Europe against Racism

Networking and cooperation project European city partners against Racism

About the project

Racist structures and everyday racism are a reality in European cities and institutions and are addressed and fought in different ways. The aim of the pan-European project "Europe against Racism" is to establish a network between European administrative institutions and NGOs, which provides effective recommendations for actions againsst different forms of racism. The local work against racism is of central value for cities.

In order to strengthen this added value and participation opportunities across Europe, "Europe against racism" – together with the participating administrative units – wants to identify which best practices are suitable for an effective, empowering and sustainable work against racism in the municipalities. The project is funded by the CERV programm (2021–2027).

Project lead: European Academy Berlin   www.eab-berlin.eu

ABOUT THIS TOOLKIT

Content

Purpose

The purpose of this anti-racist toolkit and overview of existing initiatives is to serve as a comprehensive guide and resource hub, empowering individuals, communities, and organizations to actively combat racism. This compact yet robust toolkit encapsulates diverse strategies, educational materials, and best practices derived from successful initiatives across Europe. By providing practical tools, case studies, and actionable recommendations, the toolkit facilitates the implementation of effective, empowering, and sustainable anti-racist measures. It aims to inspire, educate, and guide users, fostering a collective effort towards creating inclusive and equitable societies while amplifying the impact of anti-racist initiatives worldwide.

ABOUT THIS TOOLKIT

Long term goal of Europe against Racism

The long-term goal is to establish a "Connecting Allies" network between European administrative institutions and NGOs, which will provide effective recommendations for fighting with various forms of racism. Active engagement against discrimination and unequal treatment is essential for a fair and equal society. Local anti-racism work is of central importance here. It is important to gain the ability to reflect in order to uncover structural racism and recognize one's own internal "biases".

As a European network against racism, "Connecting Allies" can help more actors across sectors throughout Europe to work together against racism and support each other. A European network against racism can also help local administrations to be better prepared for new developments and challenges related to racism. Through transnational and European exchange, local administrations can jointly develop strategies to counter new and established forms of racism or to respond to challenges such as the increase in racist incidents. Finally, the project also aims to help ensure that the work of local administrations and organizations affected by racism is given greater consideration and heard at a political level.

**Activity selection criteria**

There are numerous initiatives that campaign against racism and for more inclusion and diversity. For this toolkit, we have limited the selection to projects and organizations that are connected to Berlin and its partner cities. First and foremost, the project partners were asked to identify initiatives in their districts with which they already work and/or initiatives which have attracted a great deal of local or national attention.

Additionally, further initiatives and organisations with the potential to be actively included in the next phase of the project were included in this toolkit.

Toolkit: Organizations and Actvities
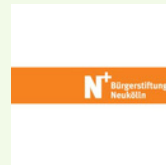
AGAINST DISCRIMINATION, FOR DEMOCRACY AND DIVERSITY IN BERLIN COMPANIES

Approach

In this educational project, the team works together with the participants of their training courses and workshops to reflect on what democratic thinking and action means in companies.

Leading organization

ufuq.de Jugendkulturen, Islam & politische Bildung

Contact

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◎ Berlin Friedrichshain-Kreuzberg, Germany

They want to illustrate the interplay between democracy, diversity and anti-discrimination by addressing issues of social justice. They also look at feelings of discomfort, mistrust and a lack of recognition. In their programmes, they address the development of hatred and inequality that can result from these feelings. All of this is done with a particular focus on the world of work in general and the working atmosphere in particular.

Activity # 1

WARSAW QUEER WEEK

Approach

Warsaw Queer Week is a joint initiative of Lambda Warszawa, SexEd.pl and UniPride. Their goal is to bring together rainbow organizations, initiatives, restaurants, cafes, clubs and entrepreneurs.
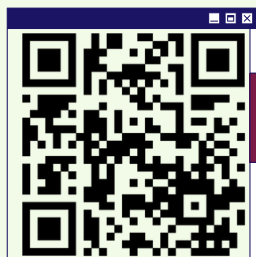
Leading organization

LAMBDA
WARSZAWA

Contact

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awa.org

◎ Warsaw, Poland

Warsaw QueerWeek does not only celebrate the queer community, but also hosts meetings, discussions, workshops, exhibitions, concerts, events and many other activities related to LGBTQIA+ culture and rights.

