



PROTOCOL to address Hate- and Bias-related Incidents in Youth Work Settings

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PROTOCOL

To address Hate- and Bias-related Incidents in Youth Work Settings

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More **LOVE:** Less **Hate**



CONTENTS

Introduction	5
Youth2Unite Vision and Goals	7
The need for the Youth2Unite Protocol	9
What are Hate- and Bias-related Incidents?	11
Elements of responsiveness and care	13
Guiding principles	15
Helplines and potential advocates	17
Conclusion	22

Part I: Background

Introduction

If you want a living definition of diversity, look into a typical youth community centre. There you will not only find examples of the more common descriptors of race, ethnicity, religion, and language differences but you will see the definition must also include gender, sexual orientation, physical maturity, and family background among other factors. Young persons are at a critical turning point in their lives. They see the different ways people treat each other and wonder why. They recognize the differences in positive and negative behaviour and want to understand the consequences of their choices in these various situations. As adults and youth workers, we understand that diversity makes each individual unique and worthy of respect, but we also know it can draw negative attention from young peers who are struggling to understand themselves and the world in which they live. Luckily, these 16-to-25-year-olds are at a point in their lives where they can learn about



diversity and develop the skills to resist prejudice and hate-motivated violence. They can, when given the opportunity, learn positive alternatives to those behaviours.

Learning how to get along with others, how to sift fact from opinion, and how to anticipate the consequences of our actions are skills all of us need to learn. At the same time, as youth workers, it is elemental to have some guiding principles that we need to follow and abide by in order to safeguard that all young people who participate in our workshops are feeling safe and

protected from any hate- and/or bias-related incidents. That is why the Youth2Unite Protocol to Address Hate- and Bias-related Incidents in Youth Work Settings is such an important document. This protocol helps youth workers and non-formal youth trainers who mostly, but not exclusively, work for a considerable time with a particular group of young people, or who usually work in a particular youth center and/or community, follow some important steps when addressing a hate- and/or bias-related incident in their youth trainings and sessions. The goal of the protocol is the creation of a safe space, that is a supportive, non-threatening environment that encourages open-mindedness, respect, a willingness to learn from others, as well as physical and mental safety. It is a space that is critical of the power structures that affect our everyday lives, and where power dynamics, backgrounds, and the effects of our behaviour on others are prioritised. It is a space that strives to respect and understand the specific needs of a person targeted by hate. Everyone who enters a safe space has a responsibility to uphold the values of the space. Moreover, the protocol will provide youth workers and non-formal youth trainers with the tools and strategies needed to develop environments where positive, fair, and non-violent relationships are the norm. All in all, working together, youth workers and young persons can learn about and implement effective strategies that will help us build communities that value all individuals. In today's societies, that's a goal worthy of everyone's best efforts.



Youth2Unite Vision and Goals

The “Youth2Unite – Empowering Youth to Unite and Stand Up against Hate and Violence” project, funded by the Erasmus Plus Programme of the European Union, aims to tackle hate crime and hate speech and increase young people’s responsibility towards bystander intervention, providing a set of tools for youth workers and young people, through a preventive and participatory approach.

Hate speech and hate speech online are the core of the Youth2Unite project as they convey meaning, intent, and significance in a compact and immediately recognisable form, and they greatly influence personal and collective behaviours.

Youth2Unite is carried out by a consortium of European actors engaged at different levels in activities to counter discrimination. The consortium consists of: PISTES SOLIDAIRES (France), which is the leading partner; the Verein Niedersächsischer Bildungsinitiativen e.V. (Germany); SYNTHESIS CENTER FOR RESEARCH AND EDUCATION (Cyprus); the ATHENS LIFELONG LEARNING INSTITUTE (Greece); and Merseyside Expanding Horizon (UK).

Youth2Unite aims to:

- Reduce discrimination, improve intercultural communication, raise awareness about different identities and increase active citizenship;
- Tackle hatred and stigmatisation of particular ethnic and religious communities (e.g., bias against Roma and Sinti, bias against Muslims, Anti-Semitism etc);
- Prevent and combat hateful behaviours, hate crime and serious forms of hate speech against LGBTIQ* communities;
- Promote tolerance, mutual understanding, social cohesion, and support the fight against racism and xenophobia by cultivating critical thinking to people both youth workers and young people;
- Develop transversal skills and competencies in order to support quality youth work and young people’s active intervention.
- Provide youth workers with tools in order to raise awareness and build capacity on preventing and combating hate crime and hate speech biases and stereotypes;
- Challenge hate-motivated attitudes and hateful behaviours among



young people;

- Equip youth workers and young people with specific skills to address issues pertinent to hate crime and hate speech and respond to signs of prejudice and hate;
- Empower young people and enhance their critical thinking towards assuming responsibility and making informed choices to bystander intervention when a hate-driven incident occurs.

