ID TALKS!

A series of 5 online workshops on 5 major topics in the promotion of "Let's talk about (anti)racism" - how to form a general understanding of (anti)racism and its link to quality youth work.

ID Talks:

EVERYDAY'S RACISM
COMBATING RACISM
INVISIBLE RACISM
INTERSECTIONALITY & RACISM
PRACTISING ANTI-RACISM

ABOUT SALTO

...'**S**upport 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. 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/

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/

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".

I & D Talks
"Let's talk about (anti)racism"

What is it all about?

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.

"We need to talk about racism. And we need to act. It is always possible to change direction if there is a will to do so. I am glad to live in a society that condemns racism. But we should not stop there. The motto of our European Union is: 'United in diversity'. Our task is to live up to these words, and to fulfill their meaning".
- President von der Leyen, European Parliament, 17 June 2020

SALTO Inclusion & Diversity Resources Centre offers a series of ID Talks under the motto "Let's talk about (anti)racism" as a space for reflection and putting our own, social and organisational attitudes, beliefs, and practices under the magnifying glass, to create a better understanding the power structures and dynamics, to analyse the roots and mechanisms of the racial discrimination, as well as to examine our own biases and powers as professionals.

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, and 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:

- 7 September (13h CET) > **ID Talks Everyday's Racism**: For many young people, facing racism is a daily struggle, affecting their well-being and mental health. Explore with us how racism affects health, housing, education, employment, political representation, and many other not-so-obvious aspects of daily life. What are the main challenges and why can youth work be the answer? Guest speaker: **Mohammad Omar, Municipality of Sundsvall & Vision24, Sweden**

- 21 September (13h CET) > **ID Talks Combating Racism**: Several EU policies and national instruments are in place to combat racism. But do you know about them? Come and discover how institutional and policy tools to combat racism can help your work at the grass-root level. And is there space for personal stories in combating racism at the policy level? Guest speaker: **Cătălina Olteanu, Romanian National Council for Combating Discrimination, Romania**

- 5 October (13h CET) > **ID Talks Invisible Racism**: Racism is often hidden behind closed doors. Hate speech, fake news, and lack of critical thinking contribute to new forms of racism. How can youth work address this invisible racism? Learn about good practices from the field and join this important and urgent mission. Guest speaker: **Balint Jósa, United for intercultural action**

- 19 October (13h CET) > **ID Talks Intersectionality & Racism**: What if you don't only have a minority ethnicity, but also a disability, a different religion or sexual orientation… Multiple discrimination makes it more challenging to defend your rights. We zoom in on the intersectionality between disability and race, and where you can find support and inspiration for activism. Ready to challenge discrimination and racism and their negative personal and professional impact? The talk will have international sign interpretation! Guest speaker: **Lydia Gratis, Saved by the sign & EU Youth Deaf Association, Ireland**

- 2 November (13h CET) > **ID Talks Practising Anti-Racism**: Find out how EU youth programmes provide opportunities and formats for anti-racism youth work. Come and learn from the existing experiences. We give you tips and tricks you can use in your youth work practice locally and internationally. Find out how you can make the best use of youth work to promote and practice anti-racism. Guest speaker: **Miriam Petra Ómarsdóttir Awad, Erasmus+: Youth in action National Agency, Iceland**

ID Talks: Invisible Racism

Racism is often hidden behind closed doors. Hate speech, fake news, and lack of critical thinking contribute to new forms of racism.

GUEST SPEAKER: BALINT JÓSA

Bàlint works in the nongovernmental sector since he was allowed to work. He holds an MA in political science, with a special focus on Civic Society. He worked as an educational program coordinator and intercultural trainer for his organisation and as a freelancer for over 12 years, managing over 300 national and 100 international trainings and working on diverse projects for other NGOs, companies, and institutions. He published several articles and a couple of training handbooks. He was a dedicated member of the CoE campaign against hate speech. In his work, he uses tools such as artivism, sports, gamification, Forum Theater, and online tools. He hosts volunteer programs, coordinates campaigns, and openly challenges extremist views and narratives. Besides the Subjective Values Foundation, a Hungarian NGO, he co-founded in 2002, he is a member of the FARE Network (Football Against Racism in Europe) since 2014. He also holds a seat on the Supervisory board of the National Youth Council and previously in Amnesty International Hungary. Currently working for UNITED for Intercultural Action as a director since 2018 and a German lead Informal network called Generation Europe: The Academy.

