

Issue 12 - April 2007

# COYOTE

#12

Y o u t h P a r t n e r s h i p

**all different**  
**all equal**

Coyote theme:

**European Youth Campaign  
for Diversity, Human Rights  
and Participation**



PARTNERSHIP

COUNCIL OF EUROPE & EUROPEAN COMMISSION

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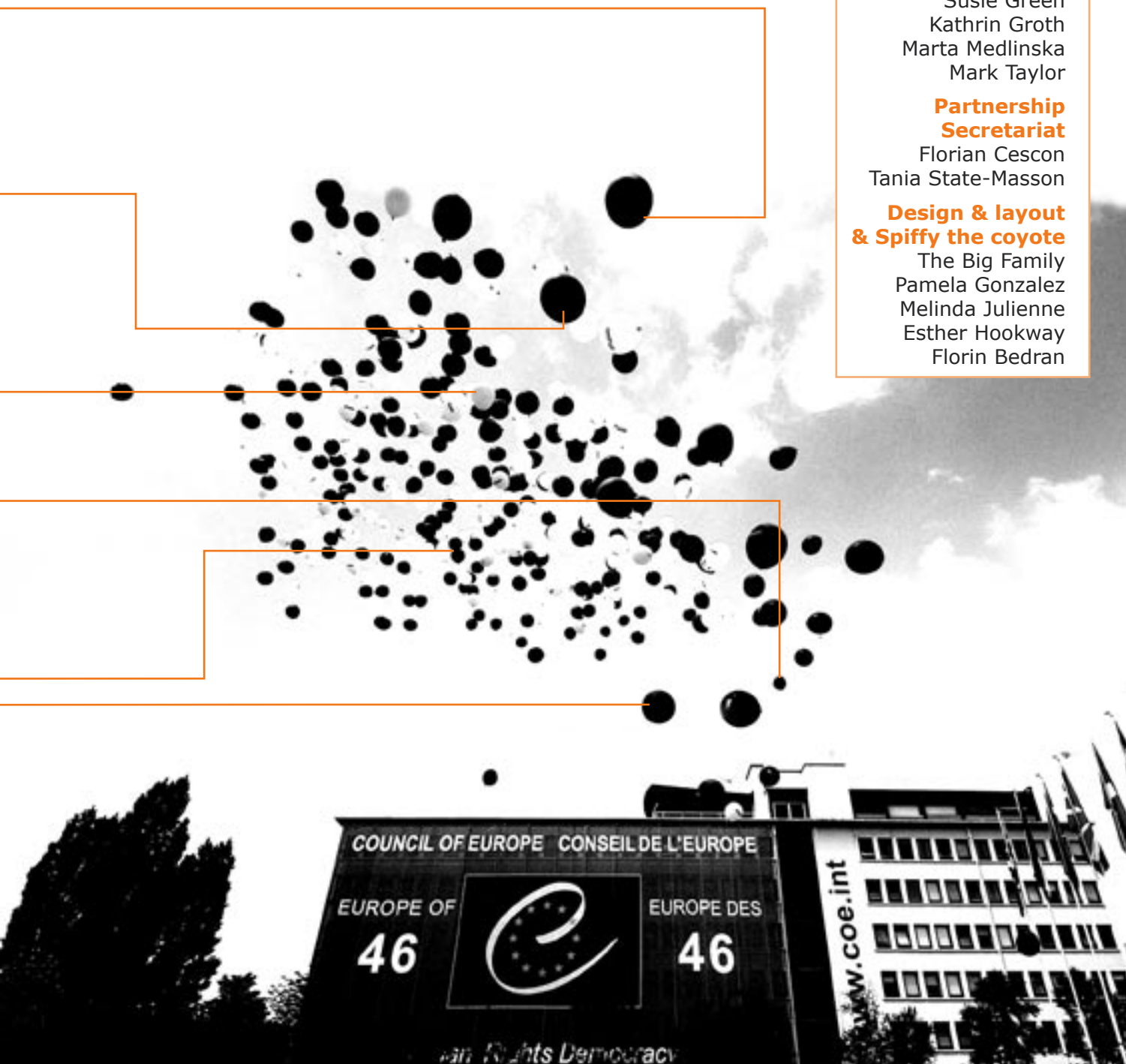
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# Welcome to COYOTE number 12!

Welcome to the **All Different- All Equal** edition of Coyote Magazine. This is such a big and important subject that we have dedicated the whole issue to exploring the campaign, its activities and the thinking behind it.

The articles cross the spectrum from policy debate to practical campaign activities and from information to personal reflection. The campaign will be half way over when you read this but we hope that it will encourage you to continue to think and act beyond the campaign period.

The magazine brings together elements of youth policy, youth research and youth work practice and training. I am pleased that we are able to include two articles which provide a wider perspective from the world of work and industry – from Germany, through the article from colleagues in the Railway Company Deutsche Bahn and from the Netherlands and South Africa.

One thing that strikes me about the campaign and which is reflected in several of the articles, is the positive approach the campaign is taking. Rather than campaigning **against** something – in this case discrimination, the articles demonstrate a genuine desire to **promote** something positive – diversity, human rights and participation. Not that that necessarily makes the job any easier.

The challenges are still there, but somehow it seems more sustainable and accessible. I hope that the articles help you to think through the issues and work out your own approach – they have certainly helped me to do that.

On a practical level we have included a number of case studies of campaign activities in different countries. There is still time get involved and the best way to do that is via your own National Coordinating Committee.

An up-to-date list of NCC contact details can be found at <http://alldifferent-allequal.info/NCC>.

Although we are missing some of our usual sections in this issue, we do have another contribution in our series on the Coyote Spirit. Sonja Candek's article is in many ways very relevant to the campaign theme as she explores emotional and spiritual capital – essential ingredients perhaps for transforming the theory of diversity into personal, organisational and community living.

Finally, this issue of coyote comes out at the start of the new Youth In Action Programme so thanks to Susie Green for her entertaining overview incorporating a test to see how many sweet brands you can spot! Cultural Diversity is at the surface once again here as one of the four main priorities of the new Programme.

Enjoy your reading!

*Jonathan Bowyer*

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By Arne Gillert &amp; Mark Turpin

## In dialogue about diversity training

Diversity is a “hot issue”, also in the business world. Diversity is also a historical and culturally marked topic: how people talk about it and deal with it varies greatly across the world. And since diversity is so much about getting in dialogue and understanding each other, what could be a better way to write about diversity training in business than in a dialogue? We – Arne Gillert and Mark Turpin – decided to compile our conversation on diversity during some days spent together in Johannesburg, South Africa into this article. We are both working for an international consulting network called Kessels & Smit, The Learning Company. Arne is a German living in the Netherlands, who has worked in the youth field in Europe before – focussing among others on intercultural learning. Mark is a South African who lived in Britain for a big part of his life. In the past years, he was responsible for Personnel and Human Resource Development at CARE, an international development agency, in South Africa.

► **Arne:** When I am thinking of “diversity in the business context”, it should really read “business contexts”. I have found the reality around this topic in the US quite different from the work I have done in the Netherlands. And then of course there is South Africa. In all of these contexts there is a history of diversity, and there are reasons to deal with diversity, some of which are the same, and some of which are very different.

► **Mark:** What I see is that the reality of work is changing as societies move away from an old reality in which they tended to be more homogeneous in their ethnic and racial make-up, and in which there was frequently discrimination and marginalization against minority groups. In South Africa, a particular situation prevailed under apartheid, a system in which a minority oppressed the majority of the population, racial discrimination was institutionalised, and a pattern of job reservation prevailed.

In the 90s South Africa adopted the Employment Equity Act, which encourages firms employing more than 50 people to adopt plans aimed at increasing the representation of black people, women and disabled people in the workplace. So the laws require that companies increasingly move towards a workplace profile that is diverse in many ways.

Changing consumer markets around the world also mean that companies need to build an ability to respond to new consumer preferences, to market themselves in new ways and appeal to new market segments. This too encourages firms to recruit employees from different parts of society who understand these changes and can help develop corporate strategies, who can engage effectively with different customers and so on.

There is also perhaps another dimension in the world of work, which is that in the past most companies were involved in producing goods, and the most important factors of production were physical resources (often natural resources) and capital... Nowadays, in what is called the “knowledge economy”, knowledge and ideas are almost the most important resource that any company has and are what gives any organization its competitive edge. And the ideas and knowledge that an organisation can build on are drawn from the rich diversity of people employed within the company. If we employ people only from a narrow section of society, we are limiting ourselves as a company.

► **Arne:** When you say this, what I find striking is that on the surface there are many similarities of why companies start

dealing with diversity. In the first place, companies want to address what for them are new segments in the market. Often, there actually is a changed reality to a more diverse society. Sometimes, it is more that a business is now recognizing the diversity that has been there for a long time. Or they recognize the opportunity of tapping into the knowledge of a more diverse group.

Additionally, some businesses, in all kinds of places, are also working on diversity because they feel it is part of their identity; of who they want to be as responsible participants in society. Diversity as part of who you are, more than based on short-term revenue goals.

In the second place, many countries have issued laws mandating companies to deal with diversity – from simply forbidding discrimination, to setting quantitative targets for the representation of certain groups.

Next to these similarities, it would be interesting as well to look at the differences between societies. How does history change the way one can deal with diversity? – maybe the approaches to diversity will also have to be diverse, at the end of the day, with no ‘one size fits all’ recipe.

All of this brings to my mind the question of what is different between youth work and business, regarding diversity. One of the crucial differences is, in my opinion, hierarchy. Most of the time, businesses are organized in a way so that the considerations above – about the changing consumer markets, the identity of who you want to be as a business, or about compliance to legal requirements – are happening in the boardroom (as they are so-called strategic considerations). So when word gets out that diversity is important, for most of the employees it is something that they did not invent or ask for - it is a conclusion of management that they at best will tolerate. But they will most probably not act on it, as long as it has not become their own conclusion. It is the difference between being sent to a training, and attending it because of a need you have perceived yourself.

Most youth organizations I know are volunteer-based, and that makes a difference: nobody has the illusion that a command and order mechanism will work. Most youth workers that attend a diversity activity, I think, have actually decided that it is something they need to learn about. And this is a crucial difference. You cannot be smart against your will – so you will also not learn about diversity against your will...



DIVERSITY TRAINING COULD WORK WITH KNOWLEDGE GAPS...

► **Mark:** I think what you are saying about youth organizations may also be true for many non-profit development agencies as well. These organizations have a “human development” focus to their work, and many of the employees may have an instinctive understanding of the value of human diversity (although the level of understanding may not always be very deep...).

What we see for sure is that diversity brings many challenges for businesses organized the way you describe. Simply having a more diverse workforce will not in itself result in a workplace culture that is more accommodating of the views, perspectives and cultural norms of a more diverse workforce. Employees from different cultures may feel that they are not truly valued by the “old” management. In South Africa, this has led to a phenomenon known as the “revolving door” syndrome, in which new black employees are recruited into management positions (partly to fulfil employment equity requirements), but do not feel valued and before long move on to the next company that is offering even better terms and conditions.

Further, different groups of employees may lack experience in working with each other, and with prevailing patterns of racism and sexism in society and in organisations, this can lead to misunderstandings, tensions and conflict between employees. Frequently these tensions manifest themselves in destructive ways, which can lead management to seek a ready-made solution in which employees are pushed through a sensitising training so that they will work more harmoniously together. And of course, more often than not, this does not really work.

► **Arne:** I am really fascinated by the idea that training as such is not what will work. There are two features of what I often see in diversity training that might cause this; concerning the very form of training, and concerning the content of many trainings. Regarding the form, traditional training removes people from the workplace to a different environment, creating the so-called “transfer-problem”. Whereas in the classroom, new ways of acting might be possible, it is so much harder to experiment with new behaviour back in the organisational setting where the culture and way of working has not changed. Regarding the content; a lot of diversity training aims at skills, behaviour, and knowledge at least in the Netherlands. (Think of communication skills or knowledge about other cultures). Trainings based on knowledge are increasingly common and are mostly based on Hofstede’s cultural dimensions. People then learn how other “cultures” are. I find the positive effect of these trainings that participants see that other values and ways of life exist next to their own one. And people often like the “rationality” of the model, it somehow gives them some certainty, they feel that they understand the other. On the other hand, I have found that this focus on facts also has limiting effects: participants start to take them for the truth, and stop exploring how and who the other is beyond the cultural stereotypes. It gives a false sense of security – if I only know, I will act adequately.

There is also a second reason why I believe that these trainings aimed at skills and factual knowledge often do not work. Dealing well with diversity is often more a question of how you perceive and think, not of which facts you know, or if you are able to communicate well. Most of us actually are able to communicate well, but fail to use what we are able to do when the situation gets tense.

So then we have the sensitizing trainings, aimed at influencing participants’ prejudices and perceptions, their way of thinking. Making people aware of their own backgrounds, and the relativity of norms. Of their pre-conceived ideas about others that do not hold when scrutinized. Whereas I think that this is probably the level at which we would need to work, I wonder to what extent “training” (a classroom setting with a trainer employing a variety of methods) will do the job. People will only change their ideas if they come to do just that in the first place. For those people then – ready and willing to have their perceptions and thinking challenged – a training setting in which they can experience diversity might actually work well.

► **Mark:** I would certainly agree that “diversity training” is not the solution. Many of the difficulties that may arise in a diverse workplace are as a result of underlying assumptions and beliefs that people hold, and the cultural practices that may exist in an organization, as you say. For example, in South Africa, one often finds a corporate culture in which there is a predominant language of business (usually English or Afrikaans), even though this may not be the first language of most employees. This is then the language of all corporate communication, advertising and branding.

So then some work needs to be done to demonstrate that the corporate culture values all language groups more equally: It will not be enough simply to recruit customer service personnel who are able to speak the different languages, or offer language training for those who cannot, if the corporate branding and messaging that comes from the marketing or public relations departments is still in the predominant language; as this sends subtle messages about the corporate culture to all employees and to customers of the firm.

This leads me to think that the approaches to working with diversity in the workplace do need to be very varied, as you say, and respond to the different underlying beliefs and assumptions that may exist in a company... A training solution is not the answer, because no training will by itself change the predominant culture of the organization. However, what we see often is that companies invest a lot in “diversity training”, as it seems a “quick fix”. The problem is, I have not seen that this training approach has worked in the long run, really.

So my question would then be, assuming that we have an increasingly diverse group of employees, how do we change the whole way of working in the company, in which the underlying beliefs and assumptions can be turned on their heads and in which all employees feel increasingly valued and committed to the company?



► **Arne:** I understand your point as: if you really want to make something out of diversity, it asks for a comprehensive approach, touching all aspects of the organization. Training alone won't do. The interesting thing is that this also means that the approach we need to start from is not about diversity, but it is about wider process of organizational change. An approach in which diversity is (one of the) topic(s), is in the content and gives direction to where you are going. But it does not give us the answer of how we will get where we want to go. What I make from what you say is that we should look at this process as a process of change.

Not that this makes it easy. What I see in the business world is that most change processes fail - research by Boonstra says: 70%! Especially those changes that involve changing the beliefs and attitudes of employees. Most of the time, these processes are managed like just another project in which you first define the goals (and you have to make them SMART!). So in the case of diversity, we would define the new norms, attitudes and beliefs that everyone should have, at the start of the process. Even for such an ethically inspiring idea as diversity I find this approach rather manipulative. The good news is that it does not work!

► **Mark:** It is certainly the case in South Africa that many large companies have invested substantially in diversity training initiatives, and there are many companies offering diversity training programmes, but there is little to show in the way of results; certainly no evidence that the investment in such training delivers returns for the companies concerned.

► **Arne:** What I have seen working is based on a rather strange idea. Namely, that the relationship between intentions, attitudes and beliefs on the one hand, and behaviour or action on the other hand, might not be as linear (first are the intentions and beliefs, and they determine the behaviour) as many tend to think. The strange idea is that we could view intentions and actions as connected, but in a more mutual relationship. Think, for example, that actions are first, and that the actor then makes up an intention for that action, after the fact. Or that one influences the other, in dynamic spirals of development.

The example I am thinking about was with a bank in the Netherlands. They were operating the only branch office of a bank left in a troubled neighbourhood in one of the big cities. A neighbourhood with high unemployment, poverty, crime and violence. And also a neighbourhood with a high percentage of

ethnic minorities. Because of the crime and violence in that area, their branch office was heavily protected, with muscled guards in front of the door, and thick glass between clients and the staff. So clients would only come there if they really had to. Not very surprisingly, that branch was not profitable.

One of the directors was confronted with the question if the branch office should be closed down or not. He decided not to go about this by himself, but invited openly employees from all levels to discuss about the issue. The director basically offered two options: Either we close, or we do something very different to make the branch office profitable. And if we go for something new, then whoever is here should be involved. You could say that symbolically during that meeting, the branch office was handed over to a group of employees, as if it was their own business. And their project was to do what it would take to make the branch successful.



What they did was counter-intuitive. They moved all cash-transactions to two ATMs inside and outside of the bank. And then they tore down all the barriers. The guards were sent home, the office refurbished to radiate openness and a welcoming atmosphere. They put together a team of employees working there that, as a team, spoke most of the languages of the quarter.

When they opened the refurbished office, people from the neighbourhood came in with flowers and

thanked them that they had stayed. It really had an impact. And the branch office became one of the most profitable in the region.

Curiously, that project was not aimed at "diversity". The employees that ran the project had the same kind of attitudes in the first place as most of their colleagues in the whole bank. But as they moved on to build 'their' business, dealing with diversity became a self-evident imperative. They started to organise their own learning – asking colleagues who knew the quarter for help, looking for how they could better understand their clients; read books about the topic; even asked for training. They wanted to practise how to communicate with a client with which you hardly have a common language and they wanted to understand more about values around banking and money from different cultures. Eventually, that project really changed the way of dealing with diversity.



What it did was basically create a new reality. And in that reality, dealing with diversity was not something that someone else demanded from them, but it was a logical conclusion from an aim that those employees really wanted to achieve. In that, it was a very attractive and inspiring new reality. Based on the action and ambition in that new setting, attitudes changed.

You can even draw a parallel from this example to the youth campaign, based on 'participation'. What the bank did, was nothing but participation. With the difference, that in the youth world, it is not such a revolutionary idea as it often is for business!

