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## General presentation

In 2018 the Intercultural Institute finished several of the projects initiated in the previous years, continued other major projects and also initiated new projects. Thus, for instance, the activities regarding the integration of vulnerable groups, education for a democratic citizenship, human rights education or those supporting migrant integration and civic participation, were continued.

Besides its involvement in the different projects described hereinafter, the Intercultural Institute also continued its collaboration with the Council of Europe, in activities related mainly to the development of competences for democratic culture, including intercultural education and education for a democratic citizenship, as well as its participation in different European and international networks and partnerships.

In the name of the whole team, I want to thank all our partners, collaborators and volunteers who have been involved in our activities.

Călin Rus

Director

## Intercultural education and education for a democratic citizenship

### Project Citizen

The Intercultural Institute Timisoara has been coordinating the activities of the CIVITAS International Network in Romania since 2002, the most important activity being the implementation the Project Citizen methodology in schools, during civic education classes.

Project Citizen (detailed description available [here](#)) is an innovative method of civic education teaching, based on the study of a problem in the local community which implies a public policy and which is chosen to be studied by pupils. It is implemented in Romania on the basis of a Collaboration Protocol with the Ministry of Education and Research, no. 40506, signed on the 27<sup>th</sup> of October 2004. In conformity with the provisions of the partnership agreement with the Ministry and in partnership with the County Teachers' Houses (Casa Corpului Didactic) of several counties in Romania, the training course for teachers who teach civic education in secondary schools was accredited, in order to successfully apply the Project Citizen method. The project is very much appreciated by the teachers who use this method and especially by the pupils who benefit from it. The pupils using this method are encouraged to interact with local public institutions and with their representatives, with public servants and local elected figures, as well as other public structures and civil society structures in their community, acquiring thus not only knowledge about the functioning of the democratic system but also communication skills, which are very useful in order to become active and responsible citizens.

In 2016, an external evaluation study was realized in partnership with the Romanian-American Foundation to assess the impact of the program and identify options for its further development. A strategic development plan was produced based on the results of a consultation process with the key stakeholders.

The four strategic development directions that were defined as a result of the project are:

1. Updating the Project Citizen methodology, focusing on maintaining its accessibility for all students and on making it compatible with ICT use.
2. Creating a comprehensive support system – handbook and guidelines for teachers, online platform for visibility and communication, web application, non-competitive incentive packages for schools, teachers and students.
3. Training courses for teachers.
4. An efficient management system, support and monitoring.

In 2017 the program was re-launched, with the support of and in partnership with the Romanian-American Foundation, aiming to pilot the implementation of the above mentioned strategic directions of program development. The main results achieved in 2017-2018 were:

- An updated methodology of Project Citizen
- A set of guides for the implementation of the methodology (for teachers and for students)
- An updated training program for civic education teachers (beginners, advanced and online)
- An online platform – <http://cetateanul.intercultural.ro/>
- Local consultations with relevant stakeholders in the field of formal education
- Training for over 200 teachers.

The piloting phase of the program continues in 2019.

## Competences for a democratic culture

In 2015, the Education Department of the Council of Europe worked to develop a new framework of reference for democratic and intercultural competences that citizens need in order to contribute to a society characterized by democratic culture, in which cultural diversity is respected and adequately managed. This competence framework was built on existing competence models that had been developed by the Council of Europe and by other organisations or on the results of the research in the field of social sciences. The competence model developed within this project includes values, attitudes, skills and knowledge and critical understanding. The model has a structure of 20 different components that need to be acquired by learners.

A set of descriptors was also developed to be used for designing and implementing educational activities for the development of competences, as well as for assessing learners. A descriptor is a statement or a description of something that a learner is able to do if they have acquired a particular component. In order to establish the usefulness of these descriptors, several questionnaires were elaborated in several European languages in order to test the extent to which the descriptors could be matched with the components which they were intended to assess. Also, each descriptor was evaluated individually using four criteria: clarity, concreteness, whether it can be observed in an educational setting and the level of education at which it is most useful to assess it.

