

ACCT

Anti-racism & Civic Courage Training

Manual for Facilitators

ENGLISH VERSION

Developed By:

COMPARATIVE
RESEARCH
NETWORK:

 **Perspekt**
INITIATIVE

 **Crossing Borders**

 **Stowarzyszenie
Dla Ziemi**

 **imagina**

 **АСОЦИАЦИЯ
ЗА БЕЖАНЦИ
И МИГРАНТИ
БЪЛГАРИЯ**
**ASSOCIATION
ON REFUGEES
& MIGRANTS
BULGARIA**

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Foreword:

Promoting Anti-Racist and Anti-Discriminatory Education and Civic Courage

Welcome to this comprehensive four-day educational training guide on anti-racist and anti-discriminatory education. **It is our pleasure to introduce this curriculum, designed to equip workshop facilitators and learners with the necessary tools and knowledge to foster environments that promote anti-discrimination and civic courage.**

In today's diverse and interconnected world, **it is essential that we actively confront racism and discrimination in all their forms.** Education plays a pivotal role in shaping individuals' attitudes, beliefs, and behaviours, making it a powerful tool for social change. By engaging in anti-racist and anti-discriminatory education, we can work towards building a more just and equitable society.

This curriculum has been thoughtfully **developed as a four-day training guide**, providing a structured framework for deep exploration and learning. Each day is carefully designed to build upon the previous one, allowing participants to delve into critical topics, engage in meaningful discussions, and develop strategies for creating lasting change.

One of the key strengths of this curriculum is its emphasis on fostering a diverse and inclusive learning environment. It is designed to be run with a mixed group of participants comprising people of colour and white participants. This intentional diversity creates an opportunity for dialogue, shared perspectives, and a deeper understanding of the complexities of racism and different forms of discrimination.

Throughout the four days of training, participants will have the chance to engage in impactful activities, reflective exercises, and group discussions. **By creating a safe and inclusive space, participants can explore their own biases, challenge stereotypes, and develop empathy and understanding across societal divisions.**

The curriculum covers a wide range of **topics, including understanding privilege, recognising biases, examining systemic racism, promoting allyship, and fostering civic courage.** It encourages participants to critically analyse their own beliefs and assumptions, providing them with the tools to dismantle racism and discrimination within their personal and professional lives.

It is our hope that this comprehensive four-day educational training guide will serve as a catalyst for transformative learning and action. **By promoting anti-racist and anti-discriminatory education within diverse groups, we can create spaces where everyone feels valued, respected, and empowered to contribute to positive change.**

I extend my gratitude to all the educators, researchers, and activists whose previous work and insights have contributed to the development of this curriculum. Their expertise, passion, and dedication have made this resource possible. I also want to commend each and every trainer and participant who engages in this training. Your commitment to equality, justice, and the principles of anti-racism and anti-discrimination is commendable, and your efforts will make a difference.

Let us embark on this transformative journey together, as we strive to create a future that upholds the principles of anti-racism and civic courage. Together, with a diverse group of participants, **we can build societies where every individual is treated with dignity, fairness, and respect.**

Best wishes on your educational journey!
Suna J. Voss

Perspekt Initiative
part of the ACCT Consortium

DAY

01.

Becoming a
Group.
Defining our
Work.



Day 1

Welcome and Orientation

Objective: Create a welcoming environment, introduce participants to the workshop, and set the tone for open dialogue and learning about anti-racism.

Length: 20 Minutes

Material: Agenda on a flip chart

1. Introduction:

- Begin by warmly welcoming all participants to the anti-racism workshop.
- Emphasize the importance of creating a safe and respectful space for everyone to engage in meaningful discussions.
- Highlight the workshop's goal of promoting understanding, empathy, and combating racism and fostering civic courage.

2. Icebreaker Activity:

- Conduct an icebreaker activity to help participants get to know each other.
- Choose an activity that encourages sharing personal experiences and feelings about participating in the seminar, but also gives the freedom not to do so.
- Encourage participants to listen actively and respectfully to each other's stories.
- You can find an example for a good icebreaker activity for this purpose in the next section.

3. Name Tags and Room Assignments:

- Provide name tags or stickers for participants to write their names on.
- Explain the room and the facilities for different activities and sessions, ensuring everyone knows where they are.

4. Setting Expectations:

- Discuss the importance of respecting others' experiences, of which we all have different ones.
- Emphasize that emotions might arise during discussions, and it's essential to approach each other with empathy and sensitivity.
- Encourage participants to actively listen, ask questions, not interrupt each other and engage in open dialogue while maintaining a supportive atmosphere.

5. Acknowledging Diverse Experiences:

- Acknowledge that participants come from different backgrounds and may have varying experiences related to racism.
- Emphasize the importance of recognizing and respecting these diverse experiences.
- Let participants know that personal experiences shared in this workshop stay in the room and are not talked about elsewhere.

Highlight that everybody should only share what they feel comfortable sharing, fostering a sense of inclusivity and empathy.

6. Giving an Overview of the Workshop Programme:

- Refer to the programme agenda presented on a flip chart
- Give participants an overview of all four days so that they know what to expect and when
- Later on, hang up the chart somewhere in the room, to be visible to participants during the entire duration of the seminar.

7. Closing:

- Summarize the key points discussed during the orientation.
- Reiterate the workshop's purpose and the importance of active participation and respectful engagement.
- Thank participants for their presence and involvement.



Note to Facilitator:

It's crucial to adapt the workshop to the specific needs of the participants and ensure that the facilitators are well-versed in facilitating discussions on sensitive topics such as discrimination and racism. Additionally, provide resources and support mechanisms for participants who may need emotional or psychological assistance during or after the workshop.

Postcard Connection

Objective: Encourage participants to connect with each other by choosing a postcard that resonates with them and sharing their name and the reason behind their choice, fostering a sense of personal connection and understanding.

Length: 20 minutes

Material: A diverse collection of postcards representing different images and themes. You'll need around twice as many postcards as participants attending.

Method

1. Preparation:

- Prior to the workshop, lay out the postcards around the room, ensuring they are easily accessible to all participants.
- Make sure there are enough postcards for each participant to have some choice

2. Introduction:

- Explain to participants you have laid out postcards around the room for them to choose one that resonates with them.
- Inform them that participants who want to choose the same postcard may “share” it.

3. Choosing the Postcard:

- Invite participants to walk around the room and explore the postcards.
- Ask them to select a postcard that catches their attention or has meaning for them personally.
- Allow participants ample time to make their choices.

4. Introducing Themselves and Sharing the Postcard:

- Once everyone has chosen a postcard, gather the participants in a circle.
- Ask each participant to introduce themselves by stating their name and their pronoun, explaining that people have diverse identities that may not always be visible to us and not everybody may use the pronoun we expect.
- Instruct each participant to share the postcard they chose and explain why it resonated with them.

5. Conclusion:

- Thank participants for their openness and their introductions.
- Transition into the next part of the workshop, building upon the connections established during the icebreaker.



Note to facilitator : It's crucial to create a safe and respectful environment during the activity. Additionally, be mindful of time constraints and ensure that everyone has an equal opportunity to participate.

Establishing Workshop Guidelines

Objective: Engage participants in a collaborative process to create common guidelines that promote active listening, respect, and inclusion throughout the workshop.

Length: 20 minutes

Material: Facilitation cards, felt-tips

Method

1. Introduction:

- Explain the importance of establishing workshop guidelines to create a safe and inclusive environment for all participants.
- Emphasize that the guidelines will serve as a framework for respectful communication and engagement.

2. Individual Work:

- Invite participants to reflect individually on guidelines
- Instruct them to write down guidelines that they believe are essential for the workshop.

3. Guideline Suggestions:

Facilitators may also write down their own suggestions. Write down things that you believe especially important, but which may not be written down by participants, depending on the group:

- Use people's correct pronouns and gender identities.
- Respect each other's time (which can mean do not get into overly long statements, but also be on time for activities).
- Be mindful of the impact of your words and actions and do not repeat discriminatory insults to the group when recounting an experience you may have had.
- Maintain confidentiality and respect privacy.

4. Sharing Guidelines:

- After the participants have had sufficient time to brainstorm, reconvene as a whole group.
- Invite the participants to share the guidelines they developed.
- Pin the cards on a chart and create clusters as participants share their guidelines.

5. Displaying the Guidelines:

- Ensure that the finalized guidelines are prominently displayed throughout the workshop space.
- Throughout the workshop, remind participants of the established guidelines when necessary.
- Encourage participants to hold themselves and others accountable for upholding the guidelines.

Crossing the line

Objective: Encourage participants to explore and discuss different situations related to discrimination, promoting awareness and understanding of individual, structural, and institutional forms of discrimination. Trainers get a first impression of the group and its participants in relation to the topic of the workshop.