Activity # 2

BE-SAFE

Approach

Raising awareness about gender-based cyber violence and advocating for a safer online environment for women and girls. The goal of the project is to raise awareness of the problem of gender based cyber violence at the institutional and social level and creation of prerequisites for the improvement of the legislative and legal framework for

Leading organization

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◎ Split, Croatia

regulation of gender based cyber violence in the Republic of Croatia, Spain and Portugal, but also at the entire European level. Other projects are related to advocacy initiatives, where we had great success through a project that dealt with the analysis of the gender budget, where the goal was to create an advocacy plan through the analysis of the budget of local government units, which will influence the creation of more equal local and national policies through the use or implementation of gender budget.

Activity # 3

Trialog – Israel & Palestine

Approach

In times of the Israeli war against Hamas it is particularly important to engage in dialog. This is the reason why Jouanna Hassoun and Shai Hoffmann are seeking this dialogue with young people in schools.

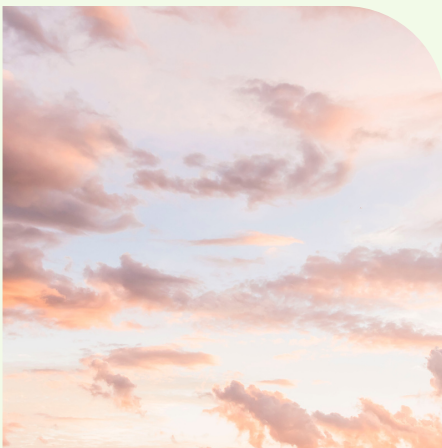## Leading organization

Trans**aid**ency

Contact

@ kontak@transaidency.org

◎ Berlin Mitte, Germany

As long-standing political educators and people with Palestinian and Israeli roots, they hope they can make the Middle East conflict a little more objective through their references and perspectives. At school, many young people react very emotionally to the war and sometimes make problematic statements. This is precisely why the team wants to listen, classify, ask questions and thus perceive the young people as impartially as possible.

Activity # 4

SPECIALIST AND NETWORK OFFICE LICHT-BLICKE

Approach

The project is located in Berlin-Lichtenberg, a district of Berlin with about 310.000 inhabitants. Its aim is to raise awareness for and counteract racism, right-wing extremism and different forms of discrimination such as gender based discrimination or social chauvinism.

Leading organization

Contact

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⌖ Berlin Lichtenberg, Germany

Through their work the team aims to strengthen structures of participation and civil engagement on a local level. They promote a human rights-oriented culture, connect and empower people to engage. In addition, they offer information and analyses and develop workshops in historical political education. Initiatives, institutions, educators, and engaged people from politics and administration as well as individual citizens can find support in their commitment here.

Activity # 5

LGBTQI+ LIBRARY

Approach

Lambda Warszawa runs the oldest and largest LGBTI+ archive in Poland. Its collection contains hundreds of materials documenting the history of the LGBTI+ community and movement in Poland.

Leading organization

Contact

@ biblioteka@lambdawarszawa.org

⊙ Warsaw, Poland

The library includes press materials (both past and current), documents from the oldest organisations, private correspondence from people who were active before and after 1989, as well as information and promotional materials produced throughout Poland. Lambda Warszawa also has a library with the largest freely accessible collection of LGBTI+ books

Activity # 6

KIEZ:STORY

Approach

In the model project "kiez:story", young people are given the opportunity to search for historical testimonies in their neighborhood and family environment and to present these testimonies to the public.

Leading organization

ufuq.de Jugendkulturen, Islam & politische Bildung

Contact

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◎ Berlin Mitte, Germany

kiezstory.berlin

The project is carried out in schools and in extracurricular context in the form of multi-day workshops on current topics related to the neighborhood. The team is particularly interested in stories of migration – whereby they want to promote the understanding that practically all people come across traces of migration when they take a closer look at their own (family) history.

Activity # 7

WEB@NGELS (2.0)

Approach

Online hate has many faces! There are illegal and legal forms of hate online. But even if certain hateful statements online are not banned, they are offensive, humiliating or degrading online content directed at individuals or groups. There are various ways of combating and countering hate online, one of which is counter-speech!

Leading organization

ZARA
ZIVILCOURAGE &
ANTI-RASSISMUS-ARBEIT

Contact

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◎ Vienna Margareten, Austria

In the Web@ngels pilot project and the follow-up project Web@ngels 2.0, ZARA has focused precisely on this. Volunteers are trained accordingly and respond in the forum of online newspapers to comments that stir up hatred, prejudice or discriminatory ideologies and thus make constructive discussion more difficult.

Activity # 8

JEWISH AND INTERCULTURAL PUPPET THEATRE BUBALES

Approach

Buraya! Oraya! Here! There! – A Turkish-German puppet musical to sing along to: Travelling back in time to old Istanbul... The musical scene changes are accompanied by popular Turkish songs recorded by children from the Oranienburg Synagogue and the Turkish Conservatory in Berlin.

