

## Young Media Makers for Human Rights: Developing Facilitation Skills for Trainers on Human Rights Reporting



Report of the Study session held by  
the European Youth Press  
in co-operation with the  
European Youth Centre of the Council of Europe  
European Youth Centre Strasbourg  
1 – 5 November 2015

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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## **Executive summary**

“Young Media Makers for Human Rights” was not just any project: its purpose looks long into the future, as it aimed to set the basis for a pool of resource people, who can teach other young media makers about good practices in human rights reporting. This is a strategic step towards European Youth Press’ dream of contributing to the creation of a free and inclusive society that upholds human rights, where unbiased, well-informed and mindful media makers and activists, along with independent and professional media empower and inspire the engagement of well-informed citizens.

In this regard, during the study session, participants were trained on how to become multipliers on human rights in the field of media, using non-formal education. During the week spent in Strasbourg, they have not only developed facilitation skills, but they also learned more about the No Hate Speech Movement, about the work of the European Youth Centre, as well as the work of the European Youth Foundation.

Throughout the entire study session, participants have discussed the topic of human rights from different perspectives, while exchanging their work experience on reporting about this topic. The main aim of these discussions was learning how to educate other activists and young journalists about human rights. Moreover, the participants familiarised with the Council of Europe learning tools, such as “Compass” and “Bookmarks”, which they also had the chance to use in the practical part of the study session, understanding their value and potential impact.

During the study session, participants have also used the knowledge they gained for creating guidelines to be used by other young media makers and activists, who can also become multipliers covering human rights, therefore creating a snowball effect.

As a follow-up of this study session, participants had to prepare a local event/workshop in the framework of the No Hate Speech Campaign in their own country. For this, they had the opportunity to draft a plan and share it with the other participants in order to get feedback.

The entire study session was developed under the No Hate Speech Movement umbrella, therefore the details of the campaign have been presented throughout the entire course of the project. The local workshops were developed under the No Hate Speech Movement and had to be implemented until the 1st of March 2016.

## **Introduction**

The European Youth Press (EYP) believes in a free and inclusive society that upholds human rights, where unbiased, well-informed and mindful media makers and activists, along with independent and professional media empower and inspire the engagement of well-informed citizens.

The 2015 work plan of the European Youth Press “Media freedom in Europe – limited edition” focused on the need of having free media as an integral ingredient to achieve pluralism and a full-fledged democracy at all levels in Europe. Throughout this work plan, EYP has invested in young media makers who will be able to take the guidelines that contribute to democratic societies back to their countries, in order to create a snowball effect. In this context, EYP sees education as a the key aspect in achieving its goal and for creating a free and independent press, based on quality as well as balanced and in-depth reporting.

Therefore, this study session was built with the main aim of building capacities of young media makers around Europe to become multipliers of good media practices in terms of reporting about human rights in function of democracy, by using non-formal education tools and methods. The activity was a logical continuation of EYP’s 2015 working plan dedicated to freedom of media in the context of fighting for better human rights representation in the media. This topic of human rights is also sometimes seen as “soft”, and from the youth point of view often even as light and non-important. By having trained media makers who can multiply knowledge on reporting on human rights in a manner that is accurate, objective and informative – EYP hopes to significantly contribute to changes in the media landscape and bring human rights closer to the public.

For attaining the main aim of the project and preparing participants for becoming multipliers on human rights reporting, the following objectives have been set: firstly, developing training and facilitation skills for 20 young journalists and activists, starting from the participants work experience on human rights education and reporting. Secondly, in order to increase the impact of the project, participants had the opportunity to draft a plan for local projects in which they can further not only apply the skills and knowledge that they have gained during the study session, but also start becoming multipliers in the field by sharing this with peers. In the continuation of that, participants have gathered their experience throughout the study session into general guidelines for other young media makers and activists in the field of human rights reporting.

The criteria for selecting the participants was their proven interest and experience in the topic of human rights reporting, together with their expertise as either media makers or activists: have either worked as journalists or are/have been involved as activists in projects related to human rights. Therefore, one of the main defining features of the participants' profile was their hands-on experience in working with human rights. Also, the participants had basic previous experience in non-formal education.

Among the topics that have been approached, the No Hate Speech Movement has had a special place, as it has been the “umbrella” theme for all the discussions related to the human rights issues. Participants have been informed about the campaign objectives and lines of action and they have assessed the importance of the campaign in the context of quality reporting. More to that, the study session attendants had a debate on the confusions that can occur when speaking about freedom of press versus freedom of speech or other fundamental rights in the Universal Declaration of Human Rights (UDHR).

During the sessions, they also had the chance to experiment speeches that support different articles of the UDHR and understand how they can find the best approach for educating others on understanding the different articles, as well as emphasize its importance. The Study session attendants have discussed the topic of human rights from different perspectives, such as freedom of expression versus control, minority rights, refugees crisis, ways to promote human rights education among the general public, as well as among peers.

For this, they were presented with the Council of Europe learning tools and methods, such as “Compass” and “Bookmarks”, which they also had the chance to test in a safe environment as part of the practical part of the study session. As a follow-up of this study session, participants will have to prepare a local event/workshop in the framework of the No Hate Speech Campaign in their own country. In that context they had the opportunity to draft a plan and share it with the other participants in order to get feedback.

## **Programme – inputs and discussions**

The study session started with the official opening on Monday, when the Director of the European Youth Centre Strasbourg, Tina Mulcahy, described the role of the European Youth Center Strasbourg in supporting young people and youth NGOs in developing projects related to the No Hate Speech Movement. The role of youth in combating hate speech was connected with reporting in a fair non-stereotyping manner. After this input, participants engaged in a discussion about the difficulties they encounter as reporters when covering human rights topics.

