



Youth Against Online Discrimination

Report of the study session held by
YSAFE IPPF EN, IGLYO and Digital Leadership Institute
in co-operation with the
European Youth Centre of the Council of Europe

European Youth Centre Strasbourg
19-23 March 2018

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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

The study session 'Youth Against Online Discrimination' was held at the Youth Centre in Strasbourg in March 2018. It was a result of a collaboration between YSAFE (the Youth Network of IPPF EN), IGLYO, the Digital Leadership Institute and the Youth Department of the Council of Europe. The session brought together 23 young people coming from 16 countries in Europe and Central Asia. These young activists represented several youth networks (YSAFE, IGLYO, YouAct, YPEER, YPEER Petri) and many civil society organizations. All this contributed to creating a platform for dialogue and for the exchange of different experiences, examples of good practices and challenges amongst a diverse group of young SRHR and LGBTI activists.

The programme outline was carefully developed and addressed the theme of online discrimination and intersectionality from three aspects: Sexual and Reproductive Health and Rights, Human Rights and Non-Discrimination, and Online Tools. Besides improving their knowledge and acquiring new practical skills, the young people had an opportunity to find out more about the mission and the responsibilities of the Council of Europe. A separate session was organized during which they discussed the study session issues with experts from the Council of Europe working on hate speech, sexual orientation and gender identity, youth, and funding for youth.

In addition to the programme, the Norwegian Minister of Children and Equality, Linda Hofstad Helleli, visited the study session and had a discussion with the participants on the importance of education in achieving gender equality and fighting online discrimination. Intercultural nights were organized with a group of human rights activists from Azerbaijan attending a parallel study session in the Youth Centre. The mornings were dedicated to early yoga sessions.

The most important result from the study session is that 23 young people from 16 countries in Europe and Central Asia have improved their knowledge and gained new skills for advancing their SRHR and LGBTI activism. Following the session, they know that sexual rights are human rights and they know how to get the best from the international human rights frameworks. They are able to develop projects and know where to seek resources. They are introduced in available tools for online activism against hate speech and know how to protect their privacy. Furthermore, they have developed action plans for implementing and sharing their acquired knowledge in their countries or regionally. Most of the planned activities will be implemented during the year, but some of the participants already achieved their first follow-up task right after the study session. Among other activities the participants developed online content as part of the campaign against hate speech online - the No Hate Speech Movement. This content was launched and in several countries workshops for sharing skills and information with the national youth groups were organized.

The conclusions from the five-day study session are as follows:

1. The dominant challenge in Europe and Central Asia of limited access to information on sexuality, gender and human rights in formal education is one of the main causes for online hate and discrimination:
2. Being well-informed about the local context and needs of underserved young people is crucial to developing measures that will make a social change
3. There is a need to adapt existing tools addressing online discrimination to different contexts
4. The existing International Human rights framework can be used for reporting and improving the national human rights record
5. There is a need for further collaboration and connection between different youth networks, the dialogue should be made more inclusive and reach beyond the networks' traditional priorities.

Acronyms

CoE – Council of Europe

CSE - Comprehensive Sexuality Education

DLI – Digital Leadership Institute

EYF - European Youth Foundation

IGLYO - The International Lesbian, Gay, Bisexual, Transgender, Queer and Intersex (LGBTQI) Youth & Student Organisation

IPPF EN – International Planned Parenthood Federation

OHCHR - Office of the United Nations High Commissioner for Human Rights

SRHR - Sexual and Reproductive Health and Rights

UN – United Nations

UNFPA – United Nation Population Fund

YSAFE – Youth Sexual Awareness for Europe

Introduction

In the following report you will find information about the organisations responsible for developing and conducting the study session, the main reasons for focusing on the specific topics, and the main learning objectives. Furthermore, there is information about the profile of the participants and the main themes covered, and, most importantly, a presentation of the main results. The reader can find out how the programme outline was implemented, what the lessons learned were and the challenges arose. Since extensive follow-up planning was done during the session, there is also a report on the progress of implementation of the activities. In the appendices is detailed information on the programme, the participants, the media activities, and a bibliography.

Organisations involved:

The study session was organised by YSAFE (Youth Sexual Awareness for Europe), in cooperation with the International Lesbian, Gay, Bisexual, Transgender, Queer & Intersex (LGBTQI) Youth and Student Organisation (IGLYO) and the Digital Leadership Institute (DLI).

