



Erasmus+

GEM- TOOLKIT OF THE
TRAINING COURSE

**GENDER
EQUALITY**

&

24TH-30TH AUGUST 2017
CASA LABORATORIO "IL CERQUOSINO"
MORRANO, ORVIETO-ITALY

MIGRATION





Erasmus+

Key Action 1
Mobility project for young people and youth workers
Mobility of youth workers

GEM

Gender Equality & Migration

24th – 30th August 2017

Casa Laboratorio il Cerquosino, Morrano, Orvieto (TR), ITALY



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GENERAL BACKGROUND

LUNARIA launched in 2012 two **medium term strategies**, one to promote antiracism and one to promote gender equality, through mobility and voluntary service activities and projects.

The **ACTORS**, target groups and beneficiaries of the actions are young people, youth-social workers, local organizations and NGOs.

Our **PRIORITIES** were and are:

- To raise **youth** awareness on the daily growth of discrimination and to share relevant tools to make sensitisation among other peers.
- To provide **youth workers** and **peer educators** with new tools to fight the discrimination wide-spread and to promote fair, intercultural approaches.
- To provide **local, international organizations** and **NGOs**, with new tools to conceive and implement actions and projects.
- To share **good practices** and **working methods** to make more effective the local and global action in Europe and world-wide.
- To create a **network** of different actors and organizations from the civil society, to promote equality and human rights.

Within the anti-racism strategy, we have already implemented different projects in cooperation with European and partner countries' organizations:

- **SHARING IDENTITIES Open Mind for an Intercultural Europe**: training course on intercultural learning, individual and multiple identities.
- **MIGRANT TOOLS Social work to promote intercultural dialogue**: training course to raise awareness toward migration and to promote anti-racist behaves.
- **WORDSARESTONES Youth participation against racism: on line and off line**: training course to fight hate speech, on line and off line, toward migrants and refugees.
- **UNVEILING STORIES Youth Work Against Racism**: a training course to develop non-formal education and theatrical tools to raise youth awareness toward the racism widespread in Europe.
- **TAKE IT OUT! Shaping youth commitment against racism**: training course to further develop the work about on and off line hate speech and to develop tools for youth workers to fight the widespread of the phenomenon.

- **THE BUTTERFLY EFFECT Raising Awareness Among European Youth on the Refugees Crisis:** training course, job shadowing and youth exchange to raise awareness on the daily growth of discriminations, xenophobia and racism among young people and adults in Europe.

Within the gender equality strategy, the following projects have been already implemented:

- **TAG CLOUD Respecting and Valuing Gender and Generational Differences:** training course to develop new tools in the gender framework for youth workers at local and national level;
- **JAMBO Young Women Empowerment to Improve Quality of Youth Work and Volunteering in EU and Partner Countries:** capacity building project aimed to empower youth and social workers from eastern Africa and EU, by providing them with new tools to favour the women participation in short term local and international voluntary service projects;
- **PANDORA'S BOX Young Women, Community Development through EU and LA Cooperation:** capacity building project to follow up the work already started in Jambo, developing this time the action in the field of gender equality in EU and Latin American countries;
- **THE POT OF GOLD Education and exchange to fight hate speech and discrimination:** training course and youth exchange to fight discrimination based on gender and sexual orientation and the hate speech widespread toward LGBT+ individual ad communities.

PROJECT DESCRIPTION

GEM Gender Equality & Migration is a pilot project, which include **two actions**: one Training Course - TC and one Youth Exchange – YE.

The project **AIMED** to provide young people, youth workers and EU civil society organizations, with tools to identify on line and off line hate speech, and develop methodologies to create raising awareness actions, at local and international level, to fight the phenomenon widespread.

TRAINING COURSE
Casa Laboratorio il Cerquosino, Morrano, ITALY
24th – 30th August 2017

SPECIFIC OBJECTIVES TC

- to **raise awareness** on the current situation in EU concerning the racism widespread and the different forms of hate speech toward migrant women, women with migratory backgrounds and/or coming from migrant families
- to **develop tools and methodologies** to enhance the raising awareness process and consequently promote anti-racist actions in the involved countries

YOUTH EXCHANGE
Tenuta Sant'Antonio, Poggio Mirteto, ITALY
05th – 12th November 2017

SPECIFIC OBJECTIVES YE:

- to **raise awareness** among young people on the racism and xenophobia widespread, with a specific focus on hate speech on line and off line
- to make young people **experimenting new interactive tools** they can use once back home, such as **strip cartoons** and **photography**, to raise awareness on the phenomenon among groups of peers

The project is connected to the world-wide actions proposed by **Alliance of European Voluntary Service Organizations Network in 2016 and 2017**

Global Action Task Force

focused on migrants and refugees, aimed to raise awareness, to develop tools and concrete actions within the IVS movement to address national and international challenges

Gender Equality Working Group

aimed to promote gender-sensitive approaches and behaviors in IVS projects in EU and worldwide

HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in August 2017.

ACTORS: the Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions to fight discrimination wide-spread, using participative methodologies.

Furthermore, it has been conceived as an extra tool for the organizations and participants involved in the Youth Exchange forecasted in November 2017.

OPEN FORMAT: this project and the toolkit part of it, are conceived as an “open format” that can be replicated with different shapes and duration in the involved partner countries and not only, as long as to further enhance the fight against discrimination based on gender and racism.

FLEXIBILITY: the Toolkit is conceived as a flexible tool, the idea is that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an action to raise awareness. For this reason, in case you will decide to pick up some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend you to have a clear picture of the target group needs and profiles so to be able to bring adaptations, if needed.

METHODOLOGIES USED

The activities implemented during the training course are realized within the **non-formal education context**.

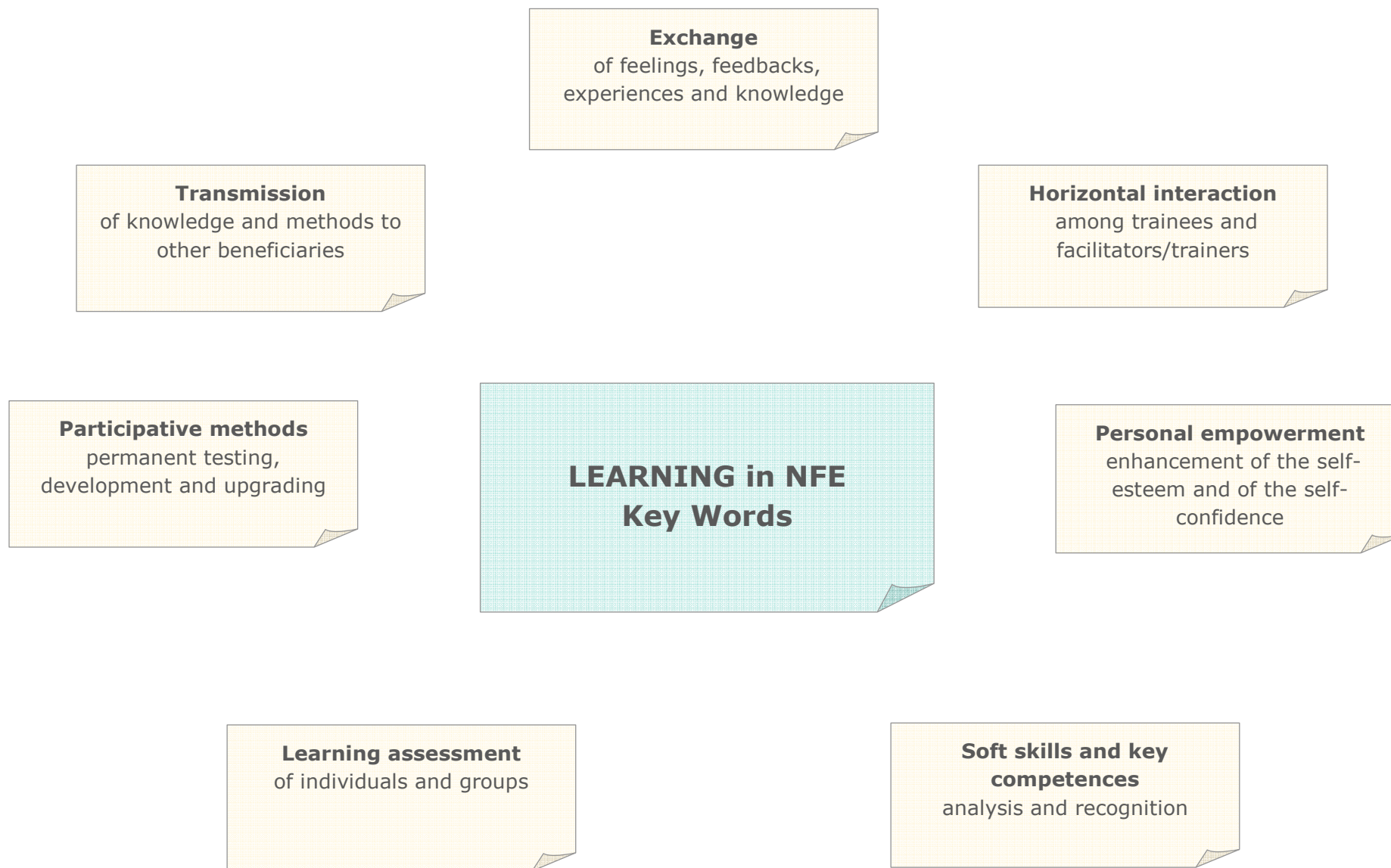
NON-FORMAL EDUCATION - NFE was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university).

Accordingly to the *Council of Europe*, non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, ... where young people meet ... to undertake projects together ... Non-formal education should also be:

- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centred
- about learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action
- organised on the basis of the needs of the participants.

