



# "MORE EDUCATION FOR TOLERANT EUROPE"

ERASMUS+ KA2 ADULT PROJECT

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E-BOOK FOR EDUCATORS



## M.E.T.E

MORE EDUCATION FOR  
TOLERANT EUROPE

# 1. Introduction

## 1.1. About the project

The Erasmus+ KA2 "More Education for Tolerant Europe (M.E.T.E) project is designed to upgrade the competencies of educators who work in different adult educational contexts addressing and promoting tolerance, culture and respect to human rights in their learning activities.

This aspect is not usually spread in adult learning contexts. We believe that creating an inclusive learning environment based on a friendly approach can raise a more tolerant attitude in groups of adults from different backgrounds.

***“Diversity is not about how we differ. Diversity is about embracing one other's uniqueness.”***

*[Ola Joseph]*

The primary goal of this project is to involve adults in debates about hate speech online and offline prevention by generating and disseminating positive messages to improve the mutual respect of all nationals and peaceful coexistence whilst improving their social and civic competencies. Specific objectives are:

- Encouraging European citizens to act for a more tolerant Europe by meeting and learning from different cultures and people
- Raising consciousness and awareness of European citizens regards European values and active citizenship
- Improving curricula for tolerance education and promoting work with immigrants, refugees and minorities among adults
- Supporting active citizenship by initiating intercultural activities in partner countries for better mutual understanding and cooperation

## 1.2. Project partnership

The project partnership comprises five partners from Poland, Cyprus, Italy, Portugal, and Malta, aiming to counter influences that lead to fear and exclusion of others and helping adults to develop capacities for independent judgment, critical thinking, and ethical reasoning.

Project partners:

- [Fundacja Euro-Form, Poland \(Coordinator\)](#)
- [DOREA Educational Institute, Cyprus](#)
- [LUETEC, Italy](#)
- [Associação Presença Feminina, Portugal](#)
- [Genista Research Foundation, Malta](#)

Please visit our social media page [here](#) for more information about the project.

## 2. E-BOOK for Educators

By examining good practices about tolerance education in partner countries, the partnership selected a core of the best teaching methods and practices to upgrade adult educators in teaching tolerance in non-formal and informal learning.

Thus, E-book was created for adult educators containing a set of innovative, tested methods to teach tolerance, social and cultural diversity, anti-discrimination.

All project partners have prepared activities that they successfully use in their practice to share with other adult educators.

*This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*





# DOREA Educational Institute

## Cyprus

# 1. About DOREA

DOREA Educational Institute is a non-profit NGO established in 2012 in Cyprus. DOREA Educational Institute's general scope is to offer high-quality non-formal education for youth and adults, covering the three main areas of non-formal education: a socio-cultural (popular) education, personal development, and professional training.

DOREA primary expertise lies in the professional and personal development of Adults on soft-skills topics such as problem-solving and decision making, Emotional Intelligence, Teamwork, Intercultural Communication, among others. DOREA is a training provider of ERASMUS+ Staff mobility courses, previously IST courses and has an excellent track record of implemented training courses since 2012. DOREA courses combine the most effective and fastest-growing models of applied psychology, such as Neuro-Linguistic Programming (NLP), Transactional Analysis (AT), Enneagram and Gestalt, among others.

DOREA runs a teacher's training course, 'Refugees and Immigrants: Social Inclusion to EU through Non-Formal Education '. The training course targets educators aiming to develop their personal and social skills and self-awareness regarding (dealing with) discrimination in everyday life, their work, and their societies. The main theme of the training focuses on raising awareness of the realities, possibilities and new tools for a more inclusive society in the anti-discrimination projects with marginalised groups against social exclusion.

DOREA is a member of the Intercultural Council of Limassol, a working group responsible for the intercultural strategy of the education and youth of Limassol city. Limassol takes place in the Intercultural cities programme (ICC) by the Council of Europe, which supports cities in reviewing their policies through an intercultural lens and developing comprehensive intercultural strategies to help them manage diversity positively and realise the diversity advantage.

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## 2. Good Practice

### 2.2. Cultural Intelligence framework

In their work with adults and youth, DOREA often uses the Cultural Intelligence model to equip them with essential intercultural skills, knowledge, and competencies required for living and working in culturally diverse settings.

The cultural intelligence (CQ) phenomenon could possibly best be described as an IQ; however, instead focusing on cultural intelligence. The intelligence would comprise the ability to accept and understand cultural differences, making sincere and intense cooperation possible between people with different cultural backgrounds. Research has shown that cultural intelligence benefits intercultural cooperation and intercultural creative collaborations (Mor & Morris, 2013 & Chua, Morris, & Mor, 2012).

The CQ Model is a framework that builds the capability of cultural intelligence. The CQ Model emphasises the importance of developing an overall repertoire of motivation, understanding, strategy and skills that enables one to move in and out of lots of different cultural contexts (Ang & Van Dyne, 2008).

The model has been extensively developed and operationalised by the brilliant Dr David Livermore PhD. It can be applied to culturally intelligent policy development, program design, client, and community engagement.





Figure 1. CQ model (source: [www.culturalq.com](http://www.culturalq.com))

**CQ Drive** is the willingness to work with others from diverse backgrounds. It includes an ability to overcome explicit or unconscious bias and the capacity to persist in challenging intercultural settings—even when the individual feels confused, frustrated, or burnt out. CQ Drive is the extent to which one is energised and persistent in one's approach to multicultural situations, one's self-efficacy and sense of deriving benefit from intercultural interactions

**CQ Knowledge** is an understanding of culture, cultural differences and similarities. CQ knowledge is the degree to which one understands how culture, cultural scripts and systems influence how people think and behave.

**CQ Strategy** is the ability to adapt mentally. With a high CQ Strategy, individuals understand that the cultural dimensions that constitute worldviews are multiple and likely different to one's own. Awareness of these assists in developing strategies for interpersonal and community relations and business success.

CQ Action is the extent to which you can act appropriately in multicultural situations. It includes one's flexibility to adapt verbal and non-verbal behaviours and adapt to different cultural norms to improve the relationship or interaction. CQ Action decreases the risk of miscommunication and helps an individual respond to diverse others in a manner that conveys respect and builds trust and rapport.<sup>1</sup>

## 2.2. Practising CQ model

### ***Learning Objectives:***

- Learn about the different dimensions of the CQ model
- Brainstorm on ways to improve each dimension
- Assess the model
- Adjust the model so that it fits their reality

### ***Material needed:***

- Colourful thick A4 paper
- Markers
- Print the materials
- Flipchart paper
- Markers

### ***A number of participants and duration:***

minimum 8 participants (2 each group), depending on the group, the time frame is 3 hours

### ***A number of participants:***

Reading, discussion, brainstorming and presentation

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<sup>1</sup> Cultural Intelligence (CQ) website: <http://www.thecqmodel.com/>



DESCRIPTION	PREPARATION TO DO
<ol style="list-style-type: none"> <li>Participants are divided in 4 groups</li> <li>All As gather to one table, all Bs to another etc.</li> <li>We have the following 4 experts' tables – 5 min Table A = CQ Drive Table B = CQ Knowledge Table C = CQ Strategy Table D = CQ Action</li> <li>Each person in every group takes some material to read. – 20 min</li> <li>They discuss altogether what they have understood. They can ask the trainer in case something is not clear. – 20 min</li> <li>They brainstorm on ways they can increase this part of CQ. – 30 min</li> <li>They prepare a flipchart to present to the rest of the participants. – 40 min</li> <li>Each group makes their presentation. At the end of every presentation, the trainer asks the participants if they can develop additional ways of improving this part of CQ. Ideas developed are being added on the flipchart. 10 min/ group with the questions – 40 min</li> <li>Plenary discussion – 25 min <ul style="list-style-type: none"> <li>How do you find the model?</li> <li>Do all parts make sense? Are there some dimensions that are more important than others? Conversely, can it exist without some dimensions?</li> <li>Is there anything you would like to remove/ add so that it works for you?</li> <li>How could you possibly use it?</li> </ul> </li> </ol>	<p>- to prepare 4 tables with the materials</p> <p>- prepare materials for each table</p> <p><i>For the materials, we use information from Mr David Livermore book "The Cultural Intelligence difference", but it can also be replaced with any other information gathered from various resources available offline and online</i></p>

