THE EUROPEAN WERGELAND CENTRE

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NO HATE SPEECH MOVEMENT

Utøya Training Course on Counter and Alternative Narratives to Hate Speech

16-20 October 2017, Utøya Island, Norway

Narrative report of the training course

With the support of the EEA and Norway Grants

ICELAND LIECHTENSTEIN NORWAY eea grants

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Introduction

The Council of Europe's No Hate Speech Movement campaign was set up in 2013 to mobilise young people to raise awareness about hate speech and promote human rights online. 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.

Two manuals were developed in order to empower young people to denounce hate speech and promote Human Rights online. "Bookmarks", the manual on combating hate speech through human rights education provides youth workers and educators' information and educational activities for youth to understand hate speech and the threat it poses to human rights and democracy. The new manual 'We CAN!' supports youth workers and educators to develop with young people counter and alternative narratives to act on hate speech they encounter.

The No Hate Speech Movement (NHSM) in partnership with the European Wergeland Centre (EWC) organised the second European training based on "WE CAN!" from 15-21 October 2017 at Utoya Island in Norway. The training aimed to develop competences and gain experience on the use of the manual as well as prepare for wider dissemination through the national campaigns, and partners of EWC and the EEA Grants/Norway grants.

The training course took place on Utøya in Norway, the site of the terror attack on 22. July 2011. On the island of Utøya, a new memorial- and learning centre was built, designed for young people to learn about 22. July, while learning about, through and for democracy and human rights. The European Wergeland Centre is responsible for the educational activities at the centre, and has piloted various trainings at Utøya for young people from Norway and other countries throughout 2016. The main message of the Utøya learning centre is to combine remembrance, learning and engagement of young people by associating the learning of the 22nd July attack with the long tradition of the island to welcome young people to debate and discuss on topics related to democracy. The island therefore forms a powerful yet embracing space to learn about the use of counter and alternative narratives to hate, taking inspiration from the transformative process Utoya has gone through since 22 july 2011.

The training involved 31 participants from 14 countries, addressing participants as potential multipliers in their countries. The course was prepared, implemented and evaluated by three trainers with the support of staff of the EWC and Council of Europe.

Aim and Objectives

The training course aimed to develop the competences of youth workers and educators to work with young people to develop counter and alternative narratives to hate speech based on the manual 'We CAN!'.

The objectives of the project were:

- To develop participants' competences to use counter and alternative narratives to combat hate speech

- To develop participants' competences to use the manual 'We CAN!'
- To develop proposals for off-/online initiatives to integrate counter and alternative narratives in the European and national initiatives to combat hate speech
- To strengthen the response of national campaigns and programme partners to hate speech through education for human rights and democracy by making use of counter and alternative narratives
- To increase expertise of EEA Grants/Norway Grants, European Wergeland Centre and the Youth Department of the Council of Europe to support its partners in using counter and alternative narratives.
- To reflect on the use of the manual and develop further inputs for improvement

Profile of participants

Participants were selected on the basis of the following pre-defined criteria:

- Participants should be campaign activists, youth workers and educators active with young people on combating hate speech through awareness raising and educational work;
- Participants should come from Bulgaria, Croatia, Czech Republic, Cyprus, Estonia, Greece, Hungary, Latvia, Lithuania, Poland, Malta, Romania, Slovakia, Slovenia, Spain, Portugal, and Liechtenstein, Iceland and Norway (countries covered by the EEA Norway Grants);
- Participants should be able to work in English.

Over 250 applications were received for this course. The team selected 34 applicants from 15 countries, with an additional waiting list. Eventually, 31 participants from 14 countries, aged between 18 and 45, were able to attend the course.

The final group of participants represented a diversity of profiles in terms of country representation and type of activities they organise and target groups worked with. Participants worked among others with refugees and migrants, LGBTQ organisations, young people from disadvantaged areas, young Roma, but also as civil servants in youth ministries. All faced situations of hate speech and were looking for concrete tools and competences to accompany their young people in developing counter and alternative narratives or to develop inclusive youth policies[1].