Leading organization

FELD
Theater für junges Publikum

Contact

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⌖ Berlin Tempelhof-
   Schöneberg, Germany

The play is suitable for Turkish-speaking, German-speaking, religious, atheist ... in short, for all families. Everyone finds their own answer. With the Jewish and intercultural puppet theatre "bubales" the audience travels into Jewish worlds and also encounter puppets from other cultures.

Bündnis gegen Antisemitismus
Tempelhof-Schöneberg

Activity # 9

ALLIANCE AGAINST ANTI-SEMITISM TEMPELHOF-SCHÖNEFELD

Approach

The alliance acts as a networking interface and forum on anti-Semitism in the district. The alliance plans events, which may be implemented by alliance members and/or district initiatives, establishes a regular exchange with civil society and administration in the district and,

Leading organization

kompetenz zentrum

ANTISEMITISMUSKRITISCHE BILDUNG & FORSCHUNG

Contact

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Berlin Tempelhof-Schöneberg, Germany

if necessary, provides existing counselling and educational services on anti-Semitism to relevant target groups in the district. The alliance endeavours to integrate the experiences, needs and perspectives of Jewish people and communities. The aims of the alliance include raising public awareness and mobilising prevention and intervention.

Bündnis gegen Antisemitismus
Tempelhof-Schöneberg

Activity # 10

BUTTERFLY EFFECT

Approach

The "Butterfly effect" project is based on the idea that small changes can have a big impact and bring about long-term change in a society's attitudes.

Leading organization

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⌖ Vienna Margareten, Austria

The project addresses racist incidents and their impact on the lives of young people – young People of Colour, young people from marginalised communities and/or with a history of flight/migration. The overall aim is to strengthen the capacity of young people, educational institutions and youth organisations to address racist incidents and to support young victims through an intersectional and gender-sensitive approach.

Activity # 11

BERLIN MAKES HUMMUS NOT WALLS

Approach

Make Hummus Not Walls is aimed at neighbourhood mothers, who are sensitised to dealing with different religions and offered a change of perspective on the Middle East conflict.

Leading organization

Trans**aid**ency

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◎ Berlin Mitte, Germany

They take part in workshops on Judaism and anti-Semitism as well as Islam and anti-Muslim racism. A Jewish-Muslim trainer tandem conducts a participatory workshop on the Middle East conflict. There are excursions to mosques and a synagogues. The participants make hummus together in the Palestinian-Israeli restaurant Kanaan.

Activity # 12

MIGRANTVOICESHEARD

Approach

The project unites organizations from different geographical regions of the EU, who have identified common problems related to the underrepresentation of migrants in the local decision-making, in order to promote refugee and migrant participation in the design and implementation of integration policies, in the key areas of education, employment, housing and health.

Leading organization

Szubjektív Értékek Alapítvány

Contact

@ foundation@szubjektiv.org

◉ Budapest, Hungary et al

HEARING VOICES

The project aims to support the setting up and strengthening of migrant councils at local and regional level in six EU countries in close collaboration with public administrations, to promote the exchange of experiences between local and regional public authorities about the involvement of migrants in the design and implementation of integration policies, and to enhance the capacity of local and regional authorities to effectively consult migrants on policies that directly affect them.

Activity # 13

TOLERANCE SPACES

Approach

ToleranceSpaces are colourful exhibition containers that are placed in the heart of German communities. Their aim is to open up new perspectives to the public on the topic of tolerance, but also on the lives of other people in a very concrete way.
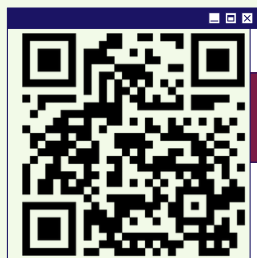
Leading organization

Contact

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   toleranzraeume.org

⊙ Berlin Friedrichshain-
   Kreuzberg, Germany

Understanding is the basis for mutual respect. Visitors receive inspiration on how they can work for more respect and social tolerance in small and large ways. Because each and every one of us has the power to make our coexistence a little better. That is the most important message of the ToleranceSpaces.

