A.P.A.C. – Active Participation against Cyberbullying

Report of the study session held by
OBESSU – Organising Bureau of European School Student Unions

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

European Youth Centre Strasbourg
From the 23rd to the 28th of April 20187

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.

"OBESSU, defending school student rights since 1975"

OBESSU Organising Bureau of European School Student Unions

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Executive summary

The Study session "A.P.A.C. – Active Participation against Cyberbullying" took place at the European Youth Centre of Strasbourg (France), from the 23rd to the 28th of April 2018 with the participation of 33 young people, all coming from the school students' movements. During the event participants analysed concepts and terms related with bullying and cyberbullying, reflected on their consequences at social level and their impact on young students, explored some possible solutions for combatting these phenomena.

The participants got in closer contact with Council of Europe and its' work especially with the Youth Department and the No Hate Speech Movement. They learnt how to campaign online, and designed follow-up initiatives aimed at supporting school student unions and organisations in combatting bullying at cyberbullying at school. The Study Session received very positive feedback; participants are satisfied with the activities and with their own learning process. The team of trainers worked hard to make it possible, receiving a great support from the Youth Department of the Council of Europe and the EYCS. With the results achieved during the Study session, OBESSU is planning to feed its advocacy and policy work on how to combat bullying and cyberbullying at school, and ensure quality welfare for every student in Europe.

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1. Introduction

1.1. Presentation of the organisation

The Organising Bureau of European School Student Unions (OBESSU) is the platform for cooperation between the national school student unions active in general secondary and secondary vocational education in Europe. It was founded in April 1975 in Dublin, Ireland, and brings together Member, Candidate and Affiliate Organisations from all over Europe. All Member Organisations are independent, national, representative and democratic school student organisations.

As OBESSU we stand together:

- to represent the school students as stakeholders of their educational systems, and in issues concerning their lives;
- to provide the national school student unions with assistance and support and to co-operate for the development of school student representative structures;
- to encourage and enable exchange of experience and good practice among the national school students unions;
- to promote equal access to education and to strive for the end of all discrimination and injustice within the educational systems;
- to contribute to the development of democratic educational systems in Europe, that promote active citizenship in all forms;
- to promote solidarity and understanding between young people;
- to promote new teaching methods in learning and promote healthy teaching environment.

1.2. Background of the activity

"Student wellbeing" is one of the main pillars of OBESSU work. As it is stated in OBESSU Political Platform (the main reference document for OBESSU work):

"*A good social climate in which everyone feels welcome and respected is a prerequisite for learning and personal development. Sadly, bullying is usually part of every school community, as it takes different forms[1]*"

Nowadays, the most common form of bullying is happening in the online space, and it is known as cyberbullying. OBESSU, in its work for improving the life of school students, also beyond the school environment itself, has identified cyberbullying (and the online hate speech in general) as one of the main threats to school students' rights and well-being, and in general to their human rights. This is the main reason why OBESSU included this topic in the next Work Plan 2018-2020. As anti-bullying has always been an important aspect of OBESSU work, this new form, cyberbullying, is a new topic that OBESSU decided to tackle. That is why it is so important for OBESSU to frame its' initiatives on this topic with the work done so far by the Council of Europe. This Study Session has been a great opportunity for OBESSU and its Member, Candidate and Affiliate Organisations to deepen their knowledge on these main aspects of bullying, to place them in a bigger Human Rights framework, to

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[1] https://obessu.org/site/assets/files/1337/obessu_political_platform_modified_comem_2017.pdf

share best practices and experience, and to shape new advocating initiatives to combat online hate speech and cyberbullying.

1.3. Aim and objectives

The main aim of the Study Session was to foster active participation of school students and their unions as multipliers in advocating for online human rights and democratic citizenship.

The main objectives were:

- To understand the concepts of "online hate speech" and "cyberbullying", the human rights framework, and the work done by the Council of Europe in this field.
- To analyse the reality and the initiatives undertaken in different European countries, to combat online hate speech and cyberbullying at school.
- To explore the role school students and school student unions can have and the tools they can use in modelling and promoting human rights online and offline.
- To provide participants with new skills and competences to become "online activists" against online hate speech and cyberbullying.
- To design future initiatives to be implemented at local, regional, national and international level, aimed at promoting human rights and combating hate speech and cyberbullying at school.

