

# ID TALKS!

*A series of 5 online workshops on 5 major topics in the promotion of "Embracing Diversity".  
How can differences become a source of learning rather than conflict or prejudice?*



## ID Talks:

RACE  
LGBTQIA+  
CLASS  
GENDER  
DIVERSITY

Download this and other SALTO Inclusion & Diversity booklets for free at [www.SALTO-YOUTH.net/Inclusion/](http://www.SALTO-YOUTH.net/Inclusion/). This document does not necessarily reflect the official views of the European Commission, the SALTO Inclusion & Diversity Resource Centre or the organisation co-operating with them.

## ABOUT SALTO

...‘Support and **A**dvanced **L**earning and **T**raining **O**pportunities within the Erasmus+: Youth in Action and European Solidarity Corps programmes’. The European Commission has created a network of seven SALTO-YOUTH Resource Centres to enhance the implementation of the EU Erasmus+: Youth in Action and European Solidarity Corps programmes, which provide young people with valuable non-formal learning experiences.

SALTO’s aim is to support the implementation of the European Erasmus+: Youth in Action and European Solidarity Corps Programmes with regard to priorities such as Social Inclusion, Diversity, Participation, and Solidarity. SALTO also supports co-operation with regions such as EuroMed, South-East Europe, or Eastern Europe and The Caucasus and coordinates all training and co-operation activities, as well as information tools for National Agencies.

In these European priority areas, SALTO-YOUTH provides resources, information, and training for National Agencies and European youth workers. Most of these resources are offered and disseminated at [www.SALTO-YOUTH.net](http://www.SALTO-YOUTH.net). Find online the [European Training Calendar](#), the [Toolbox for Training and Youth Work](#), the database of youth field trainers active at the European level ([Trainers Online for Youth or TOY](#)), links to online resources, and much more.

SALTO-YOUTH actively co-operates with other actors in the European youth field, among them the National Agencies of the Erasmus+ and European Solidarity Corps programmes, the Council of Europe, the European Youth Forum, European youth workers and trainers, and training organisers.

### **THE SALTO-YOUTH INCLUSION AND DIVERSITY RESOURCE CENTRE [WWW.SALTO-YOUTH.NET/INCLUSION/](http://WWW.SALTO-YOUTH.NET/INCLUSION/)**

The SALTO-YOUTH Inclusion and Diversity Resource Centre (based in Belgium Flanders) works together with the European Commission to support the inclusion of young people with fewer opportunities in the Erasmus+: Youth in Action and European Solidarity Corps programmes. Through that, it works to contribute to social cohesion in society at large. SALTO Inclusion and Diversity also supports the National Agencies and youth workers in their inclusion work by providing training, developing youth work methods, disseminating information via the newsletter, etc. By offering opportunities for training, exchange, and reflection on inclusion practice and diversity management, SALTO Inclusion & Diversity works towards the visibility, accessibility, and transparency of its inclusion & diversity work and resources, and towards making ‘inclusion of young people with fewer opportunities’ and ‘positive diversity management’ a widely supported priority.

For more information and resources, have a look at the Inclusion & Diversity pages at [www.SALTO-YOUTH.net/Inclusion/](http://www.SALTO-YOUTH.net/Inclusion/)



## DISCLAIMER

This magazine contains pictures as a result of the Graphic Recording which is an integral part of all the ID Talks events. There are four types of styles throughout the whole magazine.

- **General Cover Picture.** It is used for promotional reasons throughout the social media channels and the dissemination materials and it depicts the logo of SALTO Inclusion & Diversity, the title, and the graphic elements of each version of the ID Talks events. It is displayed as a cover picture of each ID Talks version.
- **Portrait of Speaker.** It depicts each speaker and a few graphic recording elements such as written parts of their "speech" and/or any other graphics according to the style of each ID Talks version. It is displayed on top of the speaker's description page.
- **Main Graphic Recording Card.** It is used for promotional reasons throughout the social media channels and the dissemination materials and it depicts the logo of SALTO Inclusion & Diversity, the title, and the graphic elements of each version of the ID Talks events, including the specific name of the event, the portrait of the speaker, written quotes of their "speech" and/or any other graphics. It is displayed on top of the first page of each article.
- **Graphic Recording Elements.** Throughout each article, the graphic recording elements complement the text with essential parts of each speaker's "talk".