Some participants were not familiar with the manual Bookmarks and with human rights education work. This meant some of the basics about hate speech and addressing it through human rights education needed to be covered before starting the concrete work with narratives behind hate speech and the manual We CAN!.

Methodology and Programme flow

A non-formal education methodology was used in order to allow participants to learn in a participatory way, based on their needs and in relation to their local realities. A combination of theoretical plenary sessions, small working groups as well as simulation games and creative activities were used to respond to various learning styles.

1 A detailed list of participants can be found in the annexes of this document.

Participants got together for a first welcome evening on Sunday 15 October in Oslo at the EWC office. The course officially started on Monday 16 in the morning. After some introductions at the European Wergeland Centre in Oslo, the group discovered the island of Utoya, its history as well as the learning centre constructed around the site of the attack on 22. July 2011.

The second day of the course was dedicated to discovering and exploring the manual "We CAN" and put it into practice by using it on particular cases.

The third day of the course started with a simulation in order to show the tendencies of societies to respond to narratives with counter-narratives. The concept of narratives was explained, and the human rights based approach was introduced.

On the fourth day, participants implemented skills development workshops on various topics related to working against hate speech through various tools and practices.

Finally, on the last day, participants developed personal and group action plans.
The course ended with an evaluation and closing. The group then moved back to Oslo for a common farewell party.

A summary table of the programme can be found in the annexes.

Day by day programme

Sunday 15th October
The course started with an informal welcome evening at the European Wergeland Centre. Participants got to know each other in a cosy playful atmosphere.

Monday 16th October
On Monday morning, the course was officially opened for all participants by Ingrid Aspelund, project coordinator at the EWC, who gave a short introduction to the European Wergeland Centre and the general context of this training course.
Participants were then invited to walk to the "welcome space" and find out about:

- The programme, aims and objectives of the training course;
- The EWC;
- The Council of Europe;
- The No Hate Speech Movement.

Participants were also asked to share:

- Concrete workshop ideas they would like to propose during the training course;
- Expectations, fears and contributions towards the course;
- Particular talents they have/ could share.

The table below summarizes main expectations, fears and contributions:

Expectations	Fears	Contributions
– To know how to address Hate speech. – To learn how to use "We CAN". – To create networks and possible partnerships – To make new friends.	– To have too much information. – To be overwhelmed. – To not know enough about hate speech. – To have difficulties expressing in English.	– Own experiences with hate speech. – Projects and experiences with young people. – Creativity. – High motivation to learn.

After this introduction session, all participants went on the bus to Utoya. On the bus, they were given a set of questions and asked to interview each other (What is home for you? What makes you angry? How would you define hate speech? etc.)

Upon arrival on the island and after lunch, Ingrid Aspelund took participants on a tour of Utoya. The explanations given during the tour covered the old history of the island, information around the 22. July 2011 terror attack and information about the aftermath of the island and what it aims to be today. The tour ended at the newly built learning centre, which also includes an exhibition about 22. July 2011. This strong emotional moment was debriefed with participants and lead to discussions about remembrance and the appropriateness of "re-giving life" to such a place. Discussions continued through an exercise in which participants were given pictures and tweets, and asked to tell the story of 22. July in their own way.

At the end of each day, participants met in small reflection groups to reflect on the day, steam out whatever they wanted to share and work on a transfer question related to linking the course to their local realities. In the evening, participants shared about "their human rights inspirations" through pictures and information about various human rights figures or activists. The evening ended with funny games in order to release tensions and create a positive atmosphere as well as build group dynamics.

This first day was very intense for participants on emotional level. Although many participants shared that they had felt very uncomfortable about the idea of running a training course in such a place, most of them recognised the power of the venue and its strong potential to motivate participants to engage.

Tuesday 17th October

The second day of the course was dedicated to getting to know the "We CAN" manual in details, particularly focusing on the Step-by-Step Guide.