On the basis of the testing carried out by the Intercultural Institute, the Council of Europe continued to develop the framework of reference for the competences necessary for a democratic culture, including by piloting the competence descriptors and elaborating support

materials for teachers. With the support of the Intercultural Institute, 6 questionnaires were created in 12 languages, containing the 559 descriptors; these questionnaires were administered in schools by teachers who had been trained in using the questionnaires. The result of this process was the validation of 447 descriptors out of the initial 559.

In 2018 we tested the applicability of the model to children between 3 and 10 years of age. We worked with primary school teachers from various schools and with kindergarten teachers, who piloted the descriptors with the children in their classes to see which ones worked and which didn't with this age group. As a result, some of the descriptors were eliminated, others adapted and others added. Starting from this, we began designing activities that could be carried out in classrooms in order to develop competences for democratic culture in children between 3 and 9. Further testing of the descriptors for young learners will go on in 2019.

Details are available at [www.coe.int/competences](http://www.coe.int/competences) or at <http://ccd.intercultural.ro>.

## Teaching about the Holocaust and Human Rights

IIT implemented in partnership with The Olga Lengyel Institute and Elie Wiesel National Institute for the Study of Holocaust in Romania a 4-day summer seminar for 35 teachers from across Romania.

The aim of the seminar was to contribute to increasing the quality of education regarding the Holocaust and social justice in Romania.

The objectives of the program were to:

- Develop a coherent understanding of the Holocaust in Romania;
- Discuss methods and approaches for teaching the Holocaust;
- Develop teachers' understanding of the impact of stereotypes, prejudices and discrimination at individual, group and society level;
- Develop teachers' understanding of the Jewish life before and after the Holocaust;
- Learn about the Roma genocide during WWII;
- Address the link between Human Rights Education and Holocaust Education as a way to better understand the past and act for the future;
- Promote positive values for life in a diverse world, such as: tolerance, interculturalism, dialogue and appreciation of the other.

## Democracy and Human Rights Education in Europe network (DARE)

The Democracy and Human Rights Education in Europe (DARE) Network was officially launched on 28 June 2003 in Antwerp (Antwerp Declaration on Democracy and Human

Rights Education in Europe). It is a Europe-wide network of primarily NGOs, academic institutions and training providers devoted to promote active democratic citizenship and human rights through formal education, non-formal and informal education, and life-long learning.

The Intercultural Institute Timisoara is a member of DARE network. Since the General Assembly in June 2017, the IIT has a representative in the board of DARE network with a mandate of two years (Oana Bajka), responsible for the coordination of the network's community of educators.

In 2018 IIT became a partner in project SemiFit: Seminars for Intercultural Trainers in Democratic Citizenship and Human Rights Education, coordinated by DARE network. SemiFit consists of a series of three seminars for experienced trainers in Human Rights Education and Education for Democratic Citizenship. The objectives of the project are related to:

- People: Bringing together trainers from different fields,
- Space: Designing a space of co-creation and active participation,
- Topic: To develop and exchange competences and experiences on specific areas of training, namely Project design, Education for Democratic Citizenship and E-learning and blended learning.
- Resources: Co-Creation of tangible resources as a result of seminars' activities,
- Follow-up: Participants will implement what they have gained (methodology, tools and connections) in their local reality.

In December 2018 the first seminar, on Project design, took place in Spain, and the following two seminars will take place in 2019.

More details on the network's activities can be found at [www.dare-network.eu](http://www.dare-network.eu).

## Migration

### Romanian Centre for Migration Research

The League for the Defense of Human Rights (LADO) Cluj, in partnership with the Intercultural Institute Timisoara and the Romanian Center for Comparative Migration Studies (CSCM) implemented between December 2017 and December 2018 the second stage of the project entitled "Romanian Centre for Migration Research", financed through the National Programme – Asylum, Migration and Integration Fund (FAMI/16.01.01.02). The aim of the project was to promote and encourage the research of the migration phenomenon in Romania, which, unfortunately, had not been sufficiently developed so far.