# ID Talks "Embracing Diversity"

## What is it all about?

### A short description

ID Talks is a series of 5 stand-alone online events (workshops) of up to 90 minutes each, with inspiring guest speakers, thought-provoking insights, discussion in small groups, and Q&A sessions.

How can differences become a source of learning rather than conflict or prejudice?

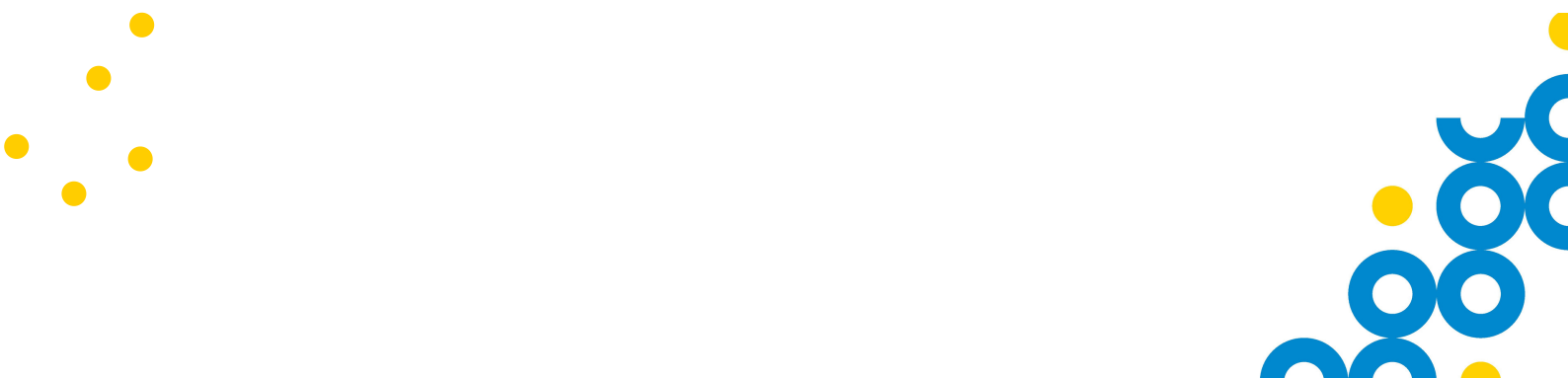
This is a key question "ID Talks" want to help individuals and organisations to reflect upon and try to answer. After the successful first edition in the autumn of 2020 and the second edition in Spring 2021, we are continuing the "Embracing Diversity" series by organizing the Autumn edition and bringing to your attention new topics and new speakers.

### For whom?

Youth workers, youth leaders, professionals, and volunteers involved in ID in the EU youth programmes, as well as all those interested in youth work and Inclusion & Diversity topics.

### Main objectives:

- To provide food for thought and learn from inspirational ID stories;
- To provide an opportunity to learn about ID topics from the youth work sector and beyond;
- To get information, inspiration, methods to help the youth sector address ID;
- To inform about and contribute to quality (international) youth work;
- To identify and learn how to tackle existing and future challenges within ID;



