



*Toolbox for youth
workers to build
resilience of young
people against hate
speech*



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Project code: 2019-1-FR02-KA205-015865

To learn more:



This report was developed by the partnership of the Erasmus + Raising Awareness for Inclusive Societies Expression - RAISE! - 2019-1-FR02-KA205-015865, under the leadership of MEH.

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INTRODUCTION



The project “Raising Awareness for Inclusive Societies Expression”, a two- year Erasmus+ KA2 project funded by the European Commission under project no. 2019-1-FR02-KA205-015865, aims to RAISE awareness of hate speech crimes among the community and local institutions by understanding the intrapersonal and interpersonal aspects of this issue to give support and tools to persecute more justice and equality regarding this subject.

The six partner organisations located in France, UK, Greece, Spain, Italy and Portugal are currently working together to deliver an innovative and effective approach to act against hate speech crimes; to investigate and give a clear understanding about hate speech phenomenon from a psychological and social point of view; and to raise awareness about these crimes.

To achieve this, a three-phase action plan has been defined: a first phase including an investigation, analysis and consultation data to identify specific causes and consequences of hate crimes and possible existent solutions; a second phase creating a toolbox for youth workers to build (and help build) resilience of young people against hate speech by sharing knowledge and experience by delivering workshops and discussing the problematic to build a collection of good practices and tools for the toolbox. Finally, on the third phase of the project, a training will be delivered through the creation of comics, aimed at the expression and affirmation of young people’s identities, encouraging them to take an active role in their own communities to foster social inclusion as well as provide them with tools for self- empowerment and for the support of other youngsters. Furthermore, the RAISE! Project will also be elaborating Policy Recommendations that include consultation sessions with policy makers and local institutions.

Following on from the knowledge acquired during the development of the EU comparative Research on hate speech, RAISE! Partnership has done the Raise! Toolbox for youth workers to build resilience of young people against hate speech.



OBJECTIVES

The purpose of this Raise! Toolbox for youth workers to build resilience of young people against hate speech is to provide professionals working with young people including those from minority groups and with fewer opportunities with a collection of resources and materials for inclusive, diverse and equal youth work.

This toolkit aims to empower youth workers to include intercultural learning and diversity into their daily work to provide necessary knowledge, skills and attitudes to promote peace, intercultural dialogue against hate speech, violence and discrimination.

The Toolbox contribute to prevent hate speech by focusing on developing critical thinking of young people and by creating safe spaces where youth can express their fears and their doubts.

The Toolbox allow youth workers to explore and integrate different innovative and creative approaches, tools, methods, and resources in their work with and for young people for promotion, education, and practices of inclusive learning.

TARGET GROUP

76 youth workers, professionals who works/train/coach/advise/coordinate young people with a focus on those working with minority ethnicities, migrants, LGBTQ+ communities.



ORGANISATIONS INVOLVED

- Oratorio Salesiano San Luigi.
- Il Gioco del Sorriso.
- Bequadri.
- Progetto di Vita.
- Cruz Roja Juventud Gijón.
- Asociación Columbares.
- Abierto Hasta el Amanecer .
- ActionArt.
- Thessaloniki Pride.
- Lighthouse of the World.
- Balkan Hotspot.
- USB.
- Novo mundo e Saber Compreender.
- Trabalhadora independente.
- Rota jovem ; Helpo.
- YouthCluster.
- Associação Novo Mundo.
- Ad Sumus e Novo Mundo Azul.
- Rota Jovem.
- ESDIME.
- Universidade do Minho.
- Sefton use Services.
- Izards Attitude.
- Centre Social du Laboureur.
- ALJT.
- Cameroonian Association for the Promotion of Children's Rights.
- ACT DTOUR.
- Agence du Service Civique.
- Lycée polyvalent d'Alembert.
- CRL 10.

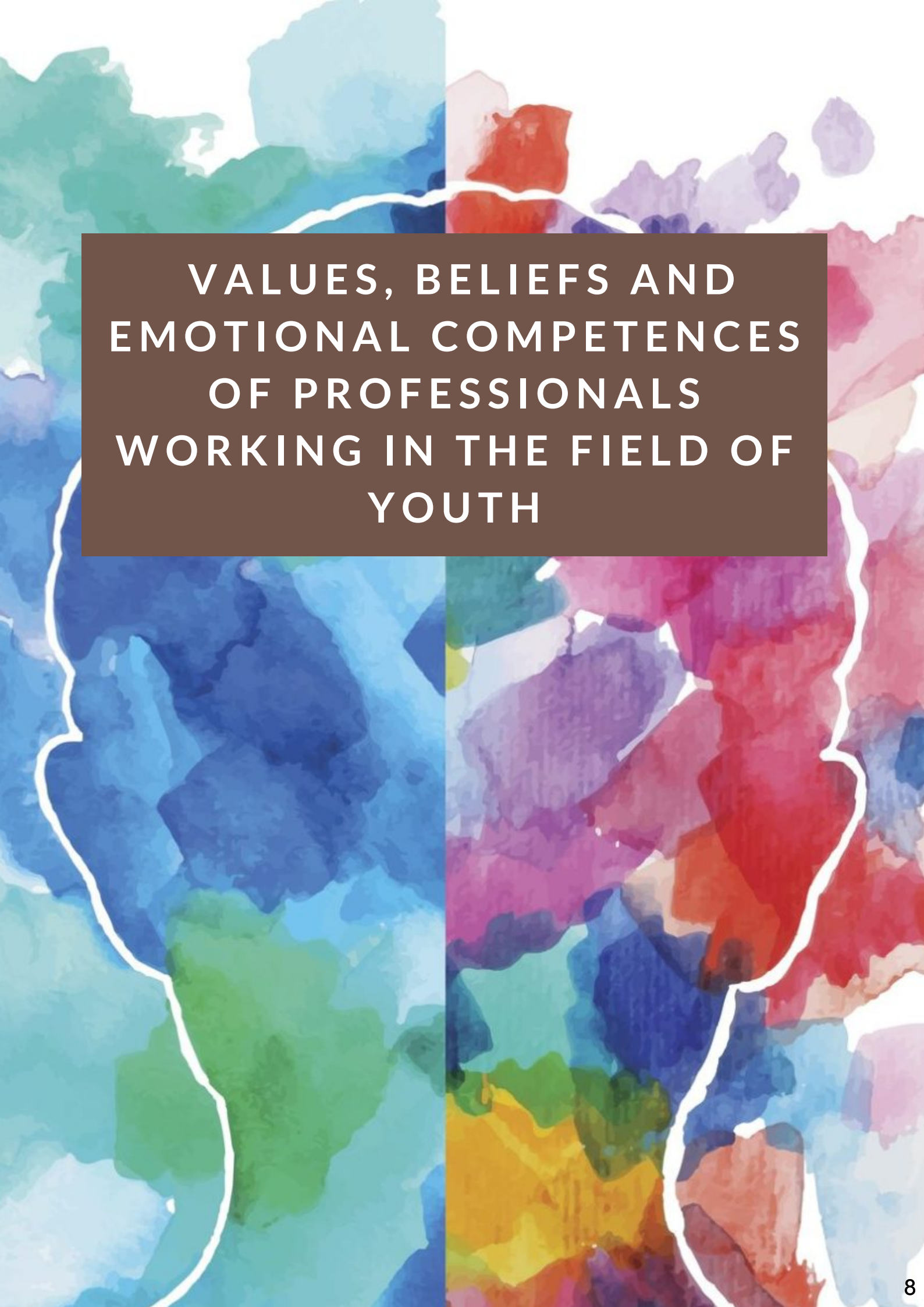


CONTENT AND PROCESS

The Toolbox cover:

- Values, beliefs, and emotional competences of professionals working in the field of youth
- Non-formal learning - principles and settings
- Equality and diversity in the youth sector
- Practical exercise that youth workers to build the resilience of young people
- Links to multimedia resources
- Different contexts & issues: racism, homophobia, body-shaming, religion intolerance, diversity, gender, ethnicity and politics.

Each partner has developed 2 inspiring good practice and 2 non-formal learning activities to build capacity of youth workers to build resilience of young people to gain knowledge and understanding of hate speech and to participate in intercultural dialogue; Tested and improved during the C1-training for staff online where partners have trained each other on how to facilitate the activities developed; and piloted on each partner country with 10 youth workers, collecting feedback from participants.

The background is a vibrant watercolor illustration of a human head profile in white outline, facing right. The interior of the head is filled with various watercolor washes in shades of blue, green, yellow, orange, red, and purple. A dark brown rectangular box is superimposed over the upper portion of the head, containing the title text in white, uppercase letters.

**VALUES, BELIEFS AND
EMOTIONAL COMPETENCES
OF PROFESSIONALS
WORKING IN THE FIELD OF
YOUTH**

Youth work is underpinned by a clear set of **values**. These include young people choosing to take part, utilizing young people's view of the world, treating young people with respect, seeking to develop young people's skills and attitudes rather than remedy 'problem behaviors', helping young people develop stronger relationships and collective identities, respecting and valuing differences, promoting the voice of young people. A youth worker aims to empower, educate, and make young people participate in activities in an inclusive and expressive way.

The Youth Worker is a professional that: *“Intervenes in the conception, organization, development and evaluation of projects, programs and activities with and for young people, using methodologies in the field of non-formal education, facilitating and promoting citizenship, participation, autonomy, inclusion and personal, social and cultural development.”*

The Youth Worker has as **main activities**:

- Diagnose and analyze intervention areas with and for young people;
- Collaborate in the definition and management of technical, logistical, training and financial resources necessary to carry out youth activities, namely, in terms of human resources, equipment, space and the provision of services;
- Intervene in planning, organizing, promoting and evaluating youth activities;
- Collaborate in the design and implementation of intervention and development projects, national and / or international, aimed at young people;
- Intervene in the development of information and communication campaigns, national and / or international, in themes from the youth area;
- Promote the international dimension of the youth field.

The **key values** that youth workers should have are the tolerance and respect, since to perform this job you need to be able to work and deal with people from different backgrounds, cultures, ethnicities, religions, etc. Youth workers should believe in positivity to pass to the youth good values such as serving and helping others. Youth workers also must do the promotion of the teamwork to deliver different activities, improve mixing groups and work on sharing and collaboration.

A Youth Worker is a figure who deals with the training of young people with particular attention to the **social, cultural and artistic** aspects of their growth. More generally, a youth worker can be defined as anyone who has a professional role capable of influencing and guiding a person during his or her youth, childhood, adolescent growth phase. The effects of his or her work are influential on some wider objectives, such as the advancement of democracy, the promotion of European citizenship and its values, intercultural learning; opposing radicalisation and extremism; developing soft skills, fostering the transition to a fulfilling and serene adult life in education and working life.

Youth workers are expected to have many important **emotional competencies**. The ones enunciated under are not an exclusive list. We can cite empathy, because sensing others' feelings and perspective, and taking an active interest in their concerns is very useful while working with young people. Youth workers with this competence are attentive to emotional cues and listen well, show sensitivity and understand others' perspectives, help out based on understanding other people's needs and feelings. Youth workers who also develop their inspirational leadership competence are more successful at driving change. With this strength, they can articulate a vision or mission that resonates emotionally with both themselves and with the young people, which is a key ingredient in marshaling the motivation essential for going in a new direction. They are also expected to contribute in developing others, by sensing what the young people need in order to develop and bolstering their abilities. People with this competence acknowledge and reward people's strengths, accomplishments, and development, offer useful feedback and identify people's needs for development. They mentor, give timely coaching, and can also offer assignments that challenge and grow young people's skills. Another emotional competency is adaptability, meaning flexibility in handling change. People with this competence smoothly handle multiple demands, shifting priorities, and rapid change. With youth work, it is important to adapt the responses and tactics to fit fluid circumstances.

In brief, curiosity, empathy, self-awareness, confidentiality, interest in young people's views, active listening, honesty, patience, openness, respect for others, tolerance of ambiguity, solidarity, self-awareness, emotional stability, sensitivity, clarity on one's own values.

They should be patient and easy adaptable to different situations and different profiles. They should be active listening and open-minded to understand the most different situations. They should be reactive and attentive to any type of misbehavior or comments which can whether reveal a hurt or a prejudice towards someone else. They should be empathic and charismatic to create closer links to the youth.

Empathy and social skills (communication, negotiation, relationship skills, etc.) are correctly considered as **key skills** for a youth worker, but it is often underestimated the process that allows to acquire a good level of competence in these areas and that the theory of emotional intelligence identifies in the ability to recognize, manage and use one's emotions. In addition, emotional skills and competences intercultural have a strong common base and is equally evident that today those who work with young people also at local level needs such skills having regard to the high level of migratory flows and mobility in Europe. According to D. Goleman's theory, empathy and social skills are key points of the skills that a youth worker should have and, more specifically, the skills required are:

- Understanding of others,
- Anticipation of needs,
- Promoting the development of others,
- Positive exploitation of diversity,
- Communication and leadership skills,
- Ability to manage change and build bonds,
- Negotiating skills,
- Collaboration and teamwork.

Bonjour

Hola!

ciao!

SALAM

INTERCULTURAL LEARNING

Intercultural learning refers to the process of acquiring knowledge, attitudes and skills that are needed when interacting with different cultures. However, intercultural learning can also be seen in a larger context: it is the process that is needed to resolve global challenges and to build a just, inclusive society, where people with different backgrounds live peacefully together. *“In the end, intercultural competence is about our relationships with each other and ultimately, our very survival as humankind, as we work together to address the global challenges that confront us in this century.”* – Darla K. Deardorff.

Intercultural education **aims to** promote the recognition and appreciation of diversity as an opportunity and as a source of learning for all, while respecting the multiculturalism of today's societies. As well it aims to develop the ability to communicate and to encourage social interaction, which creates identities and a sense of belonging to humanity.

Intercultural learning is the fact to learn from the **different cultures in an environment of sharing, tolerance and curiosity one for another**. It can be through paintings, human stories, history facts, music or dances. It is an approach to teach diversity and tolerance, where learners acquire skills of adaptability, flexibility, open-minded and mutual understanding with one another'.,

The **main purpose** of intercultural education is to promote and develop interaction and communication skills between young people and the world around them by fostering: openness towards others, active respect for difference, mutual understanding, active tolerance, validation of present cultures, equal opportunities and the fight against discrimination. In this educational context, educators should seek to develop a critical awareness in all their students so that the population is capable and prepared to challenge the dominant socio-economic culture, understand the roots of xenophobia and reject it.



NON-FORMAL LEARNING-
PRINCIPLES AND SETTINGS

Non-formal learning has a range of core learning principles, methodologies and approaches. They are commonly emphasizing the learner's intrinsic motivation, voluntary participation, critical thinking and active role in the democratic process. These educational practices which are not included in the formal system of education. Informal learning is related to what one can learn during daily life activities (work, family, leisure, etc.) being considered learning by doing. Informal and non-formal learning can empower youngsters in important conceptions, as social inclusion, anti-discrimination and active citizenship, as well as contributing to their personal growth.

Non-formal learning is a type of learning that do not supposed to have someone that holds all the knowledge and the rest of the participants that does not know nothing about. It is a kind of learning that usually is done in a circle – everyone is on the same level and is based on the voluntary participation and by sharing ideas and experiences. The focus is on the processes and not on the evaluations. The rhythm of learning of each learner is different from one another but respected Activities from non-formal learning are described as more playful and interactive. Participants are more listened and blossoming.

Non-formal education is the kind of education that takes place outside of more traditional school education and the learning activities take place on a voluntary basis and are carefully designed to foster the personal, social and professional development of participants. Non-formal education can be explained with the formula "learning by doing", i.e. learning directly in the field. The learning methodology consists in the interaction between the learners and the concrete situations they experience. There are no teachers who give ex-cathedra lessons: young people, youth workers, educators (trainers) develop knowledge and skills together, in a "horizontal" relationship.

The **principles** of non-formal learning are:

- Use of participatory methods, focused on the learner
- Design according to the interests of young people
- The assessment of failure or success is never individual but collective, the right to make mistakes.
- Made in environments and situations where training and learning are not the only activity.
- The learning context should put participants at ease
- The activities are led by learning facilitators, both professionals and volunteers and are planned according to objectives and target specific target groups.
- Voluntary participation;
- Participant-centered;
- It is ideally accessible to all;
- The process is organized for educational, interactive and participatory purposes;
- It is about learning life skills and preparing for active citizenship;
- It is based on the involvement of individual participation and group learning and a collective or community approach;
- It based on experience and practical activities (learning to do);
- Holistic and process-oriented, which includes a reflection on learning and transposition to other areas or life;
- Organized based on the needs of the participants;
- Follows a non-hierarchical approach between trainer / facilitator and student / participant.



EQUALITY AND DIVERSITY
IN THE YOUTH SECTOR

The **key principles** of equality and diversity within the field of youth work are social justice, morality, rights, professional ethics, but also anti-discriminatory/anti-oppressive approaches to youth work and social education practice.:

- All different, all equal.
- Equality for all, despite of individual characteristics.
- Address young people's needs and provide them with relevant opportunities.
- Offer diverse possibilities according to needs, capacities and desires.
- Use the principle of equity to address needs and bring young people to the same "level of possibility".