One of the key topics, during this discussion and debated throughout the whole study session, was the way reporters act or should act when working with and reporting on refugees. Participants voiced concerns over the non-egalitarian treatment of refugees in mainstream media and suggested special training for reporters dealing with vulnerable groups. The project continued with participants sharing their background and different views on human rights topics. A main finding was that even though we all promote human rights and their importance, cultural and social differences sometimes make us prioritise some rights over others. Towards the end of the day, participants started to learn more about how to transfer their knowledge to others. They learned why a needs analysis is important and what can go wrong, if training is not adapted to the level of knowledge and expertise of the participants.

On DAY 2, participants learned how to set learning objectives, create a flow in non-formal education processes, as well as the different methods for human rights reporting learning. Special attention was given to the topic of caring for participants, and creating a safe environment for them to express opinions. This was especially valued by the participants, who said they felt like the group and trainers managed to really create a safe space for them to comment, act and also voice critic. One of the takeaways of the way referred to this idea:

**"I might not remember what you did, but I will not forget how you made me feel."**

DAY 3 was dedicated to practicing public speaking abilities, improvisation and flexibility, as well as analysing different types of human rights non-formal education evaluation methods. The Head of the Education and Training Division of the youth sector of the Council of Europe, Rui Gomes, ended the day with a presentation about reporting tools for young media makers in the context of the No Hate Speech Movement. This session highlighted how deeply intertwined the study session was with the No Hate Speech Movement.

On DAY 4 participants had the chance to learn from the experts' perspective. Lecturer Aaron Peterer from the Anne Frank House showed practical examples of human rights activities put into practice. Using a multimedia approach, Peterer showed how videos and social media can be used to promote human rights online and engage a young and digital audience. The second lecturer and Finnish radio journalist Silja Raunio presented the perspective of the reporter on human rights, sharing experience tips and tricks in terms of do's and don'ts when reporting about the topic. As she said:

**“The most important thing is to be as neutral as possible.”**

One main topic in the debate also concerned security issues for reporters who report on human rights. Participants discussed how to best prevent security risks and still stay close to the human protagonists. They also engaged into discussion on how to report in a non-patronising way, making protagonists feel valued and appreciated. The afternoon was dedicated to comprising guidelines for other young media makers and activists, as well as to a deeper understanding of the European Youth Foundation funding opportunities and the tools used by Council of Europe in human rights education, such as Compass and Bookmarks. The last two sessions after establishing guidelines were more comprehensive on the work of the Council of Europe and its various bodies, as well as the work of the Youth Department in particular.

DAY 5 of the study session was entirely dedicated to practice: the participants became trainers and exercised what they have learned throughout the week, by delivering activities at their choice from Bookmarks and Compass, receiving feedback from the project team, as well as from

the other participants. The most important lessons learned during this practical day were a good time management but also how important it is to give time for people to debrief. Finally on that day they drafted a plan of their local project and received ideas and feedback from the rest of the group members. The study session ended with sharing their final thoughts and receiving diplomas for their participation in the project.



Photo: Ghita Petrus

## **Main outcomes of the study session**

We consider it very important to set up an action plan in the frame of No Hate Speech Movement/ non-discrimination / human rights training at a European level. Various actors, particularly young journalists need to be aware of the current challenges in the field of human rights, as well to be able to tackle them through journalistic reporting, counter narratives and non-formal education activities.

The study session participants felt the need of a more concrete approach in terms of No Hate Speech Movement involvement: some more clear directions and indicators should be made available, as well as the Council of Europe should intensify its efforts towards the national governments in order to make them support the campaign by allocating the needed resources.

## **Results**

We would like to emphasize the high degree of involvement and participation of the study session attendants. They have been particularly motivated to enhance their skills as human rights multipliers as well as to be more aware about human rights reporting features. Therefore, the main outcomes of the study session have been the followings:

- Guidelines for young media makers, for multiplying activities and how reporting on human rights can be improved. It is a powerful tool to be used by European Youth Press member organisations as well as other organisations that participants are part of. The guidelines are made available in the network of European Youth Press, reaching potentially 60,000 young media makers across Europe. The full guidelines can be found in this report.
- Local workshops in the framework of the No Hate Speech Movement. This opportunity is aimed to link the study session content with the local and organisational contexts of the participants offering them the possibility to take action at local level and thus helping achieve EYP's greater goal for impact. Participants created trainings for young journalists in Berlin, to educate them on interviewing people in distress, they launched a campaign promoting successful women in Ukraine, educated students on civil law and human rights in Georgia and worked on building a No Hate Speech Campaign in Costa Rica, among others. More details on the local project can be found under "Follow-up activities".

## **Guidelines for Human Rights Reporting\*, as established in the Study session**

*\*The format of the final document was an ebook that could not be integrated into this document. The document will be available for free download on the new EYP website to be launched in spring 2016.*

### **INTRO**

**Non-formal education** means providing a safe space for participants and creating a process in which they can do practical activities, similar to real life situations, that they can learn from and discuss during the debriefing for further improvement.

The main difference from classical formal education stands in the different role both the participants and the trainer has:

- ❖ *In formal education* the person in front is the lecturer and expert, who only delivers information, while participants are only the public, listening and being less actively involved.
- ❖ *In non-formal education* the person in front becomes the facilitator of activities created especially for the participants, who are this time constantly and actively involved: they are the ones building the conclusions and results of the sessions, while the trainer is only facilitating this process.

Whenever planning to educate others on how to report on human rights, certain steps must be followed.

### **STEP 0. PLAN YOUR TIME WISELY**

Before setting the date of the actual training, remember to consider the time required for each step in the following process, for the call for participants (especially if it is an open training), as well as for arranging all logistical aspects.

### **STEP 1. NEEDS ANALYSIS**

Before actually starting to build on a training session, you need to make a needs analysis in order to identify the client and/or the participants needs regarding the topic. This way you can make sure that the content you deliver is in line with what is needed most by your target group.

