ACCT

Anti-racism & Civic Courage Training

Handbook

ENGLISH VERSION

Developed By:

Disclaimer

Co-funded by the European Union

Crossing Borders

Comparative
Research
Network**:**

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

Stowarzyszenie
Dla Ziemi

P **Perspekt**
INITIATIVE

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Introduction
The project

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 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.

The handbook

The **Handbook** contains the important products and knowledge of the ACCT project:

- The **needs assessment**, conducted at the beginning of the project to develop relevant tools and methods.

- The **Curriculum**, our main working tool.

- An **evaluation and policy recommendations** part, to reflect on all the work done and possible future developments.

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Overview

This report represents the initial assessment of the ACCT localities. By assessing the localities, we get an overview of issues of discrimination to be addressed by the curriculum in local trainings. Further we gain information on the contexts in which the partner organisations have worked with anti-discrimination, thus allowing us to include their expertise in the final curriculum. We finalise the report by suggesting the target groups for the local ACCT trainings, based on the experiences and issues from the localities. This report, therefore, provides an overview of the partnership's status quo on - issues related to discrimination relevant in the localities, - anti-racist practices and methods applied, - affiliated partners and stakeholders involved in actions addressing issues related to discrimination, - target groups for ant-racist interventions

Methods

1. Desk Research assessing the localities

All partners conducted research to formulate a state of art on discrimination in their country and region, including biggest minorities in your country groups (not only minorities) suffering most from discrimination and racism statistics on discriminatory and racist crimes and incidences Further existing anti-discrimination interventions in the partner localities were assessed. Here special attention was given to information on registers / monitoring activities of discriminatory, racist incidences 1. Guideline interviews We conducted guided problem centred interviews with representatives from each partner organisation. We conducted a mix of dyadic interviews, i.e. with two representatives, and single interviews, with one representative, according to availability. With pairs of interview partners we conducted dyadic interviews. In this interview method the conversation between the interviewees on the questions and topics become part of the material, which adds depth to the analysis (Morgan et al. 2016).

The following guide was used: Guide for (Dyadic) Interviews

In contrast to individual interviews, pair interviews are generally conducted in such a way that I ask you questions on which you are welcome to discuss them with each other. You are free to comment on each other's answers and to discuss with each other if you disagree or find something else important. We start with a question about your organisation.

Part 1: Conflict Lines 1. What are conflict lines in your organisation? (Start open to all conflicts, steer towards discrimination issues, if answers deviate strongly from the topic of ACCT) 2. What are conflict lines in your network? 3. What are conflict lines in society?

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Part 2: Interventions 4. In which way is your organisation intervening in the discussed conflict lines* in your society? (name the conflicts addressed by the interviewees in 1.-3.) 5. In how far are organisations in your network intervening in these conflict lines*? (name the conflicts addressed by the interviewees in 1.-3.)
Part 3: Target Groups 6. After this interview, do you have an idea for possible target groups for the ACCT training in your country? What are they? (Ask if it has not been brought up in previous conversation flow)

2. Coding of the Interview Material

Following the method for thematic analysis (Fereday and Muir-Cochrane 2006), our analysis was conducted from interview transcripts to allow the identification of overarching themes that captured the phenomena of discrimination and interventions against it in the partners' localities. For this purpose we used coding, which assigns a meaning to a piece of text (e.g., a word, a sentence, a phrase or paragraph) using a label (usually one or a couple of words, such as "target groups", "Interventions by own organisation", "conflicts in society") that best represents the text. We coded all interview transcripts with a mix of deductive coding, meaning , i.e. interprets raw textual data to develop concepts, themes or a process model through interpretations based on data (Thomas 2006; Boyatzis 1998; Corbin and Strauss 1990 cited by Chandra and Cheng 2019:102) and inductive coding, meaning guided by research questions, hypothesis and assumptions (Thomas 2006; Scheunemann et al. 2015; Fereday and Muir-Cochrane 2006; Bazeley and Jackson 2013 cited by Chandra and Cheng 2019) (see Chandra and Cheng 2019: 91 ff. for a detailed description of coding methods).
The first round of coding was done deductively to allow the inclusion of interviewee driven topics in the analysis. The second round was coded inductively, to ensure the topics intended for the development plan of the curriculum and training are included. Inductive coding was based on the following research questions:

Research questions: Conflict Lines and Groups

Which groups are in conflict with each other?
What is the role of power in the context in each case and what are the implications?
Which conflicts and groups are mentioned in relation to the country or national society? In relation to the organisation?

Interventions
In which way do the partner organisations intervene in societal issues of discrimination and racism?

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Stakeholders and Target groups

Which types of organisations are involved in these interventions?
In how far do the partners work with stakeholders actively working on antidiscrimination?
Which target groups in the vicinity of the partners would profit from the ACCT training?

Based on the codes, we created an overview of - conflict lines and issues related to discrimination in the localities, - practices and interventions conducted by the partners and their networks - stakeholders and target groups relevant for targeting and countering discrimination in the localities Organisational issues were only included in coding and analysis, regarding their position in societal conflicts. Further the conflicts in organisations were anonymised by summing them up in an overview of dominant topics in all organisations.

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Germany: General overview of the situation

Germany is a migration country: Over a quarter (27.3 %) of Germany's population has a migration background (BAMF 2022), meaning they have own migration experience or at least one parent, who migrated to Germany. More than half of this group are German nationals, and just under two-thirds immigrated to Germany themselves (id.). While Turkey, Greece, former Yugoslavia and Italy formed the biggest migrant groups in the past, today the top three sending countries of new migration are Ukraine, Romania and Poland (Statista 2023). The share of persons immigrating from European countries was 63.8 percent in 2021 (2020: 69.1 percent), this including 46.7 percent accounted for people from Member States of the EU (not incl. the United Kingdom).

As a migration country with growing influx of immigrants antiracism is at the core of combatting discrimination in Germany. Ethnicity is one of the characteristics protected under the General Act on Equal Treatment (AGG), others being age, disability, ethnic origin, race, gender, religion or belief or sexual orientation (Section 1 AGG) (Antidiskriminierungstelle 2022)

In 2021, the Federal Anti-Discrimination Agency received 5,617 requests for consultation related to a characteristic protected under the General Equal Treatment Act (AGG). This marks the second-highest number in the history of the AntiDiscrimination Agency. "The number of discrimination accounts shared with us is alarming – but it also shows us that there are people out there who will not put up with discrimination and seek legal advice", said the Independent Federal AntiDiscrimination Commissioner, Ferda Ataman, when unveiling the annual report (Antidiskriminierungstelle 2022)

Overview of consultation statistics

In 2021, a total of 5,617 discrimination cases were reported to the Federal AntiDiscrimination Agency that were related to a discrimination ground in the AGG. Of these, most cases, namely 37 percent, related to racial discrimination. In second place, at 32 percent, was the characteristic of disability and chronic illness. Discrimination on the basis of gender accounted for 20 percent of the inquiries, and on the basis of age for 10 percent. 9 percent were related to religion and belief and 4 percent to sexual identity. Most experiences of discrimination were reported in employment (28 percent) and in access to private goods and services (33 percent). In 37 percent of cases, discrimination took place in a setting that is not or only partly protected by the AGG. The bulk of these requests relates to discrimination experienced in the field of State action, such as by public offices and authorities, the police or the justice system. Education, social media or public spaces are other settings where discrimination, discriminatory insults and even violence are regularly experienced and described.

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The consultation team of the Anti-Discrimination Agency received more than 2,000 requests referencing a characteristic that is not protected by the AGG. If those are added to the cases relating to characteristics protected under the AGG, the total number of requests rises to 7,750 - bringing it to a similar level as the year before (2020: 7,932 requests) and massively above those seen in previous years (2018: 4,220; 2019: 4,247 requests).

Local Counselling Anti-discrimination exist in big cities like Berlin and Hamburg.

For example one for Freelance and employed artists and cultural workers from all sectors, who live and/or work in Berlin and experience or have experienced discrimination: Diversity Arts Culture offers consultation on discrimination in the following contexts: Gender, ethnic origin, race, disability, chronic illness, age, sexual identity/orientation, gender identity, religion, language, social status.

They document all incidents of discrimination anonymously and offer referral to other counseling centers in case of need, for therapeutic, legal counseling, etc. (Diversity Arts Culture 2023). Federal anti-discrimination agency : The General Act on Equal Treatment (German abbreviation: AGG) offers protection against discrimination on the grounds of age, disability, ethnic origin, race, gender, religion or belief or sexual orientation

But people also experience discrimination on other grounds. "The number of discrimination accounts shared with us is alarming – but it also shows us that there are people out there who will not put up with discrimination and seek legal advice"", said the Independent Federal Anti-Discrimination Commissioner, Ferda Ataman, when unveiling the annual report." (Antidiskriminierungsstelle 2022)

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Denmark

From non-Western countries, the immigrants come mostly from : Turkey, Syria, Ukraine, Iraq, Lebanon, Pakistan and Iran. As a reference, people of Danish origin make up for 87.6% of the population, with a projected number of 5,021,755 individuals. Immigrants from "Western" countries account for 5.1% of the population, totaling approximately 292,615 individuals. Immigrants from "Non-Western" countries make up 7.1% of the population, with about 405,365 individuals.

