INCLUSIVE ORGANISATIONS

ABC on people with different abilities

(VERSION A and B)

MAIN GOAL

Raise awareness on people with different abilities

OBJECTIVES OF THE SESSIONS

- Participants become aware of people with different abilities
- Participants are familiarised with terms and definitions of people with different abilities
- Participants deal with micro- and macro-aggressions towards people with different abilities and deal with possible solutions.

DURATION FORESEEN

3 hours 30 minutes

NEEDS (FOR THE SPACE)

- One big room with chairs
- The possibility of using a projector

FOR WHOM

Staff and active volunteers of organisations

STEP BY STEP DESCRIPTION

Arrivul und Introduction (20'):

Participants arrive and are asked to sit in a circle. The trainer team welcomes all participants and introduces themselves. After the team introduction, the participants are asked to introduce themselves. This can be done by a round of names and pronouns + by sharing their personal and professional experiences or connection to the topic.

Tgrms und Conditions (40´):

Mutgriul: flipchurt, pgns, sticky notgs (post its).

In this first activity, participants are asked to collect terms and definitions related to people with different abilities on a flipchart, by using post its. Facilitators therefore hand out post its and pens to participants. Participants now have to write their associations and definitions on the post its and put it on Flipchart.

Note to trainers:

This method is about collecting knowledge in the room - associations and definitions of: disability, impairment, visible disability, invisible disability, chronic illness, internalised ableism.

After participants put a post it on the flipchart, trainers collect the results from the post its and cluster, followed by a group discussion.

Note to trainers:

To have/to support the discussion, explain and compare already collected terms/definitions on flipchart with key points from list of terminology and if necessary, add definitions also from list of terminology.

We do not add a list here, as the terminology and discourses around the use of certain words is different in all languages. Please do the research before you start.

Considerations for trainers:

Being sensitive to language is important, the power of definition always lies with those affected. "Ask, don't assume" also applies here. There is no fixed, perpetual language rule, language is always changing and in flux (for example, cripples and the cripple movement). Language is also important, in some languages or local contexts certain terms are okay and others are not. What is relevant is the intention and not just the words - be open to correction and criticism - always remain open to learning and unlearning.

If discussions become too intense, it is good to refer to the unit afterwards. If terms are not mentioned but are important to us: name them and raise the question in the room.

<u>Important terms:</u>

Visible/invisible disability Chronic illness Impairment vs. disability
Illness is not the same as disability and vice versa "Normal"
Special needs Need for support
Possibly also deaf (instead of deaf-mute) Person with short stature
Simple language

If there is a person with a disability in the room, make it clear that this person should not take on the role of representative of all people with disabilities. If there is a trainer with a disability, the same applies here as well.

Brguk (fi5´)

Microuggrgssions uguinst murginulisgd groups (fi5´):
Mutgriul: Dgfinition on Flipchurt or PPT, Exumplgs on Flipchurt/A3 or PPT.

1) Definition

Within the first session of this workshop part, the trainer introduces the participants to the definition of microaggressions. Therefore, the trainer first asks participants if they have heard the term or if they maybe know/can assume what it could mean. After collecting some ideas by the flashlight method (anyone who wants to say something can do so), the trainer shows the definition to the participants, by showing a PowerPoint slide or on a flipchart/A3 paper.

Definition: "Microaggressions are defined as verbal, behavioural and environmental indignities that communicate hostile, derogatory or negative racial statements and insults toward the target person or group."

After showing the definition, the trainer has to make sure that participants understand the meaning of microaggressions and answer the questions that might arise.

2) Examples

Now the trainer gives examples on microaggressions against different groups of marginalised people. These examples can be shown by a PowerPoint slide or be written on a flipchart or on A3 papers. Examples:

- *"why don't you understand? It's easy!"*
- *"I'm so OCD about my desk*
- *"You are so inspiring*
- *"oh you look so normal" or „you don't look disabled*
- *"Have you tried this remedy or this medication/exercise – it worked for a friend/family member*

The Trainer now asks participants to think about the microaggressions/the message of these sentences individually and after, share it with the group.

Note to trainer:

asking „why don't you understand? It's easy!"

why? Signalling to a neurodivergent individual that they're not understanding because they're not thinking in neurotypical ways

saying „I'm so OCD about my desk" – making casual remarks that trivialise disability

saying -"You are so inspiring." patronising and condescending, assumes a person is not normal and was not considered competent enough to overcome hardship

saying „oh you look so normal" or „you don't look disabled" — Not all disabilities are visible, People with disabilities do not need to look unwell. You do not decide what counts as a disability

saying „My friend is deaf too, do you know her?" - assuming it is a community where everybody knows each other

asking „Have you tried this remedy or this medication/exercise – it worked for a friend/family member" – assuming someone with a disability wants your advice or suggesting that they did not look enough for "solutions to their problem".

asking „but you can walk – why do you need a wheelchair?" - assuming someone is being lazy and not trusting them

PICTURE GALLERY - Microuggrgssions uguinst pgoplg with diffgrgnt ubilitigs (25´):
(Material: pictures incl. speech bubbles printed, post its, pens)

For this exercise, different pictures of people with different abilities connected to statements in speech bubbles will be distributed around the room, on an A3 paper. You can create images based on the sentences from the previous exercise or new ones but with the same spirit. Include which are not to be considered microaggressions.

Note to trainers: Make sure that the pictures are representational and also thought provoking. Try to include diverse situations and disabilities. If you know that there is a specific focus, you can also select more situations for this focus group.

Trainers now ask participants to go through the pictures and ask themselves the following question:

"What do you recognize on the pictures + speech bubble"

Participants should write their ideas and associations on post its and put them next to the pictures.

Debriefing:

Trainers read the post its to everyone, followed by a group discussion on the microaggressions that can be experienced on the pictures + speech bubbles + on whether everyone sees it that way and who interprets it how.

Note to trainers:
If necessary, give context to affected communities (blind people, people with physical impairment etc.).

Dguling with Microuggrgssions (fi5´):

To conclude the session on microaggressions, trainers ask participants for a quick feedback round on solutions on how to deal with microaggressions. To do so, facilitators ask participants to think about the following question:

- *How would you deal with microaggressions? (if you or another person (in your private environment or in your organisation) were affected).*

Participants think about the question individually and after, share it with the group. Trainers collect keywords on solutions on a flipchart.

If the group is too big, put participants into small groups.

Afterwards, trainers can indicate the 3 main ways to deal with microaggressions, for affected persons (address directly, address later, leave it alone). Make sure to clarify that these 3 ways are for affected persons, but can also be helpful in case you notice microaggressions. Here it is important to know that it is never a good idea to talk over the affected person, but try to talk to the person first, in case you notice something. "Ask, don't assume" also applies here.

Note to trainers:

Three main ways, to deal with microaggressions:

1. Let it go
2. Respond immediately
3. Respond later

Link to article on how to deal with microaggressions: When and How to Respond to Microaggressions (hbr.org)

Mucrouggrgssions und conngctgd tgrms (20´):
Tgrms/Dgfinitions writtgn on A3, Flipchurt or PPT

After talking about microaggressions, in this session it is now important to talk about microaggressions and its connected terms, which are Ableism, "Inspirational Porn" and "Pitty Porn".

Ableism:

To explain the term ableism, trainers first asks participants what they understand by the term "ableism" and collects inputs, followed by the derivation of the word "ableism": Within the literature, the term is explained like this:

*"(…) abgeleitet vom englischen Begriff <ableism>, in dessen Kern sich wiederum das Wort **Fähigkeit**, <__ability__>, befindet." (Campbell 2009, p.5f; Goodley, 2014, 78).*

English translation:
"(...) derived from the English term <ableism>, which in turn has the word <ability> at its core."

Afterwards, the trainers introduce a definition of *"ableism"* to the participants and have a quick discussion on it. The definition can be shown on a PowerPoint or can be written on a flipchart or A3 paper:

Definition:

Ableism is a form of discrimination and represents social prejudice against people who have or are perceived to have a disability. It can take the form of ideas and assumptions, stereotypes, attitudes and practices, physical barriers in the environment or oppression on a larger scale.

It is often unintentional, and most people are completely unaware of the impact of their words or actions. It devalues and limits the potential of people with developmental, emotional, physical or mental disabilities or impairments.

After the introduction of the definition of ableism, trainers should also talk about the fact, that ableism also represents a trivialization of the need for:

- Mobility aids
- Disabled parking spaces
- assistive devices or interpreters
- the need to take medication
- medical appointments
- other considerations that people without disabilities don't normally have to think about, but people with disabilities do.
- If you know someone with a disability or live with a disability yourself, you are not immune to ableism.

"Inspirational Porn"

In connection to the definition of ableism, trainers subsequently should talk about the term "Inspirational Porn", with the participants, by asking them, if they have ever heard of the term and if they have an idea of the meaning.

After collecting a few inputs, the trainer introduces the definition on the term:

People with different abilities call this phenomenon "inspiration porn" when they are asked to make others feel better. When they are repeatedly asked to tell their story to strangers so that their problems fade into the background. The term was coined by the Australian activist Stella Young.

The definition can again be shown on a PowerPoint or be written on a Flipchart or A3 Paper.

The same thing (see point 3) should be done with the term "Pitty Porn" Definition on the term:

"Pitty Porn" is a term that is used when people with disability(ies) & or impairment(s) are portrayed as "pitiable, poor sufferers"

Macroagression:

Definition on the term:

"Macroaggressions are large-scale systematic oppression of a target group by society's institutions, such as government, education, and culture, which can all contribute or reinforce the oppression of marginalised social groups while elevating dominant social groups."

PICTURE GALLERY - Mucrouggrgssions uguinst pgoplg with diffgrgnt ubilitigs (25´):
(Material: pictures incl. Speech bubbles printed, post it´s, pens)

For this exercise, different pictures of people with different abilities connected to statements in speech bubbles will be distributed around the room, on an A3 paper

<u>Note to trainers</u>: Make sure that the pictures are representational and also thought provoking. Try to include diverse situations and disabilities. If you know that there is a specific focus, you can also select more situations for this focus group.