YSAFE is the youth network of International Planned Parenthood Federation European Network. The network consists of 120 young volunteers of the IPPF EN Member Associations across 30 countries in Europe and Central Asia. YSAFE works to promote the sexual and reproductive health and rights of young people.

IGLYO is a pan-European network, working with over 95 LGBTQI youth and student organisations to combat discrimination based on sexual orientation. It is run for and by young people. IGLYO is primarily a capacity building and youth empowerment organisation, building the skills, knowledge and experience of its members and other LGBTQ activists.

The Digital Leadership Institute (DLI) is a recognised world leader in promoting greater participation of young and adult women in strategic, innovative ESTEAM (Entrepreneurship, STEM and the Arts) sectors. Amongst other things, DLI engages in activities related to education and skills development by providing young and adult women with leadership, business, personal and professional development, and ESTEAM skills through direct access to experts and tools that encourage them toward entrepreneurship and leadership in ESTEAM studies and careers.

The background

In the past few years online discrimination and hate speech have been broadly recognised as an issue which needs urgent attention. As underlined in the Council of Europe Online Hate Speech Survey (Titley, 2015), 83% of the respondents had encountered hate speech. The most frequently targeted groups were LGBTI people, women and Muslims.

The organisations involved in designing and delivering the study session have been working on discrimination from different perspectives. YSAFE has been investing in developing a non-formal comprehensive sexuality education curriculum addressing discrimination and cyber bullying. IGLYO is already one of the experts in developing tools for facing online discrimination. The DLI has been focused on empowering women to take the lead in the digital world and bridging the digital gender gap. Meanwhile the Council of Europe with its No Hate Speech Movement campaign has been engaging a community of online activists across the whole region.

The organisations started developing the study session from the root notion that oppressions are experienced intersectionally. They were aware of the need for understanding the different political and cultural context in which discrimination occurs (race, ethnicity, gender, disability, age, class etc). This is even more salient because YSAFE and IGLYO work with young volunteers coming from more than 40 countries in Europe and Central Asia who, as SRHR and LGBTI activists, face online discrimination on a daily basis. Consequently, a study session with a multidisciplinary approach that would bring young people from several youth networks together and train them how to face online discrimination was more than needed.

As for YSAFE, the study session feeds into its mission: *to lead and empower a network of young champions from Europe and Central Asia to educate and advocate for the full enjoyment of SRHR.*

In addition, the study session is related to the following objectives of the YSAFE Strategic framework 2018-2020:

- Build strategic partnerships, including with non-SRHR organizations to jointly advocate for CSE and youth-friendly SRHR services
- Reach an increasing number of young people through a variety of online methods with evidence-based information on the all CSE components.
- Build the capacity of young people in the region to advocate and educate on CSE.
- Increase the number of active volunteers in a growing YSAFE network, with a strong focus on underserved populations.

The work of YSAFE is almost exclusively reliant on digital tools and online communication. It was therefore extremely relevant that the study session's focus on technology, media and digital tools enabled young people to increase their media literacy. The study session also enabled the young people from YSAFE to initiate or to improve their collaboration with their peers from IGLYO, as well as YPEER, PETRI Sofia and YouAct.

The aims and objectives

The study session aimed at empowering young people to take an active stand against online discrimination and hate speech, and to promote human rights online.

The study session had the following objectives:

1. To provide a safe platform to share experiences and situations which would create a common understanding of online discrimination and hate speech;
2. To ensure a better understanding of the Human Rights Framework as well as sexual and reproductive health and rights;
3. To improve knowledge and understanding regarding intersectionality, discrimination and how to protect against it;
4. To create a better understanding of online safety and to improve skills and knowledge to set up and use online tools and platforms to recognize, address and counter discrimination and hate speech online;
5. To enable participants to disseminate the knowledge and skills gained during the study session to their peers through follow-up projects.

Profile of participants

23 young people from 16 countries from Europe and Central Asia participated in the Study Session; 8 were male and 15 female. The average age of the participants was 23.4. They were representing different youth networks active in Europe and Central Asia working on SRHR and LGBTI issues: YSAFE, IGLYO, PETRI Sofia YPEER, YouAct. Most of the young people had an SRHR background, and only a few had experience in protection from discrimination. While all were skilled in using different social media, only a small number had previous experience in developing digital tools and applications. The full list of participants is presented in Annex 2.

