Deport Xenophobia from European Classrooms

Report of the study session held by OBESSU in cooperation with the European Youth Centre of the Council of Europe

European Youth Centre Budapest
22 February - 1 March 2015

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Reporter: Estel Buch

Table of contents

1. Executive Summary

The study session « Deport Xenophobia from European Classrooms » was organised by OBESSU, the Organising Bureau of European School Student Unions, in the European Youth Center Budapest between 22 February and 1 March 2015. The study session aimed at tackling the issue of exclusion and discrimination of young people with a migrant background in European classrooms. The study session brought together some 35 participants from school student unions member of OBESSU in order to share their experiences, learn from each other and also about the mechanism of exclusion and discrimination and tools to combat it, and to initiate together measures to combat this phenomena and its effects within the broader school community.

OBESSU is the platform for cooperation between national school student unions active in general secondary and secondary vocational education in Europe. It brings together independent, national, democratic and representative school student organisations from all over Europe. OBESSU works to represent the voice of school student towards the different educational institutions and platforms; to enable the exchange of best practices among national organisations; to improve the access and quality of our education systems and to promote greater solidarity, cooperation and understanding among school students and to put an end to discrimination and injustice where they exist within the educational systems in Europe.

The OBESSU Work Plan 2015-2017 is organised by overarching topics for each of the year. The overarching topic for the year 2015 is the « Right to Education ». In this year OBESSU aims to carry out different activities linked with one or more of the sub-topics of the right to education such as access to education, funding of education, early school leaving, the right of special interest groups of study, welfare and wellbeing of school student and "commodification" of education.

One of the activities included in the Work Plan was the study session aiming at tackling the issue of exclusion of young people with migrant background in European classrooms. The broader topic of social inclusion in education is one of OBESSU's very core issues, and the topic of inclusion of migrants is one of the very important sub-topics. This is explained, for example, in our Political Platform, where it says the following:

Therefore, OBESSU demands:
- Intercultural education throughout Europe;
- All immigrant students in Europe to have equal rights and access to education as native students;
- The right to organize to be ensured for all immigrant students (minorities);
- Teachers with a migrant background to be encouraged and supported to act as role models.

OBESSU firmly believes that in order to shape attitudes in society in general, one must start in schools. Inclusion in broader society must therefore be included in the work of schools and, equally important, in school student organisations.

Discrimination, xenophobia and racism are increasing all over Europe, and educational systems are not saved of this phenomenon. OBESSSU wanted to examine the immigration flows taking place across Europe and around its borders and the reasons behind it. The focus aimed at identifying the difficulties and threats young people with immigrant background face in Europe today with particular regard to their inclusion in European educational systems. We wanted to discuss how school and school student unions can be more inclusive towards school students with immigrant background, taking advantage of the existing guidelines on inclusive educational environments set by the Council of Europe.

OBESSU has been working during 2014 with the "Education, we have a problem!" campaign, in which one of the focus months was linguistic and cultural minorities and how schools can be made more (or less) inclusive in this aspect.

A learning environment free from discrimination was also highly prevalent in our campaign for the European Parliament elections in 2014, clearly stated in our campaign material and constantly brought up in discussions about the elections (or in discussions about anything for that matter).

In 2011 and 2012 we organised two study sessions on the topics of human rights education and active participation and democracy, always aiming at building the capacity of school students to strengthen participation of school students in underprivileged situations. Having worked on the topic of migration and discrimination in various ways, but not having looked really deeply into it, this study session was an excellent opportunity for us to continue our work on the topic, to deepen our knowledge and to share best-practice experiences between our Member and Candidate Organisations.

As already mentioned before, the main topics of the study session were discrimination, racism and xenophobia linked to migration. From a human rights perspective, OBESSU wanted to explore the topic of discrimination affecting school students in European educational systems, both at the individual level and at the structural level. During the study session we built the capacity of participants to recognise and act against xenophobic and racist behaviours, we discussed and reached a shared understanding and definition of migrations, types of migrations and challenges faced by young migrants, we learned about human rights and human rights education and to use them as tools to combat xenophobia in schools, moreover we stimulated the critical thinking of participants regarding their home organisations and contexts.

Both the educational team and the participants felt this was a fruitful study session. The study session was a true learning experience for everyone and it became a real inspirational event for most participants. This is not only seen with the evaluations but with all the Action Plans that participants developed as follow up for the activity.

We would really thank all participants, but also the educational team for their commitment, active participation and motivation, that made this study session a success. Also, we would like to thank the support received from the Youth Department of the Council of Europe, the European Youth Centre of Budapest and the two guest speakers that made interesting contribution and support during the week, Marcell Lorincz and Ana Catarina Reis Morgado.

Best,
OBESSU team

2. Introduction

2.1 Objectives

The main objectives of Deport Xenophobia from European Classrooms were:
- To build capacity of participants to recognise and act against xenophobic and racist behaviours in schools and in school student unions;
- To discuss and find a shared understanding of migrations, types of migrations and the challenges that young people face (xenophobia, racism, discrimination);
- To learn about Human Rights and through Human Rights Education, and to reflect how to use it as a tool to combat xenophobia in schools;
- To think critically at the participants' own home organisations and to develop action plans against xenophobia in the school environment / education system;
- To build a common understanding and glossary on xenophobia, racism, discrimination and other concepts including exploring their causes and consequences.

2.2 Profile of participants

There were around 35 participants that were current or recently finished school students aged between 15 and 22 years old, most of them being between 16 and 18 years old. They are all active in OBESSU as Member, Candidate and Affiliate Organisations. Some of the participants had migrant background or an experience of being a refugee, which brought an interesting and powerful added value to the discussions.

The geographical and gender balance was kept. Participants came from Iceland, Finland, Denmark, Ireland, Estonia, Belgium, France, Spain, Switzerland, Italy, Czech Republic, Slovenia, Bosnia and Herzegovina, Serbia, Kosovo[1] and Romania.

Most of participants had some experience being school student activists, but it varied a lot according to the different people. The main criteria for the participant selection were to be involved in the school student union in their home country and the ability to work in and speak English. No previous experience in the topic was needed, but we aimed at having motivated participants willing to multiply their learning in their own organisations after the event.

We believe participants were the biggest contributors for the achievement of the study session objectives, as they were all well aware and realistic about their organisational reality, willing to discuss and engage in the debates and reflections.

