
FAITH-CRISES OF WOMEN IN GENERATION **Y**

YOUTH IN ACTION INTERNATIONAL SEMINAR



3RD–10TH MAY 2014
BUDAPEST



Legjobb^b **vagyok**

1ST SEMINAR DAY (SATURDAY, 3RD MAY)

The first day was about getting to know each other. The participants arrived at the hotel and got time to unpack. Only a short introduction and mostly games had been planned for this day.

As almost nobody knew anyone, some name-learning games had been planned after a short introduction. These games were also good icebreaker tasks. They needed to feel comfortable and secure, especially on the first day. That is why the delegates had had to prepare with a game for this evening, so there would not be so many new things on the first day. But some of them could arrive only during the night, so only the name-learning games were played after a very short welcome speech. Then each participant was asked to look for someone as a partner and introduce herself/himself to him/her shortly and let the other person to introduce herself/himself, too. A round was maximized in 3 minutes, then a new round started. There



were only 5 rounds, since the earlier comers could introduce themselves during the afternoon and they still had time for getting to know each other during the next days.

Then a new game was introduced to them. Everybody was sitting in a big circle and was asked to tell his/her name to the others and an adjective which fitted him/her and began with the same letter as his/her first



name. I was the first with ambitious Anikó. The person next to me needed to repeat it first, then say his/her own name with an adjective. The third person had to do the same thing but with more names and adjectives to remember of. And it went on until the last person said his name

with an adjective and all names and adjectives he had heard. This game was a big success. Everybody had fun, get in a good mood and felt relaxed. Plus, some colloquiations were so good that they were kept repeating during the project, some participants got new nicknames, like sexy Stefano or very Vitaly.

The rest of the day was free. Everybody could chat with the others; a small welcome party started.

● 2ND SEMINAR DAY (SUNDAY, 4TH MAY)

The second day was about three main topics, namely frustration in youth, traditions of proposal and wedding and communication of generations living together. But the day was started with short warming up activities, a name-learning game and introduction of facilitators and basic

rules. It had been found essential to have some rules to follow in sake of the project and a cooperative team. Furthermore, also useful information was shared with the participants regarding public transport, prohibitions in order that they could feel well in Budapest and they would not be fined for smoking in public place for example.

Since the delegates' games had not been played on the first day, they were asked

to introduce their games. Until the coffee break there were only warming up and getting-to-know activities with the aim of building a good team. Better participants get on with each other, better and more successful the project is.

After a coffee break and an energizer task, a very short introductory presentation was given about the topics of the day. It consisted of only a few slides and mostly pictures in order that the participants did not get bored and it was intended to give them not words but ideas what the day would be about.

The rest of the day was about tasks which they had had to prepare at home so they



were in teams based on countries. First, they had had to do some research on a topic, 'Frustration in Youth', namely how frustration appears in generation Y and how elder generations see this generation. This task mostly focused on stereotypes and appearance but could refer to very serious topics, too, like what kinds of expectations society, parents and elder generations had of women; responsibility of media or how



relationships were considered. Second, each team had had to make a 10-minute presentation with the title 'Girl Becomes Wife' to give an interesting overview of their traditions for proposal and wedding emphasizing levels of relationships from proposal to wedding.

This task had been considered as a good starter for the seminar because delegates from the same country could work together so even if someone was shy at the beginning s/he could feel more comfortable within his/her own team, plus they needed to present something which had been already prepared and made by them so they did not have to face many new things at the beginning. Furthermore, they could get used to stand and speak in front of many people, so they might not be afraid to participate in the seminar's task later on. Plus, this overview could help them tune in the topic, too.

The teams got 20 minutes for make their posters about 'Frustration in Youth' using all materials had been provided for them and articles, pictures they had brought. Then

they had to present them, too. All teams did good job, great posters and interesting presentations pointing out interesting questions.

After lunch they continued with their 10-minute presentations. But this time the audience had to reflect on what they had heard. Teams

got 5 minutes after each presentation to think about it and write a question to the team. Questions were collected but were not given to the team until the last presentation was over. There were three rounds for this task; one round for 4 presentations and the time to think about them, then a short break and the next round. The third round was for the answers.

