Youth* Worker 2.0

TACKLING DISCRIMINATION ON INTERNATIONAL YOUTH PROJECTS

A GUIDE

Contents

1.

INTRODUCTION AND BACKGROUND

Introduction

Once upon a time, there was an international youth project with several situations negatively influencing the group of participants. With this as a starting point, the coordinating organisation INEX-SDA started to observe the needs of leaders and trainers in their network, communicate with possible partner organisations and came up with idea of a series of three training courses, focused on the most pressing issues to deal with when working with groups of participants – complicated situations, social inclusion, and creation of discrimination sensitive spaces That's how the project 'Youthworker 2.0' came to life. Its aim is to support quality youth work by raising competencies of youth workers in the networks of all the organisations involved.

The third training course, during which this booklet was created, was held from 4th to 11th June 2017 in Albrechtova vyhlídka, Frýdlant, Czech Republic. 25 participants from 6 countries and 4 trainers worked for a week on various topics connected to discrimination and power structures.

The participants of this training (youth leaders and youth workers) are now better prepared to reflect the discriminatory behaviour in themselves and in the groups they work with. They have ideas how to prevent discrimination and work with the topic at various times during a voluntary project. During the training course, most of the participants started to put together educational methods focused on different aspects of discrimination and practice them with others at the course. Over the duration of the training course, they...
- reflected their own positionalities in various power structures, stereotypes and ways of thinking which might lead to discrimination;
- improved their self-confidence in working with groups;
- learned how to create anti-discriminatory spaces on voluntary projects and practiced some educational methods and tools;
- and had space for sharing experience in international context.

This booklet is a result of this inspiring and fruitful week together in the Czech Republic and the 30 minds that came together during that special time. Hopefully, it will be useful for other leaders and trainers both within and outside the Alliance network. Enjoy!

Participating organisations

The Alliance of European Voluntary Service Organisations is an International Non-Governmental Youth Organisation that represents national organisations which promote intercultural education, understanding and peace through voluntary service. The Alliance, founded in 1982, is presently made up of full, associate and candidate members in 28 countries worldwide.

Each member organisation runs an annual programme of International Voluntary Projects in their own country and exchanges volunteers with each other following the Alliance Quality Charter that stresses on the added value of volunteering, its educational aspect and on following quality standards agreed by members.

The way the Alliance considers participation is reflected in the management of the network. Based on democratic structure, Alliance works on its initiatives through an annual plan of action thanks to voluntary participation of staff and board members, active volunteers of the member organisations to 8 different committees and working groups.
www.alliance-network.eu/alliance-quality-charter-ivs/

INEX-SDA is a non-governmental and non-profit organization, established in 1991 that focuses on the field of both volunteering and non-formal learning. Its mission is to initiate and foster an open-minded society and active citizenship by organizing and implementing volunteering projects, educational activities and campaigns not only in the Czech Republic, but elsewhere.

In various regions of the Czech Republic, INEX-SDA organizes international volunteer projects and social integration programs, environmental education and rural development. Besides sending volunteers abroad and coordinating projects in the Czech Republic, the non-profit organization initiates and maintains educational activities (both development and intercultural ones), and campaigns (GLEN, Football for Development), including inclusive volunteering. Moreover, it provides space for the development of volunteer's own activities in the Volunteer Club. INEX-SDA is the main organiser of the YouthWorker 2.0 project.
Website: www.inexsda.cz
Facebook: www.facebook.com/inexsda/

Egyesek Youth Association is a group of active, passionate and committed youth workers, trainers, coaches and volunteers. Its mission is to inspire, empower and support youth in successfully taking responsibility in their lives and the lives of their communities, which will happen through

local, national and international programmes such as trainings, youth exchanges, voluntary camps and community development projects.

The activities are based on non-formal learning methods with a strong emphasis on the personal and professional development of individuals, youth workers, leaders and NGOs. Within the activities, a non-formal international network was established, connecting other non-profit organizations which share the same values. Egyesek Youth Association cooperates with them regarding youth projects and provides a professional support in the field of youth work, coaching or internships.

Egyesek Youth Association has a lot of experience in youth projects, especially in training and exchanges that involve topics such as dance, media and communication. Moreover, as a member of International Synergy Group, personal development trainings are often organized. Egyesek is also a candidate member in Alliance of European Voluntary Service Organisations and a full member in CCIVS.
Website: www.egyesek.hu
Facebook: www.facebook.com/egyesek
Vimeo: www.vimeo.com/egyesek

Legambiente is an Italian environmental association who bases its activities on scientific environmentalistics. The association is an Alliance and CCIVS (Co-ordinating Committee for International Voluntary Service) member.

The activities come out in different ways: environmental monitoring, awareness campaigns, voluntary ones, workcamps for children, youth, adults and families, lobbying addressing decision makers, drafting of scientific reports and policy papers. Legambiente works with a keen eye on children and youth because the association is aware that this is the way to build a better future.
Website: international.legambiente.it/
Facebook: www.facebook.com/legambiente.onlus

Xchange Scotland has 10 years of experience in delivering international projects for volunteers. It aims to inspire international volunteering around the world and around the corner, as it was set up by young Scottish people in 2007 to help other see the world and develop communities along the way.

