas to be able to reduce the power of all the and discriminative and reactionary discourses. In this way we will go to the root of the problem in order to maintain and protect our democratic and egalitarian society.

Nowadays the right of being informed must be defended through policies that seek to fight against fake-news and encourage the creation of a fully informed and politically proactive citizenship. In this way, the reactionary discourses, the populisms and the euroscepticism will find for sure more difficulties to make their speech efficace.

To summarise, fighting the prejudices and stereotypes that migrants are subjected to is fighting against the three threats that the European Union has to face: populisms, fake-news and euroscepticism.

2.2. Which are the main activities of the programme? Which are the values of the leading Organization? Where will the activities take place?



Ermesinde is a 40.000 inhabitants city that takes part of the Municipality of Valongo, in the Metropolitan Area of Porto (AMP). It is strategically located with good connections to the city center of Porto and to the city's airport (Sa de Carneiro International Airport).

Porto is the second largest city of the country, welcoming several million of tourists per year because of its huge patrimony. But this last is not exclusive from the city of Porto: the territory of the Municipality of Valongo has an enormous historical and natural value as well (such as the natural spot of Parque das Serras do Porto). Even if the Municipality of Valongo has recently celebrated its 180th anniversary, the history of these lands goes back until the Paleozoic Era. Despite that, nowadays Ermesinde, Valongo and Porto, are very dynamic areas, where modernity and tradition converges reaching a deep personality.

Even supposing that Ermesinde is essentially a residential suburb of Porto, the Municipality of Valongo and the Centro Social de Ermesinde are making several efforts to create a solid feeling of pertinence, promoting the community life and the solidarity between their citizens. The Centro Social de Ermesinde (CSE) is a non-governmental organization with more than 6 decades of life, playing a fundamental role in social and local development. The working areas of the Organization are: social intervention, education and training.

The Centro it's located in an economically depressed area with a higher degree of unemployment and a bigger risk of social exclusion if compared to the other Municipalities of the Metropolitan Area of Porto. In this sense, the existence of the Centro is fundamental to ensure the protection of the most vulnerable groups of the local society. Since we are working for them, making a lot of efforts to improve their lives, we want to continue leading the social innovation in our territory. An example of this main objective is the new Second Opportunity School, which will start to be active in the next academic year 2019/2020 to give a second chance to the youngsters that the ruled school doesn't know how to deal with.

The Organization aims to carry out activities promoting equal opportunities for the youth to avoid the most common prejudices due to the social class, race and gender. The workers of the Centro de formação usually help the youngsters to find their way for working and studying, trying to propose them the best solution of their wills and needs. In addition, as a

Eurodesk point, they promote bilateral and multicultural youth exchanges as sending and receiving organization for the European Solidarity Corps. To conclude, the CSE usually support the youngsters in the development of their entrepreneurship projects and use to realize thematic events such as seminars, conferences, fairs or markets in the field of youth.

The CSE has participated in several international seminars about European youth policies and some other exchange activities. We have developed a training action for the exchange of animators under the “Youth for Europe” program. Recently, the Centro has become an hosting organization of the European Solidarity Corps. The project’s name is MOVE, (Move Yourself | Organize Yourself | Become a Volunteer | Express Yourself), and it is now about to start its third edition, welcoming 4 volunteers per year.

This project is another way for the CSE to promote the creation of a multicultural environment in all the territory and its neighborhood and this is one of our commitments too. We know the benefits that the multiculturalism carries: it enriches and revitalizes the environment, arousing the interest of the local community for other cultures.

Is with this commitment that the project “Europeans Volunteers Leading the Social Change in the EU” is born. We want to promote a multicultural environment around us, continuously awakening the interest of the citizens for different cultures, to promote the inclusion of all the social agents and to generate a tolerant and safe space for all, regardless their country of origin, gender or social class.

“European Volunteers Leading Social Change in the EU” is entirely promoted by the ESC’s volunteers of the second edition of the MOVE programme Andrea Da Fermo and Imanol Peña Proenza. This initiative has been entirely developed and designed by us because as ESC volunteers we are conscious that young people like us are embarked on a unique experience that will mark their lives forever. For this reason this project is the perfect complement of a process that lead people to become more proactive citizens and to develop their consciousness about what it means being part of the European Union.

‘The European Solidarity Corps brings together young people to build a more inclusive society, supporting vulnerable people and responding to societal challenges. It offers an inspiring and empowering experience for young people who want to help, learn and develop.’

(European Solidarity Corps Charter, 2018)

Through our experience we assimilate all these values and we are sure that the european volunteers are the leaders of the social change in the EU. We want that all the participants to the project will see a changement, a a before and after and we are certain that their participation will lead to more qualified people leading the social change in the European Union!