Though the same task was given to everybody, the presentations were quite different. Some of them really focused on the traditions of proposal and wedding but some of them solved this task in a different way. For example, the Polish team made video interviews with people of different ages, gender and marital status asking them about who it was being a wife, expectations among others. The Romanian team said very interesting things regarding their tradition of becoming a wife.

In the third round, the teams had to answer the questions and write a point on the flipchart board, a point which had been asked many times or which might be a controversial one. At the end of the day, after

dinner, delegates of organisations had to make a poster about their organisation to introduce it to the others. These posters hanged on the wall until the intercultural evening, too.

3RD SEMINAR DAY (MONDAY, 5TH MAY)

The third day was about relationship, marriage, family, gender roles as well as ideal man/woman. Such tasks had had to be planned for this day which could reflect on these topics and could show how participants thought of them. In order to keep them active, energizing games had been planned for this day, too, as a starter as well as breaks between the tasks. Some of them really were just to keep them active and create a good atmosphere, but some of them were related to the certain topic somehow. This day started especially well with such activities, they loved them very much. After these activities, an introductory presentation was given to tune the participants in the topic and sub-topics, to highlight the topic's main concept and questions which had to be investigated during the day.

The main idea for this day had been that the steps from getting to know someone to marriage needed to be detected and inves-

tigated where the problem was, why youth did not want to get married as much as they had wanted, why they could not trust in others and believe in marriage anymore. To find answers to these questions, different methods had been chosen. First, four questions were asked and had to be answered in small groups. To be able to investigate these questions from different points of view, the questions needed to be discussed by all the teams so each team got all questions to discuss. The following questions were asked,

- Getting to know someone (where, how, who takes the lead?)
- What women need to trust someone in a relationship?
- What kinds of steps are there in a relationship? How can you get from getting to know someone to being in a relationship and even further, to a marriage?
- Why are there so many single youth these days?

For each topic a topic owner was chosen who had to inform the newcomers about what had been already discussed; then



the team needed to discuss it further. At the end of the task, the questions were discussed by everyone.

Marriage is not so common and wished by youth these days. To see what kinds of advantages and disadvantages they saw in marriage, they were divided into 4 groups, 8 boys (A) and 8 girls (B) for marriage and 8 boys (C) and 8 girls (D) against marriage. They got 15 minutes for discussion. Then team A and D were put together alike team B and C. They had to collect arguments for and against marriage together. These teams consisted of members of different sex and opinion, so the discussion and presentation were really interesting.

The concept was not just to discuss this topic but to play some typical scenarios regarding 'getting to know someone' and marriage. The participants divided into small groups had to write a short play to the first phase, that they had to play then. After that there was a second round about typical family conflicts, namely about division of tasks, raising children, relatives and money. It was not enough to play these plays; they needed to seek a solution for the conflict. Furthermore, the audience had to observe what the conflict was and whether it was solved by them, plus what kinds of other solutions they could have found for the certain conflict. After the plays a discussion took place, since the scenarios and conflicts needed to be discussed, what they had seen and what kind of opinion they had regarding this topic.

There were many benefits from these tasks. First, everybody was very creative, wrote great short-plays, shared roles among each other and played them, too. Second,

new aspects of topic could be identified that had not been mentioned yet. For the evening an international evening had been planned when teams got opportunity to represent their culture by providing some national-specific food and drink.



4TH SEMINAR DAY (TUESDAY, 6TH MAY)

This day started with energizing activities, then an introductory presentation was given about the topics, namely gender and parental roles, family models and femininity and masculinity after birth of child.

When the introductory part was over, a new type of task was introduced to them. It consisted of 4 parts. First of all, everybody had to draw a picture about a family using materials, tools had been provided for that. Some instructions were given, like family members, emotional distance between

them and their tasks had to be emphasized. It was an individual task and 20 minutes were given for that. The pictures showed very well what family meant for the participants, who belonged to the close and the distant family and what kinds of tasks each family member had.



Their drawings showed their opinion, experiences and their view about family that could be very influential factor in relationship, like what kinds of expectations they had to their partners for example.

