

YOUTH POLITICAL ORGANISATIONS

CHARM PROFILED TRAINING MODULE FOR 1-DAY

WITH YOUTH POLITICAL ORGANISATIONS

Youth political organisations and groups have an important role to play in the landscape of youth NGOs. They often are a school for youth participation and the place for developing competences of active and responsible citizens. However, one should always remember that they usually follow a certain political agenda that may not be very much in line with human rights principles. This module takes care of this issue and aims at training the members of such organisations to be aware of their role in promoting and protecting human rights, anti-discrimination and anti-racism.

Introduction	<p>This module is meant for the representatives of the youth political organisations (youth wings of political parties, local/regional/national youth councils or any other youth organisations that primarily deal with political issues, such as influencing policies). However, it consists of certain generic elements that can be used with other youth groups. Youth political organisations have several specificities:</p> <ul style="list-style-type: none"> - They are connected with a more or less clear political vision that influences the way the function or issues they deal with - Many young people in such organisation have aspirations to become politicians (or at least they dream of it) - Many of such organisations have a strong hierarchical structure - They are very debate-oriented, especially when the debated issue is part of their political programme or agenda - They care a lot about their image in the media - Some of the organisations are not open for new members as the members might be elected (the case of local youth councils for example) - They might be very dependent on the political agenda of the parties or political views they are affiliated with
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	<ul style="list-style-type: none"> - The main focus of such organisations is often youth political participation - Some of them may use quite violent political rhetoric to pursue their political agenda <p>Due to these factors the work with such organisations may not be easy, however it seems very important. The political discourse promoted by such organisations is very often racist or discriminatory. This is not only the result of the political programme but also the lack of knowledge and sensitivity. This issues need to be addressed in the module.</p>
<p>Aim and objectives:</p>	<p>The main aim of the training workshop is to raise awareness on the issues of racism and discrimination among the members of political youth organisations and develop strategies on how to promote inclusion, anti-discrimination and anti-racism in youth political discourse.</p> <p>By the end of this workshop the participants will:</p> <ul style="list-style-type: none"> - understand the notion of racism and discrimination, its roots and consequences - become aware of the manifestations of racism and discrimination in the political debate and how it affects young people - develop skills of respectful debate and argumentation - reflect on the incidents of racism and discrimination they occurred in their lives and therefore develop empathy towards people affected by racism and discrimination, particularly in the political debate - develop critical thinking skills - learn how to promote human rights through their political agenda - develop plans to include anti-discrimination and anti-racism in the agenda of the organisation - become motivated to promote human rights through their work
<p>Topics covered:</p>	<ul style="list-style-type: none"> - Racism and discrimination: definitions, causes, manifestations and consequences in young people's lives - Racism and discrimination in the political discourse - Identity - Action against discrimination and racism

	<ul style="list-style-type: none"> - Rules of the respectful debate - Argumentation related to human rights issues - Human rights - Promotion of human rights through political agenda
Number of participants	Minimum 12 (the number may change but it will require the modification of some of the activities)
Duration	1 day (8 hours)
Methodology	Non-formal education will be used throughout the whole workshop. This will be applied in the approach, which is learner centred and based on the needs of participants. The activities used in the workshop are experiential learning activities, where participants will go through a certain process and will reflect on how to apply the learning in their reality. The workshop will end up with a planning phase where participants will plan further actions to be taken to promote human rights.
Expected outcomes	Besides issues related to knowledge about and sensitivity towards such issues as discrimination and racism, as described in the objectives, the participants will develop concrete plans (strategies) on how to make their organisations more inclusive through promotion of human rights. They will learn how to use respectful language in the political debate/ discourse and become more aware of biases present in politics. This will be reflected in the concrete plan, with deadlines and shared responsibilities.
Evaluation	<p>The success of this workshop can be described in the following categories:</p> <ul style="list-style-type: none"> - the objectives of the workshop will be reached - the participants will plan inclusion activities/strategies to promote anti-discrimination and anti-racism - the participants will be able to identify their learning needs when it comes to the topic of the workshop <p>This will be measured through the following means:</p> <ul style="list-style-type: none"> - written evaluation form after the workshop (the proposal attached in Attachment 5) - the implementation of the plan (contact with the organisation some 1 month after the workshop – possible visit)

Programme of the training:

Time	Element	Methods	Remarks
9:00 – 9:45	Welcome and introduction to the workshop	<ol style="list-style-type: none"> 1. Participants and facilitators present themselves. 2. Introduction to the workshop: programme, methodology (incl. a short introduction to non-formal education), CHARM project 3. Expectations of participants <p>Additionally, if needed: Getting to know each other: a short exercise to get to know the names of the participants and their background</p>	<p>The presentation of participants can be done in a standard way – just a circle of names (taking into account that people in the group do know each other; if not, there will be a need to use a short activity to facilitate this process)</p> <p>Expectations can be collected using different methods, however, this part should be dynamic and short.</p> <p>There may be a need to establish a contract with the group – for this purpose it is suggested to do the activity: Rose of interaction (Attachment 1)</p>
9:45 – 10:15	Understanding discrimination and racism – introductory activity	The activity: Fragments of my identity (Attachment 2)	The categories read out by the facilitator can be adapted to the needs of the group