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[1] *All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolutions 1244 and without prejudice to the status of Kosovo.*

3. Deport Xenophobia from European Classrooms: the programme

One could divide the programme of the study session in five main blocks:

a) introduction to the topic of migration and its connection with human rights violations, discrimination, racism and xenophobia;
b) exploring existing projects dealing with racism and discrimination in different sectors;
c) debating and exploring the role of education and of school student unions to combat racism and xenophobia;
d) capacity- building of school students to take action;
e) planning the follow up of the week in the local and national contexts.

We started the study session bringing all participants to the same page and level by introducing the different concepts. Migration was explored by connecting it to their personal experiences and to the perceptions they had regionally around Europe.

The connection between migration and discrimination was introduced with a strong simulation (see Annex 6.3) during the morning of the second day. The debriefing of the activity brought up a number of questions, issues and remarks that were explored during the day. Interesting discussions on 'human nature' and the link with ethnocentrism, the topic of identity and the phenomena of xenophobia and racism came up during the day and were discussed. Furthermore, the visit of UNITED for Intercultural Action helped participants gain understanding of the situation of migrants in Europe nowadays, specially linked to "Fortress Europe". With this concept we were referring to the current restrictive migration policies that are being implemented in the European Union, as well as the treatment that irregular migrants receive once they arrive to EU countries, most of them being arrested in detention centres waiting to be sent back to their countries of origin.

We moved on to practical approaches to discrimination and racism by exploring existing experiences on the topic like the No Hate Speech Movement of the Council of Europe and the second guest to the study session, the Programa Escolhas (Programme Choices) from Portugal. The introduction of the projects triggered the discussion on the causes and consequences of hate speech and racism and engaged participants to take action on the topic.

The next step brought the topic directly to the educational systems and school student unions and participants were asked to reflect on the role of education and of inclusive education systems in combating discrimination and xenophobia, as well as the role of school student unions at the school, local and national level. From here, we were in the moment to build on their capacity to be able to take action against racism and discrimination. In this sense, workshops on advocacy, campaigning, no hate speech and peer-mentoring and peer-support were organised. Participants valued the competences they gained, and most of them used their learning outcomes in the follow up planning process.

By the end of the week, participants felt empowered and willing to take action back home and to bring the learning outcomes to their organisations. The last two days participants planned the action plans they will bring to their organisations and implement back at home.

During the week we managed to create a comfortable space for learning. OBESSU works with non-formal education methodology and most of the sessions took into account different learning styles. We combined group work with simulations and discussions ensuring that everyone felt comfortable and able to take part in the process.

3.1 What are Racism, Xenophobia and Discrimination + causes and consequences

The first days of the study session were dedicated to understand the concepts of racism, xenophobia and discrimination, as well as its causes and consequences. We did not want to give a closed definition; therefore we built the concepts together with participants through the different methods and sessions.

RACISM	XENOPHOBIA	DISCRIMINATION
Belief that distinctive human characteristics, abilities are determined by race and that there are superior and inferior races	Fear of foreigner	A difference in treatment of persons based on characteristics they have or group they belong to.(prejudice in action)

There are different kinds of discrimination:

Direct discrimination: "shall be taken to occur where one person is treated less favourably than another is, has been or would be treated in a comparable situation on grounds of racial or ethnic origin".

Indirect discrimination: "shall be taken to occur where an apparently neutral provision, criterion or practice would put persons of a racial or ethnic origin at a particular disadvantage compared with other persons, unless that

provision, criterion or practice is objectively justified by a legitimate aim and the means of achieving that aim are appropriate and necessary".

Multiple discrimination is discrimination based on more than one protected ground, such as being discriminated against for being a woman and for being Roma. Most courts deal with only one ground of discrimination per case of direct or indirect discrimination. Introducing the concept of 'multiple discrimination' into legislation could help better match the law to people's experiences of discrimination.

Structural discrimination is based on the very way in which our society is organised. The system itself disadvantages certain groups of people. Structural discrimination works through norms, routines, patterns of attitudes and behaviour that create obstacles in achieving real equality or equal opportunities. Structural discrimination often manifests itself as institutional bias, mechanisms that consistently are in favour of one group and discriminate against another or others[2].
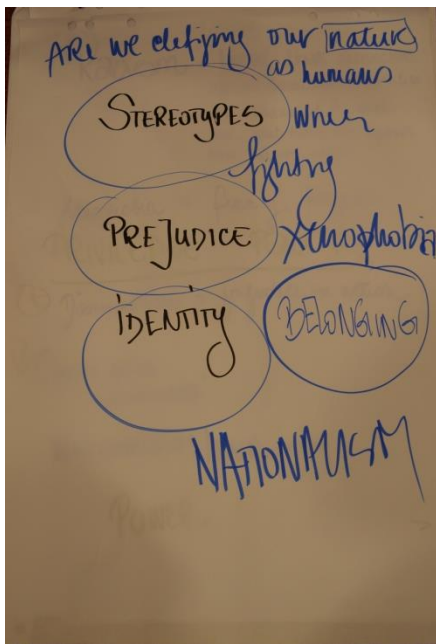
Hate speech was also defined for the participants in the study session. Hate speech covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, and migrants and people of immigrant origin. Other forms of discrimination and prejudice, not mentioned by the Council of Europe definition, also clearly fall into the scope of hate speech: antigypsism, christianophobia, Islamophobia, misogyny, sexism and discrimination on the grounds of sexual orientation and gender identity.

The discussion during the sessions aimed at defining the concepts and included an important discussion the relation between discrimination and power, as well as stereotypes, prejudices, identity and nationalism.
Participants agreed that one of the main consequences of discrimination and mainly of racism was **dehumanisation** of people.

The **causes** that participants identified for hate speech were:

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[2] *Council of Europe (2012) : COMPASS Manual for Human Rights Education with Young People, pg. 475*

- Ignorance of facts
- Lack of information
- Intolerance
- Divisions
- Personal experiences
- Need to express power
- Propaganda
- Education

- Personal fun
- Xenophobia
- Fear
- Insecurity
- Exclusion
- Frustration
- Hate speech

The identified **consequences** to individuals were:

- Insecurity
- Hate speech (Oppression cycle)
- Depression/ emotional problems
-

- Feeling deprived
- Feeling   unwanted

The identified **consequences** at collective level were:

- Radicalisation
- Fear

- Discrimination
- Exclusion

3.2 No Hate Speech Movement

During the study session we were introduced to the No Hate Speech Movement from the Council of Europe that has been running from 2012 as an example of project/campaign dealing with some of the topics of the study session.

The campaign is against the expressions of hate speech online in all its forms, including those that most affect young people, such as forms of cyber-bullying and cyber-hate. The campaign is based upon human rights education, youth participation and media literacy. It aims at reducing hate speech and at combating racism and discrimination in their online expression.