Learning is articulated within non-formal education accordingly to a set of specific pillars:

- **Learning by doing approach:** specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process.
- **Learner centred:** pedagogical approach centred on the person who is learning and based on the promotion of participatory approaches.
- **Life-long-learning - LLL approach:** human beings never stop learning and developing, we all learn different things in different moments and in different spheres of our life. LLL encourage the acquirement of competences, knowledge and the development of new skills all along the life of each human being.
- **Shared learning path:** among the learner and within the group, where the horizontal exchange of knowledge with and among the learners/experts is actively encouraged.
- **Flexibility:** methods have to be readapted all along the process, taking into account the learning needs of participants and of the actors involved.



AGENDA OF THE TRAINING COURSE

DAY	MORNING	AFTERNOON
DAY 1 24 th August 2017	NAME GAMES Name and Sound – Alphabetic Order - Cowboy EXPECTATIONS, FEARS and CONTRIBUTIONS The Garden TEAM BUILDING Molecules – Shapes - Spider net	FIRST STEPS IN MIGRATION Reasons to migrate Definitions Give me a title!
DAY 2 25 th August 2017	STEREOTYPES AND PREJUDICES The Babel Tower Stella Story and Iceberg model	DIAGNOSTIC Cafeteria GOOD PRACTICES AND ACTIONS Represent it!
DAY 3 26 th August 2017	DISCRIMINATION Discriminative Breakfast HATE SPEECH AND GENDER – step 1 CoE Video Diamond	HATE SPEECH AND GENDER – step 2 Fish Bowl Word Café
DAY 4 27 th August 2017	GOING IN DEPTH – step 1 Open Space	GOING IN DEPTH – step 2 The campaign footsteps Campaigning – practical work
DAY 5 28 th August 2017	PEDAGOGICAL APPROACH Facilitation – feedbacks - tools	WORKING AS A TRAINER Me
DAY 6 29 th August 2017	TRAINING in ACTION –TiA PREPARATION TiA Preparation	TRAINING in ACTION – TiA IMPLEMENTATION TiA Implementation: Workshop 1 TiA Implementation: Workshop 2
DAY 7 30 th August 2017	TRAINING in ACTION – TiA IMPLEMENTATION TiA Implementation: Workshop 3 TiA Implementation: Workshop 4	FINAL EVALUATION Evaluation in different stations Spider web

DAY	1	2	3	4	5	6	7
	Thursday 24/08	Friday 25/08	Saturday 26/08	Sunday 27/08	Monday 28/08	Tuesday 29/08	Wednesday 30/08
08:00 ~ 13:00 Working Morning	Who are you? What are we doing here? Become a group. Where are we?	PRESUDICES Stereotypes	Discrimination & Multiple Discrimination No Hate Speech "The diamond"	"OPEN SPACE"	TRAINING in Action Presentation How to run? How to FB? (FB = Feed back)	Training in Action Preparation time	TRAINING in Action ①
13:00 ~ 18:00 Working Afternoon	Reasons to migrate Common Background Give me a title.	Legal Framework Medias & Racist events in our countries Good Actions & Practices	No Hate Speech toward Gender NO HATE SPEECH VS FREEDOM OF SPEECH	Water or no water to the river?	BODY & VOICE LANGUAGE TRAINING in Action Preparation time	TRAINING in Action ①	TRAINING in Action ①
18:00 ~ 21:00 Evening	Speed Dating		Intercultural Evening	Movie Projection			Final Assessment Farewell Party

TOOLKIT of the TRAINING COURSE



TITLE	Name and Sound
TOPIC/S	Getting to know each other's
AIM	To remember the names and to make participants interact
TOOL TYPE	Ice breaker/Name game
MATERIAL	/
DURATION	20 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants are invited to stand in a circle, one by one saying their names, following the circle order.</p> <p>Step 2. participants are still standing in a circle, one is starting saying his/her name and adding one sound. After the first person, the second has to repeat the name and the sound of the previous one, then adding his/sound to the two previous ones and adding his/her name and one action. The activity continues in that way until the end with the last person, every time adding the names and the actions of the previous persons.</p> <p>NOTE: the same activity can be also played in a faster way: the first person is saying his/her name and a sound, then all the group repeats the name and the sound. The second is saying his/her name and a different sound and then all the group repeats the name and the sound.</p>

TITLE	Alphabetic Order
TOPIC/S	Getting to know each other's
AIM	To make the group refresh the names; to reflect on the fact there are several, different types of communication and that there are also many ways to communicate non verbally

TOOL TYPE	Ice breaker/Name game
MATERIAL	Adhesive tape
DURATION	20 minutes
DESCRIPTION	It's explained that a competition is starting and participants are divided in 2 groups, each one representing a team. Two long adhesive tape lines are stuck on the floor and participants are asked to create a line and to touch the line with their feet. The game has to be played in silence, participants have to find "alternative ways" to communicate. When they move from their position their feet cannot leave the adhesive tape line. The first task is to create the alphabetic order of the team from A to Z. The group that believes to have fulfilled the task as a first have to raise the arms. The second task is to create the age order of the team from the younger to the older. The group that believes to have fulfilled the task as a first have to raise the arms.

TITLE	Cowboy
TOPIC/S	Getting to know each other's
AIM	To remember the names and to make participants interact in a funny and dynamic way
TOOL TYPE	Ice breaker/Name game
MATERIAL	/
DURATION	20 minutes
DESCRIPTION	Participants are invited to stand in a circle and one person goes in the centre. When the one in the centre is pointing one person in the circle, saying their name, the person should crouch down and the other two (on the right and left side) should turn, looking at the other 'person face and guess the name of the other. The fastest win, while the less faster or the one not guessing the name, goes to the circle and the activity follows in that way.

EXPECTATIONS, FEARS AND CONTRIBUTIONS

TITLE	The Garden
TOPIC/S	Expectations, fears and contributions
AIM	To share within the group the expectations toward the training, the fears and the contributions that participants are thinking to bring
TOOL TYPE	Getting to know each other's
MATERIAL	Flipchart, post-it, pens, markers
DURATION	<p>20 minutes: presentation of the activity and first step in filling up the garden</p> <p>NOTE: this activity is conceived to be then run at the end of each training day so to evaluate the development of the expectations, fears and contributions of participants. For this reason, we recommend to allocate a slot of 5 – 10 minutes at the end of each day, where participants are asked to be back on the garden drawing and filling it.</p> <p>Moreover at the end of the project, the Garden Model can be used as evaluation tool to analyse the individual process of participants.</p>
DESCRIPTION	<p>Trainers have prepared a flipchart where is drawn a garden, with grass, the sky and the sun.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. the first day Participants receive 3 post-it with different shapes:</p> <ul style="list-style-type: none"> • one (with the shape of a seed) representing the expectations: they have to put it under/on the level of the grass; • one (with the shape of a cloud) representing the fears: they have to put it on the sky; • one (with the shape of a sun ray) representing the contributions toward the training: they have to put it on the sun. <p>They are given time to fill them and then to stick them on the flipchart.</p> <p>NOTE: 1 post it for each expectation/fears/contribution (it's not possible to write two on the same post it).</p> <p>Step 2. at the end of every day participants have to be back on the Garden Model: starting from the seeds, they have to develop the drawing (e.g. roots, flower, plant ...) accordingly to the personal development of their expectations. In the meantime, they can also move their fears or contributions accordingly their evaluation of the day.</p> <p>See Handout below.</p>

HANDOUT_THE GARDEN



TITLE	Molecules
TOPIC/S	Getting to know each other's
AIM	To make participant start the interaction
TOOL TYPE	Energizer
MATERIAL	/
DURATION	15 minutes
DESCRIPTION	<p>Participants are asked to move freely in the space, as individual molecules. After a while a facilitator asks them to create atoms. Each time, it's asked to the molecules to be connected inside their atoms by a certain number of body part (e.g. four atoms with five legs, seven atoms with four noses, etc.).</p> <p>In the end, the participants are asked to create three atoms, in order to be divided for the following activity.</p> <p>NOTE: this activity can be normally used as energizer, in this specific case we used it both as energizer, and to create the groups for the upcoming session of team building.</p>

TITLE	Shapes
TOPIC/S	Team Building - group dynamics
AIM	To make participants interact, to develop the cooperation and to stimulate the active listening
TOOL TYPE	Work in groups
MATERIAL	Several meters of long ropes (accordingly to the group size)
DURATION	30 minutes

DESCRIPTION	<p>Participants are divided in 3 groups (each group approximately 8 members) and blindfolded.</p> <p>NOTE: an option, if we don't want to blind fold people is to ask them to keep their eyes closed.</p> <p>It's explained that the task of each group is to create a perfect square with the rope.</p> <p>Participants of each group should cooperate and find the way to create this perfect square.</p> <p>When the activity is over participants are asked to check the squares realized by the other groups.</p> <p>NOTE: if there is still time at disposal, groups can be asked to create other shapes (e.g. a triangle, a pentagon ...)</p>
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TITLE	Spider net
TOPIC/S	Team Building - cooperation, participation, group dynamics
AIM	To make participants interact in a funny and stimulating way, to encourage the group dynamics analysis, to reflect about the different roles in the group
TOOL TYPE	Team building - Outdoor Activity
MATERIAL	Ropes
DURATION	40 minutes
DESCRIPTION	<p>Setting: two spider nets in rope are built outside. In each spider net there should be enough holes for all the group members.</p> <p>Participants are divided in two groups and assigned to a spider net. The participants of each group have to cross the spider net without touching it. Each group receives "3 chances" and all the time they are touching the rope they lose one.</p> <p>In the case that the "3 chances" are used, the whole group should start again to cross the spider net.</p> <p>NOTE: after having crossed one hole it's not possible to use it anymore by another participants.</p>