► **Mark:** I find this example very intriguing, because many corporate change initiatives are based on the idea that we need to start at the top, with the management team. It is certainly true that this team is often looked to as leading and modelling new behaviours and attitudes, and the premise for starting at the top is that "if those guys are not prepared to change, why should the rest of us"? Your example is taking a different perspective, which is to say let us work with a group of people in the company on a change process the motivation for which they can relate to and understand. And let them formulate, design and develop the change that is needed. The meaning of what they do will emerge when the results are seen, many of which may not or even could not have been intended or anticipated beforehand.

Those within the group, and potentially also many others from outside the group, will then be able to make meaning of the change that has taken place (without any training!) and understand the potential or wider significance for the rest of the organisation.

I could see then the potential for allowing the emergence of "action centres" within the company, in which individuals are empowered to take responsibility for the success of their unit and to find innovative and imaginative ways of addressing the real challenges they face (rather than the business challenges imagined in the boardroom). A process of action-reflection can then emerge, with interesting potential results.

► **Arne:** I think that this is exactly what is happening – and that by connecting these action centres with each other they will eventually change the whole system. They are building critical mass. Mainly because what these centres are doing is related to the purpose of the organisation, it is successful, and attractive. And whatever is attractive will generate much more energy and readiness to change, than a moral obligation, or the letter by management politely asking you not to be prejudiced any more and please to attend the diversity training that starts on Monday. Maybe that is one of the important thoughts to apply in youth work: aim not only at participation, but also see all the work that is done to connect different "youth action centres" as a way to create critical mass. And work from making things attractive, not normative.

So if you ask me where the potential lies for businesses to deal better with diversity, then it is in an example like this. Find an action or project that is linked to the purpose of the organisation, one that people will find worthwhile to strive for. If your (business) logic that brought diversity into the picture in the first place is right, then diversity will be part of the solution people will find. And maybe in this approach, business and youth work don't have to be so different?

### One of the greatest philosophers of our time has put it this way:

*"The fact is", said rabbit, "we've missed our way somehow". They were having a rest in a small sand pit on the top of the forest. Pooh was getting rather tired of that sand pit, and suspected it of following them about, because whichever direction they started in, they always ended up at it, and each time, as it came through the mist at them, Rabbit said triumphantly, "Now I know where we are!" and Pooh said sadly, "So do I," and Piglet said nothing. He had tried to think of something to say, but the only thing he could think of was, "Help, help!" and it seemed silly to say that, when he had Rabbit and Pooh with him.*

*"Well," said Rabbit after a long silence in which nobody thanked him for the nice walk they were having, "we'd better get on I suppose. Which way shall we try?"*

*"How would it be?" said Pooh slowly, "if, as soon as we're out of sight of this pit, we try to find it again?"*

*"What's the good of that?" said Rabbit?*

*"Well" said Pooh, "we keep looking for home and not finding it, so I thought that if we looked for this pit, we'd be sure not to find it, which would be a good thing, because then we might find something that we weren't looking for, which might be just what we were looking for, really".*

(A.A. Milne 1928)

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by Dr. Semra Celik and Hans-Joachim Borek

## Deutsche Bahn Trainees against **Hatred** and **Violence**

It is a universally accepted fact that travel broadens the mind. There are common proverbs in many countries throughout the world which point out the educational benefits of travelling. When you travel, you get to know new places, make new friends, witness unfamiliar customs and come to realise that what may appear normal to us is considered highly extraordinary elsewhere. It is the fullness of new experiences that make a journey a special event, that teach the traveller to take a fresh look at himself and his environment.

Deutsche Bahn enables people of all ages to travel virtually the length and breadth of Germany, to get to know the country and the people who live there. However, for many young people Deutsche Bahn is also the first stage when they embark on their career, as the company is one of the largest providers of vocational training in Germany. In September 2006, no fewer than 2300 young people began a course of studies at the Deutsche Bahn academy of vocational studies or started an apprenticeship with Deutsche Bahn. While the final destination of this career journey may still be undecided, one thing is certain: in addition to providing vocational qualifications, Deutsche Bahn also endeavours to communicate social values, such as open-mindedness, tolerance and respect to these trainees.

**“A wise person finds the best education in his travels. ”**

*Johann Wolfgang von Goethe*

### ► **Respect entails responsibility**

Corporate social responsibility (or CSR) is a buzzword which has played an increasingly important role in the economic policy sector in recent years. The basic concept for development of the CSR notion in Europe is the “Lisbon Strategy” resolved by the EU heads of state in the year 2000. The objective of that economic strategy is “to make the Union the most competitive and dynamic knowledge-based economy in the world – an economic area which is capable of achieving lasting economic growth with more and better jobs and greater social cohesion.” (European Council 2000).

The idea behind the CSR concept is simple: business enterprises voluntarily integrate social and ecological aspects in their corporate activities and in their relations with other stakeholders. It is thus not a question of what business enterprises have to do, but rather what they can do.

We believe that it is easier for a business enterprise to succeed in a socially intact environment, so that social responsibility is seen as a central issue of our corporate policies. Our commitment to the environment, for example, goes far beyond satisfying the legally prescribed requirements.

Based on its deep-rooted awareness of its own social responsibility, Deutsche Bahn not only offers its employees numerous social benefits, but also encourages them to show social commitment.

After all, our employees serve as our ambassadors to everyone outside the company.

### ► **The Deutsche Bahn Group works and thinks globally**

With a workforce of around 229,000, Deutsche Bahn is one of the leading international providers of mobility and logistics services. With approximately 7,000 foreign employees from more than 100 different nations working in Germany alone and with more than five million customers daily from all over the globe, transnationality and cultural diversity are part and parcel of Deutsche Bahn’s business.

As an actor in the transnational field, Deutsche Bahn is equally committed to all customers and employees. At the station, during the journey and also in our day-to-day organisational activities, it goes without saying that we take the requirements and wishes of our customers and employees seriously and treat every single person with respect, regardless of their faith, nationality or gender.

We believe that business success and social commitment are inextricably linked. Deutsche Bahn consequently faces up to its social responsibility and has launched a number of projects and cooperative ventures to foster considerate cooperation, which shuns discrimination and violence. The DB Group supports numerous cultural, scientific and sports associations, initiatives and activities. For instance, our activities include sponsoring social initiatives like the street workers involved in the Off-Road Kids initiative, working together with the German Youth Institute and cooperating with many schools and colleges of higher education. The focus of these activities is primarily aimed at children and young people.

### ► Deutsche Bahn sets the course for more respect and joint commitment

We are convinced that the future of society – and thus also of our company – will be determined by the values of our young people. In the interests of anchoring crucial values such as openness to new ideas, tolerance, moral courage and respect in the minds of our future workforce, we teach our trainees the importance of social responsibility. As one of the largest employers and providers of vocational training in Germany, Deutsche Bahn launched the programme “Deutsche Bahn Trainees against Hatred and Violence” in the year 2000.

The programme encourages our trainees to take an active and creative look at the issues of violence, racism and xenophobia. It consists of the following elements:

- Seminar module as part of their vocational training
- Annual competition, with prizes awarded to the best entries
- Touring exhibition of the prize-winning projects

The programme is aimed at all vocational trainees of Deutsche Bahn during the first year of training. We actively encourage 2<sup>nd</sup> and 3<sup>rd</sup>-year trainees to participate in the capacity of mentors as well as trainees at approved social institutes. DB instructors also play an active role in the programme as multipliers.

During their first weeks at the company, the programme is presented to all new trainees as an integral part of their vocational training. This ensures that the ideas on which the programme is based are communicated to all trainees without exception. However, it is up to the individual trainee to decide whether or not to enter the competition. This is because we believe that the trainees can benefit from an in-depth consideration of the subjects of hatred and violence only if they themselves are prepared to think about these issues. Because of the voluntary nature of the competition, it is therefore not possible to give the trainees time off from their lessons for project work. Instead, they meet up in the evenings or at the weekend for these social activities.

In 2000, the Board of Management and the Group Works Council of DB AG signed the

### **Group Employer/ Council Agreement in favour of equality and considerate cooperation – and against racism and antidemocratic trends**

The objective of this agreement is

- to promote a sense of team spirit at the company,
- to provide effective protection against discrimination for our employees and customers,
- to counteract anti-democratic and neo-Nazi trends within the DB Group.

### ► The annual competition

The central element of the “Deutsche Bahn Trainees against Hatred and Violence” programme is an annual campaign competition which encourages young recruits to initiate projects aimed at counteracting racism, right-wing extremism, discrimination as well as mobbing at the workplace. This shows our trainees that social commitment is welcomed and practised at Deutsche Bahn.

### **The competition is effective on three levels:**

- On the personal level it develops intercultural and social skills. Working on a social project as part of a team promotes multi-ethnic cooperation, sensitises the trainees to the issues of racism, hatred and violence, and encourages them to show moral courage and stand up for their beliefs.
- The programme also triggers substantial impetus inside the company. The participating trainees come from all the companies in the DB Group, so that their work on the programme frequently causes the other employees at these companies to consider their own attitudes to the issues of violence and hatred. DB communication media such as BahnTV, Bahn-Net, Internet and the company newsletter “DB World” provide internal and external coverage of the projects, stressing that tolerance and respect are part of the Deutsche Bahn corporate philosophy. In tandem with supporting measures within the company, this helps to sensitise our employees to these subjects. Numerous employees are increasingly willing to speak out against offences perpetrated by right-wing extremists.
- The programme is aimed at achieving widespread public attention in order to generate important impetus amongst the general public. The programme was deliberately designed to ensure that it sets a clear signal for tolerance and diversity both inside and outside the company. The competition rules consequently specify public impact and networking as two central assessment criteria. The criterion



of “Public impact” is intended as an incentive for the trainees to initiate projects which also attract attention outside Deutsche Bahn, while the criterion of “Networking” is intended to promote the young people’s willingness to cooperate with each other.

The projects entered for the competition confirm that our trainees show a great deal of creativity and obvious enjoyment when it comes to meeting these requirements. By means of websites, promotional video clips, calendars, performances at railway stations, organising parties and other celebrations, billboard campaigns and even the use of slogans on locomotives, the trainees succeed in encouraging wide numbers of people to think about the questions of hatred and violence. They also actively accept the notion of cooperation right from the start, and many projects are the result of close cooperation with schools, sheltered workshops, penal institutions, media agencies, nurseries and hospitals.

Needless to say, DB provides assistance for trainees with the implementation of expensive and elaborate projects such as slogans on locomotives and nationwide billboard campaigns.

## A Highlight of the year 2005

In its capacity as mobility and logistics services provider, Deutsche Bahn travels the length and breadth of Germany, to every region throughout the country. Thanks to this nationwide representation (our locomotives are ideal advertising media), some of our trainees came up with the idea of using our trains to promote the idea of more tolerance throughout Germany. “Tony’s Team” from the DB training centre in Frankfurt am Main designed a series of European motifs which were then featured on a Class 101 locomotive, together with the slogan: “Deutsche Bahn Trainees against Hatred and Violence”. Thanks to the support of Roco Modelleisenbahn GmbH, the locomotive has been used in regular operations all over Germany since autumn 2005 and is also available as a collector’s version for model railway enthusiasts.



# 2005

## ► Appreciation encourages commitment

Our trainees have displayed impressive creativity in the development of numerous actions and projects over the past six years. In recognition of that commitment, Deutsche Bahn awards attractive prizes to the best projects. In 2006, the prizes awarded to the trainee groups included trips to the south of France and to Hungary, vouchers for sports stores, and tickets for the 2006 FIFA World Cup™. The venue for the prize-giving ceremony changes from year to year. This closing event gives our trainees the opportunity to exchange experiences and celebrate the competition final together with the trainers and sponsors.

## ► Our partners

Considerate and harmonious cooperation is based on a central concept of fairness and mutual trust. Deutsche Bahn also aims to promote this solidarity at the level of the initiators and is consequently always in search of partners who are willing to cooperate with us to maximise the effect of the programme. We enjoy the concrete and strategic support of two major rail workers’ trade unions and the Group Works Council. In addition to these longstanding cooperation agreements, we also welcome support for specific campaigns, such as the participation of pop stars or politicians.

## ► The programme competition is a real challenge – not only for the trainees...

Over the past six years, the programme and the competition have met with an excellent response from our trainees, who also use the competition as a platform where they can exchange their opinions and experiences in matters of moral courage as well as ethnic, religious and gender differences.

### Three tips for the execution of CSR projects in large business enterprises:

- Try to attract participants for your project from all sectors of the company. As well as the formal communication channels, this will also provide you with informal ways of promoting your project.
- Regularly seek feedback from the people you wish to reach with your project, as even the best theoretical plan also has to be successful in practice.
- Don’t forget to encourage the element of fun in working with young people.

The programme has evolved into an elementary part of vocational training at Deutsche Bahn. The path towards achieving that status was not always smooth and even today, the programme team still faces a number of challenges. For example, we believe it is necessary to set new key topics every year to ensure that we provide new impetus for our trainees’ social

commitment. As a result, the contents of the programme repeatedly have to be coordinated throughout the entire DB Group and organisational procedures updated. As working hours and processes vary throughout the DB Group, the flow of information is sometimes obstructed, making programme coordination more difficult.

We have set ourselves the target of inspiring all our trainees to show social commitment and we have already achieved a great deal in that respect. Since 2000, more than 6500 Deutsche Bahn trainees have taken part in the programme and submitted around 500 project ideas. However, one of our problems is that the programme team has only indirect contact to the trainees through the instructors. That is why we would like to encourage not only the trainees, but also the instructors to join in this programme. While we know that most instructors approve of the programme in theory, in the course of their day-to-day work they often simply do not have the time to actively support the social commitment of their trainees. The programme team therefore wants to increase its contact with the instructors to try and find mutually acceptable ways of strengthening the links between job and social commitment.

In addition to increasing internal lobbying, the programme has now also been opened up to partner companies in the social sector, such as the Deutsche Bahn health insurance fund (BAHN-BKK), the Railway Staff Social Services (BSW), DEVK insurance, and the Association of Sparda Banks.

## A Highlight of the year 2002

A ticket is one of the most important travel documents. Everyone who travels by rail picks up his ticket at least once during the journey. Some of our trainees decided to exploit the potential of these tickets in order to convey their message of tolerance and respect to as wide as possible an audience. They designed a ticket pouch which featured the following slogan :

**Peace always pays. Every day, Deutsche Bahn carries millions of passengers from different countries all over the world and of highly different nationalities.**

**We wish to speak out against racism and right-wing violence in Germany. With the help of our "Deutsche Bahn Trainees against Hatred and Violence", we wish to promote tolerance and humanity all over the world.**

2002

## ► Widening the perspectives from national to European level

Positive feedback from many sources and offers to cooperate have convinced us that we are on the right track and have motivated us to develop the programme not only at national, but also at international level.

This is because an increasing number of people now live and work at different places. Crossing borders is just as much a part of everyday life in the 21<sup>st</sup> century as religious, cultural and ethnic diversity. In other words, diversity is a central element of our daily life, but it is not one without questions. Establishing a lasting positive concept of diversity requires linking up regional and national commitment at international level. We shall therefore endeavour to expand our programme cooperation in an international context and have taken the first steps towards doing so by attending the European Youth Forum run by the Council of Europe in Budapest last year. This is only the first step of many to follow.



### Notes and references :

- European Council Lisbon Goals:  
[http://www.consilium.europa.eu/ueDocs/cms\\_Data/docs/pressData/de/ec/00100-r1.do.htm](http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/de/ec/00100-r1.do.htm)

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A **symposium**  
with many names

The **View** from  
the Campaign Director's Chair

About Youth  
**Participation**

At the heart  
of European **policies**

Let's get  
**excited !!!**

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**Charting a similar course**  
with different maps:  
reflections on the **research** seminar  
Diversity-Participation-Human Rights

From **big words**  
to **action**





by Katrin Oeser and friends

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## Let's get excited !!!

**You won't believe it but according to rumours there are still young people around in Europe that didn't yet get the spirit of the "all different – all equal" Youth Campaign. This definitely urges for a change and as some of you phrased it well during the symposium in 2005: not everybody is waiting for the campaign to come but we really need to get people excited. We want to spread our message of building up more peaceful societies with equal rights and without discrimination to all young people in Europe and beyond. We want to change policies, we want to activate young people and we want them to stand up for their rights and for those excluded or discriminated against in society.**

Fine so far, but how do we actually do that, how do we get them excited? When it comes to the question of how to do things, spreading so-called "best practice", has become fashionable in training and education as well. Education and training on the themes of the Campaign are just one part of the Campaign; we also need visibility, outreach to new target groups, coverage in the media and creativity. We want people to be campaigning on the issues of Diversity, Human Rights and Participation and so we are looking for best practices of campaigning that also reflect different approaches. Google offers only 30 hits for this combination, so we try with this article to help produce some more! To present best practice always means to inspire other people and to make them think about taking up the idea for their Campaign and for their context and to explore how it fits their needs or how they could modify it. I had a look around in several countries, searching for creative ways of campaigning and I hope the following examples encourage you to develop a campaign activity in your country! Don't forget that while reading this article there are various campaign activities going on all over Europe.

### ► Finland: don't judge a book by its cover!

The "All different, all equal" – Campaign was launched in Finland in May 2006 at the World Village Festival in Helsinki. There were over 60 000 visitors to celebrate diversity and demonstrate the power of civil society action. The Campaign was presented in a big ADAE tent where over twenty youth organisations organised various activities linked to the Campaign. The main attraction of our tent was the first Living Library ever organised in Finland.

Living Library is a method to promote intercultural dialogue, diversity and human rights. Living Library works as a normal library, where people come in, borrow books, read them and return them. The only difference is that instead of books, they borrow living people and instead of reading, they get to talk with a person. After a conversation it often happens, that the "reader" will have less prejudices and more knowledge of this certain group of people he didn't really know before. Living Library is a place to connect people. It gives an opportunity for dialogue for two people, who wouldn't meet and talk to each other in their daily life.



the most typical stereotypes they represent. These prejudices were agreed upon beforehand to be the most common ones people have about certain groups. During the conversation the reader noticed that the person representing the book was quite different to the introduction. Nevertheless it is really important to underline that the introductions are made to irritate and to draw attention. Also it is essential that every book feels comfortable with their introduction.

Since May three Living Libraries were organised in Finland, one took for example place in a shopping mall. The biggest one was a Living Library organised in the Finnish parliament in early December. We aimed to offer parliamentarians a chance to meet diverse young people from all over Finland and to learn more about the life of youth in our country. The young people were the books this time! The library is always a dialogue and learning experience for both the readers and books!

