

# Development plan

A strategic plan to develop  
the concept and skills of  
the curriculum.

Developed By:

Comparative  
Research  
Network:



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Stowarzyszenie  
Dla Ziemi



Perspektivna  
INITIATIVE

# Introduction

The Anti-Discrimination and Civic Courage Training (ACCT) project is a collaborative initiative aimed at addressing discrimination and racism through education and training. The project is coordinated by the Comparative Research Network (CRN) based in Berlin, Germany, and involves several key partners, including Crossing Borders in Copenhagen, Denmark; La Asociación de Desarrollo Social Participativo IMAGINA in Álora, Spain; Perspekt Initiative in Hamburg and Berlin, Germany; Stowarzyszenie "Dla Ziemi" in Lublin, Poland; and the Association on Refugees and Migrants in Bulgaria (ARM-BG) in Sofia, Bulgaria. The purpose of the ACCT project is to develop and implement an anti-discrimination training curriculum tailored to the specific needs of diverse communities in each participating country.

The project spans six countries and is funded by the European Union.

The ACCT project's primary aim is to foster a more inclusive society by equipping participants with the knowledge, skills, and civic courage needed to challenge and combat discrimination in their everyday lives. The training curriculum, developed as part of this project, is designed to engage participants in critical reflection, dialogue, and practical exercises that address various forms of discrimination, including those based on race, ethnicity, gender, and socio-economic status. By involving participants from diverse backgrounds, the project seeks to create spaces for shared learning, empathy, and action against discrimination.

## Theoretical background

The research and evaluation conducted for the ACCT project draws upon a rich theoretical foundation that explores the roots of prejudice, discrimination, and racism. The training is grounded in social psychology, sociology, and critical race theory, which collectively provide insights into how biases form and manifest in behavior. Prejudice is understood as preconceived attitudes or opinions toward individuals or groups, often rooted in stereotypes that favor one's in-group while marginalizing out-groups (Tajfel & Turner, 1979). The authoritarian personality theory further explains that certain individuals are more prone to prejudiced thinking due to rigid, hierarchical worldviews (Adorno, Frenkel-Brunswik, Levinson, & Sanford, 1950).

Discrimination, the behavioral manifestation of prejudice, occurs when people are treated unfairly based on characteristics such as race, gender, or ethnicity. This can be explicit, such as segregation or unequal treatment, or implicit, occurring subtly through unconscious biases and systemic inequities (Bonilla-Silva, 2017). Critical race theory explores how these biases are embedded in societal structures, influencing laws, policies, and everyday practices that disadvantage certain groups (Delgado & Stefancic, 2017). The ACCT training addresses these mechanisms by explaining their origins, demonstrating their effects, and practicing alternative behaviors, empowering participants to actively counteract discrimination in their communities.

# Introduction

To meet the demands of the theoretical background as well as the local conditions the following steps were undertaken to develop the ACCT curriculum:

1. Initial Assessment of Local Conditions
2. Conducting an in-depth assessment of localities, identifying prevalent discrimination issues, existing anti-discrimination practices, and key stakeholders to tailor the curriculum to specific local needs.
3. Analysis of Expert Interviews
4. Conducting guided, problem-centered interviews with representatives from partner organizations to gain insights into local conflict lines, discrimination issues, and best practices for interventions.
5. Curriculum Design and Development
6. Creating a structured four-day training program that integrates theoretical input and practical exercises, designed to address the specific forms of discrimination identified in the assessments and interviews.
7. Integration of Practical Activities
8. Incorporating interactive exercises such as role-playing, simulations, and feedback sessions to enhance engagement, deepen understanding, and equip participants with practical skills to combat discrimination.

This report gives an overview of these development phases, their outcomes and the way they strategically build upon each other to create the ACCT curriculum and lead to the implementation of five local trainings. For additional practical information on experiences with the curriculum (recommendations and local adaptations), refer to the Evaluation report.