In this sense, the objectives of the campaign are **to raise awareness** about hate speech online and its risks for democracy and for individual young people, and promoting media and Internet literacy; **to support young people** in standing up for human rights, online and offline; **to reduce the levels of acceptance** of online hate speech; **to mobilise, train and network** online youth activists for human rights; **to map hate speech online** and develop tools for constructive responses; **to support and show solidarity** to people and groups targeted by hate speech online; **to advocate for** the development and consensus on European policy instruments combating hate speech; **to develop youth participation** and **citizenship online**.

The working methods of the campaign include awareness raising, advocacy and other creative solutions.

There have been many initiatives and National No Hate Speech campaigns running all over Europe for the last years. After the study session, participants felt encouraged to take part in the movement both online and in the national movements.

3.3 Inclusive educational systems

One of the most important topics for OBESSU, that was also worked on during the study session are Inclusive Educational Systems. OBESSU has stressed the need to ensure educational systems are inclusive regardless of any personal characteristic of students and has advocated intensively in this sense. The team wanted to bring the topic to the study session, and wanted to explore how educational systems could ensure students with migrant backgrounds felt included. In this sense participants discussed about what the elements that form an inclusive system are, and how different elements can be categorised:

Values:
- multiculturalism
- acceptance
- respecting and supporting diversity
- equality
- open-minded people
- participation
- zero-tolerance on bullying and public humiliation
- emancipation
- aiming at developing capable citizens

Resources:
- free education – including hidden costs of education
- legal framework
- social support
- financial support
- study support
- more schools
- inclusive school rooms
- safe schools

Teaching and methodology:
- focus on learning and not on grades
- choice of studying what you want
- individual-based education
- funny
- small classes
- education in your own language
- educated teachers
- interactive teaching methods
- free lessons for immigrants
- education against xenophobic bullying
- education about equality
- strong curricula supporting everyone including needs and wants

School democracy:
- high-school democracy
- equal partnership for all stakeholders
- School Student Unions

Why education is important?
Education is particularly important to the concept of social inclusion since it helps equip people with the necessary life-skills and qualifications to establish social networks, make informed choices, and participate in cultural, economic and political life. Education, therefore, acts as a strong protective factor against social exclusion, that is, the lack of opportunity, capability and resources for societal engagement.

It has become clear that the principle of inclusiveness demands not simply an adjustment of the education system, but its thorough overhaul and a comprehensive reform of the school itself. Inclusive schools are the foundation of inclusive and socially just societies.

From OBESSU's perspective, everyone has the right to education despite notable efforts by countries around the globe to ensure the right to education for all. At the same time, the world faces daunting problems that have led to major setbacks in basic education in the 1980s in many of the least developed countries.

The new challenges for social inclusion in education are:
- universalizing access and promoting equity;
- focusing on learning;
- broadening the means and scope of basic education;
- enhancing the environment for learning;
- strengthening partnerships.

In the World Declaration of Education for All of UNESCO (the United Nations Educational, Scientific, and Cultural Organisation), it is mentioned that "supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilisation of basic education for individual and societal improvement.

The provision of basic education for all depends on political commitment and political will backed by appropriate fiscal measures and reinforced by educational policy reforms and institutional strengthening. Suitable economic, trade, labour, and employment and health policies will enhance learners' incentives and contributions to societal development."[3]

From OBESSU perspective, there are four basic elements to ensure **inclusive education systems**[4]:
1) equal access to education
2) equality between educational paths
3) an inclusive school environment
4) inclusive teaching methods

3.4 What can School Student Unions do to combat discrimination and xenophobia in schools?

During the week participants explored the topic and came to the conclusion that being active in school student unions is not only about defending students' rights but also about attacking directly on hot issues affecting them and it's not only advising but also about acting internally and externally within school student organisations.

From their own reflections, the role of school student unions includes:
- to educate

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[3] World Declaration on Education For All from the World Education Forum (2000), UNESCO : Article VIII – Developing a supportive policy context.

[4] OBESSU's position regarding Social Inclusion in Education can be found in the *Guidelines on social inclusion in education* adopted at the General Assembly in Vienna, 2014.

- to raise awareness
- to provide with experts and external help
- to communicate to and with students
- to defend students' rights and remind obligations
- to represent students in front of teachers/ principals and school councils
- to give alternatives (bottom-up)
- to use students power
- to bring the students perspective
- to advocate to the governments and sue them, if necessary
- to facilitate personal choice of students and their self-development
- to give a voice to minorities in the organisation
- to create partnerships
- to research and gain experience
- to be a safe space for students
- to propose

The session brought participants together and empowered them in their daily work. Some of the organisations participating in the study session are already working on the topics whilst some of the others realised they wanted to take steps further and start tackling the topics in their daily work and projects.

3.5 Tools to address discrimination in educational system
One of the mornings of the study session was dedicated to skills development on different tools and practices like advocacy, peer-support and mentoring, campaigning and human rights education.

3.5.1 Advocacy and lobbying

"Advocacy is a political process by an individual or a group which aims at influencing decisions within political, economic and social systems."

Advocating, in 4 steps means:
1. **Identifying a problem/a need** - *you cannot advocate without a topic*
2. **Putting the problem on the public/political agenda** - *you always need to make people aware of your struggle to be really effective*
3. **Finding a solution** - *People like to say young people complain but don't give solutions. It is necessary to try giving solutions, which might also be utopia but still give a fundamental proactive approach to the strategy.*
4. **Building an action to put the solution in place** - *Now you can start your advocacy and make it successful!*

In these 4 steps, which are necessary in order to achieve an effective advocacy strategy, 2 are the keywords to always look at during *the long and winding road* of advocacy.

TARGET

Identifying your target group is necessary in order to fully achieve your goals and to determine the best tools to use. Targets also influence the way you will aproach the topic of discussion.

CONTEXT

The context is also necessary in order to understand the problem and identifying the best solution. Also it is necessary to really analyse and understand the context and the needs of the context in order to choose effective tools and methods.

Let's recap and try to put together the 4 steps together with the other 2 magic words "Context and Target". What happens after the needs and problems are identified and the context is properly analysed is the actual **strategizing** of the advocacy action. Strategizing sounds very complex and delicate, and it actually is! When doing it, there are things to be done and taken into account, here are some important actions to be done in advance and during the strategy planning:

1. Critically assess your/your organisation's situation and perspective
2. Check the background of the topic: was there any action taken in the past? What happened? Is there any track of the topic in the news? What does the community think?
3. Gather information and facts about the topic. You can often find stats, facts, articles on many issues you might work on. Make sure you collect some of them also to have a complete perspective on the topic. It is important not to focus only on positive arguments which stand by your side, but also on trickier and challenging "against" argument. The more you are prepared, the easier you win!
4. Spread information! This is fundamental in preparing the roots for the growth of a big and healthy advocacy tree. Raising awareness, running actions consensus and building a shared understanding of the topic and the struggle is fundamental.
5. Build a coalition. "United we stand, divided we fall" is much more than a motto. Building a coalition and partnership means visibility, strength, sharing expertise and knowledge; it means gaining credibility, having shared goals, being able to reach out more to the target back in the grassroots level.