Youth work should be leveraging diversity, by cultivating opportunities through diverse people. People with this competence respect and relate well to people from various backgrounds. They understand diverse worldviews and are sensitive to group differences, and in general they see diversity as opportunity, creating an environment where diverse people can thrive. They have a principle to challenge bias and intolerance.

The key principles of equality and diversity within the field should extend the **participation** of young people, namely, to create innovative and creative activities that can interest and include every kind of profile, no matter the background.

The **non-judgement** principle, to be open-minded, be an active listener and to be present and the flexibility and adaptation to different situations and people are a must.

In youth work, the principle of **inclusion** means that all young people are recognized as having an intrinsic value and dignity. It also means actively identifying, understanding and removing the barriers that exist for certain groups of young people in our society. We tend to see diversity in terms of demographic charts by highlighting differences in special holidays or by planning a curriculum that coincides with a few months of the calendar year. Young people have multiple identities and it is important not to see them only as defined by a single category and therefore training interventions are necessary to become aware of unconscious prejudices and to become responsible partners for young people.



GOOD PRACTICES

"A good practice is not only a practice that is good, but one that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience that has been tested and validated, in the broader sense, has been repeated and deserves to be shared, so that a greater number of people can adopt it" - United Nations

| COLLOQUE PARTICIPATIF “STOP À LA BANALISATION DE LA HAINE” | |
|---|---|
| Target audience | Professionals and public in general. |
| Objective | Raise awareness of different hate speech real situations, analyses their historical origins, and promote a joint reflection between professionals and participants. |
| Content of Programme | The first part of the event was presented by the experts invited to speak about the historical context (origins) and the actual situation about racism and antisemitism in France (mainly against Muslims, against people from Asiatic origins, actions took by institutions as the Paris City hall concerning the problematics, the development of normalization of the hate among youth, the online hate speech that keeps increasing and regarding the problem of hate speech promoted by some personalities on the medias). On the second part of the event, the participants were divided by groups to discuss and share ideas on solutions to fight against the banalization of hate speech, racism, and antisemitism. To conclude, the third part of the event was a joint discussion to share the solutions that rose from the group discussions with all participants and with the experts on the field of racism and antisemitism. The experts comment and give feedback. |
| Level of Delivery | Local level |
| Geographical coverage | France, Paris |
| Target group | Mainly professionals with young groups. The city hall of Paris supported the organization of the event. LICRA, MRAP, National Education, Deputy Mayor of the 18th, Town Hall of the 16th arrondissement, an historian and professor of history at university and a humorist participated as professionals talking about racism and antisemitism |
| Results and Impact of the Training | 21 people were present (among them specially professionals working with youth, on protection of right’s associations and other staff working on the fight against discrimination). Some common solutions proposed by the participants were to bet in a better education for the youth on the tolerance, respect and the prejudices coming from hate speech and the punishment of hate oppressors. The participants found the event an enriching learning experience, where everyone had the opportunity to share their concerns and possible solutions for the current hate problems in France. The presence of experts to introduce the subject and give feedback was a must. |
| Success Factors | <ul style="list-style-type: none"> • Different concepts and racism, and antisemitism historic origins were explained by experts and professionals working on different area and with young people had time to discuss about solutions for the banalization of hate speech. • The participants were divided by colored papers fixed in the back of each chair, so people who did not know each other had the opportunity to meet and discuss. • After this discussion in groups, the solutions that rose from the discussions were presented and discussed with the experts. • A good welcoming of the participants was provided by a shared breakfast that made them feel comfortable since the very beginning. |
| Description of the Training Programme | The training was divided into 3 parts: <ol style="list-style-type: none"> 1. Introduction by the invited experts. 2. Discussion in small groups of real situations and finding solutions about the problematics. 3. Feedback of experts. The event was hold on the city hall of Paris. |
| Training Needs Analysis | The event was planned to happen during the “Parisian week of fight against racism and anti-Semitism”, The need to realize it comes from the increased trivialization of racism and anti-Semitism in France. In addition, the need to better understand hate origins, analyze, reflect, and act against hate speech in partnership with different local actors was reflected on the model of participatory conference. |
| Training Design and Delivery | The event took form of a participatory conference, where the participants had the opportunity to share ideas and experiences with professionals of different areas and experts about racism and antisemitism. |
| Training Environment | The event was hold in a small hall that made participants to be at ease. The place (Mairie du 3e arrondissement de Paris) was also genuinely welcoming, that was really appreciated by the participants. |
| Monitoring, Evaluation, and Improvements | The success was measured mainly through an evaluation form. The need to have more time to discuss and reflect was the most pointed remark. |
| Marketing | Facebook twitter, website, MailChimp |

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| Financial Resources | Printed material and coffee break: +- 100 euros |
| Conclusion | <p>The event was a success. From the beginning, the participants had time to network and to create a safe environment to share different ideas with an “welcoming coffee break”.</p> <p>The environment created and the venue made the participants to feel at ease, which were interested in share their knowledge on the subject and that wished to have more time to discuss.</p> <p>Key improvement recommendations:</p> <ul style="list-style-type: none"> - Give more time to participants to exchange and discuss. - Is not necessary to invite so many experts – as the participants also had a large knowledge about the subject. |
| Related website(s) | https://www.ani-international.org/2019/05/09/compte-rendu-du-colloque-participatif-disponible/ |
| Related resources that have been developed | A report of the event |

| TAMAM - “TRAINING-ON-ACCEPTANCE-MINORITIES-AND-AGAINST-MARGINALIZATION” | |
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| Target audience | Youth workers |
| Objective | To provide professionals working in the field of youth with competences to address the minority, minorities rights and human rights in general and intercultural dialogue. |
| Content of Programme | <p>The project was developed to address the issues of minority youth as often excluded and disadvantaged group of young people in Europe as well as to address and raise awareness about the transnational issue of social exclusion. The mobility activity-Training course was designed to address the direct needs of partner organisations and their local communities, as well as the learning needs of their representatives – participants of the project.</p> <p>The main aim of the training was to train, empower and improve competences of youth workers to plan and implement activities that can contribute towards social inclusion and participation of minority youth in the community and democratic life as well as equip youth workers with tools to fight against discrimination, racism, xenophobia, and exclusion in any form and at any level.</p> <p>Also, the activity improved the capacities of involved organisations by equipping their youth workers with the right competences and providing an opportunity for exchanging of good practices, experiences, and methods for working with excluded groups of young people as well as the opportunity for initiating concrete activities that can bring positive social changes and inclusion of disadvantaged youth in society.</p> |
| Level of Delivery | Local Level |
| Geographical coverage | Town of Thessaloniki, Greece |
| Target group | The activity involved 26 youth workers, young leaders, trainers, and staff from organizations from European and Balkans countries |
| Results and Impact of the Training | The activity involved 26 professionals working with young people. The training provides them with knowledge about minority rights and human rights; understanding of discrimination dynamics; competencies and tools to develop non-formal activities for involving young people belonging to minorities. The training explored the causes of discrimination and social exclusion towards minority and developed participants skills to address the topic of discrimination, racism, xenophobia, and social exclusion in their daily work. |
| Success Factors | The training was a unique opportunity for youth workers and organizations to foster sustainable international cooperation and networks, capacity and partnership building in the youth field working with minorities and social inclusion of minority youth as well as creating and implementing local youth activities. |
| Description of the Training Programme | <p>The methodology of the training course based on non-formal education, experiential and intercultural learning, and dialogue with few important formal theoretical presentations from the trainers’ team by using an interactive and participative approach. The working methods included: brainstorming, discussions, groups work, getting-to-know each other, icebreakers and team-building games, energizers, learning-by-doing activities, peer-to-peer work, simulations, analysis and comparison, forum theatre and role-playing, personal and group reflections, presentations, developing, facilitating, and evaluating NFL activities, open-space and outdoor activities.</p> <p>The training course took place in the the organization’s office in the city center of Thessaloniki, Greece.</p> <p>The training was monitored by discussions and debriefing sessions following each activity, and a final evaluation session provided by participants on the last day of the training.</p> |
| Training Needs Analysis | The training was developed meeting the needs of partner organizations to be equipped with expert staff and youth workers able to develop innovative practices, methods, tools to involve minorities in their community in the learning activities. Project’s aim is to promote Erasmus+ programme as a platform to work with minority youth and the opportunity to reach and enable inclusion and active participation of excluded groups of young people. |
| Training Design and Delivery | The training was prepared according to the needs of youth organizations and the community in which they operate of developing activities to foster social inclusion by training youth workers on minorities rights and different models of social inclusion of minorities in European countries. The activities based on NFE method focus on providing basic knowledge and stimulate active participation, self, and group reflection as well as peer-to-peer learning by exchanging experience and practices. The training provided also interactive presentations, simulation games and role-play. |

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| | The evaluation took place during the training with reflection sessions and with a final evaluation activity, while the competencies were self-assessed through the Youthpass. |
| Training Environment | The training was implemented by two expert trainers provided by the organization and took place in the office of the project coordinator. The space was equipped with all necessary materials for the activities, coffee-break area, and toilets. The work materials included papers, pen, marking pen post-it, flipchart, music, and internet. |
| Monitoring, Evaluation, and Improvements | The success of the training was reflected by the positive feedback received by participants and their reaction to the learning program. Also, an evaluation form was filled by participants on the last day of the training. Most of the feedback were positive and participants shown satisfaction with the program. Learning outcomes were evaluated using the Youthpass as valid document for competencies validation. |
| Marketing | Promotion was built through online and offline channels. Online by publishing an open call for finding participants, then by using social media, official website of the organization, Erasmus+ dissemination platforms. Offline by word of mouth between participants and staff members of partner organizations. |
| Financial Resources | The program was entirely funded by Erasmus plus program and organized using internal resources of the organization such as the place, the expert staff, and a team of volunteers. |
| Conclusion | The most important aspect was to have a group of active participants who brought and shared experiences and competencies improving the quality of the learning activities. |
| Related website(s) | https://www.usbngo.gr/en/international-programs/tamam-training-course |

SOMOS MÁS PROJECT

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| Target audience | The campaign targets mainly young people between 14 and 20 years old across the country, and a wide range of material is also available on the project's website to reach parents, guardians, schools, and other important actors in the field of education. |
| Objective | Encourage the learning about relationships based on respect in the physical and virtual space. Educate on positive conflict resolution. Teach critical interpretation of images, discourse, practice and justification of hate speech and radicalization. Contribute through education, to stop the spread of radical violent ideologies, counter to the democratic principles and values, with special emphasis on social media. |
| Content of Programme | Human Rights Responsibility Equality Solidarity Diversity Homophobia Xenophobia / Racism Sexism Religious radicalism Viral spread of hate speech |
| Level of Delivery | National level |
| Geographical coverage | Spain |
| Target group | The training programme is aimed at youngsters between 14 and 20 years old. The Somos Más campaign was carried out with the collaboration of YouTube, the Spanish Government: the Ministry of Justice, the Ministry of the Interior (Secretariat of State for Security and CITCO), the Ministry of Education, Culture and Sport, the Ministry of Employment and Social Security (General Secretariat for Immigration and Emigration and OBERAXE) and the Ministry of Health, Social Services and Equality (State Secretariat for Social Services and Equality through the Women Institute and Equal Opportunities and INJUVE); FeSP-UGT (Intercultural Classroom) and the NGO Youth and Development. |
| Results and Impact of the Training | Results achieved in 2020: <ul style="list-style-type: none"> <input type="checkbox"/> +500 educational centers involved • 60K youngsters trained (from 14 to 18 years old) • 744k interactions on social media • 10K users involved with their own posts on social media • 90M achieved |
| Success Factors | A role-playing game is the basis for the reflection on the different types of hate speech present on social media. |
| Description of the Training Programme | This training is separated into three or four 50-minute sessions. The training should be developed in a classroom with enough desks and chairs to play the role-playing card game in groups. It should also be provided with a projector and a computer. The didactic proposal accommodates a simple evaluation activity of sessions 1 and 2 – Round of the final word – that appears in the “Disconnection card” that asks participants to summarize what they have learnt / felt in one word. In session 3 an individual evaluation may be done through an activity or a questionnaire. |

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| <p>Training Design and Delivery</p> | <p>At the end of the project the technician responsible for the training will have an evaluation meeting to gather information on the delivery of the project, as well as on the satisfaction level and the acquired knowledge resulting from it.</p> <p>The training is delivered in three 50-minute sessions:</p> <p>Session 1:</p> <ul style="list-style-type: none"> • Phase 1: Brief introduction (~7 min.) of the project, its objectives, methodologies using the website and the promotional video (https://www.youtube.com/watch?v=W41Ofx3C8o&t=). • Phase 2 (~28 min.): Role-playing card game “Let’s save the world” using one of the 10 situations chosen by the educator, in groups of 4 to 8 people. • Phase 3 (~7 min.) Group reflection: When there are 15 minutes of the session left, the educator will tell the group that “they no longer have an internet connection” (using the disconnection card) and the game will end in that moment. Without moving any card on the board, each group will reflect on what has happened in the game, based on the issues laid out in the disconnection card. • Phase 4: End of the session – We will share each group’s reflection and the action plans and alternatives suggested. Participants will be invited to share their opinion on what they have learned in the session. <p>Session 2:</p> <ul style="list-style-type: none"> • Phase 1 (~33 min): Role-playing card game using a different situation from the one selected on the previous session. • Phase 2 (~7 min) Group reflection: when there are 17 minutes left, the educator will tell the group that “they no longer have an internet connection” (using the disconnection card) and the game will end. Without moving any card on the board, each group will reflect on what happened in the game, based on the issues laid out in the disconnection card. • Phase 3 (~10 min): End of the session - We will share each group’s reflection and the action plans and alternatives suggested. Participants will be invited to share their opinion on what they have learned in the session. If there is any time left, we can do a brainstorming on the videos they will make to minimize hate speech. <p>Session 3:</p> <ul style="list-style-type: none"> • Phase 1 (~5 min): Explanation of the video contest, showing of videos from previous editions and making of groups of 4 to 6 people. • Phase 2 (~10 min) Selection of the type of hate speech: Each group will vote which type of hate speech they want to present in their video and 3 arguments that justify their election. The following are reason to disseminate hate speech: <ul style="list-style-type: none"> • Homophobia • Xenophobia • Racism • Sexism • Religious radicalism • Viral spread of hate speech <p>Once they have selected the type or types of causes that foster hate speech they want to show, they will do the “Let’s spin the sheet” dynamic to develop the concept for the video: everyone will take a blank sheet of paper and write an idea for the video, while spinning in clockwise. Each group member will write in the sheet another idea that complements the one already written.</p> • Phase 3 Role distribution for the video (~5 min): Participants will select the role they want to take on inside their group. Among them they can select: <ul style="list-style-type: none"> • Script: they will gather the ideas to create the script for the video. • Edition: they will edit the video once it is recorded, add subtitles, etc. • Acting: they will act on the video. There is also the possibility of using dolls, toys, drawings...so no actors will be needed. • Research: they will gather information on cases related to the type of hate speech selected to enrich the video with ideas. • Direction: they organize the sequences for recording. • Set: they will look for the film setting, prepare the clothes, materials. • Phase 4: Entry for the contest of those who want to participate (~5 min): Making the video is not optional, it is part of the activity and is an element that will enable us to evaluate the knowledge acquired. However, each group will decide if they want to participate in the contest or not. It should be made clear that making the video does not mean appearing in it. There are creative ways that enable to deliver the same messages without actors/actresses. They can make videos where images |
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| | <p>appear and there is an off voice that reads the text or using dolls that are the protagonists of the story; drawings can also be used or any other form that enables them to communicate their ideas.</p> <ul style="list-style-type: none"> • Phase 5(~15 min): each group will start working in an autonomous way on the making of the video. • Phase 6: Evaluation – We offer different ways in which to evaluate the didactic proposal that is up to the educator to choose from: <ol style="list-style-type: none"> 1. The final word 2. Questionnaire |
| Training Environment | <p>The equipment needed in sessions 1 and 2 is the “Let’s save the world” role-playing card game that can be downloaded in the webpage of the project with its instructions, and a big classroom with tables so the different groups can play. Each group would need a complete set of the game. As well as pens and paper.</p> <p>On session 3 the situation cards and the evaluation questionnaire will be necessary, as well as a projector and a computer with internet connection to see the videos.</p> <p>For the video-making process, participants may use their mobile phones and computers to edit the video, or the ones provided by the organization if they do not have any.</p> |
| Monitoring, Evaluation, and Improvements | <p>The training programme is evaluated in different ways throughout the sessions. On sessions 1 and 2, there is a 10-minute phase where participants will share a quick reflection and can express their opinions about the contents learnt on that day.</p> <p>On session 3 the educator can choose from two different methods to analyse the didactic proposal:</p> <ul style="list-style-type: none"> • A group dynamic called “The final word” in which participants say an idea or word that reflects their feelings or contents learnt during their participation in the project. • A questionnaire where participants rate with face emojis their feelings on the following questions: <ul style="list-style-type: none"> • Did you enjoy participating on the Somos Más project? • Did you learn how hate is disseminated on social media? • How did you feel during the execution of the sessions? • Did you collaborate with all members of the group during the development of the project? • Do you feel as if, after your participation in the project, your behavior on social media will be more responsible? • Would you recommend other peers to participate in this project or in similar projects? <p>There will also be an evaluation meeting between the technician in charge of the project and the educator(s) of each organization, where they will be asked about the satisfaction and learning level achieved with the participation in the project.</p> |
| Marketing | <p>The raise-awareness campaign and therefore the training and contest were promoted via a YouTube collaboration with some of the most famous Spanish Youtubers that made videos talking about this issue and programme, as well as disseminated in it on their social media.</p> <p>Another social media campaign was created with the hashtag #SomosMás (WeAreMore) and #DaleLaVuelta (TurnItAround) that asked youngsters to join the initiative by taking a selfie, turning it around, share it on social media with those hashtags and challenge your friends to do it.</p> |
| Conclusion | <p>The training was designed in a role-playing card game form, using the gamification methodology to contribute to stop the spread of radical violent ideologies among other things. The game is played through 3 50-minute sessions, including spaces for the reflection on these acts. Furthermore, participants must create a video to speak about the different causes for hate speech.</p> <p>The equipment needed is simple and contributes to the transferability of these practice. Trainers only need a big classroom to divide the participants into groups, the same number of sets of cards as number of groups, the evaluation questionnaire and a projector and computer for the last session.</p> <p>This training programme is evaluated in several ways throughout the sessions, in the first two sessions there is a 10-minute phase for participants to share their reflections and thoughts about the contents learned. Finally, on session 3, the educator can either use “The final word” dynamic or use the evaluation questionnaire. In the end there is also an evaluation meeting between the technician of the project and the educator(s) of each organization.</p> |
| Related website(s) | http://www.somos-mas.es/ |
| Related resources that have been developed | Four different guides have been developed after the identification of this good practice: <i>Positive participation on the internet</i> , <i>Safe use of the Internet and ICTs</i> , <i>Ethic and responsible use of social media</i> , <i>The identity challenge: from the classroom to the internet</i> . As well as a guide for teachers and parents about the psychological, sociological, and emotional development in the adolescence. |