# Development steps of the Anti-Discrimination Training Curriculum

## Steps Undertaken in Curriculum Development:

### 1. Initial Assessment of Local Conditions

- **Description:** The first step involved conducting an in-depth assessment of the localities where the training would take place. This included identifying prevalent discrimination issues, existing anti-discrimination practices, and relevant stakeholders. Methods used included desk research, reviewing existing interventions, and guideline interviews with representatives of partner organizations. The data collected highlighted key conflict lines, societal challenges, and target groups in each locality, which were crucial for tailoring the curriculum to local needs.

#### Summary of findings by Country:

#### **CRN (Comparative Research Network), Berlin, Germany**

The assessment in Berlin revealed that discrimination and racism are significant issues, both between the majority society and ethnic minorities and within minority groups themselves. Key areas of concern included the labor market and health sectors, where institutional discrimination is prevalent. There is a distinct urban-rural divide; rural areas are notably less safe for people of color, who often avoid these regions due to fears of harm. Language proficiency is highly valued, leading to biases against non-native speakers, particularly in professional settings. Migrants frequently find themselves in secondary job markets with lower income and less security, reflecting broader structural inequalities.

#### **Perspekt Initiative, Hamburg and Berlin, Germany**

The assessment highlighted deep-seated discrimination in Germany's societal fabric, including biases that exist even within minority communities. Structural discrimination was especially visible in employment, where gender and ethnic segregation are prominent, with women predominantly occupying low-paid, caregiving roles. The challenge of language barriers is also evident, as non-native speakers face added difficulties in securing employment and accessing services. Additionally, rural regions are perceived as highly unsafe for minorities, emphasizing the critical need for localized anti-racist interventions.

# Development steps of the Anti-Discrimination Training Curriculum

## **Crossing Borders, Copenhagen, Denmark**

In Denmark, discrimination is structurally rooted, with legal distinctions made between "Western" and "non-Western" migrants. The assessment identified critical conflict lines in housing policies, where laws preventing "ghettoization" restrict access for "non-Western" migrants, thereby limiting their social networks and access to resources. Additionally, a notable urban-rural divide exists, with rural areas displaying higher levels of racism compared to urban centers. Efforts to integrate non-citizens through labor market policies often clash with traditional gender norms, particularly affecting women with family-oriented roles, who struggle to engage with the predominantly work-focused integration path.

## **ARM-BG (Association on Refugees and Migrants in Bulgaria), Sofia, Bulgaria**

The situation in Bulgaria is marked by persistent racism, particularly against Roma communities, who face severe discrimination in employment, education, and housing. Interviews revealed that even NGOs working with marginalized groups harbor anti-Roma sentiments, illustrating the depth of societal prejudice. A significant conflict exists between "old" minorities, like Armenians and Jews, who are relatively assimilated, and newer immigrant groups, who face harsher societal exclusion. The assessment highlighted the need for targeted anti-discrimination training that addresses these unique inter-minority tensions.

## **IMAGINA (Asociación de Desarrollo Social Participativo), Álora, Spain**

In Spain, discrimination against Roma and Muslim communities is a pressing issue. The assessment revealed a high level of societal prejudice, further compounded by discrimination against people with mental illnesses. Gender roles in Spain remain traditional, presenting additional barriers for women in business and public life. The findings indicated a strong need for interventions that address both ethnic and mental health-related discrimination, along with programs that promote gender equality and challenge societal norms.

## **Dla Ziemi, Lublin, Poland**

In Poland, the assessment underscored high levels of discrimination against LGBTQ+ individuals, ethnic minorities, and women, heavily influenced by the country's traditionalist and religious norms. The close ties between the government and the Catholic Church reinforce conservative gender roles and hinder progressive influences in education. Rural-urban disparities were noted, with civil society activity in urban areas helping to mitigate discrimination. In contrast, rural areas with strong governmental support often experience unchecked racist behavior, posing significant challenges for minority groups.

