FINAL REPORT

Training of Trainers
¨Make it Visible¨
- approaches and
activities on how to work
with young people the
topic of (invisible) racism

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PLANS & ACTIONS BEFORE COVID

Within the project application we have planned to organise two training courses in order to disseminate the results of the project and to train educators at the European level to be able to use the CONSTELLATIONS manual. We wanted to focus on people living in the programme countries but not necessarily in the countries where the partners are active.

By the time COVID came, we have managed to plan everything, issue the call for participants, promote the activity on the European level and receive a total of **190 inscriptions** (for the first round of the training planned for May 2020). The deadline to apply was the 1st of March, and shortly after the COVID lockdown came and we did not proceed with the selection of participants. We have just informed that we will wait and see how the situation will develop and when we will be allowed to organize physical activities.

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Call for participants

International Training Course ¨Make it Visible¨
approaches and activities on how to work with young people
the topic of (invisible) racism

11TH-18TH OF MAY 2020 • LORCA, SPAIN • APPLY NOW

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ADAPTING TO THE COVID WORLD

Due to the COVID pandemic, although we have extended the duration of the project to be able to implement residential activities, we have realised that this will be impossible. We also did not want to repeat things that have already been done, such as we have already developed a massive online course on the topic of racism and invisible racism in youth work.

After an analysis of the needs and capacity of the team, it has been proposed to implement an online course to train trainers, and thus increase the number of people prepared to provide anti-racist education with young people in Europe. Furthermore, within the project team, we are counting on trainers with experience in implementing ToTs at the European level.
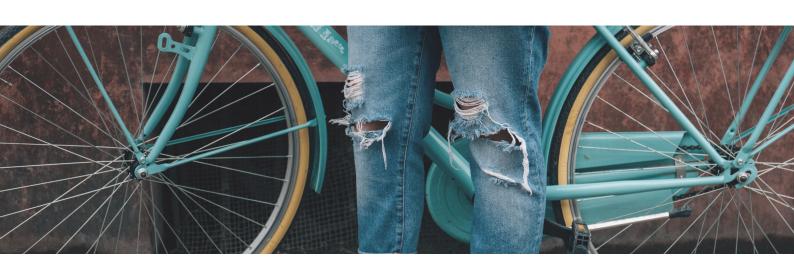
And we have decided on the blended approach, with the ZOOM meetings and individual work - tasks, videos, podcasts exchange with other participants etc. through the platform youth-mooc.eu

ZOOM MEETINGS

We took the approach to cover the elements of the training of trainers in the ZOOM meetings. During the ZOOM meeting we had as well meta reflection on things learnt during individual work.

INDIVIDUAL WORK ON PLATFORM

The work on the platform covered elements of anti-racist education, including elements such as power relations, microaggressions, good treatment, privilege and more.

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COURSE INFORMATION

When: 5-30 of April 2021
Where: ZOOM and Youth-MOOC.eu platform
Nº of participants: 50
Eligible countries: 27 EU Member States, Iceland, Liechtenstein, Norway, North Macedonia, Turkey, Serbia and UK
Working language: English
Application deadline: 12th of March 2021
Date of selection: 19th of March 2021

Objectives:
- To develop/improve trainers' competencies especially connected with understanding and facilitating individual and group learning processes and designing educational programmes
- To build comprehensive understanding of invisible racism and how it needs to be tackled in the overall framework of antiracist work
- To explore main topics connected with antiracist work – hate speech, microaggressions, power relations, prejudices and stereotypes, emotional awareness and good treatment
- To learn how to use the manual CONSTELLATIONS in training and youth work.
- To empower participants to run antiracist activities with young people and encourage cooperation and develop common antiracist actions in their local environment/communities together with "racialized" people

Target group:
The course is meant for junior trainers and educators interested in doing antiracist education. The requirement is to have at least some practical experience in planning and running a training process. In order to participate, you need to have a stable internet connection and the possibility to participate in the meetings with the camera and microphone on. We encourage applications from people from minority communities, including, but not limited to ethnic minorities (particularly Roma), people with an immigrant backgrounds, LGBTI people.

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COURSE STRUCTURE

The course was composed of two parts - 20 hours implemented in the form of ZOOM meetings in real-time, and 20 hours done on a self-paced basis via the www.youth-mooc.eu platform. For the ZOOM meetings there were two alternative groups created: one with training sessions in the mornings, and the second with training sessions in the afternoons. In the application form participants could specify which slot works better for them.

WEEK 1

Date	Group 1	Group 2
April 5th 2021	10:00 - 14:00 CET	15:00 - 19:00 CET
April 6th 2021	10:00 - 13:00 CET	16:00 - 19:00 CET
April 8th 2021	10:00 - 13:00 CET	16:00 - 19:00 CET

WEEK 2
10 hours of self-paced work through the youth-mooc.eu platform

WEEK 3

Date	Group 1	Group 2
April 19th 2021	10:00 - 14:00 CET	15:00 - 19:00 CET
April 20th 2021	10:00 - 13:00 CET	16:00 - 19:00 CET
April 22nd 2021	10:00 - 13:00 CET	16:00 - 19:00 CET

WEEK 4
10 hours of individual work through the youth-mooc.eu platform

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PROGRAMME

In the end, we have organized the last ZOOM meeting on 4th and 5th of May, mixing as well groups to offer the possibility for more interactions.