The main benefit of doing a thorough needs analysis before designing any training is that it helps you set very clear objectives, which can then help you to more easily organize the sessions and also to choose the appropriate non-formal methods that answer participants' questions and challenges regarding human rights reporting.

*Main points to take into consideration when making a needs analysis:*

### **1. Separate needs from the resources**

It is important to not confuse needs with resources needed for implementing a training. Needs are related to objectives/ expectations/ wishes of the stakeholders (donors/ NGO/ participants). On the other hand, resources include money, time, space, capacities etc.

In order to do the needs analysis, you have to take care of all these different elements and address all of them accordingly.

### **2. Identify everyone's priorities**

It is necessary to get information about all stakeholders' (donor/ NGO/ participants) priorities in order to prepare activities in the best way and to develop a training that will include them all and minimize their differences if the case, so that everyone is satisfied or that you are as close to that as possible.

The best way to do this is to *formulate in advance a different set of questions for each type of stakeholder*.

**Tip:** In case the client is different than actual participants (for example a donor, a company, an NGO requesting a training for their team), one of the questions that can help with setting objectives is: *“What is the one thing that has to happen in order for you to consider this event to have been a successful one?”*. This question is a tool that helps to identify the main learning objectives that you need to address in order to keep all shareholders/ clients satisfied.

### **3. The 3H model**

The 3H refers to **Head (knowledge)**, **Hands (skills)** and **Heart (attitude)**.

When doing the needs analysis and setting objectives for the session to be delivered, it is important to always address these 3 aspects:

- ❖ **Knowledge** - about the topic, intercultural context, history, languages, legislation etc.
  - *What kind of information should the participants learn in this training that is relevant to human rights reporting, depending on their current background and experience?*
  
- ❖ **Skills** that are applicable in concrete cases, e.g. languages, mediation, presentation, social skills, negotiation, assertive communication etc.

➤ *What are the skills that the participants should develop/exercise during this training, that would mostly help them in their work of reporting on human rights?*

❖ **Attitudes**, e.g. empathy, sensitivity, openness etc.

➤ *With what attitude should the participants leave this training in order to better report on human rights?*

Moreover, the 3H are just as important from the trainer's perspective – ask yourself:

*What knowledge, skills and attitude do I bring into this learning session?*

All 3 elements are equally important and in practice, they cannot be can't be divided.

#### **4. Analyse data and set the objectives for your training**

The main purpose of the needs analysis is for you to set the correct objectives for your non-formal education session, taking into consideration the background, experience, knowledge, expectations and development needs of the ones involved in requesting the training.

Therefore, the next step after gathering the data is to analyse it and set the specific objectives of your training (if it is the first time you're holding a training or if it's a new client) and/or adapt the content if it is the case (if it is a training that you have delivered before).

## **STEP 2. TRAINING DESIGN**

The training design refers to creating the steps, the flow of your training. It is the anatomy of the training and it comes down to thinking, building and planning each step of the process that the participants will go through, according to the objectives previously set based on the needs analysis.

*Main aspects to consider when building the training design:*

### **1. Consider the needs assessment and the objectives**

The analysis of needs and the objectives established in the first stage are the starting point for the design of the training. All the sessions have to be focused on a specific objective that, at the end, contributes to achieve the bigger goal of the training.

**Tip:** Write down all objectives and organize them in a logical way that will ease the learning process (e.g.: starting with common understanding of the concept of human rights before getting into detailed cases).

## 2. Keep in mind who is your target group

While designing the training, always think of your participants: number, ages, education level, interests, previous experiences etc. All these characteristics are fundamental to choose the appropriate activities and the correct duration for each of them.

Human rights is not an easy topic, therefore constant adaptation is needed.

## 3. Define a time frame

According to your objectives and target, establish a realistic period of time to achieve the goals and develop the activities of the training. Remember to consider the time required for breaks and logistical tasks.

## 4. Develop the structure of the training

Start from specific objectives, then decide on methods (considering the different types of learning), balance between individual and group activities, make a list of materials needed, assign the roles between facilitators (if there is more than one) and set the realistic duration for each activity (think of the time needed for every step of the activity, from instructions to special time dedicated for debriefing, always taking into consideration the number of participants). Also, don't forget about the time frames and to leave space for breaks.

In order to develop the methodology of your training, we suggest you to complete a spreadsheet/Excel file, following the below example:

Session	Specific objective	Method	Materials needed	Duration (how many min)	Time frame (from... to...)	Facilitator (who will deliver)
1		Activity 1				
1		Activity 2				
		<i>Break</i>				
2		Activity 3				
2		Activity 4				

Make sure you find a balance not only between the *individual versus group activities*, but also *between different learning styles* (visual, auditory, tactile, kinesthetic) that you are going to apply during the training, so that every participant will be interested and involved during the sessions.

**Tip:** When writing down the activities, make sure you describe them in as much detail as possible, with clear instructions of every step. This will help you keep in mind the process and not forget important aspects in the activity.

**Resources:** *The Council of Europe non-formal education tools\** are a good example of how an activity can be detailed.

## **5. Always begin with getting to know each other and setting rules/expectations**

In order to have a successful training, in which participants get involved and follow the process of the training, make sure you never start before breaking the ice of communication. Plan getting to know each other activities at the beginning of the training and also set some rules together with them and/or check their expectations.

## **6. Take care of time**

Less is more: plan carefully and don't try to compress lots of activities on your schedule. Remember to consider time for instructions, energizers, dividing groups, debriefings, coffee breaks and evaluation. Always check to make sure you meet the top 3 objectives before anything else.

