

# FINAL ACTIVITY REPORT



## International Anti-Racism Training

Erasmus+ Key Action 2 project:

*Youth Work Can Unite: International Volunteering to Enhance  
Solidarity and Fight Nationalism*

09 - 13 March 2020, Porto Alegre, Brazil



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## INTRODUCTION

The world is faced with an unprecedented and complex situation today: The corona virus pandemic calls for cooperation and solidarity across the global. Moreover, increasing political and financial instability has over the past decade led to a rise in nationalism worldwide fuelled by political rhetoric and public discourse focused on asylum seekers and migrants. We are living in times when the definitions of inclusiveness, justice, equality and peace are being rearranged to the convenience of those in power. It is more important than ever to challenge a narrative in which migrants, asylum seekers and refugees are a danger to society, to act against hate and work towards a diverse and inclusive global society. Youth and voluntary work have the potential to make a difference: To change mind-sets, remind people that the answer to our problems is solidarity, not division, and to create awareness of populist narratives versus the facts of migration. Likewise, the need of the hour is the integration of refugees and support to local NGOs working with refugees.

The main aim of the anti-racism project is engage, connect and empower young people, and youth and civil society NGOs in an anti-racism movement and to work toward diverse, inclusive societies. In keeping with this overriding aim, the project's key activity was the 5-day International Anti-Racism Training held in Porto Alegre, Brazil from 9 – 13 March 2020. The training brought together 18 youth workers from 11 countries in Africa, Europe and Latin America. The non-formal learning and participatory process of the training, comprising expert input, anti-racism and combating hate speech tools, methods and theory, enabled participants to reflect on dominant social practices and develop draft programmes to train local and international volunteers and NGOs around the world.

This Final Activity Report presents the day-to-day sessions, the methods and theoretical input provided at the training. The project emphasizes the importance of solidarity, and we hope that together we will be able to inspire change in our own lives and the lives of minorities around the world. Our warmest thanks to ABIC – ICYE Brasil and its team for their energy, enthusiasm and support throughout the training. Likewise sincere thanks to Pedro Gil Weyne (AVESOL) and Neringa Tuménaitė (UNITED) for their input on the situation of refugees in Latin America and Europe respectively. A shout out to the facilitators for their preparation and hard work, and to all the participants for the enriching and productive discussions during the training week.

ICYE International Office



## AIMS & OBJECTIVES

### Aims of the project

The project aims to engage, connect and empower young people, and youth and civil society NGOs in an anti-racism movement, making an urgent call to action: to challenge populist narratives in which asylum seekers and refugees are a danger to society and work toward diverse, inclusive societies.

- ✦ **Raise awareness** of the challenges faced by refugees and the current political situation in view of nationalist and racist tendencies by presenting facts on migration versus myths spread by the mainstream media.
- ✦ **Counter** discriminatory and racist attitudes among young people and in local communities.
- ✦ **Foster** social inclusion, solidarity, and more respectful and welcoming communities in participating countries.

### Objectives of the project

- ✦ **Build capacity** of partners: Reinforce capacities of the ICYE network through training and tools to tackle racism, nationalism and hate speech and strengthen trainer skills and competences in anti-racism education.
- ✦ **Share** best practice on arguments to counter populist discourse and hate speech.
- ✦ **Focus** on networking and establishing cross-sectoral partnerships for the campaigns in order to build a culture of solidarity and inclusion.
- ✦ **Create awareness** through campaigns against racism and in support of asylum seekers and refugees.
- ✦ **Connect** youth volunteering and civil society organisations active in this field through training activities and opportunities to cooperate.
- ✦ **Empower** young people and their ability to participate actively in society by engaging them in voluntary activities, providing them with non-formal and anti-racism education, and having them lead campaigns for an anti-racist movement.
- ✦ **Develop** anti-racism training programmes and methods for international and local trainings.
- ✦ **Create** an *Anti-Racism Toolkit for International Volunteering* for an anti-racism approach to Erasmus+ and ICYE programmes.

### Objectives of the International Anti-Racism Training

- ✦ **Explore** different perspectives on the situation of refugees and asylum seekers, examine facts on asylum versus media narrative.
- ✦ **Elaborate** on the role of social media and alternative digital as well as print news sources for the mainstreaming of radical tendencies.
- ✦ **Empower and train** youth workers in anti-racism education and tackling hate speech.
- ✦ **Develop** anti-racism training programmes for trainings with local and international volunteers and host projects.
- ✦ **Develop** a strategic plan of action for campaigns.
- ✦ **Emphasize** networking and cross-sectoral partnerships for the campaigns and an anti-racism movement.
- ✦ **Develop** an outline of the Anti-Racism Toolkit for Volunteering.

## PROGRAMME OVERVIEW

DATE	DAY	DESCRIPTION OF ACTIVITIES
08.03	Day 0	Arrival of participants
09.03	Day 1	
09:00	10:30	<ol style="list-style-type: none"> <li>Welcome by ABIC</li> <li>Introductions of ICYE Brazil team, taskforce &amp; participants</li> <li>Name game</li> <li>Aims &amp; objectives of project, training, different phases &amp; Erasmus+ &amp; KA 2</li> <li>Presentation of ICYE Brasil</li> <li>Expectations, Contributions, Fears</li> <li>Programme Presentation</li> <li>Social Contract</li> <li>Reporting sessions, logistics...</li> </ol>
10:30	11:00	<i>Coffee / tea break</i>
11:00	12:00	<b>Keynote Talks: Youth Work Can Unite: International Volunteering to Enhance Solidarity and Fight Nationalism</b> <ol style="list-style-type: none"> <li>Pedro Gil Weyne (AVESOL): Presentation of AVESOL, political situation in Brazil, and situation of refugees in Brazil and Latin America</li> </ol>
12:00	13:00	<ol style="list-style-type: none"> <li>Neringa Tumėnaitė (UNITED for Intercultural Action): Presentation of UNITED and “Refugee Crisis” in Europe</li> </ol>
12:30	14:00	<i>Lunch</i>
14:00	15:30	Discussing the situation of refugees racism, nationalism & hate speech in participating countries
15:30	16:00	<i>Coffee / Tea break</i>
16:00	17:30	<b>Danger of Words: Understanding concepts and terms</b>
17:30	18:00	End of day feedback
19:00		Dinner followed by intercultural night
10.03.	Day 2	
09:00	10:30	<b>Anti-Racism Approach, Non-Formal Learning and Inner Readiness Competence Development</b> -Anti-racism Approach -Non-formal Learning Methodology -Process of Learning and Change -Inner Readiness Competence Development
10:30	11:00	<i>Coffee / tea break</i>
11:00	12:30	<b>Training on Anti-Racism and Combating Hate Speech</b> Session 1: A Day in Court
12:30	14:00	<i>Lunch break</i>
14:00	15:30	<i>Session 2: Identity</i> +Identity Molecules +Power Flower
15:30	16:00	<i>Coffee / tea break</i>
16:00	17:30	<i>Session 3: Prejudices, Power and Privileges</i> +Starting Over - prejudices +Input: Stereotypes and Popular Images in the Media
17:30	18:00	End of day – Feedback in groups
19:00		<i>Dinner</i>
11.03.	Day 3	
09:00	10:30	<i>Session 4: Discrimination, power and privileges</i> +Baranga +Input: Model of discrimination
10:30	10:50	<i>Coffee / tea break</i>

10:50	11:20	<b>Mid-term evaluation</b>
11:20	13:00	<b>Tackling Hate Speech directed at Refugees and Migrants</b> -Forum Theatre
13:00	13:30	-Talk on Hate Speech by Neringa Tumėnaitė (UNITED for Intercultural Action): <i>The nuanced discussion: Should all hate speech be censored/banned?</i>
13:30	14:30	<i>Lunch</i>
14:30	16:30	<b>Host Project visit:</b> Visiting AVESOL to learn more about their activities
16:30	19:00	Sightseeing / Free time
19:00		<i>Dinner</i>
<b>12.3.</b>	<b>Day 4</b>	
09:00	10:30	<b>Developing Draft Programmes of Local Anti-Racism and Tackling Hate Speech Training</b>
10:30	11:00	<i>Coffee / tea break</i>
11:00	12:30	...contd.
12:30	14:00	<i>Lunch</i>
14:00	15:30	Presentation of Draft Training Programmes
15:30	16:00	<i>Coffee / tea break</i>
16:00	17:30	<b>Campaigning Against Hate Speech</b> , presentation by Neringa Tumėnaitė (UNITED for Intercultural Action)
17:30	18:00	End of day – Feedback in groups
19:00		<i>Dinner</i>
<b>13.03.</b>	<b>Day 5</b>	
09:00	10:30	<b>Developing campaigns</b> (in regional groups) Work on the structure of campaigns, highlighting cross-sectoral partnerships.
10:30	11:00	<i>Coffee / tea break</i>
11:00	12:30	Presentations of the campaigns by the regional groups <b>Presentation of the outline of the Anti-Racism Toolkit for International Volunteering</b>
12:30	14:00	<i>Lunch</i>
14:00	15:30	<b>Dissemination plan for project's outcomes</b> <b>Recognition &amp; Validation</b>
15:30	16:00	<i>Coffee / tea break</i>
16:00	17:30	<b>Presentation of Next Steps and Activities</b> <b>Final Evaluation &amp; Closing</b>
19:00		<i>Dinner &amp; Farewell</i>

## DAY ONE – 9TH MARCH

### Welcome and Introductions

The training began with a warm welcome by the hosting organisation – ABIC-ICYE Brasil. The facilitators then introduced themselves and led a small activity enabling the introduction of participants.

### Aims, objectives and programme presentation

The aims and objectives of the project and the training were presented, as well as the objectives of the Erasmus+ Programme and Key Action 2 Capacity Building in the Field of Youth. The aims and objectives of the project and training can be found on [page 5](#).

### Presentation of ICYE Brasil

Danila Baravalle, director of ICYE Brasil, presented the organisation’s key work areas and host projects in Brasil, and gave information on the country, in particular Porto Alegre, the venue of the training.

1987: ICYE BRASIL – Associação Brasileira de Intercâmbio Cultural - Intercultural Brazilian Association - is born as an exclusive ICYE partner in Brazil. ICYE BRASIL starts to work as a sending and receiving organization in cooperation with several ICYE partners around the world (ICJA, ACI, Maaillmanvaihto, ICYE UK...)



2000/2001: ICYE starts cooperation with EVS – European Voluntary Service so in 2001 ICYE BRASIL receives its first EVS participant from Italy. ICYE BRASIL receives its first participants from Italy.

2007: ICYE BRASIL starts cooperation with Germany through ICJA

2008: ICYE BRASIL starts cooperation with Weltwaerts Programme through ICJA

2009: ICYE BRASIL starting receive the first STEP’s volunteers from Costa Rica, Switzerland, Mexico and Iceland; from 2013 from France and Denmark too.

ICYE BRASIL	PROGRAMS
Sending	Receiving
-Long Term Intercultural Volunteering Exchange (ICYE, EVS)	-Long Term Intercultural Volunteering Exchange (ICYE, EVS)
-Short Term Programs	-Short Term Intercultural Volunteering Exchange (ICYE STePs)
-Administrative	
-International Seminars	-Work Camp (eventually)

### ICYE Brasil—Host Projects

#### Rio Grande do Sul (Long & Short Term)

- Porto Alegre
- Metropolitan Area (Canoas, Alvorada...)

#### Santa Catarina (Short Term)

- Forquilha

#### Rio de Janeiro (Short Term)



## Expectations, contributions, fears

To enable the participants to talk about their expectations and what they could contribute to the training, as well as expressing their fears (that which they didn't want to see happen at the training), they were given post-its of 3 different colours on which they were asked to write their expectations (orange), fears (yellow) and contributions (green). They were given 20 minutes to write their points on post-its and paste them on the flipchart according to the respective category. The facilitator then went through each category and addressed the expectations, fears and contributions of all participants.

The exercise was followed by a **presentation of the draft programme** of the training. Participants were asked for their feedback, and to examine if their expectations were taken into account in the programme. They were informed that the programme would remain a draft until the end of the training, i.e. they could suggest changes whenever they felt the need. To address the fears voiced by the participants, the taskforce together with the participants drew up a social contract that was signed by all participants.



## Keynote Talks: Youth Work Can Unite: International Volunteering to Enhance Solidarity and Fight Nationalism

1. Pedro Gil Weyne (AVESOL): Presentation of AVESOL, the political situation in Brazil and the situation of refugees in Brazil and Latin America

### AVESOL — ASSOCIATION OF VOLUNTEERING AND SOLIDARITY

Founded in 2002 by lay people and Marist Brothers for social justice consciousness.

#### Solidarity Economy

- ◆ Strengthening Democracy
- ◆ Guaranteeing Fair Trade
- ◆ Support to Local Development
- ◆ Respect for the Environment
- ◆ Respect for Diversity
- ◆ Guaranteeing Consumer Rights of Knowledge
- ◆ Integration of all the links in the supply chain



CENTRO DE REFERÊNCIA  
EM DIREITOS HUMANOS



Voluntariado  
Marista

### Volunteering Program



## Portuguese Language Course

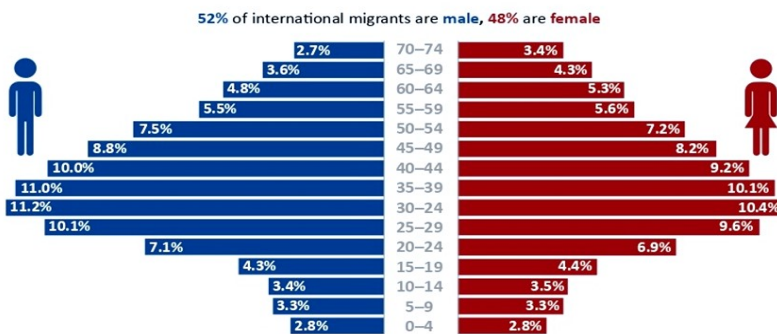
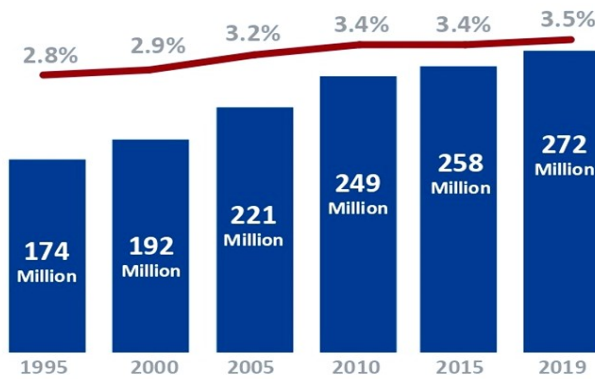


**CENSURADO**

## Situation of refugees in Brazil and Latin America

### Snapshot of international migrants

The international migrant population globally has increased in size but remained relatively stable as a proportion of the world's population



Most international migrants (74%) are of working age (20-64 years)

\*Age groups above 75 years were omitted (male 4%, female 6%).

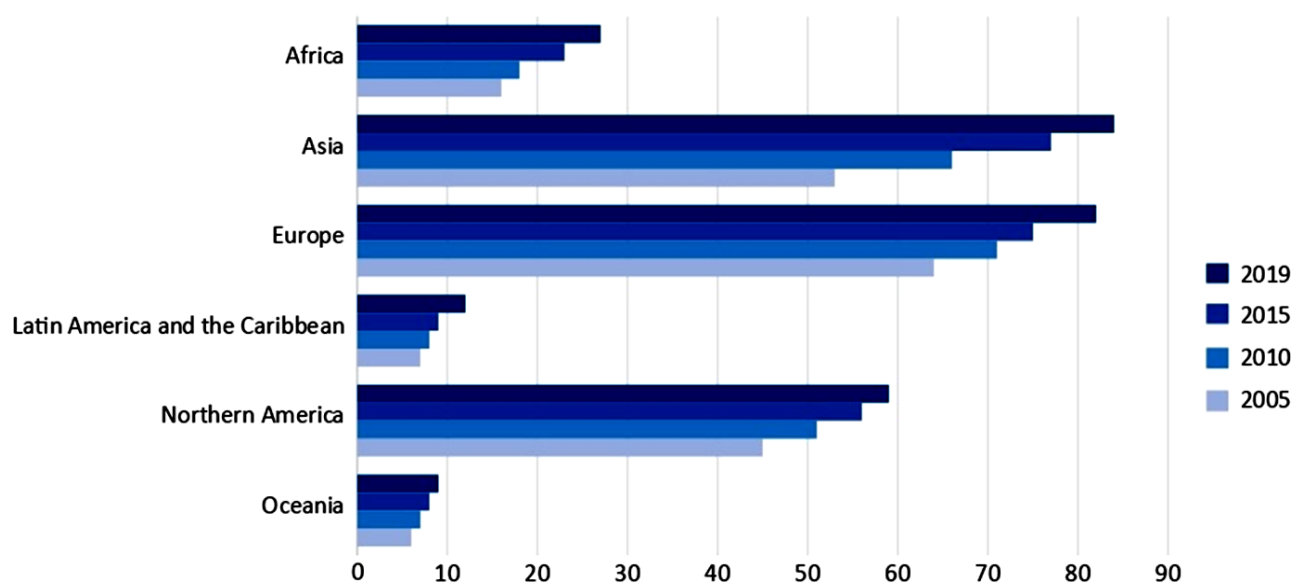


### The Political Situation in Brazil

President: Jair Bolsonaro (2019 -2023)

Political orientation: right-wing extremist, populist, moral conservative, economic liberal.

Figure 1. International migrants, by major region of residence, 2005 to 2019 (millions)



Source: UN DESA, 2019a. Datasets available at [www.un.org/en/development/desa/population/migration/data/estimates2/estimates19.asp](http://www.un.org/en/development/desa/population/migration/data/estimates2/estimates19.asp) (accessed 18 September 2019).

Note: Categorization based on UN DESA geographic regions (see chapter 3, appendix A for details), not implying official endorsement or acceptance by IOM.

When compared to the size of the population in each region, the number of international migrants in 2019 were highest in Oceania, North America and Europe, where international migrants represented, respectively, 21 per cent, 16 per cent and 11 per cent of the total population. **In comparison, the share of international migrants is relatively small in Asia and Africa (1.8% and 2%, respectively) and Latin America and the Caribbean (1.8%).** However, Asia experienced the most remarkable growth from 2000 to 2019, at 69% (around 34 million people in absolute terms). Europe experienced the second largest growth during this period, with an increase of 25 million international migrants, followed by an increase of 18 million international migrants in North America and 11 million in Africa. World Migration Report 2020 - IOM, p. 24

## AMÉRICA DO SUL REGISTROS

### TODOS

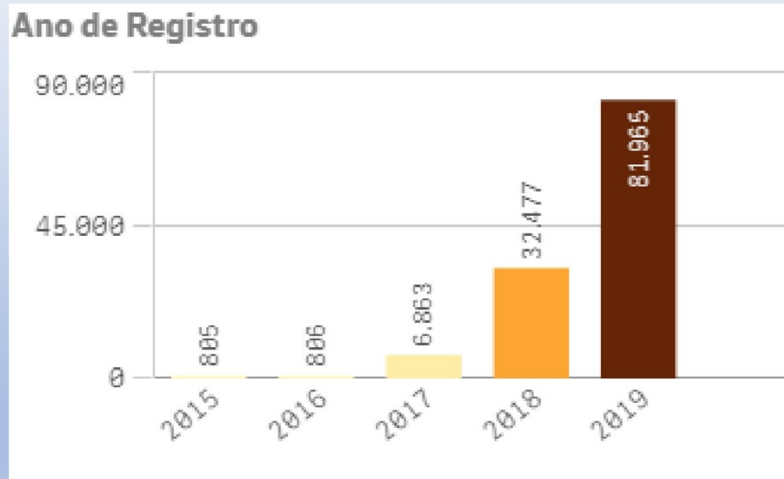
Nacionalidade	Total de Migrantes
BOLÍVIA	157.349
VENEZUELA	132.573
ARGENTINA	103.084
URUGUAI	73.302
COLÔMBIA	72.526
PERU	54.761
PARAGUAI	54.352
CHILE	46.834
EQUADOR	10.809
GUIANA FRANCESA	1.154
TRINIDAD E TOBAGO	647
SURINAME	430
GUIANA	189



### SOMENTE ATIVOS

Nacionalidade	Total de Migrantes
VENEZUELA	123.507
BOLÍVIA	106.636
ARGENTINA	61.756
URUGUAI	48.194
COLÔMBIA	41.440
PARAGUAI	33.227
PERU	32.680
CHILE	28.341
EQUADOR	5.217
GUIANA FRANCESA	681
GUIANA	187
SURINAME	167
TRINIDAD E TOBAGO	117

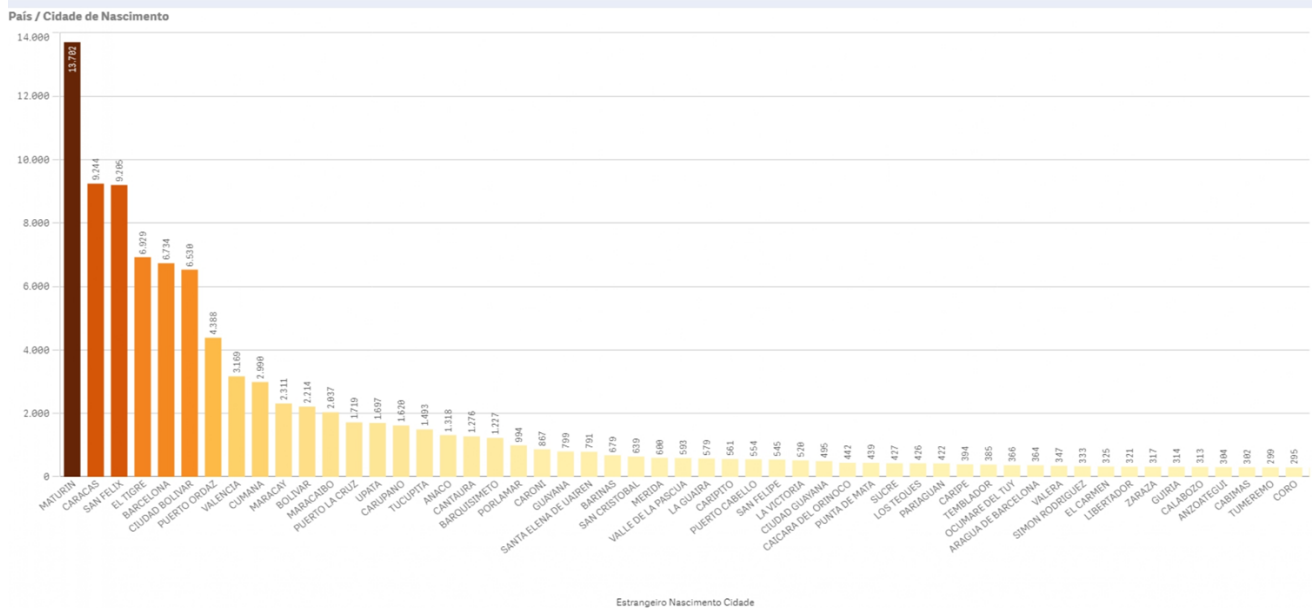
## REGISTROS VENEZUELANOS – EVOLUÇÃO ANUAL (ativos e inativos)



Normativos específicos editados para a concessão de residência temporária a nacionais de países fronteiriços:

- 2017 – Resolução Normativa CNig 126/2017
- 2018 – Portaria Interministerial nº 09/2018

## ORIGEM VENEZUELANOS (Registros ativos e inativos)



### TITLE II

#### Fundamental Rights and Guarantees

#### CAPITAL I

#### OF INDIVIDUAL AND COLLECTIVE RIGHTS AND DUTIES

Art. 5º All are equal before the law, without distinction of any kind, guaranteeing Brazilians and foreigners residing in the country the inviolability of the right to life, freedom, equality, security and property, in the following terms:

XLII - the practice of racism is a crime with no bail and subject to the penalty of imprisonment under the terms of the law.

#### CAPITAL II

#### SOCIAL RIGHTS

Art. 6º Social rights are education, health, food, work, housing, transportation, leisure, security, social security, protection for motherhood and children, assistance to the destitute, in the form of this Constitution.

## VULNERABILITIES

- ◆ Language
- ◆ Lack of Information
- ◆ Housing
- ◆ Employment
- ◆ Diploma Revalidation
- ◆ Health Care
- ◆ Discrimination (culture, traditions)
- ◆ Bureaucracy (basic services)
- ◆ Lack of References (stable and qualified public services)



## 2. Neringa Tumėnaitė (UNITED for Intercultural Action): “Refugee Crisis” in Europe

The presentation by Pedro Gil Weyne (AVESOL) was followed by the presentation by Neringa Tumėnaitė from UNITED on the “Refugee Crisis” in Europe. Below are the key points from her talk:

### About UNITED

Promoting Human Rights since 1992!

UNITED is a European network against nationalism, racism, fascism and in support of migrants, refugees and minorities.

Gathers over 560 organisations to create synergies for:

- Anti-racism & Diversity
- Migration & refugee rights
- Media Literacy, Internet Governance
- Countering hate speech online and offline



### CAMPAIGNS: #MakeThemSmallAgain

A Discrimination Index of political parties, which base their campaigns on hate and intolerance towards European minorities – including migrants, refugees, Muslims, people of African descent, Jews, Roma, LGBT+ and people with disabilities.

Particularly close attention is paid to reporting the parties featuring nationalist, radical right, far-right, neo-fascist and neo-Nazi ideologies.

### CAMPAIGNS: FATAL REALITIES OF ‘FORTRESS EUROPE’

Since 1993, UNITED is documenting the deadly results of the building of ‘Fortress Europe’ and regularly publishes a list of those who die at Europe’s borders or in detention camps awaiting their deportation.