FIRST STEPS IN MIGRATION

TITLE	Reasons to migrate
TOPIC/S	Migratory flows
AIM	To reflect on the reasons that move people to migrate, to analyse the different reasons to migrate, to reflect on "push" and "pull" factors
TOOL TYPE	Work in group
MATERIAL	Pens, paper, blank cards and reasons to migrate cards
DURATION	45 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. each participant receives a set of blank cards and 5 minutes to mind map the reasons that might lead someone to leave their home and also the reasons that may attract people to go in a new place.</p> <p>Step 2. groups are created (approximately 4-5 people each): participants of each group are asked to share the results of their answers and to create a common list of reasons to migrate.</p> <p>Step 3. each group receives a set of "reasons to migrate" cards and has to cut and add any that they haven't thought to their own reasons.</p> <p>Step 4. it follows the debriefing in plenary.</p> <p>Tips for the debriefing:</p> <ul style="list-style-type: none"> • start comparing the outcomes of the groups work and ask if there are reasons left out. • ask how was the list creation process and if there was a general consensus. • introduce the idea of "push factors" (factors that push people away from a place) and "pull factors" (factors that pull people towards a new place). • reflect on the fact that sometimes under the same category e.g. migrant workers there are different groups: the poor and unemployed that is searching for a not qualified job and the student with a master degree, but unemployed who is searching for a qualified job abroad. <p>See Handouts below.</p>

HANDOUT_REASONS TO MIGRATE_CARDS

Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?
Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?
Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?
Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?
Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?

HANDOUT_REASONS TO MIGRATE_PICTURES

			
WAR/ARMED CONFLICT	PERSECUTION (politic, religion, ethnic)	FAMINE/SHORTAGE OF FOOD	TO SEEK SAFETY
			
CLIMATE CHANGE	EARTHQUAKE	TO LOOK FOR A BETTER LIFE	UNEMPLOYMENT
			
FLOOD	DISPLACEMENT	DESERTION	POVERTY
			
JOB SEARCH	WORK REMITTANCE	GENDER PERSECUTION AND INEQUALITIES	FAMILY REUNION
			
LOVE	STUDY	TRAFFICKING	ADVENTURE /DISCOVERY

TITLE	Definitions
TOPIC/S	Typologies of migration and migrants "status"
AIM	To identify different migrants "status"
TOOL TYPE	Work in group and plenary
MATERIAL	Pens, paper, flipcharts, migrant cards – definitions
DURATION	45 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. 5 groups of approximately 5 people are created and each group receives the task to provide the definition of one among the 7 status of migrants: refugee, asylum seeker, internally displaced person (IDP), victim of trafficking, labour migrant, migrant without the required documents, un-accompanied foreign minor.</p> <p>NOTE: at this stage, there will be groups taking two definitions. Trainers can also decide to create more groups, each one receiving only one definition.</p> <p>Step 2. each group has to briefly present the definitions in plenary. It's then left space for questions to clarify and comments.</p> <p>Step 3. (optional) are presented other "official" definitions and checked what are the similarities and the differences between the definitions.</p> <p>NOTE for the facilitators: if you want to include the step 3, while presenting the definitions you should not assume them as "the universal truth". On the contrary, present them with an "open" approach, asking the group to analyse similarities and differences and asking them if they feel represented by these definitions or not.</p> <p>See Handout below.</p>

HANDOUT_DEFINITIONS

REFUGEE	<p>A person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country.</p> <p><i>The definition of "refugee" has been defined in 1951 in the Geneva Convention – United Nations Convention on the Status of refugee</i></p>
ASYLUM SEEKER	<p>A person who has left their country of origin, since persecuted because of race, religion, nationality, membership of a particular group or political opinion, who has applied for recognition as a refugee in another country, and is awaiting a decision on their application.</p> <p><i>The definition of "asylum seeker" has been defined in 1951 in the Geneva Convention</i></p>
INTERNALLY DISPLACED PERSON (IDP)	<p>Someone who has been forced to leave their home because of armed conflict, violence, violations of human rights, or natural or human made disasters, and who has not crossed an international border</p> <p><i>"Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border"</i></p>
VICTIM OF TRAFFIKING	<p>Is a person who has been transferred by use of force or other means against his/her will for the purpose of exploitation.</p> <p>-----</p> <p>Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;</p> <p>The three key elements that must be present for a situation of trafficking in persons (adults) to exist are therefore: (i) action (recruitment, ...); (ii) means (threat, ...); and (iii) purpose (exploitation).</p> <p>International law provides a different definition for trafficking in</p>

	<p>children (i.e., persons under 18 years of age). The “means” element is not required in this case. It is necessary to show only: (i) an “action” such as recruitment, buying and selling; and (ii) that this action was for the specific purpose of exploitation. In other words, trafficking of a child will exist if the child was subjected to some act, such as recruitment or transport, the purpose of which is the exploitation of that child.</p> <p><i>The one above is the first-ever agreed definition of “trafficking” was incorporated into the 2000 Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime (Trafficking Protocol). That definition has since been incorporated into many other legal and policy instruments as well as national laws</i></p>
LABOR MIGRANT	Someone who migrates from one place to another for the purposes of employment
MIGRANT WITHOUT THE REQUIRED DOCUMENTS	Someone who migrates from one place to another who does not hold the required legal status or travel documents to enter or remain in a country
UN - ACCOMPANIED FOREIGN MINOR	<p>A minor who has left his/her country of origin, without being accompanied by the family. The minor can be with or without documents.</p> <p><i>Under the DECLARATION OF THE RIGHTS OF THE CHILD, Adopted by UN General Assembly Resolution 1386 (XIV) of 10 December 1959, they have to be protected by the new hosting country and cannot be expelled</i></p>

TITLE	Give me a title!
TOPIC/S	Stereotypes and Prejudices
AIM	To make participant reflect about their inner stereotypes and prejudices
TOOL TYPE	Interactive discussion and plenary
MATERIAL	Video projector, computer, photos (both digital and printed), post-it
DURATION	45 minutes
DESCRIPTION	<p>Participants are asked to watch a series of pictures and, after guessing individually the background of the images, to give them a title. NOTE: the pictures should be not clearly defined and a bit controversial, in order to puzzle the participants on their real background.</p> <p>The photos are firstly projected on the wall, then a printed version of them is putted on the ground, where participants can stick their titles written on post-it notes. To each pictures, a slot of 3 minutes is given to participants to reflect on it and give a title. When all the pictures are over, participants have 5 minutes to go around the room and check the titles given by the others. Back in plenary is explained to participants the real background of the pictures, reflecting on the different titles given and so the different backgrounds that they were guessed. NOTE: this activity is introductory to the next ones about stereotypes and prejudices.</p>

TITLE	The Babel Tower
TOPIC/S	Stereotypes and Prejudices
AIM	To make participants interact and start to reflect on stereotypes and prejudices
TOOL TYPE	Construction, communication exercise, group building activity
MATERIAL	Different objects
DURATION	30 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants are divided in 4 groups (approximately 7 people each group). Participants are asked to close their eyes and each one receives a sticker on his/her forehead with a characteristic (e.g. lazy, bossy, cooperative). Each group receives different objects in equal number and the task: they have to build the highest and strongest tower in the word. But while they are doing that they have to act and treat the other group' members accordingly to the characteristics on their forehead.</p> <p>Step 2. the competition starts and each group has at disposal fifteen minutes to create the tower.</p> <p>Step 3. once the time it's over the group members can reveal to the others the characteristic on their forehead.</p> <p>Step 4. each group should visit the other group's stations, to see the tower.</p>

TITLE	Stella Story and Iceberg model
TOPIC/S	Stereotypes and Prejudices
AIM	To deepen the prejudices and stereotypes and to explore the gender role

	models
TOOL TYPE	Work in group and open discussion in plenary
MATERIAL	Handout with the Stella and Alejandro's stories, A4 paper, pens, the Iceberg model, flipcharts and markers
DURATION	90 minutes
DESCRIPTION	<p>Stella's story is a tale that shows how people see the world from different perspectives, have different values and reach different conclusions out of the same information.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. four smaller groups are created: two receiving the character's sex set as the story 1 and two receiving the character's sex set as the story 2.</p> <p>Step 2. each participant of the group receives a printed version of the story, has to read it and make a list of characters, from the best to the worst.</p> <p>Step 3. within each group the lists have to be shared and discussed.</p> <p>Step 4. the group, using the consensus, should arrive to a common list of characters, from the best to the worst.</p> <p>Step 5. the stories are exchanged: the two groups with the story 1 receive the story 2 and the two groups with the story 2 receive the story 1.</p> <p>Step 6. within each group a new list has to be discussed and created.</p> <p>Step 7. back in plenary, each group should read the character list created in each story and a facilitator keep note on a flipchart.</p> <p>Step 8. it follows in plenary the debriefing, analysing the different orders of the list and the reasons that moved each group to create the order.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • How did you feel? • Did you find an agreement for the final group list? • Why did you choose to list the characters in this order? Accordingly to what criteria and reasons you arrived to create such a list? • How did you imagine Stella? • How did you imagine Vitali? • How did you imagine Ralf? • How did you imagine Alejandro? • How did you imagine Mirella? • How did you imagine Raffaella? • What are the gender role models you can see in the story? <p>NOTE: the idea is to run the debriefing with a specific focus on gender. The final conclusion is run in plenary presenting the ICEBERG MODEL.</p> <p>See Handouts below.</p>

HANDOUT_STELLA STORY

SOMEWHERE, FAR, FAR AWAY, LIVES A BEAUTIFUL GIRL STELLA.

