DDCP-YD/ETD (2017) 2   Strasbourg, 5 January 2017

Youth Campaign for human rights online

**Training seminar countering hate speech
through human rights education and narratives**

Report
19 - 22 September 2016

Table of Contents

Introduction

The No Hate Speech Movement is a youth campaign by the Council of Europe mobilising young people to combat hate speech on and offline and to act for human rights. In May 2015, in the framework of the Action Plan on the fight against violent extremism and radicalisation leading to terrorism, the Committee of Ministers decided to continue the No Hate Speech Movement campaign until 2017. The campaign remains driven by the need to counter online hate speech in all its forms, including those that most affect young people, such as cyberbullying and cyberhate, racism and other forms of discrimination. The campaign is based upon human rights education, youth participation and media literacy.

Following the announced prolongation, many national campaign committees have renew their membership, national coordinator and programme of activities for 2016-2017. The campaign platform is being updated with new and improved tools for monitoring hate speech through Hate Speech Watch and engaging with the campaign through the Join the Movement and the campaign blog pages. New thematic focusses have been identified including sexist hate speech, Antisemitic hate speech and hate speech targeting refugees.
In the second phase of the campaign more emphasis is placed on countering hate speech through human rights narratives and reporting of hate speech content with the relevant authorities.

To strengthen the quality and impact of the educational and campaign activities of the national campaigns, a four day training seminar was organised from 19-22 September in Tirana, Albania. The Training Course was followed by the No Hate Speech Movement 4th coordination meeting of activists and coordinators of the campaign on 23-24 September also in Tirana, Albania.

Aim and Objectives

The training seminar aims to build participants' competences to combat hate speech online and promote human rights on- and offline through human rights education and campaigning.

At the end of the seminar participants will:
- Have knowledge of the approach of the Council of Europe to hate speech as a human rights issue
- Strengthened their competences to address hate speech through human rights education, using Bookmarks and other tools
- Developed the competence to plan and implement online and offline campaign activities, including in the framework of Action Days
- Developed competences to document and evaluate campaign initiatives and promote their visibility
- Have shared and learnt from each other's work, good practices and challenges

The Participants

The group of 23 participants was a mix of existing and experienced activists, youth workers and newly appointed national campaign Coordinators who were new or newish to the No Hate Speech Movement. This allowed for a good dynamic in discussions and for learning to take place both ways. The more experienced online activists were able to share their experience with online campaigning and at the same time gained new ideas and approaches from those less experienced.

The group worked well with the team of trainers. This was an additional factor for the success of the seminar. The working conditions were not easy and yet the group responded constructively to these difficult circumstances.

Training Seminar Programme

The implemented programme is provided in Annex A. Below follows a short summary description of the programme topics and flow. The detailed session outlines of each session in the programme are provided in a separate report.

Introduction to the Training Seminar
Because this was just 4 days of learning, which is a very short time for such an activity, it was decided by the team to create a team building training seminar introductory activity. This took the form of a series of questions related to 6 areas: the programme, the aim and objectives, non-formal education, the group, the No Hate Speech Movement, and competences. This was successful in that it required the participants to question each other with pre-set questions related to these different elements and then write the answers on papers and post them to different parts of the room. This allowed the participants to get to know one another, to learn about why each one was attending the training seminar, to learn what they wanted to get out of it, and to learn about the training seminar.

Defining and Contextualising Hate Speech
Running the first session in this way allowed the team to then move directly into the subject of hate speech for the rest of the day. The group engaged in an activity from Bookmarks titled, 'Saying it Worse'. The concept of the activity was to work with the group towards a 'more or less' common understanding of hate speech, what constitutes hate speech and how to assess its possible impact. The group explored various of their own definitions, used the activity to develop a deeper understanding of it and were presented with criteria for recognising/identifying hate speech and the Council of Europe definition of hate speech (appendix C).

The criteria for defining seriousness of hate speech are deduced from the rulings of the European Court for Human Rights, they are:
- The **content** or **tone** of the expression: this covers the type of language used
- The **intent** of the person making the statement, in other words, whether they meant to hurt someone
- The **target audience**. Who are they?
- The **context** of the utterance. This might include anti… legislation or a strong anti… feeling in the country
- The **impact**, what effect the statement might have on individuals or on society as a whole

The group received a number of actual online articles from different sources. These included; political correctness, restricting freedom of speech, religion justifying hate speech, humour protects hate speech, traditional stereotypes and hate speech, gender roles for hate speech, conspiracy theory and hate speech, and social media and hate speech. From each article the defined the hate speech and looked at ways for responding to such instances. There was also a more personal element where participants could share any experiences they have had related to the example they were examining.