**Event Dates:**

- 8 September 2021 > **ID Talks Race:** The motto of our European Union is: 'United in diversity'. Then why is the struggle for racial equality not over, and seems that it is just starting now in many places through important, big movements, like "Black Lives Matter"? What is racism and how can youth work address it? Guest speaker: **Mohamed Barrie**, City Pirates, Belgium
- 22 September 2021 > **ID Talks LGBTQIA+:** Social acceptance, and sometimes even the lives of LGBTQIA+ people are still jeopardised in many countries in the 21st century. How to get a more sensible perspective and fluid take on gender and sexual orientation? How to make these taboo topics talkable and could they be addressed in (international) youth projects? Guest speaker: **Dani Prisacariu**, Gender Talk, Romania
- 6 October 2021 > **ID Talks Class:** Almost no one speaks about class anymore, and it seems, it is something left to history or marxist literature. Why so? What does class mean to you? How classes influence and shape young people's lives? How do we create an offer that is attractive, but also accessible to all young people? Guest speaker: **Falko Blumenthal**, Union Secretary, Industrial Union IG Metall, Germany
- 20 October 2021 > **ID Talks Gender:** Gender as a multi-layer social construct, but in public discourse, it is often diminished to the individuals' physical traits. How do society's standards and expectations impact our self-image? Why are these standards gendered? How to address body awareness, body image, and identity in youth work, especially in the age of digitalization and social media? Guest speaker: **Tony Lashden**, Belarus/Sweden
- 3 November 2021 > **ID Talks Diversity:** We strive for equality in our societies, but do we appreciate the diversity that comes with it? Why should we talk about diversity? Why to embrace it? How to harness our unique perspectives, pool our collective intelligence to tackle the greatest challenges of our age? Why and how diversity strengthens any team or organisation, what personal applications does it have? What that means for young people and youth work? Guest speaker: **Rahel Aschwanden**, Instituto Now, Brazil

# ID Talks: Race

*What is racism and how can youth work address it?*



## GUEST SPEAKER: MOHAMED BARRIE

Mohamed Barrie is a social worker, Lecturer at the Karel de Grote University College, who is very engaged in community work. First, as a core member of the Black youth organization Kilalo as its cultural coordinator. As a student, he co-created the first Black Student union in Flanders: AYO. Mohamed is one of the driving forces behind projects such as Black History Month Belgium, Kroeshaar Festival, and Shoot for dreams (European Girls football mobility project). From 2015 – 2021 before coordinating the City Pirates girls department, Mohamed worked first as a volunteer creating space within the club for a girls and women's department. He is driven by his passion for social justice and aims to strengthen, defend, motivate, develop, and encourage the resilience of people affected by social disadvantages through his projects, writing, and public speaking. In addition, he devotes himself to challenging stereotypes and tries to support communities and individuals in their growth.



# Article

by Mohamed Barrie



## Race: a lie with material and mental cost

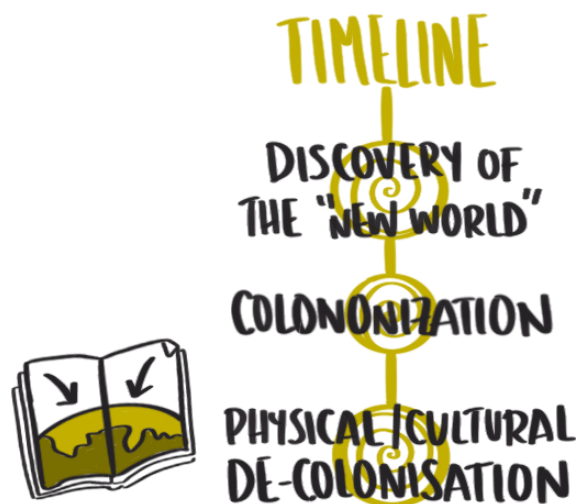
In many European societies race is a concept that is taboo and the definitions, roots, and consequences of racism, especially anti-blackness rooted in colonial histories is marginalised. It's at most seen as a past issue or something that happens in the USA. In this article as my presentation, I set to bring light to these misconceptions in the hoops or helping youth workers. But also, in the hopes of shedding light on what European institutions can do.

Racism to most people is something done by mean people with the intent to hurt others. But let's look at this quote:

*"I venture to point out that both the English and the Indians spring from a common stock, called the Indo-Aryan. ... A general belief seems to prevail in the Colony that the Indians are little better, if at all, than savages or the Natives of Africa. Even the children are taught to believe in that manner, with the result that the Indian is being dragged down to the position of a raw Kaffir."*

Could you tell who used these words? These are words from Indian pacifist and decolonial leader Mahatma Gandhi. He tried using the social stratification built on race in apartheid South Africa to gain closer access to the ruling race: white, Boeren.

Biologically there's is no such thing as Race. But it was created to justify capitalist exploitation and white supremacy. Racism is a structure embedded in white supremacy is built on three main items: Religion – Capitalism – (pseudo) science and always interlocked within power.