Descendants from "Western" countries account for 0.7% of the population, numbering around 38,827 individuals. Descendants from "Non-Western" countries make up 3.0% of the population, with an approximate total of 174,091 individuals. Special Groups:
- In 2022, the largest group of arrivals was from Ukraine with over 30,000 arriving. Romania, Germany, Poland, Italy, and the USA all had fewer than 10,000 arrivals.
- The Council of Europe estimates that approximately 5,500 Roma live in Denmark, although estimates vary from 1,000 to 10,000, making up less than 0.1% of the population.
- There are approximately 17,067 Greenlanders living in Denmark.
- By taking all these aspects into account, it is evident that the largest minority groups in Denmark as of 2023 come from both "Western" and "Non-Western" countries, with notable contributions from Poland, Romania, Ukraine, and Germany among Western countries, and Turkey, Syria, Ukraine, Iraq, Lebanon, Pakistan, and Iran among "NonWestern" countries.
- 30% of Danes aged 16-64 consider themselves to have a disability in the form of a long-term health problem, physical disability or mental disorder. 12% consider that their disability has the character of a major disability.

The Danish Ministry for Economic and Interior Affairs, through Statistics Denmark, categorizes "non-Western" countries as those outside the EU.
However, nations like Andorra, Australia, Canada, Iceland, Liechtenstein, Monaco, New Zealand, Norway, San Marino, Switzerland, the USA, and the Vatican State are exceptions to this definition. Consequently, the term "non-Western" often refers to Denmark's ethnic groups that are neither white nor European in origin.
Largest Immigrant Groups of Country of Origin: Western Countries:Poland, Romania, Ukraine, Germany Non-Western Countries *:Turkey, Syria, Ukraine, Iraq, Lebanon, Pakistan, Iran By Numbers and Proportion of Population: Persons of Danish origin make up 87.6% of the population, with a projected number of 5,021,755 individuals. Immigrants from "Western" countries account for 5.1% of the population, totaling approximately 292,615 individuals.

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Various groups in Denmark are at risk for discrimination

Muslim and Racialized communities, or Non-Western/ethnic minorties, face particularly high levels of discrimination. According to the ECRI Report on Denmark in 2022, Muslims, including guest workers and asylum seekers, are often depicted as a threat to Danish values and culture. This discrimination is even institutionalized in some political platforms that advocate for the "cleansing" of Muslims, often with minimal pushback from other political figures. According to Action Ain Denmark (or MS), ethnic minorities in Denmark face discrimination across various sectors. About 45% of non-Western immigrants and descendants report facing ethnic discrimination. In the workplace, both employees and managers with ethnic backgrounds encounter bias and derogatory comments. Finding housing proves more challenging for those with non-Danish sounding names. In education, ethnic minority children face challenges due to bullying and lack of representation in the curriculum. Moreover, issues with ethnic profiling by the police disproportionately affect these communities, leading to unwarranted stops and higher charges without convictions.

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Roma people in Denmark also face discrimination, particularly in the employment sector, despite Denmark's policy on equal treatment for the Roma. They are often relegated to menial jobs, indicating systemic discrimination against this group. Persons with disabilities are considered, In 9 out of 10 areas persons with disability are considerably worse off than those without when it comes to violence, discrimination, accessibility and education. Persons with disability have experienced worse living conditions to the general popultiation Inuit or Greenlanders, Despite holding Danish citizenship, Inuit individuals in Denmark face significant discrimination and social exclusion. MS reports that just 33% of Inuit are employed, even with rising education levels. They encounter obstacles in the job market and face discrimination in housing due to prejudices from landlords. Inuit children in educational settings suffer from derogatory remarks and jokes about their background, leading to negative impacts on their identity and self-esteem.

LGBTQIA+ Community

Based on 2019 data, Denmark performs better than the OECD average concerning laws addressing challenges faced by same-sex couples. On the Rainbow Europe Map 2020, Denmark has one of the highest scores and is ranked 5th among 49 countries surveyed, with an overall score of 68%. ECRI is pleased to note that in 2020 the Danish Government proposed legislative amendments to improve the respect of human rights of LGBTI people in different policy areas, divided into three focus areas, namely work against discrimination, hate speech and hate crime; family law; and legal gender recognition. Yet, the LGBTQIA+ community members do face individual discrimination and are victims of hate crimes.

Eastern European Workers

Since the EU's 2004 enlargement, there has been an influx of Eastern European migrant workers to Denmark, primarily finding employment in sectors such as construction and service. Although these workers can legally work in Denmark as EU citizens, they face challenges in integrating into Danish society. Public debates often cast them in stereotypical roles, either as victims of exploitation or as disloyal and unskilled. The "ghetto laws" in Denmark refer to a set of policies aimed at integrating marginalized communities into mainstream Danish society. These laws were part of an integration policy introduced to address the challenges of areas with high rates of unemployment, crime, and residents with lower levels of education and income. The term "ghetto" was officially used in legislation to designate such areas, but was later changed in November 2021 to terms like "parallel societies" and "transformation areas" after amendments to the Act on Social Housing.

Criteria for Designation

Neighborhoods are identified based on a set of criteria, which include the percentage of residents who are immigrants or descendants of immigrants from "non-Western" countries, the employment rate, the level of criminality, and the education level. If a neighborhood meets a certain number of these criteria, it is designated as a "ghetto," "parallel society," or "transformation area."

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Policy Measures

Once an area is designated, a range of interventions can be applied, such as targeted social programs, increased police presence, and housing regulations. One of the most controversial aspects of the laws is the provision for the eviction of residents to make way for new social housing projects aimed at diversifying the resident population. These evictions disproportionately affect non-Western immigrants and their descendants, leading to criticisms that the policies are discriminatory. Labor Market Stigmatization Employment agencies have access to information on whether an applicant is classified as a "non-westerner," contributing to further stigmatization and discrimination in the labor market.

Human Rights Concerns

The United Nations Committee on Racial Discrimination (CERD) and the Danish Institute for Human Rights have criticized the policy, stating it is discriminatory and stigmatizing, thus violating basic human rights. CERD recommends that terms like 'western ' and 'non-western ' be completely removed from Danish legislation. Furthermore, the legislation has led to the demolition, sale, or conversion of buildings into housing for the elderly or young people, resulting in the displacement of residents, especially those from ethnic minority backgrounds.

The "parallel society" policy is controversial for its divisive classification system, its contribution to labor market discrimination, and its violation of basic human rights standards, affecting mainly non-western, Muslim, Black, and other racialized communities in Denmark. Critics argue that the policy needs to be confronted and revised, both in terms of its stigmatizing language and the discriminatory criteria used for categorizing residential areas. Racially motivated hate crimes are unfortunately a prominent issue in Denmark. In 2021, there were 254 registered hate crimes by specifically motivated by race. The Ministry of Justice's annual victim survey suggests that the actual number of hate crimes could be significantly higher. Between 2008 and 2020, 8% of violence victims believed they were targeted due to a racist motive behind the violence Racially motivated hate crimes are unfortunately a prominent issue in Denmark.

Danish Police Report on Hate Crimes (2021):

-In 2021, 521 cases were identified as hate crimes, a decrease of 114 cases (or 18%) from 2020 (from 635 to 521 cases).

-There was a decrease in racially motivated hate crimes (from 360 in 2020 to 254 in 2021, a 29% drop). Conversely, hate crimes against the LGBTI+ community rose by 29% (from 79 cases in 2020 to 102 in 2021).

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-The most significant drop was in cases categorized as incident and investigation cases, with a decline of 33%. Such cases involve situations where there's uncertainty if a reported action is a crime or ambiguity about the crime details.
-Hate crimes categorized as penal cases fell by 3% (from 314 cases in 2020 to 306 in 2021). However, violent hate crimes increased by 63% (from 43 cases in 2020 to 70 in 2021).
-In 2021, the primary types of hate crimes were hateful expressions (112 cases), violence (70 cases), vandalism and graffiti (43 cases), and threats (41 cases). Racially motivated hate crimes were the most common (254 cases), followed by religiously motivated ones (164 cases) and those targeting LGBTI+ individuals (102 cases).
There were 93 cases related to Judaism, an 18% increase from 2020. This rise can be attributed to a single individual's hateful anti-Semitic comments via emails in 2021.
- In 2021, there was one recorded hate crime case related to disability.

Activities against Discrimination and Racism Monitoring and Reporting Bodies:
Danish Institute for Human Rights: As Denmark's national equal treatment body, this institute has the mandate to promote, evaluate, and monitor the equal treatment of ethnic minorities, gender minorities, and disabilties in Denmark. They have the authority to bring forth cases of significant nature or public interest to the Equal Treatment Board. The institute writes reports on conditions in Denmark to several international bodies, including the UN, the Council of Europe and the EU.They advise the Danish Parliament and submit around 80 consultations per years on human rights in Denmark.
The Discrimination Helpline: An advisory hotline, run by Danish Institue for Human Rights, designed for individuals who've faced discrimination due to various factors, including race, gender, age, and religion. The helpline offers guidance, advice, and potential legal counsel to help individuals understand their situation and options, especially if they wish to escalate their case to the Board of Equal Treatment.
Copenhagen City Hotline: Established specifically for reporting discriminatory behavior in municipal services.
Ligebehandlingsnævnet (The Board of Equal Treatment): Founded in 2009, it predominantly functions as a quasi-judicial body. This board deals with discrimination complaints both inside and outside the labor market, offering compensations when deemed appropriate. However, it does not have the mandate to initiate cases on its own.