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| | There is also a basic and medium level for the development of the programme and the game with different activities depending on the age or level of knowledge/awareness of the participants on the topic. |
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| WE CAN! TAKING ACTION AGAINST HATE SPEECH THROUGH COUNTER AND ALTERNATIVE NARRATIVES | |
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| Target audience | Youth workers and youth activists |
| Objective | To learn how to use counter and alternative narratives in combating hate speech online: “This manual offers guidance to develop counter and alternative narratives to combat hate speech and promote human rights, especially in online environments.” (p.9) |
| Content of Programme | The manual proposes a set of online and offline communication and educational approaches, and tools to undermine narratives, which sustain and legitimise hate speech. |
| Level of Delivery | European |
| Geographical coverage | European |
| Target group | This manual is intended primarily for young activists and participants of the No Hate Speech Movement campaign, but also for any young activist and educator already working in the promotion of human rights or motivated to do so. This manual has been developed by the Council of Europe and is used Europe wide by youth organisations and groups of activists. |
| Results and Impact of the Training | Concerning the development of resilience, critical thinking and awareness of hate speech, the single activities proposed (chapter 6) and the detailed guide on how to develop a counter or alternative narrative campaign (chapter 7) are aimed exactly at these goals. Despite this theoretical goal, there is no data collected so far on the use of the manual. |
| Success Factors | This manual is a resource for all youth organisations in Europe. It sets up (together with Bookmarks) some standards that can be useful for organisations involved in combating online hate speech, but not only. The manual offers a methodological approach, and training activities, to learn how to use counter and alternative narratives. |
| Description of the Training Programme | <p>The manual has several chapters with theoretical information and practical non-formal activities. Chapter 6 suggests single activities while chapter 7 provides a detailed guide on how to develop a counter or alternative narrative campaign that seems very interesting and relevant (specially for our next output).</p> <p>This chapter is a step-by-step guide to developing a counter or alternative narrative campaign. It also includes a toolbox of tips, tools, and tactics, with illustrative examples that should help when developing the counter narrative and undertaking appropriate steps to deconstruct oppressive narratives. Of course, this does not represent a guaranteed recipe for deconstruction of oppressive narratives, as by nature they are diverse and the socio-political contexts where they operate are diverse.</p> <p>The step-by-step guide should not be taken as a strict and rigid framework, but rather as a “fluid” guide which can be adopted, “hacked”, and appropriated and adapted to be used in different local and national contexts. These guidelines should be taken more as a Do-It-Yourself toolbox that helps you – no matter whether you are an educator or part of group of informal local activists or belong to an organisation – to guide yourself through four phases of developing the counter narrative:</p> <ol style="list-style-type: none"> 1. Assess the oppressive narrative you want to counter. Examining the oppressive narrative in detail helps you understand its dynamics inside, but also the context under which it is happening, its outreach and its media distribution. 2. Designing the counter narrative is the phase where you make strategic decisions, pick up techniques, tactics, and arguments you want to use, and choose the media platforms. 3. Implementing the counter narrative is the moment where you put into action the intervention you designed during the second phase. 4. Monitoring and evaluating the counter narrative helps you see the fruits of your work, which is how your counter narrative is performing and what the impact of it is. This phase will also help to reflect on the work you have done and how to further adjust it, if necessary, through another iteration. |

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| | <p>All four phases will operate under iterations, or action cycles consisting of a sequence of actions which are repeated to move closer and closer to the desired results. One iteration consists of four phases. Once you evaluate the first iteration of your counter narrative and you have identified that your objectives were partially achieved, then this means that you must repeat the iteration (the four phases) until the objectives are achieved.</p> |
| Training Design and Delivery | <p>The single activities provided in chapter 6 are supposed to be delivered depending on the group needs and the context. It could be delivered only one activity in a larger training programme or deliver a training programme including many of these activities.</p> <p>On the other hand, chapter 7 is not necessarily a training programme, but a set of guidelines to create a campaign. It could be interesting to use it as a training though, a sort of learning by doing campaign building, enriched by the single activities in chapter 6, that provide theory and personal reflection opportunities.</p> |
| Training Environment | <p>It is a non-formal education setting. It could be necessary to have computers or smartphones to do some research.</p> |
| Marketing | <p>Mostly OnLive via this website and offline, both at the European Youth Centers and by the youth organisations involved.</p> |
| Conclusion | <p>I believe this manual is a great reference for our work and that the various activities and contents provided could be used to develop the project outputs where relevant.</p> <p>In general, this resource is a good practice that involves a methodological approach to fight hate speech and a training manual, what makes it useful from different points of view.</p> |
| Related website(s) | <p>CCIVS Safer Internet Day Planets Better Internet for Kids UNITED for Intercultural Action Council of Europe youth@coe.int</p> |
| Related resources that have been developed | <p>A complete set of hand-outs used with the manual (chapter 7)</p> <p>A case illustrating how to develop a counter narrative using the manual</p> <p>Inspiring examples from the campaign and other partners</p> |

COUNTERING HATE SPEECH

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| Target audience | Students, activists, volunteers, and youth workers |
| Objective | <p>"Countering Hate Speech" is a 5-week interactive online course designed for young people who are motivated and interested in confronting hate speech to combat discrimination.</p> <p>The course aims to stimulate participants to deal with the consequences of hate speech on an individual and social level, through concrete examples, tactics and strategies to contain the spread of hatred.</p> |
| Content of Programme | Through participation in the project, participants will understand what hatred (and what it is not), the various forms it can take, its causes and consequences how it is regulated, what place it occupies in our societies and the actions that can be taken to promote an open, tolerant, and inclusive society. |
| Level of Delivery | International |
| Geographical coverage | EU |
| Target group | The course is mainly aimed at students of social sciences, human rights, conflict studies and other related fields as well as activists, volunteers, or professionals in the youth field. |
| Success Factors | The elements that make this activity unique are related to the distance learning methodology, which in a post-COVID phase would lead to better results in terms of sustainability and accessibility, as it is compatible with different national regulatory frameworks. |
| Description of the Training Programme | <p>Participants in this virtual cultural exchange will have the opportunity to review expert content in the form of small videos and exchange ideas with other young people of various nationalities through weekly online group meetings of 8-12 people.</p> <p>Participants will also take part in the creation of a campaign to counterhate speech in various forms.</p> |

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| <p>Training Design and Delivery</p> <p>Training Environment</p> | <p>Through Virtual Exchange, students and young professionals will put own experiences, values, and challenges in the forefront as a primary source for learning. Participants will gain an understanding of what hate speech is (and what is not); the various forms it can take; its causes and consequences; how it is regulated and what place it takes in our societies. In addition, this course aims to inspire and activate participants by addressing concrete examples, tactics, and strategies of how to respond to hate speech.</p> <p>Virtual Classroom</p> |
| <p>Marketing</p> | <p>The training programme is promoted through the European Youth Portal and national agencies websites</p> |
| <p>Conclusion</p> | <p>The peculiarities of this good practice make it compatible for the RAISE! project, having as central topic the contrast to hate speech through training activities specifically developed for our own target groups.</p> <p>the authoritativeness of the provider of the training activities offers, moreover, greater prestige and reliability to the whole proposed methodology</p> |
| <p>Related website(s)</p> | <p>https://europa.eu/youth/erasmusvirtual/activity/countering-hate-speech_en</p> |

UNITED FOR DIVERSITY AND INCLUSION

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| Target audience | Youth Workers |
| Objective | To foster the capacities of youth organizations and competencies of our youth workers to work and manage diversity, foster social inclusion, and encourage active youth participation. |
| Content of Programme | The project was composed of 2 mobility of youth workers activities: a Seminar with partnership building elements took place from 1st to 8th of October 2019, and a Training course for educators organized from 10th to 17th of February 2020 in Thessaloniki, Greece. Follow-up activities organised locally by partners and participants after both mobility activities. These activities included research, meetings with stakeholders, forming of local consortiums, workshops on project topics, presentations, conferences, exhibitions etc. They involved young people, youth workers and other interested parties from partners' local communities. |
| Level of Delivery | International and local level. |
| Geographical coverage | City of Thessaloniki, Greece. |
| Target group | Primary target group youth workers or professionals in the youth sector. Secondary target group local young people and stakeholders. |
| Results and Impact of the Training | In both mobilities, participated 26 youth workers. Both programs increased participants understanding of European policies and measure for diversity and inclusion as well as the context of diversity in different European countries; they learned from each other experiences, and acquired tools and methodology from European Training Strategy, SALTO TOY and Council of Europe portfolio. They participated actively contributing to the development of a Toolbox for addressing diversity in youth work and non-formal learning. They acquired European values as well as learning, experimenting, and evaluating activities to supported resilience, critical thinking and raised awareness on discrimination, violence hate speech. |
| Success Factors | The combination of the two activities and the follow-up activities allows partners and participants transfer and multiply the knowledge, skills, information, tools, and experiences they gained on the topics from the project, but also spread the produced results. The seminar provided participants with basic knowledge of European framework and policies to tackle discrimination, while the training course allow to improve youth workers skills and to produce a Toolkit for implementing and sharing good practices and methodologies. |
| Description of the Training Programme | <p>The program provided two mobility a seminar and a training course in the city of Thessaloniki. Each mobility was hosted in the organization's office, in a suitable space equipped with all the necessary materials, coffee-break area and toilets.</p> <p>The seminar provided need analysis and a map of the explored the current situations in participating countries towards diversity, social inclusion, and youth participation. The activity based on the studies of relevant EU policies for social inclusion (EU Youth Strategy; EU2020; E+ Inclusion and Diversity Strategy, European Social Fund, Employment and Social Innovation programme etc.) as well as learning from others experience and expertise. It provides the opportunity for networking and cooperation to tackle discrimination in the field of youth.</p> <p>The training course presented and used youth work frameworks and tools for trainers' competence assessment (European Training Strategy, SALTO TOY and Council of Europe portfolio) for participants to self-assess and evaluate their role as youth workers and non-formal educators. It improved the managerial, social, intercultural, facilitation and training competences of participants by identifying the areas where and how they can improve themselves (through working on personal development and learning plans). Finally, the activity developed, practiced, and evaluated non-formal learning activities included in the 'Inclusion and Diversity Toolbox' for working with disadvantaged groups, promotion of diversity and fostering social inclusion.</p> <p>Both activities were monitored through discussions, assessments, and reflections after each step of the program. A final evaluation form filled in by participants on the last day of the mobility, providing positive feedbacks and recommendations to improve the activities. Also, the YouthPass was used as official document to evaluate and self-assess participants' learning outcomes.</p> |
| Training Needs Analysis | Europe is built around the principle of "United in diversity", but today's Europe is not particularly united when it comes to respecting, accepting, and appreciating differences in societies. The project organized to promote and nurture the core values of EU, respect for human dignity and ensure inclusion and participation of all people. The project met the recognised clear needs to strengthen the capacities of our organisations and to improve the competences of our youth workers to work and manage diversity, foster social inclusion, and encourage active youth participation. Besides, it addressed the identified lack of non-formal learning tools as well as a need for strong cooperation and sustainable partnerships which is crucial for working on such transnational issues. |

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| Training Design and Delivery | <p>Both mobilities were designed on non-formal education, experiential and intercultural learning, and dialogue with few important formal theoretical presentations from the trainers' team by using an interactive and participative approach. The working methods included: brainstorming, discussions, groups work, getting-to-know each other, icebreakers and team-building games, energizers, learning-by-doing activities, peer-to-peer work, simulations, analysis and comparison, forum theatre and role-playing, personal and group reflections, presentations, developing, facilitating, and evaluating NFL activities, open-space, and outdoor activities.</p> <p>The seminar used research and online documents and materials regarding EU Youth Strategy; EU2020; E+ Inclusion and Diversity Strategy, European Social fund, Employment and Social Innovation program etc.</p> <p>The training course used framework and tools from the European Training Strategy, SALTO TOY and Council of Europe portfolio.</p> <p>In both mobilities, the evaluation took place during the training with reflection sessions and with a final evaluation activity, while the competencies were self-assessed through the Youthpass.</p> |
| Training Environment | <p>The training was implemented by two expert trainers provided by the organization and took place in the office of the project coordinator. The space was equipped with all necessary materials for the activities, coffee-break area, and toilets. The work materials included papers, pen, marking pen post-it, flipchart, music, and internet.</p> |
| Monitoring, Evaluation, and Improvements | <p>The success of two mobilities were reflected by the positive feedback received by participants and their reaction to the leaning program. Also, an evaluation form was filled by participants on the last day of the training. Most of the feedback were positive and participants shown satisfaction with the program. Learning outcomes were evaluated using the Youthpass as valid document for competencies validation.</p> |
| Marketing | <p>Promotion was built through online and offline channels. Online by publishing an open call for finding participants, then by using social media, official website of the organization, Erasmus+ dissemination platforms to promote the project and the Toolkit. Email-lists and newsletters were used to invite local partners to participate in the follow-up activities. Offline by word of mouth between participants and local partner organizations, flyers, and posters to promote the follow up-activities.</p> |
| Financial Resources | <p>The program was entirely funded by Erasmus plus program and organized using internal resources of the organization such as the place, the expert staff, and a team of volunteers.</p> |
| Conclusion | <p>The project provides a structured program which allow participants, first to understand the European policies and measures to tackle diversity, preparing them with a solid knowledge to prepare themselves for the training course. Then, the training allows participants to explore and acquire methodologies and practices to work with diversity and fight discrimination and social exclusion. The training ended with the production of a Toolkit developed by participants.</p> <p>Both activities had the purpose to build networks, partnerships and cooperation between organisations working actively in the youth field with diversity, social inclusion, human rights, youth participation and young people with fewer opportunities. On the other hand, the project was an opportunity for partners and participants to transfer and multiply the knowledge, skills, information, tools, and experiences they gained on the topics from the project, but also spread the produced results.</p> |
| Related website(s) | <p>https://www.usbngo.gr/en/international-programs/united-diversity-and-inclusion-2019-2020</p> |
| Related resources that have been developed | <p>The training course produced the 'Inclusion and Diversity Toolbox' for working with disadvantaged groups, promotion of diversity and fostering social inclusion, European values and active youth participation that will be used by involved organisations, participants, or other stakeholders in youth work across Europe.</p> |