More information on the project is available at:

<https://www.youth2unite.com/>

The need for the Youth2Unite Protocol

What is a protocol and why do we really need one in order to successfully facilitate trainings based on the Youth2Unite Curriculum (IO1) and Manual for Youth Workers (IO2)? A set of rules is needed for any means of communication, and any human intercommunication (in pairs or larger groups) requires rules of conversation (e.g., do not speak if someone else is speaking) to function effectively. Therefore, we need regulations and rules to how we communicate over certain circumstances, in our case over trainings in the context of the Youth2Unite project. More importantly, we need a protocol that will clearly indicate a specific number of steps that youth workers can follow to assess the presence of any danger to the wellbeing of participants and to mitigate those risks through concrete actions that will make the group of participants feel safe and supported.

One component that we also need to address is that the protocol explicitly refers to the youth work settings. Establishing guidelines for conditions that are not acceptable in a specific setting, and action plan(s) for what one will do if those conditions arise, is part of being proactive in creating a space free from the occurrence of hate- and bias-related incidents. Issues like hurtful language and behaviour (both within the space itself, and in patterns extending beyond activities of the space), violence, touching people without their consent, intolerance of someone's religious beliefs or lack thereof, being racist, ageist, sexist, homo-/bi-/transphobic, ableist, classist or exhibiting any other behaviour or language that may perpetuate oppression, may be addressed with the protocol development. To create a protocol that addresses hate- and/or bias-related incidents in youth work settings does not necessarily mean guaranteeing the safety of participants; however, there are various things we can put in place, and actions we can take, to respond to each young person's need for safety.

Furthermore, this protocol is a result of the need for creating a learning environment that respects diversity. Every effort should be made to create a setting that is rich in possibilities for exploring diversity. Such an environment helps youth develop their ideas about themselves and others, creates the conditions under which they initiate conversations about differences, and provides youth service professionals with a setting for introducing activities about diversity. This type of environment also helps to foster positive self-awareness and attitudes. For this reason, incidents that might perpetuate hate and violence need to be effectively addressed and timely tackled in a youth setting in order to give the opportunity to young participants harvest the knowledge that comes from a diverse and respectful learning environment.

All in all, the Youth2Unite protocol functions as an additional document to both Youth2Unite Curriculum and A Youth Worker's Manual, and youth workers and non-formal youth trainers who mostly, but not exclusively, work for a considerable time with a particular group of young people, or who usually work in a particular youth center and/or community, are heavily suggested to consult first the content of the curriculum and manual in order to effectively understand the protocol and then properly use it in youth work settings, such as trainings and workshops. We all need to understand that youth work does not exist in a vacuum. To respond to the needs of young people who experience hate it is important for youth workers to be aware of, and acknowledge, any existing privileges and power structures within their setting. Acknowledgement helps us examine how these factors influence communication with, and the participation of, different individuals and groups of young people. Once aware, it is then easier to recognise hateful speech and behaviour and then tackle it effectively in youth settings.