1.4. Profile of participants

In total, 33 participants attended the Study Session. They were young people aged 16-21, nominated by their own sending organisations. Most of them were secondary school students; the older ones were either vocational education students, or recently graduated but still actively involved in the activities of their school students' union. The main criteria for the selection process were: previous experience or interest in the topic of the Study Session; able and committed to follow up study session with their own organisation; committed to do small amount of preparation ahead of the event; able to fully attend study session; able to communicate in simple English. Even though the selection was made through national member organisation, participants were all in line with the desired profile. Two participants did not come from OBESSU member organisations, but from a local school council from Poland, in order to promote the establishment of a national school student union in that country.

In terms of gender, the group was well-balanced, with 18 male participants and 15 female participants. Also, the geographical balance of the group was ensured, with participants coming from
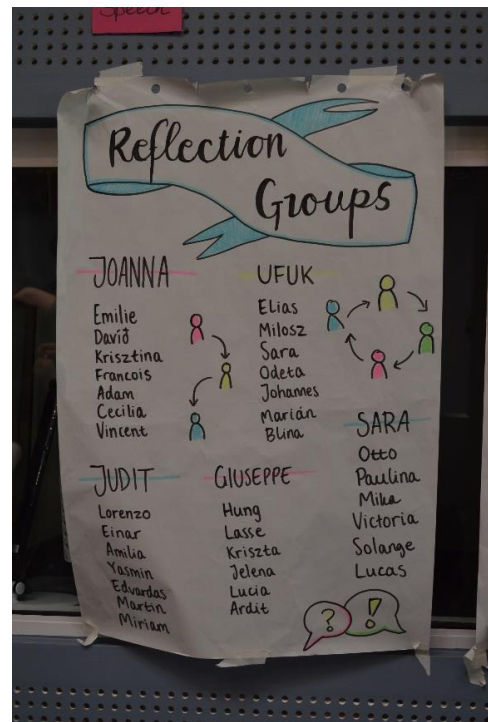
Austria, Belgium, Bosnia and Herzegovina, Czech Republic, Denmark, Finland, Germany, Iceland, Italy, Kosovo[2], Lithuania, Luxembourg, Poland, Romania, Serbia, Slovakia, Spain and Switzerland.

1.5. The main topics of the Study Session and their link with Council of Europe work

The focus of this Study Session was on online hate speech and cyberbullying. On the one hand the Study Session aimed at promoting in school students the development of new competences that would help them in their initiatives for preventing online violent extremisms (such as cyberbullying). Online hate speech and cyberbullying are clearly linked, and not just because they use the same online communication channels; these are matters that have a clear influence in school students' life and well-being. The role of school students in preventing this form of violent extremism is key: through a peer-to-peer approach (core element of OBESSU pedagogical approach and promoted in every activity) and creating a clear link between cyberbullying at school and the No Hate Speech Movement, school students will clearly contribute to the work of Council of Europe in promoting more inclusive and peaceful societies.

On the other hand, the Study Session aimed at promoting active school students' participation in democratic processes (concretely in Internet Governance), making them aware of their human rights online, following the Council of Europe "Guide to Human Rights for Internet Users[3]". It is key to involve young people in the development of youth policy, even more if related with a hot issue for them, as cyberbullying is: being not just "internet users", but moreover "native digital", young people have to be involved in the decision-making process related with these issues.

The No Hate Speech Movement campaign

The No Hate Speech Movement was a youth campaign led by the Council of Europe Youth Department seeking to mobilise young people to combat hate speech and promote human rights online. Launched in 2013, it was rolled out at the national and local levels through national campaigns in 45 countries. It was formally concluded on European level at the end of 2017, but through the work of various national campaigns, online activists and partners the work against hate speech online will continue.

The topic of the study session being cyberbullying provides a lot of space to link it with the No Hate Speech Campaign. Cyberbullying is a power relation directed against an individual, while hate speech usually calls for hostility and violence against a whole group of people. However, for their victims, both are forms of violence and humiliation. Hate speech and cyberbullying use the same online channels. They are often happening against individuals who are considered different, either because of their background, disability, ethnicity, or other reasons. They both make use of insulting and harassing communication. In many instances, cyberbullying and hate speech are combined and this is very damaging to individuals and groups, for example, bullying that takes advantage of the victims' gender identity, sexual orientation or ethnic background. At the same time, building the resilience of young people in combating hate speech can support their resilience in dealing with

