



HANDBOOK ON CULTURES, DISCRIMINATION, AND NONVIOLENT COMMUNICATION.



**GUIDE FOR WORKSHOP LEADERS
2023**

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This manual was created as a result of the "**Intercultural learning for all**" project, which was implemented during 2023, in Serbia (the city of Pančevo), North Macedonia (the cities of Skopje, Stip, Prilep and Radovis) and Bosnia and Herzegovina (the city of Sarajevo). The project is financed by the Western Balkans Fund , with the support of the European Union. Young people and adults with intellectual disabilities participated in the project, and the goal of the project was the development of intercultural cooperation, tolerance and the reunification and enrichment of the cultures that unite these three countries.

Association "Na pola puta" (SRB), Republican Center for Support of Persons with Intellectual Disabilities PORAKA (SMK) and Organization SUMERO (BiH), prepared this manual with the active participation of young people and adults with intellectual disabilities.

The manual is adapted and intended for people with intellectual disabilities, but it can be used by all those who recognize the importance of intercultural learning and want to contribute to the development of a more tolerant society that values diversity and promotes inclusion.

The last pages of the manual contain recipes from Serbia, North Macedonia and Bosnia and Herzegovina, with the intention of emphasizing diversity, supporting multiculturalism and celebrating the richness of cultural heritage through culinary specialties. The recipes are written in an easy-to-read form and are easier to understand and adapted to people with intellectual disabilities.

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CULTURE AND CUSTOMS

Scan the code for additional materials needed for the workshops:



Note: The workshop facilitator can modify, adapt, or further explain the concepts according to the users' level of understanding.

1.1. What is culture? Similarities and differences

The aim of the workshop: Getting to know what the term culture implies; what are the similarities and differences in different cultures and why is it important to preserve our culture and respect the cultures of other peoples.

Materials required for work: List of terms, list of sentences in 3 languages (Bosnian, Macedonian and Serbian) - You can find the lists on the QR code

Duration of the workshop: 60 minutes

Introductory part: The leader starts the workshop with the question "What is culture?". In relation to the participants' answers, the presenter additionally explains the concept and states what culture refers to, motivating the participants to give examples themselves if they know.

Then, the presenter states that cultures differ in different peoples and countries and begins a short discussion on similarities and differences, giving adequate examples. The presenter mentions their language as one of the similarities and differences between Bosnia, Macedonia and Serbia and starts a conversation about the characteristics of all three languages, encouraging the participants to actively get involved if they want to add or ask something.

Middle part: The leader explains that what follows are 2 exercises and that they need to be divided into groups of 4 participants. The leader explains the rules to the participants.

The leader will read terms from the list of terms, and the team that knows the meaning of the word should come forward by raising their hand and explaining the term. The first team to call and answer correctly wins one point. If the team that answers first is not able to explain the word, the next team has the right to try to win a point by explaining the given term. The team that scores the most points is the winner.

For the second part of the workshop, the contestants should stay in their teams.

Using a list of sentences, the workshop leader will pronounce the same sentences in Bosnian, Macedonian and Serbian, and the idea is for the contestants to gain an insight into the similarities and differences of the languages based on the sentences and think about how difficult or easy it was for them to understand the sentences, and therefore would they be able to talk to a person who doesn't speak their native language.

Final part: The presenter should get answers to the following questions: Do they use some of these words in their everyday speech? Did they have a hard time understanding the sentences? Do they think that they would be able to talk with friends from Bosnia and Herzegovina and North Macedonia with understanding?

1.2. We learn about different customs and religions

The goal of the workshop: Participants will learn which holidays are celebrated by Serbs, Macedonians and Bosnians; They will learn more about Islamic, Orthodox and Catholic religions and their basic characteristics.

Materials needed for work: Quiz with questions and answers (available on QR code), Flipchart, Marker pens

Duration of the workshop: 60 minutes

Introductory part: The leader introduces the participants to the concepts of religion and customs. He starts the workshop by asking if they know what religions exist. In relation to the answers of the participants, the leader starts a conversation about Christianity (Orthodox and Catholic) and Islam and states their basic characteristics, encouraging the participants to actively participate as much as they are informed. The leader asks the participants if they know which holidays are celebrated by Bosnians, Serbs and Macedonians and if they know how they are celebrated, or asks one of the participants to describe what they do during the day when it is a holiday. In relation to the answers of the participants, the leader supplements the information.

