



PROJECT “THE ROAD OF THE CITIZEN”

INTERNATIONAL INTERACTIVE CONFERENCE: “DIGNITY, FREEDOMS, EQUALITY”

PUBLIC INTERACTIVE CONFERENCE - PERFORMANCE OF FORUM THEATRE FOR THE SOCIETY “THE SQUARE OF DESIRES”

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HANDOUTS
30 September - 03 October, 2014
Vilnius, Lithuania



THE PROJECT

THE ROAD OF THE CITIZEN: INFORMATION AND IMPLEMENTATION OF THE RIGHTS OF THE CITIZENS OF THE EUROPEAN UNION

(according to the Charter of Fundamental Rights of the European Union)

THE MAIN AIM OF THE PROJECT:

to encourage citizens of various countries of the European Union to work together, discuss relevant themes, understand that every citizen of these countries is also citizen of the EU. Citizenship of the EU supplements the citizenship of the state and grants important rights, which are defined in the Charter of Fundamental Rights of the European Union. The first three Chapters of the Charter were chosen for comprehensive analysis in the project: Dignity; Freedoms, Equality. These themes are not just analysed in theory, but the aim of the project is also to experience what it means to be deprived of these rights and to search for ways to help those who are humiliated, discriminated, do not feel equal or are not considered equal by some social groups. Therefore interactive methods of Brazilian theatre director Augusto Boal were chosen. These are methods of the Theatre of the Oppressed: Forum theatre and Newspaper theatre.

PROJECT IMPLEMENTED WITH THE SUPPORT OF:

Europe for Citizens Programme of the European Union

*„Only
the human being
invents the way it should behave,
determining rights and responsibilities,
only the human being is capable of
developing what goes by the generic term
of “Human Rights”. Rights for all, simply by
virtue of belonging to the human species,
and not to one particular nationality,
race, group, class, caste or party“.*

AUGUSTO BOAL



PROJECT IS ORGANIZED AND IMPLEMENTED BY:

Public institution „Menų ir mokymo namai“ (“House of Arts and Education”) (Lithuania)
www.forumoteatras.lt
<https://www.facebook.com/forumoteatras>

Public institution was founded in 2004. For 10 years it was spreading the method of Forum theatre in Lithuania, collaborated with 147 schools, worked with NGO’s and other organizations, youth, educators, members of various social groups. Professional actors, psychologists, theatre directors and other specialists participated in the activities of the organization, young volunteers were trained continuously. In time “Menų ir mokymo namai” started using other methods of Theatre of the Oppressed, such as Newspaper Theatre, Legislative Theatre, Rainbow of Desires and others. Organization has implemented more than 30 national and international projects. In 2012 the project “With Forum theatre – without violence” was awarded special prize by European Crime Prevention Network.

PARTICIPANTS OF THE PROJECT:

Partners from Lithuania:

Širvintos Atžalynas progymnasium; Vilnius Simonas Daukantas gymnasium; Joniškis district Kriukai basic education school; Kaunas Milikoniai secondary school; Panevėžys Margarita Rimkevičaitė technological school.

Partners from Latvia: Vecsaules pamatskola, Bauska; Biedriība “Balti” together with Ziemeļvalstu ģimnāzija (Grammar School of Nordic Languages), Riga.

Partners from Poland: Polish Zespół Przedszkolno – Szkolno – Gimnazjalny, Rostarzewo

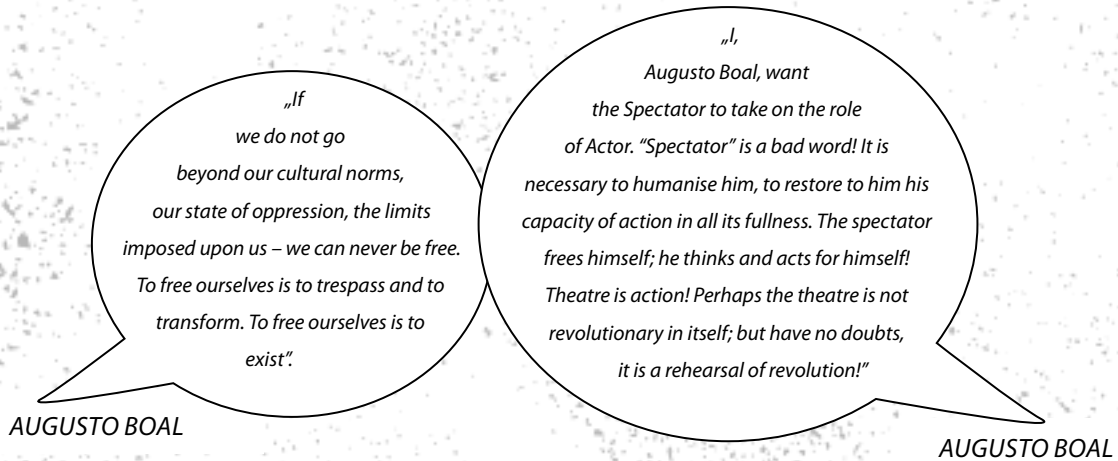
Project friends from Estonia: MTÜ Foorumteater, Tallinn

Project friends from Lithuania: The Faculty of Law of Kazimieras Simonavičius University, Vilnius / Klaipėda

THE COURSE OF THE PROJECT:

► 1

2013 October 15 – 18 training for participants of the project and public interactive conference in Vilnius were organized by „Menų ir mokymo namai“. Representatives from each participating country arrived. They got acquainted with the Charter of Fundamental Rights of the European Union and other documents of the EU which regulate rights of European citizens. They also learned methods of Forum theatre and Newspaper theatre and ways to use them in revealing and working with important and difficult issues. Participants could try their newly gained skills in practice in the public interactive conference, which was organized on the last day of the visit in Vilnius. They created the performance, showed it to the audience, talked with spectators about the situations, which violate human rights, invited them to join the performance, to feel what it means to be in a role of discriminated or oppressed person and to try to change the situation.



► 2.

Every participating school returned back to its town or country and during the school year organized three interactive mini-conferences for the communities of the school and town. During these conferences documents which regulate rights of the citizens of the EU were presented and plays of Forum theatre and Newspaper theatre were performed. These performances revealed painful situations, involved audience into discussions and invited to participate and change the current situation.

► THE FIRST INTERACTIVE MINI-CONFERENCE

Theme: **DIGNITY**.
Sub-themes: Human dignity; Right to the integrity of the person.

► THE SECOND INTERACTIVE MINI-CONFERENCE

Theme: **FREEDOMS**. Sub-themes: Right to liberty and security; Freedom of thought,

conscience and religion; Right to education; Freedom to choose an occupation and right to engage in work.

► THE THIRD INTERACTIVE MINI-CONFERENCE

Theme: **EQUALITY**. Sub-themes: Non-discrimination; Cultural, religious and linguistic diversity; Equality between women and men; The rights of the child; The rights of the elderly; Integration of persons with disabilities.

► 3.

Final international Interactive conference in Vilnius on 30 September – 03 October, 2014. Representatives from each participating country arrive to the conference. Participants share their experience, which they gained during the project, discuss what basic obstacles and possibilities to overcome them they found, talk about the future cooperation and the continuation of the activities. On **2014 October 03** in Vilnius Bus Station waiting hall the Public Interactive conference is organized. It presents the most important moments of the international project "The Road of the Citizen" and the Forum theatre performance.



„Anyone who turns against Human Rights, is turning against civilisation and revealing their primitive side. The troglodytes had no morality – for them, Right was measured by the weight of the cudgel they carried. Those who speak against Human Rights speak against the humanisation of man. To declare that such Rights must protect only such and such category of person is a crime against humanity“.

AUGUSTO BOAL

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The project **„THE ROAD OF THE CITIZEN“** is based on **THE CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION**. Drawn up by a convention bringing together the European institutions, representatives of the national parliaments, lawyers, academics and representatives of civil society, the European Charter was adopted as a recommendation and reference text by the European Council in Nice in December 2000. It is a complementary text to the European Convention on Human Rights, which was an initiative of the Council of Europe. **THE CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION** sets out in a single document, for the first time in the history of the European Union, all the civil, political, economic and social rights of EU citizens and of all individuals living on EU territory. The rights are divided into six main chapters (Dignity, Freedoms, Equality, Solidarity, Citizen’s Rights and Justice) and a seventh chapter sets out general provisions. This project analyses comprehensively three chapters of the Charter: Dignity; Freedoms; Equality. We will present them in detail.

TITLE I. DIGNITY

Article 1

HUMAN DIGNITY

Human dignity is inviolable. It must be respected and protected.

Article 2

RIGHT TO LIFE

1. Everyone has the right to life.
2. No one shall be condemned to the death penalty, or executed.

Article 3

RIGHT TO THE INTEGRITY OF THE PERSON

1. Everyone has the right to respect for his or her physical and mental integrity.
2. In the fields of medicine and biology, the following must be respected in particular:
 - a) the free and informed consent of the person concerned, according to the procedures laid down by law;
 - b) the prohibition of eugenic practices, in particular those aiming at the selection of persons;
 - c) the prohibition on making the human body and its parts as such a source of financial gain;
 - d) the prohibition of the reproductive cloning of human beings.



TITLE II. FREEDOMS

Article 4

PROHIBITION OF TORTURE AND INHUMAN OR DEGRADING TREATMENT OR PUNISHMENT

No one shall be subjected to torture or to inhuman or degrading treatment or punishment.

Article 5

PROHIBITION OF SLAVERY AND FORCED LABOUR

1. No one shall be held in slavery or servitude.
2. No one shall be required to perform forced or compulsory labour.
3. Trafficking in human beings is prohibited.

Article 6

RIGHT TO LIBERTY AND SECURITY

Everyone has the right to liberty and security of person.

Article 7

RESPECT FOR PRIVATE AND FAMILY LIFE

Everyone has the right to respect for his or her private and family life, home and communications.

Article 8

PROTECTION OF PERSONAL DATA

1. Everyone has the right to the protection of personal data concerning him or her.
2. Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified.
3. Compliance with these rules shall be subject to control by an independent authority.

