



STREET DIALOGUE PROJECT 2022



ABOUT STREET DIALOGUE PROJECT

INTRODUCTION

In 2022, 11 teams of young leaders from across the world participated in the Street Dialogue Project organized by APCEIU in collaboration with GCED Youth Network.

The Street Dialogue Project is an initiative that seeks to engage youth and members of their communities in relevant conversations in public spaces where everyone can interact, share and learn with each other. The Project was designed with an aim of sparking open discussion on global and local issues in different corners of the world led by young leaders, which serves as an empowering process for them to facilitate public conversation on the issues with the meaningful interaction with their own community.

The selected youth alumni of APCEIU were trained over the course of three months and worked with their team members to design their own projects, ensuring the dialogues they would facilitate would be relevant and engaging for members of their communities.

The teams conducted two rounds of dialogues, one concerning a topic that is a local priority, and one that is a global one. While local priorities were diverse and ranged from education to civic participation, all groups agreed on creating dialogues around democracy as a major global priority. The teams' actions and the voices of the members of their communities were collected and compiled in videos, which is to be shared with global audiences.

From the experiences of the Project, lessons are learned that public discussion and conversation can be a powerful tool to foster critical global citizenship among community and furthermore and to call for a collective action for change. Challenges are everywhere and community should be the one to seek ways to overcome them and move forward for the betterment. And **dialogue is the starting point for this, and therefore it should be placed in the heart of the whole process.**

This report includes the nine teams' project summary, methodologies used, lessons and take-aways, some quotes from the community, and future plans each team holds as the next steps.

APCEIU plans to continue to train youth leaders on the civic discussion for action so that they can better serve and lead their community as facilitators and innovative changemakers at local and global levels.

PROJECT TEAMS

#	Country	Team Members	Project Title
1	Cameroon	Ntui Oben Obi Agbor, Tata Isaac F., Nangoh Simon Elive, Boris Karlof Batata, Elvira Monjoa Mbua, Tuombouh Emmanuel	A Safe Bokwai for All
2	Ghana	Ibrahim Khalilulahi Usman, Sani Salis, Naftal	Streets advocacy on Democracy
3	India	Asif Ali V M, Jaseel C K, Naji Mahfood, Hannath K	Mind Mental Health, Because it matters
4	Indonesia	Jumrah Ahmad, A. Tenri Wuleng, Musfirah Nurul	We Need Protection
5	Mexico	Francisco Ledesma Cárdenas, Montserrat Velazquez Vazquez, Miguel Angel Gonzalez	Human Rights and Access to Justice/ Enforced disappearances
6	Mexico	Marbella Irais Ledesma, Moises Nieves Sanchez, Andre Ezequiel	Inclusive Education and GCED
7	Nepal	Bipana Dhakal, Alisha Dhakal, Bishal Dhakal	The Data Values Project
8	Pakistan	Ali Raza Khan, Iqra Amjad, Ahmad Bukhari, Adeeba Ameen, Tayyab Hussain, Aliba Mughal, Sohaima Faheem	Citizen Voices
9	Philippines	Isabella Maliksi, Kurt Christian Babilonia, Mickaella Maliksi, Jillian Mendoza	G tayo sa SOGIE
10	Saint Lucia	Jevanic Henry, Cindell Philogene, Nakiha Ghirawoo, Tarra Thomas, Mc Allister Hunt	Climate and Changes
11	Turkey	Selin Gökküt, Seren Gökküt, Selin Örü, Elçin Kuğu	Pink Microphone