## 2.3. Good practice in Cyprus



**Intecultural council of  
Limasol**



**International Food  
festival**



**"Musical Footprints"  
Festival**



**Cyprus International Film  
festival**

Greek Cypriots, Turkish Cypriots, Maronites, Latins, and Armenians have been the primary historical communities that compose the multicultural population makeup of Cyprus, resulting in a country of great diversity. Nowadays, many different nationalities and communities live together on one island of Cyprus – Russians, Ukrainians, Bulgarians, Romanians, Lithuanians, Latvians, Estonians, Polish, Spanish, Portuguese, British, Irish, French, Pilipino, South Africans etc.

Cyprus approach multiculturalism in a very informal way to reach every person living on the island - by exploring other countries and their culture/food in various festivals and other cultural events.

### *Limassol Intercultural Council*

As a part of the "Limassol: One city, the whole world" initiative and joining the Intercultural cities network, the Limassol Intercultural Council was created at the end of 2017, which the DOREA Team is a part of.

Limassol Intercultural Council brings together the members/representatives from various communities and countries. The council's primary goal is to act as an advisory board to local public bodies while improving the quality of life for both Cypriots and immigrants and promoting the island as a place where all nations live together in harmony.

### *International Food Festival*

Cyprus International Food Festival (CIFF) started in 2016 and has continued ever since. Although it started as once per year a festival in Nicosia, it has expanded to festivals in Larnaca, Paphos and Limassol, under the auspices of the Interior Minister of Cyprus, Mr Constantinos Petrides. CIFF strives to showcase the diverse kitchens in Cyprus – a crossroad of cultures from the Mediterranean, Middle East, Europe and with strong links to the Far East.

Previously CIFF included cuisine from Cyprus, Greece, China, Hungary, India, Italy, Serbia, Syria, Russia, UK, South Africa and Germany.

### *Musical Footprints" festival*

The "Musical Footprints" Festival has become a tradition in Limassol, with a successful track of 12 years of intercultural dialogue and cooperation among organisations and third-country nationals who live and work in Cyprus and the civil society of Limassol.

At the festival, participants from different countries have the opportunity to present and promote their culture through food, music, dance and crafts, as well as give the people of Limassol the chance to get acquainted with the culture, traditions, and religion of the participating groups.





The citizens of Limassol will have the opportunity get to know, understand and accept the beauty of diversity and multiculturalism that coexist within the city, fostering the values of equality, respect and fairness that are part of the culture of Limassol.

### *Cyprus International Film festival*

The Cyprus International Film Festival (CYIFF) takes place annually, since 2006, on the beautiful Mediterranean island of Cyprus. The festival was inaugurated by Minister of Education & Culture of Cyprus Mr. Pefkios Georgiades on March 23rd, 2006. CYIFF is the first internationally oriented film festival that offers new and upcoming directors in multiple sectors of entertainment (such as feature films, short films, animations, music videos, dance films and video art) the opportunity to showcase their talent in front of a jury of internationally acclaimed cinema experts, directors and actors.





# Foundation Euro-Form

## Poland

# 1. About Foundation Euro-Form

Foundation Euro-Form is a non-profit organisation registered by the Court of Justice and offers high-quality non-formal and informal education for adults and seniors.

Foundation is committed to the education and training goals set out by European Commission which can be summarised as follows: making lifelong learning and mobility a reality by implementing lifelong learning strategies, promoting the mobility of learners, teachers and trainers across Europe, improving the quality and efficiency of education and training by enabling all learners to acquire the basic skills and competences, by promoting equality, social cohesion and active citizenship, by enhancing creativity, innovation and entrepreneurship.

Euro-Form works towards building a better civil society. Particular attention is dedicated to the adults in the social and cultural spheres to develop creative thinking, open the horizons for multiculturalism, and strengthen adults' role in civil society building.

The organisation has got experiences in international collaboration in Life Long Learning Program, Erasmus+ program, NORDEN, European Social Funds being the project manager, creator and mentor of international activities, working together with many institutions of different profiles, scope, orientation, such as schools, NGOs, private companies, municipalities, local authorities, foundations, governments from different countries. Foundation shares and exchanges ideas to establish an international network for further collaboration in general and vocational education and training to elaborate added value for staff, learners, and organisation. Former international experiences developed among staff and learners high tolerance to different cultures, customs, religions what facilitates further international collaboration in European projects. Each project brought new experiences from new countries about tolerance towards culture, habits, and social backgrounds, which prepared the staff to further European collaboration and provided the flexibility to react to social, religious, and cultural issues positively.

Euro-Form has organised workshops for international groups in Poland related to creative, social and tolerant issues, reinforcing synergies and transitions between formal, non-formal and informal adult





education. In addition, the organisation develops the skills to reduce prejudices and stereotypes, learn tolerance towards people from other cultures, and act against hate speech.

We completed the series of international partnership projects during last years, being the project manager or partner, collaborating with countries of different religions, cultures: TR, EE, GR, IT, PT, CY, ES, BG etc., what developed among the staff the tolerance to many aspects of life and built a coalition for tolerance and non-discrimination.

Currently, Fundacja is the project coordinator in Youth Mobility KA105 "Critical thinking as 21 st century key competence", where we teach how to work with media content with creative and critical eyes and how to create own critical content for social media, how to be tolerant to different nations. In the former project ERASMUS + KA 2 "Ceramic- Ceramically for inclusive training" we did workshops for inclusiveness for disadvantaged groups. We taught them how to collaborate despite coming from different social backgrounds groups endangered of exclusion. In Baltic Projects granted by NORDEN, the staff empowered NGOs for efficient social rights' advocacy, supported civil society and equality in Baltic Regions, created equal opportunities for social welfare, and strengthened the NGO network as a tool for social security. All projects were based on a high tolerance for different nations, cultures, religions and built and developed needed soft skills.

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## 2. Good practice

### 2.1. Building Coalitions for Tolerance and Non-Discrimination

Coalition building is about individual organisations amplifying their voices by working together. Anti-Semitism, intolerance and discrimination are deeply embedded across Europe and in Poland and addressing them requires the combined efforts of many communities and organisations. It cannot be accomplished in any considerable measure by just one group acting on its own. However, by bringing together groups with different skills, experiences, resources and connections, coalitions can be a powerful way to bring about large-scale, enduring changes to address discrimination issues.

We present a flexible workshop model to support the creation of successful coalitions. The model draws on the human rights-based approach, and the recommendations contained a practical guide on coalition building for tolerance and non-discrimination.

#### *Model Workshop: Building Coalitions for Tolerance and Non-Discrimination<sup>2</sup>*

NGO promotes human rights, tolerance and diversity through education about the Holocaust and anti-Semitism. The NGO has developed teaching materials and methodologies to empower educators, teachers and others to take an active role as educational multipliers and effectively promote and share information that leads to change in attitudes and behaviour.