Trainers now ask participants to go through the pictures and ask themselves the following question:

"what do you recognize on the pictures + speech bubble"

Participants should write their ideas and associations on post its and put them next to the pictures.

<u>Debriefing:</u>

Trainers read the post its to everyone, followed by a group discussion on the macroaggressions that can be experienced and whether everyone sees it that way and who interprets it how.

Give input and context to affected communities - *"which group is affected by prejudice in the pictures"?*

Groups of people with different abilities:

- Blind people
- People with hearing impairment
- People with physical disability(ies)
- People with learning disability(ies)
- People with intellectual impairment(s)

Here trainers can again connect the terms and definitions to the first session.

Dguling with Mucrouggrgssions (fi5´)

To conclude the session on macroaggressions, the trainer asks participants for a quick feedback round on solutions on how to deal with macroaggressions. Therefore, facilitators ask participants to think about the following question:

- *How would you deal with macroaggressions? (if you or another person (in your private environment or in your organisation) were affected).*

Participants think about the questions individually and after, share it with the group (Note to trainers: If the group is too big, put participants into groups). Trainer collects Key words on a flipchart.

Sglf-ussgssmgnt for own orgunisution (fi5´)

After the individual Feedback round, trainers ask participants to now think about their own organisational contexts and connect it to everything the participants experienced and talked about within the workshop:

Participants should think about following questions (in groups or individually – depending on the group size)

- *Have you ever recognized situations that were discussed and experienced within the workshop, in your work environment?*

- *Have you already defined measures or a culture against ableism in your organisation?*
  If YES, what does it look like?

Afterwards, the participants (individually or in groups) have to present their results.

Evuluution und Dgbrigfing (fi0´)

1. Check out:

Within the check out round, participants are asked to answer the following questions.
Method Flashlight, Questions:

- *How do you feel now after the workshop?*
- *What are your main points that you take away from this workshop?*

2. Evaluation:

  create a menti, google form, or hand out a paper version, depending on your needs.

MATERIALS NEEDED

- Flipchart
- Pens and Paper (A3)
- Sticky notes (post its)
- Pictures in combination with speech bubbles (printed in A3)
- Definitions on PPT or Printed in A3

TIPS FOR TRAINERS

Versions A and B are the same in this workshop. Make sure that the participants understand that in case one person with disability is present in the workshop (whether as participant or trainer), the person is not a representative of all people with disabilities. The person can only talk about their individual experiences and cannot talk for everyone.

Like already noted within the workshop sessions, in any case being sensitive to language is important. "Ask, don't assume" is a very important message to tell the participants. Participants must understand that it is important that language is changing and is in flux and that it can always change (for example, cripples and the cripple movement). Language is also important, in some languages or local contexts certain terms are okay and others are not. What is relevant is the intention and not just the words - be open to correction and criticism - always remain open to learning and unlearning. Tell participants not to be afraid but ask.

FURTHER READINGS AND LINKS:

- Microaggressions: [When and How to Respond to Microaggressions (hbr.org)](hbr.org)

- Mikroaggressionen: [Wann und wie man am besten reagiert - manager magazin (manager-magazin.de)](manager-magazin.de)
- Microagression examples: https://www.rpharms.com/recognition/inclusion-diversity/microaggressions
- Diversity: [Wie gehe ich mit Behinderten um – und darf ich das sagen? - Rundschau Online (rundschau-online.de)](rundschau-online.de)
- Antidiskriminierungsberatung: https://adis-ev.de/beratung/antidiskriminierungsberatung
- Tipps for companies hiring staff with disabilities: https://www.wko.at/oe/news/einstellung-machts.pdf
- definitions in German: https://leidmedien.de/begriffe-ueber-behinderung-von-a-bis-z/

- Goodley (2014): Dis/ability Studies. Theorising disablism and ableism

- Campell (2009): Contours of Ableism. The Production of Disability and Abledness

- Goodley (2011): Disability Studies. An Interdisciplinary Introduction

- Waldschmidt (Hrsg) (2022).: Handbuch Disability Studies (german)

- Schöne (2022) Behinderung und Ableismus

- Watson/Vehmas (2020): Routledge Handbook of Disability Studies

INCLUSIVE
ORGANISATIONS

ABC on FLINTA* and patriarchy

(VERSION A and B)

MAIN GOAL

Empowering participants to feel more confident in the inclusion of female, lesbian, inter, non-binary, trans and agender people in their work

OBJECTIVES OF THE SESSIONS

- Participants gain knowledge regarding FLINTA* identities,
- Participants explore the structure and dynamics of patriarchy, recognizing how it operates in various societal contexts and affects FLINTA* communities differently.
- Participants identify the intersections between FLINTA* identities and patriarchy, with a focus on how these intersections create unique challenges and forms of oppression.
- Participants gain more confidence to address issues that affect FLINTA* identities in their field of work

DURATION FORESEEN

3 hours

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it
- Sound system
- Place to display two flipcharts

FOR WHOM

- Diverse members of the organisation (staff, volunteers, people working directly with young people)

STEP BY STEP DESCRIPTION

- 10' INTRODUCTION

Presentation of trainers and workshop timeline.

- 15' GETTING TO THE GROUP

Participants share their names and pronouns.

The trainers explain what pronouns are and why we ask for them.

- 20´ WARM UP GAME ABOUT FLINTA*

Participants are asked to split themselves in groups of maximum 3 people and are given a pack of words and definitions. Their task would be to pair up the word with the definition in 3 minutes, starting when the trainer says it. It is not a competition and if the trainer sees that they need some more minutes they can expand the time, it's just a matter of adding some playfulness to the mix.

Couple word + concept:

CISGENDER WOMAN – Person who identifies with the female gender, also assigned at birth as female.

LESBIAN – A woman (including cis and trans women) who is attracted to other women.

INTERSEX – Refers to individuals born with physical sex characteristics that do not fit typical definitions of male or female.

NON BINARY – Refers to people who do not identify exclusively as male or female, often identifying outside of the traditional gender binary norm.

TRANS – Refers to individuals whose gender identity does not align with the gender they were assigned at birth. This includes transgender men, women, and non-binary individuals.

AGENDER – Refers to individuals who do not identify with any gender or experience an absence of gender.

Once the pairing is done, the trainer asks the participants to come back to the circle and reveal the correct solution of the game, answering possible questions that would come up from the group.

Here, they can also share the meaning of the acronym FLINTA* and why this matters for our workshop. Many people in society, because of their appearance, are "read" as women and will be treated and perceived as such. That's why - although the society is far more complex - during the rest of the workshop we will need to take a step back, and talk more about the binary norm of gender and the traditionals "males" and females".

- 60' MY GENDER AND I

Now people are asked to go and find a quiet spot in the room because they will have to reflect individually about their own experience with gender roles. They will be given guiding questions to drive the reflection. The trainer emphasises the fact that the guiding questions are optional and that everybody can reflect at their pace and if they find that to dive into childhood might trigger them, to just refer to friends or in general to what they think children were told when they were kids.
Once the explanation is done, the trainer gives 10 minutes for individual reflection.

Guiding questions:

- What were the first things you learned about what boys or girls are supposed to do? Who taught you these ideas?

- Did your family treat boys and girls differently? Were there certain things expected from you because of your gender?
- Were there toys, games, clothes, or activities that were only for boys or only for girls?
- At school, did teachers or friends treat boys and girls differently? If so, how?
- Did you see characters in TV shows, movies, or books that followed or broke traditional gender roles?
- Could you observe any expectation on the way women and men should choose their careers, lifestyles, family while growing up?

After that, participants are asked to group with others in pairs or trios and share some of the insight they came up with individually. Meanwhile, the trainer hangs two flip charts with a recognizable "man" and "woman" shape. The groups are asked to write down the "rules" they came up with on sticky notes and put them on the flipcharts according to the gender to which they are connected.
Every participant should stick one or two notes maximum. They will have 15 minutes for this part.

Once this part is done, the trainer plays some meditation music and the group is invited to go and read all the messages in silence and pay attention to the reaction that their body/minds are having while reading them. After five minutes, the trainer asks the participants to write on sticky notes of a different colour of the previous one the messages that they would have liked to hear and that is not present on the flipchart, then - without sticking them yet - go back and sit in the circle.

For the final part of this activity, the trainer facilitates a debriefing in plenary, asking the participants how they felt while reading the "rules" and to share the ones that made them feel bad and why, or the ones that did not seem difficult to follow and why. Participants are also asked to listen to each other carefully, as everyone has a different perspective and experience with gender norms and other people's point of view might enrich ours. The debriefing is closed by inviting the participants to read out loud the messages they would have liked to hear and to attach them on the flipcharts.

- 5' BREAK

- 60' THE ROOTS OF INEQUALITY

The participants are asked to move to a space where the trainers had put some printed images (you can find examples at the Annex 1 - Materials Needed) that display inequalities in society, they will have to choose one or two that moved them particularly and then come back to the circle. Once they are back, the trainer invites them to share why they felt moved by the image/s (giving them a maximum amount of time according to the number of participants in the group) and show them to the rest of the group. Then, dive into concepts like patriarchy, gender roles and equity.

The trainers also share some insights on what can be done to work with people that can be especially affected by patriarchal oppressions according to their knowledge and experience.

Finally, they are asked to spend 5 - 10 minutes thinking about one step they could take in their everyday life at work to reduce the impact of patriarchy in their working environment, note it down and share it with the group.
If they want they can keep the note in a visible place in their working space

- 10' CLOSING AND EVALUATION

Trainers give the participants a written or digital evaluation with few core questions for reflection. Then, they can hand out some materials for further readings (you can use the "further readings" materials or some materials that you find especially relevant for the group).

Questions for reflection:

- How do you feel about the workshop?
- Can you name one or two things you have learnt?
- How will you put the learnings into practice?
- Would you like to give some feedback to the trainers?