AIDE – AMBASSADORS OF INTERCULTURAL DIALOGUE EDUCATION

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| Target audience | Youth workers |
| Objective | AIDE” was composed of three separate seminars, each lasting one week, exploring the topic of diversity and exclusion connected with human rights, intercultural dialogue, conflict management and phobias. The program aimed to promote intercultural dialogue and human rights as well to provide new skills, attitudes, and notions, regarding civil values such as active citizenship, social inclusiveness, and prosperity. |
| Content of Programme | <p>The program was divided into 3 seminars, lasting one week each:</p> <ol style="list-style-type: none"> 1. First seminar: Intercultural Dialogue and Human Rights, 2. Second seminar: Intercultural Dialogue and Conflict Management, 3. Third seminar: The step from Xenophobia to Xenophilia. <p>The program provided with knowledges, understanding, and competences to became ambassador of peace, human rights and inclusion in education and youth work.</p> |
| Level of Delivery | Local level. |
| Geographical coverage | City of Thessaloniki, Greece. |
| Target group | Young people and young people with fewer opportunities. |
| Results and Impact of the Training | The three seminars involved 20 participants each from 10 different partner organisations, members of the Hellenic Network of the Anna Lindh Foundation. The training equipped the participants with competences and tools to become ambassadors of peace education and promotion of human rights by exploring the different dimension of diversity. The program contributed to train young people to recognize and fight violence, discrimination and hate speech as well as supporting resilience, critical thinking active citizenship, social inclusiveness, and prosperity. |
| Success Factors | The program provided a deeper understanding of the topic by offering three seminars focusing on different aspects of diversity. Thus, the project offered a complete framework of the various contexts in which diversity and inclusion take shape, relating them with the perspective of human rights, intercultural dialogue, conflict management and phobias for diversity during the three dedicated sessions. |
| Description of the Training Programme | <p>During the seminars, participants were involved into several activities, aiming in the promotion of intercultural dialogue and human rights, to acquire new skills, attitudes, and notions, regarding civil values such as active citizenship, social inclusiveness, and prosperity. Methodology based on non-formal education, experiential and intercultural learning, and dialogue with few important formal theoretical presentations from the trainers’ team by using an interactive and participative approach. The working methods included: brainstorming, discussions, groups work, getting-to- know each other, icebreakers and team-building games, energizers, learning-by-doing activities,peer-to-peer work, simulations, analysis and comparison, forum theatre and role-playing, open- space and outdoor activities.</p> <p>The three seminars took place in the organization's office in the city center of Thessaloniki, Greece.</p> <p>The program was evaluated through discussion and reflection sessions following each activity and a final evaluation form to collect feedbacks and recommendation for improvements. Participants received a specific certification of attendance created for the program.</p> |
| Training Needs Analysis | The program came from the need of young people to be involved contribute an active participate and act against discrimination and violence, by shaping their community to be more inclusive and equal. The project aimed to train participants to be ambassadors and representatives of youth willing to leave in peace and growing a society where human rights are respected and recognized. |
| Training Design and Delivery | The program was divided into 3 seminars: First seminar: Intercultural Dialogue and Human Rights, Second seminar: Intercultural Dialogue and Conflict Management, Third seminar: The |

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| | <p>step from Xenophobia to Xenophilia. For each seminar, the two facilitators prepared a presentation about the topic basing on research and online documents and framework of the European Union strategies and policies. The seminars were implemented through no-formal education method, including active participation, peer-to-peer learning, learning by doing, discussions, and reflections sessions to recognize learning progress. The seminars included presentation and promotion of the Erasmus+ program as opportunity to gain competencies and experiences.</p> <p>Finally, a final evaluation activity on the last day of the seminar was used to collect feedbacks, reactions, and recommendations for improvements. Participants received a specific certification of attendance created for the program</p> |
| Training Environment | The training was implemented by two expert facilitators provided by the organization and took place in the office of the organization. The space was equipped with all necessary materials for the activities, coffee-break area, and toilets. The work materials included papers, pen, marking pen post-it, flipchart, music, and internet. |
| Monitoring, Evaluation, and Improvements | The success of the three seminars were reflected by the positive feedback received by participants and their reaction to the learning program. Also, an evaluation form was filled by participants on the last day of the training. Most of the feedback were positive and participants shown satisfaction with the program. |
| Marketing | Promotion was built through online and offline channels. Online by publishing an open call for finding participants, then by using social media, official website of the organization, Erasmus+ dissemination platforms to promote the project and results. Participants were asked to contribute to project promotion by sharing in their social media promotional materials. Offline by word of mouth between participants and their network, flyers, and posters to promote the project. |
| Financial Resources | The program was entirely funded by Anna-Lind Foundation - National Intercultural and, organized using internal resources of the organization such as the place, the expert staff, and a team of volunteers. |
| Conclusion | The program achieves successful results due to the structure and learning contents. Indeed, the most important aspect of the program was to organize three seminars touching different aspect of the issue of diversity related to specific contexts. |
| Related website(s) | https://www.usbngo.gr/en/local-actions/ambassadors-intercultural-dialogue-education---aide-may-july-october-2016 |
| Related resources that have been developed | Training manuals, guidelines, technical fact sheets, posters, video, and audio documents that have been created and developed because of identifying the practice |

QUIERO VERTE (I want to see you)

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| Target audience | The training activities were targeted at social organizations, parents, and persons responsible for minors' education. |
| Objective | <p>“Quiero Verte” is a preventive awareness-raising communicative strategy aimed at fostering a healthier and better cohabitation, battling xenophobic and racist attitudes. It questions what is behind xenophobic and racist language, in its discourse and normalized expressions, which have underlying prejudices, stereotypes and standardized thoughts that obscure the individuality of a person beyond their race, religion or ethnic origin.</p> <p>It is aimed at:</p> <ul style="list-style-type: none"> • Fostering social cohesion through the promotion of intercultural cohabitation values. • Provide educational raise-awareness tools with which to prevent xenophobia and racism. |
| Content of Programme | Understanding how xenophobic and racist language is normalized during early childhood and its impact. |
| Level of Delivery | National Level |
| Geographical coverage | 18 cities in Spain |
| Target group | <p>The trainings are targeted towards professionals in the educational, social, political, and corporate field.</p> <p>The project “Quiero Verte” is developed thanks to the funding of the Ministry of Health, Social Services and Equality, through the allocation of 0.7% of the PIT. It is an initiative developed by CEPAIM Foundation regarding raising awareness on the prevention of racism and xenophobia, and the promotion of intercultural cohabitation values.</p> |
| Results and Impact of the Training | <p>The training has reached more than 2600 people and has counted with the collaboration of more than 30 different entities including regional and local public administrations as well as third sector institutions.</p> <p>The training has shown the impact on racism and xenophobia in education and how the way parents and the immediate environment's attitude on stereotypes will later form their relationship with those who are not a part of their group.</p> <p>The four raise-awareness didactic units developed aimed at the education field, shed a light on the racism and xenophobia present in the way in which we are educated and in which we educate. It highlights infants as victims of discrimination in their social, familiar, and school environment, hoping to influence on people's ideas, perceptions, stereotypes, and concepts in order to create a reflection space on our individual or collective attitudes and social practices, to combat racism and xenophobia.</p> |
| Success Factors | The unique selling point of this practice is the fact that it focuses on the impact in education and how parents and teachers' attitude towards racism and xenophobia influences and impacts children's beliefs. |
| Description of the Training Programme | <p>Please provide a short description of the training programme covering the following dimensions:</p> <p>The training has three parts, the first two in the form of a debate table:</p> <p>Part 1: What is racism and xenophobia nowadays? Discovering racism and xenophobia in the light of how we educate and how we are educated.</p> <p>Part 2: The impact of racism and xenophobia outside of school and its consequences in educational areas.</p> <p>Part 3: Raise-awareness and tools and activities for the prevention of racism and xenophobia, and teaching materials of the prevention campaign against racism and xenophobia “Quiero Verte”</p> <p>The training is designed to be delivered in an auditorium.</p> |

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| Training Design and Delivery | <p>The training has two different delivery methods: a debate table and a lecture. The first two parts of the training programme are in the form of a debate table and the third one (Raise-awareness and tools for the prevention of racism and xenophobia, and teaching materials) in a lecture-form.</p> <p>The evaluation method is unknown.</p> |
| Training Environment | <p>For the delivery of this training the following is needed:</p> <ul style="list-style-type: none"> • An auditorium • A table and chairs for the debate table • A projector |
| Marketing | <p>The training was promoted through a campaign developed by Fundación Cepaim through their different headquarters in Spain in collaboration with different local and regional public administrations. They used poster boards as well as promoted it on their webpage and social media that reaches 15K people.</p> |
| Conclusion | <p>The training is delivered in three parts, the first two in the form of a debate table, all covering racism and xenophobia from the education point of view. Mostly focusing on how we educate and how we are educated perpetrating racist stereotypes and using racist/xenophobic language. It is designed to be delivered in an auditorium or conference room, but there is no information available on the monitoring and evaluation process.</p> |
| Related website(s) | <p>https://bit.ly/CEPAIMCampaign Daniel Lavella, Fundación CEPAIM</p> |
| Related resources that have been developed | <p>Four didactic units have been developed as resources to teach children in education on matters of racism and xenophobia.</p> |

DISCRIKAMIRA

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| Target audience | The training was targeted to the Spanish Guardia Civil. |
| Objective | The objective of the programme was to train professionals and equip them with the necessary tools so they can identify hate speech and discrimination crimes, and treat them with due importance, thus defending people's dignity against intolerance and strengthening diversity. |
| Content of Programme | The training programme highlights the data on racism and xenophobic crimes in the region with reference to the criminal offences and the use of ICTs, proof on hate speech crimes and computer crime, as well as the different tools for the detection of these crimes. |
| Level of Delivery | Regional level |
| Geographical coverage | Spain, Andalucía, Córdoba. |
| Target group | <p>The users of the training programme are members of the Spanish Guardia Civil.</p> <p>The nature of the training is the European project "DiscriKamira" with partners from Spain (Kamira), Italy (Romni Onlus) and Finland (Helsinki Deaconess Institute) and is funded by the DG for Justice and Consumers.</p> <p>This training was developed by the Federation of Roma women Associations Kamira and the Unified Association of the Guardia Civil. However, members of the Administration of Justice and of the NGO SOS Racismo intervened in the training.</p> |
| Results and Impact of the Training | Around 70 members of the Spanish Guardia Civil were trained on current data on racist and xenophobic crimes in the region, as well as on criminal offences, the use of ICT, proof on hate speech crimes and computer crimes, and tools for the detection of these crimes. |
| Success Factors | It involved the presentation of the Kamira SOS app, developed by the partnership, and used to report hate and discrimination crimes. |
| Description of the Training Programme | <p>At the beginning of the training relevant data on hate crimes in Córdoba between 2015 and 2017 were displayed, showing an increase at a regional and national level. Furthermore, comparisons were made among the different regions of Andalucía to raise the awareness of the officers on hate crimes. Next the following topics were presented: crime offences and the use of ICTs, proofs in hate speech crimes and computer crimes.</p> <p>Finally, there was a debate table where experts analyzed the tools, most of them unknown to the officers, for the detection of these crimes. Presenting the app Kamira SOS as a great alternative for reporting discrimination and hate crimes.</p> <p>The training was delivered in an auditorium with a screen to display a presentation.</p> |
| Training Design and Delivery | <p>The training was delivered in the form of lectures and a debate table.</p> <p>There is no available information on the assessment of the acquired knowledge by the participants of the training.</p> |

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| Conclusion | <p>This training was aimed at the Spanish Guardia Civil, therefore concentrating on topic regarding hate speech but from an institutional perspective. It covered topics such as criminal offences and the use of ICTs, proofs on hate speech crimes and computer crimes, as well as an overview of the different tools they could use for the detection of these crimes. It was delivered in a conference room in the form of lectures and a debate table with experts on the field.</p> <p>There is no information available about the monitoring and evaluation process.</p> |
| Related website(s) | <p>https://discrikamira.eu/ Kamira, Romni Onlus, Helsinki Deaconess Institute</p> |

| No Hate Ninjas (artistic project on using counter and alternative narratives) | |
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| Target audience | This methodology can be used by young people who have been victim of hate speech but also activists working to improve the situation. |
| Objective | To fight hate speech with art, humor, and love speech! |
| Content of Programme | This project developed videos, poster materials and memes to challenge the viewer to question often-heard arguments which fuel hate speech. The project started in October 2013 in Lisbon with a creative writing workshop and a meeting in which the idea of the No Hate Ninjas came up. Project participants decided to publish one meme with a message against hate speech each day for a month, starting on 9 November 2013, the European Action Day Against Fascism and Antisemitism. Following its success, an exhibition of the posters of the memes was organised; it toured all over Portugal in 2014-2015 and six countries across Europe |
| Level of Delivery | Local and then the posters toured across 6 countries in Europe. |
| Geographical coverage | Lisbon |
| Target group | Young activists, perpetrators of hate speech, young people Partners: Portuguese Network of Young People for Gender Equality and the organization PAR - Social Answers. Youth in Action Programme I have seen the posters in the European Youth Centre in Budapest, although I am not sure whether they were partners at some moment. I just know the No Hate Ninja was part of the No Hate Speech Campaign of the Youth Department of the Coe. |
| Results and Impact of the Training | The Ninja's produced a <u>five-minute video</u> : "No Hate Ninja Project – A Story About Cats, Unicorns and Hate Speech", explaining why hate speech spreads so easily online and why that is a problem. They toured across 6 countries in Europe. There are no data on the impact or outreach. |
| Success Factors | The quality of the artwork and art as a communication mean. |
| Description of the Training Programme | The memes question basic arguments underlying hate speech narratives and/or put forward a positive story. In their first one they wrote, "If people didn't migrate there would be no life outside Africa". They use two techniques: 1) a counter-factual analysis, or, in other words "what would have happened if the principles haters want to apply, no migration. The haters would not even exist because there would be no people living outside of Africa" 2) implicitly recalling scientific evidence that shows that, in the evolution of human societies, groups moved from Africa to other continents |
| Training Design and Delivery | The activity consisted in a creative writing workshop and afterwards there were people involved in painting to accompany the memes. |
| Monitoring, Evaluation, and Improvements | 30 artistic, creative, and thought-provoking memes were produced. They were shared online and form the basis of a poster exhibition that toured Portugal and other European countries. The group also organised flash mobs, created videos and facilitated workshops with the goal of spreading a love message, tackling hate speech, as well as promoting creativity and activism |

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| Conclusion | Due to the lack of information, it would be needed to develop a workshop structure having in mind the development of memes and the painting part. |
| Related website(s) | <u>Council of Europe</u> |
| Related resources that have been developed | <u>https://www.coe.int/en/web/no-hate-campaign/videos1</u> |

| Houses of Empathy Par – Respostas Sociais | |
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| Target audience | Professionals from children’s residential care settings and young people |
| Objective | <p>Houses of Empathy anti-bullying programme aims to reduce bullying among peers in children’s and young people’s residential care settings by promoting empathy skills.</p> <p>Although reducing bullying behaviors is the main goal of this programme, it also achieves other and more specific objectives:</p> <ul style="list-style-type: none"> • Contributes to a positive environment in the residential care setting. • Brings young people and staff closer. • Promotes assertive communication. • Promotes self-esteem and the perception of self-efficacy. • Develops emotional management skills. • Enables young people to understand the issue of bullying and their role in bullying situations. • Introduces and nurtures the concept of empathy within the home setting. • Raises awareness about the importance of an empathy (anti-bullying) policy for each home; |
| Content of Programme | <p>There is a chapter directed to the professionals addressing facilitation skills and the Houses of Empathy concept.</p> <p>The training for young people focuses on: Team Building, Communication and Assertiveness, Problem Solving, Emotions, Self-esteem, and Empathy.</p> <p>It aims to promote personal and social competences, as a path to empathetic and healthy relationships among peers in these settings.</p> |
| Level of Delivery | Local and European |
| Geographical coverage | The project took place in Portugal, Spain, Northern Ireland, and Ireland, and was delivered by Par, Hechos, VOYPIC and Sticks and Stones, entities that make up the consortium. |
| Target group | <p>Young people/children in residential care (children and young people aged 8 to 18) and care professionals (that are supposed to deliver the programme)</p> <p>Partners: The project was funded by the Rights, Equality and Citizenship Programme (2014 - 2020) of the European Union</p> |
| Results and Impact of the Training | <p>Direct Beneficiaries</p> <p>468 young people in residential care settings 194 care settings professionals Other Beneficiaries</p> <p>7500 members of Child Protection Community and other public authorities</p> <p>Concerning the resilience, critical thinking and awareness of hate speech, this programme is not directed at these aspects as such. Despite that, the programme focusses on soft competences (personal and social skills) that contribute to build resilience and critical thinking.</p> |

