



FINAL PUBLICATION



Co-funded by the  
Erasmus+ Programme  
of the European Union



**YOUTH FOR EXCHANGE  
AND UNDERSTANDING**



center for  
intercultural  
dialogue

**FRYSHUSET**

CGE

CULTURE GOES EUROPE Soziokulturelle Initiative Erfurt e.V.



**MOJU**

Associação Movimento Juvenil  
em Olhão

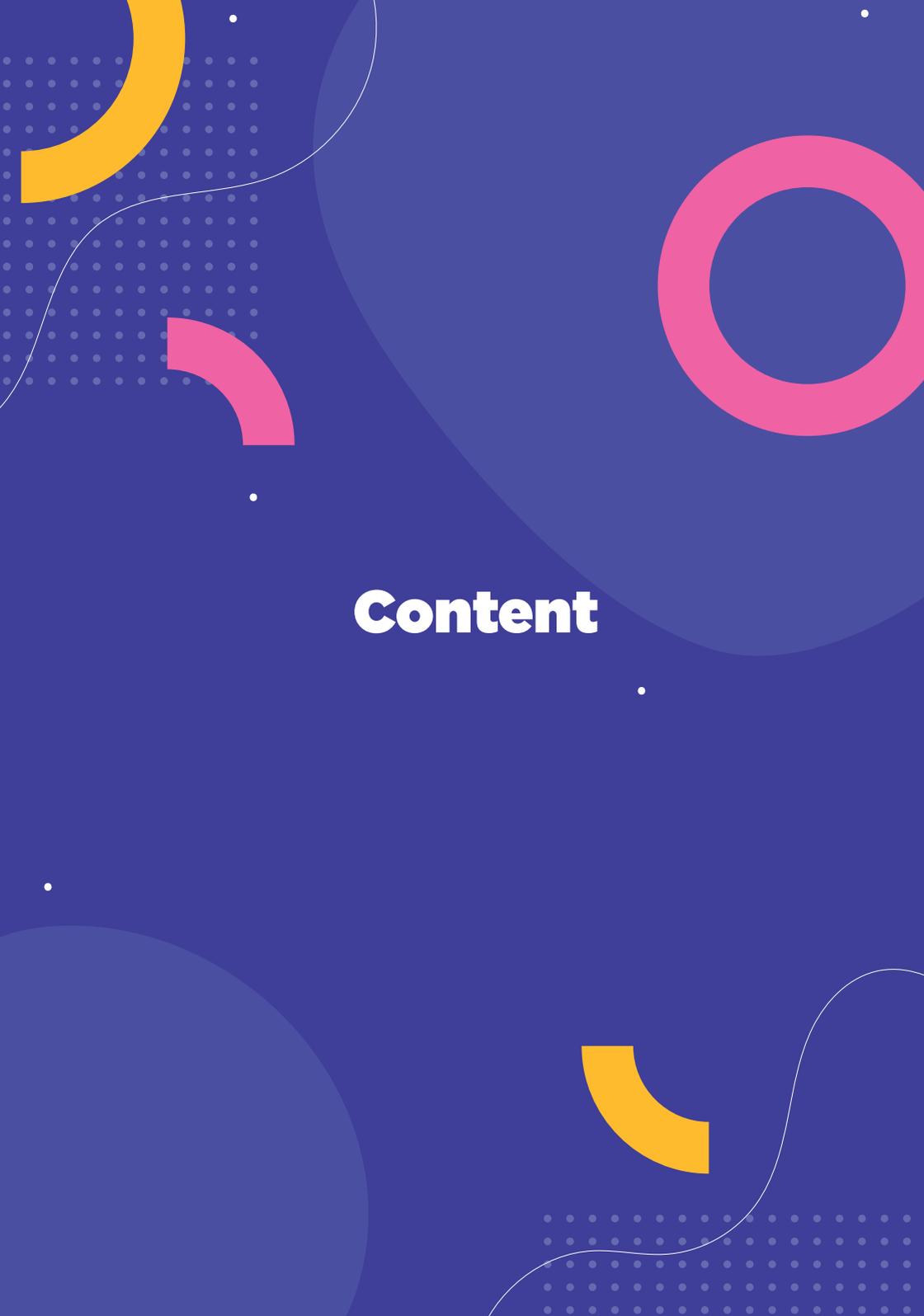
# act!onaid

— REALIZZA IL CAMBIAMENTO —



# SAUGA ANK





# Content



About the project.....	9
Together in the times of COVID19.....	13
Narratives and counter narratives.....	27
Educational tools.....	51
Reaching out to young people – strategic approach.....	207
Policy recommendations for active participation of disadvantaged young people in society, at national, local and European level.....	245
Who was behind the scenes.....	255
Partners.....	255
Editors of the educational tools.....	261
Funding and special mentions.....	264



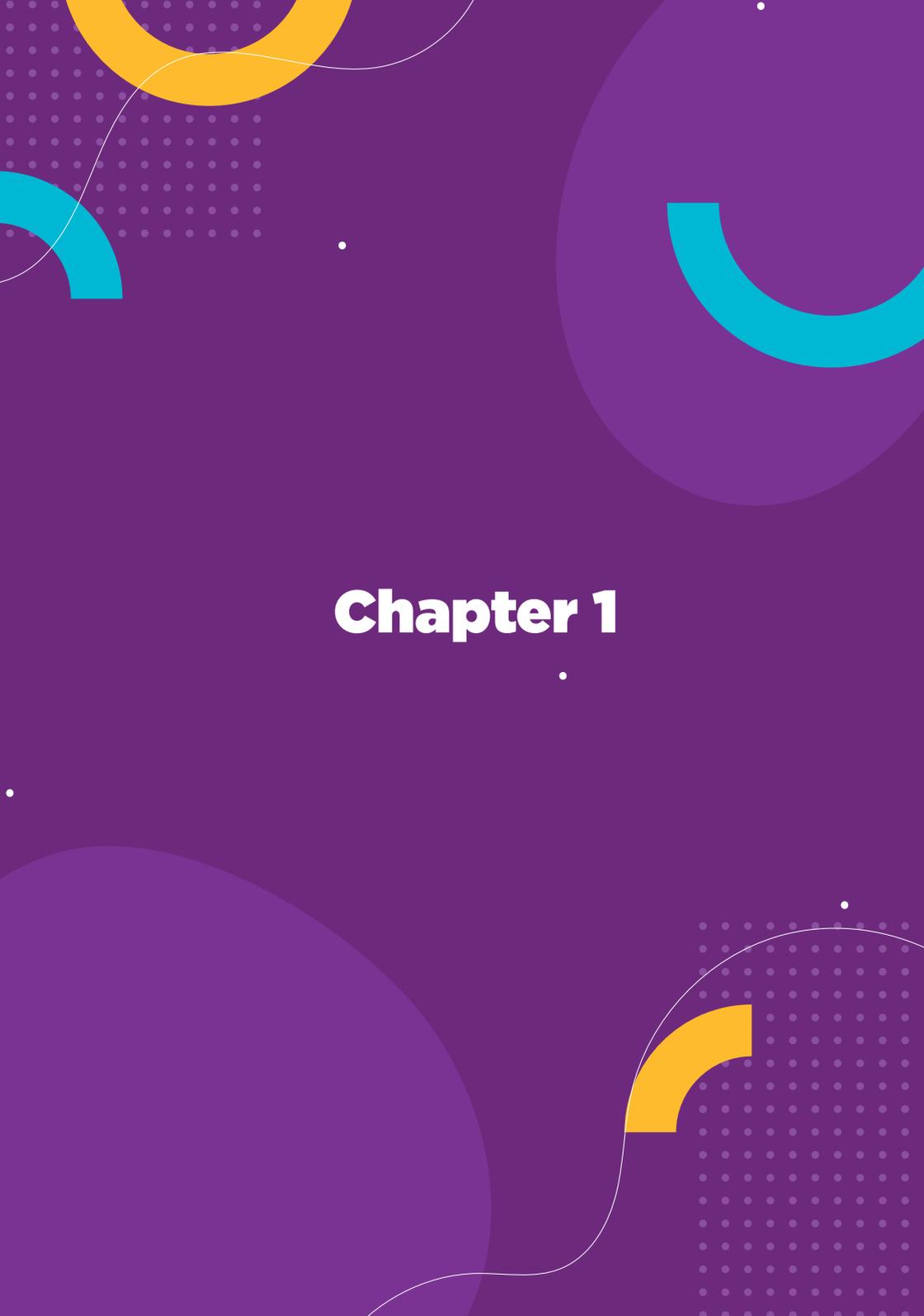


*To Vada.*

*The heart and soul of YFU.  
The one that always and truly believed in each one of us.*



*We are just a drop of water in the ocean of people that will miss you.*



# Chapter 1

# About the project

## Introduction

Brave New YOU Reloaded (BNY) implementation started on January 1<sup>st</sup> 2020 with first partners meeting happening in Brussels in the end of February.

In the next two weeks the world completely changed in a matter of days. COVID19 caught us surprised, unprepared and above all so fragile.

The main idea of BNY was to find ways to close the existing gaps between different communities by building trust among diverse groups of young people at local level. How do you build bridges when you can't even go out of your house?

Our recipe was – we need to stick together and be present. Show everyone, especially young people they are not alone. It was very difficult and we failed many times – with our approaches, maintaining the groups no matter what we suggested or tried...and this is ok. With this publication we want to show that not everything was perfect – but we managed, in the end, to bring people together. Online at first and then face to face.

The project that was suppose to last for 2 years, lasted almost 2 and half. 29 months. 11 partners met only twice – in the beginning and at the end. However, every last Wednesday at 11 am for these 29 months we were there together even when it was tough, tiring, when we didn't know what should we do.

Are young people still interested? Do they want to be in online activities? Will their parents let them travel? Are they vaccinated? Is it ok they are not? How do we do this? Does it make sense that we do this?

• • • • •

We did it. We cancelled only 3 or 4 partners meetings and 2 experts meetings. We overpassed the working hours for this project sometime in 2021....but we stayed determined and had 1 training course online for youth workers, 1 online youth exchange (never planned in the project), 1 study visit of experts to Portugal, 2 youth exchanges – one in Slovenia and one in Greece. And then we presented it all in a dissemination event in Brussels, Belgium.

However, one night in mid-January 2021, Vlada and Tamara went for a dinner with friends. Vlada felt pain in his chest and they rushed to hospital....9 hours of surgery and they couldn't save him. He was 39. He was the core and the soul of this project.

In the memory of Vlada, his kindness, passion and humour – we stayed and we brought young people to meet each other because that was the only right thing to do.

We hope you will learn from this publication – from our ideas, mistakes and all the actions based on trial and error.

We can bridge the gaps only if we approach each other with an open heart and....endless belief we are all the same.

## What did we want to achieve?

Brave New YOU–Reloaded explored the reasons behind the lack of participation of disadvantaged and less represented young people in communities around Europe with an idea to propose concrete solutions to enhance their participation based on local activities during the project. Even if the project was heavily affected by the COVID19, disadvantaged young people have been at the core of the project, discussing solutions and implementing local initiatives. They have been supported by youth workers and youth organisations who provided capacity building activities, helped them to identify and deconstruct hateful narratives, and build more inclusive ones for their communities.



The project gathered 11 partners from 10 countries around Europe working with diverse groups of young people in disadvantaged areas on a local level, or representing them and providing space for their participation on an international level.

## **Brave New YOU - Reloaded had three main flows:**

Flow 1 - Creating Brave New Communities: reaching out to young people in situations of disadvantaged in local communities, creating local groups of young people of different background that will work together on recognising, understanding and de-constructing harmful narratives and constructing new ones. Flow 1 had activities both on local and European level with young people designing and giving feedback regarding the process and the outcomes

Flow 2 – Creating Brave New Approaches: gathering information from the work done on local level during the Flow 1, existing and new practices done by partners and developing new methodologies that can be adapted to different environments – schools, youth organisations, youth centres for both local and European/international level.

Flow 3 – Creating Brave New Europe: based on the experiences from Flows 1 and 2, recommendations and strategy on how to work with disadvantaged young people in different contexts (schools/youth sectors – local/European) have been developed together with numerous testimonials of individuals, communities and new narratives created

The background is a solid orange color. It features several decorative elements: a purple arc in the top right, a yellow ring in the top right, a yellow arc in the middle left, and a purple arc in the bottom left. There are also white wavy lines and a grid of small white dots in the top right and bottom left corners.

# Chapter 2



# Together in the times of COVID19

COVID19 changed many plans for the project but still project partners managed to gather young people both online and face to face.

Doing activities online was, as for all the other organisations working with young people, very challenging, but for the project partners this challenge was also seen as an opportunity to innovate, explore new tools and approaches, and most importantly, what “works” for young people.

This meant adaptations of different aspects of the events that were planned to be organised face to face:

## Duration:

Usually, sessions in non-formal education last for 90 min with 4 sessions a day. In the online setting, this is very difficult to maintain due to shorter time span of participants as well as difficulty to focus for such a long time, mostly passively sitting in front of the screen. BNY adaptations meant: shorter sessions, while still achieving the goals set and not more than 2 sessions a day.

## Interactivity:

The black screen of “videos off” can be scary for any trainer, facilitator or speaker who rightfully wonder if anyone is following. Carefully chosen methods, limited duration, planned questions or interactions with participants and feeling the pulse of the group and readiness to adapt were

some of the approaches BNY partners and educators used to ensure participants want to join next time too.

## Gamified tools:

Gamification is a well known approach in non-formal education, but brings different possibilities in the online setting through the use of different tools that ensure that the participants are engaged throughout the activities. In BNY, a specifically successful tool was Gather.Town which successfully complemented the classic Zoom sessions. Participants created their own avatars, walked through the rooms facilitators specifically created for the occasion and gathered in different places, by fulfilling the tasks or simply...chatting about different topics.

## About the activities implemented

The idea behind the BNY project was to empower young people and youth workers at the local level and then bring them together to exchange their experiences and learn from each other at the European level.

First activity planned was training for youth workers on how to reach out to disadvantaged young people, initially planned to be held in Parnu, Estonia. Due to COVID19, the training was held online.

Several months after, an online youth exchange, not planned by the project, was organised online with 50 young people participating. The main reasons for organising it was to keep the groups together as most of them have reached the point of losing the motivation to participate in a project where they can't meet their peers from other countries.

Once the vaccines roll-out started, BNY partners started planning a face to face youth exchange bravely organised by MC BIT in September 2021, in Metlika Slovenia.



Second youth exchange where young people from 10 countries gave contribution to the outreach strategy and recommendations happened in March 2022, in Thessaloniki, Greece hosted by United Societies of Balkans.

The project was closed with a dissemination event in Brussels, Belgium, hosted by YEU.

Below, you will find the most interesting aspects from the methodological perspective of the events implemented:

- How to approach a training course for youth workers online
- How to make an online youth exchange interactive
- How to incorporate learning badges to your programme

## How to approach a training course for youth workers online

This online training was the first learning activity of the project for youth workers with already some experience in working in local communities. The main aim was to set the baseline and scope of the work for the next parts. It gathered 20 youth workers and youth leaders from the different communities (2 per country), to build their competences on how to reach out to different disadvantaged groups, and how to empower the disadvantaged youngsters to become the community leaders. This training additionally provided space for them to further share practices and analyze which approaches would be the most impactful in their communities.

Each organization developed local actions which were planned to be, afterwards, implemented on local level in order to reach out to disadvantaged young people. Youth workers were working jointly with the leaders of the groups to understand and to identify what were the narratives, analyze which ones were hateful or spread a discriminatory message, and they created a vision on what would they want to see as a change.

## Methodology:

This event took place online from the 15<sup>th</sup> of May till the 22<sup>th</sup> of June 2020. On each of the 7 days of the training took place 2 sessions which lasted for 1,5h. After each of the days, participants were obliged to prepare home-work for the next day of the training. All sessions were conducted on Zoom platform due to COVID-19.

Methodology of work was based fully on non-formal education and one of the bases for the work was manual of the Council of Europe – We Can! About tackling and deconstructing narratives in communities.





# How to make an online youth exchange interactive

During the implementation of previous activities, and given the deteriorating situation with the COVID-19 pandemic, YEU and partners created a proposal for an online youth exchange. The idea of the activity was to further empower young people involved at the local level, and give them the opportunity to get to know and share previous experiences.

Original proposed idea was that the youth exchange will gather 50 people from the 10 partner countries (5 participants per country). It provided space for each of the local teams developed in previous activities to get together, share their identified hateful narratives, and work together on building each other's competences on how to tackle them, and share practices on how to create alternative narratives.

As the original idea for the implementation of this activity was not feasible, it was decided to adapt the exchange to the situation. At that moment, November 2020, most countries have restricted the movements of their inhabitants, so partners decided to use new technologies to implement this event by providing to young people the opportunity to share their experiences, to tell their personal stories, and to hear the stories and experiences of others. The idea was to create group cohesion, and strengthen the foundations for continuing to work on the problems they face in their communities.

- Aim of this Youth exchange was to provide space for each of the local teams developed in previous activities to get together, share their identified hateful narratives, and work together on building each other's competences on how to tackle them.

Objectives were:

1. At least 10 hateful narratives identified and presented
2. Up to 50 young people empowered to act on tackling the hateful narratives

- 
3. Up to 10 local processes on tackling and changing hateful narratives will be implemented.

#### Needs addressed by the activity:

- For participants to meet each other;
- For participants/groups to present hateful narratives they are tackling;
- For participants/group to better understand narratives;
- For participants to come up with ideas for activities in groups;
- For participants to plan activities for next three months.

#### Educational approach

Youth exchange was based on the basics of non-formal education. Since it did not happen in one place (offline), certain modifications in the methodology itself were made in order to adapt it to the current situation.

Methodologically, it was a combination of online tools that enabled participants to contact, communicate and serve to bring them closer in the online world. In order to overcome the barriers of classic Zoom sessions, and make the exchange more interesting, we paid special attention to gamification. In this way, using interactive tools, we enabled participants to learn more interestingly and share experiences.

#### Format

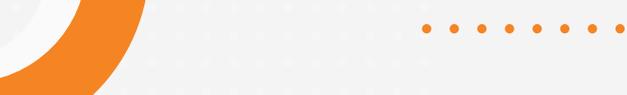
The workshops were adapted to the online environment in order to keep the format of the youth exchange as close as possible to the initial one - exchange of ideas, thoughts and knowledge. Since one of the most important segments of youth exchanges is the exchange of experiences between participants, the focus remained on this segment. In order for the participants to have enough time to finalise their daily duties (school or work), the format of the exchange was adapted to take place in eight sessions, within 20 days. This provided enough space for participants to adjust their daily chores and attend the workshops.

The complete exchange was created and implemented in an online environment, taking into account the epidemiological situation. This has created a lot of obstacles, but also opportunities to create a new approach. In the preparation of the event itself, great attention was paid to creating a secure online space that would allow as many participants as possible to take an active role in the exchange. This was done in several ways, first by avoiding using classic tools to create an online environment, such as Zoom.

Instead, facilitators used other tools such as gather.town, mentimeter, as well as various types of visual presentations. Through eight days of exchange, participants at different stages had the opportunity to present their experiences, as well as to exchange experiences, and together come up with ideas about potential solutions to the problems they face.



Since most of the participants had no experience in online educational programs, apart from formal education, it was of great importance to acquaint the participants with the way they will work. At the very beginning of the exchange, facilitators made great efforts to get the participants interested in the exchange, and have them acquainted with tools such as



Kahoot, mentimeter and Gather.town. Creating custom maps and games in gather.town, participants had the opportunity to get to know each other better, which gave them the opportunity to reduce fear of the on-line environment in which the exchange took place.

As for the participants themselves, they adapted very quickly to the implementation of the exchange however, certain issues arose already at the first session when it became clear that it is very difficult to use two tools in parallel – Zoom and gather.town as the latter one is quite demanding for the devices used. Those using the computer adapted much faster than those that used the mobile phones.

## How to incorporate learning badges to your programme

**Venue:** Metlika, Slovenia

**Start:** 24th September 2021

**End:** 29th September 2021

**Participants:** 50 young people from 10 organisations

The YE was a meeting point where young people from different communities and different backgrounds had the opportunity to exchange their experiences, views, opinions and ideas on the topics of the BNY project and their own engagement in it.

The YE also served for young people to test and analyse the tools and approaches developed during the project. These products were previously developed according to the input from partner organisations and their young people and youth workers, and address the topics of:

- Prejudice and discrimination against Roma people
- Gender based violence

- Homophobia and Transphobia
- Stereotypes and prejudice against rural youth
- Racism and racial discrimination
- Ethnic stereotyping and segregation
- NEET
- Pollution and climate crisis
- Prejudice and discrimination against refugees and immigrants

During the event, young people provided their feedback on the applicability of the tools in different contexts and start developing their recommendations on how to improve or adjust them, which was then taken into account and helped experts in further adaptation of the tools and approaches.

Focusing on the process itself, the trainers' team developed and implemented activities that aimed to address the learning objectives and topics of the overall project (BNY-Reloaded) and the ones set specifically for this YE. To ensure that participants could reflect and further follow up on key activities, the team created a set of online badges. These online badges focused on the educational process and learning outcomes of the YE. The Badge System included 15 Badges, as shown in the pictures below:



To claim each badge, participants had to perform some tasks and provide evidence (text and/or photos) - linked to a topic or activity of the YE. Depending on the content of the Badge, the team set 4 different ways to review the learner/user's evidence:

- Self-reflection(Automatically approved)
- Reflection or material shared with educators (Approved by 1 or 2 members of the team)
- Reflection or material shared amongst peers (Approved by the engaged 1 or more peers)
- Reflection or material shared with both educators and peers ( Approved by at least 1 educator and at least 1 peer)

Here is the Badge learning plan for the Youth Exchange:

	<b>META-BADGES</b>	<b>REFERENCE</b>	<b>BADGES COLLECTED</b>
1	<b>Social competence</b>	Get to know other people I didnt know before  Worked with people out of my country group  Spent free time with the group	A3, C2
2	<b>Personal and learning competence</b>	Organised my time well  Reflected on and am aware of my learnings  Raised confidence	A1, A4, B2, D3
3	<b>Communication competences</b>	Speaking, presenting, writing  Expressing my opinion clearly in front of people	A3, B3, C1, C2, D2, D4

4	<b>Cultural awareness competence</b>	<p>Learned several new expressions and facts from another country</p> <p>Cooperated successfully with people from another culture</p> <p>Understood how complex cultural identity can be</p>	B1, B2, C3, D3, D4
5	<b>Leadership and initiative</b>	<p>I have proposed my ideas to the rest of the team</p> <p>I have taken initiative</p> <p>I have made a plan</p>	B3, D2
6	<b>Ecology and Sustainability</b>		C4, D1
	<b>LEARNING BADGE</b>	<b>LEARNING ACHIEVEMENT</b>	<b>PROOF</b>
A1	Onboarding (My first Badge)	Scan QR code	Scanning the QR badge is issued automatically.
A2	'Warm-Up Badge'	Photo of venues of YE	One or more pictures of the venue
A3	Social New Me	Request their confirmation - Meeting four new people	4 peers being mentioned- with them confirming/ approving the claim

A4	Learning To Learn	Describe which method is better for you to understand a learning process: Audiovisual (listening, pictures, drawings), working in plenary, working in small groups, learning by doing etc. Please explain	Trainers' check that the pax have indeed completed the task (using the input to maybe adapt certain activities)
B1	Observing Perspectives	I understand how perspectives can be different and try to build up a more complete view before having an opinion about others	Using the activities of Day 2 - Morning, share how perspectives and observations can affect our points of views.
B2	Stepping In your shoes	I can acknowledge bias - within my community, work and interactions but also my personal biases.	Share some examples
B3	Group Reporter	I can collect notes that reflect the talking points of a discussion happening in a small group. I can present them in a clear and understandable way. I use the chance to learn each time, focusing on what I can do to become better.	Share an example when you had to speak publicly after working in a small group. What would you say is something you need to improve?
C1	The Storyteller	I can put a story together and engage my audience in that story and it's core topic	Share a story through a picture, art or a video

C2	Active Listener	I am capable of focusing and listening to a person or the group. I can pass on the summary or the key messages of a discussion (in pair or within a group) to someone who wasn't present in that discussion	Listen to someone's story and write a short text about it
C3	Transformer	I understand better how the negative narratives are transformed and I am able to create a positive message out of the negative one.	Take one negative narrative message and create the positive out of it in one sentence.
C4	The Explorer	I appreciate nature. I learn about local plants, animals and other nature features in line with the local region.	Photos or video that includes a local flower or tree you learned about,
D1	Tree Hugger - Nature Lover	I appreciate nature and try to minimise my negative impact on it.	Trees are alive. Make a video with you and your peers hugging a tree and share how we can protect the local environment etc.
D2	Rights Defender	I am capable of explaining what is a Rights Based Approach (RBA), paying attention to the engagement of others. Parallel, I can also explain the difference of the "RBA" with "Needs Based Approach"	Go to two other participants and explain the two terms. Then type their names in a comment and ask them to approve your request.

The background is a dark teal color. It features several abstract geometric elements: a large cyan circle in the top right, a pink quarter-circle in the middle left, a pink quarter-circle in the middle right, a large cyan circle in the bottom left, and a large teal circle in the bottom right. There are also white dots scattered throughout and a grid of small teal dots in the top right and bottom left areas.

# Chapter 3



# Narratives and counter narratives

One of the main ideas of the project was to understand how to improve the relations between different groups in local communities through understanding the more than often the unspoken – prejudice, preconceptions that are stopping people from living, sharing and experiencing together, instead of just co-existing next to each other, often in fear.

When the partners planned the activities at the local level, everyone believed that COVID19 will soon be over. Considering that the situation at the local level and in the groups changed so many times, the plans shared below are from June 2020 – well structured during the online training course for youth workers. How the outreach and work with young people went on is shared under the chapter Reaching out to young people – strategic approach.

## 1) ACTIONAID INTERNATIONAL ITALIA ONLUS - ITALY

AAIT is a member of the ActionAid international federation which works to abolish poverty and inequalities in 45 countries worldwide. Since 2011, AAIT has implemented projects to fight and prevent different forms of poverty including economic, educational and social in Italy. AAIT is convinced that the role youth can play in fighting poverty and injustices, including vulnerable young people living in marginalized and disadvantaged areas.



## **a. Description of youth at local level**

They will work with NEET people. They are youngsters who are neither in employment nor in education or training. Their group is composed by NEETs aged between 16 and 29. These youngsters have been out of educational or professional path for at least one year and their problem are principally their lack of self-esteem and lack of motivation because they are unaware of their skills or do not know how to properly use them all. They had the opportunity to engage NEET people from another project which works on capacity building and self-esteem strengthening through sport

## **b. Needs assessment of local youth**

The group found the main missing resources are human and economic resources. Human resources have to be meant as supportive people working in public agencies, organizations or schools. They found important having a sort of “counsellor” who is appointed to help people find their way/their opportunity. Also economic resources, both in terms of more financing to national and local social services (also school, whom teachers and educators need improvement as they said) and job. Job is targeted as the main tool for social inclusion, because it provides independency, dignity, network, a sense into community eventually. The group is not really sure is those resources are available or not, anyway everybody agree they should be enhanced. Also communication of opportunities has to be improved, because they found there’s no difference when you have resources without knowing it.

## **c. Identified hate speech narratives at local level**

Silvia Romano is a 25- year-old Milanese girl graduated from a school for linguistic mediators for security and social defence with a thesis on human trafficking. She was kidnapped in Kenya while she was on her second volunteer mission. She was released on 9 May after 18 months of captivity. She was initially kidnapped by a group of Kenyan criminals, and then sold

to three Somali terrorists from the Al Shabad group. After this, she converted into Islam.

Initially there was a general nationwide euphoria at the news from the president of Silvia's liberation council. However, Silvia arrived in Islamic-Somali dress, and immediately said that she converted freely. Population was injuring Silvia and her family, for making a choice for them "not appropriate" and they also criticize her by expressing hatred towards the Islamic community in general.

#### **d. Action plan for local level which aim to combat hate speech**

Their purpose is to strengthen awareness of youngster around the concept of hate speech. In particular, give them the tools and methodologies to understand hate speech in all its components and to be able to recognize the underline negative narratives and build new ones. They have developed a plan with 10 meetings in total in which they will mainly deal with the hate speech and the narrative behind every hate speech. The meetings will start at the end of June 2020 and will end in September or October 2020. The meetings are scheduled to take place online, but this could change into face-to-face meetings depending on how COVID-19 will progress.

## **2) A.D.E.L. – ASSOCIATION FOR DEVELOPMENT, EDUCATION AND LABOUR – SLOVAKIA**

ADEL is an NGO whose main objective is to create educational opportunities for young people and give them new experience and knowledge for their personal as well as professional development and promote active citizenship, civic participation and volunteering through non-formal education, experiential and intercultural learning, social inclusion and active participation.

## a. Description of youth at local level

A.D.E.L will prioritize disadvantaged youth migrants group. They come from various countries (e.g. Iraq, Ukraine, Serbia, etc.) However, they will also work with disadvantaged youths from rural areas and economically disadvantaged group of youth.

The biggest issue for these youngsters is language and cultural differences between them and local people. They face xenophobia, hate speech and discrimination. Migrants have limited opportunities and locals judge them with stereotypes. Due all above mentioned, youth has tendencies to live only among their own families and communities, which strengthen the separation.

Youth from rural areas is very often limited by the life happening inside their community/village. Decision makers are often not open-minded and difficult to come up with changes. Youth is forced to travel to larger cities. There are limited amounts and diversity of high schools and extracurricular activities.

## b. Needs assessment of local youth

They created a survey to properly know what were their target group's needs. They found out that their targeted group are youngsters living in the Eastern part of Slovakia what causes a lot of problems to those living in the completely opposite side. The differences between regions are highly visible and people living in the eastern part feel overly disadvantaged. In those areas, levels of unemployment are higher because there are less work opportunities and almost no government institution to provide jobs in this area. If they are lucky enough to have a job, they receive low wages, although the prices of services and the cost of living are quite high. People living in East are more xenophobic, indifferent, not open-minded and not pro-European.

### c. Identified hate speech narratives at local level

Fights between Easterners and Westerners were always present and visible. People from East are traveling for work to the west and capital and people living in Bratislava are feeling fed by it. There are numerous cases when westerners verbally attacked easterners.

They mainly focus on a video in which an eastern girl is yelled at the bus and despise her. Media should stop show such a big differences and stop focusing on the showing the worst for the views. Media should focus on raising cultural awareness and raising acceptance for all cultures in Slovakia.



## **d. Action plan for local level which aim to combat hate speech**

Youngsters from rural areas are very often limited by the life happening inside their community. Decision makers are often not open-minded and difficult to come up with changes. People are forced to travel to capital city, where youngsters from the Eastern part of Slovakia experience a discrimination, prejudices, taunts: judged very often in terms of alcohol, dialect, accent, undeveloped and poor in sense that everything from technology comes there as last, considered either as farmers, "poor primitives" or Romas.

Their alternative narrative of this problem would be creating events and campaign where people from both parts would get know each-others. The ideal result and relationships afterwards would be the same as we are united in international sport events or other international events when people act as a nation, without a differences. Creating this kind of atmosphere is a main goal. Alternate narrative will include respect for each other, no hate speech, no discrimination, no verbal fights and insults.

## **3) CENTER FOR INTERCULTURAL DIALOGUE ASSOCIATION – NORTH MACEDONIA**

CID is a non-governmental, non-profit youth-led organization that works on national level in North Macedonia. The organization is youth-led, thus their work focuses on many aspects which are of interest for young people. CID is working to create diverse responsible and cooperative communities, where citizens are actively contributing to the social development and integration.

## **a. Description of youth at local level**

Their target group will be composed by disadvantaged minorities as Albanians, Serbians, Turkish and Roma. The youngsters are going in different schools so they do not have a common space/time to engage together. They speak different language so this is a main issue because they usually

use English as a common language. Having in mind that they are coming from different ethnic backgrounds some of them do not have the family support due to stereotypes that they have.

## **b. Needs assessment of local youth**

Religious conflicts increased the intolerance, intercultural and interreligious gap within the community, and in that way it has affected the society as a whole, but mostly the young people who receive partial information from the media, the schools and within their family circles. Having this in mind, the segregation is even greater in the eyes of young people from different ethnic communities because of the divided educational system and they have classes in different school buildings (Macedonians and Albanians do not co-exist and study in the same classroom), each on opposite side of the town, have different spaces for socializing and there is no opportunity for them to meet nor communicate.

Here can also be added the youth coming from rural areas that are facing the same problems as the economic/social groups but also they are facing the problem with transportation.

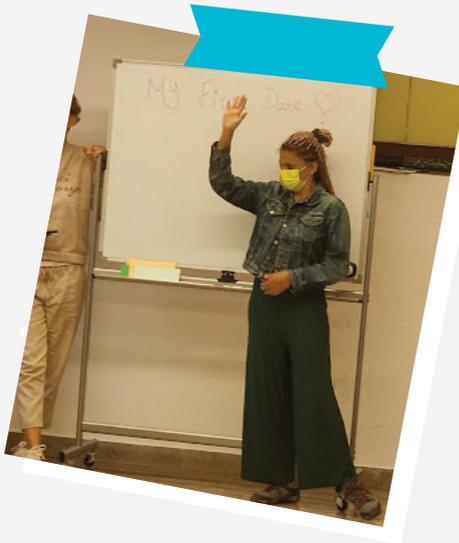
## **c. Identified hate speech narratives at local level**

They focus on a *tweet* that is mainly written to spread the opinion that all Albanians are terrorists or working with terrorists. It is also intended to spread the opinion that the Government is helping terrorists, in order to cause civil riots.

A lot of people have this opinion that the government is taking helping the Albanian “terrorist” but this is not a fact and it is not verified.

#### **d. Action plan for local level which aim to combat hate speech**

They will be using the open days in schools to reach the target group and to promote the activity to the young people. Except the schools, they will have also online event on Social Media for the workshop with young people from different nationalities participating: Albanians, Macedonians and youngsters from Roma community. The target age is high school students 15-19 years' old. They will also develop workshops related to hate speech and its narratives as well as outdoor games where people can engage and learn more about hate speech through playing games.



#### **4) CULTURE GOES EUROPE (CGE) - SOZIOKULTURELLE INITIATIVE ERFURT - GERMANY**

CGE Erfurt e.V. is a non-profit, non-governmental organization based in Erfurt, founded in 2005 and run by young professionals focused on develop and implementing programs in non-formal education for young people and adults to support active citizenship and the integration of all people despite their social status, origin, skin colour, religion, sex etc. in society.

## a. Description of youth at local level

CGE mainly focuses on youth from economical, disadvantaged city districts; youth in villages (not Erfurt, Weimar, Jena); people with intercultural background and LGBT+ community. Nationalism and racism are really present in some city district in Erfurt and Thuringia. People living in this region have less opportunities in comparison with young people living in bigger cities. Added to that, youngsters living in small cities and villages in Thuringia have less opportunities to spend their free time.

Some of the inputs from the Young people mentioned:

*"The city is boring and there are no offers for teens. You cannot do anything in summer or you already know it inside out."*

*"Even the people living here do not convey a good impression among the young people (many old people, drunks and unfriendly people)"*

*"There are not many new things for us to do."*

## b. Needs assessment of local youth

Target group is not aware of the possibilities that already exist in their cities: which interesting projects are happening or which community they can go to express themselves and feeling connected. Especially the rural group. Several zones in Thuringia, are having the issue with negative thinking group of demographic who are anti migrants and these groups are radicalized. Some youngsters are not really interested in this kind of project and do not really know what to do with themselves (low-self-esteem).

Today we have a highly fragmented society, and everyone largely stays in their own bubble. Young people feel the need to have a space where they can interact with each other on eye-level among the different groups. Additionally, self-empowerment is such an important factor in people's lives that can prevent radicalization and help mitigate gaps between different [groups of] people on a grass-roots level. It is an antidote.

### **c. Identified hate speech narratives at local level**

One of youth workers from CGE shared a hate speech situation he experienced once. He was at the park and some people starting saying to him things in German because they thought he could not understand what they said, but he did. They were telling him to go to Buchenwald which was a concentration camp time located in Weimar, a small city in Thuringia. The purpose of the camp is to combat political opponents, persecute Jews, Sinti and Roma, and permanently ostracize "strangers to the community. It is not long before Buchenwald has become a synonym for the Nazi concentration camp system.

At first, the tone was friendly but once he answered them, he realized it was a hate speech towards him as they started to change their tone. Right wing is still alive in Germany and many people use fake news to enforce those hate feeling thought minorities.

### **d. Action plan for local level which aim to combat hate speech**

Until spring 2021 they will be implementing a cultural event or series of events with 10 participants per event to show the importance and value of different cultural backgrounds and identities for the society e.g. by organizing some intercultural dinners/ gaming nights, storytelling and reading sessions or a street festival.

Together with the young people, the youth workers from CGE want to show the importance of diversity and different cultural backgrounds and identities for the places and the society they live in to discredit a xenophobic hateful narrative.

On 17<sup>th</sup> of July, they will have the local action workshop with young people. During the workshop they will work in detail about the next steps, project plan and preparation for implementation of the local actions.



## 5) MLADINSKI CENTER BIT ZAVOD ZA DRUGO IZOBRAZEVANJE, IZPOPOLONJEV – SLOVENIA

Youth center BIT is an organization that works in the public interest in the field of youth. Their main fields of work are youth work, educational tourism and development of local community. For this purpose, they are running an alternative cultural club, an information office and a touristic-educational center.

### a. Description of youth at local level

Their target group is mainly composed by High School students and other young people from rural area. Young people of rural area who are not participating in already ongoing youth activities on local level and are not involved in other activities in local community because of their social status, bad transport connections, etc.

### b. Needs assessment of local youth

Young people are not encouraged to think critically about processes and situations in society they are not able to critically evaluate narratives behind messages from social media, mass media, and local environment, they are not aware of their potentials and that working on their ideas can make a difference in society.

Youth from South-eastern part of Slovenia experience much fewer opportunities in almost every area of life, much less cultural events and insufficient infrastructure.

### c. Identified hate speech narratives at local level

There is a fight between two groups of employees in Črnomelj High School. It escalated to the point where the local media is reporting about it and also students write hateful articles about it. It affected also other

local political activist which have a lot to say about it on social media. It is not directly connected with political parties but there are opposition and coalition among employees

#### **d. Action plan for local level which aim to combat hate speech**

All people to go over conflicts and to start working together. The school needs strategic plan what to do and how to do it. Number of newly enrolled students is decreasing because they rather choose the same school 40km away.

The school is of a high quality when compared to other similar Slovenian schools, just some people working there are making a mess, which has only negative consequences.

