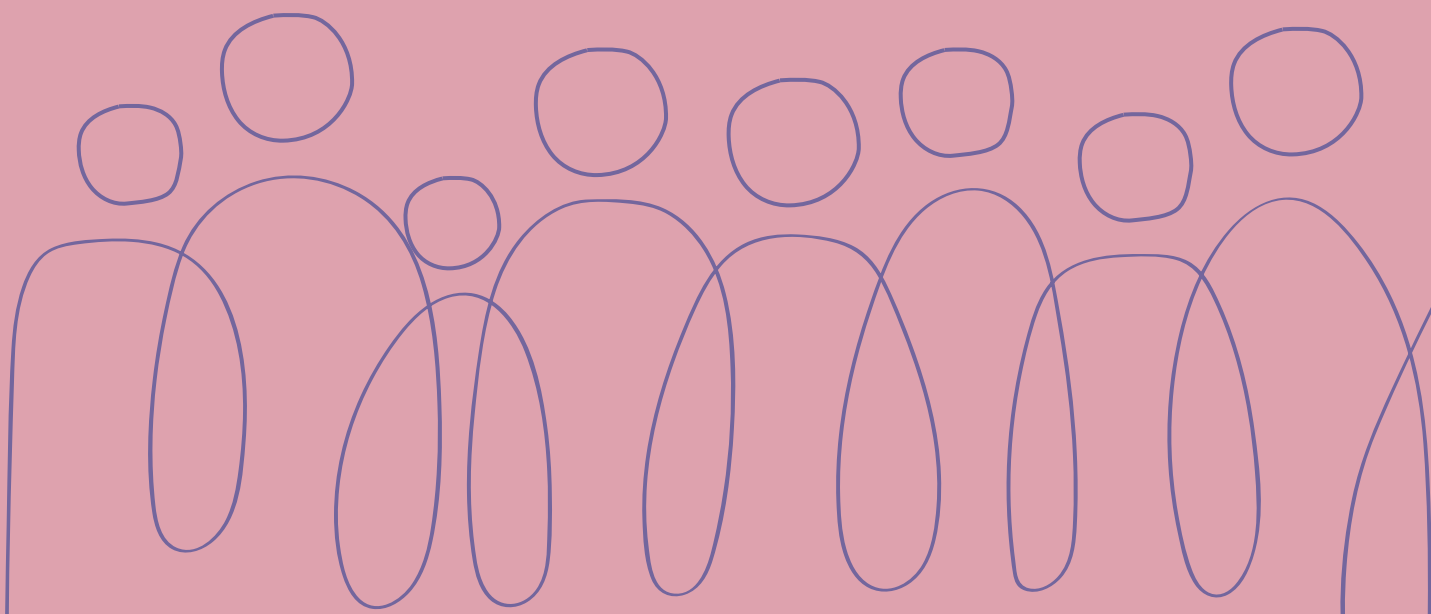


Overcoming Discrimination: Specifics of Organizing and Conducting Educational Activities to Prevent and Combat Discrimination



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Views expressed in this publication do not necessarily reflect the views of the Federal Agency for Citizenship Education (Bundeszentrale für Politische Bildung) or the organizations which the authors are affiliated with.

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INTRODUCTION

OPENING WORDS

In 2021, in the framework of one of the stages of the project “Encouraging Diversity” organized with support of Federal Agency for Citizenship Education/ Bpb and Ministry of Foreign Affairs of Germany, members of the EENCE Working Group “Citizenship Education in Work with Discriminated Groups” conducted a study “Educational Needs in the Field of Citizenship Education and Non-Discrimination”, which is a meaningful analysis of the educational needs of target groups in the Eastern Partnership countries and Russia.

The results of the study showed the heterogeneity of respondents’ opinions about educational needs in the field of non-discrimination and confirmed the argument that stereotypes and prejudices affect the prospects for the development of civil society. Participants in the study indicated that they faced discrimination at a variety of levels. However, an important finding was that 100% of respondents considered discrimination an important issue in their countries, but only 5% of the surveyed knew where to find information or training programs in this area. That is, racism, xenophobia and other forms of intolerance continue to pose a security threat in an increasingly diverse society. This leads to limited opportunities for people, a waste of talent and a slowdown in the economic development of civil society, which in turn leads to social tension and growing inequality. That is why it is especially important in educational and consulting practice to be aware of all manifestations of discrimination and violations of the human right to equality, recognition and personal security. That is why an in-depth study was conducted in order to systematize and disseminate information about the specifics of the preparation and conduct of educational programs with the involvement of discriminated groups.

42.5% of respondents indicated that they are interested in the specifics of organizing and conducting educational events for migrants, refugees and stateless persons. We are confident that given the new stage of Russian aggression against Ukraine, the demand for such information has only increased.

Also, as part of the study, it was proposed to assess the importance of working with various target audiences on the topic of preventing and combating discrimination. The most important ones were chosen: representatives of the secondary education system, representatives of the higher education system, media representatives, representatives of state authorities, business representatives and representatives of socially vulnerable groups themselves. More details about the results of the study can be found in the publication “Educational needs in the field of citizenship education and non-discrimination in the countries of the Eastern Partnership and Russia”¹.

Thus, despite all the efforts of the international community to prevent discrimination, despite the development of the international legal system and many humanitarian initiatives, unfortunately, violations of human rights and freedoms remain a serious problem. Issues of equality and anti-discrimination take an important place in the system of citizenship education, including in the countries of the Eastern Partnership and in Russia. It is the absence of discrimination that is an important condition for the well-being and development of both the individuals and society as a whole.

1 <https://eence.eu/ru/2022/01/15/rabochaja-gruppa-grazhdanskoe-obrazovanie-v-rabote-s-diskriminiruemymi-gruppami-vypustila-novoe-uchebnoe-posobie/>

Let's do a little test.

Imagine you are going for a walk in the park. At the entrance, the watchman nods in greeting as you pass by. You enter the park and hear the birds singing. A group of children are playing on the grass, their parents are watching them. A little further on, on a bench, a couple of young people are hugging. On the other side of the park alley, you see a tent with ice cream, come up and buy yourself an ice cream...

In the process of reading, most likely, your imagination drew images of different people. Think, if any of the people you represented in this story were of a different nationality, with a different skin color? Were there people with disabilities among them? Were the young people hugging on the bench of the same sex or opposite? Who was the watchman, male or female? What about the ice cream vendor?

The essence of this test is that we automatically, unconsciously add the missing information to whatever we hear or see. Every minute of his day, each of us encounters sounds, images, thoughts, feelings, and interacts with other people, and through all this we receive a lot of information that needs to be comprehended. The human brain is designed in such a way that it constantly classifies everything that it encounters in reality. When we do not have enough information about some object, we still attribute it to a certain category and attribute to it certain qualities characteristic of this category.

We encourage you to consider how the picture that your imagination has drawn corresponds to social and cultural diversity. In this manual, we present the results of a study that examines this topic in the context of educational activities and share the educational practices of citizenship education providers.

In response to these challenges, the project was continued in 2022 with aim of fulfilling the request of citizenship education identified during the study, as well as generalizing and consolidating the results of the work of the members of the EENCE Working Group "Citizenship Education in Work with Discriminated Groups" and other providers of citizenship education.

This manual consists of several parts:

- results of research "Educational Needs in Citizenship Education and Non-Discrimination";
- general issues of organizing and conducting educational activities in the spirit of respect for social and cultural diversity;
- specifics of organizing and conducting educational activities, taking into account the needs of individual social groups;
- specifics of organizing and conducting educational activities for various target audiences.

We hope that the manual will be useful for providers of educational programs, and will contribute to building a tolerant society in the Eastern Partnership countries.

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ABOUT EASTERN EUROPEAN NETWORK FOR CITIZENSHIP EDUCATION (EENCE)

The history of EENCE began in 2015 when the focus group “Citizenship Education in Eastern Europe” was established. This group was part of the NECE Network (Networking European Citizenship Education).

Over time, the focus group evolved into a network of educators, experts working in the field of citizenship education, and was named EENCE (Eastern European Network for Citizenship Education). EENCE now brings together organisations and experts working in citizenship education in the Eastern Partnership region and Russia from countries such as Albania, Armenia, Azerbaijan, Belarus, Georgia, Germany, Great Britain, Moldova, Russia, Ukraine.

In 2021, in order to administer the work of EENCE, members of the Network registered an international organisation in Ukraine, the **Eastern European Association for Citizenship Education**.

The mission of the Network is to make a tangible contribution to the sustainable development of the civil society in the Eastern Partnership region and Russia.

The key areas of the Network’s activities are:

1. Strengthening the capacity of organizations and experts in the field of citizenship education through advanced training for managers and educators, exchange of work experience, documentation and multiplication of best practices through training, exchange of experience and documentation of best practices, joint research.
2. Promotion of the values of citizenship education and the impact on decision-making in all areas of society through common campaigns, dialogue and discussion platforms, research, participation in the work of other networks, and international institutions.
3. Strengthening the sustainability of the network through the development of internal communication and public relations, fundraising, improvement of membership policies and strengthening of decision-making structures.


In the Network, thematic working groups and project consortia are established and operated. The topics of their work can cover any topical issues related to citizenship education and must be in line with the Network’s mission and priorities.


The Eastern European Network for Citizenship Education (EENCE) is open for collaboration. The Memorandum² is open for signing by experts, representatives of civil society institutions and state organisations, research institutions, media, national, foreign and international organisations who share our goals and are ready to cooperate on the implementation of the activity priorities stated in the Memorandum.

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² <https://eence.eu/memorandum-eence-eng/>

ABOUT THE EENCE WORKING GROUP “CITIZENSHIP EDUCATION IN WORKING WITH DISCRIMINATED GROUPS”

The Working Group “Citizenship Education in Working with Discriminated Groups” was established in 2020.

Purpose of the group: to monitor the situation, find and share effective practices on overcoming discrimination, education technologies, examples of educational programmes to advocate for the rights and interests of discriminated groups.

As of 2022, the group includes experts from Belarus, Ukraine and Russia. The group is open for other EENCE Network member experts to join.

In the 2021-2022 years, the Working Group of the EENCE Network “Citizenship Education in Working with Discriminated Groups” implemented the project “Promoting Diversity” supported by the Federal Agency for Citizenship Education (Bundeszentrale für Politische Bildung) with funding from the German Federal Foreign Office.

The project aims to develop competencies in working with socially vulnerable groups for civil society stakeholders in the Eastern Partnership region and Russia.

The focus was on researching the state of non-formal education in preventing discrimination, identifying citizenship education needs and non-discrimination. The results of the research are presented in detail in this publication.

In response to the challenges identified by the research, a series of online meetings on the specifics of organising and conducting educational activities for various vulnerable groups and stakeholders were held. During the online meetings, international experts provided relevant and practice-oriented information to civil activists and citizenship education providers to reach more vulnerable groups with educational activities and programmes.

**RESEARCH “EDUCATIONAL
NEEDS IN CITIZENSHIP
EDUCATION AND
NON-DISCRIMINATION”**

RESEARCH “EDUCATIONAL NEEDS IN CITIZENSHIP EDUCATION AND NON-DISCRIMINATION”

The research “Educational Needs in Citizenship Education and Non-Discrimination” is a substantive analysis of the educational needs of the target groups in the Eastern Partnership countries and Russia. These needs can be adapted within the framework of citizenship education and implemented by non-profit organisations and state educational institutions both in the field of work with discriminated groups and in the organisation and implementation of educational programmes in general.

The research was based on the results of an online survey via an author’s questionnaire. The research was conducted between July and September 2021. The object of the research was the educators of the Eastern Partnership countries and Russia (specialists in the field of formal and non-formal education). There were 74 respondents in total. The survey consisted of 24 questions, divided into 2 blocks: information about the respondent and about educational needs.

The questionnaire was sent out to citizenship education providers through thematic mailing lists and open sources. It was also available online for a few months on educational portals and websites. Since one of the objectives of this research was to collect expert opinions and practical experience, analysing the results we were not interested in the opinion of consumers of educational services, but rather in the opinion of experts who represent educational services in order to assess how working professionals, practitioners, see the situation in citizenship education and non-discrimination.

Socio-demographic profile of the respondents: citizenship education providers from 6 countries took part in the survey: 31.5% – Belarus, 27.4% – Ukraine, 16.4% – Moldova, 12.3% – Georgia, 6.8% – Russia and 5.5% – Azerbaijan. Thus, most of the Eastern Partnership countries and Russia participated in the research.

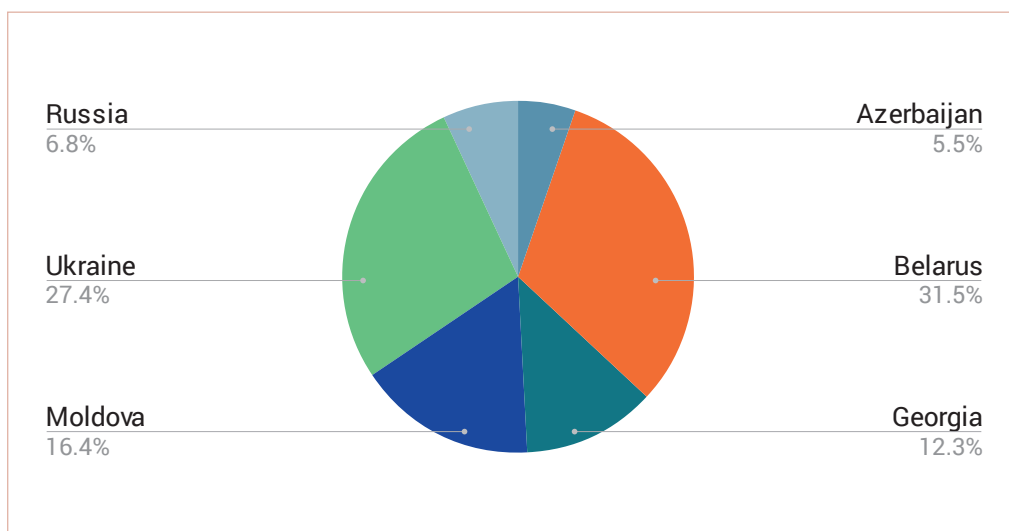


Figure 1.
Country of primary residence or educational activity

The age groups highlighted in the questionnaires were as follows: the most represented age group was 26-35 years old (37.5%), 27.8% were 36-45 years old, 25% were 46-55 years old, 5.6% were over 56 and 4.2% were under 25.