In the two years of implementation (2016-2018), relevant studies had been carried out to measure the level of integration of migrants in Romania, along the most important dimensions: general context, employment, education, health, culture and language. Important documentation sources and research instruments were developed – the database and online platform.

The project team collected information from public institutions through the online platform and from immigrants through directly administered questionnaires, translated in 5 international languages – online and through several field operators.

For the online platform, the most important dissemination method, besides the approximately 200 data collection requests sent to various county and national institutions, was the training courses organized to show people how to use the online platform. Approximately 80 people participated in the 5 training courses, each person representing a different institution (or the same institution located in a different region). The training course in Timisoara took place on 25-26 October 2018.

Besides the two data collection methods mentioned above, qualitative methods were also used, respectively interviews, focus groups, participative observation. A relevant example of focus group was the one organized within the International Conference in May 2018. Approximately 80 people participated in the conference: representatives of public institutions, of NGOs, researchers and professors, who were also questioned regarding the studies developed.

In order to design these research tools, a series of integration indicators were developed, focusing on different dimensions. During the second stage of the project, the integration dimensions were modified based on the results of the first stage, as not all dimensions taken into account were relevant for the study and some questions were combined together. In 2018, IIT contributed with research regarding social assistance, accommodation and access to healthcare services in 4 EU countries: Germany, Italy, Poland and Sweden.

Finally, an “Index of Immigrant Integration in Romania” was created, the first Index of such complexity in our country, which measures the level of immigrant integration and which reflects all the research results, the contextualization of the whole migration phenomenon in Romania, but also the importance of developing such studies.

### **REACT\_RO: educational resources for Romanian language learning and cultural accommodation of Beneficiaries of International Protection and Third Country Nationals in Romania**

The project is implemented between July 2017 and January 2019.

In 2018, we finalized a coherent educational pack for learning Romanian as a second language and orientation in society, which took into account the needs of beneficiaries of international protection and third country nationals. The pack includes didactic materials for orientation in society that can be used by people working with migrants – education facilitators, intercultural mediators, etc. - and materials for learning Romanian that can be



used by teachers who wish to teach Romanian as a second language to foreign adults and children.

Thus, two training sessions were organized in July 2018 in order to promote these materials and train people in using them. One was for intercultural mediators/ education facilitators working in the field of social orientation and the other was for teachers teaching Romanian to migrant children and adults. The objectives of the two training sessions were:

- To train the trainers based on the curricular framework developed within the ReactRo project;
- To create a network of specialists in orienting third country nationals and beneficiaries of international protection in the Romanian society and teaching Romanian to these categories by using interactive methods, based on practical experience;
- To start a feedback process regarding the materials elaborated within the project.

During the second stage of the project, the Intercultural Institute, together with the project partners – the International Organization for Migration Romania and Schottener Social Services Foundation – developed the national framework for learning Romanian by foreign citizens and for evaluating the acquired competences, as well as the National Integration Program. Other activities were carried out to support migrants – third country nationals and beneficiaries of international protection – in developing skills that would facilitate their integration in the Romanian society, such as communication in Romanian, adaptability to the host society and interaction with it.

### **Intercultural mediation training at regional level**

As in 2017, in 2018 the trainers' team of the Intercultural Institute Timisoara carried out an intercultural mediation training course for the League of Human Rights Defence in Cluj-Napoca (Liga Apărării Drepturilor Omului). The activity took place in the framework of a migrant integration project titled "Integrated services for migrants – intercultural and solidary communities", co-financed by the European Union through the National Programme – Asylum, Migration and Integration Fund, managed in Romania by the General Immigration Inspectorate.

The training course was delivered for the intercultural mediators selected within the respective project, some of whom were already part of the network of intercultural mediators in Romania, initiated by the Intercultural Institute Timisoara and strengthened through the projects implemented by our organization in recent years.