MATERIALS NEEDED

- Printed out of the words and concepts for the activity "WARM UP GAME ABOUT FLINTA*
- Two flipcharts, one with a male and one with a woman's silhouettes drawn for the activity "MY GENDER AND I"
- Annex 1 - support pictures for the activity "THE ROOTS OF INEQUALITIES"
- Flipcharts
- Markers
- Pens
- Sticky notes of at least two different colours

TIPS FOR TRAINERS

- Some participants may resist or challenge concepts related to patriarchy or FLINTA* identities. Be patient, and use this as an opportunity for education rather than confrontation.
- Promote the creation of safer space by establishing ground rules for respectful dialogue, emphasising empathy and listening.
- Be ready to handle and - if needed - stop possible discussions between participants.

- If you see that the group is ready to follow you, introduce multiple layers of oppression: showing how patriarchy affects FLINTA* individuals in diverse ways depending on their race, class, disability, or sexual orientation.

FURTHER READING

- Gender Equality in Academia and Research - GEAR tool

https://eige.europa.eu/gender-mainstreaming/toolkits/gear/terms-and-definitions?language_content_entity=en

- Gender Matters Website - https://www.coe.int/en/web/gender-matters

- "Oblio in Action" Training Design on Mainstreaming Gender Equality - https://centruldevoluntariat.ro/wp-content/uploads/2024/03/Oblio-in-Action-Tra ining-Design-eng.pdf

- "The journey" - Involving young people in education and action for gender equality and against gander-based violence -
https://www.dropbox.com/scl/fi/m7qx9mj6m61s2r5dwt4rw/Manual_Journey_E NGLISH_Imprenta.pdf?rlkey=lwio62nz5s4d3v02z56eq59d9&e=1&dl=0

MAIN GOAL

Empowering participants to feel more confident in the inclusion of female, lesbian, inter, non-binary, trans and agender people in their work.

OBJECTIVES OF THE SESSIONS

- Participants gain knowledge regarding FLINTA* identities,
- Participants explore the structure and dynamics of patriarchy, recognizing how it operates in various societal contexts and affects FLINTA* communities differently.
- Participants identify the intersections between FLINTA* identities and patriarchy, with a focus on how these intersections create unique challenges and forms of oppression.
- Participants gain more confidence to address issues that affect FLINTA* identities in their field of work

DURATION FORESEEN

3 hours and 30 minutes

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it
- Sound system
- Place to display two flipcharts

FOR WHOM

- Diverse members of the organisation (staff, volunteers, people working directly with young people)

STEP BY STEP DESCRIPTION

● 10' INTRODUCTION

Presentation of trainers and workshop timeline.

● 15' GETTING TO KNOW THE GROUP

    ● Participants share their names and pronouns.

    ● The trainers explain what pronouns are and why we ask for them.

● 20´ WARM UP GAME ABOUT FLINTA*

Participants are asked to split themselves in groups of maximum 3 people and are given a pack of words and definitions. Their task would be to pair up the word with the definition in 3 minutes, starting when the trainer says it. It is not a competition and if the trainer sees that they need some more minutes they can expand the time, it's just a matter of adding some playfulness to the mix.

Couple word + concept:

    CISGENDER WOMAN – Person who identifies with the female gender, also assigned at birth as female.

    LESBIAN – A woman (including cis and trans women) who is attracted to other women.

    INTERSEX – Refers to individuals born with physical sex characteristics that do not fit typical definitions of male or female.

    NON BINARY – Refers to people who do not identify exclusively as male or female, often identifying outside of the traditional gender binary norm.

    TRANS – Refers to individuals whose gender identity does not align with the gender they were assigned at birth. This includes transgender men, women, and non-binary individuals.

    AGENDER – Refers to individuals who do not identify with any gender or experience an absence of gender.

Once the pairing is done, the trainer asks the participants to come back to the circle and reveal the correct solution of the game, answering possible questions that would come up from the group. Here, they can also share the meaning of the acronym FLINTA* and why this matters for our workshop.

Many people in society, because of their appearance, are "read" as women and will be treated and perceived as such. That's why - although the society is far more complex - during the rest of the workshop we will need to take a step back, and talk more about the binary norm of gender and the traditionals "males" and females".

- 60' MY GENDER AND I

Now people are asked to go and find a quiet spot in the room because they will have to reflect individually about their own experience with gender roles. They will be given guiding questions to drive the reflection. The trainer emphasises the fact that the guiding questions are optional and that everybody can reflect at their pace and if they find that to dive into childhood might trigger them, to just refer to friends or in general to what they think children were told when they were kids.
Once the explanation is done, the trainer gives 10 minutes for individual reflection.

Guiding questions:
- What were the first things you learned about what boys or girls are supposed to do? Who taught you these ideas?
- Did your family treat boys and girls differently? Were there certain things expected from you because of your gender?
- Were there toys, games, clothes, or activities that were only for boys or only for girls?
- At school, did teachers or friends treat boys and girls differently? If so, how?
- Did you see characters in TV shows, movies, or books that followed or broke traditional gender roles?
- Could you observe any expectation on the way women and men should choose their careers, lifestyles, family while growing up?

After that, participants are asked to group with others in pairs or trios and share some of the insight they came up with individually. Meanwhile, the trainer hangs two flip charts with a recognizable "man" and "woman" shape.

The groups are asked to write down the "rules" they came up with on sticky notes and put them on the flipcharts according to the gender to which they are connected. Every participant should stick one or two notes maximum. They will have 15 minutes for this part.

Once this part is done, the trainer plays some meditation music and the group is invited to go and read all the messages in silence and pay attention to the reaction that their body/minds are having while reading them.

After five minutes, the trainer asks the participants to write on sticky notes of a different colour of the previous one the messages that they would have liked to hear and that is not present on the flipchart, then - without sticking them yet - go back and sit in the circle.

For the final part of this activity, the trainer facilitates a debriefing in plenary, asking the participants how they felt while reading the "rules" and to share the ones that made them feel bad and why, or the ones that did not seem difficult to follow and why.

Participants are also asked to listen to each other carefully, as everyone has a different perspective and experience with gender norms and other people's point of view might enrich ours. The debriefing is closed by inviting the participants to read out loud the messages they would have liked to hear and to attach them on the flipcharts.

- 10' BREAK

- 1H20' THE ROOTS OF INEQUALITY

The participants are asked to move to a space where the trainers had put some printed images (you can find examples at the Annex 1 - Materials Needed) that display inequalities in society, they will have to choose one or two that moved them particularly and then come back to the circle (5'). Once they are back, the trainer invites them to share why they felt moved by the image/s (giving them a maximum amount of time according to the number of participants in the group) and show them to the rest of the group. Then, dive into concepts like patriarchy, gender roles and equity. 30 minutes

This is the space, give 40 minutes, for the expert(s) from experience to enter the discussion and share:
- Their identity in terms of the mentioned categories
- Share their experience connected with the topics discussed and their suggestions for people that want to improve their work and approach towards people who belong to FLINTA* group.
- Answer questions participants might have and they feel they can help answer.

Finally, participants are asked to spend 5 minutes thinking about one step they could take in their everyday life at work to reduce the impact of patriarchy in their working environment, note it down and share it with the group. If they want they can keep the note in a visible place in their working space.

10' CLOSING AND EVALUATION

Trainers give the participants a written or digital evaluation with few core questions for reflection. Then, they can hand out some materials for further readings (you can use the "further readings" materials or some materials that you find especially relevant for the group).

Questions for reflection:

- How do you feel about the workshop?
- Can you name one or two things you have learnt?
- How will you put the learnings into practice?
- Would you like to give some feedback to the trainers?

MATERIALS NEEDED

- Printed out of the words and concepts for the activity "WARM UP GAME ABOUT FLINTA*
- Two flipcharts, one with a male and one with a woman's silhouettes drawn for the activity "MY GENDER AND I"
- Annex 1 - support pictures for the activity "THE ROOTS OF INEQUALITIES"
- Flipcharts
- Markers
- Pens
- Sticky notes of at least two different colours

TIPS FOR TRAINERS

- Some participants may resist or challenge concepts related to patriarchy or FLINTA* identities. Be patient, and use this as an opportunity for education rather than confrontation.
- Promote the creation of safer space by establishing ground rules for respectful dialogue, emphasising empathy and listening.
- Be ready to handle and - if needed - stop possible discussions between participants.
- If you see that the group is ready to follow you, introduce multiple layers of oppression: showing how patriarchy affects FLINTA* individuals in diverse ways depending on their race, class, disability, or sexual orientation.
- Select carefully the expert(s) and make sure they are ready and able to share their experience with the audience, but also support them in managing the conversation if needed.

FURTHER READING

- Gender Equality in Academia and Research - GEAR tool

https://eige.europa.eu/gender-mainstreaming/toolkits/gear/terms-and- definitions ?language_content_entity=en

- Gender Matters Website - https://www.coe.int/en/web/gender-matters

- "Oblio in Action" Training Design on Mainstreaming Gender Equality - https://centruldevoluntariat.ro/wp-content/uploads/2024/03/Oblio-in-Action-Tra ining-Design-eng.pdf

- "The journey" - Involving young people in education and action for gender equality and against gander-based violence -

https://www.dropbox.com/scl/fi/m7qx9mj6m61s2r5dwt4rw/Manual_Journey_E NGLISH_Imprenta.pdf?rlkey=lwio62nz5s4d3v02z56eq59d9&e=1&dl=0

ABC on LGBTIQ+ youth

(VERSION A)

MAIN GOAL

Empowering participants to feel more confident in the inclusion of LGBTIQ+ persons in their work

OBJECTIVES OF THE SESSIONS

- Participants gain knowledge of the basic terminology regarding LGBTIQ+ identities,
- Participants understand the key differences between the concepts of gender expression, gender identity and sexual orientation
- Participants reflect on some of the key obstacles LGBTIQ+ face in society especially related to the field in which their organisation works
- Participants gain more confidence to address LGBTIQ+ issues in their field of work

DURATION FORESEEN

3 hours

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it

FOR WHOM

Diverse members of the organisation (staff, volunteers, people working directly with young people)

STEP BY STEP DESCRIPTION

- INTRODUCTION
  10' Presentation of trainers and workshop timeline.

- GETTING TO KNOW EACH OTHER
  15' Participants share their names and pronouns.
  The trainers explain what pronouns are and why we ask for them.