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[2] All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolutions 1244 and without prejudice to the status of Kosovo.
[3] https://www.coe.int/en/web/freedom-expression/guide-to-human-rights-for-internet-users

cyberbullying and vice versa. Internet literacy is a support in empowering young people to understand the issues at stake on the Internet and to protect themselves or react to abuse when it occurs.[4]

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[4] Bookmarks – Manual for combating hate speech online through human rights education (p.192)

2. Programme - inputs and discussions

2.1. The activity programme

The programme of the Study Session has been built by the team of trainers/facilitators following a step-by-step learning process for participants, ensuring in this way the achievements of expected learning outcomes set during the preparatory meeting of the team (that took place in February 2018), as well as the respect for participants' different learning styles and needs. The flow of the activity programme was structured in this way:

- The first day was focused on building up the group and providing participants a common understanding of relevant concepts, such as what OBESSU and Council of Europe are and their work in the field of youth and education; key words related with the main topics of the Study Session (what bullying is, what cyberbullying is, etc.); most used social platforms and their specific use and features.

- The second day was focused on going deeper into the main topic, exploring the different level of bullying, the reasons why bullies bully the bullied, the role our identity has in being bully or bullied, the differences between real and online identity, and the external elements that can influence bullying and cyberbullying.

- The third day the group visited the Council of Europe main building. After the visit, a round table took place: the speakers were Maren Lambrecht-Feigl, from the Children Rights Division, who presented the work done by the division particularly on various tools including the Internet Literacy Handbook; and Ahmet Murat Kilic, from the Education Department, who presented the work of the Council of Europe related to the education field, focusing on the Digital Citizenship programme.

- The fourth day participants experienced a simulation of a possible cyberbullying situation at school, with different actors involved; theoretical and practical tools for combatting bullying and cyberbullying were introduced to participants. Regarding the practical tools, a special mention has to be done to Council of Europe pedagogical material, such as "Bookmarks" and We CAN" manuals.

- The fifth day another expert, Daniel Waugh, run a specific session on online campaigning. Afterwards a presentation of the European Youth Foundation and its work in supporting young people initiatives took place, followed by a presentation of the No Hate Speech Campaign of the CoE. The following block started with a general reflection of the role of school students' unions and OBESSU as European platform in combatting bullying and cyberbullying.

- The last day the group started working on possible future actions, addressed to school students, aimed at combatting bullying and cyberbullying, through a Human Rights' approach to the issues. After the presentation of the future proposals, the final evaluation took place and afterwards the closing ceremony.

2.2. The methodological approach

OBESSU, in its activities, implements a pedagogical approach based on the principles of non-formal and peer-to-peer learning. As a youth-led organisation, OBESSU strongly believes in peer-to-peer education: this approach helps participants to put in practice what they have learnt; leads to a deep and true exchange of knowledge, skills and values from youth to youth, which is a key aspect of OBESSU work. The working methods implemented during the Study Session were based on a Non-Formal Learning approach; they were interactive, inclusive and tailored to both group and individual learning needs. The working methods supported and empowered each participant to take an active role in every discussion and created a space for mutual learning and understanding. Concretely, the working methods included, among others: role-play games, simulations, plenary discussions, working groups activities, panel discussions.

In shaping the pedagogical approach and the working methods to be used for the Study Session, the team of trainers got benefit from the Council of Europe's pedagogical resources: COMPASS, Bookmarks and the recently-published We Can manual have been a great input for developing the activities; the No Hate Speech Movement material was a great source of inspiration for both the team of trainers and the participants. These resources have been, as mentioned before, also introduced to participants, and will support them in their role as multipliers, once they will come back to their own organisations and they will start implementing their follow-up initiatives.

2.3. Main content of the discussions

During the six days of the Study Session, many interesting discussions took place among participants, including out of the working room during the informal moments. This means that, besides the topic being very relevant to participants, the team of trainers pulled the right strings, generating a genuine interest in participants on a wider perspective on bullying and cyberbullying, especially on the work done by the Council of Europe in this field.

Participants reflected on the reasons that bring a young school student to bully a peer student, analysing also the role of other possible actors involved in a bully situation (bystanders, parents, teachers, etc.). Participants agreed that an answer such "they are bad students, bad persons" is a superficial answer, that is not considering several external factors (environment, family background, social pressure, etc.) that have a clear influence on bullying situations.

As the bullies are not all the same, the bullied are not all the same. The typical stereotype of the school student "looser" does not consider other relevant aspects, such as the social pressure and the power of the "gang". Also bullying in itself is not always the same; there are different ways of bullying, not just related with the level of physical or psychological violence.