Main themes covered

In order to tackle the complex factors related to discrimination based on gender and sexual orientation and its intersectionalities, the preparatory team decided to provide a multidisciplinary capacity building during which the participants would gain new knowledge and skills. In doing so a list of themes were organized in 3 main tracks:

1. SRHR and project development

- Sexual and reproductive health and rights as an overarching framework
- The different political and economic contexts regarding SRHR and LGBTI issues in Europe and Central Asia
- Development and management of projects addressing sexual and reproductive health and rights and online discrimination
- Funding opportunities for youth projects and the possibilities of European Youth Foundation of the Council of Europe

2. Human rights and non-discrimination

- Intersectionality and protection from discrimination
- The International Human Rights Framework and mechanisms within the United Nations, the Council of Europe and European Union
- The role of the Council of Europe institutions working against discrimination, hate speech and promoting gender equality, as well as their work on sexual orientation and gender identity
- Bridging the digital gender gap

3. On-line tools

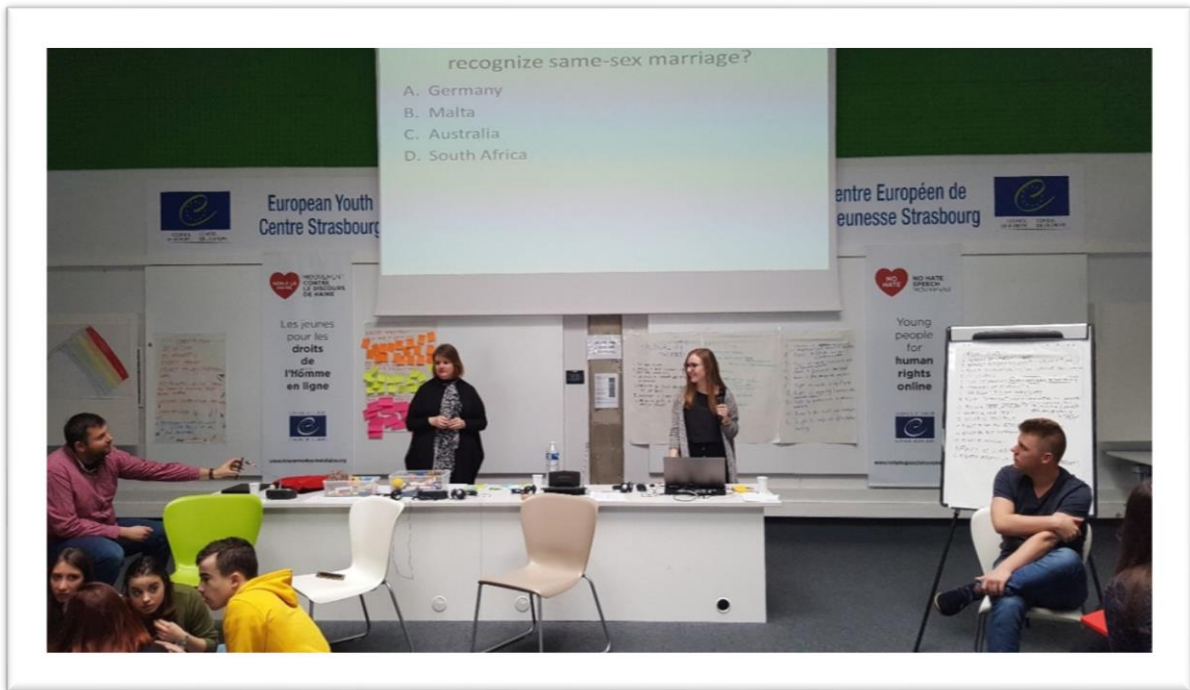
- Online and digital tools for anti-discrimination
- Search engine optimisation
- Building mobile applications
- Online safety for activists and privacy online
- Actions against threats, cyber-harassment and cyber-violence

The link between the session's theme and the Council of Europe

The Council of Europe Youth Department was an equal partner in developing and implementing the agenda. The presentations from the CoE institutions, as well as the No Hate Speech campaign resources were congruent with the agenda of the study session. They contributed to the learning process and brought the topic closer to the participants.