**This report includes the nine teams' project summary.*



TRAINERS/FACILITATORS

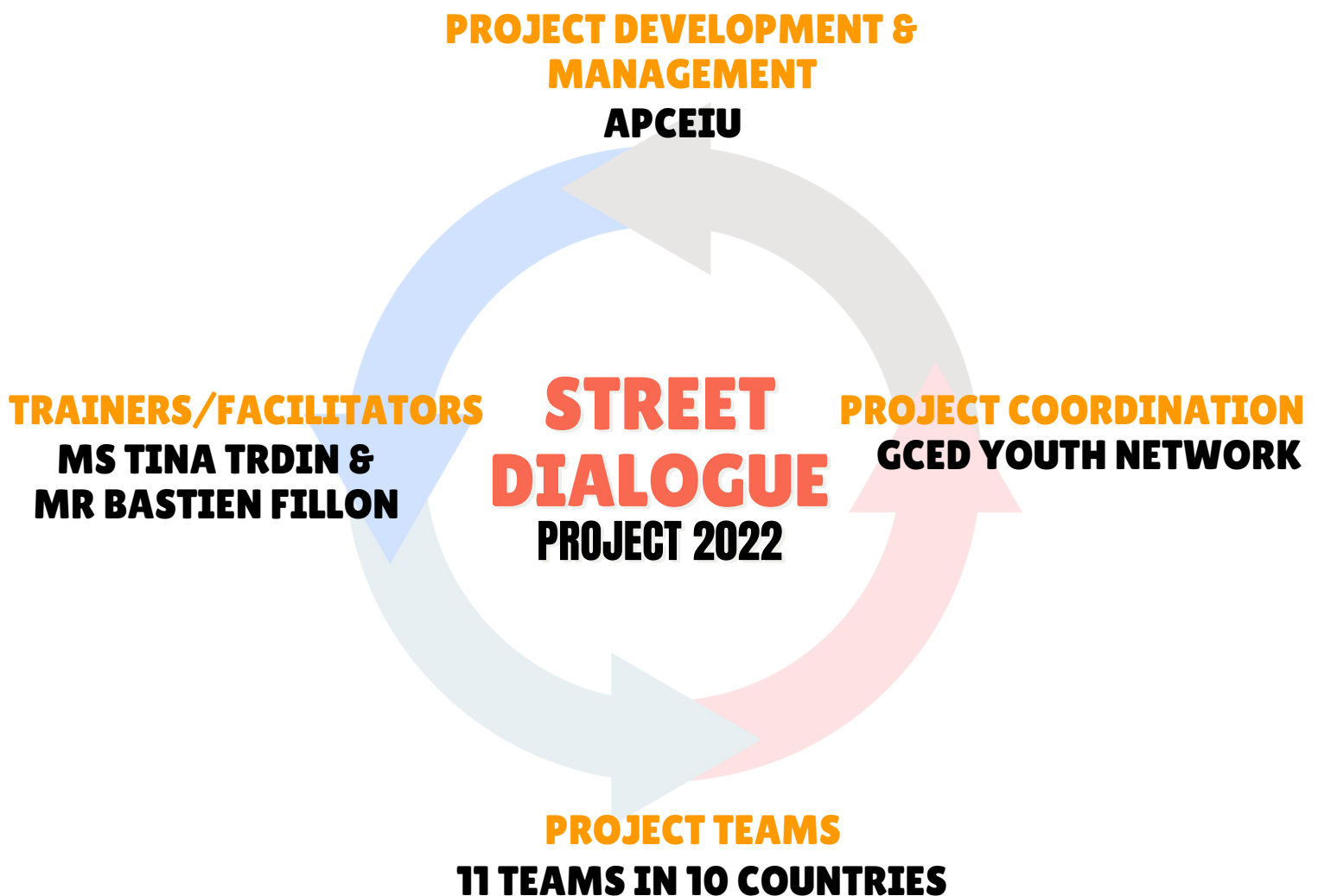


Ms Tina Trdin
Coordinator, Association Lojtra



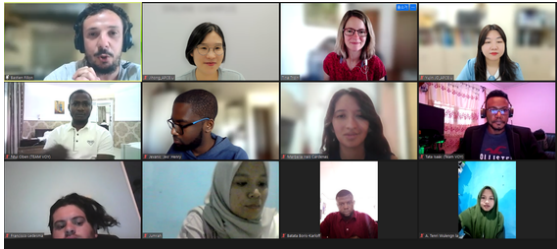
Mr Bastien Fillon
President, Officine Cittadine

COLLABORATIVE CIRCLE

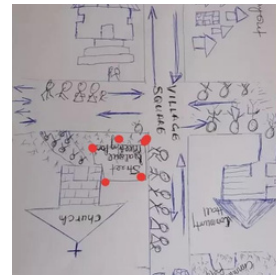


HOW IT WORKS

1 SKILLS TRAINING



PROJECT PLANNING



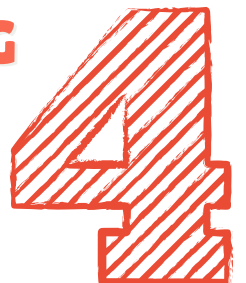
3 PROJECT EXECUTION



SHARING

OUTCOME VIDEO (GLOBAL ACTION) 

OUTCOME VIDES (LOCAL ACTION) 



GHANA



PROJECT OVERVIEW

Team Ghana had three facilitators and they conducted the dialogue in Ghana's Kroform, Kumasi. They interacted with roughly 100 people and gathered as many responses as they could. Further, more than 200 individuals on the street stopped by to listen to the participants and took pictures of the activities.



Ibrahim Khalilulahi Usman



Sani Salis



Naftal

METHODOLOGY

They used the open house methodology where every participant had the space to express their opinion on issues affecting democracy.

DIALOGUE DETAILS

The main audience for team Ghana's project, called "Streets Advocacy on Democracy," were young people. The topics they decided to focus on were youth and democracy.

LEARNINGS

The project introduced them to **new and diverse perspectives on what young people believe about democracy**. Some of their major accomplishments included meeting project targets, having hundreds of people interact with the team, and publishing a national media news website. The team is glad to say that they completed the job without any difficulties. They advise other youth **to conduct research on the issue and the place where the advocacy will be implemented before beginning any activity**. They advised the facilitating team to occasionally make projects like these available.

INDIA



PROJECT OVERVIEW

The dialogue was held at Bhatt Road Beach in Kozhikode, Kerala. It was organised by Ignite Foundation, an organisation founded by the team facilitators. Kamura Art Community and Story Circle Community were the supporters of the project.



Kamura Art Society



Asif Ali V M



Hannath K



Naji Mahfood



Jaseel C K

Five facilitators along with a team of volunteers were engaged in organising the event. To gather a range of responses and viewpoints, the team worked with over 80 people in a variety of settings and activities. The answers were collected through videos, wall arts, and mental health walls.





The project had an indirect impact on more than 200 via the following means;

Online			
Title	Accounts reached	accounts engaged	Reshare
Instagram : Program poster	245	30	32
Instagram : program video	750	35	30
Whatsapp impressions	700		25
Offline Event			
Volunteers participated	13	<i>People were engaged in different ways;</i> • Some people were just standing by what was happening. • Some participated in the fishbowl discussion • Some engaged with posters • Some engaged with photobooth • Others engaged in the happiness wall	
people engaged in the conversations (different spaces)	70		
People who took part in the dialogues	25		
People who just standby	97		

METHODOLOGY

India team had a whole process of engaging with experts in the field of mental health and well-being. The participation of organizations, groups as well as volunteers who represented different communities supported the discussion of the relevance, importance and need of action and what can be done during the project.