**Tip:** Studies show adults concentration span is around 90 minutes, so try to keep your sessions no longer than that.

**Resources:** *For examples, the activities in the Council of Europe non-formal education tools\* are around 45-60 minutes long, so you need to adjust activities and timing, so that they fit into your sessions, together with extra energizer and perhaps longer debriefings for larger groups etc.*

## **7. Use dedicated tools for Human Rights education**

\*[Compass](#), [Bookmarks](#) and [Composito](#) are just [some of the non-formal education tools](#) developed within the framework of Council of Europe especially for human rights education. You can always choose the methods that work best for your participants and adapt accordingly for the topic of reporting on human rights.

## **8. Create lists of rules, tools, materials, energizers**

In order to remember all the elements you need, prepare lists of rules (to share with the participants at the beginning of the training, such as openness, non-judgemental feedback, etc), materials and energizers. You should always have everything at hand.

*Final Tip:* Consider that you always have a **draft version** of the design. With the information gathered in the application form (needs analysis) from the participants, you can always modify and adjust the design and work on a **final version** that best suits their needs.

## **STEP 3. DELIVERING THE TRAINING**

This part relates to the actual training time and what happens with the participants in the room.

*Here are the key points to keep in mind:*

### **1. Practice public speaking**

Although non-formal education is not so much about lecturing, but a lot about letting the participants do the work and you acting as merely a facilitator of their learning process, you need to be comfortable with speaking in front of people. This will also build your credibility in front of them.

### **2. Balance methods**

This should already be done from the designing step, but it's important to not forget during the delivery as well to involve all participants through thinking, watching, doing and feeling.

Also, keep in mind the following rules:

- Change the method of delivery every 20 minutes (e.g: from working in groups, to debriefing session, to presenting theoretical aspects, to discussions, etc)
- Involve participants every 8 minutes or less
- Have 85% practice and 15 % theory

### **3. The most important aspect of any education process is the participant**

You should always handle every step of the activities with plenty of empathy and care for the participants, as well as sensitivity towards their feelings and the topics, especially when dealing with human rights. Field reporters might have experienced situations which are hard to tell and share.

Put yourself in the participants shoes, try to feel their needs and make sure you use appropriate and respectful communication to set the example.

#### **4. Always do debriefing of the activities**

Taking participants through a process or activity and not helping them understand why they did it and what they can learn from it is one of the worst things to do in non-formal education.

One of the easiest debriefing methods is the FILM framework. Take participants through these steps:

- **Facts:** What did you do? How was it?
- **Impact:** How did you feel when...?
- **Lessons Learned:** What was the most important thing you learned from this process?
- **Moral:** How is this similar to real life situations and how can I apply the lessons there?  
Ask for personal examples of human rights reporting situations.

*Tip:* Even if you're running out of time, don't skip debriefing! Use post-its for individual reflection of what the participants have learned during the process.

#### **4. Be flexible**

There should be a balance between the project's objectives and the needs of the participants. Both are important, to keep your objectives in mind and follow the design that you have created.

At the same time, being flexible towards the expressed needs of participants and what comes out in debriefings is just as important, so being able to improvise, adjust activities and lead debriefings accordingly whenever needed should also be on your skills list.

#### **5. Create a safe space and build trust**

Participants should feel confident to share and express themselves. This means for instance to sit on the same level, debrief sensitively, don't judge, reinforce the importance of correct feedback and interventions, etc.

You need to set the example for the participants and always handle the difficult situations with care. Be prepared for cases of hate speech, judgmental feedback or "expert" advice. Use your own human rights experience and talk to other experts in the field to share best practices for managing such situations.

#### **5. Keep the energy up!**

A trainer should be energetic and keep the participants active, e.g. by doing ice-breakers, energizers and having a positive attitude.

## **STEP 4. TRAINING EVALUATION**

This part refers to getting feedback of the results and impact of the training, from and for all stakeholders involved.

*Aspects to consider during this step:*

### **1. Choose the method according to the objectives and needs analysis, but also things like timing or number of people**

It is important to determine which kind of method is best for the particular objectives of the training (questionnaire, focus group etc.). The needs analysis should also be taken into account for the evaluation to be successful.

Lastly, have in mind that some methods are not suitable if you don't have enough time or if you have a large/small group of participants.

*Resources:* [\*You might want to take a look at the evaluation methods analysed in the T-kit Educational Evaluation in Youth Work.\*](#)

### **2. Include evaluation in the timeframe from the start**

To make sure participants fill in the form or you gather the feedback you want, make sure to plan time ahead in your training design especially for that. Don't "eat" your participants' personal time by asking them to stay extra-time after the training or you might end up with no feedback at all.

### **3. Have in mind the requirements of the client/donor**

Know what the client exactly wants - if you meet their needs and expectations accordingly, they will hire you in the future or recommend you to other clients. In the end, the client needs to know what were the benefits of the training and how will it contribute to their work. Therefore, consider their needs when developing your evaluation tool (for example, include questions that your client might have).

### **4. Create a safe space for sharing feedback**

Develop a relationship of trust with the participants during the training, so they would be more open to evaluation and give honest answers. If they know that no one is going to judge them because of their opinions, they are likely to be more open to freely expressing their thoughts on the training.

Always give the option of giving the feedback anonymously.

## **5. Don't be afraid to combine methods**

Be creative - try to combine different methods for evaluation (e.g. focus groups and questionnaires) whenever there is a possibility, so both the trainers and the participants could have more fun doing it, but also for getting a more comprehensive idea on the impact.

## **6. Be sure to get both positive and constructive feedback**

Always ask about what could be improved. This way you will get the both sides of the story (what the participants liked/ didn't like), which is very important for developing future trainings.

## **7. Don't just gather the data, analyse it**

The data you collect during evaluation is valuable only if you use it for analysis in order to improve your trainings, learn more about the participants and the overall success of the trainings.