Length: 30 minutes

Material: Crepe tape and list of situations

Method

1. Set Up:

- Arrange the room with a clear line running from one side to the other, designating one end as "It doesn't have to do with discrimination" and the other end as "It does have to do with discrimination."
- Ensure that there is enough space for participants to position themselves along the line.

2. Presenting Situations:

- Prepare a list of diverse situations that can be categorized as individual, structural, or institutional discrimination.
- Each situation should be concise and clearly described, focusing on discriminatory aspects. When presenting the situations, do not give any more information than the sentence stated. You may say that this is all the information we have available and ask participants to take a decision based on this.
- Introduce the first situation to the participants, reading it aloud.
- Explain that participants will need to position themselves along the line according to their personal belief about whether the situation involves discrimination or not.
- Encourage participants to consider the complexity and different perspectives surrounding each situation.

3. Positioning and Sharing Ideas:

- After presenting a situation, give participants a moment to position themselves along the line based on their individual beliefs.
- Once participants have taken their positions, invite individual participants to share why they chose that particular position, as well as their thoughts and perspectives on the situation.

- Encourage respectful dialogue and active listening, allowing participants to express their reasoning.
- Ask participants not to comment on each other's remarks, but only to state why they themselves stand where they stand. Listen actively and recap each participants' statement briefly, without commenting.
- Present a maximum of four situations during this activity.

4. Conclusion and Transitioning to Analysis and Input:

- Thank participants for having shared their ideas.
- Emphasize the importance of own experiences for recognizing and interpreting situations and of addressing discrimination in its various forms.
- Transition into the next part of the workshop, building upon the first ideas that were shared and facilitating reflection on intentional and unintentional discrimination. This part is necessary to create a space for reflection and conclusion for this exercise.

Note to Facilitator:

This method is to be **used in conjunction with the following method Intention – Effect**. This is necessary in order to create a space for analysis and reconsidering points made during this exercise, which will otherwise not be corrected.



When choosing the three to four situations you will read out, **be mindful that participants in the room may have had very similar experiences**. Possibly skip situations when you consider that a participant may experience something similar, to prevent participants from feeling hurt by other's comments on their own lived experience.

As the facilitator, **ensure a respectful and inclusive environment throughout the activity**.

Examples of situations

A highly-qualified job applicant with a traditionally female name receives no callbacks for interviews.

Non-English-speaking employees are consistently left out of important meetings and decision-making processes.

A transgender individual has problems accessing the healthcare services he needs.

Older employees are consistently assigned less important tasks and responsibilities compared to their younger colleagues.

A same-sex couple is denied the opportunity to rent an apartment in a predominantly conservative neighborhood.

Customers of a particular faith are refused service in a restaurant based on their religious attire.

A community park lacks wheelchair-accessible ramps, tactile paving, and accessible restroom facilities, making it challenging for individuals with mobility disabilities to fully enjoy and navigate the public space.

Exploring Intention and Effect

Originally developed by Bildungsstätte Anne Frank.

Objective: Raise awareness about unintentional discrimination and its potential consequences.

Create understanding that discrimination can occur even when there is no intention to discriminate and that it is crucial to be mindful of the impact of our words and actions on others.

Length: 30 minutes

Material: Flip chart and felt pens

Method

1. Introduction:

- Share the example scenario: "A cashier in the supermarket tells a lady wearing a hijab: 'You speak really good English.'"
- Create a rough drawing of two characters on a flip chart – the cashier and the lady wearing a hijab (without depicting any stereotypes, i.e. don't draw a hijab or anything resembling it, just draw two bodies that look the same).
- Write the sentence "You speak really good English" as a headline.

2. Thinking About Intention:

- Engage the participants by asking them to share their thoughts on what they believe the cashier might be thinking when making the remark.
- One by one, collect the participants' answers and write them down as thought bubbles next to the drawing of the cashier. Do not comment on any of these, just write them down and repeat them in a possibly rephrased manner
- Encourage participants to consider various possible intentions behind the comment

3. Thinking about Effect:

- Shift the focus to the lady wearing the hijab and ask participants to share their thoughts on what she might be thinking in response to the cashier's remark.
- Collect the participants' answers and write them down as thought bubbles next to the drawing of the lady.

4. Contrasting Intention and Effect:

- Highlight the different perspectives and thoughts of both the cashier and the lady.
- Emphasize that while the intention behind the comment may have been innocent, the effect it has on the lady may be negative, making her feel singled out or stereotyped.
- Write "Intention" beneath the drawing of the cashier. Write "Effect" beneath the drawing of the lady wearing the hijab. Add "≠" between the two.
- Discuss the importance of recognizing that discrimination can occur even without malicious intent and emphasize the need to focus on the impact experienced by the person being discriminated against. Circle the word „Effect“.
- Underscore that the effect of discrimination is what matters most, as it can have lasting emotional, psychological, and social consequences on individuals.

5. Q&A and Discussion:

- Open the floor for questions, comments, and reflections from participants.

6. Conclusion:

- Summarize the key points discussed during the exercise, emphasizing the importance of recognizing the impact of unintentional discrimination and the need for increased awareness and sensitivity.
- Transition to next method or a short break for participants to digest what they have learned so far

Bag of Destiny

Objective: Encourage participants to reflect on own stereotypes and prejudices.

Length: 60 minutes

Material: Appendix A: Task sheet , bag with "Destiny Cards"

Note to Facilitator:

This exercise may be used in a homogenous group, e.g. a group of white people, depending on the context you work in.

In a heterogenous group, do not use this method, as participants may refer to many stereotypes that may be hurtful to diverse participants. Instead, use the method Reality Show (next section).



Method

1. Preparation:

- Select appropriate proposed traits for group and write each one on a piece of paper to create "Destiny Cards".
- Put the "Destiny Cards" in an opaque bag and shuffle.

2. Individual Work

- Ask each participant to draw one card. If they draw a card that corresponds with their actual identity, they may put it back into the bag and draw a new one, otherwise they may not choose.
- Ask participants to familiarise themselves with their cards, but not to show them to others.
- Then ask them to try to imagine that the characteristic written on the destiny card they have chosen becomes part of their identity from tomorrow morning. It is important to let participants know that the trait written on the card becomes part of their existing identity. Everything else in their life will remain the same.
- Hand out the task cards and ask participants to answer the questions, looking at them from a new point of view - from the perspective of the trait that was on the "Destiny card" they drew.

3. Group Work

- Next, assign participants to groups of 3-4 people and ask them to share their perspectives and discuss their answers to the questions on the task card.
- Let participants know that they can take up to 30 minutes to discuss their thoughts in these smaller groups. Before sending them off into group work, ask each participant to return to their Destiny Card, the trait on the Destiny Card no longer applies to them.

4. Discussion and Conclusion

- Bring the groups back into a circle and facilitate a discussion during which the following questions may be asked:
- Was it difficult to imagine your own life changed by one characteristic from the "Bag of Destiny"? How big was the change?
- How did you construct your image? Did you use stereotypes?
- Which of the questions written on the Destiny Card were most difficult to answer? Why?
- Were some characteristics from the 'Destiny Cards' more difficult to accept than others?
- Did this exercise cause you to reconsider some ideas you had previously?

Proposed traits for Destiny Cards:

- Cis-Woman
- Cis-Man
- Gay
- Straight
- Child
- Roma
- Russian
- Muslim
- Buddhist
- Chinese
- Unemployed
- Un-housed
- Rejected Asylum seeker
- Substance User
- Wheelchair Assisted Individual
- Ethnic Majority of Country of Residence
- Person of Color
- Undocumented Immigrant

Reality Show

Originally developed by Bildungsstätte Anne Frank.

Objective: Encourage participants to reflect on institutional and structural discrimination, as well as on own stereotypes and prejudices.

Length: 50 minutes

Material: 4 bags with feature cards, questionnaire

Method

1. Group Formation

- Divide the participants into small groups to encourage collaboration and diverse perspectives

2. Compilation of Biographies

- Each group takes turns drawing cards from feature pots containing characteristics related to profession, nationality, gender, and religion.
- The drawn characteristics serve as a basis for creating a fictional person who meets the following criteria: of age and residing in a large German city.
- Possibly using guiding questions provided, such as the person's name, age, duration of residence, hobbies, marital status, and more, each group invents a biography for their fictional character.
- Encourage participants to take notes on the biography while ensuring that each group keeps their creations confidential from other groups.

3. Answering Questions from the Perspective of the Fictional Person

- Participants sit down again in the circle of chairs, remaining seated with their respective small groups.
- They put themselves in the shoes of their fictional characters and answer questions from the questionnaire that you read out loud. The questionnaire primarily focuses on the fictional character's social participation opportunities and experiences of discrimination.
- In their small groups, participants briefly discuss whether they would answer "yes" or "no" to each question, without aiming for consensus.
- Participants indicate their response by raising their hands for "yes" or not giving a sign for "no". Different hand signals can represent varying opinions within the group.