After having been introduced to the 4 phases and the steps of the manual, participants were asked to choose amongst 6 concrete cases[2] related to different forms of hate speech on the following thematics:

- Islamophobia
- Antisemitism

2 The detailed list of cases can be found in the following link: http://bit.ly/HateSpeechCAN

- Sexism
- Homophobia and Transphobia
- Hate against refugees
- Romaphobia

After having chosen their group, participants worked the whole morning on: first, assessing the cases of hate speech using phase 1 of the manual; and secondly, designing counter-narratives by using phase 2 of the manual – in relation to the cases they were given. After lunch, each group presented the results of its work in the form of an interview in a simulated TV show. After each team made its short counter-narrative proposal, the TV moderators (the role was played by trainers) asked provocative questions and challenged participants to further develop their counter-or alternative narratives.

The overall process was debriefed in facilitated small groups. The debriefing also involved a discussion on the importance of phase 4 of "We CAN" (evaluation and monitoring), as well as a reflection on how participants could use "We CAN" in their local realities. The usefulness of the very practical guide and its step-by-step guidance was underlined. Participants also underlined the very complex language of the manual and the difficulty therefore to use it with young people.

In order to finalise the session, one of the trainers gave a short input about the link between hate speech and narratives. For this purpose, he showed how single events can contribute to one same narrative (eg. the antisemitic or holocaust denial narrative in the case of the example).

In the reflection groups, participants reflected on the type of narratives they hear in their local realities based on the targets of hate speech they identified on the previous day. The movie “Pride” (released in 2014 by Stephen Beresford) was shown to participants in the evening.

Wednesday 18th October

On Wednesday morning, participants participated in the simulation "A shelter or a shopping mall for Sleepyville" (adapted from the activity "A Mosque in Sleepyville" in the manual “Bookmarks”). Participants received various roles (citizens, pro-shelter association, pro-shopping association, pro-shelter media, pro-shopping media, and the mayor) and had to prepare a campaign and a round-table with the mayor before the referendum which would decide whether a shopping-mall or a shelter for homeless people would be built in Sleepyville.

After the vote, a detailed debriefing took place. The following aspects were further discussed in the debriefing:

- Group dynamics: In all the sub-groups in the simulation, some individuals took over the responsibility in their group in a way that made some others felt oppressed or not consulted. Most groups admitted not having taken the time to develop a strategy.
- The overall narrative was around economics. The economic benefit of having a mall to create employment for refugees vs. having a shelter.

- The groups functioned with counter-narratives rather than proposing alternative narratives. Challenging stereotypes about homeless persons for example instead of focussing on equal right to dignity and shelter.
- The human rights narratives were almost inexistent. Access to employment was the only right addressed.

The afternoon session started with an exercise in groups. Participants received a piece of picture to analyse. They were asked to identify the context, the relationship between characters, the spatial and temporal characteristics in the picture etc. After this, 3 groups were put together and the combination of their pictures created a complete picture that was telling a completely different story that the three individual parts led to believe. Participants concluded that it is easy, but at the same time dangerous, to make conclusions without having the full picture or without knowing the context and content of the case.

A theoretical session followed to explain definitions used in the manual "We CAN". Participants were introduced to:

- Oppressive narrative[3]
- Emancipatory narratives
- Counter and alternative narratives
- Human rights based narratives
- concepts of "discourse", "rhetoric" and "storytelling" and why they differentiate with the concept of narratives.

Finally, trainers emphasized the importance of using human rights based narratives to counteract hate speech. The principles of human rights based messages were introduced[4]. In small groups of 5 people, participants received ambiguous statements and were asked:

1. To identify if the statement was human rights-based
2. If it wasn't, to try and transform it into a human rights-based statement.

The exercise was perceived as very difficult and ambiguous. Some participants felt slightly discouraged. The trainers reminded that a human rights-based narrative is complex, and that this training course is to be taken as a "sandbox", a space for exploration and experimentation.

After this long day, a short reflection group focused on the type of human rights-based narratives participants could develop in their local community as an alternative narrative to the current ones. Most participants had difficulties to distance themselves from the broad and vague concept of "general human rights" and to focus on specific rights "eg. access to education, health, non-discrimination, freedom of expression etc.

