

CONNECTED



ANNUAL REPORT 2021

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Crossing Borders
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Become part of the solution!

Become a member of Crossing Borders and help us empower more young people around the world to take leadership for a positive change socially, economically, and politically.

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Forward Letter

To go around the lockdown at the beginning of 2021, CB deployed various online platforms not only to continue to create spaces for dialogue but also to build the capacity of youth to take the lead toward the sustainable development of their societies. In fact, CB took advantage of the online platforms to serve much more youth across the globe. Hence, CB delivered numerous online courses to our partners in Africa, the Caucasus, EU program countries, Eastern Europe, the Balkans, Norway, Southeast Asia, and Denmark.

In this way, CB has been both able to cope with and to seize the new platforms to expand its activities. The main platforms we used to operate under the shadow of the Pandemic were Zoom and Teams and Miro, and Google Meet for our internal and external meetings. However, fortunately, from June onwards, we were able to revive and reactivate our community life in the Ubuntu House. Food for Thought, Ubuntu Talks, and many other events returned to normal actions. In addition to those regular events, we have had many exciting ones like a visit to the Ubuntu House by the Minister of International Development Fleming Møller Mortensen, a meeting of the Network of Small and Medium-size civil society organisations and high-profile meetings by the Zapatistas, CB project partner meetings and workshops for SDG Ambassadors for school leaders, teachers, and students of Fredensborg's seven schools. We also had several meetings with our Nordic partners. With enthusiastic people from all walks of life, activities, and food the smell of delicious food from across the globe resurged in the Ubuntu House making it return to its welcoming self.

Hence, despite the Covid restrictions, CB has been very active. We have been developing new projects while managing current ones and looking ahead for new actions. In the same vein, CB has also not only continued to nurture its established partnerships. But we have been expanding our collaborative partnerships both at home and beyond.

In addition to the strategic partners like the universities of Aalborg, Thessaly in Greece, Eastern Finland, AIJU in Spain, and Venice in Italy, we have established new partnerships with the Universities of Copenhagen and Lugano in Switzerland.

Furthermore, we have also expanded our civil society partnerships to include the Sehgal Foundation in India and social entrepreneurship Salutterre in France, and Klitschko Foundation in Ukraine, the Danish Helsinki Committee, Antinatti Media platform in Georgia, Haven for Artist in Lebanon, and the Association of Egyptian Female Lawyers.

Thanks to these expanding networks of partners, CB is both leading and partners in various projects that have been launched this year. Some of these projects are being approved and are running while many other projects are still in the pipeline.

The Erasmus approved projects including Problem-Based Learning, Intercultural Communications and STEM in Higher Education (PISH), Green Day for Youth Green Entrepreneurship, Continue for Youth Policy in Europe, Include for inclusion, Sustainable Migrant Tours in Copenhagen, Visual Design and Facilitation and Leadership Tools for Youth Empowerment in Romania.

The Erasmus approved projects including Problem-Based Learning, Intercultural Communications and STEM in Higher Education (PISH), Green Day for Youth Green Entrepreneurship, Continue for Youth Policy in Europe, Include for inclusion, Sustainable Migrant Tours in Copenhagen, Visual Design and Facilitation and Leadership Tools for Youth Empowerment in Romania.



The CISU approved projects include our biggest consortium project Localizing the SDGs with a grant of 4 million DKK with partners from Ghana, Uganda, and Zambia. Other projects are Kyiv Democracy Hub, Empowering Women in India, Empowering Girls Dialogue II in Morocco, and Engaging students in Fredensborg.

CB is also part of smaller Nordic Council-funded projects like SDGWORLD, Nordic Food Roots, Climate Justice, Nordic Journey to the SDGs, PUPARTE, etc.

Our current projects Prospects in the Periphery PIP, Action Hub, Fostering Adult Migrant Entrepreneurial Training and Qualification (FAMET) project with Aalborg University and Hate Buster project with Sudwind in Austria are in their concluding phase.

As for the school services, we got a small funding from the US Embassy in Denmark to implement workshops on Black Lives Matter is being implemented. This has contributed to the school services reaching some 1.700 students since Sept 2021.

Moreover, CB completed major projects in 2021 comprising the following CISU, EU and Nordic Council funded ones:

- The Right to communicate with the Ghana Community Network (GCRN) was implemented between January 2019 and December 2020. The number of persons that have participated in the intervention's activities is about 3,272 and the number of persons affected by the intervention's activities is about 1,514,500. The project was externally evaluated by the Nordic Consulting Group and reported. The project met its objectives and beyond and the final report is approved by CISU.

The other big project was the Youth Ambassadors for Peace consortium in Armenia, Georgia, Moldova, and Ukraine. Implemented in the period between September 2018 and March 2021, the project activities have the report is being presently audited. The number of persons that have participated in the intervention's activities is 968 and from that 485 youth from Armenia, Georgia, Moldova, and Ukraine, are empowered to become peace ambassadors capable of contributing to peacebuilding at the local, national, and regional level. The number of persons affected by the intervention's activities is around 41 000.

The third CISU funded projects that have been completed include smaller projects in Zambia, Uganda, and Morocco. Both the Ugandan and Zambian projects have been audited and approved while the Moroccan will be reported according to the guidelines.

The other big projects that have been successfully completed and whose reports have been approved are our Erasmus + projects: Europespectives 0.2 with partners from several other European countries. The second project was Youth Drama, Media, and Storytelling (YDMS) with partners from Finland, Germany, and Spain. The third project was Pedagogical Approaches for Enhanced Social Inclusion in the Classroom" (PAESIC). in partnership with the University College of Northern Denmark (UCN), and several European partners. Finally, our project with the University of Venice REUERHC has been concluded.

We also completed three smaller projects with grants from the Nordic Council of Ministers, including Supportive Spaces for Migrant Entrepreneurs and Food for Thought School Workshops.

Projects in the pipelines include

- 1- Digital Awareness and Resilience in Georgia and Ukraine for which we applied for 9.2 million kr to Danida
- 2- Democracy Hubs in Ukraine for which applied 1.3 million kr to New Democracy Fund under Danish
- 3- Participatory Youth Policy for Inclusive Democracy in Georgia for which we applied for 1.2 mill to the
- 4- New Democracy Fund under Danida
- 5- Sustainable Migrant Tours in Aarhus – Erasmus
- 6- GrowGreen Com. Erasmus
- 7- My Next Step- Erasmus
- 8- Digital Information Literacy (DIL)

Challenges:

As an NGO that is heavily dependent on project funding, Crossing Borders continue to face the following challenges:

- 1- Unsustainable financial stability. CB shares this challenge with nearly all Danish civil society organisations whose financial source of income comes from public funding
- 2- In addition to this, due to the COVID pandemic, CB Global Studies has been put on hold since January 2021.

Having the above in mind, the strategic priorities for 2022 are:

- 1- Diversifying our funding sources include seeking funds from socially responsible private funds. The DIL project is being developed for this purpose.
- 2- Scaling up CB School Services to expand both individual school members and municipal membership, plus offering the workshops to other schools and organisations online
- 3- Scaling up our membership base by updating our PR materials and activities, and being present at education and cultural fairs as well as connecting the membership with the other CB activities such as the Food for Thought
- 4- Scaling up and expanding the CB Food for Thought for bi-monthly events both in the Ubuntu House and other locations including for companies and public entities
- 5- Transforming CB Global Studies into shorter courses including a sustainability summer course in partnership with Aalborg University and International Financial Sustainability Centre in Prague
- 6- Offering Consultancy on diversity to companies and public institutions and exploring partnership potential with them.
- 7- Developing an Afghanistan programme for sustainable development together with Dr. Hamed Samay

All in all, CB has taken huge positive strides forwards in 2021 despite the uncertainty brought to the world during the COVID-19 pandemic. Instead of simply adapting to the lockdowns and restrictions, CB has taken the opportunity not only to cope with the situation, but to expand the scope and outreach of activities, growing our digital capacities, reaching more people, and developing deeper and stronger partnerships. Following the return to more "normal" organisational operations, CB has jumped back into our day-to-day activities, to bring our shared Connection to even greater heights than before.

In the coming year, we hope to build on our experiences and lessons from 2021, focus even more on connection and partnership within ourselves and with others, and live through the ethos that we are better together. In 2022 we will take big steps forward and will make sure to invite our friends to walk with us.

A million thank you to our dedicated global team, executive and advisory boards, members, funding, and project partners both in Denmark and internationally.

With Love and Respect

Garba Diallo, Crossing Borders Director

We approach change with the four C's:

Curiosity

Because the greatest adventure is in learning about ourselves and the other.

Competence

Because creating real change requires real know-how.



Because we care about people, climate and future generations.

Care

Because this is our most important tool in creating change.

Communication

Crossing Borders is a non-profit, civil society organization. Crossing Borders educates and empowers young people to become active global citizens.

Across cultures and professions, we provide platforms for young people to cross-fertilise ideas and form global associations, networks, and communities worldwide. In a learning environment where all participants are encouraged to grow and learn from one another, we enable youth to share their best ideas, best products, and best practices.

In 1999, Crossing Borders started out as a project to support dialogue in the Middle East and in 2004 it was registered as an NGO. The same year, Crossing Borders became an official partner with UNESCO. In 2013, Dr. Mariano A. Davies became Chairman of the Advisory Board and in 2016 the Danish Photographer and author of the American Pictures Jacob Holdt joined the Advisory board too. In 2017 Crossing Borders moved to the center of Copenhagen. In the same year HE. the late Ambassador Zindzi N. Mandela became the Patron of Crossing Borders. In 2019, the Danish-Kurdish bestselling Author Sara Omar became Life Ambassador of Crossing Borders.

vision

We envision a world where young people see themselves and are seen by society as active global citizens whose human, civic and social rights are integrated and mainstreamed in the development policies of their home countries.

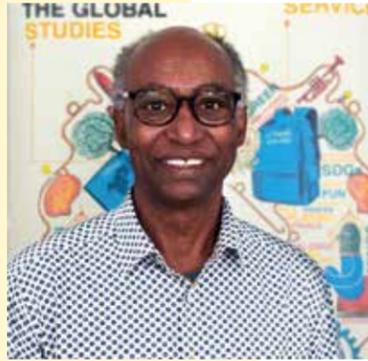
mission

Our mission is to educate global citizens and raise awareness of educators on global issues with the aim to contribute to build a peaceful and sustainable world. This is done by providing capacity building and space for youth to take action and create space for dialogue.

Meet the Crossing Borders team - 2021

Crossing Borders is lucky for having great diversity in its team. Diversity is something that we live by and encourage. This is very much reflected in the people that are part of the daily life in our office. Besides our diverse team, Crossing Borders has access to global network of around 50 national coordinators. Those coordinators work with our organization to implement projects in their local communities. They carry on the message that we believe in and lived by, which is creating a space for dialogue for authentic local voices.





Garba Diallo
Global



Tatjana Stefanovic
Serbia



Omar Al Sayed
Palestine/Lebanon



Silvia Grandi
Italy



Masa Zupcic
Croatia



Catalina Salas
Spain/chile



Marina Marin
Spain



Emma Hyland
Ireland



Pauline Teruin
France



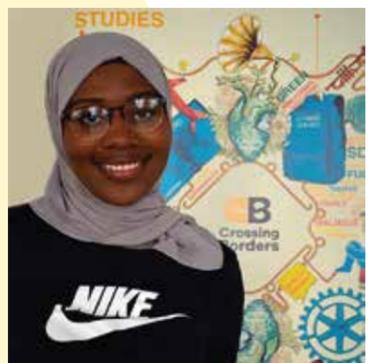
Claus Hedegaard-Jensen
Denmark



Luna Valgaard
Denmark



Rebecca Jensen
Denmark



Aisha Tambajang
Denmark/Gambia



Pareeksha Chadaga
India



Evan Hayden
USA



Nathalie Hollede
Denmark



Andre Jotle
UK



Lucia Trubenova
Slovakia



Frederik Rasmussen
Denmark



Faithy Bureros
The Philippines



Cristina Cuartero Aured
Spain



Julie Sørensen
Denmark



Areeg Elwan
Jordan



Morten Goll
Denmark



Hibo Youssef
Denmark



Nerme Cheragwandi
Kurdistan/Sweden



Owen Savage
UK



Catherine Namuswe
Uganda



Lavinia Ortu
Italy



Abir Ouni
Denmark/Tunis



Lucia Sussner
Germany



Giulia Micozzi
Italy



Yousra Asmi
Syria



Maryam Alaouie
Denmark/Lebanon



Conor Kilbane
Ireland



Alex Peters
Ireland

Hi, I am Lavi, if you have been scrolling through the Crossing Borders website you might have read past my name a couple of times in the article section. I have been an intern at CB for a few months, just enough time to learn about the great projects and amazing events CB is involved with. In case you have never visited its headquarters I will give you a virtual tour of Ubuntu house through my memories of it. Opening the front door at Ubuntu house feels like entering a new world where different cultures and languages from all over meet. The tapestries on the wall, the comfortable couches, small details, and objects that someone brought in from some amazing trip. The smell of coffee and delicious pastries in the morning fills the common areas. The kitchen at the end of the hallway is always busy because great ideas only come after a good meal. Busy interns and employees run around or work sitting on the big rectangular tables sharing a cup of hummus and bagels. From the minute you walk in, right when you take your shoes off and place them on the rack in the entrance, it feels like coming home again, just with your work friends instead of your family. Family is one of the best words to describe CB because although most people come and go the memories and achievements will stay forever.



Lavinia Ortu

Intern at
Crossing
Borders
from Italy

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CHAIRPERSON,
DANIDA FELLOWSHIP
CENTER



Ulrik Teisner
Board Member



Kannan P. Samy
Project Manager



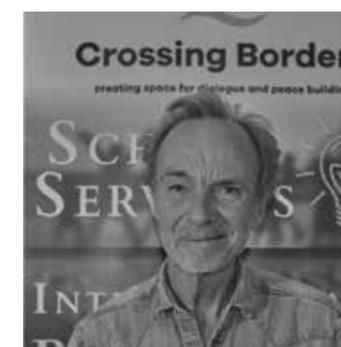
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International Advisor, Social Change, Human Rights and Governance

Dr. James Scot
Professor at University of Eastern Finland

Mr. Jacob Holdt
Photographer, Author and Lecturer



Mr. Karsten Fledelius
Associate professor at University of Copenhagen

Mr. Antonino Imbesi
Director of Euro-Net

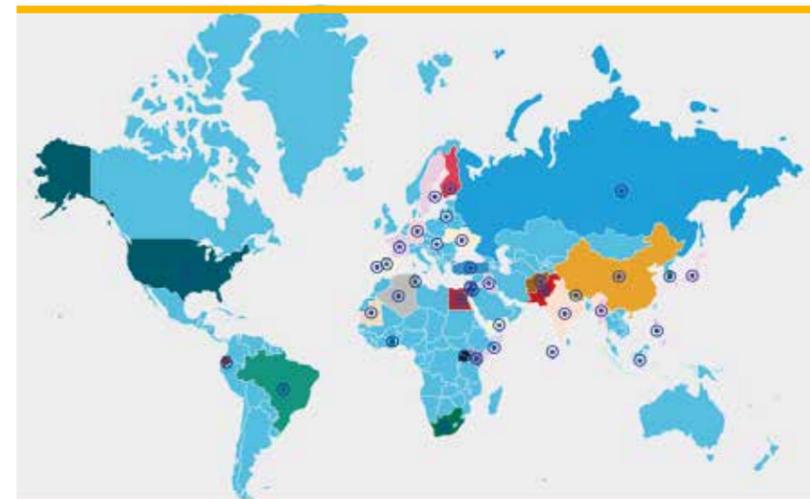
Ms. Wafa El Moumi
CB Mentor

Mr. John Philip Lerche
Researcher

Ms. Lisbeth Pilegaard



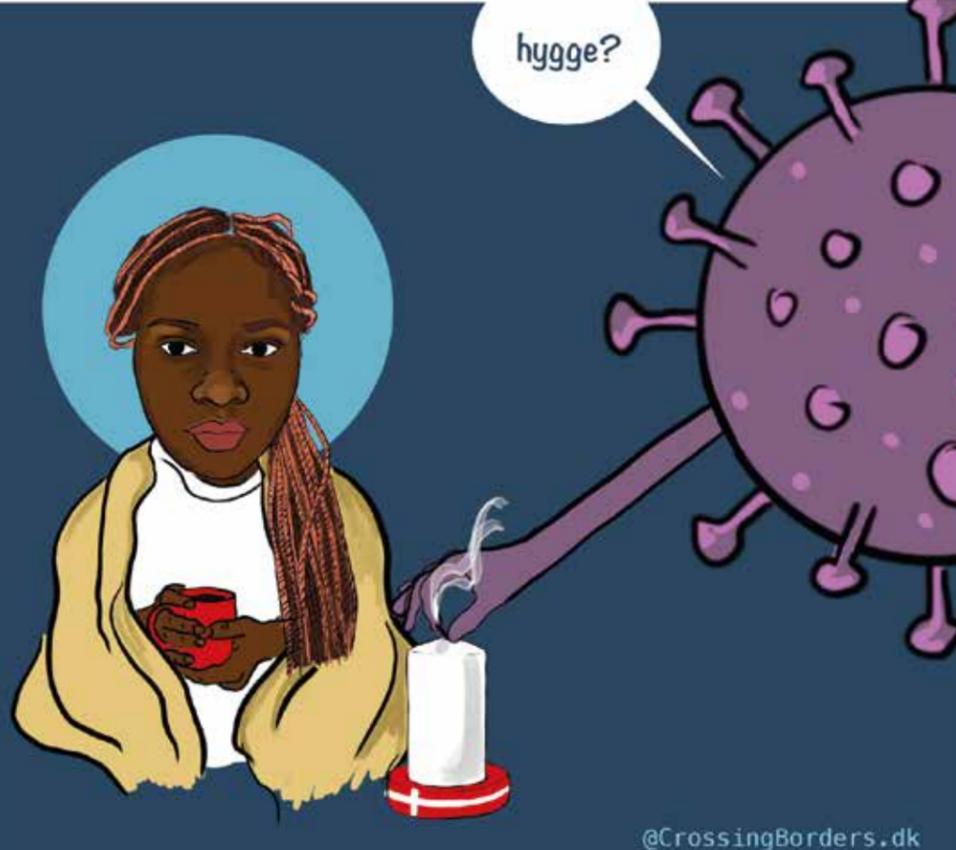
Ms. Lorena Torres
Creative Strategist



OUR NATIONAL COORDINATORS AROUND THE WORLD

How did Covid-19 Shutter my “Danish Experience”

By Sarah Nkandu from Zambia



@CrossingBorders.dk

My biggest shock was the many restrictions that came with the Covid-19 pandemic; the malls were closed, restaurants only served on takeaway basis, not many people in the streets. I was so looking forward to meeting friends and taking some outdoor chills, but I did not think this it was going to be possible this time around at least not at the moment or the very nearest future. During quarantine:

I had to spend four days in quarantine and take the test on the fourth day and wait one or 2 two days for the results before getting out to meet with other people. This was my first time to be in quarantine or rather being in a place where I cannot interact with other people. Coming from Africa, where we live in groups and families, we socialise a lot and share a lot of things amongst each other. Back at home I live with my mum, sister, cousin and my little dog so I always must talk to my family every day, this time was different, before I could adapt to the danish culture where people are more independent than where I come from, I had to go through the routine quarantine. Day one`s routine included, waking up and taking a bath, waiting for a knock at 7:30am for breakfast delivery by one of the students, Netflix and book reading, wait for 1pm for the lunch delivery and lastly the last knock at 6pm for supper delivery. In between I could video call my family and friends or stare at the construction activities going outside my window to kill the boredom and the days went well.

Day three I think I got depressed, I wanted to talk to someone or just have that one-to-one contact with someone and I could not. The teachers came through to check up on me but could not really chat with them for a long time as they must check on other students.