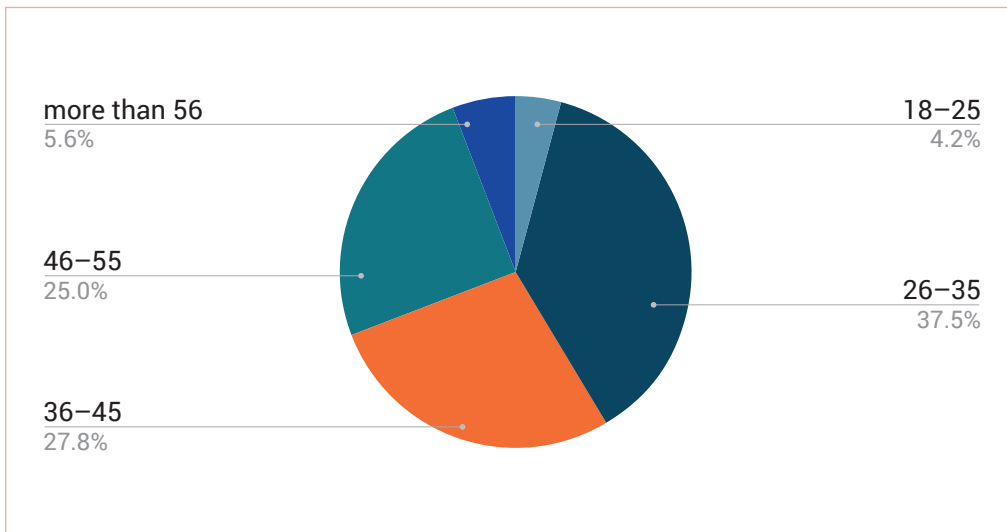


Figure 2. Age of respondents

In terms of gender distribution, the majority of respondents are female (76.7%), which is broadly in line with the socio-cultural situation in the EaP countries and Russia, where statistics show a feminisation of professions in education.

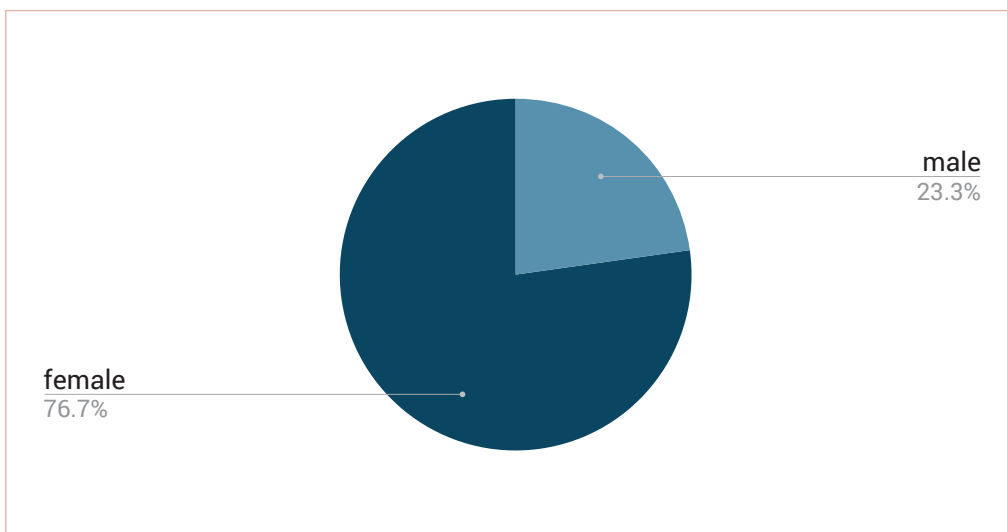


Figure 3. Respondents' gender

Representatives of both formal (62.7%) and non-formal (27.1%) education took part in the survey. It is important to note that the majority of respondents represent the sphere of formal education (higher education institutions, institutions of general secondary and professional-technical education). This is worth paying attention to when interpreting further results of the research, including who the respondents work with, what topics they consider important, and in a number of other questions, which we will write about further on.

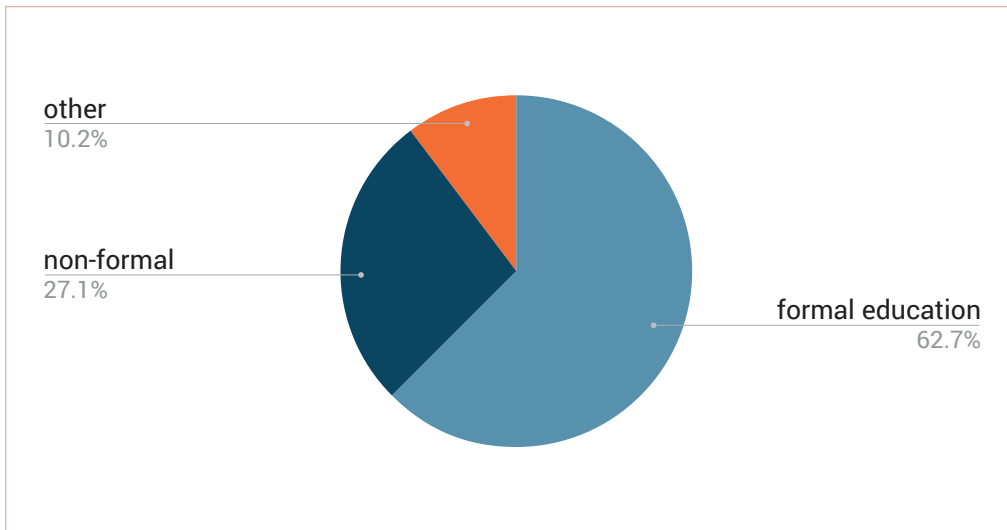


Figure 4. Areas of professional activity

In the “other” category, respondents indicated affiliation with either both fields of education (3.6%) or research institutes and human rights organisations (6.6%).

21.9% of respondents indicated their affiliation with the EENCE – Eastern European Network for Citizenship Education; 78.1% are not members of the Network.

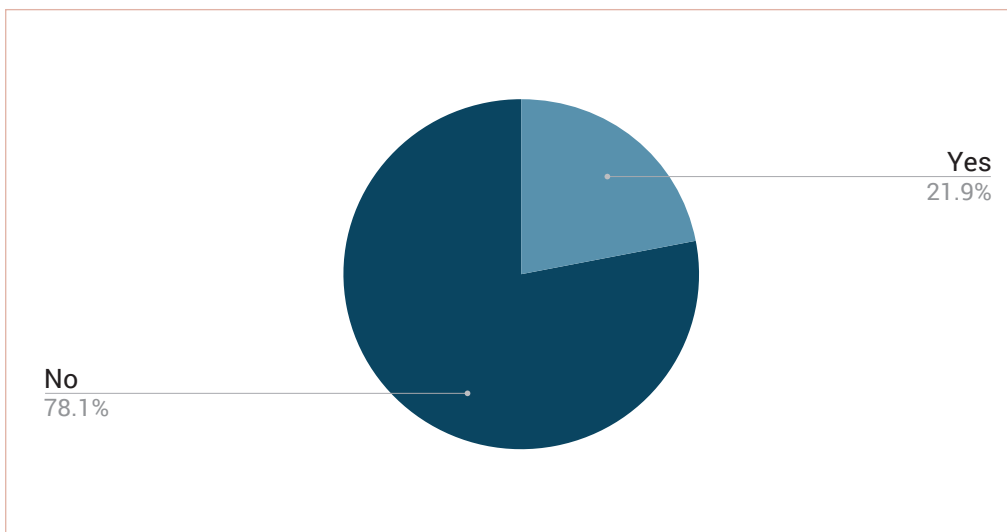


Figure 5. Are you or your organisation a member of the EENCE Network?

One important factor influencing the degree of involvement in discrimination issues is the personal identification of the respondents as a minority or a member of a socially vulnerable group. The research revealed that the majority of the survey participants do not identify themselves with any of the discriminated groups. However, some of the respondents identified themselves with different discriminated groups on the following grounds: political beliefs (8.2%), gender

identity (8.2%); and from 2% to 5%: language, religious beliefs, ethnic or national origin, gender, age, sexual orientation, disability, health status (including chronic diseases such as HIV status, diabetes, etc.). 4.1% of respondents did not wish to answer this question.

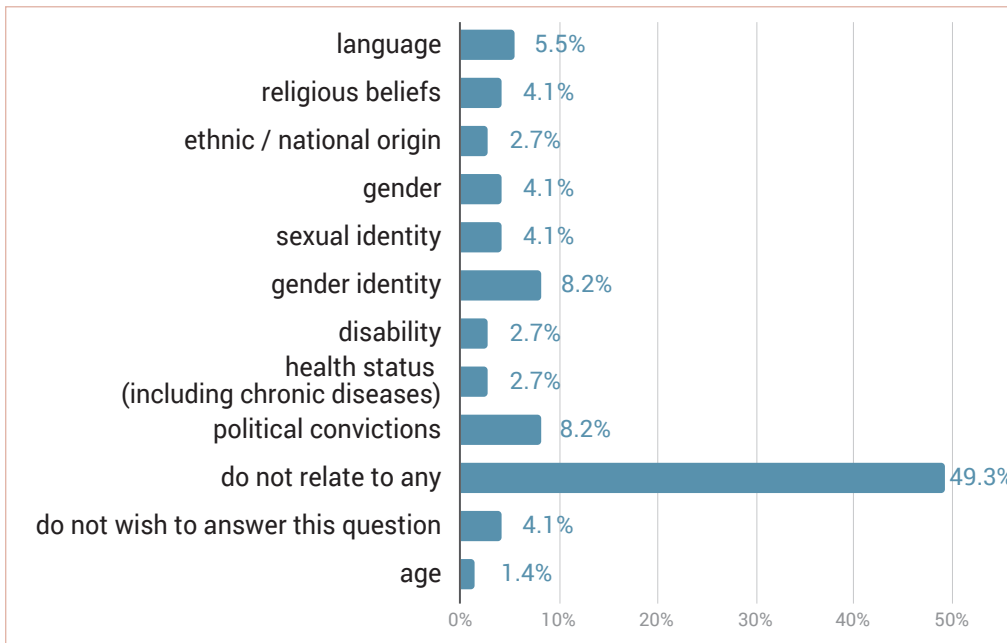


Figure 6. Do you identify yourself as a minority or a member of a socially vulnerable group?

Thus, in fact, half of the experts working in citizenship education and non-discrimination do not classify themselves as any discriminated or socially vulnerable groups, the rest of the respondents chose 1-2 attributes at most.

This is what the profile of a participant in the research looks like. This information will be useful for understanding and interpreting further results of the research.

The substantive questions began with a question about the relevance of the problem of discrimination for the Eastern Partnership regions and Russia. As can be seen from the diagram below, more than 83% of respondents indicated that the problem is relevant for their country. Only 6.8% of respondents did not consider the problem to be relevant. 9.6% of respondents had difficulty answering. In this case, it can be assumed that the experts do not have the necessary competence or have not encountered problems in the field of discrimination.

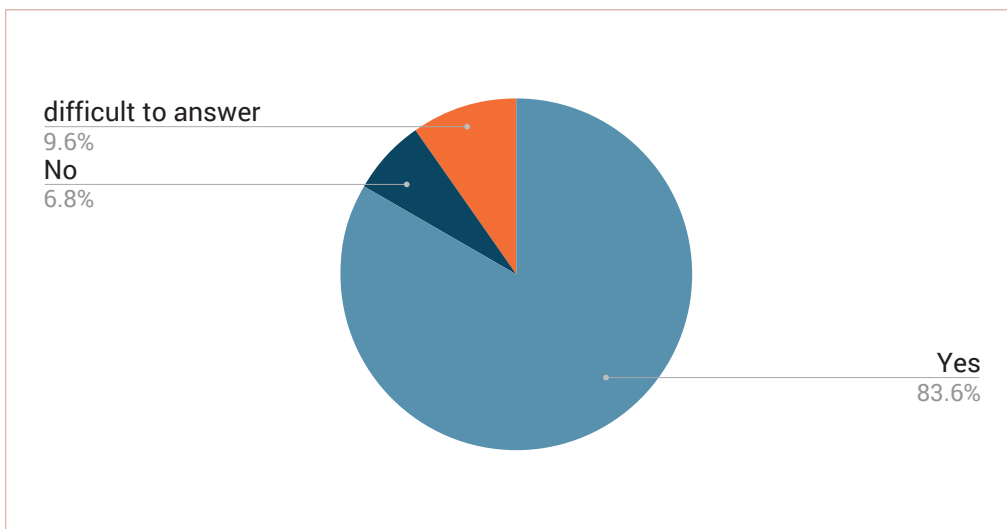


Figure 7. Do you think that the problem of discrimination is relevant for your country?

The next block of questions focused on identifying sources of information on the specifics of organising and running educational programmes for discriminated and socially vulnerable groups.

The first question of this block was about how much information is available in the EaP countries and Russia. The largest amount of information on the specifics of organising and conducting educational programmes can be obtained in the field of working with people with disabilities. The least amount of information, according to the respondents (more than 60%), is found in the area of work with migrants, refugees, stateless people and LGBTIQ+ people. At the same time, more than half of the respondents indicated that they did not find information in their country in the field of work with national minorities, religious minorities, in work with people with health conditions (including chronic diseases).

