



The little **BIG**

handbook of

# DEMOCRACY

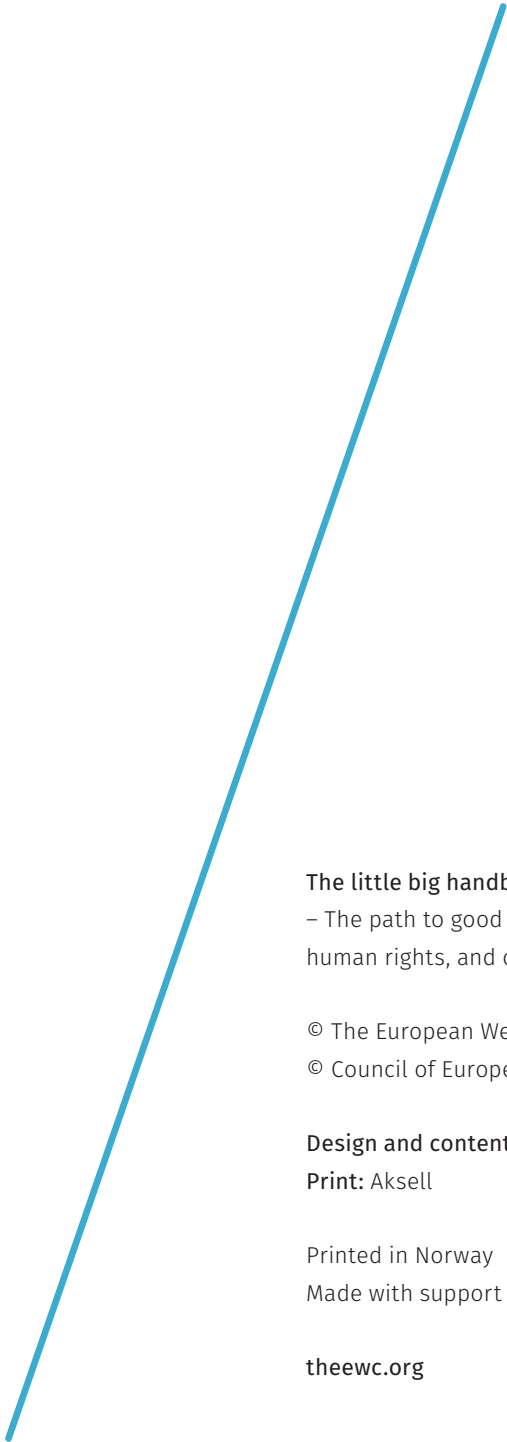


THE PATH TO GOOD EDUCATION IN DEMOCRACY,  
HUMAN RIGHTS, AND CONTROVERSIAL ISSUES



THE EUROPEAN  
WERGELAND  
CENTRE





**The little big handbook of democracy**  
– The path to good education in democracy,  
human rights, and controversial issues

© The European Wergeland centre  
© Council of Europe

**Design and content:** Von Kommunikasjon  
**Print:** Aksell

Printed in Norway  
Made with support from The EEA and Norway GRANTS

[theewc.org](http://theewc.org)

# Preface

At the European Wergeland Center (EWC), we work towards an ambitious goal: ensuring that education is the path to democracy and human rights in Norway and Europe. To achieve this, we engage with major political actors, but also with individuals and groups we meet along the way. We focus on formal and non-formal education alike. This is where you come in.

In our collaboration with The Municipality of Lublin (Poland), we are mobilizing for youth participation and active citizenship towards a more democratic society. The project is called Youth for the City, City for Youth. Through this Little Big Handbook, we aim to give young people a tool with concrete and tangible advice and tips that would facilitate effective education for democratic culture and human rights. By offering this Little Big Handbook, we focus on making you feel comfortable in this role.

On the following pages, we will offer you the expertise and tools needed to work with controversial issues. For example, we'll discuss how you and the young people you work with can react to hate speech, what human rights are, how they affect you and others, and so on.

In short, this handbook is about creating active citizens and thus building a more democratic society.

When we think of democracy, we often think of parliaments, free elections, institutions, and laws. But the democratic form of government depends on a democratic culture: how we as citizens live together and act towards each other. Living together in a democracy is about dialogue and cooperation, about resolving conflicts in peaceful ways and actively participating in society.

We hope that this handbook will contribute to strengthening the skills we all need to preserve a good democratic society. You will work with values, attitudes, skills, knowledge and critical understanding.

We hope that this handbook becomes a useful tool in your work with youth and young people. We hope that it will be scribbled and drawn in. We hope that you will take ownership of it and that it will eventually become so worn that you will have to contact us to get a new one.

The activities in the handbook have been developed by the EWC. They are based on and inspired by the activities from the Council of Europe's manuals for democracy and human rights learning, in addition to our own experiences and expertise.

Happy reading and good luck in your important job!

# How to use the handbook

This handbook is divided into three themes, all of which deal with different aspects of democracy and citizenship. Under each topic, there is a short introduction and three to four different activities that can be used in small or large groups. We recommend reading through the introduction first. It includes a summary of why a given topic is important and what we want to achieve. You will also find definitions and relevant facts that can be useful in discussions or if questions arise during the activity that follow..

## **NO NEED TO BE USED CHRONOLOGICALLY**

If the participants have little prior knowledge of democracy and human rights, we recommend starting with an assignment from part 1. But in general, there is no need to use the handbook chronologically.

## **MAKE THIS BOOK YOUR OWN!**

Pick and mix the activities you like best. The point is to find the right tools for your group and context. The activities themselves can also be adapted. Each of them can be carried out individually, but we suggest combining two or more activities as part of a program to explore important issues. We have also added note fields on several pages. Use these to make the book your own!

## **GROUP SIZE AND AGE**

The activities are intended for young people aged 13–30, but it is fine to use the activities with younger or older participants. The recommended size of the group varies, but most activities can be done with fewer or more participants than suggested. Simply read through them in advance and adapt the plan to your group size.

## **VARIATIONS IN TIME SPENT**

There are variations in how long you need to complete each activity. If you have a small group it may go fast, but with a larger group we would recommend setting aside some extra time.

Here's where you are in the book.

Here you will find how long time we suggest, the number of participants and what you need to complete the task. Sometimes you need to prepare things in advance.

The activities are numbered, but they don't need to be followed chronologically

Brief explanation of the activity.

Here you can see the other headlines in the book.

PART 3 : HATE SPEECH AND FREEDOM OF EXPRESSION

### ACTIVITY 1: MY PRIVILEGES

The participants identify which privileges they enjoy and discuss how these affect their own and other people's opportunities and attitudes. Through this process, the participants gain an increased respect for and openness to others, as well enhanced social awareness.

Please read through the implementation tips on page 6-7 before you start.

**Duration:** 30 minutes  
**Participants:** From 4 people  
**You need:**

- List of privileges on the following page, for each participant.

**IMPLEMENTATION:**

- Start the activity by talking about what it means to have a privilege and to be privileged. For example, you might suggest that it involves having an advantage that others do not have, which makes various situations in life easier.
- Distribute the list of privileges to each participant and go through them together, making sure everyone understands it.
- Give the participants five to six minutes to mark which privileges they enjoy. Tell them that no one should see each other's lists, and you don't have to tell anyone else what you've marked. Everyone decides for themselves what they wish to share.
- Have the participants talk in small groups for about five minutes: How did it feel to fill in the list? Was there anything surprising? Were there any privileges you didn't realize you had?
- Continue the conversation in plenary and proceed to final reflection.

**REFLECTION QUESTIONS:**

- Why should we be aware of our privileges? What happens if we are not aware of them when dealing with those who do not have the same privileges?
- Do our privileges affect how easy or difficult it is for us to exercise freedom of expression?
- Is there a connection between privileges, rights, and democracy?
- How do we feel if we are often reminded that we are different from what is perceived to be «normal»?
- Have you learned anything from this activity that can be put to use in everyday life?
- Can you think of any other privileges that were not on the list, but could have been there?

37

The implementation consists of several steps, and all the activities have some reflection questions for the group.

## Tips for implementation

*It can be challenging to lead a program on issues that can arouse emotions and a range of reactions among the participants. Below we have collected some tips that might help you create a safe conversation with space for differences.*

*These tips were developed with inspiration from «To teach controversial issues».<sup>1</sup>*

### **Where do you stand?**

Teaching involves balancing the personal and professional. Although it is good to keep certain points of view to yourself, it can also be good to share personal experiences. That's why it helps to contemplate where you yourself stand on different issues, becoming aware of your own stereotypes and prejudices and how these affect your work, especially during workshops.

What are your own beliefs and values? How do they affect the participants? Is there something you should watch out for? Are there any pitfalls and how do you tackle them? See also the overview of different roles you can take on page 8–10.

### **Set aside time, now or later**

In some groups, issues and activities can arouse reactions that might lead to longer conversations than planned. It would be useful to have some extra time available. If you don't make it to the final conversation or feel that you must end too soon, it's good to set aside time to continue the conversation at a later occasion. If you must prioritize along the way, spend less time introducing the issue and focus on the concluding reflections and questions where everyone can participate.