In addition, the activity was in line with the Priorities of the Youth Department in the following ways:

1. By providing young people with capacity building on discrimination based on gender and sexual orientation and its intersectionalities with other forms of discrimination (age, social class, race and ethnicity), the activity ensured that young people understood discrimination as a human rights issue and were thereby enabled to engage in human rights activism.
2. In providing young people with human rights education the activity made use of the resources of the Human Rights Education Youth Programme and thereby continued this programme.
3. By providing skill-building on technological and digital tools, the activity ensured young people increased their media literacy as they were enabled to engage in online activism.
4. By bringing together young human rights activists from different countries in Europe the activity helped to remove barriers for these young people as part of civil society to organise themselves.
5. By providing young people with capacity building on the concepts of gender discrimination and intersectionality, the activity enabled them to use this to identify and address online discrimination and ultimately act as agents for change towards more peaceful and inclusive societies.
6. By bringing young people together from across Europe, the activity facilitated intercultural learning, which deepened young people's understanding of each other's realities and how discrimination occurs in different contexts



Results and conclusions

The main result of the study session is that 23 young people coming from 16 European and Central Asia regions have improved their knowledge and skills regarding:

Sexual rights

The participants learned that sexual rights are part of the human rights framework and that, to defend them, they can use the existing international human rights framework as deployed by the UN, Council of Europe and the European Union.

Not only did they learn that national contexts regarding SRHR and LGBTI issues are different across Europe, but they were encouraged to challenge received ideas about those contexts. They learned that there are still challenges in the most developed countries, and some promising practices in countries that are just starting to open these questions.

Project development and resource mobilisation

The participants learned how to define the problem they can really tackle, how to plan a suitable activity for making a positive change, and in doing so how to take in consideration the context and the needs of beneficiaries. They now know where to apply for youth projects and have improved their skills to develop a youth project.

Online activism

The young people were equipped with technical skills for optimising their online organisational engines and for developing a mobile phone application. They know how to improve their safety while being an online SRHR and/or LGBTI activist, how to recognize online discrimination and hate speech, and how to react when it occurs.

Follow-up actions

In addition, the participants developed 16 action plans with the aim of implementing their newly acquired knowledge in their organisations.

Exchange and partnerships

The study session was a great opportunity for young activists coming from different countries, sectors and youth networks to interact, and to exchange good practice and talk about future mutual actions. Two cultural dinners were organised with the group of human rights activists from Azerbaijan attending a different session in the Youth Centre of the Council of Europe. A mutual celebration of Nowruz and multicultural exposition of sweets enabled the participants to learn about the cultures, dances and to have fun.

Conclusions:

The conclusions from the five-day study session are as follows:

1. The dominant challenge in Europe and Central Asia is one of the main causes for online hate and discrimination: a limited access to information on sexuality, gender and human rights in formal education
2. Being well-informed about the local context and needs of underserved young people is crucial to developing measures that will make a social change
3. There is a need to adapt existing tools for online discrimination to different contexts
4. The existing International Human Rights Framework can be used for reporting and improving the national human rights record
5. There is a need for further collaboration between different youth networks and establishing links. The dialogue should be made more inclusive and reach beyond the networks' traditional priorities.

Evaluation



During the training, at the end of each day, reflection discussions in small groups were facilitated by the team of trainers. Afterwards the team had debriefing sessions during which the main comments and suggestions from the participants were discussed. As a result, from the reflections, suitable amendments to the programme outline were adopted.

After the training an online form was provided for overall evaluation of the study session.

The findings of the evaluation have pointed out that a great majority (84%) of the participants stated that their expectations from the session were met.

Also, it can be concluded that most of the learning objectives were achieved. For example, 88% of the participants replied that they strongly agree or agree that they have improved their knowledge on project development. Also, 92% of them stated the same for the learning on Human Rights Framework. However, although quite satisfied, some participants thought that there should have been more on online discrimination and digital skills. For most of them this was a positive experience. They will be able to work on the sessions themes in the future, they now understand the work of CoE and the session was a positive experience in youth participation.

It is worth noting that there was a group reaction to the Bookmarks exercise on cyberbullying. Namely, some of participants found themselves to be exposed and discriminated against by the examples in the exercise. They said that a preparatory activity is needed before this workshop. They also found that the grading of hate speech statements is inappropriate. This issue and our learning from it is explored in further detail below.