It was a weird, crazy period. I yearned for the time quarantine would end.

Day four came and I was so excited because I was going to go and take a covid test, I was so excited I was all bathed up as early as 8 am with my little make up on. I noticed the student volunteer delivering the lunch staring at me longer, she was probably amazed at the makeover because the past three days she found me in pyjamas. I took the test and went back to the school and waited a day before my results come out. That night I kept staring at my phone for a message from the testing centre that says “Negative”, but it did not come until the following day.



Sarah in the plane en route to Denmark.



Sarah in quarantine.

The trip and before

Travelling to another country is always exciting for me and better off going to Europe is something I look forward to. I always look forward to the transition even if it lasts for only a short time, the tall buildings, the beautiful sceneries, the Food and the culture experience. I enjoy taking pictures and posting on my social media pages. As an African with all visa barriers and travel regulations, you take extra precautions to plan your trip and ensure all documentations are in place before you embark on the trip. This time around I had to wait for confirmation from the school as to when I can travel.

When I was cleared to travel, I embarked on my journey via Dubai and I had to take about 3 covid-19 tests, 2 before travelling and one final one at the airport in Copenhagen. It was not the best time to travel due to the many restrictions that came with the pandemic. The ‘almost’ empty airports greeted me with a cold elbow and this is when it dawned on me that my danish experience this time around will not be the same. It should be noted that I have travelled to Denmark more than twice before this and this time around things were different.

Sarah at the airport in Zambia





In the afternoon I checked my email and there was nothing also then I logged on to the Covid-19 results.dk website and my results where there: **NEGATIVE**. I was declared Covid-19 free by the teacher on duty and allowed to mingle with others and what was even more exciting was the upcoming costume party that day, such a relief to come out.

My disposition during and post quarantine

If I were to describe how I felt during this time, I would say lonely. I do not like to be confined to one place. As a person I like to do what makes me happy, eat what makes me happy and hangout with people so being in one place where I had no control of what I ate or who I talked to, was challenging. However, it made me see another side of me that I never knew, like the fact that I was able to accept what life threw at me during that time. Now that I am out of the quarantine, I can take walks around the school, make friends and sit at the dinner table with everyone. I know that the pandemic has changed most of our lives and I believe we must find a way to keep on keeping on as individuals. My only wish is for a time to come where my friends from Copenhagen can come to my school so I can show them around and hopefully that it happens soon.

2021

HIGHLIGHTS FROM THE YEAR



Expanding Our Work To India



Know more about the project by scanning the code



2021 was the year for us to expand our work to India. In our project Women Empowerment in Local Development, funded by CISU, we partnered up with S M Sehgal Foundation to reach out to women in the rural areas.

In rural India, many important characteristics such as equity and inclusiveness have been ignored for many decades. Even though women constitute nearly half of the total population in India, they are often excluded from politics and public representation. However, it is a well-supported claim that good governance cannot be achieved without the equal participation of women in the process as they are the critical agent of the development process.

MEET THE PARTNERS

With our partners **SEHGAL FOUNDATION**

S M Sehgal Foundation (Sehgal Foundation) has been working since 1999 to improve the quality of life of the rural communities in India.



**SEHGAL
FOUNDATION**

Crossing Borders on the YouthTime Magazine

YouthTime Education & Careers Opportunities People Lifestyle Startups & Tech Advertise More Search

Crossing Borders: Enabling Young People Active Global Citizens

Grese Sermoxhaj
16. 03. 2021

Latest

Let the Youth Tell Their Stories!

“Don’t tell the stories of youth, but provide them with an enabling environment, and communication and presentation skills, and then let them tell their stories.”

Our Founding Director Garba Diallo had the pleasure of talking to the Youth Time Magazine about Crossing Borders and its focus:

“... All our international projects are grounded on the idea that the youth are not only the leaders of tomorrow but especially the leaders of today.

All the changes you see around the world are led by youth. We don’t do projects for the youth but by and with the youth. Hence, our projects are based on evidence-based and need analysis by our local partners.”

Youth Time Magazine is a platform run by young people and for young people around the globe. Their main purpose is to develop relevant content to help youth around the globe direct their youth time towards social responsibility and service to the world.

**YouthTime
MAGAZINE**



Scan the code to read the article



Core Leaders, Youth Exchange Danish Education System, The case of Folk High Schols

In 2021, our director Garba Diallo, took part in the Community Core Leaders Development online discussion organized by the Center for International Youth Exchange.

CENTERYE is a foundation that supports coordination and implementation of International Youth Exchange Programs hosted by the Cabinet Office, Government of Japan, facilitating informational exchange and developing an international network of young experts.

Garba Diallo
Director of Crossing Borders
(crossingborders.dk), Principal of Avno
People's College (avnohojskole.dk)

- I was born in family of literate parents with ten siblings in Mayumbwa, West Africa. My parents and 4 elder sisters have never been to school. I went to school for the first time when I was 13, but after 2 months I escaped back to the village. However, when I turned 17, I went abroad to seek education, and ended up in Gøtting where I studied and worked for 10 years and then 7 years in Norway. I have been living and working inside the folk high school in Denmark since 1992.
- I am strongly interested in the world with special focus on intercultural dialogue, essential co-existence and cooperation in full equality.
- My roots are firmly planted in Africa while my branches span my globe. I speak 8 languages and have visited more than 80 countries.
- I love visiting new places and meeting new people. I love multilingual writing, photography, public speaking and listening to music.
- I have given lectures in many schools and universities around the world including China, Tanzania, Lesotho, Ghana, the Peace Boat in Japan, China, Korea, Israel, various Scandinavian, UK, French and South African universities, etc.
- I live with my partner from Norway, who is an associate professor. We have a grownup daughter who is a PhD candidate in Norway and a son who is a senior analyst in company in Denmark.



It aims to contribute to the development of CohesiveSociety where each diverse individual joins society and supports each other, as well as puts one's own abilities to good use and social activities.

◆自分を絶えずアップデートをしていく方法は？

HOW DO YOU KEEP YOURSELF CONSTANTLY UPDATED?



話す機会をみつけていく
多様な人と交流をすることで、視野が
広がる。
Find opportunities to talk with a variety of
people. Interacting with others will broaden
your perspective.



研修で新たなことを吸収する
最近デジタルストーリーテリングの
研修を受けた！
Absorb new things through training.
I recently took a training course in digital
storytelling!



経験に縛られない
色眼鏡を持たずいつもニュートラルで
いるよう努めることで、新たなものを
受け入れやすい土壌を耕しておく
Don't be bound by experience.
Always try to be neutral, without colored
glasses, so that you can cultivate a soil that is
receptive to new things.



チームアップデート
プログラム終了後も学び続ける方法を模索
している。デモクラシーフェスティバルに
出席することも検討中。
Team Update
We are looking for ways to continue learning even
after the program ends. We are also considering
exhibiting at the Democracy Festival.



目標を定めて進めていく
研究。忙しくても、一年に一度は査読
論文に挑戦する。学会で発表するなど
のゴールを決めて、前に進んでいく
Set goals and move forward.
Research, even if you are busy, challenge
yourself to a peer-reviewed paper once a
year. Set a goal, such as presenting at an
academic conference, and keep moving
forward.



リ・クリティカルに話せる仲間
オンラインでの学びは、田舎暮らしの人には
待ち望んだ機会。
学んだものを磨きみにせよ。味わい直す
対話をする仲間が必要。
Friends to talk to re-critically
Online learning is a long awaited opportunity for
those who live in the country. And we need friends
with whom we can have a dialogue to refresh what
we have learned without taking it for granted.

◆公教育とノンフォーマル教育に関わる私たちの哲学

OUR PHILOSOPHY ON PUBLIC AND NON-FORMAL EDUCATION



子どもは、枠組みさえ与えれば、自分で考えて探ることができる。
Children can think and search on their own, as long as they are given a framework.

安全なスペース、成績で縛られない、リラックスして学べる形があることの大切さ。
The importance of having a safe space, not being tied down by grades, and having a form in which to relax and learn.

公教育ではどのように実現していくことができるのか
ノンフォーマル教育で実現できていることが、より多くの子どもに届けられるよう、努力していくこともできる。
How can we achieve this in public education?
We can make efforts to deliver to more children what we are able to achieve in non-formal education.

公教育とノンフォーマル教育は共存していく道を探るべき。
教師や同僚が抱ける情熱と同時に、NPOや地域の人材も心を注いでいるということをもっと多くの人が認識できるようにしていきたい。
Public education and non-formal education should find a way to coexist.
We need to make more people aware of the passion that teachers and parents have for their work, as well as the heart and soul that NPOs and local human resources also put into it.

成績はその人の価値全てではない。
到達目標にどの程度近づいたかを判断するための評価。親も生徒も、それが価値だと思っている人がまだいる。
Grades are not the whole of a person's value.
It is an evaluation to determine how close they are to reaching their goals.
There are still people, both parents and students, who think that is the value.

◆プロフェッショナルのユースワーカーとしての あなたの哲学は？

WHAT IS YOUR PHILOSOPHY
AS A PROFESSIONAL YOUTH WORKER?



**CHERISH THE
PROCESS**
Rather than conveying a finished
product, the attitude is to search
together and learn together.



**LEARN FROM PERSONAL
EXPERIENCES**
Actual experience is the best way
to learn. We would like to
emphasize the point of sharing
the experience.



FOCUS ON DIALOGUE
Opportunity to summarize one's
own thoughts and learn about
the thoughts of others.
There are many children who
think in their heads but cannot
express themselves in words.



**A SENSE OF
INVOLVEMENT**
I don't want to make them stifle
their sense of discomfort when
they are given rules.
I want to give them the
opportunity to think about what
they want to do and how they
want to be, and value the
development of their civic
awareness.



The Danish Minister of International Development Flemming Møller Mortensen paid a visit to the Ubuntu House

On the 10th of September 2021, the Danish Minister of International Development Flemming Møller Mortensen paid a visit to the Ubuntu House during which he met and listened keenly to the work and conditions of the small and medium-size civil society organisations in Denmark, as well as the challenges they are experiencing due to reduced opportunities to obtain salary and operational funds in the public pools and among the funds.

On behalf of the small and medium size Civil Society Organisations Network, Camilly Legendre from 100% for Children, Anne Egelund from Ubumi, Garba Diallo and Vibeke Quaade from Crossing Borders, and Jacob Holdt the founder of Ubuntu House welcomed the Minister into the Ubuntu House.

In his welcome remarks, CB Director Garba Diallo made the point that the Ubuntu House embodies a true sense of community and walking the talks of dialogue every day towards intercultural understanding and peaceful coexistence. Thus, the Ubuntu House is both a rich knowledge center, a community center, a hospitality center, and a sanctuary for all those who yearn for community, inclusion, and respect, as we all do.

Welcome remarks were followed by strong presentations by the Director of Ubumi Prisons Initiative Anne Egelund, the Director of 100% for Children Camilla Legendre, and CB Board Chair Vibeke Quaade.

After a powerful summary of the vital role paid by the grassroots organisations, the increasingly tough conditions they operate under, the Minister made the following remarks:

“... I am very responsive. I thought your presentation was greatly precise, not only describing who you reach out to and who you are but also including a great summary of what it takes in this country for you to be here. I can also say that when we have written in the strategy how essential partnerships are, it is also because we are aware that we must stimulate and keep supporting it. I mean, we have CISU, and CISU must be able to do this. I hear your challenges. I will try to take it into account in an attempt to see if there’s anything that can and should be different... “

The visit was concluded with a moving presentation by photographer Jacob Holdt, who described the history of the Ubuntuhuset. Jacob Holdt is one of the essential supporters of the work of the smaller organisations, as he makes premises available in central Copenhagen. The minister expressed his gratitude for Jacob Holdt’s generosity and stated that he wanted to maintain contact with small and medium-sized civil society organisations.

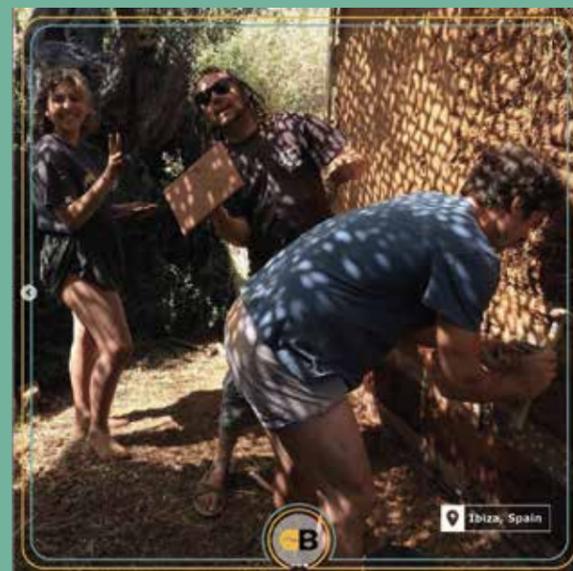
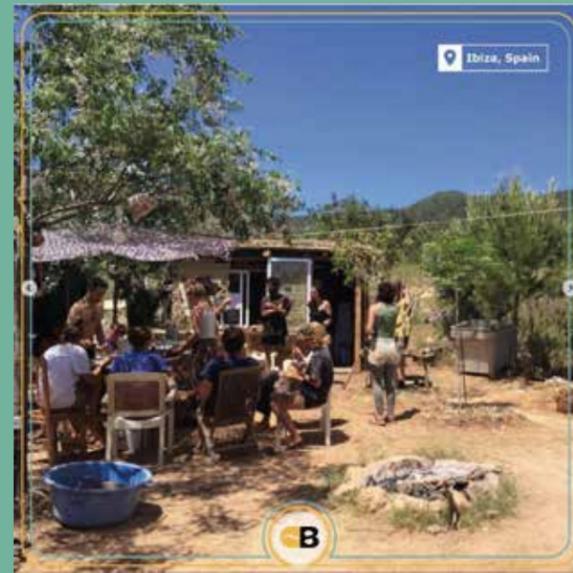


In May 2021, we sent 3 people to north Ibiza Island in Spain for 5 days workshop on BioConstruction towards personal and sustainable development in San Carles de Peralta village.

Margrethe Tougaard was one of them. She came back full of energy, passion, and love.

" Being a part of the bio construction course on Ibiza with Crossing Borders was such a beautiful and nourishing experience in so many ways. It was an experience filled with growth, diversity, and love surrounded by nature. We were about 15 young people living one week outside in tents with mud on our skin and stars in our eyes. The bio construction course took place on a permaculture farm in between tree-covered mountains with a glimpse of the sea. The farm owners made us feel at the home right of the batch. Likewise, everyone so quickly connected almost as we had been friends for a long time. By the end of the week, it felt like we were a well-established community, almost like a little tribe. The instructors also made a great environment for learning with their inclusive teaching approach. Overall, the course taught us how to build a house from natural materials with traditional Mediterranean methods. Every morning started out with the theoretical basis to understand the building tasks of the day. This included knowledge about various wall constructions, measurements of the different quantities of soil, sand, mud, and straw – and the different assets of the materials. The rest of the day we would mix the materials and build walls. The embodied knowledge approach made it both easy to understand and super fun to have our bodies covered in mud while the sun was burning. In the evening we went to the beautiful beaches nearby and lighted a bonfire in the camp under the stars at night.

The course was after all about cultural exchange and connections between humans and nature. I learned a lot about the basic and beautiful human experiences we all share while being in a group with people from France, Portugal, Spain, Poland, Italy, and Denmark. I'm grateful for all the energy that went into arranging this training in a time of the corona pandemic when everyone needed community and adventure more than ever!"



Sep.27
at 17.00

The Zapatistas at the Ubuntu House

Anti-capitalist childhood and education:
Learning from the Zapatistas



@mexicogruppen @crossingborders.dk

On Monday the 27th of September, Mexicogruppen and Crossing Borders held an event where we welcomed the Zapatista Community at the Ubuntu House to hear about the indigenous practices of the Zapatista community – and explore what communities in the Global North and South might be able to learn from the Zapatistas. This event unfolded as a moderated Q&A session focused on the essential task facing all societies: how to introduce new generations to a community. Looking through the lens of Zapatista childhood and educational practices, the dialogue provided a concrete opportunity to look at broader questions of what it means to raise an anti-capitalist human being, decolonizing knowledge, and the nature of communal value in indigenous practices. More questions were addressed in the event like what does childhood look like that does not focus on gathering knowledge and competencies, but on learning to appreciate one's roots, language, history, the cultivation of the soil, etc.?

We have invited several academics and other actors involved in anti- and post-capitalist education in Denmark to briefly share their thoughts on how to approach anti-capitalist education in a Danish setting.

Background for the event:

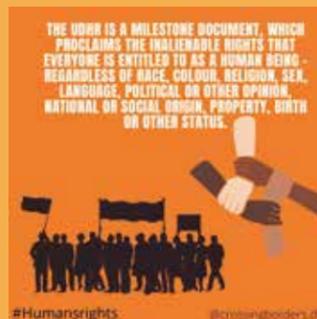
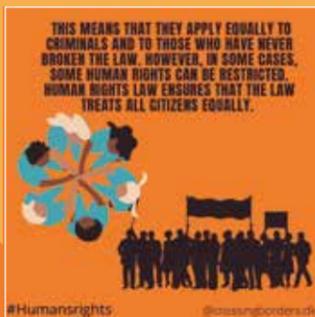
August 13th marked the 500 years since the fall of Tenochtitlán, today Mexico City, to the Spanish colonizers. On that occasion, the indigenous movement from Mexico, the Zapatistas, announced that they in the summer and fall of 2021 will be crossing the Atlantic in a reverse invasion of Europe.

The message of this reverse invasion is clear: We were not defeated, subdued, exterminated - we are still here, still fighting for our rights as indigenous peoples to justice and self-determination. Since November, IF's Mexico group has been participating in organizing meetings with hundreds of collectives and organizations from different parts of Europe and is now welcoming a smaller delegation to Denmark. On the 22nd of September, the delegation of five Zapatistas crossed the Danish borders and will stay on Danish territory for the next three weeks. During these weeks, the Mexico Group has planned various events and activities, both political, cultural, and artistic.



We took part in the 16 days of Activis online campaign

The global theme for this year's 16 Days of Activism against Gender-Based Violence, is "Orange the world: End violence against women now!"



The 16 Days of Activism against Gender-Based Violence is an annual international campaign that kicks off on 25 November, the International Day for the Elimination of Violence against Women, and runs until 10 December, Human Rights Day. It was started by activists at the inaugural Women's Global Leadership Institute in 1991 and continues to be coordinated each year by the Center for Women's Global Leadership. It is used as an organizing strategy by individuals and organizations around the world to call for the prevention and elimination of violence against women and girls.

What Can We Learn From The Unique Danish Democracy?

An article by Youth Time Magazine featuring our intern Frederik Strauss Rasmussen from Denmark



The Danish Democracy system has been lauded all over the world of progressiveness. But why? Gresë Sermaxhaj found out.

Danish students talk the most to their parents and friends about political issues on average compared to other countries, and they also have the most trust in other people and the government.

To understand more on the issue, I have been following the Crossing Border's work on Youth Participation in Democracy in Denmark, and Frederik Strauss Rasmussen, Intern, Crossing Borders sat down to speak with me more about what makes the Danish Youth participation in Democracy unique.

In this piece, Frederik, who is doing his internship as part of his master's degree in Advanced Migrations Studies at Copenhagen University, elaborates also his experience and opinion about why youth engagement in a country's democracy is important towards an inclusive society.

His future aspiration is to help young people to take action and give them the tools to create a better world, and after finishing reading this interview you will be introduced to one more young activist who is making the world brighter for everyone.

The Uniqueness of the Danish Youth Participation in Democracy

Although Rasmussen finds it hard to pinpoint what makes Denmark unique regarding this matter, as he respects each different culture in the rest of the world, when asked about this, some ideas come to his mind.

“One is the Danish welfare state. We are a very rich country with many social benefits such as free healthcare, free education (which we also get paid for) and a security net which we call ‘flexicurity’, which provides financial support when we get sick or unemployed.”