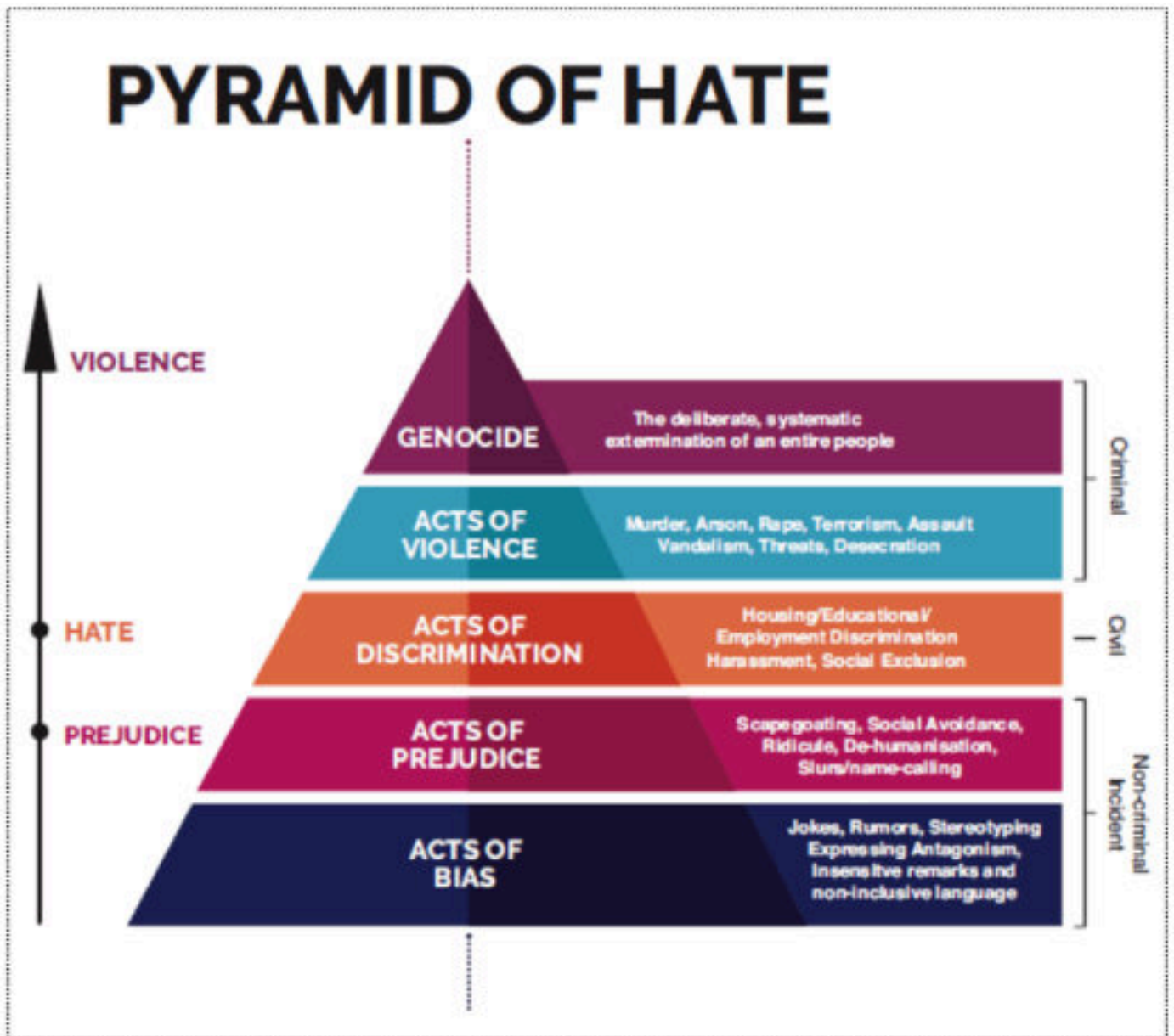
What are Hate- and Bias-related Incidents?

Bias or hate incidents involve any action, up to and including physical violence, that is based on and motivated by intolerance, prejudice or bias towards a person's (presumed) identity group membership, such as race, religion, ethnicity, national origin, gender, disability, or sexual orientation. but which do not involve criminal conduct. Bias-motivated and degrading comments are examples of bias incidents. They also include body language, facial expressions, inappropriate gestures, intentional avoidance, excluding a person, and aggressive acts. While bias incidents are not considered criminal acts, they do nonetheless create tension that can lead to more serious problems if left unchecked. The task of parents, teachers, youth service professionals, community residents, and adults, in general, is to ensure that young people understand the harmful impact of such behaviours and keep them from escalating.

According to the Outside In project funded under the Erasmus+ programme, hate escalates through a series of layers, with each layer feeding the layer above. The first layer includes incidents of bias, which involve stereotyping which is a generalised judgement of a group/community/minority and a limited view of a person or group that has the impact of limiting the person or group to those characteristics. The second layer includes acts of prejudice, that is a preconceived opinion about a person belonging to a group/ community/ or minority that is not based on reason or actual experience but rather on a stereotype.