### **No right answer**

The activities in this handbook are not about determining what is right or wrong. Rather, they should sow the seeds for a good discussion. It is important that you listen and let the participants listen to each other's arguments.

Make sure that no participant feels censored, either by you or by fellow participants. It might help to create a group agreement beforehand. Then it is easier to notice if someone breaks these rules of the game.

**Who are you talking to?**

Remember to take note of your group's characteristics and circumstances. Do the young people feel comfortable around each other? Do they feel they can say what they wish to say? Are they used to discussing things with each other? Is it a safe, democratic, and open environment? Adapt questions and the ensuing discussion to these nuances. Feel free to include a «getting to know each other-activity.

**Find relevant examples**

The activities and discussion points are general and suitable for many people. Feel free to use current examples or cases that are more relevant to your group. Involve the group in finding fitting examples and situations for discussion.

**Plenary talk**

It can be difficult to speak in front of a group. Feel free to let the participants talk together in small groups without your intervention before you have larger discussions together. This may make it easier for more people to speak. Sometimes one needs to talk out loud to understand how one thinks.<sup>2</sup>

**What if someone needs help?**

When it comes to hate speech and controversial issues, we recommend starting by saying that if someone has experienced something that is difficult to talk about, or finds the debates hard to participate in, they can always take a break. Follow up individually if someone is struggling.

Feel free to inform the participants where they can turn for help.

<sup>2</sup> The European Wergeland Centre. Time to stand up and change the world. (Retrieved 02.03.2023 from: <https://theewc.org/content/uploads/sites/7/2021/12/P%C3%A5-tide-%C3%A5-st%C3%A5-opp-og-CHANGE-the-world-a-philosophical-conversation.pdf>)

## Leading a discussion: your role

You have a right to your own opinions. This does not necessarily mean that you should share these with your participants. The side you take in a discussion will influence the conversation, so it can be useful to be aware of your own role in the group.

Below is a list of different roles you can assume, as well as their advantages and disadvantages. It may be a good idea to share in advance what role you have chosen, so that it is clear to the participants. You might select one that suits both the activity and your own personality, or switch between different roles.

The following is an adapted version of roles taken from «Teaching controversial issues».<sup>3</sup>

### OPEN ENGAGEMENT

You state your point of view in the discussion.

**Pros:**

The participants will try to get a sense of your opinion anyway. This way, everything is open from the start.

Being forthcoming about your own position contributes to establishing trust.

Use this approach only if participants treat dissenting opinions with respect.

**Cons:**

Can stifle discussion, as participants may refrain from voicing a point of view that differs from yours.

May provoke someone to make a strong argument for something they don't believe to challenge you.

Can be difficult to distinguish between facts and values when you are the one communicating them.

<sup>3</sup> Directorate of Education (2017). Teaching controversial issues. Retrieved March 2, 2023, from <https://rm.coe.int/a-underwise-i-kontroveriselle-tema/1680748448>



**NEUTRAL MODERATOR:**

You assume the role of a neutral moderator for the group.

**Pros:**

Reduces the risk of you unknowingly influencing the participants.

Gives everyone a chance to participate in an open discussion.

Participants get to practice their communication skills.

**Cons:**

The activities and discussions can be experienced as artificial.

This strategy can reinforce the young people's existing attitudes and prejudices.

**BALANCED:**

You present a number of different points of view on the topic.

**Pros:**

Showing that a topic is rarely black-or-white is one of the key points of this handbook, as well as of teaching democracy and human rights in general.

May be necessary in case of large differences of opinion in the group.

Useful strategy when the information is contradictory.

An opportunity to present several sides of the case if the participants do not arrive at these themselves.

**Cons:**

Different people perceive balance in different ways.

This may cause you to control the discussion, interfering to preserve the balance.

If different points of view are placed next to each other, they can be perceived as equally legitimate. Where do you then set the limit for which views should be included?

**ALLY:**

You take sides with one or more participants.

**Pros:**

Gives the marginalized participants a voice.

Shows participants how to build and develop arguments.

Helps others to understand opinions that they might not otherwise hear.

**Cons:**

May be perceived as a way for you to promote your own views.

May be perceived as favoritism.

May discourage some participants from arguing their case, as you are doing it for them.

**DEVIL'S ADVOCATE:**

You deliberately take a different position than the participants.

**Pros:**

Can be effective in stimulating the participants to be active in the discussion.

May be necessary when a group holds homogenous opinions.

Can liven up the discussion as needed.

**Cons:**

If you play this role well enough, the participants may identify you with the views you are expressing.

May reinforce the participants' prejudices.

## PART 1

# DEMOCRACY AND HUMAN RIGHTS



## YOUNG PEOPLE ARE CONCERNED WITH DEMOCRACY

Democracy is not something we can take for granted. Just under 30% of the world's population live in democratic countries, and the latest tendency in these countries is to become less democratic.<sup>4</sup> Global crises, such as the climate crisis and the COVID-19 pandemic, have challenged democracies all over the world.

In 2021, Civita asked young people which politician they would choose: one whose opinions they agree with, even if that person deviates from democratic principles, or one they disagree with, given no such deviations. Half of the respondents answered that they would vote for the person they agreed with, despite a lack of democratic principles.<sup>5</sup>

At the same time, young people are more interested in democracy than before, and an increasing number of young people think it is important to live in a democratically governed country.<sup>6</sup> To secure democracy, we must work on building democratic competence. This handbook is designed to help you with this important task.

«The will of the people shall be the basis  
of the authority of any government.»

– UN DECLARATION OF HUMAN RIGHTS, 1948

## WHAT IS DEMOCRACY?

In a democracy, it is the people who make decisions. Democracy is defined as «a form of government in which the people, understood as the country's adult citizens, elect representatives who shape the laws and make important political decisions. In a democracy, the citizens also participate in the design of the political decisions.»<sup>7</sup>

However, popular government is not only about the right to vote and participate in political decisions. There are several dimensions to democracy. The United Nations summarizes these as follows:

- people's government
- human rights and an independent court
- active citizen participation
- democracy as a common value base for the population.<sup>8</sup>

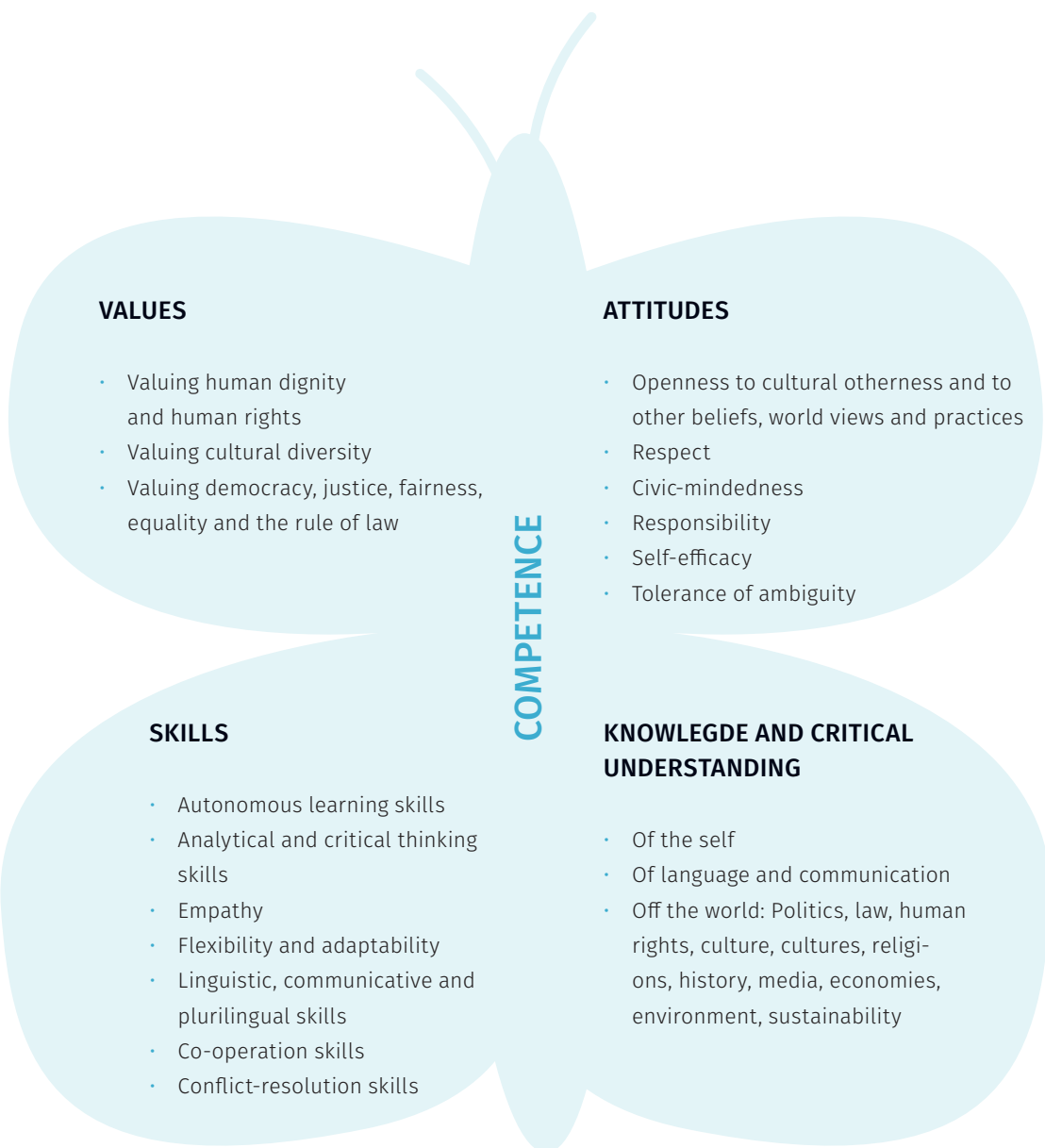
To assess the degree of democracy in a country, we look at all these dimensions. The form of government in a country can be formally declared as the people's government. But if its citizens do not participate, human rights are not respected, or democracy is not a common value base among the population, it is still not a full-fledged democracy.

