7 GOOD PRACTICES
for countering hate speech through non formal education

#STANDUP2HATESPEECH!
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1. INTRODUCTION
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1.1 The project

#Standup2hatespeech! project is a Training course for youth workers that is part of the KA1 Learning Mobility of Individuals, financed by the European Commission under Erasmus + programme.

The project took place in Palermo from the 20th to the 25th May 2019 and involved n.21 youth workers, teachers and educators from Italy, Greece, Turkey, Bulgaria, Hungary, France, Romania (three per country).

The “Hate Speech” indicates a type of speech that has no other function than to express hatred and intolerance. It indicates a kind of offense based on any discrimination against a person or group of people and has a different meaning from that of a common aggression, not only for its motivations, but also for the purpose pursued. Its goal is not simply to cause harm to the individual, but it wants to destroy the identity of the victim and, together, of the social group of reference.

In the recent years, the problem of the incitement to hatred is increasing, especially towards minorities and targeted groups (e.g. migrants people, LGBTQI people, women) and social media play an important role.

Starting from these considerations, a counter action is needed through educational and awareness-raising activities, which allow to fight and prevent the phenomenon of Hate speech online and
offline which is increasingly widespread among young people. Our intention, therefore, was to provide participants with effective tools to educate future generations on non-discrimination and respect for human rights.

For these reasons #Standup2hatespeech! project aimed at:

1. **increasing skills on how to recognize, prevent and counter hate speech through education**
2. **developing knowledge and skills necessary for the protection and promotion of human rights;**
3. **increasing awareness of the emotional, psychological and physical impact of hate speech and discrimination on young people;**
4. **enhancing media skills (internet literacy) of the participants;**
5. **increasing knowledge on online speech and its legal consequences.**

The training course has been based on non-formal education approach and human rights education as a framework to understand and address online and offline hate speech. Interactive and experience-based methods, as well as consolidated tools and official documents has been selected to facilitate cooperative and peer-to-peer learning processes and address the learning needs and desires of participants. In line with the participatory approach of non-formal education, participants had the opportunity to share activities of good practices used in their local contexts to promote human rights and combat hate speech.

Output: Three videos counter speech has been created by participants during the training as a
tool for workers and organizations to inform and raise awareness on hate speech among youth.

The project has been developed in partnership with:

**Per Esempio** (Italy), **Ballibag Köyü Yardımlasma Ve Dayanisma Dernegi** (Turkey), **Bulgarian Youth Forum** (Bulgaria), **I-Participate** (Greece), **Asociația Tinerilor Cu Initiativa Civica** (Romania), **Ifjúsági Szolgáltatók Országos Szövetsége** (Hungary), **Hors Pistes** (France).

### 1.2 The Erasmus+ Programme

Erasmus+ is the EU’s Programme to support education, training, youth and sport in Europe for the period 2014-2020. It will provide opportunities for over 4 million Europeans to study, train, gain experiences and volunteer abroad.

Education, training, youth and sport can make a better contribution to help tackle socio-economic changes, the challenges that Europe will be facing until the end of the decade and to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of ET2020, the EU’s strategic framework for education and training.

Erasmus+ also aims to promote the sustainable development of its partners in the field of higher education and contribute to achieving the objectives of the EU Youth Strategy.

Specific issues tackled by the programme include:

- **Reducing unemployment, especially among young people**
• Promoting adult learning, especially for new skills and skills required by the labour market

• Encouraging young people to take part in European democracy

• Supporting innovation, cooperation and reform

• Reducing early school leaving

• Promoting cooperation and mobility with the EU’s partner countries.

In order to achieve its objectives, the Erasmus+ Programme is divided in the following 3 actions:

• Key Action 1: Mobility of Individuals

• Key Action 2: Cooperation for Innovation and Exchange of Good Practices

• Key Action 3: Support for Policy Reform
1.3 Why the Booklet?

This booklet has been thought for collecting the description of the good practices proposed by participants during the training, with the intention to share new tools with other youth workers, educators, teachers and organizations, as well as to enrich the community of practices in the field of youth work, promotion of human rights and community development.; the Booklet is accessible to the public online through websites, social networks, Erasmus+ Dissemination Platform and European Tool Portal. It is also available on-line for free beyond the project’s lifetime.
2. PARTICIPATING ORGANIZATIONS
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2.1 Per Esempio Onlus_Italy

*Per Esempio Onlus* is a non-profit organization born in Palermo in 2011 and created from the cooperation between a group of young workers with different professional experiences who decided to transfer their skills towards the service sector. The organization employs 10 people with another 16 volunteers, who are aiming to blend professional wishes with the will to encourage a positive change inside our reference social context. It operates in different social fields:

- **EDUCATION** - Fighting Early School Leaving by targeting young people (6-16 years old) who live in marginalized and poor areas of Palermo.

- **MIGRANTS** - Per Esempio has been engaged in the designing and managing of many activities aiming at promoting interaction with migrants and the respect of their rights. Through the use of non-formal methodologies, our projects encourage dialogue and interaction between different cultures. Thanks to interventions which try to facilitate mutual understanding and community empowerment, our initiatives are promoting migrants’ inclusion following the principle that no one is a stranger and every person must be included in a collective process of growth and development.

- **MOBILITY** - It is a fact that taking part in training experiences abroad promotes employability and improves people’s cultural understanding. For this reason, thanks to a wide European and international network, Per Esempio is committed to offer diverse mobility opportunities to
young and adult people in the framework of Erasmus+ programmes.