The more Libraries are organised, the more experience we get to develop the method. From our experience so far we can conclude that the method is easy, but demanding. The main threat for the future is that the method will be used in an improper way. It needs to be clear for all the organisers what a Living Library demands. It requires thorough planning, recruiting, training and marketing. The first question to ask is for whom are we organising the library? Which books are of interest for this target group? To find these books is another challenge. Not everyone is ready to perform as a book. A good start for the recruitment of books is to ask local organizations. For example to find people belonging to minorities might be easier through an organisation. The training of the books must be done professionally and trust-building among books and other organisers has to take place. Everybody involved needs to feel comfortable with the method and needs to be

prepared for the problems that might come up. So far we have not faced any unsuitable behaviour or verbal attacks against books. But we have prepared our books for indecent situations. The books always have the right to end the conversation at any moment they wish. Also marketing in advance as well as during the Library is essential. It is important to have enough customers to keep the library running. A great tool, which helps to organise the library is the Living library organiser's guide published by Council of Europe. You can download it from <http://www.eycb.coe.int/eycbwwroot/HRE/eng/documents/LL%20english%20final.pdf> Allianssi offers also various types of support in organising a Living Library. Have a look at the website ([www.elavakirjasto.fi](http://www.elavakirjasto.fi)) or get in touch with us!

Long live the campaign!

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Adae Intern, Finland

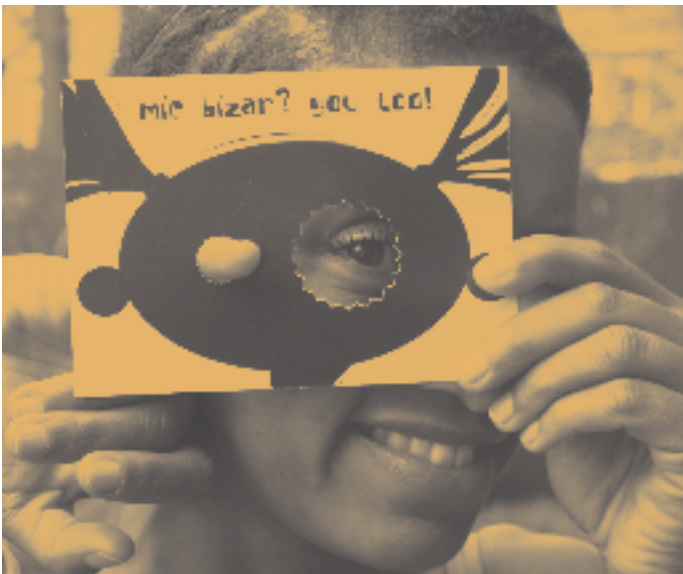
## ► Flanders: bizarre people take over

The Campaign Committee in Flanders opted in favour of a broad youth media campaign for children aged between 6 and 12 and for young people aged between 13 and 18. We seek to organise a diversity campaign that makes children and young people aware of the similarities and differences between people. It is about similarities and differences and about how children and young people deal with them and put a meaning on them. By embracing what is 'different' or 'new', you discover an abundance of new insights, ideas and talents within both yourself and your environment. When you meet someone "different", after some time this person does not seem so different after all.



## ► **Mie, Mo & Company**

We wish to achieve this through a positive campaign which addresses children and young people in their own language with a simple message about diversity. In the end, each one of us has something which makes us unique or somewhat bizarre. The mascots of “All Different, All Equal” are called Mie Bizar and Mo Bizar. “Bizar” (in English: bizarre) because they have a number of peculiar characteristics, just like everyone else. Mie and Mo feature on all the campaign material. The creation of these figures was carefully considered, as Mie and Mo must appeal to a very broad target group. On first acquaintance you can hardly see any differences. They are recognizable and have a sympathetic appearance. It is only when the target group finds its way to the web site that it meets (virtually) with Mie and Mo together with their friends, families and neighbours. In this way we offer a model to explain the concept of diversity in society in a simple and realistic way. The goal of ‘All Different, All Equal’ is clear: To make children and young people aware of the fact that all people are equal, without putting people in pigeonholes or labelling them on the basis of gender, origin, race, social background, financial status, handicap or any other possible differences between people. The “All Different, All Equal” campaign calls on young people to respect “the other one” and therefore also themselves. “All Different, All Equal” dares them to show that they believe in a multi-coloured and tolerant society.



## ► **Marketing Arsenal**

In order to launch Mie and Mo on a large scale and at all levels, we used a wide range of marketing instruments: postcards, a magazine, stickers, badges, banners, and textile stamps. Youth work is an important partner in the distribution of this material as well as the Department of Education,

which distributes several magazines of “Klasse” to teachers, parents, young people and teenagers. Meanwhile, Mie and Mo are finding their way to a great number of other potential partner organisations.

As music is also very important to children and young people, we looked for cooperation opportunities with a number of artists. Raymond van het Groenewoud, the “mentor” of the Flemish musicians is a big fan of Mie and Mo. He wrote the lyrics for a song about “All Different, all Equal”, a song called “The other one”. Several well-known Flemish artists want to make a contribution: X!nk, Sweet Coffee, Sidus and Stijn have each made their own version of “The other one”. Ranging from punk to dance, the songs offer something to suit all tastes. Songs that can be freely downloaded from the campaign web site. This is an excellent way to get media attention as well as airplay on different national radio stations.

## ► **Join the Bizarre Brigades!**

Still, the success of the “All Different, All Equal” campaign completely depends on the Flemish children and young people. We challenge them to reflect, to enter into dialogue with one another and to take action themselves. The biggest challenge now is to start up Bizarre Brigades here and there in Flanders who will make this campaign known in the neighbourhood, at school, in the youth club or the favourite pub. This can range from a merely communicative action (for instance hanging the pictures of Mie & Mo along the high street) to the organisation of an entire project. The most important thing is that the ideas and the initiative come from the young people themselves. If possible, the campaign secretariat will lend you a hand. Only the members of our Bizarre Brigades receive a cool and exclusive badge. Examples? In Mechelen (near Antwerp) a number of children from the same multicultural neighbourhood composed and recorded their own rap song entitled “All Different, All Equal”. Several youth centres will make their own films about the theme of respect. We are looking forward to the actions taken by other Flemish young people!

## ► **Like a train...**

The Flemish campaign is going like a train. Different carriages are hooked up to the train along its journey which it has started on the basis of a good concept and without fear of advertising techniques. We are associated with existing products and projects and enter into new partnerships. This allows us to conduct a campaign which has sufficient impact, using (relatively) few resources.

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## ► Bulgaria: listen very carefully

In Bulgaria we have a quite good example of getting people closer and closer to the values of the “All Different – All Equal” Campaign of diversity, human rights and participation. We succeeded in the creation of a milestone of the Campaign in our country by producing a Music Compilation “All Different – All Equal”. We brought together quite different musicians from all the Balkan countries - Bulgaria, Romania, Greece, Macedonia, Turkey, Serbia, and Albania, who agreed to take part in a unique CD that could motivate young people from different cultures and religions to speak together using the common language of music. We invited one of the most famous Rap groups of Bulgaria called “**Rumanetsa i Enchev**” to produce a song especially for the Campaign. With great honour they accepted the idea of being goodwill ambassadors of the Campaign in our country. So, they became the authors of the so-called anthem of the Campaign with the name “ALL FOR ONE” that consists of lyrics in Bulgarian, Romanian, Macedonian, Turkish and English. Thinking how to spread our ideas and how to reach out to as many young people as we can, we initiated a big concert in the city centre of Sofia. With the great efforts of the “Rumanetsa i Enchev” group we brought together singers from the CD organizing a great music show in the city centre of Sofia. After the Music Show we made a promotion of the CD in one of the best Sofia night clubs. In that way we tried to reach a quite diverse audience and new target groups.

It was a very good experience for the Campaign in Bulgaria because it brought together singers from very different countries, of different religions and cultures who accepted the challenge to play their music together on stage. On the other side, we succeeded in gathering together thousands of rap

admirers and supporters from all the Bulgarian regions. We distributed thousands of copies of the CD all over the country trying to reach every young person who shares the values of diversity, human rights and participation.

Through the production of the CD we tried to encourage all the virtues of the youngsters in Bulgaria that could be the basis of a more united, tolerant and cohesive civil society in our country in the future. We have achieved quite good results through the means of art and artistic people in the country and through the participation of quite a lot of youngsters.

The idea for the creation of the Music Compilation came all of a sudden, directly out of a small group of young workers and the musicians as well. We were provoked by the inspiration to express the understanding of diversity on the Balkans. In order to lead young people to more tolerance and respect to people who are different, we call on all our friends, NCCs members, youth organizations and all people to embrace the “All different – All equal” values of diversity, human rights and participation:

- to seek for very simple, mostly artistic, ways of reaching out to diverse young people
- to spread the information and their ideas among young people as much as possible in order to involve more and more workers in the activities
- to give the opportunity to young people to get involved in the whole organization of the activities.

It is our **PERScription** for a successful, useful and fruitful activity. We hope that we have given a small contribution for overcoming intolerance in our society.

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## ► Norway:

### How to reach youth with the message?

Get some famous artists, have them say “no to racism” promote the logo and then the world becomes a better place? To the Norwegian campaign “reaching” is not about having as many people as possible merely recognizing the All Different – All Equal logo. How many actually change their attitudes towards diversity from merely putting a pretty pin on their shirts?

#### >> Invisible theatre

The goal of the Norwegian campaign is that those who meet the campaign have had an experience, have felt something that will make them remember. Not an easy task, but one of the tools we have chosen in an attempt to achieve this goal is invisible theatre. This means that the participants think they take part in an ordinary activity, while in reality they are part of a theatre play where they themselves are the actors, without knowing so. Not until the activity is over are they told what they have been part of.

#### >> The concept

The thought is that prejudice can lead to discrimination which again can lead to human rights violations. The participants think they will take part in a test developed to find out to what extent they have discriminatory tendencies or not. They are divided into categories, where the idea is planted that single people are selfish, think only about themselves and can't cooperate and are thus more likely to discriminate. On the other hand you have the super girl/boy friends who are concerned with others, listen, have empathy. These people are less likely to discriminate. The theatre develops through group work and works with judges who are instructed beforehand and know that this is a theatre performance. Our experience is that it takes a very short time before “us” against “them” emotions arise between the singles and the super boy/girls friends, and the groups start to discriminate against each other.

#### >> The debrief

The most important part is the debriefing where the game-leaders help to connect the personal experiences of the invisible theatre with the realities of discrimination and human rights in Norway. “Did you during the play feel that someone judged you because of the group you were in? Who do you think feel like that in Norway today?”

#### >> The goal

To give the participants a simulated experience about what it means to be marginalized and how it feels to be socially excluded due to other people's prejudices.

#### >> The outcome

This works! The campaign reached about 20 summer camps between July and August 2006 and, currently, we are creating peer-educators to travel the country with the discrimination test.

#### >> Concrete tip

Get in touch with youth that are involved in theatre or role-plays and ask them if they can help you to develop an invisible theatre!

Hope you got some inspiration from this article and you join the Campaign in your country. For contacting your National Campaign Committee, please have a look at:

<http://alldifferent-allegal.info/?q=node/18> !!!

Contact:

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By Iris Bawidamann & Nadine Lyamouri-Bajja

# About Youth Participation

**“Participation” is one of the three main pillars of the “All different - All equal” campaign of the Council of Europe. But Participation in what? For what? For whom?**

## ► What is Participation?

**Why do we need Youth Participation and even a Charter on it? Wouldn't life be much easier without asking young people to make choices and give their opinion?**

Let's look at some definitions of Youth Participation; maybe we can find some answers...

In the preamble to the Revised European Charter on the Participation of Young People in Local and Regional Life adopted in May 2003, a document which is gaining more and more importance in the European Youth Sector, it is stated that:

***“The active participation of young people in decisions and actions at local and regional level is essential if we are to build more democratic, inclusive and prosperous societies.”***

In 1952, T.H Marshall, a British sociologist, defined Participation as follows: *“Participation is a principle of social organisation that cannot be reserved to specific spheres. It is all-embracing and needs to be practised at local, regional, national, European and international (global) level. It also does not allow for any restrictions according to gender, ethnicity, religion, choice of life-style and social status.”*

Furthermore, Marshall defines participation as *“having access to citizenship rights and elections (passive / active), be eligible to citizens' responsibilities, have freedom of speech and the right to an answer”*. But in his view, it is also about having *“a minimum of decent living conditions, both culturally and socially, and of course materially”*.

Peter Lauritzen, the head of the Council of Europe's Youth department, says in his paper ***“On participation”***: *“In a nutshell participation means to be involved, to have tasks and to share and take over responsibility. It means to have access and to be included.”*

*If we try to summarize these definitions, we'll get some answers to the question “why do we need Youth Participation and even a Charter on it?”. We need it in order:*

- to build a more democratic, inclusive and prosperous society
- to recognise a principle of social organisation
- to involve young people and to give them the opportunity
- to share and take over responsibilities
- to give young people access to society and to include them
- to practice several basic Human Rights, such as freedom of speech, the right to answer, the right to...participate!

*Is the first question answered? Let's ask ourselves a new one then...*

**► What does the Council of Europe do on Participation? Does such an organisation only talk about it, or also put it into practice? How does the Council include young people?**

**Participation is..**  
***“...to involve more young people in our social community”***

*Participant in the training course TC Charter 2006*

To foster participation of young people in public life is part of the Council of Europe's youth policy mandate. The Council of Europe is working on participation at several levels: mainly within the Directorate of Youth and Sport, but also within the Congress of Local and Regional Authorities of the Council of Europe.

Within the Directorate of Youth and Sport, young people are not only considered as spectators, but are actively involved in the decision-making process of the whole youth sector. Through a co-management system, an equal number of young people and governmental representatives decide together on the priorities of the Youth Directorate along with the concrete programme and the budget envelopes. Through this unique decision-making system, it is ensured that participation does not only happen for young people, but also by and with young people.





***“I understood that as much as I know about participation as much I can answer to different situations in my society.”***

*Participant in TC Charter 2006*

The co-managed statutory bodies identified Participation as one of the main priorities for the Council of Europe's Youth Directorate for the period 2006-2008. The youth representatives decided together with the governmental representatives on the following objectives within that priority:

- Promoting and sustaining the role of youth organisations in the development of democratic participation;
- Promoting citizenship education and participation of and by young people;
- Promoting access of young people to decision-making.

On a governmental level, the Council of Europe's Directorate for Youth and Sport is supporting Youth Participation, through youth policy reviews and the formulation of recommendations to specific countries.

Besides the Directorate of Youth and Sport, the Congress of Local and Regional Authorities of the Council of Europe (“the congress”) is working on participation in local and regional life. Its background idea is that “Democracy begins in the towns and villages of Europe. There is no democracy without local democracy.” (Giovanni Di Stasi, Past President of the Congress).

As you can see, a big organisation can do quite a lot, but of course only with the commitment and active participation of NGOs, young people and governments on all levels.

In order to promote participation you need to... participate!!!

## ► **But how can we promote and practise Youth Participation?**

### **The European Youth Campaign “all different – all equal”**

A first and the most obvious frame is the European Youth Campaign “All different – all equal”. Participation is promoted through it, and many participatory projects have been launched under the umbrella of the campaign.

***“I will inform young people on the “All different-all equal” Campaign, I will talk about project management, possibilities to co-operate with foreign partners”***

*Participant in TC Charter 2006*

### **The revised European Charter on the Participation of Young People in Local and Regional Life**

This Charter, developed by the congress and revised together with the co-management structure of the CoE's Youth sector in 2003, lists and describes in the first part all sectoral policies with which young people are concerned. For example policies to promote youth employment, housing policy, health policy and also a policy for sport, leisure and associative life and a policy on sexuality, just to name a few. The approach of the Charter is that “any policy or action designed to promote youth participation...must also take into account the diverse needs, circumstances and aspirations of young people. And it must also involve some element of fun and enjoyment.”

The second part of the document focuses on instruments for youth participation, such as training courses, information and communication technologies and volunteering. A third part focuses specifically on institutional participation, for example the creation of youth councils, parliaments etc. A user-friendly version of the Charter was published in 2004, and a CD-Rom is on its way, as well as a manual on how to use the Charter in practice.

### **The Training Courses of the Council of Europe's Directorate of Youth and Sport**

The Youth Directorate organises training courses on Youth Participation and the Charter with participants from all over Europe, from NGO's as well as from authorities in order to ensure a wide range of experience and a lively exchange.

## ► **What can you reach with a training course?**

The concrete aim of the 2006 training course was: enhancing youth participation at local, regional and national level across Europe through facilitating the development and implementation of cooperative and innovative projects.

Some of the main objectives defined for the 2006 edition were as follows:

- to introduce and explore the concept of youth
- to provide space for introducing, sharing and further development of participants' youth participation project
- to share and analyse different local realities and different approaches to work on youth participation
- to introduce the Revised European Charter on the Participation of Young People in Local and Regional Life
- to enable and motivate participants to use the Charter
- to encourage co-operation between authorities (local, regional and national) and youth workers/youth leaders
- to critically discuss existing strategies and instruments to enhance youth participation
- to draw conclusions relevant to participants' reality
- to develop further participants' skills and competences on developing and implementing youth participation projects

- to define relevant follow-up (needs, actions, resources), according to action plans and the level of participants' experience and projects.

35 youth leaders, youth workers, young staff from local authorities from all over Europe were selected for this course on the basis of their existing projects on youth participation and their motivation to work with the Charter and to act as multipliers. During 10 days, they explored the concept of youth participation, identified their needs and the challenges faced when building up a project, analysed how participative their project was, visited local associations or projects to see what youth participation means in practice, and worked on the Charter and how it can be used in their local context.

These training courses have an impact on young people active in the promotion and daily practising of Youth Participation. Of course only 35 participants per training course are directly reached, but all of these 35 people are able, willing and in a position to go back home and to implement the concepts and ideas learned and discussed. So through these "multipliers" we are able to reach indirectly big parts of society also at local and rural levels.

One main outcome of this course was the formulation of recommendations to various actors and decision-makers at local, national and European level. These recommendations were presented to the Vice-President of the Sub-Committee on Youth of the Parliamentary Assembly of the Council, and will be used by participants to transmit their ideas at local and National levels.