They will implement a plan based on three main activities: open debate in school, mediation and press conference to combat this differences found inside the people working in the High School.



## 6) MOJU – ASSOCIACAO MOVIMENTO JUVENILEM OLHAO – PORTUGAL

The Organisation MOJU – Associação Movimento Juvenil em Olhão was founded on the 16th October, 2007 in Olhão, Portugal.

MOJU is a youth organisation which works at local level, is non-profit making, and independent of all political, syndicalism or religious affiliation. The aims of the organisation are:

- Encourage active youth participation in society, directly or indirectly;
- Develop activities (inter)cultural, educational, social, sportive, recreational and environmental aimed at overall development of young people in Olhão's municipality;
- Promote discussion and dissemination of information about the needs and aspirations of Olhão's municipality youth, to contribute to the development and implementation of appropriate local policies;
- To collaborate with public and private, national and international entities, aiming the development and implementation of the objectives described above.

MOJU aims to contribute to the development of a space where young people can express their opinions and participate in decision processes, in an active and sustainable way. We believe that youth involvement in the development of active participation in society is essential to increase the feeling of belonging and to promote a better quality of life of youngsters in their communities.

### a. Description of youth at local level

*MOJU works mainly with disadvantaged youth coming from different backgrounds, but mostly social project neighbourhoods. They are from disadvantaged families living in a social neighbourhood who often end up witnessing shootings, raids, drug related issues and other social problems.*

• • • • •

*These young people suffer great discrimination due to their social and economic level, family problems related to drugs, violence and alcohol and with difficulty meeting new people*

*For this project our working group is composed of 9 youngsters from a diversified background, including socioeconomically disadvantaged families living in social projects neighbourhoods to young people from middle-class families. They all struggle with some issues related to gender expression discrimination, racial discrimination, psychological problems, bullying, domestic violence, and others social issues. All of these young people study in the Children Care Technician class, and suffer a lot of discrimination from the rest of the school and society.*

## **b. Needs assessment of local youth**

Social neighbourhoods are spaces of exclusion within cities. They are usually places where young people grow up surrounded by negative stereotypes that contribute to further discrimination, maintain the cycle of social exclusion, in addition to the impact on the well-being and future life of these young people. Being involved in these exclusionary environments tends to perpetuate negative generational cycles that have implications beyond the most obvious situations and have long-term impacts.

Additionally, there are other risk factors for the young people with whom we have intervened which include situations of bullying, mental health, domestic violence, discrimination on the basis of race or gender expression.

These factors alone or added to the experience of social neighbourhoods foster serious situations of discrimination and victimisation of hate speech.

## **c. Identified hate speech narratives at local level**

Working with a young group from such a varied background, we've been able to work on a lot of topics. Sometimes it is difficult for the group to pinpoint just one main issue, so we have been taking our time exploring different strategies and topics. We have experienced a lot of non-formal



education activities in different and exciting settings to explore the issues, push our conceptualization skills, and to help us reflect on several ideas. Finally, we selected discrimination on Race, Gender Expression, and School progress/expectation

Q. is the only boy in a class of 13 youngsters from Child Care Assistant, from Olhão Secondary School. Now, at the age of 17, Q is constantly discriminated for the options he makes in terms of gender expression. This situation has been going on for several years and has already given rise to very uncomfortable situations. Q. feels accepted in this class by his colleagues. Several classmates take up this issue and refer to moments and other colleagues who have been discriminating Q. They speak openly about the topic and show outrage in relation to what Q. has gone through and continues to go through. This was one of the topic

M. is a 17-year-old girl from Olhão Secondary School who is of African descent and was born in Portugal and has always lived here. Her life has several episodes of hate speech and discrimination based on people's ignorance, of all ages. Throughout her life she has been confronted with random negative comments about her skin colour, her hair, her ethnicity, as if there was something wrong about her body. These more subtle statements became part of her experience and built a more fragile identity. She says that her friends and classmates accept her as she is, they talk about things and sometimes she is able to talk about it without feeling inferior. This was the main topic the group decided to tackle, making its aim at dissemination and awareness.

- Racism is an extremely important issue important and it's still very present in our society and everyday lives. It was the personal experiences and the group reflections on this topic that led the students of the Childcare Support Technicians class at Secondary School, together with MOJU, both from Olhão, to tell David's story.

## **d. Action plan for local level which aim to combat hate speech**

Initially we worked a lot on awareness and capacity building of the participants, making sure they knew about the topic and had the skills and competencies to tackle it, because they were 16 and 17 year olds.

One of the aims of the Brave New You Project would be the creation of counter narratives, that meaning, creating ways of promoting and disseminating messages that offers a positive alternative to hate speech. We decided to create something that would act on an early prevention perspective and, in addition, something that the group could use in their professional setting. So, we wrote a book for children! We think this is an awesome way to reach little children aged between 4 and 6 years old, and sending messages of tolerance, acceptance, and inclusion.

The children's book "This is my home" is intended to be a playful pedagogical tool for technicians and professionals in the field of childhood to introduce or deepen the issues of discrimination and hate speech, namely the issue of racism.

We have been focused on spreading the book "This is my home", and we have already made several presentations and will keep on doing it, making sure we disseminate acceptance and equality.

We are focused on continuing to spread the book and to build more tools to enable all people to fight against hate speech.

## **7) RAINBOWHOUSE - BELGIUM**

The RainbowHouse is one of the biggest umbrella organisation in Belgium working on supporting and improving the life of young LGBTQI+ people. It harbours more than fifty member associations, including culture associations, feminist groups, sports clubs, associations for lifelong learning, for young people, for senior citizens and others.

## a. Description of youth at local level

LGTQBI\* youth: youngsters who have a gender identity, sexual orientation or gender expression that doesn't correspond to the heteronormative societal frame. LGTQBI\* youth is particularly disadvantaged in society. They suffer discrimination due to their queerness. Little or no adequate representation of their identities and they also have higher risks of mental and physical health problems.

Target group is aged between 16-30; 16 is the minimum since younger queer people have to deal with a lot self-questioning and self-finding and may not be as ready and confident.



## b. Needs assessment of local youth

They created a survey to identify the individuals of the community, their sociological profile and their needs and wishes. They used tools as mails, survey, etc to reach to participants.

Through those steps they found out the needs in their target group: queer spaces, spaces in chosen non-mixity, spaces with a higher representation of racialized LGBTQBI\* people (cafés, bars, parties). Artistic queer spaces with a focus on artists of color (open-mics, concerts, expositions) or sportive queer spaces (such as swimming since public swimming publics aren't adapted at all to a LGBTQBI\* public, self-defense workshops, fitness centers)

### **c. Identified hate speech narratives at local level**

Comments under the publication on Facebook of a video where a transgender woman speaks about her daily life & struggles. The video was posted on Mai 17<sup>th</sup> 2020 by the RTBF, an official well-known French-speaking Belgian journal.

The comment is intended to spark a transphobic hate wave and insult transgender people. It dehumanizes and degrades the targeted group, transgender individuals. It also incites to less sensitivity on transgenderism by using "humour" and invoking individual's liberty of speech and thinking.

### **d. Action plan for local level which aim to combat hate speech**

They have created a plan to establish until October-December 2021 where they will try to combat hate speech against LGBTQBI\* community by educating and informing on gender identity, sexual orientations and gender expressions. They will encourage LGBTQBI\* individuals, especially youngsters, to embrace their identities and empower the LGBTQBI\* participants. A series of materials that will raise awareness and visibility will be also created, developed and disseminated.



## 8) SAUGA AVATUD NOORTEKESKUS – ESTONIA

SAUGA is an organisation whose aim is to provide young people of the city and the region with different type of activities and non-formal education programmes which would result in improved new skills, knowledge and attitudes, but also space for young people to organise and spend their time in quality and meaningful way.

### a. Description of youth at local level

Young people aged between 14 and 30 of rural area and sparsely populated areas who have limited possibilities and options to take part youth work and community opportunities.

They suffer several difficulties as great distance between home and youth work facilities, great distance between home and community centres, bad transport connection; or their parents work until late hours and have no possibilities to support their children with transport and/or time.

### b. Needs assessment of local youth

Target group are required several needs as attention from parents; help of dealing the alcoholism; right to make a decision or be part of making a decision (in a family). Parents can be too decisive. They will need more privacy (in certain age, more understanding from parents, etc.); help to find solutions for money problems (economic issues in a family, how can young people be more helpful or where parents could ask/find help to support each other, affects family relations); old fashioned school system is not motivating for young people. Multiply absence from school, boring and too much homework (less creativity), less individual approach, misunderstanding from teachers and school staff; An important part of young people's lives are friends. They need to have time for each other, good examples, trust between each other and not taking advantage of each other. It seems that many young people are being friends with somebody to take advantage of someone. Young people need true friends in their lives.

### **c. Identified hate speech narratives at local level**

"*Radar*", an investigative TV show, set up a shadow account on Facebook through which it also became a member of several closed groups. Most of the comments in the posts were negative and also there were photo collages that disparage and humiliate the President and members of parliament are abundantly distributed. "*Radar*" found the most material like this about the *Social Democrats* in this and others Facebook groups.

### **d. Action plan for local level which aim to combat hate speech**

They will be implementing a plan based on bringing young people from their community together in order to make them open minded young people who inspire others with their tolerant world view. This plan is also planned to make people more confident to participate and involve other young people to take actions.

They will develop activities for people to get to know each other and strengthen their capacities and abilities

#### **9) STIFTELSEN FRYSHUSET – SWEDEN**

Fryshuset is a well-known organisation whose main objective at the very beginning was to address the social issues youth are facing by opening up new prospects for change. Fryshuset has been widely acknowledged for its social work, education and sports and cultural activities in Sweden for 35 years, due to numerous prosperous social projects commissioned by among others the Swedish government, municipalities, corporate and private companies

### **a. Description of youth at local level**

Their target group will be composed by foreign people; people who live in a socioeconomic distribution; refugees; young boys who are involved in gang related violence and people who have lack of trust in authorities.

Some of them suffer from segregation, others are young people who focus on the wrong things like criminal activities and drugs: they take the wrong path or society forget about them.

## **b. Needs assessment of local youth**

Discuss and have a dialog about how their situation is and how they feel about their position. Include people from these certain areas in projects, make them feel heard and needed. Involve authorities, discuss. Through letting young people voices be heard and their stories they will feel more important. If they feel an inclusion, it might change their attitudes towards the rest of the society, for example the police and politicians. The young people need to talk about their disadvantaged position in society.

## **c. Identified hate speech narratives at local level**

They focus on a local news page where they update about different facts. Every time something happens in Vivalla the area that the social worker is from, they portray it in a very negative way even if something positive has happened. The way the journalists are writing makes it worse for us people who live here because it builds a picture of the rest of the society about us and how we live. This leads to that people have expectations on how we act which means that a lot of young people become disappointed of how their area they are from can affect them so badly.

## **d. Action plan for local level which aim to combat hate speech**

They want to strengthen the young girls and boy's confidence in our society. Especially the boys between the age of 12-25 years old that needs role models other than criminality. A lot of people do not believe in them and it is something they often get to hear. Expected results is that these kind of gathering becomes popular amongst the youth.

• • • • •

Their plan is to have groups meetings and events. They have planned to start in Autumn. Regarding to meetings, depending on how popular they will get, they will arrange those 2-4 times.

Events are expected with 50-80 people. They will invite local people and different authorities. They will people speak about whatever they want. Invite police for dialogs with the youth.

## **10) UNITED SOCIETIES OF BALKANS (USB) - GREECE**

USB is a non-profit, non-governmental organisation based in Thessaloniki, Greece working in the field of youth, human rights and intercultural dialogue concern the defence of human rights and the intercultural dialogue, the organisation of youth related projects such as youth exchanges and training courses, which can bring young people from Balkans and Europe together.

### **a. Description of youth at local level**

Marginalized citizens in Thessaloniki are mostly considered those living in the suburbs with no access to facilities or public affairs. What is more, there is hate speech against them not only for their origin, location, way of living, living standards and lifestyle of the area, but also for plethora of other identities that they carry and is difficult to express because of the general oppression in the society, but also because they live in these specific areas.

### **b. Needs assessment of local youth**

From the survey to know about their group's needs they conducted that the main needs are: health and human service providers, public transportation, sports facilities, public affairs. Some of them do not exist at all and some others need to be developed and improved. The data collected also showed a need for better communication between parents and teens,

education programs, suitable teachers, youth workers, community leaders. Additionally, there are claims about poor housing quality and affordability, criminality, early school-leaving, young labour and financial support among family members. Young people of the area are not always aware of their rights and chances.

### **c. Identified hate speech narratives at local level**

They explained a case of hate speech against LGBT+ community. A Greek Orthodox bishop achieved notoriety for his support of the far-right, anti-immigrant Golden Dawn party. A blog post he wrote about gays in 2015, calling them “the scum of society” and urging people to spit on them, led to his being convicted by a local court of hate speech in January 2019. He was given a seven-month suspended sentence.

### **d. Action plan for local level which aim to combat hate speech**

They have planned workshops and modules that will be pointed to show the participants the importance of fighting against discrimination, prejudice, racism and xenophobia. Participants will develop transversal skills with underlining empathy, inclusion and critical thinking. Participating in the project will influence the self-respect and confidence of all the participants.

The goal of this project is to show the need to include other opinions, respect human rights, be tolerant as well as empathical and inclusive. To allow the participants to get familiar with the European strategies and practices. To provide the participants with non-formal educational tools and methods to stimulate intercultural dialogue; promote human rights and equality.

They will be implementing and developing different types of activities in order to create familiarity among the members, establish own code of conduct and bring people together as well as respect each other.

The background is a vibrant red color. It features several abstract geometric elements: a large orange circle in the upper right, a blue arc in the upper left, a blue arc in the lower left, and an orange arc in the lower left. There are also white wavy lines and a grid of small white dots in the top right and bottom left corners. The text 'Chapter 4' is centered in a bold, white, sans-serif font.

# Chapter 4



# Educational tools

These educational tools and methods are some of the main outcomes of the project which brought young people and experts in different topics related to changing narratives together to develop relevant and useful activities to be used in initiatives to counter narratives and support empowerment of disadvantaged young people.

The process of this co-creation followed several steps:

Creating the expert group to work on tools/approaches development

Developing the tools/methods/activities

Testing of the methods by partner organisations in different activities and receiving the feedback of young people involved in the process

Study visit for youth workers and experts to understand different approaches to working with disadvantaged young people

Youth exchanges for young people to test the approaches, tools and give their feedback and point of view

Expert meetings and creation of this publication

## What can you actually find here

The process started from mapping the main topics that would be most relevant to cover when we are talking about tackling different narratives and these are the ones chosen:

Gender based violence



Homophobia and transphobia

Stereotypes and prejudice against rural youth

Racism and racial discrimination

Ethnic stereotyping and segregation

NEET

Environment and climate crisis

Prejudice and discrimination against refugees and immigrants

Once the topics were identified, it was time to develop the methods and tools under each of the topics, which was done in an iterative way - whenever the feedback was received from young people, youth workers or educators, experts came back and improved them according to the need.

The activities range from the majority being activities of non-formal education (NFE), campaign plans, project plans to specific tools and how to use them. It is important to say that the tools and methods developed are partially new and partially adapted versions of the existing ones.

The activities were either developed from scratch, provided a new perspective on how to re-imagine the well-known method for it to be useful in a specific context or to a specific group, or new ways on how to use a tool and how to create a learning activity around it were provided.

## Who can use it and where

These tools and methods are meant for anyone who is interested in the topic of changing narratives and wants to implement an activity with diverse profiles of young people on the topic, for educators, youth workers, youth peer educators or anyone who just simply wants to explore and learn more about it. The activities are of different types and also they have

their own variations, so most of them you can use in an educational setting, as part of the international or local training, it can be an independent workshop, session in school as part of the curricula or as part of the thematic programme of your organisation.

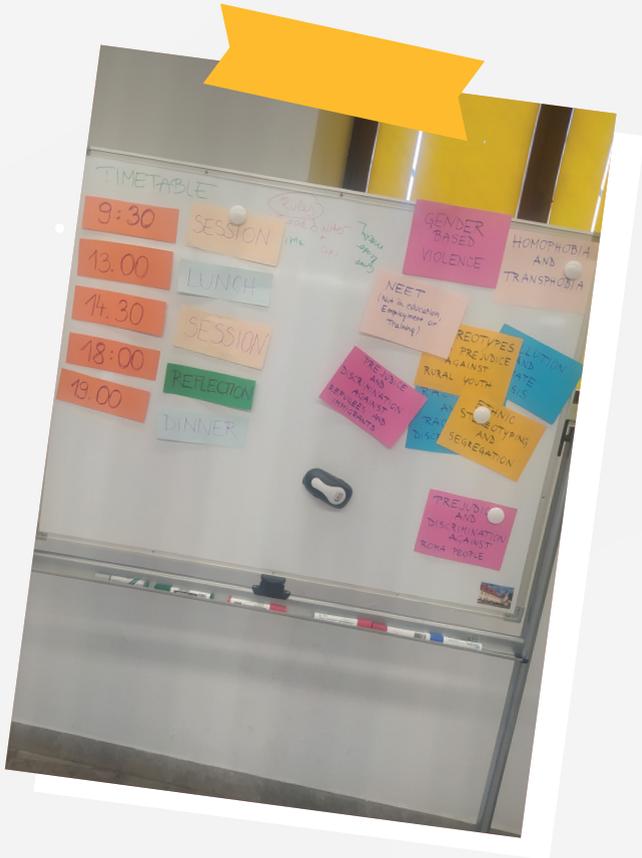
Some of the activities have a long-term character, so you can use them as part of your activity plan or programme of your organisation, you can implement them independently in your communities or in the online environment.



## How to use it

First think about the topic you want to address from the 8 main topics we can offer to you. Each topic is better described by educational experts, to help you understand what aspect we took while working on it and also to tell you what you can really find in this publication under that topic. Then check the Index table and see what activities there are under the selected topic. There you can further find additional information to help

you chose: type of the activity, short overview, time needed to run the activity, minimum or maximum number of participants for the activity to be successfully implemented and if there is a variation of the activity available (if it can be transferred online, done in different setting, longer/shorter versions of it, or to be done with various groups of participants). Here you will have a better understanding about what kind of activity there are and from there, according to your working conditions and the need, chose the one that suits you best. Go to the activity sheet, where you will find very detailed step-by-step instructions on how to implement the given activity, from preparation to evaluation/debriefing (if applicable). Some of the activities will have additional handouts or further resources to explore, so you will be as ready as possible to run it with your young people or peers.





## About the topics

### Gender-based violence

Gender Based Violence (GBV) refers to harmful acts directed at an individual based on their gender and it is rooted in gender inequality, the abuse of power and harmful norms of our society. Both women and men could experience gender-based violence, but since statistically the majority of victims are women and girls we are using GBV and violence against women as interchangeable terms. As put by EIGE (European Institute for Gender Equality) “using the ‘gender-based’ aspect is important in order to highlight the fact that many forms of violence against women are rooted in power inequalities between women and men”. GBV has been recognized by the Istanbul Convention as one of the most prevalent human rights violations in the world.

There are many different forms of GBV. When talking about it, people usually tend to think only to physical and/or sexual expression of it. The reality is GBV is a very stratified human rights violation, which could have many different way of being perpetrated. It could be psychological, economic, online or offline, it could be sexual harassment or forced marriage and so on. GBV is also an extremely widespread phenomenon: according to WHO one on three women worldwide has experienced either physical or sexual intimate partner or non-partner sexual violence in her lifetime.

GBV does not lie in any specific culture or tradition, but instead in the wider structural issues, social norms and is deep-rooted in almost every country. GBV is deeply bonded with inequitable gender norms and male-dominance tradition. The first and foremost step to take is to recognize the existence, the harmfulness and the spreadness of GBV. Since it lies in such deep social structures, it's really common not to give credit to the existence or relevance of it. It is also seminal then to work on the eradication of the rooted patriarchal mentality which in most cases fuels GBV.

Our approach has been to shape activities which could be able to give youngster some elements to begin to make them think about the inequalities and injustice of GBV. Little by little we have tried to introduce some kind of reflections about the topic, trying to make them able to recognize

by themselves GBV in every aspect of society. Making youngsters aware about the existence of the social inequalities involving gender and the deep-roots of GBV would make for them easier to spot and tackle.

Readers will find some deep-tested activities and tools which will help them and their group of youngsters to reflect together about GBV, to understand the different shapes of it, to find ways to correctly read the reality around them and to tackle any form of violence.

## **Homophobia and Transphobia**

This topic concerns homophobia, transphobia and by extension, all kinds of prejudice and discrimination that LGBTQI+ people are facing. Though the EU has made has been working to defend the right of LGBTQI+ people for many years now and we've seen country after country slowly filling the gap of inequality, LGBTQI+ people are still facing severe discrimination throughout Europe. Young people from the LGBTQI+ community face such issues from a very young age, from being ostracised from their peers, to facing difficulties finding a job or even being kicked out of their homes. Though the LGBTQI+ community has been demanding its rights for many years now, many people ridicule these demands and face them with disbelief.

To reassure their institutional rights, LGBTQI+ activists apply pressure to politicians in their own countries but there is still a lot of work to be done on a personal and interpersonal level. We, as people, have the power to change this as well. In order to face this kind of every day discrimination that LGBTQI+ people face, we need to listen to LGBTQI+ people and their personal stories and then try to identify all of the problematic behaviors we tend to reproduce. Through this course we will attempt to walk on LGBTQI+ individual's shoes and try see the world as they would do. Using discussion and roleplay, we will try to come as close as it gets to understanding some of the aspects of an LGBTQI+ person's life and suggest solutions on how to face everyday stereotypes and microaggressions concerning LGBTQI+ people.

Each of the activities included in this course, allows the people participating to take upon different roles and will also provide them with a chance



to see beyond the obvious and hopefully change their views on what the LGBTQI+ experience really is. In addition, the people that will take part in these activities will suggest various approaches on how to eliminate the discrimination that LGBTQI+ people face. As for the LGBTQI+ participants, they will be able to add their personal experience in the activity procedure, thus enriching it and perhaps be able to receive empowerment through the overall process.

## **Stereotypes and prejudice against rural youth**

In many European countries, demographic change is causing increasing tensions between urban and rural regions. While young people who are able to study tend to move to larger cities and build their future there, other young people are left behind in a rural region that is increasingly characterized by apprenticeship status, the associated challenges for infrastructure and an aging population. Accordingly, young people in urban and rural regions develop in quite different contexts, the conditions of which significantly influence their development and attitudes. Thus, coming and going of different strangers is completely normal in big cities but rather a rarity in rural regions. Against this background, negative stereotypes between the young people from these different contexts develop just as clearly, which in the social context should show identification with one's own group and clear demarcation. This is a challenge for democratic coexistence, since an empathetic change of perspective into the life reality of the others is important for this. Here in the project, we bring different young people and civil society actors into contact in a targeted way in order to break down mutual prejudices and build new bilateral relationships. For this purpose, we present two different event formats, for groups of young people and organizations in urban and rural regions.

## **Racism and racial discrimination**

Race is a social construct. This means that society forms ideas of race based on geographic, historical, political, economic, social and cultural factors, as well as physical traits, even though none of these can be used to justify racial superiority or racial prejudice.



Racism is a broader experience and practice than racial discrimination. Racism is a belief that one group is superior to others. Racism can be openly displayed in racial jokes, slurs or hate crimes. It can also be more deeply rooted in attitudes, values and stereotypical beliefs.

Racial discrimination is the illegal expression of racism. It includes any action, intentional or not, that has the effect of singling out persons based on their race, and imposing burdens on them and not on others, or limiting access to benefits available to other members of society.

Racial harassment is a form of discrimination. It includes comments, jokes, name-calling, display of pictures or behaviour that insults you, offends you or puts you down because of your race and other related grounds.

One of the most obvious ways in which people experience racial discrimination is through stereotyping. Stereotyping can be described as a process by which people use social categories such as race, colour, ethnic origin, place of origin, religion, etc. In most cases, stereotypes ascribe negative characteristics to a group.

Anti-racism approach emphasizes a holistic approach to the development of anti-racist ideologies, goals, policies and practices. It calls for the formation of new organizational structures, the introduction of new cultural norms and value systems, changes in power dynamics, the implementation of new employment systems, substantive changes in services delivered, support for new roles and relationships at all levels of the organization, new patterns and more inclusive styles of leadership and decision-making; and the reallocation of resources.

In the publication you will find a series of methods and approaches that intend to contribute to anti-racism through deconstructing ethnic stereotyping and discrimination, structural and racial discrimination. Going back to the roots of racism and discriminations, understanding concepts as stereotypes and prejudices and how they help racism nurture. Developed tools will help participants in understanding how easy it is to get sidetracked by prejudices.



## Ethnic stereotyping and segregation

We live in a time of globalization and digital era when many things are bringing us closer. However, stereotypes as generalized beliefs about a particular category of people can be found everywhere around us. The stereotypes can be seen as distorted images of some group based on the perceiver's knowledge, beliefs, and expectations about human groups, and it's usually based on differences we perceive, and if we want to search for differences, we sure will find plenty. But for some people our differences in ethnicity and culture are the obstacles that are dividing and ripping us apart. Some psychologists even argue that it is a "natural" aspect of human behavior which can be seen to benefit each group because it helps in the long-run to identify with one's own ethnic group and so find protection and promote the safety and success of the group, however there is no evidence for this view.

Sometimes the ethnic segregation is enforced, sometimes it is voluntary separation of two or more groups on the basis of cultural identity. It might be a consequence of the wrong policies and practices of the state institutions, when instead of working for the future of all citizens, certain elites and structures are focused only on "theirs". Problems in democratic societies begin when the place of coexistence is increasingly replaced by a wave of ethnic segregation. Manipulation, false patriotism and hatred of "the other" that is not "ours" is the easiest, cheapest and most profitable investment, which results in nothing but interethnic and inter-religious tensions and violence. In some multi-ethnic environments the ethnic segregation is visible, as if drawn with chalk. Division can be seen everywhere: in schools through ethnic shifts, in cafes, in neighbourhoods, in sports and cultural events, and the religious communities and the media only add fuel to the fire, which do not always adhere to their basic postulates and journalistic principles. It is easier to build walls than bridges, but bridges are what connect, and the weapon of development is dialogue, which is a necessary and first step in resolving any possible conflict that may initiate division. Instead of the past, we should choose the future. Instead of yesterday - today and tomorrow.

The approach that is taken in this project is based on the concept of one society and multiculturalism where people do not want to live divided according to their culture, or the music they listen to, according to which

municipality or street they live, according to the language they speak or any other difference. It is imperative for all to build a society based on equality, justice and fairness and to create a world in which everyone has a chance.

In this publication you can find an awareness raising campaign, a questionnaire and an information sheet that can help you break the ethnic stereotypes, raise awareness about the understanding of coexistence of cultures, but also to understand the process of stereotyping.

## NEET

Lowering youth unemployment and aiming to effectively engage as many of Europe's young people as possible in the world of work, is at the heart of the EU policy agenda. The economic crisis has led to high levels of youth unemployment and thus disengagement among young people. The acronym NEETs stands for those young people who are 'not in employment, education or training', who – regardless of their educational level – are disengaged from both work and education. As a result of this disengagement, irrespective of other differences between them, all NEETs share a common status of not accumulating human capital through formal channels and therefore have a greater risk of future poor employment outcomes and social exclusion.

One of the keywords is Youth Guarantee (YG) that the typical setup sees young people registering with a provider, which most commonly is a public employment service (PES). Following an individual assessment, the registered then receive an offer of employment, continued education, apprenticeship or traineeship. The YG's tailor-made approach means that young people will be offered different pathways to sustainable employment depending on their needs and situation.

European Commission Staff Working Document (2016) gives overview about NEETs support measures practices in Europe. Following points are key factors in the work with NEETs:

- 
- Local partnerships serve to develop strategies for implementation aligned with the needs of the local labour market as well as provide an integrated approach to service delivery.
  - Municipalities play a key role in the delivery of the Youth Guarantee in a number of Member States, where their involvement ranges from outreach activities and partnerships with local actors to the prevention of early school leaving and individual support.
  - Cooperation with education and training providers is an integral part of the Youth Guarantee.
  - Collaboration in the field of career guidance is central to better supporting students in their school-to-work transition.
  - A number of Member States have established dedicated guidance centres.
  - Well-designed partnerships between public-private employment services can help to support the implementation of national YG schemes by enhancing Member States' capacity to meet increased demand for employment services (linked to changes in the economic cycle) and capitalizing on the expertise and specialized services that private employment service can provide (which can
  - Social partners' involvement level is essential for better preparing young people to the expectations of the labour market and strengthening the provision of quality offers.
  - Responsibility for outreach varies significantly across countries.
  - Youth workers have a central role to play as they are able to reach young people in ways other services cannot, thanks to a long tradition of working with a diversity of young people and supporting them in unlocking their potential and enhancing their social capital.
  - Outreach and awareness-raising activities to ensure young people's catchment and registration are central to Member States' response to the Recommendation.

In this project, we focus on the role of open youth work in reaching out and supporting NEET youth and young people with less opportunities to



become more active, encouraging young people at the local and European level. The keyword is cooperation between different levels, organisations and countries. Methods that are introduced in the project help to create cooperational environment between different specialists and institutions to support young people in their pathway.

## **Pollution and Climate Crisis**

Every day we hear about the problems of pollution and climate change. The depletion of natural resources and the negative impacts that our excessive consumption patterns have on Planet Earth is one of the most relevant topics for human kind. Whether on television, radio or the internet, there are many warnings about the unrestrained consumption of natural resources and calls for change. Climate change is a significant and lasting shift in the statistical distribution of weather patterns. This can happen over a period of decades to millions of years. This could be changes in average weather conditions, such as the average start date of the rainy season in the tropics, or it could be changes in the frequency of extreme weather events such as floods, droughts and storms.

The climate crisis, together with the pollution and the loss of biodiversity, is the biggest challenge facing our world. Right now, the rise in global average temperature is having a profound effect on our climate and those effects will become more severe in the coming years. Now is our opportunity to act and prevent further climate change. If we are to keep global temperature rise below 1.5 degrees Celsius compared to pre-industrial levels, man-made greenhouse gas emissions need to fall by at least 50% by 2030, according to the IPCC (The Intergovernmental Panel on Climate Change). While a 1.5 degree Celsius temperature rise doesn't seem like much, the IPCC report shows that it will have serious consequences.

The next set of activities aims to raise the awareness about environment and sustainability as well as to develop critical thinking around environmental issues, including NFE activities and tools to calculate the Ecological Footprint and to prepare an environmental campaign with the form of a contest. With the presented activities, participants are expected to present arguments and to develop consensus-building skills at the same

time as individual/group discussion about the topic is promoted. Readers of this document can find methods that challenge participants to analyse their own actions and encourage them to critically address their behaviours towards greater environmental sustainability.

## **Prejudice and discrimination against refugees and immigrants**

The needs assessments and the projects that we have implemented on the ground have pointed out that xenophobia against immigrants and refugees constitutes one of the main sources of contemporary racism. Migrant communities are often discriminated against while accessing their rights, especially in regard to housing, education, health, work or social security<sup>1</sup>. Anti-racism and prejudice reduction campaigns have been implemented in many countries, but the causal effects of such campaigns are largely unknown. Migrants arriving irregularly in a new country are stopped by the police and are often detained in administrative centers or in prisons. Although the deprivation of liberty should be a last resort under international human rights law, migrants are often detained as a routine procedure. Overcrowded immigration detention centers often have poor access to healthcare, inadequate food, sanitation or safe drinking water. All of these aspects highlight a need for changing the approach in working with young refugees from “charity work” to “rights based approach” in order to highlight the structural discrimination and improve the system through eliminating these structural aspects. As a part of this approach the young refugees should be empowered to take active parts in decision making processes and accordingly develop alternative narratives which demonstrates young refugees not as passive “victims” but active contributors for the betterment of the society. The activities provided through this document aims to encourage participants to approach critically to their own prejudice and to actively search for sustainable actions to address the structural discrimination. The readers of this publication can find methods that would challenge participants to step out of their comfort zone to better understand the causes of the discrimination. Likewise these methods aim to encourage participants to suggest alternative approaches to current systems to eradicate structural discrimination.

---

<sup>1</sup> [https://www.ohchr.org/en/issues/discrimination/pages/discrimination\\_migrants.aspx](https://www.ohchr.org/en/issues/discrimination/pages/discrimination_migrants.aspx)



# INDEX TABLE

TOPIC ADDRESSED	TITLE OF TOOL	TYPE OF ACTIVITY	SHORT OVERVIEW	TIME NEEDED	NUMBER OF PARTICIPANTS	VARIATION AVAILABLE
Gender based violence	Gender Based Violence is more than you expected...	NFE activity	A workshop activity aims at enlightening the many different forms of GBV hidden in our society and how this phenomenon is rooted in gender stereotypes	2 hours + breaks (minimum)	10 - 40	The activity could be held both online/offline. When done online is also possible to add an extra "role play" activity (with smaller group/more time)
	Media and gender stereotypes	NFE activity	A workshop activity to help understand the role of media in shaping our understanding of GBV and how to tackle toxic narratives	2 - 2,5 hours + breaks	10 - 20	The activity could be made both online/offline. If you have time consider making this workshop just after the previous activity to benefit from it.

TOPIC ADDRESSED	TITLE OF TOOL	TYPE OF ACTIVITY	SHORT OVERVIEW	TIME NEEDED	NUMBER OF PARTICIPANTS	VARIATION AVAILABLE
Homophobia and transphobia	Understand before you hate	Awareness Raising Campaign	Educative e-mail subscription based campaign for breaking stereotypes and prejudice about LGBTQI+	30 days	Any	Can be used for an online phase before the training takes place
	Group yourself	NFE activity	A short intro activity for raising awareness of the consequences from categorization of people.	30 min	15 - 30	For smaller group
Stereotypes and prejudice against rural youth	The coming out story	NFE activity	A short role playing activity that allows participants to see things through the lens of the others.	30 min	Any	N/A
	Paolinas Story	NFE activity	A story that allows people to take upon the journey of Paolina, enable critical thinking and examine the value of identities on an intercultural level.	30 - 40 min	Any	There is also a variation of the activity named "paolo's story" to discuss different variables and views.
	Hopes and Dreams Workshop	Set of NFE activities	A workshop to fight stereotypes by changing cognitive schemes without direct confrontation.	6 weeks	16 - 20	This tool is also possible in an online format.
	Urban - Rural Partnership	Project plan	A project that creates local-scale events and aims to tackle stereotypes between urban and rural actors of civil society.	6 weeks	20 - 40	N/A

TOPIC ADDRESSED	TITLE OF TOOL	TYPE OF ACTIVITY	SHORT OVERVIEW	TIME NEEDED	NUMBER OF PARTICIPANTS	VARIATION AVAILABLE
Racism and racial discrimination	Decolonizing Libraries Detecting Structural Discrimination	NFE activity	An activity to raise awareness on the importance of exploring new resources (authors, documents) that can empower the communities in order to be able to address structural discrimination.	90 min	Any	The activity can be implemented online through a digital tool that would enable real-time discussions and presentations of models.
	Next stop: Stereotypes road!	NFE activity	An exercise to make youngsters aware of the effects of stereotyping and labelling and to understand the relationship between prejudices, power dynamics and discrimination.	120 min	10 - 20	N/A

TOPIC ADDRESSED	TITLE OF TOOL	TYPE OF ACTIVITY	SHORT OVERVIEW	TIME NEEDED	NUMBER OF PARTICIPANTS	VARIATION AVAILABLE
Ethnic stereotyping and segregation	Key-Factor-Indication	Questionnaire and Debriefing	A short questionnaire to identify the right variables to tackle while handling situations of ethnic stereotyping.	15 min	Any	It is possible to adapt it into an online formular
	Stereotype Awareness Pitch	Information and Input	A short guide to understand the roots and mechanics of stereotyping in our minds.	10 min	Any	N/A
	Get to know your fellow citizen	Awareness Raising Campaign	Campaign for discovering and understanding cultures that coexist in the community	30 days	Any	Different scenarios available
	Other Perspective	NFE Activity	Discussion exercise to help break the Roma stereotype through thinking about an important topic of one's own culture.	45 min - 1 hour	10 - 20	It is possible to adapt it into an online activity
	Step forward - reimagined	NFE activity	Through experience of being in various roles participants will step into space where they point out challenges and stereotypes the Roma community is facing.	3 hours (breaks included)	10 - 25	Online version available
	Have you heard this rumour?	NFE activity	An exercise for going back to the roots of racism and discriminations and to understand concepts as stereotypes and prejudices and how they help racism nourish.	120 min	10 - 30	N/A

TOPIC ADDRESSED	TITLE OF TOOL	TYPE OF ACTIVITY	SHORT OVERVIEW	TIME NEEDED	NUMBER OF PARTICIPANTS	VARIATION AVAILABLE
NEET	Yes You Can	NFE activity	An exercise to make young people aware of their own skills and also of what they are not able to do (yet).	60 + 60 min (two sessions)	30	It could be implemented with a smaller number of participants.
	An Open Journey for Everyone and Everything	NFE activity	An approach to bring different specialists and young people to the same room, to speak out loud, listen and find solutions.	Set of 90 min sessions (3 separate meetings)	10 - 20	Online version available.
	Stories of youth NEET from your local communities	NFE activity	Presenting stories and narratives of NEET young people from different communities. The activity aims to discuss causes and consequences of NEET youth, their backgrounds and harmful narratives they have been exposed to.	60-90 + 60 min (debriefing)	15	It could be implemented with a smaller number of participants. Also an online option is possible.

TOPIC ADDRESSED	TITLE OF TOOL	TYPE OF ACTIVITY	SHORT OVERVIEW	TIME NEEDED	NUMBER OF PARTICIPANTS	VARIATION AVAILABLE
Environment and climate crisis	The Golden Treasure	NFE activity	The activity aim to raise the awareness about environment and sustainability as well as to develop critical thinking around environmental issues, skills to present an argument and consensus-building skills	160 min	15 - 30	Long and short versions are available. Both versions can also be done using digital tools, online
	Act-environment	Raising Awareness Campaign	The following practice is an environmental campaign with the form of a contest. The contest is about the completion of environmental-friendly tasks, which will be announced every week. The total duration is 8 weeks and additional preparation time might be needed in order to decide the prizes and the promotion strategy.	8 weeks	Any	It can be done online as well
	Ecological Footprint Calculator	NFE activity and online tool	An exercise to calculate the Ecological Footprint and by that to promote individual/group discussion about the topic.	90 min	10 - 15	The number of participants can be adjusted. It can be online as well.