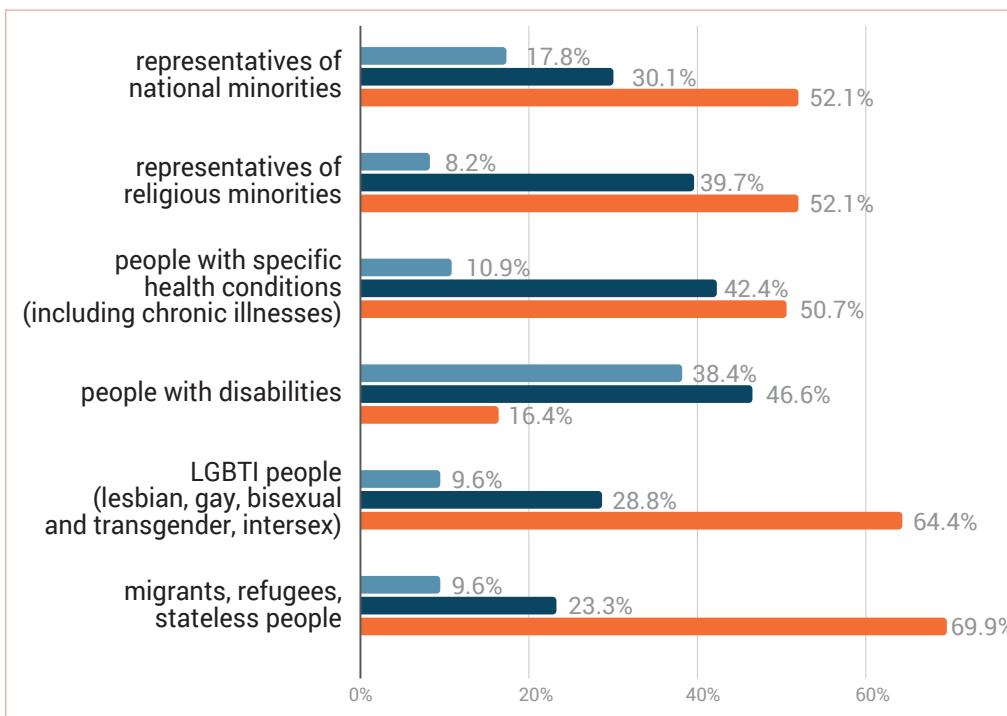


Figure 8. Is it possible to obtain information in your country about the specifics of the organisation and delivery of education programmes for the groups listed above (select all appropriate)?

It was also important for us to find out from which sources the participants of the research take information about the specifics of the organisation and delivery of educational programmes for the studied category of students. As can be seen from the diagram below, almost half of the respondents use a simple search on the Internet and social networks. However, respondents note expert sources as well. For example, 13.4% use individual consultations of public associations and organizations; 10.2% take distance education courses; and 7.3% seek consultations from experts. Consequently, we can conclude that the survey participants try to acquire proven expert knowledge, new competencies, and strive for self-development in this area.

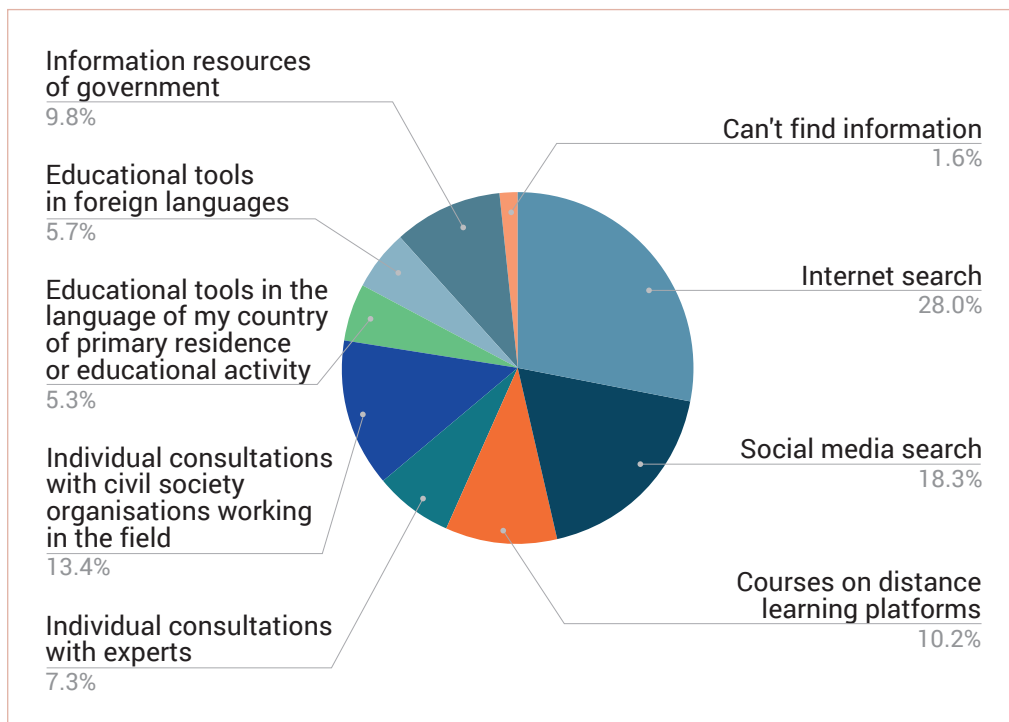


Figure 9.
Please indicate the sources (if any) where you get or can get information on the specifics of the organisation and delivery of educational programmes for these categories of learners

It is important to note that almost 10% of respondents turn to the information resources of state structures to search for information. Only 5% of respondents indicated the availability of educational tools in a national or foreign language. Thus, information resources in the area of citizenship education and non-discrimination are scarce.

The next block of questions was related to the availability and directions of educational programmes aimed at minorities and socially vulnerable groups. As can be seen from Figure 10, the majority of respondents (95.9%) indicated that such programmes exist, but that they are insufficient. Only 1.4% of respondents indicated that there are enough such programmes and 2.7% of respondents indicated that there are no such programmes.

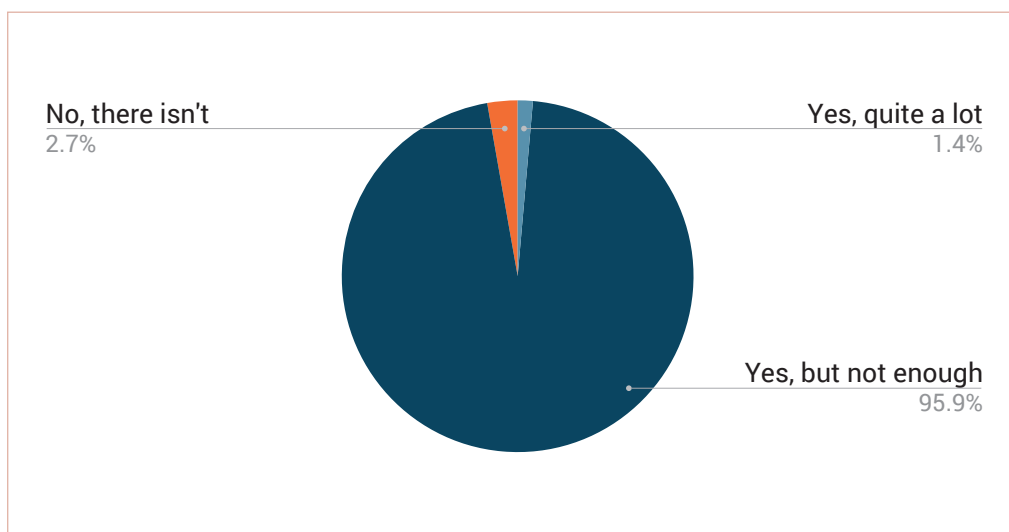


Figure 10.
Are there education programmes targeting minorities and socially vulnerable groups in your country of primary residence or operation?

The results of this block of questions indicate that educational programmes are available, but there is a clear demand for the development of new quality educational projects aimed at minorities and socially vulnerable groups.

As far as the focus of educational programmes is concerned, the group of people with disabilities stands out (75.3% of respondents). The implementation of educational programmes in other areas, such as work with women, representatives of national or religious minorities, people with drug and alcohol addiction, LGBTIQ+ representatives, is much less represented. This once again draws our attention to which issues citizenship education providers should pay additional attention to.

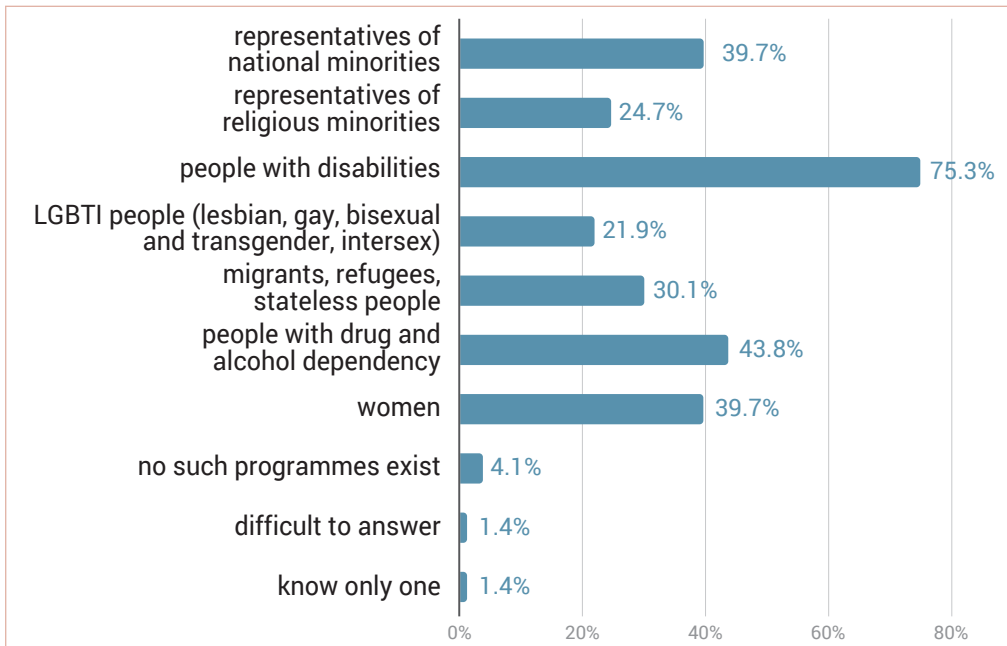


Figure 11. Which minorities and vulnerable groups are targeted by the educational programmes?

Another important block of questions in this research was about teamwork on educational activities with people who openly present themselves as members of minority or vulnerable groups. How do the experts, working with different categories of people and different topics, build relationships in their trainers', expert teams and to what extent do they themselves demonstrate diversity?

Respondents were offered a list of categories of people and were asked to indicate whether these categories were included in the educational teams. It should be emphasized that the question was about people who openly present themselves, communicate as representatives of minorities or socially vulnerable groups. From the diagram below we can clearly see that the participants of our survey had the least chance to work with representatives of the LGBTIQ+ community, as well as with migrants, refugees and stateless persons. The most frequent work was with people with disabilities.

Next, we asked respondents to rate on a ten-point scale the extent to which educational project trainer teams in EaP countries and Russia demonstrate cultural and social diversity in general.

As can be seen from the chart in Figure 12, the experts do not rate the training teams very highly according to this criterion. Most of the scores are between 5-6 and 8. There are also critical discrepancies in the responses: for example, 5.5% of the respondents gave trainers' teams a score of 10, but exactly the same number of respondents gave a score of 3.

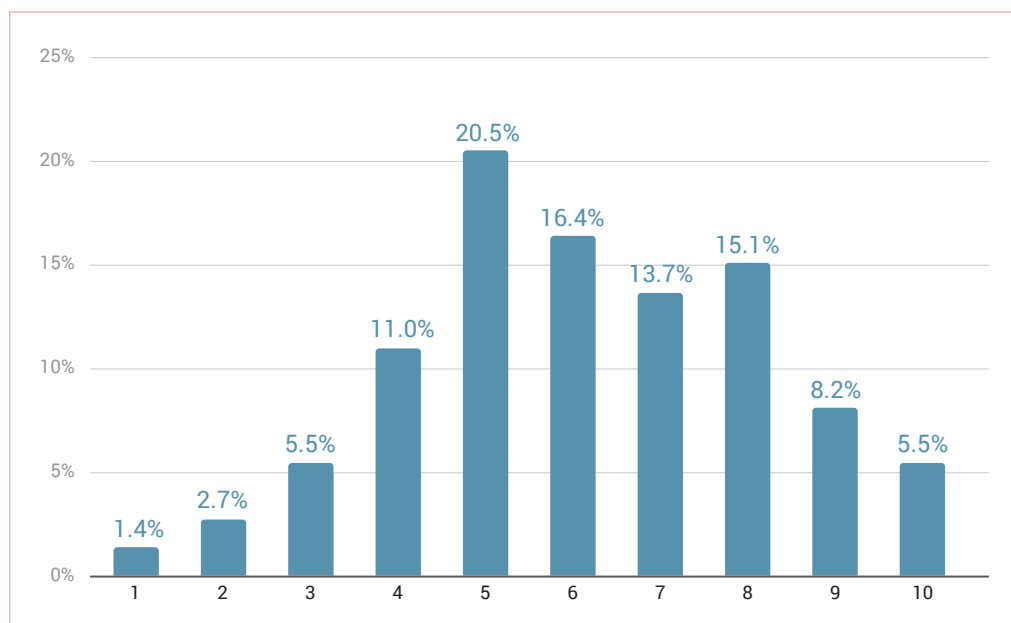


Figure 12.
Assess the extent to which the trainers' teams of education projects in your country demonstrate cultural and social diversity

We also asked respondents to comment on these assessments, and in general the comments boil down to a few main points:

- usually no consideration is given to this point in the design and implementation of education programmes;
- at best, they try to provide a balance of men and women, but do not think about other attributes in which they could show diversity;
- since participants in educational programmes do not show diversity, it is assumed that the trainers' teams should not either;
- the educational programmes are not adapted for diversity, because the trainers do not have sufficient skills and there are not enough sources of information;
- even if trainers or teachers of educational programmes represent groups that face discrimination, this is not always reported.