The third layer includes incidents and acts of discrimination; we often see this at the civic level where structurally embedded discrimination against minority and marginalised individuals and groups is manifested. Despite legislation, acts of discrimination are shown to be endemic in society, for example where people with foreign sounding names aren't called for job interviews, or where teachers have reduced expectations for children of particular ethnic groups and hold back on the efforts they provide to these pupils. The fourth layer includes incidents and acts of violence. This usually takes place when discrimination of particular groups is normalised, and thus this normalisation is perceived as giving 'permission' to others to commit acts of violence toward them. This is when the acts and incidents become Hate Crimes. In that sense, hate crimes are defined as criminal acts that are motivated by prejudicial or biased opinions regarding specific groups of people. Thus, for an act to be categorized as a hate crime, it needs to be punishable by law, in addition to possessing a biased motivation.

The following image depicts the pyramid of hate based on the aforementioned layers as it was developed in the context of the Outside In project (2018).



Source: Chapter 3 – Outside In (transforminghate.eu)

Elements of responsiveness and care

The final section that will support the development of this protocol refers to all those elements that are highly important when addressing a hate and bias incident in youth work, namely, the elements of responsiveness and care.

As painful as hate and bias incidents may be, the responses of bystanders and youth work stakeholders (youth workers, non-formal trainers, non-formal educators, etc) have an impact. Choices of inaction or action can make a difference between perpetrating an alienating status quo and turning the situation into a learning opportunity that affirms a culture that supports diversity and values all people. We should note that those who experience hateful behaviours, prejudice, and discrimination might want:

- To be listened to in a way that is safe, respectful and responsive;
- Education to promote appreciation for diversity and the value of all people;
- To empower bystanders;
- School, work or community advocates or an ombudsperson;
- Transparency or feedback about the organization's response to the incident or pattern once it is reported;

The following diagram has been developed in order to enhance our awareness regarding the elements of responsiveness and care.