Thursday 19th October

The morning of Thursday was dedicated to skills development through workshops proposed and ran by participants. A list of proposals was collected in the beginning of the week, and

3 Different forms of narratives that were presented to participants, were taken from manual " We CAN!", chapter 4 "Narratives" (pg.59-76) and chapter 5 "Counter and Alternative Narratives" (pg. 77-90).

4 see "We CAN!" manual page 82

participants could choose to participate in the workshops relevant to them. The following workshops took place:

- **How to control your body in public speaking**: A workshop on non verbal communication providing tools for dealing better with emotions in a public context;
- **Human library**: Based on own experiences with the tool, 2 participants introduced the concept of the human/ living library as a way of creating alternative narratives, combatting prejudice and inviting for dialogue;
- **Non-violent communication**: This practical workshop introduced participants to the concept of Marshall Rosenberg. Through concrete exercises, participants could practice the Non-violent communication approach on own, personal conflicts. The importance of focusing on oneself before focusing on the other was underlines throughout the workshop;
- **Theatre of the oppressed**: This workshop provided participants with an introduction to the work of Augusto Boal and showed examples of how to create alternative narratives through theatre.
- **Community journalism**: This workshop was an introduction to a powerful tool used by non-journalists (otherwise known as "citizen journalists") at community level, working with marginalized communities in Romania, particularly Roma communities.
- **Human Rights Education with unaccompanied minors**: One participant explained how she uses non-formal education tools and methods to work with newly arrived unaccompanied minors in shelters in Greece in order to install trust and stable relationships beyond language;
- **Letter of gratitude**: A concrete method was used to work with traumatised persons on re-creating positive networks by writing letters or postcards to inspiring figures or people and to thank them for something they have done/ supported with.

Participants were satisfied to have had the opportunity to share skills and learn from each other.

In the afternoon, Menno Ettema, the European coordinator of the No Hate Speech Movement youth campaign at the Council of Europe, lead a session to wrap up the contents of the past days. He provided participants with three very concrete examples when alternative narratives had been brought to transform hate speech situations, but also the complex relationship between hate speech and freedom of speech. Through these examples, he explained:

- Hate Speech and Freedom of Speech: where do we draw the line? building on the reflection on articles 10 and 17 of the European convention for human rights and fundamental freedoms and the General Policy Recommendation nr 15 on Hate Speech of the European Commission on Racism and Intolerance
- The way Counter and Alternative Narrative were constructed in very different circumstances;
- The Human Rights based approach to alternative narrative.

The three following examples were used:

- In Finland, some extremist groups were propagating Swastika graffiti in a neighbourhood. They decided to react by using the hate speech graffiti as a basis for creating new graffiti on them (they did not delete the previous ones; they used them and transformed them.)

- In the Municipality of Rotterdam, the Mayor is a Muslim Labour Party representative with Moroccan origins. The city council is ran by a populist right wing group. These initially very opposing parties do manage to cooperate and work very well together by ensuring the public debates even if harsh, always challenges principles and policies, never persons and groups
- The living library is a concept providing opportunities for alternative narratives. By asking people to be living books, and by writing a catalogue which lists all the existing prejudice and stereotypes existing about that book, the hate speech narrative is taken as a basis to create dialogue and opportunities for readers to create new narratives and visions, without having had to counter-argue on the initial narrative.

For the last session of the day, the Members of the Board of the Wergeland Centre joined participants for a World Café around themes of the course. In small rotating groups, participants exchanged about:

- What is the role of human rights education and youth work in addressing hate speech?
- How do we find a balance between policy and practical approach to hate speech?
- How can we use counter and alternative narratives to manage hate speech surges after major events in Europe (terror attacks, referendum Catalonia etc)?
- EU legislation against hate speech on social media - freedom of speech and hate speech?
- How to involve and support young people in their local realities?

A cryptoparty was organised in the evening. It provided participants with tools to strengthen participants' skills and understanding about the personal safety online.

Friday 20th October

The last day of the session focused on the follow-up and the evaluation of the course. Participants developed individual and group action plans on the basis of the daily reflection groups in order to more concretely define how they would use the results and learning outcomes of this training course with their young people back home.