The organization sends volunteers to take part in short-term workcamps organized by international partner organisations and also hosts a number of these projects in Scotland each year. It has also been an active sending and hosting organisation for EVS (one of the most active ones in Scotland), with plenty of volunteers (both as individuals and groups) sent and

hosted short and long-term. As well, it sends groups on Youth Exchanges under the Erasmus+ programme and runs non-formal global educational workshops with both young people and adults around the topics of intercultural education, citizenship and anit-sectarianism. Xchange Scotland has worked with schools, youth organisations, resident forums, arts organisations and informal groups across Scotland with their global education work.
Website: www.xchangescotland.org
Facebook: www.facebook.com/xchangescotland

ELIX Greece (former PEEP) was founded in 1987 after personal initiative of Mrs Eleni Gazi. Her contribution in an international Voluntary Work program in Spain motivated her to constitute the organization, so that the chance is given to more people to live a similar experience, resulting in the greater promotion of Voluntary Service.

The Non-Governmental Organisation ELIX has been cultivating voluntary conscience and promoting voluntary service since then. ELIX's main target is the development of the individual person and their evolution as a citizen of the world through their active participation in public life.

From the founding of the organization in 1987 till 2007, 284 voluntary work programs were organized in 104 areas of Greece. More than 5200 young people participated in workcamps in Greece and abroad. Moreover, ELIX is involved in the European Voluntary Service and organizes educational seminars concerning the coordination of international groups of volunteers, intercultural education etc.
Website: http://www.elix.org.gr
Facebook: https://www.facebook.com/ELIX.Greece/

Young Researchers of Serbia (Mladi istraživaci Srbije) is a non-profit, non-governmental organization founded in 1976 whose main aims are environmental protection, environmental education, youth exchange and work with young people as well as promotion of sustainable development, scientific creativity and volunteering.

As an umbrella organization, it gathers 26 clubs and societies from all over Serbia, such as Geographic Exploring Association, Student's Biological Research Society, Ethno Club etc, whose members take active part in the activities, among which you may participate in research camps, eco-schools, campaigns, volunteers' exchanges including both hosting and sending EVS volunteers, trainings, international workcamps and international cooperation.
Websites: www.mis.org.rs
Facebook: www.facebook.com/mladiistrazivacisrbije

Erasmus+

Erasmus+ is a programme of European Commission focused on education. It was established as the result of the integration of the European Commission's predecessor programmes including the Lifelong Learning Programme, Youth in Action, Leonardo da Vinci, Comenius, Erasmus Mundus and many others.

The main priorities contain raising quality in formal and non-formal education, support of social inclusion and equity, focus on employability of young people, and education of active, responsible citizens.

An overview of the three main Actions has been presented and discussed throughout the training; mainly Mobility for Young People and Youth Workers (Key Action 1) has been very interesting for the participants of the training.

It contains many opportunities for themselves and the young people they work with (especially Youth Exchanges and EVS).

The YouthWorker 2.0 project is funded via the Erasmus+ programme, under Key Action 1 (Youth).

2.

GUIDING
IDEAS

How we think

Before we dived into the topics of discrimination, we started with an activity focused on how our mind process the world around us. In relation to recent research on what affects individuals' beliefs and actions in terms of discrimination, we were talking about:
- Tricks of the eye (Trompe l'oeil);
- Gap between perceptions and truth;
- How easily influenced we are by 'irrational' external factors;
- What has identity got to do with this - the Preservation of Self (Goffman/Giddins);
- Confirmation Bias & Availability Bias (Taverksy & Kahneman).

After the presentation, we read quotes and images on the wall from Beau Lotto's book 'Deviate'. Participants went around reading them and then congregated around the one they wanted to talk about more. In the groups, the quote was used as a stimulus for discussion on questions such as: What do you think about it? Do you agree? Why? What does it make you think of in your life and experiences? Thinking of your life and experiences, as a group come up with reasons why changes of mind take place / why positions are formed. Each group presented back and together we debriefed on what really affects our beliefs and actions and what conclusions should we take from this in terms of our practice and plans for workshops and anti-discrimination practice.

"The barrier to accepting the full humanity of others is often a lack of awareness of our own humanity, since our overriding impression is that what we see, hear, and know is the world as it really is. But we don't, which I hope inspires compassion. Approaching conflict with doubt is not just possible but ideal." Beau Lotto.

DISCRIMINATION

DENYING RIGHTS TO OTHERS THROUGH VIOLENCE. IT CAN BE FOR DIFFERENT ETHNICITY, LANGUAGE AND CULTURE, RELIGION AND BELIEFS

What is discrimination?

Participants of the training were asked to brainstorm on the topic of discrimination: 'What does discrimination mean to you?' All the different thoughts were collected to make it possible to see different points of view, focusing on what does or doesn't this concept include. Participants had different opinions on what discrimination is. Some focused on the **isolation** felt by the target, others focused on the **fear** often based on **prejudices**. This heterogenicity of opinions is strictly related to all the different **power structures** - the structure or distribution of power and authority in a community.

At the end of the brainstorming, one general definition of discrimination was presented:

"Discrimination is a differential allocation of goods, resources and services and the limitation of access to full participation in society, based on individual membership of a particular social group,the unequal and differential treatment of others based on prejudiced thoughts or attitudes, usually resulting in negative or hostile actions towards minority groups in areas of education, employment, accommodation, health care, and access to goods and services."

This can be summed up by the formulation: **Prejudice + Power to act = Discrimination**

This process may cover potentially all levels of society, from macro to micro. Discrimination can be perpetuated through institutions, to interpersonal level focusing at the end on the individual.

Examples of **groups being discriminated against**, discussed in the session: disabled people, women, ethnic minorities, LGBTQ collectives, refugees and immigrants, animals, children, people not supporting specific political parties, addicted people, homeless, etc.