The situation is even more complex when we talk about cyberbullying. The fact that on the Internet we are anonymous, we can be anybody, strengthens the feeling of being powerful and unpunished. One of the biggest discussions in plenary took place after the simulation. Participants talked over how to react to a bullying situation, especially towards the ones involved in the bullying

situation, but with different roles: is it fare to "punish" everybody, even the bystanders? Or it is necessary to consider the different levels of responsibilities and act consequently?

It is evident that in the discussions the personal experience of each participant had a clear influence in shaping the different perspectives, demonstrating the complexity of bullying and cyberbullying, and the need to tackle them in a holistic way.

What is Cyberbullying

"... cyberbullying means any electronic communication including, but not limited to, one shown to be motivated by a student's actual or perceived race, colour, religion, national origin, ancestry or ethnicity, sexual orientation, physical, mental, emotional, or learning disability, gender, gender identity and expression, or other distinguishing personal characteristic, or based on association with any person identified above, when the written, verbal or physical act or electronic communication is intended to:

(i) Physically harm a student or damage the student's property; or

(ii) Substantially interfere with a student's educational opportunities; or

(iii) Be so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

(iv) Substantially disrupt the orderly operation of the school."

From Bookmarks, chapter 5.9

3. Results and conclusions

3.1. Results for OBESSU

The Study Session has supported OBESSU to strengthen the relationship with the Youth Department of the Council of Europe, getting closer to its work on cyberbullying, and with the Education Department, discovering its work on bullying. The Study Session gave the chance to OBESSU to strengthen the relationship with its Member, Candidate and Affiliate Organisations, promoting their capacity building, especially through the new networking initiatives among OBESSU member organisations, getting the platform stronger. OBESSU, thanks to this Study Session, got new knowledge about the current policy developments in Europe regarding bullying and cyberbullying, as well as about the different situations in European countries, receiving very precious information. All these inputs will be elaborated by OBESSU and will feed its policy and advocacy daily work for school students' rights.

3.2. Learning outcomes for participants

Participants evaluated very well their learning process confirming the good work done by the team of trainers that paid great attention to their specific needs in terms of learning process. Participants had a closer contact with an international institution as the Council of Europe, learning about its structure, its functioning and the work done in the field of education and youth on topics such as bullying and cyberbullying, especially the No Hate Speech Movement. Participants got specific knowledge about concepts and specific terminology related with these two main topics. They shared the different situations of bullying and cyberbullying in Europe, and the different approaches focused on combating these phenomena. Participants got new knowledge on how to campaign online, and new skills on how to design new initiatives aimed at combatting bullying and cyberbullying. Participants also discovered the value of team work, of cooperation, and the importance of human rights in every aspect of our life.

3.3. Outputs

The main outputs of the Study Session were several proposals for online campaigns aiming to combat online hate speech and cyberbullying at school. For more details about the online campaigns designed by participants during the Study Session, please have a look at chapter 5 of this report, "Follow-up activities".

As added output, not foreseen during the application process, participants produced a short video of the event, showing the main results of their discussions and their learning processes. The video has been uploaded on social platforms and the OBESSU Facebook page here.

3.4. Contribution to the work of the Youth Department of the Council of Europe

The Study Session contributed to spread the No Hate Speech Movement and its results among young European school students, probably one of the main target groups of the Movement itself. Participants, being representatives of National school Student Unions, will ensure a deeper impact on

the No Hate Speech Movement at local/regional/national level, reaching their peer students, thus a stronger follow-up phase of the Movement. The Study Session gave the chance to participants to discover the pedagogical tools and manuals produced by the Youth Department of CoE. The presentation of the European Youth Foundation gave the chance to participants to discover a new resource for funding their initiatives. The study session also contributed to present the work of different departments of CoE, the Children Rights and education departments in particular, underpinning the work of Youth Department of CoE in the related field.

3.5. Final conclusions

The Study Session "A.P.A.C. – Active Participation against Cyberbullying" was a successful event. Participants reflected on bullying and cyberbullying phenomena, clarifying concepts and definitions, understanding the different social dynamics that such phenomena generate, as well as, the consequences and possible solutions. Participants got in contact with the work done in this field by the Council of Europe and especially the Youth Department, above all the No Hate Speech Movement. OBESSU had the chance to strengthen the capacities of its Member, Candidate and Affiliate Organisations, and to receive precious inputs for its advocacy and policy work at European level on such topics. The collaboration with the European Youth Centre in Strasbourg was excellent, and the support of the Youth Department was priceless. OBESSU hopes that this activity contributed to support young people in their struggle against bullying and cyberbullying, contributing as well to the work of the Council of Europe in this field.

