



CEV Policy Conference:
Promoting Inclusion
Preventing Extremism (PIPE)
13-14 October 2016
Brussels, Belgium

*In the framework of the Slovak
Presidency of the Council of the EU*



MAYOR OF LONDON



ACKNOWLEDGEMENTS

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A special thanks is also extended to Ms Maram Anbar whose expertise in EuroMed and Counter-Violent Extremism has been crucial.

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Programme

13 October 2016
PIPE Day I

Venue: Permanent Representation of Slovakia,
Avenue de Cortenbergh 107, Brussels

09.00-09.30 Registration CEV Members General Assembly

09.30-12.30 **CEV General Assembly**

13.30-14.00 Registration **PIPE Policy Conference**

14.00-14.45 **Welcome:** Tibor Škrabský, Chair of the Youth Working Party, Slovak Presidency

Opening of the Conference: Cristina Rigman, CEV President

Presentation of the PIPE publication: Gabriella Civico, CEV Director

Keynote Speech: Mohammed Azahaf, Intercultural dialogue and immigration expert

EVS 20th Anniversary: How Erasmus Plus volunteers promote inclusion & prevent extremism

14.45-15:15 *Coffee Break*

15:15-16:30 **Volunteering, extremism and social cohesion: experiences from England:**

Nick Ockenden, Head of Research at NCVO

Discussion: Promoting Inclusion and Preventing Extremism - What role for volunteers?

Reception European Volunteering Capital 2018 Candidates Presentations

Venue: London House, Rue du Trône 108, Brussels



18:00-19:30 **#EVCapital 2016 London Presentation**

#EVCapital 2017 Sligo Presentation

#EVCapital 2018 Candidates Presentations: Aarhus and Ringkøbing-Skjern

19:30-20:30 **Networking Reception**

14 October 2016
PIPE Day II

Venue: London House & GIZ-Brussels Rue du Trône 108, Brussels

09:30 - 12:30 **PIPE Workshops:**

1. Gender Perspectives:

Ethnic Youth Support Team (UK)
Mothers for Life (BE)
Exitcirklen (DK)
Hope Not Hate (UK)

2. Media

Against all Expressions of Hatred (CZ)
HejtAlert (PL)
180 Degrees Turn (DE)
We Are Like Oranges (SE)

3. Sport/Art/Culture

Bmechte (SE)
Zinneke (BE)
Fundacion Al Fanar (ES)
Salaam Peace (UK)



FORWARD Mohammed Azahaf

Mohammed Azahaf, son of Moroccan immigrants to Spain, participates in social work since the 90s and is a founding member of the first Association Children of Immigrants in Spain (SABABIA), of which he was president for four years. He has worked as a youth trainer and as Intercultural Mediator in Madrid for 8 years, specializing in direct educational intervention with youth at risk of social exclusion and has held the positions of Coordinator Immigration and Multiculturalism in the Youth Council Community Madrid and the Youth Council of Spain. Mohammed has experience as a columnist for the newspaper El Pais, Infolibre, El Diario, El Plural, and also in various TV programs for Sixth, Al Jazeera TV Hispan or Cordoba International.

In 1948, after living through two world wars that involved a great loss of life and much suffering and pain to millions of people, humanity decided to equip itself with a series of proclamations that should make life amongst the people of this planet more cordial and conducive to stability and peace.

Sadly, throughout history, the conflicts that have existed in our societies, whether wars, revolutions, or other attacks, have occurred often in response to inhuman treatment or injustice that people may have suffered. In response to this the United Nations decided to adopt, through a critical letter signed and ratified without any country voting against, the **Universal Declaration of Human Rights**, which in its preamble, states:

"Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people"

Today, more than ever, it is necessary to remember this **Charter of Fundamental Human Rights** and the importance of any action that could lead to the common benefit of the society in which we live. Our society is developed in a global context that in just a few hours, with an aeroplane, you can be anywhere on the planet. A society in which, thanks to the media and social networks, it is possible to know and understand in incredible detail what happens anywhere in the world.

This situation creates interrelated societies in which what happens thousands of kilometers away can also affect us in a short time. We have seen coups unfold live, we have seen the consequences of attacks instantly, but also we have seen the spontaneous solidarity of thousands of people manifesting in concrete actions against an act of horror. We have seen how people are prepared to help each other face the challenges with which we are being constantly presented, such as the solidarity shown by many people in the face of the arrival and the plight of refugees in Europe. Human beings are capable of being supportive and inclusive, but at the same time we can commit acts of injustice. Both sides are part of the same person, but we want the face of solidarity and joint action to be strengthened & extremism and injustices to be eradicated.

We wanted to develop this guide in a time when working together, networking and joining forces should be paramount, because as has been mentioned, what happens at a point on the planet immediately has an effect on another point thousands of kilometers away. Collaboration between people, volunteering & solidarity are social development tools that produce undoubted improvements in the living conditions of those who engage with them and/or benefit from them and they should be celebrated and applauded.

People giving their time, energy and expertise through volunteering has the consequence that many parts of our planet experience spaces of harmony and community cohesion that otherwise would not have been there. Voluntary participation collaborating in community actions in different ways has been one of the main determining factors in the success of the initiatives we wanted to present in this guide.

The publication PIPE "**Promoting Inclusion & Preventing Extremism**" showcases different initiatives developed in various organizational contexts. All show that volunteers engaging in projects that reflect the reality that citizens live in their daily lives can have a huge impact. Social diversity in our societies favors the mixing of different cultures which in turn creates opportunities for exchange, that when well-managed, enrich all the people who are part of society. We should not forget that conflicts exist in every level of our lives and society, and we are reminded of this by the UN in its introduction to the Universal Declaration of Human Rights, but also we cannot forget that the prevention, management and resolution of such conflicts that continue to emerge also depends on us.

For this guide, a brief explanation of the different terms used is useful. We begin by defining the concepts of “**Inclusion**” and “**Extremism**” and what we understand by them in the context of this guide. They are the two words that have given rise to this guide and two phenomena that have been transversally addressed in the initiatives presented here. Of course, it must also be emphasized that these two terms are under discussion at the present time in our society, by political representatives and institutions at all levels and fields down to even the smallest organisations, the media and at the individual level.

First we emphasize that we are talking about inclusion as a positive term in itself, since the use of the word “inclusion” involves “the action and effect of including, or connection or friendship with someone else”. Inclusion is the notion that often underpins and promotes the active citizenship exercised by those people who engage as volunteers through the activities presented here. In this way the volunteers promote and support their membership, and those of others, in the societies in which they live and interact - they are included.

In our modern societies we use **different models of inclusion**, which we could identify through three different approaches to management of social diversity: “**Multicultural**”, “**Assimilation**” and “**Intercultural**”.

It is important to note that the “**multicultural**” model is not so much an objective in itself, but a reality that occurs in societies. There are several examples of countries, where through their own creation or territorial distribution, the coexistence of cultures is a reality, such as Belgium with its different cultures and languages or Spain with its different nationalities and recognized official languages. The multicultural model is mainly based on respect and the assurance and guarantee of cultural diversity and tolerance for all members of society. No member of the society is forced to renounce their identity and their cultural traits, whilst at the same time all citizens have the same duties and responsibilities and can benefit from the same rights and freedoms as any other citizen of the country. We can find these models of inclusion in European countries like the United Kingdom or the Netherlands, where it is easy to find a police officer or any other member of public administration with signs of cultural diversity clearly identifiable.

Regarding the “**assimilation**” model we must bear in mind that it requires each and every one of the people who are part of that social model to adapt to the same standards and requirements that have been previously established by society. This model, based on the republican ideal of establishing an equal citizenship for all members of society, attempts to grant equality of all members of society in different spheres thus avoiding that personal or cultural characteristics and individual values are mixed with the public life and that they remain solely in the private spheres. This model seeks complete assimilation of the individual into society, and in order to enjoy full citizenship requires that the person adapt to previously established

national values and give up their ethnic, linguistic and cultural identity. We can find this inclusion model in France, the country of reference for the assimilation model.

With the “**intercultural**” model an area is established whose goal is to achieve convergence and respectful relationships between all people who are part of a society, regardless of their cultures and ethnic differences. This model does not establish the superiority of any culture on another, nor the renunciation of personal and cultural features as proposed by the assimilationist model. With this model intercultural dialogue is promoted, as is the meeting between different cultures. It is based on the mutual recognition of the individual, their values and their way of life and aims for a social model of coexistence and diversity within the same values based on the coexistence and different cultures. Unlike the multicultural model that creates pockets of different cultures without actually mixing at any time and where cultural coexistence is limited to the public space, the intercultural model seeks to create a horizontal model which there is constant interaction to create common spaces. The individual identities and cultures are reinforced through understanding “*the other*” and through the active involvement of other individuals to contribute their knowledge. This approach results in the sharing & creating of spaces of genuine coexistence.