The trainers explain what pronouns are and why we ask for them - "*A pronoun is a word that stands in for a noun, often to avoid the need to repeat the same noun over and over. Like nouns, pronouns can refer to people, things, concepts, and places.*" We use pronouns all the time and amongst others, they are used to denote the gender of the persons we speak of. Asking participants to all share their pronouns gives us the chance to know how to address people without assuming someone's gender identity based on how they look.

- TERMINOLOGY
  10' Trainers divide participants into groups of 4-5 persons and give them the materials and the following instructions. Each group is given 3 category cards, 3 definitions of categories and 17 identity cards.

  Categories:
    - gender expression
    - gender identity
    - sexual orientation

  Definitions:
  It encompasses how a person publicly presents their gender. This can include behaviour and outward appearances such as dress, hair, make-up, body language, and voice.

  It means each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. It may be the same as or different from their birth-assigned sex.

  It means the emotional, romantic, and/or sexual attraction that a person feels toward another person.

Identity cards:

Transgender
Woman
Transgender
Man Cisgender
Woman
Cisgender Man
Lesbian
Gay
Bisexual Person
Heterosexual
Person Straight
Transgender
Person
Pansexual
Person Non-
Binary Person
Queer
Femininity
Masculinity
Androgyny
Intersex

15' The group is invited to put down the definition under each category and then put the cards with specific terms under which category they think it goes. Groups discuss what they think the terms are and where they would position them.

20' Back in plenary, the groups share their process and results. Questions regarding different terms are expected to occur, so this is the space for all these questions. Participants are encouraged to voice questions they might find awkward to ask. Trainers help with answers but also acknowledge the fact that categories are not closed and definitions vary and are ultimately at the discretion of each individual and how they choose to identify.

- KEY PRINCIPLES OF WORKING WITH LGBTIQ+ COMMUNITY

10' Trainers present the key principles of working with the LGBTIQ+ community, together with an explanation of why they are important. They can connect it with their own examples and experiences.

After the presentation, participants are asked: *How do we put these principles in our organisational practise?*
In case the number of participants is more than 7, trainers put them in small groups to discuss. They have 10 minutes to discuss and 5 minutes to share: each group shares 1 main idea.
OR
In the case of smaller numbers, it can be an open discussion for the 15min with trainers summarising the main ideas at the end.

15' Trainers present the Manual for inclusive organisation and point out that in the self-assessment tools, specifically self-assessment tool 2 they can get inspired and find examples of inclusive practices that can support the inclusion of LGBTIQ+ people in their organisation.

- MAPPING PRACTICES AND CHALLENGES
15' Participants are asked to think about: *What does your organisation already do on organisational level, what mechanisms has it put in place to support the inclusion of LGBTIQ+ people? If you cannot think of anything, can you think of any other organisation you recognise is a good practise example and how?*

Participants think about these two questions in pairs (for which they have 10 minutes) and share key findings and write them down on post-it notes. Each pair shares the key findings, trainers collect them and put them on a flipchart "Mapping good practices".

10' We divide the participants into smaller groups, with 3-4 people in each group; in case of a smaller number of participants, we put them in pairs.

They need to map out the key challenges of inclusion of LGBTIQ+ people in their work, which they write on post-it notes (one challenge per post-it): *What obstacles does your organisation face in terms of being inclusive towards LGBTIQ+ people in your work?*

The trainers select and map out the challenges on a flipchart. The trainers need to map out or generalise the challenges well - so that there are no more than 8 of them in the end. Each group (or pair) receives one challenge and has 10 minutes to propose how to address it within their work.

20' Groups present their strategies, and the trainers provide additional information. We base our discussions on the experiences of the participants.

- CLOSING AND EVALUATION
  10' Trainers point out the key highlights of the workshop and give participants a digital evaluation where they ask them what they learned at the workshop.
  They either hand or later send the handouts that include LGBTIQ+ terminology and key principles of working with LGBTIQ+ community.

MATERIALS NEEDED
- Definitions of sexual orientation, gender identity, gender expression
- Identity cards
- Printout or projector to project the Self-assessment tool 2 from the Inclusive organisation manual
- [Key principles of working with the LGBTIQ+ community](#)
- Flipcharts
- Markers
- Pens
- Sticky notes

TIPS FOR TRAINERS

- Exercise around the terminology usually opens questions participants have, and can already showcase stereotypes and prejudice they have towards the LGBTIQ+ community. The trainers must react to those, even if they don't have the time to address them all during the workshop. Sent recommended readings concerning the questions raised after the workshop can provide space for new knowledge.

ABC on LGBTIQ+ youth

(VERSION B)

MAIN GOAL

Empowering participants to feel more confident in the inclusion of LGBTIQ+ persons in their work

OBJECTIVES OF THE SESSIONS

- Participants gain knowledge of the basic terminology regarding LGBTIQ+ identities,
- Participants understand the key differences between the concepts of gender expression, gender identity and sexual orientation
- Participants reflect on some of the key obstacles LGBTIQ+ face in society especially related to the field in which their organisation works
- Participants gain more confidence to address LGBTIQ+ issues in their field of work

DURATION FORESEEN

3 hours and a half

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it

FOR WHOM

Diverse members of the organisation (staff, volunteers, people working directly with young people)

STEP BY STEP DESCRIPTION

- INTRODUCTION
  10' Presentation of trainers and workshop timeline.

- GETTING TO KNOW EACH OTHER
  15' Participants share their names and pronouns.
  The trainers explain what pronouns are and why we ask for them.

The trainers explain what pronouns are and why we ask for them - "*A pronoun is a word that stands in for a noun, often to avoid the need to repeat the same noun over and over. Like nouns, pronouns can refer to people, things, concepts, and places.*" We use pronouns all the time and amongst others, they are used to denote the gender of the persons we speak of. Asking participants to all share their pronouns gives us the chance to know how to address people without assuming someone's gender identity based on how they look.

- TERMINOLOGY
  10' Trainers divide participants into groups of 4-5 persons and give them the materials and the following instructions. Each group is given 3 category cards, 3 definitions of categories and 17 identity cards.

  <u>Categories:</u>
  - gender expression
  - gender identity
  - sexual orientation

  <u>Definitions:</u>
  It encompasses how a person publicly presents their gender. This can include behaviour and outward appearances such as dress, hair, make-up, body language, and voice.

  It means each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. It may be the same as or different from their birth-assigned sex.

  It means the emotional, romantic, and/or sexual attraction that a person feels toward another person.

Identity cards:

Transgender Woman
Transgender Man
Cisgender Woman
Cisgender Man Lesbian
Gay
Bisexual Person
Heterosexual Person
Straight Transgender
Person Pansexual
Person Non-Binary
Person Queer
Femininity
Masculinity
Androgyny Intersex

15' The group is invited to put down the definition under each category and then put the cards with specific terms under which category they think it goes. Groups discuss what they think the terms are and where they would position them.

20' Back in plenary, the groups share their process and results. Questions regarding different terms are expected to occur, so this is the space for all these questions. Participants are encouraged to voice questions they might find awkward to ask. Trainers help with answers but also acknowledge the fact that categories are not closed and definitions vary and are ultimately at the discretion of each individual and how they choose to identify.

This is the space for the expert from experience to enter the discussion and share: their identity in terms of the mentioned categories, aspects of their journey of discovery and a glimpse of how these terms are discussed in the LGBTIQ+ community and they can answer questions participants might have and they feel they can help answer.

- KEY PRINCIPLES OF WORKING WITH LGBTIQ+ COMMUNITY

10' Trainers present the key principles of working with the LGBTIQ+ community, together with an explanation of why they are important. They can connect it with their own examples and experiences.

After the presentation, participants are asked: *How do we put these principles in our organisational practise?*
In case the number of participants is more than 7, trainers put them in small groups to discuss. They have 10 minutes to discuss and 5 minutes to share: each group shares 1 main idea.
OR
In the case of smaller numbers, it can be an open discussion for the 15min with trainers summarising the main ideas at the end.

15' Trainers present the Manual for inclusive organisation and point out that in the self-assessment tools, specifically self-assessment tool 2 they can get inspired and find examples of inclusive practices that can support the inclusion of LGBTIQ+ people in their organisation.

- MAPPING PRACTICES AND CHALLENGES

15' Participants are asked to think about: *What does your organisation already do on organisational level, what mechanisms has it put in place to support the inclusion of LGBTIQ+ people? If you cannot think of anything, can you think of any other organisation you recognise is a good practise example and how?*

Participants think about these two questions in pairs (for which they have 10 minutes) and share key findings and write them down on post-it notes. Each pair shares the key findings, trainers collect them and put them on a flipchart "Mapping good practices".

10' We divide the participants into smaller groups, with 3-4 people in each group; in case of a smaller number of participants, we put them in pairs.

They need to map out the key challenges of inclusion of LGBTIQ+ people in their work, which they write on post-it notes (one challenge per post-it): *What obstacles does your organisation face in terms of being inclusive towards LGBTIQ+ people in your work?*

The trainers select and map out the challenges on a flipchart. The trainers need to map out or generalise the challenges well - so that there are no more than 8 of them in the end. Each group (or pair) receives one challenge and has 10 minutes to propose how to address it within their work.

20' Groups present their strategies, and the trainers provide additional information. We base our discussions on the experiences of the participants.

- CLOSING AND EVALUATION
  10' Trainers point out the key highlights of the workshop and give participants a digital evaluation where they ask them what they learned at the workshop.
  They either hand or later send the handouts that include LGBTIQ+ terminology and key principles of working with LGBTIQ+ community.

MATERIALS NEEDED

- Definitions of sexual orientation, gender identity, gender expression
- Identity cards
- Printout or projector to project the Self-assessment tool 2 from the Inclusive organisation manual
- [Key principles of working with the LGBTIQ+ community](#)
- Flipcharts
- Markers
- Pens
- Sticky notes

TIPS FOR TRAINERS

- It is important to constantly remind participants that the experience expert is here to share their own specific experiences and that they do not represent the entire LGBTIQ+ community.
- Exercise around the terminology usually opens questions participants have, and can already showcase stereotypes and prejudice they have towards the LGBTIQ+ community. The trainers must react to those, even if they don't have the time to address them all during the workshop. Sent recommended readings concerning the questions raised after the workshop can provide space for new knowledge.

