

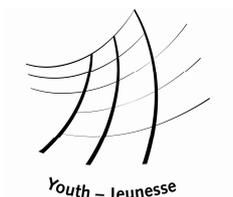


# Occupy Peace Online

Report of the study session held by  
Service Civil International

in co-operation with the  
European Youth Centre of the Council of Europe

European Youth Centre Strasbourg  
27 January – 03 February 2013



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.



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# 1 Executive summary

For one week 38 people from around the world exchanged their experiences with online campaigning, discussed related issues and facilitated workshops for relevant skills and knowledge. The No-More-War Team of Service Civil International, an international peace volunteering NGO, organised this study session with the support of the European Youth Centre Strasbourg.

## Main results

The main result of the study session and also the main follow-up projects are five campaigns which were developed during the study session as working examples. These were selected based on participant and organisation experience and interest. They are focusing on a) social inclusion, b) refugees and immigrants rights, c) narrowing the social gap in the education system, d) rights of indigenous people, and e) climate justice.

Another main outcome was the general inspiration and motivation to volunteer further for peace and human rights issues. This was in part to the well-balanced mixture of participants as well as including non-violence theories and practice in the programme as points of personal sharing grounds, connecting overall values to personal experiences both within and beyond cultural backgrounds.

## Major discussion points of the study session

We introduced a **strategic and cyclical approach** to introduce and disseminate the different stages of preparing, conducting and following-up on online campaigns for peace reflecting on experiences with online and offline campaigns. Recommendations for the creation, preparation, conduction, evaluation and follow-up phases were collected.

How to create a **culture of peace** and **non-violence** in contrast to prevalent beliefs that human beings are inherently violent by nature was a question we tackled in sessions on non-violence, consensus-based deliberation processes and non-violent communication.

We collected **good and bad practices** on designing and performing **campaigns** and based on these created five different campaigns as practice examples. The exchange, discussion and brainstorming of ideas and plans of action for these campaigns proved to be a very efficient experiential learning tool in the feedback from the participants.

We disseminated different **online tools for creating online campaigns** and exchanged our experiences in that field.

The Council of Europe campaign against **hate speech** online was presented as a **hands-on example** on how to do online campaigning. Linked to it was an introduction into hate speech and **biases**, topics highly relevant also for problems regularly encountered in online collaboration and communication.

During practical experience **workshops** based on participants' interests on creating and running effective campaigns, we worked on these topics: social media, online campaigning, identity building for NGOs, online tools, marketing, online fundraising, and gender and peace.

The facilitation team is very thankful to the Council of Europe, the European Youth Centre Strasbourg staff, the people in the Service Civil International's international secretariat and the No-More-War Team for their support, as well as inspired and grateful to the participants for their active involvement and energy before, during and after the study session both online and offline!



## 2 Introduction

The online space is becoming more and more important for all aspects of human life including social, educational, economic and political areas. Therefore also its importance is becoming more apparent for peace organisations, as Service Civil International, and other NGOs. We are moving into digital online domains with increasing speed, organising our projects, communicating with each other and raising awareness for our aims.

Still, cyberspace is new to us and we have to educate ourselves and exchange skills and knowledge regarding this communication revolution. Political events of the last years - most impressive, probably, the mostly peaceful revolutions in the North of Africa and in the Middle East – were not all entirely successful, but when it came to the influence of civil society, the Internet proved to be a source for advocacy, secure communication and planning.

We have been impressed by networks like Avaaz and allout.org, gathering millions of people around the world for advocacy and online campaigning for socially relevant issues. The impact has been visible in lots of legislative processes, strengthening active citizenship, democracy and participation. However, NGOs in general still have lots to learn and improve concerning online tactics to let our voices be heard. As volunteers within a worldwide peace movement we understand this necessity for learning and sharing our experiences with each other to improve the capacities of NGOs in general, and especially the volunteers and activists working for them.

Since in SCI we try to focus on issues broadly related to peace and, thus, mostly have experience in those areas, the topic of this study session was focused on online campaigning that aims at peace promotion and awareness raising about conflicts. For SCI, the relevance of this was already recognised in our worldwide strategic objectives as well as the need for capacity building.

Thankfully volunteers from other organisations felt the same, which helped a lot in extending the impact of this study session to many relevant NGOs in Europe and beyond. This possibility for inclusion furthered also the awareness on how to participate in global peace movements, beyond the SCI network.

In the past, SCI had been organising several major inter-regional campaigns related to peace topics, such as the North South Solidarity Campaign that focuses on Namibia, and the informational and promotional campaigns that focus on environmental issues and climate change impacts in the Baltic Sea, and an awareness raising campaign on the situation of refugees in Europe. But with the Internet and its possibilities we hope to be able to achieve more and probably faster or at least more efficient. The online aspect is becoming more and more important and ignoring the online world would be a great limitation for the work of any NGO and would possibly drive away our volunteers.

The current core group of volunteers in SCI consists more and more of the so called “digital natives”, young people between 18-35 whose socialisation and creation of ideas and activism takes place to a huge extent online. The internet allows for near instant exchange of information and furthers support for all kinds of groups, including marginalised youth, and the online world is driven and extended in a peer to peer education context.

Though the possibilities for learning and exchanging are nearly endless and continue to grow, the massive amount of information that flows on the Internet and also in our e-mail inboxes challenges us all and we want to create a positive culture of online dialogue for addressing social issues through international campaigns in a structured, easy to understand yet not overly simplified way.

SCI people are eager to take the study session results and pour them into annual campaigns and many volunteers, including those that prepared this study session and its participants are being involved in this.

Next we are presenting the aim and the objectives that we set for this study session based on the above considerations and what we discussed and the topics we tackled. The whole week and the outcomes of the session couldn't have been reached without the participants, who contributed with their energy and knowledge to the whole process, so we will introduce the composition of participants.

## **2.1 Aims and objectives**

We set out to improve the impact of online promotion of peace and non-violent conflict solutions, to find ways to enable more citizen participation in global peace movements and further hate free interaction, cooperation and deliberation within the global network.

In this sense, we envisioned as objectives to share the participants' previous experiences and best practices concerning all stages of online campaigning, empower them to create online campaigns and plan the implementation of at least one worldwide campaign within SCI and partner organisations.

Furthermore, we wanted to raise awareness on issues regarding online communication, especially hate speech and the Council of Europe's campaign on it. We also wanted to become more familiar with the advantages, possibilities, risks and challenges of online communication and campaigning tools (also in comparison to offline campaigning). However, this was not sufficient for us because NGOs - especially international ones - need not only communication but also online collaboration, therefore we envisioned to talk about consensus and its practice.

As any online campaign implies the use of technology, we've planned to share knowledge and media skills concerning online campaigning for peace, conflict prevention and reconciliation while preventing victimisation issues.

We wanted to enable participants to continue exploring and implementing their newly gained skills and ideas on both local and international levels after this study session. Therefore an adequate amount of time was foreseen for discussing and planning concrete follow-up activities and an online community space was established before the start of the study session where preparation was furthered and also where the activities of this study session could continue far beyond its tie of physical meeting.

## **2.2 Participants**

To achieve these aims, it was clear that we needed highly motivated participants who are volunteers, activists, or staff in NGOs related to peace, who are dedicated to build a team for an international online campaign for peace and willing to multiply the acquired knowledge and tools in their sending organisation. Having experience with campaigning, online campaigning, online communities or hate speech was also a major selection point as input and fruitful discussions required this presence of former experiences.

For successful transferring of the study session outcomes into real life in our NGOs, the inner drive to do online campaigning in the future and prepare necessary network capacities as well as the knowledge, the ability and wish to engage in both offline and online peaceful, efficient interaction seemed indispensable.

Also very basic and practical aspects of the selection were considered: the ability to communicate and interact in English, 18 years or older and the Council of Europe's criteria on the nationality, sex and age percentages to create a balanced group.

We gave bonus points to participants with more technical skills and knowledge concerning existing online tools useful with campaign preparation, conduction, evaluation and online community building.

From more than 160 applications we had received, the final group members were selected from 23 different countries, with an average age of 25. According to the statistics that the Council of Europe intern Nina Hammarberg prepared (for whose support in preparing the study session and its participants we are very grateful), we have the following data:

- Most of the participants were themselves very active in their sending organisation, most of them as volunteers and a few staff members. Overall, they were active in a broad range of activities.
- More than half of the participants are representing a peace organisation. The second biggest representation goes to human rights organisations and after that to youth organisations (which include also the student organisations). This diversity was seen as both an enrichment as advantage.
- The level of experience regarding online campaigning was not as high as we had hoped for, although the interest to learn more was immense. This can be interpreted to tell that all in all

online campaigning is still relatively new, but that the topic of online campaigning had a clear demand. More people had experience with online communities. Some participants indicated to have been involved already with the combating hate speech campaign of the Council of Europe.

- A large amount of the participants felt the desire to share their own knowledge and experience.

The people that were selected formed a very motivated group of participants, willing to fully engage into the project, share their own experiences and learn from others. As the level of experience regarding online campaigning was somewhat lower than expected, we took this into account during the development of the final programme. Noticing the willingness and eagerness to share their own experiences, and the relevance of the proposed topics regarding this, a certain amount of time was dedicated to facilitate this interaction. Making time for daily reflection groups provided us with the opportunity to quickly respond to the needs, expectations, wishes and rhythm of the participants where possible. Even though some participants had some difficulties with English, this did not prove to be a big problem. The diversity of the group was very enriching, while not being a hindrance for the group building process. The group was an absolute pleasure to work with, given the energy and enthusiasm they presented during the week, and their ability to provide knowledge, brains and hearts for the study session.

## 2.3 Content

The main issues we identified as relevant to work on with the participants were:

- Strategies on how to campaign for peace online and offline.
- Collection of good and bad practice on designing and performing a campaign.
- List of recommendations on how to create an online campaign following the project management cycle, identify the challenges and suggestions on ways to solve them, tips on how to run a campaign, indicators on how to evaluate a campaign.
- Online tools for creating a campaign online.
- Online collaboration and decision-making
- How to create a culture of peace and non-violence transversal to different perspectives? Identify the boundaries of hate speech online and offline.
- The exchange of practical experience relevant to the creation of online campaigns.
- Implementation of the gained knowledge and experience.

We then structured these topics in five interrelated blocks that can be discerned in the programme: online campaigning practices, working in online environments, hate speech and the combating hate speech online campaign, thematic workshops and the creative process of creating campaigns as a practical implementation of the topics of the first four blocks.

## **2.4 SCI and No-More-War: a brief introduction**

**Service Civil International** (SCI) is a volunteer organisation dedicated to promoting a culture of peace by organising international voluntary projects for people of all ages and backgrounds. The organisation consists of 44 branches and an ever growing number of partner organisations.