#### *Agenda for the workshop*

This agenda can be adapted based on the length of the meeting, participants' familiarity with each other, their past experiences of working together and the specific needs of the coalition. If there is limited time for the meeting, it is better to attempt to accomplish less than move through everything more quickly. It is important to remember that groups that have not previously worked together need more time for discussions than those that have collaborated before. If the meeting lasts more than two hours, make sure to schedule adequate time for breaks in the agenda. Remember to circulate the agenda among participants in advance of the meeting

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<sup>2</sup> <https://www.osce.org/odihr/coalition-building-model-workshop>

*Example:*

Participants: 10

Steps:

1. **15 minutes.** Welcome, review meeting purpose and agenda
2. **10 minutes.** Introductions
3. **10 minutes.** Purpose of the coalition: Present initial thoughts on the scope of the coalition that the group hopes to mobilise and the issues it will address. Note that this may change throughout the meeting. Ask if anyone has preliminary questions or feedback.
4. **5 minutes.** Ground rules
5. **10 minutes.** Small group icebreaker
6. **10 minutes.** Moving debate
7. **60 minutes.** Issues mapping (adjust the questions below based on the coalition's specific focus):
  - Of the issues that the coalition seeks to address, what are the most pressing issues facing the community?
  - What is the context, history and community climate of the issues identified by the group?
  - What are the root causes of these issues?
  - What is currently being done to address this issue?
  - Where are there gaps in current efforts?
  - Why is building a coalition a helpful approach to addressing these issues?
  - What can the coalition do together that members could not accomplish independently?
  - What values do members share that should guide the coalition's work?
8. **30-45 minutes.** Coalition vision: small group visioning exercise; full group discussion to build a shared vision.
9. **30-45 minutes.** Coalition purpose and goals:
  - The purpose of this session is to establish a preliminary agreement on the coalition's purpose.
  - A planning meeting should be scheduled shortly after the start-up meeting to develop the coalition's goals and objectives. more fully
  - Based on the issues map, what are the most immediate needs the coalition can address?
  - How can the coalition put its values into action and move towards its vision?
  - What other issues are essential and closely related to the coalition's purpose?
10. **30-45 minutes.** Coalition membership:
  - Based on the coalition's goals and issues map, who else should be part of this coalition?
  - Who should approach them?
  - Should the coalition establish any criteria or requirements for coalition membership?



- Is it prepared to work with anyone in order to move towards its goal or are there groups or individuals that it will not work with? Why/why not?

11. **30 minutes.** Next steps, responsibilities and timeline:

- Who will do what and by when?
- How will coalition members share responsibilities and hold each other accountable?

12. **15 minutes.** Closing exercise, sum up.

## 2.2. Good practice in Poland (Podkarpackie Region)

*The Ulma Family Museum of Poles Saving Jews in World War II*



The problem for some Poles is anti-Semitism and racial discrimination. Therefore, when talking about tolerance in Poland, we have issues showing how the Poles saved the lives of Jews during the Nazi occupation. We can multiply heroic examples in Poland with the present passive or anti-Semitic attitude of a part of Polish society. One of the perfect examples in Podkarpacie "The Ulma Family Museum

of Poles Saving Jews in World War II" in Markowa, opened in 2016<sup>3</sup>.

The primary goal of the Museum is to show heroic stance of the Poles who helped the Jews during German occupation, risking their own lives and the lives of their families. It is the first museum in Poland devoted to those who rescued Jews in the occupied Poland during the Shoah. The main exhibition presents the known and documented cases of help given to Jews in the present-day Podkarpackie province. In the future, the area of interest shall also include other territories of occupied Poland.

While the emphasis is placed on Poles' compassionate and sacrificing attitude towards the suffering of the Jews during World War II, inglorious aspects of Polish-Jewish relations during German occupation

<sup>3</sup> <https://muzeumulmow.pl/pl/muzeum/o-muzeum/>

are also covered. The museum forms an important statement in the debate on the behaviour of Poles during the Shoah.

The exhibition is recommended to all those who support tolerance, dialogue and mutual respect, and to anyone who wants to learn a part of his/her local history narrated against the background of tragic events experienced by Poland and Europe during World War II.

Józef and Wiktoria Ulma lived in the village of Markowa in Podkarpackie Voievodeship. During the German occupation in late 1942, the Ulmas gave shelter to eight Jews despite poverty and risk. The Ulmas were denounced to the German by a navy-blue policeman from Łańcut. On March 24th, 1944, in the morning, five German gendarmes and several navy-blue police officers arrived in front of the house of the Ulmas. They first shot the Jews, and next Józef and Wiktoria (who was in the seventh month of pregnancy). Then, the Germans killed 6 of their children. Within a few minutes, seventeen people lost their lives (including the baby whom Wiktoria started giving birth to at the moment of the execution).

About twenty other Jews were sheltered by Poles in Markowa and survived.

In 1995, Wiktoria and Józef Ulma were posthumously awarded the "Righteous Among the Nations" title. In 2010, they were honoured with the Commander's Cross of the Order of Polonia Restituta by the President of the Republic of Poland, Lech Kaczyński. In 2003, the Ulmas' beatification process was initiated in the Diocese of Przemyśl and is underway at the Vatican.

No one can tell how many Poles saved Jews during World War II. So far, the Yad Vashem Institute has awarded 6,620 Polish people the "Righteous Among the Nations" medal. Historians estimate that the number of Poles who aided Jews, risking their own lives, was much higher. The criteria of awarding the medal do not always make it possible to honour those who played a significant role in rescuing Jews in the light of various documents and eyewitness testimonies. In the exhibition, there are 2 lists: first includes the people whose help for Jews during the German occupation in the present-day Podkarpackie region was confirmed by scientists from the Institute of National Remembrance of the Republic of Poland – the local branch in Rzeszów, and based on documents or trustworthy accounts. Forms of help included: giving shelter, food, financial aid, making fake identification documents,

organising escapes from the ghettos. The other list enumerates those who lost their lives for aiding Jews (the names were put in alphabetical order).

### *Workshops at the Museum of Poles Saving Jews*

The offer is aimed at children, adolescents and adults. During the workshops, we learn about the realities of the Holocaust in occupied Poland - the politics of the German occupier, complex Polish-Jewish relations, examples of Poles' attitudes and finally, the profiles of those who "sacrificed their lives and saved lives". The workshops will be conducted in the form of a seminar using studies (including film fragments) and source materials, including archival photographs. Topics:

- The history of Polish-Jewish relations on the example of the Podkarpacie region
- Extermination of Jews during World War II
- Attitudes of Poles towards the Jewish community during the German occupation
- Who are the "Righteous Among the Nations"?



The permanent exhibition presents stories on saving Jews by Poles in the present-day Podkarpacie region. To a large extent, it is based on research carried out by the Institute of National Remembrance of the Republic of Poland – the local branch in Rzeszów, from which resulted the album "Poles Rescuing Jews in the Rzeszów Region in the Years 1939–1945".

The exhibition presents archive materials (prints, photographs, notations, documentaries) and is divided into the following sections:

1. Poles and Jews before 1939 in the Podkarpacie region;
2. Residents of the Podkarpacie region during the German occupation;
3. Poles saving Jews;
4. Shelters and hiding places;
5. Poles killed for helping Jews;
6. The Ulma family;
7. The post-war period.

In the central part of the exhibition space, there is located a symbolical representation of the house of the Ulma family, whose tragic history gave rise to the establishment of the Museum. The multimedia scenography and the accompanying exhibits are described in Polish, English, and Hebrew.