ABC
on
racialised
youth

(VERSION A and B)

MAIN GOAL

Introduce the participants to the topic of invisible racism and specific concepts in order to be able to identify and counterfeit acts of microaggressions.

OBJECTIVES OF THE SESSIONS

- Introduce participants to the concept of racism and the meaning of power relations
- Encourage participants to experience an activity where different power relations are observed and reflect upon it
- Explore we   more depth in exploring invisible racism and specifically microaggressions
- Participants will take on a role that is exposed to racism and the aim is to reflect on different perspectives and levels of privilege, prejudices and racism

DURATION FORESEEN

3 hours and 20 minutes

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it
- Sound system
- Place to display two flipcharts

FOR WHOM

- Diverse members of the organisation (staff, volunteers, people working directly with young people)

STEP BY STEP DESCRIPTION

- ### 10' INTRODUCTION

  Trainers welcome the participants to the session and do a round of presentations: everyone says their name and their role in the organisation and one thing about themselves that starts with the first letter of their name. After this, trainers introduce the agenda and objectives of the session.

- ### 30´ RACISM AND POWER

  Expected outcome: The objective of this content session is to introduce participants to the concept of racism and the meaning of power relations.

Introducing stereotypes and prejudices

  Trainers start with presenting the Allport's Scale of Prejudice (Constellations, p. 16) using a flipchart or digital materials and connect how stereotypes and prejudices can lead to various acts of racism and discrimination on different levels and how power relations influence this.

In the fi970s the US academic circles studying racial relations and racism suggested a very simple formula to explain racism: Racism= Prejudice + Power. This equation has been contested since then by some, but what this idea rightfully does is to put power in the conversation about racism.

  Next, trainers Introduce the 3 types of power:
  - political power
  - institutional power
  - cultural power

  With a reflection exercise, trainers introduce the concept of Power and Privilege:

Exercise:

  Now let us imagine that skin colour, ethnic background, gender, gender identity or sexual orientation can also work as passports – they would allow you to do certain things more easily than others. Let us take a couple of examples:

- Because of my skin colour, I am not afraid I will be verbally or physically harassed walking down the street;
- Because of my skin colour or ethnic background I do not expect to face difficulties when trying to rent a flat;
- Because of my skin colour or ethnic background I am not afraid that the things I say will be taken to represent the position of the whole group;
- Because of my skin colour or ethnic background I am confident I will get serviced in a bar, restaurant or shop;
- Because of my skin colour or ethnic background I don't do not
- think that I create a bad name for a group if I have bad results at a test – these results concern only me;
- Because of my skin colour or ethnic background I don't do not presume a police officer or a judge would have a strong bias against me;
- I do not fear that I will have difficulties making friends at school because of my skin colour or ethnic background;
- Because of my gender I am not afraid employers will not hire me because of the possibility to soon have children;
- Because of my gender I am not afraid that I will be considered too emotional or too mean at my workplace;
- Because of my gender I do not fear being harassed or raped walk-ing down the streets;
- Because of my sexual orientation I am not afraid of holding my partner's hand in public;
- Because of my sexual orientation, I am not trying to use gender-neutral words and pronouns for my partners so as not to disclose their gender;
- When I watch the media I can see my group well represented in the news and stories;

These are just some examples of white privilege, male privilege and straight privilege. They are a few from hundreds if not thousands of everyday situations which people, belonging to the majority, do not consider at all, because they represent problems they do not actually face.

Their "passport" is more powerful than the one of people from minority groups as it allows them to navigate through the borders of everyday life more easily, which they often do not even know exist.

- 45´ POWER RELATIONS

In this activity participants explore thoughts and feelings related to being powerful and powerless through putting themselves in a position of a cat and a mouse. (Constellations manual)

1. Inform participants that you are going to tell them a story, and they just need to follow your voice and imagine the things you are saying or asking. Read the text for visualization

2. Take a poster, divide it into two parts with a line and draw a cat on one side and a mouse on the other. Ask participants about all the thoughts, feelings and actions of the cat and mouse. Write them down in the respective part of the poster.

Story:

Breathe. Try to relax your body. Close your eyes. Make yourself feel comfortable. I imagine I leave my classroom, and go out of my school. There is a small road that I have never taken before. I decided to take it now. The small road goes to an old, abandoned house. I am at the door, I open it and I get inside the house. What I find is a very large, dark room. I get to walk around the room and my body starts to shake. I get smaller. I'm already the size of a notebook and I'm still getting smaller. I grow hair all over my body, my teeth grow, and I realise that I have become a little mouse. How do I feel in the position of a mouse? How do I see the world from this position?

Suddenly, the door of the house opens and a big cat appears and begins to walk around the house. How do I feel? What do I think? The cat suddenly looks at me and starts walking in my direction. It is coming closer and closer. What can I do? How do I feel?

Just when the cat is almost by my side, my body is transforming again, I become a cat, and the cat becomes a mouse. How do I feel right now? How do I see the world now when I am a cat? How do I see the mouse? I decide what I will do with the mouse. Then I go ahead and do it. My body shakes again and begins to regain its form and size. After I have regained my shape and size, I leave the house and I go back to school. I climb the stairs to my class and I sit down...

And gradually we open our eyes.

Debrief activity and questions:

- How did you feel as a mouse?

- How did you feel as a cat?

- What did you think when you were the mouse? What did you do?

- In which situation did you feel weak? In which situation did you feel powerful?

- Where would you prefer to live, in a world where cats eat mice? Or where they can live together?

- Who are cats and mice in your local community? Who in society is in the position of power? And who is in the position of submission?

- Why do we like power?

- What are the reasons for the people in submissive positions to be there? And why are those in power positions over there?

- How is power related to racism?

- How can we create a space where power relations don't exist

.

For the debrief activity, trainers should pay attention to the response of the participants to the reflection and be mindful if it can be sensitive for some of them. Moderate the debriefing in a way that you make sure if a process or discussion is opened, you can close the process.

- 10' BREAK

- 30' INVISIBLE RACISM AND MICROAGGRESSIONS

  This session focuses on specific content on microaggressions, for this, trainers should investigate and prepare materials accordingly.

  We ask ourselves the question ¨How do power relations, racism and microaggressions connect and influence the lives of individuals¨
  When we talk about invisible racism, we refer to the harmful behaviours which are considered normal and accepted by society. The line that draws between what we all know by racism and what invisible racism is, is a line of tolerance.

  Some examples of what invisible racism could be are people telling racist jokes, or avoiding contact with a person coming from a different ethnic group by simply going to the other side of the street, or deciding not to date a person who is not white.

  These behaviours, although not considered harmful by many, lead to exclusion, anxiety, and influence people's wellbeing.

Following this, trainers go into the following specifics:

- What are microaggressions?
- Different types of microaggressions: Microassault, microinsults, microinvalidation,
- Characteristics of microaggressions

For this, it's recommended that trainers investigate various manuals that will help you as a trainer to facilitate this learning part. As a suggestion, the concepts and definitions are easier to understand with preparing flipcharts and key words in speech bubbles or cards.

- 30´ TAKE A STEP

Participants will take on a role that is exposed to racism and the aim is to reflect on different perspectives and levels of privilege, prejudices and racism.

Participants explore racist microaggressions through the story of a Somali refugee Ahmed. They need to identify microaggressions throughout the story and express this by taking steps. (Constellations manual).

1. Prepare enough empty space and ask participants to form a long line, standing next to each other shoulder to shoulder.

2. Explain to the participants that you are going to read a story, which is broken down into 17 parts. After each part, they will need to decide if the described situation in the current part represents a form of racism. If they think so, they need to take a step forward. If not, stay in the same place.

3. Ask the participants to close their eyes, so they do not get influenced by the movement of the others. Start reading the story of Ahmed. Repeat each part at least once and give time for participants to decide whether or not to move forward. Make sure they understand when each part of the story is over and a new one begins. Considering the participants are moving with their eyes closed, observe safety.

4. After the end of the story, invite participants to open their eyes, look around the space and note where they are situated in comparison with the others. You can take a couple of first-hand comments. Then invite participants to sit down in a circle for debriefing.

The Story of Ahmed

1. It is the beginning of the school year, and there is a new face in the classroom. The teacher introduces Ahmed, who just says 'hi' to the class and sits alone on one of the empty desks. The class welcomes him to the group.

2. During the first break you and a few of your friends approach Ahmed to get to know him. One of your friends asks loudly "Do you speak our language?", making a lot of gestures with his hands.

3. Ahmed responds with no trace of any accent that he speaks and understands everything perfectly. You start chatting. A friend of yours asks where Ahmed is from and he answers that he is "from here", as he moved from a nearby city. The answer does not satisfy the curiosity of your group, and someone else asks "But where are you really from?".

4. Ahmed feels a bit uncomfortable with the question, since he has been living in the country since he was two years old. However, he explains that he is black, which might not fit into the general standard of the society, but he feels local, since he does not know any other reality. Someone from your group responds that he should not worry, "here we are not racists, and there is only one race – the human race!".

5. Later in the school year, in one of your classes you discuss entrepreneurship and preparing to shine in the labour market. Your teacher asks the class what are the most important factors in order to succeed and get a job. Ana answers that in her opinion the most important thing is to work hard and that everyone can succeed, if they work hard enough.

6. Everyone agrees with the statement, and Emy adds a joke that what will help Ahmed to succeed is originality, because of the way he looks. The whole class laughs, Ahmed included

7. During the break, Emy approaches Ahmed and acknowledges that they had a lot of fun during the class. She touches his hair and says that she is so fascinated by it. "So exotic", she says.

8. As time passes, Ahmed gets a nickname in the class: Somi, short from Somali. Your classmates sometimes joke that Somi is quite intelligent for a black person.

9. One day, during math class, the teacher gives the tests back, and says out loud that Ahmed got the highest score. Dan, who is sitting next to him, taps him friendly on the shoulder and says "Congratulations, bro, you are a credit to your race!".