Middle part: The leader explains to the participants that in the continuation of the workshop they will have a knowledge quiz where they will have the opportunity to repeat and learn something new about religion and customs. The leader divides the participants into groups of 4 members each.

It is necessary for the participants to hear the questions and the offered answers read by the presenter, then the team that answers first and that the correct answer wins a point. On the flipchart, after each question, the presenter points out important concepts, so that they can summarize the most important facts in the final part.

Final part: After the announcement of the winning team, the participants, with the help of the presenter and the concepts highlighted on the flipchart, repeat once again the most important characteristics of the Orthodox, Catholic and Islamic religions, as well as the most important holidays.

The leader can ask each team what they remembered and what was most interesting to them.

1.3. Folk dance and folk costume

The goal of the workshop: Participants will have the opportunity to get acquainted with the costumes of Serbia, BiH and North Macedonia, traditional dances and music of those countries in a creative way.

Materials needed for the work: Photos of costumes (available on QR code), examples of kolo (folk dances) from these three countries, examples of songs (Macedonian girl, sevdalinka bosnian song, Igrale se delije), computer, speakers.

Duration of the workshop: 60 minutes

Introductory part: The leader presents today's topic and what he will do in the rest of the workshop. Ask the participants if they know what folklore is and if they ever had the opportunity to watch or play kolo. If they are, they can describe what it looked like, and the presenter will explain further based on the answer, and then play it on the computer so they can watch and talk about it together.

Middle part: The presenter plays a video to the participants with examples of folk dances from each of the countries. After the video, the presenter asks the participants if they paid attention to the costumes and if they were the same everywhere or if they differed and why. They discuss the observations, and the facilitator directs the discussion with additional questions. The leader shows the participants photos of the players in costumes and teaches them the names of the parts of the costumes.

Final part: The leader divides the participants into 3 groups. Each group has the task to assemble the entire costume based on the photos of the parts of the costume, each group will receive one of the countries. In this way, the participants will once again creatively repeat the names of the costumes and everything they learned at today's workshop on music and folk dance.

1.4. Make your own postcard

The goal of the workshop: Participants will learn what natural beauties adorn our 3 countries.

Materials needed for the work: Presentation available on QR code along with pictures of natural beauty and national flags, A4 papers, cardboard and glue.

Duration of the workshop: 60 minutes

Introductory part: The workshop leader explains today's topic to the participants. In the introductory part of the workshop, the leader goes through the presentation together with the participants and introduces them to the natural beauty of each country, as well as their capitals and flag.

Middle part: The workshop leader divides the participants into 3 groups - North Macedonia group, Serbia group, Bosnia and Herzegovina group and each group will receive prepared material on the basis of which they will create their postcard. The material for each country individually consists of photos of natural beauties. The participants will have the task of pasting the thumbnails that the presenter will give them on paper/cardboard based on the look of the postcards that they had the opportunity to see in the presentation.

Final part: After each group has made their postcard, they will have the task of writing a message to their friends on their postcards. The leader directs them so that in the message they can refer to everything they have learned so far in the workshops as well as their experience.

Together with the leader, the participants will recall what they learned during these workshops and each of them can highlight what they liked the most or least and what left the biggest impression on them.

DISCRIMINATION, PREJUDICE, AND STEREOTYPES

Scan the code for additional materials needed for the workshops:



Note: The workshop facilitator can modify, adapt, or further explain the concepts according to the users' level of understanding.

2.1. Discrimination and types of discrimination

The goal of the workshop: Getting to know the concept of discrimination and types of discrimination.

Materials needed for the work: Pictures showing different types of discrimination, flip chart, markers, anti-discrimination manuals, an easy-to-read version of the UN Convention on the Rights of Persons with Disabilities - the materials are public data and can be found on the Internet

Workshop duration: 50-60 minutes

Introductory part: The workshop leader starts the workshop with a short exercise in which the participants imagine that they are walking to the entrance of the pool. The guard does not allow anyone who wants to enter - he does not let the old people in, explaining that they have no place in the pool, the disabled, who he also rudely tells that they do not belong there and that because of them other people will not want to come, as well as the Roma because they would make a lot of rubbish and they would be very noisy. He released young, well-dressed people, beautiful girls. Then the workshop leader asks the participants if the guard's actions are okay, if what he is doing is good or bad, how do the people who are banned from entering the pool feel? With this simple example, the leader brings the meaning of the term discrimination to the participants of the workshop.