DIALOGUE DETAILS

Team India's project which was called 'Mind Mental Health Because It Matters' focussed on young people because in the state of Kerala where they live, it has the highest suicide rate in India. The rate is particularly high among the young people but the conversations surrounding mental health is seen as a taboo.



LEARNINGS

Through this project, the team realized that **discussions and dialogues can be brought into the streets and collective efforts can bring greater impacts**. They further note that **similar models can be replicated anywhere based on the local context**, and this model can be practised to create discussion on any other relevant topic. For them, the fishbowl discussion was really effective to create conversation and dialogues among people. Overall, their **project structure was flexible to suit the needs of the people** which helped them achieve a good result.

The team is happy that they were firstly able to create a team to work together for a better cause, bring together more than 200 people to engage with the project, gather more than ten volunteers to work together, collaborated with two communities, and also created a replicable model for conducting street dialogue on mental health which will now be put to practice in three colleges and one university.

On completion of their project, they now believe that there were a few things which they can do to further improve their project in the future such as, getting permission from authorities little earlier to simplify the process, learn different communication strategies to deal with authorities, design better ways to engage and communicate with the public, frame simple questions to ask the public so as to generate better and bigger collaborations for the project execution.

NEXT STEPS

Team India looks forward to creating a document detailing how they did it and make it available for the public so that anyone from the country or any other countries can replicate the same.

INDONESIA



PROJECT OVERVIEW

Team Indonesia's project was held at the Sheikh Yusuf public square in Gowa. This location is not only very popular in the region to hold public debates and activities but it is also one of the places where the public usually gather to spend their leisure time.



At least four local organizations were part of their project and the team is happy to state that they successfully engaged with both the local people on the street and invited several representatives from the local institutions to participate as informants. The participating institutions were LBH Makassar (Legal Advocacy Institution), Gusdurian Makassar, LAPAR Institution (Institute for advocacy and education for children of the people), and KOPRI Komisariat UIN Alauddin Makassar.



There were three facilitators for the project and the activities were divided into two days engaging with over 70 people. The team collected as many answers as they could but streamlined to about six answers which they believed were relevant and provided a clear perspective on the issue. More than 100 people stopped by to take pictures and listen to the participants speak which left an indirect impact on them about the issue.

INDONESIA

Team Indonesia's project was held at the Sheikh Yusuf public square in Gowa. This location is not only very popular in the region to hold public debates and activities but it is also one of the places where the public usually gather to spend their leisure time.



Jumrah Ahmad



A. Tenri Wuleng



Musfirah Nurul

METHODOLOGY

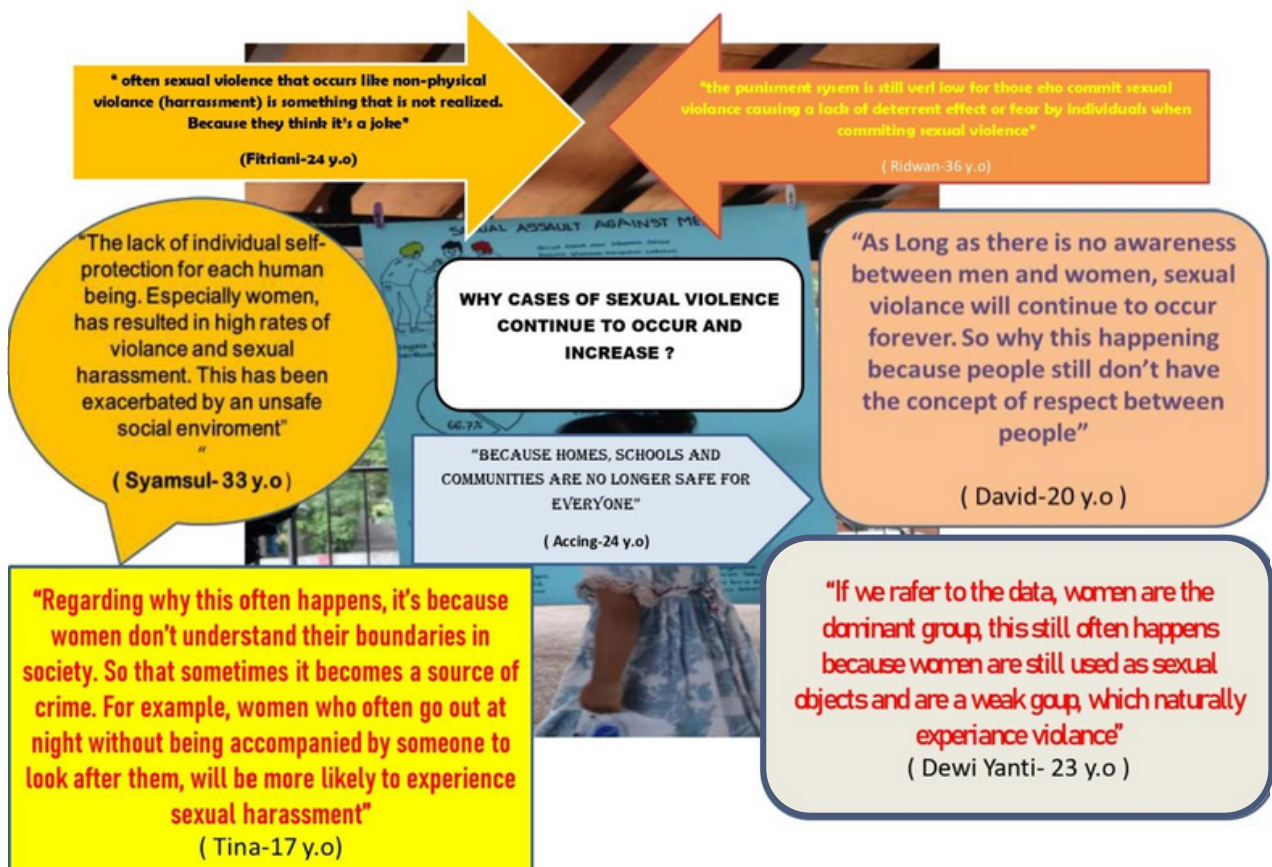
Indonesia team decided to prepare for the exhibition of data on cases of violence that they carried out, as the main weapon to attract attention in later street dialogue activities. The following activity was divided in two parts: The first part was the analysis of data on cases of sexual violence in Indonesia and the local area. Then the second agenda was the form of discussion and outreach to stop sexual violence and the importance of gender equality.