Activity # 14

ACT AGAINST VIOLENCE

Approach

The project responds to the need for effective intervention in dealing with antisemitic violence and discrimination in the education system in Berlin. It is aimed at school supervisors, head teachers, teachers, school social workers and school psychologists as well as other professionals and
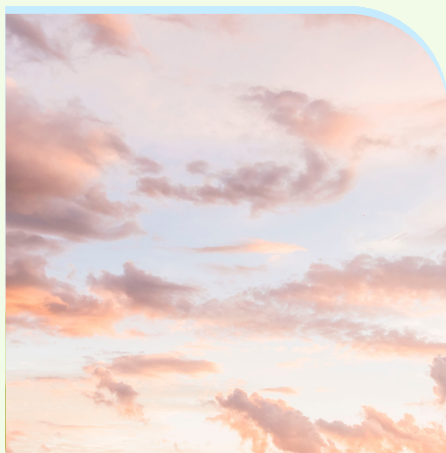
Leading organization

kompetenz zentrum

PRÄVENTION UND EMPOWERMENT.

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◎ Berlin Germany

offers them various training formats. ACT against Violence works in an experience-oriented manner on the topic of Antisemitism and, if necessary, focuses on intersectional interweaving with other structures of violence. ACT against Violence understands antisemitic violence as a social process that is structurally embedded in societies and that manifests itself in practices of violence in institutions such as schools.

Activity # 15

YALLAH

Approach

The empowerment project "Yallah" develops strategies to combat discrimination and anti-Muslim racism. The theatre actors are people who are affected due to actual or ascribed membership of a Muslim community.

Leading organization

Transaidency

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◎ Berlin Mitte, Germany

The project serves as an interface between persons who are discriminated against, Muslim communities, and authorities with the aim of reducing fear of contact and improving existing complaint structures. It is also aimed at the public and introduces a wide range of Muslim theatre actors in our city in order to break down prejudices, establish contacts and thus counteract anti-Muslim racism.
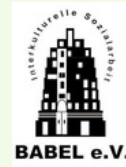
Activity # 16

EXCURSIONS TO INTERCULTURAL BERLIN

Approach

This project offers young people visits and discussions in various religious institutions of different world religions. The school groups are accompanied and professionally supervised during the excursions.
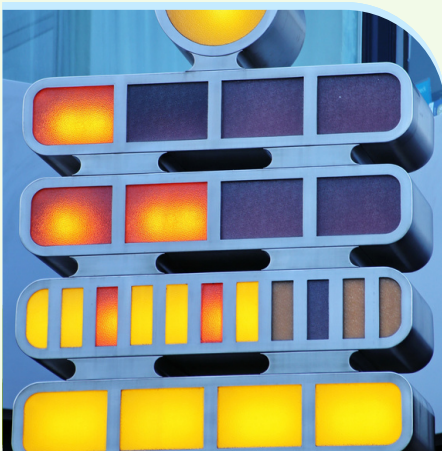
Leading organization

BABEL e.V.

Contact

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📍 Berlin Marzahn-Hellersdorf, Germany

However, the project is not just about visiting organisations; city tours through intercultural Berlin with a focus on the promotion of tolerance are also carried out. An important goal is to create mutual understanding despite cultural differences and to develop acceptance for the other. There are several routes, which can also be arranged individually.

Activity # 17

ANTI-RACISM-TRAINING

Approach

Many of the children in the local projects experience everyday racism. This has far-reaching consequences for their personal development: For their self-confidence, their courage to try things out and to stand up for themselves and their own needs –

Leading organization

Bürgerstiftung Neukölln

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⌖ Berlin Neukölln, Germany

WE WELCOME

ALL RACES AND ETHNICITIES
ALL RELIGIONS
ALL COUNTRIES OF ORIGIN
ALL GENDER IDENTITIES
ALL SEXUAL ORIENTATIONS
ALL ABILITIES AND DISABILITIES
ALL SPOKEN LANGUAGES
ALL AGES
EVERYONE.

WE STAND HERE WITH YOU
YOU ARE SAFE HERE

all of which are important prerequisites for being able to lead a self-determined life in later adulthood. How can the local community deal with this and what can be done about it? The anti-racism training programme addresses these questions and aims to support volunteers in supporting their mentees in a way that is sensitive to discrimination, thereby strengthening their self-image and resilience.

Activity # 18

ACTION WEEKS AGAINST RACISM

Approach

The initiative is an association of various organizations that work in the field of democracy development, socio-political engagement, anti-discrimination, migration, inclusion and neighborhood in the Berlin district of Charlottenburg-Wilmersdorf. Members are civil society and municipal municipal actors.

Leading organization

Stiftung SPI
Sozialpädagogisches
Institut Berlin »Walter May«

Contact

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⊙ Berlin Charlottenburg-Wilmersdorf, Germany

SEi DABEi!