Thus, the results of this research show certain systemic problems in demonstrating and communicating one's identity, including among the trainers' teams.

We also asked what the experts lack in order to implement more educational programmes aimed at preventing and countering discrimination, working with minorities and socially vulnerable groups. First and foremost, the respondents indicated lack of resources (67.1%). We would like to specify that the resources were understood to be both financial and substantive. The next important needs, according to the citizenship education providers who participated in the research, were the availability of cooperation opportunities (57.5%) and the acquisition of knowledge, experience and competence development (56.2%).

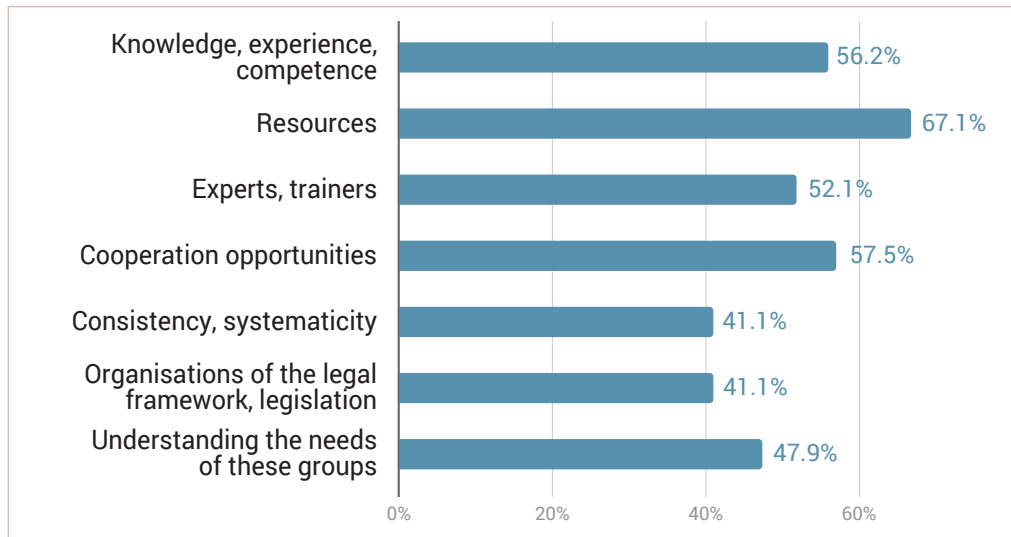


Figure 13.
What are your needs in order to implement more educational programmes aimed at preventing and combating discrimination, working with minorities and socially vulnerable groups?

Then we specified the query from the experts: what minorities and socially vulnerable groups need knowledge, skills and competences in organising and conducting educational activities? As can be seen from the diagram below, almost half of the respondents chose such groups as people with disabilities of physiological spectrum (45,2%), people with disabilities of mental spectrum (42,5%), representatives of national minorities (45,2%), migrants, refugees, stateless people (42,5%).

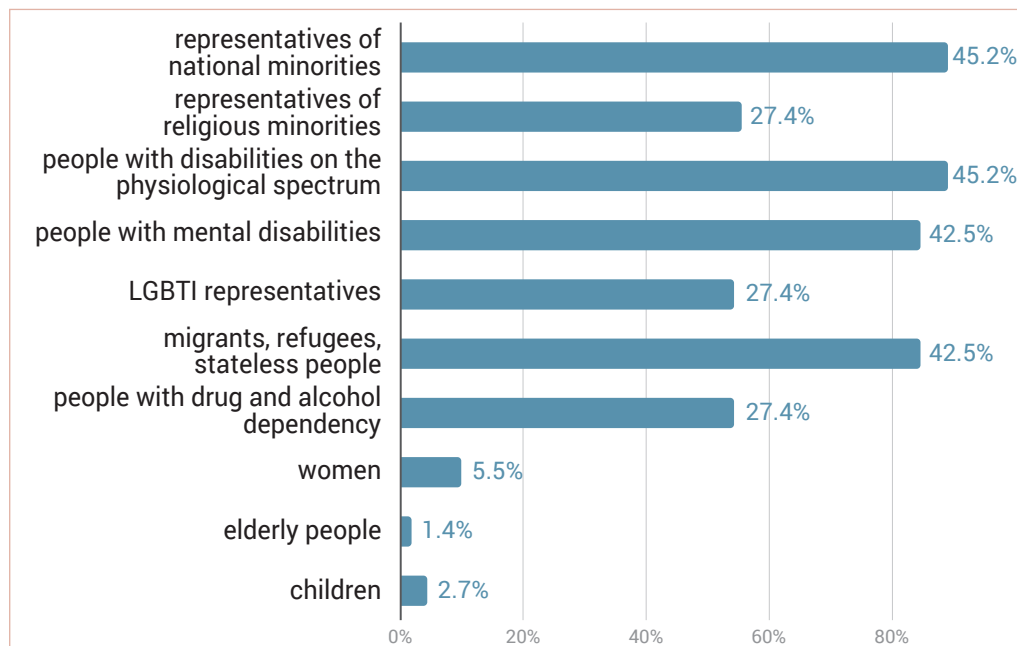


Figure 14.
Are you interested in the specifics of organising and delivering educational activities for these groups (select all appropriate)?

After understanding what the needs of citizenship education providers are and what topics they consider important and needed, we asked what target audiences they consider relevant for work on preventing and combating discrimination. The question itself offered a fairly broad list, and there was also an opportunity to add own options.

Overall, there was not much variation in the responses between the different categories. Details of the results can be found in Figure 15. Respondents gave the highest score to secondary (54.8%) and higher education (52.1%). However, it should be noted that the majority of survey respondents represented formal education, which may also have influenced the distribution of results.

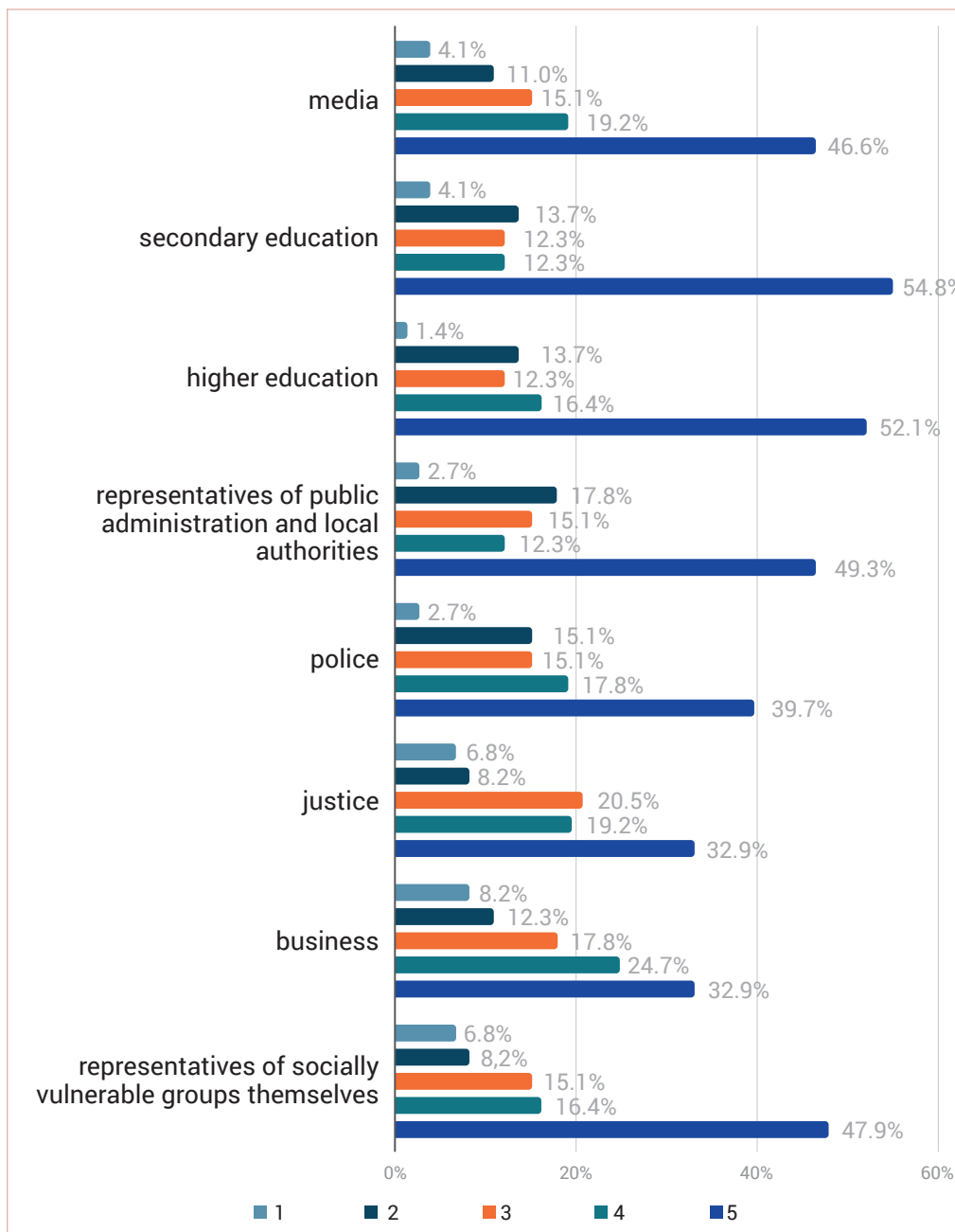


Figure 15. Rank the importance of working with the groups mentioned above on the topics of prevention and counteracting discrimination (please rate from 1 to 5)

Participants of the research had the opportunity to comment on their answers to this question. In most of the comments, the experts emphasized that the problem is of a systemic nature, and noted the need to involve representatives of different fields and areas in the process of training and working with discriminated and socially vulnerable groups.

The results of this research served as the basis for further work by the project team, which will be presented in the next section of this manual.

**GENERAL ISSUES OF
ORGANIZING AND
CONDUCTING EDUCATIONAL
ACTIVITIES IN THE SPIRIT OF
RESPECT FOR SOCIAL AND
CULTURAL DIVERSITY**

HOW TO TAKE INTO ACCOUNT CULTURAL AND SOCIAL DIVERSITY IN EDUCATIONAL ACTIVITIES: TIPS FOR ORGANIZERS' AND TRAINERS' TEAMS

” Cultural and social diversity is interesting and beautiful. I like to watch people who are dressed in different styles. I like to look at people hugging and no matter what gender they are. Walking around the city with a person in a wheelchair provides the same pleasure as in the company of people without disabilities. My friends are from different countries and speak different languages. Diversity enriches me, fills me with ideas, knowledge and experience. I want people around me to be able to express all their identities without fear, and therefore I make an effort to make this possible”.



Nazarii Boiarskyi,
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European Network for
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Ukraine



Top ideas

1. When organizing educational activities for a group of participants, it is important to see each individual person with all their characteristics.
2. A diverse group is a resource for the trainers’ team – they can learn from each other and it is important to be able to create a safe space for this.
3. Factors which can reduce opportunities: social barriers, cultural differences, educational difficulties, disabilities, chronic diseases and conditions, economic barriers, geographic barriers, etc.
4. When planning inclusive events, it is important to ask the question “does the organizing team demonstrate its openness?” For example, who is in the governing bodies? Are there people in the trainers’ team who represent socially vulnerable groups, etc.?
5. When planning events, one should take into account the following aspects: researching the needs of the communities one wants to involve; ensuring the principle of “nothing about us without us”– the active involvement of community representatives in all stages of planning and implementation of activities; building partnerships with specialized organizations representing the interests of communities.
6. A well-designed registration/logistics form will allow one to take into account the needs of the participants as much as possible. It is also important to have a conversation (possibly by phone) at the person-to-person level to clarify the needs of each participant.
7. It is important to personally check the venue, restaurant, hotel and other locations in advance for availability.
8. The trainers’ team needs to:
 - a. Demonstrate and communicate commitment to the values of human rights and diversity.
 - b. Use examples related to the experience of different groups.
 - c. React to manifestations of hate speech and/or incorrect vocabulary (including sexism, homophobia, anti-semitism, etc.).



<https://youtu.be/j4vmyu3Q9MM>

Russian language

9. Everyone has their own prejudices towards certain groups of people. It is important to be aware of this and not to allow them to influence the availability of the educational programs.
10. It is important to constantly learn more about different social and cultural groups and fight our own warnings.

Recommended resources, links

1. DISABILITY INCLUSION TRAINING MANUAL³. Helen L. Newell.
2. T-Kit 8: Social Inclusion⁴. Published by the Council of Europe and the European Commission.
3. T-kit 4: Intercultural Learning⁵. Published by the Council of Europe and the European Commission.
4. Inclusive Lifelong Learning in Cities: Policies and Practices for Vulnerable Groups⁶. UNESCO Institute for Lifelong Learning.

3 Access: https://www.winonaschools.org/uploaded/Documents/Community_Education/Inclusion_Training_Manual_16_update_Feb_2017.pdf

4 <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion>

5 <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

6 https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000379538&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_4a9c0b82-9757-40f5-bc90-d5a991c30a9c%3F_%3D379538eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000379538/PDF/379538eng.pdf#%5B%7B%22num%22%3A558%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C-148%2C595%2C0%5D

HATE SPEECH: HOW TO AVOID IT IN EDUCATIONAL ACTIVITIES

” Discrimination concerns every person, it is about the acceptance by the society and one’s inner circle, and it is important for me to contribute to the culture of acceptance and understanding, where it is safe and free to be oneself”.



