

# DiREc

Dialogue, education and respect in the classroom

**Dialogue, education and respect in the classroom: the way to a plural and democratic Europe.**

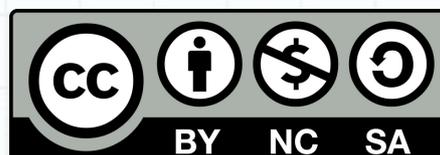
**BEST PRACTICES MANUAL FOR DIVERSITY MANAGEMENT  
IN EXTRACURRICULAR ACTIVITIES**





Co-funded by the  
Erasmus+ Programme  
of the European Union

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



# PARTNERS



## CENTRO CULTURAL ISLAMICO DE VALENCIA

-  [WEBCCIV.ORG](http://WEBCCIV.ORG)
-  /Centro cultural islámico de valencia.
-  @ ccivalencia



## EUROPEAN FORUM OF MUSLIM WOMEN

-  [EFOMW.EU](http://EFOMW.EU)
-  /Euromuslimwomen/
-  @euromuslimwomen
-  @europeanforumofmuslimwomen826



## INTERED

-  [INTERED.ORG](http://INTERED.ORG)
-  /Intered/
-  @intered\_ongd
-  @InteRed\_ong
-  @InteRedFundacion



Associação Angolana  
Njinga Mbande

## NJINGA MBANDE

-  [NJINGAMBANDE.ORG](http://NJINGAMBANDE.ORG)
-  /Njingambande/
-  @Njingambande



RICERCHE E  
INTERVENTI

## PONTES

-  [PONTES.IT](http://PONTES.IT)
-  /Pontesjousour/
-  @Pontes\_ass
-  @Associazione PONTES

# INDEX

<b><u>Introduction</u></b> .....	<b>05</b>
<b><u>Dynamic 1: THE WORLD IN PICTURES</u></b> .....	<b>07</b>
<b><u>Dynamic 2: BUSINESS RELATIONSHIPS</u></b> .....	<b>10</b>
<b><u>Dynamic 3: NORTH-SOUTH</u></b> .....	<b>11</b>
<b><u>Dynamics 4: GUESS</u></b> .....	<b>12</b>
<b><u>Dynamics 5: THE BUTTERFLY CIRCUS</u></b> .....	<b>13</b>
<b><u>Dynamics 6: CURIOSITIES</u></b> .....	<b>14</b>
<b><u>Dynamics 7: EARN AS MUCH AS YOU CAN</u></b> .....	<b>15</b>
<b><u>Dynamics 8: VERBAL MYOPIA</u></b> .....	<b>16</b>
<b><u>Dynamics 9: A PARTICULAR JOURNEY</u></b> .....	<b>17</b>
<b><u>Dynamics 10: TAGS</u></b> .....	<b>18</b>
<b><u>Dynamics 11: CLANDESTINE</u></b> .....	<b>19</b>
<b><u>Dynamics 12: DIXIT DIVERSITY</u></b> .....	<b>20</b>
<b><u>Dynamics 13: COMMUNICAT-ING</u></b> .....	<b>22</b>
<b><u>Dynamics 14: EVERYTHING THAT UNITES US</u></b> .....	<b>23</b>
<b><u>Dynamics 15: MY PERSONAL SHIELD</u></b> .....	<b>24</b>
<b><u>Dynamics 16:HEALTHY MUSIC</u></b> .....	<b>25</b>
<b><u>Dynamics 17: THE TREASURE BOX</u></b> .....	<b>26</b>
<b><u>Dynamics 18: COMFORT ZONE</u></b> .....	<b>27</b>
<b><u>GOOD PRACTICES</u></b> .....	<b>28</b>
<b><u>Bibliography</u></b> .....	<b>44</b>

# INTRODUCTION

The following is a **MANUAL OF GOOD PRACTICES FOR MANAGING DIVERSITY IN OUT-OF-SCHOOL ACTIVITIES**, corresponding to the second of the tangible results of the project **DIALOGUE, EDUCATION AND RESPECT IN THE CLASSROOM: THE WAY TO A PLURAL AND DEMOCRATIC EUROPE**. Initiative co-funded by the Erasmus Plus Program in 2020.

In everyday life, numerous practices can be a sign of bullying. As it were in the case, we are mindful and know how to perceive these signs can we take preventive activity? Interpersonal and intergenerational connections exterior the classroom, in what is considered extracurricular time, are a critical space to find signs, behaviors, and behaviors that could lead to discomfort, discrimination and hatred. As well as complementing the work of teachers, as they are fewer formal settings in which to work openly and effectively on inclusion.

Here, at that point, the social substances that take an interest within the execution of these exercises of distinctive sorts: sports, artistic, musical, IT, etc. in these extracurricular spaces ended up fundamentally important. The distinctive exercises proposed can be approached from each of them, which can donate quality to the contents and forms of expression of the feelings and contemplations that each student has. In addition, the exchange between schools and social entities, and the coordination between teachers and monitors through the channels that are built up, are of crucial importance to working as an arrangement from a preventive approach.

This manual is centered on extracurricular spaces and subjects, generally instructed by the schools or social organizations themselves, giving rules for teachers to work on outbreaks of violence or bullying among peers through group dynamics, games, and the creation of collaborative networks among the students themselves. It offers a compilation of an add up to of **18 exercises** and group dynamics so that rules for working on diversity, inclusion, dialogue, and respect for difference can be tended to in these spaces. In them, you may discover how to encourage teamwork, imagination, and participation, ways of perceiving differing