Strong focus and much energy was put on the follow-up of this course: an online platform was created to enable participants to exchange, to upload the development of their projects and to make sure that the course results and long-term outcomes can be followed up.

During this course, some main challenges to youth participation were identified, which seem to reflect the difficulties young people face in everyday life when it comes to their active involvement in decision-making.

***"I have returned from the course determined to be proactive in developing the political links I need to lobby effectively. This has grown largely from recognising that I have the skills to do this but I was allowing my anger with local political injustices to de-skill me. Stepping back from the arena and discussing the issues during the course was a great help as I realised that I had previously been contributing to the problem rather than dealing with it"***

*Participant in TC Charter 2006*

## ► What makes Youth Participation sometimes so difficult?

Various challenges to youth participation remain omnipresent. The main one encountered by young people is the active cooperation between young people and authorities. Very often, the contact is difficult, young people find themselves not taken seriously, or not consulted about decisions. What authorities often call youth participation is to plan what could be good for young people, without asking them. Mutual prejudices have increased the difficulty to communicate, and both sides are very often not aware of how the other works. Better communication strategies and more involvement of local authorities in youth NGO meetings or activities, were possible solutions presented by participants.

Another identified challenge remains the lack of support that young people face, both from a financial and a structural perspective. Youth organisations are not always trained in funding and fundraising, lobbying and other useful skills for getting support.

Finally, the main problem remains a certain level of tokenism. Symbolically, governments are concerned about youth participation, but the role given to young people very often remains the role of spectator. The reflex of consulting young people when it comes to youth policies or decisions that do concern young people is often still absent.

***"Personally this course gave me motivation to be more active in the youth field even if you are lacking some financial or technical resources"***

*Participant in TC Charter 2006*

## ► So what can we do in practice?

TC Charter 2006 gave emphasis to the development of concrete project plans by participants. Through the developed internet platform, some of the project developments could be followed until now. We would like to present here a couple of examples of "good practice" along with some feedback from the training course as motivation for others. Numerous other examples are available on request.

What we call good practice is not a perfect project without any difficulties. It is rather a realistic approach to dealing with challenges when developing a project and trying to come up with solutions. Sometimes failed projects can also serve to provide some valuable learning.

## Kaja, Estonia: International youth exchange ► Upcoming events/activities

### Aim :

To exchange experiences and best practice in order to find new ideas on how to increase youth participation in the community: to give young people (age 14-18) information and experiences about their right to participate in decision-making processes.

### Main results :

- Youngsters are writing new projects for this winter, next spring and summer on different themes (they themselves created the ideas about what they want to do).
- Youngsters also visit(ed) each other in their countries

### Main quote :

*“After this successful project, my organisation took children’s participation as a main focus: from next year onwards one person from the organisation will be exclusively working on this area. We also contacted some ministries about what kind of material we need to translate in order to promote children’s participation and with cooperation of our partners we would like to improve children’s parliament.”*

## Pete, UK: establishment of a Social Club

### Aim :

To enable young people to take a “hands-on” approach in the management and running of the Club (UK).

### Main instruments :

- Shadowing of a local politician who is developing a new policy aimed at enabling social housing tenants to participate in the decision-making processes affecting their tenancies.
- Joining the Steering Group to develop the next city-wide conference for youth workers organised by the local authority.

### Main quote :

*“TC charter inspired me to take a fresh look at the way of relating to the local government.”*



### Many upcoming activities or events related to Participation are linked to the All Different-All Equal Campaign:

Besides the upcoming events mentioned in other articles of this Coyote issue, all study sessions held at the DYS for 2006/2007 are linked to the three topics of the Campaign. Therefore, various study sessions organised by youth organisations within the DYS are directly related to the topic of youth participation.

### Other events or documents are directly related to the Charter itself :

- CD-Rom on the Charter: the CD Rom includes the plain version of the Charter in 4 languages and is presented in a more interactive way.
- Manual on how to use the Charter (2007): This publication will provide some guidelines and inspirations to those who are interested in implementing the principles and tools mentioned in the Charter. It will be addressed to young people, youth organisations and local authorities.
- TC Charter 3, (23-31 March 2007): This will be another training course like the one described above.
- Evaluation of the three training courses on the Charter (2008): In order to measure the impact of these training courses on young people and to think of the format of future courses, an overall evaluation of TC Charter 1-3 is planned.

### Notes and references :



- Revised charter on youth participation, May 2003:  
[http://www.coe.int/t/e/cultural\\_co-operation/youth/2.\\_Priorities/participation.asp#TopOfPage](http://www.coe.int/t/e/cultural_co-operation/youth/2._Priorities/participation.asp#TopOfPage)
- The quotes from TH Marshall and Peter Lauritzen came from an input on Participation by Peter at the TC Charter 2006. The full Marshall reference has not been found. If any reader can enlighten us then we would be happy to acknowledge this in a future edition of Coyote.
- Like wise we have been unable to find the precise source of the quote from Giovanni Di Stasi

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By Gavan Titley

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## Charting a similar course with different maps: reflections on the **research** seminar Diversity-Participation-Human Rights

### ► Good things and bad things

In the world of reality television, there is a vogue for programmes with titles such as “When Good Pets go Bad”, featuring footage of animals who, when asked to jump through a hoop once too often, psychologically snap and savage their owners. Is there room for a programme called “when good ideas go bad”? Certainly there would be no shortage of material. Writing in November 2006 in the online journal Open Democracy, Mike Muller - a water affairs development specialist working in South Africa - argued that the “currently fashionable” language of human rights and the “unthinking application of the fashion for local participation” have hindered progress in his context. Muller’s point is precise, and must be understood as an attack on how institutional discourses and practices operate, rather than on principles of human rights and participation per se (“when good ideas go bad”, not “when good ideas are bad”!).

Muller documents the ways in which the priorities and objectives of development aid have shifted over time, and notes that in recent years the “Washington consensus” emphasis on development through privatisation has begun to give way to a “language of human development” that insists that “the way forward is based on human rights, participation and decentralisation”. Good news, but the focus of his argument is on how priorities dictated from above may fail to take account of the dynamics of local experience. Commenting on a water project in southern Africa, he notes:

**Down by the river, the project had worked well – perhaps 150,000 people had more water and better sanitation than they had three years before. But it could and should have been 300,000 people who benefited, because only 40% of the project’s money was used for building water infrastructure. The rest was spent on the software, including a memorable component of “training in a human rights-based approach to planning” – just what the hard-pressed administrator, with 500,000 people without water, did not need.**

This criticism of top-down “empowerment” is not new in thinking about development issues, but how does it relate to the new European campaign on diversity, human rights and participation, and more specifically, to the research seminar that engaged with these themes?

### ► The challenge of translation

A campaign provides a set of ideas that are widely disseminated, but that must be translated – through institutions, projects, actions, conversations, confrontations – into political positions and educational capital in different national, local and cultural contexts and networks. The value of a perspective such as Muller’s is that it provides a caution; **the ideas and priorities of a macro-campaign do not walk in straight lines into micro-contexts.** Instead they are translated, and as a part of that, transformed. The brief vignette of unneeded HR training resources in a crisis situation may be extreme, but it does recall something that most youth leaders or workers have encountered – that one’s virtuous intentions must connect with the needs of a target group and context. As a new campaign promoting diversity, human rights and participation washes over Europe, there is plenty of room for good intentions to encounter the rigours of translation and transformation. Looking back at the research seminar held in May 2006, it strikes me that much of the value of the research presented is in the fine-grained attention it pays to these processes of transformation, and the ways in which good ideas can become, if not quite bad, then altered.

An example may be helpful here. Katarina Batarilo, in her seminar presentation on the implementation of human rights education in Croatian schools, cites studies conducted in the 1990s in “transitional” countries which suggest that “a negative correlation seems to exist between civil liberties and guarantees for an adequate living standard”. In other words, the students surveyed associated civil and political rights not only with “human rights”, but with what they saw as the market-driven individualism of the West and the economic distress of the immediate post-communist years. In this act of local translation, human rights are transformed from a

universal discourse to a particular one, and intimately connected with difficult social conditions and contested politics of 'transition'. The research which emerged from the seminar illustrates that **while campaigners may all be charting a similar course – towards increased respect for diversity and human rights – they must do so with a range of different maps. Research, like a good cartographer, can help to map out the hidden rocks and dangerous currents which influence navigation.**

## ► The problem with diversity is it's so diverse

In the limited space of this article, I would like to concentrate on mapping out *diversity*, as this is not only a key, anchoring idea (and value) of the campaign, but it was also the idea which came in for the most sustained examination during the seminar. The basis of this criticism is obvious; diversity is a term that we can use to mean very different things, while apparently intending something shared and taken-for-granted. Diversity just is, right? And then it's a question of celebrating or criticising, right? On one level, perhaps. But diversity – sometimes explicitly differentiated from or overlapping with cultural diversity – means at least a focus on the interplay of ethnicity, gender, age, sexual orientation, (dis)ability, religion, marital status, family status, and so forth. Within different visions, policies and practices, generated within socio-historical contexts of recognised inequality, **diversity is offered both as a description of reality and as a response to it.** As a result, "diversity" as a campaigning idea is vulnerable to the kinds of associations that Batarilo details, whereby the dominant meanings circulating in a political climate can be overlaid on, and thus alter, the ideas of a campaign. As many researchers noted, the language of diversity politics is used by a range of social interests – including smokers and fox hunters – to advance their interests. Moreover, the logic of diversity politics is used in Europe by racist groups to argue that traditional, "normal" cultural identities are threatened in multicultural societies. Taken to extremes, I recently saw an Indonesian politician on BBC World argue that the colonisation of West Papua had enhanced the diversity of the region. So how campaigners articulate the diversity they envision and value, and - given these dynamics of socio-political communication - how they ensure that their vision can anticipate and counter other



associations and meanings, is important. The following sections discuss examples raised at the research seminar that may contribute to this. In the limited space of this article, I would like to concentrate on mapping out diversity, as this is not only a key, anchoring idea (and value) of the campaign, but it was also the idea which came in for the most sustained examination during the seminar. The basis of this criticism is obvious; diversity is a term that we can use to mean very different things, while apparently intending something shared and taken-for-granted. Diversity just is, right? And then it's a question of celebrating or criticising, right? On one level, perhaps. But diversity – sometimes explicitly differentiated from or overlapping with cultural diversity – means at least a focus on the interplay of ethnicity, gender, age, sexual orientation, (dis)ability, religion, marital status, family status, and so forth. Within different visions, policies and practices, generated within socio-historical contexts of recognised

inequality, diversity is offered both as a description of reality and as a response to it. As a result, "diversity" as a campaigning idea is vulnerable to the kinds of associations that Batarilo details, whereby the dominant meanings circulating in a political climate can be overlaid on, and thus alter, the ideas of a campaign. As many researchers noted, the language of diversity politics is used by a range of social interests – including smokers and fox hunters – to advance their interests. Moreover, the logic of diversity politics is used in Europe by racist groups to argue that traditional, "normal" cultural identities are threatened in multicultural societies. Taken to extremes, I recently saw an Indonesian politician on BBC World argue that the colonisation of West Papua had enhanced the diversity of the region. So how campaigners articulate the diversity they envision and

value, and - given these dynamics of socio-political communication - how they ensure that their vision can anticipate and counter other associations and meanings, is important. The following sections discuss examples raised at the research seminar that may contribute to this.

## ► Diversity just is?

The theorist of racism David Theo Goldberg writes in *The Racial State*: "The history of the human species, for all intents and purposes, can be told as the histories of human migration. It is the history – really the histories – of movement and resting, regenerative settlement and renewed mobility...the history of miscegenation (interbreeding) and cultural mixing,

of increasing physical and cultural heterogeneity” (2001:14). However Goldberg examines what many campaigners also acknowledge, that these histories and realities of diversity have been erased and marginalised:

*Modern states, especially in their national articulation, ordered themselves not as heterogeneous spaces but in particular as racially and culturally homogenous ones. They have assumed themselves, falsely as a matter of fact, to be constituted upon the presumption, the insistence, of homogenous group identity, repressively embodying sameness as a value. In this sense, homogeneity is to be viewed as heterogeneity in denial* (my bold) (2001:16)

Thus diversity just is, but ways of seeing diversity are often in conflict with ideas of who belongs, who is legitimately here, and who is entitled to what in society. To understand this, it is often useful to ask ‘what is not diversity’ in my society; in other words, who does not need to be seen as diverse to defend their identity and justify their needs and rights. This is illustrated by Dimitris Parsanoglou and his colleagues in a consideration of the ways in which “second and third generation migrants” find pathways of identification within Greek society. Cultural identification is a complex process, and children and grandchildren of Albanian immigrants to Greece use language, social networks, family relationships and engagements with institutions in different ways to fashion identifications with both Greece and Albania (a country, as they memorably describe it, of ‘unlived memories’ for young people who have never been there physically). However, the constant labelling of these young people as “second generation migrants” is part of a process which differentiates them from a Greek society that they live and participate in. This labelling is a widespread example of boundary maintenance, marking out the “diverse” from the “non-diverse”. Furthermore, it is a label that is often legitimated by youth workers and researchers through discourses of diversity. While the young people they interviewed find nothing to identify with in this label, its usage even by those advocating diversity compounds the marginalisation of these young people by not challenging the ideological categories through which they are excluded. The question they pose, in other words, is whose version of a diverse reality is being campaigned for? Do people recognise themselves in it?



## ► Diversity is about history and power

Julie Ringelheim provided a fascinating example of what can happen when the implications and consequences of diversity as a discourse are not considered. Examining case law from the USA that developed in relation to the question of “affirmative action” – anti-discrimination policies involving preferential treatment in hiring and admission for persons belonging to disadvantaged groups – Ringelheim traced the consequences of a 1978 US Supreme Court decision which defended the right of a university to practice affirmative action not because it was a remedy for past injustices, but because the aim of having a “diverse student body” was seen as being educationally valuable. Translated into the terms that are often heard in this campaign, the Supreme Court was arguing that diversity is a resource, and that the University and its students had the right to benefit from this. In the terms Ringelheim uses, it is an “internal educational good”, rather than an “external goal” of increased social justice. Inevitably, problems with this position were revealed by subsequent legal challenges.

The first problem with an argument for appreciating diversity as an “internal educational good” is that it does not specify “diversity of what”. Without any compelling reason to consider race and ethnicity as a core aspect of diversity, there is no reason that they cannot be complemented, or replaced, by other aspects of diversity – as one judgement put it, “they can take into account a host of other factors in the admission process, like the ability to play the cello, make a downfield tackle, understand chaos theory”). Fundamentally what this “diversity as richness” logic compounds

is the very power relations that make campaigning for diversity necessary. As Ringelheim puts it:

*The diversity argument...tends to justify efforts to promote the inclusion of disadvantaged groups on the basis of its utility for the dominant majority, rather than as a matter of justice or moral obligation. Convincing the overall society that it should support the promotion of equal opportunities is important. But this line of argument may obfuscate more principled justifications and makes equality discourse more vulnerable to attacks based on claims that combating discrimination is not “efficient” and thus not in the interest of the dominant majority after all.*



What this study suggests, from a campaigning point of view, is that being “for diversity” must be at some level a political position based on principles of equality and anti-discrimination. Social, cultural, sexual and physical diversity may be a richness, but it is not an objectively given one that everyone can or will appreciate.

## Bring it on or Benetton?

Following on from this, a question raised by these examples of competing interpretations of diversity is the degree to which diversity is politically useful as a campaigning term. For many researchers, diversity is a de-politicised term, a “low cost” form of politics that sits very well with the aesthetic value placed on diversity in consumer societies (often known as “Benetton politics”). It could be argued that this “low cost” calculation informs the move away from “anti-racism” to “for diversity” in this campaign (because apparently it’s too aggressive to be against things). The ambivalence of this position, however, is that it is easily marginalized in political debates as a form of liberal middle class politics, favoured by people who enjoy Indonesian food, world music, Rastafarian tree carvings and regular chakras maintenance. In Australia, the politician Mark Latham used to distinguish between what he called locals – “average” Australians worrying about “everyday” things – and tourists – Australians seen as detached because of their elite concern with and vested interests in multiculturalism and Aboriginal rights.

In the Polish context, Vanessa Trapani analysed how public debates during a period of absorption into the global economy and accession to the European Union were characterised by ideas of threats to national identity, tradition, and Polish values. In one fairly representative internet discussion, she examines how Europe becomes a cipher not only for foreign influence, but for elite, liberal orthodoxies that will be forced on unwilling Poles:

### The New Euroconstitution in ten points:

- 1 God does not exist, there are (sic) only tolerance and political correctness.
- 2 European history begins with the Renaissance and the French revolution.
- 3 All the people are equal, but gays and lesbians are more equal.
- 4 Tolerance for all, but not for Christians and Jews.
- 5 All religions are equal, but Islam is more equal...
- 6 Social Europe defends the weakest and for this reason abortion and euthanasia are permitted and encouraged...
- 7 It is forbidden to use such words as “Muslim terrorist” or “homosexuals” and it’s mandatory to use the dictionary of politically correct language.

It may be tempting to laugh, however this encapsulates a powerful political discourse in many societies, which inverts prevailing power relations and constructs “ordinary people” as victims of new, politically correct tyrannies. Similarly, a common strategy in our public spheres is to label those who are “for diversity” as elites acting against the interests of “ordinary people”, and to regard an interest in social justice as the hobby of a privileged minority. Given how young people are often cast as political actors, it is conceivable that campaigning “for diversity” could be combated through the same logic.

In conclusion, the contextual research presented at the May seminar suggests that for a politics of diversity to communicate robustly in our societies, its advocates must be attuned to questions of power and ‘what is not diversity’, and to how different associations with and meanings of diversity flow in and through the terms of this campaign. In involving the experiences and interpretations of marginalised young people, this research is also explicitly political, and not worried about being aggressively against stuff.

## Notes and references :

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by Luis Manuel Pinto

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## A symposium with many names

### ► Before any name

As European Coordinator of the European Peer Training Organisation (EPTO), I was invited to take part in a symposium that would lay the guidelines for building a European youth campaign.

Ten years ago, when the first “All Different, All Equal” Campaign was gaining shape, also EPTO was taking its first steps: a first training of peer trainers in using an educational programme to combat all forms of discrimination. Ten years passed and EPTO grew as an organisation, the same way as the motto “All Different, All Equal” grew in people’s minds and hearts. Today, EPTO gathers teams of volunteer peer trainers leading interactive discussions about issues of prejudice and social exclusion in many European countries. This symposium was for EPTO, as well as many other youth organisations, an opportunity to join efforts on a common mission in what would be a new European youth campaign for diversity, human rights and participation.