We also want to explain the second part of the objectives of the projects presented here and what we mean in this guide when we speak of “extremism”. In this case, we refer to “**extremism**” as the “**tendency to take extreme ideas**” in whatever way this manifests itself, but especially that which results in violence, whether physical or verbal. Violence is understood according to the definition used by the World Health Organization; “As the intentional use of power or physical force, threatened or actual, against oneself, another person or a group or community, which causes or has a high likelihood of resulting in injury, death, psychological damage, developmental disorders or deprivation”.

At present there are different types of violence that in different degrees can be steps towards extreme violence, for example, hate speech or terrorism. There are also different levels of social intervention according to each level and type of violence. Through understanding the different types and grades of violence, mistrust and hate we can see the importance of the diversity of projects and especially the diversity of activities and approaches in specific areas to help prevent, detect and resolve social conflicts.

Within the collective violence we can see acts of hate committed by individuals or by organized groups, as well as terrorist actions or mass violence. It is necessary to highlight the increase of hate speech at different levels from for example, right-wing political movements and ultra nationalist groups, among others, that promote exclusion and discrimination of differences.

Clear examples of this hate speech are what happened in Rwanda or in the former Yugoslavia, tragedies that began with incitement to hatred of difference (hate speech) which ended with war and ethnic cleansing. Hate speech should be addressed as quickly as possible as it can be one of the steps towards physical violence. We note the importance of taking into account whether or not there are psychological factors that influence people’s behavior and use of violence or predisposition to this. In addition to these psychological factors other factors must also be taken into account such as educational level, socio-economic background, the consumption of psychotropic substances and history of aggressive behavior or having suffered abuse or discrimination at any point in their life.

The importance of social intervention at the closest family and social environment level, helps us to know, through close social relationships (friends, family), if the individual is at risk of becoming a perpetrator of violence or has been the victim of these acts. Therefore it is necessary to carefully examine the context in which an individual develops and the context of the community in which the person maintains their social relationships, such as the school, the workplace and the neighborhood, in order to identify the characteristics of these areas that are strongly associated with this person.

Experience shows that economic or educational levels are not direct determining factors linked to the use of violence. Indeed, many incidents of inciting hatred come from people who have a high educational level and economic possibilities, and in some cases, individuals who have committed acts of extremist violence, were university educated and are economically well-off. It is important to decouple, for the proper intervention and prevention of extremism, low social, economic and cultural levels and opportunities with the risk of engagement in extremist violence. **There is a need for preventive social intervention against hate speech and violence at all levels and areas of life experience whether that is universities, prisons, the employed or the unemployed and disaffected.**

Given all this, the question arises about what leads someone to violence and extremism as a way of expressing their personality and whether it is the responsibility of the individual or the environment in which they live, that is to say, society. One of the greatest challenges facing our planet, fighting extremist violence and achieving respect for diversity, cannot be ignored, and must be confronted without prejudice. Whilst this is a primary responsibility of policymakers and political institutions we must admit, and highlight, that they alone can not address these challenges. A real and lasting solution to the situation requires a strengthened active civil society, both organised and non-organised, working with other stakeholders in a complementary manner. Funding, training and support for the promotion and realisation of opportunities for citizen participation and volunteering to act in a timely and appropriate manner at the local level in promoting inclusion and prevention of extremism is also needed.

It should be a primary responsibility of the policymakers and political institutions to ensure that this is enabled and forms a key part of their inclusion and anti-extremist strategies.

We must take into consideration that tendency towards violence in different degrees, can be identified and prevented in advance if there are sufficient numbers of trained people to undertake different social interventions such as social psychologists, educators, teachers, doctors, military, police forces and family members, as these are the closest people in most cases to those individuals who use, or would use, violence in its different degrees. Given this capacity to predict violence, we must also work to prevent it in different areas and social groups in our society.

These actions must take into account the social diversity in which they develop. It is not the same degree of development and violence in areas of armed conflict, such as that which Colombia has experienced, or that currently seen in countries of the Middle East and Asia, including Iraq, Syria or Afghanistan, as they can be in countries like the United States of America or Europe, whose social contexts as a result of migration have generated modern societies with the various characteristics of this century and of a globalized world.

It can be seen that most of the factors that increase the risk of violence and extremism are possible to detect. We are convinced that violence is preventable and the examples of projects in this guide show that through voluntary action many of these factors can be mitigated and risks reduced. The initiatives described, from individual and community actions, small-scale, to national and international actions show the impact that can be gained towards improving the societies in which we live, promoting inclusion for all.

We hope this guide will be useful to learn more about how, in different parts of our planet, different types of organisations work with great professionalism involving volunteers in social projects that make our societies a better place to live in and **promote inclusion and prevent extremism.**



Introduction Gabriella Civico -CEV Director

Gabriella Civico has been Director of CEV (European Volunteer Centre) since 2012 having previously been the project manager for the EYV Alliance and responsible for the PAVE (Policy Agenda for Volunteering In Europe) publication (2010-2012). In 2013 she developed the Employee Volunteer European Network (EVEN) and The European Volunteering Capital Competition. She represents CEV in the European Economic and Social Committee Liaison group and is a member of Civil Society Europe Steering Committee.

The value in tackling discrimination and exclusion through direct experiences such as volunteering rather than simple theories or discussion is not a new idea. The idea for this publication and conference was conceived long before 2015 when the EU Education Ministers convened and issued the "Paris declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education" (EU Education Ministers 17 March 2015 Paris).

CEV and its members and members' members have long understood **the value of volunteering for social inclusion and the prevention of extremism**, an understanding apparently shared by many institutions and policy makers and most recently demonstrated in the 2016 EP Resolution "The role of intercultural dialogue, cultural diversity and education in promoting EU fundamental values" (EP 2016).

The lack of investment and trust placed in volunteers and their organisations to enable them to play a key role in this shared and complex challenge reflects however, **a continued need to promote volunteering as a key part of promoting inclusion and preventing extremism**. Only through showing how volunteering is organised and functions, what is its impact, and how it fits in with, and complements, other strategies, will it be possible to increase its public and political recognition for and therefore lead to the investment so badly needed.

It has been shown that holding negative stereotypes of others can be just a few steps away from hate-filled action. **Volunteering has the power to break stereotypes and promote understanding and tolerance of differences**. In this way, volunteering is in an ideal position to provide a basis and a framework for inclusive communities and societies.

Volunteer organisations are currently experiencing a severe lack of capacity to train and manage sufficient numbers of volunteers in order to realise the full potential of this amazing resource in our communities. Just as people can be the source of so much hatred and pain they can also be the source of healing and love.

Just as extremist views and violence do not manifest themselves without encouragement and a conducive framework, volunteering, despite people's natural tendencies towards solidarity, cannot flourish without being placed in a strategic political framework with the required resources, recognition and acknowledgement for its role.

Through this guide we showcase projects, organisations and initiatives whose objectives are "**Promoting Inclusion and Preventing Extremism (PIPE)**", highlighting the crucial participation of volunteers in such actions. The full practice examples can be found online at the following link: <http://www.cev.be/cev-publications/>

CEV welcomes additional examples to add to this repository highlighting the roles of volunteers in Promoting Inclusion and Preventing Extremism and encourages citizens and volunteer organisations to use them as inspiration for their own action, strategies and work programmes.

Gender Perspectives Media Art, Sport & Culture

The PIPE Conference workshops will focus on these topics and aim to reach conclusions about:

Why we need inclusive societies?

Where lack of openness, prejudices & discrimination stems from?

How to reach inclusive societies?

What facilitating inclusive societies through volunteering needs?

Why we need inclusive societies?

(e.g. Peace)

[Share your thoughts here.](#)

Where lack of openness, prejudices & discrimination stems from?

(e.g. Stories in the media)

[Share your thoughts here.](#)

How to reach inclusive societies?

(e.g. Mutual respect)

[Share your thoughts here.](#)

What facilitating inclusive societies through volunteering needs?

(e.g. Resources)

[Share your thoughts here.](#)

THE THINK PROJECT

CONTACT DETAILS

www.eyst.org.uk / United Kingdom
www.thinkproject.org.uk
director@eyst.org.uk

AIMS and OBJECTIVES

The aim of the Think Project is to engage young people who may be vulnerable to far-right extremism and increase their resilience to far-right extremism. This is done through the delivery of a 3-day educational programme which uses contact theory and experiential learning to increase young people's understanding of contemporary issues of race, religion and migration. It also focusses on myth busting around Islam, Asylum and Immigration.