The disability index, called handicapbarometer.dk (In Danish), is an easy access source of knowledge about persons with disabilities in Denmark. It monitors monitoring how the Danish state perform its obligations to persons with disability under the CRPD by focusing on ten key areas: Equality and non-discrimination, Violence, Accessibility and mobility, Freedom and personal integrity. Independent living and inclusion, Education. Health. Employment. Social protection, Political participation.

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National Police of Denmark have written 7 reports (to date) on stattistical Hate Crime trends. All such reports can be found on the police website. The report draws from police monitoring and aims to enhance the registration of hate crimes, offering insights into their frequency, reasons, type, location, and more, using data from the police case management system

Educational and Preventative Measures

The Danish government has invested in state-funded education to directly address and combat racism and discrimination: The 2023 Action Plan against racism, ethnic discrimination, and hate crimes has been rolled out by the Copenhagen Government in collaboration with local NGOs. This initiative is aimed at pioneering new strategies to battle discrimination. source In 2021, the Danish Parliament refined the Criminal Code's provision on hate crimes to unmistakably state that such crimes can be influenced either wholly or partially by various factors including a person 's ethnicity, religion, or gender identity. [Danish Institute for Human Rights] The Danish government formed a digital unit as part of a political agreement in 2019. This unit is dedicated to detecting and countering online crimes, with a significant emphasis on online hate speech. Danish Football Union (DBU) has established a code of conduct which directly addresses any racist or discriminatory remarks made by players or fans.

From 2017-2018, an initiative was launched in a state school designed to prevent hate crimes. This program utilized various tools to bolster democratic skills, including critical thinking, dialogue, and reflection, to counteract polarization, prejudices, violent behavior, and hate crimes. Nalik, an Inuit rights organization in Denmark, has collaborated with Mellemfolkeligt Samvirke and other entities to draft an action plan against discrimination set for 2023.

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Poland: General overview of the situation

There are four ethnic minorities in Poland: Roma, Lemkos, Tatars, Karaites. The Roma are the most numerous and most discriminated against group in Polish society. Although there are apparently fewer of them in the latest 2021 census, it is taken into account that many did not participate in the Census or did not state their Roma identity. Reasons: the complicated procedure involved in the census, reluctance to reveal their identity for fear of discrimination, and not everyone took part in the census.

Ethnic Roma minorities in Poland

Lemkos, 12,700 (According to a signaling message from the Central Statistical Office on April 11, 2023)
Tatars (according to the 2011 Census), 1,828 people
Karaites: 313 people Jewish minority 15,700

Roma people in Poland

In Poland, among the largest ethnic minorities are the Roma, who have been present in the country since the 15th century. According to the 2005 Law on National and Ethnic Minorities and Regional Language, the Roma are officially classified as an ethnic minority. According to the penultimate Census of 2011, the number of the Roma community in Poland is 16,723 people , and the largest concentrations of Roma and Roma in Poland are in the provinces of Lesser Poland, Lower Silesia and Silesia. On the other hand, the Central Statistical Office's signaling message of April 11, 2023 (this is not the final data of the 2021 Census) on the national-ethnic structure of our country, shows that Poles and Polish women of Roma origin in Poland are 11, 8 thousand. Both the penultimate and final census may not accurately reflect reality. Estimates even put the number at around 25,000 to 30,000 people of Roma origin. In addition to Polish citizens of Roma origin in Poland, Roma from Romania, who have the status of migrants and live in large cities, i.e. Wroclaw, Poznan, Gdansk. On the other hand, after the outbreak of war in Ukraine, a fairly large group of people belonging to the Roma minority in that country ended up in Poland. Still current data from the European Commission from April 2022, says the number of 100,000 people who have crossed the border of the European Union.

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However, it is difficult to determine the number of Ukrainian Roma and Roma women in our country, because ethnic information is sensitive data that is subject to special protection under European law. Many of these people have found themselves in Poland. A lot of cases of exclusion of Roma and Roma women have been registered, such as from access to assistance at the border, arranging housing, work, in offices, or in admission to schools.

The European Agency for Fundamental Rights, reports that Roma and Roma women face unequal treatment in national institutions and organizations at various levels, and are the most discriminated against and persecuted minority in Europe. Problematic issues continue to include employment, low levels of education, access to health care and housing. Some 80% of children from Roma families are at risk of poverty. Low social involvement by members of the Roma community is noted in many European countries.

National minorities in Poland include: Belarusians, Czechs, Lithuanians, Germans, Armenians, Russians, Slovaks, Ukrainians, and Jews. According to a signal message from the last Census, the number of people identifying themselves in the census with their national minority is:

National minorities
German 132, 500
Ukrainian 79,400
Belarusian: 54 300
Czech - no data in this census, according to the 2011 Census - 2,833 people
Armenian minority - no data in this census, according to the 2011 Census 1,683 people
Russian 14,800
Slovak - no data in this census, according to the 2011 Census: 2,740 people
Lithuanian: 9,700

Migrants and Migrant Women
The number of migrants/migrants in Poland is 3.5–4 million people, most of them because about 60% -75% are Ukrainians (data on economic migrants, data according to insurance from the Social Insurance Institution) And also migrants/migrants from such countries as Belarus, Georgia, India Moldova, as well as: Turkmenistan, Indonesia, Philippines, Azerbaijan, Colombia, Bangladesh, Uzbekistan. Most of them are economic migrants, but they include those fleeing the war in Ukraine (this report did not separate the reasons for migration). Migrant(s) cite reasons for inferior treatment: many foreigners feel that they are working in Poland "below their qualifications," which is largely related to the language barrier. Besides, Poland has not developed a clear immigration policy, while immigration is an opportunity to partially solve demographic and labor market problems. Other necessary instruments include developing educational programs, recognizing qualifications and supporting entrepreneurship among migrants.

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The ruling party (Law and Justice) declares a policy of strict border protection, but in practice there is chaos. There is a lack of a clarified migration policy. The opposition accuses the government of frightening immigrants on the one hand, and welcoming them in an uncontrolled manner on the other. In the fall of 2023, the visa scandal came to light. The investigation, currently being conducted by the Central Bureau of Investigation, the National Prosecutor's Office and the Central Anti-Corruption Bureau, concerns irregularities in the issuance of visas for immigrants from Southeast Asian and African countries.

Crisis on the Polish-Belarusian border

Belarus' ruler Aleksandr Lukashenko, promising easy access to Europe, has opened a migration channel through Belarus, thus luring people fleeing wars, persecution, extreme poverty and violence into the trap. Polish border guards push those caught back to Belarus, violating international law and exposing them to torture there. Since the summer of 2021, at least 54 people have already died because of this. According to the Polish government, these are illegal migrants from African and Middle Eastern countries. Those trying to respond to the crisis are social activists and activists, NGOs, local people. The Polish government (PIS) preaches hate speech against people who illegally try to cross the Polish border, Polish uniformed services use violence against these people.

Refugees and Refugee Women

As of June 2023, Poland was the country that received the most refugees and refugee women from Ukraine, alongside the Czech Republic and Estonia. 977,740 people (24% of those fleeing). Since the outbreak of the war, the Polish government has taken a number of aid measures involving many state institutions and prevention services to help those fleeing the war. Civil society, non-governmental organizations, and people taking refugees under their data also had a big role in helping. The main problems of refugees in Poland include: labor exploitation, low wages, hate speech in social media, cases of discrimination in institutions and public places.

Hate crimes

According to 2018 data from the Ombudsman 's Office and ODIHR/OBWE - only 5% of such cases are reported to the police . The actual scale of hate crimes in Poland against Ukrainians, migrants from Muslim countries and from sub-Saharan Africa is greatly underestimated; V ictims of these crimes change their daily habits - they give up using Ukrainian in public; Muslims avoid clothing associated with their religion, and migrants from sub-Saharan Africa try to hide their skin color In recent years, Poland has also failed to adequately develop Polish law on the phenomena of hate speech and hate crimes because, according to the government plenipotentiary, there is no need to do so. The Ombudsman draws the Prime Minister's attention to the need to create a comprehensive strategy to counter hate crimes. February 18, 2021. The European Commission has found that Poland has failed to comply with EU law by incorrectly transposing Council Framework Decision 2008/913/JHA of November 28, 2008 on combating certain forms and expressions of racism and xenophobia by means of criminal law.

ACCT

Needs assessment
Country descriptions

Organizations and institutions

Office of the Ombudsman - accepts information on the phenomena of discrimination and exclusion, and intervenes in many cases, especially when discrimination arises from government and local government institutions. In the last years of Law and Justice's rule in Poland, the Ombudsman 's Office was one of the few organizations independently defending human rights in Poland. In many cases of reports of discrimination to the police, the prosecutor's office considered investigations. Other organisations acting against discrimination in Poland are: Helsinki Foundation for Human Rights Amnesty International Polish Society of Antidiscrimination Law Open Republic Association Against Anti-Semitism and Xenophobia Monitoring Center for Racist and Xenophobic Behavior OSCE/ODIHR - Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe.