At this point, it was interesting to listen one of the participants including "wealth" people too in this category. Not all the participants agreed and it was the occasion to start a discussion related to the "power to act" component of discrimination (related to the definition above). Being an ambivalent process, it's clear that discrimination can involve everyone. It's clear that for:
· some categories you can move **in and out of**; some apply only part of your life;
· some categories are invisible; some can be hidden, others are obvious;
· some categories are temporary while others are permanent;
· many people could find themselves **in more than one kind** of discriminatory category.

Discrimination...

- Can be **direct**: when it's clear what is happening, such as hate-speech.

- Can be **indirect**: when discrimination is perpetuated through indirect means (for example, bureaucracy issues, or denying of rights to minorities), generally this is a subtle process.

- Can be **unintentional**: when the agent is not aware about the discrimination they are perpetuating, often because of assumptions about certain groups of people that became the status quo in a society.

- Can be **normalized**: when some prejudice is so deep inside a society that they become normalized and are rarely questioned.

- Can be **internalized** by members of the discriminated group. The discrimination is so deeply rooted in the society that the members of the discriminated group are socialized to see themselves under the same discriminatory lens.

- Can be **institutional**: institutional discrimination is built into the normal working relationships of institutions, its perpetuation requires only that people continue "business as usual."

Power structures and positionalities

During a discriminatory act there is always an **agent** (or more agents) and a **target** (or more targets). The discriminatory agent can be usually a dominant social group, privileged by birth, or acquisition that willingly or unwillingly try to exploit a target. The targets can be all of kind social identities which are marginalized, oppressed by agent's actions and institutions. Individual identities are composed of many layers and we can be priviledged through belonging to certain "group" while discriminated against through belonging to another (simplified example could be "white working class woman", being priviledged for her whiteness, however discriminated against as a woman and labourer). Discriminations we experience are influenced by intersection of different power relations we are part of.

As we stated earlier, not all forms of oppression and discrimination in the society are obvious to all its members (we were socialized into the system of normalized and institutionalized discriminations). Therefore it is a huge piece of work for each of us to discover our "blind spots" and reflect upon them. When working as a facilitator of anti-discriminatory work, it is important to be conscious about own positionalities and be transparent about them to the group, because our different positionalities influence the perspective from which we see and experience world.

"

Priveleges prevent us from seeing and empathisisng with those who are less priveleged or not priveleged at all

"

Exercises to build understanding

Being discriminated against

Re-living a situation in which we were discriminated against requires some space and time to work and think alone. Therefore we got separate papers with questions to help us describe a situation in which we were discriminated against, the feelings that came with that and the strategies we used. We also had to think about the power structure that caused the discrimination - which was really food for thought, since it made us realize that the agent needs the target to have power. As victims of discrimination we can fight it with being aware of our own power which makes the agent less powerful. We also had to think about ways we could have handled the situation differently, which, after realizing that power structure is an always changing system, led us to come up with good strategies to fight against discrimination. Later on in small groups we put together these strategies.

Strategies we came up with to fight discrimination included: self-awareness, working on oneself, acknowledging feelings, understanding of context, empathy, finding safer spaces, speaking up, finding help, empowerment, learning coping techniques, resolving, and educating the agent.

Ways in which I have discriminated

Ways in which I have discriminated was an activity to do on our own. We got a sheet with questions helping us to think about a situation in which we had discriminated against someone or some group. We had to state how we felt, what the consequences of the action were and how other people reacted. We also had to come up with ways in which we could had handled the situation differently. Afterwards we got coupled together with another member of the group and used active listening to understand each others' stories. Through this activity we grew to understand the position of the agent, and that discrimination can sometimes be caused by frustration. We also learnt how we can fight discrimination by being aware of it.
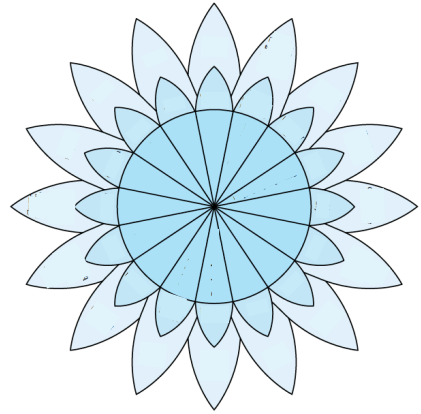
The Power Flower

The exercise aimed at showing positionalities in power structures. In the activity we were invited to consider if, in different situations, we were either in a position of:

(a) being part of an oppressed group (and can be therefore discriminated against - in a position of the target) or;
(b) being part of the privileged group in the power structure (and therefore being in a position holding the power to act).

How to complete the activity?

1. In the central circle of the Flower, participants are asked to write down various power structures, eg. gender, education, race/ethnicity, sexual orientation, health, able body, religion, marital status, origin, age, class, etc.

2. In the first round of petals, participants are asked to color petals in cases they are the Agent (the oppressor), defined as a person in privileged position being potentially able to discriminate.

3. In the outer round of petals, participants are asked to color petals in cases they are the Target (oppressed), defined as a person in a non-privileged position being discriminated against.

Notes:

(a) participants are invited to fill in the Power Flower Template having in mind one specific setting eg. personal environment or present group of people.

(b) it is advised that each participant performs this exercise individually, otherwise there is a risk of losing privacy, confidentiality and openness.

Exercise Outputs:

Participants commented on cases they were both the Agent and the Target. The majority of participants felt privileged, likely to behave as Agents. Nevertheless, being privileged - therefore an Agent does not mean that oppression/discrimination works automatically.

These exercises served as a tool for participants' reflection on various positionalities they find themselves in and about the ways these positionalities within different power relations influence the way they experience various social settings or situations.

3.