10. You are with your mom in front of a shop, waiting for your dad. Ahmed sees you and approaches you to say "hi". At this moment, your mom interrupts him by saying "We do not have money", assuming that he is approaching to beg.

11. The next day you feel bad about the situation with your mom, and you approach Ahmed to tell him you are sorry. A classmate overhears the conversation and says "But your mom can not be racist. She works with some black people in the factory".

12. In one of your classes you are given a task to create posters of people who serve as your inspiration. You believe that this can inspire others in the whole school. You did a great job, but somehow no one in the class included anybody who is not white or belongs to another minority.

13. Valentine's day is approaching and there is a practice in your school to send Valentine messages to others. Your classmate Jane comments: "Let us see who will be the 'lucky one' to get the Valentine from Somi. I hope it will not be me, I am not into black guys."

14. One day Tino realises that his phone is missing. He is sure that it must have happened in school, probably even in class. Someone approaches Somi and tells him "If you give the phone back, we will not inform the teacher about it."

15. Ahmed says that it was not him, but no one believes him. As the days go by, classmates interact less and less with him.

16. Ahmed realises that he is the only one in the class who is not invited to a party. He feels very bad already about the whole situation.

17. One day when Ahmed comes to school he finds a note on his desk that says "Go back to Africa".

Debrief questions:

- How do you feel?
- How do you feel about the fact that different people positioned themselves differently throughout the story? Why do you think that happened?
- What were the most difficult situations in which you had to make a decision and why?
- Let us look for microaggressions in this story: are you able to identify at least 5 of them?
- What were the microaggressions that made you feel very uncomfortable and why?
- How would you define a racial microaggression?
- Which of the microaggressions are based on stereotypes? What are these stereotypes?
- What are the elements which contributed to the full exclusion of Ahmed at the end of the story?
- Are different microaggressions influencing Ahmed only individually or also as a combination? How do you think this changes the impact on Ahmed?
- When is the right moment to react when we identify a microaggression? How can we react?
- Have you experienced similar situations in real life? What were they? Did you react and how?
- Why is it sometimes more difficult to react to racist acts and words done and said by people in our close circle? What are the best strategies to react?

Tips for trainers:

This activity encourages participants to see and understand different perspectives. Pay attention to the group of participants you have in the session and be prepared to moderate sensitive discussion, making sure everyone feels heard and included.

10' CLOSING AND EVALUATION

For the closure of the session, participants sit in a circle and trainers start with a summary of the activities done in the session.

After this, every participant is encouraged to share one key learning they take from this session and one reflection point for the future.

MATERIALS NEEDED

- Constellations manual
- Print out the images from p. 78 to p.82 (10 images per group)
- Flipcharts
- Markers
- Pens
- Sticky notes of at least two different colours

TIPS FOR TRAINERS

- Promote the creation of safer space by establishing ground rules for respectful dialogue, emphasising empathy and listening.
- Be ready to handle and - if needed - stop possible discussions between participants.

ABC
on young people at risk of poverty and/or social exclusion

(VERSION B)

MAIN GOAL

Raise awareness on challenges and obstacles that young people at risk of poverty and/or social exclusion face daily

OBJECTIVES OF THE SESSION

- Empatize with youngsters at risk of poverty and exclusion;
- Reflect on how to overturn the obstacle in the access of primary service for people at risk of poverty and/or social exclusion;
- Discover the updated data on EU and country situation regarding people at risk of poverty and/or social exclusion.

DURATION FORESEEN

2 hours and 30 minutes

NEEDS (FOR THE SPACE)

- One medium/big room
- One chair for each participant
- Three working tables/areas

FOR WHOM

Youth workers, representatives of organisations, active volunteers

STEP BY STEP DESCRIPTION

Fingers down (60'): Participants are sitting in a circle and the facilitator asks them to keep the silence throughout the activity. Each of the participants receives a card where a general description of a potential beneficiary of their activities is written. The characters should be kept for themselves during the activity, and revealed only when requested.

The facilitator then asks them to close their eyes and, through a guided reflection, asks them to imagine an average day in the life of their character:

"It's morning, your alarm is ringing. You open your eyes and start your day. What do you see around you? How is your bedroom, do you sleep alone or do you share the space? You walk towards the bathroom, how are the furniture around you? In the bathroom you go to the sink to wash your face. You open the faucet and with your hands you take some water to wash your face. How are your hands, which is the colour of your skin? You look up in the mirror, what do you see? What is the colour of your hair? Your eyes and expression? You go for breakfast, what do you get? Do you have breakfast at all? How is your kitchen, your living room? You look out of the window, what do you see? How is the area where you live? You get ready to go out, what do you have in your wardrobe? What do you do once out? Do you work, go to school, do some chores? At the end of the day when you come back home, what are your feelings? Are you tired, happy, afraid to come back home? You put yourself to bed and fall asleep again. What do you dream about? What are your desires for the next day? And once again, the alarm is ringing, and you all open your eyes"

Once all participants have opened their eyes, the facilitator explains the next step: participants will put their hands wide open on their back. The facilitator will read a series of 10 statements regarding their characters. If the character cannot do the action stated, they will put one finger down, while if they can they will keep the fingers up.

<u>(see handout 1 for characters and statements)</u>

At the last statement, participants are asked to show their hands and to tell out loud the number of fingers left and their character description.
After a moment of de-roleing, participants are asked to sit in a circle for the debriefing.

<u>Debriefing and key questions:</u>
- *How did you feel?*
- *What do you think happened?*
- *Which was your character, and how did you imagine their life?*
- *Do you think it would be easy for this character to participate in an activity of your organisation?*
- *Do you think your personal perception of those potential beneficiaries corresponds to the reality they live in?*

EU Situation (30'): After the first activity, the facilitator gives some data regarding the situation around poverty in Europe and in the local context where the activity is taking place. We suggest finding these data from official reports and articles. An example of article and report to look at could be:

Children AROPE European Commission

According to the audience, the facilitator can use a visual frontal presentation, or find the best technique to engage the target group receiving the information.

In case one of the facilitators is an expert by experience- EbE on the subject, extra time is dedicated for them to share about their local reality and experiences and how they overcome (or not) certain obstacles.

In order to introduce the following activity, an extra focus should be put on intersectional aspects that influence exclusion, such as gender and sexual identity, citizenship and racialization, age and (dis)abilities. These can be interesting elements to include in the data presentation.

Identities in Comparison (60'): This activity is meant to reflect on how the figures exposed prior are affecting specific groups of youngsters in an intersectional point of view, finding possible solutions to apply to their own local reality.

The space is now divided in three working tables or working areas, representing one specific aspect of social identity of a person AROPE: Gender and Sexual orientation, Citizenship and "Ethnicity", (Dis)abilities and age. On each space there is a table divided in 4 rows where three specific questions have to be answered in different rounds and one additional row to provide a general summary in the last round (**see handout 2**). Participants are randomly divided into 3 groups, and each group is assigned in one working area where to start and end the activity.

These are the question to be read at each round:
1. How does this aspect of social identity affect (both positively and negatively) the access to health?
2. How does this aspect affect the access to education?
3. How does this aspect affect the access to a fair income?

Once participants are seated on their first working area, the facilitator is reading the first question and participants have 10 minutes at disposal to reflect and include the main elements of their reflection in the first row. Once the time is up, they should rotate clockwise to another table and answer a second question read by the facilitator. After ten minutes, they rotate to another table to answer the third question.

In the last round, the groups come back to their original table, read the answers given by the other groups and, in ten minutes, prepare a summary on how these aspects of social identity affect the access to basic services and needs.

When time is up, each group will have max 3 minutes at disposal to share the main outcomes of the discussion in plenary; some extra minutes can be allocated in the end of each presentation to provide clarification for those who needs them.

Debriefing: At the end of the presentations, participants will reflect on the outcomes of this activity, and on good practices they could implement to facilitate the access for certain target groups at risk of poverty and social exclusion. Please, adapt the questions of the debriefing to the target group you are working with, putting more stress on the activity or on the practical solution based on their organisational needs. Some example of questions could be:

- *Was it easy/difficult to empathise with certain social identities in order to reflect on these aspects of everyday life?*
- *Do you think different social identities are the same in terms of visibility, choices, and social value?*
- *Which aspects of social identity are perceived more visible/invisible? Which are permanent/modifiable? Which are the ones more socially valued/marginalised?*
- *What does my association do to prevent the exclusion of young AROPE individuals, and what can we improve?*

NOTE: The facilitator can keep note of the main results of this debriefing, to further work on the good practices proposed and implement them in the **Inclusive Action Plan**.