TOPIC ADDRESSED	TITLE OF TOOL	TYPE OF ACTIVITY	SHORT OVERVIEW	TIME NEEDED	NUMBER OF PARTICIPANTS	VARIATION AVAILABLE
Prejudice and discrimination against refugees and immigrants	Challenging Prejudices and Empowering Community	NFE activity	The activity aims to challenge prejudices towards young refugees through the promotion of young refugee role models. Moreover, it also focuses on empowering young refugees and migrants on developing alternative narratives through these positive role models from the community.	long version: 150 min (with breaks included)  short version: 60 min	8 - 30	Long and short versions are available. Both versions can also be done using digital tools, online.
	Empowering Young Refugees through Rights Based Approach	NFE activity	The activity focuses on empowering young refugees and migrants through providing them a set of human rights documents and raising awareness on rights based approach	long version: 150 min (with breaks included)  short version: 60 min	8 - 30	Long and short versions are available. Both versions can also be done using digital tools, online.

# **GENDER-BASED VIOLENCE**



## 1) The story of Amar – Man to man defence

Amar is 17 years old. He moved to Italy with his family when he was 5 years old, he is the only son in a family of 5 children. He studies and in his free time he takes care of his two youngest sisters. He is always there to help others and has many friends of different nationalities. Amar is not only an excellent student but he is also very sporty and plays on his school's basketball team. One day during a match he fouls one of the strongest players of the other team, Lucas, who reacts to the foul by insulting him. Amar immediately apologizes but Lucas, seeing that he does not provoke a violent reaction in Amar, continues to insult him and starts saying racist insults. Seeing this scene, the coach of the team tries to put an end to the discussion between the two boys, asking them to explain exactly what happened. The situation seems to have settled down but Lucas still continues to annoy Amar by making nasty and racist comments. The match ends and when Amar leaves the camp, he sees Lucas with a group of friends looking in his direction and has the feeling that they are waiting for him. He approaches them and they drag him into an isolated corner and start insulting Amar again. This time they don't just insult, they start beating him. Amar is alone against a group. He is not an aggressive boy, but he tries to defend himself in some way and tries to shout in the hope of being heard by someone. Luckily at that moment you can hear the sound of a car, someone is coming. The group leaves but promises Amar that this is just a goodbye and not a farewell and that they will deal with him another time. Amar is on the ground. He is approached by the coach of the team who, after having ascertained his state, asks him if he has seen his attackers and that what happened must absolutely be reported. I

If you were in Amar, what would you do? Would you denounce what happened? Would you say that Lucas was among the boys or would you remain vague?



## 2) Sofia - One night at the disco

Sofia: 16 years old, colourful hair, piercing, curiosity and desire to experiment new things. She's active within her community and often goes to squats and occupied spaces. She loves to write stories and her family is not interested in her education. She is always attentive to her friends, so she is willing to do anything, rather than put them at risk. She lives her sexuality very freely and does not care what others think. She has already had several sexual experiences, but she has not fallen in love yet. She has never had a social media profile, she only uses the internet to listen to punk music. It's Saturday night and Sofia is at the disco with friends and as often happens she has already had a few too many cocktails. The boys at the school know that Sofia is a very free girl and they also know that she lets herself go a lot in the disco. Sofia is dancing with her friends when she is approached by a small group of boys including "the most beautiful one in school", Lucas. At school Lucas has never shown any interest in her, on the contrary, he never misses an opportunity to tell her that she is an easy girl and too "free" for his opinion. That evening, however, he approaches her, realising that she is quite drunk, he proposes to join him at the counter, he wants to entertain her and drink together. Sofia seems very keen to follow him, wants to have fun and sees nothing wrong with the Lucas's proposal. Sofia's friends try to talk some sense into her by reminding her that Lucas has the reputation of the Latin lover, he is interested in "getting to the point", he doesn't really want to spend a nice evening with her. On the contrary, it is very likely that he made a bet with his friends and that he chose her because he considered her an "easy prey". Sofia doesn't seem to want to listen to her friends, she just doesn't want to think and enjoy the evening, she doesn't think that Lucas would do anything against her will.

In your opinion, is it right to trust Lucas? Should she listen to her friends? What would you do?

## 3) Lucas - The invitation

Lucas is 18 years old. Son of super professional parents, with high cultural and economic level. He loves all sports and is very focused on body care. He achieves excellent results in rowing. He is the most beautiful and



popular of the school and uses social media to photograph everything he does. He feels a lot of social pressure and has developed performance anxiety in sexual relations. He thinks he might be interested also in men, but does not have the courage to question his sexual orientation. He bullies explicitly weaker and timid boys who practice sports with him. One evening Lucas is at home alone and decides to invite Maria for a pizza. They have never gone out together and they have different perceptions about the date. Maria is very excited and sees the romantic side of the matter: she will go to the house of the most beautiful boy in school, they will eat a pizza and watch a movie and maybe, before she comes home, he will give her a sweet kiss to say goodnight. Lucas, on the other hand, thinks Maria is a beautiful girl, but he is more interested in maintaining the irresistible playboy image he has built up at school and with his friends, who obviously have asked him to give a detailed report of the evening. He doesn't care about romantic kisses, he just wants to get to the point to prove to himself that there is nothing wrong with him, on the contrary, he is very attracted to girls and able to satisfy them. Maria is like a "test" for him and like a sports competition, he wants to make a good impression and achieve his goal. The date goes well until the two of them, reaching a moment of intimacy, start kissing. Maria is embarrassed, she is happy that Lucas kisses her with passion but she doesn't feel ready to go further because they have just met and she needs more time. Lucas, who initially tries to be tolerant and respectful, then tries again to go further. This time Maria rejects him again with more decisiveness while telling him that she is very attracted to him. Lucas begins to get nervous...he understands that Maria is not ready and doesn't want to go any further, but at the same time he feels the pressure of his friends. He wants to tell them that he got to the point because no one can resist him. He cannot accept the fact that he may not be completely attracted to Maria and he wonders if she is really attracted to him.

If you were in Lucas what would you do? Would you force Maria to prove to yourself that you like girls? Would you instead give her more time and respect her? So what would you tell your friends, the truth or a lie to save your "reputation"?



## 4) Yasemin - The bully of the school

Yasemin is 16 years old second-born in the shade; her mood tone appears slightly depressed. As a child she's had health problems and her parents still treat her apprehensively, preventing her from having experiences consistent with her age. She feels invisible, no one notices her except when playing videogames online. In online games she is a true leader and everyone takes her into account, to the point that that she is thinking of making a career as a professional pro-gamer worldwide... in the world of e-sports it's her the true leader of the team! Yasemin is a quiet girl, she is doing quite well at school and has a small group of friends with whom she feels very comfortable. Unfortunately, not all classmates are kind to her. Because of her way of being and her passion for video games, she is often targeted. Viktoria in particular often attacks her and makes her life unliveable. She often speaks badly to her in the corridors, on social media she attacks her without particular reasons and makes fun of her by commenting on her every post. This behaviour, this pressure and these acts of bullying against her are tough to cope with for Yasemin and instead of throwing out, reacting and defending herself, she becomes more and more closed. She starts skipping meals and no longer publishes anything on social media fearing negative comments, she hardly ever goes out with her friends and starts to skip school, which she perceives as an unsafe place where she can't trust anyone. One afternoon, as she is walking home from school, she is being pulled by her backpack; it is Viktoria who, as always, begins to mock her as she continues to tug at it, supported by her little group of friends. Luckily Sofia, a friend of Yasemin's, sees the scene and immediately intervenes to help her friend by sending away Viktoria and the small group of people following her. Once Sofia makes sure that Yasemin is all right, she takes her home and tells her that this situation cannot continue: she must somehow react and learn to defend herself. Yasmine says nothing, simply thanks Sofia for her presence and advice and asks her to leave her alone. Sofia leaves her friend but does not give up: she has understood that Yasmin needs a hand and that she cannot be left alone.

If you were Yasemin what would you do to solve the problem? Would you prefer to solve the situation without anyone's help, by facing Viktoria directly? Would you talk about it with a friend? Would you talk to an adult (a family member of Yasemin or yours, a teacher, the school psychologist,...)?



## 5) Maria – The long awaited picture

Maria is 18 years old. She is second generation girl, born in Italy. Her motto is “I’m beautiful but I don’t like myself, I’m thin but I have some cellulite”: she feels more accepted and looked among new people, especially if abroad. She dreams of having a romantic relationship like in movies. She has some very close friends with whom she goes out. At school she doesn’t study much, she hates reading, has already failed a grade. Despite her poor school records, she is a very smart girl and has a particular talent for scientific subjects. She doesn’t talk to her parents and is always treated like the little girl in the family. Maria has been seeing Lucas for some time, a handsome guy with whom she is very deeply in love. They meet at school and go out together sometimes during the week and at weekends. In order to have the feeling of being together even when they are not physically together, they have a very dense exchange of messages about socials, in particular whatsapp, instagram and snapchat. In the last few weeks, Lucas begins to make very strong statements and asks Maria to send him some sexy pictures. Maria, who is very infatuated and has enormous trust in Lucas, after yet another request, decides to send him the long-awaited photo via whatsapp. The next day at school Maria notices that her classmates look at her in a strange way and sneer behind her back. Someone also makes comments about her underwear and the fact that they didn’t think she was so uninhibited and provocative. Immediately Maria feels naked in front of everyone, guilty, betrayed, dirty, humiliated and dazed by the situation. She decides to talk to Lucas about it, until the last moment she wants to believe that he hasn’t shown the shot she had sent him during an intimate moment to anyone. Finally, at the end of the school day, Maria manages to talk to Lucas, who obviously denies everything, until he confesses that he showed some photos to his friends while they were at the bar and that, accidentally, while running through the gallery, they came across his photo. Mary does not know what to think, everyone tells her that it is nothing serious and that within a few days this will be forgotten. But Maria is upset, she feels that she has done the wrong thing and that she cannot make up for it. She feels violated and thinks that now everyone may have got the wrong idea about her. During the break Maria stays in class so as not to have to put up with comments and glances in the corridors, she avoids posting on instagram; she doesn’t want to read the nasty and judgmental comments of his classmates and also limits going out with his friends. On the other hand, Lucas is not at all concerned

about his girlfriend's shocked sensibility and upset state of mind; on the contrary, he continues to ironize on what has happened, minimising it and never missing an opportunity to talk about it with pride.

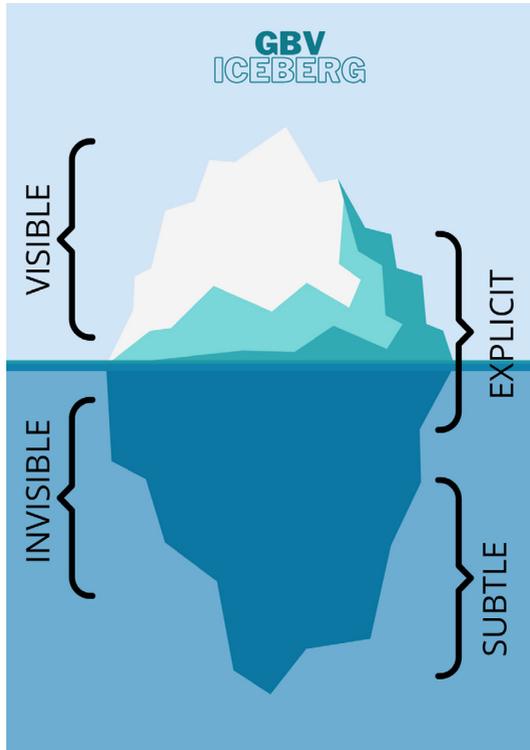
If you were Maria how would you behave? Would you convince yourself that there is nothing serious? How would you behave towards Lucas? What about your classmates? Would you talk about it with an adult?

## 6) Georgios – Masquerade party

Georgios is 18, very whimsical and cultured, he has always been first in his class without much effort. He loves to travel; he knows many languages. He loves poetry and is very skinny. He doesn't have many social relationships and deep friendships at school, he is considered a little haughty. At university he would like to study literature, but his parents want him to study medicine or law and their disagreement on this matter is causing numerous clashes between Georgios and his parents lately. Carnival is approaching and the headmaster announces that students are allowed to come to school and attend lessons dressed in fancy dress for one day. Everyone dresses up either as superheroes, movie characters or comics; some girls also dress up as men. Georgios shows up at school dressed as a woman. His classmates and schoolmates have a strange relationship with him. He is very good at school, always prepared and a bit particular because he does not have common interests; these things makes him often targeted and teased. The fact that he arrives at school in women's clothes obviously triggers all his classmates who don't miss the opportunity to make harsh comments and insults not only criticizing and mocking his choice but also making indelicate comments touching the sphere of sexuality. Initially Georgios tries to respond to insults and comments in a nice way trying to minimize them. The comments, however, become heavier and heavier and a group of young people around him begins to call him Georgina. Just outside school, on his way home, a group of boys joins Georgios again: they start insulting him one more time. Unfortunately, in addition to the bad words and the titles they have in store for him, they start shoving him and someone pulls out a mobile phone and starts filming the whole thing, inciting his mates to continue and become more and more aggressive. Georgios has all his clothes ripped, is on the ground, gets

kicked and starts crying. He had no idea that this decision to dress as a woman for a masquerade party, would lead him to all this. While all this is happening you are going through it.

What do you do? Do you side with the most fearsome guys of the school or do you side with Georgios? Do you pretend nothing? Do you run to call someone? How do you think the situation will develop?



## The Istanbul Convention (Istanbul, 11.V.2011)

1. It is the first legally binding treaty in Europe that criminalizes multiple forms of violence against women, including physical and psychological violence, sexual violence, economic violence, sexual harassment and rape, stalking, female genital mutilation, forced marriage, forced abortion, and forced sterilization.

- 
- 
2. It is widely recognized as the most far-reaching legal instrument to prevent and combat violence against women and domestic violence as a violation of human rights, a form of discrimination against women; and a cause and consequence of inequality between women and men.
  3. It requires State parties to adopt the necessary legislation and a set of comprehensive and multidisciplinary measures in a proactive fashion to prevent violence, protect its victims/survivors, and prosecute perpetrators.

### **Key definitions from the Council of Europe Convention on preventing and combating violence against women and domestic violence**

**“Violence against women”** is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. (Art. 3)

**“Domestic violence”** shall mean all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim. (Art. 3)

**“Gender”** shall mean the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men. (Art. 3)

**“Gender-based violence against women”** shall mean violence that is directed against a woman because she is a woman or that affects women disproportionately. (Art. 3)

**“Women”** includes girls under the age of 18. (Art. 3)

**“Sexual violence, including rape”** (Art. 36):

- 
- 
- a) engaging in non-consensual vaginal, anal or oral penetration of a sexual nature of the body of another person with any bodily part or object;
  - b) engaging in other non-consensual acts of a sexual nature with a person;
  - c) causing another person to engage in non-consensual acts of a sexual nature with a third person.

**“Sexual harassment”:** Any form of unwanted verbal, non-verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment. (Art. 40)

**“Psychological violence”:** The intentional conduct of seriously impairing a person’s psychological integrity through coercion or threats. (Art. 33)

**“Stalking”:** The intentional conduct of repeatedly engaging in threatening conduct directed at another person, causing her or him to fear for her or his safety. (Art. 34)

**“Physical violence”:** The intentional conduct of committing acts of physical violence against another person. (Art. 35)

**“Forced marriage”:** The intentional conduct of forcing an adult or a child to enter into a marriage; the intentional conduct of luring an adult or a child to the territory of a Party or State other than the one she or he resides in with the purpose of forcing this adult or child to enter into a marriage. (Art. 37)

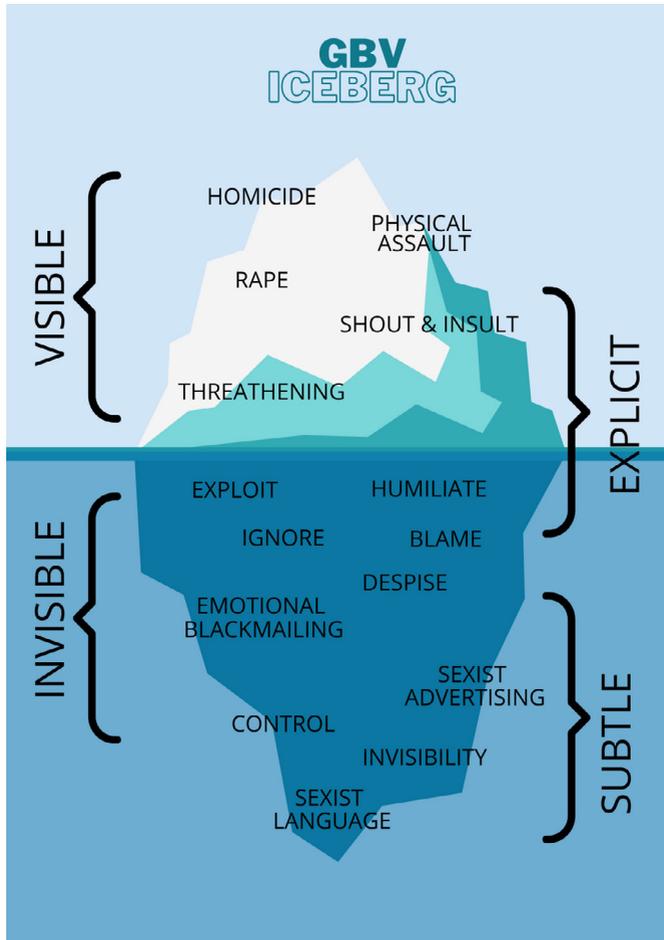
**“Female genital mutilation”** (Art. 38):

- a) excising, infibulating or performing any other mutilation to the whole or any part of a woman’s labia majora, labia minora or clitoris;
- b) coercing or procuring a woman to undergo any of the acts listed in point a; c. inciting, coercing or procuring a girl to undergo any of the acts listed in point a.

**Forced abortion and forced sterilization”** (Art. 39):



- a) performing an abortion on a woman without her prior and informed consent;
- b) performing surgery which has the purpose or effect of terminating a woman's capacity to naturally reproduce without her prior and informed consent or understanding of the procedure.



TITLE	GBV is more than you expected...
	This methodology is based on methodologies from “Youth For Love Teen Support Programme Toolkit”, <a href="https://www.youthforlove.eu/en/">https://www.youthforlove.eu/en/</a> .
<b>Type</b>	<b>Brainstorming, quiz, case studies, role playing</b>
<b>Topic/s</b>	<b>Gender stereotypes, Gender based violence</b>
<b>Challenge addressed &amp; Aim</b>	<p>This activity aims at enlightening how many different forms of GBV exist in our society and how this phenomenon is rooted in gender stereotypes.</p> <p>Participants will be engage in a <u>3 steps activity</u> with the objective of:</p> <ul style="list-style-type: none"> <li>– raising awareness about what gender stereotypes are and how they can lead to different types of GBV;</li> <li>– understanding the many shapes of GBV (explicit/implicit, visible/invisible) with a brainstorming;</li> <li>– explicate the main concepts around the topic (with the help of official documents such as the Istanbul Convention)</li> <li>– analyzing different case studies to put in practice what they have learned;</li> </ul>
<b>Material needed</b>	<p>The activity could be put in practice both online/offline. You will need a whiteboard (real or digital), post-it, markers. When online, it could be useful tools such as mentimeter, jamboard or others.</p> <p>You could show or distribute to participants a copy of the <a href="#">Istanbul Convention</a> (also attached), <i>case studies</i> (attached), and <a href="#">official definitions of GBV</a>.</p> <p>For more resources look “before you start”</p>
<b>Duration</b>	<b>120 minutes</b>
<b>Number of participants</b>	<b>10-40 pp</b>
<b>Target group(s)</b>	<b>14-18 years old</b>

**Before you start this activity, you should know...**

Since Gender related issues are a sensitive topic, it is crucial to be aware of some major informations.

Having knowledge of the main concepts, regulatory and legal framework (especially the Istanbul Convention of Council of Europe), datas and definitions is important for conducting the activity at its best.

For definitions about gender issues in general:

- <https://www.coe.int/en/web/gender-matters/about-gender-based-violence>
- <https://www.coe.int/en/web/gender-matters/sex-and-gender>

For definitions of what GBV is and different forms of it see the following links:

- [What is gender based violence \(GBV\)](#)
- [Forms of GBV](#)
- [Legal definitions of GBV in the EU member states](#)
- [Datas about GBV](#)

Facilitator could also find useful some suggestions on how facilitate discussion on the topic: <https://www.coe.int/en/web/gender-matters/facilitating-discussion-on-gender-issues>



<p><b>Description/ Steps</b></p>	<p>1. The first step is a <b>brainstorming about gender stereotypes</b> (20 minutes).</p> <p>Before start talking about actual forms of violence, it is important to help participants familiarize with some concepts such as “<b>sex</b>” (biological dimension) and “<b>gender</b>” (socio-cultural dimension). Afterwards the participants could reflect about some of the roots of the phenomenon such as the <i>gender stereotypes</i>.</p> <p><b>PART 1:</b> Facilitator will draw two columns on the whiteboard (one part “sex” and the other one “gender”) and ask participants to tell what they think about the two concepts. Write down the answer in the corresponding column. After that is completed (5 minutes), participants will be asked to give feedback about some statements.</p> <p>Given some statements, participants will have to point if they are related to Sex or Gender (some examples):</p> <ul style="list-style-type: none"> <li>• <i>women give birth, men don't (S)</i></li> <li>• <i>girls are sweet and boys are tough (G)</i></li> <li>• <i>in the agricultural work the women are paid 40-60% of the male salary (G)</i></li> <li>• <i>men produce sperm, women don't (S)</i></li> <li>• <i>women are educators, men are not (G)</i></li> <li>• <i>men cannot control their sexual impulses while women can (G)</i></li> <li>• <i>men need more support in post-disaster settings because they are the ones who support the family (G)</i></li> <li>• <i>men's voices change during puberty, women's do not (S)</i></li> <li>• <i>in the workplace, managers are men (G)</i></li> <li>• <i>women are multitasking, men are not (G)</i></li> <li>• <i>men are strong, women are sensitive (G)</i></li> <li>• <i>women are better suited to teaching because they were born to take care of others (G)</i></li> </ul> <p><b>TIPS AND TRICKS:</b> Facilitator could be helped by making this activity with a <b>Kahoot quiz</b> (when online or with big groups)</p> <p>After the quiz is over, facilitator will show a <a href="#">definition of Gender and of Sex</a>, to help participants better understand the concepts.</p> <p>The facilitator will now introduce the concept of <b>Gender Stereotypes</b>.</p>
----------------------------------	---



Ask participants if they know what a stereotype is. Time permitting it would be good to have a little brainstorming about gender stereotypes definition, starting from the concept of stereotypes and gender the participants should be aware of at this step.

Give participants a **definition of Gender Stereotypes**:

*“A gender stereotype is a generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by, women and men. Gender stereotypes are generalised views or preconceived ideas, according to which individuals are categorised into particular gender groups, typically defined as “women” and “men”, and are arbitrarily assigned characteristics and roles determined and limited by their sex. Stereotypes are both descriptive, in that members of a certain group are perceived to have the same attributes regardless of individual differences, and prescriptive as they set the parameters for what societies deem to be acceptable behaviour.”*

Point out now **how and why gender stereotyping is at the root of GBV**: **“Stereotyping becomes problematic when it is used as a vehicle to degrade and discriminate against women. In fact, wrongful gender stereotyping it is a contributing factor in violations of a vast array of rights** such as the right to health, adequate standard of living, education, marriage and family relations, work, freedom of expression, freedom of movement, political participation and representation, effective remedy, and freedom from gender-based violence. (NB: this point is crucial to understand the bond between stereotyping and violence).

PART 2 “The Iceberg of GBV”: Facilitator will draw an iceberg on a whiteboard, or show the one provided (when online) - 30 minute

The aim of this activity is to facilitate the **understanding of the various forms of GBV**. The image of an iceberg is used because it notably has a visible part and an invisible, submerged one: this would simplify the understanding of stratification of GBV and how many different forms GBV could have.

It is also useful in helping go beyond the tip of the violence iceberg, which commonly reports the forms of physical violence: the point is to underline there is much more!

Being aware of this will be also useful in shaping the second activity.

The Iceberg works as a matrix in which to organize the various shapes of GBV following criteria as being visible/invisible (e.g. beating/ psychological abusing), explicit/subtle (e.g. verbal attacking/ financial abusing).

An explanation of the terms could be useful here:

- **Visible:** evident, noticeable, tangible;
- **Invisible:** unnoticeable, not evident, hidden;
- **Explicit:** unequivocal, unambiguous, outspoken;
- **Subtle:** ambiguous, unexplicit, difficult to describe;

NB: this is not an exercise aiming to categorize GBV forms. Many of them could fit in more than just one aspect. The exercise is to be meant as a kind of brainstorming, so it's perfectly fine if someone disagrees on the position into the matrix. Violence is indeed a complex issue and categorising different 'types' of violence can never be exact. The Council of Europe Istanbul Convention mentions the following types of violence, but people could be also more specific and point out more.

Facilitators will ask participants to say (or write on post-it, physical or digital) whatever forms of GBV that come to their mind, and to identify visible/invisible, explicit/subtle nature of them. They should also point out the spot where they would attach them at the whiteboard (see the example below) - 10minutes (depending on group size).

After that is completed, the facilitator could lead a 5-15 minutes reflection on that with the group. Some guiding questions could be:

- *Have you ever thought about that?*
- *Did you expect something like that?*
- *Do you agree or not?*
- *What do you think about it?*
- *How do you think invisible forms of violence could affect victims?*

Let the participants express themselves, they could make adjustments or explain their own thoughts about this activity. During the discussion underline the existence of different ways of putting violence in practice, and the vulnerability caused by some of the more invisible forms (for example fear, shame etc.)



2. Second activity would tend to **explicit the emerging concepts** and **put in practice** the brainstorming (50 minutes total).

After the brainstorming, the facilitator would recap there are five main inter-related types of violence: *physical, psychological, socio-economic, sexual, verbal*. This variety of types

Please stay attached to the provided definitions and try to engage participants in shaping those definitions, asking questions and letting concepts emerge from participants.

To make the definitions clearer the facilitator could write them down on a whiteboard or hang them on the wall, being helped by the definitions from the *Istanbul Convention* (20 min). Leave the definitions in sight for the following exercise.

Participants will be then divided into 3 to 5 groups (max. 8 people each). Each group will be given a case study (attached) with an open ending. After reading the case study, each group will have to discuss and reflect on the following questions (30 min.):

- *Which are the various forms of violence you can spot in the story?*
- *Which are the various roots of violence?*
- *Which are the consequences?*
- *Have you ever heard a story like that before?*
- *How would you end the story?*

These questions could be written down on a whiteboard to be available for the group, even though they should only be a track for the discussion.

The group will be encouraged in using whiteboard and marker/post-it to brainstorm around the answers and to prepare for the plenary session.

3. **Plenary session:** each group will have to explain their own case study to the whole group of participants, give their own answer to the questions and to show how they would end the story. Each group will have up to 3 minutes to show their own findings (total 12-15 min.). Every participant will be encouraged in taking notes on what is said.

After that, everybody will have the opportunity to share his/her own thoughts, different endings, different views, how they would have avoided violence etc. (15 min.)



<b>Debriefing questions or method (if applicable)</b>	
<b>Possible Challenges</b>	<p>The facilitator should ensure the profiles and situations to be used in this module are appropriate for the context. Also ensure to properly manage situation or statement as “victim were stupid/naive” or “they could have leave/escape”.</p> <p>The facilitator should also make sure the participants had a clear comprehension of why we focused on visible/invisible and explicit/subtle forms of violence, which nonetheless have a great impact on victims.</p> <p>Be also aware that <b>gender-based violence</b> and <b>violence against women</b> are terms that are often used interchangeably as it has been widely acknowledged that <b>most gender-based violence is inflicted on women and girls, by men</b>. However, using the ‘gender-based’ aspect is important as it highlights the fact that <b>many forms of violence against women are rooted in power inequalities between women and men</b>. The terms are used interchangeably reflecting the <b>disproportionate number of these particular crimes against women</b>.</p>
<b>Variations (longer/shorter, offline/online)</b>	<p>Where possible (better when the activity is held offline), during the 3<sup>rd</sup> step, participants could be asked to put on stage their own answers to the case study. Instead of speaking about their own case, they will have 3 minute to act on their own story and the ending. After that, the whole group will be asked to share their own thoughts and views, different or similar approaches, and considerations. If this variation is chosen, it should be given 10-15 more minutes during the second activity.</p>
<b>Source/ Reading &amp; Background Materials</b>	<p>Gender Matters: A manual on addressing gender-based violence affecting young people</p>
<b>Annexes/ Printouts</b>	<ol style="list-style-type: none"> <li>1. Case studies</li> <li>2. A plain Iceberg for online using (to be uploaded on jamboard or other tool)</li> <li>3. Istanbul Convention (<i>extract with the main definitions and concepts</i>)</li> </ol>



TITLE	Media and Gender Stereotypes
<b>Type</b>	<b>Analysis, debunking stereotypes, tackling harmful narratives</b>
<b>Topic/s</b>	<b>Gender based violence and gender stereotypes in media</b>
<b>Challenge addressed &amp; Aim</b>	<p>Aim of this activity is:</p> <ul style="list-style-type: none"> <li>– to raise awareness on how media manipulate our understanding of reality;</li> <li>– how stereotypes are structurally in our mind and affect our behavior and the way we see the world;</li> <li>– how to recognize and tackle gender stereotypes in media narratives about GBV;</li> </ul>
<b>Material needed</b>	<p>The activity could be made both online/offline. You will need a whiteboard (real or digital), post-it, markers.</p> <p>If this activity is done after the brainstorming activity from “<i>GBV is more than you expected</i>” tool, you could benefit from outputs of that workshop (gender based stereotypes definitions, for example): you can also just keep the definitions in sight for participants!</p>
<b>Duration</b>	<b>120-135 minutes (30+70/85+20)</b>
<b>Number of participants</b>	<b>12-20 ppl</b>
<b>Target group(s)</b>	<b>14-18 years old</b>





<b>Description/Steps</b>	
	<p>1. <b>Icebreaker</b> (30 minutes): a simple game to get to know each other while familiarizing with <i>how the media could manipulate information</i>.</p> <p>Participants are paired randomly. The facilitator will share a handful of questions with the group:</p> <ul style="list-style-type: none"><li>- Does s/he like travelling?</li><li>- Which is her/his favorite city?</li><li>- What does s/he like eating or drinking?</li><li>- Where does s/he live?</li><li>- Is s/he vegetarian/vegan?</li><li>- Does s/he practice any sport?</li></ul> <p>(questions could be adapt to context)</p> <p>The aim of the activity is to find those informations out of the social media profile of participants.</p> <p>Everybody should share their own social media account of choice, so that others could check them out. If someone doesn't want to share or has "private mode" on, this shouldn't be a problem.</p> <p>The aim of this activity is to show how social media does not always give us back the most accurate answer to our questions, and how we tend to make our own assumptions while missing enough information.</p> <p>2. After that, the training will continue analyzing <i>how gender stereotypes bias media communications</i>, especially when it comes to talk about GBV episodes (2 parts – 70 minutes total).</p> <p><u>Part 1 (40 minutes)</u></p> <p>Split the participants in groups of 4 people (3-5 groups).</p> <p>They should take into account what we have seen in previous activity (brainstorming), and be aware of <a href="#">different types of GBV</a>. If yours is not the case, look below for more details (variations).</p> <p>Each group is provided with 3 different cases (or they could be assigned to find themselves: +15 min).</p>



Each group will analyze the cases and write on a 3 column paper sheet (20 mins):

- *Which is the case, what kind of GBV is that and point out if that visible/invisible and explicit/subtle;*
- *Main words used to depict the female character and her behavior/reaction;*
- *Main words used to depict male character and his behavior/reaction;*

When time is over, ask the groups to join you in the plenary again. Let them present their conclusions.

Try to stimulate a discussion about *How media have handled GBV cases*, using the following guiding questions:

- *How is the survivor generally portrayed?*
- *How is the perpetrator generally portrayed?*
- *What are the comments of people who know the perpetrator/survivor?*
- *Do you think this kind of narration condemns violence?*
- *How is violence approached in our society besides the media?*
- *What impact could this kind of reflection by the media have on the reporting of cases of GBV? What about providing support?*

#### Part 2 (30 minutes)

Let the participants go back in the same groups and work on the same news.

Their task is now to **rewrite the news** with broken stereotypes, in a way which is fair to reality and does not harm the survivor. After 15 minutes each group should go back to plenary and show how they have busted stereotypes and tell a fairer story.

Each group has 3 minutes maximum to show their work.



<p><b>Debriefing questions or method (if applicable)</b></p>	<p>Debriefing (20 minutes)</p> <p>Ending the activity the facilitator should facilitate a discussion with the group. Some guiding questions:</p> <ul style="list-style-type: none"> <li>– What do you think of this activity?</li> <li>– How do you think sexism in the media could affect our perception of GBV?</li> <li>– Did you ever think what you read online/offline could be easily manipulated or distorted?</li> <li>– Do you think this could affect the way we interiorize (especially gender) stereotypes?</li> <li>– What are the short- and long-term consequences for the survivor (emotionally but also socially)?</li> </ul> <p>During the discussion, it is important to point out clearly that GBV has consequences on multiple levels: it affects private but also public life and has an impact on socialization in general. It affects the individual but also his/her family and community</p>
<p><b>Possible Challenges</b></p>	
<p><b>Variations (longer/ shorter, offline/ online)</b></p>	<p>If you do this activity without the previous brainstorming (GBV is more than you expected), you should be sure participants have the minimum knowledge to face the analysis. If you cannot make the whole activity, it would be highly recommended to explain which are different forms of GBV, using the Istanbul convention extract as a guideline as using the GBV iceberg attached. Try to leave this material in sight for everyone, so that they can read if needed.</p>
<p><b>Source/Reading &amp; Background Materials</b></p>	<p><a href="https://rm.coe.int/168064379b">https://rm.coe.int/168064379b</a></p> <p>Taking into account general sources and background material from “GBV is more than you expected” tool</p>
<p><b>Annexes/Printouts</b></p>	



**HOMOPHOBIA  
AND  
TRANSPHOBIA**

TITLE	Paolo's Story
<b>Type</b>	Discussion and Dilemmas, Reflection
<b>Topic/s</b>	Ethics, Homophobia
<b>Challenge addressed &amp; Aim</b>	<p>Challenge: The different ethical perception inside a multi-cultural group of different people</p> <p>Aim: To promote discussion on the different types of ethics and the perception people have on a story that is meant to challenge their personal beliefs</p>
<b>Material needed</b>	None
<b>Duration</b>	About 15' for the activity, +30' discussion on the activity
<b>Number of participants</b>	Unlimited
<b>Target group(s)</b>	Mixed Groups
<b>Description/Steps</b>	<ol style="list-style-type: none"> <li>1. Present the story of Paolo to the entire group making sure that everyone understands the story fully</li> <li>2. Ask the participants to vote who on their opinion is the least ethical character / whose character's motives are less ethical in the story</li> <li>3. Ask the participants to justify their choices and discuss the reasons of their choices with the entire group</li> </ol>
<b>Debriefing questions or method (if applicable)</b>	<p>After the participants vote the facilitator can switch things up by changing facts about the story such as the roles or the choices the characters make in the story.</p> <ul style="list-style-type: none"> <li>- What if Paolo tried to explain his situation to Laura before he decided to pretend, he likes her too?</li> <li>- What if Paolo decided to tell the truth to Luis?</li> <li>- What if Paolo was a girl and Laura was a guy? Would that change the participants' views?</li> </ul>



<b>Possible Challenges</b>	The different cultural background of people in the group may affect their view on the story and potentially their choices
<b>Variations (longer/shorter, offline/online)</b>	Paolina's Story – A very similar variation of the story with different characters and different turnouts
<b>Source/Reading &amp; Background Materials</b>	-
<b>Annexes/Printouts</b>	-





*Paolo's  
story*

Once upon a time, there was a boy named Paolo who lived by the river in a house. Every day, Paolo would cross the river through a bridge and head over to the other side to see his boyfriend, Luis. Paolo and Luis were in love and but they kept it a secret from others. They would see each other every day where one of them would cross the bridge to visit the other. They were inseparable.



One night, Luis's mother learned about his affair with Paolo and she became very upset but Luis was determined to keep seeing Paolo. In a desperate move, she brought down the bridge, preventing them from seeing each other again.



It could take weeks or months for the bridge to be restored and there was no other way for them to see each other anymore. Or at least that's what they thought...

• • • • •

A few days went by and Paolo met a girl rowing a boat, inside the river. Her name was Laura. He thought that if he befriended the girl, maybe she'd help him cross over. However, the girl had different intentions and was interested on Paolo in more than a friendly way. Paolo decided to hide his sexual orientation from the girl, hoping that if she thinks he's also interested in her, she'd help him cross the river.



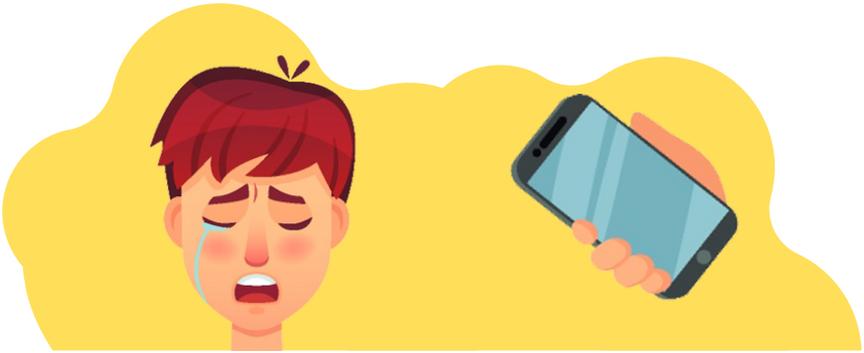
Though he felt horrible about it, Paolo had sex with the girl in the boat, convincing her that he also feels the same way for her. So, the girl helped Paolo cross the river.



Luis's mother however, happened to be near the river that day. She saw Paolo and the girl making out in the boat and then she realized that she can use this as a way to keep Paolo away from her son once and for all.