Hate Speech and Me
The participants were asked to create a cube from cardboard, approximately 20cm^3. On three sides they placed information about themselves, their organisation and the work they do with young people. On the other three sides they answered 3 questions related to the No Hate Speech Movement.
- What do you do within the NHSM? What is your role?
- Have you used Bookmarks? If so in what context?
- What is your opinion about it? What would you recommend it for?

Once the cubes were completed they asked each other about their various answers as a way to get to know each other and their organisations and more importantly they got to know the extent of the role or experience each participant had in relation to combating hate speech.

Triggers of Hate Speech and the Power of Hate Speech
The participants were engaged in a simulation game titled 'Islands of Freedom', its and adaptation for the Bookmarks activity 'Clash of Freedoms'. The scenario encourages and creates division, suspicion and prejudice between 2 communities. The simulation duly set up the conflict and through the debriefing the participants were able to explore from personal experience how such prejudices emerge and can easily lead to hate speech and other discriminatory behaviours. The simulation also provided a backdrop for exploring the link between hate speech and Human Rights, the group was able to identify and explore different aspects of Human Rights that came under threat as a result of the simulation.

A Human Rights Response to Hate Speech
Here the group were able to undertake a more detailed analysis of the simulation game by going through the Convention on Human Rights, this served to reinforce many of the thoughts and feelings from the earlier session. Form here participants were given an input connecting Human Rights issues and the internet. They also received a copy each of the Council of Europe's 'Human Rights for Internet Users Guide' and had a chance to critique the publication based on what they had learned and from their own experience. This subject area closed with an exploration of how we can act against hate speech by using Human Rights standards and tools, particularly legal action, awareness raising and education – Human Rights Education.

The Link to Human Rights Education
An input was given on Human Rights Education, this included an exploration of its aim, how it conveys knowledge, skills and attitude in the context of human rights, and the importance of non-formal learning and a participatory approach to learning. Definitions from the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education were shared (appendix D).

In order to reinforce this, the publication of Bookmarks was introduced. Participants were asked to identify the most important part of the publication for them. Interestingly most participants referred to Chapter 5 'Background and information' and certain specific sub chapters where different topics are explored.

Tools for Human Rights Education and Combating Hate Speech
Participants were introduced to a number of online tools that are part of the No Hate Speech Movement; The Hate Speech Watch, the Campaign in Action Blog, the No Hate Chain, Campaign Social media platforms, and offline action. Because some people in the group have been involved in the Movement for some time and operate as online activists, several of these tools were introduced and explained by them.

The participants were asked to identify different activities and/or actions in combating hate speech that they had been involved in, within the last 6 months. These were then grouped together to form small groups of similar subject areas of action, each group selected one of the actions to explore. They went through a list of questions to identify the quality of learning and education that was involved in each activity or not involved! The group was introduced to the Competence Triangle of knowledge, skills and attitude, and the Problem Tree as an analytical tool. The groups then reformed to explore what could be done differently, changed or added to make their activity more educational in the context of Human Rights Education.

Small groups were each given a short text of two or three lines on a human rights/hate speech situation. Each group, using Bookmarks as its primary resource, needed to identify the topic that needed to be addressed and the learning needs of their target group. They needed to come up with an activity (from Bookmarks) that would engage with that subject and that target group and explain how they would adapt it to meet the specific needs of that situation. Each group also received a format for working; meme, video, photography, street action, training course, workshop, etc. The groups were tasked with actually producing an end product according to the format they chose and based within a workshop or training activity. This was presented to the rest of the group.

Different Scenarios of Hate Speech
3 different scenarios of hate speech were explored simultaneously in 3 workshops; Challenges to youth workers when working with young people, the normalisation of hate speech, and responding to incidents and patriotism.

In the Challenges to youth workers, two of the participants led the workshop. They shared experiences related to hate speech from the youth work perspective and reflected on the challenges faced by youth workers and being involved with education and young people. They looked at developing skills to address hate speech in youth work and different approaches to talking with young people about hate speech in the community. They also spent time exploring methods for engaging young people in the No Hate Speech Movement campaign.

In the normalising of hate speech workshop, the group looked at the socio-economic, historical-cultural and political context of hate speech in different cultures and communities. They worked to understand how hate speech is normalised in different communities, and how this norm can be challenged. They looked at such elements as:
- jokes and humour
- political discourse
- traditional culture (folk tales, customs)

- religion
- journalism, Internet
- commercial advertisements
- art (films, paintings…)

In the third workshop on incidents and patriotism, the group were presented two theories, one on stereotypes, prejudice and discrimination and the other the Sternberg theory on the Structure of Hate. Through discussions the group explored different acts of patriotism and different 'major' international or national incidents where hate speech became particularly intense in social media. The group exploration included being aware of ones own reaction and how to deal with that as well as approaches for tackling hate speech from others in such tense situations.