Together with various organizations from the district, we want to put together a varied program to set an example against racism. We want to get into conversation, reflect critically reflect and empower each other. Because racist remarks and discriminatory treatment take place every day in our district and it is important that we confront this together

Activity # 19

INTERACTIVE AUSTRIA SYSTEM MAP

Approach

System Map is a national report which aims to describe the context and current picture of hate crime recording data collection and victim support in Austria and to present practical, achievable recommendations for improvement.

Leading organization

Contact

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⊙ Vienna Margareten, Austria

Austria only recently initiated the flagging of hate crime cases in the police case file system, connecting it with the electronic case management system of the criminal justice system. Both law enforcement and the criminal justice system are now able to comprehensively record hate crimes. An e-learning program on hate crime created for and used by law enforcement has been made accessible to all judges and prosecutors, extended by an additional module created by the Ministry of Justice.

Activity # 20

RISE UP

Approach

The project also aims at reducing the latency of prejudicial attacks against LGBT+ people. The activity also focuses on improving the current state of data collection and mapping of prejudice violence and intolerance towards LGBT+ people, so as to ensure long-term monitoring at local and international level to ensure comparability of data in the future.

Leading organization

IN IUSTITIA
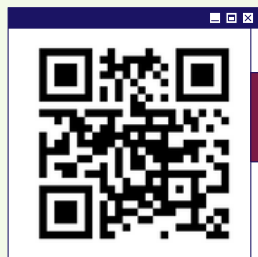
Contact

@ poradna@in-iu.cz

◎ Prague, Czech Republic

With the participation of the police as well as other experts, individual project activities aim at encouraging legislative and policy changes in order to improve access to justice for members of the LGBT+ community who have become victims of a crime. The project "Rise up against anti-LGBTI hate crimes" is implemented in cooperation with Prague Pride, the National Institute of Mental Health and In IUSTITIA. The aim of the project is to raise awareness among the Czech lay and professional society and thus prevent discrimination or prejudicial attacks against people from the LGBT+ community.

Activity # 21

GLOSSARY

Anti-racism

An active process and practices of identifying, challenging, opposing and eliminating racism by changing attitudes and beliefs, policies, systems and structures so that power is shared and distributed equitably in society. Anti-racism can be practiced by individuals (supporting antiracist organisations, presenting one's own belief on social media, participating in antiracist events), organisations/movements (organising various anti-racism actions or campaigns, providing anti-racism education, advocating for policy change) or state institutions (developing and implementing antiracist policies) or other actors, such as media (promoting anti-racism, calling for action). Social movements have always been in the forefront of anti-racism organising sometimes spontaneous actions/events that opposed racism. In most cases these were peaceful events, however, some of which could have taken a very radical or violent approach, especially in cases of gross human rights violations.

Emotions

According to the book "Discovering Psychology", an emotion is a complex psychological state that involves three distinct components: a subjective experience, a psychological response and a behavioural or expressive response. Racial emotions are often acquired in childhood as children begin to acquire racial knowledge and experience racial power. However, racial emotions are not only feelings generated within an individual, they are also social. When they emerge, they permeate spaces and people around them.

GLOSSARY

Intersectionality
The term used to describe the way of understanding and analysing the complexity of human behaviour, the world and people, underlining the fact that people hold different identities, which interact with one another and influence the way we think and act. In relation to racism the term is used to stress the fact that different identities must be seen in relation to one another, for example ethnic origins should be seen in relation to skin colour, age, ability/disability, body type, religion, sexual orientation, gender, etc. Racism is often perpetrated on the grounds of several factors: not only on ethnicity or nationality but also, for example, on disability and gender at the same time.

Invisible racism
Invisible racism refers to harmful behaviours which are considered normal and accepted by society. The line that is drawn 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 telling racist jokes, or avoiding the contact with people 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. Those behaviours, although not considered harmful by many, can lead to exclusion, anxiety, and influence wellbeing.

Race
Oxford dictionary defines race as "each of the major divisions of humankind, having distinct physical characteristics". Furthermore, as affirmed by Janine Young Kim in "Racial emotions and the feeling of equality", there is a broad consensus that race is a social construct. This implies that race is not purely cognitive but also imbued with emotional meaning.

GLOSSARY

Power relations
These are relationships in which one person has social-formative power over another, and is able to get the other person to do what they wish (whether by compelling obedience or in some less compulsive and even a more subtle way). Power relationships are such social objects in which power is operative by the nature of the relationship; usually this combines a measure of authority with formative ability to have a desired effect on the other person.