Article 9

RIGHT TO MARRY AND RIGHT TO FOUND A FAMILY

The right to marry and the right to found a family shall be guaranteed in accordance with the national laws governing the exercise of these rights.

Article 10

FREEDOM OF THOUGHT, CONSCIENCE AND RELIGION

1. Everyone has the right to freedom of thought, conscience and religion. This right includes freedom to change religion or belief and freedom, either alone or in community with others and in public or in private, to manifest religion or belief, in worship, teaching, practice and observance.
2. The right to conscientious objection is recognised, in accordance with the national laws governing the exercise of this right.



Article 11 _____

FREEDOM OF EXPRESSION AND INFORMATION

1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers.
2. The freedom and pluralism of the media shall be respected.

Article 12 _____

FREEDOM OF ASSEMBLY AND OF ASSOCIATION

1. Everyone has the right to freedom of peaceful assembly and to freedom of association at all levels, in particular in political, trade union and civic matters, which implies the right of everyone to form and to join trade unions for the protection of his or her interests.
2. Political parties at Union level contribute to expressing the political will of the citizens of the Union.

Article 13 _____

FREEDOM OF THE ARTS AND SCIENCES

The arts and scientific research shall be free of constraint.

Academic freedom shall be respected.

Article 14 _____

RIGHT TO EDUCATION

1. Everyone has the right to education and to have access to vocational and continuing training.
2. This right includes the possibility to receive free compulsory education.
3. The freedom to found educational establishments with due respect for democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, in accordance with the national laws governing the exercise of such freedom and right.

Article 15 _____

FREEDOM TO CHOOSE AN OCCUPATION AND RIGHT TO ENGAGE IN WORK

1. Everyone has the right to engage in work and to pursue a freely chosen or accepted occupation.
2. Every citizen of the Union has the freedom to seek employment, to work, to exercise

the right of establishment and to provide services in any Member State.

3. Nationals of third countries who are authorised to work in the territories of the Member States are entitled to working conditions equivalent to those of citizens of the Union.

Article 16 _____

FREEDOM TO CONDUCT A BUSINESS

The freedom to conduct a business in accordance with Union law and national laws and practices is recognised.

Article 17 _____

RIGHT TO PROPERTY

1. Everyone has the right to own, use, dispose of and bequeath his or her lawfully acquired possessions. No one may be deprived of his or her possessions, except in the public interest and in the cases and under the conditions provided for by law, subject to fair compensation being paid in good time for their loss. The use of property may be regulated by law in so far as is necessary for the general interest.
2. Intellectual property shall be protected.



TITLE III. EQUALITY

Article 18 _____

RIGHT TO ASYLUM

The right to asylum shall be guaranteed with the due respect for the rules of the Geneva Convention of 28 July 1951 and the Protocol of 31 January 1967 relating to the status of refugees and in accordance with the Treaty on European Union and the Treaty on the Functioning of the European Union (hereinafter referred to as “the Treaties”).

Article 19 _____

PROTECTION IN THE EVENT OF REMOVAL, EXPULSION OR EXTRADITION

1. Collective expulsions are prohibited.
2. No one may be removed, expelled or extradited to a State where there is a serious risk that he or she would be subjected to the death penalty, torture or other inhuman or degrading treatment or punishment.

Article 20 _____

EQUALITY BEFORE THE LAW

Everyone is equal before the law.

Article 21 _____

NON-DISCRIMINATION

1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.
2. Within the scope of application of the Treaties and without prejudice to any of their specific provisions, any discrimination on grounds of nationality shall be prohibited.

Article 22 _____

CULTURAL, RELIGIOUS AND LINGUISTIC DIVERSITY

The Union shall respect cultural, religious and linguistic diversity.

Article 23 _____

EQUALITY BETWEEN WOMEN AND MEN

Equality between women and men must be ensured in all areas, including employment, work and pay.

The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex.

Article 24 _____

THE RIGHTS OF THE CHILD

1. Children shall have the right to such protection and care as is necessary for their well-being. They may express their views freely. Such views shall be taken into consideration on matters which concern them in accordance with their age and maturity.
2. In all actions relating to children, whether taken by public authorities or private institutions, the child’s best interests must be a primary consideration.
3. Every child shall have the right to maintain on a regular basis a personal relationship and direct contact with both his or her parents, unless that is contrary to his or her interests.



*„We
are sure that together,
as long as we do not allow ourselves to
be separated by ideological differences, which
we may have, or party loyalties, which we certainly
have, together, for civilisation and against barbarism,
we can and must initiate a huge movement which will
offer a little bit of terra firma in the midst of all the
moral turbulence of the new international
order“.*

AUGUSTO BOAL

Article 25

THE RIGHTS OF THE ELDERLY

The Union recognises and respects the rights of the elderly to lead a life of dignity and independence and to participate in social and cultural life.

Article 26

INTEGRATION OF PERSONS WITH DISABILITIES

The Union recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.

The project **“THE ROAD OF THE CITIZEN”** not only aims to provide theoretical information about the rights of the citizens of the European Union, but also to encourage participants to really understand why these rights are important and what it would mean to be deprived of them. In one of the schools participating in the project the lecturer asked the audience: “If You were told to renounce a few of these rights and freedoms – which of them would you choose to renounce?”. Audience tried to answer the question, to choose these rights and freedoms which are less needed in their lives. Finally, after loud discussions, audience came to the conclusion: “We cannot renounce any of these rights! Without them our life would not be of full value”. Together with the lecturer it was decided – we should not renounce any of these rights, we should fight for them.

To help everybody feel why these rights are so important, we chose to work with interactive methods of Brazilian Theatre director Augusto Boal, Theatre of the Oppressed: Forum theatre and Newspaper theatre. We will later talk more comprehensively about these two techniques. In the beginning we will present the recommended structure of the activities. It helps participants to relax, to listen to their body (which sometimes tells more truth than words), to feel cosier before working with difficult issues. Games are the important part of activities, before using methods of Forum theatre and Newspaper theatre. They help to feel the environment, to use the body in different ways, to de-mechanize it, to prepare for the activities. For the people who will use these methods in the future, we present the comprehensive list of games and exercises, recommended by Augusto Boal with short description and explanation when and for what purpose they should be used. Image theatre is another important part of these activities. It is a transition from words to all other sensations: sight, hearing, touch, smell. These exercises help not only to understand what

1. GAMES

we feel or think but to feel it in the body. Therefore we will also present a few possible Image theatre techniques that might be used before Forum theatre or Newspaper theatre. In the descriptions we will use the term "Joker". It is the moderator of the activities. Joker avoids thrusting his opinion on participants. His aim is to listen and watch carefully, help participants to express their opinions, be aware of their feelings.

GAMES AND EXERCISES RECOMMENDED BY AUGUSTO BOAL WHICH HELP TO GET ACQUAINTED, TO GET TO KNOW OURSELVES AND OTHERS BETTER, TO CREATE PROPER ATMOSPHERE

► "COLOMBIAN HYPNOSIS"

Purpose: to de-mechanize the body, to relax, to learn to trust the partner

Course of the exercise: participants work in pairs. One of the partners holds his palm forward, about 20-40 centimetres away from the face of the other partner. The first partner is "hypnotiser", the second – "hypnotised". The "hypnotised" partner has to maintain the same distance from the hand of the "Hypnotiser", when he moves his palm (up and down, to the left, to the right, forward and back), as if he really was hypnotised. He needs to adjust with all his body to the hand which controls him. "Hypnotiser" should avoid rapid movements, but he cannot stop, his aim is to put his partner in ridiculous, uncomfortable positions. In this way the "hypnotised" partner will feel the muscles which he usually doesn't feel or even doesn't know that

they exist. After a few minutes partners change roles.

► „SLOW MOTION“

Purpose: to de-mechanize the body, to use forgotten muscles; to be aware of the body sensations.

Course of the exercise: it is a race and the winner is the one who reaches finish line the last. Once the race begins, participants can't stop moving, each movement has to be as slow as possible. Each participant has to make the largest step he possibly can each time. Both feet must not be on the ground at the same time – when one foot falls, other rises. The participant should be in motion all the time, he cannot stop. „Runners“ are allowed to move only forward, not backwards or to the side. Though it seems easy, but in fact this exercise helps to feel the body completely differently. You will be surprised to find out how many forgotten muscles there are in your body!

► „THE DEMON“

Purpose: to get rid of the tensions, which do not allow relaxing and participating in the activities.

Course of the exercise: Every

participant moves his body in a way he or she imagines he/she should do in order to get rid of the devil inside. They can jump on one foot, then another, try to scare it away with the hands, shout loudly. They must do everything that they would do if they had to get rid of the devil (if they lived in places where demons exist...).

► „MINIMUM SURFACE CONTACT“

Purpose: to feel and de-mechanize the body, to act not according to “body masks”

Course of the exercise: Each participant should find different ways to touch the floor only minimally. Maybe you can stand on the toes of one leg? Maybe on one knee and one finger? It is very important to move, not to limit yourselves to one possibility, to make sure that various parts of the body are involved in the exercise. Participants should try to notice how awkward these positions are, what the weight of the body and limbs is, how the body is affected by gravity and what are the possibilities to resist it.

► „PUSHING AGAINST EACH OTHER“

Purpose: to prepare for Forum Theatre performance, feel the

balance of strength between the partners.

Course of the exercise: all the participants divide into pairs. Two partners face each other; they put their hands on each others shoulders. On the floor between them the dividing line is drawn or it is imagined. Each partner has to push as hard as he can, but no one can cross the line. The one who feels that he is “winning” has to push less hard. The aim is not to defeat the partner, but to control the energy between two people. Augusto Boal comments that this exercise reflects the performances of Forum theatre. It is important not to surrender to the spect-actor who comes on stage to change the situation, but also not to block him. The aim is to help the other person to use all his strength.

► „FAINTING ON NUMBERS“

Purpose: raising of awareness and sensitivity to others.