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ACCT

Needs assessment
Country Descriptions

Bulgaria: General overview

At the 2011 census, the population inhabiting Bulgaria was 7,364,570 in total , but the 2021 Census calculated that the population had declined to 6.5 million . The peak was in 1989, the year when the borders opened after a 45 years, when the population numbered 9,009,018. In Bulgaria's September 2021 national census, 84.6 per cent defined themselves as Bulgarians, 8.4 per cent as Turks and 4.4 per cent as Roma, according to the National Statistical Institute (NSI). Of Bulgaria's 2021 population of 6 519 789, a total of 5 118 494 identified as Bulgarians, 508 378 identified as Turks, 266 720 as Roma. Those defining themselves as of other ethnicities added up to 1.3 per cent, while in the remainder of cases, the question, to which responding was voluntary, went unanswered. Among those in the "other" category, close to 15 000 were Pomaks, 14 000 Russians, 5306 Armenians, 3239 Ukrainians, 2894 as British, 2071 Karakachans, 1625 Greeks, 1153 Jews, 1143 Macedonians, 1129 Tatars, 865 Italians, 824 Poles and 683 Romanians. After February 2022 902 608 Ukrainians had entered Bulgaria, of whom 51 445 remained in the country. An empirical sociological survey conducted by AFIS in the fall of 2020 shows the resilience of extreme-right attitudes in Bulgarian society.

Compared to a similar study in 2011, there is no significant dynamics, but rather the persistence of stereotypes that reject difference. The widespread stereotypes in today's Bulgarian society regarding "others", Turks, Roma, Jews, refugees, LGBTQIA+ people, are negative. But there is also a different level of tolerance for such differences, with the Roma being the most hated ethnic group. Mass anti-Roma attitudes largely reflect social jealousy of integration policies and positive discrimination against this marginalized group in general in Bulgarian society.

At the same time, this social jealousy is superimposed on the ideologies of racism, whose vectors are various far-right, but also nationalist, right-wing and left-wing organizations and the intellectuals who represent them. Despite the authorities' commendable efforts in the field of education of Roma children, problems persist with regard to advancing to secondary education and the quality of education. Roma continue to be affected by marked socio-economic inequality in education, housing and employment and are still exposed to high levels of discrimination, hostility and anti-Gypsyism.

Frequent de-facto segregation in education, as well as in the housing and health sectors, is a reality and the authorities' efforts in combating this situation are insufficient. The authorities are making efforts to promote inter-ethnic and inter-religious tolerance but these are regularly undermined by xenophobic, anti-Gypsy, Islamophobic and antisemitic statements by high-level politicians and media reporting of a similar nature, to which the authorities often fail to respond. Persons belonging to national minorities are often subject to incitement to hatred, motivated most frequently by anti-Gypsyism and Islamophobia.

ACCT

Needs assessment
Country Descriptions

While the legal framework on hate speech and hate crime is largely satisfactory, cases of sanctions for hate crimes remain isolated and interlocutors complain about a climate of impunity, in particular with regard to hate speech and hate crimes against Roma. Although anti-Semitism has no traditional support in Bulgarian society, it has its speakers and spokesmen among extreme-right political activists, who thus build their political identity. Anti-Semitic manifestations remain marginal, but inexplicable in a society where the pride of saving main-land Bulgarian Jews from deportation during World War II is shared. Rather, anti-Semitism in Bulgaria on a populist level is associated with conspirative theories, re-emeging nationalism and the attitude of the "strong hand" in governing society. Far-right organizations in today's Bulgaria have significant but limited support (in the last elections after 2010, they did not exceed 15% of the actual votes). There has been no strong positive trend in the last five years. Their leaders, usually educated, use ideological language, but instrumentally, to be recognized by the public, often not sincerely believing their own words. Thus, in political terms, it is a pragmatic instrumentalization of far-right ideologies, which, however, carries a huge risk of indoctrination of a large part of society. The spread of prejudice against "others" is also facilitated by the low level of civic competence in society, the lack of understanding of basic concepts that explain politics. The misunderstanding of the meanings of the left and the right, of the liberal and the conservative, of the socialist, of the far right is widespread. This does not allow many people to identify far-right extremism, to qualify it with understanding, to distinguish it from other ideological positions. Some intellectuals also play a role in this, insisting on the ideological closeness of the far right and the far left, which further confuses the notions of the general public.

The study also shows the extremely limited practices of interethnic contacts and interethnic understanding. Bulgarian society remains closed in its perceptions of the world, which further strengthens xenophobia as an extreme form of distrust of foreigners. The highlighted abstracts suggest towards what direction should be directed the actions towards combating racism, xenophobia and discrimination.

But for the regular general Human Rights reports of the Bulgarian Helsinki Committee , so far no official registers, or consolidated statistics on discriminatory and racist crimes and incidences exist. Anti-discrimination interventions, including - information on registers / monitoring activities of discriminatory, racist incidences.

In 2005 by a special Act - the Protection against Discrimination Act (PaDA), adopted by the National Assembly of the Republic of Bulgaria - was established The Commission for Protection against Discrimination (CPD) . The Grounds and fields of discrimination covered by the equality body are: gender, gender identity, race and ethnic origin, age, disability, sexual orientation, religion & belief. The type of its mandate is predominantly tribunal (quasi-judicial type) body. So far its published information is predominantly educational and doesn't have any indication on existing registers, monitoring activities and racial incidents, or concrete discrimination cases follow-up.

ACCT

Needs assessment
Country Descriptions

As to asylum, refugee and migration cases, regularly published are the annual status determination procedure reports of the Bulgarian Helsinki Committee , but there are no publications related to the many existing cases of concrete discrimination and racial incidents concerning asylum seekers, refugees and immigrants.

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ACCT

Needs assessment
Country Descriptions

Spain: General Overview

The minorities living in Spain are to be divided into ethnic and religious groups. The biggest ethnic minority group in Spain is Moroccan immigrants (775.294 people on 01.01.2022, +0,9% in comparison to 01.01.2021), followed by Romanian immigrants (658.005 people on 01.01.2022, -3,8% in comparison to 01.01.2021) and such from the United Kingdom (313.975 people on 01.01.2022, +0,8% in comparison to 01.01.2021). In terms of religion, Muslims form the biggest minority living in Spain (approximately 2.35 million at the end of 2022) .),followed by Protestant Christians (approximately 1.5 millions at 2017), Buddhists (approximately 100,000 at 2017) and Jews (approximately 45.00 at 2017) The Spanish government has taken several measures and initiatives to combat racism and promote equality.

1. Anti-Discrimination Laws: Spain has anti-discrimination laws in place, which prohibit discrimination on the grounds of race, ethnicity, and other factors. These laws are designed to protect the rights of individuals and ensure equal treatment.

o For example: 2022: The current Spanish Government has promoted the adoption of a number of equality and non-discrimination laws. The latest two, approved this summer are the New Spanish Comprehensive anti-discrimination law and the Comprehensive Guarantee of Sexual Freedom Law

2. National Action Plan Against Racism: Spain has developed a National Action Plan Against Racism and Xenophobia, which outlines strategies and actions to combat racism and promote social inclusion. This plan includes measures related to education, employment, and social services.

3. Promotion of Multiculturalism: Spain promotes a multicultural approach to society, recognizing the diverse cultural and ethnic backgrounds of its population. Efforts have been made to celebrate cultural diversity and foster social cohesion.

4. Education and Awareness: The government has implemented programs to raise awareness about racism and promote tolerance and diversity in educational institutions. This includes curriculum changes, teacher training, and awareness campaigns.

5. Support for NGOs and Civil Society: The government provides support to nongovernmental organizations (NGOs) and civil society groups working to combat racism and support marginalized communities.

6. Reporting and Monitoring: There are mechanisms in place for individuals to report incidents of racism and discrimination. These reports are used for monitoring and addressing issues.

7. Integration and Inclusion Programs: Spain has implemented integration and inclusion programs for immigrant communities and refugees, aiming to facilitate their access to education, healthcare, and employment.

8. Police and Law Enforcement Training: Efforts have been made to train law enforcement personnel to be sensitive to issues of racial profiling and discrimination.

ACCT

Needs assessment
Country Descriptions

9. Data Collection: Collecting data on racial and ethnic disparities is an important part of addressing systemic racism. The Spanish government has been working on improving data collection in this regard.
 Example: OBERAXE

The Spanish Observatory on Racism and Xenophobia (OBERAXE) gathers information on projects, surveys, resources, reports and research promoted by the Secretary of State for Migration and other ministerial departments, entities and organisations in order to serve as a platform offering information and analysis and spurring on work to combat racism, racial discrimination, xenophobia and other forms of intolerance as well as hate incidents and crimes .
The work of the Observatory is done in cooperation with various levels of governmental institutions and civil society organizations in Spain, with European Union and other international institutions.