<http://www.unitedagainstracism.org/>

ARCHIVE

2018

## Banu Cennetoğlu

ADDRESS

Great George Street  
Liverpool  
L1 7BX



The List of 34,361 documented deaths of asylum seekers, refugees and migrants who have lost their lives within or on the borders of Europe since 1993. Documentation as of 5 May 2018 by UNITED for Intercultural Action. Facilitated by Banu Cennetoğlu. Presented at Great George Street, Liverpool Biennial 2018. Photo: Mark McNulty

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The list  
Activism

## The List: the 34,361 men, women and children who perished trying to reach Europe

Since 1993, one group has kept a tally of all the migrants and refugees who died trying to reach Europe. To mark World Refugee Day, we look at what it tells us about the defining crisis of our times

Download a PDF of the List here



Alex Needham

@alexneedham74

Wed 20 Jun 2018 05:59 BST



11,064



Lifejackets have become a striking symbol of the refugee crisis. This was one of 2,500 removed or discarded vests that formed a 'lifejacket graveyard' in Parliament Square to draw attention to the crisis in 2016 Photograph: Hugh Peterwald/Pacific Press/LightRocket/Getty

# UNITED'S MONITORING OF REFUGEE DEATHS

Not Secure | unitedagainstreugeedeaths.eu/map/

Star icon, ID icon, Menu icon, Browser icons

## Fatal Policies of Fortress Europe

Home | 'List of Deaths' | Map | About the campaign | Join! | Gallery | Publications | About UNITED

Country of Death

Any

Manner of Death

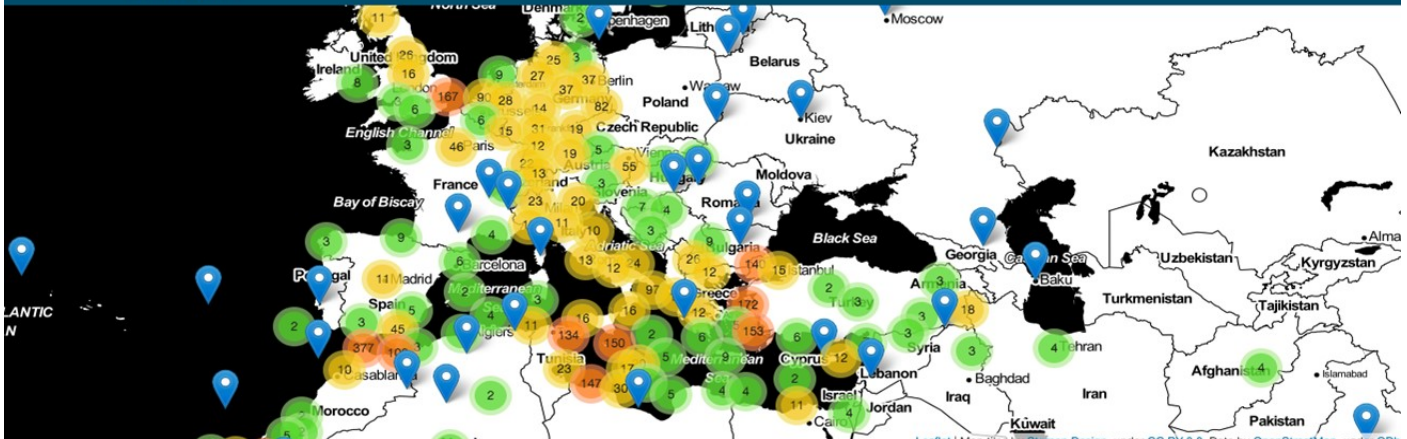
Any

Year

Any

Search

More options



### Migration, Race and Europe

Colonial rule: Primary direction of movement had been from Britain/Portugal/France/Belgium to the settler colonies. Issue was never “mobility”, but rather the colour of those who moved and the direction in which they moved.

Often the European scholarship presumes that restrictive asylum policies were introduced in the 1990s because countries were overwhelmed by so many ‘unprecedented’ asylum applications. This fails to acknowledge that the vast majority of these “new” asylum seekers came from countries with colonial relationships to Europe. (L. Mayblin, ‘Colonialism, Decolonisation, and the Right to be Human: Britain and the 1951 Geneva Convention on the Status of Refugees’, (2014)

I.e. When the EEC was set up, Algeria was formally a part of this new entity (it was as a part of the body politic of France). However, Algerian-French citizens were not allowed to move freely between all the EEC states, and were not to be same paid wages or insurance.

### Refugee crisis (?)

All EU countries are signatories to the Universal Declaration of Human Rights and the European Convention of Human Rights. Which means an obligation to accept people claiming refuge when they are fleeing conditions of war, violence, and persecution.

While many people would argue that any invocation of “crisis” should refer to those fleeing such devastation, or to those trapped in it, many media commentators and politicians refer to the crisis **facing Europe**.

If there is a crisis in Europe, it is a moral crisis associated with Europe's failure, in the main, to act in a manner consistent with European values. (Gurminder K. Bhambra - *The current crisis of Europe: Refugees, colonialism, and the limits of cosmopolitanism*)

### Numbers, numbers....

Europe is the richest continent on the planet, yet it takes in the smallest proportion of the world's refugees. “Global South” countries host over 80% of the world's refugees, with Europe taking about 6%. (UNHCR, Figures at a Glance. 2017)

In 2017, 2 million Syrians were registered by the UNHCR in Egypt, Iraq, Jordan and Lebanon, an additional 2.8 million registered by Turkey, and over 29,000 in North Africa. In Lebanon (5mln citizens), the refugee population constitutes over 20% – 1.2 million. (Amnesty 'Syria's Refugee Crisis in Numbers', 3 February 2016.)

The proportion in percentages per local population range from 1.8% in Hungary to 0.06% in the UK, with the EU average being about 0.25%. In other words, this 'crisis', as reported in the European press and European politicians, is constituted fewer than 0.25% of the population of Europe.

The Dublin Regulation is a European Union (EU) law that determines which EU Member State is responsible for the examination of an application for asylum.

\*The EU lacks supranational authority to establish a mandatory relocation mechanism and how security frames prevailed during the crisis.

### **Trends: Border Externalisation (I)**

*"Externalization of migration controls describes extraterritorial State actions to prevent migrants, including asylum-seekers, from entering the legal jurisdictions or territories <...> without individually considering the merits of their protection claims."*

Emergency Trust Fund for Africa (EUTF), the Migration Partnership Framework and the Refugee Facility for Turkey, the European Union and individual member states are now providing millions of euros for an array of projects to stop migration from Africa. As a result there have been EU agreements with and funding provided to regimes in Chad, Niger, Belarus, Libya and Sudan.

### **Trends: Border Externalisation (II)**

These agreements have turned Europe's neighbours into Europe's new border guards. And because they are so far from Europe's shores and media, the impacts are almost completely invisible to EU citizens.

Dictatorships that had been previously excluded from negotiations with the European Union have suddenly become key actors in the management of migration issues.

Externalization triggers, directly and indirectly, one or more categories of rights violations.

### **Key dates: Valetta Summit 2015**

Trust Funds for Africa was made available (1.8 billion euros) during the negotiations, to be distributed among countries along the Central Mediterranean route: the Sahel region (Libya, Mali and Niger) and the Horn of Africa (Ethiopia, Eritrea, Somalia and Sudan).

The Summit has reaffirmed the key role played by repatriation in the policies of migration control. At the same time, this serves to advance the agenda on the creation of hotspots – or rather adopt a "hotspot approach" to facilitate the identification of migrants on arrival and consequently ensure their forced return within a short time frame. The vast majority of the 35 countries that the EU prioritises for border externalisation efforts are authoritarian, known for human rights abuses and with poor human development indicators.

### **Externalisation Discourse**

The overall migration-related assistance to Morocco to €148 million in 2018.

Morocco is under particular migratory pressure with flows along the Western Mediterranean increasing. This is why we are intensifying and deepening our partnership with Morocco and increasing our financial support. This funding will help to strengthen border management and the fight against smugglers together but also to improve the protection of migrants and to help prevent irregular departures by supporting economic development in the region. Shared challenges require joint solutions and partnerships, and the EU stands by Morocco." The EU Commissioner for Migration, Dimitris Avramopoulos.



## ARMS TRADE

The total value of licenses issued by EU member states for arms exports to these 35 countries in the decade 2007-2016 is over €122 billion.

20% of these countries (7) have a EU and/or UN arms embargo in force, but most of them still receive arms from some EU member states as well as EU support for their armed and security forces for migration-related efforts.

## SECURITISATION

The growth in border security spending has benefited a wide range of companies, in particular arms manufacturers and biometric security companies.

Germany and Italy fund own arms firms to underpin border security work in MENA, in particular Egypt, Tunisia and Libya. In Turkey, the substantial border security contracts have been won by defense companies, who are using the resources to support Turkey's attacks on Kurdish communities.

The boosting and militarization of border security has led to a higher death toll for forcibly displaced persons. In 2017, 1 out of 57 migrants crossing the Mediterranean died, compared to 1 out of 267 in 2015.

## WAY AHEAD

European solidarity based on cooperation, international experiences of young people, cultural openness, high level of education & de-colonization of our practices.

## HOW WE ACT!

# Week Against Racism – 21 March

[Click here to go the 2019 campaign's website](#)

The General Assembly of the United Nations declared 21 March the International Day for the Elimination of all Forms of Racial Discrimination. This day was implemented as a reaction to the [brutal murder of 69 anti-apartheid demonstrators in Sharpeville \(South Africa\) in 1960](#). Apartheid was a legal system of systematic racial segregation and inequality enforced by the government of South Africa from 1948 up to 1990.

Since the early 1990s, UNITED coordinates every year around 21 March the European Action Week Against Racism. Activists, NGOs, universities, schools, municipalities and a wide variety of different organisations carry out hundreds of activities all around Europe in order to bring an end to racism, discrimination and intolerance.

Take this opportunity and become a part of the 2019 European Action Week Against Racism. Organise your own activity and help to make our message visible: All over Europe we will stand Hand in Hand for Diversity. Together we will have an enormous impact on creating cohesion and spreading our antiracist agenda.



Every year, UNITED coordinates a weeklong Europe-wide campaign to protest against all forms of racism and discrimination, and celebrate the diversity that enriches European societies. For the 60th anniversary of this day, European Action Week Against Racism 2020 will take place from 16th to 29th March, around the theme of "Solidarity". We will feature your contributions on an interactive activity map. It will serve to showcase not only your work, but the scale and size of our network.

Please feel free to share your actions with us: Fill out our online form: <http://weekagainstracism.eu/join-the-campaign/report-your-activity/>. Email us at [21march@unitedagainstracism.org](mailto:21march@unitedagainstracism.org).

## Situation of Refugees, Racism, Nationalism and Hate Speech in Participating Countries

After the presentation "Refugee Crisis" in Europe by Neringa Tumėnaitė, it was time for group work and discussion. The facilitators divided all participants into three different groups. Each group discussed and wrote key notes on flipcharts of the following three questions:

1. Discuss the situation of refugees in your country, also in relation to racism, nationalism & hate speech and the role of social media.
2. What can we do (volunteers, host and ICYE organisations do to change mind-sets and support refugees) in this project and in the long-term?
3. What challenges are we likely to face to achieve our objectives?

The following includes the key notes written on each flipchart of each of the three groups, as well as key notes of discussions taken place during the three group presentations in plenary.

**1**

- \* POLAND (POL)
- \* NIGERIA (NIG)
- \* ICELAND (ICE)
- \* HONDURAS (HND)
- \* COLOMBIA (COL)

REFUGEES:

- POL: Post-Soviet Countries  
↳ ≈ 300 apply to refugee
- ICE: 1,200+ accepted ann. (Syria)  
↳ Appl. get lost in system  
↳ LGBTIQ+ people applying → questioned motives
- NIG: IDP; Rel: Cameroon  
↳ Not accepted b/c of cult. diff  
↳ ethnicity & religious conflict
- HND: Nicarag., Cuba, Paris  
↳ IDP  
↳ Chinese (i.e. post-1989)
- COL: Venezu.  
↳ IDP → linked to arm conflict

\* ICE: racism prevalent in most countries  
↳ Older generations with racist mentalities

\* NIG: ethnicity & religious discrimination  
↳ Population has hate speech again the country

\* POL: social media postings have been bad over, spreading  
↳ Hate speech from gov. against migrants

\* COL: people bring history  
↳ Hate speech from gov. against migrants at consulate

\* HND: Insecure situation of migrants, news show migrants at consulate  
↳ Honduras discriminating & violate human rights of migrants

**2**

- \* Capacity-building / training on migration & anti-racism
- \* Social support & inclusive activities with migrants
- \* Raise-awareness workshops for children & youth
- \* Show cultural aspects of migrants.
- \* Include theme in ICYE training camps → outgoing → In coming → keep it long-term
- Provide local perspective
- \* Incorporate holistic approach
- \* Long-term → become org. that campaign on social issues (i.e. diversity, gender-based violence, sexual harm) starting within (ethos)
- \* Hosting these type of int'l events

**3**

- \* Visa issues
- \* Lack of resources (funding)
- \* Insecurity  
↳ In certain countries to be a HR Defender is risky
- \* Lack of interest from population → narrow-mindedness
- \* Change concept of "race"
- \* Anti-racism = anti-discrim.
- \* Outrage response from gen. people

**GROUP #1**

## Group #1: POLAND, ICELAND, NIGERIA, HONDURAS, COLUMBIA

### Situation of Refugees

Poland:

- ✦ Post-soviet countries; approximately 300 apply to refugee
- ✦ Social media portrays fake news, bad cases, xenophobia

Iceland:

- ✦ 1,200+ accepted annually (Syria); applications get lost in system (i.e. LGBTIQ+ people applying are questioned about their motives)
- ✦ Racism prevalent to most countries; older generation with racist mentalities

Nigeria:

- ✦ IDP (ethnicity and religious conflicts) / Ref.: Cameroon; not accepted because of cultural differences
- ✦ Ethnicity and religious discrimination; population has hate speech against the country

Honduras:

- ✦ Nicaragua, Cuba, Pakistan, Chinese; IDP
- ✦ Migrants are made invisible; news show migrants as criminals; authorities discriminate and violate human rights of migrants

Columbia:

- ✦ Venezuela (social challenges, i.e. prostitution); IDP linked to arms conflict
- ✦ People forget history; news relate insecurity with Venezuelan immigrants; hate speech from population against Venezuela

### What can we do?

- Capacity-building / training on migration and anti-racism
- Social support and inclusive activities with migrants
- Raise-awareness workshops for children and youth
- Show cultural aspects of migrants
- Include theme in ICYE training camps: outgoing and incoming (provide local perspective) – keep it for long-term
- Incorporate holistic approach
- Long-term (starting within: ethos): become organisations that campaign on social issues (i.e. diversity, gender-based violence, sexual harassment)
- Hosting these type of international events

### Challenges faced

- Visa issues
- Lack of resources (funding)
- Insecurity: in certain countries to be a Human Rights Defender is risky
- Lack of interest from population (narrow mindedness)
- Change concept of “race”
- Anti-racism = anti-discrimination
- Outrage response from general people

## Group #2 SLOVAKIA, NIGERIA, HONDURAS, BRAZIL, AUSTRIA

### Situation of Refugees

Slovakia:

- ✦ No target country
- ✦ 2,2% foreigners
- ✦ No refugees
- ✦ Strong issue about migration before elections

Honduras:

- ✦ Passing country: Nicaragua – Honduras – Guatemala – Mexico – US.
- ✦ CIPRODEH works together with UNHCR to support Nicaraguan migrants: people killed at borders – political conflict.

Brazil:

- ✦ More out, less in (more Brazilians migrate abroad than foreigners coming to the country)
- ✦ Examples: Haiti, Senegal (economy), Cuba, Venezuela – they face political persecution but most come to search for jobs
- ✦ North Brazil: xenophobia. The north region has more xenophobia currently because of Venezuelans coming in.

Nigeria:

- ✦ More IDPs than migrants coming to seek asylum / refugees.
- ✦ IDPs: local haram, destruction of homes, oppression – people mainly coming from the north part of the country to the south.
- ✦ Many Nigerians migrate and seek asylum using the Boko Haram as a justification.

Austria:

- ✦ Vienna has 25% of population of the rest of the world – the rest of Austria has a small percentage of foreigners and it is where more xenophobia is faced.
- ✦ There is a strong right party.
- ✦ It currently change its position of welcoming.

### What can we do?

- Education for young people
- Out of boundaries – include refugees
- Campaigns
- Media, social medias
- Educate partners
- Help with services for foreigners (i.e. there a lot of professional refugees). Austria seeks certain professionals (i.e. IT technicians) abroad but refugees could do it.
- Integration, inclusion

### Challenges faced

- Finances
- Professionalism – we need to do more to reach a lot of people and to counteract news in social media
- Information for different target groups – multiply the information and inform what we do
- Role of media – shown on TV, get politicians to talk about it
- Social inclusion with people from different political opinions
- Corruption – a problem in the whole world. Even when we get finances, sometimes these campaigns do not happen.

**Situation of refugees**

**Brazil:**

- ✦ Hate speech in social media because the main authorities treat the hate speech as freedom of speech – something absurd.
- ✦ Social media does influence in the real behaviour of the persons (i.e. on the internet you don't have to identify yourself – there are studies that show that the virtual behaviour is reproduced in the real life, i.e. the violence happening in digital world is reproduced in real life)

**Colombia:**

- ✦ We have immigrants of Venezuela – they come because of the political, economic and social challenges. There is a lot of xenophobia as Colombians say that Venezuelans are taking away their social benefits.
- ✦ Venezuelans are facing unemployment for example, and are deported.
- ✦ There is also IDPs because of *guerillas* and *paramilitaries*, and are forced to live on the streets and begging for money.
- ✦ Colombia has racism (i.e. discriminate against black people in daily life situations like not sitting beside a black person, beauty is not considered diversity, etc.).

**Kenya:**

- ✦ Two years ago, the government decided to close down refugee camps, but people came back.
- ✦ Refugees in tow camps: Somalia, Sudan, Uganda and Eritrea.
- ✦ People are very hostile against the refugees.
- ✦ Refugees have made a big impact on the economy; i.e. Somalians own a lot of business, but it is hard to tell because they pretend to be Kenyans to avoid discrimination = these “refugees” have more money than Kenyans which make locals life different as they need to compete, creating hostility.
- ✦ Many IDPs (6,000 people last year).
- ✦ People living in camps (showing lack of government response), which are run by cartels and abuse is not dealt with.

**UK:**

- ✦ Boris Johnson's influence and since the economic crisis in 2008 it got worst.
- ✦ People are put in prison (so called detention centres), including children who are waiting their application process.
- ✦ British are colonial and since WW II people from the British empire were brought (with the wind brush ship) to rebuild the country; the wind brush scandal is that people who came, who are British are sent “back home” (i.e. 5 flights of deportations) but people are protesting by standing in front of the planes.

**South Africa:**

- ✦ Huge population of Somalians who set out business, Zimbabwe, Nigeria and Congo.
- ✦ The Somalians are more connected to business/commerce and a lot are to prostitution and drug trafficking.
- ✦ A lot of influx of Pakistani.
- ✦ A lot of hate that leads to xenophobic actions. People start to get violent with each other.

**What can we do?**

- Public speaking (i.e. TedTalks)
- Emotional release spaces (venting)
- Educational work – workshops/classes
- Teaching empathy as a tool to use in these situations
- Festival where local people and migrants come together
- Arts, history
- Intercultural exchanges
- Awareness / positivity on social media

**Challenges faced**

- Anger
- Stereotypes
- Lack of participation
- ‘Heads in sand’
- Lack of government
- Support / funding

## Danger of Words: Understanding Concepts and Terms

In this session, the participants were divided into 4 groups. Each group was given a theme and an article based on the theme. The 4 themes were as follows: 1) Refugees, migrants & asylum seekers, 2) Fake news, 3) Nationalism, and 4) Hate speech.

The groups were asked to read their articles and to mark and discuss the words that they considered “dangerous” in the sense that they are negatively charged. The debriefing focused on the risk of sensationalised headlines and the need to check the source of the articles. The method description and articles can be found in [Annex 1](#).

## DAY TWO – 10TH MARCH

### Anti -Racism Approach

The facilitator introduced the topic of racism and explained the understanding of racism in the ‘Youth Work Can Unite’ project. Racism is not just about skin colour, it is about structures of domination and is a result of power relations. To understand racism, one needs to look at discrimination.

There are three forms of discrimination: Individual, Intergroup, Systemic.

### Formal, Non-Formal and Informal Learning

The participants were then divided into three groups and each group was asked to reflect on and discuss their best and worst learning experiences. The outcome of the discussions can be found in the boxes below:

Group 1	
Best Learning Experience	Worst Learning Experience
-Inspiration	-Exams
-When you can choose	-Repetition
-Job Shadowing	-Memorising
-Project orientation	-Strict teachers
-Motivation	-No student preferences
-Interpersonal relationships	
-Intercultural learning trainings	
-Pen pals	
-Summer camps	
-Intercultural experiences	
-Listening	

Group 2
Worst Learning Experience
-Humiliation in learning
-Face high challenge to gain high education
-Teachers have a narrow view of education, allow them to open their eyes vis-à-vis the system
-Teacher wasn't comprehensive

Group 3	
Best Learning Experience	Worst Learning Experience
-Guiltiness of making a mistake for the first time	-Feeling excluded in some collective moments in school time
-Creative learning process	-Coming from a small town/village
-Having similar people close to you	-Traumas caused by bullying

The groups presented back at plenary with some of the individuals giving their personal experiences of their best and worst learning experiences, for example a grandmother gently but firmly reprimanding a child for stealing a coin, and that remained with her up to today – she cannot steal – she remembers it positively. Another example is a teacher being nasty and harassing a student making them hate the subject forever. The groups were then asked to discuss their understanding of Formal, Non-Formal, and Informal Learning. Below an overview of the findings of the three groups:

Group 1:		
Formal Learning	Non-formal Learning	Informal learning
-Organised	-Semi-structured	-Everyday learning
-Institutionalised	-Learning by experience	-Learning through mistakes
-It has levels	-Revolutionary	
-Controlled	-Sharing	
-Focus: Results	-Participative	
	-Horizontality	
	-Focus: Process	
	-Feedback	

Group 2:		
Formal Learning	Non-formal Learning	Informal learning
-School	-Group work	-Family
-University	-Discussions	-Community
-Structured	-Training	-Friends
-Seminars	-Exchange	-Chat
	-Games	-Environment
		-Music
		-Art

Group 3:		
Formal Learning	Non-formal Learning	Informal learning
-Tests	-ICYE	-Social encounters
-Certificates	-Familia Ayara	-Interpersonal relationships
-Schools & Universities	-Structured Voluntary Service	-Personal advice
-Licence / Degree	-Workshops	-Sharing of experience

All the groups reported similar ideas of formal, non-formal and informal learning. All were in agreement that formal learning is institutionalised learning that is quite structured and result oriented (exams), non-formal learning is loosely structured, and usually takes place in workshops, etc., and informal learning is what you learn from the world, family and friends around you.

## Inner Readiness based Competence Development

### Competences

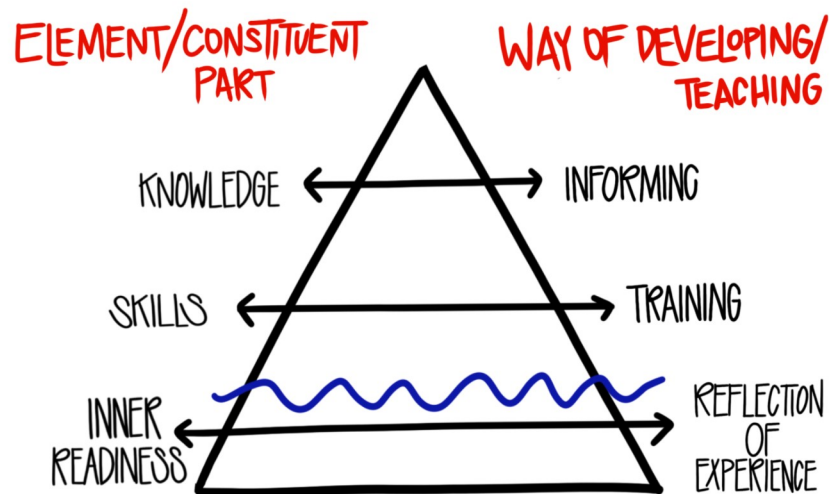
Competences are comprised by three elements— knowledge, skills and attitudes. *A competence is the ability to act efficiently in a specific field / area of work and in a specific situation.*

In order to obtain a competence, the three elements – knowledge, skills and attitudes – need to be developed. International voluntary service experiences encourage this **personal action** in order to develop competences.



## Inner Readiness

Your knowledge and skills can be developed by informing yourself, through training and other educational activities. However, your inner readiness, i.e. **the right attitudes can only be gained through experiential learning and personal reflection.** Having and developing inner readiness also works through personal interactions so that you are ready to use your knowledge and skills = **to act!**



### Reflect on:

- Context of action
- Level of ownership of competences
- Reaction habits



Reflection methods can be used in trainings (i.e. mid-term and final evaluations in addition to other feedback/reflection methods) to increase inner readiness. Attitudes are not replaced by inner readiness, but the **REFLECTION** on attitudes, skills and knowledge **STRENGTHENS** inner readiness. For example, public speaking requires knowledge and skills but also the courage to speak in public.





## Training on Anti-Racism and Combating Hate Speech

### Session 1: A Day in Court

The first session of the training began with A Day in Court, in which participants played out a mini-trial, looking at a real case that came before the European Court of Human Rights. The objectives of the role play were to consider how freedom of expression rights should be balanced against the need to protect victims of racist abuse or hate speech, and to explore the protections – and limitations – of the right to freedom of expression. A description of the method can be found in [Annex 2](#).

### Session 2: Identity Molecules and Power Flower

#### Identity Molecules

After the first coffee break on Tuesday, the second day of training, there were two sessions of the "**Training on Anti-Racism and Combating Hate Speech**". The first session started with the **Identity Molecule** exercise. In this activity, each person received a piece of paper with a circle in the centre and 5 circles around it.

Each person first wrote their names inside the centre circle, and wrote 5 aspects that they felt they identified with.

After that, a discussion started about the difficulties of this exercise and each person were asked to highlight the 3 main aspects from those 5 that they think it could be considered the most important ones, followed by a reflection in pairs on this stage.

Afterwards, the group was asked to stand up every time the facilitator said an aspect that they identified with (even though some did not write it down on their papers, perhaps). Some of those aspects were: black, Latin, African, smart, artistic, LGBTQI+, and so on.

As a final activity of the exercise, the participants were asked to scratch one of the five aspects, meaning that this one would be the least important of those five. Finally, the group was divided in pairs again in order to discuss the erased aspect. The group went back to the circle at the end to reflect on the atmosphere in the room after the activity, which had a really personal and, perhaps, an emotional charge to the participants. A description of the method can be found in [Annex 3](#).

#### Power Flower

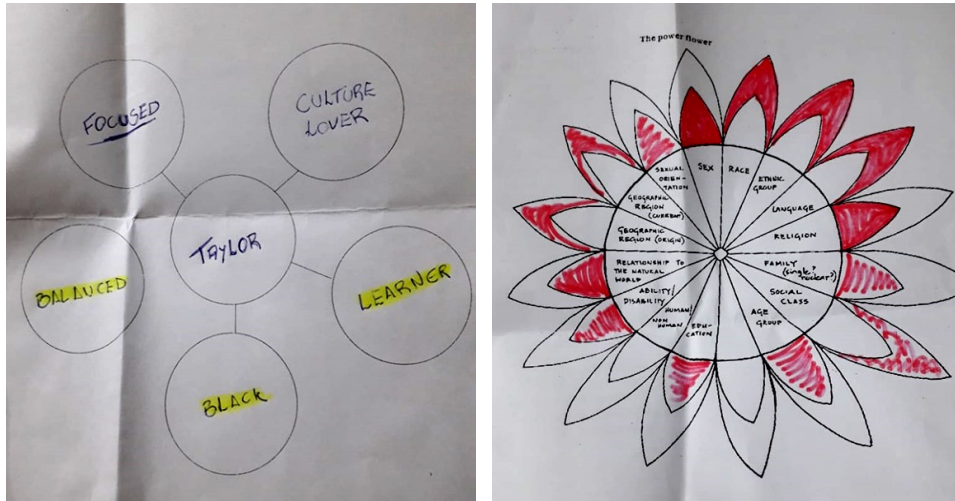
As the above exercise reached its end, a facilitator started the preparation of the activity, named **Power Flower**. The keywords for the activity were: forms of oppression, privilege, power. While the first exercise focused more on the personal side, the Power Flower focused more on general ways of oppressing and being the oppressed.

After the instructions, the room was divided in groups of 3, each one receiving a worksheet with a flower filled with different forms of oppression inside the petals. The groups discussed the forms of oppression for about 8 minutes. As they were reaching a consensus about the meaning of each oppression, they were asked also fill in the petals in 2 parts, whether they felt as belonging to a target or a non-target group.