# INTRODUCCIÓN

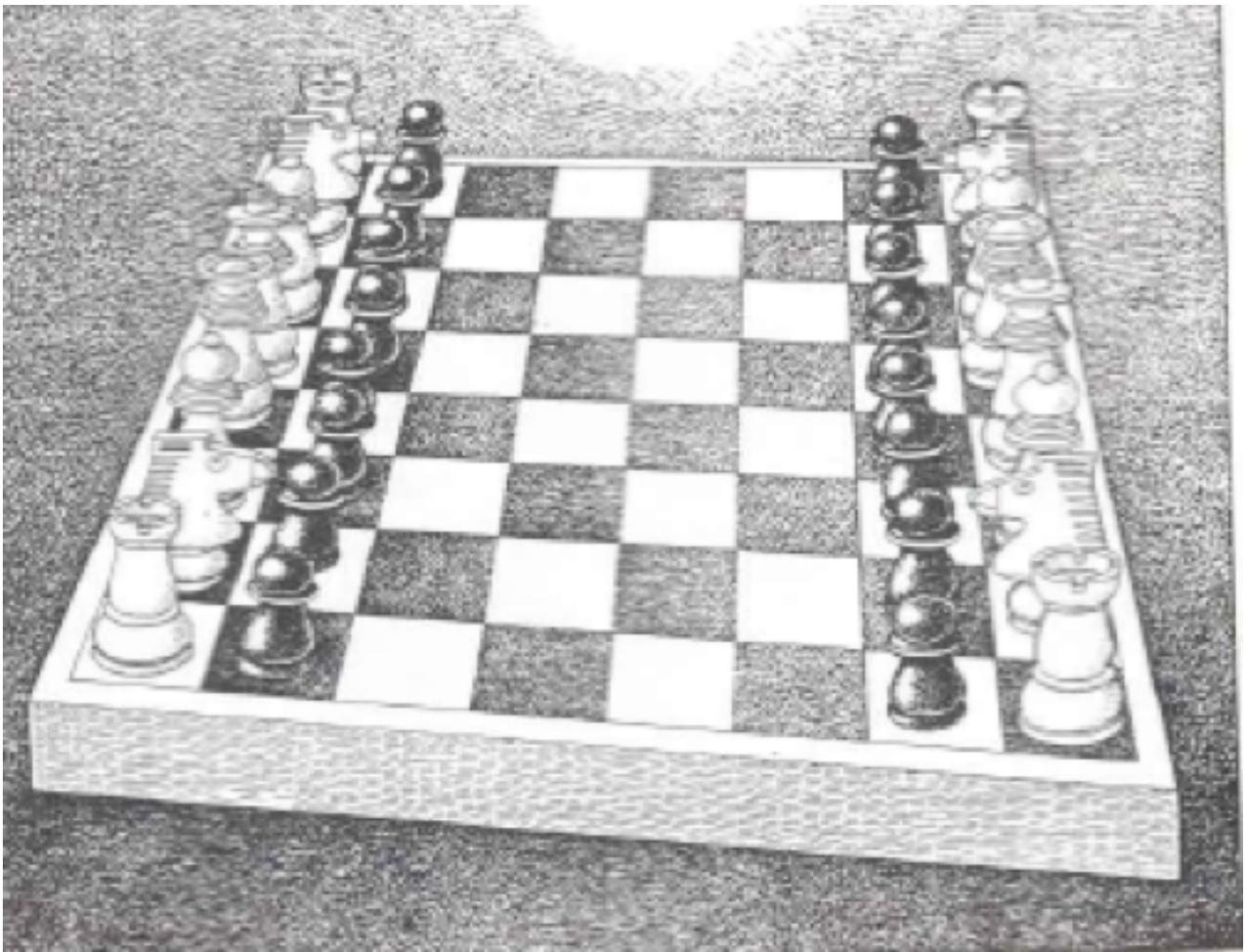
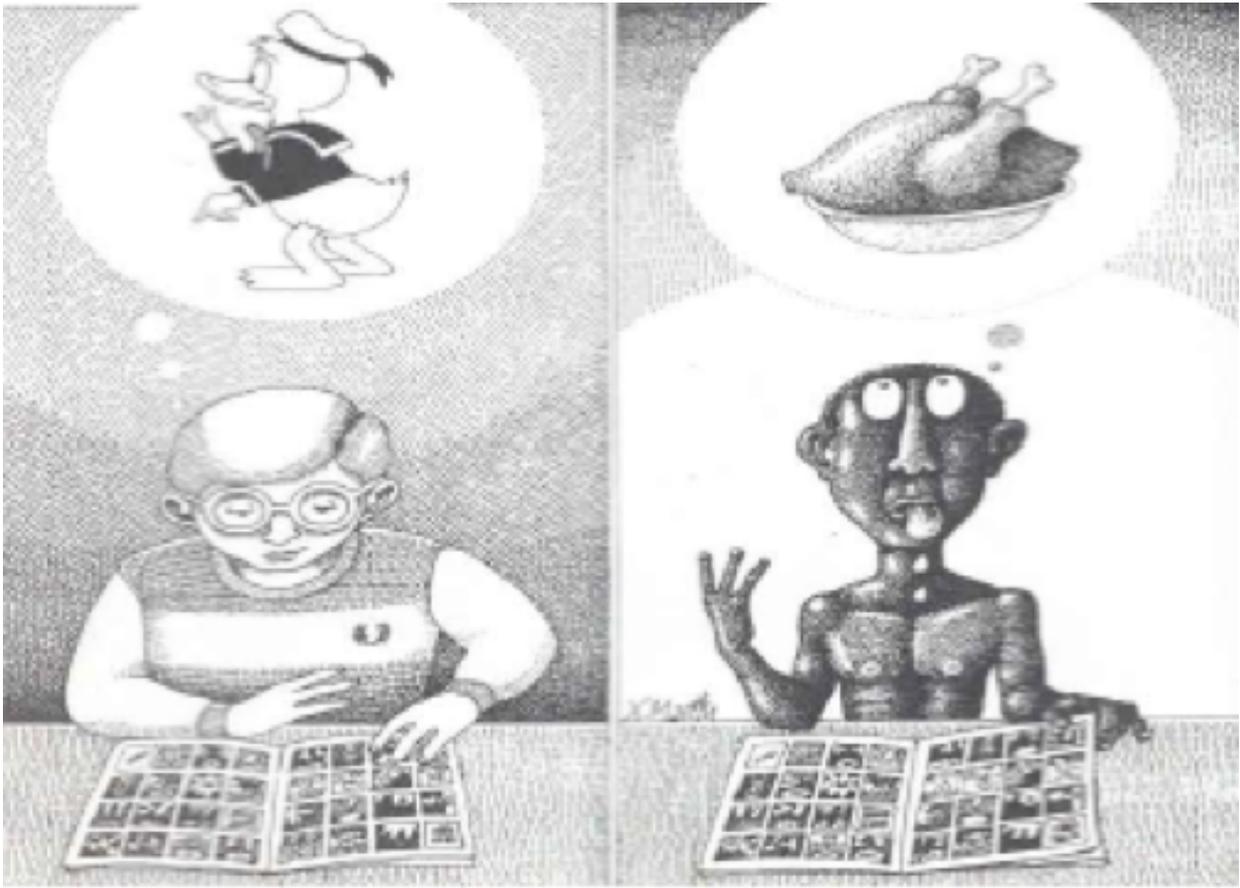
qualities and interculturality as something positive and improving, and how to strengthen shared appreciation and persuade young to deactivate their fears, playfully. At the same time, teachers got to be able to effectively watch what is happening in diversity management to focus on one viewpoint or another.

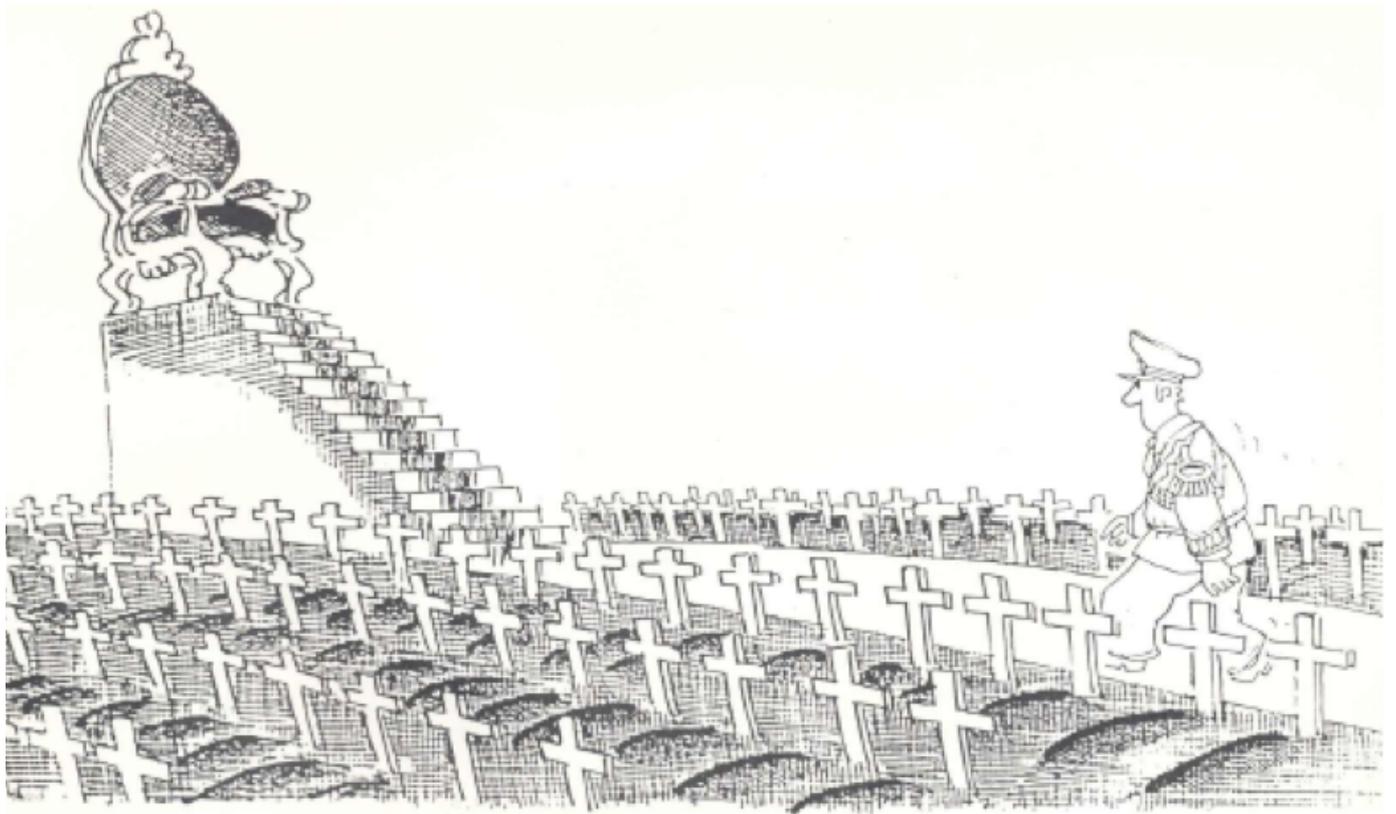
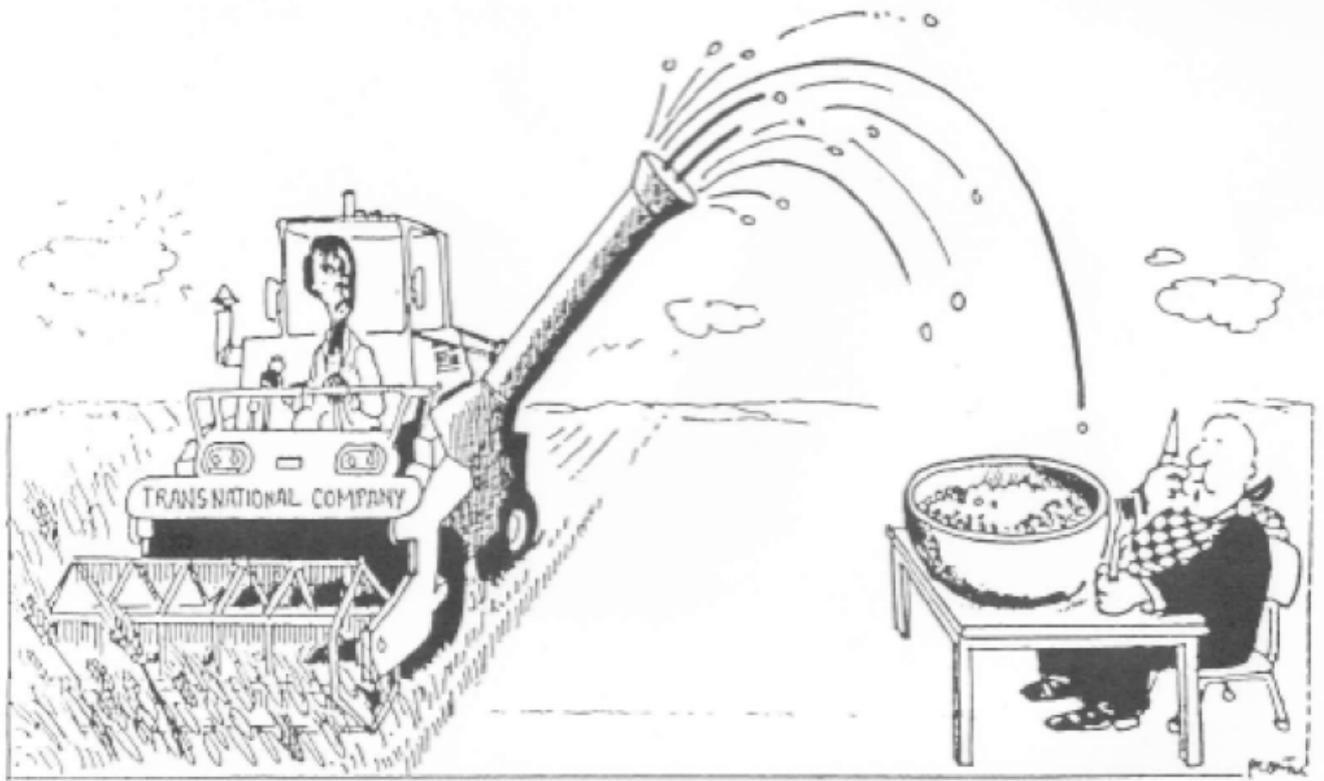
In addition to all these activities that we have presented, together with social entities that have collaborated in this manual and other entities that are dedicated in their objectives to prevent and counteract hate speech, we have collected six projects that we consider good practices as a way of complementing the awareness-raising work. These good practices are projects already developed by different social entities through which we want to recognize the lessons learned and the difficulties and, above all, the impact and changes that have been made in young people and in society aimed at eliminating hate speech in our society.