Almost naturally, with such vast national resources and such a small population, every individual vote counts towards how these resources should be allocated and spent.

Scan the code and read the full article





Events During 2021



INNECED

Welcome to Crossing Borders Annual Assembly

CB Annual Assembly 2021

The meeting started with a Crossing Borders song composed by singer, songwriter, and actor Pernille Tolou Isedora Johansson. That uplifting song was followed by a warm welcome remark by CB Executive Board Chair Vibeke Quaade, who highlighted the big strides CB has made in the past 4 years in human and financial resources, a number of projects, partnerships, and global outreach. She thanked the CB team for making this progress possible. After Vibeke, it was the tour of CB Director Garba Diallo to welcome and ask each person to say her/his name and citizenship. With 60 participants, some 40 nationalities from all over the world were represented.

This was yet a testimony that CB is walking to the talks of global connectedness in practice. As in the principle of Ubuntu, we are of one another and are united in our humanity and diverse in our cultures, opinions, and perspectives. Garba also made it clear that like everyone else, CB has been affected by the Corona pandemic, but fortunately, we were able to look at the bright side of the lockdown by seizing the opportunities provided by the various online platforms to continue our activities to reach out to benefit more people in more countries.



The next speaker was Dr. Hamed Samay, who was recently rescued from Afghanistan. Dr. Hamed presented the idea of launching a Crossing Borders Program for Afghanistan whose purpose is to help educate young Afghans in Critical Thinking, Creativity, Cooperative and Communication skills. Dr. Hamed asserted that young Afghans have and are using their voices both inside and outside of Afghanistan, what they need are loudspeakers from the international community to amplify those voices, that are defying the Taleban rule. The meeting unanimously approved the idea of starting the Afghanistan program in Crossing Borders.

The next point was the presentation of the plan to merge 100% for Children organisation with Crossing Borders. The plan was jointly presented by CB Director Garba Diallo and 100% for Children Director Camilla Legendre. The purpose of the merger is to pool our resources together to make a bigger and more sustainable impact both in Denmark abroad. The meeting supported to plan.

The next item was a very interactive speed dating report by Crossing Borders Program Coordinators: Tatjana Stefanovic, Omar Al Sayed, Aisha Tambajang, and Emma Hyland. Each program had a stand with digital and print materials, stories from the fields about the many projects we implement in Denmark, Europe, Africa, and the Caucasus. The attendees were divided into four groups and each group visited a stand, heard presentations, and asked questions, made comments, and took materials about the different projects.

These vivid presentations were followed by presentations by our partners from Ukraine about the Kyiv Democracy Hub and our Zambian partners about the Anchoring SDGs Model in Civil Society in Ghana, Uganda, and Zambia consortium. Their presentations included videos and testimonies. Our Ukraine project was represented by the director of Klitschko Foundation Angelina Osadcha and project manager Vasiliy Teremta while our Africa consortium was represented by the Director of Circus Zambia Charlotte Groen.

Garba's report was followed by a secret election of new board members for which each candidate had one minute to present themselves, their vision for CB, and what they intend to contribute to CB. Four candidates were up for elections and two were up for re-election. New candidates were Erik Grootveld, Mignote Mesfin, Nyeleti Sue Angel Nkuna and Phaedria St. Haire while the two for re-elections were Vibeke Quaade and Helene Guldborg.

The results of the elections were as follows: Mignote Mesfin, Nyeleti Sue Angel Nkuna, Phaedria St. Haire, and Vibeke Quaade were elected to the CB Executive Board while Helene Guldborg and Erik Grootveld were elected substitutes.

Now people were ready for a special dinner prepared by Eden Girma from Eritrea, Soria from Afghanistan, and Yasmine from Pakistan, plus special ginger and hibiscus drinks prepared by Aisha Tambajang from Gambia and carrot cakes by Catherine Namuswe from Uganda. While having delicious dinner, the attendees mingled and networked late into the night.

The next point was a powerful intersectional Poetry by Atiyo Muse from Djibouti. People were very moved by the power of Atiyo's slam poems.

Now it was CB Director's turn again to present the Annual financial update for 2021, budget forecast, and membership for 2022. For financial update, although we are doing fine for this year we hope to build on the small surplus from 2020. Garba added that CB is still heavily dependent on project funding, which is true for all Danish NGOs. He added that this year, we expanded our strategic partnerships with more universities and are in the process of diversifying our financial sources. These efforts refer especially to scaling up of our Food for Thought, School Services, Consultancy offerings, membership recruitments, fusion with 100% for Children, and the launch of the Afghanistan program. Please, details in the executive summary about the foreseen strategic priorities for 2022.



Celebrating the International Women's Day 2021

Women on the Front Line

March 8, 2021
14:00-16:00 CET



Guest Speakers:



Sara Rahmeh, Danish poet and poetry slammer

Like every year, 2021 witnessed a big celebration of International Women's Day. But this year, we celebrated and paid tribute to those women who did great work in saving lives and healing in the face of Corona, the women on the front line. This pandemic taught us a lot about the vital role that women on the front line, like health and social workers, teachers and caregivers play in our societies. Yet, it is rarely appreciated and well paid.

In this event, we invited female health and social workers, teachers, journalists, activists, artists, and writers from Denmark, India, Ghana, Kenya, Kurdistan, Morocco, Pakistan, Uganda and Zambia to talk about the importance of women on the front line in face of the Covid19 pandemic



Olivia Serwaa Waree, Producer of the Ghana Community Radio Network



Comfort Adjoa Komteye, from Ada Foah Market Women Traders' Association



Doctor Amna Shah Syed, a medical doctor and specialty trainee in the field of psychiatry



Maryam Montague is an Ashoka Fellow and Founder and Executive Director of Project Soar



Anne-Kathrine Gjessing, certified midwife



Emilie Haug Rasch, social activists, nurse & candidate for the Regional Council in Regionsrådet for the Enhedslisten



Balqesa is a young peace ambassador, youth and women empowerment expert



Pernille Tolou Isedora Johansson, songwriter, musician, and human right activist



Jamila Mayanja has 8 years' experience working with profit making companies and Social ventures



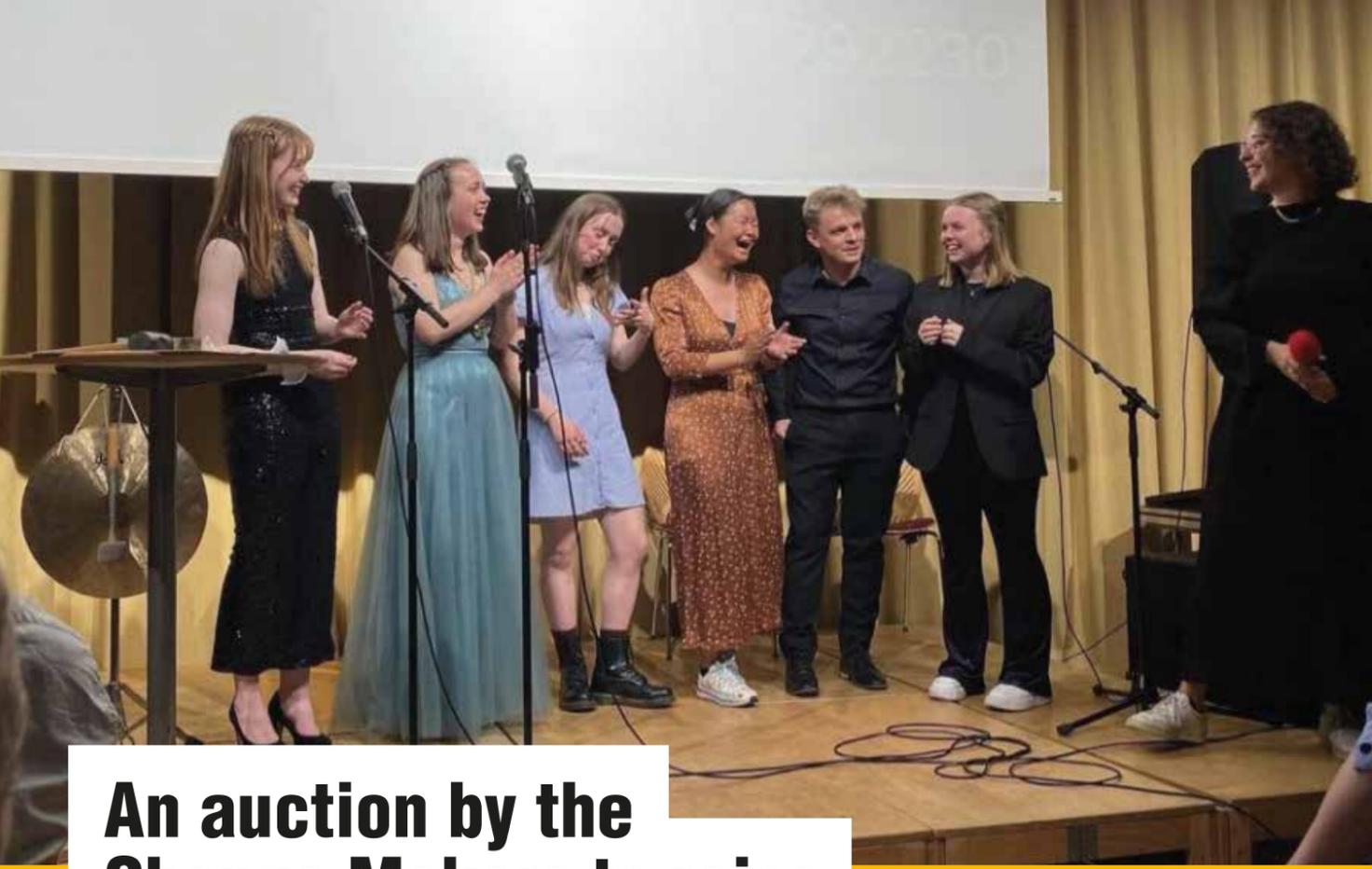
Charlotte Groen, Executive Director at Circus Zambia



Anjali Makhija, Chief Operational Officer at Shgal Foundation



Catalina Paz, experimental performance "El Altar de Las Mujeres".



An auction by the Change Makers to raise money for Crossing Borders!



Silkeborg Højskole is situated in the heart of Jutland right in the middle of the Det midtjyske Søhøjland district. The school is a modern Danish folk high school, where they consider international participation to be an important aspect, and each term they welcome students from various geographical and cultural backgrounds.

A Danish folk high school is an adult boarding school, and it is a place where you involve yourself strongly in a social fellowship and encounter committed and highly skilled teachers.

The Change Makers

Change Makers is Silkeborg Højskole's international main subject, focusing on leadership, international cooperation, conflict resolution, and in general being able to make a change in both local areas and the global community. They are an international line so the class this semester has students from Denmark, Japan, the USA, Australia, Luxembourg, and Belgium. They are all like-minded individuals in the sense that they want to learn skills to be able to make a change, but they all bring different perspectives to the class, both from their different cultures, but also different personalities, which they can all learn from. Their names are Niamh De Burca (Lux), Ariane Orban (Bel), Daijiro Skaki (Japan), Emma Sofia Jansen (Dk), Lilly Smith (Aus), Maeve Balavender (USA), Nanna Clemmesen (Dk), Rapaël Victor Dewitte (Bel), Søren Bjerg (Dk).

The idea behind the Auction

Change Maker group recently fundraised 21.888 DKK for Crossing Borders through one of their activities.

They held an auction in which they wanted to both raise money for an organization of their choice, but also create an opportunity for their group to learn about project management and teamwork, as well as improve their skills in these areas. It was both an individual and group learning experience for all of them.

They chose Crossing Borders because they felt the values aligned with what they learn in their class and the whole point of their line. Their belief as a class is that young people are the way forward and that providing them with tools such as leadership skills, project management and just generally empowering them is the best way to make a change in society, all across the Globe. As Crossing Borders provides a platform for this it seemed like an obvious choice for them to support it.

Because they have a shorter term due to the Covid-19, they aren't able to do many more projects, but they hope to do one more before their term ends. However, their future plans are either to do a project at the school based on intercultural learning, with things such as food and games, or perhaps a few small projects around the school, focused on sustainability, e.g., food waste or water consumption. In terms of theory work their class will focus more on working as a group on how to be a good leader and a good group member. They also hope to spend some time getting to further explain niche parts of their cultures to the rest of their class and work on intercultural communication skills.

PAESIC

Pedagogical Approaches
for Enhanced **Social Inclusion**
in the Classroom

Jun. 3
2021
at 14.30

Ubuntu House
Købmagergade 43
1150 København K



THE ROAD TO ENTREPRENEURSHIP



Thursday
Jun 24
at 15.00

How can we ensure inclusion in the classroom?

European countries are increasingly becoming more diverse. We currently see an increase in students with migrant and refugee backgrounds in European school systems. This is creating obstacles but also opportunities within educational institutions across the continent. In this project, we will reach out and support teachers – particularly educators working with youth with immigrant and refugee backgrounds – in fostering mutual understanding and respect in the classroom.

In fostering enhanced social inclusion, mutual understanding, and respect among young people in the classroom, and providing real, concrete skills and training for those educators on the front lines of the influx of new faces and cultures, we know we are helping to build a more cohesive European society, with an enhanced socially inclusive climate.

As our PAESIC projects came to an end, we have organized an information meeting for teachers and pedagogue students. During this information meeting, we have shared the results of the project that is represented in an online course with practical steps on how to ensure better inclusion in the classroom, especially if having migrant students or students from diverse backgrounds. Through this information meeting, we went through this digital course and had a round of inputs on what could be done better.

Presenters in this meeting were, Dimitrios Kondylis, Charlotte Heigaard Jensen, Susanne Dau and Dorthe Aabjerg Munk.

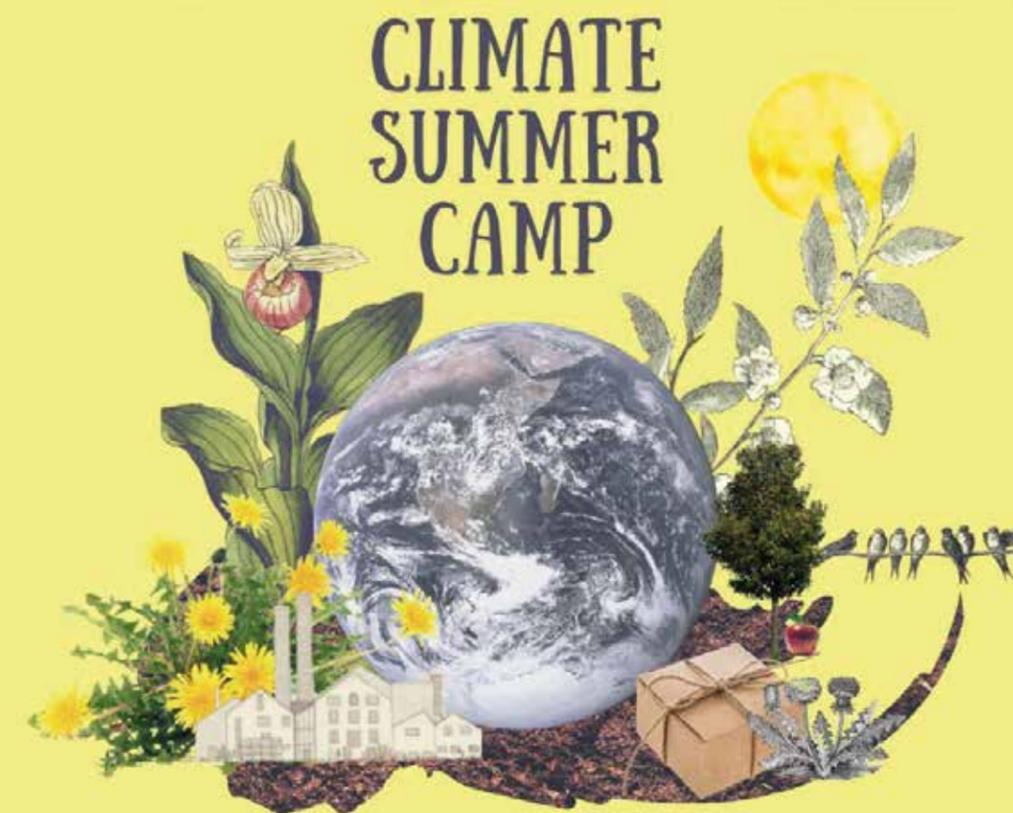


Scan the code to check
all the project results



The road to entrepreneurship is not easy, but it is also possible. With the right tools, the right knowledge, and sharing both resources and experiences we can all help each other to become job creators, not seekers.

On the 24th of June, we held an information event where a diverse group of entrepreneurs was present in one place, where experienced entrepreneurs talked and shared their stories, experiences, resources, and challenges they overcame. We also shared a big outcome of two years of hard work that created an online course. This online course will help startups to go through some concrete practical steps to start and maintain a business.



Crossing Borders have first received an invitation from NOAH Friends of Earth Denmark to be a part of the organizing team for the Climate Summer Camp back in the autumn of 2020. As soon as I heard about it, I was immediately more than willing to participate in it. I felt that this could be an opportunity to be a part of something truly meaningful, as the theme was Climate Justice approached from different perspectives such as social justice and gender issues. And I was right; it was very meaningful and it helped me to realize how many people are willing to change things for the better in this world.

Even though we were organizing the event in a very uncertain period, that didn't stop us. We readily "jumped" into the meetings with the NOAH team with one goal – to help make this Camp possible. After a lot of planning, the circumstances allowed us to meet in person after all; around 20 participants and facilitators gathered for four days from June 30th until July 4th in Makværket, home to a cultural and environmental collective that almost feels like a magical place full of history.

We arrived ready to share the space, conversations, and knowledge for the next few days, and what other way is better to connect than working in a team? That is why we played an Escape Game created by the NOAH team called System: reclaim after which we had an active listening workshop. These activities gave us a chance to work together and talk to each other in a bit of unconventional way, which eased the introduction part and made it enjoyable so I quickly connected to my fellow participants.

The next day, the official program of the Camp started. We had a chance to listen about topics such as Degrowth in the lecture facilitated by NOAH, Doughnut Economics facilitated by SPIRE organization from Norway, and Norway's Green Transition with Natur & Ungdom. On the same day, Crossing Borders had a chance to present and facilitate playing the board game Last Chance which is teaching young people about SDGs and the importance of teamwork and partnership. We concluded the day with a movie night, watching an Icelandic movie called Woman at War, which I would warmly recommend to everyone reading this, as it is tackling some important topics in a very impactful way.

The second day of the camp started with an introduction to the EU Green Deal and continued with a workshop on Environmental Racism by the Collective Against Environmental Racism. We spend our afternoon with the team from RAPOLITICS that introduced their project Pieces for Palestine. Both of these topics are very important, and the presentations were very intense, but both teams of facilitators made sure not to overwhelm us with information and made us feel safe and comfortable at all times by including a lot of interactive activities in their workshops.

Saturday started with the Dancing Class held by the Crossing Borders team, in which we introduced different ways to connect with nature through dancing and body movements. We spent the rest of the morning preparing for the debate with two MEPs: Molin Björk from the Swedish Left Party and Marie Toussaint, a member of the Group of the Greens and European Free Alliance.



We asked them questions about perspectives of Economic, Social-Racial, and Gender Justice and discussed the process of writing and implementing the EU Green Deal and what it will mean for the future of the EU. In the second half of the day, we learned about Ecofeminism through the lecture and a discussion facilitated by NOAH.

