



Youth and Minorities: Achieving Integrated Multicultural Society

Report of the study session held by
International Federation of Liberal Youth
in co-operation with the
European Youth Centre
of the Council of Europe

European Youth Centre Strasbourg
October 15-21, 2006



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

Youth and Minorities: Achieving Integrated Multicultural Society

Report of the study session held by International Federation of
Liberal Youth in co-operation with the
European Youth Centre Strasbourg
of the Council of Europe

European Youth Centre Strasbourg
October 15-21, 2006



International Federation of Liberal Youth
1 Whitehall Place
London SW1A 2HD
United Kingdom
E-mail: office@iflry.org
website: www.iflry.org

Table of Contents

5	EXECUTIVE SUMMARY
6-7	INTRODUCTION
8-12	PROGRAMME – INPUTS AND DISCUSSIONS
13-14	MAIN OUTCOMES OF THE STUDY SESSION
14	FOLLOW UP ACTIVITIES
15	FINAL CONCLUSION AND RECOMMENDATIONS
16	APPENDICES



EXECUTIVE SUMMARY

Young people from different society groups: those representing majority and minorities were gathered and discussed actions towards the integrated multicultural society. We discussed the problems of misunderstanding between the cultures, what we should need in order to understand each other, how many compromises we make or should we make any. Working together with majority and minority young people from different backgrounds is a practical instrument for promoting understanding and acceptance in respect of the other.

The main outcomes of this session for IFLRY were to provide a seminar on the issues surrounding the integration of minorities and assist in educating its member organizations on these problems. Many of the participants listed that they were attending the seminar to cultural learn from others; learn about situations and solutions in other countries, and to be able to bring back ideas to their home country. Given the acceleration of European integration and the cultural conflicts bound to come up, it is a good time to explore what makes multi-lingual nations unite, fracture or reach a state of restrained tolerance. This seminar aimed to bring together representatives from a variety of youth organizations to engage in a discussion on how to use intercultural dialog to avoid tension between groups. Achieving a better understanding, among IFLRY members, of why some states that face the problem of linguistic minorities succeed and why other fail will be a focus of the seminar. By learning about successful policies and practices in states which have integrated their linguistic minorities into the broader society, IFLRY member organizations were exposed to how to apply the same principles in places that continue to have problems with integrating linguistic minorities. Additionally by bringing representatives together from member organizations from across Europe and beyond, the seminar will spark an important debate among IFLRY members that will incorporate a diverse set of views.

At the end of the study session, participants presented their recommendation to the IFLRY. Such study session supported by the Council of Europe provide an opportunity for groups like IFLRY to bring youth together and to really unite people. Young participants meet, cooperate, and discuss solutions of the real problems of today.



INTRODUCTION

The International Federation of Young Liberals (IFLRY) via the support of the Directorate of Youth and Sport, hosted young people from around the world to gather and discuss achieving a multicultural society. Since we, youth, are not just the generation of tomorrow, but are living in society today, it's essential that we encourage the development of ideas of how to combat the problems of misunderstanding between the cultures.

The aims and objectives of the seminar:

- to gather young people from different society groups: those representing majority and those – minority, and
- to discuss means, actions towards the integrated multicultural society
- to exchange opinions regarding situation in respect of minorities in different countries
- to get theoretical basis (who can be considered as minority, difference between multicultural and intercultural society, etc)
- to bring together representatives from a variety of youth organizations to engage in a discussion on how to use intercultural dialogue to avoid tension between groups

Profile of participants:

Young people from different society groups: those representing majority and minorities were gathered, and they discussed means, actions towards the integrated multicultural society. The participants and trainers are the representatives of different liberal youth organizations. There were 26 participants and 4 team members plus one education trainer. The session was organized and lead by youth for youth. The diversity of both the participants and the seminar team provided to be an interesting dynamic to the seminar.

Countries presented: Albania, Azerbaijan, Belgium, Bosnia & Herzegovina, Bulgaria, Canada, Estonia, Georgia, Germany, Hungary, Israel, Lithuania, "The former Yugoslav republic of Macedonia", Nepal, Romania, Serbia, The Netherlands, UK, and the USA.