HANDOUT fi: FINGERS DOWN CHARACTERS LIST AND STATEMENTS

ANNA, 17YO SINGLE MOTHER FROM VIENNA SUBURBS	AMADOU, 21YO MAURITANIAN BOY FROM A VILLAGE IN MURCIA	JELENA, 65YO BOSNIAN WOMAN LIVING IN LJUBLJANA	NICO, 45YO BANKER FROM ROME
BEA, 30YO YOUTH WORKER FROM A SMALL TOWN IN TUSCANY	HASSAN, 16YO BOY SEEKING ASYLUM IN SLOVENIA	CARMEN, 27YO LESBIAN WOMAN FROM MADRID SUBURBS	PETER, 56YO MAN ON A WHEELCHAIR FROM SALZBURG
BRITTA, 80YO WIDOW WITH NO RELATIVES FROM TYROL	TECLA, 15YO TRANS* GIRL FROM BARCELONA	JAVOR, 30YO FARMER FROM SLOVENIA	ENASE, 22YO GIRL OF EGYPTIAN ORIGINS FROM THE SOUTH OF ROME

YOU LOVE THE PLACE WHERE YOU LIVE
YOU CAN EAT OUTSIDE WHENEVER YOU WANT
YOU FEEL SAFE TO WALK ALONE AT NIGHT IN THE PLACE WHERE YOU LIVE
YOU HAVE THE SAME EDUCATION AND WORKING OPPORTUNITIES AS OTHERS
YOU FEEL PROTECTED BY THE POLICE
YOU NEVER HAD PROBLEMS PAYING YOUR RENT
YOU CAN EASILY REACH THE SERVICES THAT YOU NEED FROM YOUR HOUSE
YOU CAN GO ON HOLIDAY TWICE A YEAR
YOU CAN PARTICIPATE ACTIVELY TO THE SOCIAL AND POLITICAL LIFE OF THE PLACE WHERE YOU LIVE
YOU ARE OPTIMISTIC ABOUT YOUR FUTURE

HANDOUT 2: IDENTITIES IN COMPARISON TABLES

GENDER AND SEXUAL ORIENTATION	CITIZENSHIP AND "ETHNICITY"	(DIS)ABILITY AND AGE
How does it affect access to health? (GROUP A)	How does it affect access to health? (GROUP B)	How does it affect access to health? (GROUP C)
How does it affect access to education? (C)	How does it affect access to education? (A)	How does it affect access to education? (B)
How does it affect access to a fair income? (B)	How does it affect access to a fair income? (C)	How does it affect access to a fair income? (A)
Summary (A)	Summary (B)	Summary (C)

MATERIALS NEEDED

- "Fingers Down" characters list and statements handout
- 3 working tables or areas
- Flipchart papers
- Markers
- "Identities in Comparison" tables handout

TIPS FOR TRAINERS

- The activity "Fingers down" can be adapted according to the specific needs of the target group. For instance it is possible to make participants draw one line each time they believe their character can do that action stated in the sentence, or make participants stay on a line and move forward each time they answer positively.
- In the second activity "Identity in comparison" the facilitator can decide to talk about different aspects, such as the rural/urban divide, according to which kind of youngsters at risk of exclusion they strive to include.
- The EbE can in fact be a youngster coming from a challenging background, and therefore being potentially part of the target group they strive to include.

FURTHER READINGS

Children at risk of poverty or social exclusion: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Children_at_risk_of_p overty_or_social_exclusion

ABC
on young people at risk of poverty and/or social exclusion

(VERSION A)

MAIN GOAL

Raise awareness on challenges and obstacles that young people at risk of poverty and/or social exclusion face daily

OBJECTIVES OF THE SESSION

- Empatize with youngsters at risk of poverty and exclusion;
- Reflect on how to overturn the obstacle in the access of primary service for people at risk of poverty and/or social exclusion;
- Discover the updated data on EU and country situation regarding people at risk of poverty and/or social exclusion.

DURATION FORESEEN

2 hours and 30 minutes

NEEDS (FOR THE SPACE)

- One medium/big room
- One chair for each participant
- Three working tables/areas

FOR WHOM

Youth workers, representatives of organisations, active volunteers

STEP BY STEP DESCRIPTION

Fingers down (60'): Participants are sitting in a circle and the facilitator asks them to keep the silence throughout the activity. Each of the participants receives a card where a general description of a potential beneficiary of their activities is written. The characters should be kept for themselves during the activity, and revealed only when requested.

The facilitator then asks them to close their eyes and, through a guided reflection, asks them to imagine an average day in the life of their character:

"It's morning, your alarm is ringing. You open your eyes and start your day. What do you see around you? How is your bedroom, do you sleep alone or do you share the space? You walk towards the bathroom, how are the furniture around you? In the bathroom you go to the sink to wash your face. You open the faucet and with your hands you take some water to wash your face. How are your hands, which is the colour of your skin? You look up in the mirror, what do you see? What is the colour of your hair? Your eyes and expression? You go for breakfast, what do you get? Do you have breakfast at all? How is your kitchen, your living room? You look out of the window, what do you see? How is the area where you live? You get ready to go out, what do you have in your wardrobe? What do you do once out? Do you work, go to school, do some chores? At the end of the day you come back home, what are your feelings? Are you tired, happy, afraid to come back home? You put yourself to bed and fall asleep again. What do you dream? What are your desires for the next day? And once again, the alarm is ringing, and you all open your eyes"

Once all participants have opened their eyes, the facilitator explains the next step: participants will put their hands wide open on their back. The facilitator will read a series of 10 statements regarding their characters. If the character cannot do the action stated, they will put one finger down, while if they can they will keep the fingers up.

(see handout 1 for characters and statements)

At the last statement, participants are asked to show their hands and to tell out loud the number of fingers left and their character description.
After a moment of de-roleing, participants are asked to sit in a circle for the debriefing.

Debriefing and key questions:

- How did you feel?
- What do you think happened?
- Which was your character, and how did you imagine their life?
- Do you think it would be easy for this character to participate in an activity of your organisation?
- Do you think your personal perception of those potential beneficiaries corresponds to the reality they live in?

EU Situation (30'): After the first activity, the facilitator gives some data regarding the situation around poverty in Europe and in the local context where the activity is taking place. We suggest finding these data from official reports and articles.

An example of article and report to look at could be:

Children AROPE European Commission

According to the audience, the facilitator can use a visual frontal presentation, or find the best technique to engage the target group receiving the information.

In order to introduce the following activity, an extra focus should be put on intersectional aspects that influence exclusion, such as gender and sexual identity, citizenship and racialization, age and (dis)abilities. These can be interesting elements to include in the data presentation.

Identities in Comparison (60'): This activity is meant to reflect on how the figures exposed prior are affecting specific groups of youngsters in an intersectional point of view, finding possible solutions to apply to their own local reality.

The space is now divided in three working tables or working areas, representing one specific aspect of social identity of a person AROPE: Gender and Sexual orientation, Citizenship and "Ethnicity", (Dis)abilities and age. On each space there is a table divided in 4 rows where three specific questions have to be answered in different rounds and one additional row to provide a general summary in the last round (**see handout 2**). Participants are randomly divided into 3 groups, and each group is assigned in one working area where to start and end the activity.

These are the question to be read at each round:
1. How does this aspect of social identity affect (both positively and negative) the access to health?
2. How does this aspect affect the access to education?
3. How does this aspect affect the access to a fair income?

Once participants are seated on their first working area, the facilitator is reading the first question and participants have 10 minutes at disposal to reflect and include the main elements of their reflection in the first row. Once the time is up, they should rotate clockwise to another table and answer a second question read by the facilitator. After ten minutes, they rotate to another table to answer the third question.

In the last round, the groups come back to their original table, read the answers given by the other groups and, in ten minutes, prepare a summary on how these aspects of social identity affect the access to basic services and needs.

When time is up, each group will have max 3 minutes at disposal to share the main outcomes of the discussion in plenary; some extra minutes can be allocated in the end of each presentation to provide clarification for those who needs them.

Debriefing: At the end of the presentations, participants will reflect on the outcomes of this activity, and on good practices they could implement to facilitate the access for certain target groups at risk of poverty and social exclusion. Please, adapt the questions of the debriefing to the target group you are working with, putting more stress on the activity or on the practical solution based on their organisational needs. Some example of questions could be:

- Was it easy/difficult to empathise with certain social identities in order to reflect on these aspects of everyday life?
- Do you think different social identities are the same in terms of visibility, choices, and social value?
- Which aspects of social identity are perceived more visible/invisible? Which are permanent/modifiable? Which are the ones more socially valued/marginalised?
- What does my association do to prevent the exclusion of young AROPE individuals, and what can we improve?

NOTE: The facilitator can keep note of the main results of this debriefing, to further work on the good practices proposed and implement them in the **Inclusive Action Plan**.

HANDOUT fi: FINGERS DOWN CHARACTERS LIST AND STATEMENTS

ANNA, 17YO SINGLE MOTHER FROM VIENNA SUBURBS	AMADOU, 21YO MAURITANIAN BOY FROM A VILLAGE IN MURCIA	JELENA, 65YO BOSNIAN WOMAN LIVING IN LJUBLJANA	NICO, 45YO BANKER FROM ROME
BEA, 30YO YOUTH WORKER FROM A SMALL TOWN IN TUSCANY	HASSAN, 16YO BOY SEEKING ASYLUM IN SLOVENIA	CARMEN, 27YO LESBIAN WOMAN FROM MADRID SUBURBS	PETER, 56YO MAN ON A WHEELCHAIR FROM SALZBURG
BRITTA, 80YO WIDOW WITH NO RELATIVES FROM TYROL	TECLA, 15YO TRANS* GIRL FROM BARCELONA	JAVOR, 30YO FARMER FROM SLOVENIA	ENASE, 22YO GIRL OF EGYPTIAN ORIGINS FROM THE SOUTH OF ROME

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YOU CAN GO ON HOLIDAY TWICE A YEAR
YOU CAN PARTICIPATE ACTIVELY TO THE SOCIAL AND POLITICAL LIFE OF THE PLACE WHERE YOU LIVE
YOU ARE OPTIMISTIC ABOUT YOUR FUTURE

HANDOUT 2: IDENTITIES IN COMPARISON TABLES

GENDER AND SEXUAL ORIENTATION	CITIZENSHIP AND "ETHNICITY"	(DIS)ABILITY AND AGE
How does it affect access to health? (GROUP A)	How does it affect access to health? (GROUP B)	How does it affect access to health? (GROUP C)
How does it affect access to education? (C)	How does it affect access to education? (A)	How does it affect access to education? (B)
How does it affect access to a fair income? (B)	How does it affect access to a fair income? (C)	How does it affect access to a fair income? (A)
Summary (A)	Summary (B)	Summary (C)

MATERIALS NEEDED

- "Fingers Down" characters list and statements handout
- 3 working tables or areas
- Flipchart papers
- Markers
- "Identities in Comparison" tables handout

TIPS FOR TRAINERS

- The activity "Fingers down" can be adapted according to the specific needs of the target group. For instance it is possible to make participants draw one line each time they believe their character can do that action stated in the sentence, or make participants stay on a line and move forward each time they answer positively.

- In the second activity "Identity in comparison" the facilitator can decide to talk about different aspects, such as the rural/urban divide, according to which kind of youngsters at risk of exclusion they strive to include.