DIALOGUE DETAILS

Their project was named after their project theme 'We Need Protection' focusing on the issue of sexual violence. They targeted general audience engagement, sliding a bit more with adults in their 30s and young people aged 12 and over to participate. The issue of sexual violence is something that they consider important to be discussed within the scope of the local community considering that cases of sexual violence are still quite high in the community. In the data released by Sitohang in 2022. In 2021, gender-based violence against women totaled 338,496 cases, which grew by 50% compared to the previous year. This inequality is exacerbated by the lack of understanding of gender in the community so that the dominant negative stigma against women exacerbates the situation. So, the team felt the necessity to hold a street dialogue on this issue to provide an understanding of the issue in an effort to minimize and eventually stop sexual violence in the community.



INDONESIA



LEARNINGS

Team Indonesia learned that discussion is the most important thing in solving a problem. Through this activity, they learnt that the community is willing to care for issues such as this but there was a lack of platform to express their views and opinions to contribute in solving it. Additionally, they learnt that the education system has failed to include gender equality in the curriculum which has given rise to the patriarchal social culture that does not recognize the importance of women in the society as opposed to men.

The main success for the team was the fact that they could understand the issue of sexual violence better. They realized that there was **a very low understanding among the people on the importance of gender equality, and that in reality the patriarchy still dominated society**. However, street dialogues such as this gave them hope for **new directions in addressing the issue**.

Although the team was generally satisfied with the overall result of the project, they believe that they could have done more in gathering the answers from the participants. They also felt the need to have additional facilitators so as to engage with more people and also have more signboards and other materials which they believed attracted people's attention on the day of the project execution.

The team said if other youth are interested in holding such activities, **they have to be confident** while talking to the people and prepare diverse questions. They also note that **it is important to be friendly and polite while engaging with the public** so as to get as many authentic answers as possible.

NEXT STEPS

They will continue to conduct studies on issues of gender equality and sexual violence in their environment. From this street dialogue activity, they and a number of the institutions involved plan to hold gender education in the community and push for proposals for holding gender education in general school education in Indonesia.

MEXICO FRANCISCO



PROJECT OVERVIEW

The activity was held at FESC 1 Cuautitlán Izcalli, Escuela Normal Anexa 10 Cuautitlán Izcalli, National School of Anthropology and History and Telesecundaria, Puebla, Mexico.



The team had three facilitators and through the project, they engaged with about 87 people and collected 22 responses. Over 150 people indirectly engaged with the project as they stopped by to watch, listen and take pictures during the activity.

MEXICO FRANCISCO



**Francisco Ledesma
Cárdenas**



**Montserrat Velazquez
Vazquez**



**Miguel Angel
Gonzalez**

METHODOLOGY

Mexico team set up the street dialogue activities by raising awareness in the community about justice approach and human rights. The team hold workshops where people engaged and problematized on global citizens' work around migration. Finally, they conducted educational activities with students of various grades about experiences of life and the different problematics that migrants live nowadays.

DIALOGUE DETAILS

Francisco's team in Mexico named their project Human Rights and Access to Justice/ Enforced Disappearances and the target audience were high school and university students in training. This issue is very relevant in the Mexican society as there are a lot of violence and violation of human rights, and they believe that actions must be taken to stop it.

MEXICO FRANCISCO



LEARNINGS

The team notes that the experience has been very enriching as they got to meet with different people in the community who had varying views and opinions on human rights. They also observed that while some people were not interested in their activities, some stopped by to listen to them and expressed their views. They also noted that people were uncomfortable to see the pictures of some of the missing people from Cuautitlán Izcalli we had displayed. That gave us a sense that **they either did not want to confront the issue** or they did not care.

The main success for the project was the fact that they were **able to interact with many locals and listen to different views and opinions**. On the other hand the team faced challenges in terms of team members shortage and they were not able to engage as many people as they wanted to. Obtaining permits for the spaces they wanted to use was another challenge for them. The team says if other youths are wanting to do something similar, they encourage them not to give up and remain motivated to achieve their goals despite the challenges they might face and **always have a back up plan should their original plan not work**. They also encourage a pilot project to be held to foresee possible problems. As for the facilitating team, the only challenge the team faced was the time zone as they had to adjust to attending the mentoring sessions at 3am in the morning.