The evaluation of the course took place in two steps:

- Firstly, participants individually summarized their 'reflection playlist' where each of them has picked the question of the previous days from the reflections groups held since the first day, and they went through the process again, discussed their feelings, their learning etc.
- Secondly, participants had two options to identify the competences they have built by: a) writing a letter to themselves; or b) interviewing each other.

- Then, participants got together for a common, visual evaluation about the overall course, the process, the outcomes, the atmosphere etc.

- Thirdly, after participants summarized the reflections as well as identified the competences they developed/gained – they started to develop follow-up initiatives[5].

5 A summary of the follow-up initiatives can be found in the Annex 2 below.

- The evaluation was followed by the closing moment where participants placed their 'human rights inspiration cards' in the learning centre of Utøya. They also wrote a message on a card, in solidarity with victims of the terror attack of 22 July. The cards were placed in the memory tree of Utøya.

Finally, all participants took a bus back to Oslo. A farewell party took place in the European Wergeland Centre. Participants went back home on Saturday 21st October.

Evaluation

Below a summary of the outcomes from participants' evaluation of the training course, including the final evaluation session and questionnaire that was filled out.

According to the feedback from the participants, the aim and the objectives of the training course were achieved, and the majority of the participants felt that their expectations were fulfilled. Participants said in the evaluation that during the training course they acquired new knowledge about the work on combating hate speech through human rights education on national and European levels, particularly emphasizing the value of "We CAN" manual. Participants declared having learnt to understand the functioning of narratives and how to analyse the narratives underlying hate speech and their effect on young people. However, participants also emphasized the complexity of the work with narratives and the challenge to adapt and simplify it when working with young people. Participants appreciated the bold emphasis and the importance of using a human rights-based approach when developing counter and alternative narratives. In general, the feedback was very positive regarding the flow of the programme that they considered dynamic and interesting.

Conclusions and recommendations

Building on the evaluations and feedback from participants as well as from the educational team, it can be concluded that the training course has been successfully implemented and significantly achieved the objectives. Further, the manual "We CAN!" was positively received by participants, specifically the Step-by-Step Guide which provides practical methodology to Assess oppressive narratives; Develop counter and alternative alternatives; Implement the counter and alternative narratives; and Monitor and Evaluate the impact.

It is important to emphasize that in the future, participants of similar training courses – focusing on counter and alternative narratives – should have a solid experience with and/or understanding of human rights and hate speech, as a baseline to allow them to engage further with narratives. Moreover, it was identified throughout the training course that working with narratives requires more time and very good understanding of the issues/cases that will be tackled and their contexts.

Therefore a number of recommendations are summarised below, to be considered for similar activities in the future:

- It is recommended that the call for participants for training courses on CANs should emphasize boldly the advanced nature of the course, and the need to have a good understanding of human rights and hate speech (including experience with using Bookmarks).

- It is recommended that, even if the training course is residential, a short e-learning phase is provided to bring everyone at common understanding of key issues, such as: hate speech, human rights, racism and discrimination, etc.
- The educational team identified the need for a long-term training course on CANs for the next year (2018/2019) in order to enable participants to develop their competences gradually from human rights, hate speech, to use of counter and alternative narratives. Bookmarks should be the main manual during the first residential training course. This to be followed by on-and offline work and field-work at local level to identify hate speech and leading narratives, and to be concluded with a second residential training course that could then focus extensively on "We CAN!" as well as develop concrete proposals on ways to tackle hate speech by developing counter and alternative narratives.
- In the future, more time should be dedicated to team building and group dynamics as it fosters greater interaction among participants and better understanding of each other's' background, experiences and competences. In addition stronger group bond before arriving at Utøya could facilitate sharing and reflection on their encounter with the site of the 22 July attack.
- Running the course on Utøya was extremely powerful and enriching. It enabled participants to create a combination of remembrance, and to build motivation and engagement to act by learning new competences.
- It is recommended that elements of this training course, such as: simulation game, TV show, practical work with the manual, are kept in the future courses. However, more variety of cases should be used as illustration to explain Narrative definitions next time.
- As a good practice, it is recommended that the educational team familiarises itself with the work on Narratives as well as the manual “We CAN!”, and develop a common understanding, particularly during the preparatory meetings.