### *Project HejtStop*



In Poland, 'Project HejtStop'<sup>4</sup> is a user-friendly website for reporting online "hate speech" and incitement to hatred cases, with elementary requirements for reporting incidents.

A legal analysis of the content or incident is carried out 69 by the Project, and notifications of unlawful action can be filed to the relevant law enforcement authorities. The project has achieved great popularity in Poland thanks to successful public information campaigns by major Polish media<sup>5</sup>.

### *Rediscovering a shared history*

In the 1980s, a Catholic teenager named Janusz Makuch discovered his Polish hometown of Pulawy had once been 50 per cent Jewish – yet he had never met a Jew in his life. His discovery of this lost history inspired a lifetime of exploration into his country's Jewish heritage, leading to the establishment of the Jewish Culture Festival in 1988.

The Jewish Cultural Festival highlights how much progress has been made in the comeback from the brink following World War II. Over the past 30 years, the festival has grown into the biggest of its kind, with hundreds of events showcasing Jewish arts and



<sup>4</sup> <https://projektpolska.pl/portfolio/hejtstop/>

<sup>5</sup> <https://www.lonelyplanet.com/articles/jewish-krakow>



culture. Staffed by dozens of dedicated volunteers, most of them young non-Jewish Poles, the work



done by the festival team has helped spark a revitalisation of Jewish life in Krakow. As a result, the Kazimierz neighbourhood has been reborn. Now a hip urban neighbourhood and tourist must-see, the "Jewish Quarter" is teeming with a mix of hipster cool and Jewish influence.

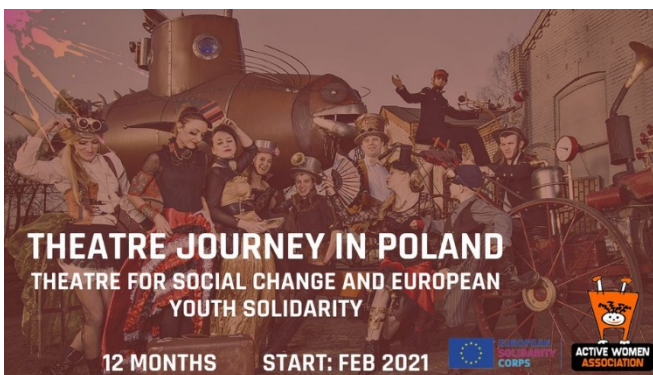
A mural in the Kazimierz neighbourhood of Krakow was made for the 24th Jewish Culture Festival by an Israeli group of artists called 'Broken Fingaz,' inspired by Polish-Jewish artist Maurice Lilien.

### *Theatre "Gry i Ludzie"*

It is a new youth opportunity in Poland for young people interested in theatre, performing arts, festivals and cultural events for tolerance and international cooperation between alternative theatres. The initiative began in 2021<sup>6</sup>.

People interested in theatre and performing arts can join for 12 months project in theatre "Gry i Ludzie". Participants can learn about festivals, performances and cultural events to have experienced a great adventure year and start ambitiously building their future without prejudices.

Apart from it, participants from the European Union have the opportunity to gain professional experience in organisations or institutions in Poland, make international friendships, develop language skills, learn about the culture and customs of a foreign country.



<sup>6</sup> <http://eks.aktywnekobiety.org.pl/theatre/>



# Genista Foundation

## Malta

# 1. About Genista

Genista Foundation was set up in 2002 and has a pool of 12 youth workers and also a number of teachers who give their time in youth work, organising training, workshops, lectures, hands-on activities etc. In addition, GRF works with children, youths and adults, focusing on empowering, education and giving opportunities to people with educational, social, minorities and refugees through its dedicated team of youth workers all qualified with university degrees.

GRF works on the following:

- Training department: Genista foundation was a registered center of Informal Education with the Malta Qualifications council providing training on organic farming, media, communication, EU affairs and intercultural dialogue working both in Malta and in various other EU and Non-EU countries, coordinating and providing training.
- Rinella nature reserve: GRF manages and runs the nature reserve and organic farm in Rinella valley, an area of scientific importance where it does experimentation on various vegetables and their adaptability to our climate. The farm grows and plants a variety of local and Mediterranean trees. The nature reserve serves as a training centre where it offers opportunities for people with social problems, refugees to educate themselves through various non-formal training programs better to allow them to better integrate into society by empowering them.
- Intercultural, Migration and social work - GRF over the past years has branched and started working with minority groups, namely refugees, social and economic areas and those with fewer abilities due to health issues. We participated as partners in a number of projects and have coordinated projects.

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## 2. Good practice

### 2.1. Building Coalitions for Tolerance and Non-Discrimination

Coalition building is an important aspect of our work where we work in close collaboration with Regional Council (Regjun tramuntana comprising of 12 local Councils) and with the Gharb local council, Birgu local council, Mdina local council, Ghajnsielem local council, Luqa local council and Marsaskala local council, the Mickiel Anton Vassalli college of visual and performing art education with specialised schools, The Malta School of Music, Malta School of Art, Malta School of Drama and, Dance, Gozo Performing Arts, and The Visual and Performing Arts School and the St Joan Antide college.

Through our collaboration with these entities, we reach out to many young people, children and adults who need more personal attention due to various social, financial, educational barriers and young offenders and immigrants. These categories are the ones that suffer from discrimination, be it racial, social or other factors that affect them and impede them from becoming fully active in society.

#### *Workshop Malta on hate speech organised by Genista research foundation*



*Title:* How to tackle hate speech and tolerance of others from different religions and cultures.

*The target group* for the workshop was ten youth workers.

The youth workers were given information on identifying verbal and nonverbal signs of non-tolerance and lack of integration during the activity. Together they created a number of possibilities of hate speech and intolerance, which can be used to deter the problem during

their work with youths.

**09.00** Start of the workshop and introduction of participants.

**09.20** Introduction to METE project; an ice breaker

**10.10** Introduction and needs for the workshop: The need for action against hate speech is ever-growing. Despicable acts carried online and through the written word have reached new levels and are causing real impacts in people's lives. This goes beyond the world of harassment and bullying. Veritable



death threats and threats of violence are cropping up which deal immeasurable damage to civil society, our communities and most importantly the mental health of those under the focus on the internet 'trolls'. Therefore, the need to empower youth workers and youth leaders on how to tackle the subject is very important for NGO's operations.

#### **10.20** group discussion: Identification of Hate speech

Participants were asked to give their opinion on what they consider as hate speech and following an intense discussion, they came out with the following points.

- Speech or expression that denigrates a person or persons based on (alleged) membership in a social group identified by attributes such as race, ethnicity, gender, sexual orientation, religion, age, physical or mental disability.
- Typical hate speech involves epithets and slurs, statements that promote malicious stereotypes, and speech intended to incite hatred or violence against a group.
- Hate speech can also include nonverbal depictions and symbols. For example, the Nazi swastika and pornography

#### **11:20** Discussion on the difference between hate speech and freedom of expression.

Results: It was identified that the problematic scenario which has resulted in this same issue growing sporadically over the past months and years is due to:

- certain groups of people, including politicians, lobbyists, hate groups and even on occasion news portals themselves, try to redefine hate speech into "freedom of speech" or liberty to express opinions which may prove to be populist in nature.
- The notion of hate speech has become disseminated daily through the incitement of violence, derogatory terms and language, harassment and, more directly - threats.
- It has become an unfortunate reality with politicians and groups resorting to such tactics to dismiss, ridicule or persecute people based on their religion, ethnicity, and orientation or otherwise - often based on populist jargon, which can become rampant very easily in today's day and age.