Democracy depends on democratic institutions to function, but the institutions, in turn, do not function without being rooted in a democratic culture – a set of values, attitudes and practices.<sup>9</sup> In this way, human rights and democracy are mutually dependent.

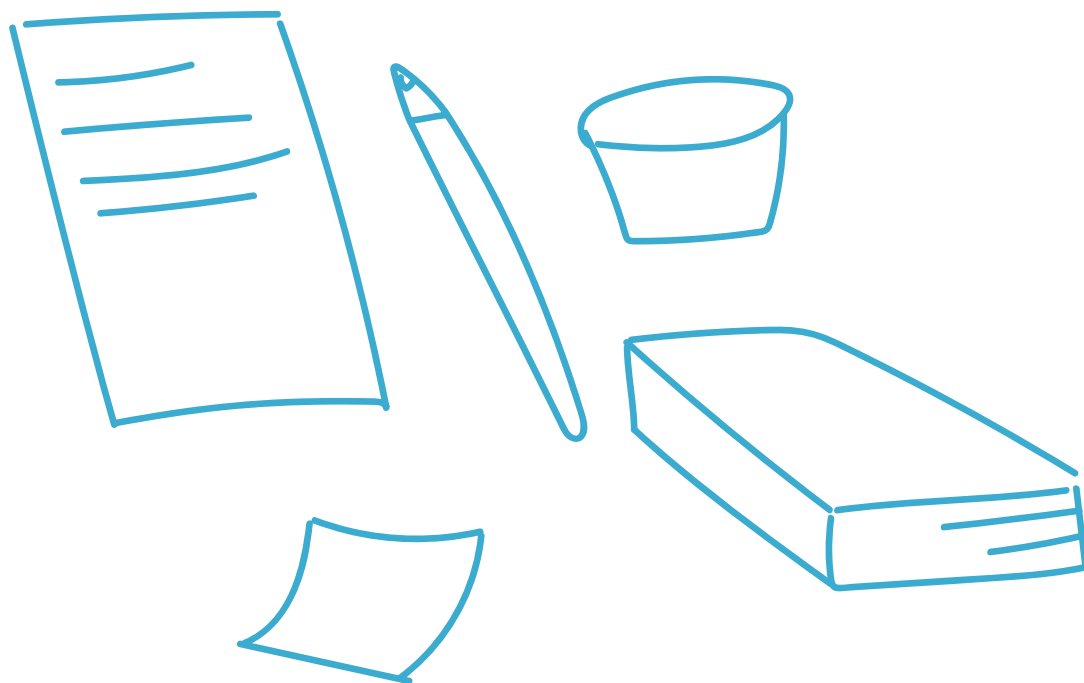
### DEMOCRATIC COMPETENCE

If we are to believe the figures from the Youth Survey, young people are motivated to preserve democracy.<sup>10</sup> To achieve this, they need democratic competence. This involves knowledge of structures and systems, but even more important is building the young people's confidence that their opinions matter and are heard.

By strengthening democratic skills, we can build what we call democratic culture. To illustrate what we mean, the Council of Europe has developed a model that describes the competence we want to build. They include values, attitudes, skills and knowledge needed to create a lasting democratic culture.



# ACTIVITIES



The activities in this chapter deal with various aspects of the butterfly model. They put human rights in a democratic context to clarify the connection between the two.

# ACTIVITY 1: CITIZENSHIP

*This is an introductory activity where participants reflect on what it means to be an active participant in democracy. The activity is also good to come back to after completing other activities.*

Please read through the implementation tips on page 6–7 before you start.

**Duration:** 15 minutes

**Number of participants:** 10–30 people

**You need:**

- Pens
- Post-it notes
- Board/sheet with the heading «citizenship» and subheading «rights» and «duties/responsibilities»

## IMPLEMENTATION:

1. Talk about what it means to be a citizen. See fact box.
2. Tell the participants that together, we will find out what rights and responsibilities we have as citizens.
3. Hand out post-it notes and pens to everyone.
4. Ask the question: What rights do you have as a citizen? Alternatively: What human rights are you familiar with?
5. Ask the participants to write their answers on post-it notes (one per note) and stick them on the board/wall.
6. Repeat the activity and ask the participants what duties/responsibilities they have as citizens. A helpful question could be: What must each of us do for our society to be safe and good to live in? Ask the participants to write their answers on post-it notes (one per note) and hang these on the wall.
7. Finish with a review of all notes and move on to the reflection questions.

Citizenship is about everyone in society being included and having equal rights. In addition, it is about citizens taking responsibility and actively participating in society.



**REFLECTION:**

- What happens to society if people's rights are not protected?
- What happens to society if people do not take responsibility?

After carrying out other activities in this handbook, you may return to the definition of citizenship and the following questions:

- How was this particular activity linked to being a citizen?
- What rights and obligations did it focus on?
- How can we use what we have learned to be good citizens?<sup>11</sup>

## ACTIVITY 2: WHERE DO WE STAND?

*The participants must decide on claims about democracy and human rights and place themselves in different corners of the room. It's not just the claims that are important here. What also matters is how you listen to arguments, show respect for other people's opinions, and whether you can change your mind along the way.*

Please read through the implementation tips on page 6–7 before you start.

**Duration:** 20–40 minutes

**Participants:** 6 or more people

**You need:**

- Enough space for participants to move around the room.
- Sheets with definitions, hung on the wall or scattered across the floor.

### IMPLEMENTATION:

1. Prepare the session by writing down the various definitions of democracy and distribute the sheets around the room. The list of definitions may be found on page x
2. Read the definitions aloud. Give the participants a moment to think and ask them to place themselves by the definition they like best.
3. Tell them that there's no right or wrong answer; all are correct definitions of democracy.
4. After the participants have positioned themselves, ask some of them:
  - Why did you choose this point of view?
  - Does anyone want to move after hearing this argument?
  - If someone changes places: What was it that made you move?
5. Discuss the various definitions of democracy. The activity can end here, but if you have time, you may continue with another round of step 4.
6. Ask everyone to gather into one group again. Hang up signs with «strongly agree», «somewhat agree», «somewhat disagree» and «strongly disagree». Explain that you will now read out some statements, and the participants should position themselves according to their opinions.
7. Read the statements and ask the participants to position themselves where they agree the most, from strongly agree to strongly disagree. Ask individual participants why they are standing where they are.
8. When all statements have been addressed and discussed, bring everyone together for a final reflection.

In this activity, it is important to let the participants change their minds and move while listening to the arguments.

**REFLECTION:**

- Do you think there are right and wrong answers to these statements, or is it about personal opinions?
- Did the contrasting viewpoints impact your perspective? If yes, how so? If no, why not?
- Were you surprised by the disagreements or agreements regarding the different claims?
- Could it be a good thing that we disagree? Why? Why not?
- Were any of these claims more difficult to decide on? If so, why?
- Why is it important to listen to each other in a democracy?

**DEFINITIONS AND CLAIMS:**

Definitions of democracy. Use all or a selection.

- Democracy can be understood as «people power»: A system of government that depends on the will of the people. (Council of Europe)
- Democracy, also called people's government, is a form of government in which the people, understood as a country's adult citizens,<sup>12</sup> elect representatives who shape the laws and make important political decisions. (Large Norwegian encyclopedia)
- Democracy is a way of governing a country where everyone can participate and help decide. (Norwegian parliament's education department)
- It's a form of government where most of the people, through the election of a national assembly, has decisive political influence, and the minority has the opportunity to promote its view (Det Norske Akademi's Ordbok)
- Democracy (from Greek demos, «people», and kratos, «rule») differs from forms of government such as autocracy, oligarchy and meritocracy, where only one person or a small group has power. (Civita, political dictionary)
- Democracy is a form of government where the power to govern is given to the people. The basic idea of democracy is that, through free and open discussion, one should be able to influence decisions that concern one's welfare. (Anti-Racist Centre)
- Democracy implies an environment where human rights and fundamental freedoms are respected, and where the free will of the people is exercised. The people have a say in decisions and can hold decision-makers accountable. (UN)

Below are some statements you can use, but you may also create your own.