Symbolic power
The concept of symbolic power was first introduced by French sociologist Pierre Bourdieu to account for the tacit, almost unconscious modes of cultural/social domination occurring within the everyday social habits maintained over conscious subjects. Symbolic power accounts for discipline used against another to confirm the individual's placement in a social hierarchy, at times in individual relations, but most basically through the system of institutions, in particular education. Also referred to as 'soft power', symbolic power includes actions that have discriminatory or injurious meaning or implications, such as gender dominance and racism

GLOSSARY

Color-Blindness
Racial or color-blindness reflects an ideal in the society, in which the skin color is insignificant. As a concept it played an important role in the international anti-discrimination movements in the 1950s and 1960s. Colorblind racism is the belief that racism is no longer a problem and that we all have equal opportunities. People who subscribe to colorblind explanations claim they do not see the color of people's skin and believe that everyone is equal. By not seeing or acknowledging that there are races, one cannot see and acknowledge racism either. Therefore, living in the world with the systemic racism, and a lot of internalized and unconscious biases, being colorblind becomes a challenge to the fight against racism.

Privilege
Privilege refers to a set of unearned benefits or hidden advantages given to people based on their specific social group membership. Society grants privilege to people because of certain aspects of their identity like race, class, gender, sexual orientation, language, geo-graphical location, ability, and religion, to name a few.

White privilege
White privilege is the absence of the consequences of racism: ab-sence of structural discrimination, absence of your race being viewed as a problem, (...) absence of "less likely to succeed because of my race". White privilege is the unearned, mostly unacknowledged social advantage that white people have over other racial groups simply because they are white.

GLOSSARY

Microaggressions
Microaggressions are brief and commonplace daily verbal, behavioural, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, and sexual-orientation, and religious slights and insults that target a person or a group.

Main types of microaggressions:
Microassault is the most direct form of aggression, and the most similar to the old-fashioned sexism, racism or homophobia. Microassaults are the explicit derogations that aim to hurt the target groups, make them feel unwanted, threatened, or inferior, and because they have those clear objectives, they are most of the time conscious.

Microinsults are communications that transmit rudeness and insensitivity, often based on stereotypes, and they are very likely to be unconscious. Very often the messages are so hidden that, at first, even the targets are not aware of them.

Microinvalidation are communications or clues that exclude, deny or nullify the thoughts, feelings or reality experienced by certain groups. The best example that can illustrate this type of microaggression is to make someone feel alien in their own land. It is a very common example of microracism, to compliment black people born in the country of the incident, on their very good level of local language.

Method: Life Experiences on a Bag

Overview:

This is a biographical method which enables participants to reflect on things that their identity consists of, important milestones in their life, things they are happy to share and other things that they prefer to keep to themselves.

Objectives:

• Reflect on elements of personal biography
• Encourage participants to express themselves in creative ways
• Give space for expression of different characteristics (language, ethnicity, religion etc.)
• Get to know each other's stories
• Cultivate existing diversity within the group

Duration: 60 minutes activity and 30 minutes discussion,
Participants: 10–20
Age: 13+

Material:
Paper bags – one for each participant –, pens, paints, travel magazines, news–papers with diverse content, ethnicities and languages such as Hebrew, German, Arabic, Turkish, Greek, Italian, Russian etc., national and international flags or other symbols – such as the rainbow flag – comics, postcards, stickers, glitter, printed emoji, natural items such as leaves or twigs, glue, scissors.

The materials in this method are very important. The facilitators must ensure that the materials provided reflect the diversity among the group

Method: Life Experiences on a Bag

Process:
The participants receive an empty paper bag. They are asked to decorate it so that it says something important about themselves and/or their life experiences, or shows something related to their personal biography, past or present.
The participants start decorating the bag from the outside with the materials provided. If they wish, they can also decorate the inside or fill the bag. Inside the bag they can put things which are intimate or important to them; things that they are happy to share with others or things they prefer to keep to themselves. At the end, they themselves decide whether they want to close the bags or not.

The following orientation questions can make it easier for the participants to create the bags:
What is important for me?
• What does my biography consist of so far?
• What makes up a big part of who I am? (My languages, my background, my religion, my hobbies, my dreams, places I have travelled to?)
• What have I achieved and would like to share? What would I like to achieve?
• Are there things I don't like sharing with others?

After they have completed their bags, the participants exhibit them in a visible place in the room. They all take a look at the bag exhibition. Afterwards they sit together and reflect on the process.

The facilitator asks the following questions:

• How do you feel about the exhibition?
• Which bag attracted you and why?
• Which was similar to yours?
• Which bag made you wonder and which would you like to ask a few things about?
• Which one would you like to look inside?

Source: PracticalGuidebookConAct_Vol2_English

Method: Discrimination is...