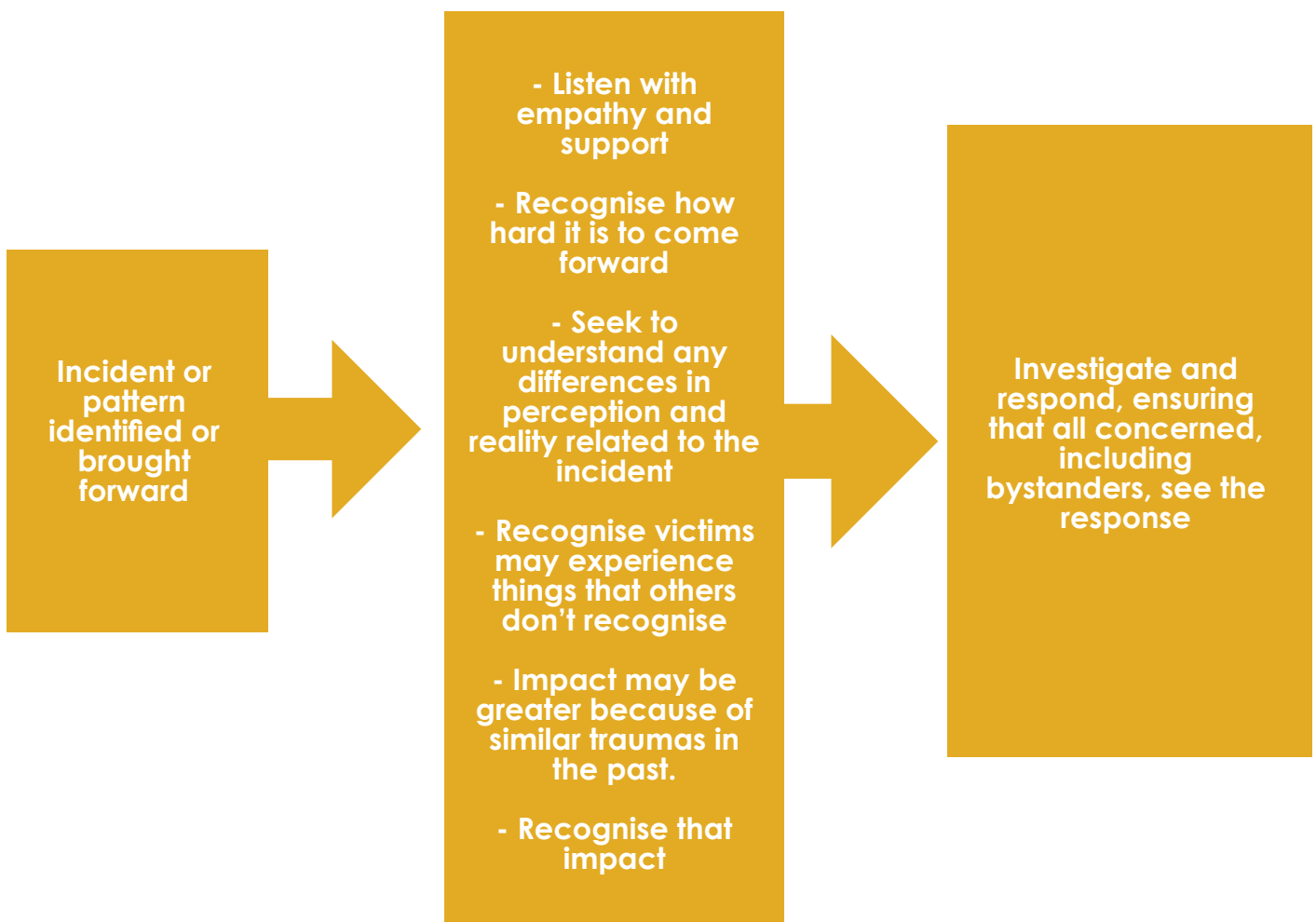


Diagram 1: Create a culture of responsiveness and care

PART II: The Protocol

Guiding principles

We acknowledge the intrinsic worth of every person and that they deserve to be treated with dignity, compassion, and respect. The following principles for effective and inclusive youth settings have guided us for the development of the protocol:

1. Inclusivity, equality, and diversity

Young people feel included in any youth training provision offered to them and can access the support they need as they progress towards adulthood. No young person feels marginalised or isolated as a result of disability, sexuality, nationality, socio-economic status, special educational needs, mental health issues, religion or any other characteristic. Youth workers help to improve social mobility for young people from all backgrounds by offering support to develop the skills, knowledge and networks they need to access and take advantage of opportunities.

2. Respect

Young people are a valued and respected part of the community whose needs and wishes are considered equally with those of other groups. They are actively encouraged to participate in their communities and to enjoy opportunities in their local area without fear of judgement or negative stereotyping.

3. Quality, safety and well-being

Good quality services are provided by youth workers with appropriate safeguarding training, linked to a wider network of support. Ideally this includes professionally qualified youth workers with the skills, expertise and competencies to support safe, quality services with appropriate levels and types of intervention. The youth offer helps to keep young people safe and supports their mental, emotional and physical health, improves their social and economic wellbeing, and makes sure they can access education, non-formal learning and recreation.

4. Empowerment

Youth work settings and services empower young people to progress and engage in employment, education and training, and to take an active role in their local communities. Young people are listened to and can make positive demonstrable changes to their communities and understand how to engage with the democratic process.

5. Positivity

Youth work settings and services are strengths-based and focus on developing the skills and attributes of young people, rather than attempting to 'fix a problem'.

9 STEPS TO ADDRESS HATE- AND BIAS- RELATED INCIDENTS

Suggested steps and recommended actions

The following list is an excerpt from a more detailed protocol, that you can find [here](#):

Step 1: Become aware of the definition of hate related incidents, identify different actions, activities, expressions, speech both on the physical space and online. Take into account cultural and social particularities while maintaining working definitions.

Step 2: Assess activities, actions, expressions, attitudes, speech based on whether they represent, instigate, promote, or encourage hate speech and hate crime.

Step 3: Assess the presence of clear, present, and imminent danger to the life and wellbeing of individuals or groups. In case where clear, present and imminent danger is present alert local police authorities.

Step 4: Assess the presence of risk towards the reputation of individuals and groups. In case of risk present, report to relevant authorities and/or stakeholders.

Step 5: In cases where although no imminent risk is present, the subject (s) experiences discomfort, mitigating actions should be taken to a. remove the subject from the situation b. remove the instigators from the situation, cease the activities relating / containing hate elements.

Step 6: Identify the causes of hate speech / hate crime: cultural and social causes (bias, prejudice, xenophobia, homophobia, racism) can be addressed with awareness and training campaigns. Causes relating to criminal activity, institutionalised hate speech / crime, need interventions on a legal, legislative and policy level.