6. TAKE AN ACTION! Here following there are some actions that might be of inspiration when adapted (guess where?) to your context. Please note that there's no universal truth for anything, and this is valid also for advocacy methods and possible actions.

We can cluster actions in 4 categories in the table here under.

Social actions	Media actions	Discussion actions	Internal actions
Demonstrations	Statements	Public meetings	Trainings for trainers and activists
Public speeches	Petitions	Trainings	Meetings with stakeholders
Flash mobs	Social Media management	Conferences	Partnership and coalition building
Occupations	Tweet storm /mail bombing	Debates	Internal advocacy
Living libraries	Opinion gathering	Structured dialogue on the ground	Policy making (internal)
Citizens initiatives (both national & European)	Opinions & pieces on newspapers	Assemblies in schools	

Advocacy, we can easily say, is not a thing that happens, is mostly a path that we go through and that we must be able to control over. Creativity, attention to the context and the needs of the people are always the key to success.

3.5.2 Campaigning

How to plan a campaign- step by step
1. Phase one: Internal phase
Before going public with your campaign it is important that the issue is clearly defined and understood within the organisation.
People should be well trained and prepared.
Is a good idea to organise campaign training courses where the members get a detailed overview of the topics that are tackled in the campaign.

2. Phase two: External phase
Once you have a strong crew of well-trained people it is time to address the public with your message.
There should be a starting point such as manifestation, media action or panel discussion, accompanied by press release, in order to raise attention.

What should be the message for your campaign?

- It is essential that you develop a clear message
- You have to think of different ways of action: How can they support your campaign and help your reach your goals? Can they sign a petition? Write to their political representatives? Wear a symbol? Enter a website to find out more? Whatever way you choose you need to involve the people in your campaign
- Different levels of campaigns demand different strategies and building opinion is usually done in three areas:
    1. The street - symbolizes small talk, no long discussion just general fuzz about things to which people do not necessary feel strongly emotionally attached to. What do people talk about when they meet in the corridor? How can the student union make sure that people talk about their issues?
    2. The cafe - At the cafe people discuss and debate. What his being said? Who is in majority? To affect the cafe more information than just slogans are necessary? People need to relate to the issue and feel some kind of deeper interest in it. How can the student union create this interest among the public?
    3. The media landscape - What is being said not only in newspapers, TV and radio but also on blogs and net-zines? How can the union affect this?
    An important part of monitoring the political landscape is done in these three areas.

You can do posters, t-shirts, stickers, flyers, note, notebooks, etc.
A good idea is that they carry the **slogan** of your campaign, and image that is the logo of your campaign.

Contact media:
There must be a public interest in your message for the journalist to publish.
Press releases are not the only way of addressing the media: prepare a "Campaign-kit" for the media and other stakeholders, to have them informed about your campaign, its content and your goals.

3. Phase three: Evaluation phase
- How did we manage?
- What has been done?
- What has gone well?
- What could be done better the next time?

There is not "perfect campaign", but in order to reach your goals evaluation is important to value your action and make the next campaign even better.

3.5.3   Peer support and mentoring

During the session on peer support and mentoring we discussed the concept of "peer" and we agreed that peer mentoring support systems should be on a volunteer basis and based on horizontal relations.

We explored the elements that have to be taken into account to set up a Peer Mentoring System in schools or in School Student Unions:

- Needs assessment

You have to identify in which context you are based: What is the background of the students in your area of action? Are there any issues with how school students get along with each other? Is there an on-going flow of newcomers or is this a more settled newcomer community? What are the challenges facing these students and their families? What language barriers exist and what are our resources for addressing them? What do we know about the cultural norms of the students?

- Core values

Which values do you consider essential when setting and implementing a peer mentoring system?

- Implementation process;

Which resources would you need to implement it? What human capacities, financial resources, time and spaces will you need?

- Mentors profile and competences

According to the debate during the session on peer mentoring and support, participants identified that mentors should have social skills, understand their individual limitations, be communicative and open, be patience and motivated, be responsible, supportive, have time and be available. The person should be a role model and act accordingly. We agreed the person volunteering to be a mentor should be open to difference and curious about the others.

The quick steps you can follow to set up a peer mentoring system are the following:
- *Identify a context*
- *Identify problems/ needs of the context (1 or 2, not more)*
- *Which values do you consider essential when setting and implementing it?*
- *Which actors must be involved in the definition and implementation of it?*
- *Which type of mentors would you like to have in your team? (profiles, competences required, etc.)*
- *What can be the learning outcomes/benefits both for the mentees and mentors?*

3.5.4   Human Rights Education

During the study session we introduced Human Rights Education when presenting the methodology and approach of the week. Furthermore, the whole study session was driven by the principles and included the three dimensions of HRE.

According to the Charter on Education for Democratic Citizenship and Human Rights Education of the Council of Europe (2010) human rights education is defined as education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.

Human rights education involves three dimensions:
- Learning **about** human rights, knowledge about human rights, what they are, and how they are safeguarded or protected;

- Learning **through** human rights, recognising that the context and the way human rights learning is organised and imparted has to be consistent with human rights values (e.g. participation, freedom of thought and expression, etc.) and that in human rights education the process of learning is as important as the content of the learning;
- Learning **for** human rights, by developing skills, attitudes and values for the learners to apply human rights values in their lives and to take action, alone or with others, for promoting and defending human rights.

Finally, during the sessions we stressed the idea that **Human Rights Education is a human right itself**.

4. Outcomes and Follow-up

4.1. Learning outcomes of participants

Participants identified many different learning points during the evaluation process.

Many identified that they had a better understanding of the main concepts that were explored during the study session like xenophobia, racism and discrimination. As well as those concepts related with migrations. The work on exploring the concepts from their personal experience, first with the migration topics and secondly with xenophobia helped participants understand better the concepts.