## Inclusion and Participation

The project Be:In started in the autumn of 2016 and had a duration of two years. It aimed at exchanging good practices and creating a network between municipalities and non-profit organisations on the topic of inclusive participation, defined as the participation of people with fewer opportunities.

The direct target group was represented by elected people, or staff in non-profit organisations and local authorities working on citizenship participation.

The indirect target group was represented by the citizens, especially those who usually don't participate.

In March 2018, the Intercultural Institute organized the final mobility within this project, in the framework of which the participants designated by each partner learned about youth civic engagement, migrant integration, Roma issues – all in the context of participation. The participants also had the chance to know Romania better, in general, and Timisoara in particular, from a historical, cultural, political and educational perspective, again connected to participation.

All the good practices exchanged during the implementation of this project were brought together in a *Compendium of Good Practices* in the field of participation, which was translated in the national languages of all participants and disseminated among different stakeholders at national level.

The final evaluation meeting of the project partners took place in Wroclaw, Poland. We discussed the strengths and weaknesses of the projects, ways of continuing our work and possibilities for new projects.

## Non-formal education and e-learning for inclusion (NEELI)

The project was based on previous co-operations and joint planning with the partners through which we identified the problems and needs; firstly, the participation of youth with migrant background and the difficulty of their motivation and involvement. Secondly, youth workers are often not prepared for working with migrant background youth. Thirdly, it is needed to improve the quality of youth work and the methods based on the active participation of youth, which – in the case of youth with migrant background especially – includes the interculturalization and the innovative approaches of intercultural leaning.

The consortium wished to target these needs by combining peer-to-peer learning and sharing best practices with visiting different countries in order to develop a sustainable outcome.

In 2018, the activities were focused on finalizing the collection of good practices and the elaboration of the practice-oriented training and e-learning materials meant to assist youth workers dealing with migrants and refugees. These materials were piloted in a training that the Intercultural Institute organized in Bucharest in June 2018.

In April 2018, the Intercultural Institute organized a youth exchange in Herculane, where the participants had the chance to learn more about intercultural education and human rights education, to experience different methods for working with migrants and refugees and to exchange good practices.

The project was finalized in the fall of 2018.

### **Young Voices for social inclusion of Roma women**

The Young Voices project is a visionary project that aims to build a Strategic Partnership of organizations that are working towards the advancement of the Roma community, in particular Roma women and youth. The priorities of the project are social inclusion, promoting empowerment, and promoting quality youth work.

Through knowledge sharing, capacity building and creative dissemination outputs, which will include a Roma Women's Manifesto, the Young Voices project intends to reach and engage Roma women and youth from four different European cities through social inclusion, promoting empowerment and promoting quality youth work. The Young Voices project intends to strengthen this particular youth group through the active inclusion of their voices by bringing them together in a course to discuss and share good practices and come up with solutions to overcoming barriers and promoting a network among young Roma women. The opinion of these young women will materialize in national manifestos and a collated European manifesto. These documents will be exploited and disseminated to stakeholders and policy-makers with recommendations about how to guide public services and public policies which will improve social inclusion of young Roma women.

The objectives of the project are to:

- Contribute to the increase of social inclusion of grassroots young Roma women in Europe, based on the creation of a space of egalitarian dialogue in which they are able to learn about best practices and to discuss how to overcome barriers.
- Promote the networking among young grassroots Roma women coming from the most diverse European neighborhoods.
- Contribute to the improvement of public services actions aimed at Roma young women empowerment and promoting quality youth work.

- Increase of political incidence of the young Roma women through recommendations to key stakeholders

The target group of the Young Voices project is made up of grassroots young Roma women (16 - 30 years old) who are involved in formal or informal education activities in the project partner associations, but because of their social economic situation are not currently participating in formal social or political arenas.

In 2018, the kick off meeting took place in Barcelona, where the partners got to know each other better, discuss administrative and budget aspects, as well as organize the activities of the project.