1492 is seen as a critical date when tracing back the roots of racism. Christopher Columbus arriving in Hispaniola (modern-day Haïti & Dominican Rep.) miscalling the original inhabitants Indians and turning them into slaves. This period of European transatlantic enslavement, followed by colonialization (Conference of Berlin) rooted in the idea of Christianise and humanise natives. This all was justified with the bible in one hand. Highlights of this is the 1550s debate called the dispute of Valladolid. Where within the catholic church an ongoing debate was held on the humanity of non-white people.



On the other hand, pseudo-science was used as justification of the social stratifications whereby white Europeans were ascribed adjectives such as clear and ruled by law. Black people were seen as those ruled by caprice. In other works, Black people were written out of History and historical contributions (David Hume). But also, with the deeply entrenched idea of the Africans being a child Europeans need to raise. This discourse still echoes in the Global south – North works, but also in the idea we need to liberate, traces of this can be found in pieces like Kipling's famous White Man's Burden poem.



*Take up the White Man's burden,  
Send forth the best ye breed  
Go bind your sons to exile,  
to serve your captives' need; To wait in  
heavy harness,  
On fluttered folk and wild-  
Your new-caught, sullen peoples, Half-devil  
and half-child."*

Rudyard Kipling

These elements laid the foundation and reasoning behind why it was morally permissible to enslave and colonise non-white people, even if brutally. Whilst this history is deeply part of the growth, wealth creation of European nations. It's been removed from EU nations histories or at most vaguely told. Capitalism in this triangle constitutes the fact that European nations and their capitalists needed and still need these structures to extract cheap labour, normalise exploitation and build their own nations. Power is the deciding factor. Power is defined as the possibility to justify, deny and control both people and stories. The deciding factor of what's to be or not to be.

For instance, Belgium created in 1830 profited from Congo firstly by King Leopold II brutal genocidal regime (1850-1908) and later on by the federal government 1908 – 1960. Today Black people in Belgium face racism and discrimination in Education (even though they are the most educated Belgians), labour market, and housing (KBS report 2017).



It's in these societies in which former enslaved and colonised people have fought of the yokes of colonial power, in some cases brought in through colonial links with European nations. Nations that now have historic amnesia but still engage in colonial and paternalistic ways with its former 'colonised'.

This is where a deep understanding from youth workers can transform society and truly work in the definitions of social work:

*"Social work is a practice-oriented profession and academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility for diversity are central to social work. Underneath social work, social sciences, humanities, and indigenous knowledge, social work engages people and structures to address life challenges and improve well-being."*

As our profession is one instilled by the frameworks of social justice, collective responsibility, and human rights it's good to understand racism. To understand Racism as a structural issue I tend to use the Tree metaphor:

- MICRO (Fruits) results that are usually highlighted
- MESO (Tree): Racism that we see
- MACRO (Roots): the history and structures we don't see because of erasure or by design

In the context of the values of the European union with frameworks of free movement for goods and people, access to funds for D&I projects, and the politics of unity in diversity the roots are blocking us to achieve these goals.



Firstly, due to the Power of passports. European passport holders are allowed to travel and 'explore'/exploit the world as did Columbus. But the gates to Europe are as closed as ever. Movement is thus based on colonials' boundaries and the stratification of nations. The access to funds within the D&I structures is highly in the hands of white lead organisations. Because marginalised peoples and youths don't have the time, speak bureaucratic language, knowledge, or space to access these funds white institutions have entire business models for getting funds.

Within the entire European nations, the politics of assimilation is the sole solution brought forward to its non-white citizens. Whether being immigrants or born in these countries. Their existence is met with violence and the ax of exclusion at any time. It's within this framework that notions like colour-blindness can be dangerous. As stated above due to the misconceptions of racism people tend to use the strategy of not seeing colour to say they are not racists. The idea of not seeing colour as a meaningful part of people's identities. This contributes to the erasure of people and certain histories. As youth workers, we can use what we see as an entry point to a larger conversation and stop the assimilation politics that ends up causing an identity crisis within most non-white youths.