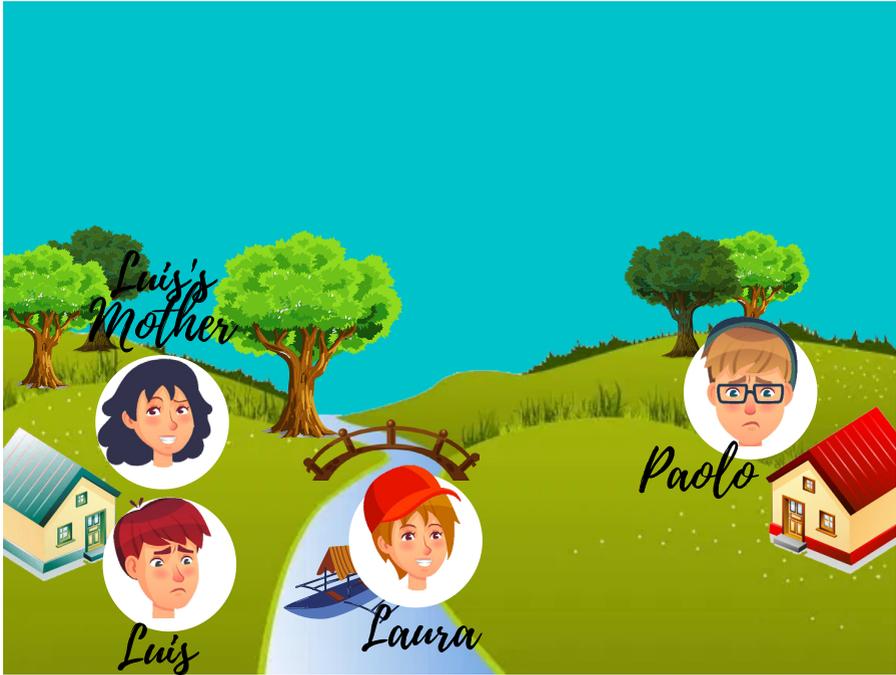
Luis's mother hid herself so no one could see her and using her phone, she took some pictures of Paolo and Laura from afar. She then returned to her house and showed these pictures to her son. "You see?" she said "You're all day in the house crying for Paolo and he is fooling around with this girl. He is not in love with you! He lied to you".



Soon Paolo reached the other side and texted Luis to come outside and meet him. Paolo however was very surprised when Luis told him what he knew. "I did it for you! I did it for us" Paolo said but Luis was even angrier with him.



"I never want to see you again" Luis said as he furiously left and despite Paolo's tries, Luis did not come back, leaving Paolo behind crying.







*Paolina's  
story*

Once upon a time, there was a girl named Paolina who lived by the river in a house with her mother. Every day, Paolina would cross the river through a bridge and head over to the other side to see her boyfriend, Luis.



Paolina and Luis were in love and even Paolina's mother liked him very much. They would see each other every day where one of them would cross the bridge to visit the other. They were inseparable.

One night, a great storm caused a flood that brought down river bridge. When Paolina and Luis realized they cannot physically be with each other. They stood on opposite banks, waving to each other, feeling sad about this turnout.



It could take weeks or months for the bridge to be restored and there was no other way for her to cross the river and go to Luis. Or at least that's what she thought...

.....

A few days went by and Paolina noticed a man on a rowing boat in the river, his name was Sinbad. Without hesitation she confronted the man and asked him to help her cross the river. After taking a look at her, Sinbad agreed, but before Paolina even thanked him, the man said "I will help you go across, only if you sleep with me".



Shocked with his Sinbad's offer, Paolina ran back to her home, crying and shocked. She wanted to see Luis but she couldn't accept Sinbad's offer.

Her mother asked her what is wrong but when Paolina told her, she could not believe her ears. She didn't like seeing her daughter like this but she did not know how to help her either. "This is something you must think for yourself" she said.



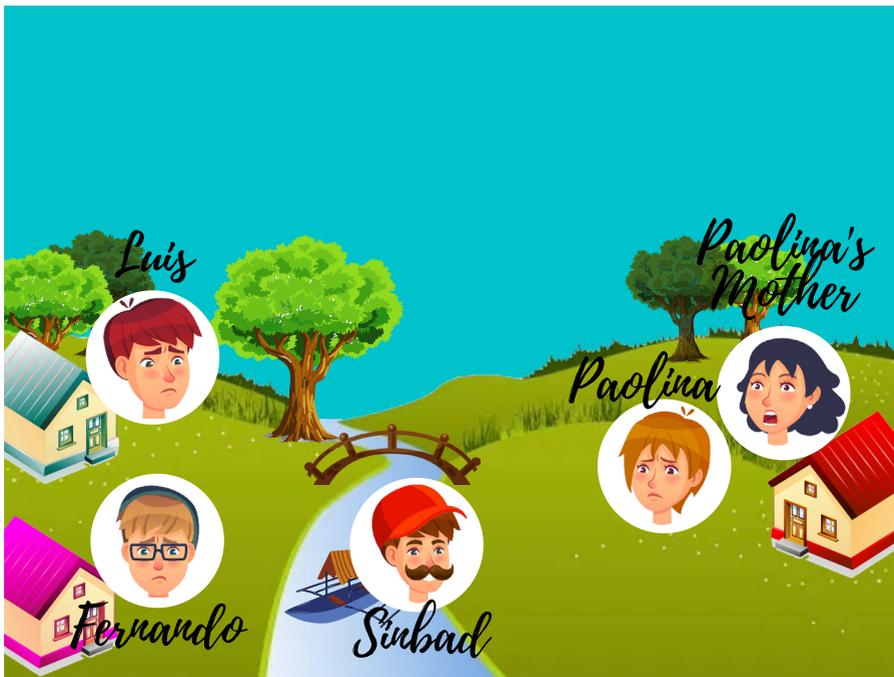
But Paolina wanted to see Luis, she felt horrible and only he would be able to comfort her in a moment like this. She decided to accept Sinbad's offer who kept his promise and crossed her through the river. However, when Paolina told Luis what happened to her, Luis became furious. "You cheated on me?" he yelled. Enraged, Luis sent Paolina away, telling her he never wanted to see her again.



Paolina ran over to Luis' best friend, Fernando who kindly accepted her into his house and heard her story. Fernando was very upset with his friend Luis. In fact he was so upset that he went over to his house and beat him up.



Moved by Fernando's supportive stance, Paolina thanked Fernando for helping her when no one else didn't. Then the two of them left together into the big city.



The End



**STEREOTYPES AND  
PREJUDICE AGAINST  
RURAL YOUTH**

TITLE	Urban-Rural-Partnership
Type	project-plan with several events
Topic/s	prejudices, stereotypes, urban/rural similarities and differences
Challenge addressed & Aim	reducing stereotypes of young people from urban and rural areas towards each other
Material needed	location, moderators, resources to realize local projects
Duration	6 weeks with one event-day per week
Number of participants	10 to 20 people in each group (in total: 20 to 40)
Target group(s)	young people from one rural and one urban area
Description/Steps	see table
Debriefing questions or method (if applicable)	The project deals with making latent stereotypes accessible and breaking them through new experiences. For that reason, it is of importance to make them recognizable and present as well as to confront them clearly with those new experiences. On the other side, building up friendships and relationships between the members of both groups is important too. Due to that, it is useful to establish working groups with members of both groups in the later course of the project.
Possible Challenges	For the effectiveness of the project it is significant that the members can understand which stereotypes exist and if they can be refuted. Without an appropriate documentation of the process, it would be a random identification of similarities and differences by the members. This process needs to be conveyed in the moderation precisely.
Variations (longer/ shorter, offline/online)	Shorter variation: It is possible to leave out the last part of the project. One could cooperatively partner up the young people in mixed groups where young people from both, rural and urban areas, plan one event together. There, the central factor would be the positive and cooperative relationships between the project-actors.
Source/Reading & Background Materials	/
Annexes/Printouts	short project plan in table



Step	Urban	Rural
<b>Kick-Off</b>	Civil Society Workers from both organizations come together to plan the project, set goals and talk about their target group.	
<b>Local event 1 - Expectations</b>	Group Urban (Civil Society Workers and young people) creates local events in the perspective of young people from a rural region from their own environment. The aim is to formulate an „expectation“. It is acceptable to include some stereotypes in it.	Group Rural (Civil Society Workers and young people) creates local events in the perspective of young people from an urban region from their own environment. The aim is to formulate an „expectation“. It is acceptable to include some stereotypes in it.
<b>Exchange 1</b>	Both groups come together, get in touch and exchange their findings.	
<b>Local event 2 - change of setting</b>	<p>Group Urban creates the same format that they have done previously in the urban setting, but now in the rural environment. In this process the young people reflect on...</p> <ul style="list-style-type: none"> <li>• the perspective of people from the rural area on themselves</li> <li>• the changed setting, how it effects the format and the difference to their ordinary environment</li> </ul>	<p>Group Rural creates the same format that they have done previously in the rural setting, but now in the urban environment. In this process the young people reflect on...</p> <ul style="list-style-type: none"> <li>• the perspective of people from the urban area on themselves</li> <li>• the changed setting, how it effects the format and the difference to their ordinary environment</li> </ul>
<b>Exchange 2</b>	Again, both groups come together and exchange their findings. They confront their previously formulated expectations with their own experience during the process.	
<b>Finish</b>	Both groups connect their experiences and competencies to create a common Final-Event in one of this environments.	



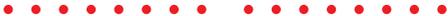


TITLE	Hopes and Dreams - Workshop
Type	Workshop including several events
Topic/s	Prejudices, stereotypes, Urban, Rural
Challenge addressed & Aim	Decreasing common prejudices between young people from rural and urban areas.
Material needed	Room, moderators, material to visualize the thoughts of the young people
Duration	6 weeks with one event-day per week
Number of participants	8 to 10 in every group (16-20 total)
Target group(s)	Young people from one rural and one urban area
Description/Steps	<p>First Event:</p> <p>The first event happens in both groups separately, both do not know about the other group. This event deals with hopes and fears of the participants about their (personal) future. Therefore, two questions are of importance:</p> <p>What problems do you see at the moment and how do they influence your future?</p> <p>What is the future you're imagining if these problems were solved?</p> <p>Here, the answers of the participants will be visualized properly, e.g., with a mind map.</p> <p>Second Event:</p> <p>The second event happens again separately. Here, the moderators take the visualized concepts of the preceding events to the respective other group but the groups do not know where these concepts come from. During the event, the groups think about these concepts and try to properly understand them. These thoughts are visualized again.</p> <p>Third Event:</p> <p>In the final event, both groups are joined. All concepts and thoughts are made available. With the help of these, the participants talk about similarities and differences. The event is aiming for a common basis in order to tackle the stereotypes.</p>





Debriefing questions or method (if applicable)	The workshop is aiming to lead the participants to interpret the terms coming from the stereotyped group in a context where stereotypes are not activated. Due to that, the participants interpret the terms from their perspective and identify themselves with them. When they find the result that the stereotyped group shares the same hopes and fears, the groups identify themselves as a shared group. Therefore, it is important for the participants to find similarities regarding the hopes and fears.
Possible Challenges	It is of importance that the participants do not know the intended effect earlier than planned. If so, the danger of a defensive attitude would arise and the program would miss its effect.
Variations (longer/ shorter, offline/ online)	It is possible to do the workshop at one day (about 4 hours) or over a longer period (about 3 weeks).
Source/Reading & Background Materials	/
Annexes/Printouts	/



# **RACISM AND RACIAL DISCRIMINATION**



## Decolonizing Libraries Statements

- Justice is what love looks like in public.
- It is not enough to be non-racist. We must be anti-racist.
- It would be not racist to say that “I only fancy Asian women”.
- Formal education fosters nationalism. Nationalism fosters racism.
- If the parents do not agree with what is taught at the school they should have the right not to send their children to school and homeschool instead.
- The budget of the ministry of education should be always higher than the budget of other ministries.
- Every community should be allowed to run their own school with their own curriculum.
- All history lessons in elementary and middle schools should be canceled because the curriculum does not empower minorities.
- Written history is more important than oral history.
- Institutionalized rejection of difference is an absolute necessity in a profit economy which needs outsiders as surplus people.

TITLE	<b>Decolonizing Libraries Detecting Structural Discrimination</b>
Type	NFE Activity
Topic/s	<ul style="list-style-type: none"> <li>• Authenticity of Information</li> <li>• Structural Discrimination</li> </ul>
Challenge addressed & Aim	<p>Challenges addressed:</p> <ul style="list-style-type: none"> <li>• Formal education system that perpetuates discriminative approach</li> <li>• Non-inclusive curriculum as a form of structural discrimination</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To raise awareness about the role of education at addressing structural discrimination</li> <li>• To encourage discussions on the reliability of the information</li> <li>• To explore new resources (authors, documents ) that can empower the communities.</li> <li>• To consider some of the controversial aspects of a democratic society.</li> <li>• To encourage co-operation and open-mindedness</li> <li>• To use and develop skills of discussion and argumentation</li> <li>• To foster respect and open mindedness</li> </ul>
Before you start the activity you should know:	<ul style="list-style-type: none"> <li>• Being aware about the definition of decolonization and different approaches to it. These ted talks can help to have a better understanding:             <ul style="list-style-type: none"> <li>– Decolonization Is for Everyone</li> <li>– Decoloniser</li> </ul> </li> <li>• Exploring tools for participants to suggest at the end of the session might be useful to have a holistic view: Racial Equality Tools</li> <li>• It is crucial to go over the statements and choose the ones which are more apt to the group.</li> </ul>
Material needed	<ul style="list-style-type: none"> <li>• One copy of the sheet of statements</li> <li>• Large sheets of paper or flipchart paper, pens</li> <li>• Space for people to move about</li> </ul>
Duration	90 min.
Number of participants	Any



Target group(s)	Young refugees, social workers, youth workers, teachers, young activists, hosting communities
Description/ Steps	<ul style="list-style-type: none"><li>• Explain that you are now going to read out a series of statements with which people may agree to a greater or lesser extent (5 min.).</li><li>• Point out the two extreme positions – the posters stating “I Agree” and “I Disagree”. Explain that people may occupy any point along the (imaginary) line, but that they should try to position themselves, as far as possible, next to people whose views almost coincide with their own. Brief discussion is permitted while people are finding their places!</li><li>• Read out the statements in turn (25 min).</li><li>• Stimulate reflection and discussion. Ask those at the end-points to explain why they have occupied these extreme positions. Ask someone near the centre whether their position indicates the lack of a strong opinion or lack of knowledge</li><li>• Allow people to move position as they listen to each others’ comments.</li><li>• When you have gone through the statements, bring the group back together for the debriefing.</li><li>• Debriefing (20 min):<ul style="list-style-type: none"><li>– Were there any questions that people found impossible to answer?</li><li>– Why did people change position during the discussions?</li><li>– Were people surprised by the extent of disagreement on the issues?</li><li>– Do you think there are “right” and “wrong” answers to the different statements, or is it just a matter of personal opinion?</li><li>– Can this exercise be a part of the course in formal education, why yes, why no?</li><li>– Have you noticed any problematic topics in the curriculum in schools that you have studied?</li><li>– How do you get your information?</li><li>– What is the percentage of the white male authors in your library? In the bibliographia of schools?</li><li>– What can be done to make formal education more inclusive?</li><li>– levels of income and education.</li></ul></li></ul>



- Provide definitions of structural discrimination and examples from around the world. Some facts are shared down below with their resources. You can select some the facts to provide concrete examples about structural discrimination. The facts focusing on the US can be updated by the facts coming from Europe about different minority groups. Some of the facts that are mentioned below with the numbers should be updated before used in the exercise (10 min.):
  - Structural discrimination refers to rules, norms, routines, patterns of attitudes and behavior in institutions and other societal structures that represent obstacles to groups or individuals in achieving the same rights and opportunities that are available to the majority of the population.
  - Black women are 3 to 4 times more likely to experience a pregnancy-related death than white women, even at similar levels of income and education.
    - Source: National Partnership for Women and Families. “Black Women’s Maternal Health.” <https://www.nationalpartnership.org/our-work/health/reports/black-womens-maternal-health.html>.
  - In October 2019, Uganda’s Ethics and Integrity Minister announced that the government was planning to introduce the death penalty for consensual same-sex sexual acts.
    - Source: [https://oramrefugee.org/wp-content/uploads/2019/12/Countryoforigin\\_report.pdf](https://oramrefugee.org/wp-content/uploads/2019/12/Countryoforigin_report.pdf)
  - Globally, 40% of women of childbearing age live in countries where abortion remains highly restricted or inaccessible in practice even when allowed by law, and some 225 million do not have access to modern contraception.
    - Source: [https://www.who.int/reproductivehealth/publications/general/lancet\\_4.pdf](https://www.who.int/reproductivehealth/publications/general/lancet_4.pdf)
  - Globally, 82 percent of people with disabilities live below the poverty line.
  - 76 countries criminalise sexual acts between adults of the same sex.
    - Source: [https://www.who.int/reproductivehealth/publications/general/lancet\\_4.pdf](https://www.who.int/reproductivehealth/publications/general/lancet_4.pdf)

- In Canada, Indigenous women are x4 more likely to be murdered than other women.
- On average, women around the world spend more than twice as many hours as men doing unpaid work.
- 113 countries do not have laws to ensure equal pay for equal work among men and women
- 104 countries make certain jobs off-limits for women.
- 39 countries have laws that mean a daughter cannot inherit the same proportion of assets as a son.
- 36 countries limit what wives can inherit from their husbands.
- 29 countries restrict the hours women can work.
- 18 countries allow men to prohibit their wives from working.
- 17 countries limit when and how women can travel outside the home.
- 1 in 3 women have experienced physical or sexual violence at some point in their lifetime
  - Source: <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>
- In the US , 15.8% of students reported experiencing race-based bullying or harassment. Research has found significant associations between racial bullying and negative mental and physical health in students.
  - Source: Russell et al. "Adolescent Health and Harassment Based on Discriminatory Bias." <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3487669/>. Accessed Feb. 5, 2020. Rosenthal et al. "Weight and Race Based Bullying: Health Associations Among Urban Adolescents." [http://www.uconnruddcenter.org/resources/upload/docs/what/communities/WeightRaceBullying\\_PhysicalHealth\\_JOHP\\_10.13.pdf](http://www.uconnruddcenter.org/resources/upload/docs/what/communities/WeightRaceBullying_PhysicalHealth_JOHP_10.13.pdf). Accessed Feb. 5, 2020
- There are approximately 781 million illiterate adults worldwide – two-thirds of whom are women
  - Source: <https://www.globalpartnership.org/news/infographic/12-years-break-down-barriers-girls-education>
- Black Americans and white Americans use drugs at similar rates, but Black Americans are 6 times more likely to be arrested for it.
  - Source: NAACP. "Criminal Justice Fact Sheet." <https://www.naacp.org/criminal-justice-fact-sheet/>. Accessed Feb. 4, 2020.



- American women serving in Iraq or Afghanistan are more likely to be raped by a comrade than killed by an enemy, and the rate of sexual harassment reports is higher than ever. In 2016, service members reported 6,172 cases of sexual assault compared to 6,082 in 2015. The Service Women’s Action Network helps achieve equal opportunities, protections and benefits for women in the military. Learn about their mission.
  - Source: <https://www.servicewomen.org/>
- One in five women on U.S. college campuses have experienced sexual assault. End Rape on Campus offers resources for survivors and supporters, working to bring more cases to court and raise awareness.
  - Source: <https://www.aauw.org/resource/campus-sexual-assault-talking-points/>
- On average, Black men in the US receive sentences that are 19.1% longer than those of white men convicted for the same crimes.
  - Source: US Sentencing Commission. “Demographic Differences in Sentencing.” <https://www.usc.gov/research/research-reports/demographic-differences-sentencing>. Accessed Feb. 5, 2020.
- In the US, Black individuals are twice as likely to be unemployed than white individuals. Once employed, Black individuals earn nearly 25% less than their white counterparts.
  - Source: Abdul Latif Jameel Poverty Action Lab. “Discrimination in the Job Market in the United States.” <https://www.povertyactionlab.org/evaluation/discrimination-job-market-united-states>. Accessed Feb. 5, 2020.
- In the US, job resumes with traditionally white-sounding names received 50% more callbacks than those with traditionally Black names.
  - Source: Abdul Latif Jameel Poverty Action Lab. “Discrimination in the Job Market in the United States.” <https://www.povertyactionlab.org/evaluation/discrimination-job-market-united-states>. Accessed Feb. 5, 2020





	<ul style="list-style-type: none"> <li>- In the US, Black workers are less likely than white workers to be employed in a job that is consistent with their level of education. <ul style="list-style-type: none"> <li>▪ Source: Economic Policy Institute. “Black Workers Endure Persistent Racial Disparities In Employment Outcomes.” <a href="https://www.epi.org/publication/labor-day-2019-racial-disparities-in-employment/">https://www.epi.org/publication/labor-day-2019-racial-disparities-in-employment/</a>. Accessed Feb. 5, 2020.</li> </ul> </li> <li>• Ask participants to get into small groups and come up with examples from their community and make a list of structural discrimination that young refugees or other minorities face (<b>15 min.</b>).</li> <li>• Ask groups to share the lists that they have come up with (<b>15 min.</b>).</li> </ul>
Debriefing questions or method (if applicable)	Debriefing questions are suggested within the flow of the implementation
Possible Challenges	
Variations (longer/ shorter, offline/ online)	<ul style="list-style-type: none"> <li>• Compose other statements, or ask members of the group to make up their own.</li> <li>• The activity can be implemented online through a digital tool that would enable real-time discussions and presentations of models</li> </ul>
Source/ Reading & Background Materials	<ul style="list-style-type: none"> <li>• Racial discrimination in education and EU equality law</li> <li>• Discrimination and Intolerance - Compass</li> <li>• Addressing Structural Discrimination in Public Services</li> </ul>
Annexes/ Printouts	<ul style="list-style-type: none"> <li>• Statement Sheet</li> </ul>



TITLE	Next Station: Stereotypes road!
Type	Cooperative learning, brainstorming, quiz, group discussions
Topic/s	Racism & Racial discrimination
Challenge addressed & Aim	<ul style="list-style-type: none"> <li>- make people aware of the effects of stereotyping and labelling</li> <li>- Understand relationship between prejudices, power dynamics and discrimination</li> <li>- Reflect on our discriminatory behaviors</li> </ul>
Material needed	A whiteboard, some paper, post-it, markers. The activity could be held online: facilitator will need a whiteboard (jamboard or similar)
Duration	120 minutes
Number of participants	10-20 pp
Target group(s)	14+
Before you start this activity, you should know...	
	<p><b>1. Next Stop: Stereotypes Road! (40 minutes)</b></p> <p>The first activity is based on the popular “the train game”: the aim of this activity is to make participants aware about the effects of stereotyping and labelling people.</p> <p>Each participant receives a post-it on their forehead (or a paper on their shoulder) with the description of a specific character (see list below, it is also possible to invent new or more characters). The participant should not be aware of what his/her character is, so shall not see his/her card.</p>

**Description/  
Steps**

Facilitator starts saying to all participants they're about to leave for a long trip by train. Set up the room with paired chairs, as they were on a trolley (see plan below).

**NEXT STOP:  
Stereotypes Road!**



Each participant takes a random seat, so that it will be paired with a partner. They don't have to speak, but looking at each other's forehead note they have to imagine the other person profiling. The participants should take notes about the profiling, main characteristics as for example: nationality, age, gender, why is s/he on the train, where is s/he going to, what's his/her job and so on).

After 5 minutes (you can play some background sound like this one), the facilitator calls "*Next Stop: Stereotypes Road!*" participants have to stop their activity and go back to plenary.

Each participant will have to put their own notes in a box, and give back the post-it: facilitator will swap it with another card with the real profile of their character.

In plenary, the facilitator (or a participant) will read some of the profiling notes randomly, asking participants if someone recognizes him/herself in that description. (10-15 minutes)

After that, the facilitator will ask every participant to show their real identity to the whole group (both the "title" and the profiling). Then, the facilitator have to facilitate a discussion on what happened, asking the *participants if they expected that results, why did they give that specific description, if and how they have been biased from some kind of stereotypes, why did they choose that specific gender, how did they feel being described as they were and so on.* (up to 20 minutes)

The aim is to let people understand the effects of stereotyping and labelling, both for having been labelled or for labelling others.



## 2. **With great power comes great responsibility (20 minutes)**

This second activity aims to show and explain the concept of **power** and to raise awareness about the usage of it. This is preliminary to understand the concept of “discrimination” and its bond to power.

### **What is power and how does it relate to discrimination?**

Unequal power relations are one of the main underlying causes of discrimination. Unequal power relations manifest themselves in many different ways: from unfair trade regulations that disproportionately benefit rich countries, to the social norms that cause young girls to suffer malnutrition because they are only allowed to eat after their brothers have had their fill.

#### Power takes **different forms**

- Visible: observable decision-making mechanisms
- Hidden: shaping or influencing the political agenda behind the scenes
- Invisible: norms and beliefs, socialisation, ideology

#### Power is also acted out in **different spaces**

- Closed: decisions made by closed groups
- Invited: people asked to participate but within set boundaries
- Created: less powerful actors claim a space where they can set their own agenda

#### Power occurs at **different levels**

- Household
- Local
- National
- Global

**What is power?** We usually think of power as control over others or the ability to carry out one’s will, but power can also be more subtle. For example, power can be the strength and capacity that we gain through joining with others towards a common goal, our own self-belief that we can achieve our aims or the courage to adopt a certain course of action.





Power can be:

- Power over: the power of the strong over the weak, including the power to exclude others.
- Power to: the capability to decide actions and carry them out: knowledge, skills, tools.
- Power with: collective power, through organisation, solidarity and joint action. Power within: personal self-confidence, often linked to culture, religion or other aspects of identity, which influences the thoughts and actions that appear legitimate or acceptable.
- Power for: the power of a clear vision and sense of purpose.
- Power under: passing on mistreatment to others through fear, humiliation, anger, resentment, superiority, arrogance.

The facilitator will ask participants to **identify five areas** in their lives where **they have the power** to make choices that also affect other people and to reflect on the consequences due to how they use their power.

After 5-10 minutes, back to the plenary participants will explain their findings. Based on the number of people that could be a random exposure of a few minutes or a max-1-minute-each session including everyone. The facilitator could report the answer in a common matrix or a whiteboard, encouraging people to fill up with ideas.

After that, the facilitator will explain to the group that it is often difficult for people to realize the power they have or they don't.

**Being part of a majority/dominant group gives a certain amount of power.** It could be demonstrated by comparing different amounts/extensions of power expressed by different groups (gender/sexual orientation, country of provenance, age, etc.): the comparison could be made directly by stimulating the group discussion. Power involves responsibility and choices.

**3. About discrimination (30 minutes):** this third activity aims to give a definition and to understand the concept of **discrimination**. It also aims to highlight the connections between **power, prejudice and discrimination**.

In plenary, facilitator will resume the discussion about power and introduce the issue of **discrimination**.



Taking back to the first activity, the facilitator will point out the fact that we often have preconceptions about a person.

Introduce the word **prejudice**: break the word down into “pre – judgment” (you could also facilitate this by writing on a whiteboard) and ask participants to give some definition.

Facilitator have to share with the group that when we combine **power and prejudice it can result in discrimination**. Try to engage participants in the discussion, asking if they have any idea of why, and write down the answers on the flipchart.

Now facilitator have to distribute the discrimination/discriminator sheet to each student: proceed one table at a time (5 minutes each).

NB: as facilitators you could print some sheets with the following tab on it, so that participants can fill it.

### 1. I have been discriminated

Report at least one time you have been discriminated (through action or interaction, relations)

	Feelings	Reasons why you were discriminated	What did you do?	Where was the power?
1				
2				
3				
4				

Prejudice + Power = Discrimination

When participants have finished filling out the discrimination chart, facilitator will report what transpired on the flip chart. Give participants the “discriminator” table and ask participants to fill it (5 minutes).



	<p><b>2. I have discriminated</b></p> <p>Share at least one occasion in which you think you have discriminated someone -also unintentionally- (through action or interactions)</p> <table border="1" data-bbox="316 288 984 596"> <thead> <tr> <th data-bbox="316 288 385 371"></th> <th data-bbox="385 288 581 371">Feelings (in that moment)</th> <th data-bbox="581 288 777 371">Justifications</th> <th data-bbox="777 288 984 371">Where was the power?</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 371 385 429">1</td> <td data-bbox="385 371 581 429"></td> <td data-bbox="581 371 777 429"></td> <td data-bbox="777 371 984 429"></td> </tr> <tr> <td data-bbox="316 429 385 486">2</td> <td data-bbox="385 429 581 486"></td> <td data-bbox="581 429 777 486"></td> <td data-bbox="777 429 984 486"></td> </tr> <tr> <td data-bbox="316 486 385 544">3</td> <td data-bbox="385 486 581 544"></td> <td data-bbox="581 486 777 544"></td> <td data-bbox="777 486 984 544"></td> </tr> <tr> <td data-bbox="316 544 385 596">4</td> <td data-bbox="385 544 581 596"></td> <td data-bbox="581 544 777 596"></td> <td data-bbox="777 544 984 596"></td> </tr> </tbody> </table> <p>After everyone finished, go back to plenary and after a brief sharing, the facilitator point out to the group that <b>anyone can experience discrimination and that anyone has the potential to discriminate</b>, whether consciously or unconsciously.</p>		Feelings (in that moment)	Justifications	Where was the power?	1				2				3				4			
	Feelings (in that moment)	Justifications	Where was the power?																		
1																					
2																					
3																					
4																					
<b>Debriefing questions or method (if applicable)</b>	Ask participants some questions to debrief about what they have done. Ask how they feel about the activity, what they think about, how they think stereotypes could sometimes lead to discrimination (20 minutes)																				
<b>Possible Challenges</b>																					
<b>Variations (longer/ shorter, offline/online)</b>																					
<b>Source/ Reading &amp; Background Materials</b>																					
<b>Annexes/ Printouts</b>	Profile cards																				





**BASKETBALL  
PLAYER**

**FORMER  
PRISONER**

**SPEAKER AT  
UNITED NATIONS**

**GRANDFATHER**

**SOLDIER**

**BOWLING  
PLAYER**

**FAMILY MEMBER**

**BRIDE**

**SOCIAL MEDIA  
INFLUENCER**

**SPORT  
SUPERSTAR**

**CLASS MATE**

**REFUGEE**

**FINANCIAL  
CONSULTANT**

**HUSBAND**

**PERSON WITH  
DISABILITIES**

**BASKETBALL  
PLAYER**

A wheelchair basketball player, considered to be amongst the greatest to have ever played the game.

example: **Patrick Anderson**

**FORMER  
PRISONER**

A nun imprisoned for her fight in favor of human rights

example: **Ngawang Sangdrol**

**SPEAKER AT  
UNITED NATIONS**

A young girl activist, invited to UN headquarter to address her cause

example: **Greta Thunberg**

**GRANDFATHER**

A guy of 29 years old, who became grandfather in a crazy sequence of coincidences!

example: **Shem Davies**

**SOLDIER**

One of 7,747 child soldier, some as young as 6, who has been recruited and used and soldier in 2019, according to a UN resolution on Children and Armed Conflict (9 June 2020)

**BOWLING  
PLAYER**

A 96 years old woman from McKeeds Rocks, US, who broke the top score at a bowling alley in september 2020.

**FAMILY MEMBER**

A woman who just married with her long-time girlfriend. Now they are looking forward to have a child to grow their family!

**BRIDE**

A 14 years old girl from Sudan, where 10.7% of women aged 15 to 49 were married before the age of 15, and 38% were married before the age of 18.

**SOCIAL MEDIA  
INFLUENCER**

A 8 years old young kid who's running one of the most followed youtube channel of the world doing toys reviews.

example: **Ryan Kaji**

**SPORT  
SUPERSTAR**

Virat Kohli is considered one of the best contemporary cricket player. As captain of India national team, he is one of the most popular athlete of the world!

**CLASS MATE**

A second generation woman who is attending a Quran Class at local mosque in her city in France.

**REFUGEE**

Albert Einstein, iconic scientist considered to be one of the greatest of all time, was a refugee in US as a German-jewish, due to rise to power of Nazis.

**FINANCIAL  
ADVISER**

Harsha Tai, a indian woman working as Community Agent for the Grameen Bank in Bandhara, India. Her job is to provide financial and banking services to poor people living in villages.

**HUSBAND**

A transgender woman who has previously married her wife, before starting transition. They're still married and happy!

**PERSON WITH  
DISABILITIES**

Stephen Hawking, one of the most famous and influential theoretical physicists in the world, forced to immobility for over 30 years because of a neurodegenerative disease.

# **ETHNIC STEREOTYPING AND SEGREGATION**

TITLE	Key-factor-indication
Type	questionnaire
Topic/s	stereotypes, intervention, factors, indication
Challenge addressed & Aim	Help social workers / society workers / young people do dedicate the right factors for a successful intervention against stereotypes and stereotypic behaviour.
Material needed	the questionnaire
Duration	15 minutes per person
Number of participants	limitless
Target group(s)	social workers, civil society workers and young people
Description/Steps	<p>In the questionnaire you will answer items regarding a person chosen from your environment. Be aware that the result for one person probably cannot be transferred to other persons even though they come from the same context.</p> <p>Please answer the questions on the following pages. The single factors describe the characteristics of the person or their environment. Each factor will be captured through four items. Finally, summarize the sum for each factor, please.</p>
Debriefing questions or method (if applicable)	Factors with especially high sum-scores are risk factors for the person or the described situations. They should be analyzed very detailed in interventions. Factors with particularly low sum-scores are resources in such situations. Therefore, an intervention can use them to go back and build up.
Possible Challenges	understanding of technical terms
Variations (longer/shorter, offline/online)	/
Source/Reading & Background Materials	/
Annexes/Printouts	attached pdf

# Key-factor-indication

- a questionnaire for dedicating useful factors in a given situation

Stereotyping of social groups and the corresponding behavior are psycho-social processes with different causes. Due to that, such relevant situations seldom underlie the influence of a single factor but develop by combining different conditions. As with many processes, this process also involves resources and risk factors.

The following questionnaire shall help identify the decisive factors in a stereotyped situation that need to be addressed in an intervention. This tool does not tell anything about how much a person underlies different stereotypes but which areas of risk factors should especially be looked at. This can ease the intervention.

In the questionnaire you will answer items regarding a person chosen from your environment. Be aware that the result for one person probably cannot be transferred to other persons even though they come from the same context.

Please answer the questions on the following pages. The single factors describe the characteristics of the person or their environment. Each factor will be captured through four items. Finally, summarize the sum for each factor, please.

Factors with especially high sum-scores are risk factors for the person or the described situations. They should be analyzed very detailed in interventions. Factors with particularly low sum-scores are resources in such situations. Therefore, an intervention can use them to go back and build up.

	Factor	Item 1	Item 2	Item 3	Item 4	Sum
Factors regarding the environment	Conflict in the environment					
	Resources of the environment					
	Group structure					
Factors regarding the person	Motifs / aims / needs					
	Role-understanding					
	Self-concept and self-worth					
	Coping skills and perception skills					
	Attribution style					



Factor	Statement	Scale				
Conflict in the environment	The involved groups often meet in daily life.	Very often				Very rare
		1	2	3	4	5
	Frequent direct or indirect confrontations between the groups happen.	Very rare				Very often
		1	2	3	4	5
	Members of both groups help each other in private.	Very often				Very rare
		1	2	3	4	5
	Members of both groups work together in institutions such as schools, initiatives, associations, jobs, ...	Very often				Very rare
		1	2	3	4	5
Sum						

Factor	Statement	Scale				
Resources of the environment	There are finite resources (e.g., money, rooms, time, ...) the social actors directly or indirectly compete about.	Rather no				Rather yes
		1	2	3	4	5
	There are great differences between the group's resources.	Rather no				Rather yes
		1	2	3	4	5
	Enough resources to deal with challenges are available to the person compared to other people (e.g., peers).	Rather yes				Rather no
		1	2	3	4	5
	The person has access to the available resources.	Rather yes				Rather no
		1	2	3	4	5
Sum						





Factor	Statement	Scale				
Groupstructure	The group has ritualized actions that are frequently demonstrated by its members. They are constituting.	Very few				A great many
		1	2	3	4	5
	The group's homogeneity is relatively high.	Rather no				Rather yes
		1	2	3	4	5
	There are fixed, cross-situational patterns for decision- and communication chains.	Very few				A great many
		1	2	3	4	5
	The group shows active behavior patterns to precisely differentiate from other groups.	Very few				A great many
		1	2	3	4	5
Sum						

Factor	Statement	Scale				
Motifs / aims / needs	The person principally is open for new activities and experiences.	Rather yes				Rather no
		1	2	3	4	5
	The person wishes for safety on several occasions.	Rather yes				Rather no
		1	2	3	4	5
	The person generally approves of their living conditions.	Rather yes				Rather no
		1	2	3	4	5
	The person is curious in different situations and is applying new strategies to solve challenges.	Rather yes				Rather no
		1	2	3	4	5
Sum						





Factor	Statement	Scale				
Role-understanding	The person actively designs processes in the group context.	Rather yes			Rather no	
		1	2	3	4	5
	The person is spontaneously able to describe constituting elements of the group without having consciously paid attention on these before.	Rather no			Rather yes	
		1	2	3	4	5
	To the person, subjective relevance of group-concerned events is very important in private contexts.	Rather no			Rather yes	
		1	2	3	4	5
	The person strongly identifies with the group in everyday life.	Rather no			Rather yes	
		1	2	3	4	5
Sum						

Factor	Statement	Scale				
Self-concept and self-worth	The person thinks that they can manage problems without help.	Rather yes			Rather no	
		1	2	3	4	5
	The person generally avoids confrontations with challenges.	Rather no			Eher yes	
		1	2	3	4	5
	The person has a positive relationship to their own characteristics.	Rather yes			Rather no	
		1	2	3	4	5
	The person is able to realistically realize their own contribution to the success of something.	Rather yes			Rather no	
		1	2	3	4	5
Sum						





Factor		Statement	Scale				
Coping skills and perception skills		The person is able to recognize connections between own motifs and own behavior in different situations.	Rather yes			Rather no	
			1	2	3	4	5
		The person is able to objectively describe group processes and the connection to their own behavior.	Rather yes			Rather no	
			1	2	3	4	5
		The person is able to deal with challenges with the help of their own competences and resources.	Rather yes			Rather no	
			1	2	3	4	5
		The person is able to recognize which challenges they can deal with and with which they need support.	Rather yes			Rather no	
			1	2	3	4	5
Sum							

Factor		Statement	Scale				
Attribution style		The person blames other persons when they have a problem.	Rather no			Rather yes	
			1	2	3	4	5
		The person cross-situational holds the same persons/constructs responsible in cases of problems.	Rather no			Rather yes	
			1	2	3	4	5
		The person draws fast conclusions without having dealt with the situation more detailed.	Rather yes			Rather no	
			1	2	3	4	5
		Die Person schreibt anderen Personen schnell Verantwortung zu.	Rather no			Rather yes	
			1	2	3	4	5
Sum							





<b>TITLE</b>	<b>Stereotype-Awareness-Pitch</b>
Type	information sheet
Topic/s	stereotypes, awareness
Challenge addressed & Aim	Describing the process of stereotyping and connected factors to social workers, civil society workers and young people.
Material needed	the document itself
Duration	10 minutes to read
Number of participants	limitless
Target group(s)	social workers, civil society workers and young people
Description/Steps	read, understand, discuss
Debriefing questions or method (if applicable)	/
Possible Challenges	understanding of technical terms
Variations (longer/shorter, offline/online)	/
Source/Reading & Background Materials	/
Annexes/Printouts	attached pdf



# Stereotypes

## Basics

### Schemata

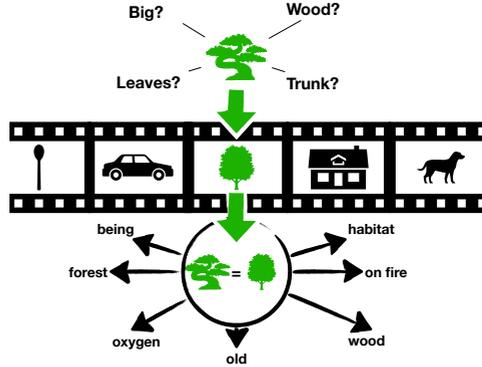
Schemata are mental structures, e.g. categories, that are used by our brain to put informations in order, to interpret new stimuli and to control the attention.