# THE WORLD IN PICTURES

<b>TITLE</b>	<b>THE WORLD IN PICTURES</b>
<b>OBJECTIVE</b> 	<p>To approach the North-South imbalance and the causes of the poverty of certain countries that generate current migratory flows from current migratory flows from these countries to Europe.</p>
<b>AGES</b>	<p>12-18</p>
<b>DURATION</b> 	<p>1 HOUR</p>
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>Hand out the different pictures included in the annex. They are invited to look at them and comment on the following:</p> <ol style="list-style-type: none"> <li>Which picture impresses you the most? The students will explain orally or in writing, which picture impressed them the most and why. This can be done in groups of 4 or 5 people.</li> <li>Give the drawings a title. A drawing is chosen for the whole class and in groups they are given titles. It can then be hung on a board surrounded by the headlines chosen by the students.</li> <li>Which countries would you relate these drawings too?</li> <li>Invent a text for the drawing or dialogue with the characters in the drawing.</li> </ol> <p>In writing, the students invent a dialogue with one of the characters. Also, they can also invent dialogues between them, in the form of a comic strip.</p>
<b>EVALUATION</b> 	<p>What did you think of the activity, do you think there is a great imbalance between North and South and between Europe and Africa, and why do you think this is?</p>

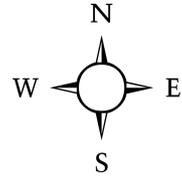




# BUSINESS RELATIONS

TITLE	BUSINESS RELATIONS
<b>OBJECTIVE</b> 	To analyse inequality and the distribution of wealth.
<b>AGES</b>	12-18
<b>DURATION</b> 	1 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>The class will be divided into 4 groups, which will be given a set of resources and conditions for exchanging them. All the groups have to build the same thing, but they have different resources, so they will have to negotiate with other groups to exchange their materials.</p> <p><b>Materials:</b> Paper, scissors, markers, ruler and compass.</p> <p>Ask everyone to draw a red circle with a diameter of 5 cm on a sheet of paper, a blue square with a side of 3 cm and then cut it out.</p> <p>Group 1 will be given scissors and a blue marker pen.            Group 2 gets compasses and red marker pen.            Group 3 is given scissors            Group 4 gets rulers            You hand out paper and pencils to everyone.</p>
<b>EVALUATION</b> 	<ul style="list-style-type: none"> <li>-How did you feel about your position?</li> <li>-Who had privileges and who had difficulties?</li> <li>-Is it fair?</li> <li>-Does it happen in reality? Does anyone have an interest in keeping it that way? Why?</li> </ul>

# NORTH-SOUTH



TITLE	NORTH-SOUTH
<b>OBJECTIVE</b> 	To analyse the common aspects that we all have in common and to reflect on what connects us. To deepen feelings of empathy towards others.
<b>AGES</b>	12-18
<b>DURATION</b> 	1 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	The students are divided into 4 groups, each group has to write down 4 common and 4 different aspects between us and people living in Europe and between us and people living in Africa.
<b>EVALUATION</b> 	What has been easy? What has been the hardest? Why do you think this has been the case? Which cultures do you think you know best, and why?

# GUESS

TITLE	GUESS
<b>OBJECTIVE</b> 	To reflect on some terms and their meanings To develop creativity and teamwork
<b>AGES</b>	12-18
<b>DURATION</b> 	1 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	It is proposed that they guess a series of terms, giving them synonyms (you could also change it and have them do it through mime). You can prepare cards with these terms and add others. PEACE: war, pigeon, guns, flying and violence. RACISM: hate, fear, race, problem and different. FOREIGNER: immigrant, country, work, tourism and language. COEXISTENCE: living, sharing, friendship, respect and tolerance.
<b>EVALUATION</b> 	Do you think it is important to learn to live together? Which one did you find the hardest to act out and guess?

# THE BUTTERFLY CIRCUS

<b>TITLE</b>	<b>THE BUTTERFLY CIRCUS</b>
<b>OBJECTIVE</b> 	<p>To develop empathy.</p> <p>To be aware of self-improvement.</p> <p>To identify situations of racism.</p>
<b>AGES</b>	12-18
<b>DURATION</b> 	1 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>First, the short film is screened and, once it has been viewed in its entirety, a series of questions are asked for the students to reflect on.</p> <p><a href="https://www.youtube.com/watch?v=eMnrUTCrAho">https://www.youtube.com/watch?v=eMnrUTCrAho</a></p>
<b>EVALUATION</b> 	<p>What is the difference between the "artists" of the first circus and the second circus?</p> <p>How do the audiences react in the different circuses?</p> <p>How does Will feel when he is treated as a weird?</p> <p>When does he decide to change his attitude?</p> <p>How does Will transform himself?</p>

# CURIOSITIES

TITLE	CURIOSITIES
<b>OBJECTIVE</b> 	To detect the students' prior ideas about cultural diversity, whether they have been cultural diversity, whether they have been learned through their immediate environment (family, neighbourhood...), or through the media.
<b>AGES</b>	12-18
<b>DURATION</b> 	1/2 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>The questionnaire is given to the young people, they can do it individually or in pairs.</p> <p>a) In which city were you born? Where are your parents from?</p> <p>b) Has anyone in your family ever lived outside your country? Who? For what reasons?</p> <p>c) Where, for how long, and what did he/she do for a living?</p> <p>d) Do you know anyone from another country? Where is he/she from?</p> <p>e) Do you know why he/she is here? What does he/she do?</p> <p>f) Do you know how many students from other countries, or whose parents are from other countries, are there in your school? Where are they from?</p> <p>g) Which country would you like to visit and why?</p> <p>h) Do you remember the name of a foreign singer? Which one do you like the most? Where is he/she from? What do you know about that country?</p> <p>i) What foods do you know from other countries?</p>
<b>EVALUATION</b> 	After the group discussion, the group will evaluate the cultural diversity that is around them in their families, friends, neighbourhoods, etc.