| <p>Success Factors</p> | <p>There are three main reasons why Houses of Empathy is an innovative programme:</p> <ul style="list-style-type: none"> • It is pioneering a programme to address bullying in ^[1]children’s residential settings. • It is based on an ecological approach and therefore ^[1]involves not only children and young people but also professionals that work in those settings and public authorities. • Lastly, but extremely importantly, it recognizes empathy as the key to tackling bullying. This means that empathy is the common denominator in all the activities promoted by this project. | | | | | | | | | | | | | | | | | | | | | |
|---|---|--------------------|--|--------------------|--------|---------------|--------|--------|---------------------------------|---|--------|-----------------|---|--------|----------|---------|--------|-------------|---|--------|---------|---|
| <p>Description of the Training Programme</p> | <p>Based on partners’ previous experience and on research on bullying and best practice to address it, the Houses of Empathy programme was organised into six units considered essential to promote empathy. They are team building, communication and assertiveness, problem solving, emotions management, self-esteem, and empathy itself. The programme suggests about 15 sessions. Each session should last one hour. You might want to spend longer on some units e.g., the Team Building Unit.</p> <table border="1" data-bbox="438 683 965 1064"> <thead> <tr> <th>Units</th> <th></th> <th>Number of sessions</th> </tr> </thead> <tbody> <tr> <td>Unit 1</td> <td>Team Building</td> <td>1 (3h)</td> </tr> <tr> <td>Unit 2</td> <td>Assertiveness and Communication</td> <td>3</td> </tr> <tr> <td>Unit 3</td> <td>Problem Solving</td> <td>2</td> </tr> <tr> <td>Unit 4</td> <td>Emotions</td> <td>2 or 4*</td> </tr> <tr> <td>Unit 5</td> <td>Self-esteem</td> <td>1</td> </tr> <tr> <td>Unit 6</td> <td>Empathy</td> <td>4</td> </tr> </tbody> </table> <p>*according to the chosen approach</p> <p>Houses of Empathy sessions workflow</p> <p>When we use non-formal education, the session tends to follow a logical and common workflow:</p> <ul style="list-style-type: none"> • Introduction: each session starts with an energizer. • Development: After that the “core” activities will take place, usually role-play, forum theatre, group work techniques, debates, or individual reflections. This part of the session usually is the longest one and is the phase when you’re trying to address your session goals. Respecting the principles presented above, the most important thing at this stage is that you not only provide a relevant experience to the group, but also help them understand the experience they have just had. Remember to close the activity or the set of activities with a debriefing. • Conclusion: It’s important we prepare the session’s ending. At this stage, and according to your perception about the group environment and disposition you can do a relaxation activity or a fun and light activity to help them return to calm, since some of the dynamics can be emotionally demanding for your target group. You can also use this phase to sum up the main conclusions of the session or to leave some “homework challenge”. In the end it’s important you try to assess your group’s satisfaction with the session and their perception of learning. You can use a simple survey but there are a lot of creative ways to collect your group feedback. | Units | | Number of sessions | Unit 1 | Team Building | 1 (3h) | Unit 2 | Assertiveness and Communication | 3 | Unit 3 | Problem Solving | 2 | Unit 4 | Emotions | 2 or 4* | Unit 5 | Self-esteem | 1 | Unit 6 | Empathy | 4 |
| Units | | Number of sessions | | | | | | | | | | | | | | | | | | | | |
| Unit 1 | Team Building | 1 (3h) | | | | | | | | | | | | | | | | | | | | |
| Unit 2 | Assertiveness and Communication | 3 | | | | | | | | | | | | | | | | | | | | |
| Unit 3 | Problem Solving | 2 | | | | | | | | | | | | | | | | | | | | |
| Unit 4 | Emotions | 2 or 4* | | | | | | | | | | | | | | | | | | | | |
| Unit 5 | Self-esteem | 1 | | | | | | | | | | | | | | | | | | | | |
| Unit 6 | Empathy | 4 | | | | | | | | | | | | | | | | | | | | |
| <p>Training Needs Analysis</p> | <p>The needs were analyzed by the professionals involved and that knew the children that were to participate.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Training Design and Delivery</p> | <p>The training is based in non-formal education and all sessions are detailed in the handbook. There was no information about the way participants were evaluated in their development.</p> | | | | | | | | | | | | | | | | | | | | | |

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| <p>Training Environment</p> | <p>The training staff were the childcare staff that took the role of facilitators. Indeed, there is a whole section of the manual setting up the principles of facilitation and describing in detail the methods.</p> <p>The Houses of Empathy programme is not demanding from the point of view of setting and material requirements. Ideally, for these sessions you should have a large space with room for movement that allows all the group to sit in circle, since this is the position that enables everyone to look at each other. It is also important it is calm and “safe”, where you can run the sessions without too many distractions.</p> |
| <p>Marketing</p> | <p>Internally to the partnership.</p> <p>Although, there is the website of the project, with added information (videos and other resources) to connect to the information already given in the manual.</p> |
| <p>Conclusion</p> | <p>The focus of this programme is empathy, and it could certainly be one important element of the resilience work foreseen for RAISE!. This approach helps to build better relationships, understanding and confidence, all elements mentioned by the young people and professionals interviewed in the first phase (IO1).</p> |
| <p>Related resources that have been developed</p> | <p>Training manual Videos Other publications from the project</p> |

Produzione e riproduzione di razzismo e xenophobia hate speech e altre pratiche comunicative (Simulation and reproduction of racism and xenophobia hate speech and other communicative practices)

Consorzio "Scuola Umbra di Amministrazione Pubblica"

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| Target audience | Professional journalists, press office staff, institutional communication managers and public relations offices of public bodies |
| Objective | To involve professionals in journalism-related activities to take responsibility for the messages that are published on racist hatred and discrimination against migrants. The path aims to disseminate tools and techniques identified within the European project RADAR - Regulating Antidiscrimination and Antiracism (Fundamental Rights and Citizenship Programme JUST/2013/FRAC/AG/6271). |
| Content of Programme | <p>The main topics of the training activity are:</p> <ul style="list-style-type: none"> - The concept of discrimination in communication as a crime. - Overview of European legislation in this field. - Charter of Rome: code of ethics for the protection of migrants. - Communicative construction of racism and xenophobia. Practices and languages of institutional racism. - Concept of welcome and stereotypes in different cultures |
| Level of Delivery | National |
| Geographical coverage | Country |
| Target group | <p>Professional journalists, press office staff, institutional communication managers and public relations offices of public bodies.</p> <p>The activity has been endorsed by Italian National Government – Dept. of Culture</p> |
| Results and Impact of the Training | <p>What are the unique selling points of this practice, what makes it different from others?</p> <p>Training workshops together with frontal lessons gave participants the chance to focus on specific issues coming from communicative practices in the digital era. Activities involving professionals in the field of information can be crucial in challenging a rising phenomenon such as hate speech on the internet because of their prominent role in building an image of the world that is as free from preconceptions and misleading elements as possible</p> |

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| Description of the Training Programme | The course adopts a theoretical-practical approach and includes frontal teaching and training laboratory with practical application of tools through group exercises guided by teachers. In addition, students are required to bring examples (articles, normative texts, advertising, and images etc.) then analyzed by a teacher expert in visual and non-verbal communication; the program also includes group exercises. |
| Training Design and Delivery | The course includes frontal lectures and training workshops and is aimed at communication operators of both public bodies and the third sector. It is divided into six meetings |
| Training Environment | Classroom |
| Marketing | The training programme has been promoted through the organization's website |
| Conclusion | Some of the content specifically developed for information professionals can be adapted and made compatible with the target group needs of the RAISE! project by providing a different approach to media literacy competence development. |
| Related website(s) | http://www.villaumbra.gov.it/MC-API/Risorse/StreamRisorsa.aspx?guid=820D4E70-285C-4064-A841-393927FC21EC |

| <p style="text-align: center;">Silence Hate! - Un manuale pratico per educare a contrastare il discorso d'odio (A practical manual to educate against hate speech)</p> <p style="text-align: center;">Centro Zaffiria; Cospe</p> | |
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| Target audience | Activists, Educators, Teachers and Researchers |
| Objective | <p>The general objective is to promote the meeting with the other and his/her stories as an alternative to online hate speech</p> <p>The specific objectives are:</p> <ul style="list-style-type: none"> - to promote a moment of reflection on one's hate experience, both hater and victim. - to promote reflection on one's online experience and social media discourse. - to intervene in the process of depersonalization of the other due to telematic distance. - promote the online environment as a space for meeting the other. - promote attention to questions and ways of relating to others as relevant aspects of human relationships. |
| Content of Programme | <p>The programme mainly focuses on critical thinking and conflict resolution related skills.</p> <p>The most relevant topics addressed were:</p> <ul style="list-style-type: none"> - Questioning one's own point of view - Group dynamics - How reduce social discomfort - Conflict management |
| Level of Delivery | Local |
| Geographical coverage | EU |
| Target group | <p>Activists, Educators, Teachers and Researchers.</p> <p>The activities were endorsed by the European Union through the programme "Rights, Equality and Citizenship 2014-2020" and by the Italian Government through UNAR</p> |
| Success Factors | <p>Teachers, educators, and activists have been trained to promote educational paths on hate speech in schools and informal contexts.</p> <p>The workshops were aimed at promoting a critical approach to the information circulating online and at creating original products for the project campaign, also thanks to the support of professionals.</p> |

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| Description of the Training Programme | <p>the activities started with training sessions in every territory addressed to teachers and educators to find ideas for hate speech with their students, through media education, intercultural approach and the active involvement of boys and girls.</p> <p>Subsequently, educational workshops were carried out in the secondary schools and in youth centers and the site has been created Internet www.silencehate.it to spread methodologies, media tools and results of the pathways.</p> |
| Training Design and Delivery | <p>The activities started with training sessions in every territory addressed to teachers and educators to find ideas for hate speech with their students, through media education, intercultural approach and the active involvement of boys and girls.</p> <p>Subsequently, educational workshops were carried out in the secondary schools and in youth centers and the site has been created Internet www.silencehate.it to spread methodologies, media tools and results of the pathways.</p> |
| Training Environment | Standard classrooms |
| Marketing | The training program has been promoted through the organizations' website |
| Conclusion | The #SilenceHate project was an attempt to promote educational situations in which young people can take and find the words to tell each other, working with collaborative methodologies that simultaneously enhance the contribution of the individual and make the group feel the need allowing them to recognize themselves in the other. |
| Related website(s) | www.silencehate.it |
| Related resources that have been developed | Training manuals and guidelines for implementing the activities in other contexts. |



PRACTICAL NON FORMAL LEARNING ACTIVITIES

Homophobia, Racism, Body Shaming, Religion and Intolerance, Diversity,
Gender, Ethnicity and Politics

THE LIFEBOAT

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| Target audience | Youth Workers |
| Learning Aims and Objectives | To help young people to express their point of view |
| Content of learning activity | The activity provides with a reflection on stereotype and discrimination based on first impression. The activity deals with the peace education and multicultural education area. |
| Target group | Young people |
| Results and Impact of the Training | The value of different people's contributions to society. The importance of having the freedom to express your opinion. Attitudes Recognizing the overriding need for self-preservation. Seeing the merit in other people's arguments. Developing abilities in articulating ideas. |
| Success Factors | The activity is easily adapted to different contexts and addressing different topics. |
| Description of the Training Activity | The training activity should be implemented in groups. The environment can be a simple room or in an open space. The time for the activity can be 30m-1 hour depending on the number of participants. Each step of the activity is followed by discussion and debriefing helping to monitor the learning outputs. |
| Training Design and Delivery | <p>Divide the participants into groups of 4-6 people. Then each person is given a character, for example, 85-year-old female scientist, a rich businessman, a 5-year-old homeless child, an HIV positive 35-year-old father etc. These people are sitting in a lifeboat together, and someone must get out or the boat will sink. Now, each person in the boat has to say their opinion explaining why they should be allowed to stay in the boat. When everyone's argument has been heard, a discussion is held on the outcome of the game.</p> <p>Tips for facilitation. The activity achieves the best results and educational purposes if the characters in the lifeboat are well-chosen and properly constructed.</p> <p>Then, it is better to tell the groups they must decide who leaves the lifeboat within a set time limit but interrupt them 5 minutes before the time is up. Remind them that the activity is not so much about the decision as to the discussion that leads up to it.</p> <p>Appropriate except that the lifeboat debate should not take up more than 20 minutes.</p> <p>Requirements for preparation and debriefing. The group leader should have sets of role cards prepared to hand to the participants. There could be different sets for age group, occupation, gender, economic circumstances, social status, talents, state of health etc. - which are shuffled before each person takes one card from each set without seeing what is written on any of them. Some guidelines for the discussion are required.</p> |
| Training Environment | The activity can be implemented in a room or open space. The activity should be prepared on time by writing down on a paper the description and information of each character or printing them. |
| Monitoring, Evaluation, and Improvements | It is important to raise awareness on the thinking process of how stereotypes are formed and how the assumptions are coming with the stereotypes. |
| Financial Resources | The activity doesn't require any cost unless the facilitator wants to prepare and print cards with detailed information about each character. |

CULTURE GAME

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| Target audience | Youth Workers |
| Learning Aims and Objectives | To see ourselves as others see us. |
| Content of learning activity | Intercultural dialogue, mutual understanding, emotional intelligence, value of different cultures. |
| Target group | Young People |
| Results and Impact of the Training | Participants will appreciate different costumes and learn from other cultures, break stereotype, develop critical thinking and embrace multicultural understanding of cultural differences. |
| Success Factors | The activity can be adapted to different contexts by using participants backgrounds and cultural and traditional costumes. |
| Description of the Training Activity | The training activity can be implemented singularly or in groups. The environment can be a simple room or in an open space. The time for the activity can be 30m-1h hours depending on the number of participants. It is important to give time to the participants to prepare each story/tradition. Each step of the activity is followed by discussion and debriefing helping to monitor the learning outputs. |
| Training Design and Delivery | <p>1. Read aloud to the participants in the section below, 'Culture of the Nuer', which outlines and explains some customs which seem strange to us.</p> <p>2. Then give the examples from 'Culture of the Nailartsua' and ask participants where they think these customs might be practiced. Do the customs seem strange? If so, does 'strange' equal 'ridiculous' or 'primitive'? After discussion, tell participants that the examples are from their own culture, and Nailartsua is 'Australian' spelt backwards. What are these customs about?</p> <p>3. Now assign each participant to prepare a written description of an Australian/own country that would seem strange to another culture. At another time have the participants read their descriptions aloud and the other participants guess what customs they represent.</p> <p>CULTURE OF THE NUER</p> <p>Among the Nuer tribe of East Africa, when a boy reaches the age of about 12 or 13 and wants to become a man, he tells his aunt who responds by plucking a few hairs from his scalp and saying: 'These are the hairs of a boy'.</p> <p>This ritual signifies readiness for the scarring ceremony. The boy is taken by his male relatives to a special place where he lies on the ground. A goat is sacrificed, then an elder makes a series of deep cuts across the boy's forehead with a sharp knife. In considerable discomfort, the boy lies quietly and endures the ritual. The cuts will leave deep scars on his forehead for the rest of his life.</p> <p>Young women have a series of small, razor blade cuts in various shapes and patterns over their chests and backs. They do the marking for each other, and these scars will also last a lifetime.</p> <p>This custom may seem primitive and cruel. However, to the Nuer it holds deep meaning. The Nears are cattle-herding people who live in the grasslands of Ethiopia. Raising and protecting their cattle are their livelihood. When a Nuer boy feels ready to take on these adult roles, he shows he is strong and courageous enough by enduring the scarring ritual.</p> <p>Because the marks will stay on his forehead throughout his life, every Nuer will know just by looking at him that he is entitled to the rights and duties of an adult male. Similarly, the young women, by beautifying themselves, are showing they are no longer girls and are ready to be considered as marriage partners to Nuer men.</p> <p>CULTURE OF THE NAILARTSUA:</p> <p>In this culture, there are similar kinds of rituals. When a boy is ready to become a man, he scrapes his face with a metal blade as do the adult males. And to show they are successful; the adult males wrap a cord of cloth around their necks and keep it there for most of their public lives.</p> <p>While it is uncomfortable, they endure the ritual since it signifies to others that they have the rights and duties of an adult male.</p> <p>Females in this culture push metal pegs through their earlobes and put body paint and wax on their faces to appear more beautiful. They bake their hair in ovens to alter its shape and appearance. Some tear out or scrape off the hair from other parts of their bodies. These customs, they believe, will make them more attractive as marriage partners.</p> |
| Training Environment | The activity can be implemented in a room or open space. The activity can be prepared by writing down on a paper the description of the cultural costumes or printing them. |

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| Monitoring, Evaluation, and Improvements | <p>During debriefing, participants should be able to:</p> <ol style="list-style-type: none"> 1) appreciate that customs which seem strange turn out to be quite sensible when we understand what they mean to the people who have them. 2) realised that customs they have would seem just as strange if they could only see themselves through otherpeople's eyes. |
| Financial Resources | <p>The activity doesn't require any cost unless the facilitator wants to print cards with detailed description of the cultural costumes. Materials such as flipcharts, colored papers, and drawing materials could be useful during the activity.</p> |

COMPLETE THE SENTENCE

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| Target audience | Youth worker |
| Learning Aims and Objectives | <ul style="list-style-type: none"> • Express our own prejudices, share them, and learn how to question, reduce, and control them. • Analyze the different generalizations made towards certain groups/collectives and the degree in which they are shared. • Understand what prejudices, stereotypes and discrimination are and how they are formed. • Analyze why hate speech happens. |
| Content of learning activity | <p>With this training activity participants will analyze the different prejudices and stereotypes against specific groups of people and why generalizations are made.</p> <p>They will be questioned, and critical awareness will be developed on the certainty of these generalizations.</p> <p>1h.</p> |
| Target group | Youth |
| Results and Impact of the Training | Participants will gain an understanding on concepts such as prejudice, stereotype, discrimination, hate speech. Furthermore, they will understand how these are formed and transmitted. It is expected that participants will develop critical awareness on the prejudices against specific collectives. |
| Success Factors | <p>The activity is carried in a different way, because participants walk into the room expecting to attend a training.</p> <p>The showcase of ideas allows them to analyse the reality and the participants' thoughts/beliefs, as well as those from most of the population, because they are usually based on generalizations.</p> |
| Description of the Training Activity | <p>Through a series of sentences written on poster boards, participants will show their opinion/belief towards certain people that belong to minority groups.</p> <p>This will let the trainer know the participants' opinions and from there analyze prejudices, stereotypes and debunk false beliefs.</p> |
| Training Design and Delibera | <p>Poster boards with the following sentences will be glued to the wall:</p> <ul style="list-style-type: none"> - Chinese people are..... - Zagrebians are..... - Gays are..... - Lesbians are..... - Gypsies are..... - Syrian people are..... - Women are..... - Black people are..... - Immigrants are..... <p>The trainer will ask participants to enter the room and write in each poster border their first thought when reading each sentence.</p> <p>Next they will read what is written on each poster board and it will be analyzed.</p> <p>Does reality correspond with what is written there? Can generalizations be made? Why do we think that?</p> <p>Theoretical explanation: The trainer will start explaining prejudices and stereotypes, how discrimination is formed and how it influences hate speech.</p> |
| Training Environment | <p>For this training activity we need:</p> <ul style="list-style-type: none"> • A classroom where poster boards can be glued • Pens • Poster boards • Desks and chairs • Blackboard for the trainer |