Afterwards, the facilitator mediated a discussion on the results, where some people felt more privileged than the others depending on how they filled in the flower. This part was the most important part of the activity, since the group started to share its own difficulties, results and feelings about the power flower. With these questions, it became clear that power is relative and it depends on the experience that each one has in her/his life. Also, one of the most discussed points was the meaning of belonging, and as such that the questions asked would obviously sound different to each participant. A description of the method can be found in [Annex 4](#).

The activity ended with a focus on speaking about the relations of POWER that became somehow clear with this exercise, meaning that the word power (which was written by different participants on the board in their respective languages) can have a positive significance when turned into EMPOWERMENT. Furthermore, it was discussed how some oppressed people can also become oppressors in some situations. It means that empathy can serve as a big facilitator in making people understand their roles in society with regard to forms of oppression.

These two activities can be considered non-formal methods of education, since the basis of the exercise is the sharing of personal aspects and experiences, allied with a broader view of oppression and the ways one can be/feel a target or a non-target in society.

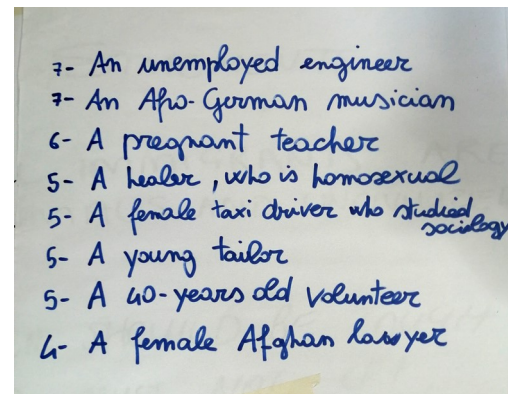


### Session 3: Starting Over

Day 2 continued with the third session on *Prejudices, Power and privileges*. The first activity of this third session was *Starting Over*, a method which is about stereotypes, prejudice and social exclusion based on the participants personal experiences.

The participants were split into two groups and carried out the method independently. Once the training was complete some feedback made about the selections from the training and the process by which each group worked together was shared in plenary.

Some of the reflections included the need to ensure enough time to complete the activity properly and allow time for feedback and reflection. Below examples of the comments and feedback the exercise gave rise to.



<b>Participant comment</b>	“Makes me think of how we select refugees to go from the camps to the UK or US and the whole process refugee shopping.”
<b>Participant comment</b>	“Most of us based our selections on skills and culture or own personal interests”.
<b>Feedback on the training tool:</b>	“It can be good to have an observer for this training to reflect on group dynamic and decision making”.

Starting Over was followed by an interactive presentation on Stereotypes and Popular Images in the Media. Descriptions of both Starting Over and Stereotypes and Popular Images in the Media can be found in [Annex 5](#) and [Annex 6](#).

## DAY THREE – 11TH MARCH

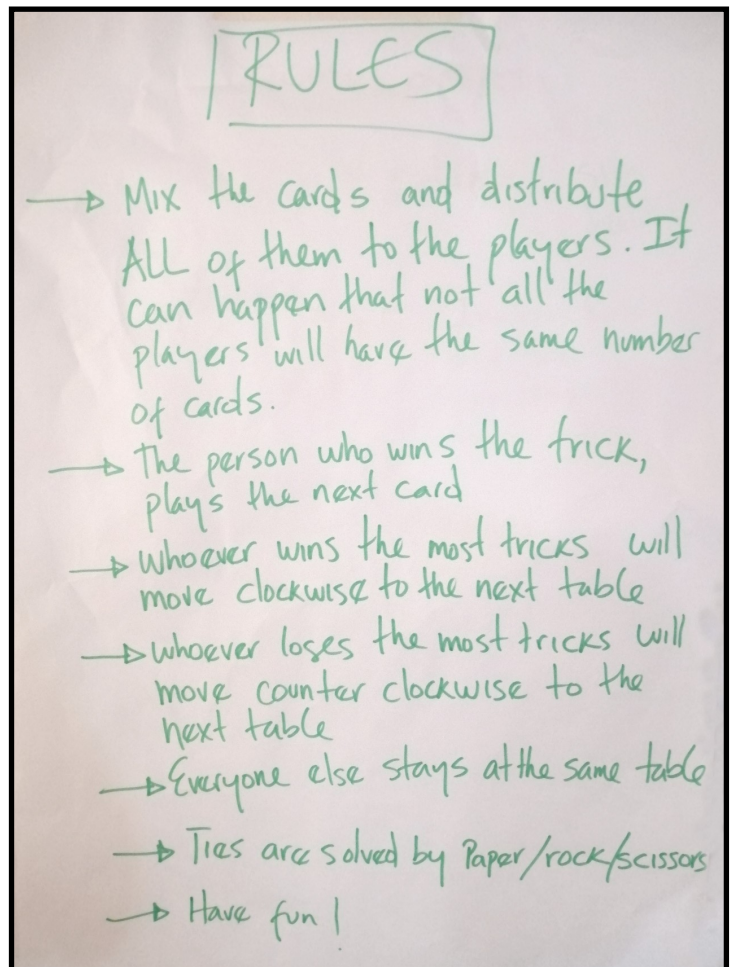
Day three began with the session on Discrimination, power and privileges.

### BARANGA

The day started off with the simulation game BARANGA, which encourages participants to critically consider normative assumptions and cross-cultural communication.

There is a moment where conflict arises not (only) from major or obvious cultural differences but often from subtle, minor cues. The game was created to tease out these subtleties. In this activity, participants play a card game silently, each operating with a different set of rules, unbeknownst to them.

There were two facilitators of the game and three tables. At first every group is explained the rules and then have the opportunity to test the game for 3 minutes. After everyone got the rules, the real game starts. Each round lasts 5 minutes and the trumps are counted on a piece of paper. When the game starts nobody is not allowed to talk. After 5 minutes the winner changes the table clockwise and the losers changes in the other direction.



The goal of the game is to learn how to communicate effectively across inter-cultural groups, to help participants interrogate assumptions they may have about group norms and critically analyse where those norms have come from and whether or not they continue to be useful in new contexts. Further the game is meant to highlight and help us understand what happens when we are not utilizing the same “rules” or “norms” as others in the group. A description of BARANGA can be found in [Annex 7](#).

**Input: Model of discrimination**

After BARANGA, a new Modell was introduced: Model of discrimination/Aspects of discrimination & Examples.

This model highlights three different 3 levels of discrimination:

- Between people
- Institutional
- Socio-cultural

The three levels of discrimination are constantly interacting and influencing each other and are shaped by historical and current social, economic, legal or political power.

Experiences of discrimination shape the individuals concept of self (-perception, -confidence, -esteem)

Being a victim of one of these modes of discrimination does not rule out the possibility of being enmeshed as perpetrator and/or profiteer.

A description of the Model of Discrimination can be found in [Annex 8](#).

LEVEL	RELATES / REFERS TO	EXAMPLES
INTER-PERSONAL	WAYS IN WHICH WE BEHAVE & INTERACT WITH 'OTHERS' ↓ SHAPED BY PERSONAL ATTITUDES, THOUGHTS & FEELINGS	"MEN HAVE HIGHER COMPETENCE IN THE FIELD OF ENGINEERING THAN WOMEN."
INSTITUTIONAL	ESTABLISHED RIGHTS, TRADITIONS, HABITS & PROCEDURES ↓ LEAD TO SYSTEMATIC DISCRIMINATION OF CERTAIN (GROUPS) OF PEOPLE	THE LAW OF ASYLUM FORBIDS REFUGEES TO MOVE AROUND FREELY (OBLIGATED TO REMAIN AT THE REFUGEE RESIDENCE)
SOCIO-CULTURAL	THAT WHICH IS SEEN BY THE DOMINANT CULTURE / COMMUNITY / WORLDVIEW AS RIGHT, GOOD & BEAUTIFUL ↓ A BENCHMARK / POINT OF REFERENCE FOR ALL THINGS	"MEN SHOULD BE HARD AND SHOULD NOT CRY."

## Tackling Hate Speech directed at Refugees and Migrants

### Forum Theatre

An exercise to address topics of hate speech directed at refugees and migrants was now introduced. This was being addressed by the use of Forum Theatre. Forum theatre is an exercise where real life situations can be replayed or put into action and where participants can find solutions or create a new scene all together.

Three different groups were formed, each creating separate scenes with separate oppressors and victims. Every play in this exercise has an oppressor and a victim and the oppressor can never be replaced, but every other character can.

The exercise helps highlighting difficult and discriminatory actions. The participants can experience every part of a discriminatory situation themselves and look at the situation from different perspectives.

A description of Forum Theatre can be found in [Annex 9](#).

#### STATEMENTS USED FOR FORUM THEATRE

1. ALL IMMIGRANTS ARE ANIMALS AND UNCIVILIZED
2. MEN SHOULD BE TOUGH AND MUST NOT CRY
3. A WOMANS PLACE IS IN THE KITCHEN

### Talk on Hate Speech by Neringa Tumėnaitė: *The nuanced discussion: should all hate speech be censored/banned?*

After Forum Theatre, Neringa Tumėnaitė from UNITED gave a talk on hate speech and censorship. Key notes from the talk are presented below:

(One of the) [First censorships of Freedom of Speech](#)—In 1917 as the USA were entering the WWI, its congress passed the Espionage Act which would make campaign against war illegal, because disobedience of the soldiers could pose a threat to the country.

#### Freedom of Speech

Free speech or the right to free expression is a fundamental human right. People should be allowed to express their opinions or thoughts because thoughts, opinions and beliefs are an important part of our identity. Freedom of expression should also be protected because it plays a key role in a democratic society. However, sometimes the right to freedom of expression can be limited if it may harm individuals or be dangerous for society.

#### Council of Europe's Anti-Discrimination Department

Drafted a recommendation on Hate Speech in 1997, and are currently working on a new one.

#### Hate speech online:

##### **Young people and online hate**

- **Across Europe, 6% of 9 to 16-year-old Internet users reported having been bullied online, and 3% confessed to having bullied others.<sup>6</sup>**
- **16% of young Internet users in Canada say they have posted comments on the Internet that were hateful towards a person or group of people.<sup>7</sup>**
- **78% of the respondents of an online survey stated they had encountered hate speech online on a regular basis. The three most recurrent targets of hate speech were: LGBT people (70%), Muslims (60%) and women.<sup>8</sup>**

## Regulations on Hate Speech:

The Court of Justice of the European Union (CJEU) - can be ordered to police and remove illegal content and hate speech worldwide.

### **ARTICLE 19**

“This would set a dangerous precedent where the courts of one country can control what internet users in another country can see. This could be open to abuse, particularly by regimes with weak human rights records”

-Regulation of Hate Speech and Hate Speech Removal

## Hate Speech vs Freedom of Speech

The following are four different academic positions on the topic on hate speech vs. freedom of speech:

- Freedom of Speech as the ultimate Right
- Harm Principle
- Offense Principle
- Human Rights approach

### Freedom of Speech - Ultimate right (Malik)

Kenan Malik (2012) - “hate speech” should be challenged, not regulated.

Stating that certain sentiments, thoughts are so immoral that they should not be addressed, covers the inability to challenge them and is not an efficient in terms of engaging.

“Racist thoughts are morally offensive. But they should not be made a criminal offense.”



### Freedom of Speech vs Hate Speech (Titley)

Gavan Titley - hate speech is a very complex and a contested idea, which is continuously put against competing rights, such as freedom of speech.

“Freedom of speech is understood as a zero-sum game – it either exists or doesn’t, is extended to all, or none – and where freedom of speech is presented as the foundational democratic right from which all others emerge, and on which all others ultimately depend.

The focus on hate speech against minorities should be situated historically in order to trace it back to its roots, where historically-generated oppressive relations and inequality have been embedded.”



### Hate Speech & Harm Principle (Mill & Scanlon)

John Stuart Mill (1974) opposed legal sanctioning of the speech unless they are based on the Harm Principle - only purpose of censorship should be to prevent direct and clear harm/violation of rights.

Removing protection of certain forms of speech could be harmful for democracy, as some of it could in fact contain portions of truth, which, if left unchallenged, would eventually turn into dogmatic prejudices.

Banned if direct harm is present: An example for his theory could be preaching to an angry mob during a protest or shouting “fire” in a crowded theatre.

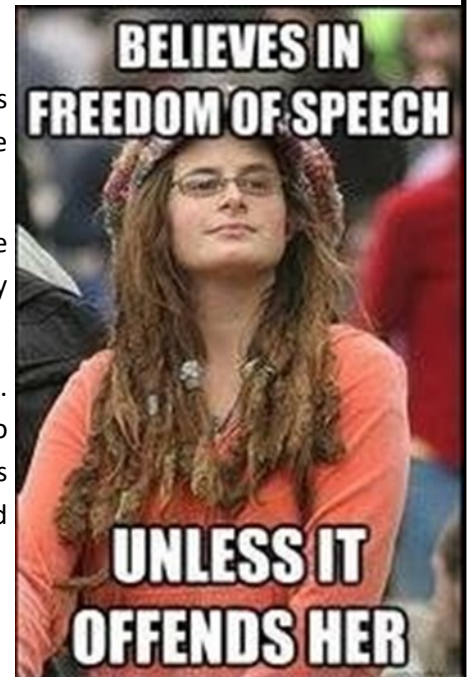


### Hate Speech & Offense Principle (Feinber)

Feinber argues that the Harm Principle sets the bar too high and allows many to escape prosecution (recognizing the danger is that people have different “overly sensitive dispositions”).

Feinberg offers taking into account : the extent, duration, social value, ease with which it can be avoided, motive, number of people offended, intensity of the offense, and general interest of the community at large.

The offense principle is based on the potential of avoiding the offense, i.e. books should never be banned for the reason offense – no one is obliged to read them. Being offended by something one cannot avoid or escape from is not the same as merely knowing that something exists and being offended by that fact alone.



### Discussion: Hate Speech & its tensions with Freedom of Speech

Finally Neringa presented a case with the purpose of making the above presented points tangible:

The case was about a Danish journalist, who held an interview with an extreme racist group in Denmark called “The green jackets”. It was broadcasted on Radio and left uncommented by the journalist. The exercise was a role-play, where the participants played the roles of the journalist, the Danish government and the judge of the European Commission. This showed how Hate Speech can be conceived and the different perceptions of hate speech with different reactions.

## Project Visit - AVESOL

After lunch, the group left the hotel to visit the Brazilian host projects, AVESOL and ICYE Brasil.

The group was received by Pedro, an immigration lawyer with AVESOL.

Pedro and other staff members of AVESOL also introduced themselves to the group following a presentation of AVESOL:

AVESOL is involved in:

- Volunteering
- Human rights
- Economic Solidarity

They also have other social projects partnering with them including ICYE Brazil.

AVESOL works on Economic Solidarity; they support local groups in improving the economy. They support about 140 groups who make handcrafts and other products. They empower, train and support them and organize markets where they can sell their crafts. Most of the groups they support are comprised of people who have suffered from violence or abuse.

Pedro also explained that since 2014-2016, AVESOL started doing workshops on Human Rights, educating the most impoverished people on their rights.

Coffee with Rights: Here communities are visited to talk about human rights. AVESOL works with other organizations like MARISTA, PURCS, and ICYE BRASIL for this.

Another project which also collaborates with AVESOL and ICYE Brasil on Migration issues was also on ground to educate the group. GUSTAVO I.CHACON a lecturer at Chemistry Institute UFRGS introduced the group to the historical and conflict causes in Venezuela: Existential Causes. He explained the severity of the situation in Venezuela with the various military coups to the reign of Hugo Chavez. People dying, children with terminal diseases, old people searching for relevance and benefits, malnutrition, bad health services, raping and killings. He himself migrated to Brazil and has been helping refugees in Porto Alegre ever since.

Another partner from CIBAI - Center for Brazilian Immigrants presented information on what they do to assist refugees and immigrants in Brazil. They are more like missionaries but open to non-Christians. They work with migrant houses and have helped over 200,076 migrants so far.

They welcome immigrants, orientate them, and have helped out with over 365,000 tons of food since 2019. They have assisted migrants from Senegal, Haiti, and Venezuela. They work with a Parish church that inspires other churches to support and collaborate. Each Monday they prepare food for more than 400 homeless people. They get funded by wealthy philanthropists, donations and help from international cooperation.

Lastly the group was given a tour of the office and visited ICYE Brasil staff and their space at the AVESOL office.



### Sightseeing/Free time

The evening was spent at the lake watching the sunset with chips and Samba music.





## DAY FOUR – 12TH MARCH

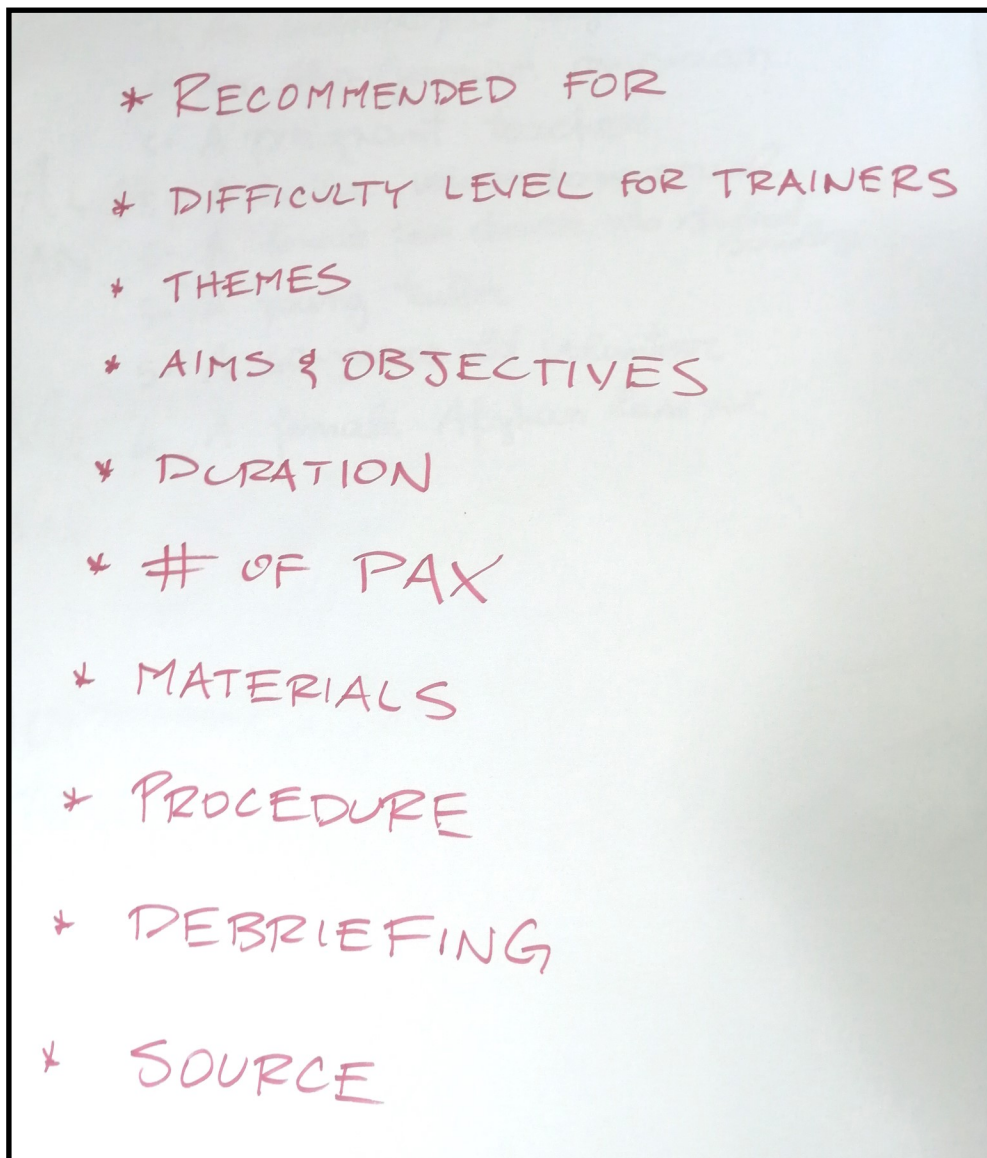
### Developing Local Trainings on Anti-Racism and Tackling Hate Speech

The aim of this session was to develop draft programmes of the trainings on anti-racism and tackling of hate speech which are to be held subsequently in the 3 regions.

The participants were divided into 3 regional groups: Latin American, African, and European. The first stage was to discuss a regional framework and then work on a national level plan. The groups used tools learnt throughout the previous days of the training. They were advised to be clear in their use of terminology and the context of the individual countries.

Within the regional groups, the discussions revolved around different training methods related to the target groups and the topic i.e. racism or hate speech. Group dynamics and the need for teambuilding activities during training was also discussed.

Participants commented on the use of other training methods in their own countries and also within other training tools, e.g. the STAR-E toolkit, and used them in the design of their programmes. The groups then returned in the afternoon to give and receive feedback, present the process, and share ideas across actions and regions.



## Presentation of draft training programmes: Europe

DATE	DAY	DESCRIPTION OF ACTIVITIES
	Day 0	Arrival of participants (15-20 participants)
	Day 1	
09:00	10:30	<ol style="list-style-type: none"> <li>Welcome by Hosting Organisation - ICYE</li> <li>Introductions of Team, taskforce &amp; participants (divided into continents &amp; organisation) – Group building activity</li> <li>Getting to know each other – Ball &amp; Adjective name game</li> <li>Aims &amp; objectives of project, training, different phases</li> <li>Presentation of the regional ICYE Organisation (presentation + Q&amp;A)</li> <li>Expectations, contributions, fears, hopes</li> <li>Programme presentation, time schedule, methodology</li> <li>Social contract</li> <li>Reporting sessions, logistics...</li> </ol>
10:30	11:00	Coffee/Tea break
11:00	12:00	<b>Keynote Talks: Youth Work Can Unite: International Volunteering to Enhance Solidarity and Fight Nationalism</b> <ol style="list-style-type: none"> <li>Local expert – Introduction, presentation of the local organisation &amp; situation, Q &amp; A</li> </ol>
12:00	13:00	<ol style="list-style-type: none"> <li>International expert - Introduction, presentation of the local organisation &amp; situation, Q &amp; A</li> </ol>
12:30	14:00	Lunch break
14:00	15:30	<ol style="list-style-type: none"> <li>Presentation of organizations - Speed dating methodology with guiding questions and sharing experiences on voluntary services and peace work</li> <li>Terminology &amp; Definitions - Group building activity/ Danger of Words</li> </ol>
15:30	16:00	Coffee/Tea break
16:00	17:30	<b>Group work: Discussing the situation of refugees racism, nationalism &amp; hate speech in participating countries -</b> Groups will be divided by taskforce; each trainers takes a group. Questions for the group: <ol style="list-style-type: none"> <li>Discuss the situation of refugees in your country, also in relation to racism, nationalism &amp; hate speech and the role of social media</li> </ol>
		<ol style="list-style-type: none"> <li>What can we do (volunteers, host and ICYE orgs do to change mind-sets and support refugees) in this project and in the long-term?</li> <li>What challenges are we likely to face to achieve our objectives?</li> </ol> Group presentations in plenary
17:30	18:00	End of day feedback (divided participants into 4 groups in advance - groups remain the same throughout the training)
19:00		Intercultural Evening
	Day 2	
09:00	10:30	<b>Anti-Racism Approach, Non-Formal learning and inner readiness competence development</b> -Anti-racism approach -Non-formal learning methodology -Inner readiness competence development
10:30	11:00	Coffee/Tea break
11:00	12:30	<b>Training on Anti-Racism and Combating Hate Speech</b> <i>Perspectives and Interpretations of historical events – group activity</i> +The History Line
12:30	14:00	Lunch break
14:00	15:30	<i>Prejudices, Power and Privileges</i> +Take a step forward - group activity +Starting Over - prejudices
15:30	16:00	Coffee/Tea break
16:00	17:30	Identity + Identity & Diversity - input + Identity Molecules (include Part 2: removing 2 identity parts and asking <del>par</del> to explain how they would feel about it) + Teambuilding exercise
17:30	18:00	End of day feedback (the same 4 groups as Day 1)
19:00		Dinner at a traditional/regional place

## Presentation of draft training programmes: Latin America

DATE	DAY	DESCRIPTION OF ACTIVITIES
08:30	Day 1	For 15 or 20 people: Women, Men, Mestizos, Indigenous, Gays, Lesbians, Youth, Adults, Afros, Raizales, Palenqueros, etc.
09:00	11:00	<ol style="list-style-type: none"> <li>1. Welcome by Host Organisation and Host Project</li> <li>2. Introduction of Host Organisation, Host Project and participants</li> <li>3. Presentation of participants and name game</li> <li>4. Presentation of the international hashtag and logo</li> <li>5. Aims, objectives of project, training</li> <li>6. Presentation of Host Organisation</li> <li>7. Presentation of Host Project</li> <li>8. Expectations, contributions, fears</li> <li>9. Programme presentation</li> <li>10. Social contract</li> <li>11. Reporting sessions</li> </ol>
11:00	11:30	<i>Coffee / tea break</i>
11:30	1:30	<b>Keynote Talks: Youth Work Can Unite: International Volunteering to Enhance Solidarity and Fight Nationalism</b> <ol style="list-style-type: none"> <li>1. Presentation about the political situation in Host Country</li> <li>2. Situation of immigrants in Host Country and Latin America</li> <li>3. Situation of displaced in Host Country</li> <li>4. Presentation about the Discrimination in Host Country</li> <li>5. Presentation about the situation of Venezuelan's in Host Country</li> <li>6. Presentation about the xenophobia and aporophobia in Host Country</li> </ol>
1:30	14:30	<i>Lunch</i>
14:30	16:30	<b>Group work: Discussing the situation of Immigrants racism, nationalism &amp; hate speech in Host Country</b> Questions for the group: <ol style="list-style-type: none"> <li>1. Discuss the situation of Immigrants in Host Country, also in relation to racism, nationalism &amp; hate speech and the role of social media - 20 min.</li> <li>2. What can we do (volunteers, host and ICYE, Host Project, orgs do to change mind-sets and support refugees) in this project and in the long-term? - 20 min.</li> <li>3. What challenges are we likely to face to achieve our objectives? - 20 min.</li> </ol> Group presentations - 30 min.
16:30	17:00	<i>Coffee / Tea break</i>
17:00	17:30	<b>Danger of Words: Understanding concepts and terms</b>
17:30	18:00	End of day feedback
08:30	Day 2	For 15 or 20 people: Women, Men, mestizos, Indigenas, Homosexuales, lesbianas, Jovenes, Adultos, Afros, Raizales, Palenqueros, Blancos, etc.
09:00	10:30	<b>Anti-Racism Approach</b> Non-Formal learning methodology Inner readiness competence development <b>Training on Anti-Racism and Combating Hate Speech</b> <i>Session 1: Perspectives and Interpretations of events in Host Country</i>
10:30	11:00	<i>Coffee / tea break</i>
11:00	1:30	<ol style="list-style-type: none"> <li>1. Invitation on expert Organization of Antiracism: 40 min.</li> <li>2. Invitation on expert of Immigrants, Xenophobia and aporophobia: 40 min.</li> <li>3. Invitation to immigrant and displaced to talk about your situation: 40 min.</li> <li>4. Questions: 30 min.</li> </ol>
1:30	14:30	<i>Lunch break</i>
14:30	16:00	<b>Session 2:</b> <ol style="list-style-type: none"> <li>1. Ayara Methodology: 1 hour and 30 min.</li> <li>2. Activity <i>The Power Flower</i></li> </ol>
16:00	16:30	<i>Coffee / tea break</i>
16:30	17:30	<b>Session 3: Design your local anti-racism and create a network for the dissemination of the campaign</b>
17:30	18:00	End of day – Feedback in groups
18:00	19:00	Artistic Presentation

## Campaigning Against Hate speech

### A presentation by Neringa Tumenaite, UNITED for Intercultural Action

In the afternoon session, Neringa Tumėnaitė gave a presentation on Campaigning against Hate Speech. She highlighted the example of The No Hate Speech Movement Campaign, a youth campaign led by the Council of Europe Youth Department.