3.6. Summary of participants' evaluations

Overall, my experience of this Study Session was:
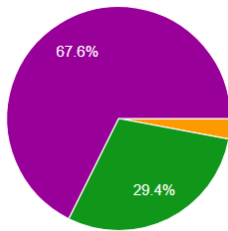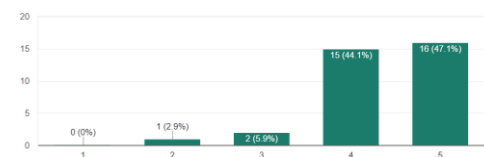

Very negative
Negative
Average
Positive
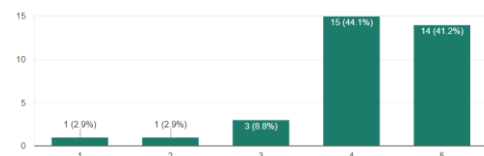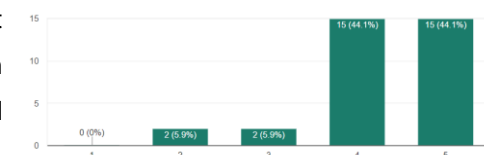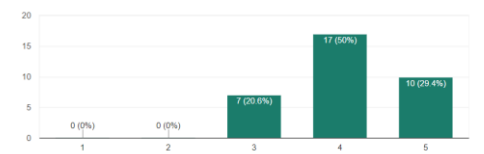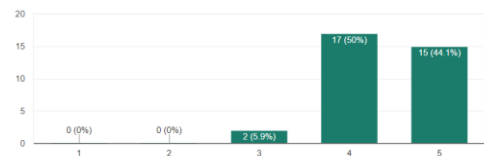Very positive

67.6%

29.4%

Some comments:

- I learnt about Cyberbullying and social media.

- The atmosphere was amazing, and people were friendly. We got some important skills to tackle cyberbullying in our lives, and more initiative to act.

- This experience was amazing and taught me a lot of things. Communication, dialogue and the comparison are at the base of everything, and during this week I learned it. Staying with different people from different country, with different minds, open my eyes.

In my opinion, the objectives of this study session were achieved as follows:

- To understand the concepts of "online hate speech" and "cyberbullying", the human rights framework, and the work done by the Council of Europe in this field.

- To analyse the reality and the initiatives undertaken in different European countries, to combat online hate speech and cyberbullying at school.

- To explore the role school students and school student unions can have and the tools they can use in modelling and promoting human rights online and offline.

- To provide participants with new skills and competences to become "online activists" against online hate speech and cyberbullying.

- To design future initiatives to be implemented at local, regional, national and international level, aimed at promoting human rights and combating hate speech and cyberbullying at school.

*My expectations of this study session were met up to...*
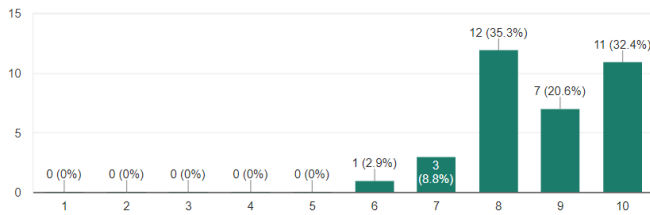
Some comments:

- I had no expectations and it was amazing, I don't want to go home. These amazing people here are like family.

- Again, they were exceeded. This study session was definitely a very positive experience for me, and it's something I'm really happy to be a part of.

- The level of the discussion could have been more theoretical and less practical.

*The programme and methods were appropriate to facilitate learning:*
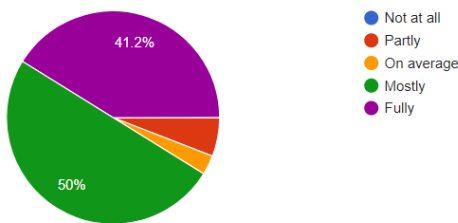
Some comments:

- The trainers are fantastic people and I learned a lot of things from them. Even with some problems, I improved myself, and now I understood more the concept of cyberbullying and bullying.