Programme flow, issues discussed:

The programme of the seminar began with an introduction to both, IFLRY and the COE. Many participants were new to the Youth Centre and the presentations provided them with an overview of the structure and the work that each organisation does. The flow of the programme initiated an introduction to the topic and sessions on getting to know each other and building a team environment. Each day was started with a friendly and fun energizer and teams were constant changed, so that people could get to know each other and work with different cultures. We then moved on to theoretical input and simulations regarding different issues. The participants were put in the role of minority and majority so they could experience what it would feel like to be on either side. We also incorporated discussions regarding situations in the each country where a representative was present. We looked at obstacles and possible solutions.

There was also an introduction to the campaign “All different-all equal”. The end of the programme was designed to incorporate all that was learned and shared during the seminar so that participants were equipped to develop projects that could be implemented in their home country, youth group, or for the “All different-all equal” campaign.

The main contest and issues discussed

- Who can be considered as minority, difficulties of definition?
- Difference between intercultural and multicultural society.
- Necessity of education regarding status of minorities
- Different minorities in the participants' countries, the situation in each country
- The role of the Youth in finding solutions of the problems
- The importance of campaign “ All equal-all different”
- Importance of Human Rights education

PROGRAMME – INPUTS AND DISCUSSIONS

Outline of the content of the discussions that took place during the study session

During the programme, participants were exposed to a system of non-formal learning. They were given tools and content about the topic, but then were placed in many interactive group settings that allowed them to share their own personal and cultural experiences.

Energizers/ Getting to know you

Each day was started with an energizer that not only awoke participants but also helped facilitate group building. There were events that ranged from exercise type to group efforts, indoor and outdoor. The getting to know you games were good at building a team environment. We use the game where participants all had to stand on a sheet and flip the sheet over, while some participants were blind folded and all could not speak. We use the '4 facts' game, where each person was given an A4 paper and was told to write 4 interesting facts about themselves – 3 of which are true, and 1 which is false. People then had to go around and guess which one was true and which one was false.



Interactive groups: Challenges to intercultural society

Participants discussed the present situations in their countries of origin regarding the topic of minority rights and multiculturalism, challenges to intercultural society and what can be made to combat the problems.

Group 1: the Netherlands, Belgium, USA, Albania and Azerbaijan.

Discussion:

Holland and Belgium

- there are a lot of minorities and issues with the integrating of Muslim, Turkish and Arab people
- A big problem is minorities are not able to speak the official languages which contributes to high rate of unemployment and they have problems with following in school.
- Minorities have a problem with identity and self esteem and provoke a lot
- There is therefore a lot of racism of the autochthonous population

USA

- there are two major minorities . Latino and afro-American
- problems are mostly situated within the Latino communities
- solution for Spanish kids . they are sent to Spanish schools where they learn at the same rate as in English school but next to that they have intensive language training where the parents too are invited too.. after a few years of training they can blend in the regular system

Albania

- there is a Greek minority and there is also a gipsy and Roma minority
- Greek government puts pressure on Albanian government to respect Greek minority, otherwise they forbid all visa and passports for Albanians in Greece.
- Minority problems are more situated at the level of gender problems, domestic violence and gay rights
- There is a strong conservative tradition

Azerbaijan

- minorities are Russian, Armenian, Ukrainian and Jewish
- most of the minorities go to Russian schools
- there are generally no problems with ethnic minorities
- like in Albania problems are mostly situated on the level of gender and gay rights

Group 2: Hungary, Germany, Lithuania and Nepal

Discussion:

Lithuania:

- Main minorities: Poles, Russians, Jews, Roma, Byelorussians
- Situation on the Minority Rights is defined as advanced, however there are problems in integration of Roma minority in the society
- The existing situation is the result of a historical process. Russians and Poles are well integrated into the society as well as other minorities because of the recognizing them as citizens of Lithuania just after Lithuania had got independence in 1991.
- The situation could be improved by emphasizing the importance of cultural diversity and tolerance in the society.

Germany

- There are problems with integration of Turkish minority in the society
- The problem has the historical background. Turks started to immigrate to Germany after World War II, however they live now there for several generations and are not recognized as original citizens of Germany still.
- Turkish minority do not get proper education. Turkish children fall out from school very early. The most important reason for that are bad social conditions at home.

Hungary

- The main problem of Hungary in the sphere of Human Rights and Minority integration is the Roma minority. The society is full of prejudices about Roma population and the discrimination is high.
- This minority do not get the proper education, never get normal job, very often has the lack of basic social needs and does not show the interest in integration in the society.