Another activity carried out in 2018 was a Blended Mobility called “Young ideas! Active participation for social inclusion”. This activity enabled and encouraged grassroots young women to express their opinion, participate, travel and experience a transnational good practices exchange, and attend an international meeting of Roma women: “II International Congress of Roma women. The Other Roma Women”.

This activity involved the participants in an informal course, both face to face and virtual, that will help them develop the tools they need to be active agents of change in their communities, to take advantage of new opportunities for further career in the social world and come up with new alternatives to continue to study and work.

The first 2 days of the course consisted of a description of the social situation of Roma women in Europe. Dialogic learning was used as a methodology and the social topics that were explored were: education, health, labor and gender inequalities.

Throughout the second and third days, participant learned about different tools and successful actions that had yielded the best results in overcoming the inequalities.

During the next days the course participants attended the two day “II International Congress of Roma women. The Other Roma Women”. In this event the participants presented the selected good practices. During these two days participants had the opportunity to attend the other planned activities of the Congress and contribute to the definitive documents (declaration, conclusions) resulting from the International meeting.

## Youth

### Consultancy Council on Youth Issues Timisoara

The Intercultural Institute Timisoara is an active member within the youth public consultation structure of Timisoara. IIT was one of the founding members of the Consultancy Council on Youth Issues in Timisoara, a consultative structure without legal personality which functions on the basis of a structured dialogue regarding the elaboration and monitoring of public policy application in the field of youth at local level. At present the CCYIT is coordinated by the Timisoara City Hall and has periodical consultancy meetings.

## Youth Express Network

The Intercultural Institute Timisoara is an active member within this European youth network on social inclusion since 1996. IIT, through Mirela Lupu, has the Presidency of the network between 2015 and 2019. In the period 2017-2018, IIT has been a partner within the international youth projects coordinated by the network, mainly aiming at engaging young people in non-formal activities which develop their competences in the field of social inclusion, human rights and democratic citizenship.

## InclusiveArt – Access to Culture for Disadvantaged Children and Youth

This project proposed to unleash the creative potential of the Romania- Serbia cross border region. It implied a dynamic partnership formed by two NGOs (the Intercultural Institute Timisoara and association Nevo Parudimos from Resita, Romania), one local Public Authority (City of Zrenjanin, Serbia) and one Public cultural institution (Terra Centre for Fine Arts in Kikinda, Serbia).

The project provided 40 young artists with opportunities for learning, in order to acquire the experience that brings them closer to communities and reveals the needs, emotions, problems that the people in the community share. The artists were **trained in creative entrepreneurship and socio-educational animation**, in order to develop relevant competences for their professional life and for their work with children and youth. The tools of socio-educational animation were varied and adapted to the real needs and possibilities of the children and young people involved.

Using the tools offered by culture and art to create integrative and creative growth contexts for the involved groups, the project brought together 24 artists and over 360 children and young people who participated in **12 cultural interventions carried out in 12 communities** in Romania and Serbia.

**Public reading and storytelling** meetings were conducted based on the book *Colored stories*, a RO-SR bilingual story- and coloring book created within the project with the help of and for primary school children. The beautiful book was given to 1300 children from the cross-border area as a present, accompanied by coloring pencils and balloons. Public reading sessions for more than 900 children were organized in the communities involved in the project but also in schools from the marginalized neighborhoods where children from low-income families learn.

A **Cultural passport** was offered to a group of 60 migrant children and adults from Timisoara, which facilitated their access to three cultural events: a puppet theatre show (“Thumbelina” by Hans Christian Andersen), a visit at the Village Museum and a forum theatre performance (on the topic of bullying of a migrant student by her class mates). This

activity started from the intention to enhance the access to culture for the migrant children in Timisoara who, accompanied by their parents, could participate in various cultural manifestations in order to better know and understand the cultural environment in which they live, becoming thus more connected to the city life.

Our Serbian partners organized **Games without borders**, an activity which enabled over 250 children from Zrenjanin and partner cities to take part in sport events designed as games appropriate for their age. Over 2000 noisy and joyful children filled the tribunes of the sports hall in Zrenjanin. An **art colony and fair** completed the offer of activities addressed to the children in Zrenjanin.