TARGET GROUP

The project targets young people aged 16 to 25 who are most vulnerable to far-right extremism, and are disadvantaged and disengaged from education or employment. Due to the need to work with a captive audience, the programme usually goes through a youth support agency such as youth offending agency, probation, or similar.

"I volunteer through sharing my personal story in the Think Project's sessions with young people raising awareness of refugees and asylum seeker in Britain. I was motivated to do this to make a difference to the lives of young people. I am happy that my personal experience might have a positive impact on their life. Additionally, I volunteer in the EYST office helping refugees and asylum seekers with various practical problems they face, and this is something that gives me great satisfaction. Issayas Debru, EYST Volunteer

DESCRIPTION of the project

The Think Project is a project run by Ethnic Youth Support Team, an independent charity based in Swansea, Wales, UK. The Think project consists of a 3-day educational programme which is delivered by credible, diverse and engaging youth workers, supported by a team of volunteers who are crucial to the programme's success. Usually on day 2 of the programme, Volunteer Refugees or Asylum Seekers are invited to come and share their stories of why and how they had to leave their home countries with the young people, answering questions directly in an open and honest discussion. This is typically a breakthrough moment in the young participants' understanding and attitude towards this group of people who they previously viewed very negatively as 'scroungers' or terrorists. Afterwards, most of the young participants identify this experience as something that would stay with them, and is often life-changing. Many young people cry as they hear the stories of the volunteer refugees and asylum-seekers.

HOW volunteers are engaged, motivated and recognised for their contribution

Ethnic Youth Support Team employs a full-time volunteer co-ordinator whose role is to engage and support a diverse team of volunteers within the organisation. This face to face role is very important in gaining the trust of volunteers, particularly those who have already endured the traumatic experiences of fleeing their country and seeking asylum. EYST has a fully developed induction & volunteer training programme, and all volunteers receive regular one-to-one supervision with the Volunteer Coordinator. EYST has recently achieved the Investors in Volunteering Status in recognition of our high standards of volunteer support. Volunteering hours are counted, and certificates are awarded for 50hrs, 100 hrs and 200 hrs achieved. Local travel expenses are also paid and a food allowance if volunteering more than 3 hours.

Profile of a VOLUNTEER

For this role, the requirements are:

- Aged 18 plus, Have had personal experience of the asylum and refugee journey,
- Able to speak English
- Willing and emotionally resilient enough to share their story.

OUTCOMES / RESULTS

The Think Project was funded for 3 years by Big Lottery Fund, during which time 438 young people took part in the 3-day programme. 95% of young people changed their views from very negative to positive towards diversity and asylum seekers. Assumptions about Islam and gender were challenged and as a result prejudices and discrimination averted.



CHALLENGES - HOW WERE THEY OVERCOME?

Some of the challenges related to the level of spoken language of the potential volunteers, as well as ensuring that they were sufficiently emotionally resilient to share their stories. These were overcome by allowing enough time for the Volunteer Coordinator to assess their suitability for this volunteering role. Achieving gender balance amongst participants and volunteers was also a challenge but was overcome by making conscious effort to engage Muslim female volunteer speakers in sessions.

WHAT MADE THE PROJECT / ACTION SUCCESSFUL?

The success of the project was down to the credibility and skills of the youth workers in engaging with the young people as well as being willing to share their own personal experiences of racism or of being Muslim, or an immigrant, etc. This, combined with the personal testimony offered by the volunteer refugees and asylum seekers was the most powerful element of the project, which triggered an empathetic and emotional reaction in young participants, and a change of heart, as well as change of mind regarding the contentious issues of asylum, immigration, Islam, etc.

TIPS & HINTS

- => Harness people power and use the power of personal testimony. Use diversity to teach about diversity – i.e. use Muslims to teach about Islam, Refugees/ Asylum seekers to teach about Asylum, disabled people to teach about disability.**
- => But important to adequately reward and recompense and not exploit those who are already most vulnerable.**

MOTHERS FOR LIFE

CONTACT DETAILS

German Institute on Radicalization and De-radicalization Studies (GIRDS) / Belgium
christianne.boudreau@girds.org
<http://girds.org/news>

AIMS and OBJECTIVES

The main aims of this project are to

- Create strong and convincing counter narratives to radical extremism. Its objectives are to:
- Give voice to mothers who have lost a family member to radicalization;
- Raise awareness on the impact of radicalization;
- Provide a peer to peer support network
- Empower and support families that have experienced radicalization on a journey toward prevention and intervention work;
- Support and create a network of mothers who experienced radicalization in their life.

TARGET GROUP

The main target group of this project is young people who may be attracted by extremist groups and mothers, and other family members, who have lost a close family member to violent radicalization in order to provide them with a support group, looking for assistance in an intervention with a loved one, and provide a platform for their experiences and voices to be heard.

“Being part of the network and part of a solution helps my own healing process.”

A Volunteer

DESCRIPTION of the project

Mothers for Life brings together mothers who have experienced violent jihadist radicalization in their own families. In most cases they have seen their sons and daughters leaving to Syria and Iraq and in many cases never to return. Sometimes their husbands have been radicalized. They all share the burden of having seen how radicalization processes can destroy the bond between mother and children. Through the support of volunteers, Mothers for Life provides a space for these women to come together in the safety of a secure network of people who share those experiences. This gives an opportunity for wounds to heal and to give a strong and unified voice to these mothers and their stories. The volunteers in the network (many of whom are also beneficiaries of the activities) coordinate the activities and provide guidance and counsel to mothers who are part of it. The volunteers contribute to circulating information, both online and in person, help people who have been radicalised, or who are at risk, to get in touch with mothers and families and offer help with handling any other requests based on emotional or practical need, often at very short notice and sometimes putting them at potential risk. Mothers for Life volunteers are currently active in 10 countries: Canada, The United States of America, Germany, Denmark, Belgium, The Netherlands, Sweden, England, Italy and France.

HOW volunteers are engaged, motivated and recognised for their contribution

The volunteers form an integral part of this project whether it's the mothers who join the network because they faced a similar situation or the volunteers who assist in the work the project does. Currently, all of our volunteers come from a background of affected families making engagement and motivation a very emotional one. Recognition is currently at a peer to peer level. As we all lean on each other, the relationships that have been formed are rewarding in themselves. In fact, they have become an important part of our personal survival stories.

Profile of a VOLUNTEER

A typical volunteer currently is someone with a family member either directly involved or at risk of extremism. They are often ex or existing beneficiaries.

OUTCOMES / RESULTS

Young people can be prevented from engaging in a life of extremist ideology or experience an intervention that turns their life in a positive direction. This helps to keep the family together and avoid violent and traumatic results. As this is a unique situation, the grief support also helps family members move towards a path of healing and well-being.



CHALLENGES - HOW WERE THEY OVERCOME?

We currently require a different type of volunteer. As most of our volunteers spend a lot of time with grief support, prevention and intervention initiatives, we have gaps that need to be filled in the area of administration, fundraising, social media campaigns and technical work. As we grow and enlist the help of other volunteers coming from a different background and area of specialty, we will have to work on new methods of engagement, motivation and recognition to also cover these areas.

WHAT MADE THE PROJECT / ACTION SUCCESSFUL?

Given that our volunteers form part of a peer to peer network, they have a full understanding of the emotional issues that families are faced with when a loved one becomes involved or travels a path of this type of ideology. Having that emotional connection helps give the intervention and prevention projects strong credibility. This combined with a balanced effort of academic leadership from Daniel Koehler, to complete the research and train our volunteers in casework and methodologies, makes it a very strong and effective team. 'Mothers for Life' is a unique global network of mothers who have experienced violent jihadist radicalization in their own families currently active in 10 countries and working in this way as a network has also been a great strength of the project.

TIPS & HINTS

=>Ensure a needs-led approach where the main focus is needs of the beneficiaries and the impact you make and not the founder, staff or volunteers.

=>Support your activities with a clear evidence base from experts and research papers & bodies especially when dealing with sensitive and emotional topics.

=>Constantly evaluate methods and approaches and don't be afraid to change in order to better meet the needs of the beneficiaries.

THE EXIT CIRCLE

CONTACT DETAILS

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AIMS and OBJECTIVES

The name the Exit circle refers to the attempt to challenge the maintenance of circles which keep women in a pattern of physiological violence. The Exit Circle has the goal to establish the so called conversation groups for women in 8 Danish cities/areas, based on the principle of volunteering and -after the Scandinavian model – early action as an investment, not a cost. In the long term (earliest after 3 years) when the 8 conversation groups are established and contains 10 women in each group, the Exit Circle will expand the area and establish new conversation groups also for men. Taking into consideration the fact that psychological violence is often seen as something not as serious as physical violence, that only happens to weak people and sometimes even considered primarily as an ethnic muslim problem, the aim of the project is to create a safe place where women who suffered of psychological violence can express their feelings, share life stories and discuss with experts of the matter.