- All opinions are equally valuable.
- The state should always put its own country first.
- I can say whatever I want, as long as it's a joke.
- Some opinions and attitudes should be illegal.
- Democracy is the best form of government for society.
- One should always try to agree on political issues.
- Wealth should be distributed equally among all.
- My rights and freedoms can limit the rights and freedoms of others.
- Norway is a country of equality.
- It is impossible to eradicate poverty completely.
- The freedom of expression should never be restricted.
- It is good to live in a diverse society.
- Poor countries should concentrate on ensuring basic living standards for all before focusing on their people's civil and political rights, such as freedom from discrimination.
- There is no point in having human rights if we cannot guarantee that everyone has them.
- I would rather choose a politician with whom I agree, but who is open to the fact that democracy must occasionally give way, than a politician with whom I strongly disagree, but who is clearly in favor of democracy.
- Democracy should focus on resolving the root causes of displacement in countries of origin, rather than accepting refugees.
- Allowing refugees to enter a country without strict screening processes can pose security risks for the host nation.
- The participation of young refugees in democratic processes should be limited until they have obtained full citizenship status.

Source of the assignment: <https://www.coe.int/en/web/compass/where-do-you-stand->

## ACTIVITY 3: THE AIR BALLOON

*In this activity, the participants must rank which human rights they would relinquish first – or last. They get to know some of the existing human rights and gain an understanding of how they affect each other. In addition, there is room to talk about what these rights mean for individuals and for society.*

Please read through the implementation tips on page 6–7 before you start.

**Duration:** 45 minutes

**Participants:** From 6 people

**You need:**

- Space for participants to sit in groups.
- Paper, pens, and scissors for each group.
- Eight human rights. You can choose from the list below or find ones that best suit your group.

### IMPLEMENTATION:

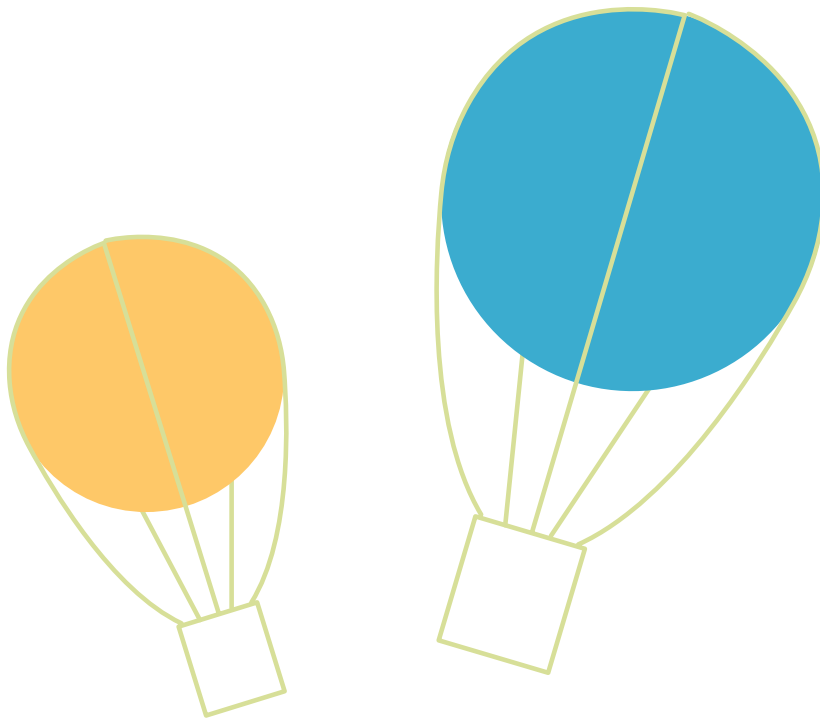
1. Divide the participants into groups and distribute paper, pens, and scissors.
2. Go through the human rights to be discussed. Make sure everyone understands them. Ask the groups to write down these rights down and cut them out, so that they have eight slips to work with.
3. Tell the participants: «We are going on a ride in a hot air balloon. Imagine us flying over sea and land, cities, and nature. We have good speed, and everything is in perfect order. Suddenly we come to a high mountain that we must fly over. If we don't gain altitude, we will crash into the mountain.»
4. Explain that to gain altitude, we must lose some sandbags. Once we throw a sandbag away, we cannot get it back. The sandbags we have on board are the human rights we just wrote down. The task is to decide which sandbags they would throw out first, and which they want to keep as long as possible. In what order will they throw out the various human rights?
5. Offer the following tips:
  - Are any of the rights covered by other rights?
  - Are there any rights that are particularly important to our democracy?
  - Are any of the rights particularly important to meet your personal needs?
6. Start a timer and let the groups discuss the order. Every minute, say that the mountain is getting closer and a human right must be thrown overboard. Ask the groups to number the slips before throwing them on the floor.
7. When the time is up, ask the participants to collect the slips and sort them according to the order in which they were discarded. Proceed to the final reflection.

**REFLECTION:**

- Which human rights did you let go of first, and which did you keep to the end?
- What was it like to agree on the order? What was difficult and what was easy?
- What criteria did you use to determine the order?
- What do you think could be the consequences if one is deprived of some rights, both for the individual, and for society?
- What is the connection between human rights and democracy?
- Do you know of any other human rights? Would it have been easier/harder if some of these rights were included?

**Human rights**

*Here we have listed suggestions for human rights that you can use, but you can also choose others. You can find more here: <https://www.ohchr.org/en/human-rights/universal-declaration/translations/english>*



- ART. 4 Freedom from slavery**  
No one has the right to treat you as a slave nor should you enslave anyone.
- ART. 7 Right to equality before the law**  
The law is the same for everyone and should be applied in the same manner to all.
- ART. 11 Presumption of innocence**  
You are considered innocent until proven guilty according to the law. It is not you who must prove that you are innocent.
- ART. 13 Freedom of movement**  
You have the right to leave or move within your own country and you should be able to return.
- ART. 15 Right to nationality**  
You have the right to belong to a country and have a nationality. You cannot be arbitrarily deprived of it.
- ART. 18 Freedom of thought, religion, or belief**  
Everyone has the right to freely manifest their religion, to change it, to practice it alone or with others, or to have no religion at all.
- ART. 19 Freedom of expression**  
Everyone has the right to have opinions and exchange information and ideas with others. You can express anything, as long as it does not violate the rights of others.
- ART. 20 Freedom of assembly**  
You have the right to organize and participate in peaceful meetings that do not endanger the safety of others.
- ART. 26 Right to education**  
You have the right to go to school and continue your studies as far as you wish. Education shall promote understanding, tolerance and friendship among all nations, racial or religious groups.

PART 2

# CONTROVERSIAL ISSUES





«Learning how to engage in dialogue with people whose values are different from one's own and to respect them is central to the democratic process and essential for the protection and strengthening of democracy and fostering a culture of human rights.»<sup>13</sup>

Controversial issues can create strong emotions, division, and heated discussions. Sometimes it feels safer to avoid talking about issues such as religion, sexuality or racism if you know that there are different opinions around the table. But being able to handle and listen to disagreement is essential to ensuring inclusive democracy, which involves living together in a political society, because emotional issues form a central part of the motivation for political actions.<sup>14</sup> Controversial issues can ultimately motivate extreme political actions, but they can also make us engaged and motivated to participate in politics and democracy.

### WHAT IS A CONTROVERSIAL ISSUE?

Controversy refers to disagreement, division, or strife.<sup>15</sup> Controversial issues can be local or global. They could involve the construction of a shopping centre, the closure of a youth club, or global carbon emission targets. The situations could be long-term (such as the Israeli-Palestinian conflict) or acute (such as restrictions during the corona pandemic).

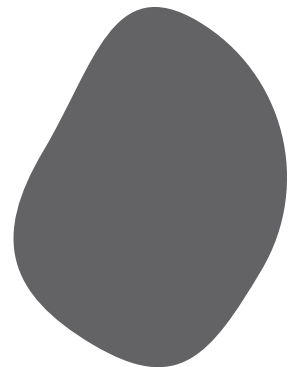
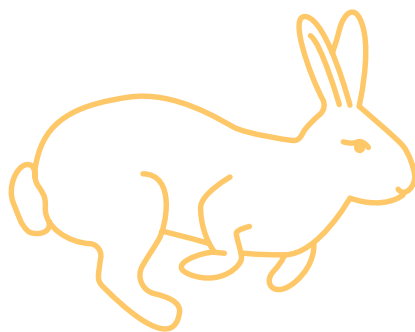
The degree of controversy surrounding a topic tends to vary with time and place. A topic that is controversial in one country may be almost insignificant in another. A topic that was seen as controversial fifty years ago can be perceived as completely ordinary today. What these issues have in common is that they arouse emotions in us, and that our position on the matter feels important. Often this position becomes an identity marker, which elevates any encountered opposition from mere disagreement to an attack on who we are. «Emotions have political and relational significance through influencing who we identify with and feel affinity with, and who and what we understand as different.»<sup>16</sup>

### DIGITAL ECHO CHAMBER

For young people, who largely use social media as a source of news, recognizing and discussing controversial issue is a particularly important skill.<sup>17</sup> Although the internet makes it possible to encounter a diversity of opinions and values, our digital media habits also create the risk of having our own point of view confirmed rather than challenged. The search for information, belonging and approval can lead us to rabbit holes or echo chambers. Instead of expanding our horizons, the algorithms take us further and further into one chosen perspective. This can make fact-checking difficult, weakening our ability to gain new insights and change attitudes. It can also increase the controversy surrounding certain issues, because when we receive only the information that confirms what we already know, never encountering objections, we perceive a greater distance between those who agree with us and those who think otherwise.