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ACCT

Needs assessment
Analysis of expert interviews with partner organisations

The staff of Perspekt Initiative conducted interviews with representatives of all partner organisations during the second TPM in Sofia in May 2023. The results of the analysis for the purpose of assessing the localities and partner organisations for existing lines of conflict lines and issues related discrimination are explored below.

Conflict lines and issues related to discrimination in the localities

Discrimination happens in our daily lives. Beginning by reflecting upon related conflicts in our organisations allows us to address the topic from our own needs and experiences. The experience of the organisations reflects power disparities within society in the following topics and ways:

Gender
- The preference of women for social sector jobs in society is mirrored by the majority of female staff in all partner organisation
- Partner organisations with male management and female staff reproduce power hierarchies present in general societies
- Partner organisations with female management are met with barriers from male driven power hierarchies: when the managerial work requires them to interact with other institutions and companies. when dealing with staff, that is used to male management styles

Ethnic Minorities / Migration
- Structural underrepresentation of migrants on the level of management as well as the broader organisation itself is an issue in some of the organisations
- Organisations under management of members of majority society and/or underrepresentation of migrants in the broader organisation sometimes have difficulty to understand conflicts and different forms of racism within marginalized communities and communities of colour themselves.
- Organisations under management of members of minorities have difficulty gaining access to networks and resources of the majority society

Language, Culture and Religion
- Organisations with many cultures and religions among their staff report isolated incidences of intercultural conflict and religious discrimination within a general climate of cooperation.
- When bigger groups of a foreign language form within an organisation communication with management and other staff is impaired and misunderstandings accumulate.
- When working language is English the different levels of language proficiency may also lead to impaired communications and misunderstandings
- Often the basis of conflict in cultural differences or the language barrier overlaps or the source is unclear.

ACCT

Needs assessment
Analysis of expert interviews with partner organisations

- Another societal conflict witnessed within a partner organisation, is the conflict between counter and mainstream culture, which became evident, when the former reflected upon the prejudices and discrimination mechanisms within the latter

Societal Conflicts related to Discrimination in the partner countries

Information below is based on the interviews, It therefore represents the most pressing issues from the partners view rather than a complete analysis of discrimination in the represented societies. For the development of the trainings the methods and exercises should qualify to address the local issues reflected for each locality. Side visits in the curriculum can ensure that the main conflicts and stakeholders are included.

Bulgaria

One of the big problems within society is the prevalence of fake news and false information on minority and immigration issues that dominate public discourse. It is interesting to note that there are important lines of misunderstanding and fearing not only of the majority towards new immigrant minorities, but also of some of the "old minorities" towards the new ones. Bulgarian citizens of Armenian, Jewish or Turkish origin, for instance, belong to the historically formed older minorities and are relatively well integrated. A minority which actually is also an old one, but is continuously marginalised and discriminated against are the Roma: "[Roma are] outsiders, (...) there is a lot of racist attitudes and discrimination against them." The interview also shows that anti-romaism or racism against Roma people is prevalent in society as well as among some state administration employees who work for these marginalised groups. Finally, in terms of sexism and homophobia, there is a deeply homophobic discourse in the national context. This is especially evident in the debate surrounding the nonratification of the Istanbul Convention, which would have legally opened the society for nontraditional gender roles and citizens identifying with LGBTQI.

Denmark

One if the main conflict Lines in Danish Society runs between Danish nationals and migrants – with a differentiation between European and international migrants. The discrimination of the latter is structurally routed, with legal dividing lines between Danish nationals, Western and "non-western migrants". According to the Danish partner racism and discrimination is also evident in laws on preventing "Ghettoization" of areas with a high percentage of "non-western migrants", which become restricted to new residents of the same category, cutting newcomers off from essential networks and social capital of their communities. The same strategy is evident in housing refugees in rural areas during their initial phase in Denmark. Potentially causing conflict with the local population on top of isolating newcomers.

There is a large urban-rural divide in composition of society, with rural areas having very low percentages of both western and non-western migrants, but higher prevalence of racism. In the urban areas with a high percentage of migrants racist crime incidences have been reported.

ACCT

Needs assessment
Analysis of expert interviews with partner organisations

As a larger context the debate on including non-citizens structurally through participation rights or integrating them into society via the labour market frames these issues. The current government, clearly going the path of labour market integration, has caused cultural conflicts based on differential views on labour market participation of women. With the main path to integration leading through the labour market, women with a more traditional, family oriented gender role have large difficulties gaining access to Danish society.

Germany

The partners describe discrimination and racism in society, between majority society and ethnic minorities, but also between different minorities and even within minorities of different generations or levels of traditionalism. The urban-rural divide is also present in Germany, which has a very big problem with rural areas and racism. To that extent that people of colour don 't want to travel to these areas due to fear of being harmed. Structural and institutional discrimination is an issue in Germany as exemplified by the health sector and the labour market. The labour market is described as highly gender segregated both sectorial and hierarchical. With women predominant in low paid care and social jobs and underrepresented in managerial positions. In addition language proficiency and being accent free is of high value in the German job market, causing discrimination of non-native speakers. Due to labour market segregation, people with migration experience often enter the secondary job market, having to settle for lower income and insecure, short term contracts.

Poland

For Poland the main groups discriminated against are LGBTQI, ethnic minorities and women.

Structurally established through the tight relationship between the government and the catholic church, the gender norms are highly traditional. This is further enforced through the education system, which has been severed from progressive / nontraditional influences not supported by the government. In the city of the partner organisation NGOs and stakeholders that have cooperated with schools in antidiscriminatory trainings before are barred from all access to schools. The antifeminist legal developments of the prohibition of abortion have been met with wide protests from the progressive part of the women in Poland. The rural-urban divide in discrimination and racism also exists in Poland, but it is more differentiated. Towns with an active civil society with NGOs working against discrimination show lower levels of discrimination. Here racist incidence are being reflected immediately by civil society actors. On the other hand in towns with strong government approval and little civil society activity. Openly racist graffiti are left uncommented leaving a dangerous climate for minorities.

ACCT

Needs assessment
Analysis of expert interviews with partner organisations

Spain

There is high levels of prejudice and racism against minorities of other cultures and origins. In particular, racism against Roma and Muslims is described as a big problem. Further discrimination against the mentally ill is an issue. For example in the partners city, Álora people show a lot of prejudice against people with mental illness, e.g. that they are afraid of them or don't want to sit next to them in some places. Gender roles are very traditional in Spain. The paternalistic climate in Spanish society makes it difficult for women to run businesses, let alone intervene against discrimination with their activities.

Practices and interventions

IMAGINA, Spain

Intervention regarding racism and gender discrimination: The organisation collaborates with a group of Arab women and an organisation for people with mental illness. Intervention against discrimination against people with mental illness: In collaboration with an organisation for people with mental illness, Imagina organised an event to create an understanding by sharing the point of views and experiences of the discriminated group. Practices regarding racism and gender discrimination: Within the organisation, they have a number of measures in place. They organise trainings for the workers, including trainings on inclusive language, they have an equality plan etc. This is done in cooperation with another organisation that facilitates these trainings. Now, they are creating their own gender equality plan (which they will replace the previous general equality plan of the region with, which they are using until now). Moreover, during conflicts, they can refer to the mission statement whenever there are conflicts within the organisation.

ARM-BG, Bulgaria

In terms of interventions, the interview partners states that this is a difficult field which "[deserves] our attention. And when you ask some people whether it's possible to train, they think that the mission is impossible."

Interventions against discrimination:

- Remembrance culture workshop with students to produce an essay or a video about the history of the Holocaust organised with the Jewish community.
- Recult project, with transnational exchange and local workshops on using art to reflect on hybrid identities with migrants.
- Legal support of refugees

ACCT

Needs assessment
Practices and interventions

Crossing Borders, Denmark
Interventions against discrimination
- Multiple projects based on sharing experiences / narratives of migrants and minorities in cultural formats involving storytelling, food or music
- Anti-racist trainings at schools on Black Lives Matter and how to combat hate speech
- Multicultural Exchanges increasing the contact between members of different nationalities, ethnic backgrounds and cultures > "Bring together people from all backgrounds"

DZ, Poland
Interventions against discrimination
- Addressing prejudice and discrimination at schools by showing the benefits of migration to society, economic and cultural gains.
- Intervention regarding racism and gender discrimination
- Empowering women from different backgrounds (including Ukraninan refugees) through cultural activities and education on feminism

CRN, Germany
Interventions against discrimination
- Project supporting participation of migrants in 5 European cities (INCLUDATE)
- Project empowering the participation of minorities and ppl of migrant background in the climate debate (EU24)
- Cooperation with Iranian and Polish migrant association
- Project empowering migrants in 5 European cities through art work on hybrid identities (RECULT)
- Cooperation with Aufbruch Neukölln on narratives of male migrants

PI, Germany
Interventions against discrimination
- Anti-discrimination workshops with school children, teachers, social workers, companies, NGOs (2018-current)

ACCT

Needs assessment
Stakeholders and Partners in the field of anti-discrimination

All partners in ACCT work with similar types of organisations, namely schools, NGOs (including migrant associations), universities, adult education centres. The partners and stakeholders differ according to specialisation. CRN has the broadest and biggest base of partners, because they cover many topics with their transnational projects. In the field of anti-discrimination their main partners mentioned in the interview are migrant associations (NARUD, Aufbruch Neukölln, Iranische Gemeinde Deutschlands und Polnischer Sozialrat e.V.).