Some say that our generation is numb, that we only think of taking selfies and in our smartphones, that we are lazy and that we are not able to think in anyone else but ourselves. We believe that this is absolutely not true. We are convinced that young people are the new leaders of social change in Europe and we are willing to let it know to who concerns!

2.3. Objectives of the project

Overall Objective:

OO. Promote the deconstruction of stereotypes concerning immigrants in the European Union.

Specific Objectives:

SO1. Reflect on how the reactionary speeches are currently articulated in the European Union, investigate how these speeches are inserted in a vicious circle of fake-news, populism and Euroscepticism and find the way to protect ourselves.

SO2. Show all the damages created by the spread of stereotypes related to immigration and contribute to the creation of a public civic awareness about that.

SO3. Increase the “social capital” of the participating NGOs and create a network that will try to provide solutions to shared problems.

SO4. Promote the European Solidarity Corps and present it as a fundamental tool to create politically active European citizens ables to reflect and become leaders of the social change in the EU.

SO5. Celebrate the cultural diversity in the European Union and point out the positive aspects of migration.

SO6. Promote the feeling of belonging to the European Union.

SO7. Reflect about the paper of the European Union in the management of the immigration.

SO8. Use a multidisciplinary approach, sociological and pedagogical, to reach the objectives.

SO9: Use a mix of formal and non-formal education in order to reach these objectives.

3. The programme.

3.1. Context.

In our project we would like to use a “bottom-up” approach. We assume that this is a powerful way for making all the citizen/volunteers responsible and conscious about our role as citizens. We need to be in contrast with the dynamic of the fake-news that try to propose new models and roles in our society promoting populism. Moreover this is fundamental for breaking stereotypes, try to build a new and coherent sense of european citizenship and to increase solidarity. Through the use of this methodology all the participants will be in the center of every activity and a “learning by doing” will be a plus in reaching this goal.

For this reason we believe fundamental the concepts of non - formal education and lifelong learning. According to the “Memorandum on Lifelong learning”, released by the Commission of the European Communities, if we consider our society as a “knowledge society” in which we have a saturation of information, we consider appropriate to learn how to filter and elaborate them to prevent a passive learning leading to the creation of stereotypes.

We think that Lifelong Learning is a process that has to go in the same direction of the active citizenship. A society that is continuously in evolution needs conscious citizens that will help to maintain the European Union a political leader in our global world. We are conscious about it and we believe that the european volunteers have a huge commitment with their society, being the main actors that will lead to an european active citizenship.

‘Europe has a challenging agenda for the next years, with serious issues at stake. With decisions and policies needed on issues ranging from economic growth, security and Europe’s role in the world, it is now more important than ever for citizens to take part in discussions and help shape policies. Considering the European citizenship as an important element in strengthening and safeguarding the process of European integration, the European Commission continues encouraging the engagement of European citizens in all aspects of the life of their community, thus enabling them to participate in the construction of an ever closer Europe.’

(Europe for Citizens Programme Guide, 2019)

Inside all this dynamics, we believe that is really important to create and consolidate non-formal education methodologies. Focus all of our attentions on the person/volunteer as citizen means to underline his know-how and his experiences and only a non - formal context can integrate and involve him, stimulating a process of personal growth and his interactions with the others. A great setting of non-formal education reach his goal only when knowledge is shared and this is the direction that we want to give as Centro Social.

As a result, proactive citizens will be able to use their skills for interact with the community, to achieve, improve the quality of life and and promoting a critical thinking. The outcomes of this project could be useful for the citizens of Ermesinde too, who will probably start to inquire into their role of citizens and build a new sense of community.

3.2. Main topics of the program:

The program is divided into 5 main topics. Of course, these lasts, are linked one to the other to create a successful and gradual flow of informations to better assimilate the concepts.

Topic 1: Introduction to the Stereotypes: what they are and how they are built

This first part of the project is an introduction to provide conceptual essential basis for all the project. Here the participants will learn more about the process through which stereotypes are constructed. This is an essential part to achieve the goals of the programme, because the concepts that are going to be introduced here will also be developed in the other blocks.

Topic 2: The Fake-News: a new mechanism to introduce reactionary discourses among citizens.

We know that one of the biggest threats nowadays in the EU is the proliferation of Fake-News, the creation of reactionary discourses and their assimilation by the citizens. As we were saying, this instrument is using of stereotypes of some colectives to subject and create a cartoon of them. Of course, one of these collectives are the immigrants, but not only, women and the LGBT community is also exposed to this problem. During this block, participants will understand how is the process of the subjectivation and learn which is the role of the fake-news in this process and the interrelation between fake-news and stereotypes. The participants will also have a more practical part in which they will learn what to do and how to face with fake-news on the network or in their daily life.

Topic 3: Immigration, religion and stereotypes.