> *"I understand xenophobia much better now, where it is experienced and by whom and also the experience migrants have to go through and for them to end up being treated as they are."*

Participants also identified in different occasions the fact that they gained specific skills to develop their work back in their organisations. From advocacy skills, to campaigning and usage of social media; participants felt empowered to implement their actions. They felt empowered enough to take the challenge and try it out in their home organisations. Some of them pointed out what they have learnt about hate speech, and more concretely about hate speech online. They got a good insight; some of them committed themselves to get involved with the No Hate Speech Movement back in their contexts.

Regarding the group and the work together, we managed to build a space of trust and respect were the issues discussed could be tackled without feeling threatened. Of course there were conflicts within the group, but nevertheless, but they did not jeopardise the working atmosphere.

At the end of the week, participants felt they've had a change on their attitudes on the different topics that were tackled during the study session.

Another interesting result was that some participants started to think out of the school student unions' world. Thanks to the contribution from the guest speakers, some of the participants started considering partnerships with the school community (not only students) for their daily work.

> *"It really opened my eyes to a problem I hadn't really thought about and it inspired me to fight in this battle! It also taught me about Council of Europe and I learned loads about human rights"*

4.2. Action plans/projects

All participants developed action plans, some of them individually and others in cooperation with other participants/organisations.

The topics were related to the study session, tackled from very different perspectives and strategies from social inclusion in education; xenophobia; xenophobic bullying; inclusion of minorities; and improvement of the representativity of the school student union to language barriers. Regarding the kind of activities, the great majority will include awareness raising actions (campaigns, events, visits to schools, creation of websites), but also youth exchanges, seminars/workshops, research, etc.
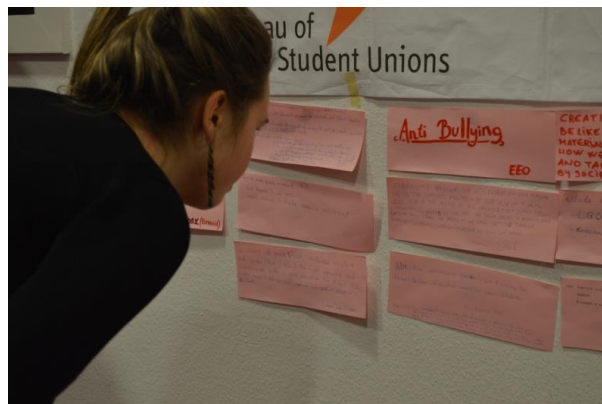
Summary of action plans:

Organisation(s)	Main topic	Main activities
Confederación Estatal de Asociaciones de Estudiantes – CANAE (Spain)	Social inclusion of disabled students	Surveys and campaigns
Consiliul Naţional al Elevilor - CNE and Romániai Magyar Középiskolások szövetsége – MAKOSZ (Romania)	Xenophobia	Cultural/social events and workshops between Romanian and Hungarian communities.
Česká středoškolská unie – CSU (Czech Republic)	Inclusion of minorities	Research and campaigns
Danske Gymnasieelevers Sammenslutning – DGS (Denmark)	Representation of students with migrant background	Campaigns
Dijaška Organizacija Slovenije – DOS (Slovenia)	Xenophobic bullying	Campaigns
Eesti Õpilasesinduste Liit – ESCU (Estonia)	Xenophobia and representation of students from minorities	Seminars and public discussions
Irish Secondary Students' Union – ISSU (Ireland)	Representation of students with migrant and minority background	Conference and Campaign
Kosovar Youth Council – KYC (Kosovo*)	Xenophobia	Campaign
Suomen Lukiolaisten Liitto - SLL, Finlands Svenska Skolungdomsförbund – FSS and Ammattiin Opiskelevat – SAKKI (Finland)	Xenophobia	Workshops
Unione degli Studenti – UdS (Italy)	Support students with migrant background	Language workshops
Union Nationale Lycéenne – UNL (France)	Support students with migrant background	Campaigns
Unija srednjoskolaca Srbije – UNSS (Serbia)and Asocijacija Srednjoškolaca u Bosni i	Xenophobia/Understanding between Bosnian and Serbian communities	Exchanges and community work

Hercegovini – ASuBiH (Bosnia and Herzegovina)		
Union der Schülerorganisationen CH / FL – USO (Switzerland)	Hidden costs in education	Campaign

4.3. Follow-up in OBESSU

As already explained at the beginning, OBESSU has been working on social inclusion in education for the last years and has developed a number of projects and campaigns on the topic. Furthermore, we have been exploring different aspects of human rights education in the study sessions we have organised in the past in cooperation with the Council of Europe. We are glad we can continue developing our work at European level, by and with young people engaged in school student organisations, willing to combat racism and xenophobia. We will continue developing our work on social inclusion and human rights education with our member, candidate and partner organisations.

The main follow up of the study session will be in the organisations from which participants came from, with the participants themselves acting as multipliers in their contexts and with their peers at school and in their organisation. From OBESSU, we will keep in contact with the group to support them in the implementation of their projects and to encourage their organisations to support them also.

4.4. Evaluation

We are especially proud of the results of this study session. The evaluation carried out with participants showed that they were very satisfied with the content and the methodology of the week. In a scale of 1 to 5, being 1 not at all and 5 completely, 58% of participants considered that the study session met their expectations at 4. Some of the comments included:

"This Study Session provided for me a far greater view of the situation of Xenophobia in Europe and how SSUs are and can tackle it from the student perspective. It provided me also with an inspiration to prioritise the topic in my mandate as an executive officer over the next 14 months in ISSU."

Regarding the question related to the objectives and to what extent they had been met, participants mostly believed these were met, rating them between 5-6 on a scale from 1 to 6.

Regarding the **programme and the methodology**, participants felt that the most useful and interesting sessions were the simulation, the introduction to human rights, and mainly the action planning, where they planned their follow up after the study session:

"The action planning gave the most useful output. We reflected critically on our organisation, and came up with a useful and realistic action plan. On the more personal level, the simulation was a very enriching experiment, and I plan to make use of this in my further work."

Participants were **satisfied** with the preparatory team. They valued the effort and felt that the team was adapting to their needs.

In general participants ended up the study session highly **motivated** to develop further actions back at home and to include the work against xenophobia and discrimination in their organisations.

"I was very critical towards the study session at the beginning but now when we have reached the end of this study session I feel I've learned a lot. I'm full of ideas and really satisfied with this study session, good job prep-team!"

5. Conclusion

Taking into account the extremely positive evaluation of participants as well as the action plans developed by them at the end of the week, we are very satisfied with the results of the study session and we feel that we have met our objectives. We managed to combine a range of theoretical discussions with experiential learning processes that helped both, participants and the team to explore and discuss the topics and themes that were planned in the agenda.