TARGET GROUP

Women who are exposed to psychological violence, native Danish and refugees, muslim and not.

“I have got so much more out of Exit circle than I had ever imagined thanks to the many volunteers and people involved. There is not day a that goes by without me thinking about the many tools and perspectives that I have received. I thought I “only” needed concrete help, but I also got time to put myself in an emotional healing process, which is not finished yet”.

A Volunteer

DESCRIPTION of the project

The project aims to create conversation groups that can help the victims coming out of physiological violence. The 4th Of September 2014 the first conversation group for girls and women exposed to psychological violence started and until today the Exit Circle has opened 5 conversation groups and involved 40 volunteers in establishing them. The conversation groups in the Exit Circle are not a treatment offer but self-help groups in which the victims can share their live stories and speak over different themes. Those themes can be: normalization as a security behavior, the good life, shame and fault , the dream about “the perfect marriage” , the unedited history, the system, the cognitive “Jantelov”, to say No.

The experts try to work on the identity of the single person and on the perception of loneliness that affects the victims, proposing cognitive tools that women can use in their daily life and trainings about self-care, self-worth and building confidence.

The Exit Circle project provides also legal counseling, mediation and individual/couple conversations, telephonic consultations and mentor programmes.

Profile of a VOLUNTEER

Exit Circle volunteers are often people who have been impacted directly by the issues it is concerned with and sometime professionals in pertinent fields such as psychology and social work who feel compelled to offer their expertise and time in a voluntary way to the target group.

OUTCOMES / RESULTS

Having a look at the results the achievements of the project are positive. In fact, half of the 150 girls/women who are connected to The Exit Circle in Copenhagen has left a psychologically violent marriage. In addition, a lot of people coming from the conversation groups show more strength, joy of life and force and have the courage to get back to work and education. Some women who approached the conversation groups as victims are now women of expertise in the Exit Circle; 6 people have publicly told their stories anonymously and talked about the advantages of The Exit Circle. This has attracted a lot of new women who seek help. When children are involved the consequences of exposing them to such a negative environment are huge. Children and young people being subjected to mental abuse are not only predisposed to mental disorders such as depression and anxiety, but there is also the possibility that they take the psychological violence pattern into adulthood and expose others to the same abuses. Therefore, it is essential to empower the individual woman, so that she and the kids can escape the psychological violence pattern. The Exit Circle manages to do this to good effect.



HOW volunteers are engaged, motivated and recognised for their contribution

The organization structure of the project includes a board, a leader, an administration, an executive committee, an advisory board, and other supporting volunteers. Making more than 40 volunteers in total. Furthermore in terms of professions the project needs paid professionals of the subject, administrators, mentors and staff with experience, besides numerous skilled and dedicated volunteers.

CHALLENGES - HOW WERE THEY OVERCOME?

Psychological violence can be characterized by systematic daily criticism, isolation, daily interrogations, extreme social control, disparaging comments, threats of violence and even killings. Slowly, the limit of what is normal pressure and psychological violence is normalized by the victim as a survival strategy. Psychological violence is a vicious circle that is difficult to escape and often has mental and social consequences for the victim, who may end up being paralyzed and isolated from friends, family, education, job opportunities and community. Psychological violence constitutes a major social problem and occurs in all communities, religions, social classes and cultures. Often girls and women subjected to psychological violence do not have anywhere to go beyond the established shelters, which are usually overcrowded and which these women only dare to seek out as the absolute last resort and only if they are exposed to massive physical violence or mental torture. Mental abuse should be prevented through preventative initiatives so that girls and women do not end up in shelters as the last and only course of action. Exit Circle is one such project established to meet this

WHAT MADE THE PROJECT / ACTION SUCCESSFUL?

The special approach and methodology used is crucial. This involves:

- High professionalism, the cognitive method, the universal approach
- Understanding of specific issues, access to closed environments
- Credibility among young people with multicultural background
- Own experience with psychological violence, social control and religious social control.
- The conversation groups at The Exit Circle are the first of its kind

TIPS & HINTS

=>Violence in the family continues. Violence in close relations hurts both adults and kids. About 80% of violent people have experienced violence themselves as kids. In order to break the pattern we have to work with the violent person too and not just the victim. More research and documentation is important and of course a dialogue against violence.

=>In addition to thinking about the whole problem and doing more research, it is important to support projects that focus on early action like The Exit circle – no to psychological violence is doing.

HEJT ALERT

CONTACT DETAILS

www.hejtalert.pl / Poland
mateusz.wojcieszak@siecobywatelska.pl

AIMS and OBJECTIVES

The projects has three main objectives:

- Countering hate speech
- Removing hate speech from the Internet
- Education about hate speech and it's consequences

TARGET GROUP

Internet users, especially at age 16-25, who use the Internet on a daily basis, either as a viewer who reads the information only, and an author, who also creates content.

“Working with Hate_alert team is first of all to look at what is happening in the polish Internet. On the wave of mindless hatred. I feel that I am the opposition to break the law, I am not indifferent.”
Bartosz

DESCRIPTION of the project

Hejt_alert is a simple to use Google Chrome extension that allows Internet users to report hate speech with just one-click. Everyone can download it for free and become an e-volunteer while using it. Every report is analyzed carefully by the project team and then given to the web-administrators and the institutions responsible for preventing the hate speech.

HOW volunteers are engaged, motivated and recognised for their contribution

E-volunteers are the members of the project team, which means that they can have an influence on, for example, the process of the development of the project, they can share their views and opinions. Every volunteer takes part in the educational program, during which (s)he can learn more about the hate speech and develop digital skills. Volunteers are also provided with additional educational materials and manuals.

Profile of a VOLUNTEER

A person at the age between 16 and 25, who actively use the Internet on a daily basis by visiting different websites: social media channels, forums, news portals and who is sensible to the hate speech and every time when (s)he see it on the Internet, (s)he reports it via the Hejt_alert.

OUTCOMES / RESULTS

The projects helped reduce hate speech on the Internet, raised awareness so that more people have learnt about hate speech and got engaged in reporting hate speech.



available in the
chrome web store

CHALLENGES - HOW WERE THEY OVERCOME?

Too less people who use the Hejt_Alert. The organizers overcame this challenge by designing a communication strategy and implementing a promotional campaign. Too less people who can analyze the reported hate speech. Too small budget for the development of the project. The organizers try to attract other partners and donors, as well as take part in grant competitions.

WHAT MADE THE PROJECT / ACTION SUCCESSFUL?

Easy to use - the application works in the background of our normal use of the Internet. The application is free and is responsible for the problem important and noticeable for youth. We are a young organization, we learn, change and adapt. This makes our project successful.

TIPS & HINTS

- => **Listen to your friends, the people who surround you. Base your actions on their problems.**
- => **Be open to make changes in the project.**
- => **As often as you can summarizing work together with the team.**

180 DEGREES TURN

CONTACT DETAILS

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<http://180gradwende.de/>
www.facebook.com/180.Grad.Wende?fref=ts

AIMS and OBJECTIVES

The primary objective of 180 Degrees Turn is to eliminate the potential for crime, violent radicalization and hopelessness among young people, to tackle the root causes of these phenomena with effective prevention work. Our initiative is strong enough to create 180 degree turns in the lives of young people who have already radicalized or have gone through other critical developments in their lives. An important part of our initiative is our support network that we have built. It consists of coaches, leaders and mentors from the respective districts of their cities, as well as public institutions and various other facilities. We aim for a cosmopolitan society and peaceful coexistence of all cultures and religions in Germany.

TARGET GROUP

The main target group of our project are young people who exhibit a potential for violent radicalization, but also youth with different issues such as bad grades at school, discrimination, family problems etc. Parents, family and friends of the persons concerned are informed & sensitized. We keep regular communication with pupils, teachers and educators, and on a broader level institutions, the City and the Police of Cologne, who we sensitize and inform.

“As a football coach of a junior team in Cologne, I know what it means to bear responsibility for a group of people. Exactly this responsibility everyone of us must carry for their own environment. That is the reason why I am a coach at 180 Degrees Turn. Under the motto “my district, my environment, my responsibility”, I am committed to act as a mediator between offers of our project and multipliers who want to support youths in need. Within our network, the chemistry is right and the team works well together. Together, we make a positive contribution to our environment while we have fun ourselves.