Reflection
Each day at the end of the day the group was divided into small groups to undertake some personal and group reflection. Each day of the training seminar they would receive the same set of questions which came under 3 headings; Review the day, explore your thoughts and feelings regarding the sessions and subjects, and conclude for yourself what you can take from the day for the future. Participants were encouraged to think for themselves at first, making notes if they wanted, and then talk about their answers in their small groups. At the beginning of each new day the participants were provided with 5-10 minutes to write themselves a letter about their previous day.

Action and Follow-Up
At the end of the training seminar the participants received their reflection letters back. As individuals they needed to summarise all their learning and make decisions on what they would do with what they had learned. Each participant received a timeline paper – approximately 1 meter long – and would track their next steps for up to 6 months regarding their learning and their role as 'activists' in combating hate speech. They covered areas such as what they will do, when they will do it, how they will do it, with whom they will do it and for whom they will do it. Each participants was also asked to share what it was they wanted to have achieved for themselves at the end of the timeline. Participants also worked on some joint initiatives which had been developed the previous day when exploring 'Tools for Human Rights Education and Combating Hate Speech'. A selection of which can be found in Appendix E.

Evaluation and Closure
Participants engaged in evaluating the training seminar through a short activity and an evaluation form – results of the evaluation are below. The final act of the training seminar was an opportunity to meet and talk with Anne Brasseur, Ambassador of the Council of Europe No Hate Speech Movement. This took place in the form of a fishbowl discussion with the participants engaging in discussion with Anne Brasseur and each other. This was itself concluded with Anne Brasseur handing out the training seminar Certificates to everyone.

The most important things learned
The most important things learned during the seminar varied a lot among the participants but focused in four areas: human rights and hate speech; the No Hate Speech Movement; on taking action; and personal reflection.

Human rights and hate speech
Learning about the approach of the Council of Europe to hate speech as a human rights issue was stated as extremely useful and motivating. Some recognized that they had new knowledge and understand of human rights in general, particularly about human rights online and why hate speech is challenging human rights. Participants felt that they had gained new and different approaches to combating hate speech through a human rights based approach as well as gaining a deeper insight into human rights issues and challenges.

The No Hate Speech Movement
Participants said they had learned a lot about the No Hate Speech Movement; how it works, what the resources connected to it are and how to use them, its strategy, and its goals. They talked about gaining skills in online activism, the ability to define and analyse hate speech, learn how to efficiently use the online tools of the campaign, and learnt how to better use the available resources when planning activities related to the campaign. Another aspect related to this was that many felt it was useful and encouraging to gain insight on how activists from different countries were organising and acting together offline and online.

Taking action
Participants greatly appreciated the seminar for the different ideas for actions and examples of activities and practice they gained. Some of these were fresh and new ideas from people who are new to the Movement and some were from the methods and approaches of the trainers used during the seminar. Some of these elements included; how an international training should be conducted, development of sessions and workshops, tips for applying for projects in the context of the no hate speech theme, and the need for designing educational based street activities.

Personal reflection
The seminar had a strong impact on many of the participants on a personal level. The simple act of being together as a group, sharing and exploring issues and subjects related to the Movement and being a part of it, left a strong impression for most. A sense of solidarity and strengthening of commitment was also a part of this, as well as learning from one another. Participants got to see that their own small steps were part of a bigger whole and this gave a new resolve to many to continue and push further the work of the Movement.

Competences developed or gained
Knowledge
A large amount of knowledge was gained in relation to developing a better understanding of hate speech, being able to define it, knowing more about human rights, non-formal education, and the Movement itself. More precisely participants learnt about the connection between hate speech and human rights, the relationship between hate speech and freedom of speech and the current trend for the normalization of hate speech. Participants also gained knowledge on the need for recognizing, preventing, and reacting to hate speech. Participants learned about new practices for tackling hate speech and how to use Bookmarks as a resource. They learned more about being an activist, the role of being an activist and new approaches and responses to hate speech. Being an international group also meant participants could learn about the different legal frameworks that exist in their respective countries, the different issues being faced and the different successful strategies being employed.