10:15 – 11:00	Understanding discrimination and racism - definitions	<p>1. Case studies – participants are provided with several cases (done in a power point) and need to decide if the proposed case constitutes an element of racism/discrimination. If they have decided so, they have to give reasons for that and specify what the causes and consequences of such act can be. The facilitator makes notes of reasons and consequences on the flip chart.</p> <p>2. Brief explanation of the notions of racism and discrimination – in the end of the presentation – this can be revised in the end of the activity (Attachment 3)</p>	The cases can be adapted to the local context or left generic as the purpose for this exercise is to clarify the definitions and discuss the roots and consequences of racism and discrimination.
11:00 – 11:30	Break		
11:30 – 13:00	Discrimination and racism in our lives and the organisation	The activity: Electioneering (COMPASS – a manual on human rights education with young people)	The activity is here used only as a method; the statements should be chosen according to the needs of the groups and their reality. The proposals of the statements are in the Attachment 4, where you can also find the proposals for the questions for debriefing. All these need to be adapted depending on the context you work in. It is important to discuss in the debriefing the notion of human rights in order to make sure participants understand it.

13:00 – 14:00	Lunch		
14:16:30	Racism and discrimination in political discourse	Activity: Mosque in the Sleepyville (COMPASS – a manual on human rights education with young people)	The situation presented in the activity can be changed depending on the problem you want to tackle with the group. The original activity deals with the issue of religious discrimination targeting Muslims. You may want to change it and deal with the problems of homophobia, Romaphobia, etc. If you decide so, the roles need to be changed accordingly. It is important in the debriefing to tackle the rules of respectful political debate.
16:30 – 16:45	Break		

16:45 – 17:45	Defining our goals and actions against racism and discrimination	<ol style="list-style-type: none"> 1. Remind participants of the list of roots and consequences of racism and discrimination done in the morning exercise. (5 min.) 2. Split participants in 2-3 smaller groups and ask them to discuss the following question: What can our organisation do to promote human rights, stand against discrimination and racism and be more inclusive? – in other words – what can be done to make your organisation more CHARMING? Participants should identify action without going very much into details. (15 min.) 3. Presentation of the proposals and deciding on the one the organisation will implement: deciding on the next steps and people responsible (40 min.) 	While working in the groups, you may want to give the participants some hints to facilitate their work: small campaign involving young people in the local community, publishing a brochure, getting involved in the existing campaign, etc.)
17:45 – 18:00	Evaluation of the workshop and ending	<ol style="list-style-type: none"> 1. Short group evaluation 2. Written evaluation (Attachment 5) 	

APPENDICES:

Attachment 1:

ROSE OF INTERACTION

Objective

Making rules for interaction during the workshop, group contracting, save environment

Time Required

10 min.

Material

Flipchart and markers

Setting

Circle of chairs

Methods

Group work, brainstorming

Procedure

Write

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in very big letters on the flipchart and ask participants to name rules they want to be obtained during the working sessions. Record it on the flipchart by using the letters of "ROSE" as one letter in the words participants tell you. For example somebody says "respect" - write "-

espect” next to the “R” of “ROSE”. The letters of “ROSE” can be used in the beginning, middle or also in the end of a word. If somebody happens to say a word with none of the letters, write it aside. Ask them why they chose the words, resp. rules, what the meaning of the words is to guarantee a common understanding.

Some things like, respect, openness, only one person speaking at the time, etc. should be inside. If the participants don’t say them, they can also come from you.

Add I-Statements (participants should talk about themselves and about their feelings), the Stop-Rule (participants always have the possibility to stop participating in one exercise, if they feel extremely uncomfortable continuing) and the so-called Parking Lot (free space on a Flip Chart, where open questions, which arise during the workshop as well as the topic of discussions, which have to be interrupted on procedural reasons, can be noted to be handled with in the end.

Attachment 2:

FRAGMENTS OF MY IDENTITY

Objective

Reflection about participants own group identities and self-perception.

Reflection about the fact that identity means belonging to several groups. Special emphasis should be given to the fact that we tend to forget about groups that seem obvious to most people of the group (white skin, gender, national origin)

Time required

30 - 40 min.

Materials

Working sheet

Setting

Circle of chairs

Methods

Individual work, working groups (optional), stand up and plenum

Procedure

Explain that the following activity focuses on participants' own group identities and hand out the working sheets.

First step (individual work; 10 min.)