- **VOLUNTEERING** - From the very outset, Per Esempio has implemented activities tending to stimulate participation and active citizenship, particularly among young people. Our projects involve volunteers coming from all over the world and are focused on the fields of education, reception, social inclusion and gender empowerment.

Per Esempio carries out projects both at local and international level, by fostering cultural exchanges and the sharing of good practices.

Website: [peresempionlus.org](http://peresempionlus.org)

### 2.2 Ballibag Köyü Yardımlasma Ve Dayanışma Dernegi_Turkey

**BAKYARD** is a non-profit organization devoted to the inclusion of youth and educators from a wide array of socio-economic backgrounds enabling them to become front-runners in civil society insusceptible to any and all animosity towards concurrent societal adversity. We believe that the key to competence is youth with bold leadership skills in cooperation with a penetrating insight into non-violent communication, rhetorical argumentation and modern civilization itself. Our organisation strives to use methods of non-formal education in order to further promote the
BAKYARD supports the integration with the European Union. Foreign cultures and encourages intercultural dialogue and understanding and kindness.

Moreover, the Association aims at:

- Developing qualities and skills of refugees, especially young refugees who came from war-torn countries;
- Meeting the psychological, social and cultural needs of the young refugees according to the opportunities of the Centre and providing information;
- Training artistic skills – of singing, applied dancing, performance, art (art therapy);
- Promoting lifelong learning, vocational training and entrepreneurship with youth;
- Improving methodologies, develop innovative strategies and tools in the field of youth, education and training through active international cooperation, study and research;
- Creating opportunities for promoting the participation of young people to social life, arts and culture by developing socio-cultural action projects;
- Promoting the social inclusion and integration of youth and young refugees;
- Contributing to the dialogue between religions, gender equality, sports field, human rights, cultural diversity, refugee migration and tolerance;
- Exchanging good practices (projects, methods, activities) with young people from various
cultural backgrounds and motivating them the use of the Erasmus + Youth Movement as a method in their organizations;

• Organizing activities that strengthen social cohesion and public well-being and aim to increase social awareness;

• Promoting the international opportunities cooperation of another Youth NGOs in our region.

Website: [https://www.facebook.com/GFSteps/](https://www.facebook.com/GFSteps/)

### 2.3 Bulgarian Youth Forum_Bulgaria

**Bulgarian Youth Forum (BYF)** is a non-profit organization. It has been created to help the young people of Bulgaria in their efforts to formulate a comprehensive, long-term, and sustainable vision for their development.

With a wide web of partners active in the fields of sport, training, education, music, media and tourism, BYF provides to young people projects with the purpose to support the empowerment of youth in Bulgaria, especially in marginalised areas. They gain experience that will help in the realization of their own ideas and projects in Bulgaria.
Bulgarian Youth Forum aims to support the development of young leaders and to help them to be “generator” of innovative ideas and approaches to youth development. Our activities are based on formal and non-formal learning methods to increase the impact of learning process and to encourage self-development of young people from rural and deprived urban areas.

BYF organises campaigns related to important topics, aiming to stimulate active youth participation. The campaign “No Online Hate” is directed against the online hate speech that causes aggression in school. Our volunteers organise workshops with pupils to raise awareness about bullying in Internet and connection with aggressive behaviours in school.

The anti-discrimination campaign, related to the international project “Story_S – Springboard to Roma Youth Success” aims to raise awareness about the types of discrimination and the possible ways to prevent its displays. It includes citizenship incubators, where youth people freely discuss issues related to discrimination and how to limit discriminative behaviours in everyday life.

Since 2012 Bulgarian Youth Forum is officially a basic institution of the Faculty of Education at Sofia University “St. Kliment Ohridski”. Experts from the association organize and carry out the pre-diploma practice of the students from the Faculty of Education.

Website: bulgarianyf.eu/home/?lang=en
2.4 I-Participate_Greece

*I-PARTICIPATE* is a non-profit organization based in Greece. The organization aims to strengthen active citizenship, to support active participation among citizens and to promote European values, ideas and European identity and culture, while at the same time highlighting lifelong learning as a necessary means for strengthening citizenship. *I-PARTICIPATE’s activities aims to:*

- Empower and support young people through non-formal education, sport and culture;
- Develop social and human capital and create more favorable conditions for strengthening social equality, social cohesion and political activity;
- Support initiatives to protect individual, political and social rights and human rights in general;
- Provide, guidance, marketing research, tailor-made training and development programs to promote development initiatives in the fields of culture, sport, economy, youth, the concept of European citizenship and participation, and generally in any sector that will promote active participation in European, International, National and local level;
- Provide services to help and support individuals of all ages and at any time in their lives, to manage their careers, to choose their education and vocational training;
- Strengthen innovative programs from any source, World, European or National, to contribute to local, regional and global collaboration.
- Website: [iparticipate.gr](http://iparticipate.gr)
2.5 Asociația Tinerilor Cu Initiativa Civica_Romania

*Association of Youth with Civic Initiative* is a youth organization, apolitical, NGO that aims to drive the development of the Romanian society attracting young people towards active citizenship and promoting the local and national cultural values.

A.T.I.C. was established in 2016 in Galați by a group of young people in order to contribute to the social and personal development of local youth. We are active in our community working with children and youth from placement homes, poor families, old people, unemployed and facing other social problems.