This block is fundamental since most of the stereotypes to which immigrants are exposed are related to their religion and culture. Through this subjectivation, the cartoon created by these cultural and religious prejudices are presenting to these people like barbarians who live in a civilization that is in a stage before ours (practically in a pre-civilization stage). These reactionary speeches often stand out the incompatibility of "our" culture with "theirs". During this block, the participants will understand how is the process of interrelation between immigration, religion and stereotype. By understanding this process, participants will be able to propose solutions to the problems that they've been detecting.

Topic 4: Immigration, gender and stereotypes.

As with religion, the other group most exposed to the damage of stereotypes are immigrant women. Debates such as the use of veil and burqa have been putted on the table as "debates of national coexistence." In addition, we used to think in their place, pointing that they wear the veil because they are submitted to their husband. The use of the veil is presented as a "machist" practice that is incompatible with our "egalitarian" society: if they want to live in our country, they need to assume our norms. In this way, these women are exposed to a double discrimination: because being immigrants and women. During this part of the program, participants will better understand what it means to be an immigrant woman living far from their countries, in a society with different rules (no better and no worst, just different). And for understanding that, there will be introduced basic concepts of gender theory.

Topic 5: Policy Making Process in the EU in the field of immigration.

This last block is about the role of the European Union in the immigration management. It is not just about understanding the Union's role in managing the migratory crisis, but how the Union manages the immigration once immigrants are already coexisting within us. In this block, some policy-makers and experts in the EU level will be invited to discuss with our participant: the aim is to create a discussion group in which the "experts" point out what the Union is doing in the management of immigration and the participants present their views on these policies.

3.3. Draft Activity Plan

DRAFT ACTIVITY PLAN							
	Sund. 05/07/2020	Mon. 06/07/2020	Tues. 07/07/2020	Wed. 08/07/2020	Thrs. 09/07/2020	Fri. 10/07/2020	Sat. 11/07/2020
08h00	Arrival of participants	Breakfast					
9h30		(3) Energizer / Team Building	(3) Energizer / Team Building	(3) Energizer / Team Building	(3) Energizer / Team Building	(3) Energizer / Team Building	(3) Energizer / Team Building
10h00		(4) MC1: Introduction to the Stereotypes.	(9) MC2: Fake-News	(11) MC3: Immigration, religion and stereotypes	(13) MC4: Immigration, gender and stereotypes	(15) Preparation for the FI	(16) Discussion Group: Policy Making Process in the EU in the field of immigration
11h30		Coffee Break					
12h00		(5) Introduction to the Storytelling. Introduction to the Stereotypes.	(5) Storytelling: Fake-News	(5) Storytelling: Immigration, religion and stereotypes.	(5) Storytelling: Immigration, gender and stereotypes	(15) Preparation for the FI	(16) Continuation with the Discussion Group
13h00		Lunch Time					
15h00		(6) WS1: Introduction to the Stereotypes.	(10) WS2: Fake-News	(12) WS3: Immigration, religion and stereotypes.	(14) WS4: Immigration, gender and stereotypes.	(15) Preparation for the FI	(15) Free time / Preparation for the FI
16h30		Coffee Break					
17h00		(7) Introduction to the Teatro do Oprimido. Introduction to the Stereotypes.	(7) Teatro do Oprimido: Fake-News	(7) Teatro do Oprimido: Immigration, religion and stereotypes.	(7) Teatro do Oprimido: Immigration, gender and stereotypes	(7) Teatro do Oprimido	(17) FA1: Photography Exhibition
18h00		(1) Formal Reception and Welcome Dinner	Free Time	Free Time	Free Time	Free Time	Free Time
20h00	Dinner Time					(19) Special Farewell dinner	
21h00	(2) Getting to know games: Introductions and game dynamics	(8) Reflection + Intercultural Night	(8) Reflection + Intercultural Night	(8) Reflection + Intercultural Night	(8) Reflection + Intercultural Night		(8) Reflection + Intercultural Night

3.4. Types of activities planned:

Once explained the background of the project, we will introduce the tools, methodologies and activities that give coherence to the concepts exposed before. This innovative program has a mix of learning methods, using formal and non-formal education methods in order to reach the goals. This helps the participants during the learning process. To be more precise formal-education methods will be used in the Master Classes and the non-formal ones will involve Workshops, Storytellings, Teatro do Oprimido and the Final Artistic Activities.

MasterClass (MC).

These are classes taught by professionals and specialists in each area. In these MasterClasses, the learning method is traditional (vertical): each professor exposes the concepts and the students try to assimilate them and take notes. The MCs will be an essential part to provide to the participants fundamental basis that will help in the following non-formal education activities.

Each class will have a duration of 1.5 hours, since the attention span of the participants will decrease throughout the session.

Storytelling (ST).