#### **12.20** Lunch break

#### **12.45** Ice breaker

#### **13.00** Discussion "is hate speech a crime"?

Results: It is worth noting that Malta had the highest request for information by the police per capita, according to statistics provided by Facebook. The Malta cybercrime unit filed these requests, which investigated cases over social media, whether these were in relation to the commission of a crime itself or secondary in nature to another crime outside the cybercrime remit. This high number of requests

indicates that the terms of hate speech, online violence, and other cybercrimes in Malta are incredibly high, for reasons varying from ignorance of the law to complete obliviousness of what is deemed legal and even ethically incorrect.

- The emergence of the hatred problem in Europe
- The question of the refugee crisis and their integration in Europe
- the discourse of the media who had been a whole alarmist through the use of the words such as "waves of migrants flooding the EU", "huge migration crisis" has instilled in the spirit of European citizens a sentiment of invasion, and that the migrants are considered as a danger for the local culture.
- an increasing of racist insults and xenophobic hate speech at an alarming and unprecedented level

#### **14.00** Discussion on LGBT discrimination

An LGBT activist gives an overview of discrimination and hate speech they endure, followed by a discussion between the participants and the activist. Results identified:

- it has been noted that gay men are harassed, insulted, or thrown out of establishments because they are deemed effeminate, a characteristic that does not conform to the stereotypical male.
- males are also socially expected to be heterosexual and not to be seen holding hands with or kissing another man.
- gender and sexuality stereotypes are still dominant in our society, and homophobia and transphobia are still rife, despite equality legislation and a seemingly greater acceptance of diversity.
- gay men tend to be the target of different forms of abuse or discrimination, ranging from ridicule to rape.
- lack of sensitivity to LGBTIQ issues

**15:00** Conclusion session: participants discussed and identified how they could reduce hate speech and discrimination at their NGO's through reaching out to their members by:

- inviting LGBT activists and organise a joint activity
- organise intercultural activities and invite immigrants from different nationalities
- organise anti-hate activities
- include in their NGO's and encourage those from social, economic, educational or immigrants to become actively involved in the NGO and activities



## 2.2. Good practice in Malta



The #stophate project<sup>7</sup> was a one-year project funded by the VOPS scheme designed to tackle hate speech online in Malta.

Hate speech in Malta is a major issue. Research shows that hate speech is widespread and that underreporting contributes to its proliferation. The research done for the eMore project indicates a steady increase in the use of a number of keywords pertaining to discrimination (e.g. xenophobia, intolerance, and sexism) within newspapers from 2014 to 2015. It is also clear that hate speech laws are often misinterpreted and/or underused. Moreover, recent events serve to highlight the need for healthy debate and dialogue in a functioning democratic society. In view of this, the #stophate project seeks to address these concerns by tackling the proliferation of hate among online media forums and promoting healthy debate and dialogue in its place.

This project emphasises the role of active citizenship in the development of an inclusive society by bridging the gap between civil society, volunteers, law enforcement, and the media. The motivation of this is the fact that currently, some online newspapers have no moderation procedures and the Times of Malta for example, decided to completely close the comments section following articles on certain topics (such as articles about migrants and court hearings). Neither of these are seen as effective measures for ensuring a healthy dialogue amongst civil society. Whilst the former approach, in its extreme form, may act as a breeding ground for hate speech, the latter can be seen stifle dialogue and free speech. With free speech comes responsibility and as soon as free speech becomes hate speech, it is a crime in certain forms. Despite the fact hate crimes are included in the constitution; there are few reports and even fewer convictions for crimes with a hate bias. This is also another aspect that needs to be tackled.

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<sup>7</sup> <https://stophate.gov.mt/en/Pages/Home.aspx>





**LUETEC University**  
Italy



# 1. About LUETEC

LUETEC University was set up in Naples-Italy in 2000 as a Third Age University. It has become a Lifelong Learning Education centre for youngsters, adults, and seniors during the years.

LUETEC specialises in new teaching/learning methods development in different educational contexts, mainly addressed to disadvantaged people, people with no formal qualifications, parents, migrants, refugees and asylum seekers. LUETEC is also an organisation body of cultural events such as book presentations, festivals, and intercultural meetings.

During the last 5 years LUETEC has also been dealing with the theme of tolerance education, migrants and refugees welcoming and integration in Europe. In this regard, LUETEC has taken part in several Erasmus+ projects in these fields.

LUETEC relies on a vast pool of professionally qualified staff in different areas such as IT, languages, social Integration, Peace and Human Rights, Migrant Policies, Youth Policies, Creativity and Arts education. LUETEC since 2000, has taken part in European projects on human rights and tolerance education such as:

- Right to Learn: as part of the Socrates program focused on teaching/ learning human rights in Europe after the 1991-1999 Balkan war.
- Ceramic- ally: Ceramic for inclusive training purposes focused on the multi-ethnic ceramic labs used as an integration tool.
- REaCT- Raising Equality And Cultural Tolerance: focused on educating senior European citizens to be more tolerant and respectful about human rights.
- Let's Destroy Barriers for Vocational inclusion of immigrants Erasmus focused on developing short interactive and innovative e-learning language modules useful for immigrants to learn languages of the countries in which they live.

Since ancient times, Italy and its coasts have been the destination of people who travelled in the Mediterranean and often have settled permanently on the Italian territory, favouring contamination among different cultures. Thus, even the foreign dominations that have taken place over the centuries have made Italy a country with a multicultural tradition.

In recent years, the arrival of many migrants and asylum seekers, if on the one hand, it has made the population, especially adults and the elderly, less tolerant towards foreigners, on the other hand, it has favoured the organisation throughout the territory of cultural initiatives aimed at promoting integration and inclusion for foreigners who regularly live in Italy. Music festivals of poetry and literature and art exhibitions have raised awareness among citizens to learn about other cultures by promoting intercultural dialogue.

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## 2. Good practice

### 2.1. Designing a positive message against hate speech

*Concept of the method: Creating and spreading positive messages against hate speech and disinformation.*

The European Council has included hate speech in the broader issue of information disorder, which is one content contamination on a global scale. Information disorder results from the combination of hate speech and fake news: it occurs when the spread of false but harmless news and bad information are mixed. The best-known definition of hate speech is the one we can find in Recommendation no. (97) 20 of the European Council: "Hate speech must be understood as inclusive of all forms of expression that spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred generated by intolerance, including intolerance expressed by nationalism and aggressive ethnocentrism, discriminatory hostility towards minorities, migrants and people of foreign origin". One method used against hate campaigns is disseminating positive messages through awareness campaigns whose purpose is to mitigate and counter hate speech against migrants, refugees and minorities.

A methodology used to fight against hate campaigns is based on disseminating positive messages through awareness campaigns whose purpose is to mitigate and counter the incitement to hate speech against migrants, refugees and minorities. This can be done through the active involvement of local communities in the creation and sharing of counter-narratives, which effectively contrast xenophobic

discourses. Therefore, it is vital to foresee the creation of stakeholders' coalitions to develop the counter-narratives that can denounce incitement to hatred and the negative representation of migrants and refugees.

The Bookmarks and WE CAN manuals funded by the Council of Europe set the information methodology basing it on the dissemination of positive messages on 3 dimensions:

1. Acquire knowledge of human rights, what they are, how they are guaranteed and protected according to European rules;
2. Acquire knowledge through human rights, assuming that the process is as important as the content of the training, and that it must be reconciled with human rights values;
3. Acquire knowledge on human rights by developing students' skills and abilities to apply the human rights of tolerance values in their lives, promoting and protecting human rights as positive messengers.

There are no methods to tackle the theme/problem of hate speech in a course/lesson, but flexible and adaptable tracks. Adult educators can create lessons, exploring the many different opportunities for dialogue and educational work the web offers.