## **8. Remain neutral/ impartial**

Don't take sides during the evaluation process - the participants must provide the answers themselves. This is very important for the interpersonal method (e.g. focus groups) when there is direct interaction with the participants.

# **Resources**

Human rights non-formal education tools by Council of Europe:

- [Compass](#)
- [Bookmarks](#)
- [Composito](#)
- [Others](#)

Evaluation methods, Council of Europe: [Educational Evaluation in Youth Work](#)

[Quality standards in education and training activities in education and training activities of the Directorate of Youth and Sport of the Directorate of Youth and Sport of the Council of Europe](#)

## Main learning points for the participants

The main learning points for the participants can be divided in several categories, related both to the learning objectives of the study session and to the self-evaluation made by the participants. The learning points refer also to different areas, from how to deliver a workshop, related to the multiplying objective of the study session, up to developing guidelines in human rights reporting. Related to the learning objectives of the study session, we mention that the learning points refer to the following:

- The participants have developed and practiced their facilitation skills in human rights reporting education. This allows them to act as multipliers in human rights education.
- The participants have learned how to use the educational tools of the Council of Europe (Compass, Bookmarks) which we consider to be the main reference material they could make use of in their future activity as multipliers of human rights education;
- Familiarised with the No Hate Speech Movement and offering them guidance into how they can organize a project in their own countries. The study session attendants managed to explore NHSM features, but also to learn more about how the national campaigns are functioning.

Other learning points that can be mentioned here, are related to how to develop a needs analysis, how to build appropriate objectives for the projects, based on the needs analysis. They were also introduced to different methods used in non-formal learning, therefore, in this way, they were working with non-formal education manuals and putting them into practice.

Also, they learned how to handle difficult participants or how to properly deliver feedback, aspects that are relevant when preparing them to become multipliers. They also learned how to put the No Hate Speech Movement campaign inside the Council of Europe framework and how to proceed with the campaign in their local and national communities.



Photo: Ghita Petrus

The other learning area is human rights reporting. As young media makers, they were introduced with different types of learning (both as journalists and multipliers). The learning points refer, here, to understanding and identifying media difficulties in human rights reporting. Due to the fact that the learning process was well structured, they developed guidelines in human rights reporting, guidelines based on their own learning process. Other aspects that need to be mentioned refer to “Do’s and don’ts related to human rights reporting” and the fact that the learning process also included their own reflection and evaluation, both on the structure of the Study session and the learning process. To sum up the learning points of the participants, we would like to quote one a sentence from their evaluation form: “Sometimes it is difficult to make a choice in human rights / values”.

We have particularly appreciated the format of the study session and the degree of involvement of the Council of Europe: acting as a co-organiser rather than a simple funder. To this extent we consider beneficial that all the study sessions hosted by the Council of Europe to be presented via its website and Facebook page:

- the call for participants, whenever an open call is applicable;
- study session outline / report or results.

In this way, we consider that the resources involved could lead to a multiplying effect, by raising the visibility of these actions and make them more accessible to their target groups.

## **Follow-up activities**

Participants have been and are developing local projects in the framework of human rights education and the No Hate Speech Movement campaign, with their organisation and in their local context. They will put in practice what they have learned during the study session and act in their role as multipliers of the knowledge and skills on non-formal human rights education. The aim of these local trainings or workshops is to help young media makers to become better reporters on the topic of human rights. During the whole process of developing their project idea, over eventually raising funds, designing the project and finally implementing it, the study session organising team and the educational advisor have and will act as mentors for the participants. Communication takes place via email, Skype meetings, Google Hangouts and, where possible, personal meetings. In a first step, participants had to hand in a project overview by December 2015, to present a more concrete plan. First mentor meetings have taken place in the last weeks after the training up until the implementation to shape the ideas further.

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### **PROJECT 1: Flüchtlingforum, Germany**

One project is a collaboration project between two Berlin-based participants, Adi Halfon from the Remembering Project and Anne Esswein from the Initiative Mittel- und Osteuropa e.V. They joined forces to put their new training skills into action in a project set up by Anne's initiative. It is called "Flüchtlingsforum" and focuses on educating over 60 participants about diversity, migration and identity. It takes place in Berlin, April 4-10.

You can find out more about the project [HERE](#).

### **PROJECT 2: Journalism and Trauma, Germany**

Theodosia Gkournelou from Greece is a member of the [Middle East and North Africa Committee](#) (menac), and carries out a workshops on human rights and trauma reporting for 17 international journalists in Berlin. The workshop is a cooperation between Menac and the European Dart Center for Journalism and Trauma. Her objective is to make young reporters

more familiar with concepts such as trauma, control and empathy in reporting. She will use both Bookmarks and COMPASS activities, as well as the guidelines established in the study session. The training takes places in April 2016.

You can find out more about the project [HERE](#).

### **PROJECT 3: No Hate Speech Campaign International, Costa Rica**

Another project by Gema Arrieta Domingo focuses on developing a No Hate Speech Campaign in Costa Rica, inspiring in the Mexican campaign "Sin Tags". This is a long-term project that will be developed throughout the year.

### **PROJECT 4: Civil rights education for students, Georgia**

Nino Latsabidze's project is integrated into the MA degree program in Law at Ivane Javakhishvili Tbilisi State University in Georgia. Its aim is to raise public awareness about human's fundamental rights and freedoms, public participation and basics of law. Target group of the project include school students from senior classes. Groups for the trainings are gathered with the help of the school head and teachers. They will receive one training session per week for 12 weeks on topics such as: human rights, civil law, constitutional law, criminal law, alternative dispute resolution. The project started on 21st of March and will last until mid June 2016.

### **PROJECT 5: Female empowerment in IT, Ukraine**

Anna Romandash from Ukraine has been launching a campaign to promote successful women in the IT profession in her country. As she works for an NGO which unites IT companies in Lviv, she educated girls on prejudices and stereotypes in the profession in multiple events and conferences.