### DARE TO TALK ABOUT IT

Young people say that it is important to discuss issues such as critical thinking, racism, democratic values and tolerance.<sup>18</sup> Talking about controversial issues can help us grow into democratic citizens who are open, curious, and willing to understand and respect others, even if they have different points of view. But to dare to talk about controversial issues, you need a safe, democratic environment. It is also important to have a sufficient vocabulary. Knowledge about democracy, freedom of expression and human rights can make it easier to tackle difficult discussions.<sup>19</sup>



# ACTIVITIES



The following pages include tools for talking about controversial issues. Feel free to read through the tips for creating a safe environment on page 6–7 before you get started, so that everyone feels empowered to contribute to the conversation.

# ACTIVITY 1: THE CIRCLE OF TRUST

*In this activity, the participants write down who they trust, and then consider those persons' gender, level of education, skin color, and religion. In this way, the participants are challenged to reflect on how and why we like to listen to people who are similar to us, and what this means for our democracy.*

Please read through the implementation tips on page 6–7 before you start..

**Duration:** 20 minutes

**Participants:** From 4 people

**You need:**

- A copy of the form on the next page to each participant.
- A sheet of paper and a pen for each participant.

## IMPLEMENTATION:

1. Give each participant a blank sheet of paper and a pen. Ask them to write down the names of six people they trust who are not family members. These may be the people they know personally, or a range of public figures. Emphasize that they do not need to show their list to anyone.
2. Distribute the form. Ask them to enter their chosen trusted figures in the «Name» column and fill in the other parameters.
3. After everyone has completed the form, you can either ask the participants to discuss the reflection questions in pairs or in groups.
4. Emphasize again that they do not need to share their list, and that the goal of this activity is not to “catch” anyone. Rather, the goal is to reflect on our tendency to seek contact with people who are similar to us, as well as the consequences of this.

## QUESTIONS FOR THE PARTICIPANTS:

- Do the people in the forms look like you?
- Do they look alike?
- How diverse is the group of people you trust? Why is this the case?
- Do we tend to trust people who are similar to us? Why is this the case?
- Are there any participants who have forms with greater diversity? If so, do they have any thoughts as to the reasons behind this?
- What role do stereotypes play here? How do stereotypes develop over time?
- What consequences can this situation have for how we perceive others? For individuals who belong to a minority? For our society?
- What can we do to counteract this?

Controversial issues

Name	Age	Gender	Functional ability	Ethnicity	Sexual orientation and gender identity	Religion	Education level

## ACTIVITY 2: WHAT DOES IT MAKE US FEEL?

*In this activity, the participants reflect on which issues they are comfortable talking about by placing themselves on a scale from «very uncomfortable» to «completely comfortable». This is not a conversation to elicit different opinions on controversial issues. Rather, it is a conversation about what is difficult to discuss and what happens to our democracy if we avoid these issues.*

Please read through the implementation tips on page 6–7 before you start.

**Duration:** 20 minutes

**Participants:** From 10 people

**You need:**

- Post-it notes and pens for all participants.
- Signs with «Completely comfortable» and «Very uncomfortable».
- Space to move back and forth along a line.

### IMPLEMENTATION:

1. Make sure everyone knows the hallmarks of a controversial topic.
2. Ask the participants to write down issues they perceive as controversial on slips of paper. Here it would be nice if everyone contributed, but if finding issues is difficult, you can also choose from the list below. The issues can be general or specific. Gather up these notes.
3. Hang up the signs with «completely comfortable» and «very uncomfortable» on opposite sides of the room. Feel free to draw a line (with chalk or tape) on the floor between the signs to allow for the variations in between.
4. Pick up a piece of paper and read out the topic written there. Ask the participants to stand on the line according to the degree to which they are comfortable or uncomfortable talking about the topic. Before choosing a position on the line, the participants might clarify what a conversation about this topic could involve. Repeat this step until all the notes have been read out.
5. Move on to the reflection questions.

### QUESTIONS FOR REFLECTION:

- What makes some issues difficult to talk about?
- Were there any issues with a wide range in terms of comfort? Why?
- Why are some issues easier or harder to talk about for certain people?
- What happens if we don't talk about these issues?
- What happens if we talk about these issues?

**SUGGESTED ISSUES:**

Abortion  
Wind power  
Vaccines  
Israel/Palestine  
Gender  
Use of religious headwear  
Sex purchase law  
Investments in the arms industry  
Sexual orientations  
Child abuse  
Incest  
Pedophilia  
Vegan diet  
Racism  
Right-wing extremism  
Left-wing extremism  
USA  
Russia  
China  
Surveillance  
Border control  
Animal rights and animal testing



Source of the assignment:  
This activity is originally from the training pack "Living with Controversy - Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights" (EDC/HRE), (Council of Europe, 2016 p. 40-41). For the Thorvald Stoltenberg Seminar in 2020, we adapted the activity for use online and for the target group of the seminar.

## ACTIVITY 3: WHAT DO WE KNOW?

*This activity challenges the participants to find good questions for talking about controversial issues in a safe way.*

Please read through the implementation tips on page 6–7 before you start.

**Duration:** 45 minutes

**Participants:** From 15 people

**You need:**

- Pictures illustrating three or more controversial issues. Feel free to use both local and global themes.
- Space to divide into groups.
- Large sheet of paper for each group.
- Writing supplies for each group.

### IMPLEMENTATION:

1. Find images that illustrate various controversial issues. Print and glue these on large sheets (one image per sheet), with the topic as the heading.
2. Divide into groups and provide chairs and tables for each group. Distribute the sheets among them.
3. Each group should discuss the theme they see in front of them and write down all the questions it raises. These can be variations of «What?», «When?», «Where?», «Who?», «How?», and «Why?».
4. After 2–3 minutes, the groups move to a new table, where they discuss the questions formulated by the previous group and try to answer them. The groups can also add any questions they think are missing. Continue for a couple of minutes. It doesn't matter if they don't manage to answer all the questions.
5. The groups rotate again, and new issues and questions are to be discussed. The groups can continue to write answers to questions that have already been answered, come up with counterarguments, or ask new questions.
6. When all groups have gone through all issues, everyone can walk around the room and read the questions and answers.
7. When everyone feels ready, you can finish and bring the participants together for a final reflection

### QUESTIONS FOR FINAL REFLECTION:

- What was difficult about this activity?
- What do you think about having these conversations in writing? Would it be different if you were talking face to face?
- Are some issues easier to find answers to than others? Why?
- Did you agree on the answers?
- What do you think is important to look out for when discussing these issues?



PART 3

# HATE SPEECH AND FREEDOM OF EXPRESSION



## YOUNG PEOPLE ARE EXPOSED TO HATE SPEECH

«Meeting each other despite different viewpoints, ideologies, experiences and values can be demanding, but it is fundamental to a free and democratic society.»<sup>20</sup>

Young people are particularly vulnerable to hate speech, especially in its digital variations. 25% of young people (16-20 years old) have experienced hate speech online, while only 4% of the general population can say the same.<sup>21</sup> This can lead to the avoidance of public discussions and debates.<sup>22</sup> As a result, we miss out on important voices and perspectives. It is therefore a democratic problem.

«It is difficult to set a clear boundary for which expressions are harmful and which are a natural part of an expression space.»<sup>23</sup>

Hate speech can be defined as «expressions that spread or incite hatred against a person on the basis of the group they belong to.»<sup>24</sup> Typical examples of group identity can be gender, ethnicity, religion, sexual orientation, and disabilities. Hate speech often creates fear and insecurity, not only in the individual, but in everyone who identifies with the person or people who are exposed to these expressions. Hate speech has many forms: it can be verbalized or demonstrated physically through body movement; its digital variations can unfold in messages, chats, social media, closed groups and open conversations.<sup>25</sup>

According to a study by the United Nations High Commissioner for Refugees (UNHCR), 72% of refugees reported experiencing increased anxiety, depression, and post-traumatic stress disorder (PTSD) symptoms as a result of hate speech directed towards them.<sup>26</sup>

### A DEMOCRATIC PROBLEM

In addition to being hurtful and burdensome for those affected, hate speech is a democratic problem because it limits and challenges freedom of expression. Freedom of expression is the freedom that all people must express what they think, but also the freedom not to express themselves. In addition, freedom of expression includes freedom of information: the right to exchange information with others.<sup>27</sup> It is essential that people can freely say what they think and disagree in the public debate if a democracy is to function. When hate speech affects groups or minorities that speak out, we run the risk that they will withdraw and not be represented in the debate.