NEXT STEPS

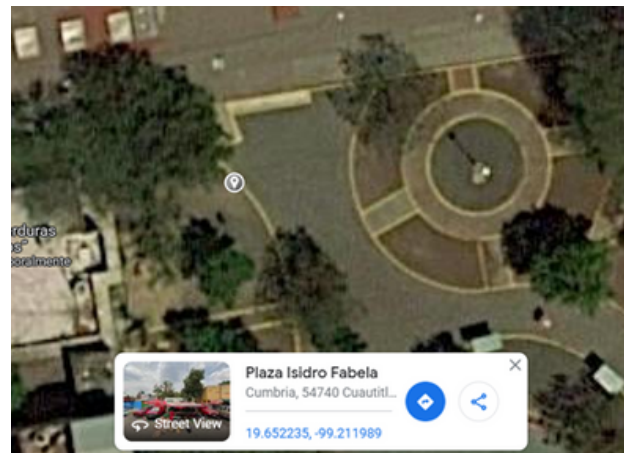
Team Mexico desires taking this project to the various rural and indigenous communities where children and adolescents can know and assert their rights, stop the domestic violence that many suffer and that they can access justice, so that violence, gender inequality, discrimination stop being normalized. Additionally, continue promoting peaceful coexistence in Mexico. In the first half of 2023, they expect to have a presence in five rural communities in the State of Mexico. It will be a revelation because there have not been projects like theirs.

MEXICO MARBELLA



PROJECT OVERVIEW

The project was held at a park which is located between a secondary school, an elementary school and a kindergarten, as well as some shops and food stalls. The park also had a game area and a mini-library.



They had three facilitators and engaged with more than 100 people and also managed to have an indirect impact on more than 200 passer-bys who stopped to listen and take pictures. The team collected approximately 100 responses in writings, interviews and quick surveys.



Marbella Irais Ledesma



Moises Nieves Sanchez

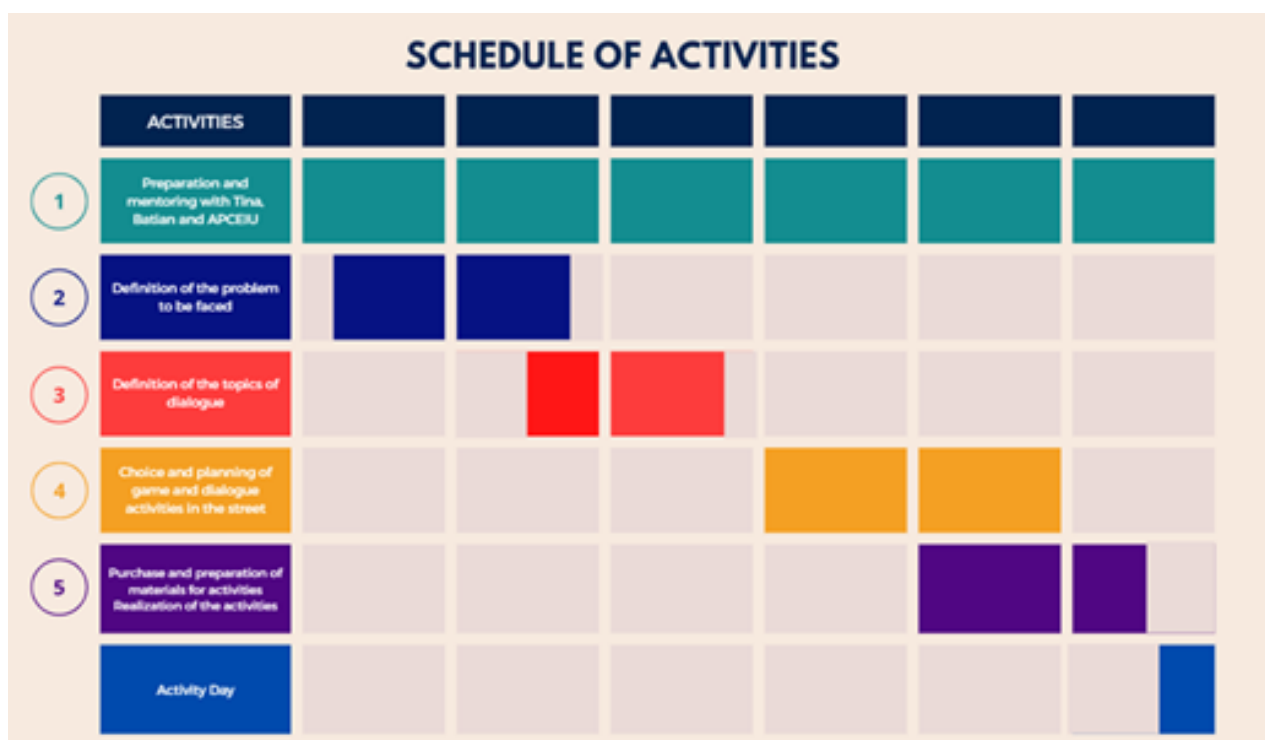


Andre Ezequiel



METHODOLOGY

Mexico team summarized its process in the following steps: mentoring, definition of the problem to be faced, definition of the topics of dialogue, planning of game and dialogue activities, preparation of materials to convey the importance of their theme.



DIALOGUE DETAILS

The project was named Inclusive Education and GCED targeting secondary and primary school students, but they also had the participation of many adults, youth, and parents. The team believes that quality education is a human right that is violated when it is not accessible economically, socially or due to other circumstances, in the same way when it is not diverse or inclusive. At the same time they note that quality education must guarantee the teaching and respect of human rights, which is why it is necessary to teach topics about global citizenship, In their community, quality education is not accessible to everyone and it is not inclusive either, so they sought to create awareness and promote activities to change it.

MEXICO MARBELLA



This question was asked to motivate students to think about what they, teachers, parents, administrators, government, among others, can do to improve education in Mexico.



LEARNINGS

The main takeaways were the realization that **communication and dialogue encourage the creation of ideas and solutions**, as well as cooperation. Also, **young people are more concerned about the education** that they and their peers receive **even more than teachers and parents**. Students do not know how to define quality education or inclusion but they know that school environments should be more diverse, teachers more prepared and parents and managers more interested and participative. Young people want to learn but also **to be an active part of the solutions that improve their academic environments**.