Crossing Borders as migrant-run organisation also works with migrant associations and local community locations (e.g. Trampoline House) on the topic. Their main target group for their anti-discrimination workshops are schools. Their activities sharing migrant narratives are mostly received by migrants or transnational partners in their network, although they express the desire to reach more non-migrant participants in Danish society. IMAGINA cooperates with Muslim women's group, a mental health organisation, schools and the local municipality on the antidiscrimination topic. DLA ZIEMI is part of a network with feminist and pacifist organisations in the city of Lublin. Many of their activities are collaborations within the network. They expressed regret, that other towns lack the same level of civil society activities. ARM-BG cooperates with lawyers and works with governmental institutions to support refugees in Bulgaria. In current projects, they also work with schools and artists.

Perspekt Initiative collaborates with local schools and NGOs in Hamburg and Berlin in their anti-racist trainings. They have recently begun to extend their network transnationally.

Target groups for the ACCT Training

For the development of the local trainings find the target groups the organisations consider for the ACCT training below. In accordance with the gender mainstreaming plan and the goal to combine participants from majority and minority society a subset of the following groups will be the recipients of the local ACCT Trainings.

ARM BG, Bulgaria
Relevant target group are lawyers working with the state agency and lawyers working with refugees as well as civil servants who work with migrants and refugees, e.g. police, civil servants in reception centres etc.

Crossing Borders, Denmark
Relevant target group are schools, migrants and the local community (Nörrebrö, Copenhagen). A wish to extend the anti-racist activities to the majority society exists.

CRN, Germany
Relevant target groups include members of the Turkish, Iranian and or Polish migrant communities in Berlin.

ACCT

Needs assessment
Target groups for the ACCT Training

Perspekt Initiative, Germany

The organisation plans to conduct the local ACCT Training with an international group including participants with turkish-german, turkish and german nationality.

Dla Ziemi, Poland

The organisation plans to conduct the local ACCT Training with Ukranian refugees. Considering the rural-urban divide it may be favourable to participants from rural areas.

Imagina, Spain

Arab women, also because they have fewer resources (they don't have an established organization), work with teenagers (two high schools: one with more people with disabilities, one with a focus on Roma and people from different countries)

ACCT

Anti-racism & Civic Courage Training

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This ACCT Curriculum was created as part of the **ACCT project**
https://www.acctforchange.eu/

The ACCT Consortium would like to express our deep appreciation to all our **partners and associated partner organisations for their contributions** and acknowledge the transformative impact they have had on this curriculum:

Comparative Research Network
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We also would like to extend our thanks to all pedagogues and workshop facilitators whose work has laid the foundations for our ACCT training. When known, their names are indicated below the individual method that was adapted for the purpose of this curriculum.

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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.

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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

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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.

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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.

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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 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.

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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.

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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.

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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.

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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.

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- 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.**

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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.

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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.

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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

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Bag of Destiny

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

Length: 60 minutes

Material: <u>Appendix A: Task sheet</u> , 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.

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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 returns 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

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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.

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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?

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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.

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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.

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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.

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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: <u>Appendix B:</u> 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.

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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.

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_____ 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".

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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.

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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.

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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

ACCT

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.

ACCT

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.

ACCT

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.

ACCT

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).

ACCT

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.

ACCT

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).

ACCT

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.

ACCT

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.

ACCT

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.

ACCT

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.

ACCT

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.**

ACCT

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 quite awareness.
- Thank participants for having taken part in this exercise and transition slowly into the last part of the seminar.

ACCT

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.

ACCT

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.

ACCT

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.

ACCT

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.
- Informe 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.

ACCT

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.

ACCT

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.

ACCT

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.

ACCT

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.

ACCT

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.

ACCT

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.

ACCT

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.

ACCT

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.

ACCT

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?

ACCT

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.

ACCT

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 their created on social media

ACCT

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.

ACCT

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

ACCT

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.

ACCT

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.

ACCT

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.

ACCT

- 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.

ACCT

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

ACCT

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?

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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)**

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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".

✂

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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.

ACCT

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.

Evaluation and policy recommendations
Introduction

Theoretical background of prejudice, discrimination and racism

Historically and politically racism and discrimination are embedded in the societal structures underlying colonialism, imperialism, capitalism, and economic exploitation. Colonialism established racial hierarchies that justified exploitation and systemic inequalities. Post-colonialism highlights lasting impacts like economic dependency and social division, worsened by capitalist systems that prioritise profit over equity. Imperialism and capitalism reinforce global racial and economic hierarchies, while the Eastern European experiment with real socialism also faced structural discrimination, despite its equality ideals, also faced structural discrimination.

The theoretical background of prejudice, discrimination, and racism is rooted in social psychology, sociology, and critical race theory. Prejudice refers to preconceived opinions or attitudes toward individuals or groups. Theories such as social identity theory explain prejudice as a way for individuals to enhance self-esteem by favouring their in-group and marginalising out-groups (Tajfel & Turner, 1979). Similarly, the authoritarian personality theory posits that certain personality types are more prone to prejudiced thinking due to rigid, hierarchical worldviews (Adorno, Frenkel-Brunswik, Levinson, & Sanford, 1950). Racism extends prejudice by embedding these biassed beliefs in social structures and power relations, as explored in critical race theory, which examines how race and racism intersect with law, culture, and politics to perpetuate inequality (Delgado & Stefancic, 2017).

Discrimination, the behavioural manifestation of prejudice, occurs when individuals or groups are treated unfairly based on characteristics such as race, gender, or ethnicity. This can be explicit, such as through segregation or unequal treatment, or implicit, occurring subtly through unconscious biases or systemic inequities. Theories like structural discrimination emphasise how racism and prejudice are institutionalised in society, influencing laws, policies, and practises that disadvantage certain groups (Bonilla-Silva, 2017). These frameworks highlight how racism is not just an individual bias but a broader social phenomenon that reproduces power imbalances and limits opportunities for marginalised groups.

Prejudice, discrimination and racism all have their foundation in group behaviour and psychology. Starting from early socialisation and continuing throughout life, every human being establishes relationships with other people during their lifetime. People connected by relationships based on similar geography, interests or aims form groups. Based on "familiarity, attachment and preference", we become a member of a group and identify with the similarities between the members.

These processes create a more or less strong group identity (Allport, 1954, cited by Brewer, 1999).

ACCT

Evaluation and policy recommendations

Introduction

The link between the members of a group can also be strengthened by developing attitudes towards and highlighting differences to other groups (ibid.)
As a summary judgement of members of an "outgroup" these attitudes and simplifications constitute prejudices. Used as a group strengthening mechanism the other group and its members are perceived as inferior to their own; thus constituting a form of racism, defined as the conviction that different ethnic backgrounds are linked to distinct characteristics, abilities, or qualities, especially to distinguish them as inferior or superior to one another.
As a summary judgement of members of an "outgroup" these attitudes and simplifications constitute prejudices. Used as a group strengthening mechanism the other group and its members are perceived as inferior to their own; thus constituting a form of racism, defined as the conviction that different ethnic backgrounds are linked to distinct characteristics, abilities, or qualities, especially to distinguish them as inferior or superior to one another.

Anti-discrimination training in theory and practice
Anti-discrimination training, in theory, is designed to educate individuals and organisations on recognizing, understanding, and countering biases that lead to discriminatory behaviour. The training typically covers various forms of discrimination, including those based on race, gender, age, sexual orientation, and disability. The theoretical foundation of such training may draw from critical race theory, social psychology, cultural competence, and legal frameworks. It aims to promote awareness of unconscious biases, structural inequalities, and the legal consequences of discriminatory actions. The goal is to foster an inclusive environment where diversity is respected, and equal opportunities are provided to all.
In practice, anti-discrimination training varies in its effectiveness and application. Many organisations implement workshops, seminars, or e-learning modules to address specific issues like harassment, bias, and inequality. Interactive exercises, role-playing, and real-life scenarios are often employed to help participants identify and mitigate discriminatory behaviour. However, while training can raise awareness, its impact largely depends on factors like the quality of the training, organisational commitment, follow-up actions, and the broader cultural context. Without sustained effort and systemic changes, anti-discrimination training alone may struggle to achieve long-lasting behavioural change. Thus, it works best when integrated into a comprehensive strategy for diversity, equity, and inclusion.

ACCT

Evaluation and policy recommendations

Introduction

The role of adult education

To foster inclusivity and social justice in diverse learning environments is crucial to include anti-discrimination training in adult education. One important aspect of this training is the focus on raising awareness about unconscious biases and stereotypes. Adults generally carry ingrained biases which are learned from early childhood, reflecting the discriminatory structures of our societies, and which can manifest in subtle discriminatory behaviours. Through interactive workshops, reflective discussions, and case studies, participants are encouraged to recognise their own biases and understand how they impact interactions with others. By addressing these unconscious biases, adult learners become more aware of the importance of creating equitable environments and gain practical tools to counteract discrimination in both personal and professional contexts. Another key aspect is the emphasis on the practical application of anti-discrimination principles. Adult education often involves learners from varied backgrounds, so the training must be tailored to specific professional or social contexts, such as the workplace, community groups, or public institutions. Role-playing scenarios, legal frameworks, and conflict resolution techniques are commonly used to equip participants with strategies for responding to discriminatory incidents in real-life situations. Additionally, fostering a commitment to continuous learning and reflection is essential, as combating discrimination requires ongoing effort. By making anti-discrimination training relevant to their daily lives, adult learners are more likely to apply what they've learned in meaningful ways.