4. Presentation of Biographies

- Each group presents their fictional character one after the other.
- After sharing the biography, they read out the characteristics they drew from the feature pots and place them on the floor in front of them.

5. Evaluation in the Plenary

- The evaluation phase begins by discussing the participants' personal experiences related to the exercise.
- Emphasize the importance of exploring where participants obtained their knowledge about the fictional characters.
- Engage the participants in a discussion about how the small groups constructed the biographies of their fictional characters and which of the four drawn characteristics played a significant role in this process.
- Encourage critical reflection on topics such as "stereotypes and prejudices" and "attributing characteristics to others" within the context of the exercise.
- Proceed to discuss the questions and answers provided by the small groups. Explore how they arrived at their decisions to answer "yes" or "no" to each question.
- Encourage participants to share their perspectives on the realism of the situations described in the exercise.
- Subsequently, facilitate a discussion on various dimensions of structural discrimination prevalent in our society.
- Highlight the significance of several characteristics in determining a person's social status.

Note to Facilitator:



Pay attention to any disagreements among group members regarding their responses. Be very mindful of reflecting on any prejudice or stereotypes that were used to take decisions. Analyse which characteristics of the fictional characters were influential in determining the answers to specific questions. You may also ask participants: What would have changed if only one characteristic had been different?

Questions for Exercise

- Do you encounter difficulties finding an apartment?
- Do you encounter difficulties finding a job?
- Would an anonymous application help you?
- Is your religion often a topic of public debate or in the media? Does this bother you?
- Can you live your religion openly and without problems?
- Can you assume that your children will not be discriminated against at school?
- Have you ever been stopped by the police in the evening? Can you get into a club without any problems?
- Are you often asked, "where are you from?"
- Do you have enough financial resources to cover your everyday expenses, including housing and food?
- Are you able to travel and go on holiday to any country?
- Will you be eligible to vote in the upcoming federal election?

- *Optional: Do you have access to educational opportunities?*
- *Optional: Do you have the opportunity to pursue higher education or study?*
- *Optional: Can you plan and start a family without significant obstacles?*
- *Optional: Are you financially capable of hiring a lawyer if you encounter legal problems?*



Note for Facilitator:

Choose, adapt and add questions based on the feeling of the group. Max 10 questions should be used here.

Step in, Step out

Originally employed by Center for Participatory Change

Objective: : Build more trust. Also works to bring the group back together after lunch.

Length: 20 minutes

Material: 4 bags with feature cards, questionnaire

Method

1. Preparation and Introduction

- Welcome participants to the session and ask them to stand in a circle
- This may be what you say: *“Let’s review the goals of our session: Our aim is to encourage conversation and reflection about identity, culture and family, as well as discrimination.”*

2. Statements: Step in and out

- Introduce the warm-up exercise: *“I will read statements that relate to the different identities we hold, the experiences we have faced, and the relationships we have. If a statement is true for you, take a step into the circle, stay there for a few seconds, and then step back. We will continue with the next statement in the same manner. Remember, only share what you feel comfortable with. **AND ONLY ANSWER FOR YOURSELF**”*
- **Start with an easy statement**, such as “I like chocolate,” and then progress to more complex statements. Feel free to **choose between seven and ten statements** from the following list:

1. *I enjoy eating fruits.*
2. *I have travelled to at least one other country.*
3. *I have friends from more than three different countries.*
4. *I speak more than two language.*
5. *I’ve been asked if I was from a different country or ethnicity.*
6. *A family member or close friend has experienced job discrimination.*
7. *I’ve had to correct someone for mispronouncing my name.*
8. *I have friends or family who have immigrated to another country for better opportunities.*
9. *My parents or guardians went to college.*
10. *I’ve had to advocate or speak up for a family member or friend in a healthcare setting.*
11. *A friend or family member has been the victim of a hate crime.*

12. *I have a friend or family member who is part of the LGBTQ community.*
13. *My family celebrates cultural or religious traditions that are not widely recognized in the country I live in.*
14. *A family member or close friend has been impacted by policies related to race, ethnicity, or nationality.*
15. *I have a family member that is born in another country.*
16. *I have questioned my own beliefs due to encountering different viewpoints.*
17. *I have been educated on the colonial history of my country.*
18. *I have changed my appearance or behavior to fit in with a certain group.*
19. *I enjoy participating in training sessions like this.*



Note to Facilitator:

Use or adapt these prompts to best suit the needs of your group and in the local context.

3. Debriefing in pairs

Thank everybody for sharing, and **ask them to choose a person they want to engage in a small debrief with**. Select a few of the following questions as guidelines:

- *How are you feeling after participating in the exercise?*
- *Do you have any reflections or observations you'd like to share?*
- *What was it like for you to disclose a privileged identity?*
- *How did it feel to disclose an oppressed identity?*
- *When you stepped into the circle, how did you feel ?*
- *And how did it feel when others stepped in when you didn't?*

4. Conclude in plenary session

- Ask all participants to return into the circle and ask how they are feeling now. Ask if anybody would like to share things they discussed in pairs.
- To conclude, **emphasize that our own lived experiences and assumptions influence the way we perceive the world and the lives we lead**. Explain that this method was conducted so that everybody may be aware of the differences within the group and to recognize that we share experiences and viewpoints but that we also differ. It is important to be mindful with each other.

Input: Discrimination -- individual, institutional, structural

Objective: Allowing participants to deepen their understanding of anti-racism concepts and definitions while fostering dialogue and reflection within the group

Length: 20 minutes

Material: Appendix B: Concepts & Definitions; Scissors to cut appendix B. Copies of sets

Method

1. Prepare the Material:

- Print two sets of cards(Appendix B), labelled Set A and Set B. Set A should contain various concepts related to racism (e.g., Classical Racism, Structural Discrimination, Institutional Racism), while Set B should contain corresponding definitions.

2. Form Groups and Distribute the Cards:

- Divide the participants into small groups, ideally with 3-5 members in each group.
- Give each group 3 concept cards from Set A and 3 definition cards from Set B. Make sure that 2 definition cards fit 2 concept cards, while a third one doesn't fit.

3. Match the Cards:

- Instruct the groups to work together to match the concept cards with their corresponding definitions. They should discuss and decide which definition best fits each concept.
- Emphasize that only two of the provided definitions are correct, while one is incorrect. The groups should identify which definition is incorrect for each concept.

4. Find the Incorrect Definition

- Once the groups have determined which definition is incorrect for each concept, they should select one person from their group to take the incorrect definition and find the correct concept to bring it back with them.

5. Read Out Definitions

- Allow each group to take turns going around the room, with one member from each group reading out the concept and its corresponding definition (including the incorrect one).
- Encourage other groups to listen attentively and provide feedback or corrections if they believe a different definition is incorrect.

6. Facilitate Discussion:

- After each group has presented their definitions, facilitate a group discussion to explore the correct definitions and challenge any misconceptions or misunderstandings that may arise. Explain anything the participants may have trouble understanding.
- Encourage participants to share their thoughts, insights, and any further questions related to the concepts and definitions.
- Conclude the activity by summarizing the correct definitions for each concept and highlighting key takeaways from the discussion.

Set A (Concepts)

Racism

Structural Discrimination

Individual Discrimination

Classical Racism

Institutional Discrimination

Neoracism (Cultural Racism)

Set B (Definitions)

_____ describes the unfair treatment experienced by individuals in personal interactions with others, based on their gender, ethnicity, or other group characteristics, often resulting from personal biases, prejudices, or stereotypes.

_____ describes discriminatory practices, policies, or procedures embedded within organizations or institutions that result in differential treatment, disadvantages, or barriers for individuals or groups based on their gender, ethnicity, or other group characteristics.

_____ describes the pervasive and deeply ingrained discriminatory patterns and practices that exist across various social, economic, and political systems, leading to unequal outcomes and opportunities for different groups.

_____ is when people are treated differently, judged, or excluded as separate, unified groups based on physical or cultural characteristics like skin color, origin, language, or religion. These characteristics may be real or imagined.

_____ asserts inequality and inferiority between groups of people based on alleged biological differences.

In _____, inequality and inferiority between groups of people are attempted to be justified by alleged differences between "cultures".

Dice Game

Objective: Allowing participants to deepen their understanding of institutional and structural discrimination, particularly in the context of migration.

Length: 60 minutes

Material: 4 bags with feature cards, questionnaire

Method

1. Group Formation and Rule Introduction

- Divide participants into groups of three, ideally resulting in at least three groups in total.
- Provide each group with a set of rules corresponding to different numbers on a dice.
- Instruct participants to memorize and follow these rules.