Annex 1: Final list of participants

Name	Country	Organisation
Marieta Radulova	Bulgaria	Step by step Foundation
Vladimir Milev	Bulgaria	Bulgarian Council on Refugees and Migrants
Ivan Blažević	Croatia	SOLIDARNA- Foundation for Human Rights and Solidarity
Maja Gergoric	Croatia	Organisation Status:M
Tina Djakovic	Croatia	Human Rights House Zagreb
Pavol Kaššák	Czech Republic	NaZemi
Theodora Agapoglou	Greece	Aristotle University of Thessaloniki
Oikonomidi Eflefthería	Greece	ILIAKTIDA
Viktória Angeli	Hungary	Foundation for Conscious Youth
Miháli Szabó	Hungary	Tempus Public Foundation (TPF)
Zsuzsa Barath	Hungary	Erasmus Student Network AISBL
Katerina Inga Lionaraki	Iceland	Kringlumýri
Anna Romandash	Latvia	European Youth Press
Sintija Bernava	Latvia	Donum Animus
Stine Øyan	Norway	Oppegård Municipality
Mahira Karim	Norway	Minareten
Marius Thoresen	Norway	Lyngdal Cultural Center KF
Tomasz Bilicki	Poland	The Innopolis Foudation
Kalina Czwarnóg	Poland	Ocalenie Foundation
Eliza Gaust	Poland	Marek Edelman Dialogue Center
Catarina Alves Correia	Portugal	Portuguese Network of Young People for Gender Equality
Sara Anjos	Portugal	Tudo Vai Melhorar
Alexandre Coelho do Amaral	Portugal	Rota Jovem
Andra Camelia Cordos	Romania	GO FREE - the Association for the Support of Civil Society
Silvia Ravagnan	Romania	PATRIR
Mária Kapustová	Slovakia	Iuventa-Slovak Youth Institute
Jarmila Tomkova	Slovakia	digiQ /Digital Intelligence/
Alena Kaliská	Slovakia	Saplinq
Maša Eržen	Slovenia	National youth council of Slovenia
Luka Kristic	Slovenia	CITY YOUTH COUNCIL MARIBOR
Bruno Del Maso	Spain	INJUVE-Spanish Institute for Youth
Ana Laura López Carlassare	Spain	United for Intercultural Action
Trainers and organisers		
Nadine Lyamouri-Bajja	France	Trainer
Ron Saley	Italy/ Kosovo	Trainer
Joakim Arnøy	Norway	Trainer
Ingrid Aspelund	Norway	European Wergeland Centre
Menno Ettema	France	Council of Europe – Youth Department

Annex 2: Programme of training course

	Day 0	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Time	15 October	16 October	17 October	18 October	19 October	20 October	21 October
8.00	Arrival day	Breakfast (hotel)	Breakfast	Breakfast	Breakfast	Breakfast	Departure day
9:00		1.1 Introduction at EWC	2.1 The four phases	3.1 Simulation game	4.1 Dynamic learning space	5.1 Follow-up activities	
10:30		Break	Break	Break	Break	Break	
11:00		1.2 Buss to Utøya and bus assignment	2.2 The four phases	3.2 Simulation game	4.2 Dynamic learning space	5.2 Follow-up other tools	
12:30		Lunch	Lunch	Lunch	Lunch	Lunch	
14:00		1.3 Guided tour at Utøya	2.3 Presentations	3.3 Exploring narratives	4.3 More than CANs	5.3 Evaluation and closing	
15:30		1.4 Break/ Reflection and group activity	Break	Break	Break	Break	
16:00		1.4 Continues	2.4 Meta reflection	3.4 Narratives in a human rights framework	4.4 Meeting with officials	Leaving Utoya	
18:00		Reflection groups	Reflection groups	Reflection groups	Reflection groups		
19:00		Dinner	Dinner	Dinner	Dinner		
20:00	0.0 Welcome evening at EWC	1.5 Social activites	2.5 Movie night	3.5 Treasure hunt	4.5 Cryptoparty	5.4 Departure/ Farewell party	