International Training of Trainers 'Make it Visible':
approaches and activities on how to work with young people the topic of (invisible) racism

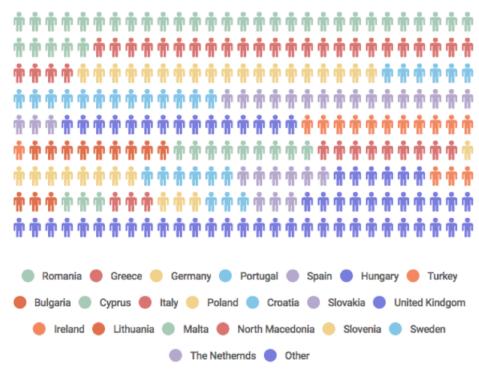|			
Week 1 (Zoom)	April 6	Group 1: 10:00 – 14:00 CET	Intro, group building, concept of learning and non-formal education
		Group 2: 15:00 – 19:00 CET	
	April 8	Group 1: 10:00 – 13:00 CET	Role and competencies of a trainer, specific antiracist education competencies
		Group 2: 16:00 – 19:00 CET	
	To be confirmed	Group 1: 10:00 – 13:00 CET	Learning methodologies and tools
		Group 2: 16:00 – 19:00 CET	
Week 2	April 10 – April 18	Self-paced on www.youth-mooc.eu	Racism, invisible racism, microaggressions, antiracism
Week 3 (Zoom)	April 19	Group 1: 10:00 – 14:00 CET	Designing educational programs
		Group 2: 15:00 – 19:00 CET	
	April 20	Group 1: 10:00 – 13:00 CET	Challenging situations and controversial issues in a training setting
		Group 2: 16:00 – 19:00 CET	
	April 22	Group 1: 10:00 – 13:00 CET	Action as part of antiracist education
		Group 2: 16:00 – 19:00 CET	
Week 4	April 24 – May 2	Self-paced on www.youth-mooc.eu	Self-assessment of competencies and learning paths, collaborative projects, pledges for action

PROMOTION AND PARTICIPANTS

The call for participants has been launched at the beginning of March and was widely distributed through the standard information channels. A part from the social media of invisible racism and all partner organizations, and different thematic groups, we have used the SALTO training tools, Youth networks, and we have distributed the call through our newsletter and to all the contacts who have applied for the first round of the course, which has been cancelled.

We have selected the total of 52 participants, from which 39 has completed the course and got their youthpasses.

Thank you for huge interest

● Romania	● Greece	● Germany	● Portugal	● Spain	● Hungary	● Turkey
● Bulgaria	● Cyprus	● Italy	● Poland	● Croatia	● Slovakia	● United Kindgom
● Ireland	● Lithuania	● Malta	● North Macedonia	● Slovenia	● Sweden
	● The Nethernds	● Other

We have received the total of 117 applications for the International Training of Trainers - ¨Make it Visible¨. Thank you for your interest, and we will inform all applicants by 19th of March.
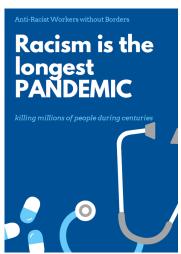
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CONTENT - ZOOM MEETINGS

Day 1 - content

- Group building and getting to know each other online
- Learning and non-formal education, what are competencies
- What I want to learn → and from this to move to the concept of learning to cover mostly this competence: Direct one's own learning (Learning to Learn)

The first day was focused on the presentation of the course, team, logistics, getting to know each other and group building as well as an introduction to education and NFE.

We have offered a space for participants to discuss in small groups. Then for the group building, we asked to create the in morning group the anti-racist posters, and in the afternoon group a superhero.

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All about learning

To introduce the concept of learning we have started with the activity ¨Mexican wave¨ from the toolkit learning to learn. Continue with input with the mentimeter and finalizing with the principles of NFE, which was the group activity in padlet.
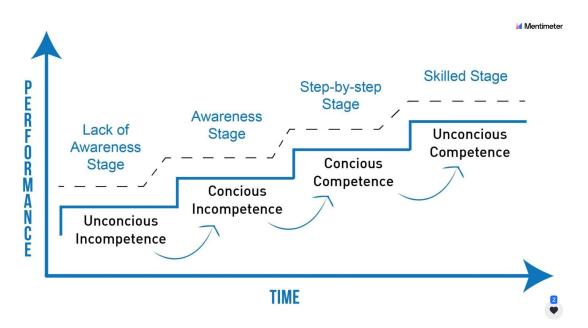
Here it is how participants understand learning:

One of the models of learning

Taking into account that the topic of racism is very challenging for many people, and anti-racist education often needs to tackle the deeply rooted beliefs, we have decided to introduce the model of competence development, which consider the consciousness of the competence.

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Day 2 – role of the trainer and competences

The space for the discussion has been created, where different concepts about the trainers role and competences has been shared.

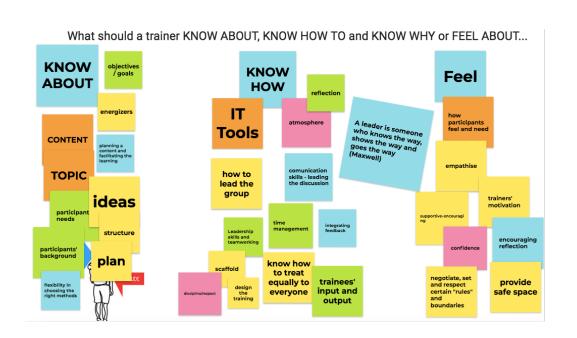## What are the responsabilities of a trainer?