The objectives of the campaign is to:

- *Support* human rights education activities for action against hate speech and the risks it poses to democracy and the well-being of young people.
- *Develop* and disseminate tools and mechanisms for reporting hate speech, especially online, including at national level.
- *Mobilise* national and European partners to prevent and counter hate speech and intolerance online and offline.
- *Promote* media literacy and digital citizenship, and support young people's participation in internet governance.



## SUBMIT A NEW REPORT

To submit a **new report** just fill all the fields below.

The report is an instrument for **monitoring** and **creating awareness** of hate speech on the internet.

LINK (HTTP:// ...)

TITLE

IN WHICH LANGUAGE IS YOUR LINK?



ship bullying human rights education hostility tolerance  
sibility antigypsyism solidarity xenophobia justice crim  
nce respect sexism diversity racism peace nationalis  
e participation antisemitism equality homophobia safet  
islamophobia freedom discrimination democracy hat

sed edition  
2016



The campaign contains, amongst others, a manual for combating hate speech online through human rights education and a hate speech watch, which makes it possible to file complaints in order to monitor and create awareness of hate speech on the internet.

Neringa also presented a short guide to campaigning. The example she took was a campaign by United. Further the structure of campaigns with emphasis on cross-sectoral partnerships for campaigns was a key topic in the session. It highlighted the importance of which platforms a campaign is going to use (social media, blog, podcast, television, radio, school program, etc.).

### What to be aware of when creating a campaign?

- Aim of the campaign
- Background research
- Title of the campaign
- Objectives
- Set and define targets
- Action plan and timeline
- Budget and financial plan
- Communication plan for promotion and dissemination
- Target groups
- Partners
- Evaluation
- Impact assessment
- Follow up / Sharing and exchange

On the basis of Neringa's introduction to campaigns, the regional groups hereafter worked on campaign ideas that could be carried out in the participating countries and regions.

## DAY FIVE – 13TH MARCH

### Anti-Racism Toolkit for International Volunteering

The outline of the Anti-Racism Toolkit for International Volunteering was presented—see below. The toolkit will be worked on during the final stage of the project, when the structure will be reworked based on the experiences and learning from the project and its campaigns in Europe, Africa and Latin America .

#### **ANTI-RACISM TOOLKIT FOR INTERNATIONAL VOLUNTEERING**

##### **TABLE OF CONTENTS**

1. ABBREVIATIONS
2. PREFACE
3. INTRODUCTION
4. USING THIS TOOLKIT
5. WHY IS ANTI-RACISM RELEVANT TODAY?
6. POTENTIAL FOR SOCIAL CHANGE THROUGH INTERNATIONAL VOLUNTEERING
7. NON-FORMAL LEARNING AND ANTI-RACISM APPROACH
  
8. DEVELOPING AN ANTI-RACISM TRAINING PROGRAMME
  - A. TARGET GROUPS
  - B. TERMINOLOGY: THE DANGER OF WORDS
  - C. LEARNING PROCESS OF AN ANTI-RACISM TRAINING
  - D. PROPOSED DRAFT TRAINING PROGRAMME
  
9. METHODOLOGY: ANTI-RACISM EDUCATION AND TACKLING HATE SPEECH
  - A. OVERVIEW OF METHODS
  - B. METHODS
  
10. CAMPAIGNING FOR SOLIDARITY
  - A. BEST PRACTICE CAMPAIGNS
  
11. ANNEXES
12. PARTNERS AND CONTRIBUTORS
13. IMPRINT / CONTACT



**TOOLKIT'S STRUCTURE AND CONTENT WILL BE FURTHER DEVELOPED BASED ON LEARNING IN THE PROJECT**

### Dissemination Plan

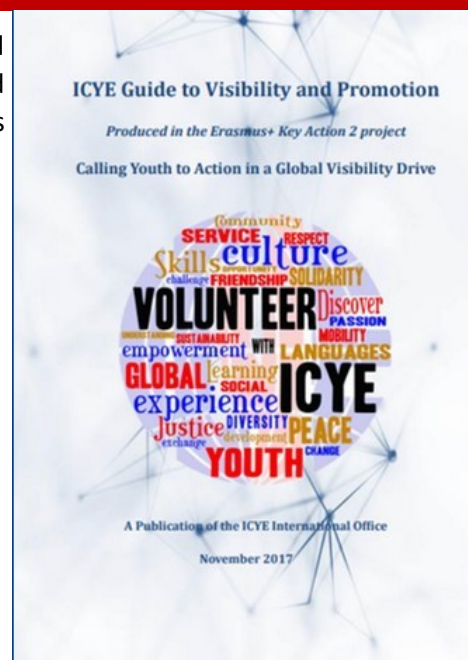
In order to present but also review the different products and activities in all phases of the project, the following dissemination plan was presented to all participants:

<b>Dissemination: What is planned?</b>			
<b>PRODUCTS</b>	<b>ACTIVITIES</b>	<b>WHO?</b>	<b>HOW?</b>
<ul style="list-style-type: none"><li>• Final Activity Report of the International Anti-Racism Training</li><li>• Anti-Racism Toolkit for International Volunteering</li><li>• 53rd Issue of the ICYE Federation Newsletter, volunteers' &amp; trainers articles</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">International Anti-Racism Training</a>, Porto Alegre, 9 – 13 March 2020</li><li>• <a href="#">Local Anti-Racism Trainings</a> in 12 countries</li><li>• <a href="#">Solidarity Campaigns</a> challenging racism and supporting refugees in 12 countries</li><li>• <a href="#">Final Evaluation Meeting</a>, Cape Town, South Africa, 9 – 12 March 2021</li></ul>	<ul style="list-style-type: none"><li>• ICYE International Office</li><li>• Partners and Stakeholders: volunteers, HO staff and beneficiaries, sending and host coordinating ICYE organisations)</li><li>• Cross-sectoral partners</li></ul>	<ul style="list-style-type: none"><li>• <b>Websites:</b> New project Webpage on <a href="http://www.icye.org">www.icye.org</a>, partners' Websites</li><li>• <b>Social Media:</b> Facebook, Instagram, LinkedIn, YouTube</li><li>• <b>Erasmus+ Project Results Platform</b></li><li>• <b>Campaigns:</b> Social and Mass media (radio, TV, newspapers)</li><li>• <b>Other:</b> Partners' newsletters, volunteers' blog, emails, host project visits, info-sessions, meetings, other trainings &amp; workshops</li></ul>

ICYE International Office

Two useful guides that can be used to plan the dissemination process and activities were likewise presented. The guides were developed by ICYE and comprise a wide range of practical examples and tips used by ICYE members for the promotion and dissemination of their activities.

- ICYE SOCIAL MEDIA GUIDE :  
<https://www.icye.org/images/stories/Publicationspdf/2015socialmediaguide.pdf>
- ICYE GUIDE TO VISIBILITY AND PROMOTION  
<https://www.icye.org/wp-content/uploads/2016/11/ICYE-Guide-to-Visibility-and-Promotion.pdf>



## Monitoring of the campaigns

The monitoring system was explained, which will count with one regional monitor in Europe, Latin America and Africa, and centrally monitored by the International Office in Berlin. The monitoring plan aims at supporting the implementation of campaigns, ensuring cross-sectoral partnership in the local campaigns, and collecting publicity material of the campaigns for the project's webpage.

# MONITORING ANTI RACISM CAMPAIGNS AND ACTIONS



## REGIONAL MONITORING

- Europe: Jerry Jarvis Essandoh
- Latin America: Jorge Ivan Hermida
- Africa: Nozuko Masiba
- Central Monitoring: ICYE International Office

## PURPOSE OF MONITORING

- Implementation of campaigns according to time plan
- Ensuring that cross-sectoral partnerships are established
- Campaign material is sent to ICYE IO for updating the project webpage

## CAMPAIGN MATERIAL FOR BLOG

- Texts describing aims & objectives, target groups, expected outcomes
- Photos, videos, flyers, posters – any material that you create for your campaign that can help publicize it online

ICYE International Office

## Recognition and Validation

The participants were further introduced to the different tools for recognition and validation of the project.

### RECOGNITION & VALIDATION

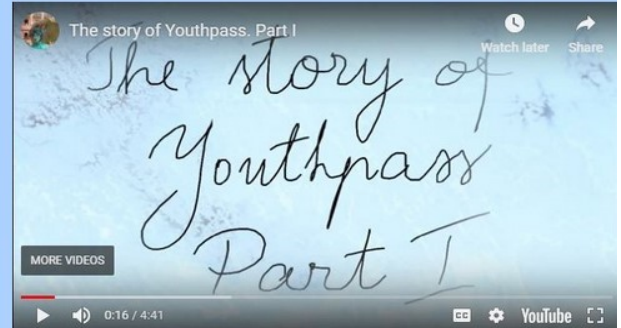
#### YOUTHPASS

Youthpass is a tool to document and recognise learning outcomes from youth work and solidarity activities. It is available for projects funded by Erasmus+.

While creating their Youthpass certificate together with a support person, project participants are given the possibility to describe what they have done in their project and which competences they have acquired. Thus, Youthpass supports the reflection upon the personal non-formal learning process and outcomes.

#### Watch Youthpass videos:

<https://www.youthpass.eu/en/about-youthpass/video/>



The Youthpass tool was further presented and explained. The certificate documents and recognises learning outcomes from youth work and solidarity activities carried out by international volunteers. A video on the Youthpass served to the importance and purpose of the certification.

The importance of the use of Newsletters and Blogs for recognition and validation of the project's activities was also emphasized.

It was also recommended that host organisations and ICYE National Committees provide certificates and recommendation letters to the volunteers.

Regarding competences certifications, the organisation Joint from Italy has developed the GLORE Certification System (<https://glorecertificate.net/>), where international volunteers have the possibility to login and state the skills and competences developed through the voluntary service, which would be validated together with the host organization.

Moreover, it was discussed that host organisations should also develop competences analysis during the mid-term and final evaluations.

To conclude, the participants mentioned the desire to create a global campaign together, using one logo and information which would be used around the world to create a worldwide anti-racism and solidarity campaign. Taking in consideration the resources presented and using collectively their own digital and local resources, the participant from La Familia Ayara from Colombia, offered to develop these products since they have the design and digital resources to do it. All participants agreed and committed to contributing with ideas and feedback to support

The hashtags to be used in the project are as followed:

**#timetoturnoffracism**  
**#Nomorediscrimination**

The logo designed by La Familia Ayara for the campaigns in Europe, Africa and Latin America is:





## Next Steps and Activities

The timeline and forthcoming steps in the project were then presented.

Note: Due to COVID-19, the volunteering activities of the project have been postponed and the timeline given below, planned at the start of the project, will be updated in due course and all partners and volunteers informed.

- I. **Taskforce preparation meeting: 28 - 30 January 2020, Milan, Italy**
- I. **International Anti-Racism Training: 09 – 13 March 2020, Porto Alegre, Brazil**
- III. **EVS for 12 volunteers: 15 April – 15 December 2020**
  - a. On-arrival and anti-racism training
  - b. Mid-term and final evaluation (no funding available)
  - c. Solidarity Campaigns: 1<sup>st</sup> May – 30 November 2020
- IV. **Volunteer articles for October 2020 ICYE newsletter:** Submission deadline 20<sup>th</sup> September 2020
- V. **Final Report, Youthpass & Volunteer Feedback Forms:** End November 2020
- VI. **Final Evaluation Meeting:** 9 – 12 March 2021, Cape Town, South Africa

The Final Evaluation will:

- ✦ Present the campaigns, evaluate and discuss their effectiveness,
- ✦ Evaluate the project,
- ✦ Develop the *Anti-Racism Toolkit*, outline the approach, content and tools to address racism through volunteering and present best practice campaigns.

### Campaigns in the following countries:

Europe: Austria, Iceland, Italy, Poland, Slovakia, UK

Africa: Kenya, Nigeria, South Africa

Latin America: Brazil, Colombia, Honduras

### Content

Volunteers, supported by the project's multipliers and their host organisations, will lead campaigns that address racism, nationalism and hate speech, promote human rights, solidarity and support to refugees, asylum seekers and immigrants.

### Methodology

The campaigns can take the form of a series of trainings/workshops on anti-racism with young people and within the local community, Forum Theatre depicting the situation of refugees, activities for young refugees, making a promotional film, photo exhibitions, flash mobs, bicycle tours, rallies, marches, or social media campaigns, etc.

## ACTIVITIES

- [International Anti-Racism Training, Porto Alegre, 9 – 13 March 2020](#)
- [Local Anti-Racism Trainings in 12 countries](#)
- [Solidarity Campaigns challenging racism and supporting refugees in 12 countries](#)
- [Final Evaluation Meeting, Cape Town, South Africa, 9 – 12 March 2021](#)

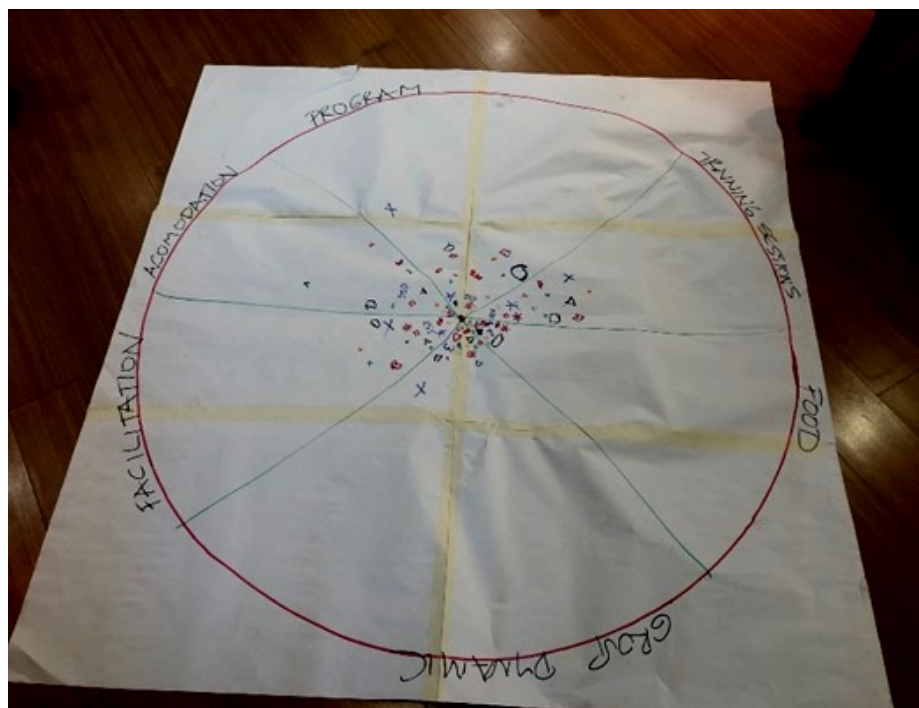


## Final Evaluation and Closing

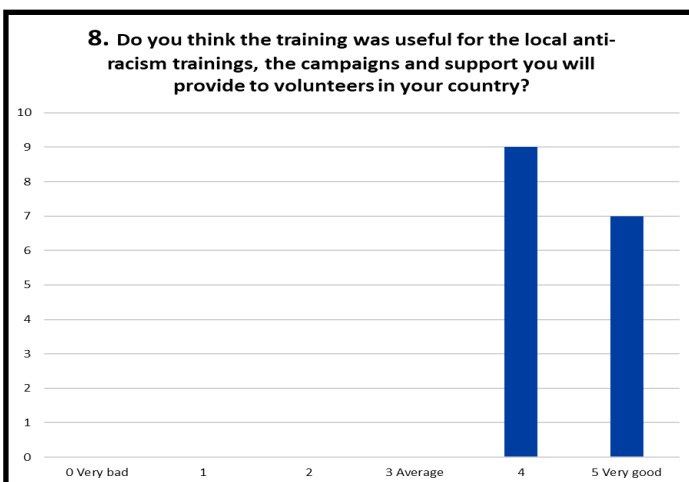
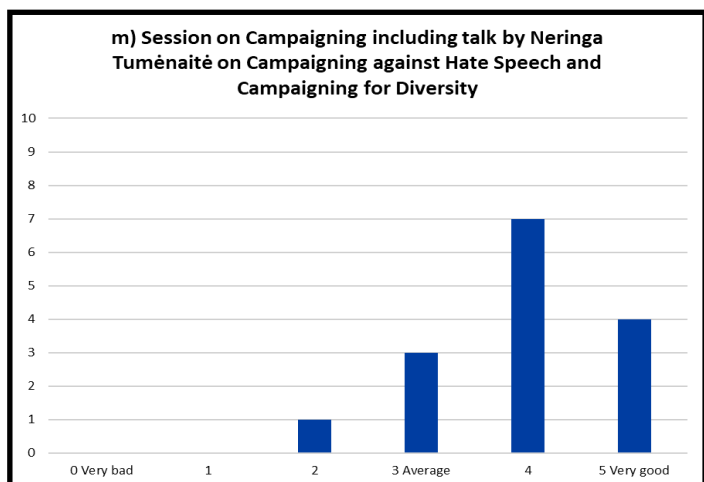
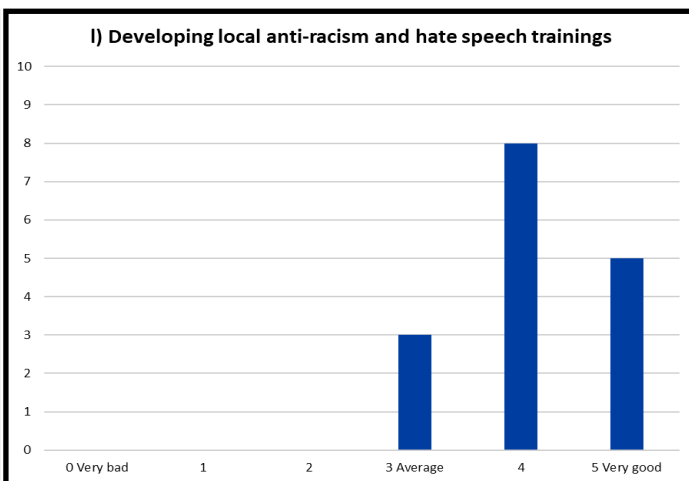
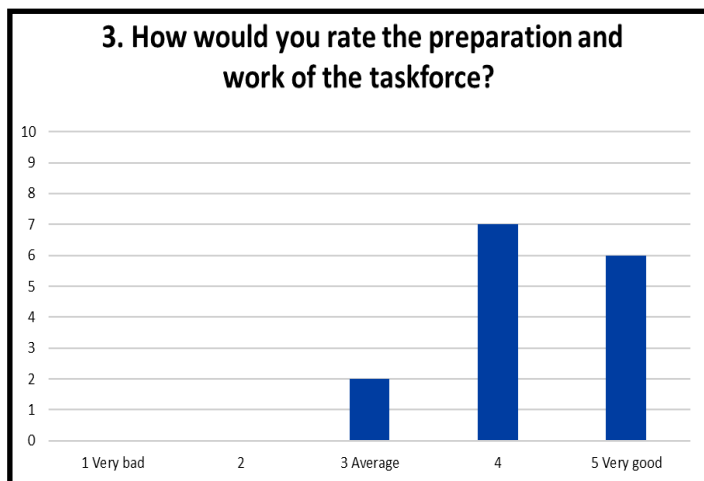
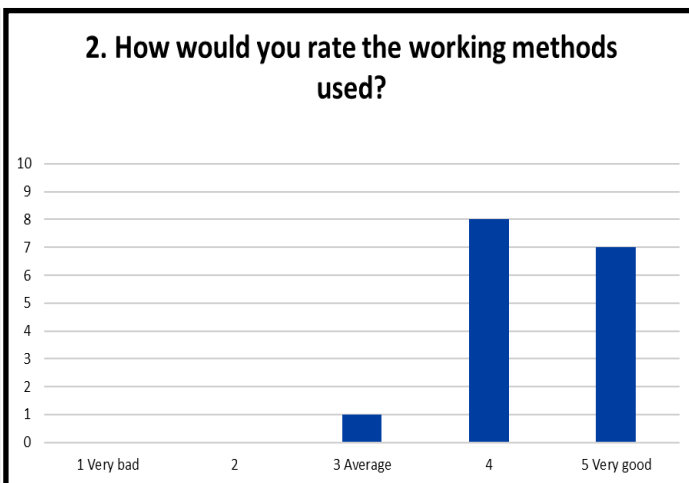
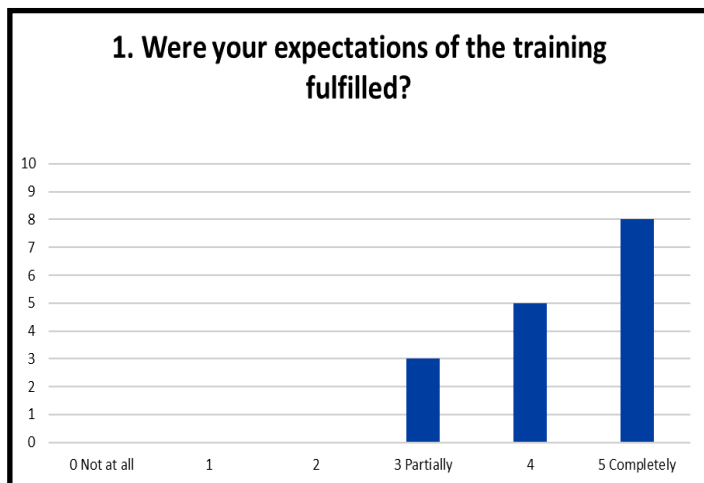
The training came to a close with the final evaluation, for which participants were asked to fill in final evaluation questionnaires. Subsequently an interactive final evaluation was carried out using the pizza method, in which accommodation, food, programme, facilitation, training sessions and group dynamics were rated. The group was appreciative of the taskforce and the amazing host ABIC – ICYE Brasil. Six key questions of the final evaluation questionnaire are presented on the following page and the entire analysis of the questionnaire can be found in [Annex 10](#).



The group working on the interactive final evaluation, carried out using the pizza method, in which accommodation, food, programme, facilitation, training sessions and group dynamics were rated.



Six points of the final evaluation questionnaire filled in by participants are presented below. See [Annex 10](#) for the complete results.



## LIST OF PARTICIPANTS

N°	Country	Organisation	Family name, first name
1.	Colombia	ICYE Colombia	Hermida Benitez, Jorge Iván
2.	South Africa	Volunteer Centre – ICYE South Africa	Cherism Masiba, Nozuko
3.	Austria	Grenzenlos – ICYE Austria	Jarvis Essandoh, Jerry
4.	Honduras	ICYE Honduras	Bueso Clark, Rodolfo
5.	Honduras	CIPRODEH	Leiva, Carlos
6.	Kenya	ICYE Kenya	Nyaribo, Josephine Kerubo
7.	Colombia	La Familia Ayara	Perea Lozano, Brenda Yasneir
8.	Iceland	AUS – Alþjóðleg ungmennaskipti	Stefánsson, Guðmundur Sigurður
9.	Poland	FIYE Poland	Ciecierski, Dawid
10.	UK	ICYE UK	Taylor, Allan
11.	Nigeria	ICYE Nigeria	Ayoola, Fabunmi Motunrayo
12.	Nigeria	CAFSSO-WRAG for Development	Tola-Winjobi, Agnes
13.	Slovakia	KERIC	Petríková, Miriam
14.	Brazil	AVESOL	Weyne, Pedro Gil
15.	Brazil	ICYE Brazil	Baravalle, Danila
16.	Brazil	ICYE Brazil	Fahlke, Annekatrin
17.	Brazil	ICYE Brazil	Goulart de Fraga, Taylor Santos
18.	Hungary	UNITED for Intercultural Action	Tumenaite, Neringa

# ANNEXES

**Annex 1-10**

## ANNEX 1

TITLE	DANGER OF WORDS
<b>AIMS &amp; OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Stereotypes reinforced by the media</li> <li>• Awareness of how some words are loaded and reproduce stereotypes and generalisations</li> </ul>
<b>DURATION</b>	30 - 45 minutes
<b>NUMBER OF PARTICIPANTS</b>	6 - 30
<b>MATERIALS</b>	Printout of one article per group of participants, pens, paper, flipchart paper, markers
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Select between 3 to 5 articles from the online or press media on the themes and terms you wish to discuss. The number of articles you need will depend on the number of participants.</li> <li>2. Divide the participants into small groups.</li> <li>3. Give each group a particular theme and an article on that theme.</li> <li>4. Ask the groups to read their articles and discuss which words in the text are negatively charged.</li> <li>5. Ask the groups to mark these words in the text and to try to rewrite the article (or one or two paragraphs of the article) using words that are not loaded and do not convey stereotypes and generalisations.</li> </ol>
<b>DEBRIEFING</b>	<ul style="list-style-type: none"> <li>• How was the exercise for you?</li> <li>• How was the discussion in groups? Did you all agree with the words that were selected?</li> <li>• How often did you read the article? Did anything change on reading the article for the second or third time?</li> <li>• How was it to change the negatively laden words in the article? How easy was it and how did it feel?</li> </ul> <p>The exercise helps to show how the media can manufacture articles to create a certain attitude towards specific people or groups of people, which you often do not notice. Moreover, these words or terms are often taken on by people and used in daily life without realising the negative implications.</p>
<b>OTHERS</b>	This method should be used in the first session of the training as it clarifies understandings of words, terms, definitions and concepts.
<b>SOURCE</b>	Final Activity Report of the Erasmus Key Action 1 training project, <i>Youth Work Can Unite: Merging Parallel Realities in Europe</i> , Graz, Austria, February 2017. <a href="http://www.icye.org/wp-content/uploads/2017/04/Final-Activity-Report-Graz-Austria-February-2017.pdf">http://www.icye.org/wp-content/uploads/2017/04/Final-Activity-Report-Graz-Austria-February-2017.pdf</a>

## Outcry sparked by 'deeply racist' rat poem in Austria

• 23 April 2019

A poem about migration titled *The City Rat* has drawn condemnation in Austria after it compared humans to rodents.

The poem tells migrants to integrate or "quickly hurry away".

It was written by Christian Schilcher, a deputy mayor from the far-right Freedom Party (FPÖ), which is part of Austria's ruling conservative coalition.

Chancellor Sebastian Kurz has demanded that the Freedom Party distance itself from the "abominable" poem.

The poem was published in an FPÖ newspaper in Braunau am Inn, birthplace of Nazi Germany's leader Adolf Hitler.

Mr Kurz told the Austrian Press Agency the poem was "disgusting, inhuman and deeply racist" and had no place in Austria.

"Just as we live down here, so must other rats," the poem states, telling them to "share with us the way of life, or quickly hurry away" and saying that if you mix different cultures, "it's as if you destroy them".

Mr Schilcher - the vice-mayor of Braunau am Inn - said he did not mean to "insult or hurt anyone" with his poem.

He apologised for ignoring the "historically burdened" comparison between rats and humans, saying the poem aimed to describe changes "which myself and others quite rightly criticise" from a rat's perspective.

Pamela Rendi-Wagner, head of the centre-left Social Democratic Party (SPÖ), said such comparisons were "customary in Nazi propaganda".