Step 7: Take actions to protect vulnerable groups / subjects

Step 8: Lobby against casual hate speech / hate crime as presented in works of fictions, TV series, movies, online games etc

Step 9: Raise Awareness in all stakeholders and maintain awareness through regular communication and visibility activities.

Helplines and potential advocates

The Youth2Unite project has identified a number of helplines and potential advocates that you, as youth workers, could reach out to in order to receive professional support and help in case that hate- and bias- related incidents occur during a youth training or workshop you facilitate. These helplines are also included in the project's Youth Worker Manual (IO2) and refer to services offered in the partner countries composing the Youth2Unite consortium, that is France, Cyprus, Germany, Greece, and the UK.

HELPLINES AND SERVICES FOR FRANCE

Useful phones and services for making complaints or receiving relevant information:

Anti-discrimination online platform, coordinated by Le Défenseur des Droits (authority in charge of promoting equality and fighting against discriminations): 39 28 on the phone, or through a chat at www.antidiscriminations.fr

National helpline for victims: 116006

In case of immediate danger or emergency: 17 (Police and rescue services), 114 for deaf or hard of hearing persons

Helpline for children at risk: 119

Helpline in case of school bullying: 3020

Helpline in case of bullying online: 0800 200 200

Supporting and counselling helpline for women victims of violence and discriminations: 3919

HELPLINES AND SERVICES FOR CYPRUS

Useful phones and services for making complaints or receiving relevant information: Services

Ombudsperson – Authority Against Discrimination: 22 405500 ACCEPT, LGBT* Organization: 99812343

Social Welfare Services: 22406709

Commissioner for the Protection of The Rights of the Child: 22 873 200

Ministry of Education - Observatory on Violence at School: 22806309 KISA -

Movement for Equality, Support, Anti-Racism: 22878181

Police- Office for combating cybercrime: 22 808082 Police - Office of Violence in the Family: 22 808731

Open Telephone Lines for Support and Counselling

1410 Youth Board of Cyprus - Support and Counselling Line

1440 Association for the Prevention and Handling of Violence in the Family - Helpline 1456 "Perseus" Adolescent and Family Counselling Centre - Helpline

1455 Cyprus Family Planning Association - Helpline

1480 Cyprus Centre for Safe Internet – CYberSafety – Helpline/Hotline

116 111 European Helpline for the Support of Children and Adolescents

HELPLINES AND SERVICES FOR GERMANY

Useful phones and services for making complaints or receiving relevant information: Counselling and support (by telephone and online)

The victim telephone (help offered by the White Ring for victims of crime): 116 016

Helpline "Violence against women": 08000 - 116 016

Telephone number for children and young people "Nummer gegen Kummer": 116 111

OFEK e.V. (Counselling for victims of anti-Semitic violence and discrimination): 0800 664 52 68 Strong! LGBTIQ* Office against Discrimination and Violence: 089/ 856346427

Online report form: <https://strong-lgbti.de/>

HateAid (counselling centre for victims of digital violence): 0172 4636998

Online report form: <https://hateaid.org/meldeformular/>
MeldeHelden (Reporting digital violence via app): <https://hateaid.org/meldehelden-app>

JUUPPORT (Online counselling on cyberbullying by young people for young

people): <https://www.juuuport.de/beratung>

respect – The report office for hate on the internet (online report form):
<https://demokratiezentrum-bw.de/demokratiezentrum/vorfall-melden/#respect>

Further counselling services

Federal Anti-Discrimination Agency (online contact form): <https://www.antidiskriminierungsstelle.de>

An overview of counselling centres for right-wing, racist and anti-Semitic violence is provided by the VBRG Verband der Beratungsstellen für Betroffene rechter, rassistischer und antisemitischer Gewalt: <https://verband-brg.de/beratung/>

An overview of LGBTIQ* counselling centres is provided by the VLSP Verband für lesbische, schwule, bisexuelle, trans*, intersexuelle und queere Menschen: <https://www.vlsp.de/beratung-therapie>

HELPLINES AND SERVICES FOR GREECE

Useful phones and services for making complaints or receiving relevant information: Services

Greek Ombudsman: +30 213 1306 600
Colour Youth – LGBTQ Community of Athens: +30 6945583395
Police- Directorate of Cybercrime Prosecution: + 30 2144027860
Kethi - Equality Research Center: +30 210 3898000