SCI is open to all. It was one of the first organisations to divest itself of all political or religious affiliations in its work of promoting peace and inter-cultural understanding through practical action. Throughout the years SCI has made a major contribution to the development of the main forms of volunteering. Year after year, the organisation enables thousands of volunteers to participate in community projects.

SCI's vision is a world of peace; social justice and sustainable development, where all people live together with mutual respect and without recourse to any form of violence to solve conflict. SCI's mission is to promote a culture of peace by organising international volunteering projects with local and global impact.

**The No-More-War** group was formed in 2010 to recall and reinforce SCI's original commitment to help build a peaceful, anti-militarist and pacifist world, and a peaceful, worldwide volunteer movement as an alternative to military service. SCI deeply believes that all conflicts can be solved peacefully without resort to violence and this is the message that we try to convey and put into practice in our daily work.

## **3 Programme – inputs and discussions**

### **3.1 Programme**

#### **3.1.1 Overview**

The programme of the study session Occupy Peace Online intended to address two main topics: online campaigning and online collaboration. Furthermore, we wanted the programme to help involve the participants as much as possible in the process, providing space and time for their input and creativity. The following interrelated five blocks provided the nurturing grounds of the study session:

#### **1. Online campaigning: background**

The goal of this block was to gain deeper understanding of what an online campaign is, what the possibilities are, but also the limitations. This was done by looking critically into own experiences and own examples of (online) campaigns, to discover what is needed to create a successful campaign. In this block we also looked more in detail at the process of building a campaign and the necessary steps.

#### **2. Working online**

Working in online environments and with online tools is more and more important for the current generation, also in international peace organisations. To strengthen the capacities of our participants in this regard, we looked both into online collaboration and decision making, as well as into handy online tools, online fundraising, online media and online marketing, all with regards to how to create an online campaign when working as international volunteers in an online space.

#### **3. Example of campaigning: Hate speech and the NO HATE SPEECH movement**

Working in online environments provides many opportunities, but also poses some risks. Hate speech online, for example, is a real risk. With input from two guest speakers (Andrew Somerville and Lazlo Foldi), this problem, and possible ways to deal with it, was addressed. Additionally, the Council of Europe's own campaign against hate speech online proved an excellent case to look at a real life and concrete example of an online campaign.

#### **4. Thematic workshops**

In these, the participants themselves could give introductions to subjects they found interesting and were relevant to the final block, building their own campaigns. Some of the topics discussed were refugees, gender and peace, identity building for NGOs and non-violence.

#### **5. Building a campaign**

This block had as specific goal to provide the participants with the space to implement all the gained knowledge and skills in the creation of their own online campaigns.

The day to day programme (see for more details in the appendix) followed roughly this pattern, with the first day dedicated to getting to know each other and building a strong group through team building activities. Some first thoughts were already shared on the different topics we were going to be discussing. The second day the group delved immediately in the broad topic of online campaigning, especially on what we need to know about online campaigning before getting started. As people from different countries collaborating on campaigns have to use the internet as a space for working together, the topics of online collaboration and group decisions made up the programme for the morning of the third day, followed in the afternoon by a concrete example of an online campaign - the Council of Europe's "No Hate Speech Movement" - as well as an immediate danger in online environment, hate speech itself. All these different blocks provided the participants the necessary input to finally engage in the creative process of creating their own campaign ideas based on their own topics of interest. The last two days then were open for them to implement what they have learned, come up with an action plan for their own campaign in teams and give feedback to each other.

### **3.1.2 Methodological choices**

SCI strongly believes in applying non-formal and informal learning methods to promote peace. A very diverse set of methods were used to provide the best learning environment as possible, both online as offline.

Before the study session itself, the participants were already encouraged to start the process of sharing and exchanging. During the months before the study session, the preparation team set up a preliminary online peace platform that provided the space to facilitate the preparation of both team and participants. On the one hand, this online space facilitated the process of providing background material for the preparation and was used to answer organisational questions quickly. On the other hand, the participants themselves were encouraged to start changing ideas, discussing them, placing additional information. On the personal level, the participants were also invited to reflect already in this stage about their motivation, strengths and possible contributions. This e-learning experience was however new to us, a success and preparations are under way to improve the online space for future use.

During the study session itself, all participants had been stimulated to contribute to the substantial discussions on the main topics. They had been asked and supported to find ways to sustain their ideas and present them to the others to promote a culture of solidarity, mutual understanding within their own organisations and countries.

Open and transparent active listening, inclusive facilitation, simulation exercises, creativity methods and daily energisers had been a constant feature in conjunction with the working methods. Information has been shared and gained in small groups and in the plenary.

When constructing the programme and choosing the methods of facilitation, the preparatory team had in mind key words such as: diversity, involvement, skills and knowledge assessment. For diversity, we used a wide range of methods such as brainstorming, creativity (the participants were encouraged to use their artistic skills) mind-mapping, not forgetting a daily reflection time of what went well, what participants would have liked to see changed or topics on which they'd like to focus more. The reflections helped the preparatory team to constantly adapt to participants needs and rhythm.

There had been 2 experts invited to speak about hate speech (Mr. Andrew Sommerville) and the Council of Europe campaign (Mr. Laszlo Foldi). Mr. Sommerville kept a second session on safety online.

## **3.2 Online campaigning**

### **3.2.1 Campaign experiences and examples**

During this first, introductory session we looked closer to the kind of experiences the group had with online campaigning previous to the study session. In order to do this, the participants were asked to give examples of online campaigns they have close experience with, or have knowledge about. Together, the different campaigns could be clustered in the topics of human rights, ecology, peace, non-violence, diversity, volunteering, education, commercial capitalism, indicating as well the diversity of interest and knowledge inherent to the group.

Participants selected a topic of their interest and analysed some of the campaigns from this topic in small groups according to a set of questions to get a deeper understanding of the campaign. These questions were: What was it about? Who was the target group? What was the main message? What was the main aim? What was good and bad? What are the most important needs for a campaign?

Some of the campaigns chosen for each topic were 'ACTA', 'Campus Green Week', 'Children of India and Pakistan', 'Volunteer Actions Count' and 'We are also the nation'. After the discussions, the results were presented and discussed in plenary with a focus on the questions set above and what could be learned from these campaigns and were summarised in the following part.

### **3.2.2 Campaign practices**

Based on the discussions of the examples and experiences from the first session, it was possible to identify some important elements to take into account when creating a campaign. In these discussions, it became clearer what is needed in a campaign, what one should take into account to make sure the campaign excels, and what not to do. Following, guidelines and recommendations were set up by the participants to take into account for everyone wanting to organise a successful online campaign.

### **On what a campaign needs:**

First of all, a campaign needs a clear and well-defined **aim** and **message** that is to be transmitted, with underlying it a well thought-out **strategy** that ensures that the aims are reached. A **clear target group** and a **clear focus** is needed, although it was also noted that **target groups can be diversified**, implying that **messages** also might be **diversified**. The campaign itself preferably has a clear and easy catchy **identity**, making sure it sticks to the mind and is easily recognisable. A catchy title can help in this regard. Be sure to use both visuals and audio. **Humour** is possible while transmitting the message, but also holds lots of risk. It is always important to make sure your campaign keeps a **good name**. Finally, in current times, it is important to create the **space for people to get involved**, so try to make the campaign as **interactive** as possible to get and keep the attention of the target group.

The **human resources**, being a **good and diverse team** with if needed **leaders who can delegate** is essential to make sure that the process goes smooth. **Commitment** and **creativity** are essential attributes of the team working on the campaign, whereas one also has to take into account the factor of **time**, as setting up an online campaign is done in a long-term perspective. The members of the team then need a long-term commitment as well. A critical self-note is also of extreme importance to learn, so a good (continuous) **evaluation** both of the campaign as of the team should be central to every stage of the development and is a requirement of the team.

Next to human resources there are also a lot of **technical resources** needed: it is needed to have a thorough knowledge of **informatics tools** and **communication channels** to make sure the message is spread adequately and the aims are reached. The **media** itself plays a big role as well, so a clear identification which media needs to be reached and how, is important.

### **On what NOT to do when online campaigning:**

As indicated, it is of extreme importance that the message is clear: a **confusing** message is an absolute no-go. **Lying**, being **disrespectful** in the message and communication, spreading **destructive** and aggressive messages are of course also high in the list of 'don'ts', as well as **sensationalism**. Be sure to keep up with the world out there, **spreading messages out of the reality** are not catchy for the public. Don't **look at the problem from one point of view**, as this is problematic and can lead to distortions. However, you also have to be careful for **information overload**, or too much stuff to read, as this lessens the accessibility of the campaign to a lot of people. Avoid **one-way messages** and forgetting about the public online response: you can learn a lot from possible interaction. Further, don't **stay in the online world alone**, but try to diversify means of spreading the message, also offline.

The campaign's success is also largely dependent on the efforts of the team preparing it. A **bad preparation** by the team can be disastrous: for example, a lack of research on the subject can have heavy implications for the whole campaign. **Trying to do too much**, beyond the realistic capacities, can also have a reverse effect. The campaign should never be **centred around one person**. A team should not **have lack of motivation**, as **stopping in the middle** or giving up are no ways to go.

### **What to do to make sure your campaign excels:**

A strong **strategy** and a good **structure** are essential to build an excellent campaign, and their importance cannot be underestimated. Identifying and addressing the best **communication lines**, for example, is an important strategic decision. **Be innovative and try to think out of the box**, both with regards to your message as to for example spreading your message. **Going viral** is one of those quite new ways to do so, so look at those possibilities. **Originality** and **creativity** is vital to all aspects of the campaign. However, be not only innovative and creative, but also make sure that what you want to do is **feasible** and **coherent** and make sure your target groups get the message. **Knowing your target group** very well is really important in this regard. Make sure your message is clear and adjusted to your target group; the principle of **KISS** (keep it simple and stupid) can help you hear a lot. **Be open for the different contributions of the different stakeholders** in your campaign. An excellent campaign also addresses a bigger picture: ideally it **interests people in power** and motivates them to make changes, it has a **multiplier effect** and it gives the possibility to **build lasting relationships**.

### **3.2.3 Campaign cycles**

A good campaign is dependent on a good planning, a good preparation and a good sense of what needs to be done. This was already reflected upon in the discussions on what a campaign needs to be successful. From the above guidelines followed the need to study a strategic approach to the process of campaigning. This was achieved by introducing a cyclical method identifying five different stages through which each campaign should go: the brainstorming phase, the preparation of the campaign, running the campaign, monitoring the campaign and evaluating the campaign and starting over.

Each of these separate phases are of extreme importance, independently but also related to each other. In order to fully comprehend what they imply, the different stages were analysed. From this analysis, different important elements were attached to the different phases, as will be discussed below. These were concluded to be the most important elements, while not claiming to be exhaustive.