### ► A symposium with many names

A “Yes” was declared by the Council of Europe’s Youth Summit in Warsaw in May 2005. The European Youth Forum was committed and the European Commission was willing. The institutional planets were aligned to support a youth campaign promoting diversity, inclusion and participation in society. The iron to build a campaign was hot. Ideas were needed to shape and give form to this new “All Different, All Equal” European Youth Campaign. That was the goal of the symposium that took place at the European Youth Centre Strasbourg, 26-30 October 2005 which celebrated the 10th anniversary of the previous campaign and developed thinking about the next campaign. A meeting point of people and experiences carrying the legacy of the past, analysing the present situation and thinking together

about how a new campaign could change the future. Many “children” of the 1995 campaign were present to tell their stories about how the previous campaign changed their future. To tell adventures of movements of people and hearts that initiated what are today some of the most impressive projects confronting racism, xenophobia and intolerance. Each story was a living proof of the campaign’s success in rallying people for a cause. Each story a celebration of 10



years of commitment to making a fairer society; testimonials of surprises, fears, fights and rewards. The symposium was therefore a meeting point, between the past and the future, between different generations of engaged youth workers and young people. A meeting point of different experiences, similar ideals. The symposium came at a point where people had different ideas about what such a symposium or such a campaign should highlight. That is maybe why it is a symposium with many names: “The struggle goes on...”, “All different, not indifferent”, “All

Different, All Equal”, “Committed to make a difference”...

### ► The struggle went on!

“The struggle goes on...” is the title of the compilation and proposals coming from the working groups. Also in the same document, the description of two highlights from the news during the symposium’s first days: “26 October 2005: A fire in a detention centre at Schipol airport, Amsterdam, kills eleven asylum seekers.” “27 October 2005: Fear, frustration and urban violence spreads in the French suburbs after the death of two young boys hiding from the police.” It was a struggle because equality in dignity is not a given in the societies into which we are born. It was a struggle because at the same



time as 120 participants from 41 countries were working to define a campaign for human rights, a contrary movement of violence and oppression was being expressed elsewhere in Europe. It was a struggle and it must go on because 10 years after the first “All Different, All Equal” campaign, there were still enough motivations and enough motivated people for another campaign.

### ► All different, not indifferent

Maybe the people participating were the reason why the symposium was at some point also called “All different, not indifferent”. There was a particular phenomenon about that symposium, repeated in the more recent “Diversity Youth Forum” symposium in Budapest, which made it special.

There were working groups analysing and exchanging perceptions about the realities of racism, anti-Semitism, romaphobia/anti-gypsism, islamophobia, homophobia, xenophobia, disablism, nationalism and fascism, globalisation and terrorism. As pointed out by the working groups, the choice of such themes for discussion on one hand represents a particularity of what were the concerns 10 years before, when the first campaign took place: reinforcing the difference, erasing the similarity of the other. Expressions of discrimination based on grounds of identity and belonging which could then be aggravated by social movements such as globalisation or expressions of violence such as terrorism. For many participants it was a difficult choice to make since the topics were entwined and affect each other mutually, but this was also the basis of very intense discussions.

Such a diverse range of topics attracted the interest of an equally diverse group of people: People that came from very

different contexts: People between whom the daily social contact would not go deeper than giving up their bus seat or saying ‘good morning’ when passing someone on the stairs. For the participants, the symposium also became an exercise of participation where identities from the whole spectrum of human diversity were gathered in the same space, sharing the belief that a better world is possible; and they were (also) the ones to do something about it. More than coexisting, the curiosity of discovering the other and seeing oneself in the other, drew the people present to realize that it is possible to live together and appreciate the differences.

### ► All Different, All Equal

After discussing and analysing the different realities that threaten equality in Europe, participants were then regrouped in different working groups. This time to design what could be the campaign’s shape and focus. How would the national campaign committees function? What kind of activities would there be? European? National? Local? What should be the educational approaches? Who do we want to reach?

The “Production Units”, as they were called, made many still remember the event as the “all different, all equal” symposium. All different as to their individuality and motivation, their potential, but I would dare to say all equal in the value of their contribution. All equal in the opportunity they had to participate in deciding how this campaign would take shape. The symposium became a “social laboratory” or a “safe haven” that proves that IT IS possible, that diversity works (as said by a working group on a more recent symposium) and that different people can be united for the same purpose, in this case, building a youth campaign.



## ► Committed to make a difference

After the production units ended on the last day, the energy in the plenary room was high. Fireworks of ideas being presented in short amounts of time, giving a glimpse of what had been a hard working day of discussions and planning. There was a general feeling of achievement for the work of the previous days and an enthusiasm for the future days of the campaign.

“Committed to make a difference” is the tag line of the official report of the symposium. Many will remember this commitment very strongly, as it was visible in the participants’ reactions to the last day’s closing session. After the speaker’s intervention, some statements indicated that there should be priority themes for this campaign, ironically enough one of the other names of this symposium: “Racism, anti-Semitism, xenophobia and intolerance and their impact on young people today”. It was beautiful to see the energy that was generated in the plenary room where many people felt such statements as a contradiction to the outcomes of the symposium. Four days of work defining that this would be a campaign for diversity, human rights and participation, with no priorities between causes, were not being reflected in such statements. The importance of this moment was not the contradiction between discourses, but a plenary room filled with different people being united by a message of non-conformism. A message against all attempts to destroy bridges between human beings using this campaign as a common voice.

## ► Diversity, Human Rights, and Participation

But what makes diversity Work, when in so many other cases it doesn’t? Will a campaign about everything end up being about nothing? What was the “gluing factor” of this event and maybe of this campaign? The previous campaign had “common enemies”. It was a campaign against racism, against

anti-Semitism, against intolerance. It was clear what the campaign needed to tackle because it was in some way easier to recognise racism or anti-Semitism: if we would see it we had to make it disappear, somehow. This time the choice was to have a campaign that was actually trying to make something appear: To create the conditions for diversity, human rights and participation to appear in our societies. But when it appears, will we be able to recognize it? Is this an achievable goal? These were some of the questions being put by participants in the plenary room or working groups, and mostly in the informal spaces. There were no answers at the time. Many questions, though.

I realize now the integration of the themes of this campaign: participation of everyone in diversity can only be achieved if there is a shared belief in human rights. Equal human dignity is the value behind this movement of the campaign and also the goal. Making values become realities. Making values become practiced values. Human Rights is therefore the “glue” that sticks diversity and participation together, like a “holy trinity” for inclusion.

And how about participation? Looking back to when the symposium took place and watching how many national campaign committees are blocked by institutional bureaucracy; how some social groups are excluded from national activities and how so many people are still lost as to the way they could get involved, one could think that the fears expressed in the symposium’s coffee breaks did come true. But then, I look at the way other national campaign committees involved a wide range of youth movements and transformed the message of the campaign in such creative ways. I see smaller initiatives bringing the logo and the message to the streets; bringing it back to peoples’ discourses. I live working diversity once more in other events for the campaign and I understand that the particular beauty of this campaign is the freedom of transforming it and making it yours. So I ask, should the title of the symposium be for you “All different, still indifferent?”

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by Hanjo Schild

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## At the heart of European **policies**

Both, the European Union and the Council of Europe, within their own areas of responsibility, are involved in building a multicultural Europe and in developing strategies and concrete action for achieving this objective. The European Youth Campaign **ALL DIFFERENT – ALL EQUAL for Diversity, Human Rights and Participation**<sup>1</sup> is just one, prominent example of how action can be taken. However, no single activity ever would make a real change in fighting discrimination, xenophobia and racism and in promoting diversity and tolerance. The following examples show the focus on activities in the field of diversity and intercultural dialogue; other relevant actions which are related to the campaign in the field of participation and active citizenship are not covered here.

### ► The European Commission

For the European Commission the **Youth Programme** in general, (and the yearly published call for pilot projects in particular), is devoted to diversity, mutual respect and the fight against racism. In 2001, when the **White Paper on Youth** was adopted, the fight against racism and xenophobia was identified as one of the key priorities also in youth policy. Since then various actions have been taken, including the organisation of two youth conferences entitled “**Youth for Tolerance and Democracy**” in 2001 and “**European Youth in Action for Diversity and Tolerance**” in 2005<sup>2</sup>; A **Declaration of Youth Ministers on Racism and Intolerance** in relation to young people was published in 2004<sup>3</sup>; not to forget the strategies and actions which have a clear relationship between diversity and non-discrimination on the one hand and the priorities for closer cooperation such as active citizenship and participation, social inclusion and mainstreaming youth in other policies on the other hand.

In the employment and social affairs policy sector the Member States of the European Union have adopted two **Directives against discrimination**<sup>4</sup>, one on the principle of equal treatment between persons irrespective of racial or ethnic origin, and another one on a general framework for equal treatment in employment and occupation.

As part of its Action Programme to combat Discrimination, the European Commission is running a five-year pan-European information campaign on combating discrimination on the grounds of racial or ethnic origin, religion or belief, age,

disability and sexual orientation. Youth is an important target group of this **campaign** called “**For Diversity – Against Discrimination**”<sup>5</sup>. The first year of the campaign focused primarily on promoting diversity in the workplace. Measures for the second year of the campaign included mainly visibility and awareness activities. These activities were maintained in the third campaign year and extended by measures targeting youth, such as a mobile photo contest and local events. The campaign, which is being developed in close co-operation with EU governments, trade unions, employers’ organisations and NGOs, was launched on 16<sup>th</sup> June 2003 and is scheduled to run until 2008.

The initiative for the **European Year of Equal Opportunities**<sup>6</sup> comes exactly a decade after the European Year Against Racism and the introduction into the EC Treaty of Article 13 - allowing the EU to combat discrimination (1997). The aim of the Year in 2007 is to launch a major debate on the benefits of diversity for European societies. It will also seek to make people in the European Union more aware of their rights to enjoy equal treatment and a life free of discrimination. The activities undertaken during the Year will focus on the discrimination individuals or groups may suffer owing to their sex, racial or ethnic origin, religion or beliefs, age, sexual orientation or disability, all of which are grounds for discrimination that can be addressed at European level (article 13 Amsterdam Treaty). Most activities will take place at national level, under the guidance of a national implementing body. Activities at European level will include a pan-European information and promotional campaign, Eurobarometer surveys, numerous conferences and studies.

The 2007 European Year of Equal Opportunities for All is run by the European Commission, DG EMPL, Unit G 4 – contact persons:

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The Year will be followed in 2008 with the **European Year of intercultural dialogue**<sup>7</sup>. The Year should provide major opportunities to raise awareness of all people living in the European Union, particularly the young, that intercultural dialogue is the most relevant process to address an increasingly multicultural environment. It is widely recognised that most of the experience in the field of promotion of intercultural dialogue lies at local level in the Member States and involves the active participation of the civil society in the widest sense: the cultural sector, the education community, youth organisations, sport organisations, cities, the media and the business community. The European Commission is therefore launching various initiatives aimed at stimulating interested parties to engage in a sustainable process for which the year would provide momentum and visibility. The Commission also will highlight intercultural dialogue as a horizontal priority in all relevant Community programmes, leading to new projects focusing on intercultural dialogue in different sectors from Life Long Learning to Culture, Youth or Citizenship. The challenge is to bring the dialogue where it matters, at school or in the education and training environments, at work and in entertainment, cultural or sporting activities. Intercultural dialogue is relevant not only within the European Union but also in its relations with third countries. This is particularly so with respect to candidate countries, but also in the relationship between the EU and EFTA countries Parties to the EEA agreement, the Western Balkans as well as third countries which are EU partners within the new European neighbourhood policy.

The 2008 European Year of inter-cultural dialogue is run by the European Commission, DG EAC, Directorate C - contact person:  
 Sara Wilmet, [Sara.Wilmet@ec.europa.eu](mailto:Sara.Wilmet@ec.europa.eu)

The European Commission's website on non-discrimination in the European Union provides information on all aspects of EU action – both laws and policies – to combat discrimination. You can find out more about European non-discrimination legislation, activities supported under the Community Action Programme to combat discrimination etc in the Equal Rights in Practice newsletter at [http://ec.europa.eu/employment\\_social/fundamental\\_rights/index\\_en.htm](http://ec.europa.eu/employment_social/fundamental_rights/index_en.htm).

## The Council of Europe

A much longer tradition in the fight against discrimination and intolerance, human rights violation and xenophobia is on the side of the Council of Europe, set up in 1949 to defend human rights, parliamentary democracy and the rule of law and to promote awareness of a European identity based on shared values and cutting across different cultures. Obviously the general key

objectives and fields of activities of the organisation are closely linked to the focus of today's campaign for diversity, human rights and participation; nevertheless some specific further activities must be highlighted as an extraordinary contribution to the fight against discrimination and the promotion of intercultural understanding.

Since the very beginning in the 1960<sup>8</sup>, the Council of Europe's **youth policy** has been committed to the mission of the whole organization, namely to safeguard fundamental European values. In the 1970s strong youth movements asked for more participation, democratic citizenship, intercultural dialogue and social cohesion and in 1989 a new Europe without dividing lines brought new challenges as well for the youth field, particularly with regard to diversity and the fight against discrimination.

The 1995 campaign **All Different – All Equal against Racism, Anti-Semitism, Xenophobia and Intolerance** (RAXI) brought a new quality and impetus in the actions and strategies in the youth field. It focused on the struggle against Racism, Xenophobia, Anti-Semitism & Intolerance and was in favour of a tolerant society based on the equal dignity of all its members. The campaign in 1995 was a real milestone in the Council of Europe's activities in the fight against all forms of intolerance and brought new networks with new partners, created new alliances and a better cooperation between NGOs, governments and the Council and achieved a high visibility and media awareness.

In 2000 the Council of Europe's Directorate of Youth and Sport launched a youth programme on **Human Rights Education**<sup>8</sup>, set up as an important opportunity to consolidate and to establish education and learning about, for and in Human Rights throughout Europe. The programme built upon the achievements of the Council of Europe youth sector in the fields of intercultural learning, participation and empowerment of minority youth and its expertise in developing educational approaches and materials for practitioners in youth work. In 2006– 2008 this priority puts special emphasis on intercultural dialogue, inter-religious co-operation and respect for cultural difference.

The Directorate of Youth and Sport has also an outstanding record of activities in the areas of **intercultural learning, intercultural and inter-religious cooperation / dialogue**. One of the projects of the Directorate has been focusing on "Youth promoting peace and intercultural dialogue". Activities in this field are also found in other sectors of work, notably in the Partnership on Youth with the European Union. Particular attention is given to young people from regions that have suffered from armed conflict (namely the Balkans and the Caucasus). A Euro-Mediterranean dimension of cooperation explores dialogue in a broader framework by associating young people from Europe and all the sides of the Mediterranean.

The **European Youth Foundation** (EYF)<sup>9</sup>, a fund established in 1972 provides financial support for European youth activities. Its purpose is to encourage co-operation among young people in Europe by providing financial support to



such European youth activities which serve the promotion of peace, understanding and co-operation in a spirit of respect for human rights, democracy, tolerance and solidarity. In 2006/07 projects must contribute to the objectives and priorities defined for the *programmes of the Council of Europe's youth sector 2006-2008*. In addition, in 2007, projects linked to the themes of the *European Youth Campaign for Diversity, Human Rights and Participation "All Different - All Equal"* will be given priority for EYF funding.

**Combating racism and intolerance** is at the heart of the organisations' key objectives. For that reason the Council of Europe established in 1993 the European Commission against Racism and Intolerance (ECRI)<sup>10</sup>. ECRI is an independent monitoring mechanism, whose task is to combat racism, xenophobia, anti-Semitism and intolerance in all Council of Europe member States from the perspective of the protection of human rights. Its action covers all necessary measures to combat violence, discrimination and prejudice faced by persons or groups of persons, on grounds of race, colour, language, religion, nationality and national or ethnic origin.

Through its **Intercultural Dialogue and Conflict Prevention Project**<sup>11</sup>, begun in 2002, the Council of Europe intends to help policy-makers, civil society and all who play a part in culture to devise a policy of dialogue which respects every aspect of cultural diversity. With this in mind, the Council of Europe undertakes to analyse the sources of conflict between cultural and religious communities and the mechanisms which stir such conflict, to define cultural activities with a preventive aim and to identify actions to promote reconciliation. The overall aim is to promote intercultural and inter-religious dialogue and mutual respect and understanding between the different communities and to prevent conflicts through cultural policies and cultural action.

In 2005, the European Ministers responsible for Cultural Affairs asked the Council of Europe to prepare a **White Paper on cultural diversity through intercultural dialogue and conflict prevention**<sup>12</sup>. The White Paper should review the conceptual and operational achievements and propose orientations for future action. By identifying ways and means to respond to the need for intensified intercultural dialogue within and between European societies, it should enhance the ability for everyone to contribute to, and benefit from, the cultural diversity of our continent in daily life and to promote active citizenship especially among young people. It aims to ensure cohesion of our societies and to respond to the need for structured dialogue between Europe and its neighbours as a means to further co-operation and mutual understanding. It is also intended to provide policy makers and civil society organisations with guidelines for the development and implementation of intercultural dialogue. A secretariat at the Council of Europe co-ordinates the elaboration of the White Paper. Institutional partners of the Council of Europe, representatives of public authorities, members of different ethnic and religious communities and relevant civil society organisations should be

consulted, ensuring a most open and inclusive approach. To this end, the Council of Europe web site is used to invite for spontaneous and unstructured contributions. The publication is foreseen for November 2007.

**The White Paper on Intercultural Dialogue is published by the Council of Europe, General Directorate for Education, Culture and Heritage, Youth and Sport (DG IV)**  
Contact: Ulrich Bunjes, [ulrich.bunjes@coe.int](mailto:ulrich.bunjes@coe.int), Central Division, Directorate General IV

## Conclusion

All the examples above show the strong commitment of both the European Union and the Council of Europe to promote diversity and human rights and to fight against all forms of discrimination. The list of activities would have been even longer if the third campaign topic "participation" had been included, ranging from the current strategy in the Union to foster active citizenship and participation through priority setting in youth policy and the Youth in Action program, to the unique co-management system in the Council of Europe where youth organisations and ministries responsible for youth decide jointly on programmes and actions of the European Charter on the Participation of young people in local and regional life – just to mention some.