### Categories

A category can be defined as a group of objects (or people) which can be matched up due to common specific features. For that reason, we are able to identify matters faster and also understand situations faster. There, single objects or persons can be matched many different categories.

Categories are connected with a series of informations on members of the group. They become available when the category is activated in a specific situation.



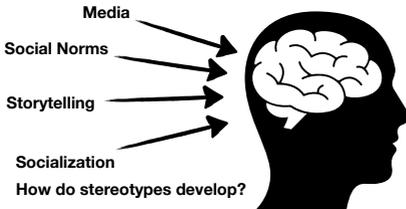
### What exactly are useful categories?

Useful categories can help to recognize Patterns and to understand connections. This way, we understand that the car with the blue light and the siren is the emergency doctor and that we better should get out of the way. Without categories we could not cope with our everyday life.



## Stereotypes

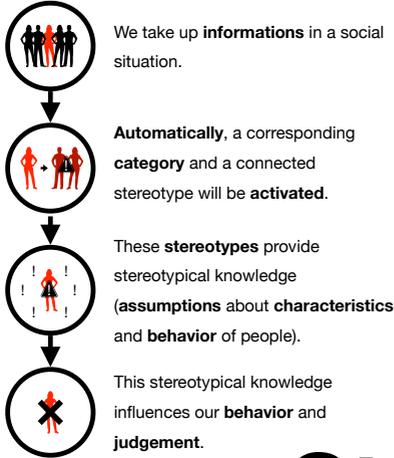
Stereotypes are cognitive representations (**categories**) of a social group that are connected to expectations of specific characteristics and emotions. For that reason, stereotypes are often linked to expectations of characteristics and behaviors from members of the group.



Stereotypes develop by storytelling, socialization, social norms, and media. The contact with something unknown causes irritation and fear. These emotions will be associated with the group in the future.

How to distinguish different types of stereotypes:	
<b>Prejudices</b>	Negative thoughts and feelings on groups and their members
<b>Social differentiation</b>	Different treatment die to social categorization; can be perceived legitimate or not
<b>Social discrimination</b>	More illegitimate, negative treatment of one or more persons due to social categorization

**How do stereotypes work?**



**???** **What factors determine which category gets activated?**

There are various factors that influence which category gets activated.

Concerning the situation, it is significant which informations are salient, meaning that they stand out the most.

Regarding the person, the content-related, structural fit of the category to the situation as well as its availability is of importance.

# Tackling Stereotypes

**Contact is helpful!** Regarding this, there exist different reports. The reason for this is that many situational features are of importance for the occurrence/strength of deactivating stereotypes during contact scenarios. Overall, it can be concluded that contact contributes to deactivating stereotypes. It is of advantage when the status of both persons is equal, when there are common aims to follow, when persons need to work together and when the process is supported by authorities (teachers, parents).

**Always?**



**Make contact! - Adapt status! - Find common aims! - Stimulate cooperations!**

All in all, this is possible. The two central processes are decategorization (perception of people that belong to only one category) and recategorization (summary of various groups and categories to a superset).

**A generalization of such a positive contact scenario works best if...**

- ... the contact with prototypical outgroups happens or if the categorization in in- and outgroups especially stands out
- ... strong friendships are build.

**BUT:** Contact reduces negative assumptions and increases positive emotions against outgroups; however, stereotypes are changed less

**???**

**Can a positive contact be transferred on a whole category?**

**When does contact not help?** Seldom and direct contact causes the affirmation of stereotypes. Furthermore, it is not helpful when the contact is influenced by negative emotions.



**Example** When a group connected to stereotypes is constantly present, the corresponding category is constantly retrievable. If at the same time no contact to members of the group is happening, the affirmation of stereotypes is caused.



# What else?

## Information



Changing stereotypes through information on the stereotyped group. But: Often leads to less stereotypes on the group. Instead, subgroups of stereotypes develop.

## Behavior-training



Through trained behaviors towards a stereotyped group stereotypes can decrease. With our behavior, we try to take on a fitting attitude which is why we are changing our attitude.

## Affective relations



Strong friendships with members of a stereotyped group increase the trust towards the group and cause positive emotions.

## Deprovincialization



All actions that change the environment in a way that it is less influenced by ethnocentrism. Additionally, empathy and change of perspective are trained.



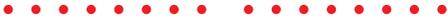
TITLE	<b>Get to know your fellow citizens</b>
Type	awareness raising online campaign (with online and offline promotion)
Topic/s	Ethnic stereotyping and segregation
Name(s) of the responsible expert(s)	Marija Krstevska
Challenge addressed & Aim	<p>Challenge: We live in a time when many things are bringing us closer, however for some people our differences in ethnicity are the obstacles that are ripping us apart. In many multiethnic cities, even though people are living in the same place, sometimes they are avoiding each other and are not sharing the same spaces in the city. Young people study in segregated schools, go out in separate places. They do not know each other, they don't have a place where they can meet and the sad thing is that usually they prefer believing in stereotypes, rather than give the chance to others that are different and get to know them.</p> <p>Aim:</p> <ul style="list-style-type: none"> <li>- To break ethnic stereotypes</li> <li>- To discover and understand new cultures</li> <li>- To bring people from different ethnic backgrounds closer</li> </ul>
Material needed	access to internet, diverse educational and interesting facts and information about different cultures that co-exist in the community
Duration	Min. 1 week Max. 1 month
Number of participants	Unlimited (or depending on the limitations of the digital tools which will be used)
Target group(s)	High school students / young people / everyone in general



<p>Before you start this activity, you should know...</p>	<p>You need to:</p> <ul style="list-style-type: none"> <li>– Have information about the cultures that coexist in the community and some interesting facts about them</li> <li>– Know how to create QR codes</li> <li>– Know how to design posters</li> <li>– Print posters</li> <li>– Know how to create a Kahoot quiz</li> </ul>
<p>Description/Steps</p>	<ol style="list-style-type: none"> <li>1. Create a Kahoot quiz with interesting questions from which participants can learn about the culture of the different ethnicities that are present in their city. The quiz should have min. 10, max. 20 questions and should not take longer than 15 min to answer. At the end of the quiz, invite participants to share their results on social media and to invite friends to join and play the quiz. A feedback form on learning outcomes can be also prepared to check if the participants found the quiz useful and if they have learned something. <a href="https://kahoot.com/">https://kahoot.com/</a></li> <li>2. Create a QR code leading to the Kahoot quiz. <a href="https://www.qr-code-generator.com/">https://www.qr-code-generator.com/</a></li> <li>3. Make a poster with the phrase 'Do you know your fellow citizens?' and put the QR code on the poster.</li> <li>4. Place the posters around the city and nearby the places visited by the target group (schools, cafes etc.), but also post and promote them online.</li> </ol> <p>For possible further steps check the 'Variations' below.</p>
<p><b>Debriefing questions</b></p>	<p>/</p>
<p><b>Possible Challenges</b></p>	<p>People not having access to the internet, not using smartphones or not knowing how to scan a QR code</p>



<p><b>Variations</b></p>	<p>Two similar scenarios with the same concept including QR codes that can be implemented separately or in continuation with the main activity described here:</p> <p>A. Virtual spaces for sharing and learning</p> <p>The posters will say 'Virtual multicultural space. Wanna join and make some friends?' and there will be a QR code that leads to a Jamboard for example, where those who join can follow the instructions and introduce themselves, answer some questions about their culture and post questions for the others.</p> <p>(note: the posts have to be approved by the administrator in order to avoid hate speech)</p> <p>B. Complete a challenge</p> <p>B1. The QR codes can direct people to a challenge that they have to complete with someone from a different ethnicity. First it leads you to a link for registration to participate in the challenge. Once you read the explanation, and you register you randomly get assigned another person (possibly from a different ethnicity) with whom you have to complete a small task. The tasks are something like a mission (im)possible: to learn something, to create something, to do something... After the task is completed, the participants are invited to some digital tool e.g. Jamboard to share their experiences.</p> <p>B2. Participants can register in small groups of 2-4 participants and they play in groups. They receive a list of tasks [mission (im)possible] that they need to complete in a certain time. The instructions will lead to Jamboard (or another digital tool, link will be provided) where they need to show the results of their completed tasks. Some of the tasks can be to describe their group, to think of a motto for the group, to get in touch with another group (from the registered) that has at least one member of a different ethnic background and through interaction with them to complete some tasks such as to learn about celebration customs of one holiday, to learn 5 facts about a different culture that exists in the city...</p>
<p><b>Source/Link</b></p>	





TITLE	Have you heard these rumours?
<b>Type</b>	<b>Training session (Cooperative learning, brainstorming, quiz, discussions (+ role play, optional))</b>
<b>Topic/s</b>	<b>Ethnic stereotyping and segregation</b>
<b>Challenge addressed &amp; Aim</b>	Going back to the roots of racism and discriminations, understanding concepts as stereotypes and prejudices and how they help racism nourish. The workshop will help participants in understanding how easy it is to get sidetracked by prejudices.
<b>Material needed</b>	<b>A whiteboard, some paper, post-it, markers. The activity could be held online: facilitator will need a whiteboard (jamboard or similar)</b>
<b>Duration</b>	<b>120 min. with role play activity</b>
<b>Number of participants</b>	<b>10-30 pp</b>
<b>Target group(s)</b>	<b>14+</b>
<b>Before you start this activity, you should know...</b>	
<b>Description/ Steps</b>	<p>1. <b>The myths collector (25 minutes):</b> in this activity participants will be asked to collect “<i>myths</i>”, “<i>beliefs</i>” and “<i>rumours</i>” about migrants, then reflect on that.</p> <p>Divide the participants in groups of 3-6 people (depending on the total number of participants). They have to select one person who’s responsible for taking notes of everything said during the exercise. Every group has 5 minutes to collect as many rumours/ myths/beliefs about migrants as they could think of, and write them down on a list (at least 5-10 per group).</p> <p>Back to plenary, each group has to read their list. The facilitator will show on the whiteboard two columns “migrants” and “locals/natives”. Write the collected hints down under the corresponding “migrants” column, avoiding duplicates.</p>



After that, if possible, each group will have 5 more minutes to collect the main rumours/myths/beliefs on their own countries of origin (or province, city, district, neighborhood if they are from the same country/city). In case of a mixed group everyone would add rumours/myths/beliefs for his/her own country of origin.

Back to plenary, participants will have to show off their own results, and the facilitator will write down the answers under the corresponding columns (local natives).

The facilitator have now to facilitate a conversation within participants, asking:

- *Do you think what has transpired is true or false?*
- *Is there any part of the truth?*
- *How would you counter these claims?*
- *What information would you need to be able to counter them?*
- *Ask participants if they really feel how they've been described*

**2. Let's name things! (15-20 minutes):** the aim of this second activity is to getting to know what stereotypes, prejudices, discrimination and rumours are, through a brainstorming.

The facilitators will write these 4 words at four corners of a whiteboard. Participants will be asked to provide definitions for each word, by attempting to give a full definition or giving integrations. They can speak out or write it down on post-it – real or digital. (10 minutes)

After that, the facilitator will give a definition\* for each concept (s/ he could show it on a slide (5 minutes):

- *STEREOTYPE: Stereotyping is a very simplified generalization about a group of people with no regard for individual differences.*
- *PREJUDICE: Prejudice is pre-judging, that is, before you have a thorough understanding of the person or group you are talking about. Prejudicial thinking is based on stereotypes. Prejudice is an attitude.*
- *DISCRIMINATION: Discrimination and racism are the behaviors and actions of intolerance that follow prejudiced thinking. Discrimination is denying justice or fair treatment in many areas, including employment, housing, and political rights. Racism is discrimination or prejudice based on the idea of race.*

– **RUMOURS:** Rumors are statements about individuals, groups, or events that are spread from person to person (or via social media) The credibility of a rumor does not come from direct evidence but from the fact that many people believe it. Rumors are often based on stereotypes and refer to a story in which the main character is a friend of the speaker, or was told to a friend by a friend of the friend, who “saw” something happen to the friend of the neighbor’s uncle.

\* the facilitator could choose his/her own definitions of choice, these are just an example

3. **Universal, Cultural & Personal (20-25 minutes, Kahoot):** this activity aims at giving an explanation about *universal, cultural and personal characteristics*.

The aim is to leave stereotyped thinking and see things from different perspectives. The activity could be implemented as a Quiz, using Kahoot both online or offline.

Before starting the quiz, ask participants to help you with shaping definitions (ask for examples, 5 minutes) for a behavior which is:

- **Universal:** Refers to ways of being or doing things in which all people in all groups are the same or look alike;
- **Cultural:** refers to what particular groups of people have in common with each other and that distinguishes them from other groups of people;
- **Personal:** describes ways of being and doing in which each of us differs from all others, including those in our own group;

Leave definitions in sight, then start the quiz. Set the Kahoot so that participants could participate both alone or in pairs, and give them a couple of questions (see the example below, you can also add some more). Stop after every answer to check with the group if they agree, if anybody disagree or so. (15-20 minutes)

1. *Running away from a dangerous animal*
2. *Considering snakes to be malicious animals*
3. *Humming while washing*
4. *Respect older people*
5. *Love loud music*



	<ol style="list-style-type: none"> <li>6. <i>Drink water</i></li> <li>7. <i>Eat with knife, fork and spoon</i></li> <li>8. <i>Being afraid of strangers (or foreigners)</i></li> <li>9. <i>Repenting for causing an accident</i></li> <li>10. <i>Feeling sad when your mother dies</i></li> </ol> <p>4. Participants will be divided into groups of 3-4. Each group will be given a random character with some specific characteristics (for example: Italian, 25 yo, male. Prepare those roles in small pieces of paper and let participants take one randomly from a box). The group has to prepare a short play based on improvisation, during which they have to put on stage stereotypes or rumours they talked about during the previous session, and to show how they would tackle the stereotypes and rumors.</p> <p>After 20 minutes of preparation, each group has up to 3 minutes to put their play on stage.</p> <p>Be sure the story put on stage would be also ironic, but never offending.</p>
<p><b>Debriefing questions or method (if applicable)</b></p>	<p>After the session ends, go back to the plenary and lead a brief discussion on what the participants experienced during the two hours.</p> <p><i>How do they feel about stereotypes and rumours? Did it change the way they think about people from other countries/cities? How do they feel in being misrepresented or in seeing the rumours about them? How does this change the perspective? (20 minutes)</i></p>
<p><b>Possible Challenges</b></p>	
<p><b>Variations (longer/shorter, offline/online)</b></p>	
<p><b>Source/Reading &amp; Background Materials</b></p>	
<p><b>Annexes/ Printouts</b></p>	



TITLE	Other perspective
<b>Type</b>	Discussion
<b>Topic/s</b>	Prejudice and stereotypes against Roma people
<b>Challenge addressed &amp; Aim</b>	Breaking the Roma stereotype through thinking about an important topic of one's own culture and comparing it with how this topic is perceived by young people coming from different backgrounds.
<b>Material needed</b>	Checkpoint stuff - blankets, pillows, food (for outdoor), topic signs, papers with additional questions
<b>Duration</b>	45 min
<b>Number of participants</b>	10 - 20
<b>Target group(s)</b>	Mixed group of young people, young Roma activists and if possible young Roma and non-Roma people from rural areas.
<b>Description/Steps</b>	<p>1. The group will choose a <b>topic</b> in which they will discuss and share their perspectives. <b>(5 min)</b></p> <p>2. In small groups (max. 3-4 persons) participants are going to debate the topic. We provide them the set of <b>additional questions</b>. They should talk about how they perceive the selected topic on one hand and on the other hand how Roma might perceive it. <b>(10 min)</b></p> <p>3. Facilitating the group discussion</p> <p>As groups are coming to a common ground, facilitators are opening discussion how participants perceive the topic.</p> <p>How do you perceive it and how is it common to see it in the place you are living?</p> <p>What do you think, where are the roots of your perceivings?</p> <p>How it might be perceived by young people coming from different backgrounds? How much does it differ?</p>



	<p>Some of you might share the same background so why do you see it differently?</p> <p>Some of you might have been growing up in different cultures, why do you share the same opinions?</p> <p>You have been growing in different cultures, what do you have in common, so your common opinions might have been rooted in there?</p> <p>Discussion is revealing there are differences and commons which are less connected to an ethnic or culture but more to an educational level and level of one's given life chances. <b>(20 min)</b></p> <p>4. Breaking the stereotype</p> <p>Now when you gained all this knowledge of perspectives of other participants, try to look again at this topic from a perspective, as a non- Roma or as a Roma. How much does it differ? Why? <b>(10 min)</b></p>
<p><b>Debriefing questions or method (if applicable)</b></p>	<p><b>Topics:</b></p> <p>Money, Family, Faith, Future</p> <p><b>Additional questions:</b></p> <p>1. Money</p> <p>How do you manage your money? When you receive a salary, how long does it take you to spend it? Do you have some for an extra reserve?</p> <p>2. Family</p> <p>What is a good family? How does it work? How many children is an ideal to have? How free and independent should children be? Who do we count to the closest family?</p> <p>3. Faith</p> <p>What do you believe? How do you manifest it? How is the faith important to you? Do you practice your own rituals?</p> <p>4. Future</p> <p>Where do you see yourself in 5 years? How far do you plan things in advance? How much do you limit yourself in the present to be able to pursue something in the future?</p>





<b>Possible Challenges</b>	<ol style="list-style-type: none"><li>1. This activity requires an ethnically mixed group of young people which by nature might share common perspectives.</li><li>2. Strong recommendation to use this activity when the group has already broken the ice and it's ready to share sensible topics as family or faith.</li></ol>
<b>Variations (longer/ shorter, offline/ online)</b>	Light online variation: in ZOOM we can turn checkpoints into breakout rooms
<b>Source/Reading &amp; Background Materials</b>	Inspired by original activity in: Hernik- Zážitkové hry by Plusko NGO. page 156-157
<b>Annexes/Printouts</b>	





TITLE	Step forward Reimagined
Type	NFE
Topic/s	Discrimination against Roma people
Challenge addressed & Aim	Participants will experience various life opportunities and point out that Roma people have specific challenges to access the same level of life opportunities and raise awareness of the impact the stereotypes have on the Roma community.
Material needed	Roles with statements written on hard bigger paper, paper tap/ sticky paper, A4 papers for the topics at the stages
Duration	3 hours (with breaks included)
Number of participants	10-25 (same role can have more participants)
Target group(s)	Young people (without Roma background)
Before you start this activity you should know	<ol style="list-style-type: none"> <li>1. You should know few real life stories of specific challenges of local Roma community</li> <li>2. You should know basic challenges Roma community is facing</li> </ol>
Description/Steps	<p><b>Step forward Reimagined</b> consists of <b>four parts</b>. <b>First part</b> is about emphasizing the given role, imagination and making a decision whether to make a step forward or stay. <b>In the second part</b> participants are passing various stages representing important topics in human life and quantify on the scale how their roles are fulfilling them. <b>The third part</b> is about revealing their roles and sharing about their perceivings and imaginations in small groups. <b>In the fourth part</b> we guide the participants in the whole group reflection with potential to bring up the topic of unequal life opportunities of people with Roma background.</p> <p><b>In the first part</b> participants receive a ticket with a name and a short statement of person which participants will visualize. The tickets are coloured to help us to group together similar roles which has potential to give us an opportunity to point out the impact of the stereotypes we have.</p> <p>We will be working with this in small groups and in the group reflection later on.(see <b>Roles</b>)</p>



Participants will also receive a piece of paper tape or sticky paper on their shirt in place they will be allowed to write points on it by themselves.

We give each participant the ticket. Before we give it to them we ask them to keep the information for themselves until we ask them to reveal it.

Now, let's visualize a person written on the ticket. We can give advice that it's helpful to find a comfortable place, position and also keeping eyes closed while we read a set of questions can be helpful to visualize roles better. We are trying to keep enough time to let them catch the pictures they will have revealed in their minds.

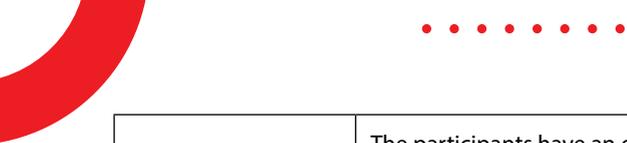
We guide them through the imagination. Any relaxing music which helps the participants to visualise is welcomed. (see **Emphasizing questions**).

Afterwards there is a time for the statements to be presented (see **Statements**). We manage participants to stand in the line with a gap between them. To manage it, we can use a quick activity. (see **Quick activity**)

When the participant being in the role considers the statement fits, he/ she will take one big step forward. After that, when the participants already took various positions at the place, we ask them to write a number of points on scale 1 to 10 (1- very bad, 10- very good) on their paper tap/ paper stick. These points refer to conditions we have in our life, we can call them life points. When participants feel more backwards than others the amount of points is smaller. Participants can do it individually but collective shared decision of giving points is a welcomed initiative too.

Before going to the second part we can give participants some time while they are standing to observe how they are positioned compared to the others.

**In the second part** we have already prepared 5 stages at various places in the area before the activity. Each stage has its own unique topic which is considered to be important in human's life. In these stages we put a paper with the name of a topic and a few questions to help participants to get closer into it (see **Stage topics**). Any decoration which helps participants visualise the topic is welcomed.



The participants have an opportunity to pass all the stages. The task for participants is still being in their roles and imagine how their role is dealing with the topic through the scale from 1 to 5 (1- very bad, 5- very good). They write the number on their paper tape/ paper stick after they pass the stage. The minimum time for staying at one stage is 3 min. Time checking is left on each participant's responsibility. By this rule we want to achieve that participants will spend some time thinking, sensing about how their role feels about various topics.

In this part they have a limited time of 20-40 min depending how big the group is.

**In the third part** we gather the group and ask each participant to reveal his/ her role. After revelations we point out the importance of stepping out of the role (it is preferred to do it physically by making a real step out and shake the role off). Then we divide participants into small groups according to colours on their tickets where they talk about how it was to act within the role. (see **Small group questions**) They can sum up all the points they have collected and share how their visualisation was. They're discussing and pointing out differences and similarities and interesting revelations that might come.

**In the fourth part** we ask all the participants to get together into one group and arrange themselves in order of the amount of points in the circle. It helps physically see the difference when we point out how different perceivings of participants have with the similar roles where just the ethnicity differs or between the same roles.

This is an open reflection. It means we don't really know where the group ends up and what the conclusion will be.

**According to the experience** basically two things may happen. Group may point out how strong stereotypes are related to Roma people or how tough it's for the Roma community to deal with challenges to access the same opportunities as those with non Roma background.



	<p><b>Sometimes it may happen</b> that roles with disadvantaged backgrounds can end up with a bigger amount of points so they sit in the “better” part of the circle. This may happen when the participant who was in the role has a positive thinking and kind of heroic attitude. It’s important to acknowledge that this is happening in real life too.</p> <p>It may be interesting to dig deeper and ask participants about the journey of the role and compare it to the journey of the role sitting next with similar life points. We probably find many challenges the role was dealing with based on ethnical background. For what cost role with disadvantaged background ended up in “better” part of the circle?</p> <p><b>It is very common</b> that two roles of the same statement but with different ethnical background (tickets with same colours) end up on opposite sides of the circle. What does it tell us? Why is the Roma background so limiting in gaining life points? Is it a stereotype? And if not, why did we visualize those scenarios?</p> <p>(see <b>Reflection questions</b>).</p>
<p><b>Debriefing questions or method (if applicable)</b></p>	<p><b>Roles:</b></p> <p>Rosalinda        Girl living in a town  <i>I do my homework alone during evenings.</i></p> <p>Rosa        Roma girl living in a town  <i>I do my homework alone during evenings.</i></p> <p>-----</p> <p>Perla        Roma girl living in a town  <i>I don't visit the school regularly because education is not a priority for my parents.</i></p> <p>Esmeralda        Roma girl living in a village  <i>I don't visit the school regularly because education is not a priority for my parents.</i></p>





Diana

Girl living in a town

*I don't visit the school regularly because education is not a priority for my parents.*

---

Alexander

Boy living in a town

*During weekends I volunteer in a local community center.*

Alex

Roma boy living in a town

*During weekends I volunteer in a local community center.*

---

Greg

Boy living in a town

*I won the school parliament elections.*

Pujo

Roma boy living in a town

*I won the school parliament elections.*

---

Jopo

Boy living in a town

*I visit the library regularly because we have no books at home.*

Jonas

Roma boy living in a town

*I visit the library regularly because we have no books at home.*

Jena

Roma girl living in a town

*I visit the library regularly because we have no books at home.*





-----  
Sofia

Girl living in a town

*I am being beaten and I don't know why.*

Daniela

Roma girl living in a town

*I am being beaten and I don't know why.*

**Empathizing questions for visualization(10 min):**

1. How was your childhood?
2. How do you feel in your family?
3. How do your parents take care of you?
4. What does your routine day look like?
5. What do you do in your spare time?
6. From where do you get joy and what are you afraid of?

**Quick activity (5 min):** In the end we will talk a lot but before we get there it may be a good thing to start with a challenge for your non verbal communication. Your task is order yourself in line according:

1. the longiness of your hair,
2. month of your birth.

All using just non verbal communication tools (mimics, hands).

**Statements (10 min):**

1. I live in a decent house and I am not afraid of losing it.
2. Everyone understands the language I speak at home.
3. When I am around people they often look similar to me.
4. My parents motivate me to be successful.
5. My parents care about how I am spending my free time.
6. Your parents are supportive when it comes to choosing the job you like.
7. My family is looking at other people without diferencies.





- 8. There is someone inspiring around me.
- 9. Politicians never speak about me in negative narratives.
- 10. I am not afraid to meet someone who attacks me with hateful narratives.
- 11. I make new friends easily.
- 12. I am used to people around me having good intentions.

**Stages topics (30 min):**

1. FAMILY

How do you have it in your relationship with parents?

Do you feel safe in your family?

How is your parents' relationship and how do they take care of you?

On a scale 1 to 5 how do you have it in the family topic? (1 very bad, 5 very good)

2. RELATIONS (between others)

How is it going when you're meeting with new people?

Do you have friends you can call any time?

Do you have the feeling that you belong to a group of people?

On a scale 1 to 5 how do you have it in relations topic? (1 very bad, 5 very good)

3. SOCIETY

How do others react to you?

Do you respect who you are and do you feel the same from others?

On a scale 1 to 5 how do you have it in society topic? (1 very bad, 5 very good)





#### 4. HEALTH

Do you have good quality food regularly?

Do you have a bed and a warm environment where you live all year long?

Do you visit doctors preventively?

On a scale 1 to 5 how do you have it in health topic? (1 very bad, 5 very good)

#### 5. SELF-GROWTH

What is your perception of the future?

Are you improving some of your qualities?

Do you learn new things?

On a scale 1 to 5 how do you have it in self-growth topic? (1 very bad, 5 very good)

#### **Small group questions (20 min):**

1. What was your story?
2. Where do you have it similar and where did you see it differently?
3. Was there a topic you found hard to handle?
4. Was there a topic you found easy to handle?

#### **Reflection questions (30-40 min):**

1. How did you feel with your role?
2. What do you think, what are the main reasons when some of you having different ethnicity has such a difference in gaining points?
3. Why do those with the same roles have different points?
4. A lot of things have been said, what of all of that can you take into real life?
5. What can we do to challenge our stereotypes about Roma people?





<b>Possible Challenges</b>	<ol style="list-style-type: none"><li>1. The facilitator should consider the participants' background as this activity can be harmful for those who identify themselves as Roma.</li><li>2. This activity shouldn't legitimize the wrong idea that Roma people do not face any specific challenges accessing the same level of life opportunities. To prevent this it's useful that the facilitator will prepare examples of real life situations from a local context.</li></ol>
<b>Variations (longer/ shorter, offline/ online)</b>	Possible online version in Gather town
<b>Source/Reading &amp; Background Materials</b>	<b>Manual on combating antigypsyism through human rights education</b>
<b>Annexes/Printouts</b>	



**NEET**



TITLE	<b>An Open Journey for Everyone and Everything</b>
Type	NFE activities
Topic/s	<ul style="list-style-type: none"> <li>• Understanding and meaning of open youth work and non-formal education, its prejudices;</li> <li>• Knowledge and understanding of the situation of NEETs. Identification as a problem or not;</li> <li>• Open youth work and non-formal education – impact and benefits, disadvantages, obstacles and challenges;</li> <li>• Role of open youth work and non-formal education in rural areas to empower NEETs and disadvantage youth (cooperation at different levels).</li> </ul>
Challenge addressed & Aim	<ul style="list-style-type: none"> <li>• To find out the understanding of open youth work and non-formal education and what are the prejudices;</li> <li>• To find out the knowledge and understanding of NEETs, is it a problem at different levels and how they see that;</li> <li>• To share knowledge and experiences of impact and benefits of open youth work and non-formal education and point out the disadvantages, obstacles and challenges;</li> <li>• To share visions and experiences of the role of open youth work and non-formal education for NEETs and disadvantaged youth in rural areas – come up with possible solutions;</li> <li>• to meet with different professionals and specialist from different areas (youth work, social work, education etc);</li> <li>• to bring specialists and young people around the table together (joint discussion group/meeting).</li> </ul>
Material needed	<ul style="list-style-type: none"> <li>• <a href="http://www.poywe.net/site/wp-content/uploads/2016/09/Declaration-of-Principles_Professional-Open-Youth-Work.pdf">http://www.poywe.net/site/wp-content/uploads/2016/09/Declaration-of-Principles_Professional-Open-Youth-Work.pdf</a>;</li> <li>• <a href="https://www.coe.int/en/web/european-youth-foundation/definitions">https://www.coe.int/en/web/european-youth-foundation/definitions</a>;</li> <li>• <a href="https://data.oecd.org/youthinac/youth-not-in-employment-education-or-training-neet.htm">https://data.oecd.org/youthinac/youth-not-in-employment-education-or-training-neet.htm</a>;</li> <li>• YG_country_fiche_EE_2020_OCTOBER.pdf;</li> <li>• Toolkit: comfortable, spacious and creative room, pens and paper, markers, board, sticky notes.</li> </ul>





Duration	<p>3 x 90 minutes discussion groups</p> <p>Set of meetings with different target groups:</p> <ul style="list-style-type: none"> <li>- Discussion group of specialists;</li> <li>- Discussion group of young people (NEET youth included);</li> <li>- Joint meeting with specialists and young people.</li> </ul> <p>Every meeting lasts 90 minutes and can be arranged on different days in a short period.</p> <p>Between the meetings moderator makes summaries of the last meetings to share results and find solutions from next meetings.</p>
Number of participants	10-20
Target group(s)	Young people (NEET youth etc), youth workers, school representatives, youth work specialists, child protection workers, youth police, stakeholders, decision makers etc.
Description/ Steps	<p>I step:</p> <ul style="list-style-type: none"> <li>• research of local situation of NEETs and disadvantage youth;</li> <li>• an overview of situation of open youth work and non-formal education;</li> </ul> <p>II step:</p> <ul style="list-style-type: none"> <li>• discussion meeting/group with specialists from different level and areas to find out their understanding, knowledge and experiences;</li> </ul> <p>III step:</p> <ul style="list-style-type: none"> <li>• discussion meeting with youth (including disadvantaged youth and more active youth) to find out their understanding, knowledge, experiences and vision about open youth work, non-formal education, needs and challenges;</li> </ul> <p>IV step:</p> <ul style="list-style-type: none"> <li>• joint discussion group with specialists and young people to share their opinions and solutions, ideas and thoughts;</li> </ul> <p>V step:</p> <ul style="list-style-type: none"> <li>• making conclusions and putting together recommendations to present them to the decision makers.</li> </ul>



<p>Debriefing questions or method (if applicable)</p>	<p>The idea of the meetings is to bring together specialists from different areas and levels to share knowledge and understanding the situation of NEET and disadvantage young people. Also sharing the experiences, ideas and thoughts on how to improve the situation and how to make cooperation more efficient. Most important is to listen to young people's voices and opinions and visions, because it is the base to work out the best tools and solutions for them. Every session/meeting is led by moderators who have worked out the leading questions and topics that are helpful to make conclusions and recommendations for stakeholders/decision makers and are helpful for youth organizations to create their future action plans.</p>
<p>Possible Challenges</p>	<p>Young people are shy to share their real emotions and opinions in front of other people, especially in front of adults.</p>
<p>Variations (longer/shorter, offline/online)</p>	<p>Face to face meetings can be longer, because of the environment, people who have come together and it is okay if people are ready to have longer discussions. Face to face meetings give participants a chance to provide participants with good lunch and coffee breaks that are very empowering.</p> <p>It is doable online but this variation would not be a great way to create a safe environment for the participants, but it could be a more comfortable environment for young participants.</p>
<p>Source/Reading &amp; Background Materials</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.poywe.net/site/wp-content/uploads/2016/09/Declaration-of-Principles_Professional-Open-Youth-Work.pdf">http://www.poywe.net/site/wp-content/uploads/2016/09/Declaration-of-Principles_Professional-Open-Youth-Work.pdf</a>;</li> <li>• <a href="https://www.coe.int/en/web/european-youth-foundation/definitions">https://www.coe.int/en/web/european-youth-foundation/definitions</a>;</li> <li>• <a href="https://data.oecd.org/youthinac/youth-not-in-employment-education-or-training-neet.htm">https://data.oecd.org/youthinac/youth-not-in-employment-education-or-training-neet.htm</a>;</li> <li>• YG_country_fiche_EE_2020_OCTOBER.pdf;</li> <li>• an overview of the situation of NEET youth and young people of fewer opportunities at local level;</li> <li>• an overview of an overview of opportunities for open youth work and non-formal education at the local level;</li> <li>• an overview of good practices at the local, national and international level.</li> </ul>
<p>Annexes/ Printouts</p>	

TITLE	Stories of youth NEET from your local communities
<b>Type</b>	NFE Activity
<b>Topic/s</b>	Narratives related to NEET youth
<b>Challenge addressed &amp; Aim</b>	3. Presenting stories and narratives of NEET young people from different communities 4. Mapping youth NEET in all participating communities and identifying their needs in overcoming key challenges 5. Discussing causes and consequences of youth NEET 6. Exploring harmful narratives oriented to NEET youth
<b>Material needed</b>	Face to face: Paper, pens, flip chart Online: Padlet/Mural, Zoom
<b>Duration</b>	70-90 + 60 minutes (debriefing)
<b>Number of participants</b>	15
<b>Target group(s)</b>	Youth workers and NEET young people from different communities
<b>Description/Steps</b>	1. Preparation for the session Participants should present the communities they belong (neighbourhoods, schools, youth clubs, sport associations, etc.) through stories (personal or gathered) about NEET young people, challenges they are facing on an everyday basis by using the same narratives as it has been done in their communities. Each story lasts not more than 3 - 5 minutes.  <i>This needs to be communicated beforehand with the participants in order to prepare stories. You could suggest that participants interview young people that are in the NEET group before this activity or to bring their own story. If possible, it would be great to invite some of them to the event to share their first-person stories. Try to identify following aspects of being NEET young person:</i>

- 
- 
- a) Missing needs as NEET youth in their communities
  - b) Examples of harmful narratives they have faced with due to their current/previous status as NEET youth
  - c) Stories and testimonials they would like to share regarding their current status
  - d) Any changes in narratives they could identify after/if their status has been changed

2. Introducing the topic and expected outcomes (10 min)

Trainers briefly introduce agenda and session objectives including methodology that will be used (storytelling).

3. Getting to know each other (15 min)

Round of names and key expectations of this session. For this purpose different color post-its (face-to-face) or Padlet/Mural (online) could be used. Keep these records for the final part of the session to check to what extent participants' expectations have been met.

4. Storytelling (45-60 min)

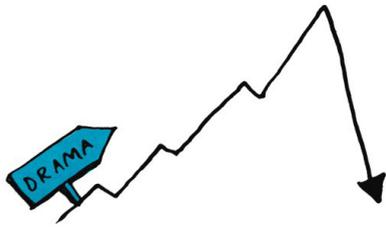
Give instructions to participants to record key words particularly harmful narratives towards NEET youth that will be mentioned in participants' stories. They can write these words and expressions on color papers and thus make it ready for presentation afterwards.

For storytelling participants could use "Mountain storytelling technique" for presenting gathered stories. The mountain structure is a way of mapping the tension and drama in a story. It helps us to plot when certain events occur in a story but also it doesn't necessarily have a happy ending.

The first part of the story is given to setting the scene, and is followed by just a series of small challenges and rising action before a climactic conclusion. It's a bit like a TV series – each episode has its ups and downs, all building up to a big finale at the end of the season.



# THE MOUNTAIN



More storytelling techniques could be found on this link.

Short break (10 min) could be used also to exhibit the harmful expressions gathered from the participants' stories. It would be nice to prepare a place for this collection of harmful narratives (e.g. flipchart, place on the wall, etc. or if you do the workshop online to prepare a separate place on Padlet/Mural board).

Debriefing session will be held after the break. Depending on trainers' preferences, debriefing could be done in plenary or in small groups (self-facilitated but with clear written and oral instructions).

After debriefing the trainers could go back to defined expectations to check to what extent they have been achieved and what should be improved in the following sessions. (15 min)

**Debriefing questions or method (if applicable)**

1. What did you hear at today's presentation?
2. How did you feel while listening to first person stories from NEET youth? What particularly has made an impression on you?
3. What have you found out based on shared stories and narratives? Any similarities/differences to your local community?
4. What do you think about used narratives in shared testimonials? Have they been harmful? What are the causes and consequences for these stories and narratives?
5. How to make alternative/counter narratives from the ones we heard?