One of the main objective is the inclusion of local disadvantaged youth through different methods, such as sport, music, theatre, dance and painting. In order to realize our objectives, we cooperate with families, local authorities, primary schools, high schools and universities and we develop projects with them. In order to realize our objectives, we cooperate with families, local authorities, primary schools, high schools and universities and we develop projects with them.

One of our partner is the local Art school, that has pupils from 14 to 19 years old and teaches music (vocal and instrument playing), dancing, painting and crafts.

Despite the fact we are a young organization, the key staff is very experienced in the NGO zone and Erasmus+ program, working in the field for more than 4 years, with very good results, in different positions and departments, among the local NGOs.

**Some of the activities include:**
• Do it for community, do it for your family, do it for yourself - local seminar with the participation of the local community, students and teachers regarding volunteering and active citizenship;

• Human Rights with no exceptions - Seminar on Human Rights education, especially on gender and LGBTQ issue;

• Play with your hearth - charity show meant to help with funds the kids from the orphanage in Galati;

• Campaigns in local schools about the abuse of legal and illegal drugs;

• Be cool, clean your neighbourhood- ecological event, meant to make young students and volunteers be more aware of having a cleaner environment;

• Social Entrepreneurship for Sustainability - seminar aiming to explore the concept of social entrepreneurship as an innovative way to solve social problems in youth work using entrepreneurial skills;

• FirstAid knowledge is life-saving knowledge - first Aid course for organization’s volunteers with the support of local Ambulance staff;

• Students Agora - seminar meant to make volunteers more confident in their speech, accommodate them with the idea of public debate;

• Sporty life is a healthier life - event that encourage youngsters to add more sport into their daily lives.

Website: https://aticromania.wordpress.com/
2.6 Ifjúsági Szolgáltatók Országos Szövetsége_Hungary

*Hungarian Association of Youth Service Providers (ISZOSZ)* is non-governmental organization acting as umbrella for youth services, youth information centers, youth leisure centers and youth clubs. We have created a network where our members can work together. One of the aim is to professionalize youth work. We are aiming to create possibilities for life-long learning and fostering development of employees and volunteers of youth services and different targets on local, on national and international level. Via broadening the horizons, developing practical skills and offering information and activities, we aim at promoting more active participation in civil society.

The organization is working for youth workers, whom are directly working with young people with all kind of backgrounds. Most of the staff members of our organization has been working for more than 15 years and has specific educational and professional background with working with young people.

Members of our organization has long experience in working with young people with different type of disadvantage and they are active in organizing various events involving young people with fewer opportunities or people working with them (competence and skills development, unemployment, etc.).

Our projects are creating a country wide dialogue in the youth organizational sector with enlarging already existing and creating new cooperation. The Consultation of the Cooperation of Professional Youth-Sector Workers that is created by non-governmental co-operations based on professional approach of youth questions and issues. We keep in touch with local, regional,
national, foreign and European Union institutions, authorities and organizations.

We try to enhance the international relations of non-governmental organizations.

We initiate a comprehensive cooperation with other organizations having the same aims.

Website: www.iszosz.org

2.7 Hors Pistes_France

*Hors Pistes* is an organization working on the field of non-formal education founded in 2013 and based in Marseille, France. (The previous name of the organization is Pistes Solidaires Méditerranée, it changed in March 2017).

“Hors Pistes“ means thinking outside the box, accepting unexpected discoveries, changing perspectives. It’s overcoming preconceived ideas, escaping one’s comfort zone, opening horizons and being surprised. It’s going through paths we didn’t suspect, paths which make us grow up and learn.

We wish to foster ‘interculturality’ in all its forms, encounters and mutual learning’s opportunities, international and learning mobility. But also to implement actions with local impact and recognize knowledge and skills as factors of emancipation and empowerment.
Hors Pistes develops a number of international projects supported by the Erasmus+ program and OFAJ:

- Sending, hosting and coordinating European volunteers;
- International and local training courses for youth/social workers;
- Intercultural youth exchanges;
- Erasmus + Internships in Europe for unemployed young people;

An intercultural mentoring programme between migrant and local inhabitants for building social links and a better inclusion of migrants in their host community.

The team is composed of 7 employees and a team of 5 to 8 volunteers (EVS & Service Civique) and interns. Our network gathers also a number of active followers, attending our trainings and events and involved as “youth leaders” in our youth exchanges.

The team in the organization is experienced in selecting, preparing, following the participants of mobility projects for youth workers and young people. We use non-formal education methods and focus on the pathways of the people we work with, so that after their participation to a mobility project, they become able to highlight this experience in their individual pathway: job or training research.

Website: https://hors-pistes.org/
3. BEST PRACTICES
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3.1 Per Eesempio Onlus - ITALY