But Vice-Chancellor and FPÖ head Heinz-Christian Strache wrote in a Facebook post that the "current incitement and campaign" against his party shows their competitors are "especially nervous" ahead of European Parliament elections in May.

The FPÖ has been in coalition with Mr Kurz's conservative People's Party (ÖVP) since 2017 and is among just a few far-right parties to have won power in the EU.

<https://www.bbc.com/news/world-europe-48018110>

### No 1:

*Outcry sparked by 'deeply racist' rat poem in Austria*

Full article can be found here:

<https://www.bbc.com/news/world-europe-48018110>

## Will Colombia's Generous Attitude Toward Venezuelan Migrants Last?

The Editors Tuesday, Sept. 17, 2019



A Venezuelan migrant, cradling a baby, walks along a street in Bogotá, Colombia, April 4, 2019 (AP photo by Fernando Vergara).

Colombian President Ivan Duque has announced a generous policy toward Venezuelan refugees in Colombia, including giving citizenship to children born in Colombia. With Venezuelan immigration likely to continue, though, Colombia needs to begin thinking about the migrants' long-term needs.

Colombia has historically been a source of migration rather than a destination, but that has changed in recent years due largely to the ongoing economic and humanitarian crisis in Venezuela. Approximately [1.4 million Venezuelans have fled to Colombia](#) in recent years, according to the United Nations, with potentially hundreds of thousands more expected before the end of the year. As part of his government's [response to rising Venezuelan immigration to Colombia](#), President Ivan Duque announced last month that 24,000 children born to Venezuelan refugees would be granted Colombian citizenship.

The measure is a step in the right direction, says Beatriz Eugenia Sánchez-Mojica, an expert in migration policy and international human rights law at IE University in Spain. But as she explains in an email interview with WPR, Colombia has sought to address the presence of Venezuelan migrants with a series of ad hoc measures, when what it really needs is a long-term approach to the issue.

### No 2:

*Will Colombia's Generous Attitude Toward Venezuelan Migrants last?*

Full article can be found here:

<https://www.worldpoliticsreview.com/insights/28197/venezuelan-immigration-to-colombia-is-spiking-here-s-how-duque-is-handling-it>

# Danger of Words: Understanding Concepts and Terms—Articles

## HIPWRECK HORROR

At least 80 migrants feared dead after boat capsizes off coast of Tunisia

Christy Cooney  
4 Jul 2015, 14:32

At least 80 are feared dead after a boat carrying migrants capsized off the Tunisian coast, a spokesperson for the International Organization for Migration has said.

Flavio Di Giacomo wrote on Twitter on Thursday: "A shipwreck occurred off the Tunisian coast, 4 survivors have been rescued and brought to Tunisia."

At least 80 people have died after a boat carrying migrants capsized near the port town of Zarzis, Red Crescent official Mongi Slim told Reuters.

"They said that their dinghy was carrying 86 people."

"About 80 migrants are feared dead."

"More updates are needed in order to confirm what happened and the actual number of missing."

Some of the survivors have told the Tunisian coast guard that the boat sank off the town of Zarzis, Red Crescent official Mongi Slim told Reuters.

All four were transferred to a migrant sheltering centre in Zarzis, but one is confirmed to have since died in a local hospital.

Giacomo estimated the total number of people currently missing to be 82.

He also said the ship had sailed "a few days ago" from Zouara, a port city in northwest Libya just 55 miles east of Zarzis.

At least 65 migrants drowned trying to reach Europe from Libya last May when their boat capsized off the Tunisian coast.

Beginning in 2015, large numbers of both refugees and economic migrants began arriving in Europe from the Middle East and North Africa.

## We must reclaim Europe's borders to stop such tragedies repeating themselves, by MICHAEL BURLEIGH

By MICHAEL BURLEIGH FOR THE DAILY MAIL

PUBLISHED 11:58 GMT, 21 April 2015

The deaths of up to 1,000 EU-bound migrants at the weekend has focused minds on the appalling human tragedy unfolding in the Mediterranean.

The Italians have rescued 13,000 people in the past week alone, while Italy has accommodated 31,000 refugees since the start of this year. How on earth has it come to this?

The fact is that the Western-backed overthrow of Colonel Gaddafi from power in Libya in October 2011, without ensuring a stable replacement regime, was a monumental mistake.

Survivors of the Libyan migrant boat tragedy prepare to get food on European soil after an Italian rescue ship brought them to Catania, Sicily

Libya is now a failed state with no parallel governments, at war with each other, and no control of its borders. It is also home to hundreds of warring militia and terrorist groups, including Islamic State – who moved in comparatively recently, and only this week were shown in a video to have beheaded 30 local Christians on a Libyan beach.

The anarchy and the absence of border controls mean the country has become a gateway to Europe for migrants from all over Africa and the Middle East. They also mean human traffickers can operate with impunity and the lawlessness, taking in €600million a year from their sordid trade.

And while the Italian navy and coastguards have been heroic, rescuing boatloads of people on a nightly basis, the problem will only intensify as coming months see calmer seas and warmer weather over the summer encourage more migrants to try their luck.

I am not suggesting that Gaddafi was anything other than a brutal, manipulative tyrant. Indeed, he himself was not above cynically exploiting the migrant crisis.

## KILLER LOOPHOLE

Moroccan London Bridge attacker Rachid Redouane exploited a loophole to sneak back into the UK with his Irish ID after being denied asylum

about Rachid Redouane gained entry to Britain again using documents picked up in Dublin after he married a Brit

by STEVE COOPER

7 Jul 2015, 2:40

Jihadist Rachid Redouane exploited a loophole to slip into Britain from Ireland — after the Home Office booted him out.

The Moroccan-born chef had been refused asylum.

London Bridge attacker Rachid Redouane exploited a loophole to slip into Britain after being denied asylum. But he gained entry again using documents picked up in Dublin after he married a Brit.

He was one of the thousands of non-EU nationals using Ireland as a route to get into the UK.

The scam sees them wed European citizens and create a false Irish background for themselves.

Records showed Redouane, 30, secured an Irish-issued EU FAM card.

It is believed he was entitled to following his marriage to Essex-born Charlene O'Leary in the Irish capital in 2012.

A WhatsApp source explained: "It is essentially an Irish residency card. It allows the holder to remain in Britain for three months during which time they must apply for their own residency if they wish to stay longer."



## There's only one way to stop the Mediterranean migrant crisis

Telegraph View: Calls for an official channel for refugees fleeing Libya will not help the situation. Instead, we must stop this tide of misery at its source



By Richard Smith  
a columnist for the Telegraph

This week's EU heads of government summit to discuss the plight of migrants in the Mediterranean needs to adopt a hard-headed and pragmatic approach to a dreadful problem to which finger-pointing and hand-wringing are not the answers. The temptation to accede to demands from human rights groups for a legitimate route into Europe for the sake of humanity gathering on the North African shore needs to be resisted. Such a response may sound compassionate but it would simply encourage even more people to make the journey. Those who fall to get into Europe legally would then try to do so unlawfully, probably by sea. How would this help?

We have made the point before that the longer term solutions to this disaster include the restoration of a proper government to Libya, from where many migrants set out and whose leaders state is partly the responsibility of the European countries who toppled Col Gaddafi. EU action to improve the economies of the African countries the migrants leave behind is also necessary. But even if these outcomes can be achieved, they will not deal with the immediate crisis, which will inevitably worsen as better weather ferries hundreds of thousands more migrants on to the high seas. The EU is expected to re-establish search and rescue operations that were withdrawn last year because they were thought to be acting as an incentive to migration which, in view of the numbers that are trying this year, appears to have been the case.

But if migrants need to be rescued then the policy of control has already failed. The immediate priority for EU leaders now is to work out a way to prevent people boarding the boats in the first place, both by destroying captured vessels and blockading the ports they are leaving. New resettlement schemes and migration quotas will not help matters.

## No 3 (four articles):

1. HIPWRECK HORROR  
At least 80 migrants feared dead after boat capsizes off coast of Tunisia  
<https://www.thesun.co.uk/news/9437220/migrants-feared-dead-boat-capsizes-coast-tunisia/>
2. KILLER LOOPHOLE  
Moroccan London Bridge attacker Rachid Redouane exploited a loophole to sneak back into the UK with his Irish ID after being denied asylum  
<https://www.thesun.co.uk/news/3740906/moroccan-london-bridge-attacker-rachid-redouane-exploited-a-loophole-irish-id-denied-asylum/>
3. We must reclaim Europe's borders to stop such tragedies repeating themselves  
<https://www.dailymail.co.uk/news/article-3048032/We-reclaim-Europe-s-borders-stop-tragedies-repeating-MICHAEL-BURLEIGH.html>
4. There's only one way to stop the Mediterranean migrant crisis  
Telegraph View: Calls for an official channel for refugees fleeing Libya will not help the situation. Instead, we must stop this tide of misery at its source  
<https://www.telegraph.co.uk/news/worldnews/africaandindianocean/libya/11553303/Theres-only-one-way-to-stop-the-Mediterranean-migrant-crisis.html>



### Trump’s most insulting — and violent — language is often reserved for immigrants

Since launching his presidential campaign in 2015, Donald Trump’s words have raised eyebrows for their characterizations of those he views negatively. The objects of his verbal attacks range from the media, to liberals and even to conservatives who have not embraced his political ideology rooted in hard-line stances on immigration and nationalism. But no group has been the subject of his ire as have immigrants, especially those who have entered the country illegally.

And despite the old and mostly now dispatched with suggestion that his words should often be taken seriously and not literally, President Trump’s comments both publicly and behind the scenes about illegal immigrants make one thing clear: They have no place in the president’s ideas of a “great” America.

In an excerpt for a forthcoming book, two New York Times reporters detail that in a March meeting with his political aides, Trump’s frustration about illegal immigration led him to suggest violent solutions to the problem. They reported:

Privately, the president had often talked about fortifying a border wall with a water-filled trench, stocked with snakes or alligators, prompting aides to seek a cost estimate. He wanted the wall electrified, with spikes on top that could pierce human flesh. After publicly suggesting that soldiers shoot migrants if they threw rocks, the president backed off when his staff told him that was illegal. But later in a meeting, aides recalled, he suggested that they shoot migrants in the legs to slow them down. That’s not allowed either, they told him.

Trump tweeted Wednesday denying that he called for a reptile-filled moat: “I may be tough on Border Security, but not that tough. The press has gone Crazy. Fake News!!” The Washington Post’s Josh Dawsey, however, confirmed that Trump wanted migrants attempting to illegally cross the border shot.

And that he wanted migrants to be targeted is not as much of a stretch as defenders of Trump might argue given his track record of supporting violent actions toward those who dare challenge his plan to make American “great” in the eyes of his supporters. This could be, in part, why some of his supporters have taken his words about undocumented immigrants literally and acted violently.

But this is not the first time Trump’s words toward immigrants have been dehumanizing. Looking back to the earliest days of his campaign, Trump has reserved some of his most

#### No. 4:

Trump’s most insulting — and violent — language is often reserved for immigrants

Full article can be found here:

<https://www.washingtonpost.com/politics/2019/10/02/trumps-most-insulting-violent-language-is-often-reserved-immigrants/>

TITLE	A DAY IN COURT
AIMS & OBJECTIVES	<ul style="list-style-type: none"> <li>• Stereotypes reinforced by the media</li> <li>• Awareness of how some words are loaded and reproduce stereotypes and generalisations</li> </ul>
DURATION	120 minutes
NUMBER OF PARTICIPANTS	9-15
MATERIALS	<ul style="list-style-type: none"> <li>• Copies of the cards on pages 49-51, Pens and paper for taking notes, Space for small groups to meet – ideally in separate rooms</li> <li>• Photocopy and cut out the cards on page 50. Everyone will need their own card and a copy of the case. You should have the same number of judges, representatives of the Danish Government and representatives of Mr Jersild (or as close as possible).</li> <li>• Number the cards in each group so that you have one judge, one Mr Jersild and one Danish Government representative corresponding to each number.</li> <li>• You will need sufficient space so that each of the ‘courts’ (3 people) is able to sit apart from the others.</li> </ul>
PROCEDURE	<ol style="list-style-type: none"> <li>1. Tell the group that the session will be devoted to a case against the Danish government which came before the European Court of Human Rights. Participants will play the role of the different actors in the case – the judges, the Danish government and a journalist who was punished for producing a programme containing racist views, Mr. Jersild. Refresh participants’ memory, if necessary, on the Court and the ECHR, and tell them that the case concerns freedom of expression.</li> <li>2. Ask participants what they understand by freedom of expression, and supplement briefly, using the information below: <div data-bbox="408 1249 1401 1469" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Free speech, or the right to free expression, is a fundamental human right. People should be allowed to ‘express’ their opinions or thoughts because thoughts, opinions, and beliefs are an important part of our identity.</p> <p>Freedom of expression should also be protected because it plays a key role in a democratic society. However, sometimes the right to freedom of expression can be limited if it may harm individuals or be dangerous for society.</p> </div> </li> <li>3. Read out the information on ‘The Case’ (page 29), making sure that the details are clear to everyone.</li> <li>4. Divide participants into 3 roughly equal groups: <ul style="list-style-type: none"> <li>– Group A represents Mr Jersild</li> <li>– Group B represents the Danish Government</li> <li>– Group C represents the judges in the European Court</li> </ul> </li> <li>5. Hand each group copies of the relevant role card and a copy of the information about the case. Explain that the groups will have 30 minutes to clarify their own position before moving on to meet with representatives from different groups and start the trial. They should use the time before the trial to prepare their arguments or, in the case of the judges, to prepare questions to both sides.</li> <li>6. After the 30 minutes’ preparation time, ask participants to find the member of each of the other groups with the same number as them and form a new group with these two people. Thus, the person with number 1 in Group A will need to find the person with number 1 in Group B, and the person with number 1 in Group C.</li> </ol>

<p><b>PROCEDURE</b></p>	<p>7. Explain that each of these new small groups represents a mini-court. The courts have a further 20 minutes to listen to the arguments of both sides and for the judges to put questions.</p> <p>8. After this time, each judge should come to an individual judgement on whether Article 10 has been violated. Bring the whole group back together and ask the judges to pronounce their decisions, giving their reasons.</p> <p>9. Offer the representatives of the other two groups the opportunity to respond to the judgements made; then tell them how the European Court in fact ruled in this case (Judgement of the European Court—page 54). Ask for people’s reactions to the decision.</p> <p>10. Proceed to the debriefing and evaluation. Make sure that people have come out of role before discussing the questions below.</p>
<p><b>DEBRIEFING</b></p>	<ul style="list-style-type: none"> <li>• What were the most difficult aspects of the case you considered?</li> <li>• Did you find it hard to play your role?</li> <li>• Do you think the ‘judge’ made the right decision in your case? What were the most important factors in the final decision?</li> </ul> <p>Give participants the following information: Although it was not the task of the European Court to decide whether the Green-jackets’ comments should have been punished, they did make a comment about this in their final judgement. The judges believed that the Green-jackets’ comments were not covered by freedom of expression – in other words, they should not have been ‘free’ to express such opinions.</p> <ul style="list-style-type: none"> <li>• Do you agree with this? What are the arguments for and against restricting their rights?</li> <li>• Have you ever seen similar examples of racism online? How would you react if you did?</li> <li>• Do you think people should be allowed to post racist comments or hate speech online?</li> </ul>
<p><b>TIPS FOR FACILITATORS</b></p>	<ul style="list-style-type: none"> <li>• Some of the points made by the Green-jackets have been included as a separate handout. Use your own discretion to decide whether these can be shared with participants.</li> <li>• At point 5, where people are meeting with others sharing their role, you will need to warn them that they will be split up for the actual court cases – so everyone will need to take their own notes. They will not be able to rely on others in their group!</li> <li>• Encourage people to use part of the time for discussing details of the case with others, and part of it to prepare their opening statements. The judges should clarify the details of the case and think about the type of additional information they will need from both sides in order to make a judgement.</li> <li>• Explain to both sides in the trial that even if they do not agree with the position they are supposed to be representing, they need to make sure that the best possible defence is presented to the judges.</li> <li>• It will be best if you can either allow the different ‘courts’ to meet in different rooms (point 7), or at least for them to be far enough from each other so as not to be overheard or overhear the others.</li> <li>• Ask the judges to manage the time during the ‘trials’. They may want to plan beforehand how much time they allow for questions and how they divide the time between each side.</li> <li>• It may be worth mentioning to participants that the European Court was not really taking a decision about Mr Jersild’s behaviour, it was considering the ‘behaviour’ of the Danish State towards Mr Jersild. When the European Court is asked to make a judgement, it looks at whether the law, or its interpretation, is really offering protection for those rights.</li> </ul>

<b>VARIATIONS</b>	<p>You could run the trial as a piece of role-play to be run by one group and observed by everyone else. The role-players could be given their role cards before the session and asked to prepare their arguments. Observers would be asked for their views on the process at the end of the role play.</p>
<b>IDEAS FOR ACTION</b>	<ul style="list-style-type: none"> <li>• Participants could find out whether the sites they visit most often have policies on racist abuse or other forms of hate speech.</li> <li>• They could gather a few examples and the whole group could compare the policies of different sites. Discuss whether they feel any are inadequate to protect users – and how they would like to adapt them. They could post their suggestions onto the No Hate Speech Movement site and encourage other online activists to lobby the sites they have targeted.</li> <li>• They could also select one or two sites which do claim to have a policy on hate speech, and monitor how well the policy is implemented. Any examples they find of hate speech online could be reported to Hate Speech Watch and also to the sites hosting the content, with a complaint and reference to the policy.</li> <li>• Develop with participants counter-arguments to the racist opinions from this case, which participants can use if they come across these types of racist beliefs.</li> <li>• Create a video with participants about the value of diversity and acceptance in a democratic society.</li> </ul>
<b>OTHER RESOURCES</b>	<p><b>JUDGEMENT OF THE EUROPEAN COURT</b></p> <p>The case was heard by the European Court in 1994. The Court disagreed with the judgement of the Danish court and decided that Mr Jersild should not have been punished for making and showing the film. They felt that the film made it sufficiently clear that the racist comments were not acceptable or approved by the filmmaker and that there was no danger of the message being misunderstood by the public.</p> <p>They commented:</p> <p><i>“ [the film] clearly sought - by means of an interview - to expose, analyse and explain this particular group of youths, limited and frustrated by their social situation, with criminal records and violent attitudes, thus dealing with specific aspects of a matter that already then was of great public concern.”</i></p> <p>The Court also made the point that news reporting is essential in a democratic society and allows the press to play the role of ‘public watchdog’. They said there would need to be very strong reasons for punishing a journalist who publicised statements made by someone else. It is one of the important functions of a free press that it allows and encourages public discussion of issues which are of general importance to society.</p>
<b>SOURCE</b>	<p>A Day in Court (Denmark) in BOOKMARKS—A manual for combating hate speech online through human rights education. Council of Europe, Revised Edition 2016, pages 25-31.</p> <p><a href="https://rm.coe.int/168065dac7">https://rm.coe.int/168065dac7</a></p>

### THE CASE

The applicant in the case is Mr Jens Olaf Jersild, a Danish national who works for Danmarks Radio (which also broadcasts television programmes). The news channel is regarded as a serious one and has an audience of well-informed people.

Mr Jersild wanted to broadcast a documentary on an extreme racist group called the Greenjackets. He contacted members of the group and conducted a long interview with them; then he cut the film down to a few minutes and added some commentary of his own. The final result was shown as part of a news programme and was broadcast on national television.

In the broadcast, members of the Greenjackets were shown making abusive and derogatory remarks about immigrants and ethnic groups in Denmark, comparing black men to gorillas and saying they are "not human". A Danish court found the Greenjackets members guilty of making racist comments and also found Mr Jersild guilty because he had 'encouraged' them, and had broadcast the remarks to a wider audience.

Mr Jersild appealed his conviction at the European Court of Human Rights because he thought his conviction by a Danish court was a violation of his right to freedom of expression (Article 10 of the ECHR).

The European Court needed to decide whether restricting his right to broadcast the remarks was 'legitimate'. This meant looking at whether the right balance was struck between protecting the rights of the people who were the targets of the racist comments, and the need for the public to know about the existence of such groups.

*This handout is optional:*

#### **Some of the comments made in the broadcast included:**

"... the Northern States [in America] wanted that the niggers should be free human beings, man, they are not human beings, they are animals."

"Just take a picture of a gorilla, man, and then look at a nigger, it's the same body structure and everything, man, flat forehead and all kinds of things."

"A nigger is not a human being, it's an animal, that goes for all the other foreign workers as well, Turks, Yugoslavs and whatever they are called."

"...we don't like their mentality ... what we don't like is when they walk around in those Zimbabwe-clothes and then speak this hula-hula language in the street ..."

"It's drugs they are selling, man, half of the prison population in 'Vestre' are in there because of drugs ... they are the people who are serving time for dealing drugs ..."

### ROLE CARD FOR MR JERSILD

You are a serious journalist and you wanted to make a film about racism and xenophobia which did 2 things:

1. Illustrated the extent of the problem – including the extreme nature of views held by the Greenjackets
2. Showed that the Greenjackets are a criminalised group with many emotionally immature and socially disadvantaged members.

You believe that both these points are important ones for society to understand and you think that your programme managed to address both, partly by directly broadcasting some of the worst opinions, and partly by describing the poor level of education, the background and social difficulties experienced by the young people you interviewed. You do not think that any of your viewers would have understood your programme to be supporting the racist opinions expressed.

As a journalist, you value freedom of expression very highly: too much restriction would make it impossible for journalists to inform the public about real – and unpleasant – issues. You believe that journalists have a responsibility to bring such issues to the public's attention so that they can be recognised and addressed.

#### Article 10 from the European Convention (simplified)

1. Everyone has the right to freedom of expression. This right includes the freedom to hold opinions and to receive and communicate information and ideas without interference.
2. Freedom of expression can be restricted if the restriction is 'necessary in a democratic society' – in particular, in order to protect the rights of others.

### ROLE CARD FOR THE DANISH GOVERNMENT

You believe it was right that Mr Jersild was convicted by the Danish court. His programme contained very extreme and racist views which should not be heard by a wide audience. The programme was sensationalist and did not contain enough commentary to say that the views expressed were unacceptable and dangerous. You believe that journalists have a responsibility to ensure that viewers are not upset or misled. You think that people watching his programme would not have understood that the journalist was shocked by the racist statements and that he did not approve of them. They would not have understood that such statements are ignorant, harmful and illegal.

Mr Jersild edited the film to show the worst comments expressed by the Greenjackets. You think he should not have interviewed the members and encouraged them to express such views, and certainly should not have given the views wide publicity by including them in his programme. You do not think the programme should have been made and Mr Jersild should be held responsible for having given wide publicity to such dangerous opinions.

#### Article 10 from the European Convention (simplified)

1. Everyone has the right to freedom of expression. This right includes the freedom to hold opinions and to receive and communicate information and ideas without interference.
2. Freedom of expression can be restricted if the restriction is 'necessary in a democratic society' – in particular, in order to protect the rights of others.

**ROLE CARD FOR THE JUDGES**

It is your task to manage the trial and then to decide whether you think the Danish courts acted rightly and Mr Jersild was indeed guilty or whether his rights were violated.

**The trial process:**

Begin by reminding Mr Jersild and the representative of the Danish Government that each side will be given a few minutes to present their side of the case; then you will put questions and they can respond to each other. Tell them that they must behave in an orderly manner and follow any instructions from you!

**The decision you need to make:**

You need to consider whether Mr Jersild should have allowed his film to be broadcast to the public. His right to freedom of expression would seem to allow him to do that, but freedom of expression is not an *absolute* right – it needs to be balanced against other social concerns and other human rights. It is your task to decide if the balance has been correctly struck in this case.

These are the key questions you will need to decide and weigh up when you hear the evidence of both sides:

- Do you think that the film might have been understood by the public to be supporting the racist opinions?
- Was it important that the public knew about the racist beliefs and the background of the Greenjackets, or was it more important that such opinions do not reach a wide audience?

**Article 10 from the European Convention (simplified)**

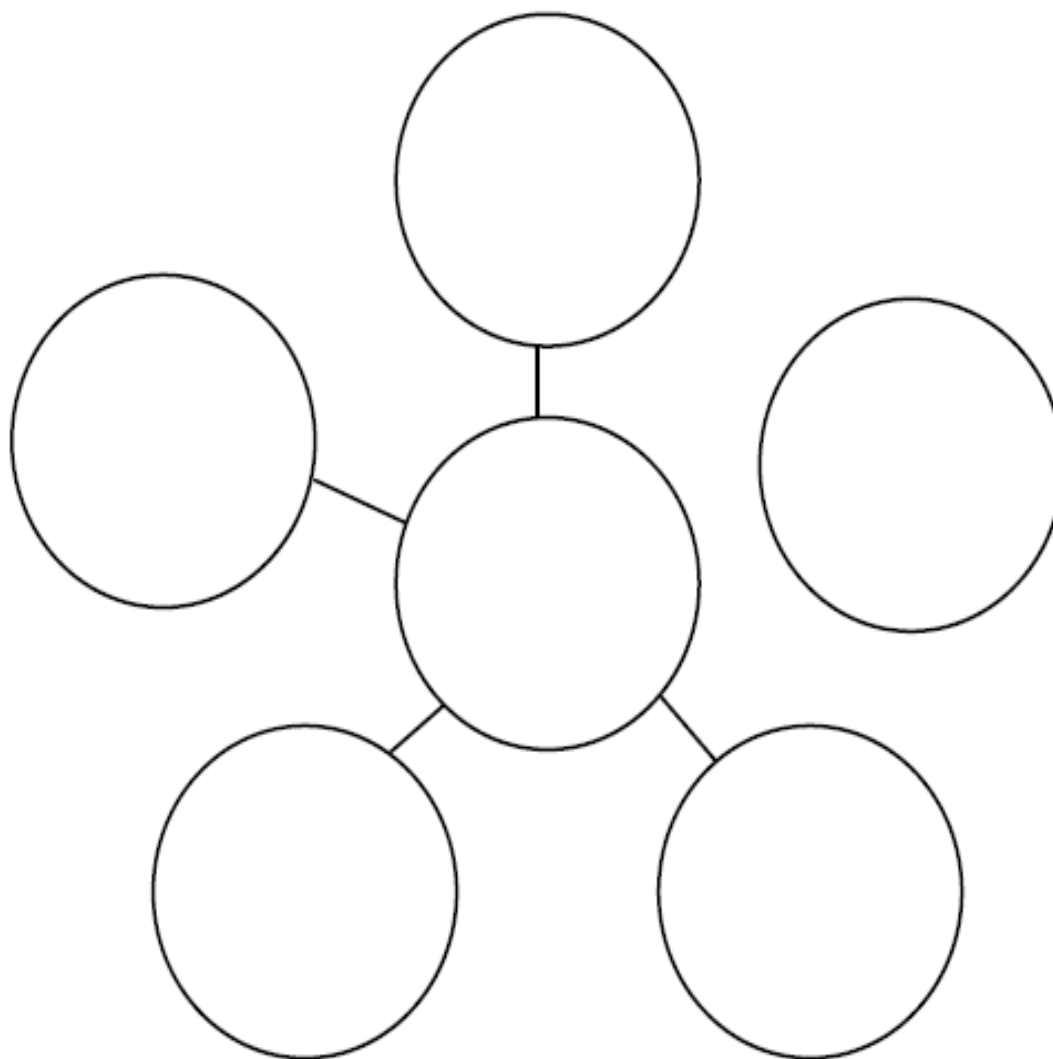
1. Everyone has the right to freedom of expression. This right includes the freedom to hold opinions and to receive and communicate information and ideas without interference.
2. Freedom of expression can be restricted if the restriction is 'necessary in a democratic society' – in particular, in order to protect the rights of others.