Overview:

This activity introduces the terms and concepts which will be used in the activities dealing with discrimination and exclusion. The facilitators can find out how much understanding exists in the group and build on that before movingon to more demanding activities.

Objectives:

•• Introduce the topics of discrimination and exclusion
• Activate existing knowledge of the topics
• Raise awareness of differences between terms
• Agree on definitions to describe structures of inequality

Duration: 60 minutes activity
Participants: 10–20
Age: 15+

Material:
Flipchart paper, markers

Process:
The facilitators start the activity with a brainstorming session based on this question: "Where could discrimination exist among young people in my school/youth club/community?" The participants collect the most important keywords and write them down in the form of a mind map.

Afterwards, the participants are put into mixed groups of 4–5 people, and each group receives a flipchart paper and markers. Taking the following questions as a basis, the participants talk to each other within their groups and on the flipchart paper make notes which are clear and easy for everyone to read

Method: Discrimination is...

How would each of you define discrimination?
• Who discriminates against whom?
• Why does anyone discriminate
against someone else?
• In what way can discrimination happen?
• Where does discrimination lead?
• Why is it sometimes difficult to recognize discrimination?
• Can you remember a situation where you felt discriminated against by
someone else? If you feel comfortable talking about it, please share it within your
small group.
• As a group, please come up with a definition of "discrimination" that is as short
and precise as possible and which all of you can agree with.

The participants have 20 minutes for this activity. Afterwards they come back to
the bigger circle and each group has ca. 5 minutes to present the results of their
brainstorming, as well as the definition they came up with.

When all presentations are complete, the facilitators can discuss how easy or
difficult it was for the participants to come up with a single definition of
"discrimination". If they wish, the participants can take a few more minutes to think
if they would like to add anyt hing to their definition. They are asked to write their
definitions on a sheet
of flipchart paper so that everyone can read them and hang them visibly in the
room.

This method is intended as a starting point for a series of exercises on
"Discrimination and Exclusion".
During the rest of the activities related to the topic the participants can return to
the definitions and discuss any new parameters they discovered during the process.

Method: Entangled triangle
Dealing with conflicts, exclusion and violence

In seminars with younger target groups that deal with the topic of dispute mediation, it often happens that it must first be clarified that that not everything that is considered a conflict is "just" a conflict.
In everyday language, it is not always clear between a conflict, its causes and its resolution. With the following method, young participants are encouraged to examples of conflict situations from everyday life that they themselves and to reflect on themselves as acting subjects in these situations.
The participants learn that conflicts are not (full of) violence in themselves, but that theare violent in themselves, but that the violence lies, for example, in forms of conflict
resolution. The participants deal with the question of what conflict-ridden situations (can) have to do with exclusion and which power relations can be recognized in them

Duration: 80 minutes activity
Participants: 6–10
Age: 10+
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Objectives
- Participants are encouraged to reflect on the examples of conflict situations they have
- examples of conflict situations from their everyday lives and to recognize themselves
- and to recognize themselves as acting subjects.
- – They learn that conflicts are not violent in themselves, but that
- some forms of conflict resolution. They are encouraged to
- to think about the fact that conflicts are generally open-ended
- open, but can lead to violence.
- – The participants examine what they call conflictual situations.
- conflict-ridden situations they mention have to do with discrimination.
- (can) have to do with discrimination.
- – The participants question their own behavior in the examples of
- their own role and the role of the other participants, especially in
- and the role of others involved, especially in examples in which
- mechanisms of exclusion and corresponding power relations
- can be recognized. These topics can be deepened in the course of the
- further methods in the course of the seminar.

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Introduction (10-20 minutes):
The participants collect examples of conflict situations from their everyday lives. They either write down the situation themselves or they briefly talk about it in plenary and the team notes the examples on moderation cards.

Entangled triangle (30 minutes)
The team then prepares a large triangle on the floor of the room with a colored A4 sheet at each point of the triangle, on which one of the following words is written: "conflict", "violence", "exclusion" .
The three terms are then clarified together with the participants. However, no in-depth discussions should arise here (10 minutes)
Now the example situations are sorted together in the triangle. Some situations are not so easy to assign. The team should address this at the beginning of the method: There are overlaps and this realization is part of the method. For example, a conflict in itself is not exclusion, but exclusion can be traced back to a conflict and/or be seen as violence by those affected. The fact that classification is difficult is therefore understandable and reflects the complexity of conflict situations. The participants decide how they want to categorize the examples. These can also be placed inside the triangle, i.e. between the different terms. This makes it clear
that in conflict situations there can be a continuum between conflict, exclusion and boundary and violence (20 minutes).
After all the examples have been sorted, the final reflection and discussion starts.