Mentimeter

Group work on trainers competences

Before introducing the different competence models, we have asked the group to work together and define what according to them are the most important competencies of trainers, divided into knowledge skills and attitudes.

Day 2 – role of the trainer and competences

Finally, we have challenged participants to discuss different cases and agrees what they would do in the different situations.

CASE 1
You have been invited to run a workshop on anti-racism in a secondary school. You decide to run the workshop together with your colleague Jan, as you will have a group of 25 students. While you run the activities and all students are engaged and participative, one the teachers who is attending the workshop as observer, take the floor and says: "After all, I believe that in our school there is no need to talk about racism, as we are all very tolerant and respectful and I am sure we are not racist at all". How do you react? What competences a trainer needs to have to handle this or similar situation?

CASE 2
You are a team member of a training course for volunteers. The main topic is invisible racism. After 3 days, you notice that most of the participants are using nicknames and Lucas, the black guy with the orange glasses, is called "Sweet Chocolate". You notice that Lucas is not at ease, when other people call him using this nickname. How do you react?What competences a trainer needs to have to handle this or similar situation?

CASE 3
You're one of the facilitators of the Long Term Training course for trainers on anti-racist education. Two days have passed and you have observed that Rosa the Roma participant is more and more isolated. One day, you hear a small group of participants discussing about Roma people. One of the last sentences you hear is "I don't like them because they are different and I am sure that all of them are thieves". How do you react? What competences a trainer needs to have to handle this or similar situation?

CASE 4
You are a youth leader in a summer camp. Once you are talking with a black participant and you are very happy to show how much you appreciate her participation and activities and you say " You are a prize for your race". The participant becomes sad and starts crying! You don't understand why and you do your best to justify your sentence....but the result is even worse. The participant continues crying and leaves the camp.
How do you react? What competences a trainer needs to have to handle this or similar situation?

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Day 3 - introduction to the methodology

The aim of the session was to make participants familiar with the concept of methodology, and to help participants understand why we do, what we do, when we do in the training setting.

For this, we have started with the activity from CONSTELLATIONS ¨Four corners, four emotions¨. First implementing and debriefing the activity with participants, and then implementing the meta debriefing to understand the logic behind it.

- What resource does the activity use to spark reflection and learning?
- Why is experience such a powerful resource to use in learning processes? What are the main characteristics of experiential learning?
- What type of learners is this activity appropriate for? What type of learners would this activity not appropriate for?
- What should we be careful for when we use experiential learning - either by using experience we've facilitate, or previous experience in the past? (traumatizing experience, learning zones)

We have followed up this with few practical exercises like group work what would you do it... how to grab attention? and by commonly developing the methodology table, analyzing different approaches, examples of tools, possible challenges and purposes it serves.

https://docs.google.com/document/d/1RqmwDHEDs6d-
p2fRtBJO3z8SYgF0Y7OZgqqrosrOsLU/edit

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Day 4 - Designing educational programmes
During this session, we have covered elements of the programme of an educational activity and the short presentation: what to consider when designing the programme of an anti-racism educational activity.

THE 5W

WHO: who's your target group? Do you know their needs?

WHY: which are the motivations and goals of the anti-racist educational activity?

WHEN: when you want to implement it? For how long?

WHERE: what's the place where you can run the activity? Which are the facilities?

HOW: which kind of approaches, methodologies and methods are you going to use?

THE IMPORTANCE OF DEBRIEFING

Debriefing is normally built on a series of questions which relate to each other.

These questions can correspond to the learning cycle , working from the experience to abstract considerations, and back to experience:

- How do you feel now?
- Has anything changed since the beginning of the activity? Why? Why not?
- What have you not understood or appreciated?
- What have you learnt?
- Does this relate to the situation in…?
- How are you going to use the learning in your daily life?
- If you were to do this again for an educational context, what would you do differently?

We have covered in the presentations the self-awareness and the importance of continues learning while being a trainer, needs assessment, working in the teams, how to design objectives, the principles of non-formal education, KOLB model of experiential learning, learning zones and methods.

Finally to put all the theory into the practice we have offered to participants case studies, and ask them to define different elements of the programme for the different cases:

- Needs assessment - purpose of the training - different levels - like organization or individual etc.
- Objectives of the activity
- target group
- methodology
- programme
- learning outcomes

Case 1 - You are running the project on anti-racism education and in the framework of the project you can enter high schools to work with the whole class during the 4 weekly lessons of 50 minutes. Please develop the programme of this activity, since it needs to be approved by the school.

Case 2 - You have been asked by the local high school to offer workshops as an extracurricular activity, which will be promoted among different classes and everyone age 14-18 can apply and join. You are expected to work with a group of about 25 persons. The school asked you to make the sessions interactive and help students create some anti-racist activity for the school after.
Develop 2 sessions of 2 hours each.

Case 3 - You are running a 5-day long summer camp for young people coming from diverse backgrounds. You want young people (14-18) to have fun and as well learn more about their diverse backgrounds and to have this experience help them to cherish diversity. You are planning a 4-hour long workshop on anti-racism during the camp. Develop a programme for this workshop.