TITLE	IDENTITY MOLECULES
<b>AIMS &amp; OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Reflection on one’s own cultural identity</li> <li>• Perception of similarities and differences with a group</li> <li>• Recognising that one belongs to multiple groups and perceiving the diversity of group memberships</li> </ul> <p>Personal identity is created from several interacting identities, forces and social factors which are fluid. What people use to identify themselves can change over time, space and circumstances. It is therefore important to recognise this fluidity of identity and realise that it can change on a day-to-day basis and most definitely over a longer period of time. The exercise aims also to bring out the number of similarities and differences that exist within a group and allows participants to understand that everyone is unique and creates their identity through their experience, feelings, situations and many more variables.</p>
<b>DURATION</b>	60 minutes
<b>NUMBER OF PARTICIPANTS</b>	8 - 16
<b>MATERIALS</b>	Molecule sheets—one per participant, slips of coloured paper
<b>PROCEDURE</b>	<p><b>Stage 1:</b></p> <ul style="list-style-type: none"> <li>• Distribute the molecule sheets, one per participant.</li> <li>• The trainer should fill in one on the flipchart so the participants understand what they are supposed to do .</li> <li>• Ask participants to fill in their own molecule sheet with their name in centre and five groups to which he/she belongs and feels strongly about. They should not think too long about it; the answers should be spontaneous: what they feel here and now.</li> <li>• Ask participants to write two or three of the most relevant molecules on the coloured slips of paper laid out in the centre of the room, one molecule per coloured strip of paper.</li> </ul> <p><b>Stage 2:</b></p> <ul style="list-style-type: none"> <li>• Divide the participants into pairs.</li> <li>• Ask participants to discuss any two molecules with their partner on the basis of these two questions: <ul style="list-style-type: none"> <li>◇ How is it to my advantage to be a member of these two groups?</li> <li>◇ What makes it easier or difficult to be part of these groups?</li> </ul> </li> <li>• Meanwhile, the trainer should collect the coloured slips with participants’ molecules/ group belongings and paste them on a wall or flipchart, placing similar group belonging together.</li> </ul>



<p><b>PROCEDURE</b></p>	<p><b>Stage 3:</b></p> <p>When they are done, ask all the participants to sit in a circle. Before you start the last part of the exercise, ask the participants the following questions:</p> <ul style="list-style-type: none"> <li>• How was the discussion in pairs?</li> <li>• Was it easy or difficult to come up with five identity molecules? Or was it easier or more difficult to decide which five molecules to select and write down?</li> <li>• How did the partner discussions go? How was it to answer the two questions? Painful? Interesting?</li> <li>• Would you choose the same molecules tomorrow or in a month?</li> </ul> <p><b>Stage 4:</b></p> <p>Now begin the last part of this exercise:</p> <ul style="list-style-type: none"> <li>• Ask participants to sit in a closed circle. There should be no talking.</li> <li>• The trainer should explain how this part of the activity will work: As the trainer calls out one category after another, the participants can stand up if they feel they belong to the group. They can stand up even if they did not write the molecules, but if they feel that they belong to or identify with the group. The stronger and more intense their sense of belonging/identification to a certain group, the longer the participants may stand. You may even stand if you feel you belong only symbolically to the group. When all are seated again, only then should the trainer call out the next category.</li> <li>• Go through all or at least 60% of the categories/groups written on the coloured slips by the participants.</li> </ul>
<p><b>DEBRIEFING</b></p>	<ul style="list-style-type: none"> <li>• How was it?</li> <li>• How did you feel when you stood alone or almost alone?</li> <li>• How did it feel to be part of a bigger group?</li> <li>• Did you realise or learn something new or surprising about yourself?</li> <li>• Did anyone notice interesting group behaviour, for example, when a gender category is called out, only women stand. Why is that?</li> <li>• Can belonging to certain groups be problematic or painful? Which ones? Why?</li> </ul>
<p><b>TIPS FOR FACILITATORS</b></p>	<ul style="list-style-type: none"> <li>• The exercise is a complex one. If the trainer has never led or personally experienced the exercise before, they should not do it or try it out beforehand with a group of colleagues.</li> <li>• Depending on the size of the group, you can draw either four or five circles (molecules) on the molecule sheet. If the group is quite large, go with four molecules.</li> <li>• The debriefing should allow for reflection of the participants' personal identity and the identities of others, as well as for understanding that these identities are constantly changing and different factors and forces interact to create identities. The participants should be given the opportunity to reflect on their feelings of belonging to some groups and not others, and any pressure they may have felt during the exercise.</li> <li>• Identity Molecules should be followed by the Iceberg Model of Identity and Culture and/or theoretical input Identity &amp; Diversity.</li> </ul>
<p><b>SOURCE</b></p>	<p>Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit.</p>

**Identity Molecules**



Please write your name on the molecule in the centre.

On the outer molecules write groups to which you belong and which make up your identity.

TITLE	POWER FLOWER
<b>AIMS &amp; OBJECTIVES</b>	<p>Power Flower seeks to create an awareness of different types of oppression prevailing in society and clarify that depending on the particular situation, a person could be the target of oppression in one case and the oppressor in another. Gaining insight into people’s experiences, feelings and perceptions of oppression is a way of gaining empathy and questioning ourselves and our motives when are in positions of power.</p> <ul style="list-style-type: none"> <li>• Heightens participants’ awareness of different forms of oppression and how identity plays a role in oppression</li> <li>• Provides an opportunity to reflect where the participants are targets of oppression and when they are in non-target positions</li> <li>• Gives insight into other people’s experience and perception of oppression</li> <li>• Creates awareness of the ways in which we might unintentionally oppress others</li> </ul>
<b>DURATION</b>	60 minutes
<b>NUMBER OF PARTICIPANTS</b>	12 to 20 (4 to 6 in each working group)
<b>MATERIALS</b>	A power flower worksheet per participant, crayons or coloured pencils/pens
<b>PROCEDURE</b>	<ul style="list-style-type: none"> <li>• Ask participants to divide into small groups.</li> <li>• Give each participant a “power flower” worksheet and a crayon or coloured pencil.</li> <li>• Ask participants to colour in the petals of the flower according to whether they are the targets or non-targets of each form of oppression. (See an example of “power flower” on page 41 for information on possible targets and non-targets of each form of oppression). Instruct them to colour the inside petal if they are in a non-target position for a particular form of oppression and to colour the outside petal if they are the target of a particular form of oppression.</li> <li>• Allow participants 10 to 15 minutes for this part of the activity.</li> </ul> <p>You may want to change some of the categories shown on the “power flower” in order to match the activity more closely with the goals of your workshop. You may also wish to change the way in which you define the target and non-target groups for some of the forms of oppression, in order to better reflect the experience of the participants of your training. For example, you may wish to change the cut-off point for the non-target group for “education” to high school if the majority of the participants at your training come from communities in which a high school certification is likely to be the highest form of education level reached by people.</p>

## DEBRIEFING

- How was the exercise?
- Which classifications (into target and non-target positions) were difficult, which were not? Why?
- For which belongings/petals were you uncertain about being in a target or non-target position? Why?
- How was the exchange in the working groups?
- How did it feel to be part of a target or non-target group?
- Do your feelings match this classification into target and non-target groups? Do you feel exactly so (not) privileged or (not) targeted as your power flower demonstrates?

### **On the significance of belonging:**

- Are there situations, contexts and groups in which relations shift and in which a privilege leads to discrimination or vice versa?
- Does the same category have the same meaning in every context? (sense of belonging depends on the context)
- Do belongings all have the same level of importance and are you always aware of the importance of each category of belonging? (at a personal level; differing subjective meanings)
- Do belongings all carry the same weight? (in society; differing social meanings attributed over time)

Here it is necessary to point out that the differentiation and valuation of categories depends on the extent to which a category possesses dominant attributes of society as a whole and is linked to institutional consequences. Some forms of discrimination have a long, violent history of oppression, due to which their effectiveness is strengthened (e.g. racism, colonialism: the historical roots of today's north-south relations should be seen in connection with the system of slavery and material exploitation).

### **On the characteristics of belonging:**

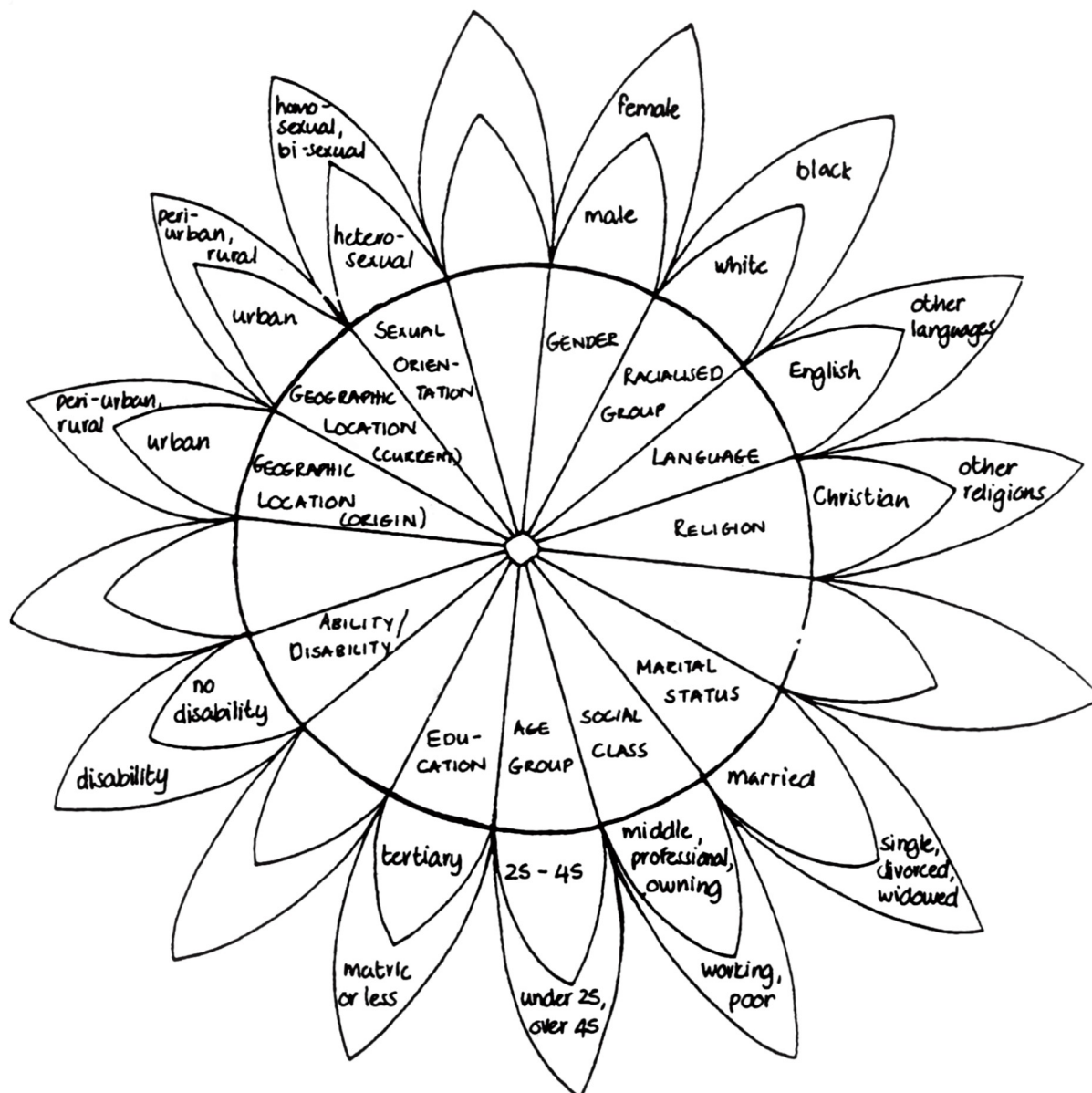
- Are the belongings to the categories in the flower petals your own voluntary decision or were they assigned to you from the "outside"? What consequences does this have?
- Is it possible to change the belongings of the flower petals?

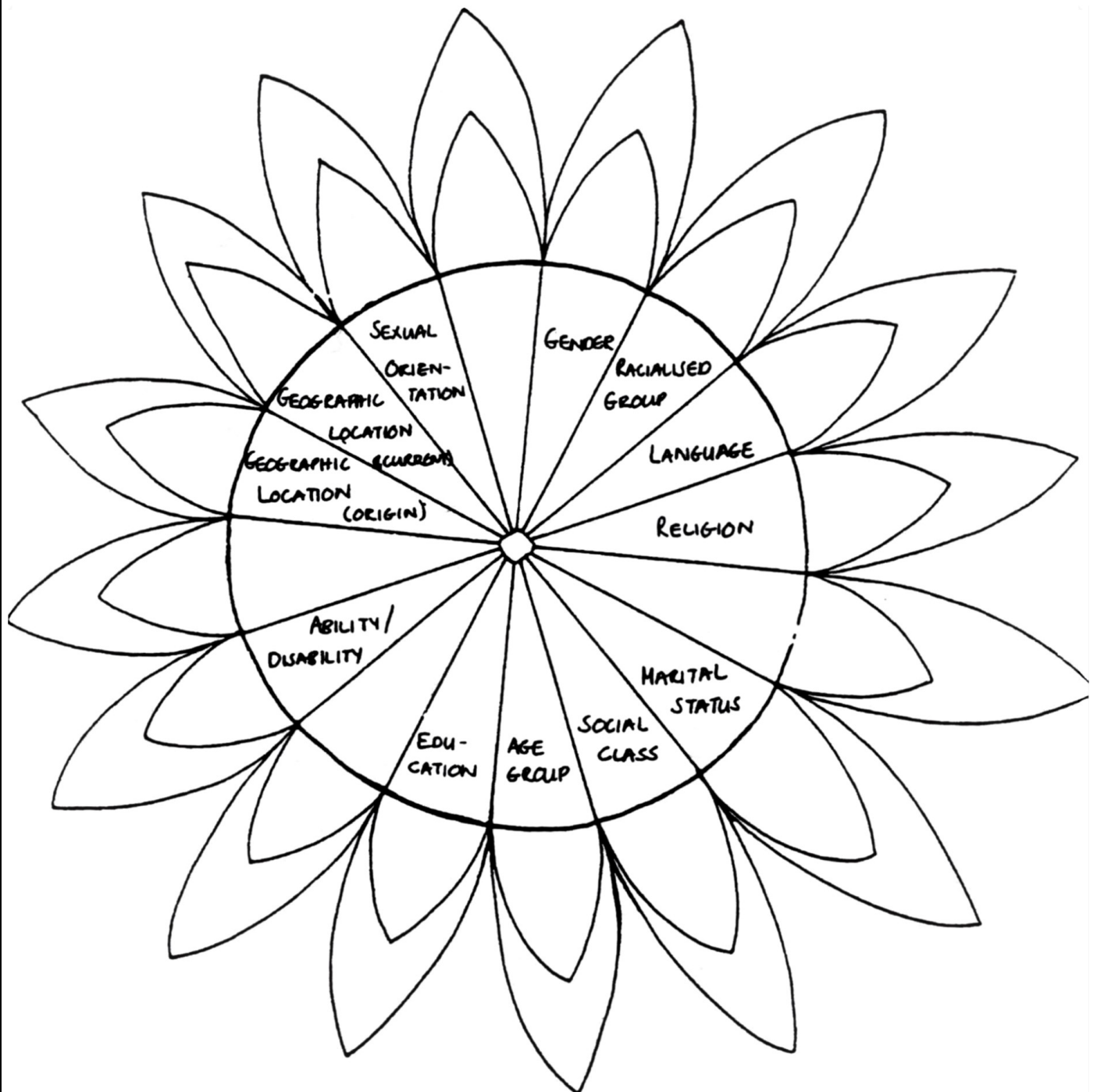
### **On behaviour in and with power relations:**

- Now assess the number of areas in which you are targeted and the number in which you are relatively privileged. What are the implications of being predominantly in target or non-target groups and which forms of oppression are the strongest in society?
- Conclude the activity by pointing out that we can use our own positions in target or in privileged groups to understand the thoughts, feelings and behaviours of others. You could follow this with a discussion on how to challenge oppression, or how different forms of oppression are reinforced in classrooms, (other areas of the education system and other social institutions), and what can be done to change this.

<b>DEBRIEFING</b>	<ul style="list-style-type: none"> <li>• How and when can we have power also in marginalised positions?</li> <li>• How can we deal with power or powerlessness?</li> <li>• How can you use your power positively and productively? How can you use it to change power relationships?</li> </ul> <p>It is important to point out that power isn't just negative or vicious, but is also productive and comprises opportunities and resources. The positive connotation of the term power in different languages can be referred to (in French 'Pouvoir', German 'Macht', etc.) Power can be used constructively, for example, by way of empowerment and power sharing.</p>
<b>SOURCE</b>	<p>Shifting Paradigms. Using an anti-bias strategy to challenge oppression and assist transformation in the South African context. A publication of the Anti-Bias Project. Early Learning Resource Unit, 1997.</p> <p>Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit.</p>

**APPENDIX: POWER FLOWER EXAMPLE**





TITLE	STARTING OVER
AIMS & OBJECTIVES	<ul style="list-style-type: none"> <li>• Increase awareness for personal images and prejudices</li> <li>• Clarify to what extent our stance/attitude/approach and prejudices influence our decisions</li> <li>• Become aware of the criteria we use to assess/judge people</li> <li>• Highlight how dominant social categorisations and rating/valuation of people get entangled with our own images</li> </ul>
DURATION	80 minutes
NUMBER OF PARTICIPANTS	6 - 16
MATERIALS	Pens, one 'Starting Over' worksheet per participant
PROCEDURE	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>• Prepare and print the worksheet 'Starting Over'.</li> <li>• Make sure the descriptions are understandable and a large variety of people are on it.</li> <li>• Prepare a flipchart with this list of persons. There should be enough space to mark which persons from which groups are selected.</li> </ul> <p><b>1. Explain the exercise:</b></p> <p>A group of people get a one-time chance to begin a new life and lifestyle, living together on a secluded island. The basic amenities and infrastructure (streets, houses, etc.) already exists. Any contact with other people beyond the island will not be possible in the next 50 years. The size of the group is limited to eight people.</p> <p>It is your job to select 8 persons from the 20 given below who will travel to this island. You first decide alone. Subsequently, in small groups, each person will present and argue for his/her choice of candidates. In the end, the entire group should agree on a list of eight people.</p> <p><b>2. Individual work (5 - 10 minutes.):</b></p> <ul style="list-style-type: none"> <li>• Each person goes through the list individually and decides which eight persons to take along to the island and mark these eight persons on their list.</li> <li>• Explain that they have five minutes for this and should ask if something is unclear.</li> </ul> <p><b>3. Group work (20 – 30 minutes):</b></p> <ul style="list-style-type: none"> <li>• Divide participants into two groups. In their groups, they should present their own choices and discuss their choices of persons who should go to the island.</li> <li>• The group must reach a common decision on the eight people to travel to the island. Explain that they have 20 minutes. Check after approximately 20 minutes if they have reached a decision. If needed, give them 10 more minutes.</li> </ul>

<b>DEBRIEFING</b>	<ul style="list-style-type: none"> <li>• How was the exercise for you?</li> <li>• Was it easy or difficult when you worked by yourself to select people?</li> <li>• How was the discussion in the small groups?</li> <li>• How did you approach it? What criteria did you base your decision on?</li> </ul> <p>It is helpful to draw parallels between the socially dominant selection criteria and their own selection criteria. Participants often select according to social and/or economic benefit, performance, reproduction/gender, etc., i.e. according to criteria that are also used in society.</p> <ul style="list-style-type: none"> <li>• How did you come to a joint decision in your small groups?</li> <li>• Did you come to a decision? Which one?</li> </ul> <p>At this stage, a flipchart with the results of the small groups should be shown—to reveal that certain persons were selected by (almost) all groups, while others were not considered at all.</p> <ul style="list-style-type: none"> <li>• Why was person X selected often and not person Y?</li> <li>• Which people did you quickly agree on? For which people did you have the greatest need for discussion in the small groups?</li> <li>• How was it possible for you to make a decision with such little information?</li> <li>• What images come to your mind in this process?</li> <li>• Where do these images come from? Are they given in the exercise, at an individual, social level, etc.?</li> <li>• What purpose do prejudices serve? What is problematic about them?</li> <li>• Do you see a connection to your own everyday life? Are there situations in which you have to make decisions based on very little information?</li> </ul> <p>Bring out the fact that we all have images of “others” in our heads, which we use daily to classify people—based on our personal experiences but also on the socially shared assumed “knowledge” about “others” conveyed to us in the media, textbooks, family, science... Emphasise that prejudices alone do not constitute a form of discrimination, but in most cases contain a behavioural orientation, i.e. suggest a corresponding discriminatory behaviour.</p> <p>Draw attention to how we use biases to make decisions and how they can lead to or support institutional and structural discrimination. Clarify that it isn’t possible to completely dismantle all images and prejudices and thus crucial to raise awareness of one’s own images, prejudices and assumptions and to realise how these are applied by us to make quick decisions in our everyday lives. In order to develop non-discriminatory behaviour, reflection on one’s own prejudice-based behaviour is vital. The anti-bias approach therefore does not aim for a prejudice-free attitude, but a prejudice-conscious one.</p> <p>In the end, encourage the participants to report on their own everyday situations in which an image of other groups or persons did not prove to be true.</p>
<b>SOURCE</b>	Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit.



### **“Starting Over” selection sheet**

A group of people get a one-time chance to begin a new life and lifestyle, living together on a secluded island. The basic amenities and infrastructure (streets, houses, etc.) already exists. Any contact with other people beyond the island will not be possible in the next 50 years. The size of the group is limited to 8 people.

It is your job to select 8 persons from the 20 given below to travel to the island. All the persons on this list have volunteered to go to the island.

- A retired professor
- A Tanzanian lawyer
- A BMW manager with a physical disability
- A pregnant student
- An unemployed engineer
- An Angolan war veteran
- A homosexual healer
- A taxi driver with a masters in sociology
- A politician
- A sex worker
- A Quran teacher
- A cleaning lady
- An atomic scientist, a member of a conservative party
- A young tailor
- A Vietnamese street vendor
- A divorced psychotherapist
- A 40-year old volunteer
- A blind refugee
- A student, HIV positive
- An Afro-German musician

First make a selection by yourself. Thereafter, discuss your decisions within your group. Present your arguments and come to a common selection of 8 people.

TITLE	STEREOTYPES AND POPULAR IMAGES IN THE MEDIA
AIMS & OBJECTIVES	<ul style="list-style-type: none"> <li>• Understand how the media reproduces racial stereotypes</li> <li>• Illustrate that photographs carry different meaning but it is the magazine (editors) that select a meaning for the readers.</li> </ul>
DURATION	30 minutes
NUMBER OF PARTICIPANTS	5 - 30
MATERIALS	Laptop, projector
PROCEDURE	This theoretical input can be presented in a PowerPoint to sum up sessions on stereotypes and prejudices reproduced in the media, e.g. after the exercises Captions for Pictures,

**Slide 1****Representation of images in the media**

- A variety of images are displayed in popular culture and the mass media
- Some are commercial advertising images and magazine illustrations which use racial stereotypes, dating from the period of slavery or from the popular imperialism of the late nineteenth century.
- It begins with images from the competitive world of modern athletics
- The question that this comparison across time poses is: have repertoires of representation around 'difference' and 'otherness' changed or do earlier traces remain intact in contemporary society?

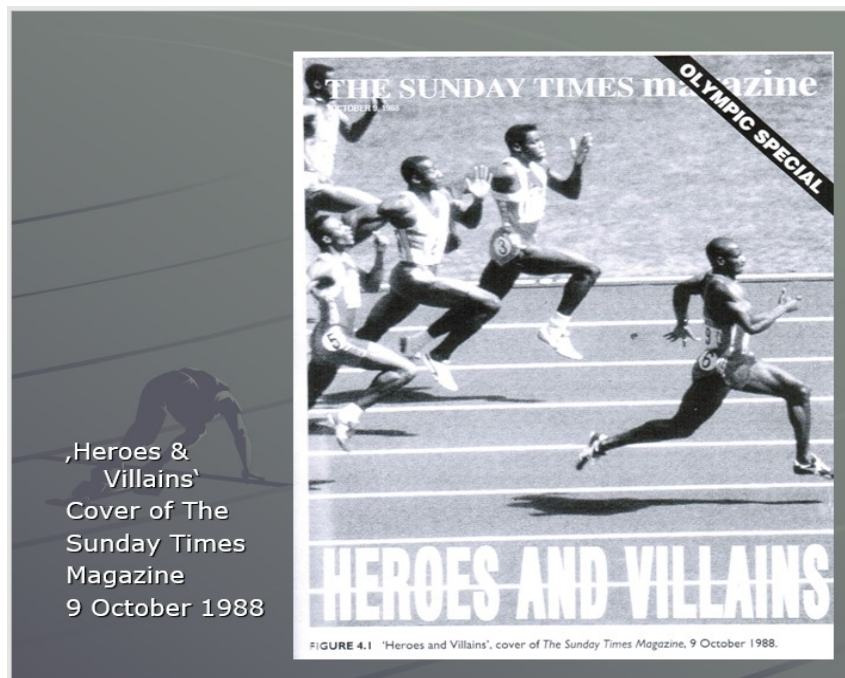
**Slide 2**

FIGURE 4.1 'Heroes and Villains', cover of The Sunday Times Magazine, 9 October 1988.

### Slide 3

- How do you ,read‘ the picture? What is it saying?
- One possible message is racial identity: athletes generally discriminated against on grounds of their ‘race‘ and colour, usually depicted as ‘victims‘ or ‘losers‘.
- Yet here they are winning! In terms of difference, a positive message: a cause for celebration!
- But then, what does the caption of the photo say?
- Without the context, you may read the image as an ‘unqualified triumph‘.
- The photo has many meanings but the magazine has given preference to a particular meaning.

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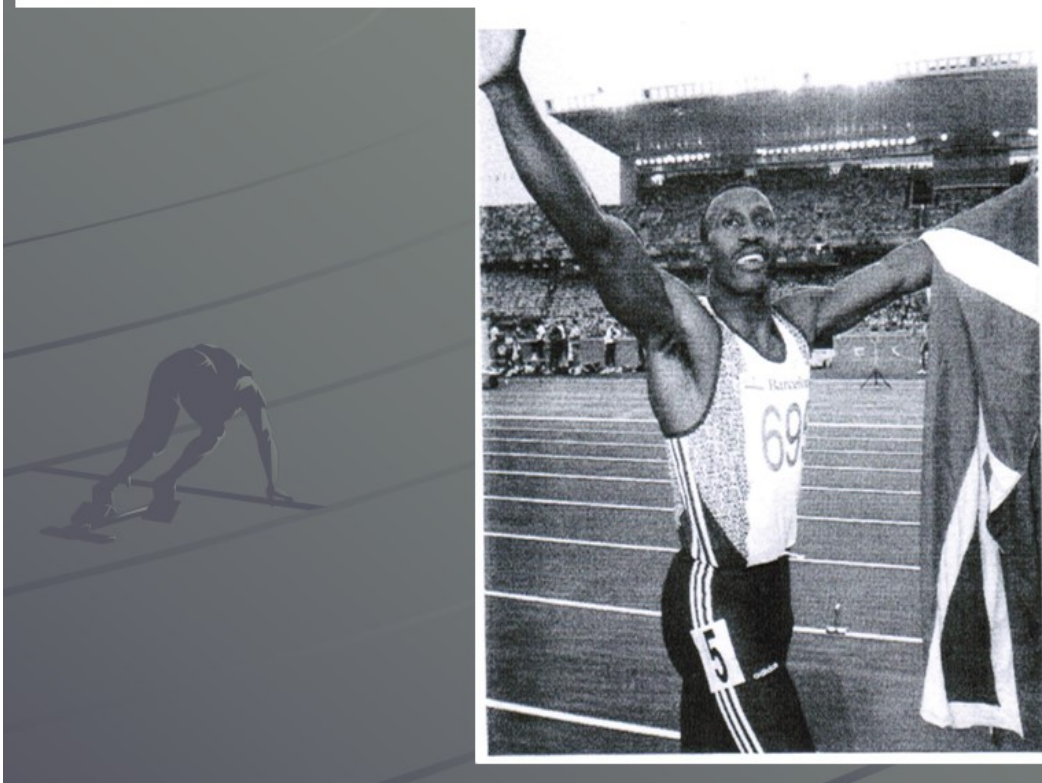
### Slide 4

- It is often the caption which selects one of the many possible meanings from the image, and anchors it with words
- The ‘meaning‘ of the photograph, then, does not lie exclusively in the image but in the conjunction of image and text.