Skills
Skills gained from the seminar focussed from the personal to practical. Participants developed the skills to analyse situations better, to express themselves more effectively as activists, to be able to write blogs and write projects. They also gained skills in developing and running educational activities with young people, in being able to plan and organise activities for the action days, and to collaborate more effectively with different activists. Some gained skills in designing street activities and others in using the on-line platform for the reporting of hate speech and the creation and promotion of counter-narrative online content. Bookmarks was mentioned again in the context of participants gaining skills for using it or using it more effectively.

Attitude
The seminar had a strong effect on the attitudes of the participants. Many felt a renewed empathy with regards to those targeted by hate speech, others gained motivation and were inspired to increase their involvement, and others still gained a stronger awareness on consequence of hate speech. Critical thinking

improved for some in areas of how to address hate speakers, in working on being more constructive when dealing with negative online comments, with trolls and hate speakers. For some it was a recognition that small actions can sometimes have a stronger effect that big global actions and that we all have a role to play no matter how small.

Ability to explain what hate speech is
Participants almost unanimously considered that they were able to comfortably explain what hate speech is from a personal, emotional, social and even legal point of view. It was recognised however that this does not mean it is easy, partly because it is often not a black and white issue, that people can be unreceptive in accepting that hate speech is an issue and finally because for many they recognised that explaining hate speech requires constant practice.

Using the campaign platform tools
Most participants felt that they were either more familiar with the campaign platform tools or they discovered them and were comfortable with them.

Hate Speech Watch
Participants appreciated the presentation of Hate Speech Watch and felt it was very simple but effective. Some had never used it but felt they would be comfortable using it and many intended to do so for the first time.

Social media
Participants were generally happy and comfortable with the social media aspect. Some wanted to become more familiar with it but most were already engaged with it. The social media aspect was also seen as a tool for supporting the community of activists.

Campaign in Action Blog
Most participants were happy with the blog. Some wished to gain more experience with it, either wanting to write something directly for it or to transfer existing blog materials to it. The fact that it is international and therefore in English was problematic for some people, they felt they could be more effective creating a blog in their own language for the national or local level. It was seen as a great resource for raising awareness, stimulating activist creativity, sharing good practices, keeping the activist's motivation up and strengthening the movement's cohesion.

Join No Hate Chain
This was seen as a simple and accessible tool to raise awareness and promote the campaign, some participants were already using it themselves and in a few cases had engaged their national team in using it. However, it was also pointed out that because of certain country situations where there is little public information on hate speech, this particular tool was not so effective for making publicity for the Movement.

Explaining the No Hate Speech Movement
All the participants stated they were able to explain the No Hate Speech Movement to someone. Some planned to do so upon returning home with the volunteers from their organisation. Many already had a lot of experience of doing this with colleagues, young people and children. Some stated that before the seminar they had a lot of doubts about the movement but now they felt a confidence they did not have before. Others felt they could explain it more effectively than before, this was as a result of being more aware of the goals, how someone can get involved and the different tools at their disposal. It was also pointed out that it can be hard to 'convince' people of the importance of the Movement without coming across as a 'preacher'.

Developing online and offline tools
Most of the participants felt more comfortable develop online and offline tools as a result of the seminar. For some this was related to resources such as Bookmarks, either knowing it for the first time or knowing how to use it more effectively. Others referred to the development of tools they had engaged in during the seminar as part of the learning process, tools which they wanted to use and develop in their own context. Participants were evenly split between the development and use of online and offline tools, preferring one approach over the other.

Using Bookmarks
There were varying degrees of familiarity with Bookmarks among the participants. Some participants want to gain more confidence and knowledge of Bookmarks and on using it more effectively, some want to get to know it better, and some know it very well. The session on using Bookmarks was well received and appreciated. It enabled many to get to know the content of the publication more deeply. This was important for some because they got to know how to use it properly rather than just as a series of activities. It is seen

as a useful, interesting and inspirational tool for developing activities with young people and for supporting human rights work. One comment was that it was too large for busy youth workers and or teachers to fully get to know it and be able to use it effectively.

Explaining that hate speech is a concern for Human Rights and democracy
This was less easy for many people to respond to; however, many did feel they would be comfortable in explaining the link between hate speech, human rights and democracy. This though varied from a high level of confidence to being quite superficial in an explanation. Several participants expressed that they wanted to conduct more research in order to become more comfortable. Others were coming from the perspective of being a lawyer or more experienced activist and therefore were comfortable with the connections and in explaining them.