We spent the last day of the camp reflecting on everything we have heard, learned, shared, and experienced. We mostly focused on the element of hope that these kinds of experiences provide. Thinking and talking about environmental issues and different kinds of injustice that we are surrounded by sometimes can cause anxiety and feeling of hopelessness. That is why I am beyond grateful to the NOAH team and everyone else who organized and participated in this Camp. It disconnected me for a short time from the daily responsibilities and “real life” and connected me to the wonderful group of people, to nature and to myself. It also gave me a chance to feel more comfortable sharing my personal feelings, positive energy and concerns, with the group of people I just met. The camp provided us with a safe space and gently encouraged us to speak, reflect and support each other. The biggest lesson I took with me from this Camp is that we are not alone; we are all part of a closely interconnected community. We are all part of nature. Everyone should play their role in protecting each other and our environment. That is why our job is not over – it has just started. Education is the key, and I encourage everyone to join events like these whenever they have a chance. Only by learning, we can take care of ourselves, others and the world.

Reflections by MAŠA ZUPČIĆ after being part of the climate summer camp



BOBBY HEANEY

Reserve your seat

Thursday
September 23
13.00 -15.00 CET

How August Strindberg's 'Miss Julie' impacted South Africa's Apartheid Era by Bobby Heaney










FLYING ROOTS
FLYING ROOTS

UN FILM DI MICHELE AIELLO E DAVIDE CRUDETTI

ACT/New Nordic Voices in collaboration with Crossing Borders were proud to present Bobby Heaney, one of South Africa's top TV, Film, and Theatre directors.

Who is Bobby Heaney?

Bobby Heaney is one of South Africa's top TV, Film, and Theatre directors.

He has directed over 50 theatre productions for which he has won numerous awards including 8 Best Director and Best Production Awards. His production of Saturday Night at the Palace played the Old Vic Theatre in London and toured Ireland and Sweden. Bobby has produced and/or directed over 100 television programmes including Egoli, Soul City, Soul Buddyz, MMG Engineers, Jerry Springer's Saturday Night, Gareth Cliff Show, Redi on Mzansi, Laugh Out Loud, African Adventures for Discovery International, 5 series of Erfsondes, several 'live' concerts, 6 short films, one made-for-TV feature, and the ground-breaking M-Net soap, The Wild. Bobby is a winner of over 30 television awards. He was Nelson Mandela's personal videographer for over a decade and worked with Madiba on over 40 occasions. He has directed over 50 television commercials. Bobby is the current Director of MultiChoice Talent Factory South Africa Academy, which he started in 2015 and has executive produced 16 Mzansi Magic movies with the interns. He runs multi-camera courses for the Multi-Choice Talent Factory Academies in East (Kenya), West (Nigeria), and Southern Africa (Zambia). - Source: MultiChoice - Talent Factory

What Bobby talked about?

- Apartheid in 1985
- SA Theatre in 1985 – Eurocentric
- How the international cultural boycott of SA theatre launched playwrighting in South Africa
- From Atholl Fugard to Farber, Pam-Grant, Slabolepsy, Maponya, Ngema, Dirk-Uys – playwrights talking to South African audiences.
- Slabolepsy – playwrighting for the times, from Apartheid to Post Apartheid a country still hurting – Saturday Night at the Palace, Pale Natives and Suddenly the Storm reflecting the times.

Workshop on Participatory Video

A Participatory video is a shared audiovisual production practice. As a type of social action recognized by UNESCO, it offers instruments of expression to marginalized groups and is normally excluded from the mass media. It is carried out through informal training workshops, which focus both on the social transformation process and on the audiovisual product.

The participatory video for ZaLab is the workshop of ideas. The laboratories are aimed at those who live in the margins of society, but for this reason, can offer a completely new look at reality. These people become protagonists of our stories, which can be limited to the experience of the laboratory, or become part of a more complex process and become subjects of our documentary films.

The training workshop is aimed at all the professionals and students who are interested in the participatory video technique.

Every workshop is practice-oriented and explores how Zalab works with Participatory Video.

After a presentation of what ZaLab is and what it has produced in the last 13 years, the group of trainees experienced firsthand how to meet and work with a new group of people thanks to participatory activities.

Some of the activities during the workshop aimed at making a trainer learn how to let anyone in a target group be introduced to the technical video equipment even if he or she has no audiovisual experience at all.

Other crucial activities were designed to give participatory creative tools to lead a target group in the writing of a script and production of a short film.

**#ACTION
AGAINST
POVERTY**

**#MANDELA
DAY 2021**

**July 18, 2021
13.00-14.00
at Kultorvet
1175 Copenhagen**

Join us in celebrating the Life and Legacy of Nelson Mandela, the icon of freedom, dignity, and compassion. As Mandela gave over 60 years of his life to serving humanity, let's give at least 60 minutes

- **Welcome remarks: Crossing Borders Director Garba Diallo**
- **Mandela's Life & Legacy: HE Ambassador of South Africa Ms F. S. Magubane**
- **Serving snacks and non-alcoholic drinks to passers by**

Crossing Borders Tlf: +45 21639432

Købmagergade 43, 1150 Copenhagen K cb@crossingborders.dk www.crossingborders.dk



Written by Sarah Nkandu

Again, it was both a duty and pure pleasure for Crossing Borders to mark the Nelson Mandela International Day in collaboration with the Embassy of South Africa in Denmark. Mandela Day was declared by the United Nations in November 2009, with the first UN Mandela Day launched on his birthday on 18th July 2010, to acknowledge Mandela's 60 years of community service and fight for equal rights and justice for all. Born in the, then most unequal country on earth in an unequal world, Mandela paid a huge price for his struggle for freedom and equal rights to live in dignity, including 27 years behind apartheid bars and constant persecution and murder of members of his family and comrades. However, he emerged out of those nearly 3 decades of imprisonment in 1990 with his head high and his heart clean of bitterness and without the need for revenge. Mandela was subsequently elected the first president of democratic South Africa plus Nobel Peace Prize and over 800 international awards on his CV. After serving one term, Nelson Mandela retired into a global statesman, peacemaker, and icon of inspiration for the present and future generations.

In line with Mandela's tradition and this year's campaign against poverty "EACH ONE FEED ONE", our celebration of Mandela Day was active and constructive. While Crossing Borders volunteers made hundreds of fresh vegetarian spring rolls and collected hundreds of pieces of pastry from Meyer's bakery (the best in town) in Copenhagen, the South African Embassy delivered loads of fruits and non-alcoholic drinks.

Again, true to the ideals of Nelson Mandela of serving everybody including those we don't know, we choose one of the busiest squares in Copenhagen, set up and decorate long tables as a street buffet for the passers-by. After short speeches by Her Excellency, the Ambassador of South Africa Ms. Fikile Magubane, and the Director of Crossing Borders Garba Diallo, we set out to serve the people. In addition to the organisers' staff and volunteers, the ambassadors of Indonesia, Pakistan, and the deputy Ambassador of Ghana and South Africa took part in the action day. There were also several participants from the South American community in Denmark.



In his welcome remarks, Crossing Borders Director Garba Diallo highlighted the role of Nelson Mandela in the liberation of both South Africa and the entire African continent. A continent that is still suffering from 500 hundred years of enslavement, colonisation, and post-colonial structural inequality. He added that the ideals of Nelson Mandela are grounded in the humanist principles of the African philosophy of Ubuntu, which the vision and mission of Crossing Borders resonate. Garba said he was happy to see colleagues from Ethiopian, Zambia, Ireland, South Africa, Vietnam, Brazil, USA, just to mention a few, coming together to make this event a success.

Nelson Mandela Day Remarks by H.E. Ambassador Fikile Magubane 18 July 2021

Garba Diallo – Crossing Borders Director
Members of the Diplomatic Corps
Ladies and gentlemen,
Distinguished guest,
Fellow South Africans and Africans that are here with us today

Let me welcome you to this day in celebrating the annual Nelson Mandela International Day in honour of Nelson Mandela, celebrated each year internationally on 18 July, Mandela's birthday. The day was officially declared by the United Nations in November 2009, with the first UN Mandela Day held on 18 July 2010.

Nelson Mandela's birthday is on 18 July, and the call is out for people everywhere in the world to celebrate his birthday by acting on the idea that each person has the power to change the world. Making every day a Mandela Day to celebrate Madiba's life. This gives everyone the opportunity to heed the call to action. It calls for people to recognise their respective individual's potential to make an imprint and change the world around them for better.

For Nelson Mandela International Day 2021, the focus will be on two critical intersecting challenges being faced by South Africa and many other countries – food insecurity and culture of lawlessness. Covid-19 has deepened patterns of poverty and inequality. The numbers of people going hungry are growing. Social cohesion is under severe strain.

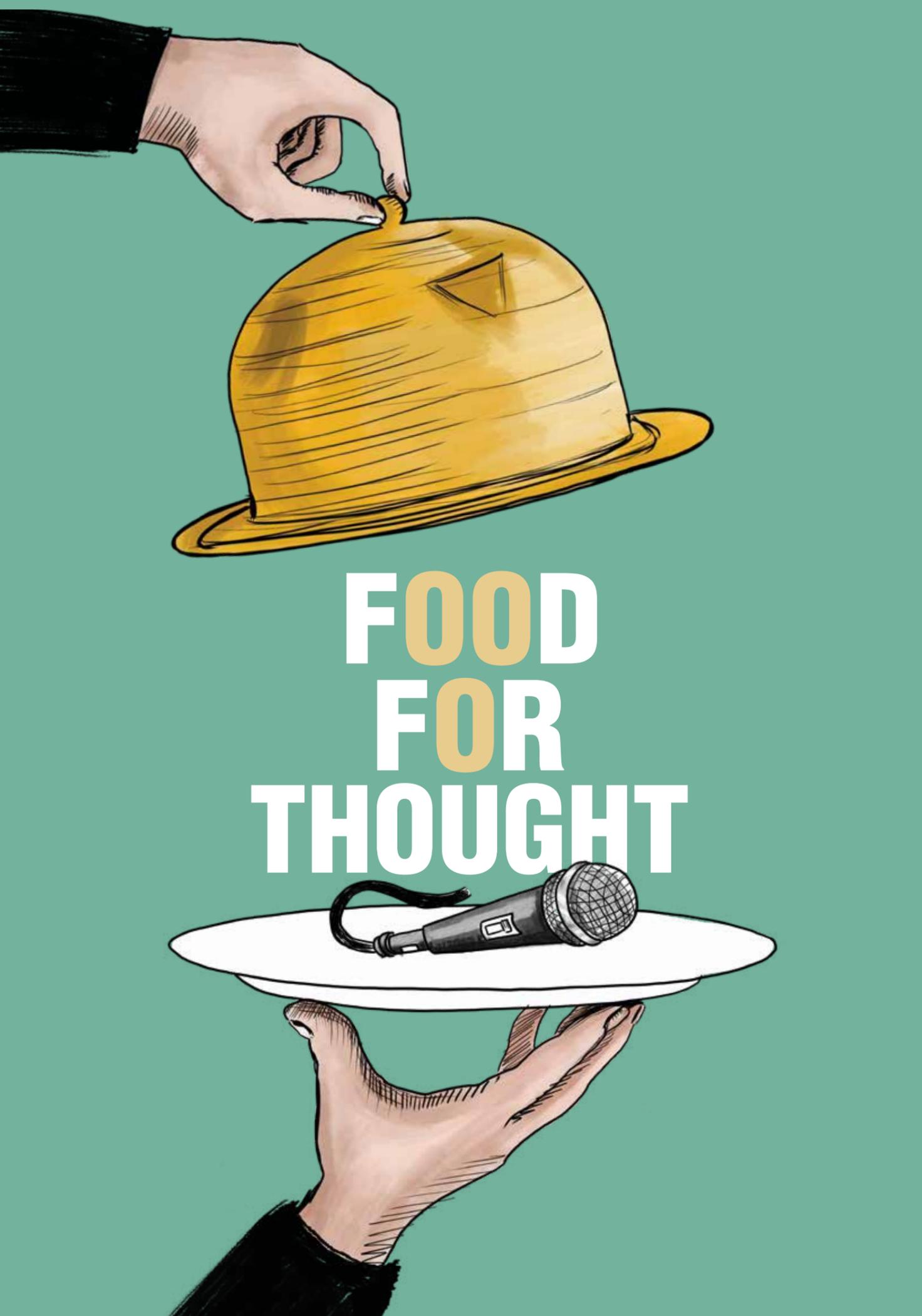
It is against this background that the Embassy partnered with Crossing Borders (CB), consistent with the Spirit of "Ubuntu" to give food to the homeless.

I remain proud of the Embassy's association with CB as their vision resonates with our Department of International Relations and Cooperation vision, which is championing an African continent, which is prosperous, peaceful, democratic, non-racial, non-sexist, and united and which aspires to a world that is just and equitable.

Even after today's Nelson Mandela Day, may we all continue to lend a hand and contribute to meeting the immediate needs of the most vulnerable in our communities.

Let us kindly follow all Danish covid-19 regulations and protocols.





FOOD FOR THOUGHT



I TELL MY STORY THEREFORE I AM

Food For Thought provides an exciting space for people from different backgrounds to share their life stories. We want to enable people to learn from and be inspired by each other's life experiences through storytelling in a safe, stimulating and inclusive social environment, with a delicious dinners.

Food For Thought events from 2021

The idea stems from the belief that each one of us has unique life stories that are worth sharing and from which we can learn a lot. The idea also resonates with the saying: I tell my story, therefore, I am



Elizabeth Löwe Hunter

Ph.D. student

Elizabeth Löwe Hunter is a daughter of two harbors – Savannah, Georgia, and Copenhagen, Denmark. She centers expressions of subjectivity, belonging, and material realities among racially minoritized people in Western Europe, specifically Denmark. She specializes in articulations of racism in a ‘raceless’ context through transnational feminist theories, decolonial, and African diasporic thought. She examines relations between racialization, nation, sexuality, and gender to raise questions around Western constructions of humanness and the citizen subject. She is a Ph.D. student in the department of African American Studies and African Diaspora Studies at the University of California Berkeley, with a designated emphasis in Women, Gender, and Sexuality Studies. She also has a MA from The University of Copenhagen and a BA from Roskilde University. Elizabeth is motivated by working towards writing the things she always wanted to read and to embody a kind of professor she wished she had grown up and studied in Denmark.





Dr. Phaedria Marie St. Hilaire

Science Business Leader

Dr. Phaedria Marie St. Hilaire is a Dominican born Science Business Leader with over 20 years of experience in the biotech and pharmaceutical industry. She has a proven track record of inspiring and driving multicultural teams to deliver results in her previous leadership positions at Carlsberg and at Novo Nordisk. Phaedria has over 45 publications and patent applications. Phaedria is passionate about diversity and inclusion and influencing the gender and race narrative. She is a co-founder and current President of ProWoc, a non-profit organization that provides a platform for women of colour in Denmark to connect, grow, evolve, and affect change in the world around them. She believes in continuous learning, self reflection, and reinvention and is a mentor and coach. She enjoys pushing mental and physical boundaries and being out of her comfort zone. She has recently successfully climbed Mt. Kilimanjaro (2019) and completed a Marathon (2021). She lives in Copenhagen, Denmark with her husband and son.



Dr. Samay Hamed

Regional Representative and Senior Consultant

“If I stay in Afghanistan I will most likely be killed, but if I leave Afghanistan, I will kill myself...” – Dr. Abdul Samay Hamed on Food For Thought

By Maryam Alaouie

That leaves us with the question of whether Dr. Samay Hamed left Afghanistan or not. Well, if I say that this article will be about stories from Dr. Samay Hamed live at Crossing Borders’ Food for Thought, would that answer your question?

*“When you have no political power to challenge corrupt dinosaurs
Borrow money from your friend
and buy a bottle of forgetfulness Wesley”*



Before calling himself a doctor, writer, or poet, Abdul Samay Hamed identified himself as one of the Afghans who wanted to change Afghanistan. In 1985, he began his first underground newspaper Salam, and in 2003, Hamed had started more than 90% of Afghanistan's free publications. For that reason, he was a highly targeted figure.

Having received political asylum in Denmark for 20 years, Hamed and his wife decided to return to Afghanistan; after the US invasion drove the Taliban from power. There, he founded new press freedom organizations and worked further for the promotion of freedom of expression. The projects he worked on made him a direct adviser to the president when it came to innovation and modernization.

But we can read about all that on Google... So, you are probably asking yourself why he returned after receiving political asylum in a peaceful country like Denmark. Was it nationalism? Patriotism? Was he insane?

After Hamed got back to Afghanistan, boom! The Taliban got back into power. By that time, he undoubtedly knew his life was at risk due to the several ongoing projects circling between political satires and innovative development plans he had been working on in Kabul.

"One day, I get a call from the Danish culture minister, she told me that I should get out of Afghanistan as soon as possible", said Hamed while narrating the events of his last moments in Kabul. "I did not want to leave my country in its worst situation, but an old friend, who is now a minister in Taliban said to me 'The only service I can do for you, if you want to stay alive, is put you in jail...'"

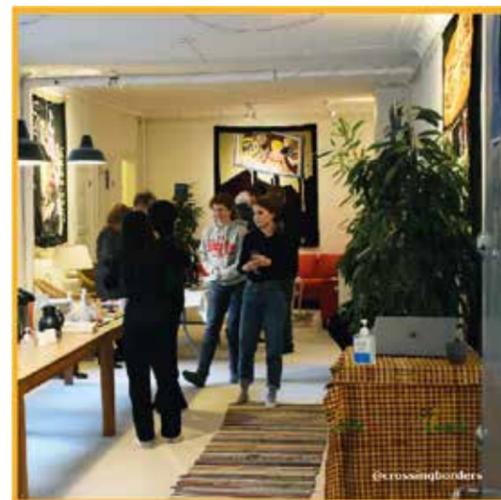
At that point, Hamed knew deep down that he had to leave, and after passing three checkpoints, between snipers, Taliban soldiers, American soldiers with cables violently striking people, he managed to get to the airport.

Today, at Crossing Borders, Hamed narrated stories about his arrival, the situation in Kabul, and his escape. However, what was attention-grabbing was a narrative he carried about a group he called "The disappeared army". So, the Afghan government claimed to have three hundred thousand soldiers, including police officers, which counts to three hundred thousand salaries.



Poems by Dr. Samay Hamed

*"Art had always been a twine
And none of them are better than
other
Just one has a temporary job
And the second a long-life mission"*



"However, in reality, they owned less than one hundred thousand soldiers, but the other two remaining was only written on papers to an army that had no existence" spills Hamed. You are wondering where those salaries went instead. The money was distributed to warlords, ministers, and local commanders. Simply, another tale of corruption.

But what was interesting about the way Hamed saw change, was that it did not include guns, knives, armies, or money. He saw change in innovation, in words.

During the Q&A, the final part of Food for Thought (before the actual food), Hamed was asked what the difference was between performing change on social media and on paper. "The impact", he said without hesitation. "People think that when they press the like button, comment, or share, that they actually did something, that they made influential action"

But what else are we supposed to do? Go to Afghanistan and fight the Taliban? No. What Hamed suggested was instead of pressing like, press your Danish neighbor's doorbell and tell them what is going on, tell them to stop voting for the same delegates, spread awareness. Many people in Denmark are living only within the virtual borders of their own lives and do not have a clue of what happens around the world. "Knowledge first, action later" advised Hamed eloquently.

*"Even if you are deadly upset
Don't lie to yourself
Death is not better than this hard
life"*

Franciska Rosenkilde

leader of the Green Alternative political party in Denmark

Recipes became policies! from the kitchen to the city hall – the story of Franciska Rosenkilde

By Lavinia Ortu

“I realized that food is one of the key issues in the global inequality, global climate change, and culture.” says Franciska Rosenkilde at the latest Food for Thoughts event. “Food is identity, an opportunity to connect with different cultures”

Franciska, Copenhagen’s cultural mayor, is currently running for the November 16th elections with the Alternative party. We were lucky to have her as a guest last Thursday, where she addressed different issues regarding the climate crisis and how that interlays both with culture and food.

A meal is the point of connection to every social issue in many ways. We are what we eat; the smell of a spice, the taste of a particular meal can teleport us to a different reality or even bring us back to a childhood memory whether it’s grandma’s house or one of the many special places in our heart.