STRATEGIES
FOR REAL LIFE
SITUATIONS

Role-playing the possibilities

For this session of the training course, participants were separated into 4 groups, each having the task to choose a situation based on their experiences, where they were involved somehow in discrimination or were observers of the discrimination. Participants offered a situation in every group. Afterwards, each group chose one, so they had 4 situations in total. Every group performed their situations to a partner group as a role-play, then they discussed various possible causes of the situation, the immediate responses which could be done at the moment when this type of discrimination is happening, and long-term strategies to prevent such situations.

1st Performance:
SITUATION: Children wanting to play football in a refugee camp in Greece. The children are from different countries, religions and some of them do not want to play with each other due to religions and their countries of descent. The organizer feels nothing is working. When the situation happened in real life, the organizer simply gave the ball to the children who wanted to play and left the place.
CHARACTERS INVOLVED:
· Agent: Children
· Target: Children
· Observer: Organizer of the activity (volunteer)

CAUSES: internalised and normalised discrimination, family, bad experience of being discriminated against, frustration, social norms, need of protection and sense of belonging
RESPONSES:
· Try to understand the reason
· Find target/leaders, parents
· Involve professional workers in the refugee camp
· Challenging the group/individuals
STRATEGIES:
· Non-competitive activities
· Educational workshops
· Community building - Drama workshops
· Holistic approach (involve families)
· Football game as a unifying stage of the community building process

2nd Performance:

SITUATION: There's new employee in the office. The rest of the colleagues make fun out of him because he "smells bad". The manager is busy and has no time to introduce the staff member. Manager has the feeling that everything is fine.

CHARACTERS INVOLVED:
- Agent: Sarcastic person, Supportive person;
- Target: New employee;
- Observer: Person, who is uncomfortable with the situation.

CAUSES: One member of the staff instigated discrimination. New member is from a minority cultural background. The rest feel uncomfortable - perhaps coming from fear, racism, stereotypes and internalized discrimination. Strong power relations could also be a factor - uncomfortable feelings produced by having a new colleague.

RESPONSES:
- Introduce the new member to the staff properly;
- Create a space in which the new member can introduce himself to the others, sharing experiences and free time;
- Invite the instigator to share space with the new member (building understanding and empathy).

STRATEGIES:
- Spend more time with the new member;
- Set up rules to properly welcome new members to the staff (Anti-discrimination organizational culture).

3rd Performance:

SITUATION: Children discriminate against a child read as being 'foreign' at school. The teacher is not involved. The children mock the 'foreign' pupil because he is different from them (don't want to play with him). The 'foreign' pupil tells his parents about it when he gets home.

CHARACTERS INVOLVED:
- Agent: Children
- Target: Foreign Child
- Observer: Parents (later)

CAUSES: In this situation, causes may include children possessing discriminatory attitudes inherited from previous generations (such as their own parents). The unquesitoning reproduction of these attitudes could be part of the problem. Other causes may include ignorance and the culture of the school (anti-bullying policy and culture).

RESPONSES:
Directly on the spot at school, if teacher is not involved, only the discriminated person can challenge the oppressors.
STRATEGIES:
- Responsibility of the grown-ups
- Team building
- Raising awareness
- Empowerment of the child
- Support network, involve educator/pedagogy
- Community building for the parents
- Find out the real reasons
- Systemic approach, involving family

4th Performance:
SITUATION: In the kitchen, family situation. Wife prepares a meal that the husband doesn't like. Wife is intimidated and threatened by her husband. Son tries to protect his mother. Father is angry and gets even angrier.
CHARACTERS INVOLVED:
- Agent : Husband
- Target: Wife
- Observer: Son

CAUSES: Probable causes considered were toxic masculinity, patriarchy, unquestioned violence from men to women and the social invisibility of women.
RESPONSES:
- Defend and support the oppressed;
- Ask questions to both sides to understand their positions and identify real causes of the situation;
- Don't comment on the angry behavior, talk about it when the situation gets calmer.
Strategies:
If the situation has complicated, deep roots, discuss it with professionals - psychologists, social services. Work on changing the attitude that causes the aggressive behavior.

4.

PRACTICAL IDEAS FOR INTERNATIONAL VOLUNTARY PROJECTS

International volunteer projects

An international volunteer project brings participants from all over the world to work, live, learn, exchange their experiences and meet local people and life in a country of their choice. The first international volunteer project was organised in France in1920 by teenage volunteers from France and Germany. They wanted to reconstruct farms that were destroyed during the war. Today, there is huge number of international volunteer projects all over the world. Number of participants depends of camp, but there is usually 10- 20 people. They are older than 18, but the exception are teenage workcamps. Every camp has "campleader" (or campleaders), who take care of the group and the contact with the local organizers during the whole project. In this article you can find informations about structure of workcamp and some useful tips if you decided to be a campleader.

Phases of a workcamp
There are 5 phases of workcamp:
1)   Pre-arrival phase;
2)   Beginning of camp;
3)   Middle part of camp;
4)   End of camp;
5)   Next opportunities phase.

1) In the first phase campleader should contact volunteers, introduce himself/herself in an e-mail, ask them about arrival time and nutrition needs. Also, he/she could tell them to bring some food from their country, board games or anything else that represent them or their country. This part is very important for leader's preparation. Preparation include making plan for every day, preparing games, workshops and other activities those are planned to be realized during camp. Good preparation is almost half of well done job.