2. Game Setup and Chip Distribution

- Assign one participant as the dice roller and chip distributor.
- Instruct the dice roller to only give a chip to participants who perform the correct action immediately after the dice is rolled.

3. Game Rounds and Chip Accumulation

- Participants take turns rolling the dice, earning chips for each correct action performed.
- Tell the dice roller to conduct 20 rounds of the game.

4. Participant Movement

- After 15 rounds, reassign one participant from each group to another group.
- Repeat this process after 15 more rounds, returning one person who has not moved before to their original group and assigning one person to a new group.

5. Chip Placement and Observation

- Instruct participants to place the chips they earned in front of them, creating layers of chips based on their colors.
- Observe the colors and layers of chips to determine how much each person has earned in total and in different groups.
- Ask participants to rearrange themselves in order of the amount of chips they have earned.

6. Reflection Phase

- Facilitate a round of reflection where participants share their experiences.
- Collectively, look at participants' results based on the number of overall chips, chips of different colours, and chips earned by one-time movers, repeated movers, and stayers.
- Highlight any differences in the numbers and kinds of chips and ask participants to discuss the significance of these.
- Ask open-ended questions, such as: "What stands out in the results?", "Why do you think we played this game in the context of this workshop?", "What do you think the chips symbolize?"
- Ask questions relating to migration, power structures and structural discrimination if participants don't come up with these topics by themselves.
- Facilitate a round of reflection where participants share their concluding thoughts on the exercise.



Note: Make sure to give participants space to talk about the emotional experience – not too much but enough. This will enable them to then shift their focus on the analysis of the situation.

3 Finger Feedback

Objective: Gather feedback from participants on how they experienced Day 1 of the training in order to make any necessary adjustments for the following days. Give participants an opportunity to reflect on this day of training.

Length: 15 minutes

Material: -

Method

1. Reflection

- Begin the feedback session by taking participants through the agenda of Day 1. Remind them of the steps you took since this morning.
- Encourage participants to share their thoughts, feelings, and experiences from the first day of the training.
- Create a safe and inclusive space for participants to express themselves openly.

2. Individual Feedback

- Ask participants to provide feedback using their fingers as guidelines:

The thumb symbolizes something that went well or that they enjoyed about the day

The index finger something they are still thinking about

The small finger something that was too small, short, or didn't receive enough attention

- Assure participants that their feedback will be taken into consideration for future sessions.

3. Facilitator Reflection and Response

- As facilitator, reflect on the feedback received from participants. Do not justify yourself.
- Take the feedback seriously and consider ways to incorporate suggestions for improvement.

4. Closing Remarks

- Express gratitude to the participants for their engagement and willingness to participate in the training.
- Reiterate the importance of their contributions in shaping the training programme.
- Discuss the next steps in the training and refer to Day 2.
- Share information about when and where to meet tomorrow

DAY

02.

Finding
Commonalities.
Showing
Courage.



Day 2

Arrival and Orientation

Objective: Create a supportive and inclusive space where participants can share how they are doing today, reconnect with the training journey, and align their expectations for the day.

Length: 15 minutes

Material: Flip chart with today's agenda

Method

1: Welcome and Introduction

- Begin Day 2 of the training by warmly welcoming participants. Set a positive and inclusive tone for the session.

2: Check-In and Sharing Thoughts

- Allocate time for participants to share their feelings and reflections since the end of the previous day.
- Encourage participants to express any concerns, questions, or observations that have arisen since then.
- Provide clarifications, explanations, or reassurances as needed.

3. Recap of Training Journey

- Provide a brief recap of the training journey so far, highlighting that it is Day 2 of a 4-day programme.
- Refer to the training agenda and briefly outline the topics covered on Day 1 and the upcoming topics for Day 2.
- From here on, transition smoothly into the further activities for Day 2.

Common Threads

Objective: Bring participants together to start into the day, find commonalities and build connections.

Length: 15 minutes

Material: -

Method

1. Introduction

- Gather all participants in a circle or seated in a group setting.
- Explain that the purpose of this icebreaker activity is to find commonalities and connections - among participants. Remind them to only share what they feel comfortable sharing with the group.

2. Instructions

- Provide clear instructions for the activity. Explain that one by one, participants will share something about themselves, and that others may raise their hand or stand up if they can relate to or share a similar experience or interest.
- Explain that each participant will have the opportunity to share something about themselves, and others who can relate will raise their hand or stand up.

3. Demonstration

- Begin by demonstrating the activity yourself as an example.
- Share something special or interesting about yourself, such as a hobby, favourite book, or a place you enjoy.

4. Participant Sharing and Identifying Common Threads

- Start with the first participant and give them the floor to share something about themselves.
- Encourage participants to share personal interests, experiences, or aspects of their identity that they feel comfortable sharing.
- Encourage others to raise their hands whenever a fellow participant shares something they can relate to.

5. Wrap-up

- Acknowledge the commonalities among participants, creating a sense of connection and shared experiences.
- Conclude the icebreaker activity by expressing gratitude to all participants for their engagement and willingness to share.
- Transition into the next part of the seminar.

Introduction: Forum Theatre

Developed by Augusto Boal.

Objective: Introduce Forum Theatre as the method that you will focus on today.

Length: 25 minutes

Material: -

Method

1. Introduction to Forum Theatre :

- Begin by explaining what forum theatre is and its purpose within the context of the anti-racism training.
- Describe forum theatre as a participatory and interactive method that allows participants to explore and address challenging situations related to racism and other kinds of discrimination.

2. Explanation of Forum Theatre Principles

- Discuss the key principles of forum theatre, emphasizing their importance in creating a safe and inclusive space for exploration and learning.
- Non-judgment: Emphasize that forum theatre is a non-judgmental space where participants can freely express themselves without fear of criticism.
- Audience Participation: Explain that forum theatre involves active audience participation, where individuals can step into the scene and propose alternative actions or solutions.
- Multiple Perspectives: Highlight how forum theatre encourages the exploration of different perspectives, allowing participants to gain a deeper understanding of various viewpoints related to racism.

What is Forum Theatre?

“Citizens are not those who live in society, they are those who transform it” – Augusto Boal
Forum Theatre is a form of interactive theatre developed by the late Brazilian theatre director, Augusto Boal, as part of his ‘Theatre of the Oppressed’. Forum Theatre empowers the audience to actively explore different options for dealing with shared problems and motivates them to make positive changes in their own lives



see Augusto Boal, Theatre of the Oppressed (Pluto, 2000).

3. Overview of the Process

- Inform participants that in order to get started on working with their bodies, they are encouraged to engage in warm-up exercises first, also developed in the context of the Forum Theatre, of which there will be two.
- Transition into the Columbian Hypnosis exercise.



In Forum Theatre, an audience is shown a short play in which a central character (protagonist) encounters an oppression or obstacle led by an oppressor (antagonist), which s/he is unable to overcome. **The theme of the piece will usually be something of immediate relevance to the audience, often based on a shared life experience.** When the play has been performed, members of the audience can take to the stage and replace the protagonist, acting out alternative paths and decisions. **The aim is not to discover the ideal solution, but to encourage the audience to analyse the situation and to try out strategies for countering oppression.** The format encourages a positive and thoughtful approach to social problems. 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 solidarity and empowering them to generate social change.

Columbian Hypnosis

Developed by Augusto Boal

Objective: Participants begin to explore Image Work and emerging scenes, characters and relationships. They start exploring the themes of power, control and manipulation.

Length: 20 minutes

Material: -

Method

1. Pairing Participants

- Divide the group into pairs and ask participants to decide who will be A and who will be B.
- Explain that participant A will take on the role of the hypnotist, and participant B will be the one being hypnotised.

2. Explanation of Roles and Distance

- Clarify the roles: Participant A is the hypnotist, and Participant B is the one being hypnotised.
- Instruct participant A to place their hand a few centimetres in front of participant B's face.
- Emphasise that participant B must maintain this distance at all times and react when participant A moves their hand.

3. Manipulation and Movement

- Instruct participant A to try to manipulate participant B into various positions, while ensuring that the movements remain safe and comfortable.
- Encourage participant A to create continuous and varied movements that are not too repetitive.
- As the movements progress, participant A can start to move through the space while participant B follows.

4. Role Swap


- Ask each pair to swap roles, allowing participant B to become the hypnotist and participant A to be hypnotized.
- Repeat the process, with participant B now leading and participant A following.

5 Augusto Boal, Games for Actors and Non-Actors (Routledge, Taylor & Francis Group, 2022).

5. Debriefing:

- Ask all participants to shake off their roles
- Facilitate a debriefing session. Useful Questions may be:
- What was it like being the hypnotist/being hypnotised?
- How did it feel to have 'power' over your partner?
- Did you get carried away with being the hypnotist at any time? How did you handle it?
- Did any stories or relationships emerge with your partner(s) during the exercise?
- Did any stories or relationships emerge as you were watching others? How did they relate to issues of equality and discrimination?