The **brainstorming phase** is the moment where the general idea of the campaign is thought about and worked out further. In many ways this is the most fundamental step determining the success of the future campaign, as all other phases are built on the results of this phase. Considerable attention should be paid to:

- Research of the topic, including identification of the topic and issue
- Definition and legitimacy
- Setting up the aims
- Contact all the stakeholders
- Contact the target group
- Establish partnerships
- Mapping resources/limits/capacities

- Study good and bad examples

In order to successfully run the campaign, it is of extreme importance to have a good **preparation** of the campaign. This is the phase in which the aims and objectives will be further developed into concrete actions. A concrete and feasible project planning, taking into account all related aspects as time, budget, tasks, and so on are needed to make sure the next stage (the implementation stage) runs smoothly. Important elements to think about here are:

- Setting up smaller goals, milestones
- Setting up budget
- Identifying the required steps
- Creating an action plan and timeline
- Setting up a clear task division and follow up on responsibilities
- Creating the necessary tools
- Identifying the necessary channels of communication
- Finding measurable indicators for the evaluation

After a good preparation, the **execution** of all plans should go smoothly. In our case, a good preparation will ensure that our **campaign and all its planned actions run** successfully. The hard work done in the previous stages is being brought to the outside world. However, even a good preparation does not exclude that the team should not be aware of some things. Next to the implementation of the plan, following things are important as well:

- Monitoring (see also below)
- Update and engage
- Flexibility
- Be active and react
- Always remember the goals.

It is important to continuously **monitor** the campaign, in order to make sure that possible problems can be identified before they turn into big problems, and maybe adjust the campaign according to new insights, new opportunities. This is valid for all phases. In order to do this, some of the things to do are:

- Regularly evaluate the key performance indicators
- Evaluate every step and document it
- Be open to feedback also from the audiences
- Reflect on and react to feedback
- Map the main public reactions

A **good evaluation** is necessary to make sure that you can identify the good and bad aspects of the run campaign. This is not only of importance to estimate the success of the campaign, but also provides many learning points for **future endeavours**.

- Did we meet all the key performance indicators?
- Did we achieve the goal?
- Are we satisfied with the results?

- Do we need to change something?
- Did we stay between the budget limits?
- How was the teamwork?
- Which were the lessons learned?
- Which are the recommendations?
- With this information, new plans can be made to start further actions!

As mentioned before, and as concluded by the participants, these very broad guidelines are not exhaustive. It was also argued that often in reality different aspects interact and that there is a certain overlap between the different stages. The set up guidelines themselves are still very broad and are in need of further investigation. Some of these are worked out in more detail during the week, others remain to be researched due to time constraints.

As volunteers working on campaigns, we all should be aware of the long-term engagement the creation of the campaign is. By looking at the different stages, this also became clear. Here it can be argued as well that certainly when the campaign is run by volunteers, a strategic approach is very important to make sure that the process is successful. As identified as a need for a campaign, a good team working together is vital. Following this strategic cyclic approach and taking into account the different steps is necessary. Of equal importance though is setting up guidelines for working together successfully.

### **3.3 Working online**

#### **3.3.1 Online collaboration**

Working together. It seems to be an easy thing. Nevertheless, it often occurs that this is not the case and that certain issues arise. It is vital to avoid these, to ensure the success of the project. In international teams, online collaboration will be more and more important during the time to come. Online communication is in many cases even more difficult than face-to-face communication. Feelings, emotions, ideas, thoughts are for example often more difficult to transmit through the Internet. This might lead to misunderstandings or tensions.

Recognising this as a potential challenge for the process of online campaign creation by a group of international people, the topics of online collaboration and decision making were discussed.

##### **3.3.1.1 Working together online**

The objective of this workshop was to understand the challenges of communicating online and offline when working in a team, especially in an international one, which could be the case in preparing a campaign.

The session was an experiential exercise that bridged previous and next activities. It was a simulation of online communication for which the group was divided in small groups having as

tasks to discuss different topics such as: giving feedback to a press release campaign, the topic of their campaign. Following a set of rules made with the purpose of reconstructing online communication, the work in small groups was followed by a group discussion in plenary when the groups shared between themselves the challenges, difficulties of working online and ways in which they can be overcome.

Some of the conclusions of this activity were that when working online, we should know the context in which we are writing, remember that we are humans and on the other side of the screen there is also a human being. Text that we put online stays online and thus, we should take care particularly about the private information we write. Research and reflect before you react! The respect of privacy and original ideas works hand in hand with copyright, to which we should also pay attention.

### **3.3.1.2 Decision making online**

The objectives of this workshop were to identify the challenges of communicating and taking decisions in big groups online, to find ways to overcome the challenges when campaigning and to take decisions in the group.

How can consensus be reached? What are the conditions for that? What steps to take? What are the difficulties? Based on the evaluation forms filled at the end of the study session, in general, participants found the activity challenging and illuminating with regards to how difficult it is to decide what actions to take in a big group, especially online. We used as bases for our presentation and exercises the work and results of the Seeds for Change (<http://www.seedsforchange.org.uk/>) on consensus. The presentation has also been added in the appendix for consultation.

Two groups of almost 15 participants were created, each having the task of reaching consensus in the following situation. The groups had to try to reach consensus on what will be their future actions and the results of their work were shared in plenary having as points of reflection how could consensus work online? What are the challenges and the advantages of decision making online? What could be improved?

This exercise was considered challenging by many. Time constraints, as it can happen in reality, do not facilitate the process, was concluded. Depending on the group, it is important to have a diverse set of people in the group. Some discussed the need for a person to coordinate the discussions, while others felt the difficulty of having multiple people taking up a leading position, which created its own challenges. Focusing on the topic was also considered difficult in a large group. The difficulty of actually reaching consensus was recognised, as well as the general opinion that this is even more so in online environments. As overarching guideline was given that it is very important to make good working agreements and implement the different steps of the consensus-building process very consciously.

## 3.3.2 Online possibilities

### 3.3.2.1 Working with media

The current generation of 'digital natives' have themselves often a broad knowledge of at least some topics related to the possibilities online. However, the range and level of knowledge in the group was also diverse. Some had built up quite some skills in certain regions, while being rather unaware of other possibilities where others had more experience, while all of these things were rather new for a certain amount of people. To facilitate the exchange of experience and skills, and the learning process for all, adequate space was given to develop different fields of expertise, resulting in tips and recommendations for online campaigning. The discussed tools, that are mentioned here, are only some possibilities and by no means an exhaustive list of tools that one can use during the process of online campaigning, but merely some of the tools that were shared during the different sessions!

#### **Tips to make online communication more effective and attractive:**

- The use of URL shorteners was offered as a way to make URLs more attractive and display it in a catching way, easier to recognise and remember. For example, this is already used in Google Maps and YouTube. In case of online campaigning, you want people to remember quickly where to go, short and catchy URLs can easily facilitate this. Examples of resources are [bitly.com](http://bitly.com) and [ow.ly](http://ow.ly).
- The use of social media is of extreme importance in current times - and of extreme importance if you want to engage in online campaigning. Some tools can help you facilitate your social media use as well. To be sure for example that the name of your campaign cannot be confused with others, you can check at <http://namechk.com/> whether that name has been used before in the mainstream online platforms. A tool like <http://hootsuite.com/> can help you to manage different social media platforms from a single page, while a tool like <https://posterous.com/> can help you to link blog posts to all other social media platforms you have. <http://addictomatic.com/> is a webpage where you can check what has been said about a certain topic in different webpages.

#### **The importance of brands and logos:**

- It is important to have an image that people can connect to with your (online) campaign. One part of that is the creation of a logo that is easily remembered and is attractive to your different target groups, but should also reflect the ideas you want to communicate. The topic of identity building, that is further discussed below, is of importance here and directly related to the current topic. However, some small technical tips are shared in this stage already, as some tips and tools were shared here:
  - Be careful with regards to the colours/colour combinations that you use, as these have meanings that are also different according to your cultural background. Colours transmit in this sense a lot of information and even emotions. Research on this is important to avoid miscommunication.
  - Watch out for copyrights on fonts.

- The technique of ‘negative space logo’ was in general discussed as a very interesting idea to implement.

### **3.3.2.2 Online designing**

The participants discussed and remarked upon different examples for good and bad online web page designs. Emphasis was put on layout and colour-issues and some online and offline tools were presented that were considered helpful. Inkscape was used to introduce quick sketching of web page layouts as well as experimenting with colour schemes. <http://www.glify.com> was presented for fast brainstorming using typical pre-made html forms, which can speed up first interface tests. Other tools like <http://pencil.evolus.vn> and <http://www.simplediagrams.com/> were mentioned and then we took a deeper look at successful and unsuccessful web designs.

The no-more-war.net blog was analysed by participants and comments were made regarding the colour scheme used (light text with dark background being unusual and informal, some hard to read contrasts while being overall inviting) and also the layout was discussed (unclear difference between pages, categories and articles but navigation was quite easy; categories helped finding stuff a lot).

### **3.3.2.3 Online fundraising**

This workshop concentrated on online fundraising with a focus on using specific websites for crowdfunding. We talked about the importance of PayPal accounts, as online donations are mainly sent through it. We shared experiences of online fundraising in our NGOs (an example was SCI’s website (<http://www.sciint.org/index.php/support-sci/donate> which presents a visible button for donating where people can choose from a one-time donation or they can subscribe for a monthly donation of a fixed amount of money). After this, we visited several different websites for crowdfunding and checked different successful campaigns and their videos. The presentation can be found in the appendix.

### **3.3.2.4 Online marketing**

Intended as a very broad introduction on the topic of the relevance of marketing for volunteers in the case of online campaigning (although it can also be extended to other fields), two things were clear. First, marketing touches a lot of topics of importance to us and can help get some tips regarding topics as target groups, setting up aims and objectives, planning how to reach these, budgeting, promotion, recruitment, public relations and use of media, to name only a few. However, the use of marketing strategies also poses its challenges. The term ‘marketing’ is more seen as to be related to the big companies which have as goal making a big profit. The combination of marketing tools and voluntary work is seen as a more problematic encounter. However, during our discussions it became clear that there are a lot of opportunities to engage with marketing tools, using them for better aims. Seeing them as tools that we might use in order to work on and perfect our online campaign, and thus enhance the capacity to broadcast our message more efficiently without having to ‘reinvent the wheel’ every time, creates new possibilities. As a side topic in the study session and

due to the energy of the participants involved in the topic, the idea was put forward to create a small 'manual' 'Marketing for volunteers'. Due to time constraints, this topic will be further addressed beyond the scope of the study session.

### 3.4 Hate speech

We all frequently venture into the Internet, often without considering that there are also dangers involved in this exploration. During the development and implementation of online campaigns, both working together online as being present in the online world with the created campaign are obvious aspects of the process. However, in this online venture, one could encounter situations that are challenging or problematic. The challenges of working together online were already mentioned above. However, when being present online, one could also encounter a very real danger, not only when conducting an online campaign, but also in your daily life: hate speech.