### THE LIMITATIONS OF FREEDOM OF EXPRESSION

Freedom of expression does not mean that one say whatever one wishes at any time. It is not absolute. You can be charged with hate speech if it concerns skin colour, nationality, religion, sexual orientation, gender identity, or disability, among others (see fact box). However, freedom of expression means that it takes effort to convict a person of hate speech. Many cases of hate speech are legal.

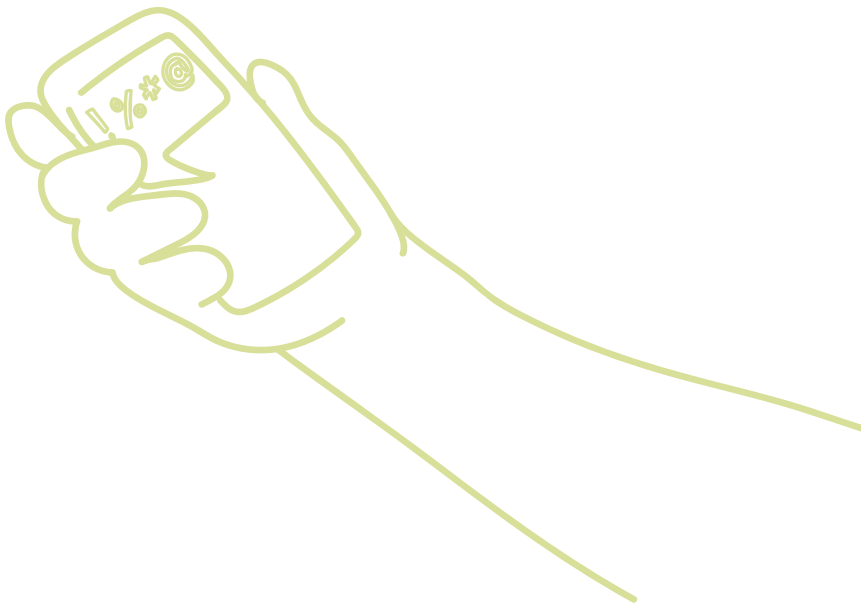
To ensure that public debate is safe to participate in, it makes sense to discuss what is illegal. Perhaps even more important, however, is discussing what is legal, but still not okay. When we talk about freedom of expression, we may also consider one's personal responsibility to opposite statements we disagree with, and to speak out when we think someone is crossing the line.

The activities on the following pages explore how words can affect people and what this means for individuals, groups and society. We hope the participants will reflect on their own position to better understand how they come across to others, and that they will acquire the language and the tools that make it easier to recognize and react to words that cross the line.

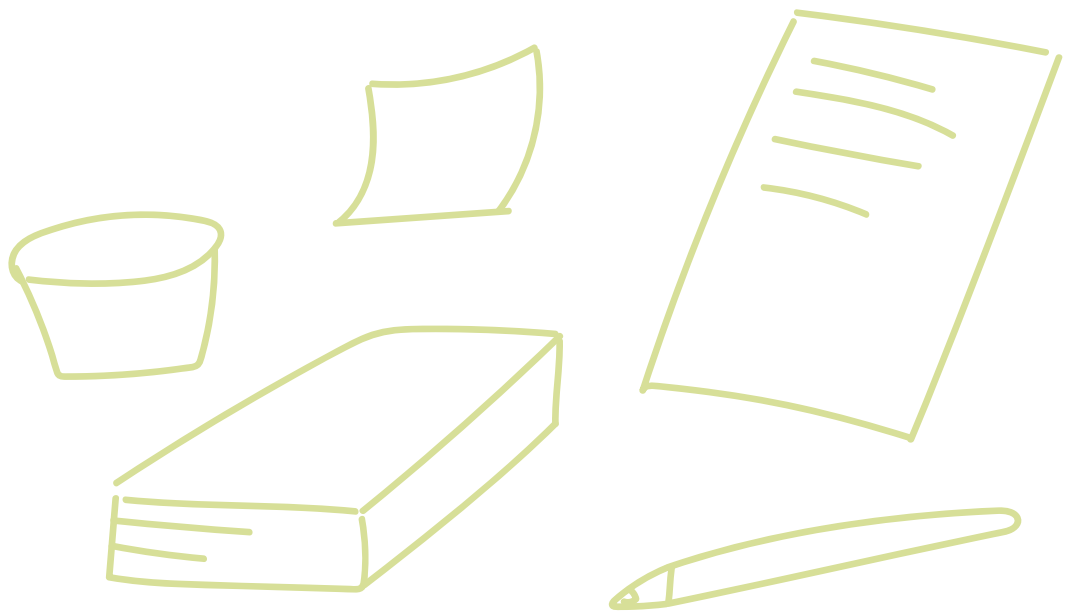
#### **THINGS THAT MAKE IT DIFFICULT TO EXPRESS ONESELF, ACCORDING TO THE YOUTH FREEDOM OF EXPRESSION COUNCIL IN NORWAY:**

- fear of not having enough knowledge, competence and experience
- fear that what one says (especially on social media) will be used against them at a later stage (for example, in connection with job hunting) or taken out of context at social events
- fear that those who speak out will be made to represent a group
- limited space and time for good discussions, primarily in school

Is hate speech included in the  
criminal law in your country?



# ACTIVITIES



## ACTIVITY 1: MY PRIVILEGES

*The participants identify which privileges they enjoy and discuss how these affect their own and other people's opportunities and attitudes. Through this process, the participants gain an increased respect for and openness to others, as well enhanced social awareness.*

Please read through the implementation tips on page 6–7 before you start.

**Duration:** 30 minutes

**Participants:** From 4 people

**You need:**

- List of privileges on the following page, for each participant.

### IMPLEMENTATION:

1. Start the activity by talking about what it means to have a privilege and to be privileged. For example, you might suggest that it involves having an advantage that others do not have, which makes various situations in life easier.
2. Distribute the list of privileges to each participant and go through them together, making sure everyone understands it.
3. Give the participants five to six minutes to mark which privileges they enjoy. Tell them that no one should see each other's lists, and you don't have to tell anyone else what you've marked. Everyone decides for themselves what they wish to share.
4. Have the participants talk in small groups for about five minutes: How did it feel to fill in the list? Was there anything surprising? Were there any privileges you didn't realize you had?
5. Continue the conversation in plenary and proceed to final reflection.

### REFLECTION QUESTIONS:

- Why should we be aware of our privileges? What happens if we are not aware of them when dealing with those who do not have the same privileges?
- Do our privileges affect how easy or difficult it is for us to exercise freedom of expression?
- Is there a connection between privileges, rights, and democracy?
- How do we feel if we are often reminded that we are different from what is perceived to be «normal»?
- Have you learned anything from this activity that can be put to use in everyday life?
- Can you think of any other privileges that were not on the list, but could have been there?

**LIST OF PRIVILEGES:**

- I can read this list.
- I have no problem climbing stairs.
- The language I speak at home is the same one we speak at school.
- I can hear what is being said when a person is speaking in a crowd.
- I have never been asked private questions about my surgeries.
- I have never had to clarify my sexual orientation.
- I have never slept on the streets.
- I have never been asked the question: «But which country are you actually from?».
- My parents or I own the home I live in.
- I can walk home after dark without being afraid.
- The holidays that are important to me are marked in red in the calendar.
- New people I meet use the correct pronoun about me.
- I have never been embarrassed or afraid to talk to others about how I feel at home.
- I've never had people explain my anger or emotions by referring to PMS or the menstrual cycle.
- I can walk past a police officer without fear of being stopped.
- I have not been told I can't cry or show emotion due to my gender.
- My parents have higher education (have studied at a university or college).
- I can talk to the authorities without an interpreter.
- I have never experienced a terrorist attack.
- I have learned about my own culture and the history of my people at school.
- My parents have secure jobs and receive a salary every month.
- I'm not afraid that my name makes it difficult to get a job.
- Chairs with armrests are not problematic for me.
- Chairs without armrests are not problematic for me.
- I have free access to the medical treatment I need.
- I have never been offered money for sex.
- I have never been told that I am in the wrong bathroom, in the wrong wardrobe or in the wrong section of the clothing store.
- I get help with my homework if I need it.
- In the past several years, I have not been told things like «you'll understand this when you get older» or «you'll change your mind when you're older».
- I have never needed mental health care.
- I have been on holiday abroad several times.
- I've never been told at home that we can't afford anything.
- I've never had to arrange my day around managing physical pain.
- I have never been refused entry to a night club based on ethnicity, accent, gender expression or disability.
- I have never been told that my ethnicity or culture has no value and have never felt the need to hide it.
- I have never been separated from my family due to conflict or persecution.
- I have access to clean drinking water.
- I have access to quality education and educational resources.
- I have the freedom to practice my religion or beliefs without fear of persecution.