Middle part: Next, the workshop leader continues the workshop by playing a video clip showing different types of discrimination. The video is available on a QR code, and the presenter is free to find additional videos if he deems it necessary.

The workshop leader through the conversation and explanations of the video clip, talks about what was observed. Different types of discrimination are discussed so that participants can best understand them. At the same time, different materials are used for work (printed images depicting different types of discrimination). The following are some examples of different types of discrimination:

Discrimination is unfair treatment of people based on characteristics such as age, race, gender, weight, disability, and more.

Disability discrimination is when someone is treated unfairly because has some kind of disability.

Through the discussion, the leader together with the participants comes up with different definitions.

Different types of discrimination:

***Direct discrimination**

***Indirect discrimination**

***Harassment**

Direct discrimination

Direct discrimination occurs when someone treats a person with a disability much worse than another person without a disability in a similar situation, because of the disability.

First example: At a job interview, you tell the person who wants to hire you that you have an intellectual disability. He decides not to hire you, even though you are the most suitable for the job, because he believes that you will often be absent from work, you will often use sick leave. It's illegal.

Another example: A local outdoor swimming pool in a small town refuses to allow Roma people because they think they will make noise, misbehave and cause problems for other guests.

Third example: In the company, women are paid less than men, although they have the same work tasks and fulfill their work obligations equally.

Indirect discrimination

Indirect discrimination exists when, through apparently neutral regulations or provisions and practices, a person or group is placed at a disadvantage compared to other persons. In other words, indirect discrimination occurs when there are no differences in the treatment of persons, but the result of that unfair practice is putting a certain group of persons in an unfavorable position.

For example: The lighting is very dim in the restaurant. The menu is written in small and crooked letters in gray on a white card. This may represent indirect discrimination because the practice of printing menus in this way puts people with visual impairments at a disadvantage, as well as people with intellectual disabilities because they cannot read the menu.

Or: The job ad requires all applicants to have a driver's license, even though the job is not directly related to the need to drive. The ad defined in this way puts people with disabilities in a disadvantageous situation who, although they are suitable for the position, due to the lack of a driver's license, cannot apply for a job.

Harassment

Harassment is unwanted treatment of a person or group of persons on a discriminatory basis that has the purpose or effect of violating dignity or creating a threatening, hostile, humiliating or intimidating environment, approach or practice.

Examples of harassment:

- *Verbal or physical abuse, swearing, threats, jokes about disability or any other characteristics;
- *Jokes that lead to embarrassing situations or embarrass people;
- *Threats, intimidation or other inappropriate gestures.

The leader can discuss with the participants about discrimination based on gender, race, religion, sexual orientation, disability, etc.

Final part: The leader of the workshop, together with the participants, repeats what was discussed in the workshop. He then writes and draws the most important messages and thoughts conveyed from the discussions. Also, short personal statements are written by participants who have faced some kind of discrimination.

2.2. Prejudices

The goal of the workshop: Getting to know the concept of prejudices and the ways in which they can be broken.

Materials needed for the work: Pictures showing different types of prejudice, flip chart, felt-tip pens, brochures about prejudice and how to overcome it, the UN Convention on the Rights of Persons with Disabilities in an easy-to-read format - the materials are public information and can be found on the Internet.

Workshop duration: 50-60 minutes

Introductory part: The leader should come up with an example of prejudice that will be close and easy to understand for the group he is working with. He then discusses with the group and motivates them to give examples of prejudices they have faced.

Middle part: After the introductory exercise, the workshop leader familiarizes the participants with the topic through conversations and other examples of prejudice. He starts by explaining and talking about one of the most common prejudices about people with intellectual disabilities, ie. equating intellectual disability with mental illness.

Examples of prejudice:

Prejudices	Fact
Intellectual disabilities are hereditary.	Intellectual disabilities are only sometimes hereditary. They are most often caused by external influences, and some of them can be prevented.
Intellectual disabilities are contagious.	This is completely wrong. Intellectual disabilities are not spread by any type of contact.
Medicines and vitamins can cure intellectual disabilities.	There are no drugs or vitamins that can cure intellectual disabilities.
Independent living is not for everyone.	If given the right support, every person can live in the community.
People with disabilities are asexual.	People with disabilities are sexual beings and some of them need support in exercising their sexual and reproductive rights.