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| Monitoring, Evaluation, and Improvements | The acquired knowledge on the prejudices/stereotypes, how they are formed and transmitted and why, and what is hate speech. |
| Financial Resources | Not needed. |
| Related website(s) | https://www.gitanos.org/upload |

ANALYZING PIECES OF NEWS

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| Target audience | Youth worker |
| Learning Aims and Objectives | <ul style="list-style-type: none"> • Analyze newspaper news from an objective perspective. • Understand how stereotypes and prejudices are formed through the media. • Analyze how prejudices and stereotypes favor hate speech • Foster and develop critical awareness, eliminating prejudices and stereotypes. • To identify potential mechanisms causing prejudices |
| Content of learning activity | <p>The media significantly influence people’s thoughts. Even though their function is to inform, in most cases they put out headlines or pieces of news that, even if they are not relevant to the piece of news itself, they do contribute to generate and foster prejudices and stereotypes against certain groups of people.</p> <p>With this activity, the role of the media in the creation and upkeep of prejudices and stereotypes.</p> <p>1h.</p> |
| Target group | Youngsters |
| Results and Impact of the Training | <p>Participants will analyze the role of the media in the creation, transmission and upkeep of prejudices and stereotypes and how they influence hate speech.</p> <p>They will develop critical awareness when reading/hearing news.</p> |
| Success Factors | <p>Since it is an activity based on the media, it allows participants to do the activity on their own once the training is done, in their day-to-day life. In fact, one the objectives of this training activity are that they develop critical awareness.</p> |
| Description of the Training Activity | <p>For the achievement of this activity, the trainer will provide participants with different pieces of news or magazines where headlines or non-necessary information is used to promote prejudices/stereotypes. All pieces of news and headlines will be analyzed to see if it is relevant for the piece of news or if on the contrary it is insignificant and only serves to perpetuate stereotypes and prejudices.</p> <p>With this activity we will analyses the role of the media on fostering hate speech and the perpetuation of prejudicesand stereotypes.</p> |
| Training Design and Delivery | <p>Participants will be divided in groups of 4-5 people and each group will be provided with several pieces of news. A template for analyzing the piece of news will also be provided. The template should have the following questions:</p> <p><u>Guidelines for the analysis:</u></p> <ul style="list-style-type: none"> • Is it meaningful for the piece of news to indicate the ethnic origin, race, sexual orientation of the person/group of people? • If this datum did not appear, would the piece of news change? • Why is that datum used in the piece of news? • Does this datum appear on the headline? • Those appearing on the piece of news, do they belong to the upper class, middle class, or lowerclass? Do they have a good economic situation? • What do we know from such groups, ethnic minorities, or sexual orientation? Do you knowanyone belonging to these groups? Do those people meet the ideas exposed in the article? <p>Next each group will share their answers and a global analysis. Conclusions.</p> |
| Training Environment | <p>For this activity we need:</p> <ul style="list-style-type: none"> • A large space where we can divide the participants into groups of 4-5 people. • Chairs and tables • Pieces of news and magazines • Analysis template • Pens and paper. |
| Monitoring, Evaluation, and Improvements | <p>The objective of this activity is to raise critical awareness on young people and foster reflection on the role of the media in the upkeep and promotion of prejudices and stereotypes. Therefor its evaluation will be the participants’ achievement on it. Furthermore, the degree of participation and involvement will be monitored.</p> |

RECOGNISE YOUR STEREOTYPES

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| Target audience | Youth Workers |
| Learning Aims and Objectives | To think critically about stereotypes, especially our own, those we use most often and under what circumstances. It should not be a criticism of the use of the stereotype itself, but an awareness raising after a careful analysis of which negative ones are most often used and why. |
| Content of learning activity | <p>The activity leads to thinking and questioning on the theme of stereotypes, going to discover those that, even unconsciously, everyone constantly puts in the field when he sees or knows a new person.</p> <p>Starting from some personalities, we discuss together which are the main stereotypes linked - for example - to gender, origin, or physical appearance.</p> |
| Target group | Young people |
| Results and Impact of the Training | Initially, youths are asked to talk about their stereotypes, both those used by them and - if possible - those used towards them. This stimulates them to think for themselves about experiences they have lived through or heard about. |
| Success Factors | The activity is easily adapted to different contexts and addressing different topics. |
| Description of the Training Activity | The training activity should be implemented in groups. The environment can be a simple room or in an open space. The time for the activity can be 2 hours depending on the number of participants. Each step of the activity is followed by discussion and debriefing helping to monitor the learning outputs. |
| Training Design and Delivery | <p>STEP 1</p> <p>Divided into four groups, youths must work on different tasks. The “Writers” - group 1 and 2- are given pictures of a character (the same for both) and asked to observe them well.</p> <p>They must try to imagine who those people are, what their name is, what their story is, what they have done and what they will do, where they live and what they dream about, what they like to do and what their life is like. The group number 2 (differently from group 1) is asked to pay particular attention to try to not fall into stereotype bias, and to provide a rich and detailed story simply starting from the picture observation.</p> <p>The “Illustrators” - groups 3 and 4- are assigned the task of drawing a specific character, representing the specific role of the chosen character (e.g., "How would you imagine a President? Like a Nobel Prize winner? Try drawing him/her!"). Group 4, as well as the group 2 before, will be asked to pay particular attention to the stereotype issue, trying to avoid stereotype bias.</p> <p>STEP 2</p> <p>In the final part the confrontation takes place, and the characters are revealed. In turns, starting from the “Illustrators” (groups 3 and 4), youths present their work.</p> <p>Group 3 will present its drawing, telling why they made certain choices, opting for one gender rather than another, for a style of clothes, for the physical appearance, and more.</p> <p>The group 4 will show the drawing without adding any specific detail and the rest of participants will be asked to guess which role/character is represented. If nobody gets it, the group will tell the story of the character and explain why they made certain choices.</p> <p>In the same way, the work of the “Writers” is presented, confronting the differences in the narrative.</p> <p>FINAL STEP</p> <p>Finally, the products of the four groups are revealed, trying to understand how what we know helps us to recognize or disown reality. In the collective confrontation we can ask ourselves what leads us to make certain choices, how stereotypes guide us in the decoding of stories and characters, and which can be "broken"/"expanded"/"set in motion" and how.</p> <p>We invite youths to think about stereotypes, asking them what they are and why we use them. They are invited to report episodes or experiences that can be shared, both personal and seen or read, and then to think together on the subject. They can talk about the stereotypes used towards others and those used towards them, trying to share, where possible, personal, or otherwise known experiences, also valuing previous knowledge.</p> |

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| Training Environment | The activity can be implemented in a room or open space. The activity should be prepared on time by printing pictures or drawing of the two characters chosen. |
| Financial Resources | The activity doesn't require any cost unless the facilitator want to prepare and print drawings of each character. |

THE HATE SPEECH TREE

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| Target audience | Youth Workers |
| Learning Aims and Objectives | <p>The aim of the activity is to invite to reflect on the causes and origins of stereotypes and to explore ways of addressing hate speech by examining the roots of the problem and identifying ways to react against it.</p> <p>Participants are stimulated not only to choose among some proposed strategies, but above all to propose new ones of their own creation.</p> |
| Content of learning activity | The hate Speech Tree is an activity that offers elements for thinking on the themes of hate speech and bullying, through a deep analysis of the causes and origins of hate speech and the understanding of its effects and manifestations. . |
| Target group | Young people |
| Results and Impact of the Training | <p>This activity allows participants to experience thoughtful thinking, awareness of the variety of manifestations of a single matter, and positive verbal conflict resolution.</p> <p>The activity allows for identification and participation.</p> |
| Success Factors | The activity can be adapted to different contexts by using participants backgrounds and different approaches to verbal conflict resolution. |
| Description of the Training Activity | The training activity can be implemented in groups. The environment can be a simple room or in an open space. The time for the activity can be 1-2 hours depending on the number of participants. Each step of the activity is followed by discussion and debriefing helping to monitor the learning outputs. |
| Training Design and Delivery | <p>STEP ONE</p> <p>Each group gets a big sheet of paper (A2 or bigger) and some text reporting hate speech to reflect on. Each group will be asked to draw a hate speech tree with its roots and branches, where the text given will be written as the ‘trunk’ of the tree. Each group has to identify and write down some of the things which lead to that hate speech text as “roots” of the tree, and some of the effects of hate speech as the ‘branches. Each group has 40 minutes to discuss and complete the tree with as many branches and roots as they can.</p> <p>Each group will be asked to briefly share the history of its Tree with the rest of participants, comment and discuss any criticism or revealing point of the activity.</p> <p>STEP TWO</p> <p>At this point of the activity, groups are asked to take care of another group tree, and make it flourish!</p> <p>As fruit or flower of the trees, the groups are asked to think about possible strategies or tips to react and to deal with hate speech, in relation to the topic and examples addressed in the tree, especially from the point of view of the survivor or of a witness.</p> <p>For this activity another 40 minutes are given.</p> <p>At the end each group presents the basket of flourished strategies, with a debriefing activity and an open discussion on the entire tree activity.</p> <p>STEP THREE (optional addition)</p> <p>At this point participants are divided into different groups and are asked to think of an example of a well-known episode of hate speech or “shit storm”, and to try to grow a tree with a focus on the strategies and behavior implemented by the protagonist as well as the bystanders and some possible suggestions on how to deal with that situation, taking ideas from the fruits flourished during the previous activity (all groups) or creating new ones.</p> <p>The activity can be implemented in a classroom. The activity can be prepared by choosing with accuracy the text to provide as input to the participants</p> <p>The activity is divided into 4 phases:</p> <ul style="list-style-type: none"> • Reflection on hate speech causes • Awareness of the effect and manifestation of hate speech • Creation of strategies to cope with it • Real case study - put strategy into practice <p>The activity does not require any cost except for paper sheets and pencils</p> |



**HUGGING
LABELS**

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| Target audience | Youth Workers |
| Learning Aims and Objectives | <ol style="list-style-type: none"> 1. Stimulate the reflection and discussion of the topic: acceptance for gender identities and different sexual orientation 2. Increase the knowledge about social inclusion for the LGBTQ+ community |
| Content of learning activity | <ol style="list-style-type: none"> 1. Energizer (10 min.) 2. Introduction of gender identity concepts and LGBTQ+ categories definitions (15 min.) 3. Reading newspaper article (5 min.) 4. Main activity (20 min.) 5. Reflection/Discussion (35 min.) <p>Skills and competences addressed:</p> <ul style="list-style-type: none"> • Knowledge of basic concepts related to LGBTQ+ community • Critical thinking and analysis • Non-verbal communication • Reflection on acceptance issues • Empathy |
| Target group | Young people |
| Results and Impact of the Training | The expected result of this activity is a feeling of empathy and closeness between participants. Plus, the critical reflection on the newspaper article and on acceptance, may create the conditions for young people to become more open and actively work to accept and interact with all people. |
| Success Factors | It's short but includes different moments of interaction and learning. |
| Description of the Training Activity | <ol style="list-style-type: none"> a. The training activity is designed and delivered based on non-formal education principles and approach. b. The training activity environment should be based on a human rights approach: open, warm, acceptant, welcoming, safe, full of possibilities of being and doing with no judgement. c. To monitor and evaluate the activity there is the final debriefing. As well, it's possible to create a short questionnaire or a short moment at the end when participants are asked specifically about the likability, impact, and relevance of the activity. |
| Training Design and Delivery | <ol style="list-style-type: none"> 1. <u>Energizer</u>: One at the beginning to stimulate group's attention and motivation. One in the end to release the stress inherent to the activity 2. <u>Inform about</u> gender identity and LGBTQ+ community categories 3. <u>Reading and interpretation</u> of a current news on the topic 4. <u>MAIN ACTIVITY</u>: <p>The group is labeled in 3 different groups: LGBTQ+; Acceptance; Non-Acceptance. These labels are in shape of a necklace with a specific color (one color for each category).</p> <p>All the participants are set in a circle where the LGBTQ+ ones must run around looking for a pair (also LGBTQ+). Once the pair is found, both must hug, and the 1st take the 2nd one position. Once in a new position the LGBTQ+ participants must look which persons they have on each side and perform according with it.</p> |

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| | <p>They must hug “Acceptance players”, and not interact with “non-acceptance players”. If, during the game, an “LGBTQ+ player” stops between 2 “Non acceptance players”, he/she must sit down on the floor until the next “LGBTQ+ player” arrives to take his/her position</p> <p>After a while, the facilitators change roles, making everyone experience each category in the game</p> <p>5. <u>Reflexion and discussion</u> about the feelings experienced during the activity related with the different roles.</p> |
| Training Environment | <ul style="list-style-type: none"> • One or two trainers-facilitators maxima. • Room with enough space for a circle of maximum 20 participants, better 12-15. • Materials: necklaces labels (3 different colors), color pens, rope, newspaper article, music speaker. |
| Monitoring, Evaluation, and Improvements | <p>Immediate feedback can be asked to participants at the end of the activity and of course the trainers can also do their own evaluation. Some indicators of quality or success could be:</p> <ul style="list-style-type: none"> • Learning points shared by participants. • Time management. • Climate of safety: quantity and content of interactions, explicit safety aspects shared by participants. • Results of activities: does results respect the original objective? |
| Financial Resources | Low-cost implementation |
| Related website(s) | https://www.facebook.com/wearenovomundo/videos/284475798848986/?sfnsn=mo&d=n&vh=e |



STRATEGIC RESPONSES

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| Target audience | Youth Workers |
| Learning Aims and Objectives | <p>The aim of the activity is to invite to reflect, turn after turn, not only on the hate messages that can be heard daily, but above all on the reactions, responses and strategies that can be put in place to deal with them.</p> <p>Participants are stimulated not only to choose among the proposed strategies, but also to propose new ones of their own creation.</p> |
| Content of learning activity | <p>Strategic Reactions is an activity that offers elements for thinking on the themes of hate speech and bullying, through a card game that bases its mechanisms on the search for possible strategies to respond to offensive, discriminatory and generally negative messages. The complete rules of the game can be found on the next sections.</p> |
| Target group | Young People |
| Results and Impact of the Training | <p>This game allows participants to experience positive verbal conflict resolution.</p> <p>The game and play allow for identification and participation.</p> |
| Success Factors | <p>The activity can be adapted to different contexts by using participants backgrounds and different approaches to verbal conflict resolution.</p> |
| Description of the Training Activity | <p>The training activity can be implemented singularly or in groups. The environment can be a simple room or in an open space. The time for the activity can be 1-2 hours depending on the number of participants. Each step of the activity is followed by discussion and debriefing helping to monitor the learning outputs.</p> |
| Training Design and Delivery | <p>STEP ONE</p> <p>You create play groups, organizing desks or tables in the room. Each group is assigned a deck of strategy cards, which is read and observed together. It is needed to clarify the rules of the game and to take a test shift, to make sure that everyone understood how it works. It starts to play by following the rules explained and making sure that each group performs at least once the role of moderator. At the end of the game, after checking the scores, it will be time to discuss the experience together, asking for opinions, comments, and any criticism of the game.</p> <p>STEP TWO</p> <p>Participants are asked to create their own situation and strategy cards based on their personal experiences, stories or facts told by friends, to present situations that have to do with hate speech and bullying. The activity setting and its characters allow to slightly modify the real experience to make it adhere to the spirit of the game and make it "playful", although the inspiration may come from lived experiences, thus creating a shared and serene environment where you can express yourself. With pencils, markers, or watercolors, they can create their own cards, trying to make the style and layout of the initial cards adhere as much as possible.</p> <p>The cards created are added to the decks.</p> <p>STEP THREE</p> <p>In the third part of the activity, if there is still time, another game is proposed by inserting the new cards created by the participants. Having by now well understood the mechanisms, you can concentrate more on the contents, checking whether the new strategies proposed are valid and shared, proposing further amendments or corrections to the new cards.</p> |
| Training Environment | <p>The activity can be implemented in a classroom room. The activity can be prepared by preparing and printing game cards.</p> <p>The game is divided into rounds and each round is divided into three phases:</p> <p>1. SITUATION PRESENTATION</p> |