<table>
<thead>
<tr>
<th>Partner Country</th>
<th>Per Eesempio Onlus - ITALY</th>
</tr>
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<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Education to diversity</td>
</tr>
<tr>
<td><strong>Target group recommended</strong></td>
<td>It is an activity suitable for young adults (18-25 years old) with a migratory background.</td>
</tr>
<tr>
<td></td>
<td>It is also possible to involve in this activity young people of different background (i.e. young migrants and refugees as well as young people without a migratory background who travelled for arriving in the place where this activity will be conducted, such as people participating in a youth exchange on themes related to human rights, intercultural education and hate speech). This last option might let the participants without a migratory background reflect on the meaning of migration giving the possibility to get closed to peers who have gone through a hard journey for arriving in the Western world, without asking them directly about it, as we will soon see in the activity’s description. On the other hand, young migrants and refugees who participate in this activity will have the possibility to talk about themselves from a linguistic point of view and it will help them to open up if they decide to do it and let them reflect about one of their great resources, namely their multilingualism.</td>
</tr>
<tr>
<td><strong>Duration of the activity</strong></td>
<td>Between 1h and 30 min and 2 h.</td>
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<tr>
<td><strong>N. people that the activity can involve</strong></td>
<td>From a minimum of ten to a maximum of 25. According to the number of participants, the duration of the activity will vary.</td>
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</tbody>
</table>
| **Objectives** | • Educate the participants to diversity so that they can be the means of change within the society they live in;  
• Promoting multilingualism within the participants, letting them understand that the knowledge of several languages is an ability and not a limit;  
• Be able for teachers to talk about experience that might be traumatic, such as the migration journey, through a different perspective, namely a linguistic one. In this way teachers will be able to get more information about their students that might be useful for knowing them better and for understanding their own education needs;  
• Facilitate the participation of people who are at risk of marginalization within the society (migrants) in a group where are present also people who might not have an occasion of meeting people with a traumatic migratory background. This encounter will benefit both the two category of participants above mentioned: on one hand migrants and refugees might have a better feeling towards the possibility of inclusion within the hosting society; on the other hand, people who are far from this realities might open their eyes in relation to this urgent topic. |
| **Methodologies** | Both group and individual work  
**Theoretical framework:** It’s a practice common in sociolinguistic called linguistic autobiography, an activity where the student is asked to narrate his/her linguistic and communicative experience in his/her life. It is usually a written activity, in which the student reflect upon his/her linguistic abilities and knowledge in his/her home country, during his/her journey and in the hosting country. The peculiarity of this activity is that the teacher focuses his/her attention on a specific thematic, namely the journey. This particular form of linguistic autobiography was developed by ItaStra, the Italian language school for foreigners of the University of |
Palermo. As it was explained before, it is not just an individual activity as it is usually a traditional linguistic autobiography, but it is carried out both in groups, in pairs as well as individually. However, the final result is shared within the group of participants. An other of the main peculiarity of this form of linguistic autobiography developed by ItaStra is that it doesn’t require any high proficiency in any written language. People who are not illiterate or with a low literacy background can still join the workshop and enjoying themselves, feeling to be part of a community and being able to express themselves.

<table>
<thead>
<tr>
<th>Tools needed</th>
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<tbody>
<tr>
<td>• Papers A4 size and kraft paper;</td>
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<tr>
<td>• Markers, pen, colored pencils;</td>
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<tr>
<td>• Scissors, glue, rubbers;</td>
</tr>
<tr>
<td>• Blackboard or something that can substitute it;</td>
</tr>
<tr>
<td>• Photocopy of a world map big enough to be able to draw the travel of the participants;</td>
</tr>
<tr>
<td>• Photocopy of the symbol of means of transportation (i.e. car, plane, boat, foot, train, bus) that we will be glued on the travel map;</td>
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<table>
<thead>
<tr>
<th>How to implement it (please describe each phase)</th>
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<tbody>
<tr>
<td>• The teacher conducting this activity will start to introduce himself or herself in his or her mother tongue to the participants, giving them basic information in the form of a short presentation (i.e. he/she will great them in his/her mother tongue, he/she will tell them his/her name, where he/she comes from, his/her age); continuing talking to the students in his/her mother tongue, he/she will ask them to introduced themselves in their mother tongue. He/she will make use of the body language for let the participants understand better. In fact, it is not necessary to understand the other tongue of everybody. It is an activity made for let the people feel what does it mean to find them in a situation where a language unknown to them is spoken.</td>
</tr>
<tr>
<td>• The teacher will ask the participants to think a word that they like or that is important for them in any of the language they know; then, they have to write it on a piece of paper, to share their decision with the other members of the group</td>
</tr>
</tbody>
</table>
and to explain to the others the reason of his/her choices. It can be a word they like for its sound, its meaning or because it is connected to a memory, they just need to explain the reason why they choose this word. It is at the discretion of the teacher to decide whether to give a theme in which to choose an important word for the participants (i.e. if the activity is done around the theme of human rights or specifically about hate speech, these might be the main theme within which the participants have to choose their word). At the end of everyone’s explanation, each participant will stick his/her own word on a poster that it will be hanged on the wall. This is another activity to promote multilingualism and to let people be aware of the language diversity spoken within the group.

• The participants will be divided in pairs and they will lie down on a craft paper and they will draw each other’s body shape. After that, they will cut the silhouette and they are asked to write the language they know in a piece of paper and stick it on a body part that, according to them, best express each of this language. For example, many students stick the name of their mother tongue on the silhouette’s heart. They can decorate their paper body shape as they want, drawing their face’s details or adding other pieces of paper in which they explain why they choose to arrange their languages in these specific body parts. Finally, they will add their name on their body shape and all the silhouettes will be hanged on the wall so all the other participants can see the work done by others. The aim of this activity is to let the participants be aware of the languages that they know and to let them better realize that each of them make a part of themselves. It also aims to underline their linguistic knowledge as one of their quality.