2) On first day, leaders should inform volunteers about aim of camp, present them rules and every day plan till the end of week and show them locations where they will work and spend free time. If they meet local area and people who are also included in realization of camp, they will feel more comfortable. If volunteers should prepare food by their own, on first day leaders should make kitchen and cleaning teams. International groups are made of people from different cultures who speak different languages, have different habits and expectations. Mission of leaders is to make a team. Teambuilding activities, name games and icebreakers could help with that. Whole workcamp is teambuilding activity, but beginning is the most important for making

connections between volunteers, but between leaders and volunteers too.

3) Coming days have the same base- breakfast, work, lunch, afternoon activities, dinner, evening activities. There is plenty of ideas for activities. They depend on the theme of camp, weather, group, leaders,... Different workshops could be organized (ecological, photo workshop, (anti) discrimination, ...). Activities that could be used for meeting local people are sport competitions, international evenings, excursions etc. Depending on duration of the workcamp, there are several evaluation and reflection moments. Using evaluation and reflection, campleaders get informations about volunteers impressions, feelings, proposals, problems in group,... Boxes where volunteers will put papers with answers on different questions are good way for getting feedback. Questions could be about accommodation, food, relationships in group, most interesting moments of day and a lot of other things. If camp lasts for 2 weeks, excursion is usually organised after first week. It depends of weather, duration of camp, number of excursions, working time of places that you would like to visit. Workcamps are great opportunity for discovering new places, countries, languages, for sharing experiences, stories and helping community. If you try to be part of group and not only leader and if you use your imagination and creativity, you will make great camp and volunteers will not forget it.

4) End of camp is usually part that no one likes. In this phase, leaders should know when participants are leaving so they could organize closing event. If someone is leaving earlier, then event should be earlier so everyone could take a part in it. There is final evaluation that everyone should do. That is usually official evaluation made by organisation. Although it's end of camp adventure, it's beginning of new experiences and discoveries.

5) After workcamp, it's time for new opportunities. Organisers and leaders can stay in touch with volunteers so they could share informations about next projects.

Stratgies to deal with discrimination

The participants were separated in 2 groups, each having a different task. One group with the topic "camp leaders" and another group with the topic "Workshops". One of the camp leaders group task was to talk about possible difficulties during the event and find solutions for the issues.

The group had 3 examples:
- Sexual harassment at the training (A guy entered in another participant's bed while she was sleeping);
- Group smoking weed (Including the leader) pushing someone to do it as well;
- Man discriminating women (He didn't let them work because they are weak women).

The participants came up with various strategies to solve these examples but they had to bear in mind some basic factors such as:
- Pre-Emptive factors (things that can prevent future problems);
- Organizational policy + procedures;
- Organizational culture + values;
- Group contract;
- Reflection moments, Reflection groups and Self-Awareness: Be aware of our own positionalities and prejudices in relation to the discrimination - Be conscious of the context of the event / project;
- Exploring cultural backgrounds + 'expected behaviors';
- Self-confidence levels in acting;
- Be aware of own 'limits'.

Clarified the premises needed to deal with discriminatory situations in workcamps, starting from the examples explained before, it's good to draw up a set of guidelines that can be always useful.

About the approaches: When you approach a potential victim of discrimination always give power to him/her to define the situation so you can clearly highlight the problem you are trying to solve. Never be alone or isolated: it's useful to get support from another person in the mediation so you can be more sure you're not distracted from the problem and go through your personal assumptions.

Communication: Your way to communicate is your way to get more informations but also your tool of power. When you lead a workcamp and you have clarified what happened is recommended to ask everything you can to the victim and to the agent (or agents if they are more) with the only proposal of resolution. Be sure that the agent is aware that what happened is not OK. A good point of discussion is choosing how you want to build understanding of 'the other side'. Do you want to involve the group or not? Is it OK for the victim to share the incident in public? Think before you decide what to do and how to move.

Further Ideas for Action:
Other ideas that can be useful and can help to get through discriminatory situations are all kind of reflection activities that you can imagine. For example, think about some spaces in the workcamp where/when you can give people the opportunity to think about theirselves; also using humour as a tool do demonize discrimination and fight discrimination (with a "shared" weapon); role play games where you push participants to use empathy skills and get in touch with others; discussions on discrimination in general.

Activities during mealtimes
The target was 15 international participants in a work camp. The aim as to introduce participants with anti-discrimination practices. The objectives were to (a) tackle with national stereotypes on food; participants to acquire a better understanding of food cultures beyond stereotypes and well know national products. Methodology as focused on free time leisure activities throughout the 2-week work camp; meal times, meeting and engaging locals, introducing participants to the local culture through travelling and visiting, interactive activities such as cleaning groups or free time sessions.

The Activity:
A video where participants were asked to "name a foreign food". Responses were required from participants in a fast and direct way (brainstorming method) demonstrating the dynamics of national food stereotypes, eg. pasta, carry, risotto, other really well known products. The video ended with a card raising the question: "Would you like to taste beyond stereotypes?" The video would be shown to all participants and they would be invited for the next days to get involved in the following activities around food...

(a) Party with the Locals: a buffet will be organised with variety of international food plates from the participant´s country of origin prepared by them. tip: meals to be other than the stereotypes ones eg. not Greek pie, but a bowl of lentil soup.

The locals would be invited to bring their own food. The activity would take place at the center of the area, therefore providing the participants with the opportunity to also engage with the local setting. Interaction with the lof anticals would facilitate smooth operation of the work camp and participants would be enabled to get better aquainted with local customs and history.

(b) International dinner: participants would taste other food cultures. They would be invited to attend/prepare meals from different national cuisines. Being involved n the process would enhance team building and progressively dissolve assumptions. The participants would also enrichen the buffet with national products from their country. (Note: they would be asked in advance to bring one food/drink item that is not a well known national product from their country of origin.)