SHE LOVES HANDSOME VITALI WHO LIVES ON THE OTHER SIDE OF THE RIVER.

IN EARLY SPRING A TERRIBLE FLOOD DESTROYED ALL THE BRIDGES ACROSS THE RIVER, AND HAS LEFT ONLY ONE BOAT AFLOAT.

STELLA ASKS RALF, THE OWNER OF THE BOAT, TO TAKE HER TO THE OTHER SIDE. RALF AGREES, BUT WITH ONE PRE-CONDITION: HE INSISTS THAT STELLA SLEEP WITH HIM.

STELLA IS CONFUSED. SHE DOES NOT KNOW WHAT TO DO AND RUNS TO HER MOTHER TO ASK FOR ADVICE. HER MOTHER TELLS HER THAT SHE DOES NOT WANT TO INTERFERE WITH STELLA'S PRIVATE BUSINESS.

IN DESPERATION STELLA SLEEPS WITH RALF WHO, AFTERWARDS, TAKES HER ACROSS THE RIVER.

STELLA RUNS TO VITALI TO EMBRACE HIM HAPPILY, AND TELLS HIM EVERYTHING THAT HAS HAPPENED. VITALI PUSHES HER AWAY ROUGHLY AND STELLA RUNS AWAY, BURSTING INTO TEARS.

NOT FAR FROM VITALI'S HOUSE, STELLA MEETS GORAN, VITALI'S BEST FRIEND. SHE TELLS HIM EVERYTHING THAT HAS HAPPENED. GORAN HITS VITALI FOR WHAT HE HAS DONE TO STELLA AND WALKS AWAY WITH HER...

HANDOUT_ALEJANDRO STORY

SOMEWHERE, FAR, FAR AWAY, LIVES A BEAUTIFUL GUY ALEJANDRO.

HE LOVES HANDSOME MIRELLA WHO LIVES ON THE OTHER SIDE OF THE RIVER.

IN EARLY SPRING A TERRIBLE FLOOD DESTROYED ALL THE BRIDGES ACROSS THE RIVER, AND HAS LEFT ONLY ONE BOAT AFLOAT.

ALEJANDRO ASKS RAFFAELLA, THE OWNER OF THE BOAT, TO TAKE HER TO THE OTHER SIDE. RAFFAELLA AGREES, BUT WITH ONE PRE-CONDITION: SHE INSISTS THAT ALEJANDRO SLEEP WITH HER.

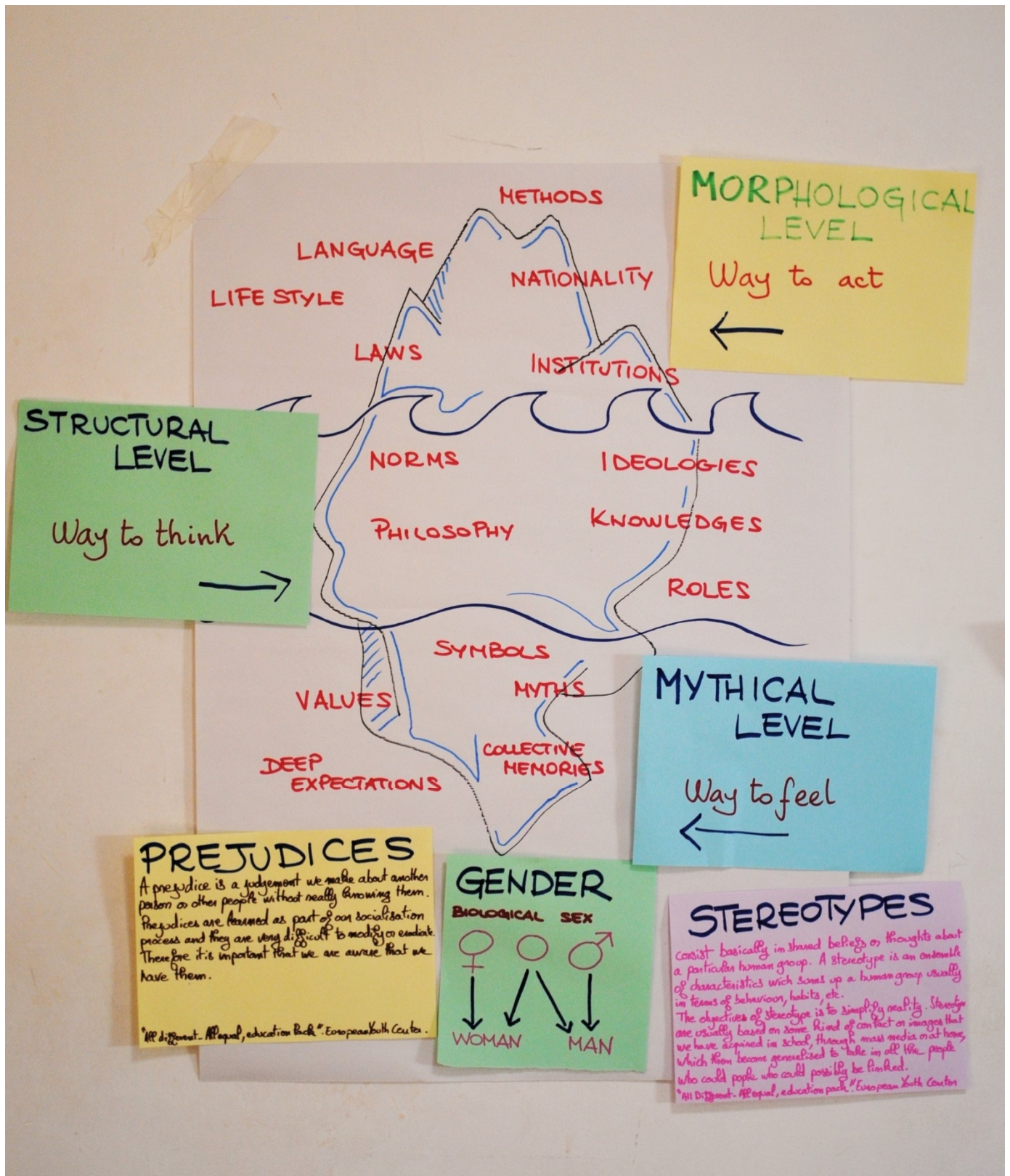
ALEJANDRO IS CONFUSED. HE DOES NOT KNOW WHAT TO DO AND RUNS TO HIS FATHER TO ASK FOR ADVICE. HIS FATHER TELLS HIM THAT HE DOES NOT WANT TO INTERFERE WITH ALEJANDRO'S PRIVATE BUSINESS.

IN DESPERATION ALEJANDRO SLEEPS WITH RAFFAELLA WHO, AFTERWARDS, TAKES HIM ACROSS THE RIVER.

ALEJANDRO RUNS TO MIRELLA TO EMBRACE HER HAPPILY, AND TELLS HER EVERYTHING THAT HAS HAPPENED. MIRELLA PUSHES HIM AWAY ROUGHLY AND ALEJANDRO RUNS AWAY, BURSTING INTO TEARS.

NOT FAR FROM MIRELLA'S HOUSE, ALEJANDRO MEETS GORETTA, MIRELLA'S BEST FRIEND. HE TELLS HER EVERYTHING THAT HAS HAPPENED. GORETTA HITS MIRELLA FOR WHAT SHE HAS DONE TO ALEJANDRO AND WALKS AWAY WITH HIM...

HANDOUT_ICEBERG MODEL



TITLE	Cafeteria
TOPIC/S	Migration in different spheres (systemic)
AIM	To share what is happening in the different countries concerning migration, with a specific focus on 1. racism and racist events, 2. media, 3. legal framework
TOOL TYPE	Work in small groups
MATERIAL	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evoke a cafeteria
DURATION	80 minutes (20 minutes for each table * 3 tables + 20 minutes for the final restitution)
DESCRIPTION	<p>Setting: the room is organized as a cafeteria, there are 3 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Some of the trainers are dressed up as waiters, possibly with aprons and note books where to take the customers' orders.</p> <p>NOTE: all the details, being a simulation, are important, so if we want to add flowers, candies or any other stuff reminding a cafeteria it's fine.</p> <p>Waiters welcome participants in the cafeteria and explain them what table join. Once all the participants are sitting on their table, it's presented the activity: in each table there is a relevant topic to discuss. The topics are not presented before in plenary, but the group members discover the new topic when they join the new table.</p> <p>While participants are discussing, waiters are joining the tables taking the customers' orders and bringing them coffee, tea, biscuit, candies and fruit. In the same time, there is a table host in each table, who is keeping track of the main points in the discussions.</p> <p>NOTE: after each slot of time, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table.</p> <p>Below the different spheres/topics to discuss:</p> <ul style="list-style-type: none"> • racism and racist events • media • legal framework <p>In the end of the activity participants are back in plenary and the table hosts run a small recap of the main elements appeared in the discussion.</p>

GOOD PRACTICES AND ACTIONS

TITLE	Represent it!
TOPIC/S	Good practices and actions in the field of anti-discrimination
AIM	To share in an interactive way, the good projects/actions realized in the field of anti-discrimination in the different countries
TOOL TYPE	Interactive work in group (mixed group)
MATERIAL	/
DURATION	90 minutes in total = 60 minutes (for the sharing and the preparation) + 30 minutes (6' each group) for the representation
DESCRIPTION	<p>Participants are divided in 5 different groups and they receive the following tasks:</p> <ol style="list-style-type: none"> 1. to share the good practices and actions in the field of anti-discrimination taking place in their country 2. to prepare an interactive presentation with one of the TOOLS assigned below: <ul style="list-style-type: none"> • miming • hip hop • soap opera • musical • contemporary dance <p>It follows in plenary the presentation of each group and it's left space for questions and comments.</p> <p>NOTE: it's very important to reflect within the group on similarities and differences and to take the different actions/projects as an inspiring example that can be reproduced in other realities, taking into account the local backgrounds and the needs/specificities of the target/s.</p>