However, these initiatives can only serve as a frame; when it comes to concrete action – and this is particularly true for the campaign All Different – All Equal – nothing is more important than the grassroots level: Youth initiatives and youth NGO's, schools, universities, enterprises, culture and sports, social work, all can get involved and be engaged in the fight for a more peaceful and democratic world, for diversity, human rights and participation.

## Notes and references :

1. <http://alldifferent-allequal.info/>
2. <http://youth-against-racism.net/>
3. DECLARATION of the Council and of the Representatives of the Governments of the Member States meeting within the Council on Racism and Intolerance in relation to Young People; see: [http://ec.europa.eu/youth/whitepaper/post-launch/post\\_en\\_1\\_en.html](http://ec.europa.eu/youth/whitepaper/post-launch/post_en_1_en.html)
4. [http://ec.europa.eu/employment\\_social/fundamental\\_rights/policy/policy\\_en.htm](http://ec.europa.eu/employment_social/fundamental_rights/policy/policy_en.htm)
5. [http://ec.europa.eu/employment\\_social/fundamental\\_rights/policy/awrais/div\\_en.htm](http://ec.europa.eu/employment_social/fundamental_rights/policy/awrais/div_en.htm)
6. <http://equality2007.europa.eu>
7. [http://ec.europa.eu/culture/portal/events/current/dialogue2008\\_en.htm](http://ec.europa.eu/culture/portal/events/current/dialogue2008_en.htm)
8. [http://www.coe.int/t/e/cultural\\_co-operation/youth/2\\_Priorities/hrsc.asp#TopOfPage](http://www.coe.int/t/e/cultural_co-operation/youth/2_Priorities/hrsc.asp#TopOfPage)
9. [http://galadriel.coe.int/fej/portal/media-type/html/country/null/user/anonymous/default.psm?js\\_language=en](http://galadriel.coe.int/fej/portal/media-type/html/country/null/user/anonymous/default.psm?js_language=en)
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12. [http://www.coe.int/T/E/Cultural\\_Co-operation/](http://www.coe.int/T/E/Cultural_Co-operation/)

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by Michael Raphael

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## The View from the Campaign Director's Chair

Amongst other things, MichaelRaphael has been a trainer for the Council of Europe for more than ten years. Currently he is director of the All different - All equal campaign so we asked him to share his perspective...

Here we are again in the midst of another campaign of "All Different All Equal." Even though none of the secretariat was involved in the 1995 campaign, it seems as if we have been here before. When people ask what the difference is between this campaign and the one ten years ago, the answer they will get will be something along the lines of: "It is the same campaign, just more decentralized with much less money, but a positive emphasis this time around." This is the new European Youth Campaign for Diversity, Participation and Human rights of 2006-07. It no longer has a negative perspective AGAINST discrimination, but rather portrays a more positive preventive model with the goal of building an inclusive, multi-cultural European society based on mutual respect. The campaign also portrays the effectiveness of building a Europe that takes advantage of its diversity, while respecting human rights as a common platform – a mouthful for what is to be a pan-European awareness-raising campaign, which should be simple and clear. The concept we inherited is complex, abstract, and you need at least a few hours to explain it to someone else. The challenge we face, and the question left to answer is, "How do we turn this complex message into a practical and widely-spread campaign without being shallow or even worse, misunderstood?"

We are living in a period that is one of the more culturally sensitive periods in recent history. Influenced by the 9/11 tragedy, and the invasion of Iraq by the United States and its allies, we are in a world where cultural and religious differences seem to be more divisive than ever before; where every Muslim is a potential terrorist suspect; and where some are leading a new crusade while others are heading up a jihad. The protocols of Zion are again on the bestsellers' lists as Jews are seen again as leading a world conspiracy. Furthermore, disabled people

everywhere do not have equal access and are denied basic privileges of public transportation. We are in a world where a "new Europe" means that you are "free" to make homophobic remarks even though you are a politician in power.

The secretariat of the campaign has been discussing the aforementioned issues during the last few months. We have been going over the professionally-written symposium reports, focusing on the summaries and conclusions. We are striving

to build a cohesive strategy that will make this campaign relevant on the local level as well as on the pan-European level. We want to form a campaign that will include the vision of many young people in Europe – a vision that could be easily adopted and included in their agenda, and a vision that they can attempt to make a reality.

We must work on a strategy that will engage young people in their natural environment and create projects that will be relevant and directed towards the interests of young people. The campaign logo is only effective if used with a concrete issue, such as the protection of the human rights of the LGBT community. However, when the logo is used by public figures without direct relevance

to a challenging issue, it then loses its relevance, and it may appear to be used in a cynical way, or even to cover up real issues facing that society.

This is a challenge that we have tackled by choosing concrete issues that are on the public agenda – like the recent racial violence seen in some large eastern countries – and by focusing the campaign on the values relating to those policies or behaviours that display discrimination. These issues should be discussed and identified. Likewise, they have been in our symposiums where relevant topics of the campaign are discussed and analysed.

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allegear	gelyk	όλοι	ίσοι
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allen	gelijk	all	equal
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tous	égaux	herkes	eşit
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The secretariat has envisioned the campaign engaging in a series of thematic weeks, which will include sponsoring public events, educational activities and street actions. These thematic weeks will bring together some of the themes that are being discussed at the educational symposiums of the campaign. These weeks will be primarily organized by local NGOs in any given country in order to bring together people with a variety of interests to focus on a specific topic. The topics of the thematic weeks will include some of the discriminations mentioned in our symposiums, including Islamophobia, anti-Semitism, homophobia, disablism and Romaphobia. The events will bring together a network of NGOs and the NCC (National Coordinating Committee) to create a collaborative and effective intervention. The events will also focus on an inclusive process that encourages participation from groups that are the target of the discrimination. The call for the protection of human rights for discriminated groups must be as large and diverse as possible to guarantee an effective outreach to many different groups within the given society.

The large symposiums that will be conducted throughout the year, as well as the NCC meetings and training courses, will bring together social analysis research, and will be the basis for our common social action and grass roots activities. The thematic weeks will support the principles of participation, diversity and human rights through the topics they rally

around and in the process of the creation of the events and projects. The secretariat will initiate a series of pan-European events that will be coordinated with the thematic events. The goal is to achieve as much collaboration on the national and pan-European level so that we can maximize the visibility of the campaign while staying relevant to concrete issues on the ground across Europe.

We have only a few months to go in the campaign, so it is important to use the coming spring and summer to give the final push to move the issues of the campaign to the top of the social agenda. I know that the majority of youth in Europe can stand firm behind the values and principals of this campaign, but this majority is silent. The minority of extremists of all kinds get the attention of the media while we - the majority - lower and shake our heads in disbelief.

If this campaign can empower youth to step up to the challenge and face the minority who advocates hate and exclusion... If we can inform and educate young people in the themes of diversity and human rights so they can go out there and transfer this information to their peers... then we can call this year a success.

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by Christine Overli Eriksen

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## From **big words** to **action**

**How do we change a paper from the Council of Europe with huge words like diversity, participation and human rights into a youth campaign for and by young people?**

Do these words mean anything in your everyday life? For most of us they can seem empty after too many speeches from politicians who have few intentions of putting action behind them or creating a genuine discussion. This is why the campaign has to be about exactly that: action and discussion.

To get a discussion we need different points of view and the first challenge for All Different – All Equal in Norway was that everyone in the campaign committee had to agree on the three pillars of the campaign. This was neither controversial nor did it spark off a discussion. Not until we were able to put aside our political correctness and reach a common understanding of prejudices as the basis of discrimination, could we start our project.

*Are you aware of your prejudices?*

### ► **What does political correctness mean to you?**

This is one of the questions we asked over 500 young people last summer. Through 20 seminars at youth camps, we have faced young people with their prejudices. Hidden or secret theatre gave us the chance to put aside the political correctness and make room for reflection. Secret or hidden theatre is a participatory method where you as a trainer have a secret agenda. In a workshop you can either pretend that you are - or represent - someone different to who you really are. For instance have we developed a test where the participants can find out if they are disposed towards discriminatory behaviour or not. The test is presented as a very serious test. If the participants believe that the test is credible it will also make them try to get the best results – for who really wants to be seen as a person who is discriminating against others? The test is built up of many rounds of tests each designed to make the participants start to discriminate against each other. So the theatre is about not giving the participants the full infor-

mation about what they are taking part in, they are the actors. It is done to make them act naturally and to make them see how easy it is to forget all about our principles and allow our prejudices lead to discrimination. In the end of the test the participants get the full information and debriefing on what they have been through. The emotions of such a game can be very strong; when the debriefing is done in a proper way the participants will understand and feel how it is to discriminate and be discriminated against. Usually the feedback is that the people have learned a lot about themselves and also about mechanisms which lead to discrimination and prejudices.

To reach 13-26 year olds, not typically interested in the topics, we have to use a different language than the political correct policy language used by politicians. At the same time without making too simplistic a picture of why discrimination happens and how it is linked to human rights. For most young people in Norway, human rights are something associated with Abu Grahieb and Burma, not our everyday life. We wish to change this image by showing that the prejudices we all have, when put in to action, lead to discrimination and violations of others human rights.

What is the starting point of discrimination? Prejudices are something everyone has. It is all about making assumptions from single episodes; the picture the media gives of some groups and putting people in categories based on origin, sexual identity, religion, skin colour, social background and many more visible and invisible characteristics. Prejudices are based on feelings and emotions, which are further confirmed or rejected by the media and our close surroundings. The only thing we can do to protect ourselves from putting our own prejudices into practise, is to be aware of them. To raise this awareness we developed the “doublethink” symbol. By pausing the first thought and evaluating whether it is fair and justified before you form your own opinion. Does it match with reality or is it just in your mind? Pause – Hold – Play. The first thought is not always the right one.

## ► The need for equal rights and opportunities

Since 1995 and the last All Different – All Equal campaign, new forms of discrimination have taken form. Fear of terrorism has given rise to Islamophobia. Other forms of discrimination have gained more public awareness like gay and lesbians being harassed on the streets and young people with disabilities still not having the same opportunity to choose education and jobs.. These are just a few examples of the everyday discrimination which makes this campaign worth the effort. The campaign in 1995 was a success out of the political situation. The wall between east and west of Europe was torn down and the slogan All Different – All Equal brought us together. Even if there is no physical wall to remove today, there is a need for equal rights and possibilities whoever you are and wherever you live. Let us together tear these walls down!

## ► Participation creates ownership

The largest challenge is to make a European initiative truly ours and relevant to Norwegian youth. Youth participation is a buzz word and to me it really means that we have the possibility to take an initiative to change our everyday life. And maybe more important: the power to take part in making decisions. All Different – All Equal was re-launched thanks to an initiative from the Advisory Council on youth in the Council of Europe and by this it directly comes from young people and youth organisations. Young people have participated in the creation of the campaign on the European level and throughout the national campaign committees on a national level. Youth participation in all parts of the campaign creates ownership and ownership is needed to give the campaign a bottom up approach and make a change.

In Norway the campaign committee is composed of the three big umbrella bodies: youth clubs, disability organisations and the Norwegian children and youth council, as well as different organisations representing the broadness of the campaign when it comes to minorities. Ministries are invited as observers. The structure leaves both large umbrella organisations and smaller minority organisations to decide how the All Different – All Equal campaign will be executed.

The joint expertise on human rights education, participation and diversity in the Council of Europe, Governments and youth organisations, are the strengths of this campaign. The challenge is to give young people at national and local levels, opportunities to take part and shape the campaign to their reality. We do this through fifty young people from all over the country who are ambassadors, or “prejudice provocateurs” as we call them. Trained in methods based on active

participation such as hidden theatre, role play and the living library, they travel all over Norway to provoke youth and start discussions at youth clubs, schools and organisations. Funds for local and regional projects make it possible to start All Different – All Equal activities. These projects give young people a chance to make a change where they live and are the main component of the Norwegian campaign.

## ► The struggle must go on also after the campaign

Youth in Europe are the target group of many different messages and actors. To be able to stand out and make an impression on those who are not already involved in youth work is a major challenge - and with our means maybe not even achievable. That is why this eighteen month long campaign only can be the start. Through the campaign, networks are created and methods are shared that will be needed to continue to tear down the walls of discrimination. We see that the organisations in our campaign committee benefit from sharing experiences and making projects together. In the same way the European dimension gives young people in Norway the chance to know the reality of other young people in Europe and to see that we might not be that different after all. Not when it comes to the wish to live a life where it is not what you are or how you look that decides your possibilities.

All Different – All Equal should not be a campaign of political correctness, but of action. Use a language that everybody can understand instead of big words which have lost their content. Provoke to encourage reflection and discussions. Let us make this a campaign for and by youth where ownership is the result of active youth participation in all parts of the campaign. The European dimension of the campaign gives Norwegian young people insight into the human rights situation in other European countries. At the same time it aims to change our everyday lives by giving access to valuable tools of human rights education and other resources from the Council of Europe and youth organisations. I hope to see creative and effective ways to make people aware of their prejudices and fight discrimination all over Norway and Europe in the year to come. I am sure that we all have much to learn from each other and can develop new methods and projects which will remain long after the campaign is finished.

***Start by double thinking about your own prejudices and go out and act. It is up to us!***

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by Susie Green

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# “Sweet, sorted, sound... Made to make your mouth water...Sweet!

**Do you know the slang phrase “sweet”? It’s said on the streets of London when something’s cool, right, good. We want to show you the new Youth in Action Programme, but hidden around are references to sweets....how many can you find? (Answers are upside down at the end of the article.) Keep reading, and keep counting, the winner might get some sweets...**

Many of you will know our old YOUTH programme like the back of your hand. Since the beginning of 2007 there has been a new Youth in Action programme. It’s not a really new approach, just improved after hearing what people had to say.

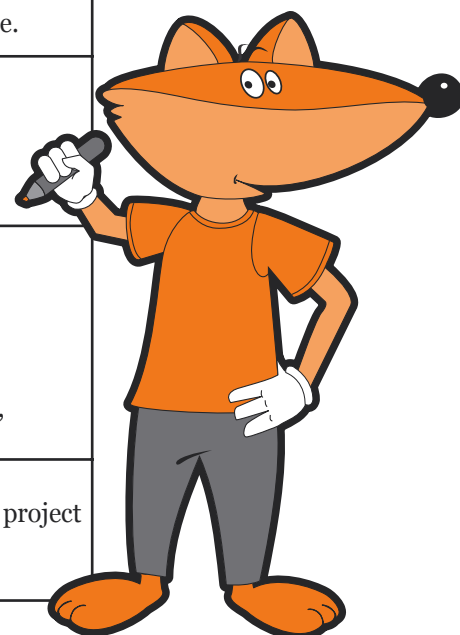
We don’t want to go through every detail here, just the new, exciting bits. And to show that the main priorities overlap quite a lot with the campaign ideals of All Different All Equal.

Maybe the Programme could be a way to put into Action on a grass roots youth work level those principles of Diversity, Participation and Human Rights?

For detailed information check out the new Programme Guide at [http://ec.europa.eu/youth/yia/index\\_en.html](http://ec.europa.eu/youth/yia/index_en.html)

So open your hand (and project applications) and smile...

<b>Who ?</b>	Young people (13 – 30) Youth leaders and organisations Youth policy makers and administrators
<b>What ?</b>	There are still 5 actions, but related to the old programme some activities have changed around, and each of the actions has a name.
<b>Why ?</b>	Four main priorities: 1. Active participation of young people in democracy, 2. Cultural diversity, 3. European Citizenship, 4. Inclusion of young people with fewer opportunities
<b>Where ?</b>	EU countries, EFTA (Iceland, Liechtenstein, Norway), Accession (Bulgaria, Romania, Turkey). All of these have a National Agency responsible for the programme and adapting it to the local reality. Partner countries (neighbourhood policy): SEE, EECA, Euromed, it’s full of eastern promise Rest of the world (with very specific conditions) taste the rainbow, feel the rainbow
<b>When ?</b>	Still 5 deadlines related to project implementation periods. The reporting periods are often taken into account of the whole project cycle now, so the duration of projects is one whole length now.





## Three in 1, chocolate, surprise and a toy?

Well, we can't give you the chocolate, but there are surprises and things to play around with in the new Action 1, Youth for Europe. And there are three main parts to it. The first part is our old friend youth exchanges - still groups of young people, but now 13 - 25 years old. There should still be a definite intercultural learning part and active involvement of the young people themselves in the whole project (not just the exchange itself). Priority will still be given to multilateral projects, and more focus on Advanced Planning Visits and the child protection issue. 3 in 1: Old Action 3, Youth initiatives, now in Action one, and it's open for 18 - 25 year olds (or from 15 with extra support). Length isn't everything, so I'm told, and so initiatives are now 2 months to 18 months long, including all the work you have to do before and after the project itself.

### Break out of the ordinary

A new addition to the YiA programme is what's called Democracy projects. What the \*\*\*\*\* are they? Well, they must be theme-based partnership projects, with at least 2 countries, and in each country 2 organisations. A Democracy project is about exchanging experience, promoting dialogue, overcoming obstacles to participation and getting young people more involved in the decision-making process. Hence the term "democracy". It fits really well with the 'participation' priority of the campaign, and could be a great way of putting those ideas into action, and in a democratic way. To quote an English paint commercial, "It does what it says on the tin".

## Imagine the ambassador's reception... "Monsieur, with these international cooperation projects you're really spoiling us..."

This is about international cooperation with partner countries and the "rest of the world". A new concept in the new programme. This Action 3 helps you work, rest and play in supporting the activities with partner countries under the Actions 1, 2 and 4. The main priorities of the programme, such as inclusion, participation and citizenship can be seen by this effort to make the programme wider in the world and more inclusive with a more diverse target group - although it goes without saying that there will be practical and financial limits. We think it's a bon-bon idée anyway....

Possibilities for Action 3, Youth of the World through the other actions:

**Exchanges** - must have at least 1 EU member state. One or more partner groups from neighbouring partner country. Remember the balance.

**Initiatives** - programme countries only for 2007, being considered for future

**Democracy** - programme countries only EVS - There always has to be a programme country involved in the project (either hosting or sending).