Further learning needs
The learning needs identified included:
- More information and learning on the concept of counter-narratives
- How to apply for a project through the Council of Europe, European Youth Foundation
- Learning about European policy instruments for combating hate speech; media education and Internet literacy; evaluating educational projects with young people.
- To know more practical responses for reacting against and countering hate speech
- How to analyse hate speech
- Activists training on the reasons why human rights are challenged and what is the cause of the popularity of the far right
- More knowledge on how to combat hate speech in regions where there has been war
- Assessment of the risks in engaging in offline and online No Hate Speech Movement activities

General comments
Participants were mostly happy and offered sincere thanks and praise to the team. Participants stated that they had learned a lot, it was enjoyable learning and useful, the sessions were well prepared and diverse, they appreciated the personal interventions by the team, and the learning process itself was interesting and challenging. Many were able to take techniques and methodologies used by the team for use in their own work.

Participants also stated that they felt there could have been more free time in the evenings once the official sessions were over, some wanted to have had more work in smaller groups, and one comment was for having a better gender and experience balance in the team. It was pointed out that there were no participants with disabilities. The final day of the seminar it was noted was less dynamic, it was felt that there was little diversity in the methods and approaches used with participants engaged in group work for hours.

Sunday 18 September
Arrival of participants
20.30   Informal welcome evening

Monday 19 September
09.15   Opening of the Training Seminar
        Getting to know each other and the programme
11.00   Break
11.30   What is Hate Speech?
        How to define and analyse hate speech
13.00   Lunch
14.30   Hate Speech in today's context
        How does Hate Speech manifest itself and why is it difficult to combat
16.00   Break
16.30   Hate Speech in my reality
        Exploring your organisations experiences with dealing with hate speech
        Exploring your personal experiences with hate speech
18.00   From learning to practice
        Self-directed space to explore how to transfer your learning into your practice at home
19.00   Dinner
20.30   Active participation evening

Tuesday 20 September
09.15   Opening of the day
09.30   Hate Speech and Human Rights
        How does hate speech relate to human rights and democratic principles?
11.00   Break
11.30   Hate Speech and Human Rights continues
13.00   Lunch
14.30   A Human Rights response to hate speech
        Exploring the values and principles of Human Rights
16.00   Break
16.30   A Human Rights Education response
        Exploring Bookmarks, a manual on combatting hate speech through human rights education
18.00   From learning to practice
        Self-directed space to explore how to transfer your learning into your practice at home
19.00   Dinner out

Wednesday 21 September, International Day of Peace
09.15   Opening of the day
09.30   What makes a (campaign) activity educational?
11.00   Break
11.30   Addressing challenging situations as a human rights educator
        Series of simultaneous workshops
13.00   Lunch
14.30   Addressing challenging situations as a human rights educator, continues
        Series of simultaneous workshops
16.00   Break
16.30   Using No Hate Speech Movement platform as campaign and Human Rights Education tools
18.00   From learning to practice
        Self-directed space to explore how to transfer your learning into your practice at home
19.00   Dinner + free evening

Thursday 22 September
09.15   Opening of the day
09.30   Using Bookmarks in my own practice in smaller working groups
11.00   Break
11.30   Using Bookmarks in my own practice continues
13.00   Lunch
14.30   Evaluation of the training seminar
16.00   Break

16.30   Group discussion on the role and potential of Human Rights Education and the Campaign to address Hate Speech in Europe today, with **Anne Brasseur**, Ambassador of the Council of Europe No Hate Speech Movement and former President of the Parliamentary Assembly of the Council of Europe.
18.00   Closing of the Seminar
19.00   Festive closing dinner and evening

Participants			
Family Name:	First Name:	Nationality:	Country of residence:
Kurti	Ervin	Albanian	Albania
Gishyan	Nelli	Armenian	Armenia
Hayrapetyan	Lia	Armenian	Armenia
Haas	Julia	Austria	Austria
Pieters	Bert	Belgian	Belgium
Poim	Maari	Estonian	Estonia
Kissné Szénási	Szilvia	Hungarian	Hungary
Maloku	Arbëresha	Kosovar	Kosovo[1]
Šėmytė	Giedrė	Lithuanian	Lithuania
Andreeva	Marija	Macedonian	'the former Yugoslav Republic of Macedonia'
Petrovski	Stefan	Macedonian	'the former Yugoslav Republic of Macedonia'
van Putten	Bryan	Netherlands	Netherlands
Rise	Eirik	Norwegian	Norway
Saldanha de Oliveira Gonçalves	Luís Andres	Portuguese	Portugal
Fazlitdinova	Diana	Russian	Russian Federation
Serrano Latorre	Sara	Spanish	Spain
Mahmoudi	Roshna	Swedish	Sweden
Kaval	Ceren	Turkey	Turkey
Fomichov	Oleksandr	Ukraine	Ukraine
Zeziulina	Kateryna	Ukrainian	Ukraine
Barletta	Debora	Italian	United Kingdom

---

[1] All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolutions 1244 and without prejudice to the status of Kosovo.