TITLE	Discriminative Breakfast
TOPIC/S	Migrants, refugees, discrimination
AIM	To sensitize participants toward migrants and discrimination, the disinterest in the issue of refugee and of other people in need in general. The activity shows, putting a simple thing (such as having breakfast), as a goal might make everyone competitive and forget about the others
TOOL TYPE	Simulation
MATERIAL	Breakfast, tables, at least 3 different rooms, questionnaires in different languages to obtain visa, passports in 3 different colours (red, yellow, green) NOTE: it's needed a team of at least 5-6 people to run the activity.
DURATION	150 minutes
DESCRIPTION	<p>Setting: prepare the space before participants arrive creating a separate space with breakfast (preferably behind a door you can close) and different desks (one for getting passport, two for questionnaires with bureaucrats, one for sanitary/health check ...).</p> <p>Participants arrive to have breakfast, in the entrance they receive their passport with a stamp in different colours (red, yellow, green) and they are directed to fill out a simple questionnaire with their personal data.</p> <p>The passports are only valid with the signature of official person in charge. So people start to mingle all around from one desk to another, trying to understand what's going on.</p> <p>After a while, people with the green passport can enter and have breakfast, people with yellow and red passports are again directed toward the different desks. After being sent from desk to desk and the sanitary/health check people will yellow passports can enter and to have breakfast. Red passport shall never be allowed to enter.</p> <p>There are also two control officers re-directing and "bothering" people during they waiting time in the line. Most of the facilitators running the activity, while performing, should not speak the common language, but they speak their own or anything without meaning (e.g. using numbers, sounds).</p> <p>NOTE: there is not a fixed duration for the activity because it really depends on how people are acting or reacting. But when facilitators understand it's the moment, they have to call everyone, sit on the circle and with calm words explaining it was a simulation and asking them to get out of their roles. In this moment it's good to have already prepared the tables with food and to have breakfast all together.</p>

	<p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • How did you feel? • What happened? • What kind of tactics did you use to get breakfast? • How did you feel about the others? • Did you to help the others? <p>NOTE: make sure that the group is already formed before you play the activity and make sure not to give the passports randomly to participants.</p>
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HATE SPEECH AND GENDER – step 1

TITLE	CoE Video
TOPIC/S	No Hate Speech Movement campaign from the Council of Europe - CoE and CoE video in stop motion
AIM	To share more information within the group about the CoE campaign No Hate Speech Movement, to share some of the tools used in the CoE campaign No Hate Speech Movement and to reflect on different communicative channels, e.g. a short video in stop motion
TOOL TYPE	Video projection in plenary and group discussion
MATERIAL	Projector, video of the campaign "No Hate Ninja Project - A Story About Cats, Unicorns and Hate Speech": https://www.youtube.com/watch?v=QvItN299bFc
DURATION	45 minutes
DESCRIPTION	The CoE No Hate Speech Movement campaign is presented in plenary, though the official website: http://www.nohatespeechmovement.org/ . Furthermore, some of the campaign tools are presented and it's projected the video "A Story About Cats, Unicorns and Hate Speech" realized with the stop motion technique. After the presentation is allocated free space for questions and comments.

TITLE	Diamond
TOPIC/S	Internet: tips and tricks
AIM	To understand the different forms of online hate speech and assess their impact, to consider appropriate responses to different instances of hate speech online
TOOL TYPE	Work in group
MATERIAL	Different copies of the diamond ranking system, different copies of the handout with some sentences examples

DURATION	80 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. 5 groups, mixed by nationalities, are created;</p> <p>Step 2. trainers ask participants what they understand by hate speech online, whether anyone has encountered hate speech online, either directed towards an individual or towards representatives of particular groups (for example, gays, blacks, Muslims, Jewish, women, etc.). Trainer also ask what did they feel when they come across it and how do they think the victims must feel?</p> <p>Step 3. trainers explain that the term 'HATE SPEECH' is used to cover a wide range of content:</p> <ul style="list-style-type: none"> • firstly, it covers more than 'speech' in the common sense and can be used in relation to other forms of communication such as videos, images, music, and so on • secondly, the term can be used to describe very abusive and even threatening behaviour as well as comments which are 'merely' offensive. There is no universal agreement on what constitutes hate speech but with no doubts it constitutes an abuse and violation of human rights. <p>Step 4. is presented how the diamond ranking system works and explained that each group will receive a number of examples of online racist and discriminatory posts and should try to rank these from the 'less bad' to the 'worst'. The 'worst' examples should be those that participants would most like to be completely absent from a future Internet.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • Did you have any strong disagreements in your group? • Did you notice any significant differences between your diamond and that of other groups? • Did you use any criteria in deciding which cases were the 'worst'? • Do you think statements like these should be allowed on the Internet? • Should any of them be banned completely? • If you think some should be banned, where would you draw the line? • What other methods can you think of for addressing hate speech online? • How would you react if you found these kinds of examples of hate speech online? • What is the border between freedom of speech and hate speech? <p>See Handouts below.</p>

HANDOUT_ THE DIAMOND RANKING SYSTEM

The **DIAMOND RANKING SYSTEM** is a method used to compare different cases according to 'best' and 'worst' (or less bad, and worst). Cards should be arranged as in the diagram below, according to the following scheme:

- the least bad example should be placed at the bottom of the diagram (position 1)
- the worst example should be placed at the top (position 5 in the first diagram, position 6 in the second).
- remaining cards should be placed in the other rows with cards in a higher row worse than those in the row below (cards in row 4 are worse than those in row 3)

'Criteria' for assessing cases of hate speech include:

- the **content** or **tone** of the expression: this covers the type of language used
- the **intent** of the person making the statement, in other words, whether they meant to hurt someone
- the **target audience**
- the **context** of the message
- the **impact**, in other words, what effect the statement might have on individuals or on society as a whole.

HANDOUT_ THE DIAMOND MODELS

DIAMOND WITH 9 CARDS

		5		
	4		4	
3		3		3
	2		2	
		1		

DIAMOND USING 12 CARDS

		6		
	5		5	
4		4		4
3		3		3
	2		2	
		1		

HANDOUT_ THE DIAMOND STATEMENTS

1. *"We should just wipe out gipsy!"*

Said in a private email to a friend as a 'joke'

2. *"Hitler was right to send Jewish to the gas chamber"*

Comment on a Neo-Nazi site, voted up by 576 people

3. *"'Nothing wrong' with banning Muslims from entering US"*

The Guardian interview with Donald Trump

4. *"Immigrants are uneducated, low skilled and building a permanent underclass"*

Web-radio interview with a Minister of education

5. *"Even in purely non-religious terms, homosexuality represents a misuse of the sexual faculty. It is a pathetic little second-rate substitute from reality, a pitiable flight from life. As such, it deserves no compassion, it deserves no treatment, as minority martyrdom and it deserves not to be deemed anything but a pernicious sickness."*

Article on the Time magazine

6. *"Putting women back in their place is as important as getting niggers out. Men have very few rights in modern niggerised Ireland."*

Online article phrase posted in a popular blog with 10000 visits per day

7. *"Fucking Migrants stealing my job. Been unemployed for 10 years."*

Message under a picture posted on Facebook group page with 3500

8. *"F* you and f*** your mother. You're a sick b*****"***

Comment at the bottom of an article that was written by a feminist journalist

9. *"Say NO to the abnormal families: do not let the laws ruin the tradition! We petition the Prime Minister to defy the tradition of the family institution by not allowing same-sex marriage that is against human nature and does not contribute to the well-being of the society."*

Petition posted on a Facebook page with over 10,000 'friends'

TITLE	Fish Bowl
TOPIC/S	Hate Speech: hate speech toward different groups, different types of hate speech, impact of hate speech, border between freedom of speech and hate speech
AIM	To go in depth on the reflection and discussion about hate speech, exploring different inter-related issues
TOOL TYPE	Activity run in two or three smaller groups, based on interactive discussion
MATERIAL	Table, 5 chairs, glasses, fresh water, fish bowl (or a simple bowl, an hat ...), statements
DURATION	45 – 60 minutes
DESCRIPTION	<p>Setting: in the middle of the room has to be put a table with four chairs, water and glasses. It's possible to add extra decoration, like coloured cloth on the table, flowers, and whatever is inspiring you. In the middle of the table there is a fish bowl (or a bowl, or a hat ...).</p> <p>The facilitator has already prepared a set of statements (see the Handout) and included them in the fish bowl.</p> <p>Participants not sitting on the four chairs are standing in an outside circle around the one with chair. The first round starts and four people sit on the table. The first statement is taken from the fish bowl and read.</p> <p>The discussion starts. Each time that one of the persons from the outside circle wants to take the flow, touch the shoulder of one of the persons sitting and he/she leaves the chair to the new person.</p> <p>The activity is proceeding the same way, till all the statements are discussed.</p> <p>NOTE: the facilitator should keep attention to the level of the voice: it's important that the people from the external circle hear well what is said in the inner circle of discussion, otherwise the level of concentration will lower down and won't be possible for them to enter the discussion.</p> <p>See Handout below.</p>