Top ideas

1. It is important to distinguish between hate speech as an intentional message of hostility and incorrect vocabulary that a person at an event may use due to lack of knowledge or experience.
2. When using incorrect vocabulary, it is important to understand the roots of this phenomenon at the cultural and institutional level through a discussion with the group.
3. The facilitator of the educational event should know and speak inclusive language in relation to vulnerable and discriminated groups, as well as to create the conditions for their participation in the program based on the principle of “nothing about us and for us without us”.
4. It is important to agree on the principles of interaction in the group that will help to solve situations related to hate speech and incorrect vocabulary.
5. It is important to consider introduction and identity exercises that will allow participants to be more sensitive to identity and language it describes as well.
6. It is important for the facilitator to analyze his/her own triggers in order to recognize the intentions and goals which participants can use hate speech and/or incorrect vocabulary for.
7. It is important to develop in advance scenarios for responding to hate speech and/or incorrect vocabulary at the event.



The main objectives

- Create a safe space where one can problematize one’s own stereotypes and prejudices.
- Openness to new experience related to the life of a discriminated groups and space for its reflection.
- Building emotional ties and dialogue between representatives of different social groups.



Yana Salakhova,
Independent expert on non-discrimination, hate speech and hate crimes, practitioner of the theatre of the oppressed, head of NGO Theatre for Change Ukraine



<https://youtu.be/j4vmyu3Q9MM>

Russian language

Examples of educational programmes

To avoid hate speech it is necessary to build emotional ties with people from the discriminated groups and create spaces where they speak for themselves and about themselves, defining the language and names associated with the group to which they belong. The best practice which meets these goals is “Living Library”.

Recommended resources, links

1. Manual on hate speech. Anne Weber⁷
2. Hate speech against society, information and analytical center “Sova”⁸
3. Organization of training on issues of discrimination⁹

7 <https://book.coe.int/en/human-rights-and-democracy/4198-pdf-manual-on-hate-speech.html>

8 <https://docs.google.com/viewer?url=http%3A%2F%2Fwww.sova-center.ru%2Ffiles%2Fbooks%2Fhs07-text.pdf>

9 https://ukraine.iom.int/sites/g/files/tmzbd11861/files/documents/guidelines_tot_draft_new-web_0.pdf

**SPECIFICS OF ORGANIZING
AND CONDUCTING
EDUCATIONAL ACTIVITIES,
TAKING INTO ACCOUNT
THE NEEDS OF INDIVIDUAL
SOCIAL GROUPS**

LGBTQI+ PEOPLE

Specifics of Organizing and Conducting Educational Activities Taking into Account the Needs of LGBTQI+ People

“ I, Sviatoslav Sheremet, have long and openly represented the gay community. I have come a long way from being a street kid to someone who has great expertise, great patience, and who loves to explain and teach. My experience tells me that the prerequisites for discrimination are in the desire to dominate, in the search for “strangers” and in the desire to stand out. And these are the properties of human nature that can be redirected for good. Therefore, discrimination can be overcome. I like to work on overcoming discrimination, because it’s like clearing the fire from the ashes: young green grass grows here and there. When you work on it every day, the process looks slow like a turtle. When viewed from a distance of many years, a huge advance is evident. And the ultimate goal is known and crystal clear to us: holistic civil equality and social comfort for the LGBTQI++ people themselves, without which neither development, nor prosperity, nor the well-being of society as a whole is possible. So overcoming discrimination is, by and large, a precursor to a good life for all”.



Sviatoslav Sheremet,
Policy and Legislation
Coordinator of the
National LGBTI
Consortium of Ukraine
#LGBTI_PRO, national
expert on the health and
gay’ and other MSM
rights in Ukraine
Ukraine

Top ideas

1. Any educational event should assume that the participants are LGBTQI+, i.e. someone who is lesbian, gay, bisexual, trans*, intersex or queer.
2. It is impossible to recognize the representatives of the LGBTQI+ community by external or behavioral signs. In any audience, people are characterized by diversity with regard to their gender identity and sexual orientation.
3. The abbreviation SOGI (Sexual Orientation and Gender Identity) should be known and remembered, since SOGI is the same basic human characteristics as skin color or age.
4. At educational events, it is recommended to explicitly welcome the diversity of participants, including the SOGI. Diversity enriches the experience, and it reveals dissimilar experiences and stories.
5. The examples with which we illustrate the subject matter should be in a diverse context, including the LGBTQI+ context. Almost any LGBTQI+ organization can help you with this issue.
6. The names matter. Some members may use a social name other than a passport. This is especially true for transgender people. You should treat someone else’s naming with respect and acceptance.
7. We boldly remove the signs of heterocentrism from the educational context. As is, the transmission of homophobia and transphobia in any form is unacceptable. It is also desirable to stop supporting conformist gender roles.



[https://youtu.be/
KIDpAkmyREY](https://youtu.be/KIDpAkmyREY)

Russian language

8. Rejection of LGBTQI+ community by participants is a normal situation. Dealing with rejection is possible through the tactics of suppression (“please, go and wait outside!”) or through the tactics of disclosure and discussion (“explain your position”, “and now let’s exchange opinions”).
9. If you yourself are prejudiced against LGBTQI+, the best way to “level out” your position is to get personal contacts with someone from LGBTQI+ so that your position is either confirmed or refuted.
10. LGBTQI+ exposure is just as bad as suppression. LGBTQI+ is just an element of society, not a dominant. The role and place of LGBTQI+ in educational activities is no more and no less than in society as a whole.

The main objectives

- Upholding the human dignity of LGBTQI+ people. Raising the ability of LGBTQI+ to self-organize.
- Revealing, exposing and eradicating stigma and discrimination based on SOGI (sexual orientation and gender identity), including internal stigma and self-discrimination.
- Elimination of heterocentrism and stereotypical gender roles, cultivation of diversity, including diversity in terms of life practices, behavioral lifestyles, cultural and subcultural characteristics.
- Introduction of LGBTQI+ examples into the educational context.

Examples of educational programmes

To work directly with the LGBTQI+ target group, or to work on behalf of this target group, a variety of topics can be proposed within many areas of education. Here are some examples:

PSYCHOLOGY

1. Psychology of relationships in same-sex couples.
2. Socialization of the LGBTQI+ individuals.
3. Internal stigma and homophobia, their identification and overcoming.

PEDAGOGY

5. Pedagogical peculiarities of working with LGBTQI+ teenagers.
6. Response to bullying and its prevention in student and teaching teams.

SOCIOLOGY

7. LGBTQI+ as a socially significant community.
8. Homophobia and transphobia as social phenomena.

JOURNALISM

9. LGBTQI+ discourse in journalism professions.
10. Hate speech in the information space.

HEALTH CARE

11. Sexual and reproductive health of LGBTQI+ people.
12. The status of sexual orientation and gender identity in the modern system of medical classification. Transition from ICD-10 norms to ICD-11 norms.
13. Inclusiveness of medical services to same-sex couples.

SOCIAL WORK

14. LGBTQI+ as a target group of social services.
15. Social work with different age groups of LGBTQI+ – teenagers, youth, mature and elderly people.

JURISPRUDENCE

16. Legal regulation of relations in same-sex couples in terms of national legislation.
17. Regulatory and legal conditions for the circulation of information about LGBTQI+ in our country.

Practically, there is a sufficient number of methodological manuals and materials on each of the mentioned topics to be published both at the global level and at the level of individual countries in the region of Eastern Europe and Central Asia.

As one of the basic guidelines for working with such a subgroup of LGBTQI+ as MSM (men who have sex with men), MSMIT– Practical Guide “Implementing Comprehensive Programs on HIV and STIs With Men Who Have Sex With Men”, which, despite its name, goes far beyond the health sector.

Recommended resources, links

1. Social work with people practicing same-sex sexual relations: Theory. Methods. Best practices.– Ed. Andrushchenko M. V.– K., ICF “International HIV / AIDS Alliance in Ukraine”, 2009.– 196 p.¹⁰
2. Methodological recommendations from nutrition VIL and HSC for social practitioners: Method. help / Banas O., Valko S., Semigina T. and in. — K.: UN Development Program in Ukraine, 2012. — 80 p.¹¹
3. MSMIT– Practical guide for the implementation of comprehensive programs on HIV and STIs among MSM.¹²

¹⁰ http://aph.org.ua/wp-content/uploads/2016/08/lgbt_manual.pdf

¹¹ https://www.academia.edu/9507920/Methodical_recommendations_of_nutrition_VIL_ta_HSS_for_social_practitioners_Banas_O_Valko_S_Semyyna_T_ta_in_K_UN_in_Ukraine_2_0_2_8

¹² <https://ecom.ngo/projects-map/msmit>

WOMEN

Educational Activities for Women: What to Keep in Mind

” I believe all people should enjoy equal rights and opportunities. Human societies have historically developed as unequal and some people had more privileges than others based on the characteristics they didn't choose, but were born with. This is very unfair, and thus I am involved in combating discrimination and restoring social justice”.



Top ideas

1. Tailor the educational activities for women, as often it is more difficult for them to get access to education for structural reasons.
2. There are no 'women' in general – there are women with multiple needs and identities (Roma, queer, disabled, elderly, younger women, etc).
3. Learn about your specific audience and adjust the activity to their specific needs and life circumstances. If you are not sure, talk to the group members. This might include time, location, format (online or offline), language etc.
4. Secure a safe space where women feel comfortable and safe enough to learn. This may include women-only groups, easy access to location, hidden location etc.
5. Involve women, especially from marginalized groups, in preparation of the event. This will empower them and might potentially add a perspective one has not thought of.
6. Think of who is holding the event for women. Given the power dynamics, it is oftentimes better if it is the woman, not man, who is speaking in front of other women. Also think how the identity and competency of the speaker/facilitator corresponds with those of participating women.
7. Think if women you plan to talk to are in need of your information and knowledge. Do you really have something valuable to tell them?
8. Think of the language and examples during the educational event. Are they inclusive of women's experience? Could there be any hidden offense, sexism or exclusive language?
9. Women-only meetings, particularly for marginalized groups, may lead to empowerment and mobilization of these groups. US feminist movement of the 2nd wave grew up of such meetings.
10. Educate yourself in gender issues and power dynamics, learn about the life of the specific group of women you are planning to work with.



Anna Dovgopol,
Gender expert and
trainer
Ukraine



[https://youtu.be/
F1fkF-UGmcl](https://youtu.be/F1fkF-UGmcl)

Russian language

The main objectives

- Equip women with knowledge and skills valuable for their personal or professional lives.
- Provide participants with a safe space to discuss their issues.
- Empower women, especially those marginalized.

Examples of educational programmes

- A series of monthly meetings called “Feminist Coffee” organized by Gender in Detail initiative and Creative Women Space, with the support of Heinrich Boell Foundation. Meetings took place in Kyiv at a women-owned place and were moderated by women. Each time the group discussed a topic from a feminist perspective: beauty, romantic love, traveling, motherhood, career, sexism at the workplace etc. One person would present and the audience participated in moderated discussion.
- “School of Feminism” for women living with HIV/AIDS. The 5-day school for a women activists from the marginalized group from Ukraine, Central Asia and Caucasus was held in order to equip them with the knowledge of feminist movements, achievements and help them place their own work and activism in the framework of women’s global movement. The event was held in a mixed format, offline (in Istanbul) and online. The location outside participants’ countries allowed them to feel secure, relaxed and focused on learning. The school included lectures and practical exercises.

PEOPLE WITH DISABILITIES

Educational Programs and Specifics of Working with People with Disabilities

” I am convinced that in order to prevent various types of discrimination, it is necessary to develop inclusive programs and projects. This makes it possible to look at the world more open-mindedly, to accept and support people and life in general, in its diversity. Thus, we help society to be more stable, stronger and, as a result, happier”.



Viacheslav Kaigorodov,
President of the
non-profit partnership
“Altai-PARUS Center for
Social Initiatives”
Russia



Top ideas

1. Language reflects the level of development, maturity of society.
2. It is very important to broadcast verbal constructions that do not carry negative connotations.
3. Positive or neutral verbal formulations contribute to the inclusiveness of society.
4. When communicating with people with disabilities, it is necessary to take into account the peculiarities of various nosologies.
5. Etiquette is a universal mechanism for people to interact, knowledge of etiquette facilitates communication, promotes mutual understanding.



The main objectives

The main goal in working with people with disabilities is to correct destructive attitudes, dependent moods, and maximize personal potential.



Examples of educational programmes

The inclusive school “Transfiguration” is a comprehensive program of development and leisure for young people with disabilities. It includes classes in English, speech culture, image and style. Traveling around the region and joint visits to the theater were an integral part of the project.



Recommended resources, links

1. DISABILITY INCLUSION TRAINING MANUAL¹³. Helen L. Newell.



[https://youtu.be/
elbQIVQC7ew](https://youtu.be/elbQIVQC7ew)

Russian language

13 Access: https://www.winonaschools.org/uploaded/Documents/Community_Education/Inclusion_Training_Manual_16_update_Feb_2017.pdf

DIFFERENT NATIONAL AND RELIGIOUS GROUPS

Specifics of Organizing and Conducting Educational Activities, Taking into Account the Needs of Various National and Religious Groups

” Discrimination is taking away people’s voices, ability to express themselves and cooperate. Therefore it is important to notice it, apply anti-discrimination legislation, and to create possibilities for the utmost realization for everyone”.