Meanwhile, the following four labels were put down on the floor as important factors in family models,

- Size of Family (big family-small family)
- Division of Tasks (there is-there isn't)
- Cohesion (strong-weak)
- Traditional – Modern

When time for drawing was over, they had to put their drawings on the floor to a group whose factor was the most typical for the family models they had drawn. If the size of the family was the most dominant factor on a drawing, it was very big or very small, the drawing could be put to the first group. And the rule was the same in case of the other groups as well. It might be that more factors were dominant as well but only one group could be chosen. People belonging to the same group built a team, which had to collect arguments for and against its topic. Since the fac-

tors were pairs of opposite features, the teams had to choose only one of them. In case of factor traditional-modern e.g., the team needed to collect arguments for and against traditional or modern family and not for both of them. Arguments needed to be written on a flipchart paper. They got 20 minutes for that, then they had to present their arguments.

In the afternoon, family was examined in a different aspect. Roles within family with and without any child/children were discussed. The aim was to see how tasks were divided between family members and how things changed after the first child. Everybody got 3-3 yellow cards and 5 minutes to write down what kind of tasks men and women had in a relationship without any children, then they had to put these papers down into one of the sets or the intersection to which they think they belonged to. The sets symbolized men's and women's tasks, the intersection symbolized the shared tasks. People were divided into 3 teams and each team had to summarize the papers on a flipchart board. 15 minutes later

everybody got 2-2 yellow cards and 5 minutes to write down what kind of tasks men and women had in a relationship with child and had to put them down again into the sets or the intersection. Teams had to summarize the papers again then present the results.

In the afternoon they could use their creativity because they had to make a puppet

against a topic they really were interested in. The most votes were given to the topic 'LGBT couples can bring up children.' (LGBT means lesbian, gay, bisexual and transsexual).

5TH SEMINAR DAY (WEDNESDAY, 7TH MAY)



This day was very special since not a new topic was discussed on this day but the participants' debating skills were improved by Oxford debates. The topic had been voted previous day by them so an active work had been expected. There had been no strict limita-

tion; they could suggest any kinds of topics related to Faith-Crises of Women in Generation Y, even if it had not been discussed yet. The aim was to show them how an Oxford debate looked like and how they could debate for/against a topic. During the previous days many skills of them had been improved by team works, presentations and pro-contra tasks so this task had been expected to be a successful one, since debating for/against something requires such skills like collecting arguments for/against the topic, discussing them among a team and presenting them for the others. Furthermore, they could learn how to react to someone's opinion respecting his/her

show illustrating a family scenario. They had to write a story, a fairy tale about an ideal family and roles within it using elements of fairy tales. The characters might be animals, people, fictional characters, Heroes. They could use any kinds of magic. Then they had to make the puppets as well as the scene they needed to the story. They got almost 2 hours for that. Then everybody could enjoy the puppet show. All stories they had written were about a family conflict but ended with happy end.

Last, each team based on countries had to suggest a topic for Oxford debate for the next day and had to vote for them, too, in order that they could debate for/

opinion and without hurting his/her feeling. Another positive thing in this task was that they needed to use all information and experience they had got from each other during the project. It had been expected to detect all confrontations and different approaches by this task and it really happened so.

According to the Oxford debate's rules, there were two teams debating for and against and a judge. Team one was called the Affirmative team. It had to support the statement, the topic of the debate. The Negative team had to disprove it, convince the audience by its arguments that the statement was wrong. There was a third team, too, the audience which had to listen to the arguments, ask questions after the debate and decide which team was right. The judge was responsible for the order in the room during the debate. He had to rule the debate, order silence when the audience or the debaters did not follow the rules, did not respect the other's opinion or spoke when it was not allowed. Everything needed to be controlled. The debaters and the audience could speak only when it was allowed. Furthermore, the debaters had to not only present their arguments but comment the argument first of all.

Since this task was very complex and the participants needed to know the rules well, not only one debate had been planned for this day but two, a funny and a serious one. The first debate did not have to be serious because at first it was enough to learn how it had to go, what kinds of rules an Oxford debate had. So the statement for this debate had to be a funny one, too. The second debate was about what they

had voted previous day. The debates were very successful, more than it had been expected. The first debate was rather about getting to know the Oxford debate's rules and getting used to them as it had been expected.

Everybody enjoyed it and the debate went well. The second one was the serious one. The whole debate was very exciting, everybody took part in it somehow; not only the debaters but the audience were very active, too. Participants who played the audience put many questions to the judge, expressed their feelings, opinions by voices or clapping, whether they agreed with arguments or did not. Of course the judge ordered silence, tried to make them more solid, but it was very good to see how active they were and how well they tried to disprove arguments by putting very good questions. What was more, they asked for extra time because they still had questions. Everybody was very interested in the topic.