Haenen	Matteo	Italian	United Kingdom
Gómez	Miriam	Spanish	Bulgaria
Team of Trainers			
Family name	**First name**	**Country of Residence**	**Function**
Foldi	Laszlo	Hungary	Trainer and Online Community Manage
Paddison	Nik	Montenegro	Trainer
Minochkina	Iana	Albania	Trainer, online activist and member of Albanian National Campaign
Ettema	Menno	France	Trainer and European Coordinator of the No Hate Speech Movement of the Council of Europe

Definition from CM R (97) 20 definition on hate speech:
The term "hate speech" shall be understood as covering all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.

Definition from ECRI Policy Recommendation nr 15 on hate Speech:
Hate speech for the purpose of the Recommendation entails the use of one or more particular forms of expression – namely, the advocacy, promotion or incitement of the denigration, hatred or vilification of a person or group of persons, as well any harassment, insult, negative stereotyping, stigmatization or threat of such person or persons and any justification of all these forms of expression - that is based on a non - exhaustive list of personal characteristics or status that includes "race", colour, language, religion or belief, nationality or national or ethnic origin, as well as descent, age, disability, sex, gender, gender identity and sexual orientation.

ECRI:
Recognising that hate speech may take the form of the public denial, trivialisation, justification or condemnation of crimes of genocide, crimes against humanity or war crimes which have been found by courts to have occurred, and of the glorification of persons convicted for having committed such crimes;

Recognising also that forms of expression that offend, shock or disturb will not on that account alone amount to hate speech and that action against the use of hate speech should serve to protect individuals and groups of persons rather than particular beliefs, ideologies or religions; Recognising that the use of hate speech can reflect or promote the unjustified assumption that the user is in some way superior to a person or a group of persons that is or are targeted by it;

Recognising that the use of hate speech may be intended to incite, or reasonably expected to have the effect of inciting others to commit, acts of violence, intimidation, hostility or discrimination against those who are targeted by it and that this is an especially serious form of such speech;

Appendix D: Definitions of Human Rights Education

"'Human rights education' means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms".

Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education - Committee of Ministers Recommendation CM/Rec (2010)7, 2010

And

Human rights education aims to "empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms".

Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, 2010

Follow-up initiatives developed by participants during the training course.

Online Video Action in Solidarity with Muslim University Students Targeted by Cyber-Hate	
Your names	Matteo, Miriam, Arberesha
Target group	University students - young people
Format used	Video
What will the target group learn? (knowledge – Skills – Attitudes)	KNOWLEDGE - Awareness ATTITUDE – diversity and equality
What makes it Educational activity?	We will promote on social media a short video comparing daily life scenes of a Muslim female student and another non-Muslim colleague. Each scene challenges one or more positive or negative stereotypes on Muslim students, creating a counter-narrative that will help preventing and raising awareness about hate speech against them. Also, the video production and promotion will ideally directly involve University students.
Which Bookmarks sections are used?	5.4 racism and discrimination (stereotypes)
Other resources from the training seminar used?	**Knowledge – Skills – Attitudes triangle**
Any other information	**CREATING THE VIDEO CONTENT** The video will be around 1 minute long, so that it can easily became viral. Ideally, to ensure a larger involvement of students in the video action, the creation of the video (scripting, casting, direction, editing, etc.) would be handled by University students in the field of creative media production, possibly with the support of student associations or University teacher. **STORYBOARD DRAFT** A rough storyboard of the video could be as follow: The video will be based on a series of **short scenes (4)**. Each of the first 3 scenes will compare scene of daily life of 2 students: a female Muslim student and a non-Muslim student. To underline this comparison visually, the screen will be divided vertically in two halves, each following the story of one of the two main characters. In the last scene (number 4), when the characters meet, the two halves will come together forming one whole frame. The gender identity of the Muslim student as female is relevant, as this detail will offer the chance to challenge many of the stereotypes about the role of Muslim women in today's society. **1. Dressing up in the morning** This first scene will show each student dressing up in their respective bedrooms, preparing to go out for a normal day school. The Muslim student will wear a hijab: portraying a Muslim woman wearing a Muslim veil as a natural daily gesture will challenge the symbolism of the veil as something that inevitably prevent a Muslim woman for exercising her freedom of choice, specifically from expressing her personality trough the choice of her own clothes. **2. making a joke** This scene will show each student doing or saying something funny. Showing a Muslim woman being funny will challenge the stereotypes of Muslim women as necessarily modest and submissive persons.