The anti-discrimination and anti-racism training addresses the psychological and sociological mechanisms by explaining these mechanisms, demonstrating their effects and practising alternative behaviours as well as taking action to multiply these learnings beyond the training. Within the ACCT training we take participants of varied backgrounds through a learning process that starts from explaining theory and backgrounds of discrimination moves over to demonstrating non-discriminatory practices and culminates in practising non-discriminatory communication and taking action against discrimination.

ACCT

Evaluation and policy recommendations

Introduction

ACCT Anti-Discrimination and Civil Courage Training

explains
the psychological and sociological mechanisms behind discrimination and anti-discriminatory action

demonstrates
- that group strength does not require ingroup / outgroup behaviour
- inclusive ways of strengthening identity
- the effect of prejudice on our communication
- the reception of such communication by members of the prejudiced group

practices
- reflection on own biases and own experiences of discrimination
- alternative ways of communicating about diversity, difference and inclusion

co-creates and **takes action** against discrimination and racism

Figure 1. Functions fulfilled by the ACCT Curriculum.

Evaluation and policy recommendations

ACCT Curriculum in Practice

Overview of the Curriculum

The ACCT 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.

Figure 2. Overview of the ACCT Curriculum. See the Trainers Manual Publication for the fully annotated curriculum.

DAY 01. Becoming a Group. Defining our Work.	DAY 02. Finding Commonalities. Showing Courage.	DAY 03. Inner Reflections. Taking Action.	DAY 04. Local Actions for Global Questions
Welcome & Orientation	Arrival & Orientation	Arrival & Orientation	Arrival
Postcard Connection	Common Threads	All Those, Who	Site Visit
Workshop Guidelines	Introduction: Forum Theatre	Train Journey	Final Feedback Session
Crossing The Line	Columbian Hypnosis	Stop Rumours	
Intention & Effect	Image Of The World	Presentation: Registering Discriminatory Incidents	
Bag Of Destiny	Forum Theatre	Toaster, Blender & Washing Machine	
Reality Show	Guided Breath	Civic Courage Styles	
Step In, Step Out	Reflection & Feedback	Digital Civic Courage	
Input: Discrimination		Feedback	
Dice Game			
3 Finger Feedback			

ACCT

Evaluation and policy recommendations

Adaptations to Local Societal Contexts

Social context and needs of the trainees The curriculum was adapted to the local context, history as well as to the diverse local groups and sensitivity and disposition to the issues of discrimination and racism. The local adaptation and quality of eventual trainings are a responsibility of each country's project partner. In the following we give an overview of the experiences, adaptations and issues of partners when implementing the ACCT curriculum.

Evaluating these experiences we include recommendations for trainers for future adaptations of the curriculum in the next chapter.

Perspekt Initiative, Hamburg, Germany

In alignment with the recommendations of the assessment report, the target group of the ACCT Training in Hamburg was youth of German, Turkish and other diverse backgrounds and thus reflective of the diversity of the society, the country and the region. Participants were between 18 and 27 years old.

Participants were chosen to increase contact between different groups and because many of them are young people of colour, who experience racism in their everyday lives, and other youth who do not experience the same degree of discrimination, to work on common identities and on civic courage and understanding.

The training was conducted by trainers chosen from the organisation's pool of qualified anti-racism trainers and people of colour themselves. Two of them took part in the multiplier training.

Figure 3. The ACCT Local Training in Hamburg was conducted in April 2024

ACCT

Evaluation and policy recommendations
Adaptations to Local Societal Contexts

Adaptations

Topics and sensitivities were adapted to reflect local conditions. Some examples were changed in the methods and the schedule was altered to fit with the practicalities in the seminar room and lunch, as well as the availability of partner organisations for site visits.
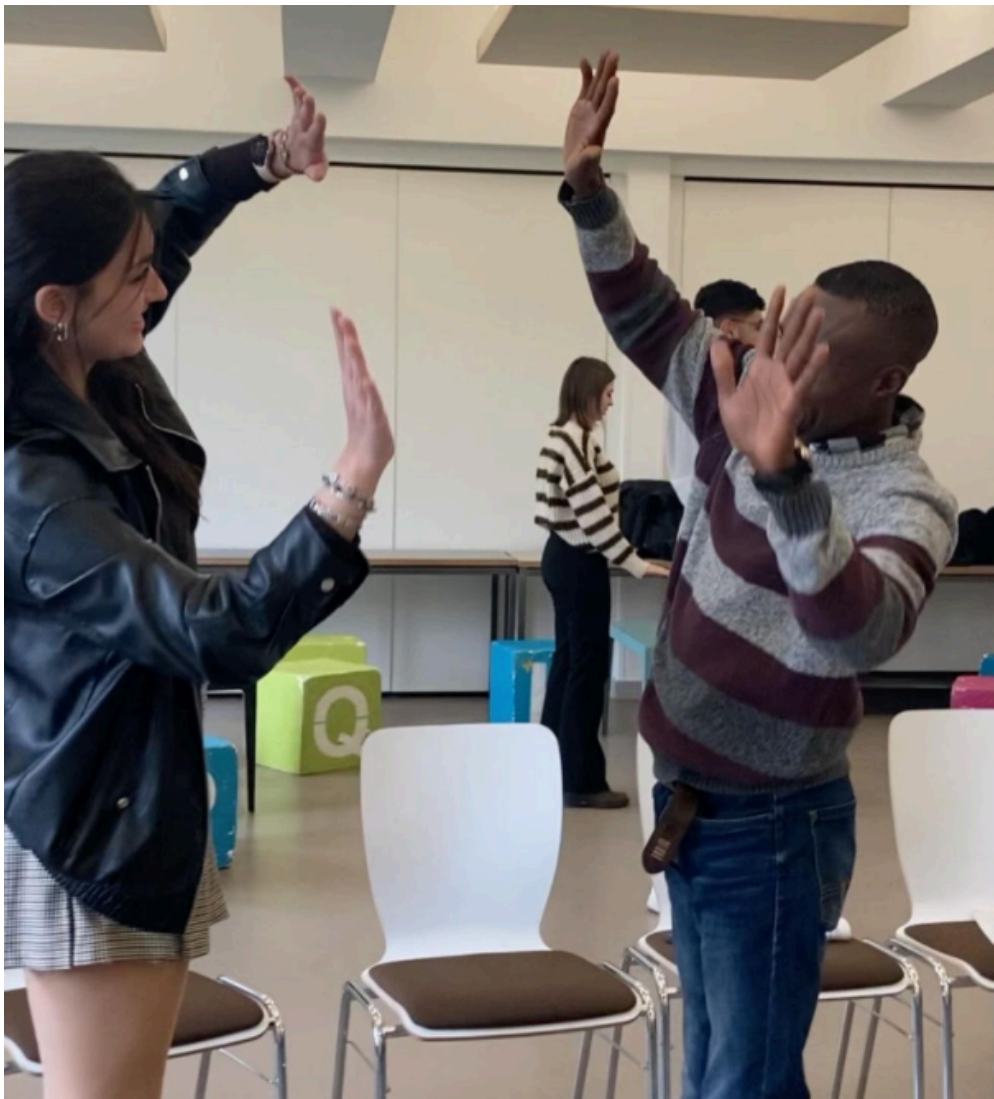

Figure 4. Interactive Exercises are at the centre of all ACCT activities.

ACCT

Evaluation and policy recommendations

Adaptations to Local Societal Contexts

Imagina, Alora, Spain

The target group of the ACCT Training in Alora was adapted to local needs deviating from the recommendations in the assessment report.

Creating synergies with ongoing efforts to fight discrimination at local schools, teenagers between 15 and 16 years old from a secondary school, with ""difficult performance" and episodes of discrimination on a daily basis.

The training was conducted by experienced trainers, of which one took part in the multiplier training.

Adaptations

The language of the concepts and definitions were adapted to fit the understanding of the younger target group. Accordingly the activities were explained in an easier way.

Some activities needed to be shortened as the time allocated in the curriculum was not sufficient to cover all the contents with the participant group.