Case 4 - you have been asked to design the programme for young (18-25 years old) migrant women to develop their leadership skills. The programme will be run in the afternoons and will be composed of 2 sessions of 2 hours.

Case 5 - You are running a project where one of the things you need to do is to support young people (18-25) in the creation of their podcast related to anti-racism. You are asked to prepare a 4 hour long workshop to help participants understand the topic of racism and the role of young people in anti-racism.
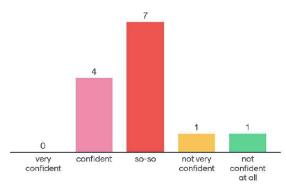
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Day 5 - Challenging situations

During this session, we have decided to focus on identifying different challenges in anti-racism education, learning and reflecting on how to act when faced with challenging situations in the training and understanding different techniques helpful in working with controversial issues/topics/taboos. First of all, we have asked participants with the mentimeter to evaluate and reflect on their own competencies in managing challenging situations. Then we have continued with the input and practical cases and recommendations.
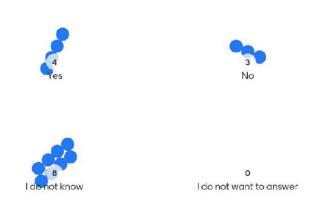
How confident do you feel managing controversial issues when they appear during the training?

very confident	confident	so-so	not very confident	not confident at all
0	4	7	1	1

Do you believe that the trainer should always stay neutral during the training when expressing their views, opinions, etc?

2 Yes

9 No

2 I do not know

0 I do not want to answer

Do you feel you can distance yourself from your role as a trainer during the training?

4 Yes

3 No

8 I do not know

0 I do not want to answer

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To consolidate the learning we have decided to do few activities, and respond to the need of participants, to talk, exchange opinions, reflect on what they would do in the different situations. For this we have first ask them to brainstorm: what controversial issues / taboos / challenging situations you may encounter in the training situation - with the special emphasis on anti-racism education. And then using different cases and challenges that has appeared we have done the activity using the method from Let's talk about sex to come up with ideas how to respond to the controversial issues. One group will be given a situation (previously identified) and their task is to come up with the proposals on how to manage them. The group who is talking has the camera switched on, the rest of the participants switch off their cameras. After 5 minutes, we give the possibility of people from other groups to add some other ideas. Then we move to the second group, etc.

Examples of few challenging situations that has been discussed:
- While you're delivering the anti-racist training, a trainee starts challenging you by repeating the racist things he learned at home
- Having to talk about sexual abuse in a women's empowerment seminar, in which some participants had experienced sexual abuse themselves.
- There is a participant that dominates the group, constantly speaking out, taking up other people's speaking time.
- In a training, a black/brown trainer/participant becomes seen as a token and a representative of ALL black/brown people
- What if participants have deeply problematic views and share highly problematic content: "comedy" sketches featuring racist representation of black people; having teenagers love hitler
- How to react to participants bullying another group/individual participant
- There is a participant that dominates the group, constantly speaking out, taking up other people's speaking time.
- One participant keeps attacking a member of the training team accusing them of lacking knowledge.
- I was in one session where the facilitator of one of the activities allowed one person to be really offensive and aggressive expressing their beliefs againts the LGBTI community. The facilitator, which did not have sufficient knowledge on the topic, ended up saying things who were also offensive. There was LGBTI people in the rest of the group, including one trans person who did not had came out yet.

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SEPF-PACED LEARNING - CONTENT

As a self-paced learning we have offered 2 modules on racism and invisible racism as well as anti-racist education, action and individual learning plans.

WEEK 2 - racims and invisible racism

Module Content   0% COMPLETE | 0/9 Steps

○ Lesson 1: Introduction

○ Lesson 2: What is racism?

○ Lesson 3: Invisible racism and Microaggressions

○ Lesson 4: When we talk about racism, we need to talk about: POWER

○ Lesson 5: When we talk about racism, we need to talk about: PRIVILAGE

○ Lesson 6: When we talk about racism, we need to talk about: EMOTIONS

○ Lesson 7: When we talk about racism, we need to talk about: GOOD TREATMENT

○ Lesson 8: Antiracism

○ Lesson 9: Closure

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Durig the week 2 we have explored several concepts that we consider we need to talk, if we want to talk about racism. Participants went through several videos, which help them to explain concepts related to the topic, they were asked to do reading, the content was following the manual CONSTELLATIONS, and several activities has been implemented.

Types of activities:

- **Lesson – what is racism?** – We would like to invite you to look for some piece of video – it can be a scene of a movie or TV show, advertisement, music video etc. The video should be connected to the stereotypes and prejudices and represent the element important for you. When you have the video selected, post it on the forum with the description of how you can use it in the work with young people or in the training setting.

- **Lesson on microaggressions** - first we have adapted the activity from CONSTELLATIONS called how far would you go to the online setting, and participants had to go through 17 stages of one story, and after each part, evaluate how bothered they feel by the things that have happened. After this, they were asked to reflect more on the possible consequences of microaggressions.

- **Lesson on power** - we have provided the podcast with the visualisation of the activity Cat and Mouse (from CONSTELLATIONS), and we asked participants to go through the visualization and later answer some questions: Share your thoughts and discoverings connected to questions from the Cat and Mouse activity. Please reflect further on How you think power is related to racism? And finally, how do you think we could create a space where cats would not chase the mice? How can we create a space where power relations do not exist?