Final part: In the final part of the workshop, the leader talks to the participants about themselves, that is, about their abilities. Each of the participants can say what they can do independently. The participants' messages will be written and illustrated on sheets of paper and hammers, related to equality and acceptance of diversity among people.

2.3. Stereotypes

The goal of the workshop: Getting to know the concept of stereotypes, as well as some of the most common stereotypes related to people with disabilities and the ways in which they can be broken.

Materials needed for the work: Pictures and videos showing different types of stereotypes, flipcharts, felt-tip pens, brochures on prejudice and stereotypes and how to break them, the UN Convention on the Rights of Persons with Disabilities in an easy-to-read format - the materials are public information and can be found on the Internet .

Workshop duration: 50-60 minutes

Introductory part:: The facilitator starts the workshop on stereotypes with a video showing stereotypes about people with disabilities. With the help of the video, the presenter encourages a conversation on the topic of stereotypes that prevail among people with disabilities, and the participants talk about what they saw in the clip, explain the concept of stereotypes and encourage the participants to give some examples.

Middle part: In the next part, the workshop leader deepens the conversation about the most common stereotypes about people with disabilities. In doing so, the workshop leader can use different materials (video clips, pictures, drawings, brochures) that depict stereotypes about people with disabilities, and include all workshop participants in the conversations. The following are some examples of stereotypes towards people with disabilities:

Most people see disability as a personal tragedy, and therefore people with disabilities should be pitied. But in fact, disability in itself does not mean a bad quality of life, but mostly the negative attitudes that prevail in society and the inaccessibility within the community are the causes of a bad quality of life.

People with disabilities cannot lead productive and fulfilling lives.

This stereotype assumes that people with disabilities will not be able to have a good job, raise a family, or handle various responsibilities. But in fact, people with disabilities are able to fully participate in community life like everyone else. You just need to focus on their abilities, not their limitations. The video is available on the QR code above, and the host is free to find additional videos if he deems necessary. After watching the video, the workshop leader leads a discussion about what they observed. Additional materials, such as pictures, can be used during the conversation. Each participant speaks about his thoughts on this topic, he can tell a personal experience if he had it or was a witness.

Final part: In the final part of the workshop, the participants together with the facilitator share their feelings and thoughts about stereotypes. The messages they want to convey are written or drawn on different types of paper and hammer- paper.

2.4. Overcoming and breaking discrimination, prejudices and stereotypes

The goal of the workshop: To learn about the ways in which we can react, deal with it, and take action to prevent discriminatory behavior, prejudices and stereotypes

Materials needed for the work:: UN Convention on the Rights of Persons with Disabilities in an easy-to-read form, existing manuals for protection against discrimination, materials of the Commission for Protection against Discrimination. The materials are public information and are available on the Internet.

Workshop duration: 50-60 minutes

Introductory part: The workshop leader starts by watching a clip. After the end of the clip, the host explains in more detail how and to whom a discrimination complaint can be filed.

Middle part: In the further course of the workshop, the presenter, together with the participants, discusses the Law on Prevention and Protection from Discrimination and its meaning. The conversation is tailored to the group being worked with. Discusses with the participants that persons who believe that they have suffered discrimination can file a complaint with the Commissioner for the Protection of Equality. There is a form for filing a complaint that is filled out and submitted to the Commissioner. The presenter, together with the participants fill in the form with an imaginary situation of discrimination. The form can be found on the website .

The workshop leader explains that in addition to the completed form, proof of the committed discrimination must also be submitted. Here are some examples:

- Keep all phone messages, e-mail messages that express discrimination.
- They should record instances where someone has used abusive language towards you or someone else, or treated you or someone else badly because of, for example, a disability.
- If it is safe and secure, you can take photos or record video that shows discriminatory behavior.

In the next part, the leader of the workshop explains that in order to overcome prejudices and stereotypes and fight against discrimination, it is necessary for people to become familiar with the rights, needs and daily challenges faced by people with intellectual disabilities. This requires media campaigns. These campaigns should be in a positive style, to show the abilities and possibilities of people with disabilities.