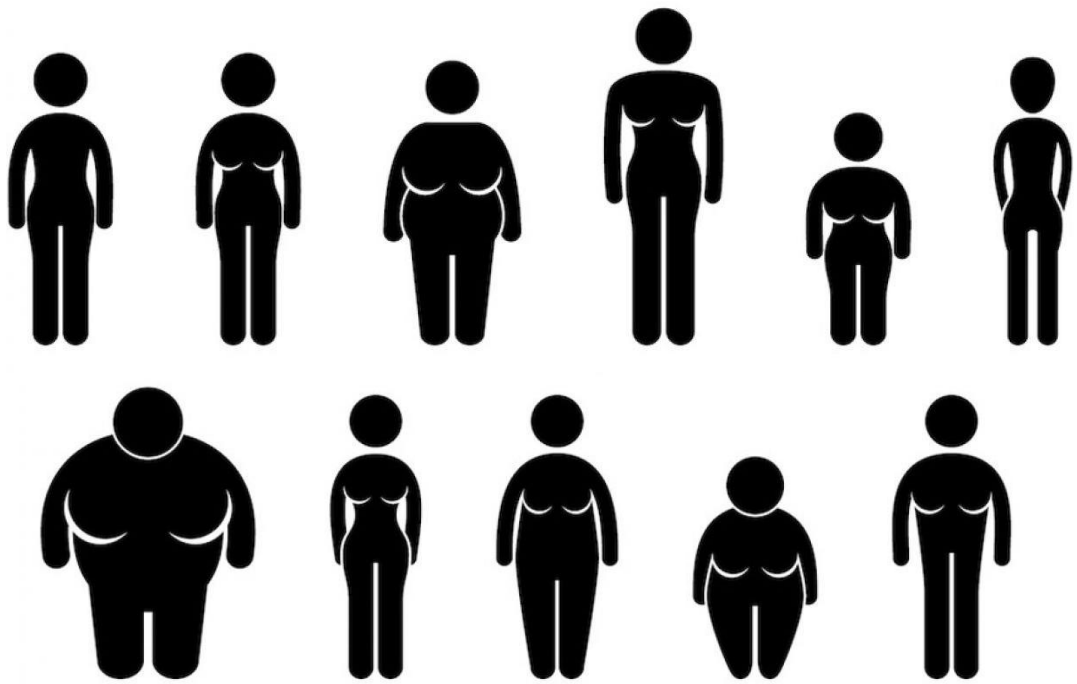
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| <p>Monitoring, Evaluation, and Improvements</p> | <p>At the beginning of each turn the player/team who plays the moderator draws a card situation from the deck and presents it to the group reading the text out loud, indicating who is talking to whom (ex. "Gavin says to Rose...").</p> <p>2. PROPOSAL OF STRATEGIES</p> <p>The players/teams decide which of the strategies at their disposal is the best and they're playing blanket. Strategies must arrive to the player/team moderator without him know who played them; the player/team moderator examines the strategies and selects which - according tohim - is the best to use in that and communicates it out loud.</p> <p>The player/team whose card has been selected is now called upon to put into practice that particular strategy (e.g., formulate a proverb, compose a haiku, make a counter-question).</p> <p>If the moderator selects a strategy that is proposed by several players/teams, they are listen to all of them (e.g., if two players/teams have played strategy of the confused wise man come Listen to the proverbs of both).</p> <p>3. RESOLUTION AND POINTS ASSIGNMENT</p> <p>The player/team with the role of moderator assigns the point to the winning strategy; in case of two equal strategies, he/she can choose to reward one or more if considers it appropriate (e.g., if both thestrategies are suitable, the moderator may reward the two players/ team with one point each).</p> <p>The winning player/team is awarded a point of color corresponding to the character who was helped: i.e., Gavin-green, Rose-red, Peter-purple.</p> <p>The role of moderator is passed on to a new player/team and you proceed with a new presentation of the situation.</p> |
| <p>Financial Resources</p> | <p>The activity does not require any cost except for printing the playing cards</p> |
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THE MENU

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| Target audience | The activity was developed for youth workers. |
| Learning Aims and Objectives | <p>It aims to:</p> <ul style="list-style-type: none"> ● Understand the importance of religious diets confronting to public restorations. ● Raise awareness on how counter discrimination in public services (restauration).. ● Contribute to an intercultural dialogue that introduces laicity. |
| Content of learning activity | <p>The participants will be divided in teams (3 or 4pp) that will represent one of the religions present in French society (Catholicism, Islamism,, Judaism and Buddhism). The groups will be introduced to a Menu and will have to work in teams to find via brainstorming and listening to one another solutions to adapt the Menu in agreement with their religious diet. They will have to present their fundings and we will debate on what can be improved. They will also learn the characteristics and peculiarity of each religion as an introduction and get-to-know step through the religious diet's signs.</p> <p>1h.</p> |
| Target group | Professionals can use the activity with other professionals or with young people as well. |
| Results and Impact of the Training | The discussion in groups and then in a big circle will promote the debate on cultural and religious differences and what can be done to emancipate religious communities and promote the living well together. |
| Success Factors | The strengths of the activity are the creativity and reflection that it can bring to participants as a Menu is not an ordinary Thema. |
| Description of the Training Activity | Youth workers will be gathered in a class and must reflect on a fashioned restaurant Menu, representing a culinary Breton styled kitchen, and how it can be adapted to every religious diet composing French society, which impacts whether |

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| | <p>French population and tourists. The monitors will provide icebreakers and increase their relation to the participants by helping them in the reflection of new menu solutions. The activity will be evaluated following the answers and propositions by the participants to shift the Menu and their feedback on the link between the activity and the intercultural dialogue.</p> |
| <p>Training Design and Delivery</p> | <ol style="list-style-type: none"> 1. Presentation of the project and of the team. 2. Start with an icebreaker/ get to know each other: age, name, passion, what do you do for a living, and what is your favorite dish (to introduce the subject) 3. Brainstorming about 3 (or 4) main religions present in France: Catholicism, Islam, Judaism (and Buddhism). -> If they don't have any ideas, we can present them signs in which the specific information will be listed by religion. 4. They will be introduced to the French Menu from a traditional restaurant (culinary oriented into Breton gastronomy), then they will be divided into 3 (or 4) teams, each team will represent one religion. 5. They will have to list constraints/shifts from the Menu: what can you do to change the Menu concerning your specific religious diet? What can you tell about the Menu? Are there any problems concerning the Menu? 6. Each team will have to present their results. Other team can take the floor by adding comments. 7. Launch the debate: What do you think about one another presentation? Do you think the menu is discriminatory? Do you think it limits other alimentary diets? Do you know what can be done to change the narrow choice of the menu? Do you have any similar examples? 8. Conclusion: What have you learned? Are there some similarities between those situations and other situations on our daily and professional life? () |
| <p>Training Environment</p> | <p>The Menu - Papers - Pencil - 3/4 religious diets Signs - Scissors.</p> <p><u>The Menu:</u> Starters: Eggs and mayonnaise or Smoked bacon and melon - 4€ Appetizers: dry sausage and butter or lentil salad - 4€ Main: Lobster salad or vegetarian meal with bread or Crêpe bretonne stuffed with braised pork - 8€ Desserts: Strawberries and raspberries with cream or far with prune - 4€</p> |
| <p>Monitoring, Evaluation, and Improvements</p> <hr/> <p>Financial Resources</p> | <p>The success of the activity may be evaluated via a survey, the feedback of the participants and the quality of the answers.</p> <hr/> <p>No special material required. (Pencil, paper, scissors, printed resources to realised the religious diets Signs).</p> |

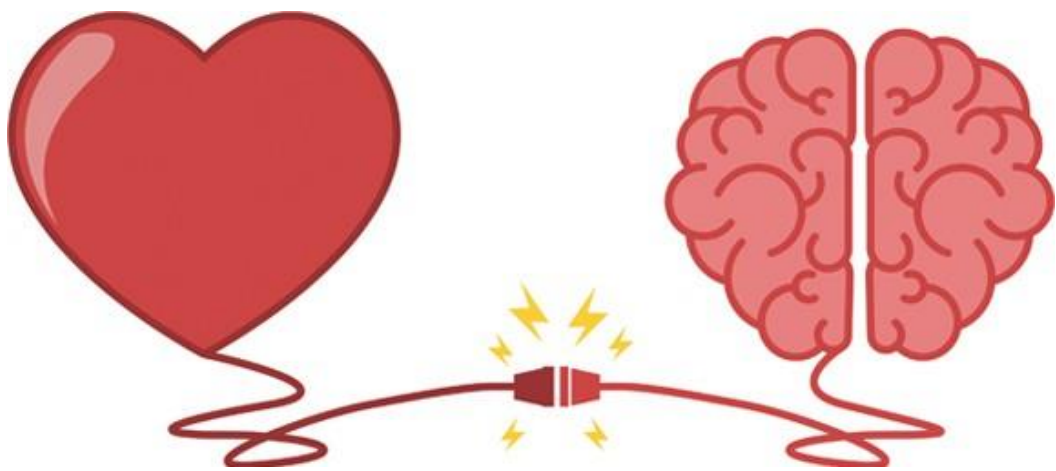


PERFECT PORTRAITS

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| Target audience | The activity is developed for professionals, youth workers and adults. |
| Learning Aims and Objectives | It aims to: |
| Content of learning activity | <ul style="list-style-type: none"> ● Contribution to the emancipation of knowledge in terms of body positivity. ● Raise awareness for diversity and discrimination through body acceptance. ● Improve the way of thinking on body representation. ● Exchange on how the canons of beauty and the society can evolve over the years. |
| Target group | <p>Participants will be invited to draw their perfect representation of body beauties. The representations will be compared and a discussion about body positiveness will be promoted. In the discussion it will be introduced concepts about body shaming, body positivity and diversity.</p> <p>Different body stereotypes and beautiful icons around the globe and from different periods will be presented and finally a “future model beauties 2050” will be created.</p> |
| Results and Impact of the Training | Professionals can use the activity with other professionals or with young people as well. |
| Success Factors | The impact expected it’s an engaging debate on how people see the world, the stereotypes that each one has about human body and to point out what is body positivity and body shaming creating and share different narratives for body acceptance and tolerance. |
| Description of the Training Activity | <p>The strength of the activity is the dynamic of a creative and relaxed environment that will allow participants to speak about discrimination, stereotypes, body shame and body positiveness and about the evolution of the society and its beauties patterns, raising awareness of the importance of this thematic.</p> <p>The activity can be easily adapted to different contexts once it doesn’t require specific material.</p> <ol style="list-style-type: none"> 1. Presentation of the project and of the team. |
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| | <ol style="list-style-type: none"> 2. Start with an icebreaker/ get to know each other: age, name, passion, what do you do for a living, and what is your favorite painting/portrait, if there is one (to introduce the subject). 3. The participants will be invited to draw their perfect representation of body beauties. - Participants can work either in pairs or individually (no more than 2 persons if teams are created - it's important to preserve the perception of one person has on the world) 4. Draws will be compared and it will be pointed to the common traits of the portraits. Launch the debate: What do you think about one's draw and about your own? Who do you think will be the closest to reality? Do you think there is only one beauty? ? What are the beauty characteristics of every area? (...) 5. The facilitator will show different body standards around the globe and from different periods. - The portraits will be famous figures from the cultural and cinema scene that represent canons of beauty from their time and per area. There can be a session for Egyptian beauty, African beauty, Japanese beauty, Occidental beauty, etc. A conversation about why people tend in general to concentrate on one specific type of body image when we think about beauties will bridge to concepts about body positiveness, body shaming, diversity, and discrimination. - (how is the media involved in these "beauty patterns"? What would you do to improve the sector of cinema, ads, and the fashion industry? What are usual body complexes?) 6. As a last step, participants will be invited to think about a new representation of beauty for the year 2050 and will draw it all together (or in groups, depending on the number of participants). 7. The debriefing will be made and the feedback about the activity will be collected. |
| Training Design and Delivery | <p>The training activity should be implemented in a room where participants have support to draw (on the floor or on tables/chairs). The first part of the activity can be led in small groups or individually depending on the number of participants.</p> <p>The length of the activity will depend on the participation and the engagement on the discussion of the participants but should not pass 1h30.</p> <p>Each step of the activity should be followed by a debriefing that will help to monitor the learning outputs.</p> |
| Training Environment | <p>The training activity should be implemented in a room where participants have support to draw (on the floor or on tables/chairs). To enrich the activity, pictures of icons of beauties from different parts of the globe and from different periods should be printed in advance.</p> |
| Monitoring, Evaluation, and Improvements | <p>Each step of the activity should be followed by a debriefing that will help to monitor the learning outputs.</p> |

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| | <p>The success of the activity will be also evaluated via a survey and with a non-formal evaluation activity to get participant's feedback.</p> <p>As a conclusion,, a discussion about perception and interpretation about what is beautiful or not may rise leading to concepts about tolerance, acceptance, and diversity.</p> |
| <p>Financial Resources</p> | <p>No specific material is needed. If possible to print pictures of different body representations will turn the activity more completed.</p> <p>Others: pencil, paper, colored pencils, resources to realise the signs.</p> |
| <p>Related website(s)</p> | <p>https://youtu.be/Xrp0zJZu0a4</p> |



| STORYTELLING | |
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| Target audience | Youth Workers |
| Learning Aims and Objectives | Participants to understand the impact of hate speech upon an individual's life including emotional wellbeing and challenges through creating a narrative for a fictional individual Understand the response to hate speech and how to support an individual to overcome challenges |
| Content of learning activity | Understanding of the impact of hate speech, recognizing individual needs, emotional intelligence |
| Target group | Young People |
| Results and Impact of the Training | This is a non-confrontational approach allowing issues to be explored using a character rather than a real-life case study. However, what you will see emerging is the lives of young people in the character which creates the basis for a needs assessment and an understanding of the issues affecting the lives of young people and stimulates conversation. 1-2h. |
| Success Factors | Peer Led, Non-Confrontational, story telling |
| Description of the Training Activity | This training activity enables young people to create scenarios of hate speech and detail the impact upon the individual and support a solution focused approach to enable the young person to tell a story through a character, change the narrative to create a positive outcome. |
| Training Design and Delivery | <p><u>Preparation:</u></p> <p>Ask participants to either individually draw an outline of a young person who has been subjected to hate speech on A3 sized paper, ask them to provide their character with a name, an age and identity.</p> <p>Ask young people to create a scenario whereby an incident of hate speech occurred including who was involved and how they felt during and after the incident.</p> <p>This activity will focus on key aspects of the body- firstly the facilitator will focus upon the heart.</p> <p>Learners will be asked to explore what is in the HEART of their young person, what makes them happy? What is important to them? What are their passions and values? How has a person who has been affected by hate speech impacted on these values and passions?</p> <p>Learners will be asked to explore the HEAD; what emotions does their young person have? what do they feel? How has being subjected to hate speech make them feel and change their attitudes to the rest of the world?</p> <p>Learners will be asked to explore the EYES; what visions does their young person have for the future? What do they want to achieve? Where do they see their life heading?</p> <p>Learners will then be asked to think outside of the BODY, what external factors do they have in their life? Who do they live with? How is their physical and mental health? What difficulties are they experiencing in their lives?</p> <p>Learners will then explore the HANDS, what practical skills and competences does this person have? What is their career/education aspirations and what skills would they like to develop? How has this been impacted?</p> <p>Learners will then be guided to the HIPS, what support needs do they have? What do they require help with? Who do they have or would like to have to support them?</p> <p>Learners will then be guided to the FEET; what 3 key actions could a Youth Worker help support in overcoming challenges? What are the next steps?</p> |

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| | Learners are then invited to come back together as a whole group and introduce their young person to the group detailing all the key parts of the body. |
| Training Environment | This activity can be delivered online or face to face, in a group situation or one to one |
| Monitoring, Evaluation, and Improvements | <p>It is the role of the youth worker to encourage questions about characters once young people have presented them. The focus should be on narratives and alternative narratives and capturing emotions of their character.</p> <p>After undertaking this activity, young people can be invited to develop an action plan for their character or indeed themselves with support of their youth worker</p> |
| Financial Resources | Minimal Costs including resources such as paper and pens |
| Related website(s) | http://www.c-linq.nl/wp-content/uploads/2012/05/Blagg-final-report.pdf |