Reflection and discussion (40 minutes):
Participants are asked the following questions for reflection:
– Which conflict situations did you find difficult to categorize and why?
and why? How did you then decide?
– What role did you play in each of the examples mentioned?
– What role do you think the position of "strength" plays in conflicts and their resolution?
– Why is it important in some cases to speak clearly of exclusion and not
not "only" of conflict? What does exclusion have to do with power?

Starting from these questions, the concluding discussion can be based on the experiences of the participants, various topics can be explored in greater depth.

Source: Edita Štulcaitė

OUTLOOK

As the project partners move forward, the collaborations fostered by these projects provide a solid foundation for future endeavors. The following outlines potential future cooperation possibilities that can build on the momentum generated by these projects:

1.Inter-Project Collaboration: Cross-pollination of ideas and methodologies can lead to enriched outcomes and a more comprehensive approach to societal challenges.

2. Joint events and workshops: Organize joint events and workshops that bring together participants from different projects. This could facilitate cross-disciplinary learning and the sharing of experiences, fostering a sense of community engagement and collaboration.

3. Long-term impact assessment: Collaborate on a long-term impact assessment strategy that evaluates the collective influence of these projects on the community.

This assessment can guide future projects, identify areas for improvement, and showcase the positive changes brought about by the collaborative efforts.

4. International collaboration: Explore opportunities for international collaboration, drawing inspiration from successful models in other regions. Exchange programs, joint research initiatives, and partnerships with organizations from different countries can broaden the impact and perspective of the projects.

By embracing these future cooperation possibilities, the projects can create a synergistic and sustained impact on the municipality districts, fostering a more inclusive, democratic, and harmonious community. The collective strength of these initiatives lies in their ability to work collaboratively towards shared goals, and this outlook sets the stage for a continued journey of positive transformation.

Anti-Racism Action Plan

 " We need to talk about racism. And we need to act. It is always possible to change direction if there is a will to do so. I am glad to live in a society that condemns racism. But we should not stop there. The motto of our European Union is: 'United in diversity'. Our task it to live up to these words, and to fulfil their meaning."

 – President von der Leyen, European Parliament, 17 June 2020

On 18 September 2020 the Commission published its plan to step up action against racism in the European Union.

In 2022 the European Commission strongly encouraged Member States to develop and adopt national action plans against racism and racial discrimination with close involvement of civil society and equality bodies.

For more information on EU strategy and policies in this field
please see:

https://bit.ly/48iY0JO

EU Anti-racism Action Plan 2020-2025

Europe against Racism

CALL TO ACTION

You are the driving force for positive change in our community and we want to hear about your inspiring projects! Whether it is an anti-racism initiative, democratic education, historical research or the fight against anti-Semitism: your work is invaluable.
We invite you to share your projects with us and present them to a wider community. Your experiences and best practices can motivate others to get involved and inspire positive change in their own communities.

Tell us about your experiences, challenges and successes. What lessons have you learned from your projects? What obstacles have you overcome? Share your insights to learn from each other.

Contact:

European Academy Berlin
Renate Krekeler-Koch
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CALL TO ACTION

EAB

In Berlin, the European .Academy is a well-established location for meetings of all kinds for an international clientele — addressing always current and relevant topics. As a disseminator of knowledge the Academy aims to explain policies and politics and to communicate European political connections. By strengthening the critical ability of each individual citizen, EAB in this way makes its contribution towards a vital civil society in Germany and in Europe.

www.eab-berlin.eu

CERV

The Citizens, Equality, Rights and Values (CERV) programme was launched by the European Commission in 2021 and will run for seven years (until 2027). The programme aims to develop and support open, rights-based, democratic, equal and inclusive societies based on the rule of law. This includes a dynamic and empowered civil society, encouraging citizens to participate democratically, civically and socially, and nurturing the rich diversity of European society based on our shared values, history and experiences.

Project partners municipalities

District Office
Charlottenburg-Wilmersdorf
Berlin (Germany)

District Office
Berlin Lichtenberg (Germany)

District Office Vienna
Margareten (Austria)

City of Split (Croatia)

Project partners NGOs

Stiftung SPI, Demokratiebüro
Charlottenburg-Wilmersdorf
Berlin (Germany)

Licht-Blicke
Berlin Lichtenberg (Germany)

Verein ZARA – Zivilcourage
und Anti-Rassismus Arbeit
Vienna (Austria)

Udruga Mi
Split (Croatia)