Course of the exercise: participants of the group each get numbers from 1 to 10. If there are more participants than 10, few members of the group get the same numbers. In the beginning of the game everybody is walking very slowly. It is important to stay close to

others, to watch them carefully. The Joker tells the number, for example, 4, and everyone, who has this number, “faints”. Before that other participants should safely catch them. This exercise should be done very carefully in order to avoid traumas. It is wise to have a few rules. For example, the “fainting” person should hesitate for a second, inhale loudly, raise his/her hands or give other sign of fainting. This game helps to concentrate. It is difficult to remember what numbers are assigned to what person. When the Joker says any number, everyone has to concentrate, to be alarmed, be attentive to others, to see their faces and bodies, to look for signs of “fainting”.

► “DIFFICULTIES”

Purpose: de-mechanization of the body, strengthening of rarely used senses.

Course of the exercise: We are used to doing many things in our lives mechanically. We do not even think about what we do and how we do that. But if our body or objects around us change at least a bit, everything around us changes. For example, if we had one our hand behind our back, how would we lay the

table? What if we could use just one eye or one leg? What if our fingers were rigid – how could we dress? All physical difficulties or unexpected obstacles in our environment make us more sensitive and encourage using several senses.

► „HORIZON OF NAMES“

Purpose: acquaintance with others, paying attention to others.

Course of the exercise: all the participants stand in the circle. One of them comes into the centre of the circle, says his name, the word about himself (from the same letter as his/her name starts) and makes some movement. Then the whole group repeats his/her name, word and movement twice. After that the person returns to his/her place in the circle. The person from the right goes into the centre and does the same. The game continues till every person from the group tells his or her name, word and movement. In the second part of the game all the participants again go into the centre one by one, but this time he/she says or does nothing, but the whole group together has to remember his or her name, word and movement. After it is done

correctly the participant returns to his/her place.

► „DRAWING OF THE BODY“

Purpose: to feel our body, to be aware of it, to see how different senses operate.

Course of the exercise: In the beginning all the participants lie on the floor. They think about their body as a totality and about its constituent parts: fingers, head, tongue, legs... They should try to move the part of the body they are thinking about (if it is possible).

After a few minutes of such self-reflection, Joker gives everybody a sheet of paper (all the sheets must be the same size) and a pencil (either of the same colour or participants don't see what colour it is). Joker asks all the participants to draw their body on the paper, with eyes closed. After that participants write their names on the back of their drawings (with eyes closed). The sheets are arranged on the floor in any order. Everybody open their eyes and see the "exhibition". Participants share their thought, associations about each drawing, share what strikes them most about the drawings: are the bodies naked or clothed, lying or standing, do they

have important details. Finally everyone is invited to recognize their drawing. This exercise sensitises the group. First, when people are thinking about their body, parts of it. Second, when try to reproduce what they felt. Third, after the exercise they can pay greater attention to themselves, movements, way of sitting, approaching other people. This exercise encourages to be aware that first of all each of us is a body. We can create abstract ideas, devise inventions, but it is only because we have a body. We inhabit our body even before we have a name. In everyday life we hardly remember, that our body is the fundamental source of all pleasures and pains, knowledge and other things.

► „WITHOUT LEAVING A SINGLE SPACE IN THE ROOM EMPTY“

Purpose: to rely on different senses, to learn to communicate, to act together.

Course of the exercise: all the participants walk quickly in the room (they are not running). They have to be sure that their bodies are all the time more or less equidistant from others and that all are spread out in the whole room. From time to time

the Joker says "Stop" and then everybody immediately stops. It should not be possible to see a significantly empty space in the room. It is important not to stop before the Joker tells so. Whenever anyone sees an empty space, he or she goes there and fills it with his/her body, but he/she cannot stay there, so it again becomes empty, till someone else comes there.

2 part. Participants run slowly. It's not the same as walking quickly. From time to time the Joker says "Stick", then the participants stick together in groups of three, five or more, but they must keep running. It is extremely difficult. Then the Joker says "Separate" and everyone must separate. All the participants run slowly again and try not to leave an empty space in the room.

3 part. The participants touch each other. They move quickly in the room and try to touch each other all the time, try not to be separated from others. From time to time the Joker tells "Stop" and then everybody stops but must be able to touch other people with both hands and at least one leg. No one should be left out in the corner. The result looks like a spider's web.

► **"POSITIVE AND NEGATIVE MAGNET"**

Purpose: To be conscious about ourselves and others, to concentrate, trust others, feel and share different emotions.

Course of the exercise: for few minutes participants walk in the room with eyes closed and try not to collide. The safe way to do this is to cross the arms, hands covering the elbows. In the first part of the game the atmosphere in the room is "negative" – if two participants accidentally touch each other, they must jump away immediately, as if two magnets with negative energy. In the second part of the game the Joker announces that magnetic energy has become positive. From this moment the participants who accidentally touch each other, should stay stuck for a few moments.

► **"BOMB AND SHIELD" OR "ONE PERSON WE ARE AFRAID OF AND ONE IS OUR DEFENDER"**

Purpose: to understand how we feel when we have to avoid some person and how the feelings change when someone starts protecting us.

Course of the exercise: participants walk in the room. After the Joker says so everybody

chooses the person in the room who scares them (only in this game). It will be their "bomb". Participants are not supposed to tell anybody who their "bomb" is, but they must watch him/her carefully and try to avoid him/her. If possible he/she should be as far from him/her as possible. After some time the Joker gives a sign and every person chooses a person who will protect him/her (it will be his/her "Shield"). From this moment the aim of each participant is to move in the room in such a way that the "Shield" all the time was between him/her and the "Bomb". Finally, the Joker stops the game, everyone stays in their places. The Joker asks the participants who stayed alive and who exploded (those who are not separated from the "Bomb" by the "Shield" in the end of the game, explode) and why.

► **"THE CHILD'S DREAM – WHAT I WANTED TO BE WHEN I GREW UP"**

Purpose: to find hidden parts of the personality which still subconsciously affect our choices and style of life.

Course of the exercise: the group is divided in two smaller groups. The first half chooses the character or a person he dreamt



of becoming when he was a child. Persons move in the room and with their body language try to reveal the traits of these characters. After the Joker says so, everybody finds a partner and starts a dialogue. They do not reveal the name of the character but try to behave and talk the way he/she would. After that everybody again walks in the room, chooses another partner, etc. The game is stopped and the entire group (the participants and the ones who were watching) tell their observations about each character. They do not try to guess the name (a person can reveal it later if he/she wants to), they just describe the characteristics, the behaviour. It shows what aims or traits are still important for the person, though he/she might not be consciously aware of that. Then two groups change places.

► **“THE CHILD’S FEAR”**

Purpose: to become conscious of the childhood fears which still influence choices in life.

Course of the exercise: the rules are the same as in “the Child’s dream” but here participants do not try to show the character that scared them. Here they act as themselves in the childhood

– what did they do when they were scared of some persons, characters, imagined monsters? (Figures should not be abstract, for example, not “the darkness”, but “the one who is hiding in the darkness”). After a signal everybody finds a partner and has a dialogue with him/her. But here participants are no longer scared children – they turn into those monsters and try to scare their partner. Later participants share their observations and change places.

► **“WHAT GROWN-UPS WANTED ME TO BE”**

Purpose: to see what we do in life in order to please others, to fulfil their expectations.

Course of the exercise: The rules of the game are the same as in “Child’s dream” and “Child’s fear”. Performance and discussion help to see what we do in life just because we think that we will be accepted by others, but not because we really want to do that.

► **“THE OPPOSITE OF MYSELF”**

Purpose: to find out what we do not know about ourselves.

Course of the exercise: The same rules as in previous games. Participants write the

names of persons, characters they like together with their characteristics they would like to possess. Something they don’t feel they have but they would like to have them. Usually these are the characteristics we have deep inside ourselves but are too scared to show it. The Joker gives the instruction “Back to your normal behaviour” and then “Back to your opposite self”. This is a kind of practice. We behave in a way which is alien to us, find new characteristics, and show them to others. It reveals that we can be the way we never thought that we could and we can practice it later in life.

► **“ANIMALS”**

Purpose: self-expression, creativity, communication.

Course of the exercise: each participant randomly is given a piece of paper with the name of the animal, male or female. They do not know that but there are two of each animal in the group. The Joker gives the signal and everybody starts playing the animals. The Joker can ask to portray the animals, as they: 1) are hungry. How do they eat?, 2) are thirsty. How do they drink? 3) are fighting. How do they manifest their aggression,

2. IMAGE THEATRE

hatred? 4) are tired, 5) are waking up. When animals wake up they go to look for their partner – male or female. They should not stop playing their part, since it is the only way to be recognised by the partner. When two animals find each other they perform a “love scene” (still like these animals). The animals must be different from each other, there can even be a couple of “man” and “woman”.

► “WHERE IS MY PLACE?”

Purpose: to become conscious about the current situation in life, wishes and fears.

Course of the exercise: the activity takes place in the room with several chairs, tables, other objects laid out randomly.

The Joker asks participants in sequence: 1) Where is the best place for you in this room? Where would you like to be? Participants should choose this place and occupy it. 2) Where is the worst place in the room? Where would you not want to be? Participants move to that place. 3) Where are you now? Where is your current place? This exercise reveals thoughts and feelings of participants. When participants “travel” a few times from the best place to the worst and then back,

they become conscious about their current position in life, what they strive for and what they are scared of, what are they avoiding. Discussions after the exercise help to understand these fears and aspirations in relation with their real life.

Image theatre is a transitional stage between games and Forum theatre. This part is not obligatory, because there’s nothing obligatory in the Theatre of the Oppressed. Anyway it helps to communicate not only in words, but to use other senses, understand each other better, find and create more meanings and interpretations. “The word spoken is never the word heard” – says Augusto Boal.

In the Image theatre participants should not try to understand the images – they should try to feel them, let their memories and fantasies to create new meanings in what they see. Images are language. They are also a surface which reflects everything what is projected onto it.