To do so, it is crucial to know the context and the characteristics of the target groups with which you intend to work with: based on identified needs of specific and concrete situations, it will be possible to make necessary changes so the learning activities can be accessible to all participants. The key point to achieving the set goals is to build the students group: it is for the method's success because of the deep emotions that the no hate speech theme raises. Within a stable reference frame, adult learners can experiment and express opinions freely. In this regard, it is important to create a protected and non-judgmental context based on respect for each other. It is very useful to propose well-structured activities to the groups to establish an empathic relationship with them, have a welcoming attitude, and active listening environment.

### *Ice-breaking exercises:*

#### 1. Speed dating:

Divide the group into pairs. Tell them that they will spend the next 5 minutes talking with a partner. When the time's up, the pairs will split up to make new pairs. The goal is to have different conversations about awareness campaigns, sharing different ideas to change people's behaviour about the incitement to hatred in discourses. At the end of the game, there will be a sharing moment in which the group will talk about what came up during the speed dates.

#### 2. The Carousel:

The participants are divided into smaller groups which have to walk around the room previously set up with different stations. Each group has to stop for 5 minutes at each station to find big papers with questions about disinformation and fake news. Then, they will share thoughts and write down an answer with a coloured marker that identifies that specific group (ex. Red for the group n.1, yellow for the n. 2 etc.). At the end of the carousel, the entire group will read the answers on the papers and discuss them. The goal is to create a stimulating debate within smaller and bigger groups to understand others' opinions and point of views in a calming environment using a positive communication approach.

#### 3. The props icebreaker:

Divide the group into smaller groups. The participants will have to think about a recent situation where they had to cope with hatred discourses. After telling the little story (what happened, how they managed it etc.), the other participants will define a speech strategy to learn how to behave and speak in that particular situation to spread positive messages.

### *Not hate speech campaign design using a positive message*

**The recommended size of the group:** from 6 to 30 people

#### **Aims of lesson:**

This lesson aims to help adult educators and trainers create a No Hate Speech campaign using a positive message aimed at adult learners and digital media. Participants will learn about the impact of No Hate Speech campaigns in their country of origin and abroad. The lesson will also support participants further to improve their media literacy and critical thinking skills.



**Objectives / learning outcomes of the lesson.** After the lesson, participants will be able to:

- Improve their knowledge about designing the positive message against hate speech;
- Understanding the need for and importance of communicating positive messages and using kind words against hate campaigns;
- Improve their communication skills in terms of expressing their points of view and also the opportunity to participate in constructive discussions and debates;
- Improve listening skills;
- Understanding how their "voice" can help spread awareness, increase empathy and tolerance towards migrants and refugees in their communities;
- Understanding the importance of creating inclusive communities.

**Recourses needed:**

- Video-Projector
- Computer
- Tablet or mobile phone
- Sound System
- Colourful markers/Crayons
- Internet connection
- Spacious training room with enough space to have people working in groups

**Teaching methods:**

- Collaborative problem-solving
- Peer-to-peer education
- Cooperative learning
- Group work approach
- Case studies/good practise sharing
- Creative learning method (CLM)

## Contents

Hate Speech is a problem that educational institutions and educators must be aware of and urgently address. However, communicating with an adult audience isn't always an easy task, especially for those who are inexperienced in speaking to the media. To make sure you get your message across, it is essential to establish key concepts before communicating with the media or the public. The key messages are the main points that need to be discussed. You allow you to control communications, improve relations with your target audience and are an important feature of one public relations campaign.

What to consider when writing your key messages:

- Is it credible? Make sure your main message is backed up with evidence
- Is it easy to understand? Make your language concise, professional, and to the point.
- Is it positive? being positive means using a clear and kind message
- Is it intentional? Make sure your message represents your thinking appropriately.
- Make it simple: Remember that your key messages should be short and specific. Make sure you process the most important core messages you want to report and write in a simple but sufficient way to engage your reader.
- Targeted Messaging: Consider your target audience. What do they need and want to hear? Do you have multiple target audiences? If so, be sure to tailor your messages to each individual group.
- Controlled communication: Very often, what we say is not always interpreted or heard by the recipient in the same way. Influencing other people's perceptions is no easy task. However, developing clear, concise, honest and positive key messages allows you to control the information "out there" and allows you to influence your audience in the most effective way.

**Verification and update:** Always remember that your key messages do not they are static. Everything changes over time, so regularly reviewing your key messages is crucial to check that they are relevant and reflect your core business messages. So when you create your key messages, you have to think if they are: relevant, positive and consistent. If you can tick all of these boxes, it won't be long before your target audience identifies you as an expert in your field.

A successful awareness campaign starts with a well-designed marketing plan. Effective messaging considers the point of view of the target audience. Organise the awareness campaign about No Hate Speech in 5 steps:

1. Create a working group
2. Identify the target and choose the type of event
3. Organise the event
4. Monitor the results
5. Make this event repeatable

**1. Create a workgroup.** Checklist: start of teamwork

- Project coordinator
- Staff
- Webmaster and social media manager
- Media experts
- Humanitarian workers
- Adult students
- Adult educators

## **2. Identify the target and choose the type of event.** Checklist: event plan

- Identification of the target group
- Type of event selection: seminar, conference, workshop, book launch, concert
- Set the date of the event
- Choose the location. A suitable location helps ensure the success of the initiative, choosing a free location is better
- Organisation of coffee breaks to stimulate the active involvement of the participants
- Create a kit to give visibility of the event, as leaflets, posters, printable online inversion
- Creation of an announcement containing a brief description of the initiative, the text to offer, the invitations and the banner to be included in the Web sites

## **3. Organisation of the event.** Checklist: advertising campaign

- Write a press release and send it to newspapers, magazines
- Print posters, flyers and other material to ensure the visibility of the event
- Updating your website
- Update of the campaign on social networks
- Do interviews with local radio and TV

## **4. Monitoring of results.**

- The ex-ante and post-ante monitoring of the awareness campaign will ensure its success
- Draw up an online questionnaire

## **5. Make the event memorable.** Check list: maintenance interventions

- Organise prize competitions
- Launch / Adopt dedicated initiatives
- Monitoring of results

## Presentation of the results and Evaluation

- Each participant will have a marker or pen and a piece of paper.
- Everyone will have to write their feedback
- Then they will create a mosaic with all their ideas about the No Hate Speech campaign using the positive message method
- This session ends with a collective overview of the experience that reflects what the group has done and how, with a focus on the content, the processes and dynamics that have emerged

Here are some positive experiences and good practices exemplifying the approach to inclusion achieved in Italy in recent years

## 2.2. Good practice in Italy

### *Migrant Labs*

Theatre, dance, music, crafts and painting, English language, Italian language for foreigners, literacy, synergic vegetable garden, computer science and curriculum editing. These are the many themes around which the Migrant Labs revolve, the proposal created by the "Antoniano onlus Bologna" in collaboration with the "Arte Migrante Bologna group". In Modena there is an Italian laboratory for foreigners too.

These are free laboratories open to everybody, aiming to involve the homeless, migrants, students, workers and unemployed.

And this is why such an activity is so important and strong: people from a more steady and regular background will have the opportunity to get to know and share experiences and time with individuals of different cultures, who come from totally different social environments.

**ARTE MIGRANTE CIRCUS  
FESTIVAL**





The teachers of our Labs are the participants of Arte Migrante, among which you can also find people who do not have a home. These Labs aim to enhance everybody's skills: if you become more self-conscious and get yourself in the game, you are likely to be more prepared to face the journey to individual growth in the future.