Hate speech was important in two ways for our participants, both as phenomenon and as a concrete subject of a campaign: the Council of Europe's campaign against hate speech online. With input from two guest speakers, Laszlo Foldi of the Council of Europe and Andrew Sommerville, both aspects were introduced and discussed.

#### 3.4.1 Introduction to hate speech

Each of us can/could have experience/d **hate speech**, or be/was subjected to hate speech. In order to create durable **solutions** however, one needs to be able to **identify** exactly what hate speech online is before being able to adequately counter it.

Under the guidance of the **two guest speakers**, we sought to find out what hate speech is, how it manifests itself online, who engages in hate speech, what the impacts may be on young people and which possible actions can be taken. It has to be stated that the approaches of both guest speakers were very different, providing ground to analyse the problem from different angles. The presentation used by Laszlo Foldi can be consulted in the annexes. Following account is based on both inputs.

When asking what hate speech is, it became very soon clear that different opinions are in circulation. Two **definitions** were given as a broad introduction, one of them being: *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.* (Committee of Ministers of the Council of Europe, Recommendation on hate speech, 1997).

However, if one were to ask (like we did) what we all understand ourselves to be hate speech, it appears that it is not so clear-cut and is difficult to be put into an overall definition. The **perception**

of what hate speech is, we concluded, very **personal**, as everyone interprets it differently. When involving humour, for example, it is very difficult to interpret whether it is hate speech or not. What you recognise as hate speech, is not necessarily interpreted as such by others. One approach that could help out, is looking at three aspects: context, intent and impact, to question in other words what the content does (does it incite violence and hate), what the intentions are (is it intended to radicalise) and what the impact is. However, it can be concluded that there is not a clear-cut definition.

Hate speech is clearly related however with a broad spectrum of **other phenomenon**, of which racism, antisemitism, xenophobia, discrimination, gender, religions, extremism. It can **occur** in many fields: both in your daily life, as in the media and politics for example. But think also of schools, science, law and order, basically everywhere where human interaction is important. Of bigger importance here, it is also very much a phenomenon that can be found in online environments, on websites, social media, blogs, forums and other online spaces. Thus, in working online while creating an online campaign, as well as in the interaction with 'others' online who might react on your campaign, there might be occurrences in which this phenomenon becomes a very real personal experience.

For people being the **target** of hate speech, the **consequences** can be extreme. Research for youngsters indicates that it can be harmful from a psychological, social and physical perspective, possibly leading in extreme cases to suicide. Also, the risk of being a target for recruitment can be very real.

Before venturing into possible solutions, it is also interesting to get a sense of **who actually engages** in hate speech. Generalisations are difficult. However, research has shown some tendencies. There is mostly a core group and transmitters. Most people engaging in hate speech seem to be male, unemployed, young, not necessarily uneducated and not necessarily uninterested in politics. In general, they seem to have a radically different logic, which certainly does not mean that they are not educated! Radicalisation seems to be connected to 'flocking together' online.

**What to do however to go against hate speech online?** Having recognised the problem, monitoring and research are under-way. Monitoring agencies receive and investigate complaints. Legal approaches are being developed (but differ from country to country). Education and awareness raising will become more and more important, as well as international cooperation. Finally, also campaigns are being developed to counter hate speech, with the 'NO HATE SPEECH' campaign as an excellent example.

However, so far, the solutions presented were not felt to give adequate answers how to deal with encountering hate speech **on a personal level**. As a topic of concern to the group, this question was put forward and it became clear that at least here there is still a need for further investigation. However, some tips for dealing with persons engaging in hate speech were shared from experience:

- try one-on-one engagement with that person
- do not come with negative message

- convince the person conducting hate speech that you are a valid person
- do not show them they are being prevented from saying their opinion
- do not feed the trolls
- prepare yourself, know the facts

The general conclusion with regard to dealing with hate speech on a person level was that although the tips shared were helpful, there is still **need for further investigation and training** to adequately counter hate speech on a personal level.

### 3.4.2 The NO HATE SPEECH MOVEMENT

One of the ways to combat hate speech online is **raising awareness**, by for example conducting an **online campaign**. The 'NO HATE SPEECH' movement project from the Council of Europe is an example of such a campaign, and was presented to us (presentation to be found in annexes).

As a group of enthusiastic would-be campaigners, this proved to be the excellent moment to see how a real campaign was thought and worked out and how the campaign cycles that were discussed before, work in a **real case example**. The purpose was to get the insights of the making of a campaign, while seeing the final result, discuss it and analyse it. Moreover, as the campaign was to launch not long after the holding of the study session, the participants had the possibility to get inspired and nevertheless, be part of the campaign itself.

With the presentation the participants had the chance to see the points/ aspects to take into account when designing a campaign such as: aim, objectives, strategy, target groups, concept, tools and events. It also presented an example of a large-scale campaign, with a lot of different but related parts. Target group diversification for example, was already discussed as an aspect to make a campaign successful. Here a concrete example made clear how to do this and what this is related with. The relation between on- and offline aspects was as well inspiring to many in the development of the own campaigns. Also, the decentralised aspect of the campaign was interesting for those wanting to work in international settings, while being aware of national situations. At national level, the task of spreading the campaign against hate speech has been taken by national NGOs, promoters of its message and activities. This proved as well to be a valuable insight during the creative process.

The presentation was an important step into **linking theory and our daily work** done during the study session. By focussing on a concrete example, and to be more precise, on a concrete example of the process behind the campaign itself, it became clearer for some what needs to be done. Seeing a real life example, and the excitement that comes with being on the edge of running it, was for many **an inspiration** to delve into their own creative process by building their own campaign based on their most pressing interests. For many of the participants, this presentation and interaction was also a motivation to get involved in the NO HATE SPEECH movement in their own countries.

## **3.5 Thematic workshops**

Before and during the study session it became clear that the participants themselves had a lot of experience on different topics they wanted to address and share. As this was a high need for the group, the team provided the space and the time for them to delve further into the topics. This was both done by giving them the opportunity to give workshops themselves during the time allocated to the parallel workshops planned in the programme as by providing an ‘open space’ in which they could develop other topics. What follows is a short introduction in some of the topics that were chosen and discussed during these moments.

### **3.5.1 Internet security**

Following the discussion of concrete examples of hate speech online, the topic of online security on a personal level was questioned. Andrew Sommerville, guest speaker on hate speech online, delved further into this topic, presenting some tips and tricks how to work and keep safe online.

The topic of the session was to learn about what kind of personal information should and should not be available online (e.g. possibility of being tracked by hate groups). People, in general, do not realise what kind of personal information they are allowing other people to see. For example, the Big Data collection-practices of social media platforms are often not known, but in general people should be more aware of the statement: “if you can’t see the product, you are the product”. This means that if you are not paying for the use of something, someone else is probably paying to learn about you and your digital personality which you build up with your patterns of using the Internet. This can be used by different parties then to search more information on you.

Some tips might help to reduce your ‘digital footprint’:

- use different browsers for private and work related issues - can also count for activities concerning your online campaign!
- always log out of your social media accounts
- check regularly the privacy settings on the used social media
- consider any personal data you put on the web to be there permanently
- be aware that any information you put on the web or on social media can be sold to other companies
- pictures posted on the web with a digital camera or phone also give information away, e.g.: date, time, place, camera - be careful with this
- be aware that some sites (e.g.: right-wing sites) might track people who are online at their site at a certain time and how they got there

Concluding, it is always good to be careful with what kind of information there is to be found about oneself online. In case of bad intentions, or actors engaging in hate speech online, the data that is found about you online might be used against you.

### **3.5.2 Identity-building for NGOs**

Already slightly touched when talking about logos and branding, the topic of identity building for NGOs was as well a topic identified as one having a great importance for online campaigning, as perceived as a challenge for some of the organisations involved. In a changing world, some of the organisations involved indeed expressed their need to rethink their identity. But also when campaigning, it is necessary to have a clear and coherent identity.

However, when asked the question 'What is identity', it became very clear that it is 'complicated'. In the most basic sense, it answers what and who we are, and why we are so. It is the image of what you are. However, it was also argued that it includes an aspect of reciprocity. In the interaction with the outside world, it can be the case that the identity you want others to see is interpreted in a whole different way by the target audiences. This might lead to confusion and in the end to not reaching the overall goal of the campaign as envisioned by the stakeholders involved.

It was concluded by the participants as very important topic, not only for online campaigning, but also for NGO's more general. In this sense, it is definitely a topic that should be developed further in the future.

### **3.5.3 Refugees**

As one of the topics finally chosen for the creation of online campaigns during this study session (see below), the topic of refugees was of high concern to a lot of the participants involved and led to a fruitful exchange of information and experience. Focusing mainly on the different realities concerning refugees in various countries of Europe allowed to discuss ideas important for the further development of the campaign ideas.

One of the points that were discussed, were international laws and instruments supposed to protect the refugees in Europe. Since 1951, the International Convention of Geneva is the basic legal document relating to the status of refugees (who is a refugee, which rights, legal obligations of states). However, the concrete legal situations and experiences in for example Spain, Poland, Italy, Austria, Greece, Norway, the Netherlands and Switzerland are divergent. The living conditions of refugees in Europe (different kind of camps, sometimes quite good conditions but often terrible, with less rights than prisoners, in crowded places, without hygiene or access to basic health care) and the issues regarding the legal procedures were discussed. Some actions from other organisations advocating for improvement in these issues were analysed.

The discussions were felt needed and very helpful to develop the intended campaign concerned with refugee rights (see below).

### **3.5.4 Gender and peace**

Talking about peace (and campaigning for peace) led some participants towards discussions regarding the relationship between peace/peace-work and gender. This was further developed in a workshop on this topic, based on sharing experiences in an informal way.

When discussing about gender, it was first of all important to make the difference between sex and gender: sex is most perceived as a biological binary (female and male) while gender has social implications, perceptions and expectations.

With regard to the relationship between gender and peace, it was noted that there are several kinds of violence and discrimination towards women and that women are often the most affected group in conflict areas. This has been recognised more and more. However, it is only recently that rape is seen a structural ‘weapon’ in conflicts. When a conflict stops, rape and other forms of sexual violence often do not stop. Continuous attention is required.

Another aspect where gender and peace are important, but does often not receive enough attention, is the role of women in the peace-building process. Videos were shown from Liberia and Rwanda where women had a significant role in the peace process. The role is absolutely not automatic, as 90% of UN peace-keepers are male, which is also resulting from gender based constructions.

In conclusion, it has to be noted that online campaigning for peace and human rights should also be sensitive towards the gender-related aspects of the topics. This is important in the different stages in the process of creating a campaign, not only with regards to the topic chosen, but also relating for example to the identification and diversification of the target group, the message and so on.