Top ideas

1. “As long as a person does not identify himself in some way, it is not the task of the organizers to identify them. There is how we see ourselves and consider ourselves, and there is how others see us.” When planning and implementing an event, the organizers should not try to determine the ethnic or religious affiliation of the participants, but should allow the participants to do this themselves.
2. “Intercultural education works when everyone is equal.” It is not possible to implement intercultural education with the standard horizontal transfer of knowledge. Contacts of equal status are required. It is necessary to give representatives of different groups the opportunity to express themselves and start a dialogue with each other. Only then will they be able to move towards common goals.
3. What do you expect from intercultural interaction? The goal of interaction is determined by the venue – fair, festival, market, football, etc.
4. Working in an intercultural environment has a lot of risks. We do not always know and understand the specifics of interaction between different cultural and ethnic groups. It is important for the organizers to carefully “listen” to the intercultural interaction of the participants. One needs to be very careful about history, concepts, definitions, and rights.
5. Our children can become our teachers. They read new books, speak the national language and are not afraid of the new.
6. Competition emphasizes differences, and does not encourage us to do something better. To ensure a safe space, cooperation should be created instead of competition.
7. When organizing events taking into account the needs of different national and religious groups, the preparatory stage is very important. Communication must be organized in a structured manner, and preferably by specialists in intercultural communication. So that a person can say about his needs, about what is important for the participants. It is important to think over and agree on all the rules that will be used at the event.
8. The first day of the event, taking into account the needs of different national and religious groups, can be devoted to building trust.



Anna Lenchovska,
Psychologist, director
of educational center
“TolerSpace”, author of
educational materials
in intercultural
communication and
development of safe
space in schools
Ukraine

* – Photo by Valentyn Kuzan



[https://youtu.be/
pEvqeYuQ1tU](https://youtu.be/pEvqeYuQ1tU)

Russian language

The main objectives

Everyone chooses the goals of the educational intercultural event for themselves, depending on what result the organizer is looking for.

One of the goals may be the goal of acquaintance, overcoming stereotypes, learning new things.

The second goal is intercultural education and exchange of experience. This is an active process and should be organized on an equal basis (it is important to remember that diversity is associated with equality).

The third important goal in intercultural interaction is the development of the skill of managing conflicts and finding common ground.

Examples of educational programmes

1. The project “Sources of Tolerance” is an interethnic camp in Moldova, Georgia and Ukraine where children of representatives of ethnic groups who have long lived in these territories, as well as children from families of refugees and migrants, gather. Every day in the camp is a journey into the world of one or another ethnic group. The methodology was created by the best educators of the national communities of Ukraine (2002 – 2016), and it is based on the idea of immersion in the national culture.
2. Portable exhibition “Razom” (“Together”), which brings together the stories of young people from different ethnic groups. Young people were interviewed and then connected with the history of national minorities.
3. Platform “Stories that Move” is a free online tool for learning about diversity and discrimination based on real stories and experiences from young people. On the platform, the learning process is organized through storytelling, which is a secure online learning environment with ready-to-use learning packages. The authors have created five learning paths, each exploring a topic related to discrimination. These are ready-made modules that adductors can start using right away. Each path is based on short videos in which young people share their views and experiences.
4. “Festival of Languages”. Its main goal is to spread friendship and mutual understanding between representatives of different countries and cultures, exchange experience and knowledge, and popularize the study of foreign languages by representatives of other countries. The main focus at the festival in Moldova was directed at popularization of languages of national minorities – Gagauz, Roma, Ukrainian, etc. Within the framework of the project, “native speakers” and representatives of different cultures share culture with the participants, teach their language (for example, through songs, tongue twisters) and use other forms of cultural exchange (national cuisine, music, costumes, etc.).

Recommended resources, links

1. Manual “Polikulturika”: How to Organize Teaching of Intercultural Tolerance in School and Extracurricular Educational Activities: teaching manual. Authors and editors: A. Lenchovska, K. Kreyderman, M. Grinberg, 2010 ¹⁴
2. Platform Stories That Move¹⁵
3. Manual “Everyone is equal. Everyone is different” ¹⁶

14 https://www.holocaust.kiev.ua/other/details/polikulturika_2010?objId=1017

15 <https://www.storiesthatmove.org/en/>

16 https://www.schools-for-democracy.org/images/documents/970/osvitnya_zbirka_usi_rizni_%E2%80%93_usi_rivni__ua.pdf

FORCED MIGRANTS

Specifics of Organizing and Conducting Educational Activities, Taking into Account the Needs of Forced Migrants

” I could answer that it is important for me to defend women’s rights because I am a woman and often encounter practical manifestations of sexism. It is important to defend the rights of IDPs because my own city was occupied by a Russian proxy, and my family was forced to be internally displaced twice. It is important to defend the rights of children because I have a child. But everything is a bit more complicated and easier at the same time. It is important for me to fight against discrimination because I believe our lives would be much better without it. That our security and well-being depend, among other things, on its eradication. That our security and well-being depend, among other things, on the eradication of discrimination”.



Valeriia Vershynina,
Director of Legal Affairs
at Charity Foundation
Stabilization Support
Services

Ukraine



Top ideas

1. In May 2022, the United Nations reported that there are now more than 100 million people forcibly displaced across the world. This number includes more than 53.2 million people who are displaced inside their own countries.
2. Forced displacement particularly impacts young people who face many challenges in accessing and continuing their education, with just 5% of refugees accessing education (compared to 39% of non-refugees).
3. The transition to distance education is also not a panacea, since a significant part of forced migrants do not have the necessary equipment and access to the Internet.
4. The educational needs of forced migrants can be very different depending on the context of displacement. It is not possible to create a perfect educational program for forced migrants, but it is POSSIBLE TO TAKE INTO ACCOUNT THEIR NEEDS AND WORK WITH THEM.
5. The overwhelming majority of internally displaced persons are WOMEN and CHILDREN who are especially at risk of abuse of their basic rights.
6. More often than refugees, the internally displaced tend to remain close to or become trapped in zones of conflict, caught in the cross-fire and at risk of being used as pawns, targets or human shields by the belligerents. Both IDPs and refugees need support in the process of social adaptation and integration. They are also more likely to need adaptation to the labor market.
7. IDPs usually do not need to learn a new language, adapt to new social norms or cultural features, as in most cases they are already familiar with them.
8. Refugees usually need not only to learn a new language, but also new bureaucratic procedures and social norms. Refugees usually have to confirm their educational qualifications and pass additional tests or exams to access the labor market.



https://youtu.be/RqQ9o_jLUdl

English language

9. Forced migrants need support in the areas of social adaptation and integration, access to labor markets, cultural life, development opportunities, and educational activities can help with this entire spectrum of needs.

10. HOW TO PLAN AN EDUCATIONAL EVENT FOR FORCED MIGRANTS?

ORGANIZATION INCLUDES:

Permissions and Consents.

Safety and accessibility.

Engagement.

Support.

Assessment of effectiveness.

CONTENT COMPONENT:

Concept preparation.

Involvement of participants.

Finalization of the agenda.

Preparation of materials for participants.

Information support.

11. For each event, it is mandatory to: carry out a needs assessment, take into account the rules of “Do no harm”, be guided by the principles of conflict and gender neutrality, and necessarily develop a risk matrix.



The main objectives

- Supporting opportunities for continuing and ending education.
- Study of language, culture, bureaucratic procedures.
- Support for adaptation to the labor market.
- Promotion of economic independence.



Examples of educational programmes

- A significant number of world universities implement initiatives in refugee and migration education. Among them is free access to educational materials, language and professional courses, grants, etc. For example, 6 universities in Germany offer assistance to newly arrived Ukrainian students.
- The Medical University of Gdansk started the “Midwives for Ukraine” initiative to advise Ukrainian pregnant women.
- The French government decided to establish a fund in the amount of 1 million euros for artists and other professionals in the field of culture. 300,000 euros will be allocated for the admission of Ukrainians to colleges and organizations of the Ministry of Culture of France.
- Refugee Week 2019: You, me and those who came before in GB.
- Migrant caravan in Mexico 2018.

- Workshops and activities on learning language and culture.¹⁷
- Experience exchange meetings.¹⁸
- Forum theaters.¹⁹
- “Living Book” meetings.²⁰
- Circle of Support meetings.²¹
- R.E.A.L. project– “Refugee Exchange, Advocacy and Leadership”.²²

Recommended resources, links

1. A Guide to Circles of Support²³
2. Circles of Support A manual for getting started²⁴
3. The Living Book Guidelines²⁵
4. Incorporating the principle of “Do No Harm”: How to take action without causing harm Reflections on a review of Humanity & Inclusion’s practices²⁶
5. Gender and conflict sensitivity²⁷
6. Designing learning activities²⁸

17 <https://globalcompactrefugees.org/good-practices/social-support-and-educational-activities-refugees>

18 <https://cityhub.media/news/1403-vidbulas-zustrich-hrupy-samodopomohy-dlya-vpo-z-invalidnisty-u-shcho-postrazhdaly-vid-zbroynoyi-.html>

19 <http://gender-ua.org/forum-teatr>

20 <https://stan.org.ua/practice/zhyva-biblioteka-z-vpo-u-tomu-chysli-z-lyudmy-inshogo-koloru-shkiry/>

21 <https://www.sponsorcircles.org/>

22 <https://www.newwomenconnectors.com/post/r-e-a-l-project-refugee-exchange-advocacy-and-leadership>

23 <https://www.hse.ie/eng/services/list/4/disability/newdirections/a%20guide%20to%20circles%20of%20support.pdf>

24 <https://www.ric.org.au/assets/Uploads/circles-of-support/fc67c032b4/Circles-of-Support-Manual-2019.pdf>

25 <https://thelivingbook.eu/>

26 https://www.alnap.org/system/files/content/resource/files/main/donoharm_pe07_synthesis.pdf

27 <https://gsdc.org/topic-guides/conflict-sensitivity/approaches-and-tools/gender-and-conflict-sensitivity/>

28 <https://itali.uq.edu.au/teaching-guidance/teaching-practices/designing-learning-activities>

PEOPLE LIVING WITH ADDICTIONS/PEOPLE WHO USE DRUGS

Non-formal learning approaches and methods for people living with addictions/for people who use drugs

” It is critical to step out from the stereotyped approach to view people using drugs dictated to us by state systematic discrimination and criminalization. We all have some addictions which do not make us similar between ourselves and do not define us. People using different psychoactive substances have very different interests, only less than 13% of them have problematic use which could cause social adaptation challenges. Despite addictions, all people have equal rights– it is the most important for me”.



Ganna Dovbakh,
Executive director of
the Eurasian Harm
Reduction Association
Ukraine, Lithuania

” The eradication of prejudices that lead to discrimination not only among representatives of vulnerable groups of the population, but also people in general is the most important task of education. It has become especially relevant today– in the era of total aggression and dehumanization”.



Viktoriya Hriptovich,
PhD in Psychology,
Associate Professor,
specialist in psychology
of addictive behaviour,
developer of prevention
programmes
Belarus

Top ideas

The aim of the meeting: to help participants to organize training and capacity building more efficiently for people who have experience of living with addictions.

Issues to be discussed are:

- Characteristics of a person with experience of living with addictions;
- The main training needs of people with experience of addiction in citizenship education;
- How to provide effective training for young people and adults with substance use problems.
- How best to ensure safety, develop training material and provide effective training.

The meeting is described that educational programs for people who use drugs need to address key structural discrimination and injustice existing in countries of Eastren Europe and Central Asia, particularly following:

- Criminalization of people who use drugs
- Drug reporting system restricts employment



[https://youtu.be/
lADYm6bvLtg](https://youtu.be/lADYm6bvLtg)

Russian language

- Reduced funding for harm reduction services
- Lack of political support for comprehensive services for people who use drugs
- Low coverage of harm reduction services and poor quality of programmes
- Pressure on activists and civil society organizations in authoritarian states of the region, such as Russia, Belarus, Turkmenistan, Azerbaijan and others.

The main objectives

For people using psychoactive substances, educational programs could have very different aims, based on the practical and self-realization needs of these people. The most important is to provide people with practical skills and to give them opportunities for empowerment and learning how to solve problems of their community.

Examples of educational programmes

- TRAINING MATERIALS FOR STREET LAWYERS AND VULNERABLE LAWYERS²⁹
- DIGITAL HELP Online course on digital services for key population³⁰
- Manual on How to Communicate with Young People About Drugs³¹

Recommended resources, links

1. The Strong We Toolkit³² contains a large number of educational exercises on the work of public organizations, human rights, the development of health services, and project activities, which were developed together with people living with addictions. The exercises will be useful not only in the field of HIV response or health programs, but also for developing the activism of vulnerable groups in any other area.
2. An important aspect of any information and training activities with marginalized and vulnerable communities is the use of tolerant vocabulary. In 2021, various networks of vulnerable groups from the Eurasian region, coordinated by UNAIDS, compiled a glossary³³ that is recommended to be used.
3. HIV and people who use drugs. UNAIDS Human Rights Factsheet Series³⁴
4. Read more about the current situation with drug policy and harm reduction programs in the region³⁵
5. How to hire and manage people who use drugs in the work team³⁶
6. Materials on the negative consequences of the criminalization of drug use³⁷
7. Evidence-based information on drug policy is available from Global commission on drug policy³⁸

29 <https://ehra.learnworlds.com/course/study-law>

30 In Russian language: <https://ehra.learnworlds.com/course/digi>
In English language: <https://ehra.learnworlds.com/course/digital-services>