## ACTIVITY 2: HOW TO RESPOND TO HATE SPEECH?

*The participants agree on how they will react to instances of hate speech. The goal is to equip the participants to think critically and react in the face of hate speech.*

Please read through the implementation tips on page 6–7 before you start.

**Duration:** 45 minutes

**Participants:** From 4 people

**You need:**

- Signs with «ignore», «respond», «report» and «tell friends». One set for each group
- Post-it notes for each group
- A pen for each participant
- Timer

### IMPLEMENTATION:

1. Prepare situations that could be offensive to marginalized groups in your society.
  - Example: At a school assembly, a speaker is sharing their personal story as a refugee. A student interrupts: «We don't need your kind here! Go back to where you came from!»
2. Divide into groups of four around tables. On the tables you put the four signs ("ignore", "reply", "report" and "tell friends"), one in each corner.
3. Tell the participants that they will now hear different situations and will have to decide what to do. Will they ignore the situation, respond to it, report it, or tell friends about it. They will decide for themselves first; then they will agree within the group.
4. Take a few minutes to let the participants look at the four options without hearing an example of a situation.
5. Read out one of the situations from the list you have prepared.
6. Give the participants two minutes to think for themselves: What are the pros and cons on this reaction to the situation?
7. After two minutes, the groups discuss the individual answers for five minutes and agrees on one alternative. If they choose to respond, what should they say and how? If they choose to report, who should they report to? If they choose to tell friends, what should they say and how do they proceed?
8. Go through each group's choices and ask them the questions from the list below.
9. Repeat points 4–8 before moving on to closing questions.



**QUESTIONS FOR EACH GROUP:**

- Which option have you chosen, and why?
- Why haven't you chosen another option?
- What are the most important consequences of the choice you made?
- What methods would you use to follow through on your decision?
- Was there any disagreement in the group? What it difficult to choose? Why?
- If someone chooses to «ignore» repeatedly: Are there cases where the best option is to ignore what is being said? Are there other cases where it is wise not to ignore hate speech?
- If you have ever been the target of hate speech: what do you wish others had done?
- After several groups have answered: Would anyone like to change their opinion? Does anyone disagree with the group's decision? Why?

**FINAL QUESTION:**

- Was there anything that surprised you?
- What might be the consequences of not responding to hate speech?
- What might be the consequences for the person targeted by hate speech in a single case?
- What happens to society if hate speech is normalized?
- Can responding to hate speech be linked to being a good citizen?
- Can you use some of what we have discussed in your everyday life?

## ACTIVITY 3: ROOTS AND BRANCHES

*In this activity, the participants are given examples of online hate speech. Together, they find reasons behind and harmful effects of each statement. They reflect on the connections between virtual hate speech and behavior in real life, investigate the roots of the problem, and increase their knowledge about the causes of racism and discrimination.*

Please read through the implementation tips on page 6–7 before you start.

**Duration:** 45–60 minutes

**Participants:** From 4 people

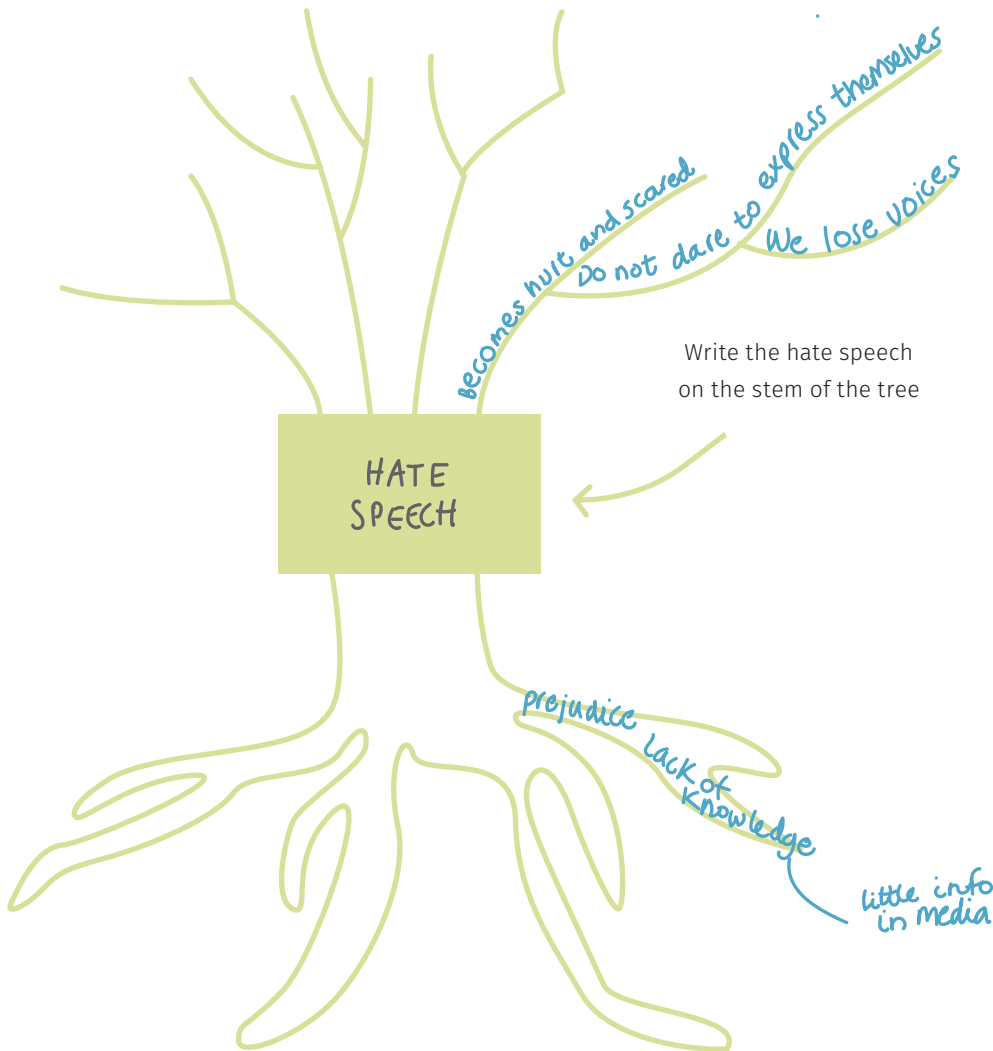
**You need:**

- Large sheets.
- Markers or pens for each participant.

### IMPLEMENTATION:

1. Ask the participants what they think of when they hear the term «hate speech». Ask them to discuss it in small groups.
2. Tell them that today we experience a lot of hate speech online, in social media, comment fields or instant messages. To understand online hate speech, we need to see it as a problem with connections to several underlying issues, many of which are in the real world. Working directly with these underlying issues is often more effective than trying to resolve cases of hate speech on their own. Ask the participants if they can think of any such reasons.
3. Show the participants the «hate speech tree» and tell them that together, they will identify the causes and harmful effects of hate speech. Every tree has a hateful expression (the trunk). Ask them to write the underlying causes in the roots of the tree, and the harmful effects in the branches. They may work their way both down and up the tree.
4. Divide the participants into groups of 3-4 and ask them to draw the tree on their sheet. Give them each an example of hate speech to be written in the trunk of the tree. You can find your own examples or use the list below.
5. Ask the participants to imagine that this text has been posted on the internet. It may be in a comment field for an online newspaper, or in a feed on social media. Have them fill in as many causes and harmful effects as they can think of. If someone is stuck, ask them to consider whether any of these factors are at play:
  - Media
  - Politicians
  - Hate speech in society at large
  - Discrimination in the workplace
  - Peer pressure
  - Economic factors
  - School/education
6. Give the groups 20 minutes to complete the trees. Then ask them to present their results and move on to closing questions.

As they work **their way up the tree**, the participants explore the possible harmful effects and consequences of hate speech. Here, some effects can trigger others, growing further into the branches. These may affect both individuals and society. **For example:** one effect of hate speech is that a person becomes hurt, sad, and afraid. This leads to more people in the same situation growing afraid, which in turn leads to no one daring to speak out, which leads to the loss of important voices in society.