### **3.5.5 Non-violence**

An inspiring talk by Paul Chappell was watched by the participants followed by vibrant discussions around issues concerning non-violence and some extensions and disagreements to arguments in that movie, which can be watched at YouTube: [https://www.youtube.com/watch?v=JRAOANK\\_r4](https://www.youtube.com/watch?v=JRAOANK_r4).

Following a short outline of the main arguments we discussed:

- Human nature provides the capacity for violent and non-violent behaviour. We are not inherently violent and non-violence is an option we all have. The Seville statement on violence was mentioned as a source for further arguments. This was deemed essential to understand when growing up in environments where our attention is so much focussed on violent behaviour that it seems much more “normal” than non-violent behaviour while in practice today more than ever conflicts are solved without resorting to violent behaviour.
- War is against human nature, which is why you need to train people for it and why it is traumatising: based on research and information by Dave Grossman, a military psychologist from the U.S., Paul Chappell clearly stated that people need to be trained to kill each other and also they need to be trained to stay in hostile environments. Unsurprisingly, war is a hostile environment that drives people mad, causing suffering and trauma to them as well as others. The only people who do not become mad by war are those who are already “mad” – those who do not have inhibitions against violence (anymore).

- How politicians try to argue for war using lies, deceptions and threats – especially visible when talking about goals and in dehumanising the enemy. While wars were always about resources and power distribution, they were always labelled as war against evil, against danger, for our families and God – nobody would probably go to war to be able to drive a more expensive car afterwards and/or for economic higher status people having even more money.
- Very relevant for the study session was the notion that war is about winning “hearts and minds” nowadays, since public opinion in democracies does have impact on what military people sometimes perversely call war-readiness. Here, online campaigning, advocacy and information distribution can have quite an impact on furthering non-violence.

The discussions in general were very personal and respectful as well as fruitful for learning how to argue for peace and non-violence as possible futures for humanity.

## **3.6 Building your own campaign**

### **3.6.1 Introduction**

Already in the early stages of the development of this study session it became clear that any study session on the theme of online campaigning for NGOs should not remain in theoretical fields only. In order for it to have true value for the participants and organisations involved, it seemed important to provide the space and time to implement the gained skills and knowledge into concrete actions, with intended follow-up actions.

In order to work on online campaigns, and to make sure the participants themselves would feel ownership of the campaign they would be working on, the interests and suggestions of each participant were already collected on the second day to start the creative process in an early phase. With a very diverse group, it was not a big surprise that there were a lot of diverse topics on the table to be developed further in real online campaigns. In total, around 20 topics were proposed by the participants. However, to ensure the best chances of further development of the campaigns, five groups were composed around the five most popular themes. Working in a similar way as the human library, the different topics were introduced and discussed, providing the participants the possibility to make groups on topics of mutual interest. This way, the five intended groups were formed. The selected topics were: 1. climate justice, 2. refugees rights, 3. education reform, 4. social cohesion, 5. raising awareness of minority group (e.g. Mapuche).

As in real life, the cycles of campaigning were also a relevant frame to work with in this block. It is obvious that a time-frame of five days is too limited to study online campaigning itself and completely develop the proposed campaigns. However, due to the enthusiasm of the participants, the groups were able to delve into the practical implementation of two of the cycles of campaign building as discussed above: the brainstorming phase and the preparation phase. Due to time constraints, this was a limited development of both phases, but provided them with the background

and the basis to further develop and implement their campaign-ideas in the future. Some guidelines were set up to facilitate the process.

During the **brainstorming phase**, each campaign group was asked to develop an ‘advertisement’ for their campaign, meant to be inspiring, motivating and convincing for the others of the message of the campaign. The creativity and the energy of the participants lead to some very interesting campaign ideas, and for sure to some amazing advertisements.

In the development of the campaign ideas during the last 2 days of the study session, it was also important to ensure that the blueprint of the process would be laid out in the kick-off of the **preparation phase**. These would result in group-presentations of the campaign ideas and plans with the opportunity for peer-feedback.

To help the participants in this process, a general framework to work with was laid out based on the conclusions made in the first block and developed in a more practical way in the following thematic blocks. This framework addressed both the conceptual level as the practical one. In the **conceptual level**, answers had to be sought to questions as the identification of the problem, the aims and objectives, the goals and the message; all resulting from the brainstorming phase. The **practical part** of the framework intended to create a concrete plan of action, based on the different stages of the campaign, the different tasks per stage, the time-allocation as well as identification and allocation of all possible resources. The goal of this exercise was to make the different working groups reflect further on a practical implementation of the process, as well as provide the space to plan for the coming months after the study session to ensure follow-up on the developed ideas here.

Being critical and realistic towards your own work is also an important element in the process of preparing and also running an online campaign, as was discussed during the different stages of the campaign process. To facilitate this process, methods of evaluating projects were shortly introduced as well, among which the SWOT analysis.

The results of the discussions based on the framework and the different forms of analysis were presented to the other groups for peer-feedback and suggestions, which all of the participants found a valuable way of working ensuring them outsider-input.

### **3.6.2 Some examples**

Two of these campaign ideas will be further discussed here, giving a short introduction to the development of the brainstorming phase and the start of the preparation phase of these two campaigns. These are meant as examples, as it was not possible to include all five proposals in the limited space available here.

#### **3.6.2.1 The SCI Climate Justice Campaign**

(Online) Campaigning is not only a topic important for this study session, but is on the agenda of SCI and its different working groups as well. Recently, during another meeting of SCI volunteers, including activists attached to both the No-More-War-group and the GAIA-group (focussing on environmental issues), ideas for the coming years were discussed. One of the main conclusions was to invest time in the creation of a campaign in which all SCI branches, partner organisations and volunteers could engage. In the creative encounter between No-More-War and GAIA, the topic of Climate Justice was put forward as an interesting topic for further development.

This idea was also presented at the study session as a possible topic to explore further and collaborate with again other volunteers towards reaching a joint campaign based on the inputs of as much people as possible. A group of eight motivated participants from different backgrounds thus became involved in the creative process that is to be continued during the next two years.

During the brainstorming phase, it already became clear that this campaign will be rather complicated. It is envisioned as a campaign in which the whole movement will be invited to participate, as well as other relevant actors. Seeing the scope of the intended campaign, the group decided to divide the campaign in two stages: a pre-campaign which focuses on the inclusion of the whole worldwide movement of SCI itself to ensure that as many actors within the movement are addressed and invited to join, and in 2014 the 'big' launch of the 2014 world wide Climate Justice campaign.

From the brainstorming phase, it was clear that the complexity of the envisioned campaign had implications for the two phases developed in the time span allocated to the participants. Here as well, the focus was mainly on the pre-campaign as described above. The steps that are put to paper to bring this to a good end, are therefore also focusing on this pre-campaign, while not forgetting the ultimate goals that are anticipated.

During the **pre-campaign**, the main focus is on spreading the message through the movement in order to attract as many interested activists for a long-term commitment. This will be done by actively addressing the SCI branches and partner organisations, as volunteers within these organisations. Offers and expectations to both are written out and to be sent within two months after the study session. As the big campaign is envisioned to have both international as national aspects, different coordination teams will be formed. For the coordinators and other volunteers, additional trainings will be foreseen, building as well on the gained experience during this study session. The group trained during the study session can act as multipliers in this regard. The different teams and the overall coordination team will then further develop all aspects of the actual Climate Justice Campaign, based on the inputs of as many involved people as possible. In this, it will be important to continuously refer to the gained experience regarding the process of campaign building and the different teams will jointly and separately have to go through all phases.

Even though the **actual Climate Justice campaign of 2014** could not be developed completely yet, some guidelines were already established. A combination of both offline and online activities will

be foreseen. There will be a general English version of all relevant material, while for the national level it is important to translate and adapt to the national situation. There will be one logo and one message that is the same for all. Some activities will be held at international level, others will be organised on a more local level according to the national realities. This is dependent on the different teams. Activities will focus both on existing events (for example Earth Day), as can be developed in the framework of other volunteer-based activities (for example the SCI workcamps), as well as totally new activities both offline and online.

### **3.6.2.2 Raise the voice of *sans papiers***

Following the discussions and exchanges of experience and knowledge regarding refugee issues (see above), the topic was then further developed to be the basis of another campaign blueprint.

The choice was made to focus on the issue of the '*sans papiers*', who experience on day to day basis the consequences of the label 'illegal'. Irregular refugees/immigrants often suffer from the lack of human rights and of dehumanisation, due to these labels.

In their message, the team wants to give a voice to the countless *sans-papiers*, and raise awareness of their situation in the broader public sphere, as well as create an environment where positive changes can be made.

The concrete aims of this campaign are set to be the following:

- increase the visibility of *sans-papiers*
- make the voices of the *sans-papiers* heard
- address politicians to take actions in this issue that reflect human rights

The main target groups are:

- *sans-papiers* themselves and organisations focussing on their issues
- public opinion
- politicians and policy makers

Research in the different issues involved will be further undertaken to ensure that the topic is addressed from different points of view and to map the actions that have been taken before throughout Europe.

It is obvious that creating a campaign in just two days is a very ambitious project. The following account of what needs to be done is then to be taken as a first step in a bigger process of 'thinking it through'. Nevertheless, the first steps have been taken, as described here. In the preparation phase, attention will be mainly on following aspects: creating a network, developing both the off- and online components of the envisioned campaign, creating the necessary communication tools, setting standards for the evaluation.

In the first place, the team wanted to implement an approach including as many stakeholders as possible. The creation of a network is in this regard a very important step. For this, a lot of stakeholders are identified: SCI-branches and volunteers, European network-organisations and universities and students. Both the international as the international levels will be addressed. Further development of the network on national level will be done by the national teams that are created in the first phase of the network building.

Both the national as international teams will then further work on the creation of the online and offline actions that together make the campaign.

Connected to this, is the creation of the necessary communication tools, both for internal as for external use. Communication tools for internal use are those used by the different teams to conduct their work online, among these Skype and an online platform. For external use, both online and offline means of communication will be developed, among which leaflets, an interactive website and a blog. For these, the necessity for the creation of a good logo and a good website are recognised and it is felt as advisable to have a web designer for this.

This preparation process is envisioned to lead to a big event, with both on- and offline events, in September 2014, giving enough time to focus on the further steps that need to be taken during the preparation process.

## 4 Main outcomes

The study session produced manifold outcomes regarding our organisational capacities.

The creation of the online platform which provided a work- and exchange environment for both the participants and the facilitators in the weeks before the study session proved successful. The possibilities and challenges of this process were collected and will be used for further development, both technically as methodologically. One of the most important recommendations based on the experience is to provide this at least two months in advance, as it really helps in the preparation and to connect the volunteers.

During the study session, the most tangible outcomes are the five campaigns. Also lots of experience exchange and skill transference was facilitated throughout this week.

Since the study session's main theme was online campaigning for peace, we will look at the outcome most directly connected to these first and afterwards reflect on secondary objectives and topics.