- **Lesson on privilege** - we asked participants to do the white privilege test.

- **Lesson on emotions** - Imagine you are doing an anti-racism workshop in high school, and you notice that a group of 4 white youth have stopped participating in group activities, and are clearly demonstrating their anger. They are commenting that this workshop sucks, and that they don't like wasting their time for silly things like theater performances. How would you react as a trainer? What is the role of emotions in this situation?

- **Lesson on Good Treatment** - And now we would like to invite you to do an activity of good treatment towards yourself! Think about what Tea said in the video above and think about what kind of action of a good treatment on individual level would be for you. And do it. Dedicate at least one hour to this activity.

Activity – Anti-racist policies in the training setting

In the last activity in the week 2, we have asked about the policy proposals for the training setting. Imagine that we can jointly create a new policy that will be implemented in all training activities and youth exchanges in Europe. What kind of policy would you recommend?

We strongly encourage you to comment on other people's answers as well. Let's see if we agree

And we would like to share some of the proposals in this report. Not all the participants agreed on all the points, and as well there was a lot of conversation around the need to formulate the policies in a positive and constrictive manner.

- This house condemns any act of physical/verbal violence/discrimination/ racism/ aggression and microaggresion and/or exclusion toward each other during all erasmus+ trainings.
- This house will ensure a free atmosphere and environment for all its participant based on the aforementioned statements.
- This house will ensure the safety and security of all its participants against any sign of physical/verbal misbehaviour based on the aforementioned statements.
- This house will ensure the awareness of all its participants about any form/sign of physical/verbal misbehaviour based on the aforementioned statements.
- This house will aid/assist all its participants overcome the consequences of any form/sign of physical/verbal misbehaviour based on the aforementioned statements.
- This house will reject the participation of members demonstrating signs of physical/verbal misbehaviour based on the aforementioned statements.
- This house will exclude any participant showing signs of physical/verbal misbehaviour based on the aforementioned statements.
- Everyone should listen to each other and be open to others opinions, feelings.
- If someone has hurt you or had a conflict with you in any ways, the first thing to do is to express your feelings towards that person and try to solve it with them. Until the person who's hurt you don't know how you feel, you shouldn't tell anyone else. When you told the person, but they didn't listen and the problem/conflict is still not solved, you should ask someone (maybe there should be a person in charge for this) to help, and madiate between you two

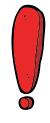## Activity – Anti-racist policies in the training setting

- "strive to appreciate and honour differences"
- – "strive to hold everyone's needs as important, and include all participant's voices"
- – "strive to be sensitive to the use of power based on race, gender, ability, sexual orientation, money, or class."
- – "strive to make any forms of discrimination visible and openly discuss appropriate responses"
- – "strive to contribute to the well-being of the group, showing respectful and inclusive behaviour towards all participants"
- – "strive to solve any conflicts that may emerge through constructive dialogue with the person involved and ask for support to do so when needed"
- – "strive to take responsibility for your own learning by participating in the proposed activities at whatever level feels safe and comfortable, while at the same time acknowledging that sometimes learning can be a bit uncomfortable too"
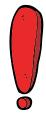
And finally, issue that we should like to stress out as a point for reflection for the EU policies in general:

¨I would also like to add:From a personaly experience it's predominantly white people in these trainings and exchanges.
It would be great if there were a policy that tries to focus on representation both as the course leaders/trainer and as participants. Specifically trying to provide equal oppurtnities to margainalized groups to be trainers or/& participents. Trying to have representation based on ethnicity. ¨

¨I think any youth training should have some sort of quotas in place to ensure there is diversity in trainers and participants, to ensure discussions are grounded in the real world as it is lived by everyone. I think this would go a long way in challenging persistent racist ideas that "europe is white" etc. I think programs should be accountable to reach out to roma communities, immigrants and even refugees and asylum seekers, and ensure all the legal requirements would be met for people with less access to citizenship rights.¨

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What participants has learnt in this module?

- forms of racism, policies enactment; definition and details.
- New topics like microaggression which I have never worked on. Also definition and brainstorming to eliminate the problems of racism.
- I've learnt many things, both theoretical and practical. I think I was in need of some scientific base to my knowledge related to the topic and the videos and the manual gave me that. Now I can recognise the concepts, apply them to my reality and understand some studies that were done in those issues.
- I think the Constellations manual and your videos on Youtube are excellent, I was very grateful for them cause they give both theorical but practical knowledge and they are very clear, easy to read/listen. The little tasks that we had to do helped to think about some special situations where we could apply that we've learnt. My favourite one was the first, where we shared a video, I really liked others' videos and explainations! See you soon!
- Especially I have gained a lot of practical knowledge how to work and fight against racism and what aspects are important to consider as well. I really loved the task. They made me think about how to implement the theory and reading and seeing the ideas and thoughts of the others was really helpful and inspiring!
- I learned more about microaggressions and white privilege and I'm much thankful for the reflection opportunities provided by this module. I feel I still need to work further, in order to feel competent enough to carry out a training on the topics, but surely the whole course and the Constellations manual are bringing me lots of new knowledge and inputs for deeper reflection and discussion within my team.
- Learned a lot. I was aware of microagressions, but using other name for this. Still the activity on this was super interesting and we definitely need a lot of those activities to raise awareness on invisible racism and get aware ourselves of the times we do microagressions ourselves. I liked to reflect on power and emotions and privilege, as well as on stereotypes, and I appreciate a lot that there is a paragraph in the constellations manual on what we can do about our own stereotypes and prejudices. But the theme I appreciated the most maybe (everything was super wonderful but if I have to choose one) is good treatment. Especially on how to work on it as a group and how it could influence the whole society. I'm a bit idealist sometimes so this can of words talk to me a lot and make me believe that the society can actually transform for the best. So I finish this module with much more knowledge and feeling empowered and positive sooooo thank you!!