(c) The cooking classes - another variation of the same main idea - would provide the discussion platform for identifying stereotypes, while the exercise itself would enable a practical activity of anti-discrimination practice. The exercise would help in changing predispositions and helping participants to shape an identity that sees beyond stereotypes.

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5.

USEFUL TOOLS AND ACTIVITIES FOR WORKSHOPS

Workshop #1

Topic: Anti-discrimination
Target group: Young people
Educational objectives:
· To raise awareness in anti-discrimination;
· To reflect about discriminatives behaviours;
· To increase empathy in the topic of anti-discrimination.

Methodology:
The activity is introduced to participants as they were on a boat and had to pick persons they would like to live with in a desert island.

A list of 10 people is introduced to participants: A young pregnant women; a transexual man; a black person; a sex worker; a chinese man; an old lady; a european middle-age man; a homosexual middle-age woman; a muslim young man; and a North American military veteran.

Besides this basic information, facilitators must create a better detailed description of each character, with experiences, skills and qualities that would be useful or useless to survive in a desert island. This detailed description is hidden to participants and will be shown afterwards, during the reflection.

Participants are divided in small groups of 4 people and they must decide who they would like to take with them in a desert island. They are just able to pick 5 people from the list of 10. Each group works individually during some minutes until all are finished. Facilitators will ask participants to come into a big circle to start the reflection.
Each group will expose their choices and facilitators will take notes of it. Once every group has shared their choices, facilitators will introduce the hidden extra information of each character.

The following question can be used to develop the debriefing:
Did this new information surprised you?
After knowing this, would you like to change your choices?
Do you think you have discriminated in any of your choices?
Which criteria where you following when making your choices?
Is there any concrete reason why you decided to pick one character instead of another one?
Is there any character you didn't want choose? Which? Why?

Workshop #2

Topic: Psychological well-being
Target group: young people
Educational objectives:
* To raise awareness on psychological well-being;
* To decrease discrimination against not feeling OK and expressing one's emotions;
* To cope strategies, emerging strategies;
* To increase empathy;
* To learn ways to support each other in a community;
* To improve community buliding.

Methodology
1. Basketball video (follow this link for the video)
'It's easy to miss something you're not looking for' - Different perceptions
(8 min)

2.(depending on the activity of the group)
a. Different usage of objects: the leaders show everyday objects to the group and they have to come up with as many different possible usages for the same object as they can.
b.Musical instrument: everyone individually has to turn everything they can find in the room into musical instruments.
'Everything is right, sometimes there are many different ways to look at things'
10 min

3. Emotions of animals
Everyone has to think of an animal and imagine its life, the environment they live in, their habits and everyday life. Afterwards we give each of them an emotion, and tell them to still be that animal they had chosen, but now imagine they feel this way as that animal. We tell them to think of a reason why they would feel this way. And then they would meet their peers in groups of three, and they – as animals – would share their stories that made them feel the way they feel. After sharing we would ask them to try to interact and maybe if it happens be open to change their feelings by meeting other animals. After a couple of minutes of conversation we open the discussion for the whole group to discuss what happened to them as animals meeting their peers.
(20 min)

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4.Roleplay
we give them certain situations which they have to play together, and afterwards as a group they would name the emotions were involved in the situation, the causes that caused them, and strategies they could handle the situation differently
(60 min)

5. Rain orchestra
To view this workshop activity follow this link to the online video about it. This is a strong closing activity that gives a sense of unity and completion to the workshop.

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Everyone has to think of an animal and imagine its life, the environment they live in, their habits and everyday life

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Workshop #3

Topic: Equality/Inequality - Equity
Target group: 15-18 years olds
Educational objectives:
- To raise awareness about equality and equity;
- To define equality and equity;
- To learn the difference between equality and equity.

Methodology
Materials:
- Empty papers in 3 different size (small, medium, extra big);
- 5 flipchart papers;

Preparation
- Place chairs in a circle in the number of the participants involved;
- Place an empty paper under every chair. (In this case 15);
- Draw the aim – like a darts board – with 3 circles (10,20,50 points worth);
- Draw the leader board (Name-Points-[Multiplier-Total]);
- Prepare 3 empty flipchart paper and 1-2 markers to each.

You find an empty paper under your chair. Write your name onto it! Scrunch your paper into a ball. Someone brings the target flipchart paper into the circle and place it (not into the middle of the room). Your goal is to toss your paperball and reach the highest point.

You can stand up but you are not allowed to step away from your position. Toss the papers. After everyone tossed, start count and write the points down. You can do this after each toss. Check the leader board and add the multipliers. So now, we have our final scores and the winners are...

After this quick warm-up we'd like to ask you about how you felt what you experienced in the last 10-15 minutes. In order to do that, form 3 circles out of you. In each circle people who had the same size of blank papers have to be together. Use the whole room the whole place.

They form the circles using all the space in the room. They can go out if there is a possibility. Now that you are in the groups each of the groups get a blank flipchart paper and a marker Your task is to collect your thoughts and feelings about this experience and write them

down to the flipchart paper.

Write into their tops also which paper size was yours. You have got 10 minutes to do it and after one person from your group has to give a presentation what you will have collected together. They write for 10 minutes, the trainer checks their process after a few minutes and check if they needed more time of less.

The groups face each other and one person from each tells the others what they talked about / wrote down to the flipchart. Put up onto the wall and explain the flipcharts one by one.

Questions for debrief:
What did you experience? How did it feel?
What do you think what was the reason for that we used differently sized papers for tossing?
What did you feel when you learnt about the multipliers?
How could the assignment be more equal (to everyone)?
How could you implement this experience into you daily life?
Do you have anything to add?