# EARN AS MUCH AS YOU CAN

TITLE	EARN AS MUCH AS YOU CAN
<b>OBJECTIVE</b> 	To observe the competition-cooperation conflicts that emerge in the development of this activity and to examine their solutions.
<b>AGES</b>	12-18
<b>DURATION</b> 	1 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>Divide the class into groups and each group nominates a representative. Put the title "Win as many points as you can" on the board and explain that this will be the objective of the game. Each group is given two sheets of paper: on one it says X and on the other Y.</p> <p>When we count to three, neither before nor after, the teams pick up one of the two sheets of paper. Previously, they will have discussed and agreed within the group (without talking to other groups) whether to raise the X or the Y according to the following criteria:</p> <ul style="list-style-type: none"> <li>- If all groups choose X they all get +5 points</li> <li>- If all groups choose Y, they get -5 points</li> <li>- But if some groups choose X and some groups choose Y</li> <li>- The one that has chosen X gets -10 points</li> <li>- And the one that chose Y gets +10 points</li> </ul> <p>The same thing is repeated four times and the results are written down on a chart on the blackboard for all to see. Before starting the fifth roll, we give the representatives of each team the opportunity to meet. The representative returns to his or her group and they discuss again whether to choose X or Y. The same thing is repeated, but without the team representatives having to do the same. The same thing is repeated but without the representatives meeting again until there are ten rolls. The results are added up and the totals are written down for each group. Next to the totals, the result obtained if the teams had chosen X on all ten occasions is written: 50 points.</p>
<b>EVALUATION</b> 	<ul style="list-style-type: none"> <li>- What happened?</li> <li>- Could you have achieved a better result? In what way?</li> <li>- Do we see more competitiveness or cooperation in society?</li> <li>- Which is more in our favour?</li> </ul>

# VERBAL MYOPIA

<b>TITLE</b>	<b>VERBAL MYOPIA</b>
<b>OBJECTIVE</b> 	To learn to identify racism in everyday language and act to change it.
<b>AGES</b>	12-18
<b>DURATION</b> 	1 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>The students can be divided into pairs or small groups. The purpose of this activity is twofold: on the one hand, to get them to see the racism that is verbally represented in these phrases; and on the other hand, to try to change these phrases through their meaning, by creating another idiom that means the same thing.</p> <p>Verbal myopia</p> <ul style="list-style-type: none"> <li>- Work like a black man</li> <li>- Black humour</li> <li>- A black afternoon snack</li> <li>- Having the nigger / A black day</li> <li>- The black hand</li> <li>- Black money / Black market</li> <li>- Money bleaching</li> <li>- Black chickpea</li> <li>- Black sheep</li> <li>- Black cat</li> <li>- Black magic</li> <li>- He's a slave-driver</li> <li>- Black beast</li> <li>- I see it all black</li> </ul>
<b>EVALUATION</b> 	<ul style="list-style-type: none"> <li>- Is it common to hear and use these kinds of expressions?</li> <li>- Have you ever thought about how the use of these expressions can affect you?</li> <li>- Do you think it is important to change the use of language that can be discriminatory?</li> </ul>

# A PARTICULAR JOURNEY

<b>TITLE</b>	<b>A PARTICULAR JOURNEY</b>
<b>OBJECTIVE</b> 	<p>To express what surprises us when we get to know a new place.</p> <p>To recognise differences as something positive, which enriches us and contributes to our daily lives.</p>
<b>AGES</b>	<p>12-18</p>
<b>DURATION</b> 	<p>30 minutes</p>
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>To start the activity, the assembly is asked about their last trip they made and they talk about the things they liked the most. Then we ask them what means of transport they used to travel. They are asked if they would like to go on a boat trip, and to which country they would go and why, highlighting something positive about the country or city that they express.</p> <p>Then we start the second part of the dynamic, which is to make a boat out of colored origami paper.</p> <p>Before making the boat, the whole group makes up a slogan that expresses all those positive things they have expressed about getting to know different places. Examples: diversity unites us, getting to know other places makes us happier, etc.</p> <p>On each boat each person puts something positive about getting to know a different place (trying different <b>things, speaking a different language) and the slogan or the hashtag that has been chosen by the group.</b></p> <p><b>Then they take a piece of paper, put the chosen slogan on it and place each person's boat on it, with a drawing that they invent related to the sea.</b></p> <p><b>Another way to close the activity is to bring a 50cl plastic bottle from home and put the message inside (in the form of a wish) and stick the bottles on the continuous paper. Also in this case, they can reflect on the importance of protecting the environment from plastics and write a sentence in defense of finding less plastic in the sea.</b></p> <p><a href="https://www.youtube.com/watch?v=75Qg6ldZNbA">https://www.youtube.com/watch?v=75Qg6ldZNbA</a></p>
<b>EVALUATION</b> 	<p>What have you learned from this activity?</p>

# TAGS

TITLE	TAGS
<b>OBJECTIVE</b> 	<p>To make visible the stereotypes and prejudices that we face in society depending on our role.</p> <p>To analyse the privileges that exist in society and in ourselves.</p>
<b>AGES</b>	12-18
<b>DURATION</b> 	1 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>Participants are given tags on their backs (you can use coloured pos-its) which they will not see and will assign them a specific role. Afterwards, some needs will be distributed, and the students will have to relate to each other and look for other characters according to that need (e.g.: look for people to work in your company, invite 5 people to your birthday party, look for tenants for your flat).</p> <p>Example roles: sub-Saharan immigrant, Syrian refugee, Erasmus student, influencer, youtuber, young gypsy, disabled, model, ambassador's son, etc.</p>
<b>EVALUATION</b> 	<ul style="list-style-type: none"> <li>- How did you feel when you were not elected, and when you were?</li> <li>- Why did you choose this way?</li> <li>- Does something similar happen in society? Why?</li> <li>- Could we change this? How?</li> </ul>

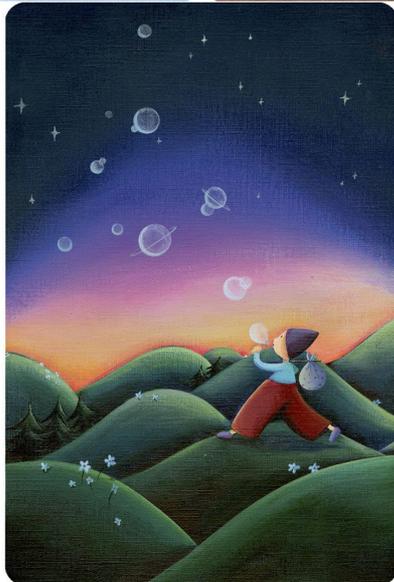
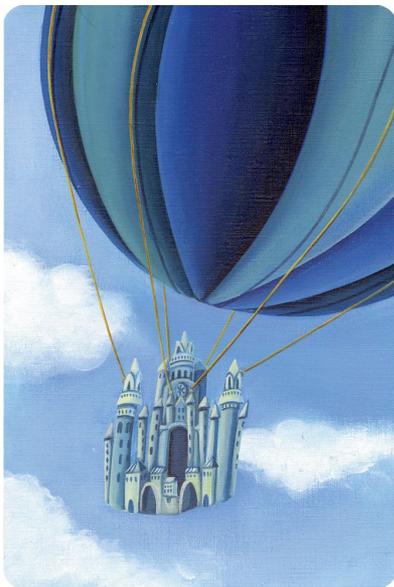
# CLANDESTINE

TITLE	CLANDESTINE
<b>OBJECTIVE</b> 	<p>To analyse the situation in which immigrants find themselves when they arrive in a country.</p> <p>To deepen the feelings and illusions of a person when they decide to emigrate.</p>
<b>AGES</b>	<p>12-18</p>
<b>DURATION</b> 	<p>1 HOUR</p>
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>The theme of cultural diversity will be introduced by explaining some concepts: interculturality, discrimination, marginalization, racism and xenophobia.</p> <p>A first listening of the song "Clandestino"  <a href="https://www.youtube.com/watch?v=5MWOyQMsyEA">https://www.youtube.com/watch?v=5MWOyQMsyEA</a></p> <p><b>PUT ENGLISH SUBTITLES</b></p> <p>will take place. Afterwards, there will be a feedback on the first sensations that the song has given them. We will listen to the song again with the printed lyrics and then analyse the song and reflect on certain key aspects of it</p>
<b>EVALUATION</b> 	<p>Are racism, xenophobia and discrimination a product of politics? How do young people today deal with racism? What would you do to combat these problems? Have you had any racist experiences? Have you experienced or witnessed any xenophobic circumstances?</p>