Franciska started in the kitchen; “chopping up carrots” as she said during her introduction. A passion that later translated into her career as a cook. Subsequently, the love for that field drew her into pursuing a Bachelor degree in health and nutrition, but it was primarily her Masters degree in food supply and climate change that made her realize how prominent the climate crisis is and to join forces with the Alternative party. In 2017 she was elected as Copenhagen’s cultural mayor; she had to learn and grow everyday, as she had barely any political experience at that time. One of the most important aspects about her life as a politician now is being surrounded by the citizens and acting like a true representative for her voters.

“Food is significant in meeting people” was one of her first statements; a concept that is very dear to our team as sharing good meals is at the core of the Food for Thoughts’ events. Different cultures express their identity thanks to traditional meals and food is the point of connection for an integrated society. In the mayor’s view finding solutions for climate change can help solve issues related to inequality in the Danish society; especially when this concept is applied to the food production industry, that is deeply ruining our ecosystem.

The Alternative party understands and prioritise climate change as the most peculiar crisis in our society. “We can’t keep doing the same things over and over again expecting better results”. To tackle climate change we need to transform our system; this is what the Alternative party wants to achieve once elected. The consumption and food production at this day and age is the problem. We have to stop the absurd growth that our economy is trying to reach; it is necessary to take a step back and find more sustainable ways of life, as well as invest in green energy.

“In Denmark art and culture are important to have, it doesn’t have that heaviness in the welfare” According to Franciska’s view climate politics and cultural politics are the most important aspects in the green transition. When we reflect upon ourself through education and culture we can reflect upon society and change it.





Jeannette Ehlers

Copenhagen-based artist

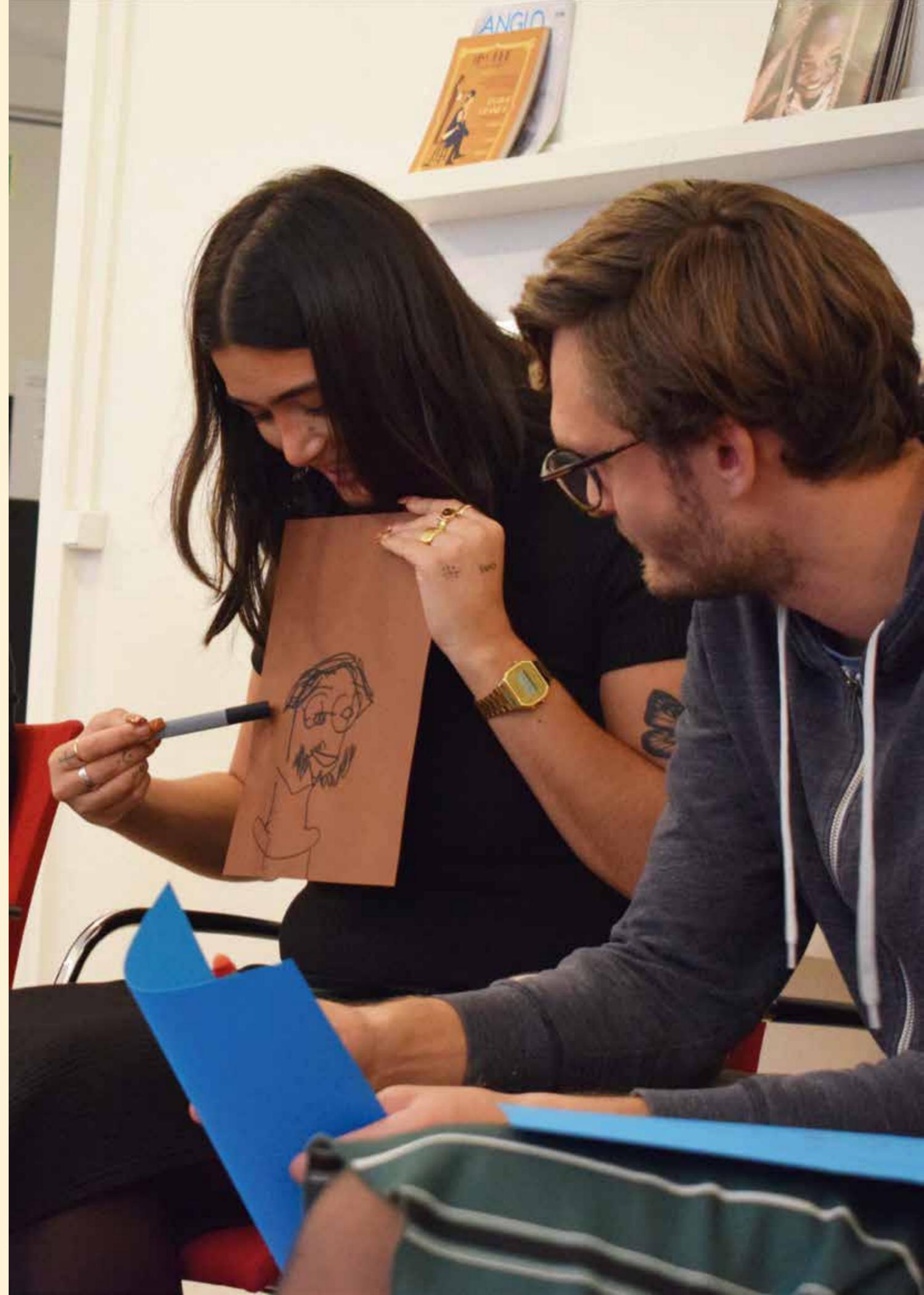
Jeannette Ehlers is a Copenhagen-based artist of Danish and Trinidadian descent whose practice takes shape experimentally across photography, video, installation, sculpture, and performance. She graduated from The Royal Danish Academy of Fine Arts in 2006. Ehlers' work often makes use of self-representation and image manipulation to bring about decolonial hauntings and disruptions. These manifestations attend to the material and affective afterlives of Denmark's colonial impact in the Caribbean and participation in the Transatlantic Slave Trade—realities that have all too often been rendered forgettable by dominant history-writing. In the words of author Lesley-Ann Brown, "Ehlers reminds all who participate in or gaze at her work that history is not in the past." Ehlers insists on the possibility for empowerment and healing in her art, honoring legacies of resistance in the African diaspora. She merges the historical, the collective, and the rebellious with the familial, the bodily, and the poetic. Jeannette Ehlers has just been shortlisted for the national monument to The Windrush Generation at London Waterloo Station. On 31 March 2018 she unveiled, I Am Queen Mary, a public sculpture project in collaboration with La Vaughn Belle, at KAS, Cph, DK



We bring the world
into your classroom!



the school workshops



the year of
2021

22 
workshops

1744 students

13 
schools



9 Workshops on Black Lives Matter

4 Workshops on the SDGs

4 Workshops on Climate Emergency

5 Workshops on Culture & Identity

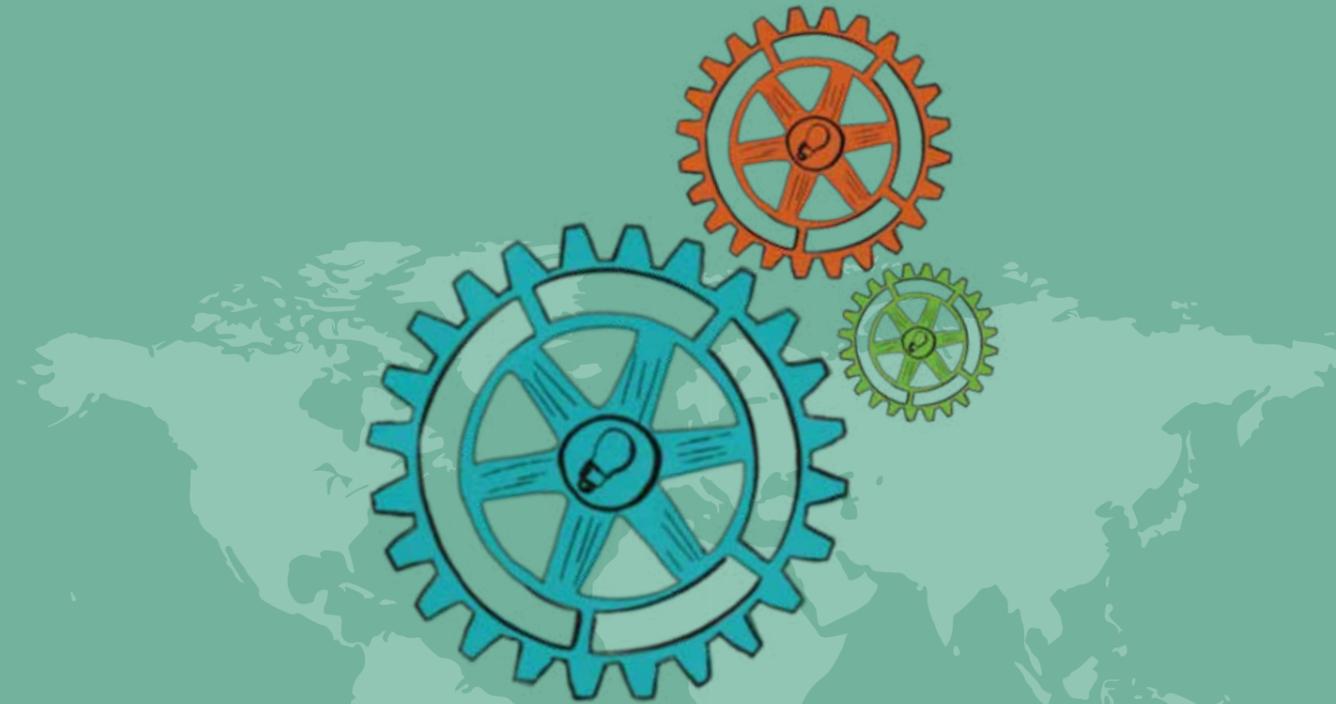


“For God forbid that you can be Muslim, black and female” About Intersectional Feminism

A poem on intersectional feminism by Atiyo Muse.

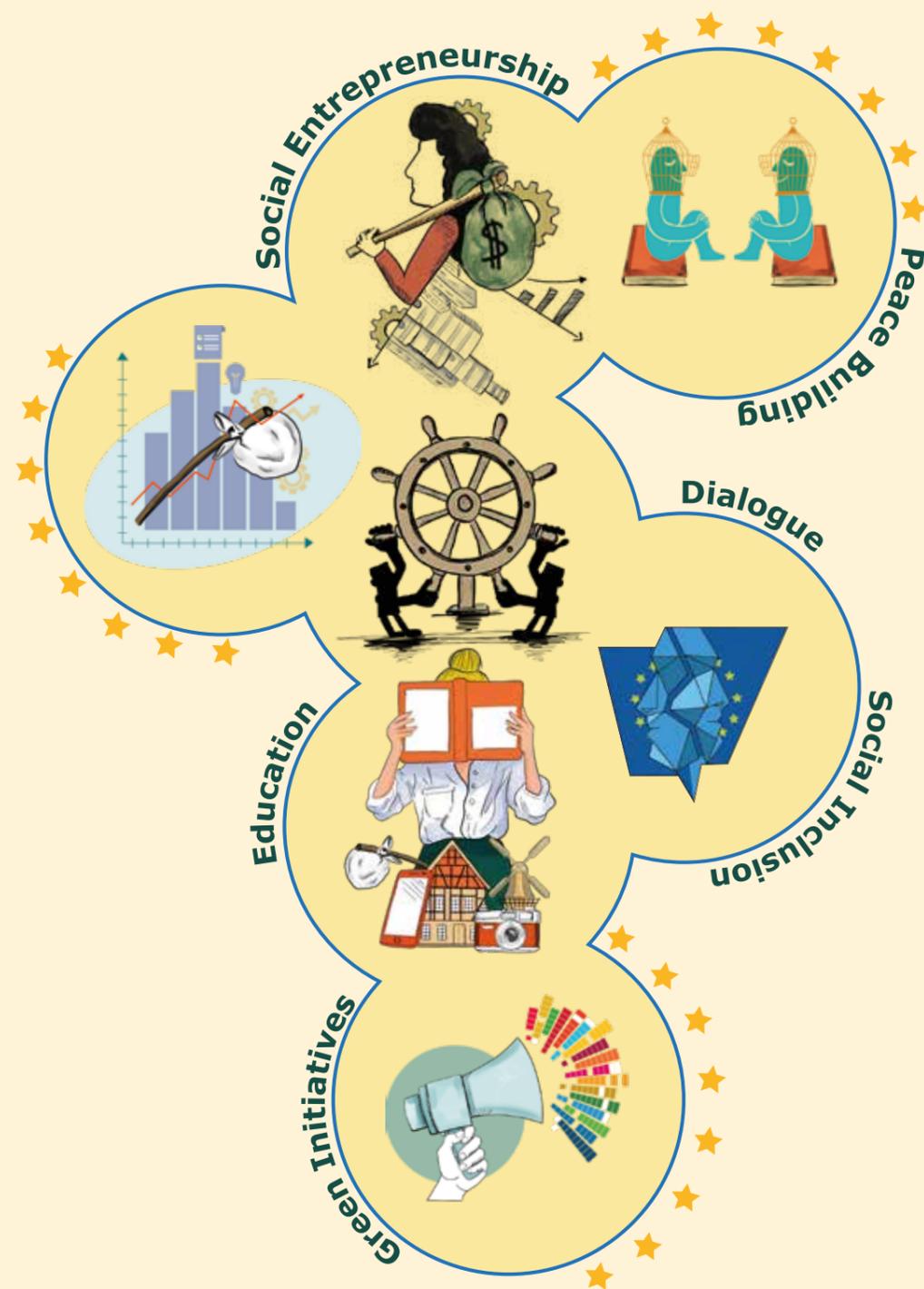
Atiyo Muse is one of our Youth Facilitators and she has been for a couple of our workshops during 2021. Atiyo is a Spoken Word Artist and board member of Afro Danish Collective and the Intersectional Folk High School.

My freedom begins when your oppression stops
My freedom begins when your assumption ends
My freedom begins when ignorance is no longer bliss.
Your freedom starts where my oppression begins.
And what do I mean when I say
Your freedom starts where my oppression begins.
It is me saying that wearing my hijab is liberation and you insisting I am oppressed
It is me saying the way I dress is my way to empowerment
and you insisting to uncover and undress me to feed your curiosity
It's you raping me in the name of sisterhood
Waving a flag of my modesty, after you defeat me and claiming it is true liberation
This poem is not about how men did me wrong, but about how YOU my sister betrayed a godly bond
See my sister
You been denied the same rights you won't grant me
Speaking the language of YOUR oppressor against me
Your sister in solidarity
For God forbid that you can be Muslim, black and female
For you my sister
feminism is homogenic
White
Excluding
Entitled
Is what I hear
And it's clear that you're insincere when you won't fight for my rights and won't interfere when my hijab is on the line
Your freedom lies in equality, The equal
You and them
The men
But not me
For I am the wrong women
But don't get it twisted
We are not the same sis.
My freedom lies in equity
Believe me that my peace
Celebrating differences and not boundaries.
My feminism
Is
Believing
Seeing
And
Preaching
That we are all created different
And in celebrating these differences
We will find freedom.



International Projects 2021

Projects in Europe



ONGOING PROJECTS

FAMET

The project is focused on adult education and lifelong learning excluding discrimination barriers and obstacles through educational and training provision. It focuses on assessing the existing skills and capacities of these target groups providing a personalized training path that is based on their individual needs and learning "gaps" which need to be enhanced.

HATE BUSTERS

We aim to equip youth workers with skills on recognizing and dealing with hate speech online and offline and cyberbullying. Our goal is to empower them to work further for preventing the causes that lead to this dangerous phenomenon.

PIP

Our goal in PIP was to encourage citizens of all ages from peripheral, often structurally weak, border regions to create ideas that increase prospects for people in their regions, enabling community workers and peripheral citizens to make a sustainable positive impact on their regions and their own future.

PISH

An ambitious Pan-European project aimed at addressing the need for increased knowledge on intercultural communication competence in Higher Education learning with a particular focus on Science Technology Engineering and Mathematics (STEM), where students will pursue careers in fields that require global cooperation.

UNICORN

UNICORN is a project aimed to provide a road map to increase the impact, outreach and dissemination capabilities within European Adult Education, and create training plans for increasing the social media skills of educators.

CONTINUE

CONTINUE supports young people suffering from social exclusion to tackle the specific challenges of post-COVID times in staying connected and integrated into European communities. The overall aim is to include youth in dialogue between stakeholders and policy makers and to ensure their voice is present in discussions about the challenges that have arisen due to the impact of the pandemic.

GREENday

Project that tackles multiple challenges that youth face today. In GREENday we tackle both environmental protection and youth unemployment through educating and empowering youth to build and succeed in green-entrepreneurship.

DiA

Dialogue in Adult education wants to create wise solutions to speak about peace. In the end we want to create innovative practices for Peacebuilders, make more educators use methods of conflict solution and raise more awareness on the benefits and usage of peacebuilding in general.

FSI

Fostering Social Inclusion is built to support, address diversity and promote, through best practices, the social inclusion of persons at risk of social exclusion such as migrants, refugees, health-related conditions, low-skilled and low-qualified, female and gender-related discrimination.

MIGRANT TOURS

The objective is to support the integration of migrant citizens into the participating cities, building mutual comprehension and respect.

PROJECTS ENDED THIS YEAR

PAESIC

Pedagogical Approaches for Enhanced Social Inclusion in the Classroom provided trainings and promoted social cohesion and the competencies of teachers in enhancing social inclusion, and found solutions in existing experiences and exploring methodologies and approaches. The project increased abilities in the area of pedagogical approaches and methodologies to promote social inclusion in the classroom; promoted the exchange of good practices in enhancing the inclusion of all students, especially those with migrant and refugee backgrounds; created options for more inclusive classrooms and schools.

Eurospectives 2.0

The project aims to enhance the quality and relevance of the digital learning offer in education and youth work by developing innovative approaches and dissemination of best practices in the assessment of digital skills. The approach will enable unskilled learners to share their stories, make their voices heard, and participate as active European citizens.

YDMS

Youth Drama, Media & Storytelling for Developing Cultural Heritage & Tourism used narrative methodologies and digital design tools to tell stories about European cultural heritage and to contribute to making this history more well-known. The project generated jobs in cultural tourism to counteract job loss in industrial sectors and stimulated the preservation of cultural heritage and biodiversity.

REUERHC

Reinforce EU Economies, Reinforcing Human Capital supported the integration of migrants and refugees, gave them training opportunities, helped them to develop autonomous companies, and guided their cultural growth with various guides and outputs.

PEACE LENS

Peace Lens provided enhanced skills for citizens with a focus on marginalized groups, teachers, social workers, local development agents and civil association members to be raised through the vocational education.