We will present a few techniques proposed by Augusto Boal while working with Image theatre. We would like to remind that everyone is free to create, to interpret and to adapt these techniques.

► 1 TECHNIQUE. IMAGE OF THE WORLD: ILLUSTRATING A SUBJECT WITH OUR BODY

The Joker asks five or more volunteers to express the chosen theme with their bodies. The theme might be presented by the Joker or discussed with the group (they choose the theme to work with). Everyone creates an image with their bodies without looking at others, so not to be influenced by them. They are asked then to show the images to the group. Participants come one after another into the scene and show the image with their body. They do not have to talk, the image talks itself. After everybody shows their images, the Joker asks the rest of the group if anyone can offer a different image. Usually someone wants to do it. They come one by one on the stage and show the image. When they have all been on the stage, the Joker moves on to the “dynamisation” of these images.

The “dynamisation” should be done in three stages.

► 1.

At a signal from the Joker, all the participants who have already

been on the stage go back there and present exactly the same images as before, but this time they do this all together. What happens then? When each actor was showing the image we saw the subjective image. Presenting all the images together gives a multiple vision of the subject. The individual presentation of images gave us “psychological” representation; common presentation gives a “social” vision.

AN EXAMPLE: Augusto Boal was working with people in Rio de Janeiro. It was one of the most violent cities in the world, with high rate of theft, murder, and other crimes. Therefore it was not surprising that someone suggested the theme of violence. What surprised the author was the fact that everyone, without exception, played the roles of victims of violence. And there was a reason for that. Violence in Rio was widespread on all levels: physical, economic, sexual. It was all reflected in the images, but it was always the victims who appeared in these images. The common image consisted of 24 victims.

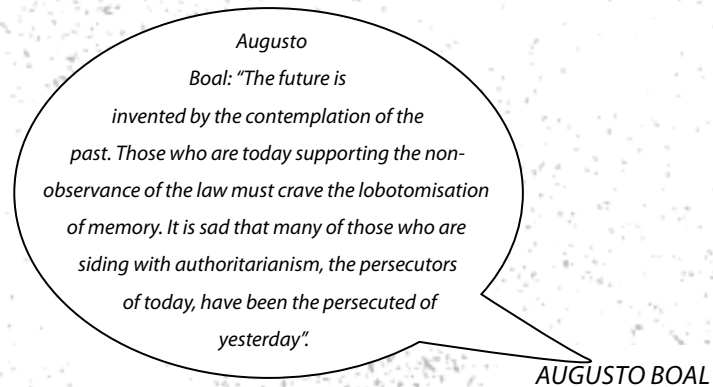
► 2.

At a signal from the Joker, the participants try to interrelate with other participants on

the stage. In other words, it is not longer enough simply to present your vision; you must try to link it to the images of other people. Each person can move, can change the image, but he/she has to create unified picture with others. If each image was previously valid in itself, now the important thing is the interrelation of all the images gathered together, the macrocosm. This is the organised, organic, social vision. The image no longer shows multiple points of view, but rather a single, global, all – embracing vision.

► 3.

It often happens (as it did in Rio de Janeiro) that the participants show only the effects and not the cause; for example, the result of the violence, but not its origin. In this example all were the victims of the same repressive system. Thus, when in the second “dynamisation” they tried to compose a “whole”, the social macrocosm, the image lacked solidarity or unity among the victims, and there was absence of aggressors. Everyone preferred to play their own role, than that of the enemy, aggressor. In such cases it is a good idea to go to the third stage of “dynamisation”.



After the signal of the Joker all the participants must transform themselves into oppressors. So at first participants show one of two poles of the conflict and later – the opposite pole. We can notice an interesting aspect here. The more victimised the person is, the more distorted image of the aggressor appears. But it is not important that this image is not realistic. For the person who portrays this aggressor, this is real. For victims oppressors seem like real monsters.

► 2 TECHNIQUE. IMAGE OF TRANSITION

The group creates a common image – model. The sculptor is chosen to be responsible for creation of the sculpture on the selected theme. The theme is usually in some way connected with the oppression. The sculptor can use people and objects. He can show people (parts of the sculpture) what he wants them to do or physically manipulate them. The sculptor cannot talk. He should work quickly, before he starts thinking verbally. After the sculpture is created, the Joker asks the group if it is acceptable to them. If yes – they use it for further work. If totally unacceptable – it is destroyed. If

it is partly acceptable – the Joker “corrects” it till the majority of the participants are satisfied with it and think that it reflects the theme.

Then the group is asked to create the Ideal image, without oppression or violence. So the existing sculpture is recreated into the „positive“ one. After that it returns back to the state of oppression. Every member of the group can come and recreate the sculpture into the ideal one and after that it returns into the previous state.

“The Dynamisation”

After everyone shows the ways to create a perfect sculpture (do diminish or abolish the oppression), it again returns to the primary image of oppression. All the persons which form the image are told that each time the Joker claps his hands each character will have the right to make one movement. Those who play the oppressed can make one movement to free themselves and each playing the oppressor makes a move to increase the oppression. The movements made must be appropriate to the characters and not to the people playing them. After some time the Joker

suggests that all the characters continue their movements in slow motion. At each clap (they become less frequent) they must take a look around and consider their position in relation to others. Movement ceases when the image has come to an almost complete halt, when all the conflicts have been resolved with happy or unhappy endings. After the exercise the discussion is initiated: what happened? How did the participants feel? How the spectators saw the situation? What solutions were reached, what were the main obstacles, why in some cases did oppression prevail?

3. FORUM THEATRE

SOME HINTS BY AUGUSTO BOAL ABOUT THE FORUM THEATRE AND HOW TO WORK WITH THE PERFORMANCES OF IT:

▶ 1.

In the beginning the performance is created by the participants. It is about the painful situations they experience or observe in life.

▶ 2.

For the first time it is played as a conventional performance.

▶ 3.

The Joker asks the spect-actors (this is how the spectators are called in Forum theatre. It shows that they must be active during the plays) if they agree with the solutions of the situation. Usually they don't. The Joker asks them what they would do differently, let them express their opinion and tells that the situation will be replayed exactly the same as the first time. The task of the spect-actors this time is to try to change the situation. The Joker generates some tension among the spect-actors – if no one changes the world it will stay as it is, if no one changes the play it will come to the same end as before.

▶ 4.

The audience is informed that they must take the protagonist's place whenever he or she is making a mistake. Only then the situation can change to a better direction. All they have to do is shout "Stop", the actors must stop immediately where they are. The spect-actor tells where he or she wants to start. The actors then start the scene from the prescribed point.

▶ 5.

The actor who had been replaced stays on the sideline (in case his help will be needed).

▶ 6.

From the moment the spect-actor replaces the protagonist and looks for new solutions, all other actors on the stage do not surrender easily and even intensify their oppression. Neutral characters can also join the oppressor. They try to show the spect-actor that it is very difficult to change the reality, this requires efforts and creativity. Still if actors-oppressors feel that the new protagonist convinces them to change their behaviour, they must change it. Protagonist needs to understand that it is difficult to change the reality,

but he/she should not feel completely helpless and without any influence.

▶ 7.

The aim of the Forum theatre is not to win, it is to learn and train. The spect-actors, by acting out their ideas, train for "real life" action.

▶ 8.

If the spect-actor gives in, everything ends in the same way as it did the first time. But there is nothing wrong, because other spect-actors can shout "Stop" at any time and to try to change the situation from the selected point. A new solution will be tried out.

▶ 9.

At some point the spect-actor may eventually break the oppression. The oppressor and his associates must surrender. The performance can end here, but it can also be continued. From this moment the spect-actors might be invited to replace the oppressors or anyone they like, and to show new ways of oppression and together look for the ways to fight it.

► 10.

One of the participants, or someone else, must exercise the function of the Joker. It is the moderator, the wild card, the leader of the game. He explains the rules of the game, encourages both parties not to stop playing, not to give up. The effect of Forum theatre is the most powerful when the audience understands and feels that if they don't change the world, no one will change it for them and everything will inevitably turn out exactly the same – which is the last thing we would want to happen.

► 11.

The Joker does not know all the truth, his job is to try to ensure that those who know something could get a chance to say it and that those who dare a little, dare a little more and show what they are capable of.

► 12.

When the Forum is over, participants can create a "model of action for the future".

FOUR VERY SHORT PERFORMANCES OF FORUM THEATRE. THEY CAN BE PRESENTED TO THE AUDIENCE TO REVEAL THE IDEA OF FORUM THEATRE. THESE ARE METAPHORIC IMAGES, WHICH REFLECT DEEPER ISSUES.

► 1.

The handshake. One person is moving happily towards another and offers a hand for a handshake. When the first character approaches the second one he/she turns away. It is a five-second scene, where we have all the elements of the Forum theatre: a protagonist (the one who has a wish and wants to exercise it), an antagonist (the one who turns away); preparation (one character approaching another); the Chinese crisis (both a danger and an opportunity); the defeat (the first character loses, his/her wish is not fulfilled). This is an opportunity to ask the audience for new solutions – how this person could reach the aim?

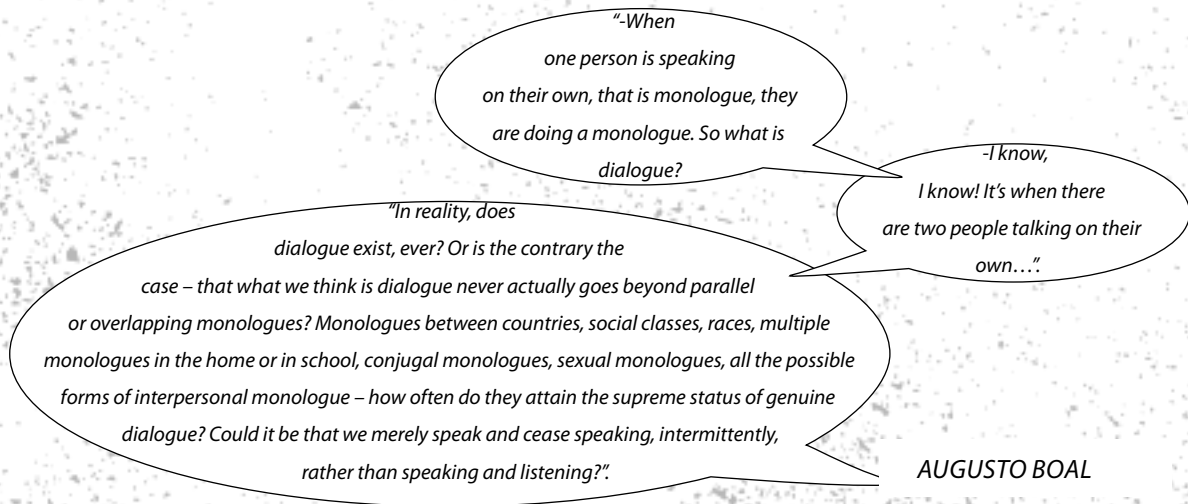
► 2.