We all convinced ourselves of the need to be vigilant against xenophobia and racism and to take action against it in our contexts because it is there, even though we might not see it or want to see it.

By the end of the week, all participants and team went home with the conviction that schools are not free of discrimination and racism and that there is still a lot to be done. Participants end up the study session empowered and convinced of the need to keep on exploring the topic and fighting racism and xenophobia in their contexts, with their organisations and their peers.

6. Annex

6.1. Programme

	22nd February	23rd February	24th February	25th February	26th February	27th February	28th February	1st March
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
09:30-11:00	ARRIVAL DAY	Introduction Get to know each other	Simulation	Human Rights and Migration with Marcell Lorincz, UNITED for Intercultural Action	Exploring experiences	Parallel Workshops on skills development	Action planning	DEPARTURE DAY
11:00-11:30		Coffee Break						
11:30-13:00		Group building what is OBESSU and the Council of Europe	Simulation	Imagining the future	Exploring experiences	Parallel Workshops on skills development	Action planning	
13:00-14:30		Lunch						
14:30-16:00		Defining migration	Exploring concepts: racism, discrimination, xenophobia	Free afternoon	Elements for Inclusive education	Evaluation of own organisations	Outcomes and Follow up	
16:00-16:30		Coffee Break			Coffee Break			
16:30-18:00		Exploring realities	Human Rights		Role of school student unions	Action planning	Evaluation + Closing	
18:00-18:30		Home groups	Home groups		Home groups	Home groups		
19:00h-20:45h		Dinner		Dinner out	Dinner			
21:00h - 22:00h	Welcome evening	Back to the roots party	Chill out evening	Free evening	Movie night	Pub quiz	Farewell	

6.2. Glossary of terms[5]

Asylum

A form of protection given by a State on its territory, based on the principle of non-refoulement and internationally or nationally recognised refugee rights and which is granted to a person who is unable to seek protection in their country of citizenship and / or residence, in particular for fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.

Asylum seeker

In the global context, a person who seeks safety from persecution or serious harm in a country other than their own and awaits a decision on the application for refugee status under relevant international and national instruments.
In the EU context, a person who has made an application for protection under the Geneva Convention in respect of which a final decision has not yet been taken.

Synonym
- Asylum applicant

Border control

The activity carried out at a border, in accordance with and for the purposes of Regulation (EC) No 562/2006 (Schengen Borders Code), in response exclusively to an intention to cross or the act of crossing that border, regardless of any other consideration, consisting of border checks and border surveillance.

Cultural diversity

The diversity of forms of culture in a society composed of groups of people from many different cultural backgrounds.

Direct Discrimination

A situation in which one person is treated less favourably than another is, has been or would be treated in a comparable situation on grounds of racial or ethnic origin.

Displaced person

In the EU context, a third-country national or stateless person who has had to leave their country or region of origin, or has been evacuated, particularly in response to an appeal by international organisations, and is unable to return in safe and durable conditions because of the situation prevailing in that country, who may fall within the scope of Art. 1A of the Geneva Convention of1951 or other international or national instruments giving international protection, in particular:
- (i)   a person who has fled areas of armed conflict or endemic violence;
- (ii)   a person at serious risk of, or who has been the victim of, systematic or generalised violations of their human rights.

Indirect discrimination

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[5] The Glossary of terms has been produce based on the European Commission (October 2014): *Asylum and Migration Glossary 3.0 a tool for better comparability produced by the European Migration Network.*

A situation in which an apparently neutral provision, criterion or practice would put persons of a racial or ethnic origin at a particular disadvantage compared with other persons, unless that provision, criterion or practice is objectively justified by a legitimate aim and the means of achieving that aim are appropriate and necessary.

Intercultural dialogue
An open and respectful exchange of views between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect.

Internally displaced person
A person or groups of persons who has been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalised violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognised State border.

Irregular entry
In the global context, crossing borders without complying with the necessary requirements for legal entry into the receiving State.
In the Schengen context, the entry of a third-country national into a Schengen Member State who does not satisfy Art. 5 of the Schengen Borders Code.

Irregular migrant
In the global context, a person who, owing to irregular entry, breach of a condition of entry or the expiry of their legal basis for entering and residing, lacks legal status in a transit or host country.
In the EU context, a third-country national present on the territory of a Schengen State who does not fulfil, or no longer fulfils, the conditions of entry as set out in the Schengen Borders Code, or other conditions for entry, stay or residence in that Member State.

Synonyms
- Clandestine migrant
- Illegal migrant
- Insufficiently documented migrant
- Migrant in an irregular situation
- Migrant with irregular status
- Unauthorised migrant
- Undocumented migrant

Legal entry
In the global context, the entry of an alien into a foreign country in compliance with the necessary requirements for legal entry into the receiving State.
In the Schengen context, and for a stay not exceeding three months per six-month period, the entry of a third-country national into a Schengen Member State in compliance with Art. 5 of the Schengen Borders Code.

Long-term migration

Movement of individuals who change their country of usual residence for a period of at least one year, so that the country of destination effectively becomes their new country of usual residence.

Multiculturalism
A policy that endorses the principle of cultural diversity and supports the right of different cultural and ethnic groups to retain distinctive cultural identities ensuring their equitable access to society, encompassing constitutional principles and commonly shared values prevailing in the society.

Positive discrimination
A policy or a programme providing advantages for certain groups of people who are seen to have traditionally been discriminated against, with the aim of creating a more egalitarian society. This consists of preferential access to education, employment, healthcare or social welfare.

Synonyms
− Affirmative action
- Positive action

Racial discrimination
Any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

Racism
Ideas or theories of superiority of one race or group of persons of one colour or ethnic origin.

Refugee
In the global context, either a person who, owing to a well founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group, is outside the country of nationality and is unable or, owing to such fear, is unwilling to avail themselves of the protection of that country, or a stateless person, who, being outside of the country of former habitual residence for the same reasons as mentioned before, is unable or, owing to such fear, unwilling to return to it.
In the EU context, either a third-country national who, owing to a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group, is outside the country of nationality and is unable or, owing to such fear, is unwilling to avail themselves of the protection of that country, or a stateless person, who, being outside of the country of former habitual residence for the same reasons as mentioned above, is unable or, owing to such fear, unwilling to return to it, and to whom Art. 12 (Exclusion) of Directive 2011/95/EU does not apply.

Short-term migration
Movement of individuals who change their country of usual residence for a period of at least three months but less than a year (12 months) except in cases where the movement to that country is for purposes of recreation, holiday, visits to friends or relatives, business, medical treatment or religious pilgrimage.

Social exclusion

In the EU context, a situation whereby a person is prevented (or excluded) from contributing to and benefiting from economic and social progress.