MEXICO MARBELLA



Their activities fulfilled their objective which was to encourage dialogue in the streets, but also to **increase curiosity and interest in the topics of education, global citizenship, and inclusion**. They allowed dialogue between students and cooperation between them to resolve questions, discuss what was happening in school settings and discuss improvements that can and should be made to ensure quality and more inclusive education. People came to listen to the explanations, but when they saw the questions and what they shared, they were also encouraged to ask where to find more information and to search for information on their own to continue learning about the subject.

The team believes that there is always room for improvement and noticed that having more people in the team would help them in drawing more engagement.

They consider confidence to be the most important trait one should have if you are thinking about holding a project like this one and also to believe in yourself for the issue and cause you want to address. Additionally, they believe that doing thorough research is very important. They acknowledge the facilitating team for giving them the opportunity and look forward to similar support.

NEXT STEPS

To continue with their project, they want to plan and propose courses to primary and secondary schools in their community. They will start with the compilation of what has been learned and the opinions of the students that shows the importance of talking about the topics. They will present it to the 4 schools in the area where they live and which are close to where they teach the activities. They hope to achieve this in the next 4 months with the support of more young people and teachers. They are also planning a Hackathon that encourages university students from the community to generate ideas and create solutions to local and global problems.



PROJECT OVERVIEW

The team organized the activity in the old city area in Multan which is a slum area in Pakistan. An organization called HiVoices (HiVoices.org) was involved in the project. The team consisted of four facilitators and three volunteers. They engaged with more than 70 people and collected over 20 responses. More than 2,000 people indirectly engaged with their project via the offline activities and online impressions.



Ali Raza Khan



Iqra Amjad



Ahmad Bukhari



Adeeba Ameen



Tayyab Hussain



Aliba Mughal



Sohaima Faheem



DIALOGUE DETAILS

The project was called “Citizen Voices” with the focus on gender equality and climate change, and the target audience were the people of Multan area in Pakistan. The issue hold relevance in this locality as the patriarchal society does not allow women to have their basic human rights and Pakistan is one of the worst hit region as a result of climate change.

Video Testimonials

“Asalam-oAlikum or Greetings! Thank you for participating in this street dialogue. The main focus of our street activity is awareness in public regarding climate issues. Like other towns of Pakistan Multan is also facing increased air pollution which is causing increase in health issues and air borne diseases in people.”

“Greetings or Asalam-o-Alikum! Today I attended this activity on gender equality, I liked the topic and discussion around it. I want that we should keep continue the discussion around gender equality I future as well so that we can be aware of what gender equality is”

“Everyone that are affected by floods have infant kids in homes. If all those families implement what you guys have delivered today regarding climate and health, people and kids can be prevented from these air and water borne diseases.”

“Street activity is a very good initiative especially what we learned today about climate by attending this seminar. The city area you guys are delivering this message is one of the most polluted area and people here needed that information. You can even see right now the amount of waste and pollutants in street. The way you delivered your messages using these charts were needed and helpful. Thank You so much!”

“I like the topic around climate in the session. I learned that it is necessary to keep our environment clean either it is inside our home or outside of home because we live on both places.”

“Asalam-o-alikum or greetings! My name is Zishan. You guys are doing good job. The way you have gathered kids, women and people together in this neighborhood on these topics that is very beneficial and good step. You guys did this awareness only for the good will of public.”



LEARNINGS

The team learnt that **street activity and dialogues are the best and unique way of conducting advocacy**. It directly brings them to the community which enables them to align their programs with **a human centred approach**.

Their success includes a very good response and feedback from the community and they have learned to conduct street dialogues and are now aware of the needs for such activities. As this was their first street activity, they had to be mindful in choosing the location where it was not too crowded and also didn't have to deal with seeking permission to use the location and did not have the control to choose the right time. They believe they can address these with proper planning to hold bigger activities at a time when the weather is suitable.

They encourage doing a pilot project and getting feedback before launching the main project to those who might want to be part of such projects. For the facilitating theme, they suggest in-person training on team capacity building sessions, video recording and report writing.

NEXT STEPS

They are planning to do more street activities. It was their first street activity, and they were unable to do things as they wanted but they got a good response from the community. The community was giving them examples on the issues that they did not expect. It was amazing to see that the community was aware how they can contribute to countering these issues. For such an activity, they are planning to target 50 young people in the upcoming month to educate them on health rights and climate change.

PHILIPPINES



PROJECT OVERVIEW

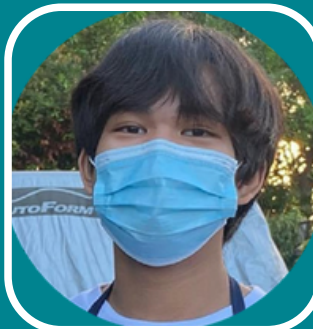
The project took place in front of DNHS DBB-1, Dasmariñas, Cavite, Philippines where there is a school, wet market, church, and a park nearby. Volunteers, local government, media partners, and community-based groups all joined in their cause.



The team had nine facilitators and interacted with about 250 people on the street. The project also had an indirect impact on about 300 people because of its busy location. They collected about 39 answers which were relevant to their topic.