Nepal

- There is about 30% of different minorities' population. There is a huge cultural diversity in Nepal (about 25 different cultures)
- There is a very big discrimination in Nepal; people belonging to minorities sometimes lack the basic human needs, like water and food.
- The situation on minority problems has a historical background.
- Some minorities are not recognized as citizens, especially those who are historically linked with India.
- basic human needs should be provided and all minorities living in Nepal should be recognized as citizens

Solutions.

- Children should be able to attend classes in their own language in public schools at the same level as the autochthonous population. Next to that they have an intensive language program together with their parents. when they know the language enough they can blend in the regular system (Belgium and Holland)
- Young unemployed people should follow obligated education in order to get the unemployment fee (Proposition of Holland, Belgium does not agree on this)
- Promote sexual diversity (gender and gay rights) in Schools and sexual education
- Extra-scholar activities and promotion actions
- Try to reach national media (In Belgium a gay person and a migrant were introduced in a popular soap opera... so a lot of people of lower social classes who could be afraid of this minorities got used to the idea by just seeing day by day that character on the screen)
- There should be a special approach to the problem of Roma population.
- There should be political decisions done in order to protect minorities

Simulation game

The group is divided into two groups, 1/3 and 2/3. We are separated from each other and both receive different instructions. The game is considering the inhabitants of Bibocia.



The small group are engineers and the larger group are inhabitants. The mission of the engineers is to help the Bibocians built a bridge of their own, so that they can build more bridges without any help. The Bibocians are really expressing their culture and their culture being recognized was more important then building the bridge.

The goal of this simulation game was to experience cultural barriers when having to accomplish an assignment in a different country then your own.

The task of the simulation game itself wasn't difficult or important, the way the both groups interacted with each other was much more important.

At the next day the game was discussed. Participants expressed their feelings and evaluation of experience.

“Intercultural and liberalism today”, by Emil Kirjas

From a Participant report:

Emil Kirjas, former IFLRY president, gave a lecture on *Interculturalism and Liberalism Today*. The group learned that multiculturalism has been a debate issue for a long time and minority rights are not only representing a culture. IFLRY itself has been working on this topic for a long time and also other instruments, like the UN Charter created a foundation for discussions of the topic. The Human Rights Concept included and is including the principles expressed in the UN Charter and other international legal instruments such as the European Convention on Human Rights. In the centre of these concepts stood rights such as the right to life, right to freedom of expression and free press. Several regional and international organisations were founded and multilateralism was also a way to implement those principles. Mr. Kirjas gave a thorough overview of the various agendas of the organisation in the year beginning from 1947 when IFLRY was founded. Also, participants learned that the numerous concepts of the nation-states have served as sources for misunderstandings, which can be described by the assimilation policies of the countries. In these concepts, foreigners were considered as “barbarians”.

The amount of different definitions of culture, racism, multiculturalism, the role of religions and interculturalism are often discussed. However, we need to understand that the multicultural society is not the final status that we should aim at, but the intercultural one. The multicultural society represents a society where different cultural and ethnic groups exist at the same time, but they hardly interact with each other in any ways. Yet, in the case of an intercultural society there is an ongoing discussion and interaction within the cultures, minorities etc. Yet, there are some places in the world, where even the multicultural idea has not been accepted. China, for example, promotes the monoculture idea, even though there are big differences between cities like Shanghai and Beijing. Religion also plays a huge role in culture; we can just take a look at the importance of the interpretation of Islam.

Challenges and opportunities in implementing policies on inclusion of minorities

The discussion with experts took place on the third day of study session. Our expert guests on this session were Mr. Poraz, the former Minister of internal affairs of Israel, Mr. Guit, from the Council of Europe and Mr. Kirjas, former President of IFLRY organization and former State secretary of Ministry of foreign affairs of Macedonia.

Movie night - Driving Miss Daisy

The participants were treated to a private screening of 'Driving Miss Daisy', the 1989 film starring Morgan Freeman and Jessica Tandy.