Four people walking, the fifth person dancing. Four people are walking in step, almost in a

military manner. The fifth one wants to dance. The four people don't let him/her do that – they push the fifth one on the floor. He/she stands up and joins the others and marches together with them. Spectators are asked to find as many solutions as possible how could the fifth character remain the way he/she is and not to become identical with others. Usually many solutions emerge and it shows that it is always possible to fight the oppression. Audience is asked: "what would you do if you were the protagonist?". Later it might be revealed to the audience that this performance was created by an employee of the bank, who was trying to fight the oppression at her work place. It is also appropriate to ask how it changes the understanding of the situation, what new solutions emerge.

► 3.

Bigger and bigger obstacles. There are three obstacles in the performance: a chair lying on the floor, a chair standing upright and three chairs on top of each other. Three actors are in the far end of the stage. The protagonist approaches the first obstacle. The first actor comes



to help him. The protagonist approaches the second obstacle. The second actor comes and helps him. The protagonist approaches the third obstacle. The third actor comes and does not help but encourages to sort this one out on his own. The protagonist is very disappointed. He could get over the first two obstacles, but he received the assistance for that. He could not overcome the third one and had no help from others. The Joker asks the audience: „what would you do?“ and later he/she might tell that this performance was created by a young man who felt that his teachers helped him a lot in school, when he could manage by himself but when he had to find a job no-one helped him anymore. What does the audience think about this situation?

► 4.

It's too late. There are three tables on the stage. One is near the protagonist, second halfway across the room and the third one far away. The protagonist runs quickly to the most remote table. A person behind the table stands up and says „too late“. Protagonist is a little sad; he comes back to the start. This time

he/she runs again, though not that quickly toward the table in the middle. The person behind it stands up and says „it's too late“. The protagonist is really confused and sad, he/she goes slowly to the nearest table and the person behind it also says „it's too late“. Joker asks the audience: „what is going on?“, „what would you do?“, „what could be different?“, „what would you change?“. Later he/she presents the situation. The performance was created by a young woman who was so scared of everything that was always late – it was a reason not to participate in the event she wanted, but didn't dare to go. This allows to have a further discussion with the audience: “when do similar situations happen?”, “what fears might stop from participating in the attractive activities?”, “how do the reactions of other people influence the development of such fears?”, “what are the possible ways of overcoming these fears?”. In this performance Forum theatre has a lot of characteristics of other method of the Theatre of the Oppressed – Rainbow of Desires. This technique helps to deal with inner (not external) oppressors.

4. NEWSPAPER THEATRE

Newspaper theatre is the collection of techniques. It started the whole history of the Theatre of the Oppressed. These methods help us to look differently at the information which is presented, think critically, and distinguish between the reality and what is simply a declaration.

AUGUSTO BOAL PRESENTS THE FOLLOWING TECHNIQUES OF THE NEWSPAPER THEATRE:

- **The Simple reading.** The message in the newspaper is read, but because no one knows where it is placed in the newspaper, the size of the letters, everyone is free then to decide the importance of this message by himself/herself.
- **The Crossed reading.** Two messages are read alternately. They either supplement each other or contradict. In any case the reader might better understand the context of the message and possible contradictions, biased information.
- **The Complementary reading.** Readers complement the information in the newspaper with their knowledge. Sometimes articles do not tell

AUGUSTO BOAL

„We do not accept that the elector should be a mere spectator to the actions of the parliamentarian, even when these actions are right: we want the electors to give their opinions, to discuss the issues, to put counter-arguments, we want them to share the responsibility for what their parliamentarian does“.

any lies, they simply don't give all the information. Knowledge from other sources supplements the information from the newspaper and reveals different meaning of it.

► **The Rhythmical reading.**

News is read in different rhythms. This helps to reveal new aspects, stresses different things and shows hidden meanings in the article.

► **The Parallel action.** One person reads the message loudly and others strengthen the impact by actions which illustrate the information, make it more real and easily understandable.

► **Improvisation.** Actions are improvised on stage without the rehearsal.

► **The Historical reading.**

The message is supplemented with the information from other historical epoch or other cultures. This turns the local news into universal.

► **The Reinforced reading.**

News is reinforced by visual and audio measures. This makes their impact to the audience much greater.

► **The Concretion of abstraction.** Very specific and concrete images or symbols show what is hidden behind abstract messages and words,

such as "war", "starvation", "unemployment", "torture" and others.

► **Text out of context.** The text is taken to the different – usually the real – context, to show the broader situation.

EXAMPLES OF NEWSPAPER THEATRE BY AUGUSTO BOAL:

► **Example of the**

Complementary reading: "A Bolivian paper criticising the transitional regime in Chile, in Allende's time, affirmed: "In Chile there are no queues for everything; in Bolivia the shop windows are crammed". And, in part, it was true. But it was necessary to complement this news: "Because in Chile, up until September 1973, the purchasing power of the people permitted them to eat, while in Bolivia the people, enslaved by their own oligarchy and by Brazilian sub-imperialism, are used to walking along the street without being able to afford to go into the shops – whose products thus stay in the window waiting for a rich man to pass". And that completes the news".

► **Possibilities of the Historical reading:** "a news item which deals with the low wages paid to workers today can be

preceded by a scene showing the same type of relationship between a slave and his master, in times when slavery was openly practiced in Brazil. Or the comparison can be between different countries in the same epoch, a piece of news about an Argentine labour problem can be preceded by a scene which presents the same problem successively in Brazil, Peru and Cuba. The various different possible solutions (or absence of solution) are presented as alternatives. How did other people deal with this, when and in what conditions. This need not be about following examples, but having real historical alternatives in front of us, not to follow them, but to study them".

The Concretion of abstraction helps to understand words or facts which, through over-use, have lost their capacity to give rise to the emotions. This is a way to make abstract things tangible and alive: "physically showing the death of a miner stuck in mine because of an explosion which was badly planned in order to save explosives; or the graphic image of the lungs of a worker after 30 years of breathing the polluted air of a mine, eight hours a day".



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THE PROJECT „THE ROAD OF THE CITIZEN“

Virginija Skučaitė
projekto koordinatore

The project „THE ROAD OF THE CITIZEN: Information and Implementation of the Rights of the Citizens of the European Union (according to the Charter of Fundamental Rights of the European Union)“.

Duration of the project: 2013 08 15 – 2014 11 29

The project „The Road of the Citizen“ is supported by Europe for Citizens Programme of the European Union. **Europe for Citizens (2007 – 2013):** the aim of this programme was to bring Europe closer to its citizens and to enable them to participate fully in the European construction. It started on 1 January 2007 and ended on 31 December 2013. Since 2014 new programme of Europe for Citizens (2014 – 2020) is operating. The programme was supported by **Action 2 – Active civil society in Europe, Measure 3 – Support to projects initiated by civil society organisations.**

The main themes: DIGNITY, FREEDOMS, EQUALITY.

PUBLIC INSTITUTION „MENŲ IR MOKYMO NAMAI“

The project „THE ROAD OF THE CITIZEN“ is implemented by Public Institution „Menų ir mokymo namai“ („House of Arts and Education“). Organization was established in 2004. On 1 July this year it celebrated 10 years anniversary. All these years the organization worked with children, youth and adults. It cooperated with 147 schools, spread the method of Forum theatre widely, taught children and teachers to use the method, created and presented them the methodical material. In some schools method of Forum theatre was included into the programme of Non-formal education. 2013–2014 the organization implemented the project “Integration of New Methods of the Theatre of the Oppressed into the Activities of Lithuanian NGO’s”, supported by Lithuanian – Swiss cooperation programme. It gave the opportunity to broaden the scope of methods used. At this moment organization uses not only the method of Forum theatre (which is a part of the Theatre of the Oppressed), but also Image theatre, Invisible



theatre, Newspaper theatre, Legislative theatre, Rainbow of Desires. While implementing this project the organization also translated and published three books of Augusto Boal (the creator of the Theatre of the Oppressed): “Theatre of the Oppressed”, “Legislative Theatre” and “Rainbow of Desires”. It also prepared and published the “Interactive Methodical Material”. It describes how methods of the Theatre of the Oppressed might be used. It includes video material that shows exercises and the course of the activities in practice. “Menų ir mokymo namai” shared this material with partners of the project “The Road of the Citizen”. Partners from foreign countries can find some information from this material on our website, translated into

English language. Organization cooperated with professional actors, theatre directors, psychologists and other specialists. Young volunteers have participated in the activities. They not only perfected their artistic skills, but also learned to be socially active and responsible. For nine years the organization had the motto “To make the world a more beautiful place”, but the last year it chose the words of Augusto Boal for the new motto **“WE BELIEVE IN PEACE, NOT IN PASSIVITY”**.

The director of the organization and the manager of the project “The Road of the Citizen” Rimanta Vaičekonytė graduated from Lithuanian Academy of Music and Theatre and has a degree of drama actor. She has created more than 30 roles in theatre, Lithuanian and international movies. Later she studied in various countries and learned different theatre methods. One of them was Forum theatre. 10 years ago established public institution “Menų ir mokymo namai” and started working mostly with this method, spreading it at first in Lithuania, later in other countries as well. She has implemented more than 30 projects, prepared and published 3 methodical materials to work with Forum theatre and other methods of the Theatre of the Oppressed, organizes training, workshops. Manages and administers projects and other activities of the organization.