Annex 3: Detail of cases for working on thematic groups

THEME #1: ANTI-REFUGEE
Title: Build the wall
Brief description: The song appeared on June 2015 in YouTube channel.
Evidences: http://bit.ly/BuildWallHU

THEME #2: ANTI-SEMITISM
Title: #UnBonJuif – Anti-semitic joke contest
Brief description: On October 2012, the hashtag #UnBonJuif (#GoodJew) became trending hashtag in Twitter, in France. The hashtag served as space for anti-semitic content and hate speech.
Evidences: http://bit.ly/UnBonJuif

THEME #3: SEXISM
Title: Women must earn less than men!
Brief description: Sexist hate speech by MEP in European Parliament.
Evidences: http://bit.ly/SexismWomen

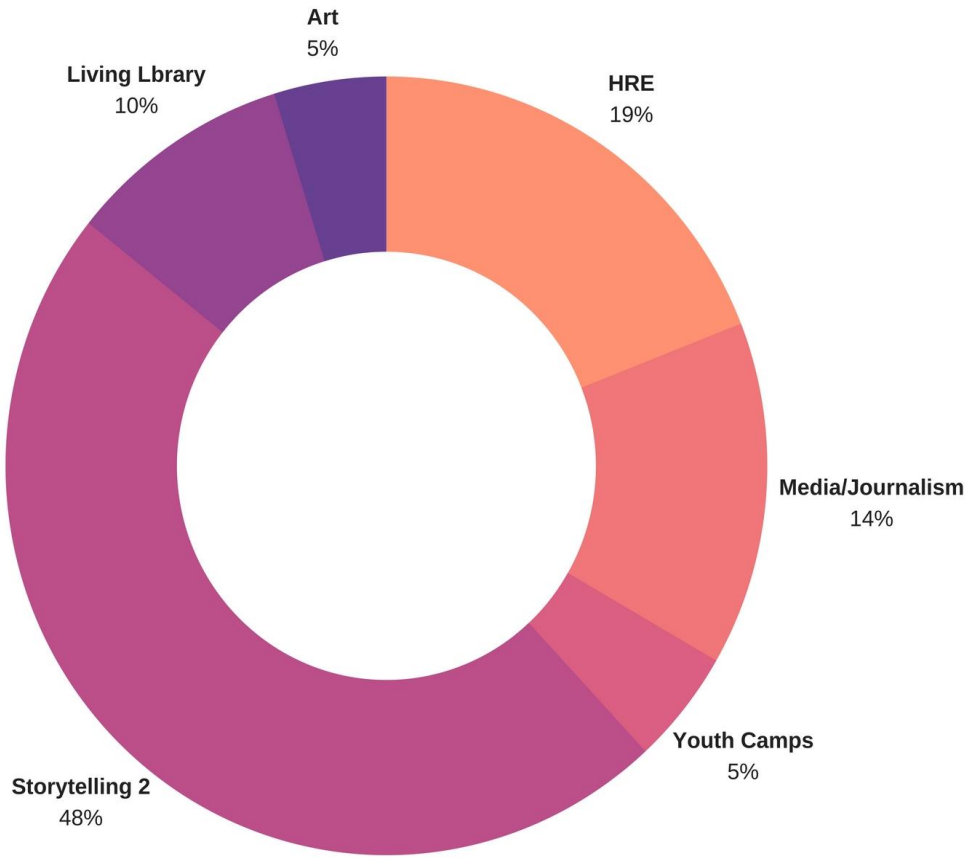
THEME #4: HOMOPHOBIA
Title: No homosexuals in my school!
Brief description: Archbishop Chrysostomos B triggered widespread consternation with further comments about homosexuality, saying there would be no homosexuals in the Cyprus Orthodox Church schools.
Evidences: http://bit.ly/NOhomosexuals

THEME #5: ANTI-GYPSISM
Title: Thieves, dangerous, violent...
Brief description: Spanish website dedicating one space just for "gitanos" or Romaní people in Spain. All jokes are making fun of this community and are mainly based in stereotypes and prejudices as thieves, dangerous people, violents...
Evidences: http://bit.ly/gitanosSPAIN