Another closing activity can be showing pictures about Equality/Equity – discuss what they see. This can be concluded with a definition of the difference between Equality and Equity and any closing points or discussion.

Workshop #4

Topic: stereotypes and critical thinking.
Target group: kids; age 8-14 (no knowledge of the topic expected)
Educational objectives:
· to demonstrate the importance of questioning things in general;
· to develop empathy towards other people;
· to break stereotypes.

Methodology

1st part: Interactive/games. The purpose of this is to build the focus and interest of the young people and that the young people would get to know each other, becoming more confident in the group and open to share their opinions.
2nd part: Common discussion and reflection (with facilitator).

1. Divide the young people in 2 groups (or more in case there are many children, so that everyone would get a chance to participate).
2. Each group needs to imagine 1 person and think of a life story that person has (e.g. what do they do; what about their family; where do they come from, etc.). It needs to be realistic. Some input can be given from the facilitator – e.g. what emotion does the person have at the moment or smaller parts of the life story children needs to fit in).
3. Each group create an image of that person on a piece of paper – painting/making collage.
4. Groups swap the pictures they made. The other group gets to see only the image, but does not get to know anything from the life story of that person.
5. Groups have to make a life story of the new person they received.
6. Together all groups share the new stories aloud (thus the creators of the original image get to hear them). The group that speaks should be also able to explain what made them come up with the story that they did.
7. Groups share what was the original story.
8. Discussion.

Questions that should be answered throughout the discussion:
· How much is the real story different from the one based on only seeing the image, but not knowing anything else about that person?
· How did you feel when you heard the 'incorrect' story of the person you created from the other group? Did you like it?

- How do you think that person would feel about the fact that somebody else is thinking about them in these ways?

Some of the young people might share examples of such situations from the real life. The discussion should lead to reflection on what assumptions we make and what judgements we come up with on first impression.

"
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"

6.

OTHER IDEAS
FOR ACTIVITIES

Getting started

In this chapter, we describe other activities which we proposed during the programme and were found useful by the participants.

Physical warm-ups
An important facet of anti-discrimination work is the ability to hold 2 ideas in your head at the same time. These physical warm ups are just that...
- Patting the head and rubbing the stomach at the same time.
- Windmill arms. Hold both arms straight above your head. Wheel your arms round your body from straight above your head down to your side and back up. However, each arms should should go in the opposite from the other. Sounds easy? Give it a go!

My personal journey
The aim of the activity was to know which life experiences brought participants to where they were. Participants were separated in groups of 3 people. There were 3 roles:
- the speaker, who would explain his/her story in 5 minutes;
- the active listener, who would carefully listed speaker's story without interrumting; assets collector;
- the time keeper, who would also listen and collect important/useful/interesting information from speakers speech and make sure not to exceed the time.

When speaker finished, people in the role of active listener and assets collector will ask questions and give some feedback to him/her. The activity is repeated three times, so everyone in the team will experience the three roles.

Freedom of Speech and Humour
During this activity, statements appeared on a screen and participants individually had to decide if they rather agree or disagree with them (on a scale). This created a kind of a spectrum in which everybody could find their place. All of the statements claimed something about freedom of speech in relation to discrimination, one example was: 'It's OK to say a sexist joke if there are no women in the room'. When the participants took their positions, they also discussed, why each of them stood where they did, which was a nice way to challenge one's opinions and reality. The activity is good for exploring the ambiguity of humour in terms of discrimination. Also it is good for reflecting on how making fun of an oppressed group can be offensive, and how easily humor is accepted as a form of discrimination.

Planning an education activity

A summary of useful information on how to build a non-formal educational activity (such as a workshop) with practical tips, links and theories was the basis for the participants reading material, which was available during the Learning Space Dynamics. After this part of the programme, those participants involved in preparing educational workshops discussed certain issues and questions in relation to the material. Some most important learnings of participants are described here below.

Participants were asked to read some selected theory on what is Formal, Non-Formal and Informal Education and how are above life-long learning methods combined with competence (the combination of knowledge, skill and attitude - Bloom's Taxonomy). Bloom's Taxonomy on competence served as a useful tool enabling participants/future facilitators to grasp basic level in designing a non-formal activity - describing the target group, designing learning objectives etc.

Additionally, participants learnt the "Logic of an Educational Activity"; namely, to apply the 'NAOMMIE+C' logic when preparing the outline of the activity, which reads as Needs – Aims – Objectives – Methodology – Methods, when designing a non-formal activity, followed by Implementation, Evaluation and Celebration as consequent phases of the circle of the non-formal activity.

After reading it, participants were encouraged to complete a questionnaire, the results of which presented them with the four (4) learning styles - Activist, a Reflector, a Theorist or a Pragmatist. Important is to reflect that in each group, it is most likely all 4 learning styles will be present, which means that each participant will learn most effectively in different styles of activity and it is important to reflect this when building an educational activity.

- Activists are people who like concrete experience to learn most efficiently = Concrete Experience. The best is to have something active prepared for them - concrete activity during which they can do stuff, not just think about solutions for example.
- Reflectors are people who rather speak less and think about things before they say their opinion = Reflective Observation. The best activities for this group are reflective activities, when you need to think, observe and reflect.
- Theorists are people who like to put things into context, like theories and abstract thinking is their domain = Abstract Conceptualization. These participants need theoretical

background or framework to understand how things work.
- Pragmatists are people who like to put concepts into practice = Active Experimentation. Pragmatists will learn the most when thinking about how concretely things work in practice and how will they exactly implement the experiences in their lives and work.