# DIXIT DIVERSITY

TITLE	DIXIT DIVERSITY
<b>OBJECTIVE</b> 	<p>To show what diversity is for each of the participants and the positive aspects it has.</p> <p>To reflect on emotions, and other ways of feeling and interpreting the concepts of: interculturality, friendship, love, respect, equality, dialogue, peace, coexistence.</p> <p>Note: in each round of the game, the concepts about which the cards are narrated can be changed to Interculturality, dialogue, respect, equality, peace, etc.</p>
<b>AGES</b>	<p>12-18</p>
<b>DURATION</b> 	<p>At the beginning about 30 minutes, but it can be extended as long as the teacher deems necessary.</p>
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>The dixit cards are used to create the narrative.</p> <p>Each player is dealt 4 cards. One of the participants, the narrator, chooses one of his/her cards, and explains (either with a word, a phrase, a narration, etc.) what makes him/her think in relation to diversity, or any other concept that has been proposed (respect, love, peace, dialogue).</p> <p>From the narration, each of the other participants chooses the card he/she has that most closely resembles the narrator's explanation. All these cards are placed face down, shuffled and finally displayed on the table.</p> <p>Once the cards chosen by all participants have been displayed along with the narrator's own card, all opponents except the narrator must vote on which card they believe to be the card that belonged to the narrator. Voting on the card itself is not allowed.</p> <p>This is one round so far. There is no scoring part. Next round another person starts and the theme is changed.</p>
<b>EVALUATION</b> 	<p>How did you find it?</p> <p>Was it easy or difficult?</p> <p>What did you find most difficult?</p>

# DIXIT CARDS



# COMMUNICAT-ING

TITLE	COMMUNICAT-ING
<b>OBJECTIVE</b> 🎯	To reflect on the distortion of a message that happens because it is not clear. Generally, what is most memorable, or what is considered most important, is kept in the memory.
<b>AGES</b>	12-18
<b>DURATION</b> ⌚	1 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	<p><b>Step 1.</b> The coordinator prepares a written message. For example: "483 people are trapped under a landslide. After the cyclone hit, rescue has begun. Thousands of people have been mobilized carrying medicines, bandages and other items. However, they say it was not an accident, but a kidnapping, as there are people with a lot of money among those trapped".</p> <p><b>Step 2.</b> A minimum of 6 volunteers are asked for and enumerated. All but the first one leave the site where they are. The rest of the group witnesses the process of distorting the message; their task is also to note down what changes from the initial version.</p> <p><b>Step 3.</b> The coordinator reads the message to No. 1, then calls No. 2. No. 1 communicates to No. 2 what was read to him, without the help of anyone else. So on and so forth, until all the people waiting outside have passed.</p> <p><b>Step 4.</b> The last person, instead of repeating the message orally, writes it on the blackboard, if possible. In turn, the moderator writes down the original message for comparison.</p>
<b>EVALUATION</b> 📝	<p>What happened? Has something similar ever happened to you? Why do you think this phenomenon happens? Were they talking about you or were you the one who conveyed a distorted message? What were the consequences? How did you feel when you realised the mistake? What did you learn for the next time? Reality weighs tons. It is difficult to hold and perceive all the details, which is why it is reduced, distorted, partially assimilated, or mixed with other data. It is something that is done for health reasons, so as not to go crazy. Often new stories are intended to coincide with previous ones, which allows people to keep thinking the same thing. Variations: The content, the original text, can be adapted.</p>

# EVERYTHING THAT UNITES US

TITLE	EVERYTHING THAT UNITES US
<b>OBJECTIVE</b> 	<p>To recognise diversity in its different forms (religious, family, social, etc.).</p> <p>To recognise differences as something positive, which enriches us as a society.</p> <p>To recognise those aspects that unite us as people.</p>
<b>AGES</b>	12-18
<b>DURATION</b> 	1/2 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>To start the dynamic, the following video is played from the Valencia City Council's Ojalá Valencia campaign.</p> <p>Ojalá, València - YouTube ( Put English Subtitles)</p> <p>After the video, the following questions are distributed in groups of 3 people to comment on the video.</p> <ol style="list-style-type: none"> <li>1. What word or phrase do you remember from the video?</li> <li>2. What caught your attention?</li> <li>3. What image would you highlight from the video?</li> </ol> <p>After allowing about 10 minutes for this group, each of the groups presents the main ideas to the others. If the activity is done in any group, the idea is to finish by making a document with actions that we can do in our daily life in order not to judge different situations or people.</p>
<b>EVALUATION</b> 	<p>What surprised you most in the video?</p> <p>Have you seen it before?</p>

# MY PERSONAL SHIELD

<b>TITLE</b>	<b>MY PERSONAL SHIELD</b>
<b>OBJECTIVE</b> 	To encourage an intense presentation by the participants of their interests and strengths.
<b>AGES</b>	12-18
<b>DURATION</b> 	1 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>Each participant is asked to draw their own shield that identifies them.</p> <p>This should be divided into 4 parts, each of which should express the following points:</p> <ol style="list-style-type: none"> <li>1. How do you describe yourself?</li> <li>2. What do you think are your strengths?</li> <li>3. What are the things you most like to do?</li> <li>4. What would you like to see changed in your school?</li> </ol> <p>After giving about 15 minutes to complete the shield, 15 more minutes are given to share what is expressed in the shield with the different partners.</p>

# HEALTHY MUSIC

TITLE	HEALTHY MUSIC
<b>OBJECTIVE</b> 	Analyze and transform the lyrics of music that reproduce patterns of machismo and patriarchy.
<b>AGES</b>	12-18
<b>DURATION</b> 	1 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>Select some musical themes that are known and danced to by adolescents, listen to them and analyze their lyrics. Then, making a selection of a particular theme, the lyrics will be transformed by teams to oppose sexist and patriarchal stereotypes. Thus, to end the activity, the melody of the song alone will be played, and the young people will sing their newly produced lyrics over it.</p>
<b>EVALUATION</b> 	<p>Did you find it difficult to choose songs with this type of content, and was it easy to change the lyrics? Do you think that the messages that the songs send can have consequences?</p>

# THE TREASURE BOX

<b>TITLE</b>	<b>THE TREASURE BOX</b>
<b>OBJECTIVE</b> 	<ul style="list-style-type: none"> <li>-To value each student's own potential.</li> <li>-To create awareness of each child's individual capacity.</li> <li>-To assume the value of each individual.</li> </ul>
<b>AGES</b>	12-18
<b>DURATION</b> 	1 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	<p>First of all, we prepare the material in advance (a box decorated with the phrase "the treasure box" and a mirror inside or a piece of paper with "YOU" written on it).</p> <p>We arrive with the box under our arms with the phrase "the treasure box" in front of the students, in order to create an interest on the part of the students in what is inside.</p> <p>We start asking them:</p> <p>What do you think is in the box? Why is it a treasure? What is your greatest treasure?</p> <p>We start with the activity: first we tell them that we have inside the box, something "unique", "unrepeatable", "very special", "amazing", "mind-blowing" that we have to value and take care of, something "unbeatable", and that they will come one by one to approach and see what they have inside the box (each educator can praise it with some or other words).</p> <p>Of course, they cannot tell their companions what they have seen inside the treasure box.</p> <ul style="list-style-type: none"> <li>-They will approach one by one as we (educators) indicate it.</li> <li>-Little by little, our students will see the secret that we have been kept from them and they will perceive that they themselves have a lot of value.</li> </ul>
<b>EVALUATION</b> 	<p>Why are you a treasure? What do you feel? How did you think of yourselves? Did anyone think that was the treasure?</p>

# COMFORT ZONE

TITLE	COMFORT ZONE
<b>OBJECTIVE</b> 	To motivate the students to face their fears, develop leadership and have their own life project.
<b>AGES</b>	12-18
<b>DURATION</b> 	1 HOUR
<b>DEVELOPMENT OF ACTIVITIES</b>	Animation display  <a href="https://www.youtube.com/watch?v=HhFxQLDPjaY&amp;t=16s">https://www.youtube.com/watch?v=HhFxQLDPjaY&amp;t=16s</a>
<b>EVALUATION</b> 	Did you like it? Do you think he is right? What did you like the most? Do you think it is easy to get out of your comfort zone? Why? Can you identify your fears? Do you have a project in your life, which one?



# GOOD PRACTICES

# GOOD PRACTICES

Currently, different projects and public entities, created as instruments of analysis and action at both the national and European level, are promoting initiatives and measures at both national and European level, are promoting initiatives and measures aimed at eradicating problems associated with different types of hatred aimed at eradicating problems associated with different types of hatred, among which the following stand out the Spanish Observatory on Racism and Xenophobia and the Observatory against Domestic and Gender Violence.