EDACATE

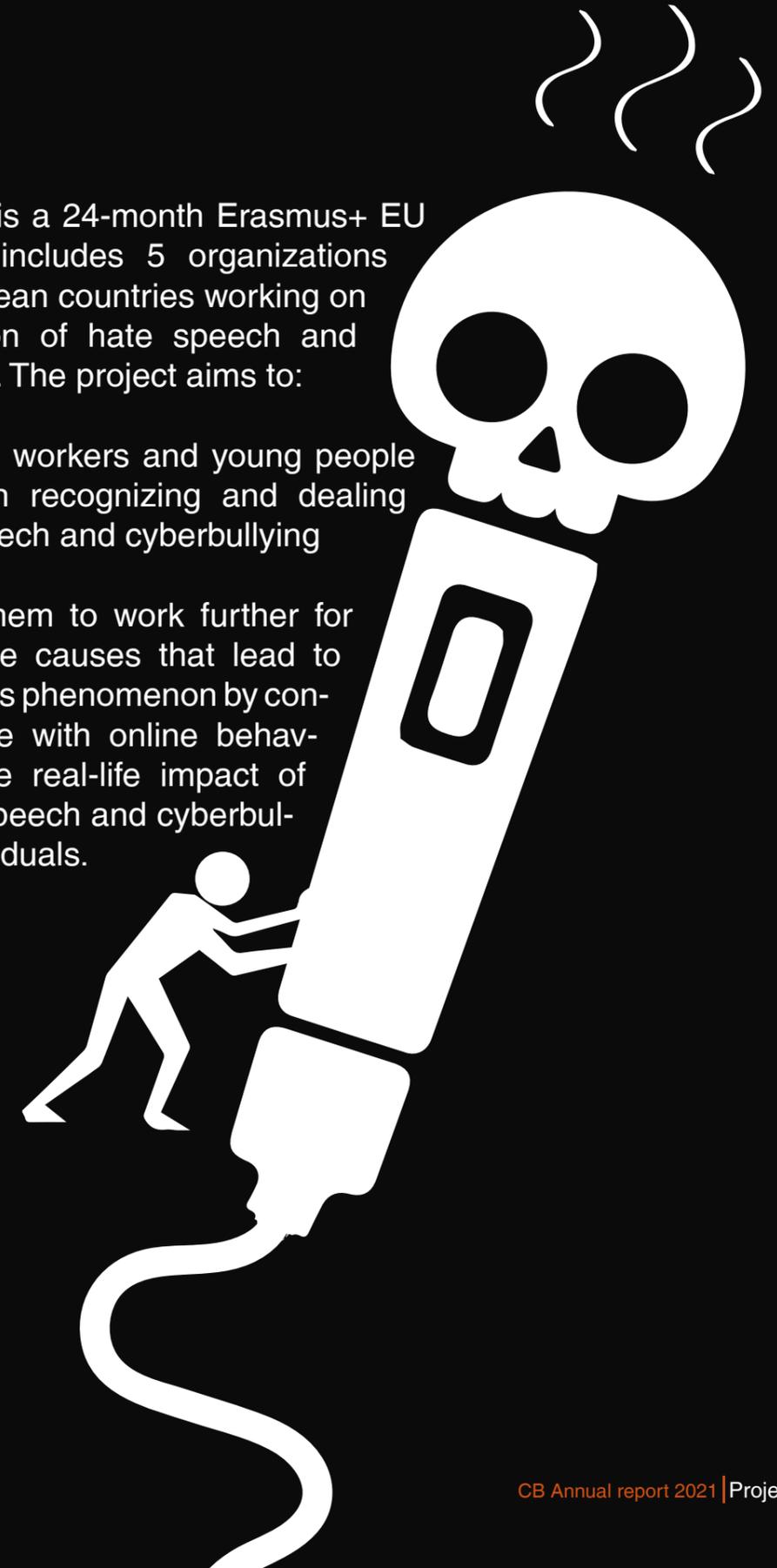
Enhanced skills for citizens with focus on the marginalized groups, teachers, social workers, local development agents and civil association members to be raised through the vocational education.

Some project results from 2021

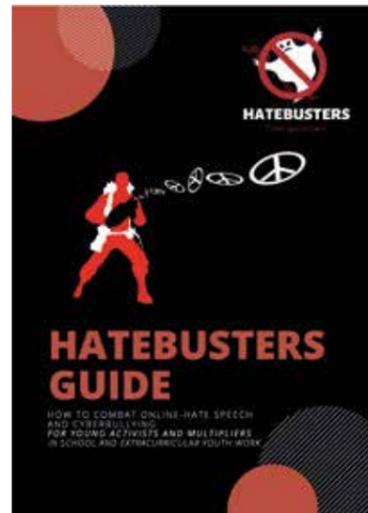


HateBusters is a 24-month Erasmus+ EU project that includes 5 organizations from 5 European countries working on the prevention of hate speech and cyberbullying. The project aims to:

- equip youth workers and young people with skills on recognizing and dealing with hate speech and cyberbullying
- empower them to work further for preventing the causes that lead to this dangerous phenomenon by connecting offline with online behaviours and the real-life impact of online hate speech and cyberbullying on individuals.



Project outcomes:



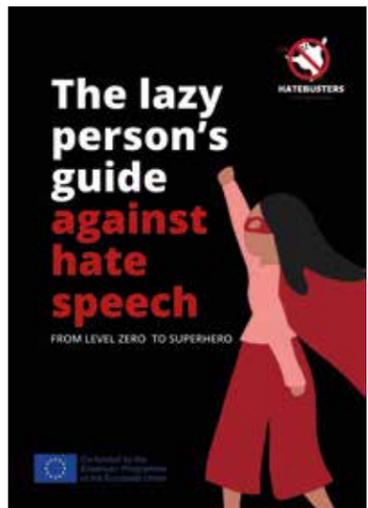
1- The HateBusters Guide

For young activist and youth workers to recognize and combat hate speech



scan the code to get the guide

2- The HateBusters Awareness Toolkit:



The lazy Person's Guide Against Hate Speech - From level zero to superhero:

A guide to mobilize young people in the fight against hate speech



scan the code to get the guide



4 educational and awareness Videos



scan the code to see the videos



The HateBusters Online Campaign



3- The HateBusters app

An informative and interactive app for young people and youth workers to learn and test their knowledge about hate speech



download the app on Android



download the app on IOS



Visit the project website and keep track of the results

scan the code to visit the website





EUROSPECTIVES 2.0

DIGITAL STORYTELLING CURRICULUM FOR PARTICIPATION AND CITIZENSHIP

WEBSITE:

<https://eurospectives.info/>

A project that combines the art of telling stories with the use of a variety of multimedia tools.

CONTEXT

Eurospectives 2.0 stands for encouraging European learners in telling their stories and their perspectives as active citizens. As a spin-off of the strategic partnership "We are all digital natives". The partnership identified good practices of digital learning in lifelong approaches.

AIM

Enhancing the quality and relevance of the learning offer in education and youth work, by developing innovative approaches and dissemination of best practices and the assessment of digital skills.

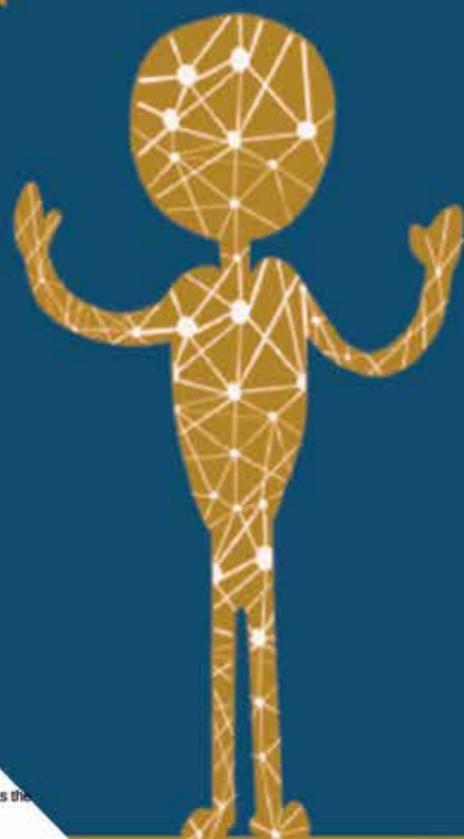
PARTNERS

Germany, UK, Spain, Greece, Italy and Denmark.

RESULTS

Development of a sustainable strategic partnership for ongoing collaboration and sharing of smart practice; A website to support digital storytellers, digital community reporters, organizations and facilitators; Policy recommendations for implementing digital storytelling as method for teaching 21st century literacy; A training handbook on smart methods evaluations.

The approach will enable unskilled learners to share their stories, make their voices heard, and participate as active European citizens.



PROJECT PARTNERS:



"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Prospects in the Peripheries Project Results



PROSPECTS IN PERIPHERIES (PIP)

Aimed to **counter uneven development which increasingly marginalizes the peripheral regions across Europe**. The peripheries, which are less favored over urban centers, as a result often have fewer opportunities. Narrow labour markets and business opportunities, few cultural events and learning opportunities can lead to further marginalization and radicalization of youth that stay behind in peripheries, while those with sufficient social or economical capital move to more central regions.

PIP deployed **innovative educational methods** to involve NEETs in the job market, creating various tools for them that, at the same time, can promote entrepreneurship, especially of sustainable ideas in the partners' cities.

THE PROJECT "PIP" CONTRIBUTES TO BUILDING THE PROSPECTS AND ECONOMIES OF THE PERIPHERIES.

THE 2 ACHIEVED INTELLECTUAL OUTPUTS WERE:

IO1 PERIPHERIES SMART PRACTICES CHALLENGES REPORT & IO2

This report was carried out by all partner organizations in the regions of Samsø (Denmark), Vorpommern (Germany), Malaga (Spain), Sardinia (Italy), Lieksa (Finland), Czystochowa (Poland) and Larissa (Greece).

In each region partners conducted desktop research, questionnaires, interviews, observational studies to discover the **challenges of the peripheral regions**. The report found common problems of social, economic and demographic decline, inequality and imbalance, and geographical isolation.

Crossing Borders focused on conducting research on the island of Samsø through visits to the region, interviews with citizens living there, and desk research. Samsø was interesting to investigate because of the paradoxical nature of its public image, which presents a picture of sustainability both in nature and in industry, in opposition to the reality of the lack of opportunities in the region. The report concluded that **easier access to transport to the bigger city of Aarhus** would bring about solutions to the industrial challenges there, which was confirmed when priority was given to the development of better ferry transport to the island in 2021.

PERIPHERIES TRAINING TOOL KIT

This toolkit is designed to provide a toolset for every challenge identified in the report, toolsets were developed by each partner and addressed the following challenges:

CHALLENGE 1 One Sector Job Market	CHALLENGE 2 Lack of Participation	CHALLENGE 3 Social Exclusion
CHALLENGE 4 Border Communities	CHALLENGE 5 Lack of Innovation	CHALLENGE 6 Place Attachment

Each toolset is made on a **three-level basis**,

1. The overall strategy which describes the broader aim & collective impact designed to impact participants on a broader period of time
2. A series of trainings within the toolkit that are characterized by a specific aim and group impact, they are composed of exercises
3. The exercises themselves, which are the actual tools that can be used to train participants.

Each toolset in the toolkit has clear descriptions of all the levels involved, including detailed training plans and step-by-step instructions for implementation.

INDICATORS OF IMPACT

TARGER GROUP: Peripheral and marginalized citizens looking for opportunities in their environments

IMPACT ON PERIPHERAL CITIZENS:

Increased skills in project ideation, management and implementation

Development of entrepreneurial, proactive mindsets.

Increased knowledge in crucial soft skills for employment success, including intercultural communication, entrepreneurship, networking, etc.

Development of networks with peers and other citizens with similar entrepreneurial goals.

Increased levels of self-belief, self-efficacy, and self-reliance.

Increased opportunities for self-employment and project creation.

INDICATORS:

Creation of Peripheries Smart Practices and Challenges report to identify and explain challenges and opportunities in 7 peripheral regions

Creation of a peripheries training toolkit to address identified peripheral challenges and capitalize upon peripheral opportunities

Increased knowledge of business start-up/employability training and strategies in a European context

New collaborations and networks developed between migrants and peripheral citizens starting up/developing new businesses across Europe

Increased knowledge of European funding and projects for participants of trainings

5 **2** **30** **14** **40**

Transnational Project Meetings involving 30 people in total

Focus groups per country involving 70 people in total

Interviews of peripheral cities, 5 per partner country

project staff members joined the Training and gained valuable skills in cross-sectoral citizen training

Hours of training for 60 peripheral citizens using toolkit.

THE DISSEMINATION OF THE PROJECT IS STILL IN PROGRESS, BUT BY THE END OF DECEMBER THE AIM IS TO HAVE REACHED THE FOLLOWING:

4,000 **2,000** **1,000** **145+**

People will be involved in social media & events,

Visits to our website

People on the receiving end of the Prospects in The Peripheries Toolkit.

Stakeholders involved in the Multiplier Events across Europe



PAESIC

Pedagogical Approaches for Enhanced **Social Inclusion** in the Classroom



PAESIC Online Training

PAESIC Online Training is a free resource – targeted to teachers and principals of European schools – about the most effective practices in use across the continent in making our schools more inclusive and welcoming towards students with migrant/refugee background and to enable these students to achieve better academic results.

The course is divided into 4 modules. Each module was edited by one of the partners involved in the project and focuses on each of the 4 strategies that, based on the researches conducted, are among those that work better in building inclusive schools practices.

The 4 Strategies are:

- Differentiation
- Inclusive Parent Engagement
- Multilanguage
- Collaboration

Each module is structured as follows:

- Outline of the topic
- Practical information
- Why is it relevant
- Activities
- Self check questions

The first three parts give an overview of the topic through a brief description of the method/strategy, of how it works and some details. They are complimented with many links to online resources (mostly videos) that – we hope – will be inspiring.

Each module includes some activities/exercises inspired by the 4 strategies. The activities/exercises intend to give the course participants ideas on how to work with the concepts described in each module in order to achieve the desired results in practice.

Self check questions session follows to help teachers/principals to understand if concepts are clear and to give them time and space to reflect if the strategy can be applied in their schools/classes. In the end it has been set up a space where attendees can share their own thoughts and build useful connection with other teachers/principals around Europe to create a community about the topic of Inclusion in the classroom.

The course is meant to be an engaging way to approach pretty difficult content, find excellent suggestions and trigger attendees to read the intellectual outputs produced for the project in order to go deeper into the topic.

Scan the code to
check it out



"Our teenage years are being taken away just because the adults can't handle the pandemic" -

The impact of COVID-19 through the eyes of young people living in Denmark.

CONTINUE

Through the CONTINUE project, we want to bring youth perspectives into the conversations we are having about the impact of the COVID-19 pandemic. Their voices deserve to be heard, especially when considering the important milestones they have missed out on over the past two years. In our WP2 activities, we gathered the stories of youth between the ages of 14-17 living in Denmark, many of whom we learned have suffered from a lack of motivation, boredom, strenuous family relationships, and the unpredictable education that the pandemic brought. Through gathering their experiences we learned that the benefits of engagement in education, independence and autonomy from the family home, time to focus on their own interests outside of school, and a vibrant social life in which they are allowed to experience normal teenage milestones cannot be understated and should be taken into account in policymaking going forward.



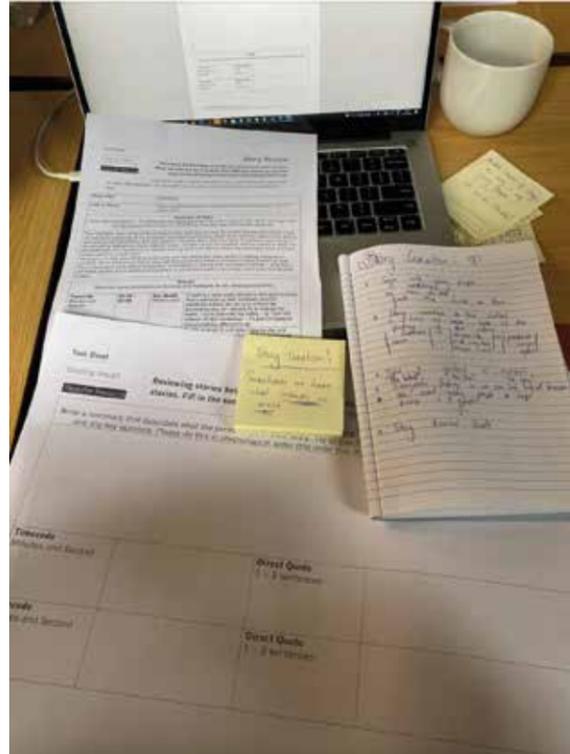
At the beginning of 2020, the world was hit with a new kind of uncertainty brought by a previously unknown virus, the varying levels of restrictions imposed across different countries, and lockdowns with undetermined end dates. These lockdowns stretched on and on, and as they did many milestones disappeared in their midst. For young people, many of whom had been waiting their entire lives for these milestones, this was a particularly cutting loss. Whether it was their first school days, their high-school parties, graduations, or their first steps into adulthood, they all went by under the cloak of restrictions. Youth, largely less affected by the COVID-19 disease than the older members of society, still played their part in enduring covid restrictions, while suffering huge losses to their sense of self, their social lives, and their personal growth.

Despite their struggles, youth have largely been denied a seat at the table during policy and decision-making processes, which is echoed by the following quote from one of our storytellers "As teenagers we're supposed to be going out there and doing stuff and having fun and experiencing all those amazing teenage things that people talk about all the time, but I feel like our teenage years are being taken away just because the adults can't handle the pandemic." This is why, through the CONTINUE project, we want to bring youth perspectives into the conversations we are having about the impact of the COVID-19 pandemic. Their voices deserve to be heard, especially when considering the important milestones they have missed out on over the past two years. The stories we have gathered are from the perspective of youth between the ages of 14-17 living in Denmark, many of whom have suffered from a lack of motivation, boredom, strenuous family relationships, and the unpredictable education that the pandemic brought.



KEY FINDING 1 "It was very easy to disappear from online class, just by one click of a button" Lack of motivation in school

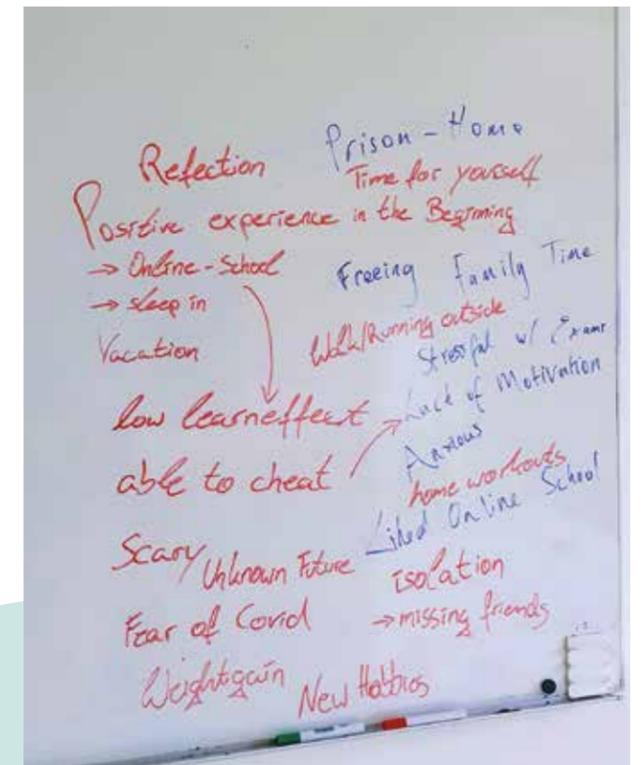
The introduction of online classes came with big setbacks to education for many of the storytellers who shared their experiences with us. In the beginning, the casual, disorganised education seemed positive to them, it gave them a break from the structure of physical education, with one storyteller sharing that "at first it seemed like a vacation from school", and another explaining their happiness that "it was easier to do online school in the beginning when the teachers were not too adjusted with the technologies". Teenagers felt that they were benefiting from their teachers inability to monitor their learning in the same way they had previously, but this happiness at the ease of online school at the beginning was quickly replaced by a lack of motivation. Out of the 17 young people who shared their stories with us, 15 of them mentioned the difficulties of online school, and 9 of them touched on themes of lack of motivation. One particularly impactful quote was from a storyteller who described school as being "difficult to follow up on" due to it being "very easy to disappear from online class, just by one click of a button" this same storyteller went on to say that they "skipped almost an entire year of classes" and when pressed by teachers, they simply stopped answering their calls, following that that they lost their motivation to do their homework entirely. Another storyteller said that they "ended up uploading all the assignments late due to (their) lack of motivation", which resulted in a difficult, year-long process of catching up when they returned to physical schooling. This statement was echoed by another student, who spoke about how difficult it was to remain engaged with online schooling, saying: "I would just do the bare minimum and it was so hard for me". Through being able to get away with not listening to online classes, and through an overall lack of structure, many students found it hard to reach even the basic effort they had previously been capable of. Many of the youth felt the effects of online classes even after returning to their normal educational environments, with one storyteller saying that "the year after I had to build myself back up because I forgot a lot of things during lockdown".