Youth workers at the heart of change. We create spaces for interactions, we are societal mediators and educators. To create transformative processes, we need to recognize power at the heart of what we do. As we ourselves are put in positions of power coming into people's life. In these spaces, we create we need to be aware of our own positions of power. That ties into looking at our own organisations. If you are indeed trying to champion social change, D&I, anti-racism, etc but your organisation is still not diverse at all stages of decision making. Can you then really create change? It's not only about bringing people in but also recognising structural issues within f.i. during meetings making sure you break down power structures tied into gender-race and religion. Meaning non-white people & non-men co-workers usually get overlooked during meetings. It's important to not only recognise this dynamic but also call out people or make sure these people take up space to showcase their abilities or their contributions can be made. Make sure when youngsters or migrants (specific groups) are involved they do have decision making power. Participation alone is not enough.



**SOCIAL WORKERS**  
at the heart of  
**C-H-A-N-G-E**

---

**BY CREATING SPACES  
& CHALLENGING THE  
POWER SYSTEMS**



## Possible solution toolkit

### For discrimination on the job market:

- Using Blind CV's (not perfect because in the second-round of selections racism kicks in).
- Platforms such as Praktijktesten (government using the law to sanctions companies that break the law. Racist acts are by law punishable).

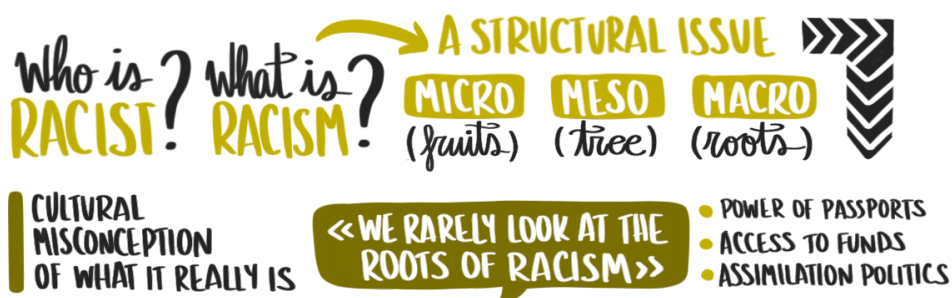
### On access to funds:

- Create step-in rules so non-white-led / community-based organisations can have easier access to grants. This can be done through the national Erasmus + and SALTO Youth offices advocating this, but also actually helping during the applications.



## Definitions:

- **Prejudice** refers to irrational or unjustifiable negative emotions or evaluations toward persons from other social groups, and it is a primary determinant of discriminatory behavior (Friske, Gilbert, & Gardner, 2010).
- **Discrimination** refers to inappropriate treatment of people because of their actual or perceived group membership and may include both overt and covert behaviors, including microaggressions, or indirect or subtle behaviors (e.g., comments) that reflect negative attitudes or beliefs about a non-majority group.
- **Racism** refers to prejudice or discrimination against individuals or groups based on power & beliefs about one's own racial superiority or the belief that race reflects inherent differences in attributes and capabilities. Racism is the basis for social stratification and differential treatment that advantage the dominant group. It can take many forms, including explicit racial prejudice and discrimination by individuals and institutions (e.g., Jim Crow laws after the Reconstruction) as well as structural or environmental racism in policies or practices that foster discrimination and mutually reinforcing social inequalities (e.g., attendance policies that favor a majority group). Racism can also take the form of unconscious beliefs, stereotypes, and attitudes toward racial groups in the form of implicit bias (e.g., assuming limited ability when students speak non-standard English; fearful responses to the verbal or physical behavior of non-White students; Staats, Capatosto, Wright, & Jackson, 2016).
- **Other forms of racism** are modern symbolic racism in which individuals deny the continued existence of racial inequality while contributing to discrimination and aversive racism through ingroup favoritism for the dominant racial group (Bailey et al., 2017; Friske et al., 2010).