	<p>6. What would be the role of youth organizations in changing these narratives?</p> <p>7. What do you see as your personal/organizational follow up in this field?</p>
<b>Possible Challenges</b>	Lack of participants' commitment to reach out to NEET youth in their local community before the event and thus not to collect enough examples of success stories/ testimonials/ harmful narratives.
<b>Variations (longer/ shorter, offline/ online)</b>	This activity can be implemented both online and offline.
<b>Source/Reading &amp; Background Materials</b>	<p><a href="https://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics_on_young_people_neither_in_employment_nor_in_education_or_training">https://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics_on_young_people_neither_in_employment_nor_in_education_or_training</a></p> <p><a href="http://www.provyp.eu/images/edited_O1.EU_Statistics_of_Labour_and_Education.pdf">http://www.provyp.eu/images/edited_O1.EU_Statistics_of_Labour_and_Education.pdf</a></p>
<b>Annexes/Printouts</b>	8 CLASSIC STORYTELLING TECHNIQUES FOR ENGAGING PRESENTATIONS Link: <a href="https://www.sparkol.com/en/blog/8-classic-storytelling-techniques-for-engaging-presentations?fbclid=IwAR2pMFBOs3p-ueS8mYFyQ7HDIucrZhffW4vHxaQ4UvCHJCG7xT3GeV2kmFk">https://www.sparkol.com/en/blog/8-classic-storytelling-techniques-for-engaging-presentations?fbclid=IwAR2pMFBOs3p-ueS8mYFyQ7HDIucrZhffW4vHxaQ4UvCHJCG7xT3GeV2kmFk</a>



TITLE	Yes You Can
<b>Type</b>	NFE Activity
<b>Topic/s</b>	NEET (not in education, employment, or training) young people
<b>Expert</b>	Nuno António
<b>Challenge addressed &amp; Aim</b>	<p>The aim of the exercise is to make young people aware of their own skills and also of what they are not able to do (yet).</p> <p>The product is also very good to create a sense of unity and the feeling that young people are important for the community and that their voice counts.</p>
<b>Material needed</b>	Long strip of paper (10 metres) with a scale on it from 1 to 10.
<b>Duration</b>	Two sessions of 60 minutes each
<b>Number of participants</b>	Up to 30 people
<b>Target group(s)</b>	Young people
<b>Description/Steps</b>	<p><b>SESSION 1</b></p> <p>Introduction</p> <ol style="list-style-type: none"> <li>1. Explain to the participants that the scale is to mark their personal abilities on and that all participants are supposed to judge honestly for themselves if they do not have these abilities almost at all (1) or if they think they already have them perfectly in order (10).</li> <li>2. Explain that the exercise will be repeated some time later (can be from 1 week to 1 month later, depending on the possibility) to see if there are any changes, either because people have acquired skills or discovered they had skills they did not know about yet.</li> <li>3. Also make clear no one will be judged on where they are going to stand, because the exercise is mainly for themselves.</li> </ol> <p>Implementation</p> <ol style="list-style-type: none"> <li>4. Put a statement to the group and ask people to take places; if they agree completely with it, they should go to 10, if they feel that it does not apply to them at all, to 1, or they can find a place in between.</li> </ol>

- 
- 
5. Ask a few people in the group to explain their positions, but do not force anyone to say something if they do not feel like it.
  6. Repeat the exercise with several other statements.

### **Examples of statements**

I am very good at cooperating;

I am a natural leader;

I am good at giving feedback;

I am good at receiving feedback;

I am good at helping people;

I am innovative and am always coming up with new ideas;

I have lots of patience;

I am good at talking in front of a group;

I am good at planning;

I have a good sense of humor.

7. Make a record for the responses of each participant (place occupied on the scale) for each statement. This will be important to compare with the results in the next session.

### **Reflection**

8. Ask participants to pay attention to the analysed skills in the time until the next session (from 1 week until 1 month).

## **SESSION 2**

### **Introduction**

1. Remember participants about the scale and of how the activity works.

### **Implementation**

2. Repeat the method of the previous session, using the same exact statements.
3. Ask people if anything has changed for them since the first time – compare with the responses of each participant in session 1.

### **Evaluation**

4. Form a circle for debriefing.

<p><b>Debriefing questions or method (if applicable)</b></p>	<ul style="list-style-type: none"> <li>– Were there many changes in your positions the second time in comparison to the first time?</li> <li>– Did you gain certain qualities/skills?</li> <li>– Were there areas in which you underestimated yourself?</li> <li>– Were there areas in which you overestimated yourself?</li> <li>– Did you learn more about yourself or others?</li> <li>– Was it difficult for you to step down a bit (if you had to)?</li> </ul>
<p><b>Possible Challenges</b></p>	<ul style="list-style-type: none"> <li>• As we know the NEET youngsters may have a lack of confidence and self-esteem and it is not always easy to express themselves in front of others.</li> </ul>
<p><b>Variations (longer/shorter, offline/online)</b></p>	<ul style="list-style-type: none"> <li>• To address the challenge mentioned above the exercise can be performed individually. For that, instead of using a long strip of paper, a small version of it can be prepared to use on a table (with the same scale on it from 1 to 10). In this version, the movements along the scale can be done by a figure or a character.</li> </ul>
<p><b>Tricks and Tips</b></p>	<ul style="list-style-type: none"> <li>• Depending on the knowledge you have about the group, it can be important to inject confidence to the participants before the sessions so they can be completely honest during the exercise.</li> </ul>

**POLLUTION  
AND  
CLIMATE CRISIS**

TITLE	Ecological Footprint Calculator
Type	Awareness Activity
Topic/s	Pollution and climate crisis
Expert	Nuno António
Challenge addressed & Aim	Calculate the Ecological Footprint and promote individual/group discussion about the topic.
Material needed	<ul style="list-style-type: none"> <li>- Computer equipment (computer, tablet, mobile phone)</li> <li>- Internet connection</li> <li>- Ecological Footprint Calculator available online (promoted by Global Footprint Network®): <b><i><a href="https://www.footprintcalculator.org">https://www.footprintcalculator.org</a></i></b></li> </ul>
Duration	1 hour
Number of participants	Groups of 10-15 people
Target group(s)	Young people, youth leaders and general population
Description/Steps	<p>10 minutes</p> <ol style="list-style-type: none"> <li>1. Give information about the design of the whole session and the objectives. Explain to the participants that, before diving into Ecological Footprint Calculator, it is important to understand what it is (see <b>debriefing questions</b>).</li> <li>2. Present the Ecological Footprint Calculator platform and how it works.</li> </ol> <p>20 minutes</p> <ol style="list-style-type: none"> <li>3. Individually, each participant calculates his ecological footprint.</li> </ol> <p>30 minutes</p> <ol style="list-style-type: none"> <li>4. Trainers and participants form a circle and feedback/discussion is being formed: <ul style="list-style-type: none"> <li>- How many planets do we need if everybody lives like you?</li> <li>- When is your personal Overshoot Day?</li> </ul> </li> </ol>

	<p>5. Facilitator brings participants out of the activity and continues debriefing:</p> <ul style="list-style-type: none"> <li>- How do you feel about your results?</li> <li>- And what about the group results?</li> </ul> <p>6. Close the debriefing and move to final conclusions:</p> <ul style="list-style-type: none"> <li>- What can you do to improve your results?</li> </ul> <p>(solutions presented at the end of the platform can be explored).</p>
<p><b>Debriefing questions or method (if applicable)</b></p>	<p>The ecological footprint estimates the biologically productive land and sea area needed to provide the renewable resources that a population consumes and to absorb the wastes it generates.</p> <p>How many planets do we need if everybody lives like you?</p> <p>When is your personal Overshoot Day?</p>
<p><b>Possible Challenges</b></p>	<p>One of the possible challenges is that the participants do not have some data to answer the questions asked. In this situation, leave the indication that the participants must give an approximate answer.</p>
<p><b>Variations (longer/ shorter, offline/ online)</b></p>	<p>The session can be held in online format. Longer variation is also possible deepening each of the questions presented in the calculator.</p>
<p><b>Source/Reading &amp; Background Materials</b></p>	<p>Explore the information presented in the platform.</p>
<p><b>Annexes/Printouts</b></p>	

TITLE	The Golden Treasure
<b>Type</b>	Simulation, Debate
<b>Topic/s</b>	Environment, Human rights
<b>Challenge addressed &amp; Aim</b>	<ul style="list-style-type: none"> <li>• Awareness about environment and sustainability</li> <li>• To develop critical thinking around environmental issues, skills to present an argument and consensus-building skills</li> <li>• Confront participants with the limitations of their perspective</li> </ul>
<b>Material needed</b>	<ul style="list-style-type: none"> <li>• Handouts (cards)</li> <li>• Prepared mentimeter questions for Part 1 of the activity</li> <li>• Offline: Pens and paper for the groups to make their own notes</li> </ul>
<b>Duration</b>	160 minutes
<b>Number of participants</b>	15 - 30 (small groups of 5-6)
<b>Target group(s)</b>	Mature group
<b>Description/ Steps</b>	<p>The activity is divided into two parts: part 1 (30 minutes) is an introduction to the activity and the issues involved, and part 2 (90 minutes) is a simulated meeting to try to find common ground between the local business owners and the mining company.</p> <p><b>Part 1.</b> Introduction to the environmental and economical issues (30 minutes)</p> <ol style="list-style-type: none"> <li>1. This activity centers on the mining activity of the company “El Rodaro” in the forest of Skouries and the opposition to this from the local business owners.</li> <li>2. Tell the group that in the last years the mining company “El Rodaro” has obtained the rights to start mining in the area of Skouries, something that has upset the local business owners and has caused remonstrations. The one side is concerned about the economical degradation of their area, which is based on tourism and the environmental impact. The other side insists on their officially-acquired rights to mine and on their contribution to the local economy.</li> </ol>



It is a very unsatisfactory situation for all and it seems to be time that the parties try to get together and to find a solution.

3. Introduce some of the issues by asking participants to indicate their response to the following questions by replying on a mentimeter questionnaire.

Answer options: Yes, No, I am not sure

(Offline: You can use Kahoot if you have a projector/screen, or you can give sticky notes to the participants: Green for Agree, Red for Disagree, Yellow for I am not sure)

- It is not worthy to damage the environment for the extraction of gold. Gold industry is not useful.
- The direct increase of the living standards is worth the pollution of the environment.
- Polluting is okay as long as it doesn't exceed the limits of the national environmental protection regulations.
- Even if the government agrees, environmental interventions in an area should require the compliance of its community

Note for facilitator: Take note of the answers to compare with the results of the last round of the same questionnaire at the end of the activity.

**Part 2.** A simulated meeting to try to break the deadlock between "El Rodaro" and the local business owners. (100 minutes)

1. Remind the group that fierce battles, both literally and legally, have been going on for years and that now is the time to try to find a solution. This activity is a simulated meeting hosted by an imaginary organisation called Jerst (Justice, Environment, Rights, Sustainability and Talk). They are committed to promoting Justice through discussion and debate. The simulation debate is a meeting chaired by Jerst between four groups:

- a) The mining company El Rodaro
- b) The representatives of the 2000 greek mine workers that have been employed by El Rodaro
- c) The representatives of the local business owners and employees
- d) Greenpeace, environmental activists who oppose mining





2. Jerst's role is to facilitate a discussion/debate that will focus on five questions:

- Why should El Rodaro be stopped?
- Is the health of the local community undergoing any risk?
- Is the forest of Skouries undergoing any risk?
- The decision-makers (government) are accountable not only for the allowance of mining, but also for the acceptance of foreign tourists. Both mining and tourism in Skouries happen in the frame of national economical benefits and the country's extraversion. Thus, should the final decision be a national or a local matter?
- Can a compromising agreement be reached? What would that be?

3. Each group will be given role cards which will contain brief information about their role. The task for the members of each group will be to further **research** and back up their position with data. Tell the participants that the names of the companies El Rodaro and Hellas Dolg are not the true ones. In order for them to do the research, you can tell them that the true names are El Dorado and Hellas Gold (the company that is owned by El Dorado and does the mining activity).

4. Ask for four volunteers to represent Jerst and divide the rest of the group equally into four small groups. Hand out the role cards. The groups have 40 minutes to research and discuss (in breakout rooms) the information and to consider their positions and supporting arguments on the five questions. Ask the groups to also consider what the opposing side's arguments might be, in order to be prepared to counter them. In this 40 minutes, the Jerst will decide the way that the debate will be conducted (time for each group, keeping notes of what was said, Jerst's spokesman, introductory & closing statement). Finally, **ask the participants to save/copy the five debate questions.**

5. When the groups are ready, bring everyone together in plenary and call on the people representing Jerst to take the chair. The meeting should last 60 minutes.





	<p>6. Jerst opens the meeting with a short statement about the environmental frame of the discussions and restates that the purpose of the meeting is to share information and discuss the issues, as formulated by the five questions. The representatives of El Rodaro follow by stating their case. Then it's up to Jerst to also involve the other groups and decide how to continue the debate.</p> <p>7. At the end of the discussion Jerst should sum up. Take a short break and then go on to the debriefing and evaluation.</p>
<b>Debriefing questions or method (if applicable)</b>	<p>Begin by asking the groups to reflect on the discussions and whether it was possible to come to a consensus about any of the questions; then go on to talk about general issues.</p> <ul style="list-style-type: none"><li>• Was it difficult to take the different roles?</li><li>• What was the most interesting thing people learnt?</li><li>• What made the best arguments? Appeals to the emotions or rational, logical arguments?</li><li>• How hard was it to see the other side of the argument? How hard was it to accept it?</li><li>• How much common ground was there over each of the five questions?</li><li>• In real life, how hard is it to accept other people's perspective on the environment?</li><li>• How difficult is it to be open-minded about environmental issues?</li><li>• How easy is it to respect the environment when there are financial benefits?</li><li>• Were human rights at stake in this activity? If yes, which?</li><li>• Which should be prioritised, the opinion of people on the environment and life or national laws for environmental protection?</li></ul> <p>Finish the session by doing another round of mentimeter to see if people have moved in their attitudes to the issue. Repeat the same questions as you asked in part 1.</p>





<p><b>Possible Challenges</b></p>	<p>The complexity of the issues addressed in this activity means that it is best suited to a mature group with good discussion skills. There is a lot of information to assimilate and the text on the role cards assumes a certain level of knowledge of environmental terminology. You may wish to consider doing the activity over two sessions and giving the groups time in between to read the role cards and think about the issues.</p> <p>Check that participants fully understand the meaning of some of the terms and concepts introduced on the role cards.</p>
<p><b>Variations (longer/ shorter, offline/online)</b></p>	<p>If the group is small you can work with two groups, the local business owners and El Rodaro.</p>
<p><b>Source/ Reading &amp; Background Materials</b></p>	<p><b>General information for the facilitator - not to be mentioned</b></p> <p>Skouries mine is a high-grade gold porphyry deposit located in the Chalkidiki peninsula in northern Greece. The majority of the local population has opposed the project, citing tremendous environmental impact, resulting in the complete desecration of tourism and agriculture in the area (those industries make up almost all financial activity in the area). The local population demonstrated over the years, even shutting down national roads, but the construction is still going on.</p> <p>The Skouries project is permitted under the same Environmental Impact Study (EIS) as the Olympias and Stratoni assets. The EIS was approved by the Greek Government in 2011. This environmental permit was challenged but was upheld by the Council of State, Greece's highest administrative court, in 2012 citing Eldorado's "investment was particularly advantageous for the national economy".</p> <p><a href="https://en.wikipedia.org/wiki/Skouries_mine">https://en.wikipedia.org/wiki/Skouries_mine</a></p>
<p><b>Annexes/ Printouts</b></p>	<p>Role play cards on Canva - Printable on A4</p> <p><b>Jerst role card</b></p> <p>Your position on the mining issue is neutral. Your role is to provide background information on the environmental legislation if needed, to host the debate and to sum up at the end. Your job as facilitators of the meeting is to clarify misconceptions and misunderstandings, and to ask important-for-the-debate follow-up questions if they arise.</p>



- Why should El Rodaro be stopped?
- Is the health of the local community undergoing any risk?
- Is the forest of Skouries undergoing any risk?
- The decision-makers (government) are accountable not only for the allowance of mining, but also for the acceptance of foreign tourists. Both mining and tourism in Skouries happen in the frame of national economical benefits and the country's extraversion. Thus, should the final decision be a national or a local matter?
- Can a compromising agreement be reached? What would that be?

Start by welcoming everyone. Take about two minutes to set the scene by summarising the environmental and economical aspects of the issue, quoting if you wish from the extracts below. Restate the purpose of the meeting: to discuss the issues and to try to find a solution to the current conflict. Announce the layout of the debate (which team talks, in what order, for how long).

Start by asking the Local Business Owners and Employees to explain their reasons for wanting to stop the mining activity. After 45 minutes' discussion you should briefly sum up, and list points that arose in this meeting.

### **El Rodaro**

You are the advocates of the company El Rodaro, standing for the continuation of the mining. The mining activity in the forest of Skouries happens under the name of a company that you own - Hellas Dolg Your main motive is financial profit.

You consider the opposing allegations unfounded and support your lawfully acquired right to continue your work.

You have invested in the local community with over 1 billion \$, offering 2000 employment positions and 20 million dollars on innovations and civic organizations.

One of your basic considerations is the sustainability of the environment, thus you are implementing optimal practices for its monitoring and restoration.



Your project is permitted under an Environmental Impact Study (EIS) that was approved by the Greek Government in 2011. This environmental permit was challenged but was upheld by the Council of State, Greece's highest administrative court, in 2012 citing that El Rodaro's "investment was particularly advantageous for the national economy".

**Local Business Owners & Employees**

You stand against the mining activity. Your businesses consist of hotels, restaurants, bars, retail shops, etc.

You are strongly afraid that your businesses will be affected as soon as the environmental impact of the mining activity will appear. You consider that the main economically sustainable component for you, your families and your community is tourism. Thus, you fear that tourists will be discouraged from visiting your area, if its natural beauty is destroyed and its environment is dangerous to live in.

Your secondary arguments consist of the health risks that mining can cause and the preservation of Skourias forest. However, you don't have concrete data to support your concerns.

You have already shown your opposition by demonstrations, but your voices were unheard. You feel betrayed by the government that gave the mining rights to El Rodaro, without considering your opinion.

**Mine Workers**

Your role is to represent the 2000 local people that have been employed by El Rodaro to work in their mines. Your position is against the shut down of the mines, which would cause serious economical struggles for all the workers and their families.

By working for El Rodaro, you have been informed about the environmental footprint that the mining activity causes and you are convinced that there is insignificant and reversible harm to the environment.

You believe that the rest of the local community is malinformed, makes assumptions and lacks true awareness on the issue.

You consider your work as financially beneficial for the local economy, since the money you receive gets spent on local businesses.





**Greenpeace**

Greenpeace is a non-governmental environmental organization with the goal to ensure the ability of the Earth to nurture life in all its diversity and focuses its campaigning on worldwide issues such as climate change, deforestation, soil pollution etc.

You stand for the stopping of the mining activity, or in the worst case, for a more environmentally-friendly solution. You believe that nature is more valuable than gold and you hold a broader view of the mining's effects on the environment.

You know by experience with similar situations that gold mining causes significant water pollution and harms the ecosystem around by causing poisoning of the animals and deforestation.

You also stand for the preservation of the forest of Skouries which is a rare and primitive forest.





TITLE	Act-environment
<b>Type</b>	Campaign
<b>Topic/s</b>	Environment, Sustainability, Active citizenship
<b>Challenge addressed &amp; Aim</b>	<ul style="list-style-type: none"> <li>• Environmental awareness</li> <li>• Environmental activation</li> <li>• Reduction of waste</li> <li>• Reuse of non-useful/disposable materials</li> </ul>
<b>Material needed</b>	Prizes (see below)
<b>Duration</b>	8 weeks
<b>Number of participants</b>	Unlimited
<b>Target group(s)</b>	No specific target group
<b>Description/ Steps</b>	<p>The following practice is an environmental campaign with the form of a contest. The contest is about the completion of environmental-friendly tasks, which will be announced every week. The total duration is 8 weeks and additional preparation time might be needed in order to decide the prizes and the promotion strategy.</p> <p>Participants: In order to register for the campaign participants will have to create teams of 5 people and fill a form with their contact information, residential area and team name.</p> <p>If participants don't have enough members to create a team of 5, they can still register and the organizers will connect them with other participants that have the same issue. This can work well for people that want to make friends!</p> <p>Timeplan: Each Monday at the same time, a new task will be announced to the participants. They will have until Sunday 23.59 to complete the tasks and to send certifying proof (photos, videos). During the campaign, the posts of the tasks of the participants will be reposted and in the beginning of each week the winner will be announced.</p>





Winners: Each week there will be a winner that will earn a prize. The winner can be either decided by the organizers or a voting contest can run.

**Voting contest suggestion:** On Monday of week 2 you have all the results from the participants' doings from week 1. Until the end of week 2, you repost their posts, asking from the social media audience to like the one(s) they like the most. At the end of week 2 (Sunday 23.59), the post with the most likes is the one that wins. Winner will be announced the next day. Winner of the whole contest will be the one whose repost has collected the most likes in total.

#### Tasks

**Week 1:** Go for a walk or hike in a quiet natural place with your team. Take pictures and share one quote that describes your experience.

**Week 2:** Cook 2 dinners (on separate days) with organic local material. Take pictures/videos of the process (buying, cooking) and the result (dinner).

**Week 3:** Take pictures of 3 different places in your area that are environmentally neglected by humans (at least 1 place has to be with trash). There should also be photos with the team members in the picture.

**Week 4:** Clean the trash of one of the areas that you took pictures of last week. Create a small flyer saying that this area was cleaned, including the logo of the campaign (you can be creative). Place the flyer on one or more obvious spots so that people know. Take pictures/videos from the cleaning process and the result (bags of trash, flyer on the spot).

**Week 5:** Turn 5 pieces of old unused clothes into something useful. The 5 pieces of clothes and the 5 respective results should be different between them. Shoot pictures/videos of the process and the result.

**Week 6:** Find a creative way to reuse 3 disposable items and turn them into something useful. The items should be made of plastic, paper, glass. It doesn't have to be just a single piece that is used and the material can be combined between them. Shoot pictures/videos of the process and the result.





	<p><b>Week 7:</b> Create one compost bin from scratch. The dimensions should be at least 1m x 1m x 1.5m.</p> <p><b>Week 8:</b> Do a research on what policies and what strategies your area is using for environmental protection. Find points for improvement and suggest sustainable solutions. Write the above on a brief report, also providing the sources that you withdrew the data from. You can also include pictures.</p> <p>Maximum 5000 characters spaces included.</p> <p>The references of sources do not count as text/characters.</p> <p>Promotion strategy: It is recommended that before the publication of the campaign you have come in contact with environmental organizations in order to promote it. The campaign should have its own page on social media, since there should be constant reposting of the work that the participants do.</p> <p>Participating teams will be asked to create a profile of their team on social media and to upload the results of their tasks there, using the hashtags of the campaign. In this way, it will be easier for the page of the campaign to repost their tasks.</p> <p>Prizes: The prizes of the campaign should be related with the environment. When coming in contact with the environmental organizations you can ask them if they can contribute with any prize for each week or if they have any suggestions. Some ideas for prizes include zero waste products, kits for growing your own plants, organic products.</p> <p>Last week, the winner of the whole contest should earn a memorable prize, such as a visit to the offices of a big environmental organization.</p> <p>General suggestions: The campaign can be launching or finishing on the World Environment Day (June 5), connecting it with the broader international environmental frame</p>
<p><b>Debriefing questions or method (if applicable)</b></p>	





<b>Possible Challenges</b>	If the activity runs while covid-19 is still a prohibiting factor, then the activities should be adjusted to the respective measures and possibly the groups will have to be reduced in size.
<b>Variations (longer/shorter, offline/online)</b>	
<b>Source/Reading &amp; Background Materials</b>	
<b>Annexes/ Printouts</b>	





**PREJUDICE AND  
DISCRIMINATION  
AGAINST REFUGEES  
AND IMMIGRANTS**

# Challenging Prejudices: Profiles of Activists

## A. Nadia Murad



- a) She was born into a farming family in Kojo, Iraq. She belongs to the Yazidi ethnic and religious minority. When she was 19 years old, the Islamic State in Iraq and the Levant (ISIL; also called ISIS) attacked her village and killed 600 Yazidi men, including several of her family members.
- b) She was kidnapped by ISIS in August 2014 and sold into sex slavery. She escaped three months later, and shortly thereafter she began speaking out about human trafficking and sexual violence, especially as these issues pertained to Yazidi women.
- c) In February 2015, she gave her first testimony to reporters of the Belgian daily newspaper *La Libre Belgique* while she was staying in the Rwanga camp, living in a converted shipping container. In 2015, she was one of 1,000 women and children to benefit from a refugee programme of the Government of Baden-Württemberg, Germany, which became her new home.
- d) On 16 December 2015, she spoke to the United Nations Security Council about human trafficking and conflict. This was the first time

the Council was ever briefed on human trafficking. In 2018, she and Denis Mukwege were jointly awarded the Nobel Peace Prize for “their efforts to end the use of sexual violence as a weapon of war and armed conflict”

## B. Kimmie Weeks



- a) He was born in Liberia in 1981. He was nine years old when he experienced a civil war and was forced to leave their home and marched with many other displaced Liberians to a refugee camp.
- b) While in the refugee camp, he became deathly ill due to cholera, he also contracted chickenpox and yellow jaundice. When other refugees sharing the room with him could no longer find a pulse, it was decided that he had died. He was thrown still alive onto one of many piles of dead bodies in the refugee camp. His mother refused to accept that he was dead. She searched until she found his body and resuscitated him, beating on his chest and shaking him until he regained consciousness.
- c) His early projects were small community-based initiatives, which he and groups of children his age carried out to help their own community. At the age of 14, he heard about the Convention on the Rights of the Child (CRC) for the first time and began to organize community initiatives to promote the CRC and the concept that “children should be seen and heard.” In 1998, he investigated and released a groundbreaking report on the Liberian government’s involvement in training children as soldiers. As a result, former Liberian President Charles Taylor made several attempts to assassinate him until he fled Liberia and was granted political asylum in the United States.

- d) Once he came to the United States, he established an International organization called Youth Action International to support the needs of families living in post war countries. Youth Action International's programs have benefited more than 200,000 people in six post war African countries by providing vocational training, rebuilding education systems, providing micro-lending, and encouraging young people to invest in agriculture.

## C. Hyeonseo Lee



- a) Hyeon-seo grew up in Hyesan, North Korea. In 1997, Lee crossed the frozen Yalu River alone to go to China to go to university. Due to complications with the North Korean security police, she had to live with relatives in China as an irregular immigrant.
- b) She managed to buy the identity of a mentally-challenged, and with it, obtained a passport and driver's license. After 10 years of living like a fugitive in China, she managed to escape to South Korea. Arriving at Incheon International Airport in January 2008, she entered the immigration office and declared her identity as a North Korean asylum-seeker.
- c) In 2011, she was "admitted to the Chinese language department of the Hankuk University of Foreign Studies. She wrote her life story in *The Girl With Seven Names*, which has been quoted at the U.N. Security Council, and in 2013 she gave a TEDTalk about her experiences.
- d) Now living in Seoul, Lee is working to advocate for female North Korean defectors and refugees who are vulnerable to physical and sexual abuse.

## D. Barat Ali Batoor



- a) He was born in 1983 in Afghanistan. He has been working as a photographer but his risky work forced him to leave Afghanistan. As a member of a displaced ethnic group called the Hazara, moving to Pakistan proved dangerous too. In order to find a safer place he was forced to pay a human smuggler, and join the migrants seeking asylum by boat.
- b) The boat he took from Indonesia never made it to Australia, but ran aground on rocks. His camera was ruined, but his images survived. He was officially recognised as a refugee and resettled in Australia in 2013, and kept taking photos that were published by prestigious newspapers.
- c) He has been documenting the displacement of the Hazara people as they escaped oppression in Afghanistan and Pakistan to safety abroad. He has been published in The Washington Post, Newsweek, Wall Street Journal.
- d) He documents the dangerous paths that the refugees have to take through powerful photographs and he raises awareness about the human aspect of the refugee phenomenon as well as the undermined life-threatening process that the refugees are compelled to go through.
- e) phenomenon as well as the undermined life-threatening process that the refugees are compelled to go through.



TITLE	<b>Challenging Prejudices and Empowering Community</b>
<b>Type</b>	<b>NFE activity</b>
<b>Topic/s</b>	<b>Challenging prejudices</b> <b>Raising awareness on the dangers of prejudices</b> <b>Promoting role models within the community</b>
<b>Before you start the activity you should know:</b>	<p>Having a clear understanding of a human rights defender,          Finding some examples of human rights defenders which are from your community,</p> <p>Update the profiles of the human rights defenders provided in the annex. It is important to check if the profiles are still relevant. Add new profiles if necessary. You can use <b>Lists of Human Rights Activists Around the World</b> to be inspired about new profiles to include in the exercise.</p>
<b>Challenge addressed &amp; Aim</b>	<p><b>Challenges addressed:</b></p> <p>Refugees are seen as victims, mostly in passive roles not as potential actors of positive change that the whole society can benefit from.</p> <p>Lack of the promotion of role models within the refugee community.</p> <p>Narratives that reflect refugees as a whole who are either incompetent victims or potential threat to the wellbeing of the society.</p> <p><b>Objectives:</b></p> <p>To learn about positive role models promoting equal access to rights within the refugee community.</p> <p>To develop skills on assessing information and cooperation.</p> <p>To promote curiosity and responsibility about human rights.</p> <p>To examine how discrimination based on bias can escalate into acts of violence.</p>





	<p>To discuss the impact of prejudice on individuals and on society.</p> <p>Exploring alternative narratives of refugees.</p>
<b>Material needed</b>	<p>One set of the cards per each small group</p> <p>Scissors</p> <p>Envelopes</p>
<b>Duration</b>	<b>150 minutes (2x10 minute breaks included)</b>
<b>Number of participants</b>	<b>8 - 30 people</b>
<b>Target group(s)</b>	<b>Young refugees, social workers, youth workers, teachers, young activists, hosting communities</b>
<b>Description/Steps</b>	<p>Ask participants to individually think about the human rights defenders that they can think of and note them down individually. Inform the participants that they can include the people that promote equal access to rights <b>(5 min.)</b></p> <p>Collect the names of the human rights activists from the participants who would like to share <b>(7 min.)</b></p> <p>Ask participants to get into small groups of 3 people. Hand out one set of cards to each group. <b>(18 min.)</b></p> <p>Ask them to spread the cards out, face down on the floor.</p> <p>Explain that the cards describe events in the life of four human rights activists. The aim for each group is to match the events with the correct character, and thereby to build up a brief description of each person.</p> <p>Explain that each of the characters is made up of a "set of four" (i.e. one 'A', one 'B', one 'C' and one 'D' card).</p> <p>Tell each group to do rounds of picking up one card at a time, until the cards run out.</p> <p>Give people a few minutes to read their own cards in silence.</p> <p>Allow each group to devise their own strategies for building up the personalities.</p>



Gather everyone together, and ask a representative from one group to introduce, in their own words, one of the personalities. Then repeat with the other groups in turn, so each personality is presented in full, and each group can check that they put the “pieces” together correctly. **(10 min.)**

**Debriefing (30 min.)**

What was the most challenging part of the exercise?

Which strategies did the different groups use to sort the sets of cards?

Which of the characters had people already heard of, and which of them were new?

Why do they think they had not heard of some of the personalities before?

Why do they think they had not heard of some of the personalities before?

Were people surprised by any of the information? What did they find most shocking, or most impressive?

Were any of the people in the list of promoters of access to rights that they have individually formed at the beginning of the session? Why do they think so?

Ask people to select the quotation with which they most strongly identify: how do they think they would have behaved if they had been put in the same position as this person?

**10 min. break**

Ask participants to go back into their groups of three and ask them to prepare new cards of new human rights defenders with refugee backgrounds. **(15 min.)**

Ask participants to share the profiles that they have come up with and allow other participants to share comments on the new profiles shared. **(15 min.)**

**10 min. Break**

Ask participants why it would be important to promote positive role models from the community? **(15 minutes)**



Provide information to the participants about the how narratives stereotypes built around refugees can lead to violent action through “Pyramid of Hate” model **(15 minutes)**:

Biased Attitudes: Stereotyping, insensitive remarks, microaggressions

The base of the pyramid describes biased attitudes we might see and hear in everyday life.

These include things like non-inclusive language, stereotypes, microaggressions or insensitive remarks.

These attitudes can be often seen as “not a big deal” but biased attitudes that begin with a simple stereotype about a group, if left unchallenged, can easily grow into sustained feelings about that group. These attitudes serve as the foundation of the pyramid, supporting more extreme levels of hate

Prejudice: Attitudes and statements based on biases. Bullying, social avoidance, de-humanization, slurs

At these stage the biased ideas turns into acts:

For example, “Refugees are violent and incapable of constructive communication” turns into “I don’t like or trust those people.”

Discrimination: Structural discrimination (discrimination faced against equall access to rights), segregation, criminal justice disparities.

The actions based on prejudices: “I don’t like or trust those people” turns into “I won’t hire those people to work in my store” or “I won’t let those people live in my neighborhood.”

Bias Motivated Violence: Murder, assaults, arson, vandalism etc.

When discrimination is unchecked, acts of bias-motivated VIOLENCE can occur in communities, including desecration of property, threats and assaults, but also arson, terrorism, vandalism, assault and murder.



<b>Debriefing questions or method (if applicable)</b>	<i>Debriefing questions are suggested within the flow of the implementation</i>
<b>Possible Challenges</b>	<p>Being careful about the profiles of the participants. Some of the challenges that the human rights activists have faced might be triggering for the participants.</p> <p>Participants might have difficulties to find examples of human rights defenders from their communities or examples of human rights defenders from the refugee community. Such difficulty can be used as a learning outcome to make participants think about why it is so challenging to find examples from their own community. This aspect can highlight how the media do not reflect much the defenders from grassroots organisations but reflect mostly the minorities, especially refugees, as victims or as people that have to be saved but have nothing to contribute.</p>
<b>Variations</b>	<p>Give each small group a blank card and ask them to write a short biography of a human rights activist with a refugee background. Then ask the groups to swap the cards and to guess each other's profiles. If you do this variation, be prepared for surprises as the fighters may include celebrities and pop stars. You should accept all suggestions and place the emphasis on what the people have achieved and which human right they promote. Inviting other participants to comment may be a good approach in case you do not agree with a given personality's record on human rights.</p> <p>The activity can be followed by an activity from We CAN manual to focus more on creating alternative narratives (Chapter 5 and 6) .</p>
<b>Source/Reading &amp; Background Materials</b>	<p><b>Speak Peace - Council of Europe</b></p> <p><b>Lists of Human Rights Activists Around the World</b></p> <p><b>Discrimination and Intolerance - Compass</b></p> <p><b>Taking action against hate speech through counter and alternative narratives - WE CAN manual</b></p>
<b>Annexes/Printouts</b>	<b>Profiles of the activists</b>

- 
- 
- Group 1:
    - You have to work together as a group, but you are not allowed to gather as a group. This means that every member of the group has to be 2 metres away from all other group members at all times. The only way you can communicate over the distance, is by written communication, so you can write letters, but you are not allowed to speak or shout. As you are not allowed to come too close to your fellow group members, you must ask one of the facilitators to deliver the letters. It is very important that you take these rules seriously. **(Links with UDHR articles 13 & 20: Right to move, right to assembly)**
  
  - Group 2:
    - Your budget has been cut, so you do not have any materials to plan your presentation. You are also obliged to give the facilitators everything they ask for during your meeting without any comment. It is very important that you take these rules seriously. **(Links with UDHR article 17: Right to your own things)**
  
  - Group 3:
    - You cannot read or write anymore. In your discussion, you can only use words with an “e” in them. You cannot make up words. It is very important that you take these rules seriously. **(Links with UDHR articles 19, 26: Freedom of expression, right to education)**
  
  - Group 4:
    - You cannot make any decision without a facilitator being around and approving of your decisions. So every time you decide on something, you have to ask a facilitator, whether this is okay. If the facilitator does not approve, you are not allowed to write it on your flip chart and have to discuss another solution. It is very important that you take these rules seriously. **(Links with UDHR articles article 12, 19: Right to privacy, freedom of expression)**



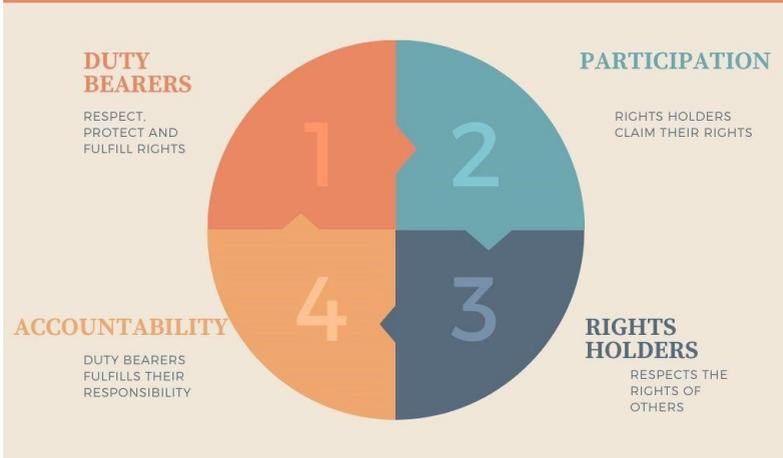
## International and regional instruments relating to refugees:

- 1951 Convention relating to the Status of Refugees
- Universal Declaration of Human Rights (art. 14)
- African [Banjul] Charter on Human and Peoples' Rights (art. 12)
- Arab Charter on Human Rights (art. 28)
- European Convention on Human Rights (arts. 2, 3, and 5)
- Council Regulation EC No 343/2003 of 18 February 2003 establishing the criteria and mechanisms for determining the Member State responsible for examining an asylum application lodged in one of the Member States by a third country national
- Council Directive 2004/83/EC of 29 April 2004 on minimum standards for the qualification and status of third country nationals or stateless persons as refugees or as persons who otherwise need international protection and the content of the protection granted
- Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (art. 3)
- Convention on the Rights of the Child (art. 22)
- Recommendation CM/Rec(2019)4 of the Committee of Ministers to member States on supporting young refugees in transition to adulthood

# Rights Based Approach Model - Visuals



## RIGHTS BASED APPROACH



- 
- Rules:
    - You have been asked by the city council to plan a big presentation to raise awareness about the major challenges that your community face in your city.
    - You can decide what kind of presentation format it should be,
    - You can decide how long it should be,
    - You have 5 minutes to do these tasks
  - *Give participants the following instructions after 5 minutes:*
    - While you have been planning the presentation, a “new” mayor has been elected and the atmosphere in the city council has changed.
    - Instead of supporting your work, your group has been given some very restrictive guidelines that you **MUST** follow. Despite the restrictions this presentation is very important to you and to the population, you decide to make the best of it.
    - Read your instructions and follow them while you are addressing the next tasks:
    - Complete your presentation
    - Make a list of the tasks that need to be done before and after the presentation
    - Decide on the location for your presentation
    - You have 7 minutes for these tasks



<b>TITLE</b>	<b>Empowering young refugees through Rights Based Approach</b>
<b>Type</b>	<b>NFE activity</b>
<b>Topic/s</b>	<ul style="list-style-type: none"><li>• Raising awareness on Rights-based approach (RBA)</li><li>• Empowerment through human rights documents</li></ul>
<b>Challenge addressed &amp; Aim</b>	<ul style="list-style-type: none"><li>• To provide knowledge about the human rights documents that empower young refugees.</li><li>• To develop skills to review information critically and relate it to everyday experience.</li><li>• To promote civic responsibility</li></ul>
<b>Before you start the activity you should know:</b>	<ul style="list-style-type: none"><li>• Learning the restrictions for each group well so that during the simulation facilitators can implement some of the sanctions more effectively. Some restrictions might require prior preparation for the facilitator.</li><li>• Having a clear understanding about what is a right based approach and being able to bring examples from real life to highlight the differences between rights based approach and service based approach.</li><li>• The debriefing part should be well managed in a way that the frustration during the simulation should be well brought to a learning outcome.</li></ul>
<b>Material needed</b>	<ul style="list-style-type: none"><li>• Printed rule sheets (1 per group),</li><li>• Printing restrictions for groups,</li><li>• Various art supplies (coloured pens, crayons, coloured papers, etc.),</li><li>• Copies of the selected human rights documents, complete or simplified version</li></ul>
<b>Duration</b>	<b>150 minutes (2x10 minute breaks included)</b>
<b>Number of participants</b>	<b>8 - 30 people</b>
<b>Target group(s)</b>	<b>Young refugees, social workers, youth workers, teachers, young activists, hosting communities</b>



## Description/ Steps

- Divide participants into small groups. Maximum 4 participants per group **(15 min.)**
- Give the participants following instructions:
  - *You have been asked by the city council to plan a big presentation to raise awareness about the major challenges that your community face in your city.*
  - *You can decide what kind of presentation format it should be.*
  - *You can decide how long it should be.*
  - *You have 5 minutes to do these tasks.*
- Give participants the following instructions after 5 minutes:
  - *While you have been planning the presentation, a “new” mayor has been elected and the atmosphere in the city council has changed.*
  - *Instead of supporting your work, your group has been given some very restrictive guidelines that you MUST follow. Despite the restrictions this presentation is very important to you and to the population, you decide to make the best of it.*
  - *Read your instructions and follow them while you are addressing the next tasks:*
    - *Complete your presentation*
    - *Make a list of the tasks that need to be done before and after the presentation*
    - *Decide on the location for your presentation*
- *You have 7 minutes for these tasks.*
- Be strict in reminding the participants of the restrictions, as the tasks should be much harder or impossible to complete due to the restrictions. This phase can be shorter than 7 minutes, if participants get too frustrated.
- The debriefing should give the participants the possibility to express their frustration and thoughts during the simulation **(30 min.)**.
  - Debriefing:
    - What was the most challenging part of the experience?
    - What were the restrictions given to each group?
    - How did you feel, when your work was restricted by the city council?