The coordinator of the project “The Road of the Citizen” **Virginija Skučaitė** is a psychologist. She got the master’s degree of clinical psychology in Vilnius University, graduated from Gestalt psychotherapy basic level studies, and now is studying in the Analytical (Jungian) psychotherapy programme. Started working with the method of the Forum theatre 9 years ago, takes part in creation and implementation of the projects, organizes and moderates groups for improving social and self – reflection skills for volunteers, organizes training, workshops, is a co-author of publications of methodical material and Best practise. Organizes surveys, analyses results, is a contact person for foreign partners.

HUMAN RIGHTS AND DISCRIMINATION. SITUATION IN LITHUANIA

Ideas and themes for the project “The Road of the Citizen” were selected on the grounds of observations that citizens of the country which joined the EU quite recently, still have difficulties in identifying themselves as the citizens of the EU. One can quite frequently feel kind of resistance among the people when they talk about the values, that are “forced” by the EU and do not see that these values are common and important for all human beings and countries. Though the EU fights against any kind of discrimination and inequality, in Lithuania one can encounter these phenomenon quite often.

We will present a few recent surveys which will help to reveal the situation in Lithuania. We invite participants from other countries to consider if the situation is similar or different in Latvia and Poland.

In 2012 Equal Opportunities Ombudsman’s Office ordered a sociological research “Evaluation of Possible Manifestations of Discrimination and Tolerance to Various Social Groups”. The project “C.A.F.E. Changing

Attitude Fostering Equality” was supported by European Commission Employment, Social Affairs and Inclusion programme PROGRESS. The evaluation was implemented and prepared by Institute of Labour and Social Research.

Respondents were asked with members of which social groups they would not want to live in a neighbourhood. The answers show these tendencies: Roma people - 59%; Homosexual persons – 47 %; Persons with mental disabilities – 44 %; Muslims – 35 %; Black – skinned people – 25 %; Jews – 18 %. The answers to the question with members of which social groups respondents would not want to work in the same working place show the following results: Persons with mental disabilities – 44 %; Roma people – 41 %; Homosexual persons – 35 %; Muslims – 25 %; Black – skinned people – 21 %; Jews – 16 %. On October 2013 the research on what Lithuanian people think about the discrimination of various social groups was conducted. Ordered by: Equal Opportunities Ombudsman’s Office. Conducted by: Spinter Research.

ACTIVITIES AND RESULTS OF THE PROJECT

► THE RESEARCH REVEALED:

- 16 % of respondents from Lithuania claimed to have experienced discrimination.
- 7 % of respondents affirmed that they have experienced negative prejudices because of their age. 6 % have been discriminated on the grounds of age while searching for job. 10 % of respondents have noticed discrimination of their age – group. 4 % said that they have been insulted in public places because of their age.
- Usually people think that persons with mental disabilities should live in special environment (46 %), 27 % think that they can live anywhere as all other people. 12 % of respondents think that persons with mental disabilities should live in hospitals, 10 % say that it would be best if these persons lived further away from cities, to ensure their safety.
- 42 % of respondents say that they would be afraid if the teacher of their child was homosexual. 37 % would not join any organization, which has homosexual members. 35 % would not vote for a candidate to Seimas or Municipality if he or she openly admitted his or her homosexuality.

INITIAL TRAINING FOR THE PARTICIPANTS OF THE PROJECT “THE ROAD OF THE CITIZEN”

Date: 2013 10 15-17

Place: Vilnius, Lithuania

Number of participants: 29

Activity: Participants found out more about the project, future activities, acquired knowledge about documents of the European Union which define the rights of the citizens of the European Union, learned how to use methods of Forum theatre and Newspaper theatre.

Special thanks to:

Representatives of Mtü Foorumteater Nikolai Kunitsõn and Gertha Teidla-Kunitsõn from Tallinn, Estonia. During workshops they presented and tried out in practice methods of the Theatre of the Oppressed (games, Image theatre, Forum theatre, Newspaper theatre, Rainbow of Desires) together with participants. They also helped to prepare performances for the public interactive conference in Vilnius, Lithuania. Kazimieras Simonavičius Law Faculty (Vilnius / Klaipėda) for providing comprehensive legal knowledge to the participants, presentation of documents, initiation of discussions about Human Rights.

► MORE INFORMATION:

<http://forumoteatras.lt/en/road-of-the-citizen/news/1-and-2-events-generalized-information-2013-10-15-17-2013-10-18-227.htm>

<http://forumoteatras.lt/en/road-of-the-citizen/news/1-st-and-2-nd-events-of-the-project-the-road-of-the-citizen-we-believe-in-peace-not-in-passivity-180.htm>

PUBLIC INTERACTIVE CONFERENCE IN VILNIUS, LITHUANIA

Date: 2013 10 18

Place: Vilnius, Lithuania

Number of participants: 206

Activity: After a three-day training the participants invited people to public interactive conference. During the event two performances were shown to the audience. Performances were created by the participants and reflected situations in which Human Rights are violated. Specialists from Estonia Nikolai Kunitsõn and Gertha Teidla-Kunitsõn helped to create them and to introduce to the audience. Persons who came to the event participated actively, got involved into discussions, suggested solutions to change the situations into

better direction, joined the performances in order to try out their suggestions and to see how they can change the unjust situations. Participants of the project had an opportunity to see how Forum theatre for the bigger audience works in practice and later used this knowledge in organizing interactive mini-conferences in their schools, for their communities.

► **MORE INFORMATION:**

<http://forumoteatras.lt/en/road-of-the-citizen/news/1-and-2-events-generalized-information-2013-10-15-17-2013-10-18-227.htm>

FIRST INTERACTIVE MINI-CONFERENCES IN SCHOOLS. THEME: DIGNITY.

Place: All the participating schools - partners

Total number of participants: 860

Activity: The teacher and the youth leader who attended training in Vilnius gathered together the group of Forum theatre in their school, which prepared for the first interactive mini – conference. The theme of the conference was “Dignity:

Human dignity; Right to the integrity of the person”.

► **THOUGHTS AND OBSERVATIONS OF THE PARTICIPANTS ABOUT DIGNITY AND ITS VIOLATIONS:**

► In my opinion, in Lithuania human dignity is violated because of narrow views of the people. More and more attention is paid to how a person looks, not to who he or she is.

► Usually people who have more friends in class, “the elite”, violate dignity of others. They express their opinion towards them which is humiliating and not benevolent.

► Usually dignity is violated when the person is valued by his appearance, the first impression.

► The human dignity is usually violated when persons are discriminated, hurt. There are a lot of such cases in our society.

► I think the dignity is violated when one person insults psychologically weaker person.

► One year my friend’s dignity was violated by a schoolmate, when he constantly made fun of him. But my friend wasn’t any better – instead of doing a rational thing and telling authorities about that, he used physical violence.

► A lot of people in Latvia work long hours in their working places and get a small salary. People cannot support their families and therefore leave their country and start working abroad.

► People often are humiliated because they have less money than the rest of the students in the school. Students laugh at students who do not have fashionable clothes and gadgets like mobile phone.

► **MORE INFORMATION:**

<http://forumoteatras.lt/en/road-of-the-citizen/news/3-event-generalized-information-theme-dignity-232.htm>

SECOND MINI - CONFERENCES IN SCHOOLS. THEME: FREEDOMS.

Place: All the participating schools - partners

Total number of participants: 941

Activity: Schools – partners organized interactive mini-conferences. During them documents of the EU were presented and performances of Forum theatre (and/or Newspaper theatre) were played. Themes for the performances



were chosen according to the second Title of Charter of Fundamental Rights of the European Union “Freedom: Right to liberty and security; Freedom of thought, conscience and religion; Right to education; Freedom to choose an occupation and right to engage in work”.

► THOUGHTS AND OBSERVATIONS OF THE PARTICIPANTS ABOUT FREEDOMS AND THEIR VIOLATIONS:

- Students can't continue studying in higher level schools because the price is very high but the benefit is not so high.
- My friend wanted to choose profession, but his “friends” told him to choose the profession they have already chosen.
- Restriction of freedom in choosing the profession is a common problem in Lithuania, because it is a usual thing for parents to choose the profession for their children.
- Many people do not like the so-called “geeks” so sometimes they humiliate them in every way, try to prove that it is so disgusting to read so many books. Some people make fun of how Muslims pray, etc.

► In my class different style is not accepted. Usually this is because of stupid stereotypes of some people.

► I do not eat meat and others keep telling me that this is wrong, but this is my choice, my right and my opinion.

► I have a friend, she is Jehovah witness. She encounters a lot of resistance from her friends and other people.

► If the group considers something cool and fashionable, it is hard to express different opinion. The person can be laughed at.

► The boy was spit upon because his opinion was different.

► MORE INFORMATION:

<http://forumoteatras.lt/en/road-of-the-citizen/news/4-event-generalized-information-theme-freedoms-266.htm>

THIRD MINI – CONFERENCES IN SCHOOLS. THEME: EQUALITY.

Place: All the participating schools - partners

Total number of participants: 875

Activity: each participating school organized interactive

mini-conference on the theme “Equality”. As in previous conferences attention was paid to theoretical aspects of Human Rights situation in the EU and in the country and also to the performance of Newspaper theatre and / or Forum theatre about these themes. Themes were selected according to the third Chapter (Title) of the Charter of Fundamental Rights of the European Union: “Equality: Non-discrimination; Cultural, religious and linguistic diversity; Equality between women and men; The rights of the child; The rights of the elderly; Integration of persons with disabilities”.

► THOUGHTS AND OBSERVATIONS OF THE PARTICIPANTS ABOUT EQUALITY AND ITS VIOLATIONS:

- I know the situation, when some people didn't want to accept Jewish boy to the school because they were afraid he will make an impact on other children.
- The boy with different sexual orientation was laughed at.
- I saw a disabled person on the TV. He had no possibility to get into the building of Municipality. There were only steps and the

person was in a wheelchair. He needed to get there in order to arrange some documents connected with the disability.