HANDOUT_ FISH BOWL STATEMENT

SOMETIMES YOU NEED CENSORSHIP TO RESPECT HUMAN RIGHTS

CITIZENS HAVE THE RIGHT TO BE INFORMED IN WHATEVER WAY

**IT'S FUNDAMENTAL TO PROTECT THE MEDIA'S "FREEDOM OF
SPEECH"**

INFORMATION IS MORE IMPORTANT THAN FEELINGS

HATE SPEECH MUST BE BANNED ONLY IN CASE OF XENOPHOBIA

**BECAUSE THEY ARE MORE VULNERABLE, WOMEN SHOULD BE MORE
PROTECTED FROM HATE SPEECH**

LGBTQ+ HAVE TO BE MORE PROTECTED FROM HATE SPEECH

**ONLY LGBTQ+ COMMUNITY CAN FIGHT AGAINST HATE SPEECH
TOWARDS LGBTQ+**

HUMOUR CANNOT BE CONSIDERED HATE SPEECH

MIGRANT WOMEN SHOULD BE EDUCATED TO FIGHT HATE SPEECH

TITLE	Word Café
TOPIC/S	Hate speech toward different group, different types of hate speech, impact of hate speech, border between freedom of speech and hate speech
AIM	To go in depth on the reflection and discussion about hate speech, exploring different, inter-related issues
TOOL TYPE	Work in group
MATERIAL	3 tables with enough chairs (according to the number of participants), 3 flipcharts, markers
DURATION	120 minutes: 10' presentation – 45' work in group – 45' final presentation (15' each group) – 20' conclusion
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants are divided in 3 groups, each one receives a flipchart. In each flipchart there is a different question/topics among the following:</p> <ul style="list-style-type: none"> • FREEDOM OF SPEECH VS HATE SPEECH • HATE SPEECH TOWARDS WOMEN • HATE SPEECH TOWARDS LGBTQ+ COMMUNITIES <p>Step 2. each group has 45 minutes at disposal to discuss the main subject and to prepare an interactive presentation.</p> <p>Step 3. when the time is up, each group has 15 minutes to share the main outcomes of the discussion through the interactive presentation prepared and are left out some extra minutes for the discussion.</p> <p>Step 4. the final conclusions are shared in plenary and the session it's closed with the discussion about the border between freedom of speech/hate speech. 30 minutes are allocated for the conclusion.</p>

TITLE	Open Space												
TOPIC/S	Different thematic focused related to the training course main topic												
AIM	To make participants share information and knowledge, to have the chance to go more in depth on the topic/s and to explore sub-topics and issues not yet explored, to generate a bottom-up approach where knowledge is shared in an horizontal way among participants												
TOOL TYPE	Open Space technique												
MATERIAL	Flipcharts, markers, pens, paper A4, post-it												
DURATION	160 minutes (25' presentation of the technique and slot assignment – 45' minutes each slot)												
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. in plenary participants are asked to propose topic/s they want to further explore or share.</p> <p>Step 2. different slots are created and the participant/facilitator (the one who wants to present the topic) is assigned to each slot.</p> <p>NOTE: the facilitator is the person who proposed the topic to be discussed. To be facilitator in the Open Space it's not compulsory to have previous experiences in the field of facilitation but the facilitator is supposed to well know the topic he/she want to tackle and share.</p> <p>Step 3. the slots can be organized as followed (some of them are taking place in the same time):</p> <table><tr><td>SLOT 1</td><td></td><td></td><td></td></tr><tr><td>SLOT 2</td><td></td><td></td><td></td></tr><tr><td>SLOT 3</td><td></td><td></td><td></td></tr></table> <p>GENERAL REMARK ON THE TECHNIQUE: the technique of the Open Space, allows participants to discuss about sensitive topics, to share ideas and experiences. Participants, following the principles of this technique, are free to choose the slots they want to participate in, accordingly to their interest.</p> <p>Each thematic table/slot is facilitated by a chairperson who comes from the</p>	SLOT 1				SLOT 2				SLOT 3			
SLOT 1													
SLOT 2													
SLOT 3													

	<p>participants group and proposed the topic to discuss. He/she stands voluntarily for the position and has to organize the presentation (possibly also summing up on a flipchart the main elements).</p> <p>In the Open Space Technique there is not a standard template to facilitate the summing up: for this reason, probably the reports of the different thematic tables will have different lengths, structures and shapes.</p> <p>In the Open Space Technique, the main PILLARS are:</p> <ul style="list-style-type: none"> • bottom up approach: topics have to be proposed by participants; • self-organized tables: the participants themselves are the table's facilitators; • move from a table to another table: when the participant feels that the discussion is expired or when is interested to listen other topics, he/she can move to another table. <p>In the Open Space Technique, the main RULES are:</p> <ul style="list-style-type: none"> • two steps: move to another discussion when you feel; • you are the right person!!!: even if you remain alone in your table; • time it's time: keep attention to the time you have at disposal and respect it; • butterflies and bees: in a group you can be in silent and listen, as also you can speak and share your opinion.
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TITLE	The campaign footsteps
TOPIC/S	The main pillars in a campaign
AIM	To introduce participants to the main footsteps of a campaign
TOOL TYPE	Plenary presentation, using ICT support and video projection, on the main backbone in a campaign. Is left space for questions and answers.
MATERIAL	.ppt presentation, paper, pens
DURATION	45 minutes
DESCRIPTION	Short frontal presentation, with the .ppt support and of the graphic facilitation, to introduce the campaign footsteps and the project life' cycle. After the presentation it follows the presentation of the upcoming activity "Campaigning – practical work "

TITLE	Campaigning – practical work
TOPIC/S	The main pillars in a campaign
AIM	To make them getting new competences to create, design and implement a campaign that could be afterwards used in their local background
TOOL TYPE	Practical laboratory to make participants experiment how to build up a core message in an informative action and/or in a campaign, both run on and off line
MATERIAL	paper, pens, flipcharts, markers
DURATION	140 minutes
DESCRIPTION	Participants, divided in 4 – 5 groups (maximum), work on the creation of the main idea for a campaign, drafting also its main pillars. The task in each group is to define: goal, target, message and the main steps. It follows in plenary the presentation of the different campaigns proposals, it's left space for questions, clarifications and the campaign assessment.

TITLE	Facilitation – feedbacks - tools
TOPIC/S	Non-formal education – NFE and pedagogical approaches in learning
AIM	To reflect on different pedagogical approaches, to practically experiment different NFE tools, how to facilitate a workshop, how to give and receive feedbacks and make the upgrading of the workshop NOTE: this session is also preparatory for the upcoming one "Training in Action"
TOOL TYPE	Work in group, interactive workshops and plenary
MATERIAL	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, cloths The material list may vary according to the activity that each group intends to perform
DURATION	250 minutes (10' introduction - 60 ` preparation – 30' each workshop and 30' analysis * 3 workshops)
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. in plenary it's presented the activity and assigned the task: to conceive and deliver a small workshop 30' minutes long, focused on anti-racism and hate speech. Three groups are created and the work starts.</p> <p>Step 2. when the time for the preparation it's over, before to have the workshop presentation, it's presented in plenary the Sandwich Model, tool proposed to give and receive feed backs after each workshop is performed. NOTE ABOUT THE SANDWICH MODEL: this session is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 15 minutes will be allocated to give feedbacks to workshop (not personal feedbacks to individual participants). The main elements that have to be evaluated using the model are:</p> <ul style="list-style-type: none"> • your feelings • something to improve • something good. <p>See Handout below.</p> <p>Step 3. each workshop is delivered (30 minutes) and then it follows the analysis (30 minutes) which includes:</p> <ul style="list-style-type: none"> • Feedbacks toward the workshop - 15 minutes • Analysis of the tool proposed – 7 minutes • Strength and weaknesses of the tool – 7 minutes

HANDOUT_SANDWICH MODEL



HOW I FEEL



SOMETHING
TO IMPROVE



SOMETHING I
LIKE



TITLE	Me
TOPIC/S	Inner work – preparatory to further run the Training in Action Session
AIM	To work on: body posture, voice, active listening and trust
TOOL TYPE	Individual work, work in couples, work in small groups, plenary
MATERIAL	Soft music, sticks of wood (the one used for the broom are fine)
DURATION	180 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants are entering the room one by one and they are asked to keep walking in the space. While walking, the trainer gives different indications as, e.g.:</p> <ul style="list-style-type: none"> • walk in the space (life boat) • walk win the space with different rhythms • feel your feet when you walk • keep breathing • keep attention how your body (and the different parts) are moving in the space <p>Step 2. couples are created (couples should be with people approximately the same size) and participants stand in two lines at the opposite site of the workshop room, being one line in front of the other one (and one couple's members in front of the other).</p> <ul style="list-style-type: none"> • choose a random sentence • both are moving (simultaneously) to the centre, repeating the sentence. When the couple members are more distant the voice is very low, while more they are getting closer, more the voice is getting higher. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept. • both are moving (simultaneously) to the centre, repeating the sentence. When the couple members are more distant the voice is very strong, while more they are getting closer, more the voice is getting lower. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept. • only one member is moving to the centre, repeating the sentence, while the other is remaining on his/her position. When the couple member is more distant the voice is very low, while more he/she is getting closer, more the voice is getting higher. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the