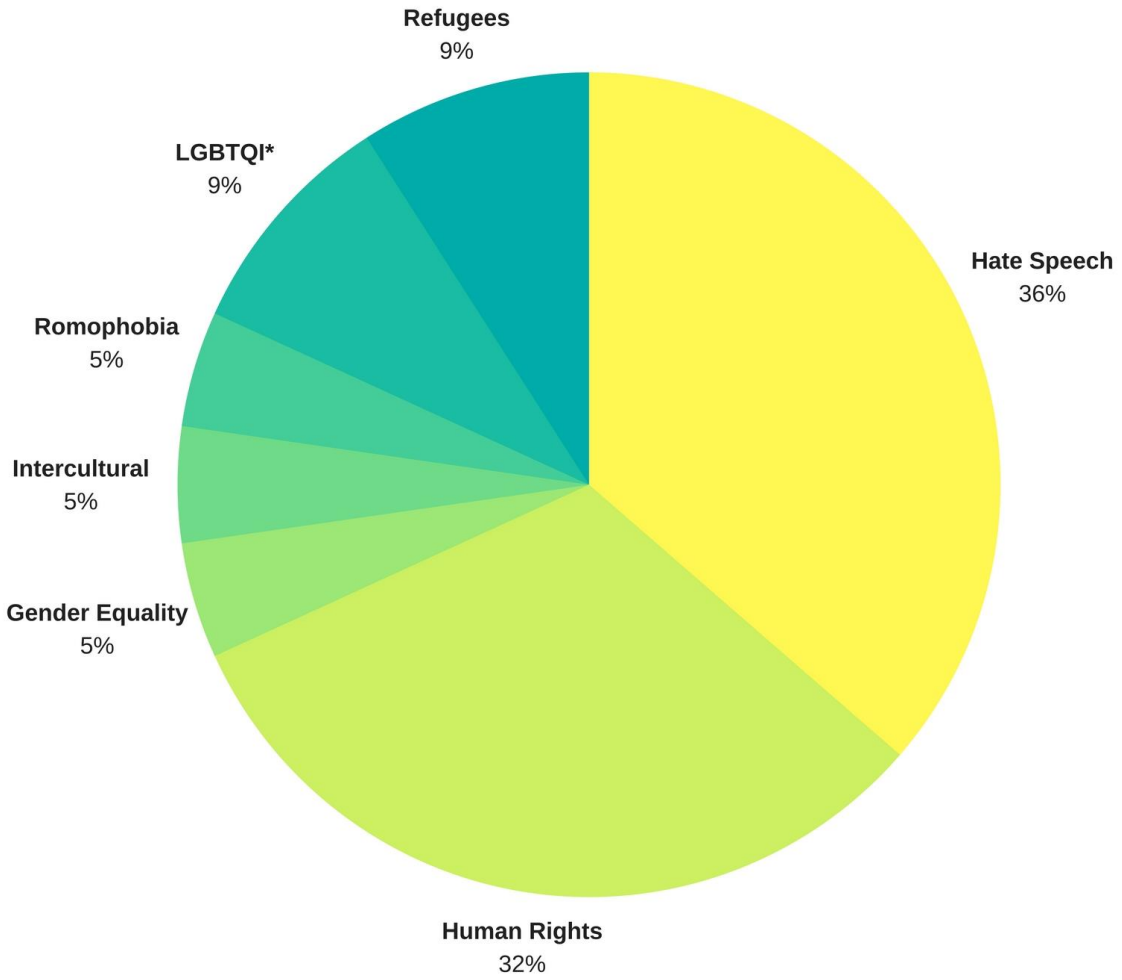
THEME #6: ISLAMOPHOBIA
Title: #Rapefugees
Brief description: The photo-tweet appeared under hashtag #Rapefugees on Twitter aiming to target Muslim women..
Evidences: http://bit.ly/Rapefugee

Annex 4: Summary of follow-up initiatives

TYPES OF INITIATIVES



TOPICS TACKLED BY INITIATIVES



TARGET GROUPS TO BE REACHED BY INITIATIVES