Note to facilitator:



"Columbian Hypnosis" is an interactive and experiential method that allows participants to explore power dynamics and relationships within the context of equality and discrimination. It was developed in Columbia. By swapping roles and reflecting on the experience, participants gain insights into the influence of power and how it relates to issues of equality.

Image of the World

Developed by Augusto Boal: Games for Actors and Non-Actors (Routledge, Taylor & Francis Group, 2022).

Objective: To begin to explore Image Work and explore themes of resistance and oppression.

Length: 30 minutes

Material: -

Method

1. Group Formation

- Divide the participants into groups of 5 or 6 individuals.
- Ask one of these groups to volunteer to go first.

2. Creating the Initial Image

- Invite the volunteer group to stand in a line, facing the rest of the participants who will form the audience.
- Instruct each person in the volunteer group to step forward, one by one, and strike a pose.
- These individual poses will collectively form one overall image.

3. Audience Discussion

- After the volunteer group has created their image, invite the audience to discuss what they see and interpret the collective image.
- Encourage participants to share their observations, thoughts, and emotions evoked by the image.
- Facilitate a discussion that explores different perspectives on the image and its potential connections to themes of equality, discrimination, and oppression.

4. Rotation and Word Introduction

- Once each group has had an opportunity to create an initial image, return to the first volunteer group.
- Repeat the exercise, but this time provide the group with a word related to oppression or discrimination. Examples are: Conflict, Family, Defeat, Difference, Minority, Intervention, Support, Bravery, Pressure, Hope, Oppression, Discrimination.
- Ask the group to respond to this word when creating their image, incorporating its essence and meaning into their poses.

5. Image Interpretation and Discussion

- After the groups have created their images based on the given words, invite the audience to interpret what they see in each image.
- Begin by asking for broad interpretations, allowing participants to share their initial thoughts and feelings.
- Progress to more specific interpretations, encouraging participants to delve deeper into the connections between the image and the given word.

6. Facilitated Discussion

- Facilitate a discussion that explores the audience's interpretations of the images and their relationship to themes of oppression and discrimination.
- Encourage participants to reflect on the emotions evoked, the messages conveyed, and the potential societal implications represented in the images.
- Provide space for participants to share personal insights and connections to their own experiences or observations of inequality and discrimination.
- Transition into the next exercise.

Forum Theatre

Augusto Boal, Theatre of the Oppressed (Pluto, 2000).

Objective: Foster empathy and deeper understanding, provide opportunities to explore alternative actions and engage in collective problem-solving.

Length: 90 minutes

Material: Material: possibly 2-3 alternative scenarios for group performances

Method

1. Group Formation

- Divide the participants into groups of 5 or 6 individuals.
- Using your knowledge of the group, ensure that participants with similar experiences of racism or other kinds of discrimination do not find themselves alone in a group with others who may not be able to relate.
- Remind participants to be mindful of each other during group discussions and not to expect people to share experiences they may not feel comfortable talking about.

2. Source Material and Devising

- Encourage the groups to **draw from their own personal experiences of oppression as the source material** for devising their Forum Theatre pieces. Encourage each group to talk about situations where they felt that power and oppression played a role and where they were not happy with how the situation ended
- Ask the groups to begin the process of devising their Forum pieces.

3. Facilitator Support

- Check in with each group regularly to answer questions and ensure that the groups are progressing with their task.
- Provide guidance and support as needed, ensuring that the groups have a clear understanding of their task and that everybody is feeling comfortable and not being pressured into sharing experiences that they may not want to share.

4: Performance Setup

- Allocate a performance space and an audience space within the room where the workshop is taking place.
- Invite each group to present their Forum piece for the rest of the participants, who will serve as the audience.

5. Forum Theatre Performance

- Facilitate two presentations of each group's Forum piece:
- In the first presentation, instruct the audience not to intervene and simply observe the performance.
- In the second presentation, allow the audience to intervene by calling out "freeze" at a given moment, going to one of the actors, tapping on their shoulder, and taking their place.
- The only role that cannot be replaced is that of the perpetrator or the person oppressing others.
- After the performance, allow participants to "shake off" their roles.

6. Facilitated Discussion and Reflection

- After each Forum Theatre performance, facilitate a discussion with the group and the audience.
- Encourage participants to share their observations, thoughts, and emotions evoked by the performances.
- Discuss the power dynamics, alternative actions, and potential solutions portrayed in the Forum pieces.
- Reflect on the connections between the performances and real-life experiences of oppression and inequality.

Note to Facilitator:

It is very important to provide a space for participants to share their own experiences, perspectives, and personal connections to the themes explored, and not feel pressured.



Be mindful of power dynamics within groups and consider creating groups of individuals with similar experiences of discrimination, based on your knowledge of the group.

Be very careful during the preparation and presentation that participants **do not use materials (such as scarfs etc.) to impersonate other groups.**

Guided Breath

Objective: Promote reflection, relaxation, and a sense of closure.

Length: 10 minutes

Material: -

Method

1. Gather in a Comfortable Space

- Find a comfortable and quiet space where participants can gather, such as the circle of chairs or, if available, cushions.
- Ensure the environment is conducive to relaxation, with soft lighting and a calm atmosphere.

2. Guided Breathing Exercise

- Begin the cool-down session with a guided breathing exercise to help participants relax and focus their attention inwards.
- Instruct participants to close their eyes and take slow, deep breaths in through the nose and out through the mouth.
- Guide them in focusing on their breath, encouraging them to let go of any tension or stress with each exhale.

3. Back to the Room

- Guide participants through their breathing for a couple of minutes.
- Then, invite anybody who feels ready to open their eyes.
- Wait patiently without commenting until all participants have opened their eyes, fostering a sense of quiet awareness.
- Thank participants for having taken part in this exercise and transition slowly into the last part of the seminar.

Reflection and Feedback

Objective: Gather feedback from participants on how they experienced Day 2 of the training in order to make any necessary adjustments for the following days. Give participants an opportunity to reflect on this day of training.

Length: 15 minutes

Material: -

Method

1: Reflection

- Begin the feedback session by taking participants through the agenda of Day 2. Remind them of the steps you took since this morning.

2. Individual Feedback

- Encourage participants to share their thoughts, insights, and emotions.
- Provide an opportunity for them to share any specific moments or interactions that stood out to them as meaningful or impactful.
- Facilitate a round of discussion where participants can express their reflections and listen to others, if they feel comfortable doing so.

3. Appreciation and Closing Remarks

- Express gratitude and appreciation for the participant's contributions throughout the day.
- Conclude the feedback session by letting participants know when and where to meet tomorrow for Day 3 of the training.

DAY

03.

Inner

Reflections.

Taking Action.



Day 3

Arrival and Orientation

Objective: Create a supportive and inclusive space where participants can share how they are doing today, reconnect with the training journey, and align their expectations for the day.

Length: 15 minutes

Material: Flip chart with today's agenda

1: Welcome and Introduction

- Begin Day 3 of the training by warmly welcoming participants. Set a positive and inclusive tone for the session.

2: Check-In and Sharing Thoughts

- Allocate time for participants to share their feelings and reflections since the end of the previous day.
- Encourage participants to express any concerns, questions, or observations that have arisen since then.
- Provide clarifications, explanations, or reassurances as needed.

3. Recap of Training Journey

- Provide a brief recap of the training journey so far, highlighting that it is Day 3 of a 4-day programme.
- Refer to the training agenda and briefly outline the topics covered on Day 1 and 2 and the upcoming topics for Day 3.

From here on, transition smoothly into the further activities for Day 3.

All those, who

Objective: Help to energize participants and create a positive atmosphere.

Length: 10 minutes

Material: *List of Attributes*

Method

1. Set Up the Space

- Arrange chairs in a circle, ensuring there is enough space for participants to move around comfortably.
- Make sure all participants are seated on the chairs.

2. Explain the Activity

- Explain the rules of the energizer to the participants.
- Let them know that you will read out attributes or statements starting with *"All those who..."* and that they should respond by getting up and switching seats with others who share the mentioned attribute.

3. Read Out Attributes

- Begin reading out the attributes or statements one by one, allowing enough time for participants to move and switch seats.
- Ensure that the attributes are relevant to the group and the context of the workshop, but keep them light-hearted and not too sensitive.

Examples of attributes could include:

"All those who love spaghetti."

"All those who enjoy hiking."

"All those who slept well last night."

"All those who play a musical instrument."

"All those who can speak more than one language."

4: Conclude the Energizer

- After several rounds of switching seats, conclude the energizer by thanking the participants for their active participation and enthusiasm.