This task was mostly not about to convince the participants that LGBT couples could or could not bring up children but to teach them how to debate for/against something, how to respond the other's argument and what kinds of tools could be used to prove and disprove a statement. It was highlighted as well that the audience had to vote for the teams' work, how good they as a team debated for/against the statement. Their votes did not have to be based on what their opinion really was regarding the topic. On the other hand, their opinion most probably influenced their votes so the result of the debate should be considered as one of the results of the project, too.

The second tasks had been planned for this day was a team work and it took place not in hotel but in the city. The participants were asked to create 6 teams and choose a team leader. The team leaders needed to pick a topic randomly among the following ones,

- gender roles
- parental roles
- getting to know someone, dating
- couples with small child/children
- generations together
- ideal man/woman

Teams had to take as many photos of scenarios they saw in the city regarding their topic as they could and make a short presentation about their topic, a slideshow to illustrate it. A presentation had to consist of approx 10 pictures.

had been given previous day. Teams got time to finish them, then all were presented by them. Some teams used humour as well. For instance, the topic of gender roles was illustrated using humour. The photos were commented as if the characters had spoken and these talks said a lot about the gender roles. The policemen were fed up with being strong all the time on one of the first slides. But few slides later another photo was shown of a policewoman and a father with many children. They really tried to highlight the conflicts and how these roles had been given and how they were mixed now among women and men and what kinds of expectations women and men had to face. This presentation was more than illustration; it was intended to show gender issues and conflicts as well.

The team which got the topic 'getting to know someone, dating' illustrated it so that not only the first steps but almost all steps of relationship were illustrated. All pictures in this presentation became a couple's story even if the characters were different persons. After a coffee break a short introductory presentation

was given to them about idealized roles and appearance, ideal woman and man, and then a new team work started. Everybody had been asked previous day to bring his/her laptop or any smart devices that s/he could use for searching on the

6TH SEMINAR DAY (THURSDAY, 8TH MAY)

After the energizing activities, the day started with the presentations about topics





Internet. The following 8 topics were prepared for this task,

1st topic: What does a successful woman look like? Why are successful women idealized?

2nd topic: What does a successful man look like? Why are successful men idealized?

3rd topic: Authentic female role models? Female life-path model which was worth living for & I would follow.

4th topic: Authentic male role models? Male life-path model which was worth living for & I would follow.

5th topic: What is appreciated in women these days? Evaluation of femininity.

6th topic: What is appreciated in men these days? Evaluation of masculinity.

7th topic: How do women feel, communicate and behave? How do they relieve tension and stress? How do they relax?

8th topic: How do men feel, communicate and behave? How do they relieve tension and stress? How do they relax?

32 small papers had been prepared for this task; each topic had been printed 4 times. Topics related to men were in a box, topics related to women were in another box. Everybody was asked to pull one paper from the box; boys from the men-box, girls from the women-box. They got 20 minutes to search for any kind of information on the Internet without cooperating anyone.

When time was over, those who had the same topic had to build a team and discuss their topic. The 8 teams got 20 minutes for discussion and making notes on their flipchart paper. When time was over, the following teams needed to build a team, team 1 and 2, team 3 and 4, team 5 and 6, team 7 and 8. The 4 teams got 20 minutes again to discuss their topics and make notes on a new flipchart paper. This way each question could be discussed from gender point of view, too. When time was over again, these 4 teams had to present their discussion's result.

After lunch and an energizing game a new topic was started with the same 4 teams. Teams had to make a poster with the title Ideal Woman-Ideal Man and giving answers on the following questions in 20 minutes,

- What is an ideal woman/man like?
- What is the difference between ideal and real?
- What makes a man a man and a woman a woman?

Very creative posters were made by each team. It was found very interes-

ting that the posters were very similar to each other; the opinion which they were based on was almost the same. They drew a man and a woman and both of them were split into two. Half of them showed the ideal appearance, the other half of them showed the real appearance, and each part was exaggerated to express what they thought of the topic. The difference between ideal and real was illustrated very well; no one could make any mistakes which one was the ideal and the real one.