### *Rondine Cittadella della Pace<sup>8</sup>*

#### **YOU TOPIC FEST**

Rondine Cittadella della Pace is an organisation committed to reducing armed conflicts around the world and spreading its method for the creative transformation of conflicts in every context.

Its objective is to contribute to a planet free from armed clashes, in which every person has the tools to manage conflicts in a creative and positive way.

Rondine was born in a Medieval Tuscan village, a few kilometres away from Arezzo, Italy: here, the main Rondine projects for education and professional experience are developed. It is a place where human beings are regenerated to become leaders of themselves and their communities in the search for the common good.



The project that gave rise and inspiration to Rondine is the Studentato Internazionale – World House: it hosts young people who come from countries that are the scene of armed conflicts or post-conflict

<sup>8</sup> <https://rondine.org>

and helps them to discover the human being in their enemy, through the difficult and surprising effort that comes from living together daily.

Rondine is mainly supported by private citizens from civil societies sharing its values and mission: the improvement of the planet through the training of leaders and the application of the Rondine Method in every context of conflict. The support given to Rondine does not affect the mission or strategic choices of those who grant it.

### *L'Associazione Sulleregole<sup>9</sup>*

The purpose of the Association is to spread the culture of respect for people, the foundation of the

#### **DIDACT KIT**

Italian Constitution in force today, and of the rules that serve to guarantee it, through meetings, video conferences and other communication tools with students and teachers of schools of all kinds and degree, with associations, cultural and social centres of any kind and type, as well as through the development and implementation of projects in the field of school, theatre, prison, immigration, also through synergies with friendly associations.

The Sulle regole Association has worked for three years on the preparation of a Kit aimed at teachers and those who, more generally, is an educational reference for students, teenagers, and children to deepen their reflection on the issues of justice legality in different contexts educational.



The kit offers educators theoretical and practical insights, providing a hypertext that deals with the fundamental issues to build a democratic society enriched by a series of didactic cards that present activities to be carried out in class with their students. Each in-depth study and each sheet are designed according to the different school levels, declining

<sup>9</sup> <https://www.sulleregole.it/>

topics and exercises in a differentiated way for primary school, lower secondary and upper secondary school.

### *Il Festival dei Diritti Umani di Milano<sup>10</sup>*



The Human Rights Festival in Milan is organised by Reset-Diritti Umani, a non-profit association founded in Milan in 2015, to spread the knowledge and culture of human rights through the Festival and other initiatives. The association's primary purpose is to disseminate the culture of human rights, starting from stories. Involving audiences of different ages, combining knowledge and emotions.

Activate curiosity and civic commitment. These are the objectives that the Human Rights Festival pursues, using many forms of communication: documentaries, testimonies, photographic reports, gaming, podcasts. "A School of Human Rights" is the original podcast of the Human Rights Festival for high schools. The podcast tells the stories of 10 activists who have made the history of the battles for human rights, with historical contextualisation entrusted to academic teachers and updating thanks to the involvement of contemporary witnesses. There is a card with the transcription for deaf students and the episode's insights for each podcast.

<sup>10</sup> <https://festivaldirittiumani.it/scopri/>





# Associação Presença Feminina

Madeira, Portugal



# 1. About Associação Presença Feminina

Associação Presença Feminina - FEM - is a non-governmental organisation, a Private Institution of Social Solidarity (I.P.S.S. n.º 144/2001), with the status of Public Utility, constituted on 23rd of November 1995, with the purpose of committing in the defense of women's rights, promotion and Women's dignification, with particular emphasis on supporting women's victims of domestic violence crime. Our vision is to challenge single vulnerability conceptions, culturally rooted mindsets and beliefs about social gender roles, marriage, domestic violence and other forms of gender violence.

In the area of domestic violence, the aim is to reduce the risk for victims through a rigorous assessment, to provide them safety and protection so that they can take control and prevent re-victimisation. This is essentially a tertiary intervention that aims to protect the victims, support them, prevent their re-victimisation, and promote a change of mentalities regarding the myths and stereotypes present in the problem of domestic violence. This is essentially a tertiary intervention that looks to protect the victims, support them, prevent their re-victimisation, and promote mentality changes face the myths and stereotypes present in the domestic violence problem.

Associação Presença Feminina - FEM's principal mission is to defend the rights, promotion, and dignification of women and their families. Our mission is to support women victims of domestic violence and their families, providing them quality, free and confidential services; legal, psychological and socio-economic support, assistance for the social reintegration of the women who are victims; coordination with other support institutions; information exchange and best practices, social and entertainment activities, and awareness training activities on the prevention of domestic violence and other forms of gender violence.

FEM acts at the level of tertiary prevention with help services in the Support Structure and in the Shelter House for women victims of DV and their children; of secondary prevention by promoting awareness and training actions for people at risk; of primary prevention, by promoting awareness and training actions for children and young people, in order to prevent and combat early all forms of violence and educate for equality/gender equity.

The institution is located in Madeira island - Portugal, an island rich in attractive natural landscapes, either by the green panorama of its forest (recognised by UNESCO in 1999 as World Natural Heritage of Humanity) by the gardens or the blue landscapes.

The Madeira Islands, thanks to their strategic position in a meeting point of the trade routes of the five continents, have been since settlement started in the 1420s, a turntable between civilisations and a melting pot of cultures and ethnic backgrounds. Initially thought as an advanced position of the Kingdom of Portugal, vital to the support of the Portuguese trading and military interests in the North of Africa, with the onset of the Renaissance Age of Globalization, Madeira quickly refunded itself as a safe harbour in the maritime routes to Africa, Asia and the Americas, establishing itself as a production centre of highly valued goods - sugar, generous wines, and sophisticated dies.

With the advent of the Grand Tour and the therapeutic tourism at the end of the 18th-century, Madeira redefined itself once again, becoming one of the most appreciated spots in the close range of European tourism, thanks not only to its majestic and mystical nature, with dramatic mountain peaks and a wet laurel forest, a living fossil which survived the ice age, but also to the friendliness and hospitality of its population. Since then and today, Madeira has been a preferred destination for tourists and migrants who come aboard to live on the island.

Today, amidst luxuriant gardens, home to hundreds of exotic botanical specimens brought from the four corners of the globe, Madeira shows its multiculturalism and syncretism everywhere - from the colourful folklore and cuisine of Portuguese and Moorish inspiration to a kind of fusion architecture where world-class Flemish paintings from the Northern Renaissance share the same space with splendid Mozarab wooden ceilings, and some of the highest expressions of the flamboyant Portuguese Gothic, the Manueline. An ethnically mixed population with Iberic, Moorish and black African origins, punctuated with Genoese, Florentine, Flemish, British, French, American, and many other old and new apportations, is the testimony and living footprint of both the global trade routes that once passed through the island and the newer tourist and migrant routes which continue till today, turning the island into a place that everybody can call "home" - even if just for a few days.

Since the beginning of its colonisation, Madeira Island has embraced diversity, sharing its history, customs, and traditions, such as music, dance, handicraft products, gastronomy, and other arts and crafts, which promotes the connection between people.

With this Madeiran way of welcoming and accepting different people and cultures, and promoting intercultural exchange and sharing, Associação Presença Feminina, has over the years, since 2008, developed activities to support the integration/inclusion of those who arrive here looking for new opportunities, through the Project "Many People... one single-race".