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### Slide 5

**FIGURE 4.2** Linford Christie, holding a Union Jack, having won the men’s 100 metres Olympic gold medal, Barcelona 1992.



## Slide 6

Which of the following statements, in your view, comes closest to expressing the ‚message‘ of the image?

- A. „This is the greatest moment of my life! A triumph for me, Linford Christie.“
- B. „This is a moment of triumph for me and a celebration for black people everywhere?
- C. “This is a moment of triumph and celebration for the British Olympic team and the British people!”
- D. „This is a moment of triumph and celebration for black people and the British Olympic team. It shows that you can be ‚Black‘ and ‚British‘!”

## Slide 7

- The image carries many meanings, all equally plausible.
- An image show both an event and carries a ‚message‘ or meaning – (called by Barthes also a myth) about ‚race‘, colour and ‚otherness‘.
- We can't help reading images about this kind as ‚saying something‘, not just about the people or the occasion, but about their ‚otherness‘, their ‚difference‘.

## Slide 8

- Can you ‚read‘ this photo without getting some message about ‚race‘, gender and sexuality – even if what the meanings are remain ambiguous?
- If you're not convinced, then think of this in the context of the remark by her husband, quoted in the text next to the photo: “Someone Says My Wife Looked Like A Man”.



**FIGURE 4.3** Florence Griffith-Joyner.

## Slide 9

Or consider this photo (of Joyce's sister), which was accompanied by text quoting another observation by Al Joyner: „Somebody Says my Sister Looked like a Gorilla“.



**FIGURE 4.4** Jackie Joyner-Kersey.

## Slide 10

At first glance, you see a superbly honed athletic body, tensed in action.



**FIGURE 4.5**  
Carl Lewis,  
photographed for  
a Pirelli  
advertisement.

### Slide 11

- Pirelli is a tyre firm with a reputation for producing calendars with pictures of beautiful women, scantily clad, in provocative poses – the prototypical ‘pin-up’.
- In which of these two contexts should we ‘read’ Carl Lewis image?
- A clue lies in the fact that Lewis is male, in the ad he is wearing elegant, high-heeled red shoes!
- Here the sexual and racial ‘message’ is rendered ambiguous

### Slide 12

- The ambiguity is magnified when we compare this image with all the other images – the stereotypes we are accustomed to seeing – of black people in the press.
- Does this photo reinforce or subvert the stereotype?

### Slide 13

- People who are in any way significantly different from the majority “them” rather than “us” – are frequently exposed to this binary form of representation.
- They seem to be represented through sharply opposed, polarized, binary extremes – good/bad, civilized/primitive, ugly/excessively attractive, repelling-because-different/compelling-because-strange-and-exotic.
- And they are often required to be both things at the same time!

### Slide 14

- Representation is a complex business, especially when dealing with ‘difference’, it engages feelings, attitudes and emotions and it mobilizes fears and anxieties in the viewer, at deeper levels than we can explain in a simple, common-sense way.
- My question is: How can we intervene in the field of representation to contest ‘negative’ images and transform representational practices around ‘race’, gender, class, etc. in a more ‘positive’ direction?

### SOURCE

Hall, S. (1997) ‘The Spectacle of the “Other”’, in Hall, S. (Ed.) Representation: Cultural Representations and Signifying Practices. London, Thousand Oaks, CA, New Delhi, p. 225-239.

TITLE	BARANGA
<b>AIMS &amp; OBJECTIVES</b>	<ul style="list-style-type: none"> <li>To realise that different cultures perceive things differently and/or play by different rules.</li> <li>To understand what happens when we are not utilizing the same “rules” or “norms” as others in the group.</li> <li>To understand and reconcile differences if young people want to function effectively in a cross-cultural group.</li> <li>To examine the role of communication in helping us understand one another.</li> </ul>
<b>DURATION</b>	60—80 minutes
<b>NUMBER OF PARTICIPANTS</b>	24
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>6 tables (4 persons per table)</li> <li>Copy of the rules for each player</li> <li>6 decks of cards (Ace 10, no face cards)</li> <li>Many popsicle sticks</li> <li>Flipchart</li> </ul>
<b>PROCEDURE</b>	<p><b>Summary</b></p> <p>A simulation card game on culture clashes, this exercise is about (non-verbal) communication. It illustrates what happens when communication breaks down and is great for building intercultural awareness.</p> <p>In Baranga, participants experience the shock of realising that despite many similarities, people of differing cultures perceive things differently or play by different rules. Participants learn that they must understand and reconcile these differences if they want to function effectively in a cross-cultural group.</p> <p>Participants play a simple card game in small groups. Then, conflicts begin to occur as participants move from group to group. This simulates real cross-cultural encounters, where people initially believe they share the same understanding of the basic rules. In discovering that the rules are different, players undergo a mini culture shock, similar to lived experiences when entering a different culture. They must then struggle to understand and reconcile these differences to play the game effectively in their ‘cross-cultural’ groups.</p> <p>Difficulties are magnified by the fact that players may not speak to each other but can communicate only through gestures or pictures. Participants are not forewarned that each is playing by different rules; in struggling to understand why other players do not seem to be playing correctly, they gain insight into the dynamics of cross-cultural encounters.</p> <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>Set up (approximately) six tables with about four people per table, depending on the number of people participating.</li> <li>Each table should have a copy of the rules for every player, plus a deck of cards (use only Ace-10, no face cards).</li> <li>Write the instructions for participants for participants for the second and third steps from the Flow of the Exercise (next page) on a flipchart. However, participants are not allowed to see these two steps before they start playing. They are only revealed at the moment when those rules need to be followed.</li> </ul>

<b>PROCEDURE</b>	<p><b>Flow of the Exercise</b></p> <ol style="list-style-type: none"> <li>1. To start, participants play a few rounds with the following rules (see Handouts in Definitions, Helping Tools and Materials). Talking is allowed.</li> <li>2. After the initial round, EVERYTHING is removed from the playing tables. The games continues with everyone at their own tables. From now on, talking and seeing the rules are prohibited. Gestures and pictures are allowed, but players are not allowed to use words. Winners will each receive one popsicle stick for each trick they win to keep track of the score (see Definitions, Helping Tools and Materials for how to win).</li> <li>3. After playing a few rounds without talking at their home table, participants must switch tables. The person with the most popsicle sticks moves clockwise to the next table. The person who lost the most tricks moves counter-clockwise to the next table. Everyone else stays at the same table. Use rock paper scissors to resolve ties. The players do not know that each table has a different set of rules (see Definitions, Helping Tools and Materials).</li> <li>4. Players will begin to become confused when some players believe their card is a trump, and others disagree or contradict this. Of course, once game play starts, winning will likely take a back seat to trying to figure out what everyone else is doing, as everyone is playing by different rules.</li> </ol>
<b>DEBRIEFING</b>	<p>After playing a number of rounds, set a time limit or set the number of rotations according to the number of tables in play, i.e. six rounds for six tables. Participants should be made aware that they were playing by different rules, and the following questions should be discussed. Participants can stay in the last group they were in or return to their home group.</p> <ul style="list-style-type: none"> <li>• If you could describe this game in one word, what would it be?</li> <li>• What did you expect at the beginning of the game?</li> <li>• When did you realise that something was wrong?</li> <li>• How did you deal with it?</li> <li>• How did not being able to speak contribute to how you were feeling?</li> </ul> <p><b>How the game simulates real-life situations</b></p> <ul style="list-style-type: none"> <li>• What specific real-life situations does this game remind you of?</li> <li>• Choose one of these real-life situations. What are the underlying causes of the problems or difficulties?</li> <li>• What does this game suggest about what to do when you are in a similar situation in the real world? What 'worked for you during the game?</li> <li>• Report back your best idea to the whole group.</li> </ul>
<b>TIPS FOR FACILITATORS</b>	<p>As the facilitator, you should internalise the different rules for each table, so that there is no confusion and no hidden rules for the participants are spoken aloud.</p>
<b>SOURCE</b>	<p>Standing Together Against Racism: A Training Handbook, Erasmus+ Strategic Partnership. Star E Standing Together Against Racism in Europe, 2017-2020, ICJA Freiwilligenaustausch weltweit e.V., pages 19-27.</p>



**DEFINITIONS,  
HELPING TOOLS  
AND MATERIALS**

**Rules overview for the facilitator**

Depending on the number of players, rule sheets can be altered or discarded for the number of tables being used. Samples of different rules are as follows:

- Table 1: Ace high, no trump
- Table 2: Ace low, diamonds trump
- Table 3: Ace low, clubs trump
- Table 4: Ace high, hearts trump
- Table 5: Ace high, spades trump
- Table 6: Ace low, no trump
- In all cases, other cards will be worth face value: 10 high, 2 low

**Handouts**

- Rules for the participants 'Table 1'
- Rules for the participants 'Table 2'
- Rules for the participants 'Table 3'
- Rules for the participants 'Table 4'
- Rules for the participants 'Table 5'
- Rules for the participants 'Table 6'

**HANDOUTS FOR BARANGA**

**Game Rules: Table 1**

**BARANGA Game Rules: Five Tricks**

**A Card Game That Is Easy to Learn And Easy to Play**

*Cards:* Only 40 Cards are used—Ace, 2, 3, 4, 5, 6, 7, 8, 9 and 10 in each suit. Ace is the highest card. Other cards will be worth face value: 10 high, 2 low.

*Players:* Usually four; sometimes varies.

*Time:* Each round will be about five minutes long (longer if time allows) and each round consists of any number of games within the time allowed.

*Deal:* The dealer can be anyone at the table. The dealer shuffles the cards and deals them one at a time. Each player receives 5 cards. (Or some other amount, depending on the number of players).

*Start:* The player to the right of the dealer starts by leading (playing) any card. Other players take turns playing a card. For each round, each player plays one card.

The cards played (one from each player) constitute a 'trick'. For the last trick, there may not be enough cards for everyone to play.

*Winning Tricks:* When each player has played a card, the highest card wins the trick. The one who played this card gathers up the cards and puts it face down in a pile to keep track of each winning trick.

*Continuation:* The winner of the trick leads the next round, which is played as before. The procedure is repeated until all cards have been played.

*Following Suit:* The first player for each round may play ANY suit.

All other players must follow suit. (This means that you have to play a card of the same suit as the first card).

If you do not have a card of the first suit, play a card of any other suit. The HIGHEST card of the ORIGINAL lead suit wins the trick.

*End/Win:* The game ends when all cards have been played. The player who has won the most tricks in total wins the game.

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The HIGHEST card of the ORIGINAL lead suit wins the trick.

*Trumps:* In this game, diamonds are trumps.

If you do not have a card of the first suit, you may play a diamond. This is called trumping. You win the trick even if the diamond you played is a low card.

However, some other player may also play a trump, because this player does not have a card of the first suit. In this case, the HIGHEST TRUMP wins the trick.

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The HIGHEST card of the ORIGINAL lead suit wins the trick.

*Trumps:* In this game, clubs are trumps.

If you do not have a card of the first suit, you may play a club. This is called trumping. You win the trick even if the club you played is a low card.

However, some other player may also play a trump, because this player does not have a card of the first suit. In this case, the HIGHEST TRUMP wins the trick.

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If you do not have a card of the first suit, play a card of any other suit.

The HIGHEST card of the ORIGINAL lead suit wins the trick.

*Trumps:* In this game, hearts are trumps.

If you do not have a card of the first suit, you may play a heart. This is called trumping. You win the trick even if the heart you played is a low card.

However, some other player may also play a trump, because this player does not have a card of the first suit. In this case, the HIGHEST TRUMP wins the trick.

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If you do not have a card of the first suit, play a card of any other suit.

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*Trumps:* In this game, spades are trumps. If you do not have a card of the first suit, you may play a spade. This is called trumping.

You win the trick even if the spade you played is a low card.

However, some other player may also play a trump, because this player does not have a card of the first suit. In this case, the HIGHEST TRUMP wins the trick.

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TITLE	MODEL OF DISCRIMINATION / ASPECTS OF DISCRIMINATION
AIMS & OBJECTIVES	<ul style="list-style-type: none"> <li>• Understanding what is discrimination, how and when it comes into play</li> <li>• Awareness of the different levels of discrimination and their interconnectedness</li> </ul>
DURATION	20 minutes
NUMBER OF PARTICIPANTS	Any number
MATERIALS	Flipchart and markers or laptop and projector
PROCEDURE	<p>The model of discrimination and aspects of discrimination can be presented to sum up sessions on prejudices and discrimination. For example, they can be presented after Four Fields, Four Perspective, The Cards Are Reshuffled_or The History Line.</p> <p>The model of discrimination clarifies what discrimination is, how and when it comes into play. The model presents the various levels of discrimination – personal, interpersonal, institutional and social-cultural:</p> <p><b>The interpersonal level</b> relates to the ways in which we behave and interact with ‘others’ which are shaped by personal attitudes, thoughts and feelings.</p> <p><b>The institutional level</b> refers to established rights, traditions, habits and procedures which lead to systematic discrimination of certain people and groups of people.</p> <p><b>The socio-cultural level</b> refers to that which is seen by the dominant culture/community/world view as right, good and beautiful, as a benchmark for all things.</p> <p>These three levels of discriminations are constantly interacting with and influencing each other, shaped by power in all its forms - historical, and current social, economic, legal or political power. Being a victim of one of these modes of discrimination does not rule out the possibility of being enmeshed in another structure of domination as perpetrator and/or profiteer. Experiences of discrimination also shape the individual’s concept of self: self-perception, self-confidence, self-esteem. These are some points that can be elaborated upon through the model.</p> <p><b>Levels of Discrimination</b></p> <p><b>Between people</b></p> <p>It refers to behaviour when interacting with people or groups in respect of a particular aspect or characteristic, which is shaped by one’s own viewpoint as different and one’s own negative valuation.</p> <p>This level comprises the field of direct discriminatory practice towards other people or groups in interaction and communication between people in which the individual’s situative power to act and power through societal positioning consciously or unconsciously sets in and is reflected in their actions.</p>

It corresponds to the manner in which we behave towards people who are somehow “different”, shaped by our personal attitude, thoughts and feelings.

*Example: When visiting a hardware store, a female salesperson and a male salesperson are standing around but the customer approaches the man as he is judged to have higher competence in this field.*

### **At an institutional level**

It refers to established rights, traditions, customs and practices through which particular groups and people are constructed as different and are systematically disadvantaged. This level comprises all laws and structures, which are identified by a social, political and economic power. These laws and structures are not open to change; also it takes very long to change them. Nevertheless, those who profit from such situations continuously contribute, whether consciously or unconsciously, to the reproduction of unequal structures.

It applies to established rights, traditions, customs and practices that systematically lead to discrimination of particular groups of people.

*Examples:*

- 1) The school system selects pupils.*
- 2) The law of asylum forbids refugees to move around freely (obligated to remain at the refugee residence).*
- 3) Slum dwellers are not offered a voice when it comes to demolition of their dwellings.*

### **At a socio-cultural level**

It refers to all that which is seen as right, good and beautiful by the dominating culture and ideology and is applied as a benchmark to assess, judge and discriminate people or groups who could be constructed as “others” on the basis of particular features and aspects. This level comprises unwritten laws, norms, values and ideals or discourses of any kind, which are effective in a particular context, recognised by the dominating majority and consciously or unconsciously reproduced. The social/cultural discrimination manifests itself on the basis of ideological power.

It deals with that which is seen by the dominating society/culture or world outlook as right, good and beautiful, as a benchmark for all things.

*Examples:*

- 1) The media produces (for example in advertisements) visuals of women who comply with a specific ideal of beauty and responsible for the household and children.*
- 2) Statements such as “Men should be hard and should not cry”.*

#### **SOURCE**

Jaliwala, R. (2012): Political Education in Plural Societies: Using the Anti-bias Approach to challenge Oppression in Bombay and Berlin. Kassel University.  
Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit.



## An Experience-based Model of Discrimination

Social & Global Context

### BEHAVIOUR

Assumptions  
Prejudices  
Stereotypes  
Norms  
Values  
...

+

### POWER

Situational Power &  
Social Positioning



can lead to discrimination

Power to  
define  
(normative  
power/ monopoly  
on  
interpretation)

Historical,  
(current)  
economic,  
political,  
legal &  
social power

at an interpersonal level

at a socio-cultural level

at an institutional level

## ASPECTS OF DISCRIMINATION

<b>Differentiation</b>	<b>on the basis of ascribed features or characteristics</b>
<b>Valuation</b>	<b>through a "majority"</b>
<b>Unequal treatment</b>	<b>in similar situations</b>
<b>Equal treatment</b>	<b>despite differing prerequisites / conditions</b>
<b>Impermissible / illegal grounds</b>	<b>unjustified, not objective, improper</b>

TITLE	FORUM THEATRE
AIMS & OBJECTIVES	<ul style="list-style-type: none"> <li>• To raise awareness how conflicts can arise</li> <li>• To share different ways of dealing with conflicts, to see that there is not necessarily one solution</li> <li>• To learn how to deal with difficult situations</li> <li>• To strengthen and encourage participants to take responsibility for their way of acting</li> </ul>
DURATION	90 minutes
NUMBER OF PARTICIPANTS	12 - 30
MATERIALS	Use materials already available at the training
PROCEDURE	<p><b>FORUM-THEATRE</b> is a technique from “<i>Theater of the Oppressed</i>” developed by <i>Augusto Boal</i> (1982, 1992) based on the theories of <i>Paolo Freire</i> (1972, 1993). To observe, understand and try out alternate ways of behaving which could save a situation and avoid or resolve conflict.</p> <p>It presents a scene or a play that must necessarily show a situation of oppression that the Protagonist does not know how to fight against, and fails. In Forum Theatre the public is not passive as in traditional theatre. That is why the people in the audience are called “<b>spect-actors</b>”).</p> <p>The <i>spect-actors</i> are invited to replace the Protagonist, and act out - on stage and with the audience - all possible solutions, ideas, strategies. The other actors improvise the reactions of their characters facing each new intervention, so as to allow a sincere analysis of the real possibilities of using those suggestions in real life. All <i>spect-actors</i> have the same right to intervene and play their ideas.</p> <p>What do you need to do Forum Theatre?</p> <ol style="list-style-type: none"> <li>1. Actors</li> <li>2. Spect-actors</li> <li>3. Joker</li> </ol> <p>You need a “joker” to perform the play, i.e. an animator or story-teller to introduce the story and warm up the audience and to get them ready to participate and create a good mood before the play.</p> <ol style="list-style-type: none"> <li>4. One, simple, strong and concrete problematic situation that they wish to address.       <ol style="list-style-type: none"> <li>a. You can address any issue that you as a team and the joker agree on where there is a conflict between the positive and negative effects the issue has for the local community or potential conflicts related to volunteers BUT focus on just one issue in</li> </ol> </li> </ol>

## PROCEDURE

- a. Develop a scenario in which one of the actors is the “victim” (protagonist), meaning she/he suffers from the situation you thought of. You introduce another character (antagonist) who symbolises the situation or institution which causes her/his suffering. Rehearse the play with your actors.
- b. The group prepares a short play of a couple minutes in which there is a clear conflicting process coming to an escalation.
- c. No solution to the problem should be developed or enacted.

### The Performance

#### Stage 1

The Joker explains to the audience what is going to happen and what the different stages of the play will be.

#### **“First we play, then you play, then we discuss.”**

The performance starts. The scene shows quickly what the problem is and necessarily ends baldly without a solution.

#### **A protagonist and an antagonist in a situation, which ends badly.**

- At this point you interrupt the show and the Joker addresses the audience.
- The Joker first asks the audience to describe what happened to be sure that the intended message was received and then asks them to make suggestions for change.

#### **“What have they seen? Who is suffering most? Who is causing the suffering? Who should have done what, when? Where could X or Y have done something differently?”**

In Forum Theatre the public is not passive as in traditional theatre. That is why the people in the audience are called “spect-actors”.

#### Stage 2

1. The Joker encourages the audience to say “stop” as the scene is played out again and to replace one of the characters themselves to suggest another behaviour. This can be at the very first stage/behaviour observed by the member of audience who believes that this is where conflict transformation could occur.
2. In this case the actor hands over a piece of his clothing (e.g. a scarf, or belt..) to the spect-actor and the plot is replayed according to the same plot, integrating the changes brought by the spect-actor.
3. The audience is consulted again to discuss what changed and to make more suggestions. The audience can also bring another character into the scene – perhaps a friend or parent. However there are no magical solutions.

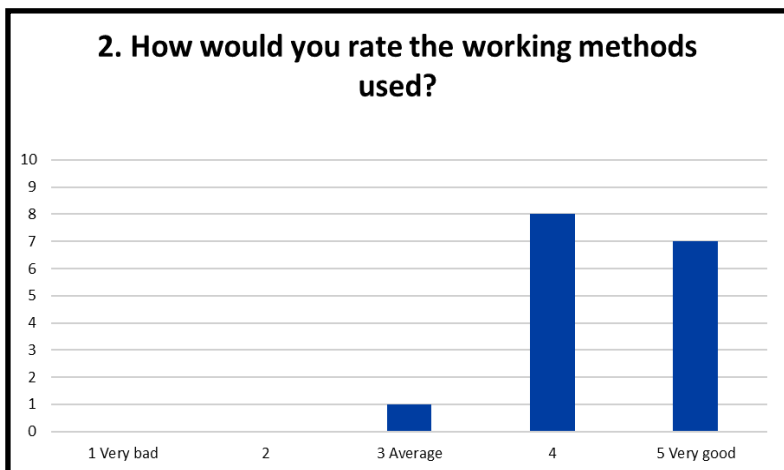
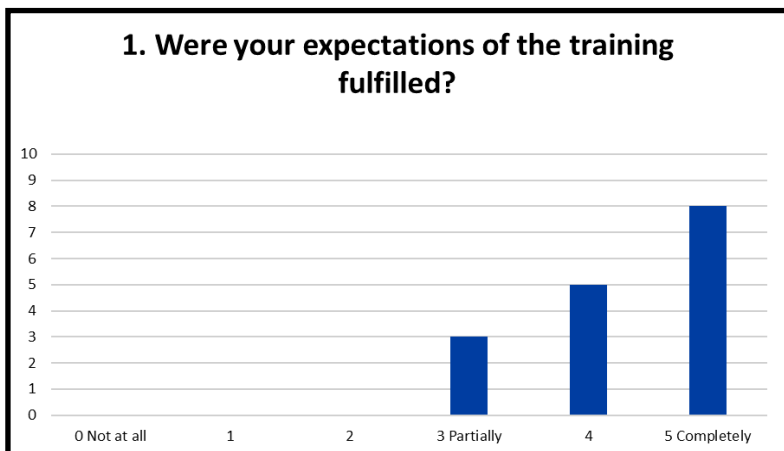
Forum Theatre allows people to test behaviour which they would necessarily use in real life. Instead of coming out with what they would do personally, they can suggest strategies for the character in the play and at the same time experience ways of transforming conflicts for themselves.

You stop the play when you sense that enough different scenarios.

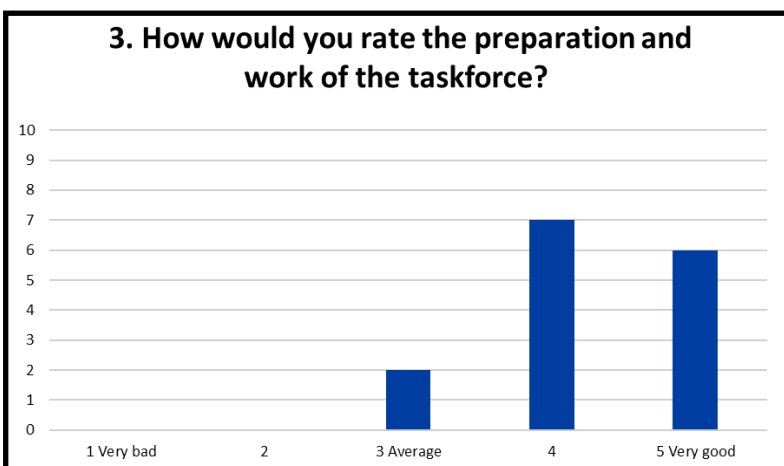
<b>DEBRIEFING</b>	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• Which kind of behaviour seemed most successful to you? Why?</li> <li>• Have you experienced situations like this in real life?</li> <li>• Do you know people like X or Y?</li> <li>• Which strategies do you think were most effective?</li> <li>• What have been the learning points in this session?</li> <li>• What is one word that sums up what you have experienced today?</li> <li>• What would you do in this situation?</li> </ul> <p>Ask what could be done in that situation, rather than what would probably happen. Remember, a particular action may be difficult for a character to take, but still possible.</p> <p>Ideally, this discussion will help the spect-actors connect the dramatic situation to their personal life. Spect-actors tend to want to analyse the situation, advise and criticise the characters, as if the problem is not relevant to them.</p> <p>In the closing discussion, the public may need to be reminded to practice what they preach or be provoked to see how the scenario relates to their personal lives.</p> <p>The Joker can say something like, “What we’re playing with now in theatre has very serious implications for life...”</p>
<b>VARIATION</b>	<p>This is a shorter version of Forum Theatre. The method could take as long as 2 to 3 hours. It could be done in a public space, in a school or at a host project which will require up to 3 hours.</p>
<b>TIPS FOR FACILITATORS</b>	<p>Forum Theatre can be concluded with the theoretical input Attitudes to Conflict.</p>
<b>SOURCE</b>	<p>Theater of the Oppressed. <a href="http://www.theatreoftheoppressed.org">www.theatreoftheoppressed.org</a>.</p> <p>“Act, Learn and Teach: Theatre, HIV and AIDS Toolkit for Youth in Africa”. UNESCO Office Dakar and Regional Bureau for Education in Africa, Coordinating Committee for International Voluntary Service, 2006. <a href="http://unesdoc.unesco.org/images/0014/001492/149283e.pdf">http://unesdoc.unesco.org/images/0014/001492/149283e.pdf</a></p>

## Results of the Final Evaluation Questionnaire

The complete results of the final evaluation questionnaires filled in by participants of the International Anti-racism Training are presented below.