The film is set in the post-WWII South of the US, and tells the story of a Daisy, a stubborn elderly Jewish woman and her black driver, Hoke. Daisy is initially reluctant to let Hoke drive her anywhere, partly due to embarrassment of no longer being able to drive herself and partly because of racial prejudices. The film spans about 20 years and covers the period before as well as during the struggle for civil rights, which becomes apparent when Miss Daisy attends a dinner where Martin Luther King speaks. For a woman of her background, this would have been quite uncommon to do so. On a trip to Alabama, Daisy and Hoke encounter two policemen who demonstrate racism through their remarks, and it becomes clear that they're both part of minorities who are subject to intolerance and stereotyping. The

two main characters grow to overcome their differences and continue to grow closer, while respecting their distinct backgrounds.

The film touches upon many themes we have addressed throughout the study session, especially concerning prejudices and the importance of education. It also becomes clear that once we put aside our initial reservations and engage with one another, common ground is more easily found, even between the most diverging personalities and backgrounds.

The film was very appropriate for our seminar and the humorous tone much appreciated.

Report on the presentation about the all equal all different campaign

Mr. Michael Raphael welcomed the participants and outlined his role as director of the "All Equal All Different" campaign against racism, intolerance, discrimination and xenophobia.

The campaign was first initiated in 1995, using the same slogan throughout the years, while at the same time it responded to the changing circumstances.

While the first campaign took place exactly 50 years after the end of the Second World War, was centralized in nature and had a distinctive anti-racism approach, it did not have a very large budget.

The three main elements for the campaign will be:

Participation

Democracy

Human Rights

Each country will have its own National Campaign Committee, and most of the 46 member states have already established one, even though some countries still face difficulties. It was noted that in Poland the NCC has cut its ties with the government, Mr Raphael indicated the Council of Europe would take a hard line in ensuring that governments do not make a mockery of its campaign. In several countries the LGBT issue causes governments to provide less than full cooperation.

Mr. Raphael underlined the need to address awareness of the issue not just at the level of educated and engaged individuals, as many of IFLRY's participants at the study session, but especially to reach out to all young people, especially those in rural areas or those who have a lower socio-economic status.

It is hoped that the activities organized through the campaign will help bring about awareness of the issues noted above (participation, human rights and democracy) as well as promote European citizenship.

Activities planned include a visual campaign, as well as arts of all sorts among which graffiti and music.

The participants asked whether it would be possible to take part in the campaign in their respective countries. Mr Raphael responded that while political parties are excluded from the NCC's, independent political youth organizations would be able to engage with the NCC's and help in making the campaign a success.

Some governments have given the campaign a high priority and large financial support, in some cases even extending the timeframe by three years as in the case of Sweden.

MAIN OUTCOMES OF THE STUDY SESSION

Recommendations/statements

Multiculturalism is not an issue that fades into the background. Even though participants were from a variety of countries that share and present a variety of internal situations, it was noted that the issue is important and needs to be worked on in every region.

The campaign “All different-all equal” is important to the European countries attending the seminar but also to the countries that were from different continents.

As we progress further in a world with increased migration, travel, and access to information, it become essential that we work together globally to promote that though we are all different, we are also all equal.

Main results/learning points

It was a common thought that intercultural and multicultural programmes need to be furthered. As youth, it is not enough to just be told by a lecture, we need to feel and see action.

The participants were reflective of nineteen different countries. It was evident that there were different ideas, perceptions, and customs around the table. The seminar was not just for the participants to take educational material with them but to also share in the intercultural experience. Participants were given group work and social time to learn about each others countries, practices, and member organizations.

One of the main learning points that we will all walk away with is similar to the campaign launched by CoE. We are all different. The countries we travelled from all approach the issue of multiculturalism at different rates, different perspectives, and with different values. We are also all equal. Though we may represent the majority or the minority from our respective countries, it was agreed that we are all equal and should be treated with such regard.



Description of projects

During the seminar, the group work on many projects that ranged from group work discussion to designing project plans.. Groups worked where we were we compared the respect for rights in our countries, preformed issues through theatre, asked to build a bridge, presented ideas that were developed by group discussion, develop project plans that can be implemented after the seminar, and devolved policy based around the activities of the week. A description of the daily events is attached in the appendix.

Possible suggestions to the CoE

Our group came to a conclusion that the CoE youth campaign is very appealing and we hope it will be successful across Europe. Many of the participants are looking forward to working with groups within their respective countries. Our one recommendation is that the events planned by the CoE not just be about education but also about action. Groups need to not only speak of making change, but also work towards it. The CoE could also be a conduit for youth groups to share their successful events and programmes.