Overall, despite the lack of structured education seeming like a break at the beginning of the pandemic, the easiness of "accessing the meetings online, muting them, and scrolling through social media" evolved into a lack of motivation, which many are still finding their way back from. These struggles can be hugely impactful on youth during important years of learning, in which many young people find their passions and personal areas of interest through what they are taught in classes. The impact of young people losing their capacity to focus during these integral years of development could see an increased amount of young adults who haven't had the opportunity to evolve their own interests.

KEY FINDING 2 "I didn't want to be social with my family" Family Matters

One important perspective gained from the youth who engaged in storytelling was the increased amount of time they spent with their families. For some, it was a positive experience, with one storyteller sharing how the pandemic gave them the opportunity to spend quality time with their moving, watching movies together every evening, but for others the impact that covid had on their families was difficult. One of the storytellers shared details about their family dynamic that got more uncomfortable with their increased proximity to each other, they shared that their relationship with their family during the pandemic "was not that good, me and my family are not that close". They felt a particular strain with their relationship with their mother, who they lived with during the pandemic, together with their stepfather and half-siblings "me and my step-father are decently close, but me and my mother just don't fit well together" the strain was intensified by the fact that they were expected to help with taking care of their younger siblings, which was not fun for them. Another storyteller shared that, despite being around their family more, they "wouldn't say they got closer, they got farther apart" due to "a lot of falling outs, because they were with each other for too long" this resulted in them choosing to spend time in their room because they "just didn't want to see my family sometimes", the proximity was overwhelming and they often felt that despite having their family there, they "just needed someone else to talk to". One of the young people spoke about their longing to see their grandmother who lived in a different country during the pandemic, they said "I couldn't go over to her place when I couldn't handle my family". Alluding to the exclusion of youth from outlets that they once relied on for respite and comfort. It seems that many of the youth who took part dealt with struggles due to the close proximity to their family, which brought difficult interpersonal issues on top of an already stressful personal environment. Additionally, the constant presence of family left little room for the kind of independence youth usually find through social activities, school and activities outside of the family home, leaving youth without space of their own outside of their own bedrooms.



KEY FINDING 3 "I was in a state of oblivion where I would just lay in bed all day" Mental Health

Many of the youth who told their stories shared their perspectives on mental health. For some their struggles manifested in terms of lack of motivation, for others it was boredom, and many saw their mental health fall drastically during lockdown. One person shared their experiences of lack of motivation, and how that left them in "a state of oblivion where I would just lay in bed all day". The same topic of laying in bed and mindless scrolling on social media was echoed by other storytellers, with one adding that life became "boring and monotone". These struggles were also felt by other youth, with one saying "my mental health was terrible, it definitely took a downwards spiral. I was not happy at all" due to the lack of social interaction and the outlets for self-expression that were denied during the pandemic. Another reason for a negative impact on youth's mental health due to the pandemic was not having friends to talk to, a storyteller shared that "I would say that being home all the time affected my mental health because I didn't have my friends to talk to", despite having their family around they "needed people other than my family to talk to" affirming the importance of youth having their own independence and autonomy outside of their family home. While this was an extremely challenging struggle for some, there were, on the other hand, youth who used the extra time during the pandemic to work on their mental health, with one sharing "I was very depressed before the pandemic" but that they were able to take time for themselves, to "be able to relax and rest for a period of time" and another person who said that they "had more time to work on my mental health". The pandemic also provided time for other storytellers to pursue activities that they enjoyed, one storyteller said "I started going for walks that lasted hours and reading books" and others talked about the positive experience of how they enjoyed playing video games and getting better at them.

Overall, the pandemic impacted a majority of the young storytellers in terms of their general sense of boredom, and their motivation for doing things they did pre-covid dropped, for others their mental health was positively impacted by the extra time to focus on themselves and to do what made them happy without the pressures of normal life. The differences in these two scenarios are to be expected, as mental health is a spectrum that can be influenced by a variety of factors. In this case, factors such as allowing youth to have more time to focus on their own mental health, and ensuring that youth have their needs met in terms of motivation, engagement, and protecting them from the impact of isolation are all extremely important.

CONCLUSION:

Overall, it seems that the unstructured nature of online learning caused difficulties for youth with motivating themselves, an understandable consequence of going from a system in which accountability is integrated through physical presence to one in which the mute button exists, which results in the unfortunate consequence of many high-school level teenagers losing interest in and falling behind in classes. When it comes to social lives, many young people felt a distance from their friends that was not fulfilled, and in many cases was made worse, by the proximity of their family members, when constantly being around each other resulted in strained relationships and a lack of independence. In many cases, the lockdown had considerable impacts on the mental health of the younger generation, where social isolation and a lack of motivation to do anything besides lying in bed and scrolling on social media resulted in a state of "oblivion". For others, lockdowns provided much-needed room for self-reflection and time to pursue their own interests. These experiences show that, once society is back up and running, the experiences of youth need to be taken into account. The benefits of engagement in education, independence and autonomy from the family home, time to focus on their own interests outside of school, and a vibrant social life in which they are allowed to experience normal teenage milestones cannot be understated and should be taken into account.

Fostering Adult Migrant Entrepreneurial Training And Qualification



The project is focused on adult education and lifelong learning excluding discrimination barriers and obstacles through educational and training provision.

The importance on creating, developing and enhancing knowledge, skills, competencies and capacity to disadvantaged and marginalized groups such as migrants the main goal of the project.

The present project focuses on assessing the existing skills and capacities of these target groups providing a personalized training path that is based on their individual needs and learning "gaps" which need to be enhanced.

59

USERS OF FAMET TRAINING PROGRAM

142 MIGRANT ENTREPRENEURS HAVE BEEN INVOLVED IN THE PROJECT

FROM **28** COUNTRIES

23 ORGANIZATIONS WORKING WITH MIGRANT INVOLVED

NATIONAL CASE STUDIES: THE MIGRANTS AND REFUGEES NEEDS

The first Intellectual Output of the project targets on outlining the state of the art in terms of migrants and refugees needs.



CERTIFIED TRAINING PROGRAMME: E-LEARNING

The training programme of the project aims to tackle the needs of migrants and refugees who want to start up a business or have started up a business within the last 3 years.

The output offers an e-learning training programme that will be personalized to the end user based on their competences, interests and educational lacks.



THE CAREER KIT

The Career Kit is a training Toolkit that addresses migrants and refugees who wish to start up a business or those who have already initiated one within the last 3 years.

The Kit will provide practical guidelines and elements of support to the target group. Additionally, it will be also available as a summary pdf so that it constitutes a practical tool.



THE ONLINE SOCIAL TOOL

The online social tool, an actual Recourse Centre, of the project is a virtual online platform with highly interactive features that will not only include all the project outcomes and outputs but also allow the end users to interact and consult any time



Scan the code to get the project results



Projects in Africa, East Europe and Asia

Funded by CISU



YOUTH EMPOWERMENT

- 1** **YOUTH AMBASSADORS FOR PEACE**
ARMENIA, GEORGIA, UKRAINE, MOLDOVA
- 2** **YOUTH'S ACTIVE CITIZENSHIP**
ZIMBABWE
- 3** **KYIV DEMOCRACY HUB**
UKRAINE

COMMUNITY MOBILIZATION

- 4** **THE RIGHT TO COMMUNICATE**
GHANA
- 5** **LOCALISING THE SDGS**
GHANA, UGANDA, ZAMBIA
- 6** **SDGS AND DEVELOPMENT WORK**
DENMARK

GENDER EQUALITY

- 7** **PAMODZI PAKAZI (TOGETHER FOR GIRLS)**
ZAMBIA
- 8** **EMPOWERED GIRLS DIALOGUE**
MAROCCO
- 9** **WOMEN EMPOWERMENT IN LOCAL DEVELOPMENT**
INDIA



YOUTH EMPOWERMENT

1

YOUTH AMBASSADORS FOR PEACE

The project's overall objective is to contribute to a bottom-up, youth-to-youth approach to peace-building by strengthening the role of young people and youth related CSO networks to be vigilant democratically aware, and socially responsible peace ambassadors, capable of building bridges to peaceful conflict resolution among the Eastern Europe neighbourhood and Caucasus regions.

Partners: Analytical Centre on Globalization and Regional Cooperation, The Academy for Peace and Development, Millenium and Alternative-V

2

YOUTH'S ACTIVE CITIZENSHIP

This project's overall objective is to facilitate open spaces for dialogue towards civic engagement among youth and the duty bearers in two provinces of Zimbabwe namely; Masvingo and Bulawayo aimed at contributing to positive inclusion of citizens in country's governance, policymaking, and development processes at large.

Partners: My Age – Zimbabwe

3

KYIV DEMOCRACY HUB

The main purpose of the project is to establish a Democracy Hub in Kyiv as a space to promote democracy amongst Ukrainian youth and to inspire the future leaders of the country. The Hub aims to improve youth interests in society, politics, democracy, independent media, human rights, ecology, and to enhance youth leadership and active citizenship. The Hub will be a dynamic and democratic debate platform combining theory and practice from Greek rhetoric to Obama's acceptance speech.

Partners: Klitschko Foundation

4

THE RIGHT TO COMMUNICATE

Our project's overall objective is to facilitate that Community Radio and its rights to public airwaves is recognized, validated and maximized as a major and indispensable public resource especially for the most disadvantaged communities, towards the realization of the UN Sustainable Development Goals or Global agenda 2030.

Partners: Ghana Community Radio Network

5

LOCALISING THE SDGS

The project objective is to create a collaboration platform among project partner Civil Society Organizations and other stakeholders. The project aims to enable youth to localize the SDGs through grassroots activities; facilitate the building of success stories about localizing the SDGs through a collaborative platform; advocate for more supportive policy frameworks that will ensure longer term entrenchment of the various SDGs targets at grassroots levels.

Partners: Ghana Community Radio Network, Open Space Center, Circus Zambia

6

SDGS AND DEVELOPMENT WORK IN FREDENSBORG SCHOOLS

The project will create a breeding ground for engagement in the schools by training a number of resource persons as SDG's Ambassadors. These SDG Ambassadors will both engage the rest of their school around the SDGs and be responsible for leading dialogue and cooperation with the new friendship schools.

Partners: 100% for the Children, Promentum A/S, Fredensborg Municipality

7

PAMODZI PAKAZI (TOGETHER FOR GIRLS)

The overall objective of the intervention is to create more awareness among youth and communities in Lusaka (Zambia) on women's rights; the importance of gender equality and how to use (creative) tools to lobby for equal rights.

Partners: Circus Zambia

8

EMPOWERED GIRLS DIALOGUE

The project focus on marginalized Moroccan teen girls who can become changemakers in their own communities. By providing them with the leadership skills, the goal is to improve rights and opportunities of the teenage girls that are facing discriminatory practices such as sexual harassment, dropping out of the school and forced premature marriages. The project aims to help them to be active political participants and advocate for their future.

Partners: Project Soar

9

WOMEN EMPOWERMENT IN LOCAL DEVELOPMENT

The project aims to empower women to be leaders at the grassroots level through Women Leadership Schools. These schools will bridge the information deficit women faces and improve access of rural women to their government guaranteed rights and entitlement programs. In addition, the project will empower women leaders to facilitate and monitor compliance of these programs in their villages. The Women Leadership Schools will be implemented in 20 villages of Muzaffarpur district in Bihar, India.

Partners: Sehgal Foundation

GENDER EQUALITY

Some project results from 2021



**YOUTH AMBASSADORS FOR
PEACE IN EASTERN EUROPE
& CAUCASUS**

Success Stories

YOUTH AMBASSADORS FOR PEACE IN EASTERN EUROPE & CAUCASUS



Capacity Building

Youth Empowerment

Youth Mobilization

962

person that have participated in project activities (direct reach)

254	247	150	311
Armenia	Georgia	Moldova	Ukraine

41 000

persons affected by the project activities (secondary target group)

300	20,300	400	20,000
Armenia	Georgia	Moldova	Ukraine

Success Stories

The good practices and success stories about peacebuilding tools and peace initiatives in the region were compiled and shared as a way of supporting the already existing resources for cultivating a culture of peace and non-violent conflict resolution and transformation. Activities designed to cultivate the culture of peace in the region turned out to be successful and prevalent among people of different generations.

The project, Young Ambassadors for Peace in Eastern Europe and Caucasus regions was a partnership project between Armenia, Denmark, Georgia, Moldova, and Ukraine. Our project's overall objective was to contribute to a bottom-up, youth-to-youth approach to peace-building by strengthening the role of young people and youth related CSO networks to be vigilant democratically aware, and socially responsible peace ambassadors, capable of building bridges to peaceful conflict resolution among the Eastern Europe neighborhood and Caucasus regions.

485 YOUNG PEACE AMBASSADORS

Young people from Armenia, Georgia, Moldova, and Ukraine were empowered to become peace ambassadors capable of contributing to peacebuilding at the local, national, and regional levels.

Armenia

47 youth together with 27 teachers from 4 regions actively participated in peace education training. 54 youth and young CSO leaders participated in the advocacy and public lobbying training.

Georgia

150 youth gained deeper knowledge about conflict management, non-violent communication, and the essence of active citizenship.

Moldova

10 local projects in six communities by youth to address different aspects of stereotypes and discrimination.

Ukraine

12 small projects initiatives were organized by the project participants in 6 regions (Kyiv, Dnipro, Chernihiv, Cherkasy, Ivano-Frankivsk, Kirovohrad).

Capacity Building and Mobilization



As a direct impact of the Training of Trainers, participants of ToT organized and led their training for teachers, youth workers and CSOs in 7 different regions of Ukraine – 142 educators, and CSOs representatives were trained.

Can a new generation of peace ambassadors save the world?

By Lavinia Ortu featuring Ilona Sahakyan, a participant from Armenia within our project Youth Ambassadors for Peace.



“Young people are not part of their past, they have power now, they can impact their communities daily. See the world, tackle the issues and make actions” I started typing quickly on my laptop, trying to catch all these powerful words after I asked what the “Youth ambassadors for peace” project was about. As I listened carefully, I got more curious, the more I learned about the project, the more I wanted to know about it.

Funded by CISU and implemented by our partners along side Crossing Borders, this project took place in 4 different countries that share a very complex past: Moldova, Ukraine, Georgia and Armenia. In a 2 year span, more than 960 youth got the opportunity to experience activities about important topics such as: conflict resolution, mediation, non-violent communication, active citizenship and participation among others.

One of the participants to this project, Ilona Sahakyan, agreed to answer to all my curious questions. Ilona, a 16 years old Armenian girl, incarnates all the beliefs and prospects that we at Crossing Borders have about youth. As an “activist by heart”, Ilona, is already accomplishing so many dreams and wonderful things that a lifetime would’t be long enough.

After a quick introduction and some ice breakers I pressed the recording button and got ready to take notes. These are some of the highlights of our conversation.

Did you have any expectations prior to starting the activities?

I only knew it was going to be about peace and conflicts. But the stress wasn’t on conflicts, it was rather on tools for solving these conflicts. We expected it to be a very formal project, you know, one of those cold seminars, just taking notes and discussing; instead, it turned out to be a completely different, unique experience! It didn’t just meet my expectations, it exceeded them. I met all the other ambassadors in a friendly environment, shared thoughts and discussed serious topics at the same time.

How was it like meeting a lot of young people from different countries?

It was amazing, we studied together and learnt from each other. I appreciate the new friendships, although I didn’t keep contacts with everyone. My teacher used an Armenian expression: “Ilona, you see everything with pink glasses” meaning that I was being too optimistic about keeping contacts with everyone. He was right but I’m happy we could share those experiences together and I still keep contacts with some of them.

What projects are you involved into at the moment?

I am an activist by heart; I love being engaged in various activities. I recently started a project called Educational revolution; I gathered students and teachers like me and we are working to improve the educational system in Armenia. If we want to have a better society, a better government, we must start from education. I believe that education is at the root of humanity. If you want to be happy in life you must start from education.

Did the Youth Ambassadors for Peace project helped you in some way to develop Educational revolution?

It did! I think it was great that we cooperated with the peace ambassadors because they have interesting ideas. It’s not important to have the same perspectives but everyone’s thoughts are valuable. Discussing topics with students from different countries can be a clear advantage.

How was your first day at the Peace camp you had in Moldova?

It was like entering another world. I wasn’t scared about meeting new people because I’m very easygoing. The first day at the camp was very impressive because Garba (the director of Crossing Borders) announced that we are all peace ambassadors and we could feel the atmosphere change, everyone was excited, he said: “Now you are the peace ambassadors of the world and it is our responsibility to expand this idea across the world, starting from our society” we were all sitting down, it was such a solemn moment, it looked straight out of a movie.

How did you feel when you heard those words?

I’m from Armenia and living in a country that is constantly facing conflicts, I know in my heart that peace is everything. I experienced war on myself, everyone experienced it, my friend, their family members... but in this world conflicts are everywhere and peace should be rooted in our mentality, that’s why I always remember I am a peace ambassador and I always mention that. I’m planning on having a peace speech and I want to start a peace making project after I succeed in the Educational revolution and open up my educational center.

– hold on, hold on! I just wanted to take a moment to appreciate all the work Ilona is doing! I was mind blown when she was telling me her story, she probably read the astonishment in my face. Now back to the interview

I also talk about conflict with my friends and relatives. Our neighbours are not our enemies, it’s not a conflict between nations it’s a conflict between governments. As a peace ambassador I was proud to represent the youth peace camp during a conference in Armenia.

Which activity signed you the most at peace camp?

One of the activities was about the consequences of our actions. We all had a piece of paper and we could do everything we wanted to do with it. They told us “imagine the paper is your enemy what would you do that piece of paper?”. One girl placed the paper on her head acknowledging that her and the enemy are equals. Another one put it behind her back, ignoring the enemy and keeping looking forward. Personally I bended the paper in half, to show my enemy that I am powerful and could hurt it if I wanted to; I then put it back to its normal flat shape because I don't want to take the violent route and negotiate with it instead.

As a peace ambassador how was it being involved in the conflict last year and still being in school?

It felt like life stopped the 27th of September, when we woke up and found out that the war had started. We didn't know it would be that serious. We are always ready for war, like in 2016 when it lasted only 4 days, but this time was different, it lasted 40 days. Seeing people losing their loved ones was heartbreaking. We still went to school but no one paid that much attention to classes. I always used to complain about our nation's mentality, why don't we cooperate with each other? We must help each other, we used to be one united entity during the Soviet union, why can't we coexist now? But now I understand: it's not us that are enemies, the governments are. They need to solve the conflict without involving the civilians in it. During the war we expected a lot of media awareness but that wasn't the case. It was hurtful that the world didn't give enough attention, we needed that help and as a peace ambassador I will give that attention to other countries if they ever need it.



We concluded the interview on a sad note. It hasn't even been a week since our conversation and there are already new developments in the Armenian conflict that highlight its fragility to stand in front of its neighbours. It is a time where projects like the Youth Ambassadors for peace are more and more needed. Youth is our hope and future; empowering them to take action and raise awareness about these topics can really help change the mentality surrounding conflicts.



Localizing the SDG's

Uganda - Ghana - Zambia



Partnering up for localising the Sustainable Development Goals (the SDGs). This partnership will allow us to facilitate the building of synergies, good practices, and success stories about localising the SDGs through a collaborative platform.

PROJECT UPDATES

UGANDA'S HIGHLIGHTS



PROJECT NEWSLETTER

Featured within the highlights as far as Uganda is concerned

The policy lobby platforms

Compiled by ONE SPACE CENTER.