Specifically raising awareness and clarifying basic concepts was significantly more time consuming with the younger demographic than anticipated by the adult curriculum.
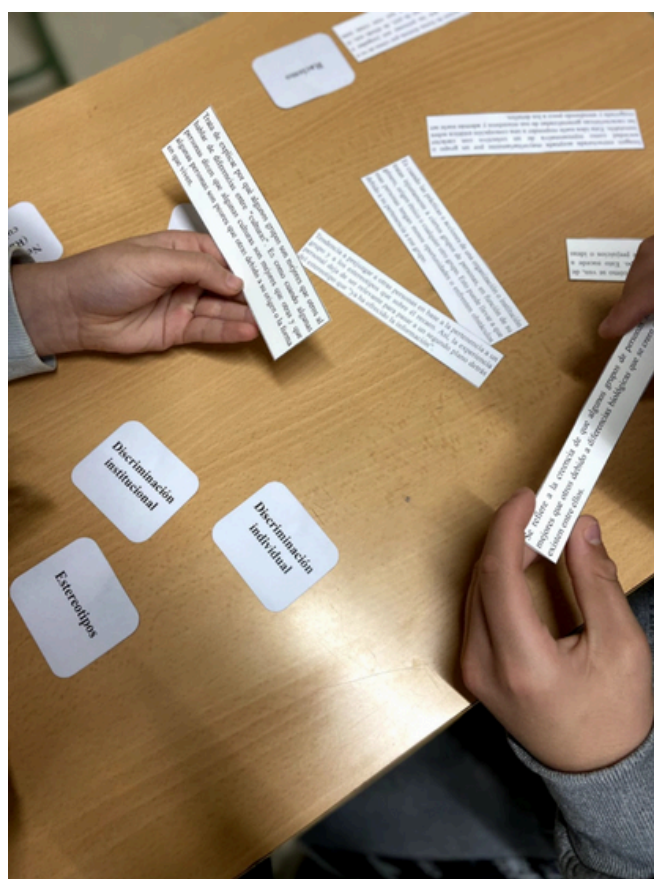

Figure 5. Adapted Definitions in the ACCT Training in Alora, Spain.

Evaluation and policy recommendations

Adaptations to Local Societal Contexts

Association on Refugees and Migrants in Bulgaria, Sofia, Bulgaria
The target group of the ACCT Training in Bulgaria was students aged 13-18 and young adults from diverse gender, ethnic, social and economic groups. The participants were chosen to present diverse groups from Bulgarian society.
The selection of trainers went according to their previous engagement with the issues of discrimination and racism, as well as according to their training skills, knowledge and experience in the field. Two of the three trainers conducting the implementation took part in the multiplier training in Berlin.

Adaptations
The curriculum was followed, although more emphasis was put on building and upgrading their awareness on the issues of discrimination and racism and on their capacity to actively promote anti-discrimination and anti-racism, starting with their own dispositions, attitudes and behaviour. Here social context and needs of the trainees were reflected. The curriculum was thus adapted to the local context, history as well as to the diverse local groups' sensitivity and disposition to the issues of discrimination and racism. Some of the exercises' contexts and highlights were changed, making more relevant reference to local needs.

Crossing Borders, Copenhagen, Denmark
The target group of the ACCT Training in Copenhagen was chosen to be high school students as recommended in the assessment report, since CB mostly works with engaging youth for dialogue at CB. The organisation chose to partner with an existing school workshops programme to guarantee participation. The training was then conducted with 10th grade students (40 participants, on average 16 year olds). The gender composition was roughly 40% male identifying, 40% female identifying, and 10% gender neutral.
More than one trainer took part in the multiplier training in Berlin. CB takes pride in diversity. All 4 trainers who participated in the Train the Trainers in Berlin come from either countries from the Global South (Egypt, Lebanon, Nepal) and/or having lived experiences of discrimination (religious minority, racialised group, LGBTQIA+ community). All 4 of them were facilitators in the local training. We also had a trainer of Ethiopian-Italian background, a trainer of Turkish background as well as a Danish woman, and a woman from Germany who took part. CB had 8 facilitators in total, although not all were present for all 4 days. CB had 2-4 hour meetings before each local training day in which they would go through the curriculum, review the methods, and prepare who was going to be the main facilitator and spread out the responsibilities.

ACCT

Evaluation and policy recommendations

Adaptations to Local Societal Contexts

CB also used this time to adapt the methods to the local context and to the group. Trainers also got familiar with the ACCT report on discrimination, and online resources and videos about anti racism and civic courage styles.

Adaptations

The curriculum was followed, but adapted to reflect groups negatively affected by racism in Denmark and the level of public awareness of discrimination within the target group. Further instructions, inputs, and debriefing questions were adapted to the age group. The Danish partner decided to deviate from the compact curriculum and divided it into four trainings conducted on different occasions over 4 weeks.

This step was undertaken to accommodate the needs of the students as well as the partnering school. The partner reflected that a lot of technical terms or big theoretical concepts were difficult for the participants to engage with.

Figure 6. High School Students participating in the ACCT Training in Copenhagen, Denmark.

ACCT

Evaluation and policy recommendations

Adaptations to Local Societal Contexts

Dla Ziemi, Lublin, Poland

The target group of the ACCT Training in Lublin, Poland was chosen from a place particularly exposed to challenges addressed in the ACCT project:

The environment of the Voluntary Labour Corps, due to its specifics, and due to the presence of Ukrainian youth, as well as the specifics of the small town of Radzyn Podlaski, the programme Voivodeship Lublin is a place exposed to the challenges faced in the ACCT project.

The participants were a group of Polish and Ukrainian teenagers aged 16-18 staying in Poland because of the war in Ukraine. These young people study on a daily basis at the Voluntary Labour Corps in the small town of Radzyn Podlaski in the Lublin region. They are either from difficult family backgrounds (especially Polish participants), or Ukrainian youths sent back to boarding schools from war-stricken Ukraine and cared for by tutors. This group is very diverse, as they come from both large cities (Kiev) and small towns, and from families of different social status. The Polish partner chose this place because it is a tiny town, where young people either witness discrimination regularly or are discriminated against.

In awareness of the educational difficulties, the partner worked with an intercultural assistant. One of the trainers attended all ACCT trainings and meetings and also participated in the Train The Trainers in Berlin. The other person is a refugee, affected by the war in Ukraine back in 2014, and is a member of the team. She graduated from the Intercultural Assistants school as part of the activities in the association. She works with Polish and Ukrainian youth on a daily basis, and is responsible for supporting parents and good communication. Olga deals with educational problems of young people on a daily basis.

Adaptations

The ACCT curriculum was adapted to the local context such as the diversity of society and the particular groups affected by discrimination and racism in Poland. Specifically, the partner simplified the curriculum to cater to young people of the age identified above. The ACCT training in Poland was further implemented bilingually and with language facilitation for the more difficult concepts. Examples were adapted to relate directly to the participant group. Definitions were simplified to match the language to the capabilities of the young people, without understating the level of content.

ACCT

Evaluation and policy recommendations

Recommendations for ACCT Trainers

Adapting the training to the specific needs of each group of participants is essential for maximising the effectiveness of learning, particularly in anti-discrimination training. Different groups bring unique experiences, perspectives, and challenges that must be considered to create a meaningful and impactful experience. For instance, a group of corporate employees may require training that focuses on workplace discrimination, while a community organisation might benefit from understanding how discrimination manifests in public services. Tailoring the content and delivery to the participants ensures that the training is relevant, engaging, and practical, allowing learners to connect the material to their real-world experiences and challenges. Moreover, the diversity of the facilitating team needs to reflect the diversity of the topic and of the participating group, as lived experience shapes expertise and empathy while dealing with these challenging subjects. This was an important issue which was put into practice by all partner organisations during the implementation of the ACCT Trainings.

Furthermore, adult learners have diverse learning styles, backgrounds, levels of awareness regarding and own experiences regarding discrimination. Taking the latter into account, the learning group needs to be split at times to create safer spaces for participants of colour. Adapting the training to these variables fosters inclusivity within the learning environment, making the content accessible to everyone. Moreover, some participants may benefit from interactive activities and role-playing, while others might need more theoretical discussions or reflective exercises. By customising the training to the group's specific characteristics — such as cultural, professional, or educational backgrounds — trainers can create a more inclusive and empathetic learning environment, ensuring that all participants feel seen, respected, and able to engage fully with the material. This approach also enhances retention and encourages the application of anti-discrimination principles in everyday life.

In summary, the following adaptations of the ACCT Curriculum can be useful when working with different target groups:

Language Adaptations:

To foster understanding of the curriculum content different steps can be taken to support non-native speakers and target groups with lower language registers:

o Use of easy language throughout the training, especially in the theory portion of the curriculum. Adapting the definitions and using variation of terms and number of terms covered can further ease understanding for these target groups.

o Bilingual conduct of the training can be offered, if two languages are dominant among the participants.

o Making language facilitation available can be a viable alternative to creating a completely bilingual version of the training.

ACCT

Evaluation and policy recommendations

Recommendations for ACCT Trainers

Timeline Adaptations:
Often the conditions to conduct a 4 day training in one go are not ideal due to time, location or other circumstances. The following adaptations have been tried out by the partners to circumvent such conditions and enable a successful ACCT training:
o Abbreviate exercise content or give more time for them to allow for the full content to be received and understood fully
o Conduct the training on the separate occasions over a longer period of time, i.e. a series of training

Local Contexts:
o Adapt examples and exercises to reflect on local contexts such as diversity of society and groups affected by discrimination and racism as well as public perception of these issues in the city, region or country of the training.
  O In practise the local contexts can be considered by
  • adapting the composition of the facilitator team to include local and national minorities
  • making examples and chosen definitions significant for the local situation
  • showing best practices of monitoring activities from own country if applicable or other countries if local and national initiatives are limited

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