• At this stage, all the participants will do an individual work about their journey that has conducted them to the place where the workshop will be conducted. In this way, the teacher can collect information about migrants’ journey without let them feel interrogated upon this topic, but focusing his/her attention all on language. Everyone will receive a world map on which the participant has to draw his/her itinerary to reach the place where the workshop is conducted. The participant has to show every stop he/she made, focusing on the language he/she used or just even heard. In every part of this journey, students have to stick the symbol of the
mean of transportations that they have used to reach their final destination. They can color the state they have passed through and they can decorate the world map as much as they want. At the end, depending on the time left, who wants can share the story of his/her journey with the group or simply the teacher can walk around and asks some questions while the participants are working on their maps. Finally, the participants’ work will be hang on the wall, so that every participants can see the work of everyone else.

<table>
<thead>
<tr>
<th>Expected results</th>
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</thead>
</table>
| • Teachers will be able to know better his/her students without tackling directly a sensitive issue such as the migratory journey. At the same time they will be able to understand better their student’s needs as well as their student’s learning strategy and possible didactic interventions that might be more effective;  
• Students will open up telling their stories related to such a sensible issues such as the one of the migratory journey in a friendly environment;  
• Supporting people who are at risk of marginalization within the hosting society letting them realize that multilingualism is one of their strength and not a limit;  
• in case of a group with a mix background (migrants and refugees + students), this union will create more awareness on both sides. |

<table>
<thead>
<tr>
<th>Why this practice can tackle Hate speech?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This practice tries to educate the participants to diversity, one of the reasons at the basis of Hate Speech (the fear of diversity creates hate). This activity underlines the treasure of knowledge of different languages and gives a positive meaning to diversity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources to go in depth (documents, links…)</th>
</tr>
</thead>
</table>
| ItaStra, “L’autobiografia linguistica come strumento didattico”  
https://www.youtube.com/watch?v=-3reOIBn2rQ.  
(accessed 1st August 2019) – Italian language only |
### 3.2 Ballıbağ Yardımlaşma ve Dayanışma Derneği (BAKYARD) - TURKEY

<table>
<thead>
<tr>
<th>Partner Country</th>
<th>Ballıbağ Yardımlaşma ve Dayanışma Derneği (BAKYARD) - TURKEY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Social inclusion of minorities</td>
</tr>
<tr>
<td><strong>Target group recommended</strong></td>
<td>Youth workers, youngsters</td>
</tr>
<tr>
<td><strong>Duration of the activity</strong></td>
<td>2 Hours (max.)</td>
</tr>
<tr>
<td><strong>Group size</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>The main aim of the practice is to recognize, identify, generate awareness and empathize with different types of discrimination faced by targeted people in everyday life. In particular, it is focused on marginalization by ethnic-cultural and discrimination against migrants and refugees. <strong>Objective:</strong> To recognize the different forms of discrimination that people experience and reproduce in their closest environment, regardless of the origin country where they come from (all citizens of the world suffer the same discriminatory processes), starting from the personal experience.</td>
</tr>
</tbody>
</table>
### 3. BEST PRACTICES

#### Methodologies
- Data Presentation
- Work in small groups
- Discussion
- Role Play

#### Tools
- Flipchart, pc, projector, PowerPoint presentation

#### How to implement it (please describe each phase)

1. **Presentation**
   - The facilitator introduces the topic making a presentation about the history of migration in his country and explanation of different types of refugee status (political refugees, environmental refugees, economical refugees...):
     - policies about migration and minority groups;
     - the case of your country: how we manage migrations (you can use the support of a power point).

2. **Question time**
   - Questions/answers about migrations and refugees to see what the whole group of young people knows about those issues and also start a discussion about the topics in a recreational way.

3. **Create your ideal country (15 minutes approximately)**
   - The 21 attendees are divided into 4 groups (5 or 6 persons per group) and each group has to create their own Hypothetical country:
     - Essential characteristics: geographical position, environment, rules, habits, religion, traditions, etc.
     - Situation related to the economic crisis in the country
     - Reception and protection system for refugees of the hypothetical country: policies, resources, opportunities, etc.
4. Role play

The facilitator read the situation in plenary for all the small groups:

*A sailboat belonging to Italian charity Mediterranea Saving Humans has rescued 54 people including pregnant women and children in distress off the Italian island of Lampedusa. The Italian Prime Minister refuses to open the ports to the asylum seekers, asking for the activation from the other States of the Union. People are still at sea, their psychological and physical conditions are precarious. The captain asks for the immediate disembarkment in the first safe port. The representatives of the Union join a table of the discussion to share their positions and figure possible solutions:

5. Each small group is asked to identify roles among members: government and non-governmental representatives (e.g. politicians, king, queen, religious representatives, experts, etc.)

6. In each group members are asked to discuss their position about the potential arrival of refugees in their country:
   - Can we host asylum seekers? Why?
   - What are the criteria/guidelines that regulate the reception?
   - What are the possible collateral consequences of an uncontrolled arrival of refugees and how can we face them?
   - How can we promote social inclusion? (think about social care, education, work, etc.)

7. Each group choose one representative to join the institutional table of discussion. Each representative has 5 minutes max to share each country-position. Facilitator can stimulate the presentation by proposing the following questions:
   - What is your position about the arrival of refugees in this country?
   - Are you in favour or against?
   - How do you see the arrival of asylum seekers in your country in midst of the current economic crisis?
8. After each presentation, all the representatives start a debate aimed at finding a possible solution on how to face the situation. The group can choose to change their representative with another member. Facilitator can stimulate the discussion by proposing the following questions:

- Why should you host asylum seekers? Why you shouldn’t?
- What would you need in order to set up a successful reception system?
- How can you cooperate?
- Which tools can be useful to promote social inclusion of refugees? (social projects? Humanitarian initiative? new policies? Etc.)