Aykut Bük, Junior Coach

DESCRIPTION of the project

180 Degrees Turn (180 Grad Wende) is an initiative for support and prevention from North Rhine-Westphalia that has been helping youth turn their lives around for the better since 2012. Disorientation, discrimination and radicalization are some of the disastrous problems challenging our society. We provide consultation and assistance in any way, shape or form so that young members of society do not take the wrong paths that will lead to poor decisions in their lives. Together with tutors from the City and Police of Cologne and other network partners, we offer our multipliers the chance to further their education and become active members of our project. Thus, they become credible contact persons and role models for their peers who they can invite to our counseling center where they are informed about more social activities that we offer. This approach guarantees sustainable social work and change. We have many offers for youth who need help and those who want to be involved in our work & volunteer. **Plus Course:** Integration into the Job Market and Educational Guidance Young mentors motivate and inspire pupils by helping them to optimize their applications and counseling them on their career options and not feeling disoriented after having finished school.

180° Turn: Multiplier Training: In this program, youth learn how to competently help others. In seminars on drug prevention, law and democracy, civil courage, radicalization prevention etc., they are sensitized and prepared for social work.

Consultation Center: Radicalization Prevention and Countering Extremism In Cologne, we offer free counseling for anyone seeking our help.

Empowerment: Women’s and Girls’ Discussion Groups Our girls’ group helps women integrate into the society, providing support and taking care of women who are often marginalized and isolated. One notable advantage of ladies’ groups is that the participants can be open about gender-specific and more sensitive topics.

Correctional Facility: Discussion Circles & Companionship after Discharge In the JVA Köln-Ossendorf, we organize circles for inmates where we create contact and share positive messages. With the help of constructive narratives, we aim at rehabilitating former criminals and preventing them from falling into the hands of manipulative extremists.

Program in Schools: “Philanthropist vs. Misanthropist” We take the discussion about enmities between humans into the classrooms. Antisemitism, racism, radicalization and other topics are discussed and reflected on with the students.

OUTCOMES / RESULTS

In an observation period of 18 months, we have reached 832 youths through our network. We have provided direct solutions to the concerns of 42% of them. The rest have been directed to our offers such as the Plus Course where we have been able to help them. In total, we have been able to provide direct or indirect support for 86% of the youths seeking guidance.



HOW volunteers are engaged, motivated and recognised for their contribution

Everyone who contacts us receives the opportunity to start their Multiplier Training if they are interested. Existing multipliers are trained to act as role models for their peers so that their friends be motivated to volunteer as well. The coaches in turn are the role models inspiring the multipliers they work with. They are specialized in their field and function as leaders, confidants and contact persons. The volunteering multipliers however are not unrewarded. Their participation in our training is certified by our partners including the City and the Police of Cologne. This helps them display their civic engagement which is useful when they apply to university or for a job.

Profile of a VOLUNTEER

I am Aykut Bük, 23 years old, and I have been a volunteer at 180 Degrees Turn for two years. I was born in Germany and have a Turkish migration background, and I am studying Business Administration in Cologne. At 180° Turn, I am a Junior Coach and together with my colleague Suhel we are responsible for our youth project in Bonn Tannenbusch. We provide tutoring from first grade to A levels. We also play football and arrange other free-time activities. We help the teenagers with their presentations and other kinds of homework, and even applications and CVs are crafted together. All in all, we provide any kind of support that we can for the youths. At 180° Turn in Cologne, I have made contributions to a theatre project called “Dorthin wo Milch und Honig fließen” (“To [the Place] where Honey and Milk Flow”) and am engaged with the school project “Menschenfreund vs. Menschenfeind” (“Philanthropist vs. Misanthropist”) with which we proactively show our presence in schools in order to introduce our offers and prevent extremism or any other kind of hatred in the classroom. Besides that, I work as a coach for the U15 (that is, under the age of 15) team for the football club “Fortuna Köln” where I have learned a lot about teamwork and managing and motivating teenagers.

CHALLENGES - HOW WERE THEY OVERCOME?

One of the more obvious challenges that every voluntary initiative faces is the threat of the motivation and engagement dying out with time. However, in our network we have maintained steady progress thanks to our high morale and optimistic work ethic even though we were studying and working full-time. In order for our project to grow, we needed funding. Because we were small and unrecognized in the beginning, most governmental and other organizations preferred supporting established projects. However, our relentless research and repeated applications for funding while our work was purely voluntary paid off and now we do not need to worry about money anymore.

WHAT MADE THE PROJECT / ACTION SUCCESSFUL?

Staying independent and impartial is one of our core principles. Our multipliers who have made us popular among young people are highly responsible for the success of our initiative. Through their activity and by their example, youths with problem have reached out to us. The coaches who have accompanied the multipliers are also to be thanked. The motivation and work ethic they displayed, and the inspiration and consultation they provided has guided our multipliers and kept them active and engaged. Finally, we are on the same level as the people we want to help. We are young people ourselves who are concerned with their peers, as opposed to being in a position of authority. That gives us trustworthiness and credibility.

TIPS & HINTS

=> There may be times when you doubt your principles, your methods or even yourselves. You must stay self-aware but confident at the same time.

=> You cannot afford to lose sight of your goals and your target group, no matter what happens with amazing effort you will be able to be proud of the outcome of your engagement.

WE ARE LIKE ORANGES

CONTACT DETAILS

www.muzicadelic.com
www.youtube.com/watch?v=NmS4qfnYrHO

AIMS and OBJECTIVES

- To highlight that the Swedish school system does not address issues of racism in history and this impacts on current debate and climate in high school.
- That racism impacts on human relationships and leads to extremism.
- That we can stop hate crime if given the chances to discuss that racism is a part of our colonial heritage and should be addressed as an important safety risk for pupils safety in school,
- Why young men start to hate and the factors that lead to extremisms (right wing)
- Why young women are attracted to men that hate.
- To give the perspective of a young afroswedish man as the hero- for the first time in Swedish film history.

TARGET GROUP

The target group in this project- was mainly young people in the age of 18-25. The main actors and also many of the extras were in this age group and they were 60% of the cast. They had different ethnic backgrounds such as coming from different parts of Africa, Asia and Latin America and mainly Swedish. We also had people as extras between the age group of 25-65. They were professional opera singers, teachers in high schools, academic professors, former professional football players and so on. They represented 40%. Then of course we had the staff behind the camera which were mainly were given a salary. In all we had 10 people on the staff fulltime, parttime or as consultants in post production.

"This film has reintroduced me to society and I have made new friends. I lived my life in a destructive way and chose the wrong path. I had a very rough childhood of abuse, poverty and alcohol abuse in the family and this impacted on my life choices. As a former nazi- I got involved in this film as everyone should see this kind of material and make the schools better for all and stop the recruitment into the naziworld."

DESCRIPTION of the project

The project was funded by the Public Heritage Fund and our method was on different levels. As we were working with mainly young people but also adults with little or no experience of acting. We organised training sessions for free where we taught acting as a skill. We also had readings of the script together with the actors with line so they could feel comfortable of working together. We also had fittings for the actors where we worked mostly with the Opera house named Norrlandsopera and had access to the biggest costume department in the north of Sweden. The project involved: Teaching, workshops, auditions, informal meetings with partners and actors in a pre-planning phase. On the phase of shooting the film we organised one week for shooting per month and the other three weeks were dedicated to planning the shoot. On a postproduction note- we later edited the film and organised subtitles both in Swedish and English. The project later premiered and marketed the film through partnership with the Swedish film industry and had two movie premieres in the city of Umeå before it went global.

Profile of a VOLUNTEER

Jesper Djallo Eriksson is the main hero in the film "We are like Oranges" He plays the part of Josef, the shy schoolstudent that enters a dreamworld and faces Sweden's racist past and later finds his voice and stands up for his newfound perspective. Jesper is part Swedish, part from Guinea Bissau. He had just come to Umeå when he was asked to audition for the film. And thanks to a little convincing he took the part. Jesper is a very talented, soft spoken and intelligent man. He portrayed Josef with dignity and in great cooperation with his fellow actors. He also joined the team for the main premiere in Portugal, 2012 and was a volunteer throughout the process. He later was given a job part time marketing the film and another project with the filmteam.

OUTCOMES / RESULTS

The film was on tour in Swedish schools in cooperation with UN Sweden, together with the former nazi and also in the rest of Europe 2013-2015 and was recently shown for the Commission on the Status of Women conference at the UN in New York, 2016. The movie won Best Foreign Film at the LA Femme Film Festival in Hollywood, 2014 and has been appraised internationally for its candid message and also for its excellent film music. One of the songs won a Silver medal at the Global Music Awards, 2014.