Participants shall write their own names into the middle space in between the five fields. After that ask them to put the name of a group, he or she is belonging to or feels belonging to, into each field.

Tell them to do it as spontaneous as possible. It's only a moments picture and can change tomorrow or in different settings with different people.

If the participants ask for example you can refer to profession, nationality, religion, working groups and so on. Be careful with examples because they could narrow their approach.

Ask participants to underline the group that they feel is most important to them at the moment.

Second step - optional (working groups; 10 min.)

Ask the participants to build working groups of two and to talk about the groups they found.

Give ten minutes time.

Third step (plenum; 10 min.)

Explain the following procedure:

Tell that you will name different categories. If the group named is connected with one of the fragments, he or she should stand up and keep standing. Tell them that it is an activity without words and that it is important to look around and keep quiet.

Start reading one category – people stand up – ask people to keep standing when the mentioned category refers to their underlined (most important) group – the others are allowed to sit down – after a few seconds all can sit down and you start with the next category - same procedure. Take care that everybody is seated before you start with a new category! Don't hurry!

Allow also some time when nobody gets up.

Categories are:

- religion
- origin
- sex, gender
- sexual orientation
- profession
- age
- social status
- hobby, leisure time
- family
- friends
- school, university
- sports
- non-profit activities
- political interest/ orientation
- neighbourhood, home
- language
- minorities
- music and other fine arts
- food habits (e. g. vegetarian)

Ask them about additional categories, that were not mentioned so far, and continue with the same procedure with these categories. You can adjust the categories to your own needs, the list is only examples.

Step four (plenary discussion, 5-10 min.)

Discuss with the participants, what they experienced.

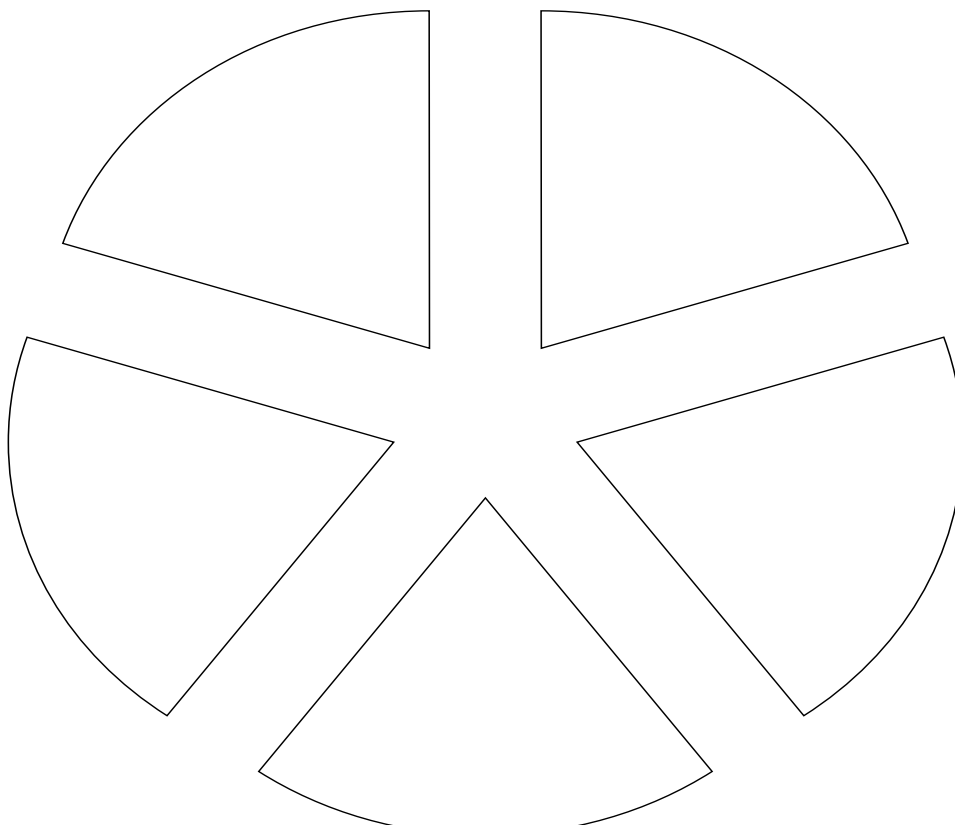
Proposed questions:

- Was there something very difficult about this activity?
- What did it feel like to stand up all alone or with nearly all of the group? Was there a difference?
- What did it feel like to be seated as a single person or among a group of a few?
- Did you find out something new about somebody in the group? [Attention: Be aware that this question can lead to misinterpretations and stereotyping among the participants. Make clear that standing up at “sexual orientation” doesn’t necessarily mean that the person is gay, it can also mean a man defines himself as heterosexual male, or standing up for religion or politics can also mean that the person is atheist or not interested in politics and so on.]
- Are there some groups, which are more difficult to stand up for or to stay seated with?
- Is there any difference if you like belonging to the group?
- Did you find out during this exercise that you didn’t think about certain groups? What might be the reason for this?
- Did you feel uncomfortable not to be allowed to explain why you stood up?
- Are people representing the groups you named discriminated against or become victims of racism in your community/country? What is the reason for that?
- What is racism/discrimination?