31 <https://drugeducationyouth.org/manual-on-drug-education/>

32 https://aph.org.ua/wp-content/uploads/2016/08/mob_preview.pdf

33 <https://bit.ly/3GidaEi>

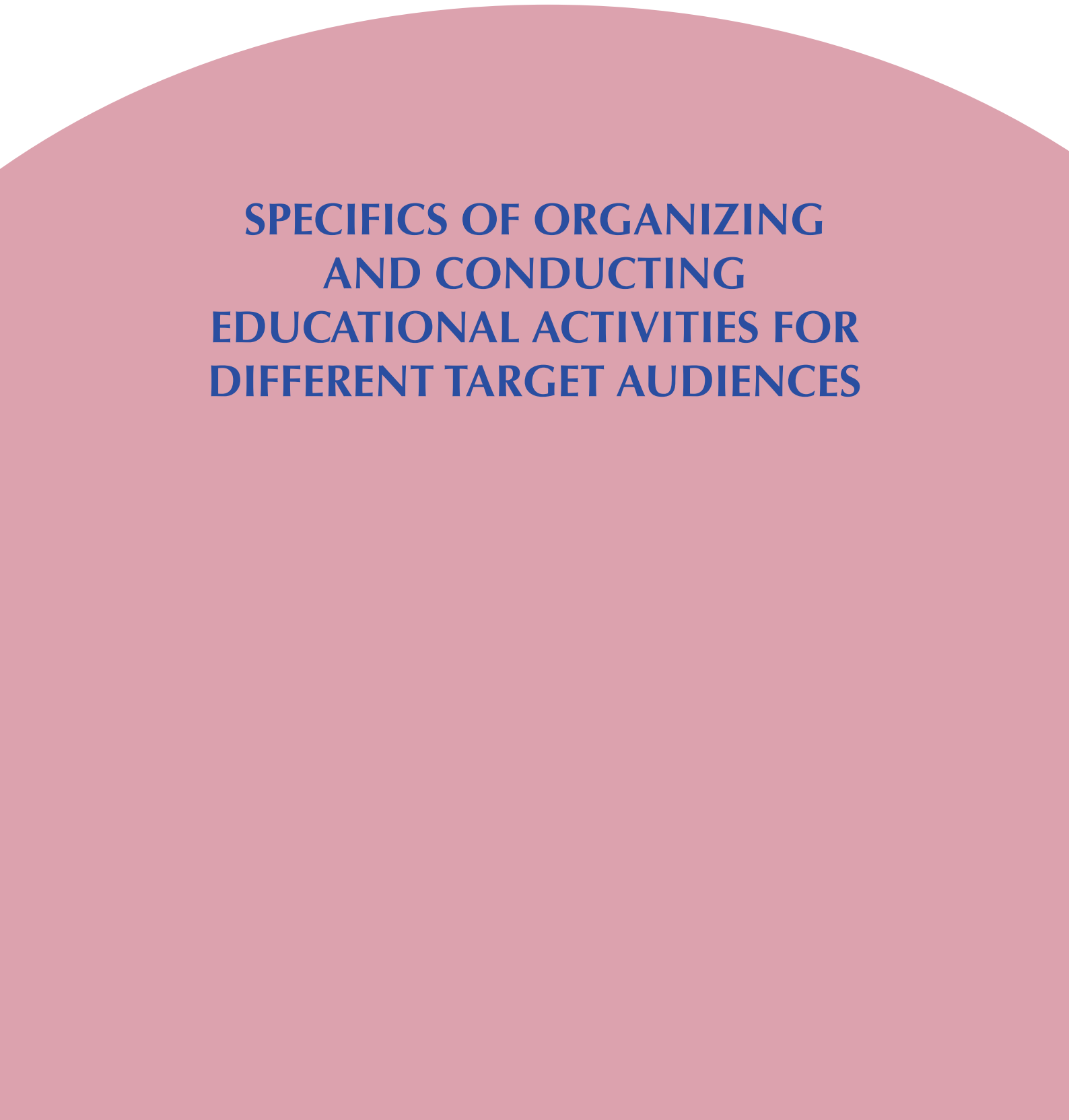
34 https://www.unaids.org/sites/default/files/media_asset/02-hiv-human-rights-factsheet-people-who-use-drugs_en.pdf

35 <https://harmreductioneurasia.org/ru/>

36 https://aph.org.ua/wp-content/uploads/2016/08/Employment_Guide_final_2_original.pdf

37 <https://harmreductioneurasia.org/ru/drug-policy/criminalization-costs-pocket-guide>

38 <https://www.globalcommissionondrugs.org/>



**SPECIFICS OF ORGANIZING
AND CONDUCTING
EDUCATIONAL ACTIVITIES FOR
DIFFERENT TARGET AUDIENCES**

COMMUNITIES WHO FACE DISCRIMINATION

Educational Activities to Prevent and Combat Discrimination for Communities Facing Discrimination

”

For me personally, it is important to bring the feeling of dignity to the most criminalized, systematically discriminated people. In post-soviet space, people who use drugs, women who survived gender-based violence, sex workers, LGBTQI – are severely suffering from inequality and injustice every day. Providing them with basic safety, knowledge and skills in rights protection and understanding how the state should work for the needs of the people, gives them the wings to protect themselves, to fight for equality of their communities. For years I have seen these amazing community activists step by step achieving tremendous changes in their countries in access to health and social care, in access to justice– and this makes me proud of them. Capacity building and advocacy projects on community mobilization I conducted have had unexpectedly huge systematic impact on improving the EECA states and ensuring better justice and equality, trying to get away from the paradigm of totalitarian practices and views”.



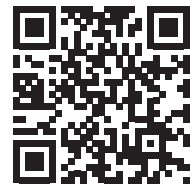
Ganna Dovbakh,
Executive director
of Eurasian Harm
Reduction Association
(EHRA)
Ukraine, Lithuania



Top ideas

Due to severe discrimination and human rights violations, systematic violence and discrimination, such groups of people as people who use drugs, sex workers, people who live with HIV, LGBTQI+ people, women who survived gender-based violence and many other communities need special attention in organizing educational activities for them. When organizing educational activities for communities who face discrimination and human rights violations, it is crucial to plan and define the topic and tasks of training activities only in cooperation with people who are facing discrimination. Education should be efficient and could become a way of empowerment for such communities. Discriminated and marginalized communities need to be able to be part of the decision making process and to be proud of their success in education and progress in any activities they are involved in. There are several factors that need to be taken into account while organizing efficient education activities for such communities:

- Using non-discriminatory language;
- Safe and comfortable location;
- Convenient timing and scheduling of sessions;
- Opportunity to receive opioid substitution treatment;
- Mutual trust and respect between the organizers, trainers and other participants of the training;
- Opportunity to influence and modify the content of training, to choose what is most useful;



https://youtu.be/RqQ9o_jLUdI

English language

- Focus on practical, applicable knowledge, and various examples from everyday life;
- Opportunity to apply the acquired knowledge into practice immediately;
- Opportunity to be supported for the participants of the education process, to be proud of the results even if changes are minimal.

The main objectives

Educational programs for members of the discriminated groups should first of all help community leaders and members of the community to learn about their rights and opportunities to get social and health care support, but also to provide them with practical skills helping protect their rights and assisting in social adaptation.

Examples of educational programmes

Several educational programs for communities of people who use drugs and social/medical workers who provide support to this group developed by Eurasian Harm Reduction Association during recent years were presented during the webinar:

1. Manual³⁹ “Help Impossible to Ignore” on social and medical care for women who use drugs and who survived gender-based violence. The educational video⁴⁰ developed with active participation of activists from the community of women who use drugs from the EECA region.

“LET’s Talk about drugs – new MEthods of communication with youth (LET ME)”– methods and approaches of informal drug education by youth workers for young people developed by youth harm reduction organizations in cooperation with youth organizations from 5 European countries. Available in English, Polish, Lithuanian, Hungarian, Bulgarian and Serbian. Materials: Drug Education Assessment Reports⁴¹
2. Manual on How to Communicate with Young People About Drugs⁴²
Educational Videos⁴³
3. PEER-TO-PEER COUNSELOR MANUAL FOR ONLINE COUNSELING⁴⁴– manual used for the training for peer harm reduction counselors, developed and piloted during 3 country trainings in Georgia, Kyrgyzstan and Tajikistan by leaders of the community of people using drugs. Training helps peer counselors to gain practical knowledge and build skills in following issues:
 - Basic information about online peer-to-peer counseling

39 Manual in English and Russian is available using this link

<https://harmreductioneurasia.org/library/ehra-publications/guide-help-impossible-to-ignore>

40 Russian language: <https://www.youtube.com/watch?v=A7IU2nV2S3w>

English language: <https://www.youtube.com/watch?v=mwarjwBCrNI>

41 <https://drugeducationyouth.org/drug-education-assessment-report/>

42 <https://drugeducationyouth.org/manual-on-drug-education/>

43 <https://www.youtube.com/watch?v=1YZCfMnutA8>

44 Manual available in English, Russian and Georgian languages <https://api.harmreductioneurasia.org/af9ae4e8-316a-44dc-8541-8d569f17a5d6.pdf>

<https://api.harmreductioneurasia.org/af9ae4e8-316a-44dc-8541-8d569f17a5d6.pdf>

- How to provide peer support online?
- How can peer counselors gain the trust of their clients by working online?
- How to refer people to specialists?
- Resources needed for peer counselors working online
- What safety and security precautions should be considered when working online?

Recommended resources, links

1. Educational materials on working with people using drugs in Central and Eastern Europe and Central Asia– on the Eurasian Harm reduction association web page (Eng and Rus)⁴⁵
2. General educational materials on information and coordination of communities in HIV and TB response⁴⁶
3. Information on education to support gender equality and LGBTQI rights in EECA countries– on the web page of ECOM– The Eurasian Coalition on Health, Rights, Gender and Sexual Diversity⁴⁷
4. Glossary for translators on the terminology connected to key populations and affected by HIV⁴⁸
5. Trans* Glossary– The Trans* Working Group (TWG) on HIV and Sexual Health in EECA presents one of the results of its work in 2019– a collection of correct terms related to transgender issues⁴⁹
6. Training and educational materials on community mobilization and capacity building to develop leadership among the most marginalized communities, specifically affected by HIV– in Russian collected in the manual Сильные Мы⁵⁰

45 <https://harmreductioneurasia.org/>

46 <https://eecaplatform.org/en/>

47 <https://ecom.ngo/>

48 <https://api.harmreductioneurasia.org/6488762f-61ba-4d20-8750-c28aed242c98.pdf>

49 <https://ecom.ngo/library/trans-glossariy>

50 https://aph.org.ua/wp-content/uploads/2016/08/mob_preview.pdf

SECONDARY SCHOOL TEACHERS

Specifics of Organizing and Conducting Educational Activities to Prevent and Combat Discrimination for Secondary School Teachers

” We have all agreed and declared with hundreds of declarations that human dignity, brotherhood, equality, and solidarity are essential to be able to live together and prosper. In even small turbulence, these values and commitments tend to disappear first. I believe that people can come to a point when living together and growing together will become possible, but there is a lot of effort to be put into this vision. I believe my tool to contribute to it is education and passing my experience to the people I live and work with”.



Top ideas

1. Working with teachers in a school environment has many peculiarities, related to the formal system characteristics, and should be taken into account when planning educational interventions.
2. Teacher's personal values and beliefs are essential, as students learn a lot from the role models.
3. Teachers are adult learners, and the approaches and understanding of specificities of andragogy are essential to be able to work with education for teachers.
4. It is difficult to introduce the topic of discrimination, if a person in charge of the teaching has their own prejudices, biases, and it is essential that before taking up the topics, the person has first worked on their own self.
5. There are topics which are very sensitive, and should be approached with care and safety, thus building trustful relations and safe psychological space will help address them.
6. The topic of discrimination is complex, wide, and interconnected with other topics, and a human-rights based approach can help structure the thematic scope and grasp the larger picture.
7. There is a wide range of methods and activities which can be used and adapted in a school and also extracurricular work, and it is important to learn to choose those methods, and apply them efficiently.
8. One of the important methodological bases for education for anti-discrimination is the holistic work with cognitive, affective and behavioral domains of a person, as this topic touches many more aspects, than simply knowledge and understanding.
9. In order for the change to happen, we need to work with deeply rooted assumptions, which are guiding our choices and actions.
10. Education is one of the most powerful tools for personal transformations and should be given a lot of attention, even in turbulent times.



Zara Lavchyan,
President of Innovative
Educational Solutions'
Laboratory NGO,
member of the Trainers'
Pool of the Council of
Europe
Armenia



[https://youtu.be/
F8SdV80BIUw](https://youtu.be/F8SdV80BIUw)

English language

The main objectives

Exploring the topic of discrimination, its various forms and manifestations, learning about causes and effects of discrimination, respect and acceptance, understanding the discriminated groups, understanding and promotion of human rights intercultural sensitivity, communication and dialogue, diversity and understanding of importance of differences, equality and solidarity, taking an active role in anti-discrimination work, critical thinking and media literacy.

Examples of educational programmes

The example given and discussed during the webinar was a joint training course for teachers, head teachers, social pedagogues, school psychologists and deputy directors on the issue of bullying in schools. The course gave a chance to explore and define the issue, understand its causes and effects, reasons and impacts. The course was built to create a platform for all the actors involved and responsible for combating and preventing bullying, to discuss and find ways of working together in a school environment.

Recommended resources, links

1. COMPASS: manual on human rights education for young people⁵¹. Published by the Directorate of Youth and Sport of the Council of Europe
2. COMPASITO: manual on human rights education for children⁵². Published by the Council of Europe
3. Education Pack: All different All equal⁵³. Published by the Directorate of Youth and Sport of the Council of Europe
4. Bookmarks: Manual on hate speech⁵⁴. Published by the Council of Europe
5. ToolKit for human rights speech⁵⁵
6. Mirrors: manual on antigypsism⁵⁶
7. Resources of the SALTO, Inclusion & Diversity Resource Center⁵⁷
8. The T-Kit series⁵⁸
9. SALTO Toolbox for trainers⁵⁹

51 <https://www.coe.int/en/web/compass>

52 <https://rm.coe.int/compasito-3rd-edition-isbn-8794-0/1680a4d571>

53 <http://www.eycb.coe.int/edupack/impr.html>

54 <https://www.coe.int/en/web/no-hate-campaign/bookmarks-connexions>

55 <https://pjp-eu.coe.int/en/web/human-rights-speech>

56 <https://rm.coe.int/1680494094>

57 <https://www.salto-youth.net/rc/inclusion/>

58 <https://pjp-eu.coe.int/en/web/youth-partnership/t-kits>

59 <https://www.salto-youth.net/tools/toolbox/tool/toolbox-for-trainers.2536/>

UNIVERSITY TEACHERS

Specifics of Organizing and Conducting Educational Activities to Prevent and Combat Discrimination for University Teachers



I remember my student years well. While studying at one of the most prestigious universities in Ukraine, I had to hear hate speech from teachers several times. Having a clear position and experience, I boldly entered a discussion with them. However, I understand that not everyone can afford it. Therefore, it is important for me to work with teachers to help them make universities a safe space and a center of progress”.