During these sessions the participants will relax and talk and about them following some guide questions: for example, since the third block is “immigration, religion and stereotypes”, the guests will be invited to tell their stories or reflections about the stereotypes or prejudices in relation to the religion. The objective is to stimulate reflections, critical thinking and contribute to deconstruct immigrant’s stereotypes and prejudices, also by giving voice to people who are suffering them.

The 50 volunteers will be organized in 5 groups of 10 people. Each group will have a facilitator to guide this process and make it as fruitful as possible. The duration of each session will be of 1h and they will take place once per day (one storytelling per block), being that the first one will have a more introductory character.

Workshops (WS).

Workshops have a fundamental role as well: after the MCs, the participants will interact and play as a team. Facilitators will be professionals in its area as well: for example, in the workshop of the fake-news, the participants will understand how to deal with taking into account their social media accounts or they social circles. In this way, all the concepts acquired during the MC will turn to be pragmatic and people will have the possibility of sharing their ideas, listen to the ones of the others and share knowledge. Our idea is to propose workshops about real problems touching all the society and a moderate discussion on these topics will turn into a learning process. An important role inside this dynamic is the one of the professional that will be able to make everyone feeling comfortable in sharing his ideas without being judge, since every experience is accepted and shared. Afterall, through these lessons, we want to give solution to the problems.

Teatro do Oprimido (TO).

The Teatro do Oprimido is the perfect tool to show how each person can influence a social-political environment. Born in Brazil and developed by Augusto Boal, the main goal of this methodology is to improve personal changes making people more conscious about their role as citizens and about their social and political power. The stage is a place for improving a local and global change, a place where we can solve conflicts and sensitize. This methodology deals with the proposal of providing the tools for developing a critical thinking and to be open for a constructive discussion with “the Other”, using the universal language of the theatre.

Final Artistic Activities (FAA).

After having received several information about the first four blocks, the fifth day the facilitators will let the participants choose among two artistic tools to reflect about our study object: the photography and the poetry/stories.

Along this day the participants will have enough free time to use their artistic tool to reflect by themselves about all that they learned during the programme. We believe that the photography and the writing of poems/stories are a very powerful ways to create a more critical point of view of the reality.

The last day, the participants will be invited to present their pictures to the public, explaining the meaning and sense of their shots. In the same line, we will encourage the other participants to read in public the poems/stories and give an explanation about them. Of course, if someone doesn't want to make it public, can keep for himself.

4. Evaluation

As professionals we believe that the best approach of evaluation is the constructivist one: each member of our team and each volunteer that will apply is involved in the process of evaluation, in different moments and with different tasks.

We decided to divide the evaluation process in three different moments because each of them has his specific goal, method and indicators.

4.1 Ex-Ante evaluation

The Ex-Ante evaluation will take place before the start of the activities and it will be also a moment for the participant to inscribe to the project. Using the questionnaire as an instrument of evaluation we will try to know from the user's answers how our network of partners works, how the volunteers became aware about this project and their previous knowledge about the topic.

4.2 In-itinere evaluation

The In-itinere evaluation moment will take place in the week of the activity, and we will involve all the actors of the project. The evaluation moment with the participant, using groups discussions, will be a powerful tool for understand if the activities are reaching the goal that we planned. At the end of each day every participant will be invite to reflect and give a feedback about the entire development of the activities planned in our agenda. Also suggestions are welcome and this moment is going to be useful for us to understand if some changements in the general agenda are needed.

The point of view of the participant is one of the most relevant for us. We will then try to focus on the main interests of the users to better know how to help them with their learning process.

4.3 Ex-Post evaluation

The Ex-Post evaluation will be divided in two moments. The first part of the this evaluation phase will be in the end of the activities, in which all the participants will be invited to fill questionnaire. The results will lead us to an estimation of the impact of the project. In addition, everyone will be invite to complete an auto evaluation concerning its own learning process.

The second part of the Ex-Post evaluation is going to take place three months later to understand if the values promoted during the project influenced the life of the volunteer and how and it was useful for his personal learning process, to share with the rest of the community.

5. Conclusions: why is than important this project? why are we developing it?

This project is being entirely designed by two ESC volunteers of the Centro Social de Ermesinde participating to the MOVE program. The Centro social de ERmesinde gives the possibility to each volunteer to develop a personal project, always stimulating them to reflect and guiding them into their professional growth.

This project has been developed by us, Imanol Peña Proenza, a spanish young sociologist and Andrea Da Fermo, an italian young pedagogist, both ESC volunteers in the CSE. We wanted to have the occasion to put on practice what we learned during our formation and, with this challenge, we started to discuss about the stereotypes and the prejudices in our society. We wanted to give an answer to the question "how the prejudices and the stereotypes can influence the personal growth of the citizens?". Our first answer was the one that scared us and, as a response, we decide to organize this project several months ago. Our commitment is to contribute to a respectful and sustainable social change in the EU.