Social inclusion

In the EU context, a framework for national strategy development, as well as for policy coordination between the Member States, on issues relating to tackling poverty and social exclusion.

Temporary migration

Migration for a specific motivation and / or purpose with the intention that afterwards there will be a return to the country of origin or onward movement.

Xenophobia

Attitudes, prejudices and behaviour that reject, exclude and often vilify persons, based on the perception that they are outsiders or foreigners to the community, society or national identity.

6.3. Educational activities

Can I Come in? [6] (*Adapted*)

Overview

The session aims to give everyone in the group an experience of migration. The main activity is a role-play in which we will have to exercise empathy and understanding of different positions we might be faced with.

Objectives

- To develop empathy and understanding for the situation of refugees and migrants;
- To explore participants biases and stereotypes, prejudices and also support them to have a common understanding of the terms used;
- To understand how stereotypes and prejudice, but as well xenophobia, nationalism, discimination and racism can affect today's society.

Materials

- Prepared role cards for everyone

Step by Step instructions

1. Explain that this is a role-play about a group of refugees fleeing their homeland who wish to enter another country in search of safety.

2. Show people the set-up in the room and read out the situation: "We are at the border between country X and Y. It is winter and very cold outside. In country X there is an on-going civil war that makes many people leave in fear of their lives. Different ethnic groups in the country have been the target of attacks of one or the other side. Country Y is known for its stability and belonging to different international organisations and alliances. Country Y has not taken an official position on the civil war in country X, but is faced with growing numbers of refugees at its borders.

A large number of refugees is approaching the border. They want to cross into Y. Many of them seem to be hungry, tired and cold. They have little money, and no documents except their identity cards. The immigration officials from country Y have different points of view - some want to allow them to cross, but others don't, while others think that they should treat each case individually. The group seems to be desperate to pass on."

3. Divide the participants into equal groups: one group to represent the refugees from country X, the second group to represent the border officials in country Y.

4. Tell the "refugees" and the "border officials" to work out a role for each person and what their arguments will be. Distribute the role cards and give them fifteen minutes to prepare.

5. Start the role-play. Use your own judgement about when to stop, but about ten minutes should be long enough.

Debriefing

Separate participants in small groups to share their feelings in the different roles:

- How did you feel about your role? How did you build it? (Was it easy/hard? why not?

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[6] Adapted from the activity "*Can I Come in?*" from Compass: Manual on Human Rights Education for Young People of the Council of Europe (2012).

- How was the situation for you? Was it hard/easy? What made it like this? Was there something that surprised me?
- Is this situation real? Does it resemble real life situations?

In plenary, move on to a general discussion about the issues and what participants learnt:
- How fair was the treatment of the refugees?
- Refugees have a right to protection under Article 14 of the Universal Declaration of Human Rights and under the 1951 Convention Relating to the Status of Refugees. Were the refugees given their right to protection? Why/why not?
- Should a country have the right to turn refugees away? When? For what reasons?
- Would you turn someone away if you were a border official? What if you knew they faced death in their own country?
- What sorts of problems do refugees face once inside your country? Which of their human rights are being violated?
- What should be done to solve some of the problems facing refugees once inside your country?
- Are there any Internally Displaced Persons in your country? Or in a neighbouring country?
- What can and should be done to stop people becoming refugees in the first place?

Annex 6.3
Additional instructions for border police officers groups – to be given when the group meets alone for preparation

You have now 30 minutes to prepare for the arrival of refugees. You have to prepare the set-up of the border police offices, You have to decide on how to decide on the procedure to receive the refugee group, how you will analyse each case and how you will decide on who passes on and who not. Everyday there are groups of refugees at the border in very poor condition and desperate and the situation is tense, but you all would like to respect procedures and maintain efficiency and order. You have received an information memo from the Interior Affairs Ministry in which you are asked to be particularly careful at the following issues:
- There is a high level of alarm concerning potential terrorist attacks in the world. Country Y is at risk due to its international alliances and its vicinity with country X. You are requested to pay special attention to civil war combatants and members of groups with potential of radicalization (i.e. Muslims).
- In country Y there is already a small main ethnic group of country X. You have quite a good ethnic balance, good minority rights protection system and you would like not to misbalance it as it can raise potential for conflict.
- Your refugee camps are quite full at the time and there is little space to accommodate more refugees coming from X or elsewhere without major costs.

Role cards for border police (Make as many copies as needed)
- You are a border police officer of country Y. You joined the armed forces of country Y because you love your country, and you would like to ensure its security, peace and welfare.
- You are a border police officer of country Y. You joined the armed forces of your country because you come from the border region and there are little opportunities for other jobs and careers. You do not always agree with the country's stiff policies and believe solidarity and humanity should come first.

- You are a border police officer of country Y. You were forced by your parents to take up this job because it ensures a good income, but you are considering leaving it to pursue your own interests. You believe refugees are humans before anything else.
- You are a border police officer of country Y. You come from the same ethnic group as the main ethnic group in country X, and you are very worried for the relatives you have there and the volatile situation. You would like to help the situation stabilize.
- You are a border police officer of country Y. You come from the same ethnic group as the main ethnic group in country X, and you are very worried for the relatives you have there and the volatile situation. You believe the minority groups in the country X wanted to attack the country and you have little pity for them.
- You are a border police officer of country Y. You believe that human rights standards of your country can be uphold while still ensuring the peace and stability.
- You are a border police officer of country Y. You have also a big family that is ethnically mixed and you cannot stand human suffering, you are concerned with giving first aid and safety to refugees.
- You are a border police officer of country Y. You believe that human rights standards of your country can be uphold while still ensuring the peace and stability.

Role cards for the refugee group
Additional instructions to be given in the room alone

You have now 30 minutes to prepare to go to the border. You have been travelling together for a while, but you don't all come from the same area or same ethnic group, so you don't all know each other that well. You need to prepare arguments and strategies to convince the border police officers to let you in. Not all of you speak English or the language of country Y and you need to strategize on how to ensure communication with the police officers. You will be announced and invited to go through the police customs by a special envoy.