The youth camp **Terra Youth Workshop**, organized in Kikinda for 8 days in May 2018, brought together a group of 21 students from the Art Academy in Novi Sad and the Art and Design Faculty in Timisoara with 25 children with physical and mental disabilities, Roma children or children from disadvantaged families. During the clay modeling workshop, their work evolved from small drawings to small clay works and then the leap to the complex work dedicated to the children from Kunz neighborhood in Timisoara. It was a creative process that offered children the opportunity to learn, to know each other and to have fun.

**Monitoring public cultural policies** was another important activity. Sociological studies were conducted in Timisoara, Resita and Zrenjanin . A process that consisted of 2000 persons surveyed, statistical inquiries with cultural bidders, interviews, focus groups led to the evaluation of these policies and the drafting of recommendations for the public authorities. Due to the good cooperation with the Prefect Institution of the Timis County, the project was presented as a successful project within the Joint Roma Work Group consisting of the main state institutions and NGOs dealing with Roma issues.

**A final conference and a matching event** - organized for the development of future partnerships and new projects, attended by more than 120 participants from the two countries, were carried out at the end of the project.

## **Entrepreneurship Skills for Youth / Youth for Social Entrepreneurship / ESY/YSE**

Entrepreneurship Skills for Youth / Youth for Social Entrepreneurship (ESY/YSE) intends to collect, exchange and share good practices and policy initiatives regarding youth entrepreneurship in the participating countries (Cyprus, Hungary, Mexico, Romania, Slovakia).

The kick off meeting took place in January 2018 in Mexico City, where representatives of the partner organizations planned the implementation of the project - project guidelines, the dissemination plan, quality assurance plan, upcoming activities.

Two youth workers from every partner countries were engaged in job shadowing mobilities at partner organizations, where they would be provided with coaching and mentoring, take

part in the daily work of the receiving organization, learn details about the activities and get acquainted with the methods used. The Intercultural Institute selected two young volunteers from Romania to participate in a 15 day job shadowing session in Larnaca, Cyprus in the summer of 2018. In October 2018, IIT received two young women from Slovakia, who were introduced to and involved in the work our organization develops, as well as in the activities of collaborating organizations, and encouraged to write projects in their field of interest.

## Entrepreneurship Education – A Road to Success

In the fall of 2018, a new project was initiated, with the aim to achieve a framework of practices at the level of entrepreneurship education programs in different regional and local contexts, contributing to the consolidation of these practices and programs, as well as the sharing of these practices by other partners who find in young entrepreneurship a strategy of creating value in their territory.

The objectives of the project are:

- Disseminate the concept of entrepreneurship, reinforcing the role of social entrepreneurship as a response to the current societal challenges;
- Identify and analyze successful approaches and projects of entrepreneurship education, developed by the partners, in order to be able to disseminate them and to be able to assess their applicability to other regions/territories;
- Contribute to a culture of entrepreneurship that enables any young person to intervene in society, developing an entrepreneurial attitude;
- Promote the acquisition of key competences among young people with fewer opportunities and young NEET;
- Promote the acquisition and development of transversal and key competences that are fundamental for a better integration into the labor market;
- Share good practices concerning the design and implementation of entrepreneurship education projects;
- Develop and draw up proposals that contribute to the improvement of entrepreneurship education programs;
- Make available on online platforms, the international project promoted by the different partners, the evaluation tools designed for the purpose and the conclusions of it;
- Disseminate the training package and identify good practices with member states so that they can consider them in the youth policies of their countries;

- Develop a manual including the practices developed by the different partners, making known the programs developed and the impact results achieved;
- Contribute, through non-formal education, to the promotion of key competences with young people in order to meet the demands of the labor market.

The kick off meeting of the project was organized in Palma de Mallorca, Spain, in November 2018, to define the administrative aspects of the project and discuss the activities to be carried out throughout the project.