You can find out more about the campaign [HERE](#) and her speeches [HERE](#).

### **PROJECT 6: Citizen Media Hub, Belgium**

Another group of Study session alumni aim at creating a new organisation in Brussels, called "Citizens Media Hub". They want to start doing No Hate Speech trainings. Miriam Meda has

contacted the *Bureau International de la Jeunesse* (BIJ) and they are already organising a training on the No Hate Speech Movement (March 2016).

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Mentors have and continue to accompany participants work and help identify links that can be made with the No Hate Speech Campaign. Whenever possible the team has referred participants to resources of the Council of Europe that match the aim of the local training.

The study session organising team, EYP and all its member organisations and committees helped disseminate calls for local projects, promote them over social media channels and through newsletters. Once projects have been implemented, participants will send a report to EYP, including photos, visibility materials, a short evaluation and main outcomes of the local projects. Selected reports and materials from them will be shared on the EYP website and over EYP social media channels.

Beside the concrete projects, several participants voiced a great interest in joining the No Hate Speech Movement in their country. Especially participants from Greece and Germany, where the movement does not have representatives, would like to take a role in the campaign.



Photo: Ghita Petrus

## **Final conclusions and recommendations**

Considering the main aim of the study session - *“raising capacities of young media makers around Europe to become multipliers of good media practices in terms of reporting about human rights in function of democracy”*, we understood it and approached it in several dimensions:

- the participants have been trained to have enhanced multipliers skills: elaborating a needs assessment, setting learning objectives, educational activities planning, non-formal education methods, being flexible while following the “red wire”, evaluating educational activities, practicing non-formal methods delivery, experiencing peer-to-peer feedback;
- getting used to Bookmarks and Compass as main resources in the frame of education for human rights;
- understanding the features of “No Hate Speech Movement” and reflecting about possibilities of getting (more) involved in the campaign framework in line with their role as human rights multipliers;
- elaborating guidelines for young media makers and in this way working towards raising media quality as well as promoting human rights through these channels;
- planning follow-up activities lead by the Study session participants connected with the No Hate Speech Movement and human rights topics.

By achieving these results we consider that EYP’s work passes to a new level and motivates us to continue promoting human rights’ topics in European media, as well as to train young media makers to be more sensitive towards hate speech online and discrimination.

### **Analysis of the Session**

We assessed that the most successful method of collecting participants feedback would be handing out evaluation forms. The form followed the suggested format of the Youth Department, consisting of 20 questions, some descriptive, and five requiring an answer based on a grading system (1-6). The evaluation we received from the participants has been valuable and useful, since they made the effort to provide us with constructive comments. From the feedback provided, we have concluded that this study session has “hit the nerve” of participants’ needs. Regarding criticism we were glad to see that problems which we, as a team, identified to be an issue during the session, such as a packed schedule and time management, has been the main

criticism of participants, too. This gave us confidence, since we were able to assess our own shortcomings and, already during the Study session, tried to counteract.

A statement of a participant in evaluation:

“This study session has delivered more than I expected. Activities were very well explained and enforced, the team, but also the participants were active in sharing their ideas and experiences, opinions on different topics, and the team-work among all participants was enviable.”

The first question of our evaluation form was aimed to accentuate the feelings participants were left with after the Session. Keywords that have been repeated in most of the forms were: inspired, motivated, confident, empowered, energized, enthusiastic, optimistic, satisfied. Five questions required participants to grade to which extent they feel that our aims and goal had been reached during the Session.

- A. Overall aim and goals for the Study session: 4,88 out of 6. Some participants added an additional comment to this grade, saying that they cannot say if all goals and aims were reached, because one of them is the local project they will have to implement and the project is thought to be a big part of the overall obtained goals. So an overall grade and true assessment cannot be given before the end of March 2016.
- B. Fulfilment of expectations regarding training and facilitation skills development: 5,33 out of 6. This shows that the most important objective of this Session was carried out almost ideally and the most important attributes a trainer should possess have been recognized.
- C. Overall grade on the quality of the introduction of the No Hate Speech Movement was given an average of 4,55, which indicates that the participants felt like they were not completely informed regarding this campaign.
- D. One of the goals of our Study session was creating a set of guidelines for human rights reporting. These guidelines were not created by the Study session Preparation Team, but by the Team in cooperation with all the participants. When asked to grade the quality of the job we did in this specific assignment, they gave out the average of 4,55, which is something we think is a good grade considering that they were grading themselves as well.
- E. Participants have rated the demo part of the Study session the lowest out of all, with 4,13. They commented that they did not have the time they needed in order to fully develop

their ideas. We have substituted the lost time with individual consultation sessions between the team members and participants after the Study session was completed and the mentorship period for the local training began.

When asked to comment on the organisation of the study session and the flow of the programme itself, the participants have primarily recognised the lack of time. The organising team had identified this issue before and already tried to counteract it as the Study session was still ongoing. For the team a big learning outcome was to assign more time to individual sessions, especially group discussions and practical exercises.

Adjectives most commonly used to describe the contribution of the Preparation Team were the following: creators of a safe space to share opinions, professional, informative, caring, willing to listen, passionate, well prepared, inspiring. This has left us, as a team, with the assurance that we managed to create a truly safe space for learning and exchanging and that participants valued us as trainers and as a team.