Online campaigning is a massive undertaking that can be very rewarding, while requiring major skills in several key areas as we discerned during the study session:

**Strategic planning** is absolutely necessary and needs to be monitored and re-evaluated constantly during all phases of the campaign. During the study session we practised the first stages of strategic planning and felt that a solid common understanding of the aims, the main message and tool choice for the campaign is essential and utmost care should be taken to ensure commonly shared understanding of these elements to avoid misunderstandings.

**Communication skills** are often underestimated or seen as already present since we use language in our everyday life all the time. Regarding intensive projects though, the ability to clearly express oneself understandably is something we need to constantly develop and improve, especially in international and multilingual contexts. While for everyday usage some sort of imprecision will mostly be overlooked and can be figured out in the process, the stakes for online campaigns are much higher both within the team of volunteers who have limited time and motivation for projects as well as communication to the outside. When you reach your target group but fail with the clarity of your message, the campaign still fails.

**Conflict resolution abilities** are essential in all cases where communication fails, and it always fails at certain points during the process. The awareness for irritations can be trained by regular self-observation and is the main entry point for conflict resolution, since it is the earliest sign offering the cheapest conflict exit point. Any further escalation would raise the bar and require more involvement by different parties to solve the conflict. Online campaigns and international co-

operations with low amount of physical meetings are even more prone to conflicts. Clarity of responsibilities and decision making structures were deemed important assets and requirements for successful online campaigning.

**Decision-making processes** in volunteer-based work should ideally and practically involve all stakeholders in a mutually respectful and integrative atmosphere that aims for consensus and, if achievable, even unanimity. While important for normal offline campaigns this becomes even more important for online campaigns when cooperating mostly online since the possibilities for clarification and revisiting former deliberations are either lower or at least more demanding than in physical meetings. The study session practice parts highlighted the need for clear structures for these processes, especially during the learning stages of consensus-based decision-making processes, to get used to this paradigm. The social and work-related costs of not having everyone on the same page will likely be immense otherwise.

**Avoiding hate speech and hate thought** has been a challenge and continues to be so for all kinds of online collaboration. Therefore, we used the study session as near-life example on how to collaborate best under time pressure in a language not being your mother tongue. This was and still is a challenge but one of the important factors was taking your time to discuss and agree on all the important aspects in the group while being aware of your own needs and communicating them with each other as to grow as a group and being able to take care of each other and know what you can expect.

The workshops conducted by facilitators and participants brought together the large number of topics and skills relevant for online peace campaigning, highlighting the need for well-prepared **volunteer management** and **needs assessment** before starting any campaign. Especially so, since many of us had examples and experiences with motivational burnout in our volunteering life and thus inner clarity is as important as clear communication of expectations and dreams with others.

From all these insights we hope to continue sharing our common experiences on the online community and indeed can see already while writing this report that at least two of the campaigns are thriving and active in pursuing their goals and will keep checking with the others. After all, it is the common motivation to work for a better future than what we have now and we strongly believe we can reach it together and only together we can live.

This hope and energy for future projects was also a major point taken from the feedback of our participants. The study session, meeting people working on similar issues in diverse ways helped both reviving the belief that change is possible and also strengthened.

## 5 Follow-up activities

During the development of this study session, it became already clear that this could provide the space for volunteers to engage in a lot of related future activities. During the preparation process, and in dialogue with different actors within the movement, these possibilities were further crystallised, while still keeping the space for the development of new ideas that would for sure develop when placing a group of enthusiastic young people together for a week of joint exploration and exchange of ideas. And indeed this happened, with a lot of ideas for the future. The most important follow-up activities that are envisioned will shortly be presented here, while not being exhaustive. These anticipated future activities are both the result of inputs from the organisers, as spontaneous results of placing a group of enthusiastic people together in a group for nearly a week.

As mentioned already above, one of the main outcomes was the start of the process of developing five campaigns based on the interests of the participants, being: climate justice, rights of indigenous people, narrowing the social gap in education, social inclusion and refugee rights. During the sessions itself, adequate attention was given to provide the space and the tools for the further development of these ideas. The energy and engagement the participants showed towards their group projects was promising that indeed the process would be continued beyond the scope of the study session. The groups were encouraged to set up concrete action plans for the weeks following the study session, as not to lose this energy. This process seems to have taken off, with for example the group working on social inclusion setting up their own Facebook page to both keep in touch and continue working on it. Another example, the 'Climate Justice Campaign' (see above) had its first kick-off with the pre-campaign already being set up and spreading across the movement.

As an important aspect for the general SCI campaign on climate justice planned in 2014 then, the first steps were already taken by the participants in the weeks following the study session. This pre-campaign intends to spread the message through the movement, attracting other activists to join in the process that is started during the study session by eight people and hopefully will evolve to a movement wide supported campaign. All the participants of the study session will be encouraged to take part and bring in their gained skills. The participants who attended the study session will be involved to prepare and facilitate online training courses on "climate justice", which will be organised by SCI in 2013 and 2014. This way, they will also act as multipliers for other volunteers in the campaign who were not in Strasbourg during this session.

Also intended as multiplier is the inclusion of the workshops and gained common experience and outcomes in the updated No-More-War toolkit that will also from the end of 2013 include chapters usable for future campaigns developed for volunteers and will be available online.

Furthermore, follow-up actions are also underway to provide the space for further online collaboration for volunteers wanting to set up a project, for example a campaign. Already before the study session took place, this need was felt and addressed by the facilitation team. A preliminary

online community platform was set up, in which the participants were invited to start exchanging information and getting into the subject already, an opportunity that was felt to be beneficial to the actual study session itself. Due to this success of the preliminary platform that was set up by the team, and due to the enthusiasm of some of the participants, as well as the support from SCI, a big project is envisioned to develop during the next few months. Already at the moment, the general outline and proposal, based on brainstorms both by the participants during the free time and with other actors in the movement, is being written and exchanged to see what the possibilities for further action are.

The creation of this intended future online community/platform not only provides opportunities for SCI and its volunteers to gain an important tool for online collaboration and community building, but this intended online peace platform/community could also prove beneficial to other like-minded organisations in the future and in this way strengthen the capacities of peace and like-minded organisations as a collective. In this lies also the potential to gain experience that can be shared among different organisations.

Next to the more practical and technical creation of this online peace platform, also other topics need to be taken into consideration, one of them being the challenges that come with online collaboration and interaction. As a quite new form of interacting, not a lot of research has been done already and practical solutions are being sought on the spot. How to actually in daily practice counter hate speech is a question discussed, but not adequately answered yet. Next to the creation of the online peace platform in a more technical sense, one of the challenges will then also be to create guidelines for a positive working environment online. This involves developing ways to remove biases and stereotypical thinking, furthering positive and appreciative online communication, and touches then also the sphere of combating hate speech online within intentional online communities. These challenges were touched upon briefly during the study session during the sessions on online collaboration, online decision-making and hate speech, but more attention should be given to these challenges in the future to provide a safe working and sharing environment for all and strengthen the capacities in cases where this is problematic. This requires further research and best practices collection and will be the topic of further activities that are to be planned.

One of the activities that are planned in the future could for sure benefit already from extra attention towards the above topics: “the Online Peace Caravan”. This project will aim to highlight non-violent strategies that different communities around the globe used during conflicts to remain peaceful while surrounded by violence, using examples from Afghanistan, Bosnia Herzegovina, Colombia, Rwanda and other countries. The aim of this is to spread the message that a culture of peace is not only possible, but that it is being done on a daily basis even under most severe conditions. We will try to counter the strong media bias towards reporting violence vs. non-violence. In addition we might add insights about frozen conflicts and how to melt them, which might provide an interesting strategy for more media awareness of those, too, since they often are a source still for lots of hatred and bias. This is intended as a long-term project, spanning over 2014-2015, and building on the skills and experience gained during the study session Occupy Peace Online.

## 6 Conclusion

Online campaigning and awareness raising provides a powerful tool for peace organisations. As in many areas, conducting high quality campaigns with volunteers remains a challenge. The study session helped clarify the necessary processes, attitudinal factors and technological challenges by sharing and disseminating previous experiences.

The study session was successful in manifold ways. Several campaigns have been outlined and are already being furthered at the time of writing this report. Therefore we have reason to believe that the short-term and long-term online advocacy campaigning effects are going to be much higher than before.

We have invited highly motivated volunteers, whose dedication has been strengthened while cooperation between SCI branches and partners has been improved and continues to evolve both strategically with concerted actions to create an improved online platform for online cooperation for our NGOs as well as practically with worldwide support for the climate justice campaign we discussed during the study session.

Tools for democratic participation especially in larger groups have been identified and practised during the study session, especially concerning consensus finding methodology. Further implementation is envisioned and being worked on by activists this year in several projects. However, this topic would deserve a stronger focus in the future, especially when connected with empathic understanding to deter hateful interaction.

Hate speech insights have been gained by the participants and we drafted guidelines on how to cooperate and deal with conflicting interests without regressing to hate speech interactions.

However, regarding the future, some challenges can be discerned, to which the continuous search for solutions should be undertaken by all actors involved.

Many campaigns span several months, some even years – maintaining volunteer motivation and being able to replace volunteers is crucial, since drop-outs due to changed priorities, jobs, etc., are consistent threats.

The focus on non-violent attitudes helped strengthen the focus on furthering cooperation by employing valuing, open-minded, non-threatening, bias-aware and balanced speaking and listening behaviour. Within groups from diverse backgrounds, language experiences, situations and communicating overwhelmingly online, these attitudes or their lack massively furthers or impedes cooperation. Creating and maintaining awareness within and between groups remains one of the main challenges of realising a culture of peace.

Technologically, the main issue is a lack of skills and their training. Society, including our volunteers, are not empowered with the skills necessary to actively create and use the tools we need for our advocacy and cooperation. This will require more effort to raise enough interest and motivation to attract new volunteers with the necessary technological skills and understanding and also to train existing motivated volunteers in that area.

Hate speech online needs to be extended to cover biased and hateful interaction in intentional online communities between people cooperating and working on the same projects, in the same group. Overcoming these group divisions is essential for any organisation and is especially challenging for world-wide online communities and networks, where physical meetings do happen rarely if at all. This field requires more research though to provide recommendations for best practice. For tackling hate speech within communities, the hate label should be avoided as it would advance division between people due to its strongly judgemental understanding. Avoiding labelling would hopefully allow the conflicting parties to concentrate on the personal needs and feelings instead of defending or attacking the hate-label.