Article

Balint Jósa

Introduction

I grew up in the former "socialist" Hungary, where the minority issue was completely ignored, and not educated. Everyone was Hungarian, no jews, roma or other minorities existed. Their ideology was a homogenous society and cultural differences were not welcome.

Our History was also very homogenous. Our "heroes' were all Hungarian, and nobody had a real background. Why is this relevant? Because in the case of an ethical issue arrives we only see the negative aspect, "them" being different from "us", which is one of the main driving force of creating/learning prejudices and allowing racial profiling, labeling, discrimination, etc. If we could learn that most of the poets we learn about, or the "good guys" in History have a diverse background, being ethnically, religiously different than the "majority", that some of them were Homosexual or Muslim, this could ease the difference we felt towards everyone else who is not "Hungarian" and accept that all nations are diverse, various identities can coexist and we would not fall victims to narratives of populist, right-wing extreme views so easily. In some or more ways all national educational systems are like these. History books aren't giving much credit to diversity and each national image is trying to hide the "spots' ' of other groups that are the actual and real heritage of any country. I stood up in one case, calling out this institutional and invisible racism in primary school when my schoolmates of Roma origin were accused of being thieves and I really never understood why society treated them so poorly.

In this short article and in my original speech I try to list some dilemmas and topics that are often discussed among Human Rights activists and the public, and won't try to answer them for you. I have my own opinion, naturally, but often some topics might have specific, contextual variables that can make them different for each of us, or in every case we have to think about them. Unfortunately, there is no final and easy answer, so the questions we have to work every single time and make up our own minds case by case.

First of all, my work and my values are based on the Universal Declaration of Human Rights, and I do believe in their importance and power. But they have their limits and recently many challenges. They were accepted after the horrors of the Second World War, the Holocaust, and the mass destruction of various minorities, many of them facing racism today. So the UDHR was intended to correct the errors of the area, but the list of rights often collides on the practical level. Their implementation is often conflicted and there is no firm authority that can pressure any country or individual to follow them. Often they hit the obstacle of the factors that also cause the phenomenon of invisible racism. I give some examples, like the right to education. How we educate our children can vary in every country. Educating a minority in their own language might be important, but it gives them fewer chances of integration and success. In some cases, public education for minorities means direct confrontations and experiencing racism. The list does not give quantitative or qualitative guarantees, it is "just a list" that the individual countries should set up and work with.

The two most often conflicting rights that occur in regard to the topic are the right to expression (freedom of speech) and the right to dignity. Naturally, we come to the topic of hate speech versus woke censorship. There are certain cases where people get censored and free thought cannot provoke conversation but we also see the internet causing a lot of harm to people with minority issues. What is important, right now the decision on what is allowed is not in the hands of any legal or moral authority but the tech industry, and the enforcement of "anti-hate speech laws" is very difficult. The different legal cultures in the EU and USA and other countries don't allow a common regulation or practice, while the platforms are global, and one "victim" can be in a totally different jurisdiction than the perpetrator.

Often societal, common issues are also decided on who gets more likes, and whose followers are more vigilant. This is not the definition of justice or dignity for all. At the same time opinions on certain issues, -gender specifically- became almost impossible without hurting certain groups and their reaction is also not allowing the discussion but shutting down every channel, claiming it as hate speech. Unfortunately the same happens when politicians use censoring laws on their critics and use defamation laws to block their opposition. An interesting question is that while Twitter blocked the former US president's account and he cannot tell his opinions, the Taliban has multiple accounts. I am not saying it should be the other way around, but I am calling for some discussion and more plural opinions, and some form of democratic control (transparency above all) over the platforms as they have a great impact on the political and other cultures and public opinion.

I also think that while 50 or 100 years ago, there was a mainstream and a general consensus on the issues, even though there was a struggle for opinions, there were main sources of information, and the media was clearly under supervision and control. Some outlets were clearly biased, like sensitive to one or political reality, vision, or party. But it was clear if you read the cover who the media is close to. Also, the public media tried to be less opinionated and the news was made into articles with a higher level of proficiency, and reliability. News today is similar to fast fashion. There are no reliable labels, and technically everyone is a media. We all can post our views and information and influence people with our content.