Paratiritirio- Observatory for the Prevention of School Violence and Bullying:
+30 210 3442496

SafeLine- Illegal Content Line: +30 2811391615
SaferInternet4kids- Hellenic Center for Safe Internet-Information: +30
2106007686
Help-Line Safer Internet: +30 2106007686

Forth- Foundation for Research and Technology – HELLAS: +30 2810
391500-2
Human Rights 360 /Campaign “X them out”; A black map of Athens,
designed to pinpoint and highlight the unseen criminality related to racist

attacks in the public space: +30 210 6400214 +30 210 6400215

The Smile of the Child: +210 3306140
Diexodos: +30 210 80 27 971 +30 69 56346039

Open Telephone Lines for Support and Counselling

197 EKKA – National Center for Social Solidarity
+ 30 210 72 22 333- Aiginio Hospital
1056 The Smile of the Child
801 801 11 77 EPSYPE- Children & Adolescents Support Line.
800 11 88 881 Dipla sou – Panhellenic Immediate Helpline against Domestic Violence +30 210 52 35 318/210 41 12 091/210 3220 900 - Abused Woman Center
116 111 European Helpline for the Support of Children and Adolescents
15900 – WomeSoS
11188 – Hellenic Police

HELPLINES AND SERVICES FOR THE UK

Useful phones and services for making complaints or receiving relevant information:

Crimes committed against someone because of their disability, transgender-identity, race, religion or belief, or sexual orientation are considered hate crimes and should be reported to the police.

Hate crimes can include:

- **threatening behaviour**
- **assault**
- **robbery**
- **damage to property**
- **inciting others to commit hate crimes • harassment**
- **online abuse**

You can report hate crime online. **Call 999** if you are reporting a crime that is in progress or if someone is in immediate danger. If the crime is not an emergency, call 101 or contact your local police.

True Vision https://www.report-it.org.uk/your_police_force has been developed so that you can report hate crimes online - you do not have to

visit a police station to report.

The police take hate crime very seriously and will record and investigate this offence even if you do not want to give your details. However, you must note that the investigation and ability to prosecute the offender(s) is severely limited if the police cannot contact you. Most importantly we cannot get you the support you may need.

You may also specify how you want to be contacted and if contacting you would cause you any difficulties. The police will not pass on your details without your consent, and we would urge you to give your details when you report.

To report a hate crime - please select the county/area where the crime happened from the drop-down list below and you will be taken to the correct reporting form. You can use the postcode search at **www.police.uk** to check the name of your local area.

Conclusion

This protocol constitutes a brief document that could provide guidance to youth workers on how to address and respond to any hate and bias incidents occurring during their workshops and trainings. We should always keep in mind that youth work is not done in isolation. Youth work is a partnership among young people, caring adults, and community support. Youth work is rooted in hopefulness and possibility. It is the responsibility of youth work-oriented organizations to ensure safe training services and youth settings and to invest in youth work professionals with training, supervision support, and/or mentoring.

Creating opportunities for young people to thrive requires collective investment. Professional youth work practice is critical to establishing credibility, safety and security, and quality experiences for youth and families. However, the Youth2Unite protocol is elemental when youth workers need to immediately intervene should they witness a hate and bias incident in their youth settings. We are all aware that youth settings and youth trainings provide a safe place to tell a story or connect with one another. They provide opportunities that expose young people to new ideas and new experiences, and a chance for young people to determine their own path. For this reason, as youth workers, we should try our best to keep those spaces as safe as possible. The protocol employs the values of acceptance, partnership, and believing in the worth of young people. These values are critical to building connection between young people and youth workers. The value of being relationship-centered impacts how youth are seen, treated, and talked about. It is not uncommon for adults' or societies' general attitudes toward young people to be negative, for young people to be seen as irresponsible, defiant, and often as individuals or groups to fear. It is the youth workers' framework to view youth differently and challenge these biases. Youth workers create a safe place by seeing young people through a lens that reflects their strengths; respects their ideas, stories, relationships and lived experiences; and views them as individuals who have something to offer. By respecting all these values, we hope that the Youth2Unite protocol will assist youth workers in taking all the necessary steps to address hate- and bias- related incidents in youth settings.





www.youth2unite.com



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