## **7 Appendices**

## 7.1 Daily programme

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
09-10.40	Introduction	Campaign experiences	Online collaboration: introduction	Workshops I: <ul style="list-style-type: none"> <li>• Internet security</li> <li>• Identity-building for NGO's</li> <li>• Working with media</li> </ul>	Workshops II: <ul style="list-style-type: none"> <li>• Online tools and design</li> <li>• Online marketing</li> <li>• Online fundraising</li> <li>• Gender and peace</li> </ul>	Creating your own campaign: Part II
11.00-12.40	Getting to know each other	Campaign practices	Decision-making and consensus in online groups	Open space		
12.40-14.00	Lunch					
14-15.30	Teambuilding	Campaign cycles	Hate speech: introduction to hate speech and the combating hate speech online campaign (guest speaker)	Free afternoon	Creating your own campaign: Part I	Creating your own campaign: group-presentations and feedback
16-18	NGO-fair	Campaign creation: introduction	Hate speech: deeper understanding of the phenomenon (guest speaker)			Evaluation
18-18.30	Daily reflection	Daily reflection	Daily reflection			Daily reflection
18.30-20	Dinner					
20-22	Welcome evening	Non-violence evening		Free evening		Farewell-party

## 7.2 List of participants

Adelmann	Georg	Germany	SCI Germany
Aganran	Oluwafemi Israel	Nigeria	VWAN
Alaloul	Ibthihal	Sweden	Save Youth Future Society-Palestine
Azevedo	Ana	Czech Republic	Council of Europe
Benczi	Melinda	Hungary	Hope for children Hungary
Devoldere	Kim	The Netherlands	VIAvzw
Dobroiu	Mihaela	Romania	SCI Romania
Franco Garzon	Borja	Poland	SCI Madrid
Gabi	Islam	United Kingdom	IVS GB
Griffin	Emmet	Ireland	VSI Ireland
Grigorev	Aleksandr	Russia	Murman Youth for Peace
Hazan	Netta-Li	Israel	Interfaith Encounter Association
Helsloot	Wilbert	Indonesia	IVP Indonesia
Himmat	Youssef	Switzerland	FEMYSO
Jaquet	Amelie	Croatia	Velebit Association Kuterevo
Kallaf	Ahmad	Egypt	Social Association of Media Professions
Koch	Stephanie	Germany	SCI Germany
Kolbeek	Hilko	The Netherlands	VIAvzw
Krushovenska	Slavyana	Bulgaria	CVS Bulgaria
Kwong	Wingman	Hong Kong	SCI Hong Kong
Lázár	Veronika	Hungary	Utilapu
Martin Gijon	Susana	Spain	NAWEY
Molenda	Adriana	Poland	OWA
Muca	Genc	Albania	PVN Albania
Ni Ghabhann	Amanda	Ireland	VSI Ireland
Paolazzo	Sara	Italy	SCI Italy
Perez Rodriguez	Hilda	Spain	SCI Madrid
Piñeiro Sabaris	Julio César	Spain	ESN Vigo
Pyszko	Tomek	Spain	CIIC

Ristovski	Milos	“former Yugoslav Republic of Macedonia”	CID
Rymer	Karolina	Belgium	SCI
Savchenko	Ivan	Russia	AYA
Tsatsiashvili	Levan	Georgia	YGE
Tumenaite	Neringa	Lithuania	ENAR
Van Damme	Frank	Belgium	VIAvzw
Vlaisavljevic	Maja	Serbia	VCV
Weidinger	Valerie	Austria	SCI Austria

### 7.3 Limited list of references

Background material on:

**online campaigning:**

<http://www.no-more-war.net/2012/12/01/campaigns-just-what-sci-needs/>

[http://www.apc.org/en/system/files/VNC\\_Toolkit\\_FINAL.pdf](http://www.apc.org/en/system/files/VNC_Toolkit_FINAL.pdf)

<http://workshops.350.org/toolkit/start/>

<http://workshops.350.org/toolkit/campaign/>

<http://www.climatejusticeonline.org/take-action/campaign-toolkit/>

<https://www.accessnow.org/blog/2013/01/17/happy-internetfreedomday>

<http://www.internetfreedomday.net/>

[http://www.internationalpeaceandconflict.org/profiles/blogs/a-guide-to-tweeting-for-peace-and-social-change?xg\\_ppc=s1#.UP0mXWdZOWY](http://www.internationalpeaceandconflict.org/profiles/blogs/a-guide-to-tweeting-for-peace-and-social-change?xg_ppc=s1#.UP0mXWdZOWY)

<http://www.wri->

[org/system/files/Handbook\\_for\\_Nonviolent\\_Campaigns.pdf](http://www.wri.org/system/files/Handbook_for_Nonviolent_Campaigns.pdf)

<http://www.oxfam.org.uk/get-involved/campaign-with-us/how-to-campaign/campaign-tools-and-resources>

<http://rootsandshoots.org/content/one-million-hours-service>

<http://www.avaaz.org/en/highlights.php>

<https://www.allout.org/en>

[http://www.foe.co.uk/resource/event\\_presentations/ne\\_campaign\\_planning.pdf](http://www.foe.co.uk/resource/event_presentations/ne_campaign_planning.pdf)

**online possibilities and challenges:**

<http://drawingbynumbers.org/data-design-how-tos>

<http://icsr.info/wp->

[content/uploads/2012/10/1236768491ICSROnlineRadicalisationReport.pdf](http://icsr.info/wp-content/uploads/2012/10/1236768491ICSROnlineRadicalisationReport.pdf)

[http://www.cyber-rights.org/cybercrime/coe\\_handbook\\_crcl.pdf](http://www.cyber-rights.org/cybercrime/coe_handbook_crcl.pdf)

**working together**

<http://seedsforchange.org.uk/resources#grp>

<http://seedsforchange.org.uk/consensus>

**hate speech online:**

<http://act4hre.coe.int/eng/The-Project>

<http://act4hre.coe.int/eng/Studies-and-Research/Council-of-Europe>

<http://act4hre.coe.int/eng/No-hate-speech-movement/The-Campaign>

**non-violence**

[https://www.youtube.com/watch?v=JRAOANK\\_r4](https://www.youtube.com/watch?v=JRAOANK_r4)

<http://www.no-more-war.net/materials/>

Material collected by the participants during the study session:

## movies

- Uxuf Xipai (“El Despojo”): about the Mapuche conflict Chile
- Promises: about the Israel/Palestine conflict
- The singing revolution
- 5 broken cameras: about the Israel/Palestine conflict and non-violence resistance
- For a Moment Freedom: about refugees
- Into this world: about refugees
- Budrus: about the Israel/Palestine conflict and non-violence resistance
- The Basque ball: about the Basque conflict
- The bubble: about the Israel/Palestine conflict
- Paradise now: about the Israel/Palestine conflict
- Exit through the gift shop: about immigration and street art
- Four Horsemen: about the financial crisis
- Bil’in Habibti – Bil’in My Love: about the Israel/Palestine conflict
- Little Alien: about refugees
- Living in dependence: about refugee youngsters
- Hotel Rwanda: about the Rwandan conflict
- Shooting Dogs: about the Rwandan conflict
- Pray the Devil Back to Hell: about the conflict in Liberia
- Balibo: about conflict and media
- Cultures of resistance
- Enjoy poverty
- R.I.P. – A Remix Manifesto: about copyright issues in the information age.
- Invisibles
- Born into Brothels: about India, children and slums
- The Children of Leningradsky
- Pretty Dyana: about Roma in Serbia
- Latcho Drom: about Roma music
- Terraferma: about Italy and refugees
- Goodbye and be happy: about refugees
- Bringing Down a Dictator: about Serbia, Milosevic
- A Force More Powerful: about Nonviolent movements across the world
- We Are Legion: The Story of the Hacktivists: about the workings and beliefs of the self-described “hacktivist” collective, Anonymous.
- Taqwacore: The Birth of Punk Islam: about young Islamic punk rockers
- No Logo: about brands, globalization, resistance

## 7.4 Presentation online decision making – consensus building

Note: this presentation is based on material from:

- <http://www.wri-irg.org/de/node/5165>
- <http://seedsforchange.org.uk/resources#grp>

### Consensus decision making

*Consensus is a decision-making process that works creatively to include all persons making the decision. Instead of simply voting for an item, and having the majority of the group getting their way, the group is committed to finding solutions that everyone can live with. This ensures that everyone's opinions, ideas and reservations are taken into account. But consensus is more than just a compromise. It is a process that can result in surprising and creative solutions - often better than the original suggestions.* (Seeds for Change, [Consensus Decision Making](#))

### Consensus Levels

- **Non-support:** "I don't see the need for this, but I'll go along with it".
- **Standing aside:** "I personally can't do this, but I won't stop others from doing it." The person standing aside is not responsible for the consequences. This should be recorded in the minutes.
- **Agree to disagree:** the group decides that no agreement can be reached on this issue.
- **Veto/major objection:** A single veto/major objection blocks the proposal from passing. If you have a major objection it means that you cannot live with the proposal if it passes. It is so objectionable to you/those you are representing that you will stop the proposal. A major objection isn't an "I don't really like it" or "I liked the other idea better." It is an "I cannot live with this proposal if it passes, and here is why?!". The group can either accept the veto or discuss the issue further and draw up new proposals. The veto is a powerful tool and should be used with caution.

### Reaching consensus – process

1. The problem, or decision needing to be made, is defined and named. It helps to do this in a way that separates the problems/questions from personalities.
2. Brainstorm possible solutions. Write them all down, even the crazy ones. Keep the energy up for quick, top-of-the head suggestions.
3. Create space for questions or clarification on the situation.
4. Discuss the options written down. Modify some, eliminate others, and develop a shortlist. Which are the favourites?
5. State the proposal or choice of proposals so that everybody is clear.

6. Discuss the pros and cons of each proposal - make sure everybody has a chance to contribute.
7. If there is a major objection, return to step 6 (this is the time-consuming bit). Sometimes you may need to return to step 4.
8. If there are no major objections, state the decisions and test for agreement.
9. Acknowledge minor objections and incorporate friendly amendments.
10. Discuss.
11. Check for consensus.

### **Exercise in consensus in large groups – spokes council**

Situation: your organisation is running an online campaign pro Migrants Rights. The campaign has 5000 followers in one month and the following situations happen:

- The website has been hacked twice
- The volunteers moderating the online discussions were threatened online
- Extremist comments are posted frequently e.g.:
  - Send immigrants to their countries
  - We hate immigrants here!?
  - Immigrants are drug dealers and steal our jobs...
  - f\*\*\*\*, bla, bla, bla, f\*\*\*\*

The spokes council needs to address and decide about how to take an action / react to the cases.

Discussion in smaller groups (for example, 4 groups of 9 people) and come back to the plenary to present the solutions.

In plenary, following questions were discussed:

- How to use this method online?
- What challenges you foresee or experienced before?
- What are the advantages or the decision making methods?
- What could be improved on a real situation?

### **Tips**

**Common Goal:** All members of the group/meeting need to be united in a common goal, whether it is an action, living communally or greening the neighbourhood. It helps to clearly establish what this overall goal of the group is and to write it down as well. In situations where consensus seems

difficult to achieve, it helps to come back to this common goal and to remember what the group is all about.