- ▶ I saw by myself that the disabled person could not park the car in the special place for drivers with disabilities because completely healthy person parked his car there.
- ▶ In our school there is a disabled boy who doesn't have access to all facilities in our school. He can't use toilet on the first floor. There is only one toilet in our school which he can use. In our town it is impossible for him to get into some shops, to the hairdresser, or even library. Some students have fun of elderly people or disabled people, for example, people with Down syndrome.
- ▶ I have a friend who was constantly discriminated in school. It made a huge impact on him and now he behaves just the same as persons who discriminated him.
- ▶ The person was pushed away

from dances in festival, because he was hindering dancing of others.

- ▶ In Lithuania dark-skinned people are discriminated.
- ▶ In Lithuania transvestites are discriminated.
- ▶ Men are more valued in working places than women.
- ▶ People hate gays and lesbians, though they do not even know them.
- ▶ I think the theme of integration of persons with disabilities into society is very important. Both elder and young people are afraid of persons with disabilities, they do not know how to treat them. In the lesson children portrayed the disabled person as stupid, angry, not beautiful and uninteresting.
- ▶ In my class almost half of the students are discriminated.
- ▶ Usually persons are discriminated because of their sexual orientation. Also women and men do not earn the same amount of money. This is a discrimination.

▶ **MORE INFORMATION:**

<http://forumoteatras.lt/en/road-of-the-citizen/news/5-event-generalized-information-theme-equality-295.htm>

PLANNED AND CURRENT ACTIVITIES: INTERNATIONAL INTERACTIVE CONFERENCE AND PUBLIC FORUM THEATRE PERFORMANCE FOR THE SOCIETY

▶ **“THE SQUARE OF DESIRES”**

The name **“The Square of Desires”** is chosen according to the depicted space by Augusto Boal, where people act, express various feelings, share experiences and difficulties. This is a place where everybody can discuss loudly, look for solutions of the problems, for possibilities to fulfil desires. This is an opportunity to make life a bit better and to encourage people to be a little happier.

Place: Vilnius, Lithuania

Estimated number of participants: >200

Date: 2014 09 30 – 2014 10 03

Activity: All partners of the project arrive to the final conference. Here participants share their experience, evaluate similarities and differences in the area of Human Rights in each participating country, foresee possibilities for future cooperation and continuation of the activities.

On the last day (2014 10 03) in **Vilnius Bus Station Waiting Hall**



the last interactive conference takes place. In this public place everybody is welcomed – the ones who knew about this conference in advance as well as those who just come to buy a ticket for a trip. The place of the conference gives an opportunity for people from different places of Lithuania (who are coming to Vilnius or leaving it) as well as for the guests from foreign countries to participate unexpectedly in the event. The project “The Road of the Citizen”, Charter of Fundamental Rights of the European Union, information about Human Rights and the EU politics will be presented. Participants of the project will prepare a special performance. Also the performances of Forum theatre about the situations of unjust social situations, violations of Human Rights will be played. Spectators will be invited to participate actively: to discuss, to join the performances and to try to change them into better direction. They will have a possibility to express their desires, which could make life in close environment and in Europe

better.

PUBLICATIONS AND DISSEMINATION OF THE PROJECT:

- ▶ Information is constantly renewed in the website of public institution “Menu ir mokymai” <http://forumoteatras.lt/en/road-of-the-citizen>, Social network <https://www.facebook.com/forumoteatras>, Websites of partners (schools participating in the project).
- ▶ 2 articles in the largest news portal in Lithuania www.delfi.lt: <http://www.delfi.lt/pilietis/naujienos/visi-gali-vaidinti-netgi-aktoriai.d?id=62987812> and <http://www.delfi.lt/pilietis/naujienos/lietuviu-latviu-ir-lenku-jaunimas-nusprende-pasauli-padaryti-grazesni.d?id=64021476>
- ▶ Partners constantly spread information for local institutions.
- ▶ Brochures published in 4 languages (Lithuanian, English, Polish and Latvian) which present the project and its themes.
- ▶ Created and issued attributes of the project: T-shirts, bags, pens, pencils, and gifts for participants. Attributes with logos are used in public events to attract attention and spread information about the project.
- ▶ Prepared and published

Handouts for the final event.

- ▶ The publication of Best practice is prepared. Questionnaires were created and distributed, they evaluate the experience of participants of the project in the sphere of Human Rights, their observations of manifestations of discrimination and inequality in all participating countries.
- ▶ Social Advertisement (on Lithuanian TV), which presents the project, partners, friends, the main message.

▶ PARTICIPANTS ABOUT THE PROJECT “THE ROAD OF THE CITIZEN”

I would like that there were more projects and that they covered all age groups, races, religious groups, involved them. If people and society want to develop, it is necessary to see the situations from aside and to analyse them. I am happy that this project started, it helps to become more tolerant, be equal with others in life.

I really like this project, it gave me the opportunity to be someone I have never been before.

The important thing is that students understood Human Rights more deeply, “lively”, felt that every person can contribute

in solving smaller or bigger problems.

This is a great way to make people think, to look at problematic situations from the side and to stop being indifferent.

This project changed my thinking, it made our Forum theatre group really close. It was really fun to feel different roles deeply.

I understood, found out and made sure that both at home and in schools these themes are barely talked about. I think we lack a system of solving these problems effectively.

Project is very important, because about half people in Lithuania experience discrimination.

The Forum theatre method is, in my opinion, the best way to show every day problems. If students prepare presentation or a lecture nobody would listen to them and they wouldn't remember anything afterwards.

This project made me think about these problems. I think this project was very nice and opened the eyes of many people.

We solved problems but also tried to keep happy and friendly atmosphere, because in our country [Latvia] we are tired of

problems!

People get used to some situations and are unable to notice some problems. By showing the situation in different way, from other point of view, people notice them and maybe change their opinion. I think the world is a little bit a better place thanks to it.

The project was equally hard work and great fun. We got closer to one another. But most of all we could do something good in our small community.

The Forum theatre method is a good way to see what other students think about certain problems. They got engaged during the performances so I'm sure they will remember it for long. I also think it changed their point of view.



ISSUES OF DIGNITY, FREEDOMS AND EQUALITY ACCORDING TO THE CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION

Maksimas Kozlineris
teisės magistras

BASIC INTERNATIONAL DOCUMENTS

► UNIVERSAL DECLARATION OF HUMAN RIGHTS

International document, 1948
December 10, Paris, UN General
Assembly.
European Convention on
Human Rights is international
agreement, devoted to
protection of Human Rights
and Fundamental Freedoms in
Europe (1950-11-04/1953-09-03)

► CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION:

For the first time in the history
of the EU all civil, political,
economical and social rights
of the citizens of the EU and all
people living in the territory of
the EU are described (2000-12-
07/ 2009-12-01)

► TODAY IT IS ONE OF THE MOST IMPORTANT AND RELEVANT INTERNATIONAL DOCUMENTS

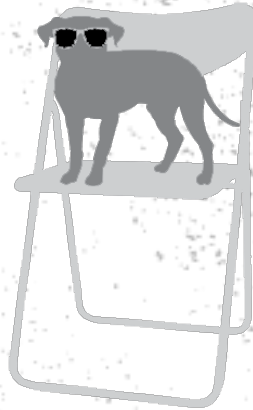
Prepared and for the first time
introduced 2000 December 7 in
Nice (France). Was not obligatory
for countries.

Since 2009 December 1 Lisbon
Treaty entered into force and
the Charter became obligatory
document for all countries of the
EU.

► THE CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION DECLARES:

The Union is founded on the
indivisible, universal values of
human dignity, freedom, equality
and solidarity;..

The peoples of Europe, ...<..> ,
are resolved to share a peaceful
future based on common values.



DIGNITY

article 1 _____

HUMAN DIGNITY IS INVOLABLE. IT MUST BE RESPECTED AND PROTECTED.

article 4 _____

NO ONE SHALL BE SUBJECTED TO TORTURE OR TO INHUMAN OR DEGRADING TREATMENT OR PUNISHMENT

Article 5 _____

NO ONE SHALL BE HELD IN SLAVERY OR SERVITUDE <...> NO ONE SHALL BE REQUIRED TO PERFORM FORCED OR COMPULSORY LABOUR <...> TRAFFICKING IN HUMAN BEINGS IS PROHIBITED

Article 25 _____

THE RIGHTS OF THE ELDERLY.

The Union recognizes and respects the rights of the elderly to lead a life of dignity...

Article 31 _____

FAIR AND JUST WORKING CONDITIONS

► Every worker has the right to working conditions which respect his or her health, safety and dignity.

FREEDOMS

„FREEDOM is the right to do everything that does not harm other people“

Matthias Claudius, (1740-1815) – german writer

► IN WHAT WAY RIGHTS ARE SIMILAR TO FREEDOMS? HOW DO THEY DIFFER?

RIGHT – it is the limit of the possible human behaviour – it indicates how each of us may behave, what may we do, what behaviour is acceptable (right to engage in work, education)
 FREEDOM - means a way of behaving, a possibility to act and live according to one's decision and choice (freedom to choose an occupation)

Freedom is understood almost the same as Right
 In order to avoid chaos and to understand the Rights and freedoms in the same way, they are consolidated in international documents: treaties, declarations, conventions, constitutions, etc. These documents also foresee limitations of these rights and freedoms and also prohibitions to violate freedoms and rights of other people.



If we talk about rights – there usually is a subject (organization, institution, state) which has to guarantee these rights (to ensure their protection).

E.g. If we talk about right to health care – this kind of right is guaranteed by medical institution. (indirectly it can be guaranteed by the state, but the right is ensured by the medical institution).

Freedoms cannot be violated or limited in other way than it is declared by law. In this case the subject is not indicated, because everyone can be a transgressor.

E.g. If constitution guarantees Freedom of religion it means that a human being has the right to ask for the protection of the state from anyone who prevents him from manifesting his religion freely.