The "news" is made really fast, and public opinion shifts to a new subject/scandal/issue every 3 days or maximum months. This makes news cheap and there is no more energy in fact-checking and going deeper and more nuanced. There is a fragmentation that allows alternative realities and truth to live side by side. There can be enough room for conspiracies or non-scientific nonsense to gain a waste following, and when it comes to minorities, hate speech and negative stereotypes are hard to challenge as they exist in invisible or impenetrable opinion bubbles where their own truth is the only possible truth. This phenomenon is often referred to as "post-truth" reality and it was most visible during the Pandemic of COVID-19.
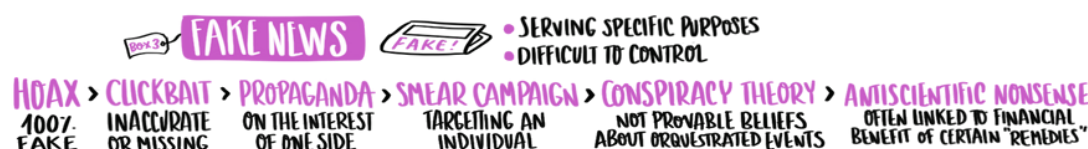
When it comes to the issue of hate speech, the definition is quite broad, and it includes not-so-dangerous hurtful speech and humor. Often these are accepted as the "cost of free speech" and not taken seriously by the social media monitoring AI-s or persons. However, the fact is that humor is often spreading the same prejudices and leads to the acceptance of racism even easier than severe attacking speech. It is way easier to influence people with a meme than a threat. Hurtful speech, often sexist or body shaming is not prosecuted legally but it can lead to depression and suicide. The issue is very widespread, the data is so big that even monitoring it is so costly that apart from some governmental attempts nobody even tries it. It should be somehow challenged, and children should be educated about its dangers, but as we see it often it is not just youth, but even the elderly who are taking part in really hurtful flames(ongoing discussions that are not about the issue but simply shouting online at each other). There is no factual evidence, but according to my experience, political flames are 90% done by over 50+ people, not young adults.

An important factor is that all platforms have many "fake" profiles and trolls and bots. These often have special agendas, spreading fake news or trying to avoid the very consequences of legal remedies against hate speech. You can delete 100-s but 1000-s will emerge. The anonymity of the platforms makes it easy to hide and use them for various criminal activities. In some countries, this is not so easy, but in many, there is no real effort against this, again a great fundament for spreading hate and racism.

Talking about fake news, I explained some categories, namely:

- **Hoax:** this is a form of deception, can be a simple prank but it can be very dangerous or hurtful as well. The typical alien seen in xyz city with manipulated images, or demon fish washed ashore on this and that beach. Sometimes these are just meant to attract extra views, but they can be manipulative, like when images of a violent occurrence in a different country happen but are used in a different context in a different country. For example, check out this viral news (https://www.politifact.com/factchecks/2019/jul/29/viral-image/viral-photo-migrants-ship-during-world-war-ii-your/, https://www.snopes.com/fact-check/giant-manta-ray-photo/). This video (https://youtu.be/bIZ73HZI52A) says: migrants destroy a Christmas tree in Dortmund. It is actually played in a Turkish mall during a Black Friday-type action, so the people take off the presents from the tree, and it is not in Germany.

- **Clickbait:** The common practice of writing sensationalised or misleading headlines in order to attract clicks on a piece of content. It often relies on exaggerating claims or leaving out key information in order to encourage traffic. The content is not necessarily fake, but often the sensation is actually not even in the article.

- **Propaganda:** information (often fake or exaggerated or misleading or biased), in favor of or against a political interest group, intent, often government. It can be for or against a political side (enemy propaganda). In modern warfare, it is often used by the military as well.

- **Smear campaign:** In the political sphere it's a combination of a variety of hoax or fake news and propaganda against one specific person or organisation. The claim can be true but the exaggerated style and constant repeat can destroy the reputation of the individual. It is often used against the opposition or Human Rights defenders, typically using criminal charges or old cases.