Note for Facilitator:

If some participants are less mobile, you can also conduct this activity without chairs, standing up in a circle. This will slow down the pace of the game as people do not have to keep sitting down and standing up. It will also allow wheelchair users to participate easily.



Railway Reflections

Adaptation of EURO-RAIL A LA CARTE (Compass. 2006)

Objective: To encourage participants to reflect on underlying prejudices, implicit bias and encouraging anti-racist behavior.

Length: 60 minutes

Material: Appendix C: Railway Reflections (1 copy per person, or on screen), pens or pencils

Method

1. Introduction and Explanation (10 minute)

- Inform the participants that they are about to do a reflective exercise on aimed at understanding underlying prejudices and encouraging anti-racist behaviour.
- Encourage them to **approach this activity with openness and a willingness to examine your own biases**. This is about exploring perceptions and engaging with the concept of anti-racism in a personal and practical way. Your honesty and respect for all narratives are essential.
- Inform the group that, *“There are no right or wrong choices, only opportunities for self-awareness and growth.”* **Participants do not have to share at any point if they do not want to.**
- Introduce the premise: *“Imagine you are about to embark on a scenic train journey, and you have a compartment with three empty seats. You will be handed out a worksheet that has a list of individuals doing specific activities, try to imagine which three individuals you would be most interested in sharing your journey with. After you will reflect on your choices in a group, considering what factors influenced your decision.”*

Note to Facilitator:

Some of these characters have characteristics based on perceived notions of race/ethnicity, gender, age, and national origin. **Encourage participants to be critical** of what it means to assess these characteristics upon just seeing someone, but ask them **allow space to take part in this thought experiment**. They can choose to imagine that these perceptions come from some informed knowledge.



2. Reading the worksheet (5 minutes)

- Hand out the worksheet with the characteristics to all participants. Ask them to read over all 25 and to select 3 that they might want to sit with on this crowded train.
- If they have any questions, they can ask -- this may bring up critical reflections on why some were chosen. Encourage them to hold these questions and bring them up in the group and in the final discussion.

3. Group work (10-15 minutes)

- Have the group get into groups of 3-4 people, depending on total amount of participants.
- Inform the participants *“These discussions can just be for your small group and you will not need to share unless you all decide to”*
- Ask them to answering the following questions **one at a time**:

How was it to make your list and, if you feel comfortable who did you choose to sit with?

How did personally held stereotypes or biases influenced your choices?

Do these choices reflect broader societal narratives?

4. Continued Group Work - Reflecting on Anti-racism (10-15 minutes)

- Inform the groups that we will **transition from reflection on the personal decisions to how this has to with anti-racism**. These questions will be the one we will discuss mainly in our debrief as a whole group.
- Ask them to answer the following:

How do you think our biases shape our everyday decisions?

What can we do to challenge them?

In what ways can recognizing and confronting our stereotypes and biases be an act of anti-racism?

5. Large Group Reflections and Closing (10-15 minutes)

- How did this exercise go?
- Was this easy? Was this hard? Is there anything your group wants to share?
- How does this have to with anti-racism and civic courage?

6. Wrapping up and leaving space

Thank participants for their hard work. **Recognize the issues and short comings** that come with using stereotypes, prejudices, and biases. **Leave space for any frustrations, concerns, or worries.** Address and validate them, and **encourage those to speak with you in the break if there is anything else** that came up.

Stop Rumours

Objective: Raise awareness about the detrimental effects of rumours, fake news and stereotypes, and provide participants with strategies to dismantle them.

Length: 60 minutes

Material: Flip charts and felt tips

Method

1. Introduction and Explanation (10 minutes)

- Begin by explaining the purpose of the activity, which is to recognize the significance of stopping rumours and stereotypes.
- Ask participants what they understand by “rumour” and what they understand by “stereotype”. Write down their associations on a flip chart, one term next to the other.
- Make the link between offline rumours and fake news spread and found online.
- Emphasize the negative impact rumours and stereotypes can have on individuals and communities, leading to division, prejudice, and discrimination.

2. Group Division (25 minutes)

- Divide the participants into smaller groups of up to four participants.
- Group participants with similar experiences of discrimination together into the same groups, so that safer spaces are created for the purpose of the group discussions, as the topics are very sensitive.
- Allocate 30 minutes for each smaller group to discuss rumours and stereotypes. In particular, ask them to choose one rumour or stereotype and design a flip chart answering the following questions:
 - 1) What stereotype/rumour do you choose to dismantle? (without writing it down in detail, just ask participants to write down one or two words to point towards it)
 - 2) How do you think the stereotype/rumours started?
 - 3) What could you say to dismantle this rumour or stereotype?
 - 4) Where do you think you can find support to dismantle this rumour or stereotype?
- Check in on the groups in regular intervals to see how everybody is doing. Also be mindful that participants do not write down the rumour or stereotype onto their flip chart in order to prevent it from being reproduced and enforced.

3. Sharing in the Big Group (25 minutes)

- Bring the smaller groups back together into one big group.
- Ask all groups to present their flip charts and tell the others what they worked on
- Ask participants to share examples of how they have successfully dismantled a rumour or stereotype, without mentioning the specific example more than once.
- Throughout the discussion, remind participants of the goals of the method:

To understand the importance of dismantling fake news and stereotypes.

To find realistic ways to dismantle them in everyday situations.

To identify support networks for dismantling fake news and stereotypes (emotional, psychological, friendships, educational).

To gain insight into how fake news, fake news and stereotypes start, including the underlying problems and reasons behind their initiation.

4: Closing Reflection

- Conclude the activity by reflecting on the insights gained and the strategies discussed for stopping fake news, rumours and stereotypes.
- Encourage participants to apply what they have learned in their daily lives and to actively challenge and debunk fake news and stereotypes.

Note for Facilitator:

Be mindful of the group allocation in order to prevent hurtful experiences for people experiencing racism and other kinds of discrimination.

Equally, make sure that participants do not mention the specific example more than once, and do so with sensitivity, not writing it down, in order to prevent from unnecessary reinforcement of societal prejudice.



Presentation: Registering discriminatory incidents

Objective: Participants know locally relevant registries and know why it is important to register incidents of discrimination, hate speech and hate crime and how to do so.

Length: 30 minutes

Materials: PowerPoint presentation (To be prepared ahead of time)

Method

Hold a presentation on locally and/or nationally relevant registers collecting information on discriminatory incidents. These registers are separate and independent from the police force.

In addition to the contact information of locally relevant reporting mechanisms, you may chose to include the following in your presentation:

Registers record incidents of the forms of discrimination: racism, antisemitism, anti-feminism, activities organized by the extreme right and hostility against LGBTIQ* people, people with disabilities and homeless people.

Registers / Monitors can be general or specialised on monitoring specific types of incidents (verbal (hate speech) or physical (assaults) or groups discriminated against or contexts in which the incidents occure (e.g. sports)

Hate speech is based on the unjustified assumption that a person or a group of persons are superior to others; it incites acts of violence or discrimination, thus undermining respect for minority groups and damaging social cohesion (ECRI's General Policy Recommendation No. 15)

The 2008 Council Framework Decision (Council Framework Decision 2008/913/JHA) requires the criminalisation of certain forms of hate speech and hate crimes.

Reducing criminal activities related to hate and prejudice is hindered by the lack of reporting and registration of hate incidents – creating blind spots especially in rural areas in western Europe and both urban and rural areas in eastern Europe.

Reporting discriminatory incidents to local registers that collect data and refer people to relevant support mechanisms is a useful and sensible approach for several reasons:

1. Raise Awareness and Visibility:

Reporting discriminatory incidents helps raise awareness about the prevalence and nature of discrimination within a community or society. By submitting reports to local registers, individuals contribute to a collective understanding of the issues and help shed light on the magnitude of the problem. This increased visibility can lead to greater recognition and acknowledgment of discriminatory practices and the need for action.

2. Data Collection and Analysis:

Local registers play a crucial role in collecting and analysing data related to discriminatory incidents. Gathering accurate and comprehensive data allows policymakers, organizations, and authorities to identify patterns, trends, and areas of concern. This data-driven approach enables evidence-based decision-making, the formulation of targeted interventions, and the monitoring of progress in combating discrimination.

3. Informing Policy and Legislation:

Reporting discriminatory incidents provides valuable insights for policymakers and lawmakers. The data collected from local registers can inform the development or revision of policies, laws, and regulations aimed at addressing discrimination effectively. By understanding the types of discrimination occurring and the communities or groups most affected, policymakers can tailor their efforts to promote equality, justice, and inclusivity.

4. Support and Assistance:

Local registers often serve as a gateway to relevant support mechanisms. When individuals report discriminatory incidents, they can be connected with resources, services, and organizations that can provide guidance, counseling, legal assistance, or other forms of support. This ensures that those affected by discrimination have access to the assistance they need to address their concerns and seek redress.