HOW volunteers are engaged, motivated and recognised for their contribution

We engaged the volunteers by explaining the film's agenda and purpose. In general they were all interested in performing in the film. This was due to interest of the film making process and also to the fact that they were going to be on camera. But the main reason was the film's message that we were making a film to work against racism. It was through personal contacts with every single extra or actor that we could translate this message and make them motivated to follow through. One extra was typically only in one or two major scenes in the movie but their efforts were still of long days of shooting and preparing. The main actors were in the majority of the scenes. All in all the film took 18 months to shoot. They were highly recognised for their contribution as they were:

- thanked personally and noted in the film with their name.
- We organised a special pre-premiere of the film only for the extras and their families.
- We also brought some of the extras on tour with us, mainly the former nazi – to talk about why he engaged and stayed motivated to do the film.

CHALLENGES - HOW WERE THEY OVERCOME?

We were blessed to have mainly administrative or technical challenges or hiccups due to being late. The reason why the team was working very well together is because we explained that if everyone shines the movie gets as best as it can. So it is everyone's job to make others feel good so they perform as best as they should. We also explained we do not accept any form of bullying or sexism on set.

WHAT MADE THE PROJECT / ACTION SUCCESSFUL?

We treated everyone with respect and dignity that were in the project. We informed everyone on the agenda, what they could expect, practical details and also the bigger picture. We gave them the message that by being a part of the film they were also taking action against racism and nazism which engaged the volunteers. We addressed an important topic on how to fight racism and hate crime with knowledge to also empower youth that they can use this as a tool.

TIPS & HINTS

=>When you are thinking of making a similar big project- take the time to really get to know and convince extras and actors why the film is important and what you expect from them.

=>Also, be transparent, explain the budget and what is on offer so that they feel satisfied.

THE JOURNEY: KHARTOUM

CONTACT DETAILS

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@trythejourney
info@bmecte.eu

AIMS and OBJECTIVES

THE JOURNEY: KHARTOUM forms part of a wider project called 'Try the Journey' which is a project on migration initially using different platforms and methodologies to educate and inform people about migration and refugee issues. The game aims to be a facilitator and connector of people around the migration issue and lead to people being more informed and with a greater understanding of the causes of migration and the experiences that being a migrant or refugee involves. This should bring about social change towards a more tolerant, understanding and welcoming society in places where migrants and refugees travel through in search of a better life.

TARGET GROUP

Anyone over the age of fifteen but mainly non-migrants and people who would not spend the time to explore the topic of migration through other means such as media analysis or reading books etc.
People living in communities who are unused to interaction with migrants or refugees and are becoming new host communities are also a particular target.

“What a great way to get people together and reach a different understanding!”

A Volunteer

DESCRIPTION of the project

The project involves taking a board game into schools, youth clubs, community groups etc and playing it with the people there. Through playing the game, that takes approximately one hour, people achieve a much greater understanding of the reasons people decide to leave their homes in regions of the world where there is conflict and/or difficult economic situations and travel to Europe in search of a better life. The game also explores the challenges faced by people during this journey and the often difficult and life-determining decisions they need to make in order to reach their goal of safety and security in Europe.

HOW volunteers are engaged, motivated and recognised for their contribution

The game was conceived and developed by volunteers and volunteers are fundamental to the translation of the game into different languages and its availability to be played by different groups of people in different circumstances. They are motivated to be part of a movement and contributing to a better world and recognise the power of the game to change people's perspectives and opinions about migrants and refugees.

Profile of a VOLUNTEER

Volunteers are generally young and interested in being part of doing something good in this world. They have often played the game themselves, see its value and want to offer opportunities to others to have the same experience.

OUTCOMES / RESULTS

The people who play the game often had little understanding about the motivation and experiences of refugees and migrants coming to Europe. The sources of information about this topic also tend to be either unbalanced or inaccessible to many people and the game provides an access point to reaching a better understanding of the migration issue. This, in turn, enables people to be more understanding and welcoming to incoming migrants and refugees in their communities and also share a different, more informed discourse with friends, colleagues and family members about it hopefully leading to more harmonious and quicker integration.

b MECTE



CHALLENGES - HOW WERE THEY OVERCOME?

The biggest challenge was to develop a game dealing with such a sensitive issue and also make it fun. We overcame this by working closely with refugees and migrants in the development of the game and also extensive trials and testing of different versions. Having the game available in different languages has also been a challenge and fixing a price point for the purchase of the game that wouldn't create a barrier to its distribution across Europe.

WHAT MADE THE PROJECT / ACTION SUCCESSFUL?

The board game has worked out quite well as an effective education tool because we spoke with the refugees/migrants when making the game to get an authentic game. Although it was difficult to do, we also managed to make the game entertaining even when people are dying because successful rollout of the game would depend heavily on the game being fun. Another important aspect is that all profits of the sale of the game go to Medicin Sans Frontieres at present.

TIPS & HINTS

=> Make sure that all volunteers taking the game to new groups have themselves played the game and also if possible, spoken to refugees or migrants after playing it in order to build on their knowledge of the topic.

=> Take the game to places where groups already convene and introduce the game as an activity alongside their usual ones rather than trying to convene a new group just to play the game.

ZINNEKE

CONTACT DETAILS

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www.zinneke.org

AIMS and OBJECTIVES

Zinneke wants to connect sustainable bridges between communities and contribute to give every person a place so that we build the city of Brussels together. Zinneke tackles social and cultural challenges collectively and artistically by colourfully engaging the public space and allowing free expression. Zinneke organises a wide range of activities through its own socio-artistic practices: reflections, education and training, creations and co-productions in various Brussels districts from the point of view of urban development – transversal, expressing solidarity and pursuing socially and culturally fair sustainability for the city's inhabitants. Our desire is to demonstrate equality. With joyful activities that celebrate solidarity. Zinneke offers each person a joyful adventure wherein the courage to meet offers new possibilities!

TARGET GROUP

Zinneke brings together citizens from different neighbourhoods, residents from Brussels and elsewhere with different backgrounds and living conditions, professional artists and non-professional art-lovers, schools, organizations active within the sociocultural and artistic fabric of the city, institutional or more grassroots and community-based associations. Everyone who is eager to be part and find their place in the Zinneke process is welcome! These multiple organisations, committees, collectives, inhabitants work together with an artistic team to build an art project together, collectively meet, imagine and create during its participatory process, and finally be part of the Zinneke Parade.

“ZINNEKE. A timeless moment. A moment when people come out. A moment when people meet. Talk. And share. I feel this magic every edition. But this year was different because I could feel it bubbling, the excitement and connection from the inside. It's a beautiful moment of equilibrium where everyone has the right to take one's place. (...)”

Maxime, A volunteer itinerary guide

DESCRIPTION of the project

Zinneke vzw/asbl is the organisation responsible for the overall coordination of a broad range of socio-artistic projects in public spaces in Brussels. The project operates in 5 stages that follow the timetable of the biennales (launch, creation, execution, evaluation, and reorientation). In the course of one and a half year, a renewed process starts up. We explore, meet new organisations, set up 'Zinnodes'; previously non-existent joint ventures between several partners and their public or target groups, help these partners grow into a group, work with them on developing experimental participatory creation methods, to then collaborate and collectively create in artistic workshops and short courses and organise public performances. Those workshops are as much meeting places for people whose paths would never cross in everyday life as havens of creativity where new methods and forms of collective acts of solidarity are being reinvented. And all this is done as far as possible to match the desires, aims, challenges and realities of the partners involved. It is a microscopic work on a big scale. The final representation of this multitude of artistic projects, the 'Zinnodes', based on the imagination and inspiration of approximately 2000 participants, is the Zinneke Parade. The Parade is the resounding and festive expression of the desire to live and create together across individual differences. It was first organized in 2000 when Brussels was the European City of Culture and has continued ever since as a biennial event. Since 2000, Zinneke has set up 9 parades, and the next will take place in the spring of 2018.

Profile of a VOLUNTEER

Mohammed Moumni is a young Moroccan of 27 years old, who lives in Brussels for 4 years. He follows a training at 'Educatel' as well as Dutch courses and theatre classes where he learns to express himself enabling better communication with people. He's a volunteer at the association 'Doucheflux' that takes care of people that are homeless and in precarious situations. Volunteering for such an association is for him like doing the work of a social worker; one's in contact with people, helps people and so it is interesting and makes him feel happy. He came across Zinneke via another association that deals with the integration of foreigners. He took part in the team that was in charge of regulating and informing the public at the Zinneke Parade. It was an enriching experience to him to be part of the organisation, be integrated into the team with its teamwork and group spirit, while being in contact with several nationalities and different cultures.