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What participants has learnt in this module?

- It was interesting for me to read the comments in the forum and get ideas and experiences from other youth workers, because I don't have so much experience yet with facilitating myself. I especially found the exercise about emotions quite thought-provoking.
- It was great to get a compact explanation of how all the topics – microaggression, power, emotions, etc. are linked together and have to be addressed equally. I especially liked the examples of training situations, and to read how other trainers would handle it.
- I enjoyed all the exercises and wanted to compliment you on an excellent execution of this mooc. All of it felt engaging, even though I'm home alone with my laptop, instead of together with the other participants.
- I will definitely use the cat-mouse visualisation. Also, I wasn't aware of the concept of microaggression. I mean, I knew about it, but not elaborated like this. I feel I am better equipped to educate someone about it. Additionally, I think I will even share the test about white privilege with some of my friends.
- Although it seems obvious, I have never thought that good treatment can be used as an anti-racist solution. I am very happy I found out about that. I also learned more abut microaggressions and how to identify them, as well as about how power (or what we regard as power) can generate racist behaviour.
- This module was a great way to get the ball rolling, there were many things I had dormant in my mind which I had been able to pull from. Through this module I learnt about Good Treatment, though I had the premise behind it I didn't know it as an actual 'tool'. It was really useful to have a simple breakdown with understandable examples.
- I especially like the part about microaggressions and the activity of "the story of Ahmed". I think it is very illustrative and I really liked the fact that tackles not only insults or hate speech but also these microaggressions and invisible racism which is more difficult to be noticed.

Those are not all the comments, but generally illustrates the general impression and learning from the group.

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WEEK 4 - What´s next?

In the last week of the training we decided to focus on the consolidation of learning and the future learning ac action plans. This week most of the work has been done on an individual basis, offering the possibility for participants to collaborate and network for possible future projects.
A lot of interesting learning plans and reflections about own learning has happened.

📄 **Module Content**   0% COMPLETE | 0/7 Steps

◯ Lesson 1: Open space for collaborative projects

◯ Lesson 2: Antiracist education in online environment

◯ Lesson 3: Learning and empowering excluded groups

◯ Lesson 4: Self-assessment of competencies

◯ Lesson 5: Individual Learning Plans

◯ Lesson 6: Personal commitments

◯ Lesson 7: Final evaluation

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WEEK 4 - Personal Commitments

As we believe that for the change personal commitment is necessary we wanted to close this part of the training with this element and we have asked participants What would you commit to do after this training to support the fight against racism and invisible racism? It can be both from the perspective of professional capacity as a youth worker, trainer, teacher, educator; or in your capacity as a person, navigating their life in a predominantly racist environment.

We would like to share some of the commitments (please note it is just a selection)
- Learn, unlearn and relearn about intersectionality and other topics that are relevant to what we have covered in this training.. To collabrate with at least 1-2 participants / trainers from the Make it visible training, to do some active antiracist work :)
- Be honest to myself and to people I work with; Stay conscious of my white privileges and try to inspire a reflexive environment where everyone can visualize his/her/their own positionality; Care about other persons' fragility, try to understand and not to judge;
- open my mind and my soul to better understand racism and to explore its history and roots from as many perspectives as possible
- Empower the others during the future project I may organize; stimulate the empathy among the others; involve the youngsters in projects which stand against racism; try to carry out projects in order to include the minority groups in the social and political life.
- Continue learning and unlearning (decolonising my mind)
- Decentralize Euro-centrism in my work and life and avoid the narratives of Europeans. Challenging white bodied people to leave their comfort zones and instead of doing artificial things to comfort other white people, do the work.
- using my white privilege in order to make room for the ones whose voices aren't being heard
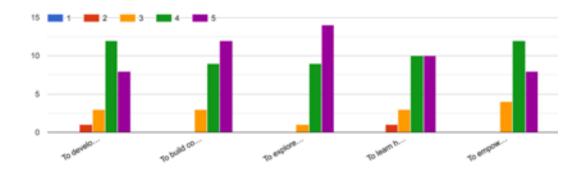
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EVALUAION RESULTS

Evaluation of this activity has been conducted on various levels. First feedbacks after each session or module has been asked. Then we have dedicated some time for the evaluation during last ZOOM meeting and we have asked participants to fill in the evaluation form. Finally, we have organized the evaluation meeting within the project team.