- Can you tell which restrictions were related to violation of which human rights? Can you see any similarities between the restrictions and real life situations?
  - Why did we do this game with you? How does it link with the access to rights for refugees?
- The groups briefly explain what their restrictions were. Then, a link should be created to the theme of laws/rights and Human Rights. Explain very briefly what Human Rights are and provide the model explaining the rights based approach (15 min.):

<b>DIFFERENCES BETWEEN RIGHTS BASED APPROACH, NEEDS BASED APPROACH AND CHARITY WORK</b>		
<b>Rights Based Approach</b>	<b>Needs Based Approach</b>	<b>Charity Work</b>
Focus on process and outcome	Focus on input and outcome	Focus on input not outcome
Highlight on realising rights	Highlight on meeting needs	Highlight on increasing charity
Recognises individual and group rights as claims towards legal and moral duty bearers	Recognises needs as valid claims	Recognises moral responsibility helping the poor
Individuals are empowered to claim their rights	Individuals are object of interventions	Individuals are seen as victims
Focuses on structural causes and their manifestations	Focuses on immediate causes of problems	Focuses on manifestations of problems
Individuals are entitled to assistance	Individuals deserve assistance	Individuals deserve assistance



*Input on RBA:*

- *RBA is directly linked with six human rights principles:*
  - *Universality and inalienability;*
  - *Indivisibility;*
  - *Inter-dependence and inter-relatedness;*
  - *Accountability and the rule of law;*
  - *Participation and inclusion;*
  - *Equality and non-discrimination*
- *Principles of rights-based approach:*
  - *Work done by the duty bearers should not be seen as part of a charity but as part of efforts to fulfil rights.*
  - *It only makes sense to talk of a “right” if there is a corresponding obligation. RBA requires that the rights-holder is capable of enforcing this right against the duty-bearer, and in practice this is likely to mean that the rights-holder must have access to public authorities such as courts, police, and political representatives at the local or national levels.*
  - *The focus should also be on facilitating rights-holders’ access to services, to fulfill their rights.*
  - *Involves many actors and stakeholders (state and non-state).*
  - *Must be addressed within the context of the prevailing political, legal, social and cultural norms and values in a country or community.*

**10 min. break**

- The participants are informed that in order to better implement a rights based approach the community must be aware about the human rights documents that empower the community **(5 min.)**.
- Briefly introduce the human rights documents (Simply stating out the names of the documents and clarifying any questions regarding the title of the documents).





	<ul style="list-style-type: none"><li>• The participants are divided into new groups. The new groups are asked to prepare a quiz for each other for each of the documents which are presented to them. The participants will prepare 5 questions for the other group. The format of the questions is up to the participants. Participants are informed that the questions will be asked and answered in a quiz show format. The questions will be asked one by one and the quiz show will take 20 min. in total. <b>(20 min).</b></li><li>• The quiz should be designed in a youth friendly way that it can be used later on while working with young refugees. The quiz should include all the documents mentioned.</li><li>• After 20 minutes, invite the participants for the quiz show <b>(20 min.)</b>.</li><li>• After the implementation of the quiz, all the documents are presented by the groups <b>(15 min.)</b>.</li></ul> <p><b>10 min. break</b></p> <ul style="list-style-type: none"><li>• Divide participants into new smaller groups of 4 people. Each group should go back to the human rights document presented in previous part of the session and then they come up with concrete examples about <b>(15 min.)</b>:<ul style="list-style-type: none"><li>– how these documents can support their work</li><li>– where they can use them.</li></ul></li><li>• The examples are presented by each group <b>(15 min.)</b>.</li></ul>
<b>Debriefing questions or method (if applicable)</b>	<ul style="list-style-type: none"><li>• What was the most challenging part of the experience?</li><li>• What were the restrictions given to each group?</li><li>• How did you feel, when your work was restricted by the city council?</li><li>• Can you see any similarities between the restrictions and real life situations?</li><li>• Why did we do this game with you?</li></ul>
<b>Possible Challenges</b>	<ul style="list-style-type: none"><li>• The participants might need a previous session on human rights to have a better understanding on rights based approach</li></ul>





# Chapter 5



# Reaching out to young people – strategic approach

One of the main tasks of partners at the local level was to reach out to young people belonging to disadvantaged communities or being in a disadvantaged position.

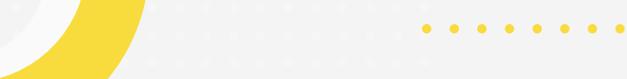
One of the main questions throughout the project was – who is actually disadvantaged and is it ok to put labels on people? Maybe those that people would immediately label as being in a situation of disadvantage don't feel like that and might be offended by this approach.

One definition says that disadvantaged young people are those with fewer opportunities compared to their peers because they might be facing one or more of these problems: social obstacles, economic obstacles, disability, educational difficulties, cultural differences, health problems, geographical obstacles.

In certain contexts, these situations or obstacles prevent young people from having effective access to formal and non-formal education, transnational mobility and participation, active citizenship, empowerment and inclusion in society at large.

In the context of BNY, this definition might be even wider including people have less opportunities due to their gender, nationality or religion.

There are many way to approach those who might be in a situation of disadvantage and each approach depends on a specific context, existing narratives in the community and resources at your disposal. Sometimes, the most valuable resource you might have are people and their willingness to support building bridges between groups, mentoring or guiding young



people through a specific or a fragile moment of their life and ensure that they matter. That they bring an added value and are not a burden.

Building trust is always one of the first but most difficult steps in every outreach action. Below, you will find specific examples from the local level tested throughout this project.

Some approaches worked, some didn't – building bridges and trust between groups and communities takes a lot of time, energy and can be very fragile.

First tip – be patient and approach people with open heart. It is more than fine to admit that you don't know something – people will give you information, show you and help you understand. This can only be achieved with an open heart and mind.

Every approach is an example of partner's work in their own community and covers the following aspects:

- Target and context in the community
- Specific methods you use to reach targeted community
- Specific steps to reach the targeted community
- A good practice to reaching your target
- Obstacles faced
- Pro's and Con's to this approach

Try the approaches below or tailor them to your needs. Note that several approaches were developed specifically for COVID19 times.



# CGE e.V Erfurt Germany

## Target and context in the community

At the beginning, we are aiming at reaching out to the local community in the Thüringen region, especially getting in contact with youth organisations working with young people through network contacts, as well as through social media. Thüringen is already experiencing with demographical shrinkage and far right movement. Our target group are young people coming from Economical, disadvantaged city districts. Nationalism and racism are really present in some city districts. People living here are normally poor and have less opportunities. Also, Youth in villages, such as youngsters living in small cities and villages in Thuringia with less opportunities to spend their free time.

Rustem is a 14 years old young man who has been involved in the process of project planning and implementation of Werkhaus since he was 11 years old. He has a migration background and finds Saalfeld as a city where he would like to live and go back after his Apprenticeship in Frankfurt. In the Summer of 2017/2018, when the project first launched in the community, he was involved as a moderator for "Jungen-Moderatorausbildung", where we moderate the process of training for youth participation in the community for his peers. He was also involved in the "Freisitz" event and other activities such as "KuJA" and "Mutmacher, where young people can do several activities such as hiking, summer holiday program and healthy living.

He wished to have more spaces that are addressing the needs of young people after school-hours, and would like to continue his participation in events/activities related to the community project. According to him, "In some cities, I have experienced it, foreigners or Germans, whatever, are put in one place and here in Saalfeld it is not like that. I like it best that our city is active, politically, projects...". This refers to the integration process and cultural moderation that has been put into focus by the municipality to support their citizens.

## Specific methods you use to reach targeted community

We worked mostly through social media. We implemented a social media strategy consisting of 7x Information, 5x Engagement, 5x Entertainment for a period of 2 weeks.

Topics	Aspects	Notes	Säule
Communication	Digital communication e.g. fake news, hate speech, tips and tricks		Information
	“Mecker-/Jammer-Runden”: feel free to tell us what makes you angry/upset/ ...	Next day: positive counterpart; framing: “Mecker-Mittwoch”	Engagement
	Speak up! No Self-doubt, tell what you care about! How to get your confidence (back) to speak up		Information, Entertainment,
Community	Digital participation e.g. petitions		Information
	Corona-Projects: help older people, join local actions, etc.	#Erfurtsolidarisch (telegram group)	Information, Engagement
	Networking/ good vibes community (create the world around you as you like it) - support community, grow together		Engagement, Entertainment

Personal development	Meditation/ mindfulness-based trainings/self-awareness	~ Physical and mental aspects; live action in a virtual way (zoom)?	Information, Engagement, Entertainment
	Journaling self-reflexion e.g. writing as coping strategy	~ tracking daily training, pure mental z.B. Live Session machen	Information, Entertainment
	Personal growth e.g. goals, setting directions, focus-topics, productivity		Information, Engagement, Entertainment

## Specific steps to reach the targeted community?

Day	Instagram (daily)
1 Mi	Mecker-Mittwoch: Insta-Live! Post about project Engagement

2 Do	<p>Don't-Dos-Donnerstag (What we do regarding our Bucket-List, what we normally don't do e.g. call grandma, go for a walk... regarding to weekly topic!) Entertainment</p> 
3 Fr	<p>Fire-up-Freitag (~ Lion! "Erklär-Löwe") e.g. digital participation like petitions Information</p>
4 Sa	<p>Catchy name? Corona projects e.g. Tafel, Einkaufshilfe, Zettel in Hausflur Information and Engagement</p>
5 So	<p>Slow-Down-Sonntag e.g. Gif, Meme; heute bewusst mal keine schweren Weltretter-Themen Entertainment</p>
6 Mo	<p>Mutiger-Montag: "Alltagshelden", be a brave hero for your own community e.g. participate online demo, in family, regarding work, friends; idea: mark friends who are your heroes and say why Engagement (Challenge)</p>
7 Di	<p>Giveaway-Dienstag; Quiz: 3 questions, get a giveaway when you have everything right! Information</p>

## A good practice to reaching your target

We are implementing two-weeks of social media campaign for Brave New You call for action. Divided into several topics, such as:

Topics Aspects Notes Communication Digital communication e.g. fake news, hate speech, tips and tricks “Mecker-/Jammer-Runden”: feel free to tell us what makes you angry/ upset/ ...

Next day: positive counterpart; framing: “Mecker-Mittwoch” Speak up! No Self-doubt, tell what you care about! How to get your confidence (back) to speak up Community Digital participation e.g. petitions

Corona-Projects: help older people, join local actions, etc. Erfurt solidarisch (telegram group) Networking/ good vibes community (create the world around you as you like it) support community, grow together Personal development Meditation/ mindfulness-based

## **We also conducted live Instagram interview with our local partner organizations:**

interview Vannesa von Bäämm Erfurt. Talking about the BNY project and the options of young people these days.

Interview with Schülerparlament! Talking about BNY and how to reach young people. Also talking about what is the biggest challenge faced by young people in the region.

Interview with Fritzerhaus. Talking about the BNY project and invitation to attend the kick off meeting on 19<sup>th</sup> May 2020.

## **Fryshuset, Sweden**

### **Target and context in the community**

Fryshuset’s activities and programs are open to all young persons. But we have a special focus on disadvantaged youth at risk of being excluded from society at large. Irrespective of the reason for being excluded we try to meet every young person with respect and without judging where he

or she is. The overall purpose is to include these youngsters in positive contexts and to make them play a constructive role in the development of their future lives.

Most of our programmes are of a primarily preventive nature. But we also work with people who want to leave violent and extreme groups. These programmes are of a more “reparative” nature, aiming at reintegrating these individuals into society. We give these individuals the tools they need to change their lifestyle and to strengthen their motivation.

## Specific methods you use to reach targeted community

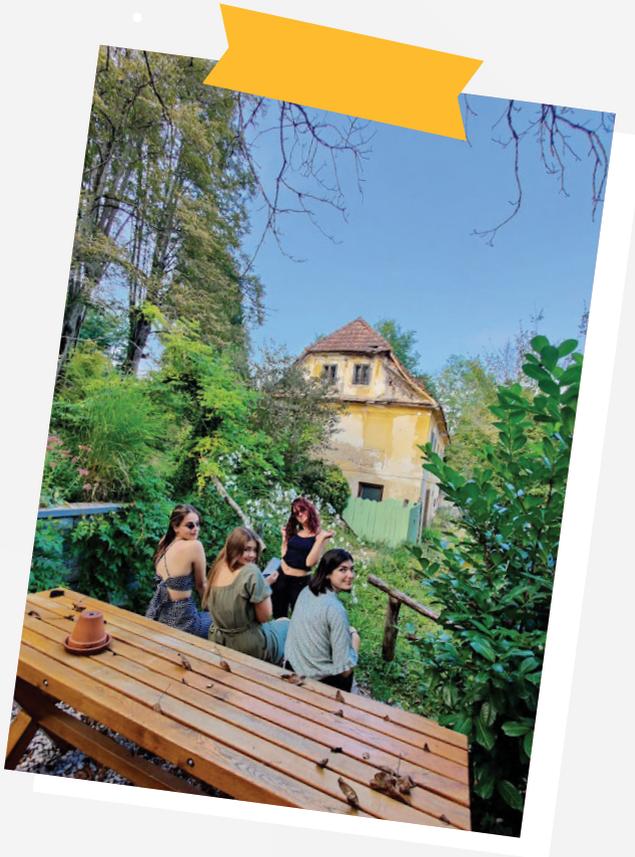
Two crucial elements of Fryshuset’s method to reach out to these youngsters are: credible messengers and passionate interests.

We strongly believe that it is essential to use credible messengers, i.e.: individuals who have their own experience of the environments and situations of the target group, who “know what they are talking about”, people who can understand and meet the target group with hope and trust.

The mission statement of Fryshuset is: We make it possible for young persons to change the world through their passions. We are convinced that all human beings have a passion, although it is sometimes well hidden and hard to discover. But if you do not give up you can sooner or later identify that passion. It might be about sports or music, about arts or theatre, about anything that makes you feel engaged and committed, something that could attract your attention and interest. Lots of Fryshuset’s programs are based on the passions of young people. They are often the key with which doors can be opened to new communities and which will open up for personal development and belonging to a positive context.

## Specific steps to reach the targeted community

In order to reach out to the targeted community we thus engage persons with a background in and knowledge of the areas of the actual community. We support, train and educate them in how to meet and build relationships with the target group. Through these credible messengers we reach out to the disadvantaged youth and their communities. We invite and include them and offer them possibilities to engage and participate in various activities based on their interests and passions. At the same time we work to empower them and to give them the tools they need to play an active role in the shaping of their future lives. We also use all types of social media to reach out to the target group.





## To demonstrate how the above works in practice we will describe how we reach the target group for this project;

Firstly we contacted a participant from a former project on Children and Armed conflict commissioned by the Swedish Ministry for Foreign Affairs. The participant is a local young role model in a marginalised area of the city of Örebro. He is very involved in engaging other young people in marginalised situations in his community through the work of the foundation For The People, where he now is chairman of the board. Moreover, he has been involved in other of Fryshuset's projects on Peacebuilding.

Secondly, another positive role model and credible messenger from the same area was contacted to be part of this project. She is the sister of the former Chairman of the Board from For The People and also involved in its activities.

Through these 'credible messengers' and the local meetings and activities provided by For The People we are able to engage young people for this project.

## A good practice to reaching your target

One example of how we implement the above mentioned method on 'credible messengers', of a good practice that Fryshuset has been working with for many years, is our training of young security and safety "hosts" or leaders. We select a group of young persons from the target group, some of them with a "mixed background" and offer them an education and training in issues such as morals, values and ethics, conflict handling, anger control, basic legal issues, first aid, trust and confidence. Then they are employed by Fryshuset (it is often their first regular job) with the task of working in areas where they meet and reach out to our target group. They invite teenagers who are at risk of "going the wrong way" to be part of junior groups where they meet regularly to discuss and learn about issues of great importance to their every-day life, to their future and to the development of society. After some months of meetings and education they get a

kind of “diploma” and are invited to work as volunteers in their home areas and communities together with the employed leaders.

## Obstacles you faced during the reach out

With regards to the good practice under question 5: in some cases we have a problem to convince the general public, the police or decision-makers that our method of employing young persons with “mixed backgrounds” to work with youth at risk. The credible messenger concept is sometimes hard to explain. This can make some people suspicious, and perhaps even afraid, concerning our methods.

And, since we work with a group of young people, some of whom are on the “wrong path”, it can not be avoided that some of them do not succeed to change their life. This happens very rarely, but when it happens, the publicity about it is of course a problem and an obstacle, at least temporarily, for the further development of the concept/program.

This concept is obviously of a preventive nature. The purpose is to avoid that these youngsters at risk end up in environments and communities where we do not want to find them. The fact that prevention is often hard to get funded, as it is difficult to measure the results, is a constant problem and obstacle.

## Pro’s and Con’s to this approach

Pro’s:

- The fact that we work with credible messengers is an important success factor when it comes to building relations with young people, not least disadvantaged youth. The fact that we make young people grow by showing them trust and giving them responsibility is a great pro in our work.
- Our success record when it comes to getting youngsters to change the direction of their lives in a positive way, is very positive. A very

low percentage of youngsters fail to (re)integrate in society after they join Fryshuset.

- Our positive focus on the passionate interests of young people is another strong pro! By engaging youngsters in something they really love to do we support their self-esteem and strengthen their feeling of being part of something positive

#### Con's:

- The fact that we work with credible messengers, some of whom have mixed backgrounds, can also, as mentioned above, create suspicion and misunderstandings among the general public, politicians and the police.
- There is always a risk that the young leaders we employ do not fully leave their previous life behind.
- The funding of organisations like Fryshuset and similar NGOs is a constant challenge. Too much time and staff resources have to be used to get the funding instead of working with the youth.





# MOJU – Associação Movimento Juvenil em Olhão

## Target and context in the community

First, we found it pertinent to work with a target group to which we are not directly and daily connected, so that we could have another perspective on the needs of young people in our city. Secondly, in order to implement this project with one of our partners at the local level and to strengthen this cooperation, we decided to have students from our city's Highschool as participants. Knowing that the school already has experience in participating in ERASMUS+ projects, we thought it would be interesting to choose a group of young people from whom they have not yet been given the opportunity to participate in an international activity by the school.

Since the BNY-Reloaded project will use Non-Formal Education as a method, we wanted to involve a class that was somehow studying the same so that they could have an idea of what it is and somehow use and connect their learning throughout the project with their curricula in school.

Then, after a first contact with the school principal, it was decided that we would carry out the local activities with the students of a Vocational Course for Child Caregivers. Normally, the students who sign up for this type of Vocational Courses are bullied because these courses are seen by society in general, but mainly by young people, as courses for students with learning difficulties and for the students in risk to fail school, hence they transfer them to a "easier" curricula as a last chance to approve the year. Therefore, the education system itself deprives these young people of the possibility of participating in some of the regular school activities, such as Erasmus+ projects, and for these reasons we thought it would be very important to have these students as a target audience. These young people have many needs that are invisible in the eyes of their teachers, colleagues and the education system itself, as well as their opinions being considered irrelevant to others.

## Specific methods used to reach targeted community

The first step to reach this group of students was to realise if there would be interest on the part of the School Director to collaborate with us in the implementation of the project. After a positive confirmation from the school, we contacted the teacher responsible for the course and explained via phone calls and emails the project, objectives to be met and activities to be developed and what would be the role of the school, teachers and students in it. The teacher in charge showed a lot of interest in this project, since as we (fortunately) assumed beforehand, these young people and in fact these teachers do not normally have this kind of opportunities within the school affairs. After this contact with the teacher, she told us that she would briefly present the project in her classes (online) and after she did it she informed us that the students would like to know more about it.

Then, on the 4th of May 2020, we held the first meeting online, through a video call using the "Jitsi" website. We presented our Association, the Erasmus+ Program and the Brave New You - Reloaded Project in brief, as this meeting was just to get to know each other and answer any questions young people might have.

We also asked for a brief presentation of the young people, in which, using the 'Jamboard' Google site, we asked each student to write on a post-it their name, age, the country they would like to travel and the thing they did most during the quarantine. After each one had finished their post-it, they were asked to introduce themselves. Finally, through the "Mentimeter" website, they were asked about their level of English, as we thought it important to know as it might be an obstacle to their participation or something that we could improve during the time period of this project. We also asked if we could use the data from this meeting for analysis within the measures of the project and if they had any additional questions. We ended the meeting by scheduling our next meeting where we would explore further the project and some of the issues mentioned throughout the call.



## A good practice to reaching your target

Considering the fact that this project has international activities, we knew it would be very enticing and a way to motivate young people to want to participate and stay involved throughout it, since some of these young people do not have opportunities, especially financially, to travel outside our country.

Therefore, during communication with the teacher responsible for the students and with themselves, we mentioned different times the possibility of being able to travel and meet other young people also working on the same project.

As well as the language used to communicate with the young people during this first meeting, we believe it had an impact on their interest. Often the way a project/activity is communicated can have a negative influence on the motivation of the participants in it, so we think we should always take into account the target audience with whom we are working. We have tried to be brief on the theoretical parts and have given each student time to express themselves in an informal way.

## Obstacles you faced during the reach out

We were expecting a larger number of participants in this first meeting, since the teacher would have mentioned that there would be 18 students from two different classes but from the same course. However, only about 13/14 pupils participated and not all were actively involved during the call. When asked to present themselves or participate in the small exercises on the 'Jamboard' and 'Mentimeter' websites, only 10/12 students actually did so.

Afterwards, in a feedback call we asked the teacher about the activity and we reflected on the possibilities that might have caused lack of participation and we come to a conclusion that the meeting was after the young people's school day and that as there was no obligation for them to participate, it might have caused them to lose interest. We decided to try a different schedule for the next meeting and approach the the teacher to ask

the students that only those who were really interested in the project, and participate from beginning to end, should participate in the next meeting.



## Pro's and Con's to this approach

Pro's:

- communication adapted to the target group
- duration of the call, short but concise
- support of the teacher to reach out
- active participation of some students motivated other to be involved as well

## Con's:

- the fact of meeting the group for the first time using digital tools might have caused some distancing between the group and project itself, since not everyone was actively present.
- the participation of the teacher in the future activities might make it uncomfortable and not a safe space for young people to share their personal needs and opinions, as it might make students still feel like in formal education setting

# Center for Intercultural Dialogue

## Target and context in the community

CID has been working, for the past 10 years, on bringing together young people of different cultural and social backgrounds to dialogue and transform them into proactive and civically engaged members of the community. This group of young people is aged between 14 and 25, mostly high school students that don't have opportunities to engage in certain activities outside their schools, or are students who want to be active in transforming and contributing to their community with positive change.

## Specific Methods you use to reach targeted community

CID's main approach is youth work and NFE methodologies, including learning by doing and a learner-centred approach, which encourages critical thinking and motivates action. This approach provides opportunities for a long term engagement in the organisation. Provided mentorship and opportunities for personal development and support for any initiative for community action.

## Specific steps to reach the targeted community

CID has developed a Leadership Module “CID Academy” which provides varieties of opportunities for personal development of young people.

Young people are reached through:

Open Calls for participation;

School meetings;

Peer recommendations;

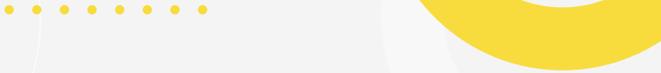
Being active volunteers in the organisation;

Showing interest in community engagement initiatives;

The programme of the module covers the following topics: intercultural learning, youth participation, organisational management, project management, volunteer recruitment, leadership, human rights, advocacy and democratic participation.

## A good practice to reaching your target

In the past 5 years a very productive approach to engaging young people has proven to be organising ‘Open Day’s in Schools’ where Young Leaders and Volunteers of the organisation exhibit the different opportunities that the Youth Center offers to young people. In this way youth can get familiarised with the work of the organisation but also have a glance at what are the possibilities for development as they have a chance to chat with volunteers who are happy to participate and initiate activities.



## Obstacles you faced during the reach out

Sometimes, young people know how to show too much enthusiasm, but it is important to keep further contact and maintain the new network of acquainted people.

## Pro's and Con's to this approach

### Pro's

- Easy to organise;
- Positive reinforcement for volunteers;
- big reach out;

### Con's

- too many applications;
- possible difficulties with school administration to enter;

## Tips to consider

A good social media campaign prior to the start of the open day will help the process of acquainting young people with the opportunities that the organisation will offer.

## ActionAid Italy

### Target and context in the community

We chose to reach out to a group formed by some of our young activists and other NEET youth. We chose to mix up these two groups since we are

not exactly working in a specific community, and so it wasn't representative to just choose a specific group. Our young activists are 4 girls who are involved in studying in different fields (political studies, international relations, psychology) and in activism and social innovation, while NEET people are guys and girls which previously have been involved in some of our projects. We tried to involve them in the project by proposing that they join us, and some of them did it. Our objective was to create a group which could reflect different layers of society, different backgrounds, different contexts.

## Specific methods you use to reach targeted community

Because we started the project during the pandemic and lockdown, we couldn't reach out to people as we wanted. This is important to say because we had to reinvent our whole approach. What we had to do, especially with NEET who were unknown to us, was trying to engage them. We made a few calls, first together with people they already knew and then alone, to explain the project and try to engage them in participating. Of course the perspective of an international exchange has been a good motivation, but they were also interested in taking part in the project. Then we had to create the group: we met all together (online) and made some icebreakers in order to mix them up. In ActionAid we always have a participatory approach: this means we have to create the path all together, taking into account the needs and instances of everybody and shape our path to them. This was the main approach we had in doing everything.

We also use so-called "reflection-action methodologies", which is basically a process that starts from people's analysis of their own context and builds in a cumulative way, looking at the connections between local, national and international levels.

Participants follow a cycle of reflection and action, which involves:

Understanding the context

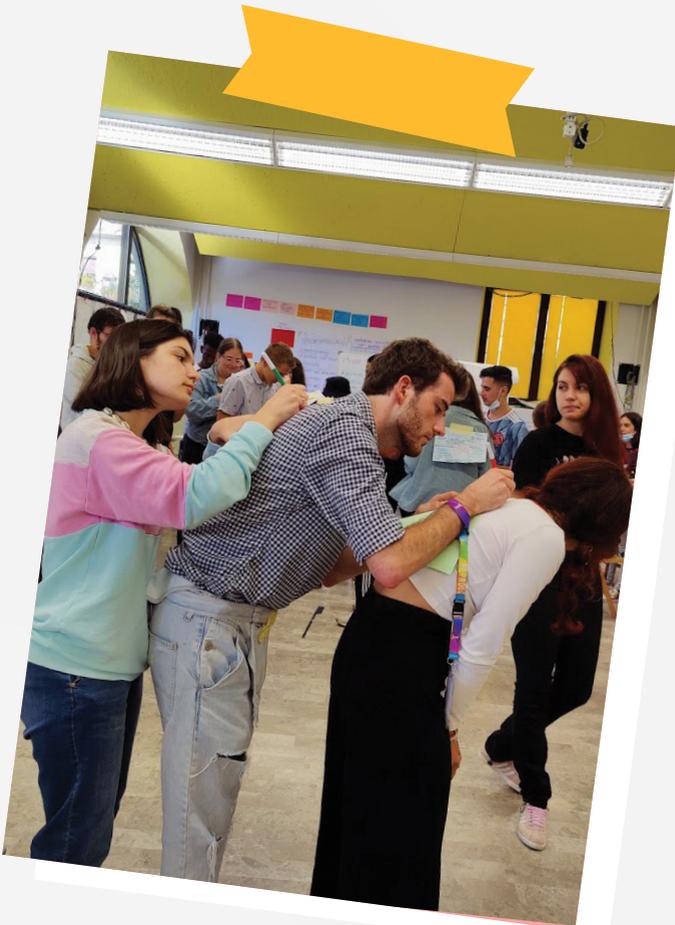
Identifying and prioritising an issue

## Planning and action

### Participatory monitoring and evaluation

At each stage, a variety of participatory tools are used to support analysis and planning.

Reflection-Action is the foundation for building people's agency, starting with their own awareness and working together for empowerment.



## Specific steps to reach the targeted community

Since we are working with youth, we have to be aware about which is the best way to communicate with them. It is important to try to understand which is their way to communicate, which are their needs and habits, and it is important to find a common place to start from.

Getting their trust: After we individuate our target group, and since we already knew some of them, it was relatively easy to reach them. This means that most of them already trusted me and the other girls. For the others I had to have a one-to-one talk in order to know a little more of each other;

Find a common language: we chose to focus on social media, because it is the main way these youngsters communicate, and so we thought it could be a good common place to start from. We made the game I already explained through social media, we made some analysis from social media.

Let them be: we didn't put any gate anywhere in shaping the activities. Everybody was able to shape his/her own version of the task asked, because the aim wasn't to have the same output but instead to give the possibility to express themselves. Of course, during follow up of the exercise we reviewed together what was more or less relevant to our task;

Shape the path together: as this is non-formal education it is important they feel involved in shaping the activities. Since I am not their teacher, but a facilitator, my duty is to help them to become aware of their context, of its needs and capabilities, and to understand how to build better options.

Have fun: it would be impossible to work properly, on a voluntary base, if the job wasn't a little fun

## A good practice to reaching your target

We made a small game, which they found fun and helped them in getting to know each other: since they hadn't met before, and didn't know anything about each other, I gave them a task to draw up a kind of identikit



of other people only based on their social media channels. I gave them some basic questions (“His/her favourite food”, “does s/he prefer sea or mountains”) and they had to find out this information on each other’s Instagram or Facebook profiles. The aim was double: give them the ability to find out something personal about the participant, but also to reflect about how much social media could be a vehicle of fake news and imprecise information. I wanted them to reflect how easy it could be to fake reality through social media, and also how difficult it could be to know something/somebody we don’t know only through his/her feed and stories. They very much appreciated this approach, which also helped a lot in breaking the ice.

## Obstacles you faced during the reach out

The main difficulties have been related to the impossibility to meet up in person, to catch up their attention and engagement through a screen, the difficulties in finding a common date for meeting, the short time of our meetings, the lack of informal moments in which they could mix them up and create a real group, the difficulties for me in understanding their feedback (many didn’t want/couldn’t keep their camera open –even if this was the rule).

## Pro’s and Con’s to this approach

PRO’S: youngsters feel more involved in the process, they understand they’re relevant in taking steps ahead or decisions, they count. They feel more integrated into processes which involve them, they understand they could make difference. It is different from teaching them something, everything is more about making them aware of things (rights, power dynamics, stakeholders, ecc.) and then reflecting about how to change them to their needs and their communities.

CON’S: it is more time consuming, it is more difficult to engage them at first. You don’t have to have a predetermined plan, since we are building it together, but of course you have to take a look at the direction to take all the time. It is pretty easy to lose yourself, and when it happens sometimes

the solution seems to be to take control back. So the main difficulty is to balance the two needs.

## **ADEL Slovakia**

### **Target and context in the community**

People from rural areas and particularly the East part of Slovakia are often targets of hate-speech due to their accent, often spreading stereotypes that those people are poor, less smart, alcoholics, impacted by the Roma community etc. The general opinion about this region is that there are no events, no opportunities. Even our former prime minister said “there is nothing”. By this activity young people wanted to show that there is something going on there, there are nice places there and that young people have power to change something in their surroundings.

### **Specific methods you use to reach targeted community**

Due to the COVID19 pandemic, it was impossible to reach them any other way, only online. We started the process with a survey and we got quite many answers – 60 and around 30 of them answered that they would be willing to participate in a zoom meeting. Eventually only 5 of them participated, although we also did a doodle to make sure that the date and time would be available for as many of them as possible.

### **A good practice to reaching your target**

Our expert who want to approach more Roma Community created this “practice” to reach them:

Call to adventure. This activity is an introduction and also a chance for signing up for Hero's Journey (4-5 activities at various places- outdoor, indoor + project in between). This activity contains 3 main phases:

1. Collecting a map (activists, theoretics) - passing a various small missions in different groups of 2- 5 people, each mission they pass they receive a peace of a Hero's Journey map by Joseph Campbell + storytelling, explanation
2. My Hero (reflectors, pragmatics) - groups according to their favourite fairytale or movie suit the journey of their main character to Joseph Campbell's map + group presentation
3. I am Hero (activists, pragmatics, reflectors) - facilitating discussion about similarities in their characters' journeys and possible comparison to our stories, real stories + motivation, calling them to adventure

## Obstacles you faced during the reach out

Due to the pandemic, it was quite a challenge for us to approach them and keep them active. It is still a challenge as they are not interested anymore to participate in the online meetings.



# Sauga Open Youth Center (Sauga ANK)

## Target and context in the community

### Short throwback

#### Administrative-Territorial Reform (2015-2017)

The Government of the Republic appointed to office in 2015 was the first one to agree upon implementing administrative-territorial reform of local authorities during 2017 elections. The purpose of administrative reform was to support the increase of the capacity of local governments in the case of offering high quality public services, using regional prerequisites for development, increasing competitiveness, and ensuring a more consistent regional development.

Tori municipality is a network based local government unit with four well established local centres:

- City of Sindi;
- Hamlet of Sauga;
- Hamlet of Tori;
- Hamlet of Are.

All local centres provide basic essential services.

The last 2 years have been the time to create new development plans, networks and systems to provide the best services to the community, including young people.

After administrative-territorial reform, Tori municipality has 11 895 inhabitants of whom 2573 (21,6%) are young people aged 7 to 26.

Tori municipality has three youth centres, one small room for young people to gather and take part in activities, and a few partners who help to provide hobby activities for local young people. Their work is based on non-formal education and cooperation with other youth and educational organisations (3 basic schools, 1 gymnasium, 1 hobby school) in the local area and around Estonia.

## Overview of some obstacles of youth work in Tori municipality:

- There are no more modern and spacious environments for youth activities;
- Sindi Open Youth Centre needs to be expanded;
- There are few opportunities for youth work in sparsely populated areas (mobile youth work);
- Young people living in villages away from the centres have difficulty accessing youth work institutions;
- There are no opportunities and places for young people in Tamiste, Urge and Tori areas to engage in activities to be developed together;
- Low participation in various youth work programs, including at the international level;
- There is no local youth council;
- Lack of support services for NEET youth (currently only the Youth Support Program (Youth Prop Up Program), coordinated by Pärnu Youth Leisure Centre and funding for the program ends in summer 2021);
- Low participation of young people aged 18+ in youth centre's activities.

## Objectives

- Create conditions for the development and improvement of youth work activities together with the planning of the necessary resources;
- Open youth centres in Are, Sauga and Sindi and the youth rooms in Tori, Suigu and Tammiste areas are modern and create opportunities for young people for a variety of open youth work and hobby activities;
- Hobby education and activities for young people are diverse and accessible;
- Tori municipality youth council has been established;
- Young people are involved in youth work activities and are aware of the possibilities of youth work;
- Young people and youth workers are recognized;
- Transport facilities for going to youth institutions are improved;
- Creation of a program providing services for NEET youth.