FOLLOW UP ACTIVITIES

During the final stages of the seminar, teams put together projects on how to approach the issue of multiculturalism. The projects were based on common ideas of participants from different countries. Some projects were designed to be implemented within a region while some were designed to be applicable internationally. It is the hope of the organisers of the IFLRY seminar that the participants take with them the ideas and projects back to their organisations to implement and share the ideas. Project proposals are located in the appendix.



FINAL CONCLUSION AND RECOMMENDATIONS

This project provided the basic information about situations in countries represented at the study session, major problems in the field of minority rights and discrimination problems. Participants shared the experience on the topic and found out that situation should be changed as soon as possible. Participants suggest IFLRY as well as other international organizations to continue work to combat discrimination.

It was very important, that this seminar gave the opportunity for young people to meet and discuss this important topic. We have recognized, that there are some similar situations in different countries: some countries has the same situation concerning discrimination of Roma and Turkish minorities. There are also a lot of prejudices concerning minorities in all the countries, that should be excluded from the society.

Participants have developed projects that will help to change this complicated situation and are looking forward to implementing these ideas in their countries of origin as well as on the regional and international level.

Policies were discussed on Saturday October 21, 2006 in Strasbourg.

1. Voting rights and civil-political rights for all immigrants on all levels, regional and national.(Nationality is not a criteria, it only matters that you are living in the country)
2. Free lessons in the native language for immigrants when they come to our country.
3. In school, we advise students from immigrant families to come to the evening language classes together with their family and we would like represents of every minority group to join student councils although this are not obligatory
4. Promotion of Minorities in popular media.[e.g. Introduction of someone of ethnic/sexual minority in a popular soap opera.]



APPENDICES

- Programme
- Simulation game – The Derdians
- Council of Europe Information
- Project Proposals
- Policies



Programme
Study session "Youth and Minorities: Achieving Integrated Multicultural Society"
October 15-22, 2006
Strasbourg, France

	Sunday Oct 15	Monday Oct 16	Tuesday Oct 17	Wednesday Oct 18	Thursday Oct 19	Friday Oct 20	Saturday Oct 21	Sunday Oct 22
8.30-9.15		Breakfast Energizer	Breakfast Energizer	Breakfast Energizer	Breakfast Energizer	Breakfast Energizer	Breakfast Energizer	Breakfast
9.15-11.00		Welcome Introduction of participants & team Introduction of IFLRY Introduction of CoE	Introduction to key terms and terminology Working groups on reality	Simulation game	Introduction to free afternoon Changing venue from EYC to main building of CoE Council of Europe work on minorities: <i>European Commission against Racism and Intolerance (ECRI)</i> & <i>Framework Convention for the Protection of National Minorities</i>	Simultaneous workshops: - <i>on human rights education</i> - <i>on confidence building measures</i> - <i>on PR & communication</i>	Presentations of the projects	
11.00-11.30		Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	
11.30-12.30	Arrival of participants	Introduction of study session: - background - objectives - programme and methodology Session on expectations	Input: <i>(Inter)culturalism & Liberalism today</i> Group discussion	Intercultural learning (<i>theoretical input</i>)		Workshops (<i>continued</i>)	Work on policy: - <i>resolutions</i> - <i>article for LIBEL</i> - <i>other</i>	Departure of participants
12.30-14.30		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
14.30-16.00		Getting to know each other	Interactive groups: <i>Challenges to intercultural society</i>	<i>Challenges & opportunities in implementing policies on inclusion of minorities</i>		Developing projects	Follow up & Networking	
16.00-16.30		Coffee Break	Coffee Break	Coffee Break	Free afternoon	Coffee Break	Coffee Break	
16.30-18.00		Group building	Presentation of the results of interactive groups	Presentation of campaign "All different – all equal"		Developing projects (<i>continued</i>)	Evaluation Closing	
18.00-19.00		Reflection groups	Reflection groups	Reflection groups		Reflection groups		
19.00-20.00	Dinner	Dinner	Dinner	Dinner	Dinner out	Dinner	Dinner	
21.00	Welcome evening	Cultural evening	Exhibition	Movie night			Farewell Party	

Simulation Game

The group is divided into two groups, 1/3 and 2/3. We are separated from each other and both receive different instructions. The game is considering the inhabitants of Bibocia.