OBJECTIVES

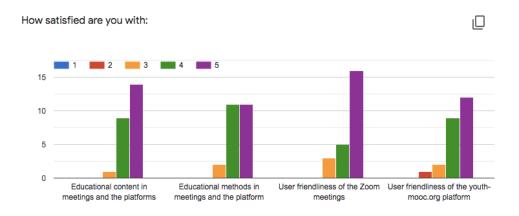How much do you feel the Training of Trainers has achieved its objectives:

The average score for each objective was as follows:

1. To develop/improve trainers' competencies especially connected with understanding and facilitating individual and group learning processes and designing educational programmes --> **4,13 / 5**
2. To build comprehensive understanding of invisible racism and how it needs to be tackled in the overall framework of antiracist work --> **4,38 / 5**
3. To explore main topics connected with antiracist work – hate speech, microaggressions, power relations, prejudices and stereotypes, emotional awareness and good treatment --> **4,54 / 5**
4. To learn how to use the manual CONSTELLATIONS in training and youth work. --> **4,21 / 5**
5. To empower participants to run antiracist activities with young people and encourage cooperation and develop common antiracist actions in their local environment/communities together with "racialized" people --> **4,17 / 5**
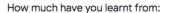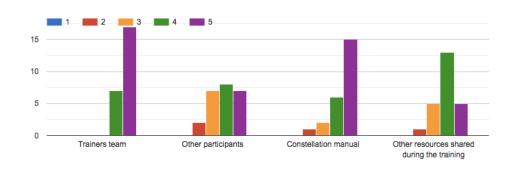
QUANTITATIVE EVALUATION

We have asked participants to rate from 1 to 5, 5 being the highest different aspects of the training course.

How satisfied are you with:

Taking into consideration the online setting of the training and the limitation that it brings we are satisfied with the evaluation results, even knowing that some of the tools have not been evaluated as the most user-friendly.

How much have you learnt from:

As well it seems like participants have found ways to learn from, although not for everybody the source of learning was the same. Definitely, as the source for learning, the highest has been evaluated the trainers' team and the manual, which has been sent by post to all the participants. And we are as well happy that there were participants finding the source of learning in the other participants and additional resources. Although creating the space for the participants to interact has been challenging.

IMAGINE THAT YOU HAVE TO RECOMMEND THIS TRAINING OF TRAINERS TO SOMEBODY... WHAT ARGUMENTS AND REASONS WOULD YOU USE?

Selection of answers:

- With this training of trainers you not only get to know the necessary skills for being a trainer, but also you are working and (un-)learning about a really relevant topic in our society. Of course with wounderful and competent trainers!
- If you want to learn about invisible racism in a safe, engaging and fun environment, you should apply. If you are looking for competent and humble trainers, you should apply.
- The trainers take their time out to explain topics and methodology and leave room for open discussion.
- Trainers have a lot of experience, it is a pleasure to listen them. It was amazing to be able to listen their real examples nad struggles. As well te combination of present activities and online part was interesting
- An space to exchange with other people from diverse backgrounds about racism and how to adress racism with young people, but also informally in our everyday life. This training also provides and gives useful tools and knowledge to organise your own trainings on this topic and raise awareness
- You will be definitely in good hands. This is not a one-week/one-month project, you will see an immense work being done during many years, you will feel people's commitment, team's work behind and it can become contagious!
- the organizing team is professional. the 1 month training is well designed and structured. the sessions are interactive. the content is enriching. the atmosphere is pleasurable. there is a room to learn and share.
- The training is well structured if you are interested to learn but also to educate young people about racism and how to be an antiracist, you will gain almost all the relevant knowledge, focusing on trainer competencies.
- The trainers are amazing and very well prepared, it's not super long and yet, very complete

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HOWEVER, YOU MUST ALSO WARN THEM THAT THERE WERE ASPECTS THAT YOU DID NOT LIKE SO MUCH... WHAT WOULD YOU TELL THEM?
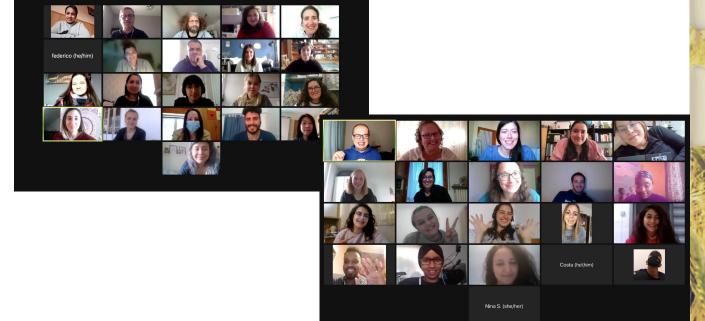
Selection of answers:

- Sometimes my group was really tense and somehow judgemental.
- read some theory on racism and different aspects and concepts associated with it. to understand more the depth and width of it all, you will need to do a lot of work yourself (however, this is not exactly a criticism of the training, but a reminder to bare responsibility of your own learning process).
- Because of the online-setting you will spend a lot time on your computer and its not like "real interaction" with the others.
- Too long digital sessions. The training was geared towards a white audience. Majority of trainers and participants were white.
- You will not get to know the other participants deeply. You will not learn everything about racism and its manifestations. You will not get to practice your trainer competences.
- Id say there was too much of a focus on racism as personal bias and discrimination, and not enough on racism as an economic tool that creates poverty and disposession along racial lines. Someone said (I think Baldwin) that there are two kinds of racism: the one that discriminates, and the one that kills, and I'd liked to have learned more about how we could talk about the second one with a younger crowd.
- Since it is online it only allows for a limited ammount of exchange and this can be tricky... Such a complex topic, deserves more time to exchange and to really get more confidence working on anti racism
- If you take it as online training, the question how to organize group work and achieve certain team spirit will be challenging for everyone involved in the process. Anyway, give a chance to yourself, to other participants and, of course, to the organizing team – they will be there, revising and adapting activities/time/etc. to people's needs, personalities and the overall context.
- There were be real work! this is not for people who want to waste time, demotivated or uninterested. there are assignments to do online and there should be a contribution to the team work during zoom meetings.
- I'm not very good at managing my own learn process online