Open Space Center in partnership with the Faraja Africa Foundation and partners under the Platform for Youth Inclusion in Politics convened the 4th Youth Parliament from the 3rd to the 17th of September 2021. The Youth parliaments were hosted so as to increase youth participation in civic and political affairs (in Parliament, City, and District Councils, and political party structures) and strengthen the involvement of youth in key civic decision-making spaces. The policy lobby platforms were attended by policy makers, representatives of young people, representatives from civil society organizations among others. Open Space Center leveraged the regional youth parliamentary sessions particularly the central regional sessions where the 3 project districts are found and hosted the 3 biannual policy lobby platforms for Kampala, Wakiso and Mukono districts. Furthermore, in line with the 2030 Sustainable Development Agenda, the 4th youth parliament provided an opportunity to lobby and advocate for more supportive policy frameworks that were intended to ensure longer term entrenchment of the various SDGs targets at grassroots levels which is a key objective under the Localizing SDGs project run by Open Space center.

The 4th Youth Parliament was convened from the 3rd to the 17th of September 2021 through a total of 7 sittings. The youth parliamentary sessions comprised of 6 regional youth parliamentary sessions in Central, Western, Eastern, Rwenzori, Northern and West Nile regions and finally crowned with a sitting in the parliamentary chambers on the 17th September 2021.

The Youth parliaments

The Local National SDG Symposium (Policy suggestions)

On the 30th of September 2021, Open Space Centre partnered with the Core Reference Group on SDGs hosted by the Uganda National NGO Forum BRAC Uganda, Reproductive Health Uganda, Sexual Reproductive Health Rights Alliance and the KYADNET to host the 2021 edition of the SDGs Symposium. The core reference group on the SDGs is a structured national Youth Panel on SDGs that acts as a core youth referencing platform to engage government and other SDG actors to recognize and coagulate the role of youth in localizing the SDGs.

The symposium featured a two-hour informative panel session from representatives from the diverse participant categories as well as key note speeches and plenary sessions from the broader audience.

The SDG symposium was attended by 40 participants physically with a complimentary audience of over 50 participants online. The participants included; representatives of young people, youth leaders, civil society organizations, religious leaders, media, the private sector as well as government bodies. The overall objective of the symposium was to discuss how citizens can meaningfully engage in the implementation, monitoring of the SDGs and the post recovery mechanisms from the effects of COVID-19 on the different service sectors.

The Youth parliaments

The 1st Seesaamu youth parliamentary session was hosted on the 15th November 2021. The session was attended by 30 participants in total comprising of youth leaders, community members and representatives from the Open Space team. The session lasted a period of 2 hours from 10:00am to 12:00pm at the Kawempe division head offices. The community task force members as well as the community took part in discussions around health and the Parish development model and how best they could devise strategies for employment for their community youths.



PROJECT UPDATES ZAMBIA HIGHLIGHTS

Compiled by Circus Zambia

SDG No 6 WATER AND SANITATION

The rehearsals for the small show about SDG no6 keep flowing. The final show will be presented for the inauguration of the common water taps in Garden and Chibolya district in Lusaka concerning the water and sanitation issues and sensitize the community about importance of consuming clean water and about water saving rules.

ACHIEVEMENTS

MEETING THE STAKEHOLDERS

In the month of October, we tried to contact Water Trust Garden and Water Trust Chibolya to Identify the place where the two communal taps were to be planted, our youths identified to improve the WASH services in their city. These institutions are taking time to analyze our proposal so we decided to send the program manager for a meeting in the main office of Lusaka Water Trust to discuss with the main responsible how to speed the process. Right now a coordinated email correspondence leaded by the director of the institution of Water Trust Lusaka have been made to facilitate the communication and create an effective partnership.

CIRCUS ZAMBIA

The youth task force selected SDG No 5 GENDER EQUALITY to be the next Goal that is to be tackled in the project.

The youths showed particular interests following the targets below

End all forms of discrimination against women and girls everywhere.

Ensure universal access to reproductive and sexual health and reproductive rights as agreed in accordance with the programme of Action of the International Conference on Population and Development plus the Beijing Platform for Action and the outcome documents of the review conferences.



The show summarize what the youths have observed in their communities



BENEFICIARY SPOTLIGHT



NANKYA MARGARATE FROM UGANDA

COMMUNITY TASK FORCE MEMBER WAKISO

Company newsletters are essential in building relationships with your employees, customers or even prospective clients. Engaging and professionally-made company newsletters have the power to inspire loyalty and repeat business. Get in touch with the people who matter to your business by making company newsletters one of your priorities.

Make your newsletter a beautiful representation of your company by inserting your logo, infusing it with your brand colors, and including official images from your files! Do you want to send out newsletters for Halloween or Christmas? Do you want to show the fun side of your company for a change? Or do you want to use your company newsletter to advertise your new products or services to new and existing leads? The options are endless!



Women Empowerment in Local Development

S M Sehgal Foundation (SMSF) is implementing a project on women empowerment with support from Crossing Borders (CB), in 20 villages in Muzaffarpur district, Bihar, in India. The project will be implemented over a period of 12 months

12 months
20 villages



Muzaffarpur District, Bihar

20 villages

500 women

20 Women Leadership Schools

25 Women each Women Leadership School

SMSF field team selected 500 women consisting of elected women representatives and young women from the 20 project villages. These women were then organized into groups of 20 Women Leadership Schools. Each WLS comprised of 25 women members from the same village.



Crossingborders.dk



“The women in my family live in our small house and normally don’t go outside. Talking to others or speaking in public is out of the question. Since I have joined the group, it feels good to learn new things, during the trainings. Earlier we knew our neighbours through their husband’s name but after the session on “knowing each other” we now know the women by their names, and it feels amazing! I like to take part in the training sessions and look forward to them every time.”

63
training

20 Women Leadership Schools

During the reporting period, 63 training were conducted with the 20 WLS groups on the themes of confidence building and gender equality.



Crossingborders.dk

51 wall paintings artwork

Information, Education and Communications

Information, Education and Communications (IEC) materials such as banners were prepared in Hindi and English. Further, 51 wall paintings artwork was also undertaken under the project.



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20 Sanitation drives



20 Sanitation drives were conducted in the project villages to drive community action, and to mobilize support for the project and inculcate cleanliness behavioural change. The communities were mobilized to participate in the drives, and were also trained on adopting improved hygienic practices in their day-day lives.

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2 village council centres

In consultation with the village community, the field team identified two village council centres which will be upgraded to E-resource centres. These centres will disseminate information and will provide handholding support to women and community members for applying to government programs.

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12
Gender sensitization orientation meetings

SMSF field team successfully organized 12 Gender sensitization orientation meetings with the family members, key community members, gram panchayat (village council) members in the villages. The participants were sensitized towards gender equality and behaviour change, and for enhanced involvement of women participants in village development.

20
villages

20 Ward level (sub village councils) meetings

17 ward members and 400 voters were identified from the 20 project villages, and meetings were conducted with them relating to the issues/concerns of the panchayat (village council), community action/behavioural change for women empowerment, to orient on local government programs, and to identify other issues in the communities.

Till the reporting period, 20 Ward level (sub village councils) meetings were organized by the field team.

17 ward members
400 voters were identified

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“The session on “knowing each other” helped us to get to know all the group members better, and during the session on “confidence building”, I spoke before 25 people. It was difficult for me to do so but with everyone’s support, I gathered courage and finally spoke before the group. It feels unbelievable to me.”



“Earlier I never stepped out of the house unless it was extremely important, and hence, I was not aware of many things. Ever since I started coming to the trainings, I am learning new things. I know my neighbourhood women by their names now. Earlier I never thought of speaking before even a few people but after the session on confidence building, I can now speak before people if needed. I feel proud of myself.”





Ghana Community Radio Network

3 years project achievements

3,272

person directly reached

1,514,500

person indirectly reached

The CR-SDGs project, implemented over a period of two years by 21 Community Radio Stations in nine Regions of Ghana, made significant gains in achieving its overall goal, which was to facilitate that Community Radio and its rights to public awareness is recognized, validated, and maximized as a major and indispensable public resource especially for the most disadvantaged communities, towards the realization of the UN Sustainable Development Goals or Global agenda 2030'. Through the various CR-SDGs participatory on-air and field activities, as well as targeted advocacy engagements, several positive outcomes were achieved under the project's three primary objectives.

Objective 1 Strategic Delivery

233

Community Radio-SDG programmes were broadcasted by 21 Community Radio Stations to over 1 million listeners

105

Disadvantaged communities expressed their SDGs issues and priorities

2

pre-election voter education programmes linked to community SDG aspirations by 21 CRS (community radio stations) during 2019 & 2020 election

Objective 2 Capacity Building

252

Staff from 23 Community Radio stations had their capacity built to implement Community radio-SDG project activities

40

Women Community Radio Station workers from 22 stations had their capacity built-in news reporting within the context of SDGs and COVID 19 pandemic.

Objective 3 Advocacy

Testimonials from community members were broadcasted on air by Community radio station to a 5km radius and 25km broadcast transmission.

1 Public online forum organized by Ghana community radio on the theme 'Community Radio: Problem Facing/Solution-Searching Forum towards the SDGs and Amid COVID-19'

Communities within the catchment area of 21 Community Radio Stations had a better understanding and appreciation for Community Radio Advocacy on the 'Right to Communicate'.

27 success stories from 18 Community Radio stations were recorded.



Empowering Girls Dialogue Morocco



Empowered Girls Dialogue



Empowered Girls Dialogue is a project focus on marginalized Moroccan teen girls who can become changemakers in their own communities. By providing them with the leadership skills, the overall goal is to help in understanding and improving rights and opportunities of the teenage girls.

The project aims to help them acquire the values to be active political participants and advocates for their future in the collaboration with a broad platform of stakeholders which will provide and support mechanisms to fight against oppressive customs and help secure future success.

250

GIRLS REGISTERED ON THE SITES



124

EMPOWERMENT WORKSHOPS

FOR A TOTAL OF

186 HOURS

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4

COMMUNITY DIALOGUES



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Salma Madoud, 16 years old

What does Empower Girls Dialogue mean to you?

For me, girls empowerment dialogue is really important, because the situation of girls in Morocco is not normal at all. When I started this program, I discovered many problems that girls suffer from which I did not know before. I did not know that girls can't leave their homes and are forced to drop out of school because as a girl coming from the city, I can do whatever I want. But this program opened my eyes to the other side of Morocco, which is really different. And for me, this is really important.

Thanks to the program, the girls now know how to defend their rights and be themselves. They know that schooling is their right.

They know that they should express their voice and do whatever men do. And this is why Girls empowerment Dialogue is very crucial to me and to our community.

What did you learn from the Program?

Actually, I learned a lot about my voice, my path, and myself, I really discovered myself. Now, I believe in feminism. I want to make a change in my community. I want to be a leader and do something for the girls in my community. Actually, when my mom told me you can not change it alone because we live in a patriarchal society, I told her that I can do it, and I feel like I can do something with the girls. I am confident and capable of making a change for girls in this life.

What is your future Goal?

Actually, I want to be an entrepreneur, a businesswoman. I want to have a lot of projects in the future and I want to travel around the world. This is one of my dreams, and also I wanted to move to the United States, but in this training, I discovered the other side of the United States. So I am re-considering. In general, this program helped me get out of my comfort zone and I learned a lot of new things. These are my goals, and of course one last thing, I want to pay back my family for everything they have done for me.



Imane Essarghini, 16 years old

What does Empower Girls Dialogue mean to you?

Empower girls Dialogue means a lot to me because I got the chance to learn many things. It helped me with gaining self confidence as I was a very shy girl. Now, I can speak in front of my friends. I actually got the courage to talk in front of anyone, not just my friends.

What did you learn from the Program?

This program made me realize who I am and know myself more and more. Now I know how to deal with people, situations, and myself as well. I will try to give all the knowledge I got from this program to other girls from my village. The most important change that I saw in me is

that I am not afraid to talk with people anymore, as I was not participating in school classes, not engaged in activities, and not having the courage to ask questions. Now, I ask, participate and get all the answers that I need, not just from my teachers but from everyone that I know. I stand for my rights. And as for my studies, I can tell that a huge change has happened, I used to get marks about 11\20 now my marks are about 15\20. There is one special thing that happened to me and I want to share it with you, I was about to get married last year, but thank god I had the chance to be part of PSB and that helped me a lot with changing my mind, I discovered that being married is not what I need now, instead being empowered is what I am aiming for.

What is your future Goal?

As for my goal, I don't have one future goal, I have many future goals, I want to be a psychologist, I also want to apply for law school and I want to learn English.



Chaima Assioui, 18 years old

What does Empower Girls Dialogue mean to you?

I strongly believe that every girl should know how to speak up for her rights. For me, the empowerment girl dialogue helps me to stand up and fight for my rights in a society that breaks you down and makes you feel like you are not enough. This program, however, gave me the strength to use my voice and confidence to stand up in front of anyone.

What did you learn from the Program?

When I joined Project Soar, I was a very shy girl. However, the moment I started the program, I learned how to be social and as a result I gained more friends. I learned how to love myself and my body. I gained strength and confidence. My whole personality changed because of all the values Project Soar teaches us. I am very happy that this program came to my site to wake all the girls up and show them the light.

My short-term goal is to get my baccalaureate with an excellent grade and join Business and Management school. Whereas, my long-term goal is to have a project where I can help the girls in my site stand for their future. Thank you Project Soar for showing me that I am able to achieve my goals.



Pamodzi Pakazi Together For Girls

Community Mobilization On The Rights
Of Women And Girls In Zambia



The overall aim of the intervention is to create awareness among youth and communities in Lusaka (Zambia) on women's rights; the importance of gender equality and how to use creative tools to lobby for equal rights.



96%
of the participants showed an increase in knowledge on the topics discussed

50000
persons affected by the intervention's activities without having participated

1200
persons that have participated in intervention's activities

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1 OBJECTIVE
Increased knowledge on women's rights and local and legal context among 616 youth

96% ACHIEVED

1 women's rights workshop created and delivered to 16 youth by PEPETA
8 contact moments between community leaders and community with Q&A
1 awareness raising campaign completed in 8 communities online and offline



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2 OBJECTIVE
Increased knowledge on activism, designing and delivering activism workshops on women's right

90% ACHIEVED

1 activism workshop created and delivered to 18 youth. It increased the knowledge levels of 97%
8 workshops created using tools of activism and delivered successfully
1 activism show created and delivered that clearly communicates information on women's rights and is a call to action



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3 OBJECTIVE
Increased the wider local communities' and local leaders' women rights knowledge to gain their support, and to advocacy for policy change

75% ACHIEVED

24 workshops on women's rights and youth advocacy created and delivered to community members and local leader
8 successful community events where community and local leaders can interact and build lasting relationships



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Performance Art for Gender Equality

An innovative project aimed at addressing the need for intersectional and inclusive approaches to gender and gender equality at a global scale.

EXPLORE OUR EXPERT

Meet our partners



Haven for Artists

Beirut, Lebanon



University of Thessaly

Volos, Greece



Project Soar

Marrakech, Morocco



AEFL

Giza, Egypt



EXPLORE THE PROJECT

The Project

PAGE is an innovative project aimed at addressing the need for intersectional and inclusive approaches to gender and gender equality at a global scale. While the problems facing women, girls and people of diverse genders know no borders, it is often the case that the knowledge produced about gender equality & gender dynamics comes from certain northern regions & universities without taking into account diversity of ways gender is understood and manifested around the world. We need an understanding of gender and gender equality that includes the voices, hopes and needs of women, girls and gender-diverse people everywhere if we want to achieve real, sustainable progress. By bringing together young people from across the EuroMed region, this project will contribute to building a more inclusive understanding of gender equality while also equipping participants with important skills related to advocacy, artistic pedagogy, performance art, and gender theories.



Watch a video about the project



REVITALIZING YOUTH'S ACTIVE CITIZENSHIP



This project's overall objective is to facilitate open spaces for dialogue towards civic engagement among youth and the duty bearers in two provinces of Zimbabwe.

It is aimed at contributing to positive inclusion of citizens in country's governance, policymaking, and development processes at large.

887
PERSONS THAT PARTICIPATED IN THE ACTIVITIES

445000
PERSONS AFFECTED BY THE INTERVENTIONS

SUSTAINABLE GOALS IV

16
PEACE AND JUSTICE

4
QUALITY EDUCATION

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1 OBJECTIVE
To promote constitutional awareness and meaningful youth engagement in the civic engagement processes in Zimbabwe

78,5% ACHIEVED

1
PARTNERS KICKOFF MEETING

1
REFLECTION WORKSHOP

5
TRAININGS

~310
PEOPLE REACHED



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2 OBJECTIVE
To provide conducive spaces and opportunities for youth to engage with their community leaders in civic development and policy processes

52% ACHIEVED

4
JOINT REFLECTION, LEARNING AND PLANNING

1
PUBLIC DEBATE PANEL

2
RADIO TALK SHOW

~160
PEOPLE REACHED



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3 OBJECTIVE
To establish the building/mobilizing of a network of active youth led organisations to start working together on joint planning

56% ACHIEVED

1
STRATEGIC MEETING WITH 12 YOUTH RELATED CSOs

1
PRESS RELEASES ON THE CONTEXT YOUTH ORGANIZATIONS

2
TRAININGS

12
SUPPORTED IMPLEMENTATIONS OF YOUTH ACTIONISM/BIAM PROJECTS

~440
PEOPLE REACHED

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Kyiv Democracy Hub



The main purpose of the project is to establish a Democracy Hub in Kyiv as a space to promote democracy amongst Ukrainian youth and to inspire the future leaders of the country.

The Hub aims to improve youth interests in society, politics, democracy, independent media, human rights, ecology, and to enhance youth leadership and active citizenship.

641

TEENAGERS REACHED

DEMOCRACY

RESPONSIBLE LEADERSHIP

ACTIVE CITIZENSHIP

3 ACTIVITIES IMPLEMENTED FOR 101 YOUNG PEOPLE

#active citizenship
#democratic values
#sustainable development goals
#public speaking



36

TEENAGERS LEARNED HOW TO DEBATE

1 DIGITAL COURSE ON THE DEVELOPMENT OF ACTIVE CITIZENSHIP SKILLS IN A DEMOCRATIC SOCIETY

500

STUDENTS SIGNED UP



1

ONLINE GAME ABOUT DEMOCRACY IMPLEMENTED FOR 22 TEAMS



Democracy Hubs
UKRAINE



Crossing Borders Conversations
Podcast

The Concept

Crossing Borders is a civil society organisation operating out of a house owned by Danish activist and photographer Jacob Holt. They aim to empower young people by creating spaces for dialogue. They want to encourage debate and change society through discussion. They do this through a series of international projects, workshops in schools and they do events called Food for Thought.

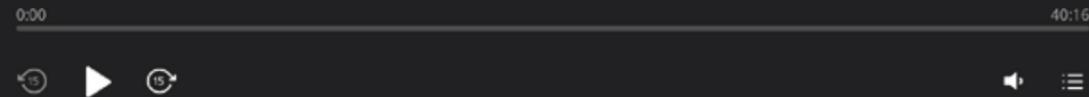
The aim of this podcast is to inform you about some of the amazing work that Crossing Borders is doing around the world.



Scan the code to listen to the episodes



Between Denmark and Syria
Crossing Borders



As of April 2021, Denmark decided to revoke residence permits for Syrian Refugees. Denmark claims that Damascus and the surrounding areas are now safe to return to, but it is the first European state to do so. The UN High Commissioner for Refugees, along with Amnesty International, has expressed concern over Denmark's decision.

[See More](#)

- Between Denmark and Syria** 40:16
07/22/2021
- A modern labour struggle** 32:40
07/22/2021
- Garba Diallo and Circus Zambia** 10:32
07/22/2021

A WINDOW TO THE FUTURE

Following the return to more “normal” organisational operations, CB has bounced back to our day-to-day activities. We bring our shared Connection to even greater heights than before. In the coming year, we are determined to build and expand on our experiences, and useful lessons learned from 2021. We will focus even more on enhancing connection and partnership both within our society and the global society around us. We will live according to the ethos that we are better together and together we can do it better. In 2022 we will take big steps forward and will make sure to invite our friends to walk along with us. As the saying goes, if you want to run fast, run alone, but if you want to run far, run together.

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