3. lab experiment
the two characters will be filmed while taking care of practical tasks in scientific lab. This will counter the stereotype according that the religious faith of a woman would prevent her to develop a critical mindset and successfully take part in scientific studies

4. spend time together as friends
 In this scene, the two characters finally will meet and enjoy socialising together with other fellow students and friend. At this moment, the two split halves of the screen will be united in a single frame.

MAKING THE VIDEO VIRAL
The University and student associations will be contacted and involved in the promotion of the video action. The video will be shared on University website, intranet and social media platforms, in addition to NHSM social media.

No Hate Meme Dissemination	
Your names	Giedrè, Luís and Nelli
Target group	Gamers
Format used	Memes
What will the target group learn? (knowledge – Skills – Attitudes)	- Knowledge: raise awareness of the dangers of online hate speech and religious intolerance - Skills: how to combat religious intolerance via meme dissemination - Attitudes: change the online gamers mentality for them to be more tolerant via meme dissemination
What makes it Educational activity?	- Gamers: raising awareness on the dangers of online hate speech and religious intolerance; - Educators: show a new online tool to interact eficiently with the target-group.
Which Bookmarks sections are used?	Campaigning strategies (raising awareness through online tools via stakeholders).
Other resources from the training seminar used?	Knowledge gained in the TS.
Any other information	1. Research trending memes and get ideas; 2. Create the meme itself; 3. Research gamers online platforms (facebook groups, social networks, etc.); 4. Approach the enterprise that makes the online game and try to connect them to the campaign and meme; 5. Approach online game celebrities (or someone influent within the gamers community) and try to connect them to the campaign and meme as well; 6. Disseminate the meme on the different platforms (on the No Hate Speech Movement Campaign social networks too); 7. Choose a specific day (could be an international action day) where the gamers, the platforms, the celebrities, the online activists, etc. would change their profile Picture with the meme.

Wall of Emotions

Your names	Ceren Kaval, Bert Pieters, Ervin Kurti, Lia Hayrapetyan
Target group	Group of students (17-18y)

Format used	Role game + exhibition
	1. Role game (= adaptation of "play it again" (Bookmarks)) → extra: 2 groups (e.g. Blee Blee & Bla Bla) are in the same class and have a lot of stereotype thoughts about eachother, there still are bullies, victims, friends…
	2. Personal reflection: everybody by himself answering questions as What did I feel? How would I acted differently? …
	→ everybody draws, writes, … in the form they feel comfortable.
	3. Wall of emotion: all personal reflections are put in an exhibition.
	4. Together with an expert: Group reflection
	   - Are the emotions normal? What can it have as a result on the long term?
	   - Find solutions (e.g. rules)
	   - What other actions can we do? (e.g. exhibition for the whole school, other schools, whole community?)

What will the target group learn? (knowledge – Skills – Attitudes)	• experience (cyber)bullying: understand feelings of bully, victim, 'bystanders' • awareness about cyberbullying, the different roles • victims of cyberbyllying will find ways of expressing themselves / guidelines how to react/ignore
What makes it Educational activity?	• the experience • the reflection moments • the possibility to talk with an expert
Which Bookmarks sections are used?	• Chapter 4: activity ' Play it again' (p. 92)
Other resources from the training seminar used?	• research Ghent University (project Spion) → it is more effective to use fictional profiles to talk about cyberbullying (real stories are too emotional) • www.mediawijs.be/cyberpesten → different school activities to talk about cyberbullying
Any other information	

The No Hate Wheel	
Trainers	Julia, Katia and Debora
Aim	• To raise awareness about hate speech. • To gain a basic understanding of human rights. • To improve team working. • To achieve a respectful communication within a multi-religious community. • To organize and deliver an activity. • To build the capacity to counter hate speech. • To increase the engagement of young people in their community
Competencies to Address	• Team building • Critical thinking • Creativity • Use of specific tools and resources
Timeline	**Description** **Day 1** The first day will be dedicated to the introduction of Human Rights education and to

the understanding of the No Hate Speech, especially in relation to media.
The group will then be introduced to the aim and the tools of the campaign.

Day 2
The participants are invited to reflect on hate speech, thinking about their personal experiences in relation to it and conducting some research on media.

After the reflection and the common debate they will then be encouraged to select some of the examples that they judge particularly relevant.

Working in groups then they will be asked to come up with some possible reactions and solution to these cases, in order to vote for the most successful ones in a plenary discussion and to make a list out of them.

The trainers will therefore help in the moderation of the discussion, providing the group with positive stories about countering hate speech and giving out suggestion on how to deal with the most delicate issues, always taking care of the emotional impact on the group and trying to provide them with confidence and support during the whole activity.