The small group are engineers and the larger group are inhabitants. The mission of the engineers is to help the Bibocians build a bridge of their own, so that they can build more bridges without any help. They are hired by the European Union, they have a vast timeframe and they won't get paid if they don't complete the task in time.

The Bibocians are really expressing their culture and their culture being recognized was more important than building the bridge.

The goal of this simulation game was to experience cultural barriers when having to accomplish an assignment in a different country than your own.

The participants who were the Bibocians really put effort into expressing the specific expressions and cultural habits. The engineers were experiencing difficulties with their cultural habits and expressions, but once they assimilated to them, the process of helping the Bibocians build a bridge became easier.

The task of the simulation game itself wasn't difficult or important, the way the both groups interacted with each other was much more important.

The overall feeling was that it was nice that the groups both spoke the same, so that was one barrier less. Interacting and assimilating is in the end more efficient to reach your goals. Everybody handles it in their own way and have different feelings while experiencing the game. More understanding for intercultural differences and an acknowledgement that these situations happened in the past, but are still here at the moment, further away like in Central Africa or Asia, but also closer to home when dealing with minority groups. In this last case you can conclude that not understanding each other's cultural habits makes it difficult to interact, even more when there is no willingness to learn them, both ways.

This game is a simulation of a meeting of two cultures. Find the key to foreign cultural behaviour. Analyse the effects of meeting with a foreign culture. A team of engineers goes to another country in order to teach the people there how to build a bridge.

Resources needed

Strong paper (cardboard), glue, scissors, ruler, pencil, game descriptions for Dardians and engineers. Two rooms.

Group Size

Minimum: 12 people, who are divided into two groups.

Time

1 1/2 - 2 hours, including debriefing.

Step-by-step

1 Depending on the size of your group, have 4-8 people play a team of engineers, who will teach the Dardians how to build the bridge. They receive the instructions for the engineers and are brought to a separate room.

2 The rest of the group will be Dardians. They receive the Dardian instructions. If you have too many people, you can also make a team of observers, who just watch and take notes. These observers should not be introduced to the Dardian culture beforehand, so keep them with the engineers in the beginning.

Reflection and evaluation

Debriefing:

After the game the two groups of participants take a piece of flipchart and note their comments to the following three points:

1.) Facts 2.) Feelings 3.) Interpretations

The following points should be discussed in plenary:

- We have a tendency to think that others think the way we do.
- We often interpret things right away, without being aware of the differences in cultural behaviour.
- How were the roles distributed/What role did I take? What does that reveal of my identity? Did I feel comfortable with my role?
- Is that image I have the same that was perceived by the others?
- What influence did my cultural background have on the role I took on?

Cards:

See following pages.

4.4.4 “The Derdians”

63

Instructions for the Derdians

The Situation:

You live in a country called Dardia. The village you live in is separated from the next city where there is a market by a deep valley. To reach the market you have to walk for two days. If you had a bridge across the valley, you could get there in 5 hours.

The government of Dardia made a deal with a foreign firm to come to your village and teach you how to build a bridge. Your people will then be Dardia’s first engineers. After having built that first bridge with the foreign experts you will be able to build bridges all over Dardia to facilitate other people’s lives. The bridge will be built out of paper, using pencils, rulers, scissors and glue. You know the materials and tools, but you don’t know the construction techniques.

Social behaviour:

The Derdians are used to touch each other. Their communication doesn’t work without touching. Not being in contact while talking is considered very rude. You don’t have to be in direct contact, though. If you join a group, you just hang on to one member and are instantly included in the conversation. It is also very important to greet each other when you meet, even when you just pass someone.

Greetings:

The traditional greeting is a kiss on the shoulder. The person who starts the greeting kisses the other on the right shoulder. The other then kisses on the left shoulder. Every other form of kissing is insulting! Shaking hands is one of the biggest insults possible in Dardia. If a Dardian ever is insulted by not being greeted or touched while being talked to, he/she starts shouting loudly about it.

Yes/No:

Derdians don’t use the word no. They always say yes, although if they mean ‘no’, they accompany the ‘yes’ with an emphatic nodding of the head (you should practise this well).