5. Empowerment and Validation:

Reporting discriminatory incidents can empower individuals who have experienced discrimination by providing a platform to share their stories and have their voices heard. It validates their experiences and acknowledges the impact of discrimination on their lives. This validation can help individuals feel supported, encouraged, and empowered to take action against discrimination and advocate for change.

6. Accountability and Prevention:

By reporting discriminatory incidents, individuals contribute to holding perpetrators accountable for their actions. Local registers can be used as mechanisms to track and monitor incidents, enabling authorities to take appropriate action when necessary. This accountability serves as a deterrent, discouraging future instances of discrimination and promoting a more inclusive and respectful society.

Overall, reporting discriminatory incidents to local registers that collect data and refer people to relevant support mechanisms is a valuable approach to combat discrimination. It helps create awareness, informs policy and legislation, connects individuals with support, empowers affected individuals, ensures accountability, and works towards preventing future discrimination.

Toaster, Blender and Washing Machine

Objective: engage participants, create laughter, and promote quick thinking and coordination.

Length: 10 minutes

Material: -

Method

1. Introduction

- Have all participants stand in a circle, facing each other.
- As the facilitator, stand in the middle and introduce the three appliances: toaster, blender, and washing machine. Demonstrate the actions and sounds associated with each appliance to ensure everyone understands.

2. Pointing and Prompting

- The person in the middle (for now you) points towards any person in the circle, saying which of the figures (toaster, blender, or washing machine) will be played. The person pointed at becomes the chosen appliance, and the individuals standing to their left and right become the accompanying parts of that appliance.
- Start out with a few rounds of just one appliance, then introduce the second one, and when everybody has a good idea of both, introduce the third appliance.

3. Actions and Sounds

- Depending on the chosen appliance, the participants performing the accompanying actions must quickly respond:
- Toaster: The individuals on the left and right of the chosen person stretch out their arms around them to mimic a toaster. The person in the middle goes on their knees and jumps up, saying "bing!"
- Blender: The individuals on the left and right of the chosen person each lift one of their arms above the head of the person in the middle, mimicking a blender. The person in the middle spins around, saying "brrrr."
- Washing Machine: The individuals on the left and right of the chosen person create a circle in front of the body of the person in the middle, symbolizing a washing machine. The person in the middle spins their head and makes sloshing sounds.

4: Prompting Mistakes and Swapping Roles

- If the chosen person or the accompanying participants react too slowly or perform the wrong action, they swap positions with the person in the middle. It then becomes their turn to give prompts and point at others.

5: Continuation and Conclusion

- Continue the activity, allowing different participants to take turns in the middle and select appliances for others to mimic.
- Conclude the energizer after an appropriate duration or when everyone has had a chance to participate and enjoy the activity.

Civic Courage Styles

Objective: Understand and explore different approaches to civic courage in the face of discrimination. Participants will gain a deeper understanding of their own responses and learn to appreciate the diverse approaches taken by others.

Length: 30 minutes

Material: Scenarios for civic courage

Method

1. Set-up:

- Ensure that the room is large enough for participants to move around comfortably. Ask participants to stand in the middle of the room.

2. Explanation

- Before starting the exercise, explain the following rules:

The exercise aims to identify how individuals approach conflicts in discriminatory settings. If at any point participants feel uncomfortable, they are encouraged to raise their concerns or leave the room.

- Introduce participants to the four corners of the room related to each reaction that may choose:
 - a. Engaging with the victim
 - b. Entering a discussion with the person
 - c. Starting an argument
 - d. Doing something else

3. Presenting Scenarios:

- Present a series of scenarios, one by one, and ask participants how they would approach each conflict. Example scenarios:

You hear a drunk man using racist slurs in the metro. How do you react?

A drunk man is shouting slurs at a woman wearing a hijab in the metro. How do you react?

Your parent is judging one of your values and ways of acting. How do you approach this conflict?

Your friend consistently uses the word 'retarded' when expressing her dislike for something. How do you approach this conflict?

Your colleague just made a homophobic remark in the hallway. How do you approach this conflict?

4. Discussion and Reflection:

- After each scenario, allow participants to move to the corner that represents their chosen approach.
- Then, ask individual participants to share their perspectives and explain why they chose their particular corner. Emphasize that engaging with the victim is always the best and safest option, if a victim is part of the scenario. Encourage participants to refrain from focusing solely on the perpetrator when there is a victim in need of support.
- If participants stand in the corner for “Doing something else”, ask them to explain their approach to the others.

5. Conclusion:

- Conclude the exercise by highlighting that everyone has a different approach to handling discrimination in various contexts.
- Explain that responses may vary in effectiveness depending on the situation and that risk assessment and considerations of power and privilege often influence individuals' decisions.
- Encourage participants to practice civic courage depending on their style and the circumstances and to show support for those who experience discrimination.
- Emphasize that judgment of others' approaches should be avoided, and instead, focus on developing strategies to alleviate discrimination and uplift those who are victimized.



Note for Facilitator:

Only use scenarios that none of the participants visibly may have encountered in order to prevent triggering unwanted emotions and experiences.

Digital Civic Courage

Objective: Encourage participants to take the first step against racism and discrimination within their networks.

Length: 80 minutes

Material: Phones or laptops

Method

1. Introduction

- Begin by explaining the purpose of the method: to take action against racism and discrimination through social media.
- Highlight the significance of addressing real problems on social media and reaching the target audience to provide support and solidarity.
- Specify the social media platforms to be used, such as Instagram, Facebook, etc.

2. Creating an Impactful Post

- Provide guidelines for creating a post with impact:
- Explain the context in the caption, providing necessary background information.
- Include an image or graphic that complements the post and serves as a call to action.
- Pose a thought-provoking question to engage the audience and encourage discussion.
- Understand the target audience and use relevant hashtags to amplify the post's reach.
- Utilize emojis to add personality and enhance the emotional impact of the post.
- Consider using design tools like Canva or other apps to create visually appealing and creative posts.

3. Individual Work

- Let participants create their own posts using their phones or laptops
- They can work in pairs if some participants are not comfortable using social media, do not have an account or no phone available
- Display the guidelines provided above somewhere visibly in the room

4. Discussion and Posting

- Encourage participants to show their posts to the others once everybody has returned into the circle.
- Ask participants on their thoughts, experiences, and ideas for impactful posts.
- Finally, give everybody a moment to post the content they created on social media

5. Conclusion

- Summarize the key points discussed during the method, emphasizing the power of social media in shaping societal perspectives.
- Encourage participants to take action and make a difference with their social media posts, no matter how small the step may seem.
- Remind participants that change lies in each step and that online and offline, they can contribute to creating a more inclusive and anti-discriminatory society.

Feedback Session

Objective: Create a space for participants to reflect on their experiences, share their insights, and provide feedback on the content and structure of the seminar.

Length: 20 minutes

Material: -

Method

1. Introduction

- Begin by explaining the purpose of the feedback session: to gather participants' thoughts, reflections, and feedback on the seminar so far.

2. Reflective Questions

- Provide a set of reflective questions for participants to consider, encouraging them to think about their experience during the seminar, such as:
- What were the most impactful moments or insights you gained today?
- Were there any topics or activities that you found particularly engaging or thought-provoking?
- Did you feel adequately supported throughout the seminar?

3. Collecting Feedback

- Provide an opportunity for each participant to share their key points
- As a facilitator, actively listen to the feedback, taking note of common themes, suggestions, and concerns raised by participants.
- Express gratitude to the participants for their valuable contributions, emphasizing the importance of their feedback in shaping the seminar.

4. Next Steps

- Inform participants that their feedback will be carefully considered for the remaining day of the seminar and future improvements.
- Share a brief outline of the agenda for the final day

DAY

04.

Local Actions
for Global
Questions



Arrival

Objective: Give participants time to arrive and provide them with orientation regarding the site visit(s).

Length: 20 minutes

Material: Flip chart presenting relevant information

Method

1. Welcome and Arrival

- Begin the final day of the seminar with a warm welcome and brief introduction
- Make a round asking how everybody slept and whether anything relating to yesterday's session has come up since you said goodbye
- Ensure that participants have all necessary information about the day's schedule, including the site visit destinations, estimated time of return, and any safety guidelines.

2. Site Visit Preparation:

- Briefly explain the purpose of the site visit, emphasizing that it is an opportunity to observe and learn from local structures and organizations actively working towards inclusion and anti-racism.
- Encourage participants to approach the site visit with an open mind, curiosity, and a willingness to engage with the communities and individuals they will encounter.

3. Departure and Transportation:

- Organize transportation to the site visit destinations in advance, ensuring that all participants have a comfortable and safe journey.
- If necessary, provide participants with an overview of the itinerary and any stops along the way to enhance their understanding of the local context and significance of the sites being visited.