# Development steps of the Anti-Discrimination Training Curriculum

## Steps Undertaken in Curriculum Development:

### 2. Information from the interviews

- **Description:** Guided problem-centered interviews were conducted with representatives from each partner organization. These interviews provided valuable insights into the specific conflict lines, discrimination issues, and intervention practices relevant to each locality. The interview data were analyzed using a combination of deductive and inductive coding to identify themes relevant to discrimination and anti-discriminatory interventions. This process allowed for the inclusion of expert-driven content and context-specific adaptations in the training curriculum.

#### Summary of findings by Country:

##### **CRN (Comparative Research Network), Berlin, Germany**

Interviews with CRN highlighted the deep-rooted issues of discrimination between different minority groups in Berlin, as well as the tension between generations within communities. The organization noted that language proficiency and accent play significant roles in the job market, creating barriers for migrants. The interviews further revealed structural racism in access to health services and the overrepresentation of minorities in low-paid and insecure jobs. There is a critical need for targeted interventions that address these specific societal conflicts.

##### **Perspekt Initiative, Hamburg and Berlin, Germany**

Interviews conducted with Perspekt Initiative highlighted the conflict between majority society and migrant communities, as well as intra-community conflicts among different ethnic groups. The organization emphasized the intersectionality of discrimination, particularly in the workplace, where gender and ethnicity influence career opportunities and treatment. Feedback pointed to the need for training programs that not only address overt racism but also tackle more subtle forms of workplace bias and discrimination.

##### **Crossing Borders, Copenhagen, Denmark**

Crossing Borders identified discrimination primarily against non-Western migrants, who face exclusionary practices in both public policy and social attitudes. The interviewees discussed the problematic nature of Denmark's "parallel societies" policies, which segregate communities and limit integration opportunities. These policies contribute to a sense of isolation and hinder the social mobility of migrants. Interview feedback stressed the need for anti-discrimination training that fosters better understanding and cooperation between Danish nationals and migrant communities.

# Development steps of the Anti-Discrimination Training Curriculum

## **ARM-BG (Association on Refugees and Migrants in Bulgaria), Sofia, Bulgaria**

The interviews with ARM-BG painted a bleak picture of widespread anti-Roma racism in Bulgaria, not only in the broader society but also within organizations meant to support marginalized communities. The pervasive nature of these biases complicates efforts to implement effective anti-discrimination interventions. The feedback stressed the importance of creating training programs that address both explicit and implicit biases and that incorporate the lived experiences of Roma and other marginalized groups into the learning process.

## **Dla Ziemi, Lublin, Poland**

In Poland, interviews revealed the struggles faced by LGBTQ+ individuals, women, and ethnic minorities, particularly in a context dominated by traditionalist views and Catholic influences. The interviewees pointed to the hostile environment in rural areas, where open discrimination often goes unchecked. They also highlighted the challenges faced by civil society organizations in accessing schools to conduct anti-discrimination training due to political restrictions. This indicates a pressing need for alternative venues and methods to deliver such training effectively.

## **IMAGINA (Asociación de Desarrollo Social Participativo), Álora, Spain**

Interviews with IMAGINA revealed strong societal prejudices against Roma, Muslims, and individuals with mental illnesses. Gender discrimination also surfaced as a significant barrier, affecting women's ability to participate equally in public life. The organization highlighted the need for anti-discrimination training that integrates discussions on mental health stigma, alongside ethnic and gender-related discrimination, to build a more holistic understanding of inclusion among participants.