Participants learnt:
- how to use above methods for identifying the target group, but also their own style while preparing the activities;
- mixing the methods to serve as the best practice to help participants get to the aims of the activity; in practice, to always have an active exercise, provide time for reflection, offer a theoretical context .

"

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"

Learning Space Dynamic

Did Albert Hofmann consider the following experimentations when researching the consequences of LSD, I wonder?

Learning Speace Dynamic - or LSD, for short - is an educational activity which puts the learner in the driving seat of how they experience the activity. Six different activities were organized in different rooms within the same building and participants had time to go through them all individually. In this half-day session, participants were asked to choose their course through the rooms as they pleased, in their own time and in their own way. The activities were focused on different topics and used different methods. The aim of the LSD session was to help participants get better acquainted with themselves as leaders and assist them with practicalities to design effectively non-formal educational activities.

The concrete sessions:
1. Planning an educational activity
A summary of useful information on how to build a non-formal educational activity (such as a workshop) with practical tips, links and theories was the basis for the participants reading material.

2. Ways in which I have discriminated
Participants were asked to take their time, reflect and then, fill in a questionnaire titled "Being Discriminated Against". The method is described in Chapter 2 of this booklet.

3. Critical pedagogy
A brief introduction to the work of Brazilian educator Paulo Freire was also provided. The article on his work on "Critical Pedagogy" was illuminating in providing another angle to how education should be – not serving the dominant group/norm/setting, but rather being focused on the needs of the target group having variable educational aims.

4. Museum of Empathy
A set of open space exploring activities related to using empathy and values in anti-discrimination work. For all those activists participants, an opportunity was given to (a) empathize with refugees and their travel to Europe through a BBC on line journey application, (b) to test their empathy value in playing a "mirror" exercise where one participant would

imitate the actions of another and discuss on outcomes, feelings, etc, (c) to imagine how empathy could be enhanced by watching a wonderful on line comic design video on a future Empathy Museum.

One of the Museum's main attractions was the Empathy Walk. Participants (pax) were presented with a sheet of paper detailing the exercise, (see empathy walk description). Pax used the information and adapted the walk by thinking of a person in the world who they would like to gain insightful information about. In one example pax decided to gain a better understanding of Donald Trump. Pax discussed Donald trump's life and agreed upon a set of questions to ask to help aid insight and empathy.

Questions
1. What is it like to be a child in a privileged environment?
2. What is it like to have the kind of power Donald Trump has?
3. What is it like to have a high class education?
4. Why does he think it's a good idea to build a wall and ban flights?
5. Why is Donald Trump so competitive?

These questions aimed participants to gain insights and below are some of the insights gained by using this process:
- Donald Trump had a lot of expected of him from a young age and needed to be competitive in his environment.
- Donald Trump uses his business strategies in politics which do not always work.
- Donald Trump could be creating better deals for businesses and worse deals for the poor because he is receiving pressure from businessmen or due to his own personal greed.
- Donald Trump could be insecure and this is why he has to prove he is the best. He could be afraid of the outer world and afraid to be wrong, as indicated by his attempts to build a wall and use insults if he does not understand or is challenged in a debate.
- However Donald Trump could also be aware of threats to national security which he cannot share with the general public and this could be the causes of his behavior.

5. Feedback
A practical activity introducing a specific type of communication, which is helpful when working with teams and groups, was introduced and practiced. The participants have practiced to give feedback in a specific form, which is as follows:

Description of the situation/Someone Else's Behaviour + Emotion + A suggestion for improvement

Participants were asked to have a dialog with a figurative person and (a) describe a situation that happened (b) desribe how that makes them feel and (c) suggest an improvement. They practiced this feedback on situations which really happened to them wih the facilitator, who helped them formulate it. Then we also talked about how the fedback can't look like (it must be personal - speak for yourself, it must be about a concrete situation - don't generalise, no sarcasm, etc.)

6. Ideal Facilitator
Participants were presented with a flipchart with headings that relate to an ideal facilitator (see diagram below). Participants either worked in groups or as an individual, using post it notes to leave their thoughts on underneath the headings. At the end of the LSD experience participants could see what the group thought of as a whole of the ideal leader.

"
Participants discussed Donald trump's life and agreed upon a set of questions to ask to help aid insight and empathy
"

Last, but not least

Literature:

The Kolb cycle and learning styles: https://www.simplypsychology.org/learning-kolb.html

The Bloom's Taxonomy was adjusted by the team preparing the long-term training programme Marker CS: http://www.markercs.cz

Quality Assurance of Non-Formal Education. A Framework for Youth Organisations.
Editor in Chief: Guiseppe Porcaro
Authors: European Youth Forum Working Group on Non-Formal Education, Pool of Trainers and Facilitators of the European Youth Forum
Available on-line: http://www.youthforum.org/publication/quality-assurance-of-non-formal-education-manual-a-framework-for-youth-organisations/

Deviate - The Science of Seeing Differently, Beau Lotto, 2017

Pathways 2.0 towards recognition of non-fromal learning / education and of youth work in Europe. Created in partnership between the European Commission and the Council of Europe 2011. Online: http://pjp-eu.coe.int/documents/1017981/3084932/Pathways_II_towards_recognition_of_non-formal_learning_Jan_2011.pdf/6af26afb-daff-4543-9253-da26460f8908

Common Cause Handbook - http://valuesandframes.org/handbook/

Understanding You(th),Exploring identity and its role in international youth work, SALTO-YOUTH Cultural Diversity Resource Centre - https://www.salto-youth.net/rc/cultural-diversity/publications/understandingyouth/

Credits:

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