9. Debriefing: Facilitator together with participants draw the conclusion of the debate, focusing on how the actors have exchanged their position (quality of communication), stereotypes and prejudices, reflecting on how we are influenced by media, refugees conditions, policies, possible solutions. Questions:

- How did you feel during the debate?
- What was difficult?
- What was easy?
- What do you think about the different positions shared?
- Do you agree with the possible solutions that came up during the debate?
- What can we do in our real position?
- How do you feel now?

<table>
<thead>
<tr>
<th>Expected results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raised awareness about asylum seekers and refugees situation</td>
</tr>
<tr>
<td>Stimulated creative thinking</td>
</tr>
<tr>
<td>Acquirement of experiences and knowledge</td>
</tr>
<tr>
<td>Stimulated sense of initiative as decision makers</td>
</tr>
<tr>
<td>Encouraged active participation to the society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why this practice can tackle Hate speech?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tool can promote the culture of equality and non-discrimination. It is an experience that foster respect, interculturality, equality, solidarity and cooperation, inherent in any democratic society. Young people and youth workers can develop their life skills and competencies, strengthening their value as European citizens.</td>
</tr>
</tbody>
</table>
### 3.3 Bulgarian Youth Forum- BULGARIA

<table>
<thead>
<tr>
<th>Partner Country</th>
<th>Bulgarian Youth Forum - BULGARIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>• Social inclusion of minorities</td>
</tr>
<tr>
<td></td>
<td>• Gender equity</td>
</tr>
<tr>
<td></td>
<td>• Self-empowerment</td>
</tr>
<tr>
<td></td>
<td>• Education to diversity</td>
</tr>
<tr>
<td></td>
<td>Forum Theater can be used for all.</td>
</tr>
<tr>
<td><strong>Target group recommended</strong></td>
<td>Forum Theatre can be used with any type of audience.</td>
</tr>
<tr>
<td></td>
<td>The method has in particular been used by and with groups who feel excluded, such as the homeless or residents in areas affected by poverty.</td>
</tr>
<tr>
<td></td>
<td>In our daily practice we are implementing it within students from different schools and universities. But it is also possible to be used with adults over students age.</td>
</tr>
<tr>
<td><strong>Duration of the activity</strong></td>
<td>Preparation: 3 or 4 meetings, in order for the group to prepare for the performance. Performance: around 30-40 minutes.</td>
</tr>
<tr>
<td><strong>Group size</strong></td>
<td>Actors: between 4 and 10 people.</td>
</tr>
<tr>
<td></td>
<td>Audience: 50 people max</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Forum Theatre uses theatre to achieve social aims. It is a form of theatre that encourages audience interaction and explores different options for dealing with a problem or issue. Forum Theatre is often used by socially excluded and disempowered groups.</td>
</tr>
</tbody>
</table>
### Methodologies

Forum Theatre is using formal methods in non-formal environment. The audience is shown a short play in which a central character (protagonist) encounters a form of oppression or obstacle which she/he is unable to overcome. The subject-matter will usually be something of immediate importance to the audience, often based on a shared life experience. In the UK Forum Theatre has been used to tackle issues like family relationships, homelessness, employment and health.

**Resources to go in depth:**
- [https://www.southampton.ac.uk/healthsciences/business_partnership/innovations/forum_theatre.page](https://www.southampton.ac.uk/healthsciences/business_partnership/innovations/forum_theatre.page)
- [https://www.youtube.com/watch?v=KmHd41P4MYk](https://www.youtube.com/watch?v=KmHd41P4MYk)
- [https://www.youtube.com/watch?v=vcLcXeXJVDU](https://www.youtube.com/watch?v=vcLcXeXJVDU)
- [https://www.youtube.com/watch?v=ybj1Q0Upul0](https://www.youtube.com/watch?v=ybj1Q0Upul0)

**Bibliography:**

### Tools

Space; actors (not necessarily professional actors); materials, depending on the performance.
### A) PREPARATION

1. **Choosing a topic - up to date, exciting to the audience in front of which it will be presented.**

2. **History selection - Participants are randomly divided into small groups (3-4 people), each revealing their own (or a close person) story on the chosen topic. The group agrees on which story to present. We must ask for the approval of the one, whose story is going to be told.**

To be formulated, a story must meet the following conditions:

- To be realistic;
- To have a beginning, development and end;
- The problem must not be resolved (to be open ended);
- The situation to be able to change;
- The story must have a character that everyone likes (the good guy/the victim).

3. **Choosing a topic - up to date, exciting to the audience in front of which it will be presented.**

- Determining the main problem in the case;
- Which character wants what? A way he behaves to reach his purpose (characteristics, circumstances);
- Writing the scenario:
  - Choosing the main moments in the story;
  - Sequence of the scenes;
  - Distributing roles and working on them;
  - Who are the participants in each scene?
  - Which character wants what in different scenes?
  - How does he seek to achieve it?
  - Creating a biography of the characters.

- Space – time organization of the scenes;
- Rehearsals;
- Presentation/Performance.
### (B) PERFORMANCE

When the play has been performed members of the audience can take to the stage and suggest alternative options for how the protagonist could have acted. In this way, the event can be used to rehearse for an imminent occasion, or to uncover and analyse alternatives in any situation, past, present or future. The actors explore the results of these choices with the audience creating a kind of theatrical debate, in which experiences and ideas are rehearsed and shared, generating both solidarity and a sense of empowerment.