## Curriculum Design and Development

- **Description:** The curriculum was crafted to provide a cohesive and engaging educational experience that addresses the specific forms of discrimination identified in the assessment and interviews. The training was designed as a four-day program, incorporating a mix of theoretical input and practical exercises. A key emphasis was placed on creating a mixed participant group, fostering dialogue between different cultural and social backgrounds. Activities were chosen for their ability to challenge participants' preconceived notions and encourage active engagement with the topics of privilege, bias, and discrimination.
- **Summary of Findings:** The curriculum was thoughtfully developed to provide a structured framework for deep exploration and learning. Each day builds on the previous one, allowing participants to delve into critical topics, engage in meaningful discussions, and develop strategies for creating lasting change. The curriculum's emphasis on fostering a diverse and inclusive learning environment through mixed participant groups creates opportunities for dialogue and shared perspectives, enhancing the overall impact of the training.



# Development steps of the Anti-Discrimination Training Curriculum

## Curriculum Design and Development

### Expected Outcomes of the Training:

- **Increased Awareness and Understanding:** Participants are expected to gain a deeper understanding of racism, discrimination, and the systemic factors that perpetuate these issues. This will foster greater empathy and awareness of their own biases.
- **Skill Development for Combating Discrimination:** The training aims to equip participants with practical skills for addressing and mitigating discriminatory behavior in personal and professional settings. This includes developing strategies for allyship, understanding privilege, and promoting inclusive practices.
- **Enhanced Civic Courage and Empowerment:** By engaging in discussions and reflective exercises, participants will be encouraged to take active roles in combating discrimination within their communities, thereby enhancing civic courage and collective responsibility for social change.

## Integration of practical activities

- **Description:** The curriculum integrates a variety of practical activities to enhance learning, reflection, and engagement among participants. Each activity is carefully chosen to address key themes of discrimination, privilege, and civic courage, facilitating a deep, experiential learning process. The exercises are designed to encourage participants to confront their own biases, understand different forms of discrimination, and develop skills to challenge these issues in real-life contexts.
- **Detailed Overview of Key Activities:**
  1. **Postcard Connection**
    - **Purpose:** This icebreaker exercise is designed to create initial connections among participants by having them share personal stories linked to specific images on postcards. This helps establish a safe and engaging environment, allowing participants to begin exploring their experiences with discrimination in a low-pressure setting.
    - **Background:** Postcard Connection encourages storytelling and reflection, which helps participants feel seen and heard while setting the tone for deeper discussions about personal and societal biases.
  2. **Crossing the Line**
    - **Purpose:** This activity visually and physically demonstrates inclusion and exclusion by having participants step forward or backward based on different prompts related to privilege and discrimination.
    - **Background:** Often used in anti-racist training, this exercise illustrates how privilege and discrimination affect people differently. It helps participants become aware of their own positions in societal hierarchies and fosters empathy by highlighting shared and divergent experiences.

# Development steps of the Anti-Discrimination Training Curriculum

## Integration of practical activities

### 3. Exploring Intention and Effect

- Purpose: This exercise emphasizes the difference between intent and impact in interactions, particularly in discriminatory contexts. Participants discuss scenarios where good intentions lead to harmful effects, helping them understand how actions can perpetuate biases, regardless of intent.
- Background: This activity addresses common justifications for discriminatory behavior by focusing on the harm caused rather than the motivations behind it, pushing participants to consider the broader implications of their actions.

### 4. Bag of Destiny

- Purpose: This interactive game assigns participants random identities, which they must navigate throughout various scenarios. The exercise reveals how societal status, privilege, and discrimination shape individual experiences.
- Background: Inspired by role-play and simulation methods, Bag of Destiny helps participants step into the shoes of others, fostering empathy and deeper insights into the lived realities of marginalized groups.

### 5. Forum Theatre

- Purpose: This technique involves role-playing discriminatory scenarios and allows participants to intervene, rewrite, and redirect the outcomes. It empowers them to practice responding to discrimination in real time.
- Background: Developed by Augusto Boal, Forum Theatre is widely used in social justice education to promote active problem-solving and engagement. It serves as a rehearsal for real-life interventions against discrimination, encouraging participants to take action.