Isabella Maliksi



Kurt Christian
Babilonia



Mickaella Maliksi



Jillian Mendoza

PHILIPPINES



METHODOLOGY

As part of the methodology, Philippines team prepared 4 activities: The Flag raising activity in order to catch the attention of community. And social experiment activity involved the use of forum theatre where audience members had the opportunity to take part in the production and learn about negative repercussions of stereotyping, prejudice, and double standards. Finally, the word carrier exhibit and freedom camera to delve deeper into that person's opinions and thoughts.

DIALOGUE DETAILS

The project was called G Tayo SOGIE and focused on youth, teachers and the passersby. The team believes that schools should be safe places for everyone but in the Philippines, students who are lesbian, gay, bisexual, and transgender (LGBT) too often find that their schooling experience is marred by bullying, discrimination, lack of access to LGBT-related information, and in some cases, physical or sexual assault. These abuses can cause deep and lasting harm and curtail students' right to education, protected under Philippine and international law.

In the absence of a national law to protect LGBTQ people in the Philippines, more than 30 municipal and provincial governments have taken it upon themselves to implement local legislation against homophobic or transphobic abuse in their own communities. Filipinos are still unprotected from discrimination on the basis of who they fall in love with, the names they choose for themselves and the clothes they want to wear.



Do you feel safe when you go outside alone?



We asked this question to measure participants' knowledge and understanding as well as to collect their experiences and perspectives. Below are one of the answers we have collected

Alias Sam (2022)

Hindi dahil hanggang ngayon laganap pa rin ang krimen lalo na ang pangunguha sa mga bata at paghahalay ng mga babae.

Laganap pa rin ang catcalling kung saan ang harassment ay nanonormalize.

Alias Teacher Ally (2022)

For me, safe na tayo kasi marami na ang mga pulis na nag iikot-ikot to maintain the peace and order of the city. Also marami na ang mga pinatay na kriminal and I think safe naman na tayo,

Alias Steven (2022)

Yes, dahil may vaccine na po tayo so safe na tayo from the virus.

Big No, kasi hanggang ngayon marami pa rin ang gumagawa ng masama sa kapwa and sadly if you have the connection wala ka laban - Irene

hindi po dahil babae ako - Bea

no kasi as a parent may anak ako na may kapansanan and hanggang ngayon siya ang subject sa bullying -Irma

bilang isang bakla or gay for me no it's not safe to go outside dahil malaki pa rin ang stigma na pag bakla ka eh kabastos bastos ka na—na isa kang malaking pagkakamali. — arjun

no even the elected officak itself are homophobic they should be our role models pero ano sila pa ang pasimuno ng pangungutya at pangbully - Jm

Yes, dahil marami ang natakot sa EJK na nangyayari ngayon kaya takot sila gumawa ng masama — Jessikah

wala pa malayo pa tayo sa salitang kaligtasan dahil hanggang ngayon marami ang namamatay ng walang due process—justine

I'm a lesbian and acloset because I know that my family wont accept me for who I am because I am a catholic and being a lesbian in our family is considered as disgusting.— Fatima

Yes, kasi nagdadasal ako bago lumabas sa bahay so i think safe naman ako.— rose anne



Do we have equal rights?



We asked this question to measure participants' knowledge and understanding as well as to collect their experiences and perspectives. Below are one of the answers we have collected

**Alias
Mila
(2022)**

wala dahil bilang isang babae tingin ng ibang tao ay mahina tayo katulad ng nangyari last election. Dahil babae ang kalaban she was labeled as "Pabaya" or Mataas ang lipad dahil as a woman dapat sa bahay ka lang.

It's a "Man's Job" ika nga nila

**Alias
Teacher
Ruth (2022)**

Meron naman kasi lahat ng estudyante eh nakakapag aral na mapababae, lalaki, o bakla tomboy kaya tingin ko yes we do have equal rights.

**Alias
Janny
(2022)**

Oo meron naman kaso may ibang tao na mas pinapaboran ang mga lalaki dahil sa nakasanayan nating kultura.

Wala dahil makikita natin na hindi kasama ang marginalized gender like LGBTQIA+ sa mga job advertisement. Hanggang ngayon hindi pa rin tanggap o mas pabor sila kung babae o lalaki ang nag tratabaho.

badly even we are now in the 21st century marami parin ang man supremacy and toxic masculinity

For me wala pa rin kasi biased ang mga tao sa lalaki na kahit ginawa naman namin yon before sila sila pa rin ang pinuri o napansin pag babae ang nagsalita wala pumapansin pag lalaki ang dami.

Wala kasi tulad ngayon pag babae normal na niriregla or may Menstruation pero bakit hanggang ngayon hindi pa rin libre ang mga sanitary napkin na pangunahing pangangailangan ng babae. Pero pag condom dami namimigay

Nasa pilipinas tayo nakatira kaya wala sariling presidente tax evader tayong mamayan kailangan mag bayad ng buwis eh sariling presidente nga hindi nasan ang equality?

PHILIPPINES



LEARNINGS

In terms of learning via the project, the team says **equality takes place when we all fully invest ourselves into the creation of an integral society.** In the ensuring integral inclusion of all people, we become conditionally equal. They also note that different people have different thoughts and that it is important to respect diverse views and opinions.

NEXT STEPS

Team Philippines expects to conduct their street dialogue topic **G Tayo Sa SOGIE** in different areas in Cavite, Philippines in order to advocate for the rights of the marginalized gender. To provide a solution in which everyone enjoys the same opportunities, rights, and obligations in all spheres of life and to eradicate the stigma.