<table>
<thead>
<tr>
<th>Expected results</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Acts as an ambassador for the arts in the social sector.</td>
</tr>
<tr>
<td>- Provides an entertaining yet meaningful way for working with socially excluded groups.</td>
</tr>
<tr>
<td>- Powerful tool for exploring solutions to difficult problems.</td>
</tr>
<tr>
<td>- Develops skills of the actors, whom are often people from socially excluded groups.</td>
</tr>
<tr>
<td>- Helps those who feel excluded from the society to become part of it again with the time.</td>
</tr>
<tr>
<td>- Helps to face a problem.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why this practice can tackle Hate speech?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tool brings people to get close to personal and collective stereotypes and prejudices, encouraging the discovery of new points of view and the possibility to empathize with them. Empathy is one of the resource against indifference and so, against the proliferation of any form of violation and exclusion.</td>
</tr>
</tbody>
</table>
### 3.4 I-Participate - GREECE

<table>
<thead>
<tr>
<th>Partner Country</th>
<th>I-Participate - GREECE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Self-Empowerment</td>
</tr>
<tr>
<td>Target group recommended</td>
<td>Recommended for all</td>
</tr>
<tr>
<td>Duration of the activity</td>
<td>Depends on the number of participants</td>
</tr>
<tr>
<td>Group size</td>
<td>No specific number, better with groups over 10 people</td>
</tr>
</tbody>
</table>
| Objectives      | • To promote self empowerment and self esteem.  
|                 | • To focus on positive. |
| Methodologies   | • Individual work, sharing in group if asked.  
|                 | • Theoretical framework: Post-modernism. |
| Tools           | Empty envelopes (A4 papers + sell tape), pens, small pieces of paper (10 people = 100 pieces) |
| **How to implement it (please describe each phase)** | Each participant takes an envelope and writes his name on it. The other participants take a piece of paper and try to find something positive about a person (visible and/or not visible - appearance, character, etc) writing it down. One by one, everybody will receive the paper from each member of the group (e.g. “Now let’s write for Anna”). Then they put the papers into the envelope of the person indicated. The game-practice can proceed in 2 ways:  
• the facilitator takes the full envelopes and reads the papers in one of them. The participants try to figure out, who this person is.  
• each participant reads his own papers from the envelope and says what was the one that impressed him more and why. |
| **Expected results** | **Empowerment of self esteem. Group building** |
| **Why this practice can tackle Hate speech?** | The tool takes people to focus on one person’s positive aspects, activating positive speeches. Inside a group it helps to create openness and connections between people. |
### 3.5 Asociația Tinerilor Cu Initiativa Civica (ATIC) - ROMANIA

<table>
<thead>
<tr>
<th>Partner Country</th>
<th>Asociația Tinerilor Cu Initiativa Civica (ATIC) - ROMANIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Education to diversity</td>
</tr>
<tr>
<td><strong>Target group recommended</strong></td>
<td>All from six years old</td>
</tr>
<tr>
<td><strong>Duration of the activity</strong></td>
<td>40 minutes about</td>
</tr>
<tr>
<td><strong>Group size</strong></td>
<td>From 4 to unlimited</td>
</tr>
</tbody>
</table>
| **Objectives**  | • To promote education to diversity  
                  • To encourage acceptance of minorities                 |
| **Methodologies** | • Demonstration  
                  • Explication  
                  • Debate                                           |
### Tools needed

- Different kind of fruits
- 1 bowl
- Knives (one per participant)
- Post-its and pencils
- 1 orange juice

### Expected results

- Raised awareness on multicultural and intercultural communities
- Better understanding and acceptance of diversity

“Fruits represent different type of minorities and any one can be good or bad as the fruits.”

### Why this practice can tackle Hate speech?

The tool takes people to realize how diversity is part of the nature and see the beauty of “stay together” using common and familiar products, like fruits.

---

**Debriefing:**

- How was it?
- What this activity made you think about?
- Why it can be attractive and effective?
- What’s the message behind?

In this phase the facilitator tell how a good salad is made of several fruits and if they stay all together for some time it even becomes better!

6. Everybody can taste the fruit salad now!
### 3.6 Ifjúsági Szolgáltatók Országos Szövetsége (ISZOSZ) - HUNGARY

<table>
<thead>
<tr>
<th>Partner Country</th>
<th>Ifjúsági Szolgáltatók Országos Szövetsége - HUNGARY</th>
</tr>
</thead>
</table>
| **Topic**       | • Social inclusion of minorities  
|                 | • Discrimination and Xenophobia, Poverty, General human rights |
| **Target group recommended** | Youth workers, youngsters of any age (situations and events proposed can be adapted to the age of participants) |
| **Duration of the activity** | 60 minutes |
| **Group size**  | From 10 to 30 people |
| **Objectives**  | • To promote empathy with others who are different;  
|                 | • To raise awareness about the inequality of opportunities in society;  
|                 | • To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups. |
### Methodologies

Individual work; group learning; role play

### Tools

- An open space (a corridor, large room or outdoors)
- Tape or CD player and soft/relaxing music

### How to implement it (please describe each phase)

#### A) PREPARATION

1. **Read the activity carefully.** Review the list of “situations and events” and adapt it to the group that you are working with;
2. **Make the role cards, one per participant.** Copy the (adapted) sheet either by hand or on a photocopier, cut out the strips and fold them over.