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Ukraine



Top ideas

1. It is important to work with university professors for at least the following reasons: they have an influence on people (students), they form a scientific opinion, they themselves may experience discrimination.
2. When preparing the event, it is important to correctly choose its duration and time. One should pay attention to participants’ schedules: when classes and exams are held in universities, etc. Ask the opinion of potential participants when it would be convenient for them to participate in your educational activities.
3. Try to enlist the support of executive authorities in the field of education, international organizations and associations. This will enhance the status of your event and help build partnerships.
4. In the announcement of the event, clearly explain what kind of event it will be – formal or non-formal. Help future participants prepare to participate.
5. Institution-level initiatives to encourage diversity can be raised during training programs. Example:
 - development of strategies to promote equality;
 - assessment of the institution’s budget;
 - assessment of educational programs;
 - creation of thematic solidarity groups.
6. Hate speech is an important topic for educational programs for university teachers. They should have knowledge about how to correctly name this or that group of people. It is also extremely important to practice the skills of university teachers in responding to manifestations of hate speech on the part of students.
7. It is important that university teachers represent social and cultural diversity in their teaching. This is possible not only when teaching disciplines within which such topics are “obvious” (for example, human rights). The theme of diversity should be embedded in all disciplines (technical, natural sciences, etc.).



[https://youtu.be/
HXp6mge4 UE](https://youtu.be/HXp6mge4 UE)

Ukrainian language

8. University teachers can involve representatives of human rights organizations and organizations representing the interests of certain socially vulnerable groups in conducting classes. These can be different formats: presentations of activities, informal communication, etc.
9. University teachers can also organize more specific educational events within the framework of special commemorative dates. For example, International Holocaust Remembrance Day (January 27), International Day for the Elimination of Racial Discrimination (Anti-Racism Day) (March 21), International Down Syndrome Day (March 21), International Day Against Homophobia and Transphobia (May 17), World Refugee Day (June 20), International Day for Tolerance (November 16), World AIDS Day (December 1), International Day for People with Disabilities (December 3) and others.
10. The main topics for educational programs for university teachers can be:
 - hate speech;
 - tolerance;
 - discrimination;
 - techniques that encourage diversity;
 - bullying;
 - education in the spirit of human rights.



The main objectives

- Contribute to the development of a tolerant attitude.
- Make the learning space safe for everyone.
- Integrate issues of preventing and countering discrimination into the educational process.



Examples of educational programmes

- Webinar “Teaching: Space for Representing Diversity”⁶⁰
- Webinar “Prevention of Discrimination in Teaching Work”⁶¹
- Webinar “Hate Speech: How to Avoid in Educational Activities”⁶²



Recommended resources, links

1. Inclusion and Diversity courses for teachers and education staff⁶³
2. T-Kit 8: Social Inclusion⁶⁴. Published by the Council of Europe and the European Commission.
3. T-kit 4: Intercultural learning⁶⁵. Published by the Council of Europe and the European Commission.

60 <https://youtu.be/0uU5M6N9x70>

61 https://youtu.be/2jkRaud_UmY

62 <https://youtu.be/29U0FunOuL4>

63 <https://www.erasmustrainingcourses.com/inclusion-diversity.html>

64 <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion>

65 <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

STATE AUTHORITIES

Specifics of Organizing and Conducting Educational Activities to Prevent and Combat Discrimination for State Authorities

” Quite often, among public activists, the state authorities are perceived as an opponent. However, they are not. By involving representatives of state authorities in educational programs, we make them become our allies in building a better society. Our task is to help the authorities take into account the interests of socially vulnerable groups in policy formation”.



Top ideas

1. Three key characteristics make representatives of state authorities a particularly important target audience: they are decision-makers; they have the ability to dispose of resources; they can initiate and implement systemic change.
2. When choosing the date and time of activities, carefully consider what events of state and local importance will take place at that time. Will it happen that instead of training your potential participants will have to attend a meeting, etc.?
3. One of the successful models of educational activities for representatives of state authorities is “50-50”. “50-50” is an opportunity to create an atmosphere of cooperation between authorities and organizations that represent the interests of different groups of people and feel the spirit of partnership. This model is often used in the educational activities of the Council of Europe. Accordingly, in the context of preventing and countering discrimination, the “50-50” format provides an equal number of participants representing authorities and people representing certain socially vulnerable groups.
4. The main topics the training can be conducted about for representatives of state authorities:
 - discrimination;
 - hate speech;
 - anti-discrimination policies;
 - anti-discrimination expertise;
 - taking into account the needs of socially vulnerable groups;
 - standards for the provision of administrative and other services, taking into account the needs of socially vulnerable groups.



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Ukraine



[https://youtu.be/
Hn5Zih2nvjY](https://youtu.be/Hn5Zih2nvjY)

Ukrainian language

The main objectives

- Increase tolerant attitude towards socially vulnerable groups.
- Promote taking into account the interests of socially vulnerable groups in the work of state authorities.
- Contribute to the formation of an effective anti-discrimination policy.

Examples of educational programmes

During the meeting, the concept of a training seminar⁶⁶ for young people and those working with youth in the field of preventing and combating discrimination in youth policy and youth work was discussed in detail. The training seminar is organized by the Council of Europe Project “Youth for Democracy in Ukraine” in cooperation with the Ministry of Youth and Sports of Ukraine.

Recommended resources, links

1. “Education pack – Ideas, resources, methods and activities for informal intercultural education with young people and adults”. European Youth Centre Strasbourg ⁶⁷
2. OSCE publications on observance of human rights and specific vulnerable groups⁶⁸

66 <https://bit.ly/3h1SBqA>

67 https://www.schools-for-democracy.org/images/documents/970/osvitnya_zbirka_usi_rizni_%E2%80%93_usi_rivni__ua.pdf

68 <https://www.osce.org/ru/resources/publications>

BUSINESS REPRESENTATIVES

Specifics of Organizing and Conducting Educational Activities for Prevention and Combating Discrimination for Business Representatives

” Discrimination is a phenomenon that anyone can experience. This is the most common human rights violation. If we want to build a world based on security, respect for human dignity and a culture of human rights, then it is important for us to counteract discrimination in all aspects and to promote inclusive methods. It is important to understand what discrimination is, how you can protect yourself from it and what you can do to prevent it”.



Top ideas

1. Business is primarily about people, different people. This group is very broad and can have different characteristics. However, several traits are usually distinguished: they value their time, they strive for results, they are profit-oriented. At the same time, people who earn a lot of money often want to have additional meanings for their activities. This is where a socially oriented business begins.
2. Discrimination is a violation of human rights. The state is responsible for its prevention. But this phenomenon is all-encompassing. Discrimination can be in the relationship between businesses and people. And the task of the state is to create conditions in which discrimination is impossible, and the task of business is to take conscious steps to prevent discrimination.
3. Such business tasks are the subject of documents on business and human rights. This is a new area of law that needs popularization.
4. Business is not often aware of its responsibilities regarding human rights. Businesses do not always understand that they are discriminating.
5. The business may discriminate in labor relations (hiring only young women with an attractive appearance for the position of secretary, working conditions without taking into account the need for reasonable accommodation for a person with a disability), in relation to customers (refusal to serve Roma women in a store), in advertising (sexist advertising), in relations with counterparties.
6. In Ukraine, there is a legislative framework that allows proving discrimination on the part of businesses. However, even without it, you can use the decisions of the European Court of Human Rights and UN standards in the field of business and human rights.
7. World business is gradually introducing anti-discriminatory practices. First of all, this is noticeable in advertising (ordinary women in underwear ads) and participation in large campaigns in support of LGBTQI+ prides.
8. The Corporate Equality Index in Ukraine is a good example of business efforts to combat discrimination. In this project, businesses assess their employee policies and practices for discrimination.



Mariya Yasenovska,
*President of Kharkiv regional foundation
"Public Alternative"*

Ukraine



[https://youtu.be/
pLTFA1qC6M](https://youtu.be/pLTFA1qC6M)

Russian language

9. It is important for business to explain what discrimination is, what internal policies can prevent it, how image losses can affect profits.
10. It is worth using opportunities. For Ukraine, such an opportunity is the accession to the European Union. Training can be built on the requirements of this introduction to businesses in the area of non-discrimination.

The main objectives

Awareness of one's role in the process of overcoming discrimination, understanding manifestations of discrimination, motivation to act, mastering simple tools for assessing the situation and one's influence on overcoming discrimination.

Examples of educational programmes

- “Applying Human Rights to Digital Tech” – the project of KRF Public Alternative.
- Diversity and Inclusive Culture: “Step by Step”. Polish Institute of Human Rights and Business. Edited by Dominik Sadowska⁶⁹.
- Diversity and Inclusion Guide for Business. Establishment of “Business and Work Environments that Respect Human Dignity”. 2020. Global Compact Network Turkey.
- Corporate Equality Index.

Recommended resources, links

1. www.pihrb.org
2. Applying Human Rights to Digital Tech⁷⁰
3. www.cei.org.ua/resource/bestwork/

69 www.pihrb.org

70 bhrdigital.org

MEDIA

Specifics of Organizing and Conducting Educational Activities to Prevent and Combat Discrimination for Media

” Working with socially vulnerable groups is often about empowering them to be heard. The media is one of the best opportunities for this. That’s why it’s so important to me to work with the media to help them make each person’s voice loud”.



Top ideas

1. Media is an important target audience for educational activities, because: media can promote people’s awareness; media can teach how to protect rights; through the publication of cases, media contribute to the monitoring of cases of discrimination.
2. During educational events, it is very important to develop a sense of responsibility among media representatives. Using concrete examples, help them assess the possible impact on society that this or that publication can have on issues related to the topic of cultural and social diversity.
3. The issue of safety should be a separate topic for discussion during training. On the one hand, the safety of the heroes of the publication – whether it will be revealed that they belong to a certain vulnerable group, against which violence, threats, etc. are possible. On the other hand, it is important to ensure the journalist himself/herself is not persecuted because of publication.
4. When describing the story of one person, it is important not to draw conclusions for the entire socially vulnerable group to which he/she belongs. So, for example, when talking about the LGBTQI+ community, it should be remembered that it includes gays, lesbians, bisexual and transgender people and their needs may differ.
5. The media should be trained to be very careful so that their publications do not reproduce stereotypes that exist in society.
6. A separate important topic for training media representatives is hate speech. Correct vocabulary, hate speech techniques should be carefully considered. It is especially effective to do this by analyzing examples of real publications.
7. When covering a certain topic related to the rights of minorities, which is ambiguously perceived by society, the media should remember: vulnerable groups should have the same voice in the publication as the conditional majority/opponents.
8. Journalists should pay attention to the fact that their publications should not lead to secondary traumatization (media trauma).
9. The main topics of training for the media can be:
 - Tolerance;
 - Discrimination;



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<https://youtu.be/7AIacK0jIAc>

Ukrainian language

- Hate speech;
- Compliance with journalistic standards in the context of coverage of cultural and social diversity;
- How to write about... (certain socially vulnerable group);
- Preventing burnout and compassion fatigue.

The main objectives

- Improve the quality of media coverage of issues of cultural and social diversity.
- Encourage the creation of educational publications and information campaigns.
- Provide support to journalists who may be discriminated against by association.

Examples of educational programmes

- A good example of an integrated approach can be the activity of the Belarusian human rights initiative “Journalists for Tolerance”. They publish a number of educational publications (e.g. Hate Speech on the Hippos⁷¹) as well as the annual J4T AWARDS (winners are recognized in the categories Editorial of the Year, Person of the Year and Material on Equality and Non-Discrimination for Vulnerable Groups).
- Another example, “Writing for Diversity” and “Covering LGBTQI+ issues in transnational journalism” are both⁷² online exchanges that took place in June 2021 between the journalistic and activist communities of Ukraine, Moldova and Germany, and in November and December 2020 between the journalistic community of Ukraine and Germany respectively. These digital exchanges were held within the Eastern Partnership Programme of the German Federal Ministry of Foreign Affairs. In this section, we are pleased to present research materials prepared by German and Ukrainian journalists who participated in the exchange. Some articles are written in two languages.

Recommended resources, links

1. Toolbox Journalism Training, Discrimination & Diversity⁷³
2. The human rights-based approach to journalism: Training manual Viet Nam. Bangkok: UNESCO Bangkok, 2008.41 p.⁷⁴
3. Avoiding Discrimination and Hate Speech in Media. Guidebook. Muhammad Khamaiseh.⁷⁵
4. Manual “Tolerant Journalism”⁷⁶

71 <https://j4t.info/wp-content/uploads/2018/07/YAzyik-vrazhdyi-na-begemotah-1.pdf>

72 <https://genderz.org.ua/transnational-journalism/>

73 https://www.coe.int/t/dg4/anti-discrimination-campaign/ressources/Training_toolbox/Toolbox_Journalisme_Training_Discrimination_Diversity_en.pdf

74 https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000179185&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_2d600f75-fc59-4c31-822b-259b3aa8873b%3F_%3D179185eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000179185/PDF/179185eng.pdf#2HRBA-Journalism.indd%3A.9172

75 <https://institute.aljazeera.net/sites/default/files/2019/Avoid-Discrimination-HateSpeech-Media.pdf>

76 https://spring96.org/files/misc/talierantnaja_zhurnalistyka-ru.pdf

FINAL WORDS

FINAL WORDS

We understand that this publication does not cover all existing requests in the field of organizing and conducting educational activities on the topic of preventing and combating discrimination.

Therefore, we will continue our work and invite you to join the circle of educators in this field. If you have any questions, comments or suggestions, please contact us via the electronic form: <https://forms.gle/WM3piLV35XDRRcB29>



We are grateful to all the authors and other people who contributed to its creation.

Thank you for taking the time to read the manual.

Together we can do more.