After all these creative tasks the day went on with another creative task. There were some scenarios written on small papers which the participants did not know and these had to be played by a boy and a girl. These following scenarios were considered as typical situations in a couple's life,

- What should we buy for the grandma for her birthday?
- What kind of car should we buy for our family (4 people)?
- Cooking lunch
- Being at a concert

Boys had to play women roles trying to be very feminine and girls had to play men roles trying to be very masculine. This way stereotypes could be detected very well. Roles might be exaggerated very much but they showed perfectly how they see the other sex and its behaviour.

After a short coffee break, the whole afternoon and evening were about dance and gender roles in dance. In the afternoon two professional dancers came to teach Salsa where everybody could experience the gender roles, for example

who led during the dance and how partners cooperate with each other. The Salsa lesson was great; everybody enjoyed it to the max. 5 types of steps were taught in 2 hours but most of the participants continued practising during the party, too.

But the day was not over; another task had been planned for the evening, too. Each team got the opportunity to show and teach one of their national dances. This task ended only at night, many hours later because everybody wanted to show more and more about their own culture, not only dances but songs, too. The Hungarian team was the first one because it had a surprise for the others. Two small children had been invited to sing Hungarian folk songs, play the flute. Everybody loved them and appreciated their performance. The two small girls enjoyed the evening as well, were not shy at all, they helped teach dance wholeheartedly. Thanks to them and some Hungarian team members, a half an hour later people from 8 different countries were dancing Csárdás and singing Tavasz szél vizet áraszt (Wind of Spring). Everybody was very enthusiastic about other cultures, dances all night.

Some traditional wedding dances were shown and taught as well. They were very special, especially because gender roles and expectations of bride and groom were represented so much in these folk dances. The bride needed to show her shyness and gracefulness while she was dancing. On the other hand the groom needed to show his strength and masculinity. Even a dance can say much about a culture, roles and expectations of women

and men. Other interesting thing to mention regarding gender roles was that men were gallant, even in an old-fashioned way, in some dances.

7TH SEMINAR DAY (FRIDAY, 9TH MAY)

For the last day no new task had been planned. It was rather about their feedback. Only one complex task was given to the participants. First, everybody had to write about their experiences, opinion, feelings regarding the project maximum half page long. This was an individual task. The second part of this task was a task for the teams based on countries. Each team had to suggest one of the topics or sub-topics of the project for further discussion in their own countries and had



to explain their decision, why it would be important to discuss the certain topic or sub-topic in their country. Is it a controversial topic there maybe? In the evening everybody got his/her YouthPass and the good-bye party started.

8TH SEMINAR DAY (SATURDAY, 10TH MAY)

On the last day there was no more to do than checking out, saying good-bye to each other or having a last walk together if there was still time for it. The early risers had a last breakfast together before departing, could chat about the good-bye party and things happened there. And those who had not become friends on Facebook yet, sent friend request to each other. ●

SUGGESTIONS MADE BY THE TEAMS

'Thanks to this project we realized that most of the national traditions in Italy were lost during the years. Nowadays, the majority of new generations don't know the meaning of traditions and their values. Especially in big cities. Moreover, modernisation and female emancipation give more rights to women; their role is grown up, in society as in family. Nowadays there are a lot of women that have a full time work, having a salary comparable with the one of their husbands. They try to alternate with their husband for the care of family and house, or ask help to relatives or nanny.

In this way the sense of FAMILY has changed. A great per cent of families are unconventional ones. They decide to cohabit without marriage, even with a child. In this way it's easier to break up, too. Sometimes relatives live quite far from the family, too. There are less opportunities for children to talk with their grandparents, to hear stories and traditions. In any case, they're considered too old and boring. There's less time for traditions, every member of the family is busy with his own stuffs, work, school, housework, hobbies. Making these considerations, the topic that we would to discuss further in our country is <<Contemporary age: traditions in family. Are they still alive?>>'

ITALY

'Gender discrimination and its consequences. This topic is especially attention drawing one in the context of Azerbaijan, as our society still has the mentality of discriminating genders and underestimating the roles of women in the society. Accordingly this kind of approach brings its consequences such as limiting educational opportunities of women, personal and professional development. Though central regions are more inclined to accept European models, majority of population still have the same of thinking which does not match with our century.'

AZERBAIJAN

'We would like to talk more about how an old-young mixed couple looks like. It is an important question because they cannot spend a lot of years together. Can it be justifiable? Is it more about money/safe or love? Should love be age-barriers?