In addition, there are many entities that work daily to make these hatreds visible, raise awareness and provide tools to improve coexistence and promote the necessary values in all citizens in order to achieve a more just, respectful and supportive society.

## Here are some examples:

1. **INTEGRATED** - Interred
2. **TOLERANCE ON THE NET PROGRAM**-Movement against intolerance
3. **THE INDISCRETE WINDOW** -Jovesolides
4. **PROJECT COCO**-Cazalla Intercultural
5. **OBSERVATORY OF ISLAMOPHOBIA IN THE MEDIA**- Al Fanar
6. **NATIONAL PROGRAM FOR THE PREVENTION OF ISLAMOPHOBIA** - Moroccan Association For The Integration Of Immigrants.

# InteRed INTEGRATED

Local partner consortium of European organisations made up by InteRed (Spain), CESIE (Italy), Canary Wharf Consulting LTD - CWC (UK), KMAKEDPDE (Greece) and the European Parents Association - EPA (Belgium).

Financed by the European Union's Asylum, Migration and Integration Fund (AMIF).

Subvention granted 100.374€

Own funds provided 11.152€

Dates 01-01-2018 until 31-12-2019

Beneficiaries: It takes place (or develops) in schools in Spain, Italy and Greece. 25 young people: 25 per county. Features: young third-country nationals, just arrived, between 12 and 18 years. Mentors: 25 per country. Education community: 50 per country. Features: counsellors, head teachers, teachers, families, representatives of educational authorities. In Spain, for the academic year of 2018-2019, Consist of: Santa Rita school, Carabanchel (Madrid), Vedruna school, Carabanchel (Madrid), Purisima Concepcion school in Callao (Madrid).

InteRed is a non-governmental development organisation established in 1992 and promoted by Teresiana Institution to fight poverty, inequality and exclusion from civil society. It is present, through delegations and committees, in 9 autonomous communities and 23 Spanish cities. It also has three delegations abroad: Bolivia, Guatemala and Dominican Republic.

It works with more than 40 local organisations in southern countries and belongs to 4 state coordinators of ONGD's (Spain, Bolivia, Guatemala and Dominican Republic) and 9 regional coordinators (Andalucía, Aragón, Cantabria, Castilla y León, Cataluña, Comunidad de Madrid, Comunidad Valenciana, País Vasco y Galicia).

IntegratEd is a project, funded by European Union's Asylum, Migration and Integration Fund (AMIF), which propose is to generate more inclusive schools trough strengthening the participation of minors from third countries (non Europeans) in the education systems in Spain, Greece and Italy( the county participating in the project) as well as addressing (or deal with) discrimination and promoting greater attention to diversity and inclusion in education.

# InteRed INTEGRATED

The Spanish ONGD InteRed, develops in Spain, more specifically Madrid, this pilot experience, with teachers, students and families for the academic year 2018-2019, in three schools (educational centres) in Madrid:

- Santa Rita school, Carabanchel (Madrid)
- Vedruna school, Carabanchel (Madrid)
- Purisima Concepcion school, Callao (Madrid).

The priorities of this project are the following:

- Identification and evaluation of policies and practices on the inclusion of third-country children in education. This has led to, by InteRed, the elaboration of a report which, among its recommendations, stresses the need educate students and teachers in global citizenship expertise and equip them with the skills to rethink education from a transformative practice, as a response to the increasing diversity in classrooms and in our societies, form an intercultural approach.
- Development and pilot implementation of an "Educational Support Model" for third country minors, including:
  - A tutoring/mentoring programme among students. Newly arrived students from third countries are assigned a mentor who can be consulted when needed (linguistic, academic, emotional support, etc.) Thus, each of the educational centres in Madrid, has selected between 5 and 7 young from a migrant origin who have been mentors themselves to other migrant students that have been incorporated recently to the class for the process in the inclusion in the center.
  - Teacher training in intercultural education, development of educational policies for the integration of diversity, tolerance, respect to the difference inside the school and how to communicate better with the student families of third countries.
  - Workshops with families of minors from third countries to involve them in the school's educational policies, fighting stereotypes and prejudices.

# InteRed INTEGRATED

Expected results:

- To increase participation in education and the academic performance of third-country students in secondary education and baccalaureate.
- Decrease the early school drop-out rate among young people from third countries
- Facilitate and promote the participation of parents in the education of their children and improve their knowledge of the country's education systems.
- Improve teachers' intercultural competences and public awareness of the role of education in promoting inclusive societies.
- Promote greater attention to diversity, inclusion and intercultural competences in education policy planning.

This project is carried out in the framework of a consortium of European organisations formed by InteRed (Spain), CESIE (Italy), Canary Wharf Consulting LTD - CWC (UK), KMAKEDPDE (Greece) and the European Parents Association - EPA (Belgium), to generating more inclusive schools.

The "Integrated community" is composed of the organisations that are part of this consortium, as well as the young students, teachers and Greece, Italy and Spain families, that contribute to the construction of more inclusive educational centres from an intercultural and local-global perspective.

An inclusive comic to educate in values and as an educational tool for young people in ESO and Bachillerato that reflects on the importance of inclusion, respect for difference and the school as an inclusive society.

<https://www.youtube.com/watch?v=Ht--eueXWsl&t=7s>



Movimiento contra la Intolerancia

# TOLERANCE ON THE NET PROGRAM

## MOVEMENT AGAINST INTOLERANCE

We are a plural, autonomous, open and participative association that works against Intolerance, Racism and Violence. Intolerance, Racism and Violence, in essence, a commitment to Solidarity, Democratic Coexistence, Tolerance and the Democratic Coexistence, Tolerance and the defense of Human Rights.

Created in 1992, as a result of the racist crime that took the life of Lucrecia Perez, We had as Honorary President Violeta Friedman, survivor of Auschwitz.

## GOOD PRACTICE- "TOLERANCE ON THE NET PROGRAM".

The Program for Prevention and Intervention against intolerance and hate speech on the Internet and in social networks "Tolerance on the Net" was framed by the need to establish strategies to contain the growth of hate speech on the internet, which has a negative impact on the already fragile coexistence, can produce serious setbacks that deteriorate the possibilities of social and human development possibilities. It included awareness-raising activities, dissemination of the "TOLERANCE TRIUMPH HATE" campaign, promotion, training and dynamization of a CyberVolunteering against hate, and denouncing intolerance and hate speech on the Internet and social networks. With its development, we seek to mobilize the general population in general, especially people of different ages belonging to groups that are potential victims of hate speech and, therefore, of hate crimes, to active citizenship on the Internet and social networks to achieve positive spaces of coexistence, tolerance, solidarity and human rights on the Internet.



**jovesólides**

JÓVENES HACIA  
LA SOLIDARIDAD  
Y EL DESARROLLO

# THE INDISCREET WINDOW

The Jovesolides is an association composed of young people from different counties, with headquarters in La Coma de Paterna (Valencia) and in San Feliu de Llobregat (Barcelona) districts/neighborhood. The principal objective is to promote the equality of opportunities and social justice, through access to high formation/education of young people/ youth in the south, as a tool to reinforce the process of development and social change in their countries and communities. Jovesolides is a part of a network of entities with a common objective, along with Jovesólides Ecuador, Colombia, Nicaragua y El Salvador.

**'La ventanilla indiscreta'** or **'The indiscreet window'** is a project developed by Jovesolides with the objective to stimulate awareness and encourage an active Valencian citizenship through the Sustainable Development Goals (SDGs). Implemented during twenty-six months, had as core the realisation of various social experiments on the following topics: gender equality, islamophobia, responsible consumption, decent work and shelter.

After these experiments, a number of programmes were developed to analyse the actual social situation regarding these issues. Some diverse social actors, expert voices and citizens participated in these programmes.

In this project, that was possible thanks to the Conselleria de Responsabilitat Social, Participacio I Cooperacio, have participated a total of five municipalities/ boroughs: Valencia, Betxi , Xative, Elche, Paterna.

Within the framework of this project, the organisation has organized a total of six social experiments, six debate programs, ten seminars and a touring exhibition?.

In the seminars participated a total of 88 persons, and the touring exhibition was visited personally by more than 230 people.

The exhibition, still available online, has brought visitors close to the topics addressed through the different information boards, view the experiments conducted and enjoy the illustrations of Laura Castelló y Belén Segarra. The Valencian artists, from the data, numbers, all the collected material, and their own imagination, provide their vision of in which point are we now and where we are heading to cope with the social problems addressed in the project.

All the audio-visual material generated (experiments and debate programmes) and the exhibition can be reviewed here. Furthermore, the organisation also organized a journey aimed to promote a collective reflexion about how the ONG can develop a more transforming and integrated communication. Under the title, 'Do social entities have an audience? New audio-visual narratives to provoke social change'.