## Youth-pass the sweet tin...

Another important ingredient to the Youth in Action programme is Youthpass. So, you've heard the name already? Or maybe you haven't? It's basically an opportunity for young people, and those who work with them, to record their non-formal learning experience they get through the projects in the different Actions. It's supported by the European Commission and by international youth work in other European countries, and provides a method for valorising skills acquisition and key competences. In two words, it's international, and it's non-formal. Every participant in every project carried out in the YiA programme will have the opportunity to be supported to complete their own Youthpass.

Valorisation is a priority for projects in the whole YiA programme - recognising and disseminating the value and learning in a project. It's possible to receive up to 10% again of a project budget to use for the valorisation of a project.

So open the tin, and see what's in...you never know what you're going to get until you try.

## Have a break, have a .....

European Voluntary Service experience. It's not about making money, but about making a positive contribution to other communities across Europe and beyond. The new programme is for 18 - 30 year olds, although it may vary per country, and there is an option being discussed as I write this about involving 16 and 17 year olds, as long as there is appropriate support before, during and after. Developing new competences and contributing to the local community while increasing skills, this is EVS in a nutshell.

### One, Two, Many and you might turn Bertie

Who's Bertie? Well, he doesn't really matter: it's more to do with the counting numbers. This is the new thing. EVS projects must involve between 1 and 100 volunteers - so collective or group volunteering projects are now possible. Brings a whole new aspect to "doing it together"....

**Action 4:** training and networking projects, different combinations of numbers of countries and partners.

**Rest of the world:** this will be through annual calls for proposals, centralised, with thematic/regional priorities set in calls. The main areas of working will be on exchanging good practice, training & development, partnerships and networks, exchanges. Cooperation with countries from Africa, Caribbean and the Pacific, Latin America and Asia are particularly encouraged.

And don't forget the valorisation of the learning that's possible through Youthpass. It's better than just a certificate to give your kids a treat....

## Makes children happy (and adults too), after Eight subsections.....

The new Action 4 is ready and raring to go to raise the bar on quality. Many of the old activities are still possible here. This all-encompassing action provides the support needed to run youth projects. This includes funding for European bodies, European Youth Forum, NA structures, SALTOs, partnerships with public bodies etc. There are eight subsections under Action 4, have a look in the new Programme Guide for more detail on criteria and possibilities (see the link at the end of this article).

Remember that all activities carried out through Action 4 have two focuses: to support project development in the rest of the programme and to promote exchanges cooperation and training in European youth work. It's important that adults who work with/for young people should enjoy a taste of skills development, partnership contact and learning how to make their projects more sustainable and with a wider impact, but don't forget the Haribo philosophy to "make children happy" – it's the young people that should benefit from these activities ultimately. After all it's called the "Youth in Action" programme, not the 'Youth Leader in Action' programme. Don't forget Youthpass, and that it's available for youth leaders as well – it could be appropriate for many activities possible under the new Action 4.

## Wotalotigot!

So now you might know a bit more about what's different, and we hope it makes your mouth water. For more precise information about the Youth in Action programme, the ages, criteria and application forms, contact your National Agency or have a look at the Programme guide on [http://ec.europa.eu/youth/yia/index\\_en.html](http://ec.europa.eu/youth/yia/index_en.html)

## Keep it sweet, geezer!

With thanks to Hanne, Leigh + Chris, the young people who gave inspiration for this article.

Contact:

Susie@salto-youth.net

## Do you eat the red ones last?

It may be last, but it's definitely not least. There's even more to come, is your mouth watering yet? Chomping at the bit to get started? The new Action 5 has a reserve for cooperating with international organisations (Council of Europe, UN etc), with developing methods for analysing/ comparing results of studies, and also for Meetings and seminars between young people, youth workers and policy makers especially during presidencies of the EU. These last ones hope to ensure and encourage input from young people to EU debates. Based around European priorities, these projects hope to enhance the promotion and impact of youth work: Priorities: 2007 – social inclusion and diversity, 2008 – intercultural dialogue, 2009 perspectives for continued cooperation. The sky's the limit!

Mars: "helps you work, rest and play"

Haribo: "makes children happy (and adults too)"

Cadbury's Fudge bar: "a finger of fudge is just enough to give your kids a treat"

Smarties, Nestlé: "Wotalotigot!"

Ferrero Rocher: "Monstieur, with these ferrero pouches you're really spoiling us..."

Liquorice Allsorts, Cadbury-Schweppes: "One, Two, Many and you might turn Bertie"

Nestlé: "Have a break, have a KitKat"

Nestlé's butterfinger: "Break out of the ordinary"

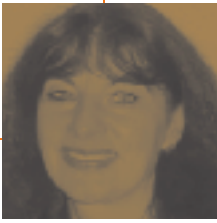
Kinder surprise: "Three in 1, chocolate, surprise and a toy"

Skittles: "taste the rainbow, feel the rainbow"

Fry's Turkish delight, Cadbury: "Full of eastern promise"

M&Ms: "Open your hand and smile"

Starburst: "Made to make your mouth water"



by Galina Kupriyanova

# Council of Europe Award “Young Active Citizens” 2006-2007

The Council of Europe Award “Young Active Citizens” was instituted in 2002 with a view to encourage young people to get active to change their lives. The general theme chosen for the competition focuses on the participation of young people in political, social and cultural life - at local, regional or national levels. It also focuses on cooperation between local and/or regional authorities and young people throughout the 49 states party to the European Cultural Convention.

In this format, the Award represented a concrete contribution of the Directorate of Youth and Sport of the Council of Europe to the implementation of the revised European Charter on Participation of Young People in Local and Regional Life. (See the article about the Charter in this issue). The Award aims to reward projects of outstanding quality; to establish direct links between young people and policy-makers; and to raise awareness of the practice of youth participation. Its objectives are to gather examples of good practice; to demonstrate the state of youth participation in Europe; to generate research and thematic studies; and to present these findings via the internet in order to enhance exchange between young actors. In particular, such projects should specify the means developed by young people to enhance their own possibilities for involvement in the life of their communities (towns, regions or countries); and to influence public authorities’ decision-making processes. In this context, the Council of Europe Award “Young active citizens” also wants to realise the value of co-management between young people and public authorities at local, regional and national levels, which constitutes



*“Diversity,  
Human Rights  
and Participation”*

an important feature of the Council of Europe’s youth policy.

Awarded each year, it rewards young people who have made a difference to their community at regional or local level. Previous prizewinners have included projects to get to know local authorities, to encourage young people to vote, to bring young women into politics and to prevent self-harm amongst teenagers. There are also concrete examples of educational methods and tools useful in promoting the various aspects of the participation and citizenship of young people.

The Council of Europe is currently organising the “Young Active Citizens” Award for the fifth time. The Council of Europe “Young Active Citizens” Award for 2006-2007 is seen as an active contribution to the **“All Different – All Equal” European Youth Campaign for Diversity, Human Rights and Participation.**

The Award will be given to actions or projects which are directly and explicitly contributing to the Campaign. In this respect, the following issues constitute the basis for the core content of the Campaign and should be used as guidelines for the Award.



*The award has its roots in the Council of Europe's main mandate – to spread and protect **human rights**. That is the Council's first priority – building a Europe that respects the rights of everyone, no matter who they are, where they live or how they choose to live their lives. The Campaign highlights the values that have driven the Council of Europe for more than 55 years – that every European has a right to a democratic voice; that human rights must be a living principle; and that social justice is at the heart of a modern society. Recent events in Europe have shown that young people need not only employment and social inclusion, but that there is also a need for human rights education to cut levels of discrimination. It is also essential that young people participate in their world, in urban environments, in schools and universities and in the workplace. Too often young people feel they have no say.*

*This campaign aims to highlight **diversity** – celebrating the richness of our different cultures and traditions. One of the great strengths of the Council of Europe is to build a Europe around core values of democracy and human rights whilst respecting difference and enjoying the richness that exists in the cultures and traditions of Europe. Nobody wants a Europe where everyone looks and acts the same, eats the same food and has the same laws. Diversity and difference are important, and should be cherished.*

*Equally, real democracy means that everyone's voice is heard, that everyone has a say in their lives and the world around them. And it will work through **participation**; allowing everyone to play a part in building a better Europe – a Europe where everyone has the right to be themselves – to be different and equal. That is true participation, and it is especially important for young people – many of whom are not comfortable with traditional politics.*

Non-governmental youth organisations and networks, as well as any other structures involved in youth work, which are committed to contribute to the European Youth Campaign “All different, all equal” for diversity, human rights and participation are invited to take part in the competition. Organisations wishing to submit a project in the framework of the Award are requested to send their applications to their country's National Campaign Committee. For countries where there is no National Campaign Committee, applications may be sent directly to the Council of Europe Directorate of Youth and Sport. The deadline for applications is 15 July 2007. It is planned to hold the award ceremony in September 2007 during the closing event of the Campaign.

Five projects/actions will be rewarded. Each of the winning projects will be offered an amount of 1000 € and a diploma. Furthermore, two representatives of each of the winning projects will be invited to the closing event of the Campaign in order to receive their prize. These representatives will also be invited to present their projects by the means of an exhibition.

Following the Award, and at the end of the Campaign, a compendium of all good Campaign projects which have applied (and not just the winning projects), will be published by the Council of Europe in paper and on-line versions. The possibility to include photographs in the compendium will be considered.

Certainly, this Award can make a contribution to overcoming the ills that still beset European societies in the form of racism, discrimination, anti-Semitism and Islamophobia, as well as make a contribution to young people's active participation, promoting human rights and diversity.

## Notes and references :



- More information about youth activities in the Council of Europe may be found at the following address:  
**<http://www.coe.int/youth>**

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by Sonja Čandek

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## The **spiritual part** of trainings: The Size of the paper

**I think that the spiritual part of the training could be when trainers do the best they can do; when their art is understandable to the participants and they are moved to co-operate the best they can in the process of making common art. It is not a question of methods or technique but it matters how deeply the trainer touches the people in different levels of intelligence.**

There was an article in the Slovene newspaper *Delo*, with the inquisitive title: “Inventing everything new, how creatively amazing!” The article was about how nowadays we are becoming increasingly familiar with the concepts of rational intelligence (or IQ), emotional intelligence (or EQ) and spiritual intelligence (or SQ). To go a little bit deeper into this interesting topic I took a look inside the book *Spiritual Capital* where it is written that in our capitalist-orientated society, material capital (meaning money with which we buy material advantages, power and influence) is closest to the hearts of human beings. Nowadays, society is run mainly by rational intelligence, with what **we think**.

Social capital can be defined as the richness in our society and organisations which enables effective performance for common well-being. Emotional intelligence is the capability to understand other people and the capability to empathise with them. It is the ability to recognise others’ feelings and our position in society and to give adequate responses to others. With emotional intelligence, **we feel**.

Spiritual capital is dealing with thoughts and ideas about what it means to be human, what is the purpose of our life and what its final purpose or meaning could be. We build our Spiritual Capital with spiritual intelligence (SQ). With spiritual intelligence, **we are**.

The concept of (SQ) was invented by Danah Zorah and Ian Marshall. They explain that the spirit is the deeper meaning of our basic purpose. Without the spirit - the active principle of human beings - we are not humane. This is the foundation for all other types of intelligence. What I think, feel or evaluate has an important influence on the whole world.

It might sound complicated and theoretical but from my experience you will see it is part of our everyday life and it is very connected to the trainers work. As you can probably tell, the *Delo* article had a huge “aha effect” on me – that feeling when different things come together and you suddenly see something new or in a totally different light. I agreed that what we think, feel and who we are, has a big influence on the whole world. We need to be aware also of these 3Q’s when we work with youngsters and when we prepare different types of activities for and with them. We need to deliver facts, emotions and spiritual elements into the sessions where everybody can gain at least something. Usually the spiritual element is **the** existential element of our work.

Having all this in mind I will share my recent experience with you. Working as a trainer in the TiPovej! Institute for Creative Society we have the basic mission to help young people to develop and realise their ideas. The final goal is creating an idea-friendly environment that will enable the young to take an active part in society. TiPovej! believes that people who can clearly present their ideas have more opportunities for success. The more people are capable of realising their ideas the more successful the community is. I hope you agree with us!

Together with other members of the TiPovej! team, we were designing workshops on the topic of creativity for different target groups, such as students, NGOs, governmental and private sectors. Our aim was to move people to think “out of the box”, to go beyond their limits, to name their gained experiences from everyday life and to learn more.

In the preparatory team we start from the belief that everyone is creative by nature. But this creativity seems to disappear with time and the habits we learn during our lives. What we had in mind was that creativity is something we need to stimulate and be aware of. Creativity is joy and freedom. Sure, we wanted to test this on our own to see how far we can push ourselves and if we are able to think outside of our own small boxes. We just knew that we had to use inspiration which could bring us to new dimensions!

In the preparation phase we were thinking (as always) that we had to design/ invent new workshops and use tools to fascinate the participants; to make them feel comfortable, creative, not to get bored; to bring them to a higher level - but in the end we felt we were still sticking to old stuff, at least for us. So we pushed ourselves further to use our inspiration and we were able to create ways to reach a new dimension.

It looked like we did not forget that we have all we need inside us and we are in the same situation as our participants. We were well aware what kind of knowledge and information we would like to deliver to the participants but the most important part was how to awake the spiritual dimension (capital) of the training. How to provoke the “aha effect”?

It was not easy but slowly we moved further. Brain gym, brain fitness, brain wellness are all great ideas to awaken spiritual dimensions. We combined different fields of science to make art.

In the following paragraphs I'd like to describe some interesting exercises. They are easy to use and they seem to have quite an effect on participants. These exercises can be used during a workshop when you see that the concentration level is low and where you feel it is necessary to remind participants who they are and how they feel.

## ► Cools connection method to make all meridians harmonised.

This method connects and integrates energy circles in the body and mobilises all electric body energies to move them in case they are blocked. This exercise helps us to be more focused. It helps when we feel confused and we have a kind of “floating” feeling.



## ► How to use this method in practice?

We stand and keep legs and arms in the position of number 8 (*see photo*). This means that we put the right foot on the floor and then you put left ankle over right and left palm (of hand) over right. We maintain this position for about 1 minute and then we repeat the exercise with the other ankle and hand for another minute. After that we put both feet on the floor. Fingertips of both hands are put against each other, touching in a triangle and we look through the triangle into the far distance (*see photo*). This position allows a flow of energy to run harmoniously between both brain hemispheres.

The method of connecting left and right brain hemispheres helps us also to improve the state of weak concentration and coordination. With this exercise we can raise self-confidence and improve the level of energy in our bodies. This is a great technique to practice very simple movements for investment in our future in the sense of combining IQ, EQ, and SQ....

And it brings quality in the long run to try to use more than the 10% of our brain capacity we often hear about. The limits of what the human brain can do are only set by our own imaginations!



## ► Paper size -

### How much do you need to write?

We can taste the idea of pushing limits in this next exercise, where youngsters are requested to write down their ideas. First you give the participants a sheet of paper format A4 and ask them to write their idea in 5 minutes. After that you give them another sheet of paper format A5 with the same task but only 3 minutes to write. And at the end you give them half of A5 and only 1 minute to write. Try it! You will (see) realise how words gain a different quality and very precise meaning. The amount of text seriously reduces, when we NEED or WANT to make it short (see photo).

Is it the limit of paper size, time or meaning of words that motivate the person to clarify his or her thoughts, ideas? The "Paper size" exercise is transparent in that it awakens rational thinking connected to the material capital within participants. If you are doing it with a group of youngsters, you can witness a lot of "aha effects" and effective personal experiences. It touches you as a trainer (deeply) and it can influence other participants in the workshop as well.

In one of the Tipovej! Workshops we started with trying to find the meaning of what an idea is by using this method. The final versions of the participants' descriptions of their «idea» become very similar and close to the Tipovej! definition which was the result of our many previous workshops. For us, an idea is an image of change. Imagination needs to be clear and provide an exact description of how to reach the change. Change is the improvement of a current situation in the life of an individual or society, with which we can reach planned actions. So what is your idea?

You probably think you know all of that already and some of you actually are familiar with that kind of workshop. And now you are asking yourself, where is the spiritual part here?

Julia Cameron, the writer (novelist playwright, songwriter and poet) would say: "Questions keep us alive as much as answers do."

Without using spiritual capital and knowing who we are in our work we cannot provoke any changes. Without the spiritual part everything is plain. No joy. No "Aha effects". I will use the words of a very close friend and co-worker of mine, when she said in a figurative way, that everyone is writing his or her own book. We have no right to jump into each others' books just to correct the content in the way we think is right. Everybody is responsible for his or her own book.

So the trainer should keep track of his own book but at the same time should take care of the flow of awakening "aha effects", to make the participant's book more interesting for many different reasons, sometimes only known by the young person. Based on what they think, who they are and what they feel, they can make change if they want to. Or not. It is up to the individual. In the same way that spirituality is.

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by Mark Taylor

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# What can you do with conflict? Can you be **invisible**, but **present**?

«Marker» is a regular column in Coyote, written by Mark Taylor, looking at issues in training and hoping to encourage debate, questions and even - who knows? - intercultural dialogue... Present, visible feedback and conversation particularly welcome.

## ► One afternoon in Morocco

Usually, I do not refer to specific courses or meetings in this column. Because of the nature of the magazine, I feel it's better to combine related experiences and bring them to a point which might touch a nerve, stimulate some reactions. Usually. This time is different. I'd like to offer a small window onto a very complex situation. Maybe you can see the ocean in a small drop of water here. It took place in Essaouira, Morocco, during the third (and last) seminar of the long-term training course Training Active Trainers in Euro-Med youth work bringing together trainers from both Meda and European countries. As anyone who has done it will tell you, working in EuroMed is not easy and this training course was no exception - for team members or participants. High politics, armed conflicts, economics - these were not just things which people read about in newspapers, they are part of daily life with often massive consequences. During the lifetime of the course one of the central concerns which blossomed was exactly this: how to bring such topics into the open and how to relate them to our international youth work? How to deal with "hot issues" without burning ourselves?

Meeting up again in Essaouira last November after nearly a year apart felt very shaky indeed. There had been a LOT of terrible events in the intervening period and only recently the war in Lebanon and Israel had been brought to a ceasefire. Some of the exchanges on the course had been very tough. Not everyone managed to attend the course, some dropping out shortly beforehand for security reasons. It took some time for the group to find itself again. You might say that it's easy for people's bodies to travel somewhere, but it can take the soul a bit longer to arrive...