HOW volunteers are engaged, motivated and recognised for their contribution

Over the years Zinneke has created a large network of contacts, partner organisations and communication channels. During every launch phase, the organisation approaches new potential collaborating partner organisations, artists and inhabitants who are willing to set up artistic projects. The methods of approaching potential participants and networks, of composing what finally becomes a Zinnode and of creating and collaborating inside such a Zinnode are just as diverse as the ways people engage themselves within these artistic projects. Every person is, with respect to his or her wishes, circumstances, inspirations, abilities or experiences, welcome to join. Among the many different examples within the artistic projects, this meant this year for instance, that a mentally disabled participant in the Zinnode 'CahNOHvah' was accompanied during the workshops and public performances by a volunteering social assistant so that he could, in line with his needs, comfortably take part. Another participant named Ahmad took part in a sewing workshop of the Zinnode 'Pas de Deux'. When the demands of the workshop increased, his expertise in fashion design acquired in Syria, could be skilfully invested in the workshop where he was engaged as the teaching assistant. Moreover, many volunteers are implicated in the production staff of numerous events and activities organised, of which the Zinneke Parade is the most well known. Through a diversification of recruitment channels and methods, we engage a very diverse public of volunteers. They are approached via formal and informal networks, a variety of media channels and in different languages. Volunteering tasks, invested time and commitment vary largely too, and are adjusted to the wishes and possibilities of volunteers. Contributions are responded by a diversified range of interests like gaining professional experience, participating in artistic workshops, enlarging one's professional and social network in Brussels, to receiving a specific defrayal for volunteers.

CHALLENGES - HOW WERE THEY OVERCOME?

Heightened extremist security threats and recent terror attacks in Brussels did not facilitate the creation and organisation of Zinneke's events. Not only motivating participants and volunteers, but also the actual production of large-scale events in the public space were put under pressure. Moreover, current austerity measures have a significant impact in budgets for culture, art and social projects and tend to create more social exclusion and inequality within our societies, thereby challenging Zinneke's aspirations. Within this context, it is more than ever crucial to connect with and support each other, find collective goals, experiment socially and artistically and build sustainable bridges together in order to create spaces wherein every person can meaningfully contribute.

WHAT MADE THE PROJECT / ACTION SUCCESSFUL?

Through an extensive diversification of recruitment channels, methods, volunteering tasks and profiles, we engage a very diverse public of volunteers. We open our doors widely to every person motivated to be implicated in the Zinneke adventure by using different languages, language use, content and ways of approaching volunteers. Including volunteers in our project demands a very flexible stance towards what and how a volunteer can contribute to our project. We choose to take time to meet each other and find constructive ways to collaborate with every person interested to participate. We offer a clear overall organizing structure but also a large flexibility wherein volunteers can function. Though we'd like to go much further in pursuit of the realisation of our objectives, by trying to give meaning and follow certain objectives that seem purposeful to us, we offer a volunteering or participatory opportunity wherein many volunteers can find a worthwhile place in multiple ways.

OUTCOMES / RESULTS

In 2016, 24 Zinnodes were formed to create the artistic performances of the Zinneke Parade. Almost 2000 people participated in its process and final representation. 146 organisations rolled up their sleeves to make it happen; about 200 artists guided the participatory creation process, with more than a 100 workshops and trainings with a large variety of artistic disciplines; another 17 artists engaged in the intensive "Metal & Machinery" training for a year; all in all thousands of hours of teaching in art practice were accomplished. More than 300 volunteers were engaged in the organisation of the Parade and related events and up to 50.000 people were spectators of the final Zinneke Parade.

KIF-KIF, COMICS FOR INTEGRATION

CONTACT DETAILS

www.fundacionalfanar.com/contact/ Spain
contacto@fundacionalfanar.org

AIMS and OBJECTIVES

The project aims:

- to promote interculturalism and the participation of young muslims in their nearest environment, as well as the fight against islamophobia and radical jihad in order to empower young people through comics and group dynamics.
- to remove the prejudices that exist about Islam in general and about the role of the women especially in muslim societies.
- to strengthen the participation and the effective integration of young muslims in the social environments in which they live, giving value to their cultural roots in order to consolidate their self-esteem and confidence.

TARGET GROUP

The project is addressed to teenagers and young people, either muslims or not, and to their families.

DESCRIPTION of the project

In one classroom of the educational center we work with young people divided in groups on the idea & perception they have about the culture of their parents. This activity aims to increase their self-esteem and confidence and also tries to strengthen the participation and the effective integration of these youth in the social environments in which they live, promoting their cultural roots as an important aspect for them.

The project reinforces values of gender equality and tolerance, emphasizing the similarities among young people and taking into account the specificities in relation to their origins.

It's very important that these young people experience their diversity as something positive and normal and we want to do it through the creation of a comic book that will be spread among the members of the community.

HOW volunteers are engaged, motivated and recognised for their contribution

Since it's a project that covers different specific areas, the volunteers' profiles are adapted to the needs of the project; that means that the volunteers are contacted by the organisation itself on the basis of their profiles that are found through the database of the collaborators. Efforts have been made to include volunteers in the elaboration and design of the activities.

Profile of a VOLUNTEER

Both men and women of diverse ages engage as volunteers in this project, some are unemployed, and others postgraduate students or young graduates. There are also some university researchers included.



CHALLENGES - HOW WERE THEY OVERCOME?

One of the most difficult challenges we faced in the project has been to combine the work of professionals with different training and perspectives (pedagogues, artistic designers, teachers, intercultural mediators, researchers), as well as to cooperate with some associations to unify goals and concerns. These difficulties have been overcome thanks to a consolidated coordination that allowed all the participants of the project to know each other and to present any proposal they had in mind.

WHAT MADE THE PROJECT / ACTION SUCCESSFUL?

The elaboration of a comic for young people and the curiosity of different interested professionals to assist to the development of this idea, have been both important and have led to a good reception of the project. Creating a comic about how young people see themselves and how they feel about their identity as young muslims, has had a good reception according to the educational centers.

TIPS & HINTS

=>The participation of different professional profiles and social entities is one of the strongest points to bear in mind for the continuity of the project.

=>Volunteers' collaboration and their contributions in achieving the objectives of this project has increased the efficiency of our goals.

“very positive since it had given me the opportunity to do practically what I have been theoretically studying during my years at University. As well as I could get in contact with other professionals and see how they perceive Islam, the muslim community and islamophobia.

The idea of the project itself is very innovative since it goes out of the typical activity focused on lectures. It looks for some common interests that serves to unify the youth, and what better than a comic book and the fact that are the young people themselves who take part in the story. In this way, we don't listen to values such as inclusion, olerance and respect as if we were in a seminar given by a professional but it's a shared experience in which the students get in contact with these values in person”

Fatima Tahiri, Volunteer

SALAAM PEACE NUGENT RICHARD EID CUP

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AIMS and OBJECTIVES

Salaam Peace aims to use sports, media and education initiatives as a way of bringing people together from diverse backgrounds and tackling issues that could lead to communities becoming polarized. In 2015, the Eid Cup, was renamed the Nugent Richard Eid Cup after Salaam Peace senior staff member Nugent who has given 30 years + to the benefit of the communities in North and East London.

TARGET GROUP

All the local people living in a part of London with a very diverse population but especially those who are at risk of developing tendencies and influences leading to radical and extreme ideologies based on intolerance, fear and hate. Salaam Peace/S7 Academy of Community Excellence (new name from Sept 2016) work on a three tier referral system (formal, informal, self-referral) on all programmes. The key is to use local role models or community Champions who lead by example to inspire positive change and a pride in our local area.

“Salaam Peace for me has shown me that family extends beyond blood. I am a practising Christian and I have many Islamic brothers that I enjoy spending time learning the Islamic faith as well as sharing my beliefs and practices, realising that although our beliefs may have its differences we are all God’s children and all our brothers’ keepers.

Marlon Wilson

DESCRIPTION of the project

The project is based on a very simple but effective model. We use whatever we know will capture the hearts and minds of children, young people and young adults as well as families. Sports, art and food are 3 great ways of bringing the community together. The football tournament which includes U10s (89 year olds) to an open adults age group. There is also an annual Girls/Women’s Eid Cup which uses multi-sports, arts and food to engage. In 2015 over 350 children, young people and families participated in the 10th anniversary of the initiative. Volunteers worked for several months in advance of the tournament to secure the funding, the engagement of the participating teams and all the other organisational aspects involved. The 2015 Girls/Women Eid cup saw 120 take part. This was often in addition to their usual volunteer duties connected with the on-going Salaam Peace initiatives throughout the year such as the Saturday multi-sports clubs or weekday homework clubs. Staff/Volunteers or as we say Community Champions ensure the success of the event by taking personal ownership of the event as they do with each project. This ranges from meeting with partners months before to secure funding, venue and other in-kind contribution. On the day the Community Champions will begin setting up hours before so when participants arrived all is ready to go.