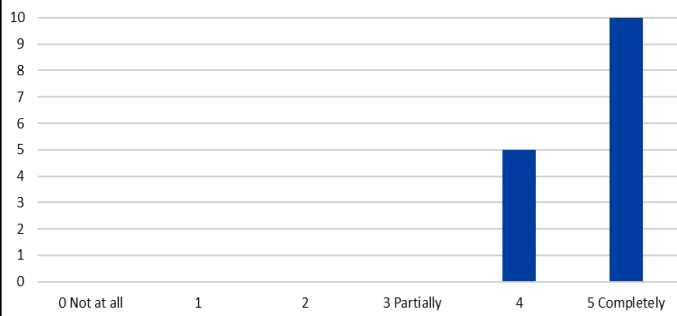


- Suggestions / comments:**
- The working methods should be more visual.
  - A better preparation of the facilitators team, who should be all on the same page regarding planned training sessions.
  - Very useful.
  - Line of time – is important to understand - racism in the world and every country.



- Suggestions / comments:**
- Not all the members were properly prepared to follow the flow of the facilitation of the learning process, and many times the planned training sessions were not done accordingly.
  - Excellent.
  - Excellent considering last minute changes to team and structure due to corona virus.
  - More inclusive research to include examples, documents from all regions.

#### 4. Were you satisfied with the administrative and logistical assistance?

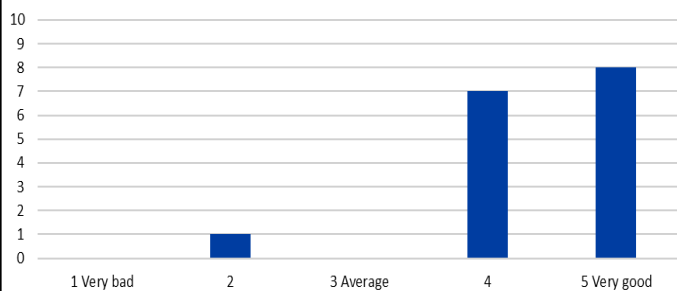


#### Suggestions / comments:

- ICYE Brazil team members were very helpful and proactive anticipating participants needs completely.
- ICYE Brazil was very supportive, especially with the visa issue.
- Quite a deal organizing all the lunches and dinners!

#### 5. Rating the individual sessions of the workshop

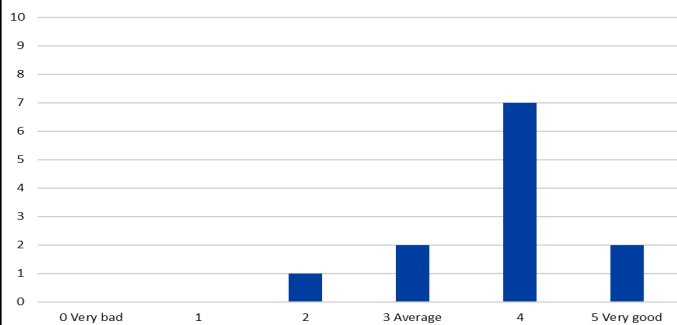
##### a) Keynote talk on the Political Situation in Brazil and the Situation of Refugees in Brazil and Latin America.



#### Suggestions / comments:

- I would include the situation in Africa and other continents.
- In this question I did not observe that this is the African continent, who also participated in the process and have the same situation too and is very bad.
- PowerPoint presentations should be reviewed before to help keynote speakers have a uniformed English version and facilitate the comprehension of all participants.
- The talk was very interesting! However, I could generally suggest not to have talks for longer than 15 min. and rather have a fishbowl discussion than a panel and spend time on Q&A.
- An eye opener! I learnt stuff I would not have come across even on the internet.
- Ran out of time to reflect on keynote talk.

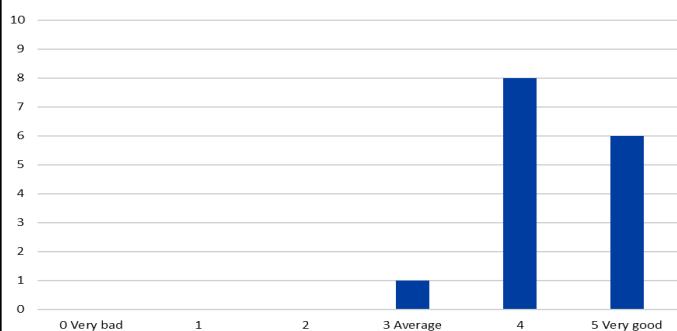
##### b) Keynote talk on the situation of refugees in Europe



#### Suggestions / comments:

- I would include the situation in Africa and other continents.
- The situation of refugees is as bad as that of refugees themselves on the continents of America and Africa.
- Should be more visual activities.
- A lack of good preparation was evident from the keynote speaker. Providing information before the training would have been useful. Power Point/visual aids should be clearer.
- Good to have the information too.

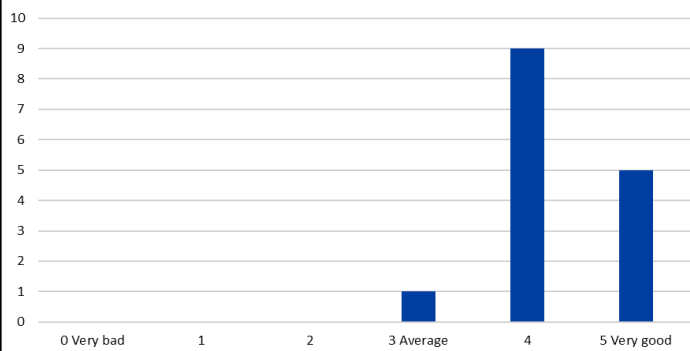
##### c) Danger of words: Understanding concepts and terms



#### Suggestions / comments:

- There was no provision or agreement of definition of concepts and terms that we used throughout the training. Visual aids should be used to tend to different learning styles.
- Informative, educative as always.

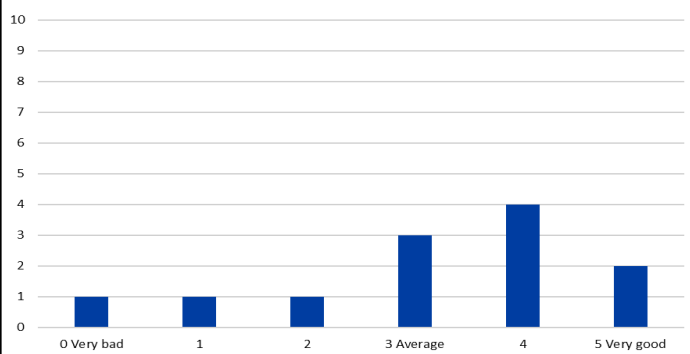
**d) Anti-Racism Approach, Non-Formal learning methodology and inner readiness competence development**



**Suggestions / comments:**

- The connection of the three was not easily felt – need to link them better.
- More examples.
- In my opinion, readiness competence seemed to be a very important learning to everyone, so maybe it should be used with more depth in future projects.
- There was a lack of explanation regarding the interconnection of these three characteristics of this training pedagogic structure.
- I received more knowledge on this, I had a wonderful group to work with.
- Line of time.

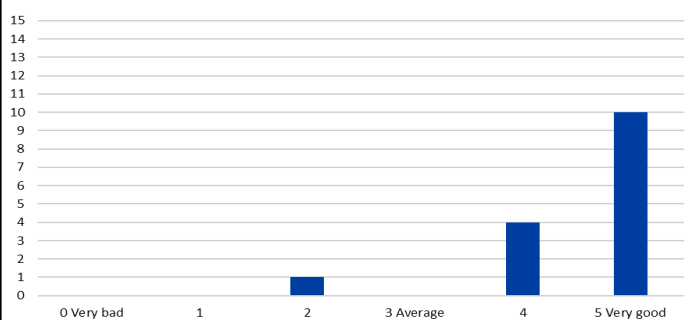
**e) Anti-Racism Training – Session 1: History Line**



**Suggestions / comments:**

- It wasn't done.
- Not done.
- The facilitator did not do this activity and substituted it with AV which was not really useful.

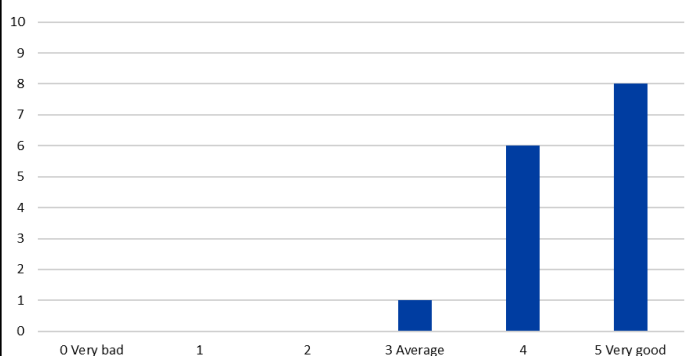
**f) Anti-Racism Training – Session 2: Identity (Identity Molecules, Input: identity and diversity)**



**Suggestions / comments:**

- The last exercise was powerful, an eye opener.
- Yes, because it is a very personal activity and help with the identity and diversity, is a very good session.
- Trainers were not properly prepared and created confusion. With the instructions which were not explained as this method is. The theoretical input was not provided.
- Great session. Wonderful debriefing.
- I liked it a lot. Needed more time for reflection because it touched upon some very deep points in relation to refugees. The taskforce moderated very well.
- Both activities were fine. Really important.

**g) Anti-Racism Training – Session 3: Prejudices (Starting over, Input: Stereotypes and Popular Images in the Media)**

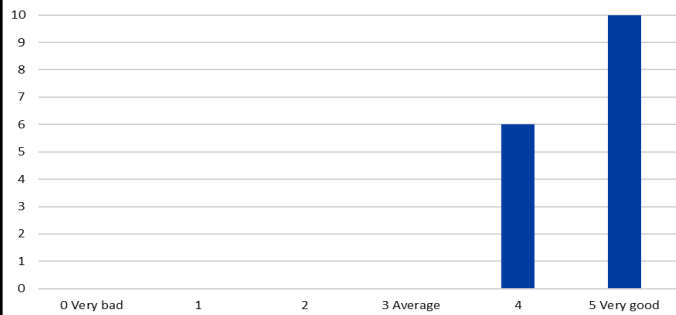


**Suggestions / comments:**

- The comparison of two attacks, one in Kenya and second in Paris, how much more the Paris case was visible, was good. So, the exercise could focus more on comparison.
- The activity was properly facilitated but the theoretical input lacked proper preparation and explanation.
- Needs more time for discussion & background on how media (sales) work. But overall it received a lot of attention from the whole group and had strong examples.
- My best session! I clearly understood the role play this time around. Very thought provoking!



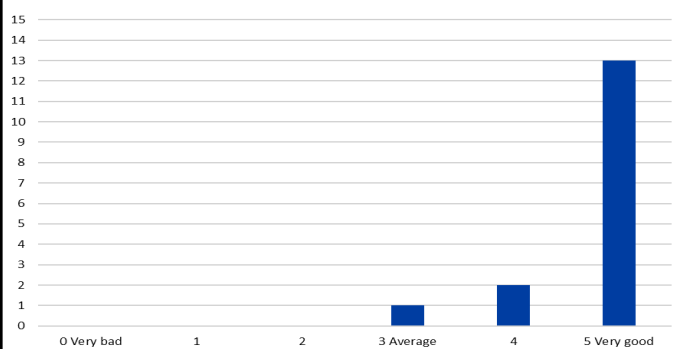
**h) Anti-Racism Training – Session 4:  
Discrimination, power and privileges  
(Baranga, Input: Model of Discrimination)**



**Suggestions / comments:**

- The best practice.
- I think this Baranga might help with the discrimination because in the game you can easily identify the discrimination.
- Just a quick tip: In Brazil, the word “Baranga” has a negative meaning, it’s a pejorative way to reach to a woman... so maybe, when introducing this game to a Brazilian person, the name could be explained, just to clarify that it has nothing to do with the known word!
- Create more time.
- One of the best activities in the training which was really well facilitated. Trainers should be prepared regarding the theoretical input to sum up properly.
- Wonderful! Best group interpretation so far!
- Theatre was a really important activity for this theme.

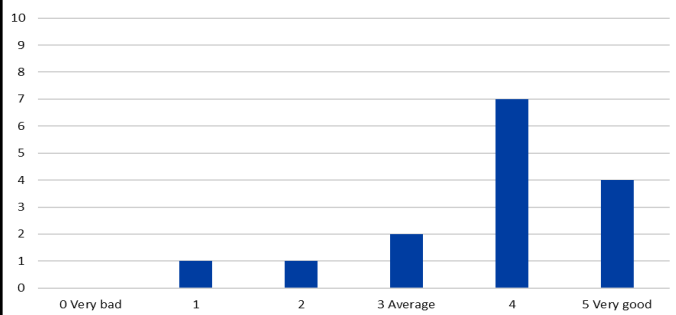
**i) Tackling Hate Speech: Forum Theatre**



**Suggestions / comments:**

- I think this exercise is perfect to identify discrimination in a very playful way with taking on the role of the other.
- I really loved this activity. Really well facilitated and debriefed. The theoretical input was provided as a handout which facilitated comprehension.
- It’s a great idea to use theatre in anti-racism trainings. It helped creating relaxation and bonding among the participants.
- Very touching! Very funny, very educative! Maria, Maria!
- Very good.
- Time pressure meant less effective.

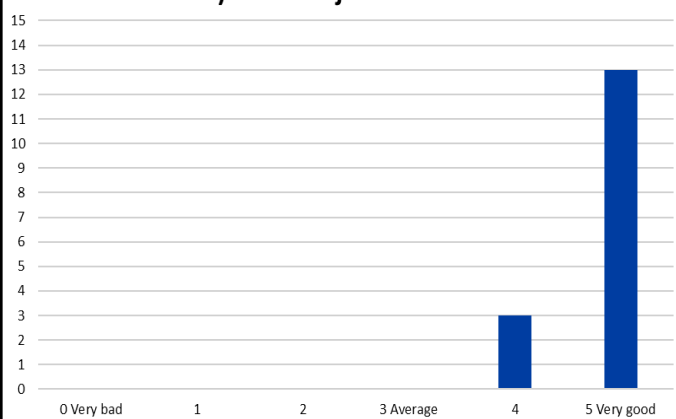
**j) Tackling Hate Speech: Talk by Neringa Tumėnaitė: The nuanced discussion: should all hate speech be censored/banned?**



**Suggestions / comments:**

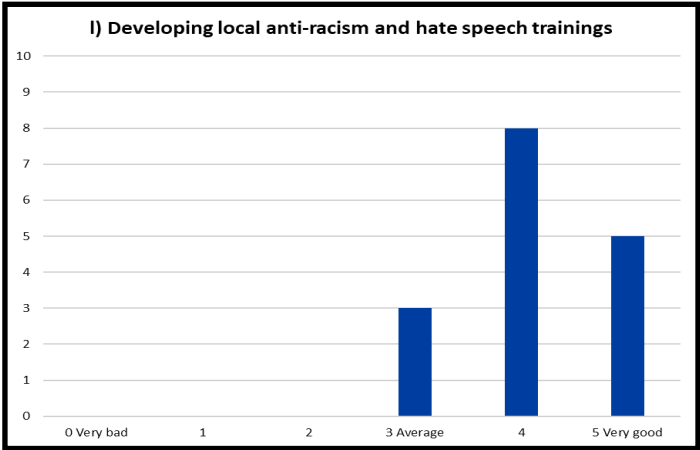
- Real food for thought, hate speech vs. freedom of speech.
- Good exercise, I would just give more time.
- Wasn’t done..
- The speaker should be a little louder and clearer.
- This discussion was not done; the speaker facilitated the method “take a step forward” (which was not properly facilitated).
- Good methods.

**k) Host Project Visit: AVESOL**

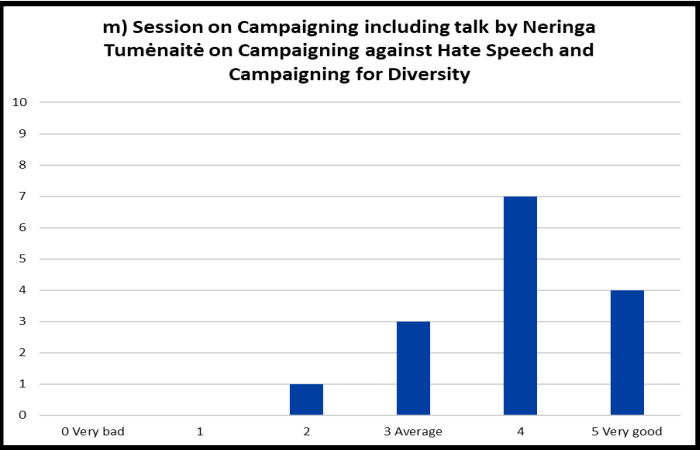


**Suggestions / comments:**

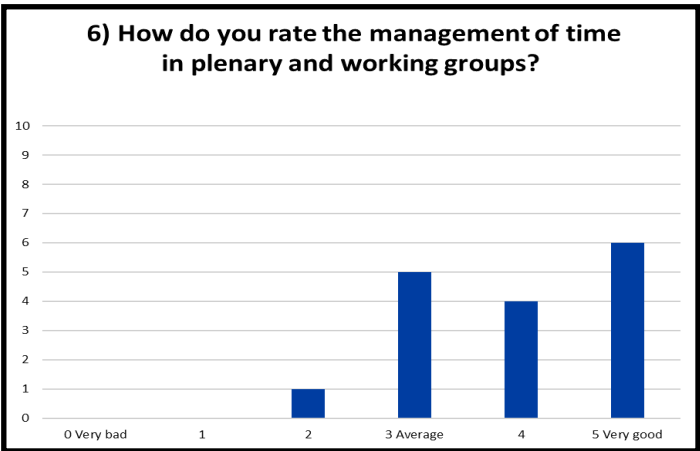
- Meeting the members and staff, listening to the refugee made it real.
- I would include questions and answers (...) with refugee, we didn’t have a chance to speak.
- I think that AVESOL does an excellent job helping refugees and the young people program after school.
- Amazing hosts who were very prepared and worked as a team to efficiently explain different perspectives on migration and the work carried out in Brazil.
- Happy to see from where local NGOs operate. Also, the speakers were special and not every time we would have a chance to hear something like that.
- Great project! I wish them all the best!



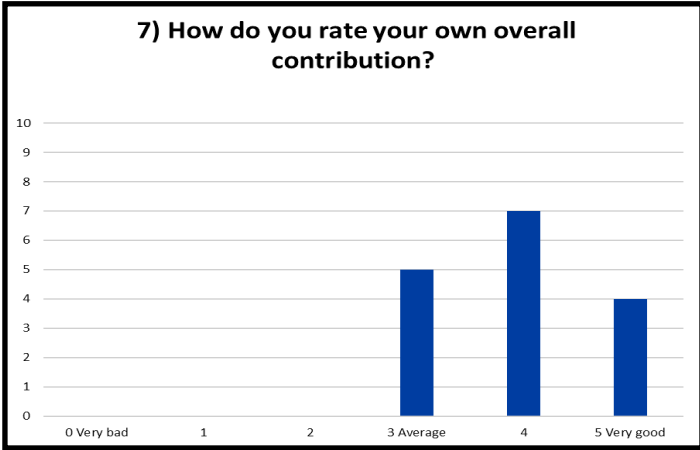
- Suggestions / comments:**
- Good to have something concrete to go and work with back home.
  - Facilitators didn't have the supporting documents prepared (i.e. template of training program, descriptions of methods).
  - Prepared well-structured training.
  - Difficult without input of future EVS volunteer.



- Suggestions / comments:**
- I think that campaigning is a fabulous way to ask about discrimination and about refugees. Take advantage of this boom in social networks to reach out in a massive and direct way.
  - From this invited speaker, this was the best session. Even though it was a representation of a European network, a global south perspective should be included (i.e. examples of campaigning in Africa, LA).
  - More difficult without input of future EVS volunteer.

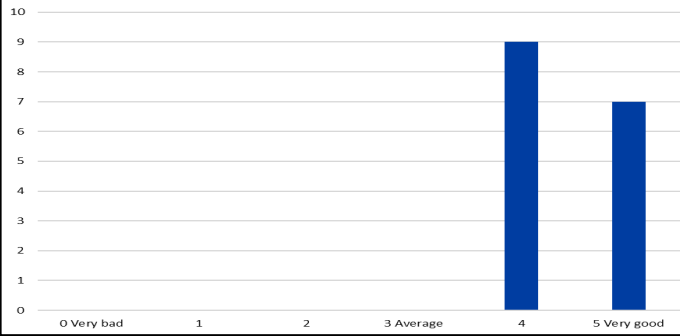


- Suggestions / comments:**
- There should be more time for every understanding of the concept.
  - Most of the times there wasn't a coordination amongst members of the taskforce.
  - It's Brazil! But we tried to keep time.
  - But I was always coming late. I apologise!
  - A lot to pack into a short time.



- Suggestions / comments:**
- I really enjoy facilitating/training and I was able to contribute throughout the training and help out my peers.
  - ICYE-UK in a difficult position right now to meet needs of future planning for this project due to funding and capacity.
  - I think it is very positive and interesting.
  - I was able to contribute to most of the discussions.

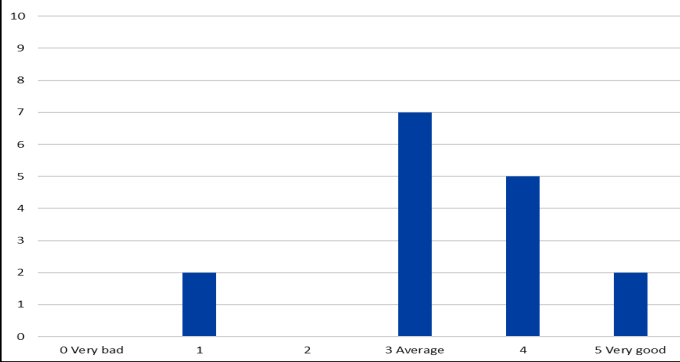
**8. Do you think the training was useful for the local anti-racism trainings, the campaigns and support you will provide to volunteers in your country?**



**Suggestions / comments:**

- I have a very clear idea of what I have to do throughout the whole project.
- We do a lot of this project already especially already being involved in STAR-E.
- Yes.
- The training was touching quite wide topics so not everything can be connected on local level, but the training gave me many ideas.
- The training is crucial for what we shall share with and the support we shall give the volunteer.

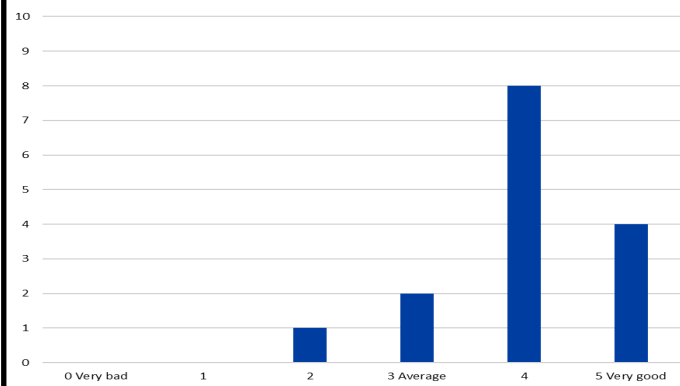
**9. Did you have sufficient free time?**



**Suggestions / comments:**

- Time constraint is always a challenge and the Covid-19 situation meant I had to work during free time to coordinate activities of my NC. But overall the program did allow to have proper leisure as well.
- I think east/north Europeans in general are used to less socializing and we rarely have enough "me-time", but overall well-managed & intense program.
- I didn't sleep well. I had issues with the time difference and didn't adjust on time.
- No, not much but it was necessary to take better advantage of the training.

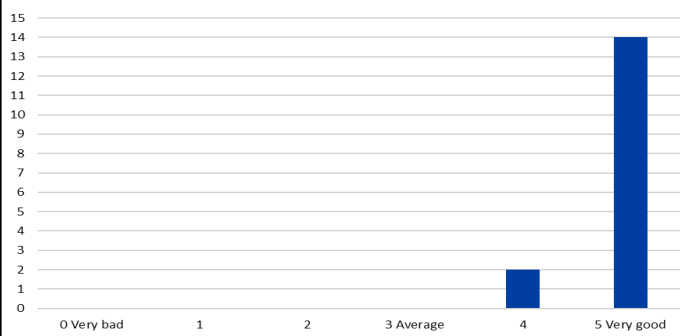
**10. Accomodation**



**Suggestions / comments:**

- People should be allowed to have their privacy.
- We had everything we needed.
- I didn't get the information that we would be 3 people in a room! I was choked at first. But an option was offered later.
- Room a bit of a squeeze.
- The bathroom was bad, and we slept 3 people in one room.
- Would have been nice to have water in the room considering the Corona virus threat.

**11. Food**



**Suggestions / comments:**

- The food is perfect, but the quantities should just be reduced.
- Amazing, amazing, amazing! Really well coordinated by ICYE Brasil.
- Very well organized and taken care of.
- Wonderful! I ate until I dropped! Wonderful!
- Excellent.
- Visiting the different restaurants (...) a variety of food.

### General suggestions/comments to the training:

- Thanks to the taskforce and ICYE Brazil for organizing that and support.
- Experienced trainers/facilitators could assist less experienced members of the taskforce in order to “show the ropes”, or we could create a guide on effective facilitation techniques, because this training program is excellently designed but lacked a lot of effective facilitation. Nonetheless, overall it was a very good training and I feel more competent in anti-racism education. Thank you to everyone who organized it, and particularly a big thanks to Rubaica for the professionalism organizing the main structure and tools of the training.
- Agenda: would suggest having a digital agenda on to always update. i.e. in case of changes to the program, new titles could reflect it better. To base the training more on “experience exchange/facilitated learning” rather than “participants and experts”. This would help to make more egalitarian dynamics and acknowledge that everyone in the room are an expert in their own right/field. Overall the training was beautifully structured and managed. It was also impressive to see people from 3 regions with such complex histories coming together. Rubaica and every single taskforce member did an excellent job. Thank you!
- The taskforce team was wonderful (facilitators). The team from ICYE Brazil was great! Very kind and supportive. Thank you! I had a great time and I am more equipped now to carry out the project!
- Thanks to the facilitation and host team. The result will be great!
- The program is perfect and timing, especially this time that the whole world is going into chaos and people are migrating. I will suggest the program is given a wider average and make it open to CSO’s worldwide to be part of it.

## ADDITIONAL RESOURCE MATERIAL

- **Practical Guide for Intercultural Learning in International Voluntary Service, ICYE International Office, 2019:**  
<https://www.icye.org/wp-content/uploads/2018/02/Practical-Guide-for-Intercultural-Learning-in-IVS.pdf>
- **Final Activity Report. Youth Work Can Unite: Merging Parallel Realities in Europe, ICYE International Office, 2017:**  
<https://www.icye.org/wp-content/uploads/2017/04/Final-Activity-Report-Graz-Austria-February-2017.pdf>
- **Non-Formal Learning Handbook for Volunteers and Volunteering Organisations, ICYE International Office, 2017:**  
<https://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf>
- **Standing Together Against Racism: A Training Handbook, ICJA Freiwilligenaustausch weltweit e.V., 2020:**  
[https://www.icja.de/fileadmin/Daten/Servicebereich/Downloads/STAR-E\\_A\\_Training\\_Handbook.pdf](https://www.icja.de/fileadmin/Daten/Servicebereich/Downloads/STAR-E_A_Training_Handbook.pdf)
- **Bookmarks. A Manual for Combating Hate Speech Online Through Human Rights Education, Council of Europe, Revised Edition 2016:**  
<https://rm.coe.int/168065dac7>

## CONTACT

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