There were many "hot issues" around and their identification and treatment were organised by participants in workshops, discussion groups, etc. Participants from Israel and Lebanon came together and prepared a plenary session on the conflict in July and August. (Take a look at the Wikipedia sections and discussions about the conflict to gain some understanding of the complexity of the issues involved). It is difficult to give a picture of how important this session was in the course. Each one had the time and the respect to express themselves how they wished; to put on the table their own fears, doubts,angers; to describe how they had lived that period and to give their analysis of the current situation. And everyone else who wanted could contribute as well. Those contributions did not only come in the form of words, but also in deep concentration, in whistles of (dis)belief, in laughter... For me, this was one of the most powerful examples of intercultural dialogue I have ever witnessed. All those words which are used so often came to live and to life; you know them: equality, sharing, active listening, learning, empathy... But, how to show that to people who were not there? With his agreement, I can share with you a poem written by Nizar Ghanem from Beirut. He wrote it in the middle of the night during an air raid. He read it to us in Arabic and his own translation into English, so that is how it is printed here. Not to support any "side", but to give an idea of the power of being able to be vulnerable together and find ways to express these things.

## في المساء البيروتي

في المساء البيروتي أصحو وأصحو  
في المساء البيروتي أنام وأصحو  
ويئنفسني البحر تلاما وأوهام  
المساء البيروتي أسطع  
وفي ألف صدقة ولقاء  
في ألف هيلمي هناك شي غي كل  
حيث يموت كل شي غي كل  
شيء يسقط وجهي عن وجهي  
وحيث ذكرى في نعمتوفي ألف  
قصة تحكي النسيان  
هيا لي حيث تقوص الشمس  
في الشفق البعيد  
في مدن بلون الزنك  
بلون الماء بيكي الرجال دون  
التي حيث يمشي النساءون وجل  
وتمشي النساءون وجل  
في المساء البيروتي أموت  
وأحيا مجددا خطا ملا في السماء  
في مدينة مصبوعة بلون الماء  
بلون الدماء  
ولون ألف مساء !!!

4/8/2006

Nizar Ghanem

## In the Beirut Evening

In the Beirut evening I wake up  
In the Beirut evening I sleep and wake up  
And the sea breathes me in as dreams and illusions

In the Beirut evening I shine alone  
In a thousand chances and a meeting  
So come with me there  
Where everything dies in everything  
And where my face drops from my face  
In a memory, in a tune, and thousand stories  
dwelling in forgetfulness

Come with me to where the sun dives in the far horizon  
In cities of the color of zinc  
of the color of water...  
To where men cry with no worries  
And women walk with no fear

In the Beirut evening I die  
And live again as wreckage meeting the sky  
In a city painted by the color of water, by the color of blood  
And the color of a thousand, thousand evenings!

You get an **idea**? Maybe even more than that...



## ► Visible, but not present?

Developed by Joseph Luft, a psychologist, and Harry Ingram, a psychiatrist, the “Johari Window” has proved itself to be a useful tool in explaining the role of feedback in educational settings. Their model makes it clear what the process is trying to achieve.

	Known to self	Not known to self
Known to others	arena	Blind spot
Not known to others	façade	unknown

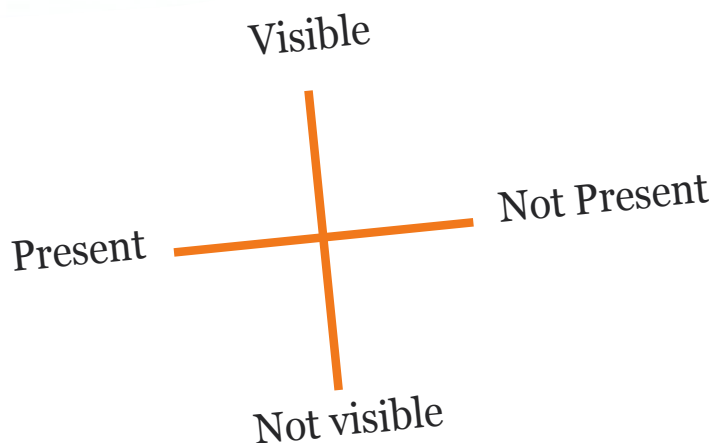
The top left window **arena** covers the aspects of yourself that are known to you and are clearly evident to others – usually easily identifiable facts, but still useful to check others’ perceptions...

The **façade** covers the aspects that are known to you but hidden from others – usually related to your motivation for doing things, your thoughts...

The **blind spot** covers those aspects that are known to others but not to you – often you will find that others have a different perception of your actions and their consequences, things which you will not have thought about before....

Feedback can be useful to help us decrease the blind spots and increase the size of our arena. The better we know ourselves, the better we can be.

Recently I was presented with the “HeFe Window” which may be developed in the future into a tool to help further the processes of self-reflection and feedback, especially around the issues of concentration, involvement and impact on others:



Within a course it can help to stop proceedings and ask people to look at themselves and selected others and place themselves in the “HeFe Window”. So, for example, if you are in the plenary room with everyone else, you are clearly “visible”, but how “present” are you? where are your thoughts? what have you contributed within the last 30 minutes? Conversely, someone who is not sitting in the plenary room (therefore “invisible”) may still be having an impact on proceedings (and therefore “present”).

## How would you use the “HeFe Window”?

## And finally

Thanks to the “wet” trainers who replied to the last “Marker” and even one who added some centimetres to the waist line with some welcome Toblerone without knowing that sweets are cool and are related to the Youth in Action programme! Next time we evaluate the use of pataphysics in the development of key competences in intercultural communication...



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# Contributors notes...

**Iris Bawidamann** is working as an Educational Advisor for the Council of Europe's Directorate of Youth and Sport, based in the European Youth Centre in Strasbourg. Within her work she focuses mainly on participation and youth policy development. Her professional background is in youth and social work. She has been active for several local, national and European NGOs and was also working in the youth department of a municipality and in an international university office.

**Hans-Joachim Borck** is managing director of social policy within the Deutsche Bahn Group. His other responsibilities include being director of the project "Bahn-Azubis against Hatred and Violence" and member of the parity commission "in favour of equality and considerate cooperation – and against racism and antidemocratic trends" within the DB Group.

**Sonja Čandek** comes from Slovenia. She works as a trainer in the TiPovej! Institute for Creative Society with the basic mission to enable young people to develop and realize their ideas. Beside this Sonja runs the Centre for Non-Profit Management which aims to increase the effectiveness in non-governmental organizations. She provokes ideas for new activities, believes that everyone is creative and that the non-formal approach can help to raise hidden potential in all of us.

**Dr. Semra Çelik** completed her studies of German language and literature and went on to carry out an empirical PhD study about "hybrid identity" in relation to the diaspora culture in Germany. In 2006 she became a graduate trainee of the Deutsche Bahn Group with a focus on the project "Bahn-Azubis against Hatred and Violence".

**Arne Gillert** works with Kessels & Smit, The Learning Company, a network of consultants in the field of learning and development. Everything that involves the bridging of borders fascinates him – borders between cultures, disciplines, ways of thinking. Arne used to work in the youth field as a volunteer, and as a free-lance trainer, among others working for the Council of Europe. Visit the website at [www.kessels-smit.com](http://www.kessels-smit.com) for more information.

**Galina Kupriyanova** is Russian and has been working since 2004 in the Council of Europe Directorate of Youth and Sport where she is in charge of bilateral co-operation and the European Youth Award. She has been involved in youth policy development and research since 1992. She worked previously as the State Secretary of the State Committee on Youth Policy of the Russian Federation and the Director of the Youth Policy Department. She has published on a range of youth questions.

**Nadine Lyamouri** is working as an Educational Advisor for the Council of Europe's Directorate of Youth and Sport. Within her work she focuses mainly on social cohesion, Human Rights Education and intercultural dialogue. Her academic background is in intercultural child and youth psychology. Before arriving at the Council she was working in international organisations dealing with conflict transformation and developments in the field.

**Katrin Oeser** is an anthropologist, who has been working as a trainer for different volunteer programmes as well as in the media and as a social worker. She is currently coordinating the network of National Campaign Committees within the all different – all equal campaign of the Council of Europe.

**Christine Øverli Eriksen** (24) is from the very far north of Norway. She is the leader of the Norwegian part of the All Different – All Equal Campaign, board member of the Norwegian Children- and Youth Council and member of the Council of Europe Advisory Council on Youth. Christine has been involved in youth NGO work actively on a local, national and European level for eight years. She is finishing her bachelor degree of International Studies at the University of Oslo this spring. Her main interests in youth work are youth policy making, participation, human rights, minorities-, gender- and children's issues.

**Luís Manuel Pinto** is Portuguese and lives in Belgium working as the European Coordinator of the European Peer Training Organisation (EPTO). A primary school teacher by academic training, Luís is now dedicated to non-formal diversity and anti-discrimination education. During this year he was responsible for the development of youth programmes in the fields of Religious Diversity and Gender and Homophobia. He is also part of the Pool of Trainers of the European Youth Forum and the European Federation for Intercultural Learning (EFIL).

**Michael Raphael** is director of the all different - all equal campaign. He has worked for a wide range of NGO's over the years, for example: Greenpeace International, Anti Nuke campaign, Human Rights Watch, Reclaim the Streets and Amnesty International. He has also worked as a trainer for the Council of Europe for about 10 years. His training expertise is in conflict management, mediation, leadership development and intercultural dialogue.

**Hans-Joachim Schild** has been living in Strasbourg since summer 2005 and works as manager of the Partnership between the European Commission and the Council of Europe in the youth field. Additionally, he also coordinated the preparation of the Council of Europe Youth campaign All Different - All Equal until August 2006. Previously Hans-Joachim lived and worked in Brussels for the Youth Policy Unit in DG Education and Culture of the European Commission; amongst other topics he was responsible for the relationship of the youth sector to «lifelong learning», specifically for the whole subject of recognition of non-formal and informal learning. In this period he was involved in drafting the White Paper on Youth (and the relevant chapters on education and training), and a strategy for a better recognition of youth work, including the joint working paper on recognition with the Council of Europe and the Leuven event «Bridges for Recognition».

**Gavan Tittle** has worked with the Council of Europe youth sector for many happy years, in training on intercultural learning and anti-racism (as he still quaintly calls it), and more recently, in youth research and policy development. He works as a Lecturer in Media in the National University of Ireland, Maynooth, where it rains all year and gives him a professional and personal excuse to watch television. In research, he is interested in how media is used in migration and living between places, in discourses of multiculturalism and diversity, in how the war on Iraq was mediated, and in how we are 'moved' by images we perceive. He sometimes lives and works in Helsinki.

**Mark Turpin** has over 20 years management experience in Europe, the Middle East and Southern Africa with various organisations, including OXFAM and CARE. His particular areas of interest include strategic change management, organisational learning and development, conflict and diversity management, leadership development, mentoring and executive team-building. He has assisted organisations with HIV/AIDS workplace policies. Mark has an MBA from WITS Business School, and is currently studying for an MSc in Public Policy & Management through SOAS at London University. Mark is married to freelance photographer Gisele Wulfsohn. They have twin boys aged eleven.

## Editorial team

**Jonathan Bowyer** is a consultant trainer working in a variety of fields in the UK and Europe. He has a particular interest in values-based management and partnership development for organisations. Jonathan worked for youth NGOs for over 18 years, most of which was with the national Council of YMCAs in England. He was editor of the T-Kit on Organisational management and a contributor to the T-Kit on Funding and Financial management. He lives in the beautiful English Lake District with his wife and two sons.

**Mark Taylor** is a freelance trainer and consultant currently based in Brussels. He has worked on projects throughout Europe for a wide range of organisations, institutions, agencies and businesses. In addition to training and consulting activities, he has long experience of writing publications for an international public. Major areas of work include: intercultural learning, international team work, human rights education and campaigning, training for trainers, and developing concepts and practice for the recognition of non-formal learning. A founding member of the Coyote magazine editorial team, he is the editor and co-author of the Intercultural Learning T-Kit and the Evaluation CD-ROM published by SALTO UK.

**Bernard Abrignani** works as a civil servant at the French Ministry of Youth and Sports and as a Project Officer at the National Institute for Youth and Community Education (INJEP). He is specialised in youth participation, community development, education, prevention of delinquency, intercultural learning and international youth work. He is coordinator of the SALTO-YOUTH Euromed Resource center.

**Florian Cescon** is currently working as educational advisor of the Partnership between the European Commission and the Council of Europe in the field of youth. His main responsibilities include preparing and implementing the Partnership training activities, as well as coordinating the Partnership educational and training publications (including Coyote!). Previously he was managing a large European NGO organising vocational trainings for young professionals, among other things. He also worked in European affairs & EU policy in Brussels, and in the field of organisational management in Paris. Florian now lives in Strasbourg with his wife and three daughters.

**Aymeric Dupont** has been the Policy Officer in charge of Training in the European Youth Forum since 2005. He is responsible for the coordination of its Pool of Trainers and of Training Policy. He liaises with the Council of Europe Directorate of Youth and Sport, the European Commission and the SALTO Centers regarding European training programmes. With a M.A in E.U Politics and Policy, Aymeric previously worked with a French MP, and in the election monitoring field with the OSCE. He is also a trainer and a director of holiday camps for French organisations working with youth and children.

**Susie Green** works for the SALTO Diversity Resource Centre for the YOUTH programme. SALTO, amongst other things like delivering training/resources/support, provides links between campaigns and the programme. She likes doing "real" things with "real" people when she can escape her desk.

**Kathrin Groth** is a member of the Advisory Council, which is part of the Co-Management-Structure of the Council of Europe Youth Directorate. She started her voluntary life with the scouts and has been active in the scouts since eleven years. Further she is an active member of the German National Committee of International Youth Work (DNK) since seven years. She studied Educational Sciences, worked as Educational Advisor and started in April 2006 to work as Project Leader for the Campaign «all different - all equal» in Germany.

**Marta Medlinska** has been working in the European Youth Centre of the Council of Europe in Strasbourg since October 2005, first as an educational advisor in the Directorate of Youth and Sport activities, then in the secretariat of the Campaign "All Different - All Equal" and finally in the secretariat of the Partnership between the European Commission and the Council of Europe. Currently she is responsible for the Youth Research activities. Previously Marta was a training officer in the Polish National Agency of the YOUTH programme in Warsaw. She also works as a trainer and Open Space facilitator.





# The Adventures of Spiffy

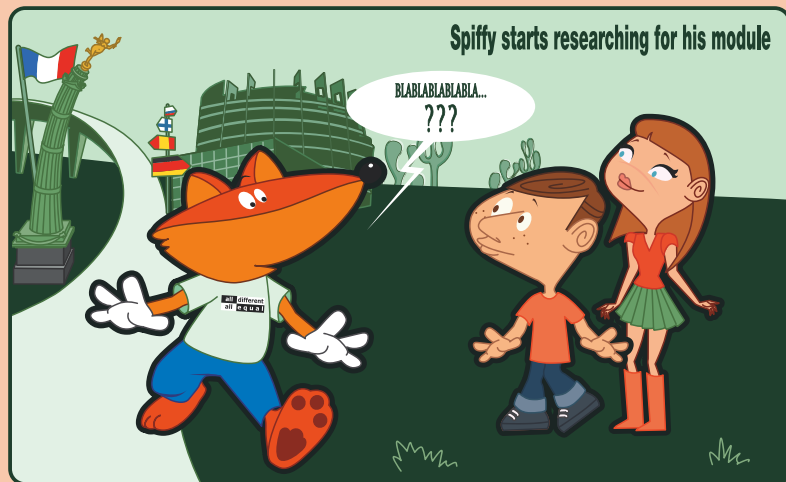
Mark Taylor The Big family

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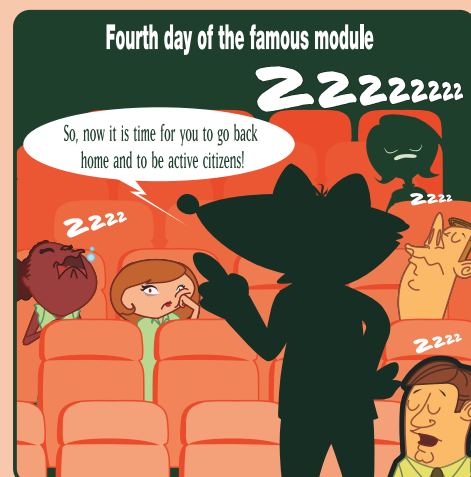
## SPIFFY and the active citizens



Do you have team members who are unsure of their tasks? Is there confusion about overlapping responsibilities? Spiffy Educational Productions is proud to announce the publication of the new edition of **Spiffy Team Role Cards**. All eventualities catered for! Make clear distinctions between course co-ordinators and senior and junior trainers! Understand the difference between an observer, an intercultural rapporteur and a documentalist! Optional explanatory DVD for our older trainer friends. Special offer: 40 Euros for the glow-in-the-dark version.



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# Magazine #12

**"Coyote - a resourceful animal whose blunders or successes explain the condition of life in an uncertain universe."**

(In: Jack Tresidder, The Hutchison Dictionary of Symbols, 1997)

Coyote is a magazine dealing with issues around "youth – training – europe".

It is addressed to trainers, youth workers and all those who want to know more about the world of youth worker training in Europe.

Coyote wants to provide a forum to share and give new insights into some of the issues facing those who work with young people. Issues relating to diverse training methodologies and concepts; youth policy and research; and realities across this continent. It also informs about current developments relating to young people at the European level.

Coyote is published by the Partnership between the European Commission and the Council of Europe in the field of youth. The main activities of the partnership are training courses, seminars and network meetings involving youth workers, youth leaders, trainers, researchers, policy-makers, experts and practitioners. The results of Partnership activities are disseminated through different channels including this magazine.

Coyote can be received free of charge from the European Youth Centre in Strasbourg (subject to availability) and is published on the Partnership web site under:

**<http://www.training-youth.net>.**

Coyote is not responsible for the content and character of the activities announced in this magazine. It cannot guarantee that the events take place and assumes no responsibility for the terms of participation and organisation.

Coyote aims to use a form of English that is accessible to all. We aim to be grammatically correct without losing the individuality or authenticity of the original text. Contributions can be made in any European language and will be translated into English by professional translators. There is a range of language ability in the editorial team and so comments can be made on early drafts in many cases prior to translation.

Our aim is that the language used in the magazine reflects that used in the activities described. Some articles are offered by contributors and others are commissioned by the editorial team in order to achieve a balance of style and content. If you have an idea for an article then please contact the editor.

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European Commission



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