- I really liked the activities. They were not only productive most of the time, they also were very fun.

- There could have been more time to share direct experiences and sometimes on the presentations the level of attention got down.

I gained confidence and competences to continue working on the themes of the session:

Some comments:
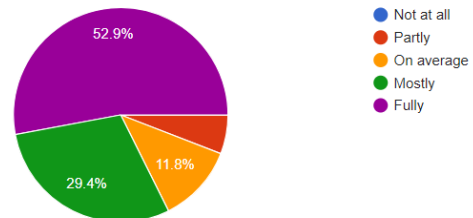
- We created a working foundation for an actual campaign and I believe I can work towards the campaign in the future.

- I will likely work against cyberbullying and hate speech at home.

- I gained a lot of confidence here; I am fully ready to take actions to prevent cyberbullying.

I understand better the role of the Council of Europe and the relevance of its work:
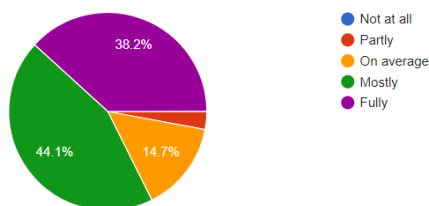
Some comments:

- First I didn't know what is the Council of Europe doing, but now I know.

- We got good basic information. Some presentations were a bit difficult to understand.

- The presentation and the info given were complete and exhaustive.

What I take home from this study session is:

- Books, new ideas, intercultural experiences, knowledge.
- Lots of experience, friendships and a better understanding of how cyberbullying affects the society.
- Information how to start a campaign and make students participate.
- Learned a lot about cyberbullying and new methods of learning, but also a bigger network.
- Contacts throughout Europe and plans for cooperating with other national organizations on future projects regarding cyberbullying.
- Many books and instruction manuals, motivation, knowledge, possibilities to work with the subject, the ability to share the information I learnt, new friends and contacts, an amazing experience.
- I'm taking home a really big baggage, full of different things. Full of dreams and hopes for our world, and for delete the youth unease.
- I'm taking home new information about cyber bullying, human rights and for sure new relationships with people all around Europe.
- A will to work on an online campaign together with the team and to finish it successfully. I am taking handy materials that we received, inspirations for cyberbullying study session back home as well as new energizers.
- During this study session I gained a lot of knowledge regarding cyberbullying, experience in starting a campaign. Also, having met people of so many different nationalities, I will return home even more open-minded towards other cultures, than I was before.
- Incentive to do something. Fun memories and a stronger European identity.

4. Follow-up activities

The participants developed the following follow-up initiatives and proposals:

4.1. "Hack the Silence"

This initiative proposes to produce short videos with personal stories on bullying and cyberbullying, in original language with subtitles in English. All the videos will have the same design and structure. Finally, all the videos will be edited in a longer version all together.

4.2. "Anti-Semitic Hate Speech Connected to History"

In countries having a history of Nazi-crimes, this part of history was never properly processed, even suppressed. One result is the widespread anti-Semitic hate speech being normalized and accepted. The proposal aims at establishing a working group formed by school student organisations from the aforementioned countries, involving also Jewish organisations and organisations tackling hate speech. Some of the tasks the group can deliver:

- To organise talks with historians and affected people on the issue, in order to spread a counter narrative, analysing how Nazism is taught and perceived, and what is missing, and the impact this has;
- To design workshops to be held at schools. These workshops should include:
  o Raising awareness of the problem;
  o Reflecting on anti-Semitism in daily life, sharing realities;
  o Cultural exchange;
  o How to combat hate speech/civil courage trainings;
  o Understanding and analysing if Nazism is addressed or not in society;
  o Analysing and realising the core of anti-Semitic narratives, presenting a counter narrative.

5.3 "Forum for each other's help"

In this forum you do not have to give your real name, ID, etc. because people do not like to talk about bad things that affect them; in this situation they prefer to be anonymous. The risks of this situation are: hackers, victims; more bullying on the forum. The forum can be developed also as an app for mobile phones.

5.4 "Nordic NGOs against cyberbullying"

The objectives of the proposal are: to raise awareness; to educate people, to reduce the incidence of cyberbullying. The target audience are young people and school authorities. The resources needed are: volunteers; the support of the organisations; a marketing plan; funding. Concrete steps:

- Secure support from national organizations;
- Prepare to pitch campaign to NSSN (Nordic School Student Network) General Assembly;
- Launch of the campaign;
- National events and international events;

5.5 "Together against cyberbullying"

It is a global campaign that includes the following elements: informing organisations; forming a structure; making concept; funding; introduction videos; international activities (study sessions, training courses, panel discussions, forums, workshops, lectures); final event.