We also did not talk about love, just mentioned it many times. But what is it? What kind of reasons can it overwrite? Is it more important than safe? How can we achieve it will stand as long as possible? How religion influences relationships? How deeply does religion influence decisions, life?'

HUNGARY

'Involving elder people into active social life. We noticed that there are a lot of places for elders in Budapest to go – small cafes, parks, yards, benches everywhere, lot of small recreational zones. The situation in our country is completely different. There are no places for elder, no space for them to go and socialize.

They live in the world of modern technologies, but they disconnected from it, disconnected from big informational field. They don't communicate with youth who have much more possibilities to get fresh information, because their places of free time spending do not intersect. This problem is highly acute in suburban.

The distance between generations becomes bigger, the nation is getting older (a lot of pensioners), Grand Canyon of misunderstanding is getting wider and wider. That's why elders don't know what youngsters want in lives, they do not know about young generation's ambitions, fields of interest, hobbies, and what future do they want to see. Elderly people see on TV only vulgar models of behaviour and stupidity of youngsters and they take it as a stereotype. Elder people are abandoned. They do not have care and support from government. Young people do not show their care to elder members of families, and do not care enough about elder people lives.'

UKRAINE

'We think that we can discuss traditional models or roles of women and men, stereotypes and responsibilities in our country because nowadays it's the most relevant topic for us. Women in Armenia face difficulties in trying to break the barrier of the traditional stereotype of a man and a woman in the family. Recently this topic has become actual. Several NGO's have tried to raise the consciousness of people through several actions. We think that we also can raise this topic in our NGO through awareness trainings.'

ARMENIA

'We see that "traditional" way to distribute roles between man and woman does not work in modern society. We see that need to change mentality, approach and understanding about woman right equality in masculine world and distribute roles within family equal. In family conflict we can find side that can solve problem, who take more responsibility on it and how it happens.

As we saw most of the conflicts in family happen by reason of lack of money and distribution of role between man and woman. We understand that woman has a big role in the family and she needs to be free /with some of it. We do not consider woman as a grower of children, housewife etc., we must consider her as equal member of society and create relevant atmosphere for creating family where roles between man and woman or LGBT couples will be divide equally.'

GEORGIA

'The topic we liked most and we want to discuss back home is MODERN AGES & IDENTITIES. It is interesting to find out how a successful man or woman look in other countries and how are they idealized. We are living and making part from the same united Europe but we are so different in attitude and behaviour. The role of women is not the same everywhere and it is important to know how they are treated because we travel a lot and we must know these things to be able to deal with it.

Are there authentic female role model? We found they really are. And I think it is very important for the young generation to know about these models and to build their motivation and career on it. Everybody needs a model and society can offers us a lot of models. It is very important which model we chose. How women feel, communicate and behave – it is interesting to talk about it because in our opinion a woman is first of all a MOTHER and it is important to know her feelings towards the children, the family and the society. These things are essential for men too because society is made by couples which even if they do not form a family traditionally speaking, they live together and they decide their own future but also Europe future as well.'

ROMANIA

'The subject of gender differences seems to be omnipresent in today's world and thus further discussion on it should be considered. Stereotypes, gender roles, division of tasks connected with the traditional and the modern family model are the topics most likely to be taken into account.

Other issues to be touched in these circumstances could be feminism – what are its sources, differences between feminists and Suffrages and its origins? Another issue worth dwelling on would be labour market and the position of women in it, the problem of glass ceiling and in what ways women can be afflicted by it , maternal and parental leave- its length and division, difference in salaries between men and women, sexual harassment, bullying and mobbing.

It could be an interesting idea to organize workshops for children focused on gender stereotypes. Spreading the idea among the youngest members of our communities that sex and gender are not equal i.e., the former is defined at birth, whilst gender is defined within the society and can be modified.'

POLAND

● PARTICIPATING ORGANIZATIONS ●



DONETSK YOUTH DEBATE CENTRE
UKRAINE



AZERBAIJAN TAFAKKUR YOUTH ASSOCIATION
AZERBAIJAN



COLEGIUL NATIONAL "RADU GRECEANU"
ROMANIA



WIĘCEJ NIŻ SPORT
POLAND



WORK IN PROGRESS
ITALY



ARMENIAN PROGRESSIVE YOUTH NGO
ARMENIA



"LEGJOBB VAGYOK"
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