Site visit

Objective: Provide participants with a memorable and impactful experience that strengthens their commitment to anti-racism work. Allow them to witness first-hand the efforts of local structures and organisations, inspiring them to become agents of change in their own communities.

Length: All day

Material: Phones

Method

1. Guidelines to support you in the planning process

- You may choose a locally relevant structure or organisation working on inclusion and anti-racism to be visited with the group.
- Facilitate guided tours, presentations, or interactive sessions led by knowledgeable representatives from each visited organization.
- Encourage participants to actively engage in discussions, ask questions, and reflect on the work being showcased.
- Allow sufficient time for participants to explore the site, interact with staff or beneficiaries, and observe the practical implementation of anti-racism initiatives.

2. Reflection and Discussion

- After each site visit destination, gather participants for reflection and discussion sessions.
- Provide opportunities for participants to share their observations, thoughts, and feelings regarding the work they witnessed and its impact on the community.
- Encourage participants to discuss potential applications of these experiences in their own lives and communities, fostering dialogue and idea-sharing among the group.

3. Closing and Return

- Conclude each site visit by expressing gratitude to the visited organisations and their representatives for sharing their valuable work and insights.
- Briefly summarize the key takeaways from the site visit and highlight the relevance of these experiences in the broader context of inclusion and anti-racism efforts.
- Organise transportation for the return journey, ensuring participants' safety and comfort.
- If adequate, organise one final reflection and discussion session to conclude this part of the seminar.

Final Feedback Session

Objective: Create a space for participants to reflect on the 4 days of training. Collect relevant feedback for adaptations and changes in the seminar structure and content.

Length: 30 minutes

Material: Crepe tape, cards with symbols

Method

1. Preparation

- Set up the room by dividing the floor into four squares using two strips of crepe tape.
- Draw a different symbol on each card to represent the feedback topics:
- A light bulb may symbolise what participants learned or the moments that shine most brightly.
- An unhappy face may symbolise something participants didn't like about the seminar, indicating areas for improvement.
- A suitcase symbolizes the knowledge or experiences participants find valuable and will take with them.
- Three points "..." symbolise the prompt "Anything else I'd like to say" for participants to provide additional feedback.
- Place the cards with symbols in each respective square.

2. Introduction

- Gather all participants and inform them that you are entering the final part of the seminar, which involves providing feedback.
- Ask participants to stand up and explain that you will be moving together through the crepe-tape-divided squares to collect feedback for each topic.

Feedback Collection

- Begin with the first square and stand with the group in that square.
- Explain the symbol and the corresponding feedback topic, such as the light bulb symbol for moments of learning.
- Encourage participants to share their thoughts, experiences, and moments that they found most enlightening during the seminar.
- Listen actively to their feedback, allowing participants to express themselves without interruption.

- Move through all 4 squares: After collecting feedback for the first square, move to the next square and repeat the process for the symbol and feedback topic associated with that square.
- Continue this process until feedback has been collected for all four squares, covering all the feedback topics.

Participant Engagement

- Throughout the feedback collection process, actively engage with the participants. Create a safe and non-judgmental environment for participants to express their opinions and experiences.

Facilitator Feedback

- Once feedback has been collected from participants, provide your own feedback to the group, acknowledging their engagement, insights, and contributions.
- Express gratitude to the participants for their time, openness, and commitment to the anti-racism seminar.

Conclusion

- Conclude the feedback session by summarizing the main points discussed and the feedback received for each topic.
- Emphasize the value of participant feedback and express your commitment to incorporating their suggestions into future seminars and initiatives.
- Thank them for their participation throughout these four days of training and let them know how to get in touch with you for any future initiatives.

APPENDICES



Appendix A: Task Sheet - Bag of Destiny

**Appendix B: Input: Discrimination: Individual,
Institutional, Structural**

Concepts & Definitions Cut-Outs

**Appendix C: A Railway Reflections: A Journey in
Anti-Racism and Civic Courage**



Anti-Racism & Civic Courage Training

Task Sheet: Bag of Destiny

Imagine that you wake up tomorrow morning and the characteristic shown on the card becomes part of your identity. Everything else remains the same.

Imagine what your life could look like now and how it could turn out. Think about what you would have to change and how others would react to this change.

Try to answer the following questions fully and honestly: How would your life change with your new identity? List at least five changes.

Would your attitudes or behaviour change and how?

Try to predict how others would react to your new identity. Consider in particular the reactions of your family, friends, colleagues and the rest of society.

Do you think your position at work and in society would be higher or lower?

Is there something you, as a new person, could offer to society; something you were not able to offer before?

Do you expect/need something from others; something you didn't need before?

Will it be easier or more difficult for you to live in your chosen place compared to the situation you experienced before?

Do you think you could be happy in your new life?



Anti-Racism & Civic Courage Training

Input: Discrimination: Individual, Institutional, Structural

Set A (Concepts)

Racism

**Structural
Discrimination**

**Individual
Discrimination**

**Classical
Racism**

**Institutional
Discrimination**

**Neoracism
(Cultural
Racism)**



Anti-Racism & Civic Courage Training

Set B: Definitions

Racism

_____ describes the unfair treatment experienced by individuals in personal interactions with others, based on their gender, ethnicity, or other group characteristics, often resulting from personal biases, prejudices, or stereotypes.

Structural Discrimination

_____ describes the pervasive and deeply ingrained discriminatory patterns and practices that exist across various social, economic, and political systems, leading to unequal outcomes and opportunities for different groups.

Individual Discrimination

_____ is when people are treated differently, judged, or excluded as separate, unified groups based on physical or cultural characteristics like skin color, origin, language, or religion. These characteristics may be real or imagined.

Classical Racism

_____ asserts inequality and inferiority between groups of people based on alleged biological differences.

Institutional Discrimination

_____ describes discriminatory practices, policies, or procedures embedded within organizations or institutions that result in differential treatment, disadvantages, or barriers for individuals or groups based on their gender, ethnicity, or other group characteristics.

Neoracism (Cultural Racism)

In _____, inequality and inferiority between groups of people are attempted to be justified by alleged differences between "cultures".



Anti-Racism & Civic Courage Training

Railway Reflections: A Journey in Anti-Racism and Civic Courage

Adaptation of EURO-RAIL A LA CARTE (Compass. 2006)

*"Imagine you are about to embark on a scenic train journey and you have a compartment with three empty seats. **Please select three individuals you would be most interested in sharing your journey with.** After you will reflect on your choices in a group, considering what factors influenced your decision.*



Note to Participants: Approach this activity with openness and a willingness to examine your own biases. This is about exploring perceptions and engaging with the concept of anti-racism in a personal and practical way. Your honesty and respect for all narratives are essential. Remember to only share your perspective and to not speak for others

1. A woman wearing a headscarf hold two playful toddlers
2. A person in a military uniform, gazing out the window
3. **A teenager with pink hair and facial piercings, sketching in a large notebook.**
4. A sharply dressed businessperson laughing with headphones
5. An East Asian man, absorbed in a book about artificial intelligence.
6. A young Black man writing poetry
7. A pregnant woman reading a well-worn copy of 'What to Expect When You're Expecting'.
8. An elderly couple sharing an iPad, engrossed in a heated game of chess.
9. An artistic individual, with a shirt that says "Latinx", carrying a portfolio of colorful murals and graffiti art.
10. A teenager with a climate action badge, reading a book on environmental science.
11. A middle-aged South Asian woman enjoying a homemade meal, offering a smile to curious onlookers.



Anti-Racism & Civic Courage Training

Railway Reflections: A Journey in Anti-Racism and Civic Courage

12. An off-duty clown in casual attire, but still wearing the face paint.
13. A muscular individual with tattoos, quietly meditating with a rosary in hand.
14. An androgynous person wearing an LGBTQ+ rights T-shirt, lost in a book about gender studies.
15. Someone with a punk rock aesthetic, thumbing through a zine about DIY culture.
16. A man praying silently with a set of prayer beads.
17. A person with vitiligo (autoimmune disorder that causes patches of skin to lose pigment or color) sketching designs for a fashion line in their sketchbook.
18. A drag queen in colorful dress, reviewing notes for an upcoming performance.
19. A greenlandic activist, jotting down notes for a speech on indigenous rights.
20. A person with Down syndrome organizing a binder full of theater playbills and music sheets.
21. A visibly pregnant trans man reading a parenting magazine.
22. An older East Asian, woman knitting a vibrant sweater, occasionally glancing up to observe the scenery.
23. A wheelchair user discussing adaptive sports strategies on a video call.
24. A white man reading a book titled 'Understanding Privilege'.
25. A young woman in workout gear, sipping a smoothie and scrolling through a wellness blog on her phone.