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FROM EVERYTHING YOU'VE LEARNED DURING THE COURSE, WHAT WOULD YOU HIGHLIGHT?
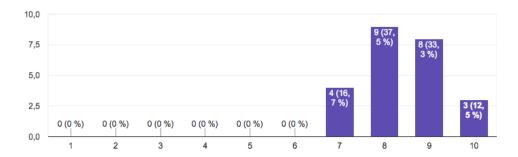
Selection of answers:

- white privilege - last test we had on lessons of week 4 - the jamboard work :)
- Forms of microaggressions and the importance of power relations.
- the discussions we had, and the intersectionality of the topics
- The topic of microaggressions, I think it is very important to talk about, and it is a topic that everybody knows because of own experience. And also, the topic of white privilege I think it was very useful.
- A new perspective on white privilege and trainer strategies to manage situations in a training where a white person might be taking the focus away from another participant
- New activities, new perspectives on the trainer role and competences, new valuable connections
- I also have learned largely from "internal processes" during the work. It was cool to observe the ongoing dynamics, how the trainers communicate with each other, how they handle controversial situations, where to intervene and where not, how to manage the "hostile" online environment.
- How to use tools in training courses, some important knowledge and facts on racism and invisible racism and how to talk about them
- Definitely the practical skills on how to create a program of activities, and how to translate difficult concepts into activities young people can participate in and shape to their needs!
- I want to highlight the different methods we hav learned and the people I've worked with.

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EVALUATION SUMMARY

We have asked participants about their overall experience and all of them answered with the score 7 or higher. And the average score of this training is **8,42.**

CHALLANGES

We, the team of the project are very satisfied with the results, although we consider that this training was quite challenging, and some of them we believe needs to be mentioned.

First of all, the team of trainers has been challenged by some participants due to the **lack of diversity within the team of trainers**, and one participant has decided to quit the course because of this issue. We are very happy about the strong positions of some participants and their need for diversity, and it is something that we have been learning along with the implementation of the whole project. We decided to include this information in the report to raise awareness of the issues and underline the need for more diversity. We consider that we can keep bringing this point to the discussion whenever appropriate, but there is still that needs to be changed on the systemic level.

Secondly, the **online setting was not the most appropriate**, for all people. We had some participants who dropped out due to a very **bad internet connection**, and this was something totally out of our control. Several people who have been participating were obliged to switch off the camera, because for the same reason. As well we have received feedback that there are some issues that are much easier to be discussed in person.

Finally, we believe that some additional efforts need to be done for the **group building and communication**. We have tried developing the discord channel, but it was not the strongest point of the project. Although with so many ways to communicate in those days it is already impossible to satisfy all the needs.

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CLOSING POEMS

How to be an antiracist?
Come and see the STARS
How to know your privileges?
Come and read the Constellations
You won't find all the answers but all the right questions

Online words and emotions are new to me
It is done, well, almost, not fully
The emotional earthquake has just turned all upside down
ups and downs, questions and doubts, still in the learning process
But working with this group is a lot of fun
And while there is much more that can be done
we may start with what we have
Full stop

Such a great training indeed, with all these great people joining in. We could be
mice, we could be cats, as long as we could understand what racism is and fight
against that
In a world where everybody's busy, finding beautiful people is not easy
Maybe the sessions could have been shorter, but in the end we were just flawless
We learned so much, new methods and technical bits, it was eye-opening and
interesting to come together like this

The time has come.
We are happy to have
this challenge overcome.
The month has passed.
I am very tired and a bit zoom-sick
But because of the people it was worth to stick
I want some food and also drink
How does it sound? What do you think?
Working all together and celebrate
And see the motivation for a real change
This is the end my friends but also a beginning
Let's give antiracism its true meaning.
House cleaning, dry cleaning,
believing and dreaming.

emotional skills
emotional
intelligence
less
sedentary   quiet
how everyone is so
supportive of others' ideas   loads of
group work   people
learning practical training skills!
mentimeter
give more imput
microaggressions   conversations
less focus on individual racist   enthusiasm
bias and more on how   the activities to do
policies/economy are racist   with young people
creativity
I could be more energetic

The STAR-Training is over now
and for us it was like "wow"

The cat and mouse are sad pals,
it was nice to meet all these people
in this chaos.

But really we were all just pixels

So lets get together IRL

For respect & harmony

thank you for these inspiration
and the moments of motivation
& be flawless together <3

This training of trainers has been implemented within the project STAR - Stand Together Aganst Racism co-financed by Erasmus+ programme of the European Comission.

If you would like to know more about the project and it´s results we invite you to visit:

web: www.invisible-racism.eu
Facebook page: https://www.facebook.com/STARprojectKA3

You can as well join the self-paced course on invisible racism:
https://youth-mooc.eu/courses/make-it-visible/

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