FRAGMENTS OF MY IDENTITY

Working sheet

Please write your name into the middle of the circle.
Then write the names of a groups, with which you identify, into the five fields.



Attachment 3:

Here is the link to the presentation: <https://www.dropbox.com/s/1vnm3fu4bkk1mbz/Presentationcases.ppt>

Attachment 4:

Proposals of statements for the “Electioneering activity” (the facilitator needs to choose some 3-4 statements)

- Political parties are using racism in order to get attention and gain votes
- Gay people should have the right to marry and adopt children
- Roma people bring more troubles to the society than positive things
- In order to guarantee equality half of the candidates to stand in the elections should be women
- Immigrants bring richness to our society
- Young people are more racist than older people
- Any minority young person can be a member of our organisation
- Everybody should be treated according to the values our organisation promotes

Questions for debriefing (proposal):

1. How do you feel after the activity? Was it difficult/easy? What was difficult?
2. How did you construct argumentation in the activity? Whose arguments were they?
3. Why do people use the argumentation you presented? Is it used by political parties/groups? What is the reason for using such an argumentation?
4. Politicians use sometimes racist/ discriminatory rhetoric? Why? Do they really believe in it? What impact does it have on young people?
5. Do you use such rhetoric in your actions? Why yes/no?

6. What values does your organisation promote? Are they in line with human rights? Why yes/no?
7. What are human rights?
8. Do you think your actions follow the principles of human rights?
9. What can you do to make your organisation more inclusive?

Attachment 5:

Proposal for the evaluation form

1. *How, in general, did you like the training workshop?*
(1 – I did not like it at all, 5 – I liked it a lot)

1	2	3	4	5
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2. *To what extent, do you feel, have the objectives of the workshop been reached*

Objective	Reached	So so	Not reached
To understand the notion of racism and discrimination, its roots and consequences			
To become aware of the manifestations of racism and discrimination in the political debate and how it affects young people			

To develop skills of respectful debate and argumentation			
To reflect on the incidents of racism and discrimination they occurred in their lives and therefore develop empathy towards people affected by racism and discrimination, particularly in the political debate			
To develop critical thinking skills			
To learn how to promote human rights through their political agenda			
develop plans to include anti-discrimination and anti-racism in the agenda of the organisation become motivated to promote human rights through their			

work			
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3. What were your main learning outcomes from the workshop?
4. What elements of the workshop were the most interesting/useful for you?
5. What would you change in the workshop if it was to happen next time?
6. What would you like to do (as a member of the organisation) as the result of this workshop?
7. Is there anything more you feel you need to learn in this domain?
8. Any other comments...

QUESTIONS AND GUIDELINES

CRITICAL QUESTIONS FOR POLITICAL ORGANISATIONS

- Are all your activities/practices in accordance with existing laws?
- Do these laws comply with regional and international Human Rights standards/documents?
- Is non-discrimination principle applied in decision-making and in the general structure of your organisation?
- Is decision-making process participatory (Including all members)?
- Do you receive and take into account the needs of the people you claim to represent? Are these needs in line with Human Rights?
- If the organisation is a part of larger political body, does your organisation have equal right in decision-making processes? What is the position of this larger political body on the topics of Human Rights, anti-racism, social inclusion?

Possible Charming measures

- Don't limit your recruitment efforts to schools. There are young people who are not in school and this does not make them any less young and capable of thinking, acting and volunteering;
- Honour different dates, connected to Human Rights and use them to discuss related issues as discrimination, violence, equality, etc. You don't have to plan big events – you can just organize a small meeting, movie screening, even party.
- Plan and arrange for feedback possibilities – online or residential (box), where members and volunteers can share thoughts on diversity situation of the organization and the friendliness of the environment. Consider whether to make it anonymous;
- Set up a traditional CHARM café – where every month (or two months) staff, members and volunteers can discuss current issues in the community or the country in relation to anti-racism and social inclusion;
- Think about a system for reporting discrimination issues within the organization, especially if it is a big one. Organizational ombudsman might be appointed. Make sure staff and volunteers are well educated on this mechanisms also to avoid being addressed for issues which do not constitute discrimination;
- Invest in human rights and anti-discrimination trainings for your members and volunteers or encourage them to search for some training opportunities themselves;

- Create contacts or even a network between various organisations working in different spheres and with different groups of young people in order to co-operate and promote inclusive actions, to exchange experiences;