Role cards for the migrants – 20 role cards
- You have lived in country X for generations now, but your village is in the middle of the heavy fights. You belong to the Roma ethnic minority and you have little interest in the main fight, but you suffer from discrimination from all sides. Recently, they have started to attack the minority groups in your area and you had to leave to save your life. You speak no English.
- You have lived in country X for generations now, but your village is in the middle of the heavy fights. You belong to the Roma ethnic minority and you have little interest in the main fight, but you suffer from discrimination from all sides. Recently, they have started to attack the minority groups in your area and you had to leave to save your life. You have a university degree and you speak fluently 3 languages.
- You are a young woman whose family has lives in country X, but your village is in the middle of the heavy fights. You belong to the Roma ethnic minority and you have little interest in the main fight, but you suffer from discrimination from all sides. You have three children and no education.
- You have lived in country X for generations now, but your village is in the middle of the heavy fights. You belong to the Roma ethnic minority and you have little interest in the main fight, but you suffer from discrimination from all sides. Recently, they have started to attack the minority groups in your area and you had to leave to save your life. You are an old man with little education.
- You belong to the Roma ethnic minority. Your village is in the main fight area. You are a young man and you are afraid you will be forced to join one of the sides in the fight, while all you want is peace and stability. You are leaving because you don't want to be in any army.

- You are a young Muslim woman from country X. It was not a problem until now to practice your religion, but more recently they have started attacking women wearing the headscarf. You fear further persecutions.
- You are an old Muslim scholar that has retired in his village to finish his major writings and practice Islam in peace. You always believed it is possible to live together, but you cannot stand anymore the killings and the fear.
- You are young Muslim man, but you don't practice religion. You have studied computer science and are well recognised for your skills. You speak many languages, and you were actually living abroad, but the start of the conflict has caught you back at home and you could not safely leave anymore. You'd like to return to your residence country.
- You are a Muslim woman. Your husband was killed in a raid. You are very scared that the same will happen to you if you don't flee.
- You are a child. You are Muslim and your parents have been separated from you. You hope they are coming with another refugee group. You feel lost and afraid.
- You are a child whose parents have been killed in the war. Your father was a combatant. You speak no English and you are very afraid of what will happen to you as you know no one in the group.
- You are a child. You belong to the main ethnic group in country X. You have left the war area with your grandparents when it was clear that your group was losing the fight, but they have died on the way.
- You are a young human rights activist. You have been standing for peace, but you receive death threats everyday and you feel your security is in danger. You don't want to leave, but you feel you should support this refugee group pass on to Y, recover a little and then return.
- You are peace activist. You have tried to mediate between the different sides and failed miserably. You are disappointed and believe the situation is beyond resolve. You also fear that because of your involvement you might be in danger.
- You are a young woman. You belong to the main ethnic group in country X. You had to flee your city because you felt that you were no longer safe especially since the other side was close to conquer it.
- You are a young man. You belong to the main ethnic group in country X. You had to flee your city because you felt that you were no longer safe especially since the other side was close to conquer it.
- You are a man from the main ethnic group in country X. You have received the order to join the army, but you don't believe that fight is the way out. You decided to leave.
- You are an old woman who is very sick. You need medical treatment and medicine has been scarce in the area ever since the conflict has started. You want to live you last days in peace.
- You are a young lesbian. You have been hiding this identity and have never come out in fear that your family, a Roma traditional family, will expulse you. You are afraid that word will come out and you will be expelled by everyone. You have decided to leave for a place where you could be yourself.
- You are young transgender man. You have started hormonal treatment before the war started and you were very happy with your life in the city you lived. It is no longer possible to follow the hormonal therapy and people started to treat you like a freak for demanding it. You love your country, but want to live as yourself.
- You belong to main ethnic group in country X. Your relatives are heavily involved in the fighting and while you share their views, you are afraid that you are losing this war and you cannot stand to see the result of it.
- You belong to the main ethnic group in country X. You are 14; you were very scared of the heavy shelling and killings and decided to flee on your own without your parents.
- You are a famous journalist. You have been critical of governmental policy towards minority and the conflict. You have been threatened to leave or have your family suffer the consequences of your stance.

6.4. Bibliography

Resources with information and activities on the topic

- Compasito Manual on Human Rights Education with Children: http://www.eycb.coe.int/compasito
- Compass Manual on Human Rights Education with Young People: http://www.coe.int/en/web/compass
- Domino A manual to use peer group education as a means to fight racism, xenophobia, antisemitism and intolerance : http://www.eycb.coe.int/domino/
- Protecting migrants under the European Convention on Human Rights and the European Social Charter – A handbook for legal practitioners
- Asylum and Migration Glossary 3.0 – A tool for better comparability produced by the European Migration Network.
- Where everyone is migrating chart
- Migration maps Europe
- International Migration Policy Institute data and maps

6.5. List of participants

Name	Family Name	Organisation	Country
Catalin	Zugravu	CNE	Romania
Natasha	Skrbic	UNSS	Serbia
Teodora	Pavkovic	UNSS	Serbia
Emir	Zulejhic	ASuBiH	Bosnia and Herzegovina
Florian	Geering	USO	Switzerland
Haris	Selmanović	ASuBiH	Bosnia and Herzegovina
Eliisa	Ellen	ESCU	Estonia
Lovro	Presicek	DOS	Slovenia
Zvezdelina	Georgieva	VSK	Belgium
Arne	Grijp	VSK	Belgium
Marton	Gasparik	MAKOSZ	Romania
Madis	Trahov	ESCU	Estonia
Jonathan	Karvonen	SLL	Finland
Matic	Matjašič	DOS	Slovenia
Laufey Maria	Johannsdottir	SÍF	Iceland
Alicia	Parra Marín	CANAE	Spain
Benedikt	Traustason	SÍF	Iceland
Eszter	Molnár	MAKOSZ	Romania
Jani	Nisonen	SAKKI ry	Finland
Camille	Hjort	EEO	Denmark
Lucas	Hjortshøj	EEO	Denmark
Bjørg	Nielsen	DGS	Denmark
Rebecca	Olin	FSS rf.	Finland
Sadri	Shehu	KYC	Kosovo*
Jannica	Savander	FSS rf.	Finland
Klara	Sørensen	DGS	Denmark
Craig	McHugh	ISSU	Ireland
Ugo	Blanc	UNL	France
Horia-Șerban	Onița	CNE	Romania
Uriah	Oschlag- Michael	DGS	Denmark
Aksel	Nikaj	UdS	Italy
Joseph	Insirello	UdS	Italy
Lenka	Stepanova	CSU	Czech Republic

Team members

Giuseppina	Tucci	OBESSU	Belgium
Claudia	Loré	UdS	Italy

Hrefna Osk	Mariudottir	SIF	Iceland
JJ	Khabbal	SAKKI	Finland
Ruxa	Pandea	Council of Europe	Hungary
Estel	Buch	OBESSU	Belgium

Guest speakers

Marcell	Lorincz	UNITED for Intercultural Action	Hungary
Ana	Reis Morgado	Programa Escolhas	Portugal