NAVIGATING THE EMOTIONAL WORLD

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| Target audience | Youth Workers |
| Learning Aims and Objectives | <p>Aim: To learn how to foster emotional intelligence and build emotional resilience in young people.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand what EI is and why it is important. 2. To learn how EI can build young people’s resilience in face of hate speech. 3. To develop EI self-awareness. 4. To learn how to develop the four components of EI in practical ways. |
| Content of learning activity | <p>This activity consists in a brief introduction to EI and a series of short exercises that boost youth workers’ awareness while can be replicated with young people.</p> <p>This could be the first of a series of other workshops.</p> <p>Skills and competences addressed:</p> <ul style="list-style-type: none"> • Knowledge of basic concepts related to EI. • Emotional awareness. • Body awareness. • Knowledge of emotional self-regulation strategies. • Empathy and listening. • Give and receive feedback. |
| Target group | Youth workers and young people |
| Results and Impact of the Training | It’s expected the workshop will increase the capacity to understand the emotional world and be aware of the impact of hate speech situations on thought (about the self and others) and how these influence emotions. |
| Success Factors | <p>To understand how emotions may hinder an appropriate immediate response or influence well-being in the short and long term, is also very important.</p> <p>To be able to care for the own emotions it’s key to improve well-being and self-esteem and decrease the impact of hate speech in the inner world.</p> <p>It’s innovative in the sense that we can’t find very often activities that address the emotional world as a resource to fight hate speech.</p> |
| Description of the Training Activity | <p>a. The training activity is designed based on the manual “Improve your emotional intelligence” (Christine Wilding, 2013, Italian version) and delivered based on non-formal education principles and approach.</p> |
| Training Design and Delivery | <p>b. The training activity environment should be based on a human rights approach: open, warm, acceptant, welcoming, safe, full of possibilities of being and doing with no judgement.</p> <p>c. To monitor and evaluate the activity it’s possible to use the short questionnaire (see 2) below) and ask participants to fill it again just after the end of the workshop or after few weeks. As well, it’s possible to create a short feedback questionnaire to send participants few weeks after the workshop.</p> <p>1. Introduction to emotional intelligence (EI) and related concepts (20’): emotional resilience, emotional sabotage, the four dimensions of EI, and why EI can be useful to young people in case of facing hate speech. → Use an open approach and create debate while explaining.</p> |
| | <p>2. EI questionnaire (20’): introduce a brief questionnaire to warm up and start to raise self-awareness on EI competences.</p> <p>Share results of questionnaire and invite to share personal situations when emotions had a negative and positive effect on the outcome.</p> |

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| | <p>3. The four dimensions of EI: practice!!</p> <p><u>Self-awareness (15')</u>: short, guided meditation to focus on body, mind and feelings and therefore learn to be more present and self-aware.</p> <p>Option B) for longer workshops (+15'): After the meditation ask participants to draw themselves and write the thoughts they have identified, to color the feelings and locate them in the body parts and to mark the places of tension in their body.</p> <p><u>Self-regulation (20')</u>: interview in pairs to complete sentences to create awareness of the relation between situations, emotions and behavior.</p> <p>Examples:</p> <p>When I feel angry I ...</p> <p>I feel frustrated when ...</p> <p>If I think a friend did something that hurtled me out of disrespect I ...</p> <p>...When I feel ashamed I ...</p> <p>Share in plenary and start a discussion on the capacity to manage difficult emotions, what strategies and experiences participants have.</p> <p>Share the triangle Situation → Emotion → Behavior to conclude.</p> <p><u>Empathy & Social abilities (30')</u>: In the same pairs share a short story about the (in)capacity to regulate emotions. Each participant in the pair listen to each other and after that complete a “empathy and social abilities checklist” about the other and based on that give feedback to each other. If needed give a brief on how to give and receive feedback.</p> <p>Close with a plenary session on the last exercise and after on the entire workshop.</p> <p>4. If needed or possible it would be relevant to focus on some self-regulation tools:</p> <ul style="list-style-type: none"> • Relaxation • Deep breathing • Humor • Question your thoughts <p>This should be a brief intro as to focus on all these should be another session. As well, depending on the group, another session could focus on emotions identification and deepen self-awareness on emotional reactions.</p> |
| <p>Training Environment</p> | <ul style="list-style-type: none"> • One or two trainers-facilitators maxima. • Room with enough space for a circle of maximum 20 participants, better 12-15. • Basic materials: stationery, flipchart stand and paper, markers, printed handouts. |
| <p>Monitoring, Evaluation, and Improvements</p> | <p>Immediate feedback can be asked to participants at the end of the workshop and of course the trainers can also do their own evaluation. Some indicators of quality or success could be:</p> <ul style="list-style-type: none"> • Number of interactions. • The content of the interactions: self-disclosure, self-discovery, new insights, and awareness. • Time management. • Climate of safety: quantity and content of interactions. • Results of activities: does results respect the original objective? |
| <p>Financial Resources</p> | <p>Low-cost implementation</p> |

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| Related website(s) | www.teachyourself.co.uk https://positivepsychology.com/category/emotional-intelligence/ |
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Ana Afonso

President and Trainer/youth worker – Novo Mundo Azul

5.0 ★ ★ ★ ★ ★

"To me it was important to confirm that emotional intelligence tools could be useful for young people to build their resilience in face of hate speech situations.

The target group was young women who have faced sexist hate speech in Italy, where I work. We held a workshop on tools to build resilience and protect yourself in online and offline sexist hate speech.

Usually the young women I work with in Cammarata (Sicily), Italy, felt very powerless in face of sexist hate speech. This is natural as, as women, we can never get used to being disliked because we are women, or being harassed because we are not fitting the "woman expected characteristics".

Through the series of workshops, including one where I used the tool "Navigating the emotional world" but also other tools such as master suppression techniques and counter narratives training, they start to feel more confident not only on how to reply but also on how to deal with the arising emotions.

The fact I could use the work developed by RAISE! in my own work was a great chance to build on other organisations work, test it and give useful feedback.

I feel RAISE! has been developing a series of useful and quality material on fighting hate speech and I would recommend it to other organisations!

I work with young women aged 16-30 and they don't belong to any specific groups with concrete vulnerabilities. They are from the innerland of Sicily, Italy.

In the session when the activity was proposed participants reflected a lot about the importance to cope with their emotions in order to be able to reply to a certain situation when they feel target of hate. To have the possibility to reflect beforehand on the triggers of anger, on possible ways to cope with it and to try breathing as a tool to cope with emotions was for them a good learning opportunity."

HATE SPEECH RESILIENCE

SELF-ESTEEM

EMOTIONAL LEARNING

Sandra Artime Lueje

Youth Technician at Cruz Roja Juventud Gijón

5.0 ★ ★ ★ ★ ★

"Stereotypes and prejudices are deeply rooted in our society and perpetuated by the media, thus it is important to work on deconstructing those ideas and realising that critical thinking is an indispensable skill to apply in our everyday life, especially for younger people who may be more gullible. The tools developed under the RAISE! Project can help us work with the latter to detect hidden racism in our society.

My collaboration with the RAISE! Project started in August 2020 when Julia, the project manager at Mar Violeta approached us to introduce the project and the activities that were being developed to work on hate speech with youngsters, that we then applied with our groups.

We implemented these activities several times, during the summer of 2020 and 2021 twice with our summer camps, formed by youngsters from 8 to 17 years old, and also in August 2020 with a group of 18-year-old Muslims.

We met with the 18-year-old group every Saturday to analyse the racism underlying in the headlines of different newspapers and online articles, and it was a very successful activity, because overtime they were able to develop their critical thinking with regards to the media and the information that is pushed onto us every day, and to recognise those racist prejudices and stereotypes that are used. This activity also changed their mentality with certain issues that they did not see before.

We also really like it because it is an activity that requires a lot of responsiveness from the participants' side, it makes them think and be involved instead of just receiving a theoretical lecture and not taking anything with them.

I have already recommended RAISE! to another colleague at our local chapter of the Red Cross in Gijón who is in another plan, and they use it to work with both youngsters and adults. And if I came across the opportunity of sharing the tools with other colleagues, I would.

The workshops involved different target groups from the local community, some belonging to the summer camp that the Red Cross organises in Gijón for a few weeks, and others belonging to more permanent activities. Both belonging or not to minorities. The aim of the workshops was to develop their critical thinking with regards to the media, understand prejudices and stereotypes and how they perpetuate racism and hate speech towards different minorities.

By examining headlines of different newspapers and online articles they were able to identify these underlying issues that had managed to slip by unnoticed by them before, changing their mentalities and the influence that the media have on them now, understanding their role on society and how to combat racism through journalism."

RACISM

HATE SPEECH

Luanna Vilaca

Volunteer

5.0 ★ ★ ★ ★ ★

"Prejudices are everywhere and in every social relationship, the youth is not spared. However, they are often a minimum aware of the consequences and danger of fueling them as they might lead to hate speech or hate crimes. It remains important that youth workers intervene frequently in order to deconstruct some stereotypes that might appear harmless, hence the utility of having RAISE tools. Moreover, youth are often aware of the prejudices targeting their identities but might have difficulties to discern the ones they might perpetuate.

I started working with the RAISE project during my volunteering program this year at ANI-International. I am not working on the RAISE project but used the tool when conducting activities with the youth in a program of professional reintegration ("passerelle vers le monde professionnel") taking place every two months and organised by a local partner (Mission Locale de Paris).

We implemented a RAISE activity on Islamophobia for the first time this December during a 2-hours workshop on discriminations with a few young men aged from 17 to 19 years old in Paris. We had to adapt the methodology to the group and the program format.

We met the group for the 1st time a few days before this workshop, which helped the young participants identify our role as youth workers. The role of that specific workshop is to raise awareness about the importance of knowing the meaning of discriminations and prejudices, their consequences and the legal recourse existing if they face or witness discriminations. They showed interest in learning about racial discriminations (none of the participants were white) but some reluctance to acknowledge their own biases (especially sexist ones). Thus, the youth workers guided the discussion for the youth to recognize their own prejudices (many had difficulties or clear reluctance to do so).

Choosing an activity on Islamophobia helped them get in the discussion as most of the participants were aware of this discriminations and even victims sometimes. Using this RAISE activity opened a debate on racial prejudices.

However, we did not adapt the activity perfectly for this group as the discussions were sometimes difficult to launch and some participants appeared not interested in the topic.

This activity involved young men (17 to 19 years old) from disadvantaged districts in Paris called "quartier politiques de la ville" with academic difficulties (most were dropped out), they all had issues with the justice and were racialised (black and brown skinned), thus with a direct experience with discriminations and prejudices. This workshop aimed at helping them to grasp the meaning of discriminations and work against it (at least, stop perpetuating some prejudices).

The activity was based on the creation of an alternative narrative based on a Islamophobic narration. The participants understood the narration and agreed on the Islamophobic part of it, but they had some difficulties understanding the concept of an alternative narrative. The activity should be more adapted to the different public next time, especially the definitions of the terms."

PREJUDICES

DISCRIMINATIONS

ISLAMOPHOBIA

Roberta Montagno

"I am a Chemical Engineer and European Project Manager by training, but a Youth Worker at heart! I care deeply about equality and the fight against discrimination, especially among youth communities, so you can imagine my happiness as soon as I learnt about the RAISE! project and its great strides for the prevention and counteraction of hate speech."

5.0 ★ ★ ★ ★ ★

"The fight against hate speech is strictly linked and interconnected to several other important issues at societal level, especially in youth work: inclusion and diversity, support of vulnerable groups and sensitisation of young people on the core themes of globalised and digitalised modern societies. So, the tools and approaches against hate speech developed and proposed by the RAISE! project have a high potential for transferability to several other different but adjacent issues, levels of actions, other professional and social contexts, local territories and Countries in and outside of the EU.

I have first come into contact with the RAISE project as a young participant in one of the local trainings. I later developed an interest in the project and its contribution to equality through the fight against hate speech, so I chose to dive deeper into its tools and methodologies. I have been delighted to find that, in addition to the information and competences I had acquired as a young learner, I could also integrate the RAISE! approach into my professional practice as a project manager and youth worker, as a result of the use of the Toolbox for youth workers to build resilience of young people against hate speech. I decided to test it out: on one occasion, I had to plan and deliver a storytelling workshop session involving and bringing together young migrants and locals in order to create meaningful dialogue and connection in my local youth community, so I designed the event keeping in mind the content of the RAISE! Toolbox.

As part of the activities I am implementing for an Erasmus+ project, I adopted and adapted some of the content of the RAISE! Toolbox for the facilitation of a workshop. The project is aimed at strengthening the connection between young refugees, asylum seekers, migrants and young people in the EU through creative work and cultural activities thus fostering social inclusion and multicultural dialogue. The workshop had to be held online due to Covid-19 restriction, but it took place in the Italian sphere, although "virtually". During the session, participants had the opportunity to engage with other young people from different social and cultural backgrounds through storytelling activities, strengthening their sense of belonging to the local community and values such as inclusiveness, pluralism and mutual understanding.

STORYTELLING

MIGRATION

In order to plan the facilitation of the workshop on my part, I heavily relied on the reflections contained in the Toolbox regarding the profile of a youth professional, the principles of non-formal education and of intercultural learning, and the value of equality and diversity in the youth sector. In addition, since the workshop was meant to revolve around storytelling activities, I used slight adaptations of the activities "Narratives through storytelling" and "Recognise your stereotypes", and I made sure to also guide the conversation in the direction of discussing the issue of hate speech as I believe it is an important component of any person's story, especially a young migrant's.

The workshop involved young people from different backgrounds, both migrants and locals, with the aim of strengthening ties amongst them and deepening their sense of belonging to the local community, enhancing values such as inclusiveness, pluralism and mutual understanding, all at the foundation of the prevention of hate.

Participants were guided to reflect on the dangers of a univocal narrative and one-dimensional media representation of migration and ethnic diversity, leading to generalisation, assumptions, stereotypization and prejudice about groups of people.

From the different activities encouraging participants to share their own stories and experiences, also in terms of hate speech, and from the final creation of a character's story, a very common feeling of exclusion emerged: a narration of the suffering caused by stereotypes still often too present and the hardship of dealing with being on the receiving end of hatred. However, a strong desire to overcome obstacles despite adverse conditions also emerged and the importance of sharing one's stories with others in order to foster awareness and change."

INTEGRATION AND
INCLUSION

Panos Skepadianos

"I am volunteer coordinator. For me, youth work means fun. Don't get me wrong. It's not that I don't see my job seriously, It's just that I prefer to see it in a romanticised way. You don't just see it as a job, you don't just do it to guide them, you do it to give them hope and in the end, they are the ones that give you hope instead. "

5.0 ★ ★ ★ ★ ★

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I came in contact with the RAISE! project through our partner organization USB in Thessaloniki. I was asked to learn more about the project and what it stands for so I can later evaluate its outcomes as an external feedback let's say. Through that, I could learn more about the methodologies suggested by the partners of the project and perhaps try to include some of them in my practices, testing them on my working style and even adjusting them when needed.

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LGBTQI+

DIVERSITY

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The workshop involved young people from different backgrounds, both migrants and locals, with the aim of strengthening ties amongst them and deepening their sense of belonging to the local community, enhancing values such as inclusiveness, pluralism and mutual understanding, all at the foundation of the prevention of hate. Participants were guided to reflect on the dangers of a univocal narrative and one-dimensional media representation of migration and ethnic diversity, leading to generalisation, assumptions, stereotypization and prejudice about groups of people. From the different activities encouraging participants to share their own stories and experiences, also in terms of hate speech, and from the final creation of a character's story, a very common feeling of exclusion emerged: a narration of the suffering caused by stereotypes still often too present and the hardship of dealing with being on the receiving end of hatred. However, a strong desire to overcome obstacles despite adverse conditions also emerged and the importance of sharing one's stories with others in order to foster awareness and change."

EQUALITY AND INCLUSION

Zach Piazas

"I have been in the project management department in USB for almost a year. My involvement there is my first professional experience with youth work, after a year of volunteering abroad where my passion for the field sparked. RAISE was one of the very first projects I got my hands on, and for which I put myself into. Hate speech has been a sensitive topic for me and this project has helped me set it in my mind in a clearer way, and to find ways to prevent it."

5.0 ★ ★ ★ ★ ★

"The fight against hate speech is strictly linked and interconnected to several other important issues at societal level, especially in youth work: inclusion and diversity, support of vulnerable groups and sensitisation of young people on the core themes of globalised and digitalised modern societies. So, the tools and approaches against hate speech developed and proposed by the RAISE! project have a high potential for transferability to several other different but adjacent issues, levels of actions, other professional and social contexts, local territories and Countries in and outside of the EU.

During the spring of 2021 I was recruiting a team of young volunteers for an Erasmus+ project, together with a fellow youth worker. The project's aim was to create a group of local volunteers that would promote social inclusion through art, and for that purpose, the young people consisting the team had to be trained on the concept. The young people were 6 locals living in Thessaloniki and 1 international volunteer that was there at the time. The training was intended to prepare young people to create their own events that would consist of an open space for expression, sharing and art.

The preparation of the young people that would introduce them to new insights on art, inclusion and interculturality consisted of a series of workshops. Cultural awareness and respect, as well as self-reflection on behaviours around intercultural diversity and interculturality, where aspects that were explored during the training. For the purpose of reinforcing tolerance towards different cultures, an activity of the RAISE IO2's toolbox was used - Culture of the Nailartsua. The activity proved to be very effective in creating awareness on young people of how they might view other cultures as strange whilst their own culture might seem strange to others. This increased their sensitivity in accepting differences and raised their curiosity to reflect on their own perceptions and habits.

The series of workshops was conducted by 2 youth workers of USB, Zach Piazas and Chiara Parrucci. The 7 young people that were participating were living in Thessaloniki and had showed interest in creating events that would promote social inclusion through art, by creating a space for expression."

IDENTITY AND SELF-AWARENESS

INTEGRATION AND
INCLUSION

CULTURAL AWARENESS AND
UNDERSTANDING



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RAISE

Raising Awareness for
Inclusive Societies Expression

Toolbox for youth workers to build resilience of young people against hate speech

ERASMUS+ Project Number 2019-1-FR02-KA205-015865

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