## Appendix 1: Daily programme

<b>Day 1</b>	<b>1.11.2015</b>
	Arrival of Participants
15:00 – 18:30	Registration and reimbursement forms signing
<i>19:00</i>	<i>Dinner</i>
20:30	Welcome evening: get to know each other

<b>Day 2</b>	<b>2.11.2015</b>
<i>8:00 – 10:00</i>	<i>Breakfast</i>
10:00 – 11:00	<p>Opening</p> <ul style="list-style-type: none"> <li>• Tina Mulcahy, Director of the European Youth Centre Strasbourg</li> <li>• Mihaela Georgescu, Course director</li> <li>• Ramon Tena, External educational adviser</li> <li>• Silja Raunio, FEJS and Yle Finnish Broadcasting Company</li> </ul>
<i>11:00 – 11:30</i>	<i>Coffee break &amp; Networking</i>
11:30 – 13:30	Introduction: Get to know each other
<i>13:30 – 14:30</i>	<i>Lunch</i>
14:30 – 16:00	Introduction to the programme: Agenda and expectations. Introductory remarks to the No Hate Speech Movement
<i>16:00 – 16:15</i>	<i>Coffee break</i>
16:15 – 18:00	First steps to start working as a multiplier: How to make a needs analysis

18:00 – 18:30	Team debriefings and Feedback
19:00 – 20:30	<i>Dinner</i>
20:30 – 22:00	International evening

<b>Day 3</b>	<b>3.11.2015</b>
7:30 – 9:00	<i>Breakfast</i>
9:00 – 10:45	Working on competences for multipliers: Setting learning objectives when delivering a training
10:45 – 11:00	<i>Coffee Break</i>
11:00 – 13:00	Working on competences for multipliers (cont.): The design and red wire
13:00 – 14:30	<i>Lunch</i>
14:30 – 16:00	Learning about training methods: Learning types and non-formal methods
16:00 – 16:15	<i>Coffee break</i>
16:15 – 18:00	Learning about training methods (cont.): How to do the debriefing of a non-formal activity
18:00 – 18:30	Team debriefings and Feedback
19:00 – 20:00	<i>Dinner</i>
20:00 – 22:00	City Tour

<b>Day 4</b>	<b>4.11.2015</b>
7:30 – 9:00	<i>Breakfast</i>
9:00 – 10:45	Practical tips when developing a training activity on Human Rights Education: Overcoming the fear of public speaking
10:45 – 11:00	<i>Coffee Break</i>
11:00 – 13:00	Practical tips when developing a training activity on Human Rights Education (cont.): Flexibility and adaptation to participants. Using logistical support and materials
13:00 – 14:30	<i>Lunch</i>
14:30 – 16:00	Practical tips when developing a training activity on Human Rights Education (cont.): Handling difficult participants
16:00 – 16:15	<i>Coffee break</i>
16:15 – 18:00	The importance of receiving feedback from participants: Evaluation methods of non-formal activities in human rights education
18:00 – 18:30	Team debriefings and Feedback
19:00 – 22:00	<i>Dinner out offered by the Youth Department</i>

<b>Day 5</b>	<b>5.11.2015</b>
7:30 – 9:00	<i>Breakfast</i>
9:00 – 10:45	Guidelines for young media makers: How to promote and make the human rights topic attractive by using social media <ul style="list-style-type: none"> <li>• Aaron Peterer, Anne Frank House</li> </ul>
10:45 – 11:00	<i>Coffee Break</i>
11:00 – 13:00	Guidelines for young media makers: The experience of reporting about human rights: dos and don'ts

	<ul style="list-style-type: none"> <li>• Silja Raunio, FEJS and Yle Finnish Broadcasting Company</li> </ul>
13:00 – 14:00	Lunch
14:00 – 15:00	Developing guidelines for young media makers
16:00 – 16:15	Coffee break
16:15 – 18:00	<p>Introduction to practice day: Participants become the trainers!</p> <ul style="list-style-type: none"> <li>• Introducing the work and materials of the Youth Department: COMPASS, Bookmarks and the No Hate Speech Campaign   Ramon Tena, external educational adviser</li> </ul> <p>Working groups to prepare to practice day</p>
18:00 – 18:30	Team debriefings and Feedback
19:00 – 20:00	Dinner
20:00 – 22:00	Free evening and preparation for demos
<b>Day 6</b>	<b>6.11.2015</b>
7:30 – 9:00	Breakfast
9:00 – 10:45	Practice day (session 1). Feedback from participants and trainers
10:45 – 11:00	Coffee Break
11:00 – 13:00	Practice day (session 2). Feedback from participants and trainers
13:00 – 14:00	Lunch
14:30 – 16:00	Preparing for local events to be developed by participants in the framework of the No Hate Speech Campaign
16:00 – 16:15	Coffee break
16:15 – 17:30	Follow-up: working on the next steps for becoming multipliers of on human rights reporting

17:30 – 18:00	Team debriefings and Feedback
19:00 – 20:30	<i>Celebration Dinner</i>
20:00 – 22:00	Closing evening

<b>Day 7</b>	<b>7.11.2015</b>
	Departure of participants

## Appendix 2: List of participants

NAME	FIRST NAME	ORGANISATION	COUNTRY
POPA	ADRIAN-MIHAIL	World Vision Romania - Transylvania ADP	Romania
CHICHI	MARTINA	Associazione Carta di Roma	Italy
RANNARD	GEORGINA	UN Dispatch and Open Democracy Russia	United Kingdom
SOMMEROVA	KLARA	Lawyer/Office for Personal Data Protection of the Czech Republic	Czech Republic
LYAZIDI	MAJDOULINE	Cultural Innovators Network by Goethe Institut	Sweden
MEDA GONZALEZ	MIRIAM	Planeta Espuni (www.planetaespuni.es)	Belgium
IONITA	DIANA-ADELA	Youth for Exchange and Understanding (YEU)	Romania
ROMANDASH	ANNA	Telekrytyka (freelance)	Ukraine
ESSWEIN	ANN MADLEN	Human Rights Watch	Germany
GKOURNELOU	THEODOSIA	ActionAid's Blog	Germany
ARRIETA DOMINGO	MARIA GEMA	Anne Frank House	Spain
ISHKHANYAN	HOVHANNES	PINK Armenia NGO	Armenia
VUJIC	KRISTINA	NGO Praxis	Serbia
LATSABIDZE	NINO	Georgian Young Constitutionalists' Association NGO	Georgia
CHEBAC	TATIANA	Soros Foundation Moldova	Republic of Moldova
BEHARIC	SAMIR	Senzor Magazine	Bosnia and Herzegovina
PERKOV	BOJAN	SHARE Foundation	Serbia