Final part: In the last part of the workshop, the leader and participants jointly share messages about equality and non-discrimination of persons with disabilities. What can be singled out as the most important message is that we must fight and react to every form of discrimination. All people are equal, regardless of skin color, age, gender, whether they have a disability or not.

NONVIOLENT COMMUNICATION

Scan the code for additional materials needed for the workshops:



Note: The workshop facilitator can modify, adapt, or further explain the concepts according to the users' level of understanding.

3.1. What is communication and what are the key elements of communication?

The goal of the workshop: The aim of the workshop is to define the terms of communication and get acquainted with the types of communication - verbal, non-verbal, visual and written.

Materials needed for the work:: Flipchart, markers **Duration of the workshop:** from 45 minutes to 60 minutes

Introductory part: At the beginning of the workshop, the energizer "Two lies and one truth" is used.

The energizer consists of each participant telling one truth and two lies about themselves, while the others try to figure out which of the speaker's claims are false and which are true. This exercise can last approximately 10 minutes.

Middle part: After the energizer, the workshop leader and participants try to define the concept of communication. That process would take place by the leader asking the participants to try to give a definition themselves, which they would write down on a flip chart. After the responses of all participants, the facilitator offers generally accepted definitions of communication and asks the participants to say which definition they think is the most comprehensive. This part takes about 10 minutes.

The leader should spend the next ten minutes presenting and defining the terms of communication, its types and elements. This part of the workshop is done through a presentation on a QR code. At the end of the workshop, play the game "Deaf phones".

The game "Deaf telephones" consists of the leader whispering a simple sentence to one of the participants of the workshop, and the same participant passes it on to the next participant, and so on until it is the leader's turn to receive a sentence from the last participant who received the same sentence.

Final part: The leader asks the participants what they concluded from the previous game and supplements the answers as necessary to get the point across.

3.2. Understanding Emotions - Anger

The goal of the workshop: The goal of this workshop is to explain emotions, specifically anger and how anger affects everyday life.

Materials needed for the work:: Flipchart, markers

Duration of the workshop: On average from 45 to 60 minutes

Introductory part: The workshop begins with each participant naming something that has made them angry in their life. The workshop leader writes down the statements on the flipchart. This activity can take about 15 minutes.

Middle part: The workshop leader gives space to the participants to take a short walk around the place where the workshop is taking place (2-3 minutes). Then the leader determines two places inside the room, at one end of the room will be those who get angry a lot, and at the other end of the room will be those who never or rarely get angry. The leader explains that they can also stand in the middle if they don't think they belong to any group. This segment of the workshop may last 20 minutes. In the continuation of the workshop, the participants and the leader discuss how they feel when they are angry. Each of the participants has the opportunity to say how he behaves when he is angry. It is important for participants to understand that each of us shows anger in our own way. The leader encourages the participants to find together a more adequate solution for overcoming anger and to learn through examples how to talk non-violently.

Next, the leader suggests that they do an exercise to better understand anger.

It is necessary for everyone to stand in a circle and pass a heavy object to each other (preferably a ball - a medical kit or a large book). The leader explains that our anger can be as heavy as the object we hold in our hands and that it is not always easy to deal with it. That it would be easier if we just threw that object at someone else to get rid of the burden, but then we have to ask ourselves how that person would feel. Point out that we would probably hurt her and that this is not appropriate behavior. Draw a parallel and explain to the participants that just as they would physically hurt a person if they threw a heavy object at them, they can also hurt them with words spoken in anger.

Final part: The workshop leader talks with the participants about the exercise and how they understood it, and together they come to the conclusion that anger can be difficult and that sometimes we have the desire to "throw" it at others, that is, to express it in a negative way, but that is not a solution, because in that way we can hurt other people. Once again, everyone points out together why it is important for us to say how we feel and how we can solve everything through open conversation and non-violent communication.

3.3. Assertive communication - Non-violent communication

The goal of the workshop: Participants will gain insight into the very methods of nonviolent communication and their application in everyday communication.

Materials needed for the work:: Flipchart, markers, presentation, projector, cards with conflict situations - materials are available on the QR code above

Workshop duration: 45 to 60 minutes on average

Introductory part: Introduction to the topic of the workshop and definition of the term assertive communication

Middle part: Within this workshop, the emphasis would be on what the participants have already learned. Make a short reminder if necessary. Ask everyone to try to define what assertive communication is for them and what it can change in everyday life. Then define assertive communication and the "I" model for them.