**jovesólides**

JÓVENES HACIA  
LA SOLIDARIDAD  
Y EL DESARROLLO

# THE INDISCREET WINDOW

The project has focussed in three types of audience: a general audience that the organisation has sent every social experiment, and has been encouraged to reflect; organisations, authorities and representatives of six Valencian municipalities/boroughs, who have been involved in political and social advocacy sessions, and municipal commitment towards the ODS;

And to the all neighbours of all the participating towns, in which they worked to promote awareness from the personal involvement in the issues addressed.

In order of broadcast this project and to raise awareness about the social issues addressed, the organisation has developed an intense communication campaign on social media. A work that has received recognition from the sector: 'La ventanilla secreta' has been awarded the Cooperación-Comunitat Valenciana prize by the Coordinadora Valenciana of ONGD in the category of "Campaigns of Valencian networks, platforms or social movements". A recognition "for its innovation with the incorporation of the social experiments about topics like gender equality and decent work".



**cazalla**  
INTERCULTURAL

# PROJECT COCO

The project aimed to establish a countrywide education and awareness strategy, in Spain, in order to combat racism, Islamophobia and hate speech triggered by prejudices both online and offline; and that was through bringing together successful experiences of experts from different fields (non-formal education, activism, politics, youth, governmental institutions, etc.), sharing and collecting education and awareness tools and testing them by professional youth workers and young people and advocating for better legislative measures against any kind of discrimination and hate speech, at a national level.

Therefore, the project aimed, first of all, to provide a methodological outline for education and awareness activities, contributing specialized knowledge from twinning groups and other key stakeholders on a national scale in order to share and research into the best education and awareness tools. Second, create a compilation of tools that allows youth workers, trainers, educators and teachers to deal with issues of racism, hate speech and hate crimes and islamophobia while working with the young in formal and non-formal educational environments.

We provided training opportunities for 26 professionals across the country who work with the young ( particularly, youth workers, leisure facilitators and teachers) in order to build competencies for educational processes and awareness-raising actions on issues like racism, islamophobia and hate speech. Subsequently, an in-depth learning experience, on the mentioned issues, was delivered to more than 1300 young people from all over Spain in a creative, inclusive and participatory non-formal educational environment. Moreover, the young people participated in the planning and implementation of actions and awareness campaigns on the matter.

They became multipliers on anti hate speech and racism movements by organizing at least 26 online/offline local actions and a major national awareness campaign.

Arranging a National Youth Forum, we created a national network of 80 young people in order to keep on sharing, discussing and planning actions in different parts of Spain and to raise awareness among a major number of young people about the mentioned issues. Besides, the young themselves developed recommendations for preventive policies against racism, islamophobia and hate speech in Spain; and engaged in a direct dialogue with the policymakers. Aiming to continue spreading and exploiting the results of the project, we provided additional

training opportunities to more than 90 youth workers, trained in methods and actions against racism, islamophobia and hate speech; using the resources and know-how collected and generated through the project. For the purpose of obtaining a real impact of the project, at all levels of society, the partners went to great lengths to promote the project results for the different key stakeholders among Spain, such as the local/regional/national authorities through advocacy meetings, annual meeting of experts, national network of experts, etc.

## WORK PLAN AND MAIN ACHIEVEMENTS

With the aim of achieving the objectives previously mentioned , the project team designed the following activities:

**1. Experts seminar.** The purpose of the seminar was to start creating a strategy for the

educational process action and the project raising awareness. The members discussed good practices against racism, islamophobia and online/offline hate speech (Cazalla shared its experience of invisible racism and microaggressions, Al Fanar put on the table all the needed tools to combat extremism and islamophobia and Jovesolidés broached the creative raising-awareness process on the online/offline hate speech). We invited key experts on these subjects such as SOS Racismo, Plataforma contra la islamofobia, members of the Spanish Youth Council, Ecos do Sur who shared their experience and better practices.

Together, we created guidelines for the educational approach and the campaign. The group of experts also designed the guidelines for the educational T-Kit and the recipe book to campaigns targeting youth workers and the young.

**2. Documentation work.** We were dedicated to creating the successful compilation of educational tools that combats and raises awareness about racism, islamophobia and online/offline hate speech: it was an analysis of what has been done nationally and a compilation of the best practices of the Experts Seminar.

The result of this documentation work: a T-Kit (manual) with education formulas against hate speech. The publication was based on educational tools that can be used in different environments related to the young and it also contains information about the mechanisms of denouncing hate speech and related violence in Spain. Another result was a comic book: a proceeding formula against hate speech and a compilation of a successful national campaign stories that has been achieved in terms of online/offline campaigns and actions designed to increase awareness against hate speech, islamophobia and racism, as well as, to improve the steps on how to prepare a campaign, run it and evaluate its impact.

**3. Training of trainers.** It offered 26 youth workers and educators tools about how to empower the young providing them with competencies in order to reject racist attitudes, islamophobia and online hate speech; and turn into multipliers and activists in sensitizing other young people to the T-Kit basis of the compiled methods.

**4. Local workshops with young people.** Each participant in the Training of trainers course organized at least 20 hours of workshops in their towns for a minimum of 50 young people from 18 to 30 years old (working with a diverse group was a previous effort while preparing the local work) in order to empower the young providing them with competencies in order to reject racist attitudes, islamophobia and online hate speech; and turn into multipliers and activists in sensitizing other young people. The sensitization actions and campaigns were considered a follow up to the local workshops and were organized along with the young participants with the support of youth workers and educators trained for that.

**5. Mentoring system applied to the local work.** The FDF facilitators were in charge of supervising and supporting the FDF participants in order to carry out their activities locally and get a complete learning and training experience.

**6. National Forum.** In order to share the awareness actions and campaigns that were carried out in different communities within the project; reflect on the impact of this process at local and national levels and start working together on preparing a broad national campaign, we gathered 80 young people who participated in the local work. One of the Forum results was the recommendation to policy makers responsible for formulating policies related to the needs of the young in terms of safety and based on inclusion and diversity.

**7. Regional dissemination training for youth workers and educators.** Aiming to disseminate and exploit even more the project results, we trained 90 Youth professionals and shared the knowledge developed during the project while performing their activities with the young.

**8. Online national campaign.** This campaign was a follow-up activity for the Youth National Forum and was designed by the forum young participants along with the key stakeholders: CJE, SOS Racismo, Plataforma nacional contra la islamofobia. The campaign based on a narrative approach and used campaign materials such as videos, memes, messages that connect with young people by the project hashtag (#contraelodiocotidiano). It was disseminated according to the recommendations of the public relations expert who was subcontracted by the consortium using online diffusion channels (the most habitual ones that were used by the association during the project).



# OBSERVATORY OF ISLAMOPHOBIA IN THE MEDIA

**Observatory of Islamophobia in the Media** is an initiative created in January 2017 by the Al Fanar Foundation for Arab Knowledge in response to the worrying rise of Islamophobia. Created with a proactive vocation, whose purpose is not to criticize or attack the media, the Observatory provides tools to normalize the representation of a diverse society and to raise awareness of Islamophobia as a form of discrimination, as can be read in the Declaration for inclusive journalism against Islamophobia, signed by more than 40 organisations. It currently has the support and funding of the Observatory against Racism and Xenophobia (OBERAXE) of the Ministry of Inclusion, although since its creation it has collaborated with numerous organisations on specific projects or received funding, such as the European Institute of the Mediterranean (IEMed), the Three Cultures of the Mediterranean Foundation, Casa Árabe, the Euro-Arab Foundation and the Mare Nostrum Campus of Excellence (University of Murcia).

Since its creation, the Observatory's work has been marked by transparency thanks to the application of an academic methodology that is the result of a broad and rigorous consensus between academics, journalists and members of the Muslim community. In addition to statistical and qualitative analysis of the media, we offer tools to journalists to guide them on the path of inclusive journalism that reflects an increasingly diverse society.

Collaboration with the analysed media, press associations and Muslim communities in Spain is a central pillar of our work. With their collaboration, we have created an awareness-raising campaign whose video has been viewed by more than two million people.

As a result of this work, we have managed to decrease the rates of Islamophobia in the Spanish media from around 70% to 30%, maintaining an excellent relationship with the editors of the newspapers analysed, thus fulfilling our commitment to being a proactive initiative that aims to guide, give recommendations, and build bridges with the media while respecting their work.

# OBSERVATORY OF ISLAMOPHOBIA IN THE MEDIA

## OBJECTIVES OF THE OBSERVATORY

1. **To promote debate** on the responsibility of the media in the creation of **stereotypes and distorted images of these communities.**
2. **To move towards responsible** media reporting on this issue.
3. **To spread positive messages** of diversity and interculturalism related to the Muslim community through the media.
4. All these objectives come together in a common objective, which is **to contribute to the inclusion of the Muslim community as part of European society**, avoiding their criminalisation and marginalisation, which are determining factors in the promotion of hatred and the penetration of fundamentalist ideologies in society.