	<p>eye contact has to be kept.</p> <ul style="list-style-type: none"> • only one member (the other) is moving to the centre, repeating the sentence, while the other is remaining on his/her position. When the couple member is more distant the voice is very strong, while more he/she is getting closer, more the voice is getting lower. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept. • people from the two lines are now sitting (still on the opposite of the workshop room), being one line in front of the other one (and one couple's members in front of the other). One couple can decide to repeat the exercise with the others watching. In this case the action is similar to one of those run before and is the trainer explaining the task before to start. <p>Step 3. the same couples are standing, one on front of the other (still eye contact has to be kept)</p> <ul style="list-style-type: none"> • each couple has to choose a space where they feel comfortable • the couples have to close their eyes • the music starts (soft background) • participants have to open their eyes • trainers are passing around the couple and put, in a very soft and delicate way, sticks on the diaphragm of the couple members (so that the couples' members are connected only by the stick and the eye contact) <p>NOTE: it's very important to create the proper atmosphere in this phase, participants should feel in a protected environment and all the movements/actions performed by the trainers have to be slow and soft!!!</p> <ul style="list-style-type: none"> • participants have keep the eye contacts • after a certain time, the sticks are removed (also in this case in a very delicate and soft way) and couple remains standing in the same position, keeping the eye contact <p>Step 4. groups are created, merging the different couples (never divide a couple members)</p> <ul style="list-style-type: none"> • groups are set in circle • the soft music as a background is kept • one member of the group is standing in the middle of the circle and the others are around • when the person is feeling comfortable, keeping the eyes closed, starts to fluctuate in the space with the feet in connection with the ground and the others have to take care of him/her, softly accompanying the movement of the person and protecting him/her from falling <p>NOTE: more the trust is getting higher and more the person in the centre will move. It's very important that the other group members will take the maximum care of the person!!!</p> <ul style="list-style-type: none"> • after a while the person in the middle of the circle stops and is replaced by another member of the group • the activity continues in this way till everybody finished <p>NOTE: in each circle there should be a trainer – if one group member does not feel comfortable to go to the middle, he/she can stay just in the external part of the circle!!!</p> <p>Step 5. back in plenary and debriefing.</p>
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TITLE	TiA Preparation
TOPIC/S	Non-formal education activities to create workshops to fight discrimination and hate speech
AIM	To make participants practically experiment how to structure a short workshop to promote anti-discrimination and to fight hate speech
TOOL TYPE	Work in groups
MATERIAL	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, cloths The material list may vary according to the activity that each group intends to perform
DURATION	240 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants are divided in 4 groups.</p> <p>Step 2. the task of each group is to create a workshop, 90 minutes long, to fight discrimination and hate speech.</p> <p>Step 3. each group has to conceive and structure the workshop that will be delivered in the afternoon.</p> <p>Step 4. in each group tasks have to be divided, responsibility defined, the logistic check and the general rehearsal done.</p> <p>METHODOLOGICAL REMARK: it has been decided to dedicate the last part of the training to the drafting, development and implementation of workshops for different reasons:</p> <ul style="list-style-type: none"> • to give participants the chance to create workshops that they can test, evaluate and assess during the training itself. • to deepen the assessment on the cross-setting competences developed and on the learning to learn, (understanding of the own learning process and consecutive transmission of the knowledge acquired to other people). • to create a set of workshops that can be re-used and re-adapted in other activities or trainings to promote gender equality and in the youth exchange forecast for November 2017.

TITLE	TiA Implementation: Workshop 1 and Workshop 2
TOPIC/S	Non-formal education activities to create workshops to fight discrimination and hate speech
AIM	To make participants practically experiment, deliver and evaluate non-formal education workshop to promote anti-discrimination and to fight hate speech
TOOL TYPE	Work in groups
MATERIAL	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, clothes The material list may vary according to the activity that each group intends to perform
DURATION	220 minutes: Workshop 1: 90 minutes of workshop + 20 minutes of feedbacks Workshop 2: 90 minutes of workshop + 20 minutes of feedbacks
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. the first group should perform the workshop, having as participants the people of the three other groups.</p> <p>Step 2. after each group performance 20 minutes are left for the feedbacks structured following the three questions in the Sandwich Model:</p> <ul style="list-style-type: none"> • feedbacks from the group of facilitators that realized the activity • feedbacks from those who participated in the activity • feedbacks from the pool of trainers

DAY 7

30th August 2017

TITLE	TiA Implementation: Workshop 3 and Workshop 4
TOPIC/S	Non-formal education activities to create workshops to fight discrimination and hate speech
AIM	To make participants practically experiment, deliver and evaluate non-formal education workshop to promote anti-discrimination and to fight hate speech
TOOL TYPE	Work in groups
MATERIAL	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, clothes The material list may vary according to the activity that each group intends to perform
DURATION	220 minutes: Workshop 3: 90 minutes of workshop + 20 minutes of feedbacks Workshop 4: 90 minutes of workshop + 20 minutes of feedbacks
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. the first group should perform the workshop, having as a participant the people of the three other groups.</p> <p>Step 2. after each group performance 20 minutes are left for the feedbacks structured following the three questions in the Sandwich Model:</p> <ul style="list-style-type: none"> • feedbacks from the group of facilitators that realized the activity • feedbacks from those who participated in the activity • feedbacks from the pool of trainers

TITLE	Evaluation in different stations
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, including the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
TOOL TYPE	Artistic and interactive session, individual work
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to the trainers fantasy ☺)
DURATION	90 minutes
DESCRIPTION	<p>Setting: we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, take care that the spaces are separated but not too much distant. Soft music and good decorations are welcome to create the atmosphere ☺</p> <p>Participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.</p> <p>Space 1 – Food and Lodgement <i>"How the accommodation and food was?"</i> Methodology: drawings representing food and accommodation and post it to leave comments and feedbacks</p> <p>Space 2 – Learning <i>"What do I want to leave here?"</i> <i>"What do I want to bring back home with me?"</i> <i>"What do I need to digest"</i> Methodology: drawings representing the trash bean (to leave), the luggage (to take back) and the washing machine (to digest) and pieces of paper to leave comments and notes</p> <p>Space 3 – Methods and Tools <i>Write a short story, starting with "fortunately ..."</i> <i>Write a short story, starting with "un-fortunately ..."</i> Methodology: the laundry (ropes with pieces of paper hanged up with cloths pegs)</p> <p>Space 4 – Pool of Trainers <i>"A message, feedback, comment, suggestion I would like to leave to the trainers"</i> Methodology: post box (different envelopes, each one for a trainer, where participants can leave messages and feedbacks)</p>

TITLE	Spider web
TOPIC/S	Final Evaluation
AIM	To make the final evaluation of the project, to reflect about the different learning processes, to share feed backs and comments; to create a free space for participants to make them express their feelings
TOOL TYPE	Group activity
MATERIAL	Ball of wool, soft music
DURATION	/ minutes
DESCRIPTION	<p>Setting: soft music in the plenary room with candles on the floor and a ball of wool in the middle of the room. Participants are sitting in the circle.</p> <p>When everybody is in, the music stops and one of the trainers presents the activity: one person starts, taking the ball of wool, blocking the wool strings on a finger, making his/her comment (it has to be said something to yourself and something to the group)</p> <p>When he/she finish, the ball of wool is thrown to the other person who showed interest to talk, this person blocks the wool strings on a finger and starts talking. The activity is following in this way, till everybody speaks and a spider net is created.</p> <p>NOTE: it should be clearly explained that this is a "free" moment and space to evaluate the project, so each person can take the time he/she thinks is needed. It's very important that when we finish to speak we are not throwing out the ball of wool, but we wait for another person standing and asking to take the word.</p>

INDEX OF THE ACTIVITIES

The **Table List of Activities** at page 60 is conceived to present the activities not in a chronological order, as in the Agenda at page 13, but in alphabetic order, with the reference page number. Furthermore, in the list above in all the activities it's also specified the topic addressed.

Topic Addressed:

Migration-Related Topics --- indicated with: MRT

Gender-Related Topics --- indicated with: GRT

Hate Speech --- indicated with: HS

Group Dynamic --- indicated with: GD

Methodologies Testing and Upgrading --- indicated with: TiA

ACTIVITY	TOPIC ADDRESSED					PAGE
	MRT	GRT	HS	GD	TiA	
Alphabetic Order				X		16
Cafeteria	X					34
Campaigning – practical work	X	X	X			50
CoE Video	X		X			38
Cowboy				X		17
Definitions	X					25
Diamond	X	X	X			38
Discriminative Breakfast	X					36
Evaluation in different stations	X	X	X	X	X	58
Facilitation – feedbacks - tools					X	51
Fish Bowl	X	X	X			44
Give me a title!	X					28
Me					X	53
Molecules				X		20
Name and Sound				X		16
Open Space	X	X	X			48
Reasons to migrate	X					22
Represent it!	X	X	X			35
Shapes				X		20
Spider net				X		21
Spider web	X	X	X	X	X	59
Stella Story and Iceberg model		X				29
The Babel Tower				X		29
The campaign footsteps	X	X	X			50
The Garden				X		18
TiA Implementation: Workshop 1			X		X	56
TiA Implementation: Workshop 2			X		X	56
TiA Implementation: Workshop 3			X		X	57
TiA Implementation: Workshop 4			X		X	57
TiA Preparation					X	55
Word Café	X	X	X			47

APPENDIX I

GEM WHAT TO DO IN CASE_TC

The session called *GEM What to do in case*, was meant to find feasible solutions to fight hate speech towards migrant women and to give support to who are facing it.