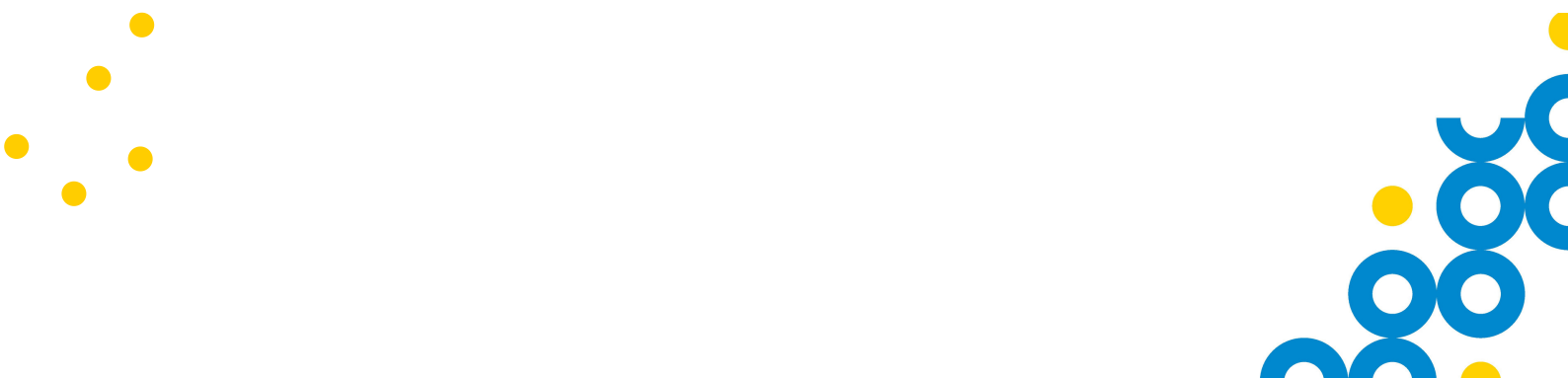


**RESOURCES:**

- An Introduction to Dr. Joy DeGruy and Anti-Racism: Anti-Racism. <https://libguides.fhda.edu/DrJoyDeGruy/antiracism>
- Praktijktesten: <https://www.praktijktestennu.be/>
- Article on who's racist: <https://www.letterenhuis.be/nl/pagina/mohamed-barrie-sibo-r-kanobana-lezen-batavia-van-hendrik-conscience>
- Soul of a Nation: Art in the Age of Black Power by Mark Godfrey *et al.* (2017).
- Afropean: Notes from Black Europe by Johny Pitts (2019).

Embracing diversity series

# ID TALKS *race*



## EDITORIAL INFORMATION

Published in September 2021 by SALTO-YOUTH Inclusion and Diversity Resource Centre (Support & Advanced Learning and Training Opportunities within The Erasmus+: Youth in Action and European Solidarity Corps programmes)

Official Website: [www.SALTO-YOUTH.net/inclusion/](http://www.SALTO-YOUTH.net/inclusion/)

SALTO-Jint, Grétrystraat26, 1000 Brussel, Belgium

Tel: +32 (0)2 209 07 20 Fax: +32 (0)2 209 07 49

[inclusion@salto-youth.net](mailto:inclusion@salto-youth.net)

Legal info: JINT vzw, 0441.254.285, RPR Nederlandstalige Ondernemingsrechtbank Brussel

Coordination: Henrique Gonçalves and Marija Kljajic ([inclusion@salto-youth.net](mailto:inclusion@salto-youth.net))

Facilitator: Anna Yeghoyan ([ayeghoyan@yahoo.com](mailto:ayeghoyan@yahoo.com))

Digital Co-Facilitator: Maria Kousoula ([marakikousoula@gmail.com](mailto:marakikousoula@gmail.com))

Graphic Facilitator: Olalla González ([olalla@shokkin.org](mailto:olalla@shokkin.org))

General Editor of the Publication: Maria Kousoula ([marakikousoula@gmail.com](mailto:marakikousoula@gmail.com))

Reproduction and use for non-commercial purposes are permitted provided the source [www.SALTO-YOUTH.net/Inclusion/](http://www.SALTO-YOUTH.net/Inclusion/) is mentioned and [inclusion@salto-youth.net](mailto:inclusion@salto-youth.net) is notified.

---

***On behalf of the SALTO Inclusion & Diversity!***