Source: Tori Municipality Development Plan 2018-2030

After administrative-territorial reform youth work in Tori municipality is still facing the problem of sparsely populated areas, so Estonia as a project partner focused on young people from rural areas who have limited possibilities (transport, social, economical etc) to take part from youth work activities or other possibilities that the community provides.

Youth centres and educational organisations have done a good job of involving young people in their activities and actions, but we have to admit that young people aged 7-13 years are more active than young people aged 14 and above. The project "Brave New You – Reloaded" is a good opportunity to involve young people aged 14+, to help them become more active members of the community, show their skills and talents and help to implement their ideas.



## Summary

- Sauga ANK focus on age group 14+;
- Sauga ANK focus on young people from rural and sparsely populated areas;
- Sauga ANK cooperates with other youth and educational organisations in Tori municipality to create the core and active groups.

## Specific methods you use to reach targeted community

Sauga ANK and other youth centres work daily directly with youngsters, also are active in social media (Facebook, Instagram etc) to provide every necessary information to target groups.

Our team had a discussion about young people who are visiting youth centres and what are the reasons why young people take part in different youth work activities.

- Youth centre daily visitors (young people who find youth centre to be the best hanging out place);
- Young people who participate in different hobby activities;
- Young people who participate only camps, work camps, trainings, seminars, outings etc;
- Young people who are only interested in project activities.

So, every different age group, interest group, has to be approached differently.

Because of the COVID-19 period, Sauga ANK has used several methods to reach the target group:

- Communication and cooperation with other youth organisations and youth workers in Tori municipality (mostly online);
- Communication and cooperation with local schools and youth workers there (mostly online);
- Communication and cooperation with the social and child protection department of Tori municipality to have an overview of the targeted community.

#### After isolation period:

- Face to face information sharing in youth centre(-s);
- Peer to peer information sharing;
- Public events and meetings with interest and target group;
- Mobile youth work: Sauga ANK youth workers visit other youth centres, facilities in the Tori area to meet the targeted community and spread the information.

Also Sauga ANK has created a short description of the project and opportunities to participate in that have been sent out to all partners in the Tori area.



## Specific steps to reach the targeted community

Overview of specific steps to reach the targeted community:

- Youth workers do not label youngsters. All youngsters are equal, no matter what their background, issues, beliefs, etc are, they are welcome at any time. Also quite often youth workers work is case-based and individually, if necessary, including other specialists from schools, social, child protection departments or police. The main purpose is to support young people and help them to be or become active members of community;
- Youth workers' work is based on open youth work methods and non-formal education. All activities, events are built on that and are open for everyone;
- All activities and events are created for all young people in Tori municipality, including young people with fewer opportunities, young people from rural and sparsely populated areas, also organising transport for them or doing mobile youth work in different villages. The keyword is cooperation with different social, cultural, educational and youth organisations;
- Active communication through social media (Facebook, Instagram);
- Sharing information from peer to peer.

## A good practice to reaching your target

Summer work camps, also known as *malevad* – great opportunity for youngsters aged 13-18 years. Local businesses and municipalities are offering a variety of jobs to do during the summer, usually lasting two to three weeks. Local businesses and municipalities are mostly offering maintenance work where young people can help with landscaping and easier farm work. All youngsters will get paid (minimum salary rate), lunch packages are organised, as well as transport to camp and from camp and different activities and outings to build team spirit (team games, outings to adventure parks etc).

Summer work camps are very popular and needed. Participation in camp helps to socialise with other young people, help young people to become active members of the community, reduces the risk of poverty, raises a sense of duty and responsibility, prevents unemployment and creates work habits.

## Obstacles you faced during the reach out

- Lack of interest and passive behaviour of youth;
- Mental fatigue;
- Smart world (young people have lost themselves into smart phones or other devices) that brings up the fear of interacting with people from face to face;
- Local decision makers do not involve young people, lack of communication;
- Political situation and decisions;
- Lack of financial sources;
- Lack of labour (lack of needed specialists, youth workers etc);
- Lack of transport;
- Economic and social difficulties;
- Abundance of choices;
- Social exclusion;
- Wrong/bad decisions in life (belonging to gangs etc).

## Pro's and Con's to this approach

Pro's:

- Good cooperation with other youth and educational organisations in Tori municipality to spread the information to find and support target group;
- Motivated youth workers.

Con's:

- During the COVID-19 isolation period, all work was done online (all the communication with partners, etc) but did not have a good opportunity to gather a targeted group to share needed information about the project. So we are still waiting for the opportunity to organize a live meeting with the target group.

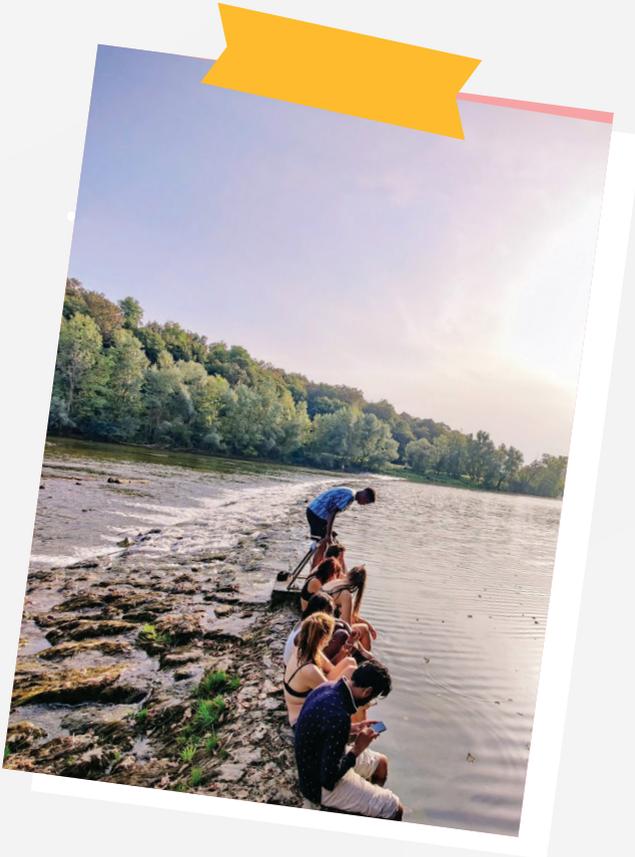
## UNITED SOCIETIES OF BALKANS

### Target and context in the community

Our assessed group are teenagers living in the outskirts of our city, Thessaloniki. The west side of Thessaloniki is known as the industrial area. Industrial areas are considered to be under-developed due to the fact that there was no plan of inhabiting the place. After the boom of the financial crisis, many areas are now resided by people who are in a difficult financial situation. Our disadvantaged group is youngsters who grow up in such an area. Marginalised citizens in Thessaloniki are mostly considered those living in the suburbs with no access to facilities or public affairs. What is more, there is hate speech against them for their origin, location, way of living, living standards and lifestyle of the area. The idea behind choosing the target group that we will work with, is a mixed group, with youngsters from all backgrounds.

## Specific methods you use to reach targeted community

The methods we want to use are the purposeful sample and techniques of qualitative methods. We have tried to be as inclusive as we could, so that the group is diverse and truly representative of the community. We worked hard to persuade people that are generally not offered a voice such as low-income people, immigrants, teens and parents. We tried a complete assessment which gave a signal to community members that they are part of the process. While gathering the data, we remained objective and wrote down anything said relevant to our questions. All interviews and study were done with a face-to-face approach so as to be reliable towards them but also eradicated any suspicion coming from them.





## Specific steps to reach the targeted community

The first step is to find at least one person that lives outside the city centre and can't have access to the political, economical and cultural life that takes part in the city centre. This step can be made, by getting in contact with young people that study in schools in the outskirts and with youngsters that visit youth centres in the outskirts. Our two youth-workers have personal contacts with a specific school and a youth-centre that are situated in different villages outside Thessaloniki. So, as aforementioned, the youth-workers will purposefully come in contact with one person from each place (school and youth-centre) and through 'snowball' technique, they will bring together more of their peers in contact with the youth-workers. In this way, a group with mutual and different characteristics will unite.

## A good practice to reaching your target

Because of the lockdown due to covid-19, we found that it would be a useful idea to use other forms of connection, like zoom meetings but difficult though. So, we came in contact with two persons, who brought their friends/classmates/people from the neighbourhood etc etc. Developing a plan for identifying local needs of the youth can help youth workers understand how to improve their communities in the most logical and efficient ways possible. Through this program we will provide a guideline for developing and implementing a plan according to the needs of this community and the resources available to them. It is necessary to get a deeper understanding of the community. It is true that each community has its own assets, as well as its own social structure. Our aim is to do anything that can add to their quality of life. The best way you can help end exclusion and isolation is to work on being an ally. That means educating yourself on the privileges your own group enjoys to better understand the perspectives of members of marginalised communities.

## Obstacles you faced during the reach out

The main obstacle was the lockdown that the whole country/world faced, because of covid19. No matter the difficult situation of Covid-19, we managed to have physical contact which helped the process. There was no other way to do so due to the fact that there's no internet connection or a digital device at the availability of most. Many people that haven't had a formal education belong to those that are often denied a voice in community affairs, and that's the reason we focused on the area.

## Pro's and Con's to this approach

Using the aforementioned techniques, we believe that the group will be diverse and at the same time will have a mutual characteristic, that all of them live in the outskirts or far from the centre of the city, where as we already mentioned, if not all, most of the events take place. Marginalisation describes both a process, and a condition, that prevents individuals or groups from full participation in social, economic and political life. As a condition, it can prevent individuals from actively participating. There is a multidimensional aspect, with social, economic and political barriers all contributing to the marginalisation of an individual or group of individuals. Social discrimination and marginalisation can impact on a wide range of groups on the basis of age, gender, sexuality, language, disability etc. Economic marginalisation can prevent equal access to basic services, income opportunities and access to jobs. The Pro's is that we are in the position to educate our own community. Our voice is most effective within our own group since we are in the best position to confront its stereotypes and misunderstandings. We also have a special access to them as an audience that other communities do not.

## Tips to consider

Build personal relationships with each participant, in order to create trust and openness in the group. The data collected also showed a need for better communication between parents and teens, education programs, suitable teachers, youth workers, community leaders. Additionally, there

are claims about poor housing quality and affordability, criminality, early school-leaving, young labour and financial support among family members. Young people of the area are not always aware of their Rights and chances. Surely we should consider the core factors determining marginalisation in our specific context, consider the political, social and economic factors, define the barriers preventing the marginalised group from being reached , consider how different types of marginalisation intersect to multiply disadvantage. For example, in some countries girls may not be particularly marginalised overall but certain groups like the rural poor are marginalised.



The background is a solid teal color. It features several abstract geometric elements: a large purple circle in the upper right, a large teal circle in the lower left, and various orange and purple curved shapes. There are also white dotted patterns and thin white lines scattered across the page.

# Chapter 6



# Policy recommendations for active participation of disadvantaged young people in society, at national, local and European level

## Inclusion of disadvantaged youth in Europe: current state in the partners' countries

According to the latest data published by Eurostat in 2020, almost one third of young people between 18 and 24 years old (29.2%) were at risk of social exclusion<sup>1</sup>. The long-term negative impacts of social exclusion are well known: political and social isolation, poor living conditions, unhealthy lifestyles, mental health issues, unemployment, etc. Everywhere in Europe, young people are a vulnerable group when it comes to social exclusion and poverty. In 2019, in Estonia the poverty rate was the highest among young people aged 18-24 (5.8%)<sup>2</sup>. Additionally, 23.3% of young people between 18 and 24 years old were at risk of poverty and social

---

<sup>1</sup> <https://ec.europa.eu/eurostat/statistics-explained/pdfscache/29306.pdf>

<sup>2</sup> <https://www.stat.ee/en/find-statistics/statistics-theme/well-being/social-exclusion-and-poverty/absolute-poverty>

exclusion<sup>3</sup>. In Sweden, around 26% of people in the age group 20-24, have a “low economic standard” and the figure is twice as high among young people born outside of Sweden. In Portugal, 26,6% of young people aged 18-24 were at risk of poverty and exclusion in 2019<sup>4</sup>.

Although reliable data regarding the impact of the COVID-19 pandemic on social exclusion is not yet available, many countries expect an increase in the rates.

Youth work can provide opportunities to mitigate the risk of social exclusion amongst young people. The EU Youth Strategy recognises its importance.



<sup>3</sup> <https://www.stat.ee/en/find-statistics/statistics-theme/well-being/social-exclusion-and-poverty/risk-poverty-rate>

<sup>4</sup> <https://on.eapn.pt/produtos/relatorios/>



## Data collection and analysis

We conducted four thematic focus groups with a total of 12 youth workers from the partner organisations. We discussed their experiences of reaching out and working with disadvantaged youth, the challenges they experienced as well as the different existing forms of cooperation with local authorities and other stakeholders. These focus groups were a valuable source of information. Additionally, we wanted to hear directly from young people therefore we created a survey to collect their input and asked the local partners to disseminate it among their network. In total, we collected 142 answers from young people, who participated in the BNY project or similar initiatives, with a majority of respondents identifying as being part of a minority (such as LGBTQ+ youngsters or with a migration background), or living in a disadvantaged neighbourhood. The policy recommendations below are based on both the views collected from the youth workers and young people and echo existing recommendations such as the Council of Europe Recommendation on Access of Young People from Disadvantaged Neighbourhoods to Social Rights (2015), the Final Declaration of the 3rd European Youth Work Convention and the Council of Europe Recommendation on Youth Work (2017).

## Policy Recommendations for the local and national level

1. Participants to the consultation have raised their concern regarding the scarce funding and logistical support provided by local authorities to non-profit organisations and youth centers working closely with disadvantaged youth. These financial resources often depend on the political landscape. The cooperation established with decision-makers or political groups in power may change after an election which causes a lot of uncertainties for organisations depending on these funds. **Therefore, we demand local governments to secure funds and ensure continuity in funding as well as set up an adequate fiscal framework for youth organisations. These public investments should also aim at mobilising private funds.**
2. **We demand local authorities to establish an open and long-lasting dialogue with non-profit organisations through the creation**

of co-managed bodies responsible for defining the priorities, allocation of funding and monitoring the implementation of the programmes.

3. The difficulty of the administrative procedures is one of the main reasons why people are unable to access financial aid. This is especially true for people living in disadvantaged conditions, who are usually those needing it the most. **Public authorities must ensure the creation of simplified processes, support systems and services that guarantee their outreach towards disadvantaged individuals that would not otherwise receive enough information to be able to access the same.** These services should be provided in schools, universities, volunteering and community centres, etc.
4. The lack of recognition of civil society in general, youth work, non-formal education and their providers as well as youth workers, is directly connected to a lack of sustainable funds. Local authorities expect quick quantifiable results while meaningful impact in the field of youth work requires sustainable and sustained efforts. This view puts youth workers and their organisations under pressure and undermines their performances. **We ask local authorities to recognize the overarching important role that youth work has in building social cohesion by putting youth work at the core of their local strategies and priorities.**
5. Youth workers should be remunerated in accordance with their competences, responsibilities and the added value of their work for the community. **We demand national governments to improve the status of youth workers and set fair wages for youth workers that reflect the aforementioned relevance of their work for the community.** A national salary scale should be co-created together with trade unions and youth workers' representatives. Additionally, we argue for more investment in capacity building of youth workers and measures encouraging the exchange of expertise between youth workers and other professionals working with young disadvantaged people.
6. To empower disadvantaged young people, it is fundamental to provide safe spaces for discussion with professional support where they can meet peers, exchange their experiences, discuss solutions and organise themselves. Additionally, participants have also raised

the need for common spaces where people from different backgrounds could meet to discuss or do activities together. These common spaces are beneficial for creating a sense of community, deconstructing stereotypes and building trust and understanding. **We call on local authorities to facilitate the co-creation and co-management of such spaces by providing free community venues or centres with systemic and continuous funding and provide the equipment needed by local organisations or groups willing to organise such meetings.** This measure will enhance trust building between groups of different backgrounds.

7. Once they have organised themselves, young people groups and in particular disadvantaged youth groups often face substantial difficulties implementing their initiatives and ideas. **We call on local authorities to set up funds and capacity building programmes to actively support initiatives that aim at community cohesion, mutual understanding, fighting hateful narratives and promoting inclusion and access to social rights.** We also ask authorities to **involve disadvantaged youth in decision-making processes that affect their lives through consultations and meetings with them.** Good practices include the establishment of local or regional youth councils, or other youth consultative bodies allowing all young people, whether or not they belong to an organisation, to have a say in the policies that impact their lives, their future and the future of their communities.
8. Urban segregation is a common phenomenon in many European cities. It refers to the “unequal distribution of different social groups in the urban space, based mainly on occupation, income and education, as well as on gender and ethnicity”<sup>5</sup>. Segregated areas tend to be less economically developed and with time become places known as dangerous and avoided by the rest of the population. Their inhabitants, including young people, experience stigmatisation. **We demand local authorities to develop and implement concrete policies, together with youth organisations, to end urban segregation that negatively affects disadvantaged youth and invest in building social cohesion by supporting youth organisations and their initiatives.**

---

<sup>5</sup> <https://urban.jrc.ec.europa.eu/thefutureofcities/social-segregation#the-chapter>

- 
9. According to Eurostat in 2018, 49,2 % of young people aged between 15 and 24 were living in rural areas which are often less developed in terms of services than urban areas. Partner organisations reported difficulties working with rural youth in particular due to a lack of digital and physical accessibility, as well as the lack of information. To provide the same opportunities to rural youth and those living in urban segregated areas, youth workers and their organisations often try to bring the activities closer to rural youth. We demand local authorities to **invest in good quality, frequent and affordable and public transport between rural or remote areas and urban centres**. These will have a significant impact on young people's lives, allowing them to actively participate in all kinds of activities, meet their urban counterparts, enhance social cohesion, and become active citizens. Furthermore, **we call on local authorities to logistically and financially support mobile youth work**.
  10. Data is essential to understand a phenomenon. Therefore **we demand local and national authorities to promote and fund studies and research addressing the issues faced by disadvantaged youth**.
  11. The negative impact that intersectional discriminations have on the mental health of the people who suffer them is widely recognised. Moreover, when those discriminations are experienced at a young age, they can leave irreparable damages that can undermine personal development. Scientific studies have shown us that when a child experiences high levels of stress for a long period, that can be caused by being exposed to discriminations, it can have a significant negative effect on the child's brain development and result in lifelong effects on learning, behaviour, physical and mental health<sup>6</sup>. However we observe a lack of public structures that provide psychological support to help mitigate these effects. **We call on local and national authorities to invest in free mental health support centers and free counseling, but also in mental health resources for schools, youth organisations and other public and private education institutions**. Additionally, we recommend that youth

---

<sup>6</sup> Forde, A.T., Crookes, D.M., Suglia, S.F., & Demmer, R.T. (2019). The weathering hypothesis as an explanation for racial disparities in health: a systematic review. *Annals of Epidemiology*, 33, 1-18.e3

workers working closely with disadvantaged youth gain free access to counseling.

12. Education can play a significant role in deconstructing stereotypes, prejudice and discrimination. Human rights, diversity and inclusion should be transversal topics addressed in school curricula from an early age. **We demand the revision of school curricula to include the above-mentioned topics and follow the principles and methodologies of non-formal education that should be included within the formal educational curricula.** Moreover, we ask that **teachers-training programmes and other training programmes of professionals working closely with disadvantaged youth incorporate notions and approaches of human rights and life skills such as intercultural dialogue, gender equality, meditation, etc.**
13. Political figures and their parties have a great responsibility when it comes to countering hateful narratives as they draw media attention and are heard by large segments of the population. **We call on all political parties and their representatives to commit to responsibly use their visibility and act for the welfare of all.** Additionally, **we call on national authorities to take the lead in tackling hateful narratives by actively engaging and investing in campaigns to raise awareness and educate, create fact-checking systems for political narratives, raise awareness of the potential harmful impact of social media and condemn fake news.**

## Policy Recommendations at the European level

1. Youth work in Europe needs increased structural investment, especially to enhance the financial sustainability of youth organisations and allow them to develop longer-term programmes that promote cooperation instead of the current competitive system. Complex administrative requirements are often a burden for youth organisations, therefore **we demand the development of long-term transparent and simplified funding mechanisms.**

- 
2. As the European Youth Work Convention<sup>7</sup> is the central platform for discussing the latest developments in youth work practice and youth policy in Europe, we support the idea put forward by the 3rd European Convention on Youth Work about developing a European Charter to inspire good governance at all levels when creating funding mechanisms for youth work.
  3. Young people all over Europe deserve high quality non-formal education and a recognition of their learning. Non-formal learning is a process that benefits young people and provides them with the opportunities to develop competences and skills that are complementary to those acquired through formal education. Recognition of this learning process with tools such as YouthPass and badges is important in terms of making young people's work visible. We call on the European Union and the Council of Europe to implement policies that recognise and validate non-formal learning, especially in the labour market.
  4. To ensure high quality non-formal education, it is essential to invest in building educators' capacity. We call on the European Union to enable and actively support the creation of spaces for peer learning where youth workers and trainers can meet and exchange good practices, such as a European Network of Youth Work Providers.
  5. We believe that young people deserve to have a say in policies impacting, directly or indirectly, their lives. We welcome the Council's resolution on establishing guidelines on the governance of the EU Youth Dialogue. However, we think that the involvement of disadvantaged groups has not been sufficiently addressed. **We call on the Council and the Member states to put in place other mechanisms in order to involve the most marginalised young people and therefore expand the scope of the EU Youth Dialogue.** To guarantee good governance, it is fundamentally necessary to ensure the participation of all, and therefore implement measures targeting disadvantaged groups and the civil society organisations representing them.
  6. Discrimination based on age, sexual and gender identity, nationality, race, religious beliefs, or disability causes personal and collective

---

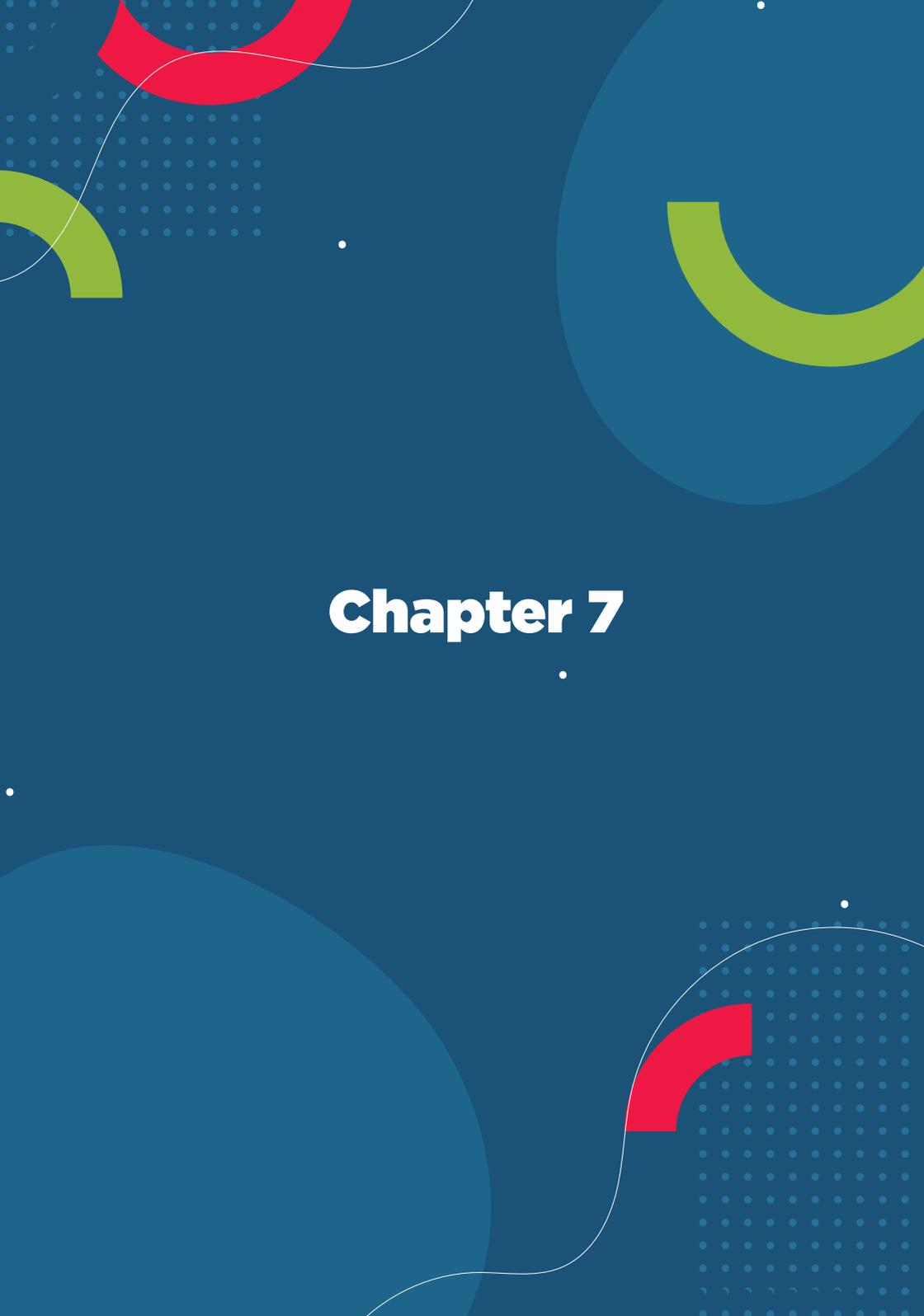
<sup>7</sup> Final Declaration of the 3rd European Youth Work Convention. Signposts for the future, Bonn, 10 December 2020

trauma, affects mental health and undermines personal development. We regret that this aspect is not sufficiently highlighted in the different non-discrimination policies of the EU, such as the Anti-Racism Action Plan 2020-2025. Moreover, **we call on EU Member States to find consensus to approve the proposal made by the European Commission in 2008 for Council directive on implementing the principle of equal treatment outside the labour market, irrespective of age, disability, sexual orientation or religious belief.** Additionally, **we call on the European Commission to propose concrete to support victims of discrimination and in particular young people.**

7. Data is essential to understand a phenomenon, develop and implement evidence-based policies to overcome the ongoing problem but also to monitor progress. Therefore **we demand the EU to allocate substantive funds to encourage youth work research** at the national level, in particular to have empirical evidence about the benefits of youth work for the empowerment of young people and social cohesion.



# Chapter 7

The image features a dark blue background with several abstract geometric elements. In the top-left corner, there is a red arc and a green arc, both partially cut off by the edge. A white wavy line starts near the top-left and curves across the upper part of the page. A grid of small white dots is visible in the top-left and bottom-right areas. In the top-right, there is a large blue circle with a green arc inside it. In the bottom-left, there is a large blue circle. In the bottom-right, there is a red arc and a white wavy line that curves upwards and to the right. The text "Chapter 7" is centered in the middle of the page in a bold, white, sans-serif font.



# Who was behind the scenes

## Partners

The project gathers 11 partners from 10 countries around Europe with expertise in working with diverse groups of youngsters from disadvantaged and marginalised areas and providing space for their participation. The coordinating partner is Youth for Exchange and Understanding, based in Belgium.

At the local level, the partners around Europe (north: Sweden, Estonia; west: Germany; central: Slovakia, Slovenia; south: North Macedonia, Italy, Portugal, Greece) worked with youth in disadvantaged neighbourhoods – those young people who feel invisible, unheard or unloved, with no hope for the future and no tools to influence their own development or the development of their communities.

At the European level, OBESSU and YEU voiced up young people from schools, youth organisations and informal groups. By communicating youngsters' needs and passions to decision-makers, they were involved in the development of new tools and approaches to make young people more active, visible and heard around Europe.

## ActionAid Italia

ActionAid is an international organization working in Italy and in 45 countries worldwide to defeat poverty and injustice. It has been working for a fair and just world with people, communities and groups for over 40

years to achieve sustainable and lasting change and increase social equity. Its mission is to put people at the centre, so that they can claim their rights, creating spaces for democratic participation in communities wherever they may be, from the Italian suburbs to the smallest Indian villages.

## ADEL Slovakia

ADEL Slovakia implements diverse projects, training, youth exchanges and other educational activities, and cooperates with a wide network of institutions, organising events and conducting research and analysis at local, national and international levels.

ADEL covers a broad range of topics from youth participation, intercultural dialogue, active citizenship to entrepreneurship, sport, healthy lifestyle, peace-building, but also art and culture. All projects and activities are based on the approaches of non-formal education, experiential and intercultural learning, social inclusion and active participation.





## Center for Intercultural Dialogue (CID)

Center for Intercultural Dialogue (CID) is a civil society organization working to promote intercultural acceptance and active citizenship through capacity building processes, education and youth work. The organization's activity focuses on many aspects which are of interest for young people: from the provision of services and information to research and support for policy-making and networking.

CID is working to create diverse responsible and cooperative communities where citizens are actively contributing to the social development and integration. Our mission is to ensure sustainable community development by creating opportunities for quality engagement of civil society, advancing learning opportunities, and active involvement of young people and other citizens.

## Culture Goes Europe (CGE)

Culture Goes Europe (CGE) is a non-profit, non-governmental organization run by young professionals, who design, implement and evaluate local and international youth projects.

CGE has more than ten years of experience creating educational concepts, that allow participants to develop a self-defined strategy of learning in the framework of non-formal education.

We believe in the importance and fundamental imperative of equal opportunities for all, independent from national, social or personal backgrounds. We work towards open and peaceful societies in Thuringia, Germany, Europe and beyond that promote a diversity of thought, Human Rights and civic engagement.

To promote these values, CGE provides a variety of educational opportunities and programs that bring together young people, adults and experts from across Europe to share and discuss their experiences and opinions.



We aim to encourage a mutual understanding that transcends national borders, social backgrounds and personal affiliations and work towards a shared identity as engaged citizens of Europe and the world at large.

## Fryshuset

Fryshuset is a Swedish foundation, whose vision is based on the conviction that encouragement, confidence, responsibility and understanding are necessary to enable young people to develop their innate abilities and find their way into society. Fryshuset has 35 years' experience in working with mobilising positive forces in young people, especially those in marginalised environments. Thereby, Fryshuset is a significant force to social change in Sweden.

## Mladinski Center BIT (MC BIT)

Mladinski Center BIT is the first youth centre in the Bela Krajina region (SE Slovenia) established by the end of 2004 by the two most active youth associations in the area (MKK-Youth Cultural Club, KBS-Students' Society of Bela Krajina). The main target group are young people between 15 and 30 years of age. Special attention is dedicated to young people with fewer opportunities, especially those with social, economic and educational barriers.

MC BIT's vision is to create a team that will efficiently work towards the fulfilment of young people's needs and will consequently encourage youngsters to identify with the values of the organisation.

The mission is to prepare and coordinate programs and projects that enable young people spending their spare time creatively, fulfilling their educational, expert, cultural and artistic needs.



## MOJU- Associação Movimento Juvenil em Olhão

MOJU – Associação Movimento Juvenil em Olhão is a Portuguese youth organisation which works at the local level, is a non-profit making, and independent of all political, syndicalism or religious affiliation. MOJU aims to contribute to the development of a space where young people can express their opinions and participate in decision processes actively and sustainably. We believe that youth involvement in the development of active participation in society is essential to increase the feeling of belonging and to promote a better quality of life of youngsters in their communities.

## Open Youth Centre of Sauga (Sauga ANK)

The open youth centre of Sauga provides different free-time and non-formal educational activities for young people to acquire new skills and knowledge according to their age and interests. Together with a trained youth group, Sauga ANK develops and organises various local projects and events for young people all over the country.



## Organising Bureau of European School Students unions (OBESSU)

The Organising Bureau of European School Student Unions (OBESSU) is the platform for cooperation between the national school student unions active in general secondary and secondary vocational education in Europe. It was founded in April 1975 in Dublin, Ireland and brings together Member, Candidate and Affiliate Organisations from all over Europe. All Member Organisations are independent, national, representative, and democratic school student organisations.

## United Societies of Balkans (USB)

United Societies of Balkans (USB) is a non-profit, non-governmental organisation based in Thessaloniki, Greece working in the field of youth, human rights and intercultural dialogue. It was founded in 2008 by the inception of a group of active young people who wanted to address the social issues which affect the youngsters in the Balkans and Eastern Europe. The vision and aim of the organisation is the promotion of youth empowerment, participation in the economic and political life, youth mobility, voluntarism and human rights. In particular, USB attaches great importance to its human resources, as the evolution of the organisation is directly related to the evolution of the individuals within.

## Youth for Exchange and Understanding (YEU)

Youth for Exchange and Understanding works to promote peace, understanding and cooperation between the young people of the world, in a spirit of respect for human rights.

Founded in Strasbourg in 1986 by a group of 120 young people from 11 different countries, today we are a member of the European Youth Forum



which is the independent platform for INGYOs and NYCs in Europe. We have young people from over 30 countries from across Europe and Africa involved in our activities. As an international network, we are the representative body of our members in contacts with the institutions and partners in the youth field.

YEU uses non-formal education methods to increase tolerance and awareness between young people from different countries, cultures and traditions. Using a Global Education dimension and Intercultural Learning activities we promote a greater level of comprehension and active citizenship through the development of quality youth exchanges, seminars, conventions, meetings, study visits, training courses, and the production of Non Formal education resources.

## Editors of the educational tools

**Nuno António** is a third cycle and secondary school teacher of natural sciences with over ten years of experience working with young people. An association leader since 2009, he has designed and implemented a series of initiatives and projects with a particular focus on youth issues and on the work with young people from the most unfavourable socio-economic backgrounds. More recently, he completed a master's degree in economics of innovation and entrepreneurship, where he developed a dissertation related to youth associations and how they influence the promotion of entrepreneurship among young people.

**Igor Jojkic** has been an international policy and advocacy consultant since 2010 with extensive experience in development and implementation of comprehensive educational and mentoring curriculums. He worked for more than 5 years in USAID Preparedness, Planning and Economic Security Project (PPES) in Serbia as Programme Manager. After this engagement, Igor has started his public service in City Hall of Belgrade in the Department for Education and Social Welfare. Currently has been engaged as Programme Director of Centre for Modern Skills in Belgrade. He has obtained M.A. in Media and Communication and has recognized experience in learning management, advocacy and outreach campaigns' development.



**Alan Le Van** is reaching out to marginalised communities in the municipality of Hlohovec, Slovakia as the field worker. Alan is also co-founder of a local youth initiative “mladihc”. At national level he has been involved as a lecturer of Leader’s Journey, long term programme under Plenipotentiary of the Slovak Government for Roma Communities focusing on self-growth of youth with disadvantaged background. Currently studying Social work in the specific areas of charity and missionary work.

**Valentin Rühlmann** is a German psychologist and elected board member of a youth-made NGO called Futurist’s Agency for a new Cultural Kick-Off. He works on activating young people so that they can become empowered and established actors of civil society in the rural area of eastern Germany. In recent years, Valentin has been involved in many different projects ranging from small-scale projects with local youth groups to pilot projects of the German national city development strategy and international partnerships.

**Ivika Uslov** has been part of regional and international cooperation projects and programmes connected to youth at risk and NEET youth in Estonia. She has been working in the open youth work field since 2007, developing open youth work in local, national and international level. She believes that the open youth work method is an effective method to reach out youth at risk and in need and support them to become active members of the community. Also Ivika Uslov is a member of the local council of Tori municipality and supports the development of education and youth work.

**Marija Krstevska** has been involved in the youth sector in North Macedonia in various capacities. Within Center for Intercultural Dialogue, she has been creating learning opportunities within non-formal education for diverse groups of learners, advocated for direct involvement in community decision-making, and supported youth participation through inclusive policies. Areas of her expertise are youth participation, human rights, intercultural learning, advocacy, hate speech and hate crimes.

**Federico Rucco** is currently working as a Community Engagement officer at ActionAid Italy. Graduated in Law with an interest for civic participation, in the last 4 years he has worked with communities, activists and schools in order to empower people to become active citizens and to



foster bottom-up change to their contexts. Previously and alongside with the job he has been part of a youth-run association for ten years, working on the same topic and took part in several projects on youth participation, along with municipality and other civil society actors.

**Cihan Kilic:** Worked with different communities in the Middle East, in Europe and in Western Africa. Designed and implemented successful youth development projects in Western Africa which are self-sustaining since 2013. Empowered young refugee activists/youth initiatives through training courses, to create their own grassroots organizations; which are currently taking action in order to be involved in the decision making process in various different countries.

**Aristodimos (Aris) Paraschou** has done a master in Intercultural Dialogue and Education and has been involved in more than 100 youth or other projects. He is a youth trainer and part of the pool of trainers of the Council of Europe and of the Hellenic National Agency, responsible for the Erasmus+ Youth Programme. He is the head of the Greek National Network of the Anna-Lindh Foundation and Coordinator of the Thessalonikis NGO network “Thess Diktio”.

**Marinela Sumanjski** is currently Educational Coordinator of PET at YEU and she has been a trainer, facilitator and author in the fields of youth and non-formal education since 2009, working for a wide range of beneficiaries and with diverse profiles of participants. She has been working in the civil society field for more than 12 years in the topics of youth work, human rights and capacity building, as well as online learning, facilitation and campaigning for 5 years already. She has designed and implemented numerous trainings and publications on the topics of strengthening capacities in the work of youth CSOs and other stakeholders, online learning programme development and approaches, online learning facilitation, mentorship and coaching, as well as providing daily consultations on the topics of (digital) youth work development, digital transformation, organisational development, international networking, peacebuilding and reconciliation, intercultural learning, dialogue, anti-discrimination and human rights.



## Funding and special mentions

Brave New YOU Reloaded has been funded through the European Youth Together grant scheme of the Erasmus plus programme under the contract 614787-EPP-1-2019-1-BE-EPPKA3-EU-YTH-TOG and managed by the EACEA team.

We thank you from the bottom of our hearts for all the consultations, support, talks and understanding for us during and after the project implementation.

This publication is dedicated above all to Vlada as its good spirit and a true optimist always with a smile on his face.

It is also dedicated to all those that spent their last Wednesdays in the month since March 2020 until May 2022 between 11 and 12:30 discussing this project....and beyond. It is also dedicated to all those that supported the educational activities especially in the last months of the project...we hope we didn't forget anyone:

Reelika, Ivika, Federico, Stefania, Ilenia, Martin, Raisa, Monique, Ammalia, Moritz, Daniela, Eliana, Katarzyna, Agata, Maria, Murat, Rita, Maya, Andrea, Dragana, Samira, Yannis, Lenka, Lucia, Jure, Eva, Vita, Florim, Ivana, Nami, Srdjan, Irene, Marinela, Sabine, Selin, Tamara C, Yannis, Jelena, Matej, Igor, Valentina and Tamara.....