## ACTIONS OF THE OBSERVATORY

- Conducting quantitative and qualitative analyses that are made visible through:
  - Publication of own articles to highlight examples of good and bad practices.
  - Publication of quarterly statistics.
- Preparation of an annual report with results, comparisons and academic contributions.
- Publication on our website of all kinds of documentation to guide the journalistic profession in covering the issues of Muslim communities.
- Training of journalists in the faculties of journalism and communication.
- Training for individuals and civil society associations that want to improve their relationship with the media when communicating about Muslims in Spain.
- Training on Islamophobia and how to detect it for public officials from different fields (police, judiciary, education, social services, etc.).
- Regular meetings with journalists and associations.
- Building bridges between journalists and Muslim communities.
- General awareness-raising campaigns with a special focus on gender-based Islamophobia.
- Publications for journalists

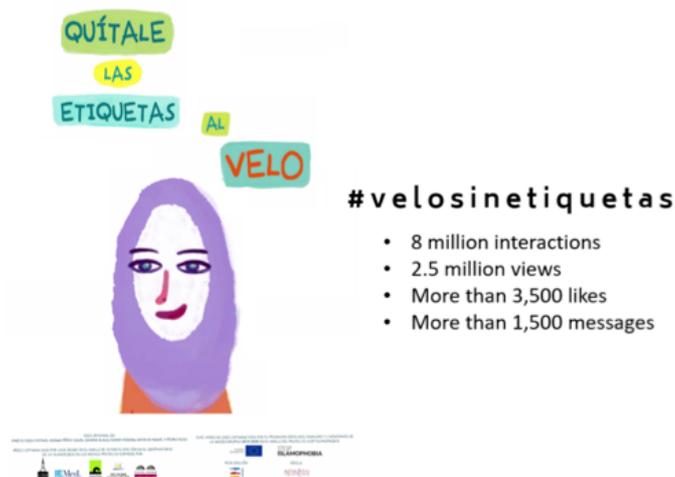
# OBSERVATORY OF ISLAMOPHOBIA IN THE MEDIA

## OBSERVATORY SUCCESS STORIES

- Annual reports:



- Awareness-raising campaigns. European campaign "Remove the tags from the headscarf".



# OBSERVATORY OF ISLAMOPHOBIA IN THE MEDIA

- **Materials for journalists.** "Islam, Muslims and Journalism" First European guide on Muslims for journalists.



Editorial committee: Pedro Rojo, Laura Amate, Houssien El Ourriachi, Pilar Garrido, Lurdes Vidal.

- **Bridge-building tools.** App "Agenda for Muslim Diversity".



Usuario o E-mail \*

Contraseña \*

Iniciar sesión

¿Has olvidado tu contraseña?

• Nuevo Registro

Registro Periodista

Registro Fuente Musulmana



# NATIONAL PREVENTING ISLAMOPHOBIA PROGRAM IV

**The Moroccan Association for the Integration of Immigrants (Asociación Marroquí para la Integración de Inmigrantes)** is a Spanish non-profit organisation, created in 2003. In 2012 it became one of the few immigrants associations declared by the Unidad Pública Municipal in Spain, having been granted this status by the Excmo. Málaga City Council. Anchored in Andalusia, the head office is in Malaga, with regional offices in Seville and Granada. Also conducts activities in Madrid and Cataluña. From its origins this association has been characterised by a strong social compromise and a determined vocation to work in the general interest. It is an independent association and without any links to political, ideological or trade union organisations. Its and "immigrants" association that works for building social equalities where everyone regardless of their origin, belief or gender, can have access to the same opportunities to exercise their fundamental rights. That is why we fight for the eradication of all forms of social exclusion and injustice linked to migration. The social activity of the Moroccan Association for the Integration of Immigrants has contributed to making the social inclusion of many people from other countries a reality and to facilitate the coexistence and knowledge of different migratory realities of the Spanish population.

The social environment, a priority to the organisation, has been expanded over the years with new programmes, such as those focused on international development co-operation, which have allowed us to manage projects in the immigrant origin counties. It has also diversified with socio-legal counselling programs, gender, volunteering, children and youth, training and research, awareness, intercultural mediation, linguistic translation and intercultural community dynamization. Every year they conduct dozens of projects at European, state, regional and local levels, some of them in collaboration with other entities/ organisations, institutions and others managed exclusively by the association.

The project '**National preventing islamophobia program IV**' "Programa nacional de prevención de la islamofobia IV" coordinated by the Moroccan Association for the Integration of Immigrants, is co-financed by the Asylum, Migration and Integration Fund (FAMI), part of the proposals of the Directorate General for International Protection and Humanitarian Aid Programmes, which calls for grants for the development of actions of general interest in the field of immigration aimed at defending the human rights of migrants, as well as promoting coexistence and social cohesion, has the objective of:



# NATIONAL PREVENTING ISLAMOPHOBIA PROGRAM IV

- 1-** Pay specialised attention to cases of Islamophobia discrimination, improving victims' awareness of their rights and the existing resources.
- 2-** Increase the level of awareness and the ability to detect discriminatory incidents of Islamophobia.
- 3-** Training active participants (teachers, volunteers, students and general population) about the fight to eradicate the Islamophobia and the accompanying victims.

This project is composed of a heterogeneous staff, of different backgrounds and professional profiles. This way, as association we have special interest in understanding Islamophobia in a transversal and intersectional way, meaning, understanding that it is a kind of racism not only because of a confessional matter, but also racial, economic, gender-based and linked to other types of discrimination.

The National Islamophobia Prevention Programme has reached a total of 395,408 people (2018 - 2021), of which more than 50% were women. WE collaborated with 53 education centres, 16 administrations, 18 entities in conducting awareness-raising actions (workshops, exhibitions) and in total, 10875 people have participated in training activities. In regarding research, we have conducted four annual reports about Spanish perception of Islamophobia and specialised articles reaching a total of 8,643 readers. In 2021, 224668 people were sensitised through original didactic materials in different formats (audio-visual, leaflets, guides, board games, etc.) among which the most important are a large scale campaign, named "Tú decides dónde ir" (vinyl) and "¡Buen provecho, pero no te tragues los bulos!" (mantel), in 27 universities and 17 councils. From 2018, 535 people have been counselled, victims and possible islamophobia victims, and 19 points of the National Network of Information Points (RENADPI) have been located with the capacity to manage free legal services. Finally the impact on digital media has reached a total of 103,260 digital users, through our official webpage: [www.islamofobia.es](http://www.islamofobia.es)

In addition, the following activities are carried out:

- Awareness-raising workshop in educational centres.
- A school network against the islamophobia "tejiendo la convivencia".
- Training workshops in public administrations.
- Training workshops in social entities.
- National Congress "Despontando la islamofobia"/"Dismantling Islamophobia".
- Itinerant exhibition: "Una parte de tu historia"/"A part of your history".
- Podcast: "Mira... ¡Shuf! Referentes musulmanes contra la islamofobia"/"Look... Shuf! Muslim references against Islamophobia".
- Training workshop in shelters: Rights and resources.
- RENADPI: National Network of Information Points against Islamophobia.

**This handbook has been created in the context of a long-term international initiative called "Dialogue, education and respect in the classroom: the way to a plural and democratic Europe: which has been implemented in Spain, Italy and Belgium in the period 2020-2023 with the financial support of the Erasmus+ programme.**

**It is dedicated to educators, teachers and youth workers, and is part of a series of materials produced in Spanish and English, so you can complement it with the following manuals:**

- **METHODOLOGICAL GUIDE TO MANAGE DIVERSITY IN THE CLASSROOM THROUGH SHARED LEADERSHIP.**
- **EDUCATIONAL MATERIALS TO PROMOTE DIVERSITY.**

# BIBLIOGRAPHY

- 1.<https://bosco-global.org/wp-content/uploads/2016/01/Instrucciones.pdf>
- 2.<https://epd.caongd.org/material/diversiando/>
- 3.Fuente: Inspirada en: Bustillo, G. Vargas, L. Marfán, M. (1995) "Técnicas participativas para la educación popular" Madrid Ed. Popular
- 4. REDPAZ Y MUJERES Y PAZ.Unidad Didáctica: "Tu barrio, mil rostros diferentes".
- 5. Tool-Kit .Lorca Libre de Racismo. Cazalla Intercultural
- 6.COMPASS Manual for human rights education with young people 2nd edition
- 7.CONSTELACIONES. Manual para trabajar con las personas jóvenes en el racismo y el racismo invisible.2020 Cazalla Intercultural
- 8.COCO. RECETAS DE EDUCACIÓN CONTRA EL ODIO COTIDIANO.2021