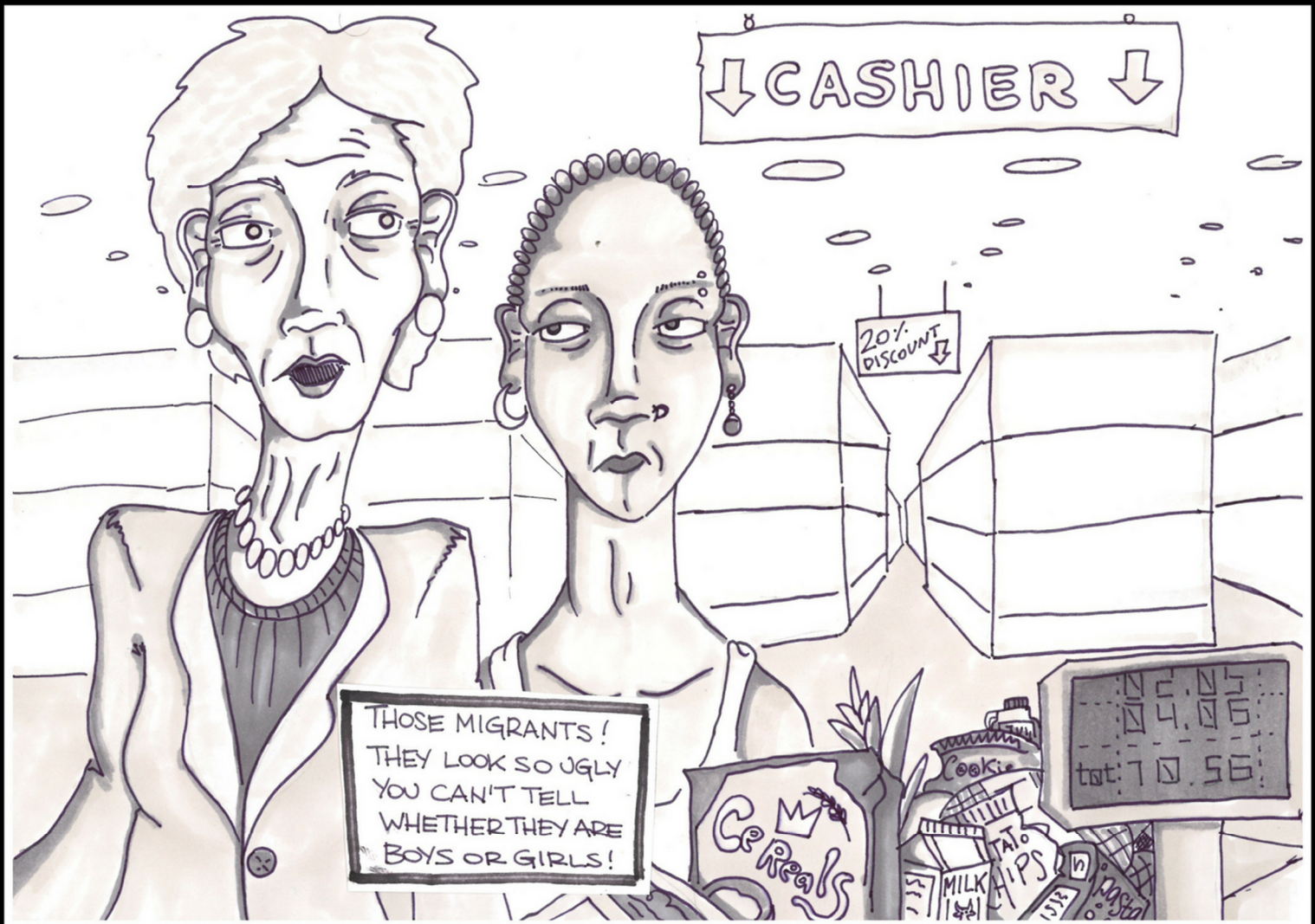
The session was also meant to reflect on the question raised many times during the training: what to do if we meet hate speech?

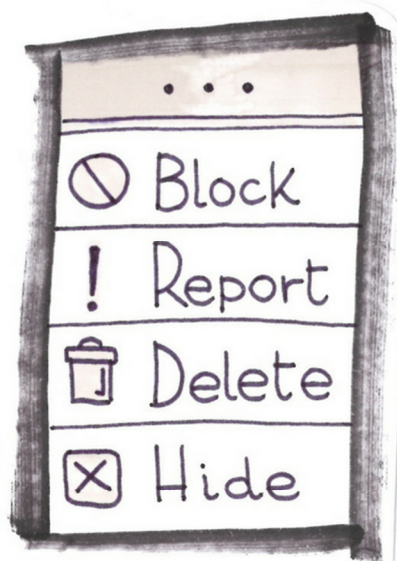
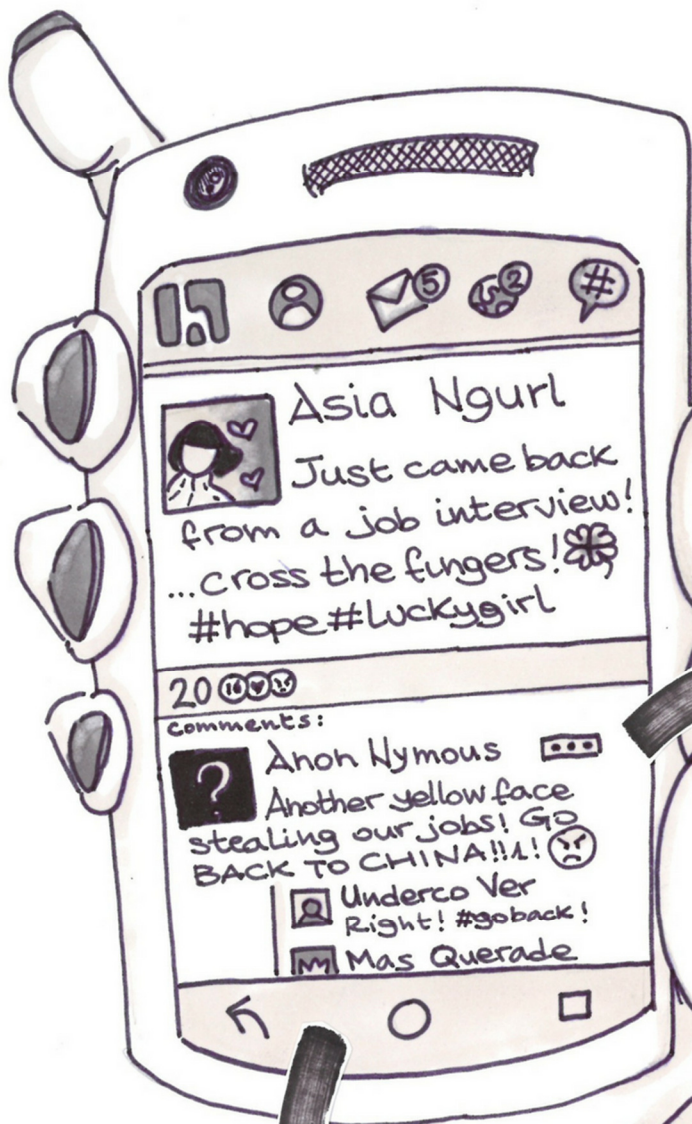
The reflection has been developed using the technique of comics to better figure it out the situations and jointly launch proposals of intervention.

The drawings you will find below and created during the training, represent four example of hate speech toward migrant women, taking inspiration from real-life experiences happened around Europe lately, and defined with the support of participants.

GEM-What to do in case ?







APPENDIX II

GEM AWARENESS AND RESILIENCE THROUGH COMICS AND PHOTOS_YE

Within the session called *GEM Awareness and resilience through comics & photos*, run at the end of the YE, participants had the chance to experiment different visual techniques to reflect and then raise awareness on gender-based hate speech.

The participants divided themselves into three groups: two groups worked using the technique of photography and one group using the techniques of drawing and comics.

The visual and graphic techniques facilitated the exchange between participants, creating at the end the materials you will find below and that can be later on used once back home to raise awareness among their peers.

GEM-awareness and resilience
through photos
#fightingagainsthatespeech



we all bleed the same
color

RAISE AWARENESS ON HATESPEECH AGAINST MIGRANTS IN A GENDER PERSPECTIVE



RAISE AWARENESS ON HATESPEECH AGAINST MIGRANTS IN A GENDER PERSPECTIVE



RAISE AWARENESS ON HATESPEECH AGAINST MIGRANTS IN A GENDER PERSPECTIVE



GEM-awareness and resilience through photos

#family



#FAMILY



G E M
ender quality igraton

#FAMILY



G E M
ender quality igraton

#FAMILY



G E M
ender quality igraton

#FAMILY



G E M
ender quality igraton

GEM-awareness and resilience
through comics
#the_circus_of_hatespeech





A SPECIAL THANKS TO ALL THE ACTORS:

COORDINATION - TRAINING COURSE FOR YOUTH WORKERS: Lunaria

HOSTING ORGANIZATION: Artemide

POOL OF TRAINERS: Victor Bonnassies, Ettore Ismael Borghetto, Sara Mandozzi, Anca Tudoricu

COOKING AND LOGISTIC SUPPORT: Jonathan Marchand, Perrine Eloise Marie Debourg

PARTNER ORGANIZATIONS:

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CONCORDIA: www.concordia.fr

EUREKA GENERATOR: www.heurekagenerator.pl

IBG: www.ibg-workcamps.org

MS DENMARK: www.ms.dk

SOS RACISME: www.sosracisme.org

UNIVERSITUR: www.universitur.ro

UTILAPU: www.utilapu.hu

A SPECIAL THANKS GOES TO ALL PARTICIPANTS, WITHOUT THEM THIS PROJECT WOULD NOT HAVE BEEN POSSIBLE!

Aleksandra, Teresa, Andrzej, Angela, Cintia, Cristian, Cristina, Eveliina, Federico, Georgia, Georgios, Jonathan, Kostantinos, Maria-Gabriela, Marina, Mathilde, Maurizio, Melina, Paula, Pia, Rebeca, Sara, Tudor, Valentina, Viivi, Ville, Zarah, Zsofia

TOOL KIT REALIZED BY: Sara Mandozzi

GRAPHIC: Ettore Ismael Borghetto





Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non-formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

The project was Co-funded by the Erasmus+ programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+

GEM- GENDER EQUALITY & MIGRATION

TOOLKIT OF THE
TRAINING COURSE

24TH-30TH AUGUST 2017
CASA LABORATORIO "IL CERQUOSINO"
MORRANO, ORVIETO-ITALY