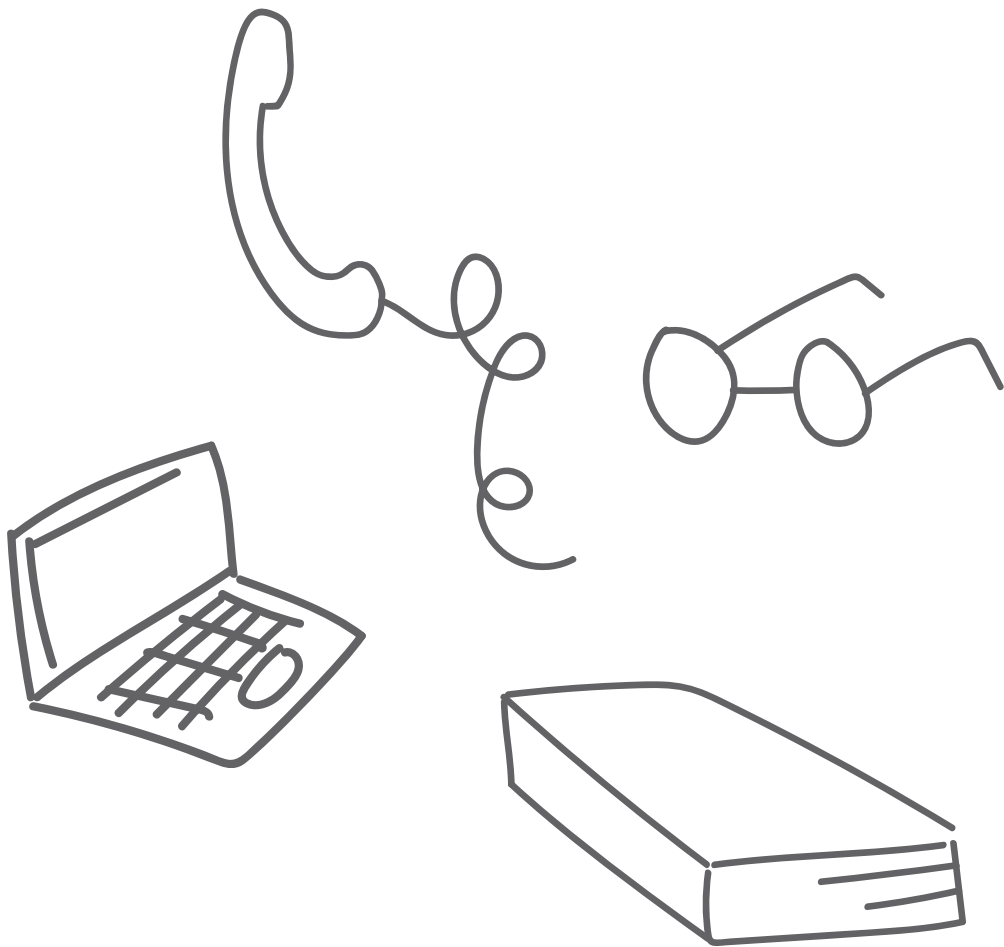


When they work **their way down the tree**, the question is: «Why is this happening?». Here, find as many reasons as possible. Some causes may be connected to other causes, so that one expands and gets further down into the roots. **For example:** Hate speech against the Sami people. The reasons behind it might be prejudice, which may in turn be caused by lack of knowledge, which in turn is caused by too little information in schools, the media, the public and so on.

**FINAL QUESTIONS:**

- Do you notice any interesting differences between the trees?
- Do you have any questions for the other groups?
- How easy was it to find the «roots» of hate speech? Was there something you disagreed about within the group?
- Did any of the roots or branches enter the «real» world? What does this tell us about online hate speech?
- What are the possible consequences of hate speech, for the individual and for society as a whole?

# RESOURCES



## **MORE ABOUT THE TOPIC:**

### **Books and pamphlets:**

- **Controversial, emotional and sensitive issues in school** by Mari Kristine Jore (editor)
- **To teach controversial issues** by the Council of Europe
- **Bookmarks. A handbook for preventing online hate speech through human rights learning** by the Council of Europe
- **Compass. Manual for Human Rights Education with Young People** by the Council of Europe. Retrieved 16.03.23 from: <https://www.coe.int/en/web/compass>
- **Not okay!** by Bufdir
- **What about freedom of expression?** The Youth Freedom of Expression Council

### **Websites:**

wergelandsenteret.no (in Norwegian)

thewc.org

# Sources

- 1 Directorate of Education (2017). Teaching controversial issues. Retrieved March 2, 2023, from <https://rm.coe.int/a-undervise-i-kontroversielle-tema/1680748448>
- 2 The European Wergeland Centre. Time to stand up and change the world. (Retrieved 02.03.2023 from: <https://theewc.org/content/uploads/sites/7/2021/12/P%C3%A5-tide-%C3%A5-st%C3%A5-opp-og-change-the-world-a-philosophical-conversation.pdf> )
- 3 Directorate of Education (2017). Teaching controversial issues. Retrieved March 2, 2023, from <https://rm.coe.int/a-undervise-i-kontroversielle-tema/1680748448>
- 4 Amundsen, B. (2022). How many of us now live in a democratic country? Research
- 5 Kallelid, M. (2021, August 27). Survey: majority of young people would put democracy aside for a politician they agree with. *Aftenposten, Politics*. <https://www.aftenposten.no/norge/politikk/i/g6vaO1/undersokelse-flertall-av-unge-ville-satt-demokratiet-til-side-for-en-politiker-de-er-enig-med>
- 6 Botnen, T. (2022). ÅK:2022, The Youth Survey. Opinion
- 7 Hovde, KH, Svensson, P., Thorsen, DE (2022). Democracy. Large Norwegian encyclopedia. Retrieved 2 March 2023 from <http://snl.no/demokrati>
- 8 <https://www.fn.no/tema/menneskerettigheter/demokrati-og-medborgerskap>
- 9 Council of Europe (2016). Competence in democratic culture. To live together as equals in culturally diverse democratic societies. Council of Europe. pp. 1-12
- 10 Botnen, T. (2022). ÅK:2022, The Youth Survey. Opinion
- 11 The assignment is adapted from: <https://theewc.org/content/uploads/sites/7/2021/09/7.-Hva-betyr-det-a-CC%8A-v%C3%A6re-en-medborger.pdf>
- 12 The voting age is subject to debate. For example, the Vote 16 campaign in Europe seeks to lower the voting age to 16. For more details, see <https://rm.coe.int/en-vote-at-16-a6-web-collection-elections-democratiques/1680a8781c>
- 13 Teaching controversial issues (coe.int)
- 14 Jore, MK (2022). Controversial, emotional and sensitive issues in school. pp. 13-14.
- 15 (Nilstun, C. (2023). Controversy in Store norske leksikon on [snl.no](http://snl.no/kontrovers). Retrieved 20.02.2023 from <http://snl.no/kontrovers>
- 16 Jore, MK (Ed.). (2022). Controversial, emotional and sensitive issues in school. Oslo: University Press. P.13-14
- 17 The Youth Freedom of Expression Council (2021). What about freedom of expression? Retrieved 23 March 2023 from <https://frittord.no/attachments/ab065f74cc5dd00e40ed531b8fc16e3c91a800c1/193-20210427210531482015.pdf>
- 18 Haugstvedt, H. Bjørge, T. (2022). Youth and extremism in 2021: A study of young people's assessment of extremism and prevention in Norway. University of Oslo. <https://www.sv.uio.no/c-rex/aktuelt/aktuelle-saker/2022/c-rex-rapport-2-2022-ungdom-og-ekstremisme.pdf>
- 19 Directorate of Education (2017). Teaching controversial issues. Retrieved March 2, 2023, from <https://rm.coe.int/a-undervise-i-kontroversielle-tema/1680748448>

20 «What is the situation with the freedom of expression of youth and young adults in Norway?» 2021

21 The Norwegian Media Authority, (2022, 8 February). «You have to have thick skin or avoid being online» - a survey about young people's experiences with hate speech. pp. 1-40.

22 The Equality and Discrimination Ombudsman. Hate speech. Retrieved 20.01.2023 from <https://www.ldo.no/ombudet-og-samfunnet/ombudets-arbeid/hatprat/>

23 What is the situation with the freedom of expression of youth and young adults in Norway?» 2021

24 Nordic Council of Ministers. Not OK: What is hate speech and what can you do about it? Ministry of Children and Equality. Retrieved 20.01.2023 from [https://bibliotek.bufdir.no/BUF/101/ikke\\_greit\\_Hva\\_er\\_hatprat\\_og\\_hva\\_kan\\_du\\_gjore\\_med\\_det.pdf?\\_gl=1\\*5vf9f8\\*\\_ga\\*MTE1MTgyODk5Mi4xNjc0Mj10-DUw\\*\\_ga\\_E0HBE1SMJD\\*MTY3NDIyNTg1MC4xLjAuMTY3NDIyNTg1MC4wLjAuMA](https://bibliotek.bufdir.no/BUF/101/ikke_greit_Hva_er_hatprat_og_hva_kan_du_gjore_med_det.pdf?_gl=1*5vf9f8*_ga*MTE1MTgyODk5Mi4xNjc0Mj10-DUw*_ga_E0HBE1SMJD*MTY3NDIyNTg1MC4xLjAuMTY3NDIyNTg1MC4wLjAuMA)

25 Ibid.

26 <https://www.unhcr.org/media/unhcr-teaching-about-refugees-2021-stress-and-trauma-guidebook>

27 Kierulf, A., Gisle, J. (2021, December 21). Freedom of expression in the Great Norwegian Lexicon. Retrieved 20.01.2023 from <https://snl.no/ytringsfrihet>





THE EUROPEAN  
WERGELAND  
CENTRE



Iceland  
Liechtenstein  
Norway grants

A geometric logo consisting of several white rectangular blocks of varying heights and widths, connected by thin lines, forming a stylized architectural or map-like structure.