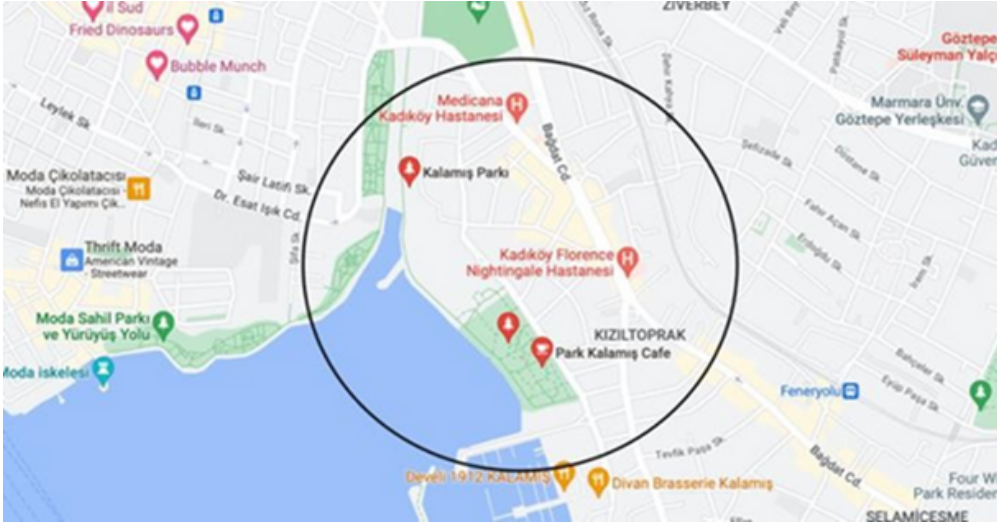


TURKEY



PROJECT OVERVIEW

The team in Turkey held their project at was Kalamış Park in Kadıköy, İstanbul, which is a popular public park (Fenerbahçe, Kalamış Parkı, Münir Nurettin Selçuk Caddesi, Kadıköy/İstanbul).



The team collaborated with White Entertainment, an organization that aims to extend Turkey's collaboration with South Korea to organize concerts and cultural events.



TURKEY



They interacted with more than 100 people between 18 to 50 years. The good turnover of people was due to the location being in a park and on a weekend. The team collected 10 long answers and few other short answers.

The project has an indirect impact on more than 100 people who stopped by to watch, listen and take pictures of the activity.



Selin Gökkut



Seren Gökkut



Selin Örü



Elçin Kuğu

METHODOLOGY

Step 1

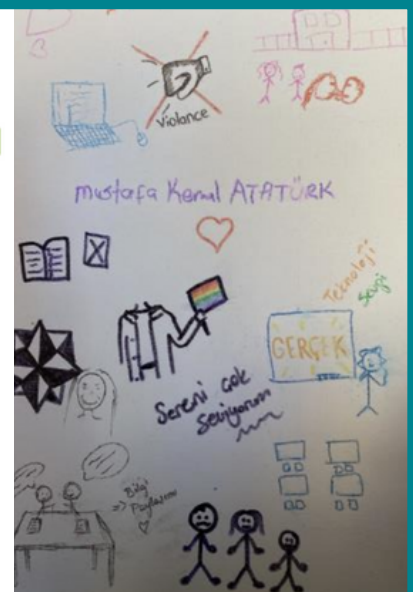
- Asking the question "What are the qualities of a good education?"

Step 2

- Interview with the participants about the questions

Step 3

- Ask the participants to paint them accordingly to their ideas





DIALOGUE DETAILS

The project was called Pink Microphone Turkey and their target audiences was university students and graduates, their parents and relevant community leaders. The project held high relevance to their society as the team saw problems in the education system in Turkey and experience these problem as students themselves. The problem ranged from not having equal opportunities to the quality of education provided in universities. They felt that the frequent changes in the education system was a problem and doing so without the feedback of the students who are impacted the most by the changes was the other issue.

LEARNINGS

Some of the key takeaways for the team were the importance of time management skills and checking the weather conditions for the activity day beforehand. One of the main challenges for the team was getting people to have their photos and videos taken and most of the people were not comfortable being on camera. On the other hand, some of their successes were being able to **give people the platform to speak and give their opinions on the issue** and mentions that the execution of the project itself is their biggest success.

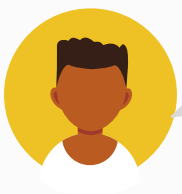
If other youths are interested in conducting similar activities, they note that **teamwork is everything**. They also recommend not having any preconceived notion about low participant turnover or be skeptical about the project execution in any way because they realized that the **public is willing to share opinions on issues that are common in the society**.

LESSONS LEARNED AND SUGGESTIONS FOR FUTURE EDITIONS FROM THE GCED YOUTH NETWORK



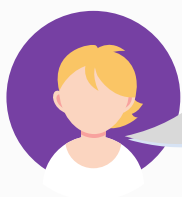
Most of the teams required some support / permission from authorities, local organisations in order to consolidate their activities. The design of a specific format will create and possibly improve the relation between team and future partners.

The video production aspect was a huge theme in the project. In terms of technicality and filming approach, there were several challenges.



Sharing my project with group members and experts in the field so that I can make some impacts to my local community.

Future editions should include a more comprehensive template for the activity's design, with more detailed milestones attached to the transfer of funds. While funds still need to be sent out in advance, the implementation plan needs to be more clear for a proper follow up. The grant given to the teams can be increased in number, with some funding to cover the time the teams need to spend working on supporting the video production and reporting. In this way, we do not lose the team's engagement once they complete the on site activities.



Communication key is essential and determinant. The official communication channels were Whatsapp and email; however there was some trouble to contact the teams and follow their progress. The orientation's program should be considered the relevance of this theme because it will influence the process of obtaining the certificate and completion of the program.

END



STREET DIALOGUE PROJECT 2022