Work behaviour:

While working, the Derdians also touch a lot. The tools are gender-specific: scissors are male, pencil and ruler are female. Glue is neutral. Men never ever touch a pencil or a ruler. The same goes for women and scissors (I think it’s got something to do with tradition or religion).

Foreigners:

Derdians like company. Therefore they also like foreigners. But they are also very proud of themselves and their culture. They know that they’ll never be able to build the bridge on their own. On the other hand they don’t consider the foreigner’s culture and education as superior. Building bridges is just a thing they don’t know. They expect the foreigners to adapt to their culture. But because their own behaviour is natural to them, they can’t explain it to the experts (this point is VERY important). A Dardian man will never get in contact with another man unless he is introduced by a woman. It does not matter whether the woman is Dardian or not

Iris Bawidamann - Work of COE in youth sector

Iris:

The work of COE in youth sector is divided in following parts:

- Human rights education and international dialogue
- Social cohesion and inclusion of young peoples.
- Youth partnership and democratic citizenship.
- Youth policy development.

- Human rights education and international dialogue
- a) Global solidarity, transformation of conflicts.
- b) Intercultural dialogue, inter religious cooperation, respect cultural difference
- c) Develop network of trainers and multipliers
- d) Good practice at the local level.
- e) Recognition of in formal and non formal education

Instruments:

- European Youth Foundation (It was founded in 1972)
 - o International youth meetings,
 - o Youth activities other than meetings
 - o Administration funds to international NGOs and other networking organizations
 - o Pilot projects

- Partnership in the youth field

Objectives:

- Training of European youth workers on European citizenship issues
- Training act:
 - training modules
 - training manuals (T-kits)
 - Magazine – Coyote
 - Web-site: www.training-youth.net

- European Youth Centres (Strasbourg, Budapest)

- Study sessions
- Training courses
- Intercultural language courses
- Seminars, symposia
- Research, publications
- Youth policy development

www.coe.int/youth

www.alldifferent-allegal.info

www.training-youth.net

PROJECT PROPOSAL

Organization name: Young Liberals of Serbia

Project location: Belgrade, Zagreb, Sarajevo, Skopje, Pristina

Project name and type: The role of media in creating ethnic stereotypes (educational project)

Project duration: 1 year

Situation analysis:

Collapse of the social-realistic system in Former Republic of Yugoslavia brought the new ideologies in the Western Balkans. The shapes of enemies were changed therefore instead of having enemy in term of social class new enemy came on the Balkan stage in shape of ethnicity (nation). Those who were living together for many decades in peace, stability "brotherhood and unison" over night have become enemies. Civic war brought to all of us refugees, instability in region, poverty, hate speech, negative stereotypes and prejudice towards the others from the former state, Srebrenica, "Storm", mass graves, image of the savages in the abroad and many other negative things and difficulties.

In this situation the role of youngsters, who were kids during the civic war, needs to be emphasized as a crucial in creating, establishing and refreshing good cooperation and mutual understanding. Unfortunately, their role is limited because they are lacking important resources/capital (human, economic, political, symbolic etc) and their efforts to create links among each other are more individual. That cooperation of young generations is disturbed with media in our respective countries, which is very often disseminating hate speech and spreading around intolerance towards the other nations from our surrounding. The role of media in creating negative ethnic stereotypes is bigger then its role in reconciliation. That is the reason why those who are against that kind of discourse in publicity ought to have more space in media and to start with generating new approach towards the neighbouring countries. As it was mentioned above, youngsters are those who should fight against creating such stereotypic pictures on the others with impacting media in order to stop with disseminating hate speech.

Goals:

- To overcome ethnic stereotypes
- To influence media in order not to produce and/or promote ethnic stereotypes
- To promote in media our mutual values
- To show similarities and dissimilarities (to accept and tolerate them) in order to overcome disadvantages
- To establish summer school social sciences students (who will become one day part of media or ... elite)
- Linking youngsters, journalists and editors (as responsible one)

Objectives:

- Mutual understanding
- Stable situation in Western Balkan region

Activities:

1. Analysis of the media situation in each country on issue of ethnic stereotypes
2. Survey on auto-stereotypes and hetero-stereotypes
3. Publishing survey results
4. Filming two short movies: one at the beginning as a helping tool for the other activities (seminars, lectures etc) and other one as the outcome of the project
5. Seminar on comparative analysis of media situation in each country (Bosnia, Croatia, Macedonia, Serbia and Kosovo)
6. Seminar on each others cultures
7. Peer to peer lectures (lectures in high schools and faculties on ethnic stereotypes)
8. Visiting TV and radio shows/programs
9. Project promotion (parties, banners, leaflets)
10. Press conferences
11. Seminar with journalists and editors

Target groups:

- Journalists and editors
- Youngsters (high school and faculty students) – participants on seminars, lectures, debates
- Social science students
- Wider audience

Methodology:

Lectures, debates, seminars, recording material, conducting survey

Expected result:

- To inform and educate youngsters in high schools and faculties (wider audience also) about diversities and similarities with underlying tolerance
- To change official and main stream discourse in our media
- To promote tolerance through media
- To break isolation and promote cooperation in region (to be more open towards each others)
- To influence journalists and editors o promote inter-ethnic cooperation and to be restrictive towards hate speech

How to do that: journalists' reportage, movies, evaluation, survey etc

Time frame:

1. Media analysis and survey
2. Movie (first one)
3. Comparative analysis on media situation in each countries (youngsters)
4. Gathering of journalists
5. Summer school – on each others cultures
6. Peer to peer lectures
7. Activities promotion (all the time)
8. Press conferences (periodically)
9. Movie (outcome of the one year project)
10. Brochure (also outcome where will be presented one year work)
11. Media promotion

Partnership established:

Organizations involved are the following:

Young Liberals of Serbia

Young Liberals of Bosnia and Herzegovina

Young Liberals of Macedonia

Young Liberals of Croatia

Fractal (Belgrade)

Youth NGOs from Pristina and northern Mitrovica (Kosovo), Bosnia, Croatia

Resources:

1. Technical equipment
2. Evaluation team
3. Survey team
4. Experts (lecturers, journalists, trainers)
5. Volunteers
6. Working materials
7. Space rental

Evaluation:

Evaluation is the important part of the project (each activity within it) that will show us if we were successful in organizational aspect. Organizations involved will work on conducting the evaluation papers that participants will fulfilled.

Sustainability:

→ by involving in project those who are responsible in media sector

→ by establishing summer school on role of media in our societies in order to educate students of social sciences (above all journalist students)

Project: All different – All equal, campaign tool kit

Organization Name: IFLRY in cooperation with YDA, LLY, JuLis, JOVD, ARO

Project Location: www.iflry.org

Project Name and type: "All different – All equal" (ADAE) – Campaign Tool Kit, Implementation Guidance for youth organizations

Duration: until September 2007

Goal: provide a tool kit for any youth organization to raise awareness about the campaign without needing any funding

Situation analyses: without the tool kit the campaign will remain in a cycle of apathy and resignation

Objectives: a team develops the tool kit, IFLRY publishes it

Target groups: Any youth organization, NGO or other group who are committed to the ideals of the ADAE campaign

Activities:

- finish the project proposal
- develop the tool kit
- present the project at the seminar
- publish it on the IFLRY website

Methodology:

- Peer to peer networking
- Internet communication

Expected Results: by providing the tool kit, any organization will be able to implement the campaign and with doing so the campaign will be more successful

Time Frame:

- 20/10/2006 18:00
- Nov-dec 2006
- 21/10/2006
- Jan 2007

Partnership Established: CoE campaign team ADAE, IFLRY

Resource Mobilization: IFLRY volunteers and webmaster, no further funds needed

Monitoring and Evaluation of Results:

- Self reporting on an online forum
- Registration before downloading on an online forum

Sustainability Plan or follow – up plan: The tool kit can be easily used for other campaigns

Community Information & Feedback:

- Post the names of the organizations who download the kit on IFLRY website
- Through self reporting publish a final report

Policies were discussed on Saturday October 21, 2006 in Strasbourg.

- Voting rights and civil-political rights for all immigrants on all levels, regional and national.(Nationality is not a criteria, it only matters that you are living in the country)
- Free lessons in the native language for immigrants when they come to our country.
- In school, we advise students from immigrant families to come to the evening language classes together with their family and we would like represents of every minority group to join student councils although this are not obligatory
- Promotion of Minorities in popular media.[eg. Introduction of someone of ethnic/sexual minority in a popular soap opera.