5. Appendices

5.1. Appendix 1: Final activity programme

OBESSU
Organising Bureau of
European School Student Unions

Youth – Jeunesse

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

DDCP-YD/ETD (2018) 52   Strasbourg, 17 April 2018

A.P.A.C
Active Participation against Cyberbullying

Organised by OBESSU
in co-operation with the European Youth Centre Strasbourg

Day by day programme

Sunday, 22ⁿᵈ April 2018

      Arrival of participants
19:00   Dinner
21:00   Welcome evening

Monday, 23ʳᵈ April 2018

09:00   Opening with Introduction to the Study Session,
      Welcome by Tina MULCAHY, *Executive Director of the European Youth Centre Strasbourg*
      Intro of aims & objectives of the Study Session / Expectations & programme
11:00   Break
11:30   Introduction to the Council of Europe
      Introduction to OBESSU
13:00   Lunch
14:30   Setting common ground
      Exploring definitions and concepts
16:00   Break
16:30   Setting common ground
      Mapping platforms of cyberbullying
18:00   Reflection group
19:00   Dinner

Tuesday, 24ᵗʰ April 2018

09:00   To be or not to be… a bully

11:00   Break

11:30   Exploring the concept of Identity

13:00   Lunch break

14:30   Online identity(ies)

16:00   Break

16:30   Who is responsible?
         Mapping oppression in cyberbullying

18:00   Reflection group

19:00   Dinner

21:00   International evening

Wednesday, 25th April 2018

09:00   Visit to the Council of Europe Palais
         Live observation of a PACE debate

11:30   The work of the Council of Europe against bullying in schools and in promoting digital citizenship, exchange with:
         Maren LAMBRECHT-FEIGL, *Children's Rights Division of the Council of Europe*
         Ahmet-Murat KILIC, *Education department of the Council of Europe*

13:00   Lunch break

14:30   Free Afternoon

19:00   Dinner out

Thursday, 26th April 2018

09:00   Re-Intro and simulation (bully me)

11:00   Break

11:30   Re-Intro and simulation (bully me)

13:00   Lunch break

14:30   Tools against cyberbullying
         Theoretical overview

16:00   Break

16:30   Tools against cyberbullying
         Practical overview

18:00   Reflection group

19:00   Dinner

Friday, 27th April 2018

09:00   European Youth Foundation
         Presentation by Paschalio GEORGIADOU, European Youth Foundation

10:00   Campaigning skills – Input by Daniel Waugh, Public Relations Manager, Union of Students Ireland

12:00   No Hate Speech Movement, Tools and approaches to promote Human Rights online
         Input by Rui GOMES, Youth Department of the Council of Europe,

13:00   Lunch break
14:30   Role of Schools and Student Unions in working against cyberbullying
16:00   Break
16:30   Role of OBESSU in working against cyberbullying
18:00   Reflection group
19:00   Dinner

Saturday, 28th April 2018

09:00   Planning the Outputs
11:00   Break
11:30   Outputs presentations
13:00   Lunch break
14:30   Follow up activities and feedback
16:00   Break
16:30   Final Evaluation
19:00   Dinner
21:00   Farewell party

5.2. Appendix 2: Participants' list

Study Session "A.P.A.C. – Active Participation against Cyberbullying"

Organised by the Organising Bureau of European School Student Unions (OBESSU) and the Youth Department of the Council of Europe