Day 3
The participants will be requested to make a No **Hate Wheel**, using the information and the materials they've been collecting in the previous sessions and the instructions they will have been given.
Since they will have selected the contents and the materials it's important that they will understand that the final product is going to be a reflection of their choices and also their responsibility.
In other words they will have the possibility to decide on the rules but they will also need to take into account that they can face different problem and issues, therefore the trainers will take care of the moderation during the entire process, trying to minimize the fear of failure and other possible negative implications of the exercise.

The No Hate Wheel will contain different form of hate speech (based on the selection made by the participants), and it will be presented as a game to different people, who will be invited to turn the wheel and to read out the expression that will appear, so that it will be possible to see their immediate reaction.
The group will then have the possibility to engage with their audience, asking about their feelings and their possible reactions in relation to it and providing them with a set of solutions (among the ones that they have selected during their activity), so that in the end they will have gained more knowledge about the topic but also the empowering feeling of having helped somebody who has suffered from hate speech.

Day 4
- The group will deliver the activity (in a specific context to which they will have been introduced to and for which they will be prepared), taking care of reporting the most relevant moments of it, including audience's reaction together with photos and videos.
- Debriefing: The group will reunite, presenting their report. At this point the trainers will ask a set of question, which will include:
  -Emotional response of the participants
  -General comment and criticism
  -The most and the least favourite part of the activity

Follow-up
With the materials collected it would be possible to produce a promotional video to share in the general campaign but also in the different schools, where it can eventually be introduced as an educational activity in the curricula.

Resources	Bookmarks (Chapters 4 and 5), different stationery materials, campaign gadgets and materials, a camera.

Tree of Peace	
Trainer	Maria, Sylvia, Diana, Bryan
Aim	To bring the communities together in order to foster mutual understanding and shatter stereotypes which may be prevalent within the groups. This activity is geared towards participants between the ages of 18 and 30.
Competencies to Address	Empathy: Understanding of where the other is coming from, in terms of prejudices, stereotypes and culture. Critical thinking: Being able to discern between actual fact and opinion. To be able to think clearly and rationally about people coming from different background.
Time	**Description**
10 minutes	<u>Welcome / Introduction</u> The session leader introduces himself and welcomes the participants. The session leader explains why the event has been set up, namely to bring the local and refugee communities together in order to foster mutual understanding and shatter stereotypes which may be prevalent within the groups.
45 minutes	<u>Speed networking session</u> The session leader provides the necessary instructions to the participants. The participants are equally divided into pairs of local & refugee. This can be done by providing badges or stickers. Use of color is recommended. The speed networking session entails 15 rounds of 2 minutes each. Within each round, the participants are urged to ask each other questions. Guide questions can be provided in order to help participants keep the conversation going. <u>Questions</u> - What's your name? - Where are you from? - How old are you? - What is your favorite dish? - What is your favorite song? - - Sing the aforementioned song?
30 minutes	<u>Individual exercise: What is Peace?</u> Aim: To form a common understanding of peace by comparing and combining definitions. Session leader and facilitators hand out post its (or handmade leaves) in various colors. Session leader and facilitators also use a whiteboard or large sheets of paper to draw a large tree. Participants are asked to write down their definition of peace using quotes, lyrics, poetry, opinions and/or personal feelings. These definitions are deposited into a box. Each participant is asked to pull out a definition, to read it out loud and voice his or her interpretation of said definition. The session leader guides this process. After each participant explains the definition, they stick the post-it on the tree. In the end the tree should be full of leaves.
30 minutes	<u>World cafe (break)</u> Aim: The aim of the world cafe is to bring about informal communication and networking by means of an informal setting.

	For the purpose of the world cafe, local participants are asked (beforehand) to bring local dishes or snacks. Note that it is important to inform locals of dietary preferences (e.g. what foods are not allowed).
60 minutes	The stories they tell (SEE bookmarks page 121) The aims of this activity are threefold. Firstly, to look at the way immigrants are represented by the printed media and discuss how this may affect society's attitudes towards them. Also, to identify less obvious forms of racism, such as 'hidden' messages, selective reporting or the use of images and how they feed hate speech. Lastly, to discuss / research 'positive' stories relating to immigrants and immigration. To do this activity, you will need Bookmarks. Skip to page 121 to read the details.
10 minutes	Conclusion / follow-up At the end of the workshop the session leader summarizes all of the results and ties them together. The session leader explains the importance of what has happened today. Session leader is free to ask participants to pay it forward.
Resources	bookmarks, pens, markers, A4 paper, giant drawing of a tree, cloud shapes, post-its