FURTHER READINGS

Children at risk of poverty or social exclusion: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Children_at_risk_of_p overty_or_social_exclusion

ABC on Romanì youth

(VERSION A)

MAIN GOAL

Raise awareness on the challenges and discrimination romanì and traveller people face in European societies

OBJECTIVES OF THE SESSIONS

- Define the right terminology to use in relation to romanì communities;
- Analyse and debunk harmful stereotypes and prejudices towards romanì and traveller individuals and communities.
- Analyse the media representation of romanì and traveller people and how it reinforce prejudices and discrimination;

DURATION FORESEEN

2 hours 30 minutes

NEEDS (FOR THE SPACE)

One big room with at least one table

FOR WHOM

Staff and active volunteers of organisations

STEP BY STEP DESCRIPTION

Introduction (30'): Participants are sitting in a circle and they are asked to share one word or concept that comes to their mind when talking about romanì people. It can be something they believe in, or something they used to hear in their daily life. A facilitator writes all the concepts shared into a flipchart.

When everybody has shared their ideas, one of the facilitators who is part of the romanì community, explains the general history of the romanì people, the local context and the right terminology to use when talking about romanì people.

Using as reference some of the sentences and words written by the participants, they can start the debunking process of some stereotypes and narratives revolving around romanì and traveller people.

The Tierlist of Hate (60'): This activity is meant to reflect on the media representation of romanì people, and the stereotypes reinforced and perpetrated towards the community by western culture and mainstream media. Previously, the facilitators should have created a template of a tier list (see handout 1).

Participants are then divided in groups of max 6 people and they are asked to rank, in the provided templates, 9 news articles and cases of media representation of romanì people, from the least (D) to the most (S) harmful based on the criteria of antigypsyism described before. The articles and materials are provided by a QR code, and they are categorised by a number.

NOTE: We suggest finding articles from national newspapers and websites in the language of the target group.

Participants will have 15 minutes to read all the articles and materials and make first an individual tier list, defining their personal criteria on how to rank. Then, they will have max 20 minutes to combine all the individual lists in one single group ranking, defining criteria that are fitting the whole group. Each group then presents in plenary their ranking.

NOTE: If the facilitators think it is needed, they can provide a moment of stress release to keep the negativity away from the previous part.

It follows a debriefing in plenary, possibly keeping all the rankings visible, with the suggested questions:

- *Did you have any strong disagreements in your group?*
- *If you did not manage to reach an agreement: in which statement and why?*
- *Did you notice any significant differences between your group tier list and that of other groups?*
- *Which criteria did you set to classify the S tier articles?*
- *Do you think statements like these should be allowed or banned completely? Where would you draw the line?*
- *How much fake news is reinforcing those harmful representations?*

The facilitators, then, go one by one on each article, debunking and further explaining each of the misrepresentations presented, providing sources to fact-check each of the information.

Break (fi5')

The Virtual Gallery (45'): This final activity is meant to discover the richness and the history of the romanì people. The facilitators meet the participants outside the workshop room, and invite the group to visit a "special museum", where they will find a gallery about the romanì people.

Participants will have 20 minutes can go around different decorated corners with their smartphones and headphones, where they will find QR codes containing links to a virtual exhibition telling the history of the romanì people, correct terminology, first-person narratives and interviews, up-to-date data, as well as romanì art and performances.

NOTE: This Gallery needs to be adapted to each reality it is presented in!
The facilitators can choose to put any information they consider relevant for their local reality, since every country in Europe has different groups of romanì people and different situations revolving around them. The Gallery provided in this Toolkit will cover general sources and materials related to the European situation (see handout 2).

On the walls they can also find three papers where participants can write whatever they found impressive, what was frustrating and what they are interested to deepen even more regarding romanì culture. The pad is projected on one wall of the room, so that everybody can see the progressions.When 20 minutes are passed, the facilitators ask participants to come back to a circle, and ask participants to share their highlights regarding the Gallery.

The activity ends with a final brainstorming with the following question:

What does my association do to prevent the exclusion of young romanì people, and what can we improve?

NOTE: The facilitator can keep note of the main results of this debriefing, to further work on the good practices proposed and implement them in the Inclusive Action Plan. Also, a list of contacts of other organisations for romanì rights active in the territory can be presented.

HANDOUT fi: TIER LIST TEMPLATE

S	
A	
B	
C	
D	

HANDOUT 2: VIRTUAL GALLERY (as an example, to be adapted to local languages and context)

GALLERY_ABC on romanì youth.pdf

MATERIALS NEEDED

- Computer, smartphones and headphones
- Stationery
- Flipchart paper
- VirtualGallery handout
- Tier List template handout
- Articles from local and national newspapers on romanì people.

TIPS FOR TRAINERS

- The workshop can be triggering for participants, and especially those coming from romanì communities. Be careful throughout the delivery to not reinforcing harmful stereotypes and hate speech.

- All the templates provided in this toolbox reflect the general European context. Please, when delivering the workshop, find literature and articles about the local reality where the workshop is delivered.

FURTHER READINGS

Children at risk of poverty or social exclusion: https://rm.coe.int/adi-rom-2020-27-final- antigypsyism-causes-prevalence-consequences-poss/1680a6d053

ABC
on
Romanì
youth

(VERSION B)

MAIN GOAL

Raise awareness on the challenges and discrimination romanì and traveller people face in European societies.

OBJECTIVES OF THE SESSIONS

- Define the right terminology to use in relation to romanì communities;
- Analyse and debunk harmful stereotypes and prejudices towards romanì and traveller individuals and communities.
- Analyse the media representation of romanì and traveller people and how it reinforce prejudices and discrimination;

DURATION FORESEEN
2 hours and 30 minutes

NEEDS (FOR THE SPACE)
- One big room with at least one table

FOR WHOM
- Staff and active volunteers of organisations

STEP BY STEP DESCRIPTION

Introduction (30'):

Participants are sitting in a circle and they are asked to share one word or concept that comes to their mind when talking about romanì people. It can be something they believe in, or something they used to hear in their daily life. A facilitator writes all the concepts shared into a flipchart. When everybody has shared their ideas, one of the facilitators introduces a short presentation on the history of romanì people and the correct terminology in the language of the participants to talk about people of this descent.

The correct terminology is then written on the previous flipchart to use as a reference for the next activity.
NOTE: We suggest to use as a reflection the definitions and the context provided by the 2021 report of the Council of Europe Committee of experts on Roma and Traveller issues (ADI-ROM): Antigypsyism: Causes, prevalence, consequences, possible responses (in the references).

The Tierlist of Hate (60'): This activity is meant to reflect on the media representation of romanì people, and the stereotypes reinforced and perpetrated towards the community by western culture and mainstream media.

Participants are then divided in groups of max 6 people and they are asked to rank, in the provided templates, 9 news articles and cases of media representation of romanì people, from the least (D) to the most (S) harmful based on the criteria of antigypsyism described before. The articles and materials are provided by a QR code, and they are categorised by a number.
NOTE: We suggest finding articles from national newspapers and websites in the language of the target group.

Participants will have 15 minutes to read all the articles and materials and make first an individual tier list, defining their personal criteria on how to rank. Then, they will have max 20 minutes to combine all the individual lists in one single group ranking, defining criteria that are fitting the whole group. Each group then presents in plenary their ranking.

NOTE: If the facilitators think it is needed, they can provide a moment of stress release to keep the negativity away from the previous part.

It follows a debriefing in plenary, possibly keeping all the rankings visible, with the suggested questions:
Did you have any strong disagreements in your group?
If you did not manage to reach an agreement: in which statement and why?
Did you notice any significant differences between your group tier list and that of other groups?
Which criteria did you set to classify the S tier articles?
Do you think statements like these should be allowed or banned completely? Where would you draw the line?
How much fake news is reinforcing those harmful representations?

The facilitators, then, go one by one on each article, debunking and further explaining each of the misrepresentations presented, providing sources to fact-check each of the information.

Break (15')

The Virtual Gallery (45'): This final activity is meant to discover the richness and the history of the romanì people. The facilitators meet the participants outside the workshop room, and invite the group to visit a "special museum", where they will find a gallery about the romanì people.

Participants will have 20 minutes can go around different decorated corners with their smartphones and headphones, where they will find QR codes containing links to a virtual exhibition telling the history of the romanì people, correct terminology, first-person narratives and interviews, up-to-date data, as well as romanì art and performances.

NOTE: This Gallery needs to be adapted to each reality it is presented in!
The facilitators can choose to put any information they consider relevant for their local reality, since every country in Europe has different groups of romanì people and different situations revolving around them. The Gallery provided in this Toolkit will cover general sources and materials related to the European situation (see handout 2).

On the walls they can also find three papers where participants can write whatever they found impressive, what was frustrating and what they are interested to deepen even more regarding romanì culture. The pad is projected on one wall of the room, so that everybody can see the progressions.When 20 minutes are passed, the facilitators ask participants to come back to a circle, and ask participants to share their highlights regarding the Gallery.

The activity ends with a final brainstorming with the following question:
What does my association do to prevent the exclusion of young romanì people, and what can we improve?

NOTE: The facilitator can keep note of the main results of this debriefing, to further work on the good practices proposed and implement them in the Inclusive Action Plan. Also, a list of contacts of organisations for romanì rights active in the territory can be presented.

HANDOUT 1: TIER LIST TEMPLATE

S	
A	
B	
C	
D	

HANDOUT 2: VIRTUAL GALLERY (as an example, to be adapted to local languages and context)

GALLERY_ ABC on romanì youth.pdf

Materials needed: computer, projector, smartphones and headphones, stationery, flipchart paper, VirtualGallery handout, Tierlist template handout, articles from local and national newspapers on romanì people.

Tips for trainers:

- The workshop can be triggering for participants, and especially those coming from romanì communities. Be careful throughout the delivery to not reinforcing harmful stereotypes and hate speech.
- Get always in contact with local organisations of romanì people before delivering this workshop, to be sure that the information shared are up to date and respectful.
- All the templates provided reflect the general European context. Please, when delivering the workshop, find literature and articles about the local reality where the workshop is delivered.

FURTHER READINGS:

Antigypsyism: Causes, prevalence consequences,possible responses. https://rm.coe.int/adi-rom-2020-27-final-antigypsyism-causes-prevalence-consequences-poss/1680a6d053