OUTCOMES / RESULTS

The inception of the Eid Cup came about after the London 7/7 bombings to show a positive community reaction to a negative event. The first Eid Cup held in East London saw the Police, army, Local and Central Govt officials and the community (both Muslim and wider) come together to show unity and have a platform for dialogue. In 2016, the event has now been renamed in respect of Salaam Peace Community Champion Nugent Richard, for his outstanding work in North and East London for over 30 years. The Cup in the last decade has: Engaged over 3000 children, young people, adults, families, men and women received recognition from the Home Office, Police and Local Govt as “Best Practice.” Contributed to the many awards the organisation and our staff have received. Inspired positive change, Celebrated diversity & promoted unity. Concretely, we can say that through the project more positive images of Islam are promoted bringing greater tolerance and feeling of inclusion towards young muslims in particular. The people in the local community have become more familiar with those who they would normally identify as being different. They are given the opportunity and enabled to focus on their similarities and common interests bringing deeper understanding and increased social cohesion in this diverse part of London. The project has made diversity something to be celebrated and embraced rather than feared and rejected.



HOW volunteers are engaged, motivated and recognised for their contribution

Volunteers come from all the diverse backgrounds and realities that exist in the neighbourhood where Salaam Peace is based. Many volunteers are ex or continuing beneficiaries of the projects, others read about us in the media or see our activities in the local community and ask to get involved or are friends and family of existing volunteers who are inspired and motivated by the experiences shared. We collaborate with our partners and sponsors to show recognition and thanks to our volunteers through encouraging them to offer experiences that ‘can’t be bought’ such as the opportunity to play at the newly built Hub next to the Arsenal stadium and to attend the Arsenal members day at the Emirates Stadium to see the first team train on the pitch.

Profile of a VOLUNTEER

I first met and was consequently influenced by Sab Bham during my early years as a primary school student. Sport was the vehicle used to engage me and my peers and once captured by his vision it was difficult not to take part. At this age and the years proceeding it was the taking part in after school activities and school holiday tournaments that kept me engaged. It was during these years where the ethos and positive morals were installed into my way of thinking, even the greetings and handshakes before and after sessions taught me the importance of respect and gratitude towards those going the extra mile.

CHALLENGES - HOW WERE THEY OVERCOME?

Funding such a project is always a challenge but through the efforts of our volunteers we managed to secure cash donations from Tayyab Food Stores, Your Move and London Youth and an in kind donation of the use of the facility from Lammas School. It wasn’t easy to get visibility and publicity for the event either but it was possible to count on the support of local personalities endorsing the initiative which helped a lot.

WHAT MADE THE PROJECT / ACTION SUCCESSFUL?

The involvement of the police in an informal way ensured that the project had wide-ranging impact in terms of community cohesion and building trust between the different actors in local life. The engagement of local businesses was also important as was the partnership with other NGOs such as Box 4 Life, Essex CC and SAS Martial Arts. The Eid Cup has been supported from its inception by freestyler footballer Colin Nell, a mixed race (half Palestinian/half Irish), a world-wide celebrity whose portfolio includes appearing on the Timbaland ‘The Way I are’ video as well as being the brother-in-law of Double/Double Olympic Champion Mo Farah. The event is further supported by local Imams who always open the event with a keynote speech aimed at the whole audience not just Muslims. Last year’s focus was on engaging in positive activities to prevent opportunities for recruitment into sexual exploitation, drugs trafficking and extremism.

TIPS & HINTS

=>Build from within. All our staff/volunteers are current and ex-participants who have grown up from SP/S7 ACE programmes so are first-hand beneficiaries.

=>Locally developed staff means they are easy to identify with but also they fully understand the social. Economic and religious make up of their areas. Long-term engagement. A big, quick hit has no effect. Analogy, if you cover a bare piece of land with shop bought turf, the grass would initially look good, but in a short space of time it will tear up and be useless.

=>If you plant the seeds, take very good care, water, clear the weeds, cut it, reseed it annually, then the grass will be lush and green for years and years.

=>Focus on organic growth and development, no preconceived and unrealistic targets.

CONCLUSIONS

2016 is the 20th anniversary of the EVS programme, it is also 21 years since the first Council of Europe All Different All Equal Campaign. Even after a second follow up campaign ten years ago it is still necessary to remind ourselves, and each other, about the necessity to work hard to ensure that the **Freedom to be Different** is a reality for everyone, not just the privileged few.

There is an urgent need in the world today for a comprehensive strategy to promote inclusion and prevent extremism of all kinds. The strategy needs to involve civil society, and even more importantly, volunteers. Governments alone cannot bring about a society that so many search for, where the respect for Human Rights, Equality and Dignity underpin all other laws, policies and lifestyle choices.

There is also an urgent need to motivate and mobilise different stakeholders to identify and implement common solutions to the huge challenge of the growth of extremism, across the political spectrum, that confronts the world today. A change is needed, and a process for that change needs to be inspired. The different examples presented during the PIPE conference of volunteering initiatives have contributed to this change process. Change is a process that relies on communication, trust and engagement and these are also qualities that are key to successful volunteering, and key to bringing about the true potential of volunteering for promoting inclusion and preventing extremism.

Through volunteering, people can arrive at a point of understanding. By building on that point of understanding the process that is needed in order to achieve respect for others and the freedom to be different can also be developed. Volunteers and their organisations can occupy the space of the extremists, they can be proactive rather than simply reactive and take European values and tools for inclusion to the civic space.

It cannot be denied that the civic space in Europe is shrinking and all civil society is facing challenges to survive to continue to meet their core objectives. Civil Society however is best placed to provide not only a 'counter narrative', to say what we are against, but an 'alternative narrative' to say what we are for.

Extremist groups provide a sense of belonging, a sense of identity, where there was a perhaps an absence, they enable people to feel engaged and part of something - contributing to a *cause*, and these are also major aspects of volunteering. When economic and psychological grievances exist, it is human nature to want to try to counter the perceived causes. Volunteering needs to be harnessed in order to provide those people experiencing these challenges with the necessary critical thinking skills in order to understand that extremism is not the only choice as a response and reaction.

Local issues are the main driving force for extremism, and volunteering responds and functions at its best at the local level. Volunteering builds communities, it builds community resilience, it occupies the space where comprehensive strategies to prevention and risk detection can be conceived and implemented. The PIPE conference has shown how volunteering can contribute to the 'alternative narrative', to building a world where people can be truly 'All Different and All Equal' and where the Freedom to Be Different is fundamental to the way of life.

The examples of such volunteering actions included in the PIPE conference and publication are excellent examples of the varied initiatives across Europe on this topic and they served to inspire participants to conclude that:

We need inclusive societies because:

- We are different, and we need to understand and appreciate our differences and learn how to benefit from them and ensure equality of opportunity.
- The chances to become excluded, or exclusively engaged with only one part of society, can increase in challenging economic times as people focus more on their own priorities.
- Inclusiveness is a prerequisite for peace.
- Through including others, one's own potential increases, and therefore that of society as a whole.
- It leads to the Freedom to Be Different.

Lack of openness, prejudices & discrimination stems from:

- Fear of the unknown, lack of awareness about the problems of groups and individuals that are wholly or partially excluded from fully participating in all aspects of life of society.
- Failure to communicate in ways that would foster awareness of differences and build a stronger sense of community.
- A lack of common social spaces that are open to, and involve, people from different backgrounds and life experiences.
- Isolation
- Poor education systems that fail to harness formal and non-formal learning potential in order to avoid and combat prejudice and discrimination.

To reach inclusive societies:

- People need to respect differences.
- There needs to be understanding that inclusivity is complex and has a lot of dimensions.
- People should have the opportunity to meet, know and understand 'others' eg. people from different generations, countries, socio-economic backgrounds, language groups, cultures etc.
- Networks of community development that will create crossroads rather than bridges need to be developed and supported - bridges are connecting two separate sides leaving them apart from each other, crossroads are a meeting point, even with roads that are shaped differently.
- Better communication is needed that can reach people through cutting-edge strategies to fight prejudices and discrimination instigated by social media that can foster awareness and a stronger sense of community.

Facilitating inclusive societies through volunteering needs:

- Inclusive policies that are cross-sectoral and properly funded and resourced.
- Promotion of values of mutual respect and inclusivity in all areas of policy and life.
- Active participation of civil society organisations and groups in the processes of inclusion and integration.
- Programmes and interventions in the community that can bring people and groups closer together by 'popping the bubbles' that separate and create barriers.
- Increased opportunities for people to become more included by volunteering themselves.
- Better support for initiatives that engage volunteers in order to promote the inclusion of others.
- Actions that focus on, and enable, the empowerment of individuals to build cohesive communities together.
- Better recognition of the role and impact of volunteers and the supporting infrastructure that is needed, in order to ensure that the full potential of their added value for society can be realised.