



TOGETHER

Project Number: 2019-1-PT01-KA203-060772

MAKING LINKS (adapted from Compass, a manual for Human rights education with young people)

Group size: 20 participants
Duration: 120 minutes
Objectives: <ul style="list-style-type: none">● To develop an understanding of the link between rights and responsibilities● To develop discussion and co-operation skills● To promote civic responsibility● To develop understanding of the importance of networking in social inclusion processes
Description: <ul style="list-style-type: none">● Explain that the purpose of the activity is to draw a "map" of the relationships between four "actors" within (an ideal) inclusive University.● Divide the participants into four equal-sized groups to represent four "actors" in an inclusive University: the University (staff and professors), the NGO sector, the local students and the third-country national students.● Give each group a sheet of A4 paper and a pencil to use for making notes and ask them to spend ten minutes brainstorming the role that their "actor" plays in an inclusive University, that is, what the main functions that it performs are. At the end of the time, they should agree on the five most important functions.● Next they are going to prepare their "record sheets". Hand each group a large sheet of paper (A3 or flip chart paper) and a red marker pen, and ask them to write down the "actor" they represent at the top and underneath, their five most important functions.● Bring the groups together to present their "record sheets". Let the groups share their reactions. Ask them if they agree about the main functions of these four "actors". If they wish to, the groups may amend their lists in the light of the feedback.● Now separate the four groups again and hand out the green pens. Give them fifteen minutes to brainstorm what they require from each other, in order to carry out their own functions. When the time is almost up, ask the groups to prioritise the two most important demands they make of each of the other "actors" and to list these under separate headings using the green marker pen.● Hand out the copies of the "Rules of play", go through them and make sure everyone understands what they have to do. Then ask the groups to bring their "record sheets" into the middle of the room and to lay them in a square about 1m apart. Ask members of each group to position themselves near their "corner".● Hand each group their 6 strands of wool, a roll of tape and a blue pen.● The rounds of negotiation now begin. You should allow 10 minutes for each round. Remind people that the aim is to map out relationships between the different "actors" and that when a demand is accepted one piece of wool should be taped between the two papers to signify acceptance of responsibility.● Move on to the debriefing and evaluation while participants are still sitting around the map.



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Debriefing - Evaluation:

Was it hard to think of the functions that the different actors in an Inclusive University?

Were there any disagreements within the groups about which claims should be accepted or rejected?

Which of the claims made on other groups did they not accept as responsibilities? Why was this? Do you think that such cases would cause any problems in reality?

Were there responsibilities that each group accepted but which they had not recognised before? How do they feel about this now?

Did the activity show people anything new about inclusive society that they did not know before? Were there any surprise?

Do you see any possibility to support your University becoming more inclusive? What and how?

How do you see your role?

Close the activity with a round of evaluation, where participants may express what did they learn with 1 word.

ANNEX:

Rules of Play

The aim of the exercise is for each "actor" to get their demands accepted by each of the other "actors".

The negotiations are made between pairs of "actors" in three rounds as follows:

- Round 1: University and NGOs negotiate, and the Local students and the third-country national students negotiate.
- Round 2: University and local students, and NGOs and the third -country national students negotiate.
- Round 3: University and the third country national students negotiate, and the local students and NGOs negotiate.

In each round, the pairs themselves decide who is to start and they take it in turns to make demands of each other.

When making a demand, people should state the demand clearly and concisely. They should also explain what it involves and why they are making this particular demand, that is, why it is important to enable them to fulfil their own functions.

When deciding whether or not to accept a demand, people should decide whether what is being asked is fair, and whether they would be able to carry it out.

If the demand is accepted, then the pairs use one of the "demander's" strands of yarn and tape it between the two "record sheets" to signify the agreement that has been made. The accepting group should make a brief note on their "record sheet" in a blue pen to remind them of their responsibilities and what they agreed to do.

If the second group rejects the demand, the piece of wool is put aside.

Repeat the negotiations, until all demands have been discussed.

In each round the process is repeated until there are connections between all four "actors".

At the end of the process there will be a map to represent the relationships between the different actors in a democracy.

Each of the actors will have a "record sheet" with a list of their functions in red pen, a list of demands of the other "actors" in green and a list of actions they have agreed to take in order to meet the demands of the other "actors" written in blue. The demands and actions are represented by coloured yarn.



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