#### B) CORE OF IMPLEMENTATION

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read their role card.
4. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:
   - What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do? What is your everyday life like now? Where do you socialise?
   - What do you do in the morning, in the afternoon, in the evening? What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays? What excites you and what are you afraid of?
5. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line);
6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
7. Read out the situations one at a time. Pause for a while between each statement;
8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

C) DEBRIEFING AND EVALUATION

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

1. How did people feel stepping forward - or not?
2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
3. Did anyone feel that there were moments when their basic human rights were being ignored?
4. Can people guess each other’s roles? (Let people reveal their roles during this part of the discussion)
5. How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
6. Does the exercise mirror society in some way? How?
7. Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
8. What first steps could be taken to address the inequalities in society?
Find Tips for facilitators, variation, suggestions for follow up, ideas for action in the activity’s description published by Coe:

Resources to go in depth:
The description of “Take a step forward” activity is taken from Compass: Manual on Human Rights Education with Young People, Council of Europe (2002)

Bibliography:

<table>
<thead>
<tr>
<th>Tools</th>
<th>Why this practice can tackle Hate speech?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Role cards (pag.4 <a href="http://www.eycb.coe.int/compass/en/pdf/2_38.pdf">http://www.eycb.coe.int/compass/en/pdf/2_38.pdf</a>)</td>
<td></td>
</tr>
<tr>
<td>• An open space (a corridor, large room or outdoors)</td>
<td></td>
</tr>
<tr>
<td>• Tape or CD player and soft/relaxing music</td>
<td></td>
</tr>
</tbody>
</table>

Contributing to promote empathy towards diversity and raise awareness towards social inequality, the tool can impact on the prevention and intervention of hate speech against minorities.
### 3.7 Hors Pistes - FRANCE

<table>
<thead>
<tr>
<th>Partner Country</th>
<th>Hors-Pistes - FRANCE</th>
</tr>
</thead>
</table>
| **Topic**       | • Education to diversity  
                  • Fighting preconceptions, judgements and stereotypes |
| **Target group recommended** | Teenagers and adults (the activity could be adapted to work with children but the story should be modified) |
| **Duration of the activity** | From 45 min to 2 h |
| **Group size**  | 12 + |
| **Objectives**  | • to fight stereotypes  
                  • to realize how we judge unconsciously  
                  • to talk about unconscious racism  
                  • to learn to achieve a consensus  
                  • to develop critical thinking  
                  • to be able to present one's opinion and to defend it |
### Methodologies
- Creative learning

### Tools
- a board and a tool to write on it; pieces of paper and pens

### How to implement it (please describe each phase)

1. **The facilitator presents a story (while drawing a scheme - see it below “Resource”).**

   **Characters:** mother, her daughter Julie, Julie's boyfriend, the boyfriend's best friend, inhabitants of the village.
   
   The action takes place in a village separated in two parts by a river. Julie is very in love with her boyfriend, Mohamed. Her mother, Geneviève is retired. Mamadou is one of the inhabitants of the village. He knows how to do a lot of things and he owns a boat. Mohamed’s best friend, Kevin, is a lawyer.
   
   One day, a storm destroys the village, including a bridge that links two river banks. Julie lives on the one side, but Mohamed on the other. Julie doesn’t know what to do. She wants to see her boyfriend but can’t cross the river on her own. She asks her mother for advice. But Geneviève says that she doesn’t care and that Julie needs to take care of her problems herself. Julie is sad. She tries to find a solution. She goes to Mamadou who owns a boat and asks him if he could help her cross the river. He agrees but on one condition: Julie needs to give her body to Mamadou and sleep with him. Julie refuses at first but after some days she is so desperate to see Mohamed that she agrees.
   
   She crosses the river and goes to see her boyfriend. She is very happy. But she can’t lie to Mohamed so she tells him the truth. He is very angry. He can’t accept what she had done to see him. Eventually, he breaks out with her. Julie is very sad. She goes to meet Kevin to ask him for help. Kevin says that since Mohamed has broken up with her, it means that he doesn’t love her. However, he, Kevin, can make her happy. Later on, the inhabitants of the village can see Julie and Kevin walking and holding hands.
2) The participants work in pairs and try to come up with ONE list presenting the classification asked by the animator (5 min!). The animator adds a piece of information to consider for the participants: Geneviève collaborated with the Nazis during the Second World War.

3) The animator signals that the time is up. Pairs join other pairs and the participants work in groups of four and have to come up with ONE list (7 min.). This time, again, the animator adds a piece of information to the story: Julie had been a virgin before sleeping with Mamadou.

4) The procedure is repeated until all the participants are in the same group and then, they need to come up with ONE list with which everyone agrees (10 min).

5) The list is presented.

6) Follow-up: the animator asks the participants how they felt during the activity. The animator also asks the participants whether they saw e.g. Kevin wearing a tie, Mamadou as a black man, Mohammed with a beard, etc.). The topics of work in group patterns (different work in group roles - positive leader, negative leader, follower, etc.; work under time pressure), unconscious racism, compromise and consensus are discussed.
### Expected results

The participants realize that even if they might not judge consciously, they might do so unconsciously. They learn how to look for compromises and how to achieve a consensus. They learn about work in groups dynamics and patterns.

### Why this practice can tackle Hate speech?

The tool helps people to develop self-awareness on personal prejudices and stereotypes, which is one of the turning point to prevent hate speech.
#STANDUP2HATESPEECH!