Article 6 _____

RIGHT TO LIBERTY AND SECURITY

Everyone has the right to liberty and security of person.

Article 7 _____

RESPECT FOR PRIVATE AND FAMILY LIFE

Everyone has the right for his or her private and family life, home and communications

Article 8 _____

PROTECTION OF PERSONAL DATA

(Everyone has the right to the protection of personal data concerning him or her. Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified. Compliance with these rules shall be subject to control by an independent authority)

Article 9. Right to marry and right to found a family.

The right to marry and the right to found a family shall be guaranteed in accordance with

the national laws governing the exercise of these rights.

„They that would give up essential Liberty to purchase a little temporary Safety, deserve neither Liberty nor Safety” – B. Franklin (famous USA politician, writer, scientist, businessman, one of authors of USA Constitution).

Every person has the right to liberty and security. The state seeks to keep balance of security and freedom. Therefore it is necessary to ensure safety but also to leave enough space for free choices of human beings.

Article 10 _____

FREEDOM OF THOUGHT, CONSCIENCE AND RELIGION

Everyone has the right to freedom of thought, conscience and religion.

Freedom to change religion or belief and freedom, either alone or in community with others and in public or in private, to manifest religion or belief, in worship, teaching, practice and observance. The right to conscientious objection is recognized, in accordance with the national laws governing the exercise of this right.



Article 11 _____

FREEDOM OF EXPRESSION AND INFORMATION

Everyone has the right to freedom of expression (freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. The freedom and pluralism of media shall be respected).

Article 12 _____

FREEDOM OF ASSEMBLY AND OF ASSOCIATION

Everyone has the right to freedom of peaceful assembly and to freedom of association at all levels, in particular in political, trade union, and civic matters, which implies the right of everyone to form and to join trade unions for the protection of his or her interests.

Freedom of thought – it is freedom from any ideological control, from the opinion and influence from others. A human being can decide how to think, in what to believe, what spiritual values to acknowledge. It is limited only as much as necessary to protect other people.

Freedom of conscience – it is a person's right to choose a certain value, to make it his own goal and to act according to it. A person has the right to choose his worldview and to live according to it.

Freedom of religion – it is a choice, practicing of the belief, which is one of the values. It is a possibility for a person to believe in what he believes and to manifest it alone or in community.

For all the freedoms the law provides limitations. They are necessary in order not to prevent other people from using their freedoms and to protect others from the violation of their rights and freedoms. While we all live in a community, we have to respect not only our choices but also those of others.

Article 13 _____

FREEDOM OF THE ARTS AND SCIENCES

The arts and scientific research shall be free of constraint. Academic freedom shall be respected

Article 14 _____

RIGHT TO EDUCATION

Everyone has the right to education and to have access to vocational and continuing training. This right includes the possibility to receive free compulsory education. The freedom to found educational establishments with due respect to democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, in accordance with the national laws governing the exercise of such freedom and right.

Article 15 _____

FREEDOM TO CHOOSE AN OCCUPATION AND RIGHT TO ENGAGE IN WORK

1. Everyone has the right to engage in work and to pursue a freely chosen or accepted occupation.
2. Every citizen of the Union has the freedom to seek employment, to work, to exercise the right establishment and to provide services in any Member State.
3. Nationals of third countries



who are authorised to work in the territories of the Member States are entitled to working conditions equivalent to those of citizens of the Union.

Freedom to seek education – These are rights and freedoms to receive free compulsory education, accessibility to education (for everyone), right (freedom) for parents to choose a form of education for their child, academic freedom, freedom to establish educational establishments, etc.

FREEDOM TO SEEK EDUCATION is One of the most important cultural rights.

WHY DO WE NEED SUCH A RIGHT?

To value ourselves and others

To know, recognize and respect human rights in everyday life

To understand our fundamental rights and to be able to express them

To value and respect differences (among people, cultures...)

To gain wisdom to solve conflicts without violence and to respect rights of other people

To encourage children's confidence that they could defend themselves and others while protecting the rights of themselves and others.

FREEDOM TO CHOOSE AN OCCUPATION AND RIGHT TO ENGAGE IN WORK

Every person has the right to get education in the chosen field, but later he has to choose an occupation in order to lead normal life.

Member States fulfil this right. In order to facilitate free movement of people, to abolish obstacles to work in the chosen field, to provide services, there are all conditions created to choose and work on equal rights. In this way there is a possibility to work in a chosen field even if such kind of occupation does not exist in the State where a person lives.

Article 16 _____

FREEDOM TO CONDUCT A BUSINESS

The Freedom to conduct a business in accordance with Community law and national laws and practices is recognized.

Article 17 _____

RIGHT TO PROPERTY

Everyone has the right to own, use, dispose of and bequeath his or her lawfully acquired possessions. No one may be deprived of his or her possessions, except in the public

interest and in the cases and under the conditions provided by law, subject to fair compensation being paid in good time for their loss. The use of property may be regulated by law in so far as is necessary for the general interest.

Article 18 _____

RIGHT TO ASYLUM

The right to asylum shall be guaranteed with due respect for the rules of the Geneva Convention of 28 July 1951 and the Protocol of 31 January 1967 relating to the status of refugees and in accordance with the Treaty establishing the European Community.

Article 19 _____

PROTECTION IN THE EVENT OF REMOVAL, EXPULSION OR EXTRADITION

1. Collective expulsions are prohibited.
2. No one may be removed, expelled or extradited to a State where there is a serious risk that he or she would be subjected to the death penalty, torture or other inhuman or degrading treatment or punishment.



EQUALITY

Universal system to defend human rights exists in various European countries:

- ▶ Constitution;
- ▶ special laws, that ensure equal rights (e.g. Law for Equal Opportunities);
- ▶ institutions (e.g. Equal Opportunities Ombudsman's Office)
- ▶ international documents;
- ▶ etc.

Member states must ensure fundamental rights of the European Union. Many of them are about equal rights. The state foresees responsibility and fines for the violation of these rights.

Article 20 _____

EQUALITY BEFORE THE LAW

Everyone is equal before law.

Article 21 _____

NON-DISCRIMINATION

Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. Within the scope of application of the Treaty <...> any discrimination on grounds of

nationality shall be prohibited.

It doesn't matter if you are a man or a woman, young or old, what is the colour of your skin, are you rich or poor – we are all EQUAL before the law

Term "to discriminate" means to estimate two people or two situations differently when the difference in fact doesn't exist or to estimate situations as equal when in fact they are different.

A human being should not be discriminated directly..

direct discrimination – different behaviour with the person because of his race, gender, attitudes, social status, etc. E.g. Poor people are not allowed to enter the some public places.

..and indirectly

indirect discrimination – neutral rules, laws, which must be applied equally, predetermines that some people (because of their status, age, etc.), can find themselves in a disadvantaged position. E.g., demands to know the language are applied both to teachers and workers of unskilled labour.

Article 22 _____

CULTURAL, RELIGIOUS AND LINGUISTIC DIVERSITY

The Union shall respect cultural, religious and linguistic diversity.

Article 23 _____

EQUALITY BETWEEN MEN AND WOMEN.

Equality between men and women must be ensured in all areas, including employment, work and pay.

The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex. European Union (EU) seeks to ensure Equal opportunities and attitude towards men and women and to fight all the forms of discrimination on grounds of sex.

Every state seeks to provide equal opportunities for men and women and to use human resources more effectively. There exist certain principles of equality of sexes that must be followed:

- ▶ Women and men should be equal in decision making – according to the principles of democracy, every person has the right to influence developmental



processes of society.

► Women and men should have equal opportunities in labour market – equal conditions to participate in labour market and to receive equal payment must be ensured.

► Women and men should have an opportunity to share their duties in the family equally – economical input into the welfare of society is equally important both from men and women.

► Women and men should be protected from violence on grounds of sex – violence is the extreme violation of human rights and cannot be tolerated. Women and men should be protected from discrimination on grounds of sex in work, education, commercials.

Article 24 _____

THE RIGHTS OF THE CHILD

1. Children shall have the right to such protection and care as is necessary for their well-being. They may express their views freely. Such views shall be taken into consideration on matters which concern them in accordance with their age and maturity.

2. In all actions relating to children, whether taken by public

authorities or private institutions, the child's best interests must be a primary consideration.

3. Every child shall have the right to maintain on a regular basis a personal relationship and direct contact with both his or her parents, unless that is contrary to his or her interests.

Article 25 _____

THE RIGHTS OF THE ELDERLY

The Union recognizes and respects the rights of the elderly to lead a life of dignity and independence and to participate in social and cultural life.

Article 26. Integration of persons with disabilities

The Union recognizes and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.

Every state implements more and more projects to integrate people with disabilities into the labour market. Disabled people have more possibilities to have their own business, to get help from various organizations and the state. It helps them to feel equal.

What can seem to us a trivial thing, is very important for disabled people: possibility to get into houses, buildings, shops, organizations. It is also connected with equal rights. States seek to give the opportunity for disabled people to use infrastructure and transport.



RIGHTS AND OBLIGATIONS OF YOUTH

Daumantas Stundžia

Member of Parliament of Lithuanian students, committee of Education and science; vice-president of Vilnius region

► The right to get the information. The students have a right to know about the schools working in the country, available education programmes, the ways of learning.

► The right to learn according to the abilities and needs.

The right to get high-quality education.

► The right to know the evaluation criteria in the school the student is learning.

► When turned 14 years old, the right to choose a form of moral educating: religion or ethic.

► The right to get educational help: psychological, social, informational, career-planning.

► The right to learn in respectful, helpful, physically and psychologically safe environment. The load of learning and the environment should suit the hygiene standarts.

► The right to take a part in school's "self-government". The students can join organizations, associations or alliances which are declared in school's where the student learns rules. (stressing this point of rules and encouraging students not to be afraid to try and do).

► PARTNERS AND FRIENDS



VEČSAULES
PAMATSKOLA
Latvija



Kazimieras Simonavičius University
Law Faculty