The general objectives of this project are to PROMOTE:

- the knowledge of the values and culture of the Country/Region of origin;
- the knowledge of the values and culture of the Host Country/Region;
- the integration and inclusion in the Country/Region of Reception (affective, social and cultural);
- the exchange of information and experiences between institutions supporting citizens from CPLP countries and other institutions in the Autonomous Region of Madeira, in the Countries of origin and other Countries/Continents;
- the defence of the rights and dignification of the women/families of the community of the CPLP countries in the Autonomous Region of Madeira;
- the socio-economic and cultural development of the CPLP community countries in the Autonomous Region of Madeira.

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## 2. Good practice

### 2.1. Building Coalitions for Tolerance and Non-Discrimination (focus on the fight against Racism and Gender Violence)

Associação Presença Feminina, based on the project's objectives "Many People...one single race" and its respective areas of intervention, has created partnerships with various institutions that identify and share the same wish in terms of combating discrimination, hate speech and breaking stereotypes. Joining forces to promote respect, dignity and multicultural experiences that lead to good practices, a result of the European project Erasmus+.

The partnerships are presented here in two aspects: prevention and fight against Racism and Racial Discrimination and the fight against Domestic Violence and other forms of Gender Violence, namely sexual harassment, female genital mutilation, early marriages.

#### Workshop Madeira/Portugal - Promoting Diversity: No to Hate Speech

Hate Speech is a problem that we face these days. Unfortunately, with the increased use of technology and easy access to social networks, the issue of hate speech has been growing and taking on new alarming proportions.

In the context of the European project Erasmus+ M.E.T.E. and to raise awareness and train our team to work with this reality, the Associação Presença Feminina developed on January 30<sup>th</sup> 2020, a workshop that approached the issues of hate speech related to migrant communities.

This workshop also included the commemoration of Guinean Women's Day, a date to celebrate and show the importance of the role of women in this society, to promote different cultures, embracing and celebrating diversity.

**Date:** January 30th, 2020

**Place:** Associação Presença Feminina

**Location:** Associação Presença Feminina

**Duration:** 2h30 hours



**Theme:** Hate Speech No

**Participants:** Social Corporate Bodies, Associates of the Association (including staff), Volunteers and Friends of the Association. We also had the presence of a guest/speaker, Dr. Romualda Fernandes, who was a living testimony on the theme discussed. About 25 people participated in this activity, belonging to the social corporate bodies, members, volunteers, and friends of the association.

**Main Objectives of the Action:**

- Sensitise the audience/team on current problematics related to hate/racism speech and its risks;
- Identify and reflect on the reality of everyday hate speech in various contexts;
- Encourage stakeholders to adopt positive intervention/attitude strategies to hate/racism speech;
- Recognise the need and duty, as human beings, to care for each other.

**Activities description:**

**1. Part I - Introduction:**

- Reception of the participants at the Associação Presença Feminina's headquarters
- Introduction of the Association and the speakers/guests/participants
- Presentation of the agenda/ Introduction to the workshop's theme
- Brief presentation of the European Project Erasmus+ M.E.T.E. and its main objectives and concepts

The main objectives, partnerships, and themes/areas of intervention were presented (based on the Prospect Manifesto/ideas for the pamphlet). After this brief presentation, an open conversation took place - reflecting together on the problems presented and brainstorming - possible solutions, changes, and work to be developed based on the themes/objectives mentioned.

**2. Part II - Hate Speech and the need to do something about it - Testimony:** Dr Romualda Fernandes - Member of the Portuguese Parliament.

Presentation of the Life Story of Deputy Dr Romualda Fernandes, in the first person, with an approach to her life experience: The speaker made a brief presentation, giving as an example her life experience,

which includes several episodes of immigration/emigration, lived situations of hate speech and racism, she approached the issues previously presented, alerting to the following themes:



- The reality of immigration - experiences of Hate Speech;
- The main difficulties encountered by emigrants - the necessity to increase support to immigrants in their integration;
- The need for behaviour change - empowering positive attitude;
- To better understand the immigrant population's reality - their history, culture, and primary needs.

Debate: In the course of the workshop, there was dialogue and discussion about the issues, where participants expressed their opinions and shared their personal experiences.

In the end, the group reflected and contributed to the creation of strategies to combat hate speech and adopt a positive attitude in accepting diversity and supporting the integration of immigrants.

### 3. Part III - Inauguration of the Exhibition visit - Guinean Woman - "Balur di Mindjer:

- Handicraft Exhibition - Guinea-Bissau Women
- Tribute to important Guinean Women
- Testimony of Guinean Women of FEM



## 2.2. Good practice in Madeira, Portugal

*International Day for the Elimination of Violence against Women - November 25<sup>th</sup>, 2020*

The PUNISHERS LE MC PORTUGAL, whose members deal daily with this problem in Portugal, especially cases of Domestic Violence, and by invitation of Associação Presença Feminina, released the campaign "Motard's rolling... Stop violence against women" where has developed many posters to be disseminated in social networks to raise awareness of the population for this current problem of our society. PUNISHERS LE MC PORTUGAL".

Campaign Phrases:

1. "Those who LOVE do not Humiliate do not Mistreat, do not Kill."
2. "If he had the courage to beat...have the courage to denounce."
3. "No to Violence Against Women."
4. "I Support the Elimination of Violence against Women."
5. "Violence is the answer of those who are not right!"
6. "Don't Hide, Don't Shut Up, Don't Omit! Report Maltreatment."
7. "Violence against Women has no excuse, it has Law."
8. "Ugly, beautiful, fat or thin, Women were made to be respected."
9. "Violence is the last refuge of the incompetent."
10. "Violence against Women STOP!"
11. "Violence is not a sign of strength, it is a sign of weakness."
12. "Between a Man and a Woman, only the heart can beat."



## *Hate Speech is No Argument #GetTextback#EAPN"*

The campaign is joined by many public figures in this national initiative against hate speech, under the slogan: "Hate Speech is No Argument #GetTextback#EAPN"

The campaign aims to alert to different types of discrimination and wants, in a simple and effective way, "to defend a human, dignified and humorous speech, to disarm the futility with which many of these offences are pronounced, causing a critical reflection on these prejudices," explains Miguel Januário, mentor of the campaign directed only to social networks and that intends to mobilise some public figures that agree to wear this shirt and send the message on their social network so that it reaches as many people as possible.

- if there is any way for a person to be what he is.
- they would do well if they went to work with decent salaries.
- everyone knows that a woman's place is wherever she wants.
- go back home, there is no place for racism here.
- if they come here they have to respect and be respected.



When you turn the text around, an offensive sentence can become a scream of war, a claim. "Just go back home?" It can be supplemented with, "There is no place for racism here." "Would you do well if you went to work"? With "decent salaries". This is what the

European Anti Poverty Network (EAPN) Portugal is doing, with the campaign "Hate Speech is not an Argument", which is part of the Interculturality Week - the sixth edition organised by EAPN.





"We began to realise that hate speech issues have been gaining a lot of space and we thought it would be important to organise a campaign against it," contextualises Sandra Araújo, executive director of EAPN Portugal. So they invited the creative Miguel Januário to "take some stereotypical narratives and ideas, typical phrases of hate speech, and try to counter them with some sense of humour."

A campaign was born to alert to different types of discrimination and deconstruct clichés, which has been promoted on social networks since Tuesday, with the hashtag #Daravoltaaxto. The writer Valter Hugo Mãe, Rosa Monteiro, Secretary of State for Citizenship and Equality, and Surma have (literally) taken part in the campaign - which also printed the phrases on t-shirts. Although not initially planned, t-shirts will be made for sale. Those interested should send an email to EAPN ([geral@eapn.pt](mailto:geral@eapn.pt)) and indicate the sentence they want. All of them "simple, but part of our daily lives and that tell us a lot".