Demonstrate assertive communication personally through the "I" model. Through your own example, explain to them why the "I" model is much better for expressing wishes.

Additional material for this workshop are cards, which we should distribute to the participants so that everyone has one card, including the moderator. Based on the situation listed on the card, each of the participants will try to express the conflict situation through the "I" model. (cards can be found on the QR code)

Final part: Together with the leader, the participants once again go through the definitions and the most important parts in order to remember what they learned as best as possible.

3.4. Public appearance

Objective of the workshop: This workshop will discuss public performance, its elements and empowering participants to participate in public performances.

Materials needed for the work: Flipchart, markers

Workshop duration: 45 to 60 minutes on average

Introductory part: The workshop leader introduces the participants with the definition and elements of public speaking. He motivates them to share their experiences of public speaking.

Middle part: The facilitator discusses with the participants what a public presentation is and what the elements of a public presentation are – emphasizing the need to speak loudly, clearly, and conversationally. The facilitator should set an example by demonstrating how it is desirable to have our hands positioned and that it is not appropriate, for example, to cross our arms or keep them in our pockets.

The remaining time is given to the participants to take a few minutes each to introduce themselves and practice public speaking. The facilitator and other participants will act as the audience, cheering for the person who is introducing themselves at that moment and drawing attention to what was done well and what needs a little more practice.

Final part: The facilitator will carefully highlight the fundamental components of the public speaking process through their comments on the participants' public presentations. Through specific examples and corrections, the facilitator will explain and emphasize why certain things are important for a quality and successful performance in front of an audience.

RECIPES

Scan the code for more recipes:



RECIPE FROM SERBIA

Proja



Necessary ingredients:

3 eggs

1 cup of white flour

1 cup of cornmeal

1 cup yogurt

½ cup oil

baking powder

1 small spoon of salt

1 slice of cheese/250 gr

Preparation:

Turn on the oven at 180 degrees to heat it up.

Beat the eggs in a large bowl

Then add the ingredients from the list in order.

When you've mixed everything well, pour it into the pan.

Bake for 45 minutes at 180 degrees in the oven.

RECIPE FROM NORTH MACEDONIA

Tavče na gravče



Necessary ingredients:

500 grams of beans (we can also write in cups)

2 onions

2 dry red peppers

Oil/olive oil

Spices (salt, black pepper, red pepper)

Preparation:

Clean the beans

Wash the beans

Place the beans in a saucepan

Add water to the pot

Turn on the hotplate

Place the pot on the stove

When the water boils, spill it

Be careful not to spill the beans

Put new, warm water in a pot (about 1 liter)

Place the pot of water and beans on the stove

Clean the onion

Chop the onion and put it in a pot

Wash the dried peppers

Cut the bell pepper stems

Put them in the pot

Boil the beans until soft.

Heat a little olive oil in a pan (50 milliliters)

Add 1 large spoonful of red pepper and stir.

Drain the cooked beans in an earthen pot and mix well.

Crush the dried peppers well.

Place them in the bowls with the beans.

Put some water where the beans were cooked.

Add salt and pepper to taste

Then put olive oil with red pepper.

Place the beans in the oven.

Turn on the oven at 250 degrees and bake the beans for 20 minutes

When done, turn off the oven and remove the beans.

RECIPE FROM BOSNIA AND HERZEGOVINA

Halva



Necessary ingredients:

- 1 cup of butter or margarine
- 1 cup of flour
- 1 cup of sugar
- 2 cups of water
- 1 bag of vanilla sugar
- walnuts or coconut for decoration

Preparation:

Melt 1 cup of butter in a saucepan.

When the butter is completely melted, add 1 cup of flour

Stir constantly for about 10 minutes without stopping.

We need to be careful so that our halva does not burn.

The mixture should turn brown.

After that, remove the pan from the stove.

We take another pan into which we pour 2 cups of water, one cup of sugar and one bag of vanilla sugar.

We wait for the water to boil.

When the water boils, carefully add the mixture from the first pan and mix.

Take care of your hands because it can splash.

Let the mixture stand for 10 seconds, cover it with a lid, so that it does not splash on you, and immediately mix it so that no lumps form.