23-28 April 2018, European Youth Centre Strasbourg

List of participants

Participants

Austria

Victoria Bentz, AKS

Belgium

Vincent Seebeck, OBESSU

Mika Ramaekers, VSK

Hakim El Kassimi, CEF

Bosnia and Herzegovina

Amila Čengić, ASuBiH

Sara Čurić, ASuBiH

Czech Republic

Martin Miksik, CSU

Denmark

Lasse Houmann Thygesen, EEO

Miriam Heller-Seiffert, DGS

Lucas Eeg Flensted Terreni, DGS

Finland

Dat Hung Ly, SLL

Elias Pitkänen, SLL

Otto Stenman, FSS

Emilie Jäntti, FSS

Germany

Johannes Füßler, SVB

Lucia Berres, SVB

Iceland

Einar Hrafn Árnason, SiF

Davíð Snær° Jónsson, SiF

Italy

Lorenzo Gimona, RSM

Cecilia Macciotta, RSM

Lithuania

Edvardas Vabuolas, LSM

Odeta Katarskyte, LSM

Luxembourg

Solange Ketoh, UNEL

Poland

Paulina Lalak, IX Liceum Ogólnokształcące w Gdańsku

Miłosz Ilecki, IX Liceum Ogólnokształcące w Gdańsku

Romania

Kriszta Józsa, MAKOSZ

Krisztina Joos, MAKOSZ

Serbia

Jelena Bratic, UNSS

Slovak Republic

Marián Stankovič, SUS

Adam Pacalaj, SUS

Spain

Francois Moreno Hernandez, CANAE

Switzerland

Yasmin Malli, USO

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Lecturers

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Preparatory team

Judit Lantai, OBESSU

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Sara Tholl Finbogadottir, OBESSU

Joanna Siewierska, OBESSU

Riccardo Gulletta, OBESSU

Ufuk Atalay, External Educational Advisor

Council of Europe Secretariat

Maren LAMBRECHT-FEIGL, Children's Rights Division

Ahmet-Murat KILIC, Education department

Paschalio GEORGIADOU, European Youth Foundation

Rui GOMES, Education and Training Division, Youth Department

Stefan MANEVSKI, Education and Training Division, Youth Department

Jackie LUBELLI, Education and Training Division, Youth Department

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

5.3. Appendix 3: List of references

Manual for School Students

https://issuu.com/obessu/docs/manual_for_school_students_-_final_/5?e=2975141/36521621

This is the manual OBESSU has developed to help school students from all over Europe to get organised and defend their rights. The Manual, written by and for school students, is a journey throughout the creation of a democratic school student organisation, imagined as a space trip in the "school student universe". Readers will jump on a "space rocket" and travel through communication strategies, democratic decision-making, policy influencing and mobilisation processes, as well as through networking, economic sustainability and event organising. The 4 chapters are simple and easy-to-read, adapted to every student and accompanied by examples, powerful pictures and graphics.

OBESSU ToolBox

https://www.obessu.org/toolbox/

The OBESSU ToolBox gathers several different pedagogical activities aimed at supporting school student activists and school student organisations in their educational initiatives. OBESSU strongly believes in Non-Formal Education as one of the best methodological approaches to promote deep learning processes and to empower school students. The OBESSU ToolBox includes activities focused on Active Participation, Education for Democratic Citizenship, Social Inclusion, Advocacy and on much more.

The OBESSU ToolBox has been co-funded by the European Youth Foundation of the Council of Europe.

Compass Manual on Human Rights Education

http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf

It is the Manual on HRE with Young People developed by the Council of Europe. It has general information about Human Rights Education, some Human Rights topics but mainly, it has a number of very interesting activities and methods ready to implement.

Compasito

http://www.eycb.coe.int/compasito/

This is the Manual on Human Rights Education with Children. Also developed by the Council of Europe, it has a lot of information on Human Rights Education, educational activities to introduce Children's Rights, etc.

T-Kits

http://pjp-eu.coe.int/en/web/youth-partnership/t-kits

The training kits are thematic publications written by experienced youth trainers. They are easy-to-use handbooks for use in training and study sessions. T-Kits are produced in English. Some of them are also available in other languages.

Enter Dignityland!

http://www.coe.int/en/web/enter/enter-dignityland-

A game for learning about social rights with young people through human rights education. In the framework of the *Enter! project*, the youth sector of the Council of Europe has produced in 2012 the *Enter Dignityland!* cards game on social rights. The game can be played in different contexts, in formal and non-formal educational settings, as part of a training course, in schools, in peer groups or within any educational activity.

Bookmarks – NHSM

http://www.nohatespeechmovement.org/bookmarks

Bookmarks is published to support the No Hate Speech Movement youth campaign of the Council of Europe for human rights online. Bookmarks is useful for educators wanting to address hate speech online from a human rights perspective, both inside and outside the formal education system. The manual is designed for working with learners aged 13 to 18 but the activities can be adapted to other age ranges.

No Hate Speech Movement

http://www.nohatespeechmovement.org

A youth campaign of the Council of Europe for human rights online, to reduce the levels of acceptance of hate speech and to develop online youth participation and citizenship, including in Internet governance processes.