- **Conspiracy theory:** A strong and not provable or dismissible belief that some secret but influential organization is responsible for specific events or trying to make "us" believe that certain things happened (like the Moonlanding was just a movie) while they did not. Often these groups have a special background and several of them point at the "new world order" or the Protocols of the Elders of Zionx1 so that there is a global conspiracy of Jews, that with the deep state in the USA is ruling the world. Often aliens or spiritual elements are involved. If you believe in them, you become part of a special elite community and the world makes more sense the fact that you have no (or few) control over what happens is less troubling. The worst is that finally some conspiracy theories can become partially true.

FAKE NEWS   FAKE!   • SERVING SPECIFIC PURPOSES
• DIFFICULT TO CONTROL

HOAX › CLICKBAIT › PROPAGANDA › SMEAR CAMPAIGN › CONSPIRACY THEORY › ANTISCIENTIFIC NONSENSE
100% FAKE   INACCURATE OR MISSING   ON THE INTEREST OF ONE SIDE   TARGETING AN INDIVIDUAL   NOT PROVABLE BELIEFS ABOUT ORQUESTRATED EVENTS   OFTEN LINKED TO FINANCIAL BENEFIT OF CERTAIN "REMEDIES"

After all the challenges I also tried to give some of the solutions I believe in.

S·O·L·U·T·I·O·N·S
WHAT CAN YOU DO?

CRITICAL thinking

AN OBJECTIVE ANALYSIS OF AN ISSUE IN ORDER TO FORM A LESS BIASED JUDGEMENT

THINKING BEYOND NATIONAL BORDERS WHEN ADDRESING THE ISSUES WE HAVE

GLOBAL citizenship IDEA

NON-FORMAL education

BELIEVING & INVESTING IN V·A·L·U·E·S

PARTICIPATORY & LEARNER-CENTERED

INTER CULTURAL

Solutions

Above all, **Critical Thinking (CT)**.

The ability or need to do the most objective analysis and evaluation of an issue possible in order to form a less biased judgment. Going the "extra mile" before believing something. Especially before posting it, sharing it, and making it legitimate by our own credit. To practice CT there are some rules, or guidelines I try to use.

- Confirmation bias: you are more likely to believe that you are already thinking and vice versa (if you find something sensational that is new and confirms what you believe, be suspicious. Usually it is tailored to you and false. Sorry.).

- Complexity and nuance (nothing is simple. We all have different viewpoints and this is ok).

- Being right is not a virtue: use intellectual empathy.
- Check your sources (use reliable sources and check if the people in them are real, and if the images used are correct).

- Avoid argumentative mistakes (https://www.futurelearn.com/info/courses/logical-and-critical-thinking/0/steps/9131).

Global citizenship idea:

Some believe sooner or later the best would be to have a world government. Some issues like the climate crisis or tax evasion but also fake news and hate speech, and the Governance of the Internet are issues where national regulations and interests don't work anymore. I think it is possible to keep national heritage and culture and be a more global citizen at the same time. Naturally, the concept of nation-state is already nonexistent as the structures like the EU and simply migration took over. Interestingly enough the concept of nation-state is not too old, a maximum of 150 years old. Maybe loose cooperation based on certain principles and values can overcome many challenges easier and surely prevent wars. As you can see, the EU is already such a project. Based on the former enemies' coalition (Italy, Germany, UK, France) to overcome differences and grow economically while preserving their identities. Maybe perhaps soon or not too far we could create similar global cooperation. I know it is a dream, but I think it is not real.

Nonformal education:

Last but not least, the main and closest solution is the on-formal education(according to the Council of Europe) refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, sports clubs, and drama and community groups where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing. Non-formal education should also be:

- voluntary,
- accessible to everyone (ideally),
- an organized process with educational objectives,
- participatory,
- learner-centered,
- about learning life skills and preparing for active citizenship,
- based on involving both individual and group learning with a collective approach,
- holistic and process-oriented,
- based on experience and action,
- organised on the basis of the needs of the participants,
- formal, non-formal, and informal education are complementary and mutually reinforcing elements of a lifelong learning process,
- value-based,
- experimental.

Here is a great collection from my organisation about the various topics and methods that are free to use:

Lets! Resources Getting the good stuff on the table!

EDITORIAL INFORMATION

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On behalf of the SALTO Inclusion & Diversity!