### 6. Reality Show

Purpose: This exercise mimics a reality TV format where participants are assigned roles that reflect different societal stereotypes. Through guided interactions, the activity highlights how stereotypes and biases shape perceptions and behavior.

Background: Reality Show uses humor and exaggeration to uncover the absurdity of stereotypes, making it a powerful tool for highlighting how ingrained biases operate in daily life.

### 7. Step In, Step Out

Purpose: Similar to Crossing the Line, this exercise involves participants stepping in or out of a circle based on statements about privilege and discrimination. It visually represents how individuals experience different forms of inclusion and exclusion.

Background: This activity is designed to deepen understanding of intersectionality and how various aspects of identity can compound discrimination.

# Development steps of the Anti-Discrimination Training Curriculum

## Integration of practical activities

### 8. Civic Courage Styles

**Purpose:** Participants explore different styles of civic courage and how they can be applied to stand up against discrimination. The activity encourages reflection on personal strengths and how these can be leveraged in anti-discrimination efforts.

**Background:** By exploring diverse approaches to courage, this exercise empowers participants to find their own paths to activism and advocacy, making anti-discrimination work feel accessible and personal.

### 9. Digital Civic Courage

**Purpose:** This activity focuses on combating discrimination and hate speech online. Participants discuss strategies for challenging negative behaviors on social media and other digital platforms.

**Background:** Digital Civic Courage addresses the increasingly important role of digital spaces in perpetuating or combating discrimination, equipping participants with tools to be effective advocates in the virtual world.

### 10. 3 Finger Feedback

**Purpose:** This reflective exercise involves participants using three fingers to express one thing they learned, one thing they found challenging, and one question they still have. It encourages continuous feedback and helps facilitators adjust the training to meet participants' needs.

**Background:** The 3 Finger Feedback is a simple yet effective way to gauge participant engagement and learning, fostering an environment of open communication and growth.

### 11. Stop Rumours

**Purpose:** This exercise addresses how rumors and misinformation contribute to discriminatory attitudes. Participants work together to identify common stereotypes and develop strategies for countering them.

**Background:** Stop Rumours teaches critical thinking and equips participants with tools to challenge harmful narratives, both in their communities and within themselves.

### 12. Site Visit

**Purpose:** Participants visit local organizations that work on anti-discrimination, allowing them to see real-world applications of the concepts learned during the training.

**Background:** The site visit bridges the gap between theory and practice, offering participants an opportunity to observe and learn from existing anti-discrimination initiatives.

# Development steps of the Anti-Discrimination Training Curriculum

## Summary of Findings

The inclusion of these practical activities is one of the curriculum's key strengths, as they actively engage participants and facilitate a deeper understanding of discrimination. The diverse methods used—from role-playing and simulations to interactive games and reflective exercises—ensure that participants not only learn about discrimination intellectually but also experience its emotional and societal impacts. This experiential approach is critical for fostering lasting behavioral change and equipping participants with the skills to actively confront discrimination in their daily lives.

## Conclusion

This report outlines the key steps taken in the development of the ACCT anti-discrimination training curriculum, highlighting the comprehensive approach used to tailor the program to diverse local contexts. For more detailed insights into the assessment of local conditions, including specific discrimination challenges and stakeholder feedback, readers can refer to the Assessment Report, which provides a thorough analysis of the environments in which the training was implemented. For trainers and facilitators looking to implement the curriculum, the Trainer Guide and Curriculum document offers a complete outline of the training program, including session descriptions, practical activities, and detailed instructions for conducting each workshop. It serves as a valuable resource for understanding the structure and purpose of each element within the curriculum.

Finally, the Evaluation Report provides an in-depth review of the project's outcomes, including feedback from participants, effectiveness of the training methods, and recommendations for future adaptations. These documents collectively provide a comprehensive view of the ACCT project's development, implementation, and impact, offering valuable guidance for those seeking to replicate or build upon this anti-discrimination training approach.

If you need further information or access to these documents, please refer to the respective sections of the ACCT project publications.