HALFON	OVADIA ADI	Remembering project (remembering.today)	Germany
BORG	ERIKA	ADITUS Foundation NGO	Malta
RAUNIO	SILJA	FEJS, Finnish Broadcasting Company Yle	Finland
PETERER	AARON	Anne Frank House	Austria
GEORGESCU	MIHAELA	European Youth Press	Romania
BREZOIU	GABRIEL	Group of the European Youth for Change	Romania
COLIC	HANA	ONAuBiH NGO	Bosnia and Herzegovina
MULLER	PASCALE	European Youth Press (Menac Commitee)	Germany
PETRUS	GHEORGHE	Butterfly Dreamer	Romania
TENA PERA	RAMON		Andorra

### **Appendix 3: List of references and material used**

- COMPASS - Manual for Human Rights Education with Young People
- Bookmarks - A manual for combating hate speech online
- Video: The bad debrief <https://www.youtube.com/watch?v=ykVrUp8h8tc> (used in Session 4 on Tuesday 3.11.2015)
- Dutch kids excusing for terrorism ( used in lecture by Aaron Peterer, from Anne Frank House) <https://www.youtube.com/watch?v=iYyN1I5IF8E>

## **Appendix 4: Study session promotion online**

The study session was promoted on the following online platforms:

- Website of the European Youth Press: [www.youthpress.org](http://www.youthpress.org)
- European Youth Press [Facebook page](#)
- European Youth Press [Twitter account](#)
- [Twitter account](#) of the No Hate Speech Movement
- [Facebook page](#) of the Middle East and North Africa Committee of the European Youth Press
- [Twitter account](#) of the Middle East and North Africa Committee of the European Youth Press
- [Twitter account](#) of GEYC Romania

## Appendix 5: Press release

### **The snowball effect for quality press:**

#### **EYP educates young media makers on human rights reporting**

European Youth Press (EYP), in co-operation with the Youth Department of the Council of Europe, is implementing a new project in Strasbourg. The Study session *Young Media Makers for Human Rights - Developing Facilitation Skills for Multipliers on Human Rights Reporting* is taking place from 1 to 7 November 2015, at the European Youth Center, gathering 19 young journalists and activists from 15 different countries across Europe.

Participants are being trained on how to become multipliers on human rights in the field of media, using non-formal education. During the week they are developing training and facilitation skills, while getting more familiar with the No Hate Speech Movement Campaign.

The official opening of the Study session took place on 2<sup>nd</sup> of November in the European Youth Centre Strasbourg. Mihaela Georgescu, the course director and board member of EYP, emphasized the motivation of the European Youth Press to develop such a project, a session that is both needed and relevant for the young journalists who are dealing with human rights reporting.

*“We, as EYP, believe that education has a determining role in creating a free and independent press, based on quality as well as balanced and in-depth reporting. This is why we decided to create this project, to train young people on how they can further train others, this way creating a snowball effect”*, Mihaela Georgescu explained.

By exchanging their work experience on reporting about human rights education and learning about tools how to deliver this knowledge to others, participants will be prepared to deliver a local event in the framework of the No Hate Speech Campaign in their own country. Furthermore, they will create guidelines for young media makers and multipliers covering human rights.

Ramon Tena Pera, external educational adviser, underlined the important role that young media journalists have in reporting on human rights violations and talked about the connection between the Study session and the No Hate Speech Movement.

*“One of the objectives of this Study session is that the participants can leave Strasbourg with an idea of a project that can be implemented in the framework of the No Hate Speech Movement”*, he said.

**The Director of the European Youth Centre Strasbourg, Tina Mulcahy**, who also attended the opening of the Study session, described the role of the European Youth Center Strasbourg in supporting young people and youth NGO's in developing projects related to the No Hate Speech Movement. *“This is a subject which is very close to my heart. It has just been decided to prolong the campaign for two more years”*, Mrs. Mulcahy confessed.

The opening session was closed by **Silja Raunio, part of FEJS and Yle Finnish Broadcasting Company**: *“Media education is an important part of today's education, especially these days when you have all this kinds of social media and when the young people get familiar with the new media at an early age”*.

During the third day of the Study session, the **Head of the Education and Training Division of the Youth Department of the Council of Europe, Rui Gomes**, talked about reporting tools for young media makers in the context of the No Hate Speech Movement. He introduced the young journalists to the new priorities of the campaign

and underlined the importance of freedom of expression: *“Freedom of expression can only exist if people are not afraid”*.

In the practical part of the Study session, participants will draft and deliver a demo training on human rights reporting, that will give them the ground for implementing a workshop in their countries upon return. Throughout the entire planning and implementation phase of these projects, the team of the European Youth Press will act as consultants and support.

**The European Youth Press (EYP)** believes in a free and inclusive society that upholds human rights, where unbiased, well-informed and mindful media makers and activists, along with independent and professional media empower and inspire the engagement of well-informed citizens. The organization achieves this by building and supporting a network of young media makers with 26 member organisations, gathering over 60,000 young journalists across Europe.

More information about EYP can be found on our web-page: [www.youthpress.org](http://www.youthpress.org) or by contacting us: [office@youthpress.org](mailto:office@youthpress.org)

*For extra information on the Study session in Strasbourg, you can address the course director, Mihaela Georgescu: [m.georgescu@youthpress.org](mailto:m.georgescu@youthpress.org).*