**Commitment to consensus building:** All members of the group must be committed to reaching consensus on all decisions taken. It can be very damaging if individuals secretly want to return to majority voting, just waiting for the chance to say "I told you it wouldn't work". Consensus requires commitment, patience and willingness to put the group first.

**Sufficient time:** for making decisions as well as to learn to work in this way.

**Clear process:** Make sure that the group is clear about the process they will use for tackling any given issue. Agree beforehand on processes and guidelines. In most cases this will include having one or more facilitators to help the group move through the process.

## 7.5 Introduction to online fundraising

Note: this presentation was based on the work of Uris Kalatchoff

### What are the advantages of online fundraising?

#### Donate button

- Simple to add to any website
  - Paypal <http://paypal.com>
  - example <http://www.sciint.org/index.php/support-sci/donate>
  - (also possible with moneybookers.com)
- Flattr [flattr.com](http://flattr.com)
  - User decides how much to spend every month, every click is summed up and the donation divided by the number of the times the user clicked
- Needs to be highlighted in a special section of your website
- Fees: sometimes free if recognized NGO, otherwise 2%-5%

#### Crowdfunding

- Principle: project is presented on a platform, users find it out thanks to social networks and other links
- Kickstarter examples: <http://www.kickstarter.com/discover/most-funded>
- Not available in Europe, especially for digital media
- Main site right now: <http://kickstarter.com>
- Some successful examples: <http://www.kickstarter.com/discover/most-funded>

#### What is available in your country?

- Kickstarter only in US
- <http://fundedbyme.com> is a successful Nordic platform
- <http://startsomegood.com>
- <http://pleasefund.us> in the UK, using Paypal
- [Http://indiegogo.com](http://indiegogo.com)
- <http://haricot.ca> (English and French, open to all)
- [Http://fundly.com](http://fundly.com) - "Crowdfunding Platform for Social Good"

**Reviews:** Crowdfunding-Website-Reviews.com

**Databases of foundations**

- In many countries there are list of foundations, for example for Germany:  
<http://www.stiftungen.org/index.php?id=1092>

## **7.6 Presentation on hate speech, by Laszlo Foldi**

### **Content of the presentation**

- Definition of hate speech
- Online manifestations
- Impacts on young people
- Practices online

### **Definitions**

- Hate speech is defined as bias-motivated, hostile, malicious speech aimed at a person or a group of people because of some of their actual or perceived innate characteristics. It expresses discriminatory, intimidating, disapproving, antagonistic, and/or prejudicial attitudes towards those characteristics, which include gender, race, religion, ethnicity, colour, national origin, disability or sexual orientation. Hate speech is intended to injure, dehumanize, harass, intimidate, debase, degrade and victimize the targeted groups, and to foment insensitivity and brutality against them. (Raphael Cohen-Amalgor, (2011) 'Fighting Hate and Bigotry on the Internet, Policy and Internet, Vol. 3(3).)
- 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. (Committee of Ministers of the Council of Europe, Recommendation on hate speech, 1997).

### **Dimensions of Hate Speech**

- Content
- Tone
- Context
- Targets
- Potential implications
- Intention

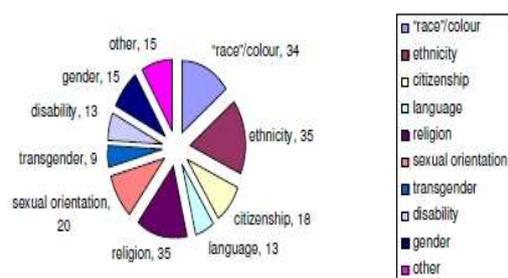
### **Relation to other phenomena**

- Racism
- Antisemitism
- Xenophobia
- Discrimination
- Human Rights – freedom of expression
- Gender
- LGBTQI issues
- Religions
- Extremism
- Discrimination against disabled people

### Fields of occurrence

- Everyday life – privacy
- Media (printed media, TV, Radio, Internet)
- Politics
- Governmental structures, institutions
- Schools - bullying
- Social ‘science’
- Hate crime – Law and order

### Bias motivations recorded in hate crime figures (OSCE 2009)



### Online manifestations

- Websites
- Social media
- Blogs
- Emails

- Memes
- Games
- Chatrooms, forums
- Videos

### **Impact on young people**

Young people as targets of recruitment:

- Internet is a learning space for easy ideas
- Hate patterns reach out for youth involvement
- Emotional risk

Young people as victims:

- Sensitive identity and personality
- Emotional or psychological harm
- Social harm
- Physical harm
- Suicide (in extreme situations)

### **Combating hate speech online**

- Monitoring and research
- Receiving and investigating complaints
- Working with ISPs and the law
- Education, training and awareness raising
- Public campaigns
- Victim support and community building
- International cooperation

### **Online solutions**

- <http://www.inhope.org>
- <http://standuptohate.blogspot.fr>
- <http://www.saferinternet.org>
- <http://www.inach.net/>
- <http://www.enacso.eu/>

## Offline solutions for online



## Campaigns

- Awareness Campaigns: campaigns that are aiming to raise awareness in wider public concerning discrimination and hate speech in general
- Affirmative Campaigns: campaigns that are presenting minority groups in a positive way for a wider public in order to prevent discriminative behaviours
- Obstructive Campaigns: campaigns that are collecting information about discriminative sites, actions online and also trying to take steps to restrict or obstruct the activity

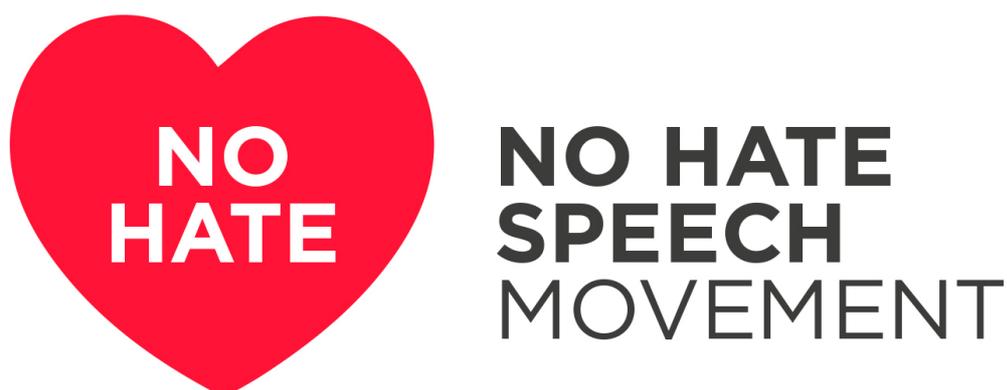
### Affirmative campaigns

- [www.allout.com](http://www.allout.com)
- <http://www.youngjewishproud.org>
- <http://www.ergonetwork.org/ergo-network/campaigns/typical-roma/>
- <http://www.islamispeace.org.uk>

## No Hate Speech Movement (Council of Europe)

- The project aims at combating racism and discrimination in their online expression of hate speech by equipping young people and youth organisations with the competences necessary to recognize and act against such human rights violations.
- The project stands for equality, dignity, human rights and diversity.
- The project does not promote the limitation of freedom of expression in any form.
- The whole project is a tribute to youth participation and co-management.

## 7.7 NO HATE SPEECH MOVEMENT: Presentation by Laszlo Foldi



### Aim of the Campaign

The Campaign aims to combat racism and discrimination in their online expression of hate speech by equipping young people and youth organisations with the competences necessary to recognise and act against such human rights violations.

### Objectives

The campaign seeks to:

- Raise awareness
- **Support young people** in standing up for human rights, online and offline;
- **Decrease the level of acceptance** of online hate speech;
- **Mobilise, train and network** online youth activists for human rights;
- **Map hate speech online** and promote tools for constructive responses;
- **Show support and solidarity** to people and groups targeted by hate speech online;
- Advocate for the development and consensus on European policy instruments **combating hate speech**;
- Develop forms of **youth participation** and **citizenship online**.

### Strategic characteristics

- The campaign is not run to limit **freedom of expression** online.
- The campaign is against hate speech online in all its forms, including those that most affect young people, such as forms of cyber-bullying and cyber-hate.
- The campaign is based upon human rights education, youth participation and media literacy.
- Online and offline
- Linguistic and cultural aspects
- Hate speech in context, motivation, content, tone, potential consequences ...
- Online communities and social media
- Participation

- Schools

**Target groups**

# Target groups

	Personal and interpersonal sphere	Civil society	Broader social context	Legislative aspect	Political and policy domains
Victims	Empowerment	Methods for inclusion of victims	Social and cultural inclusion	Stronger legal protection	Better minority policies
"Haters"	Alternatives for expression opinion	Other ways of involvement	Stronger social pressure	Consequent legal approach	Less political justification
Activists	Counter arguments and practical tools	Stronger networking	More support and recognition	Legal support for prevention and measures	More political recognition and more support
Public	Awareness	Dynamic civil society involvement	Stronger public opinion against hate speech	Clearer agreement among governments	Less political extremism, more democracy

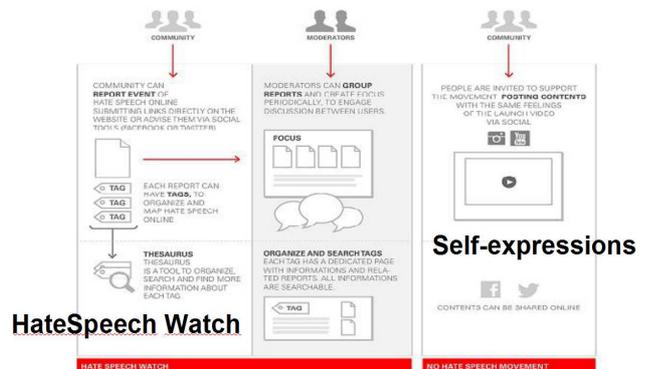
**Online Campaign concept**

## Online Campaign concept



- Facebook
- Twitter
- Youtube and Vimeo
- Flickr and Instagram
- Blogs

## Online Campaign Concept



Hate spee

ch watch:

- User generated content - Reports

- Tags
- Focus (focus list, focus of the month)
- Community manager
- Moderators
- Thesaurus
- Take Action button

### **Educational tools**

- Online learning tool on hate speech
- Campaign Toolkit for organisations
- Online Campaign package for schools
- Ground research and study

### **Campaign Coordination**

#### National Campaign Committees

- Role of the governments, youth organisations and business sector
- Building the national online tool
- Translating tools
- National Campaign Plan
- Cooperating on European level
- Organising national online and offline activities

### **European Events**

- Campaign Launching (21 March)
- Training Course for Bloggers 2 (April-)
- Training moderators (March-April)
- European Action Days (2013-14)
- European Campaign Conference (6-8 November)
- National Seminars (2013-14)
- Evaluation Conference (2014 March)