Looking at the evaluation of the team the main challenge was related to the time. Though having a study session with 3 different components is enriching and interesting for the participants, often they are asking for additional time for making suitable conclusions on the specific topic. This became evident during the implementation of the workshops on - online discrimination and the technical tools.

Link to the evaluation summary of the responses:https://docs.google.com/forms/d/1L-Yz2So-u8-24Cqh4Yb_5fe284cu2eb9a4nIYsU4Edk/edit?ts=5ab4dd89#responses

In the overall evaluation of the study session, the team of trainers valued highly the contribution of the nominated CoE Educational Advisor, Stefan Manevski. The Education advisor served as a link between the team and the European Youth Centre. At all times he was available to provide support and solution to any unforeseen issue (logistic, technical or programme related) that came out during the training. One of the most important contributions of the advisor is that he supported the establishment of positive working environment based on partnership. Also, he was available for providing prompt and concise replies regarding the questions that came from the team members.



Programme Overview

The team

The study session was developed and delivered by the following team members:

Simon Herteleer is the chair of YSAFE Steering committee. He comes from Belgium and has experience with NGOs working on youth, sustainable development and human rights. During the study session Simon was involved in developing and conducting the workshops on SRHR and the Human Rights Framework.

Kotryna Mikalauskaitė is member of the YSAFE Steering committee and is from Lithuania. She is finishing her studies in clinical psychology and she is an expert in SRHR. Kotryna developed and conducted the workshops on SRHR.

Julia Kata is a board member of IGLYO. She is from Poland and a psychologist, and she had the most valuable experience in the team of organising study sessions in the CoE Youth Centres. She developed workshops on discrimination and hate speech, and was also responsible for the evaluation and the energizers.

Drashko Kostovski comes from Macedonia and he works for the IPPF EN as Youth Lead. He has a background in developing tools and conducting training on comprehensive sexuality education. During the Study Session he acted as course director.

Mai Ensmann works for the Digital Leadership Institute and she is an expert in designing and delivering trainings focusing on technology, women's empowerment and gender-based violence. She is an American/Estonian living in Brussels. She was responsible for the technical skills workshops. In

doing so she was assisted by Heidi Pungartnik, a prominent young digital activist participating at the study session.

Stefan Manevski was the CoE Educational Advisor and he was assisted by his colleagues from the European Youth Centre Strasbourg Ana Conkova and Casper Renting.

Marieka Vandewiele is a senior Programme Adviser at the IPPF EN office in Brussels. She is Belgian and has extensive expertise in SRHR programming and resource mobilisation. She was the external lecturer responsible for conducting the workshops on project development and management.

Preparatory process

The call for applications was widely distributed across the YSAFE and IGLYO networks. The applicants were asked to fill an online form and to send a CV providing evidence of their experience related to activism, SRHR knowledge. They were also required to explain their motivation for application to the activity and to confirm their commitment for follow-up activities. These categories were the main criteria for selection. Gender balance and regional representation were taken in consideration as additional criteria.

A panel of 3 members (Simon Herteleer, Kotryna Mikalauskaitė and Drashko Kostovski) was formed that graded the 53 submitted applications and selected the final list of participants. The selection of IGLYO members was done by Julia Kata, while 5 seats were reserved for the members of the ECA Youth Alliance. Some of the participants were not able to come to the session so they were replaced by those who were on the waiting list. The waiting list was defined by the score grading scale, and by other criteria like gender balance and regional representativeness. In addition, from the 25 selected participants 2 cancelled their participation in the last minute because of health and visa related issues, so the total number of young people taking part in the study session was 23.

The participant selection process also served as a preparatory assessment. This would be used to develop an agenda that would add the most value and cater to the specific needs of the selected participants. The data from the online application form showed that most of the selected participants had a strong background in SRHR, most of them being peer educators on comprehensive sexuality education, but they lacked experience in protection from discrimination. Furthermore, it became evident that all of them had practise in using social media and running some of the organisational online profiles, but they all strived to acquire further digital technical skills. During the preparatory meeting in Strasbourg the team considered these findings and decided to set the outline on 3 learning components:

- SRHR
- Human rights and non-discrimination
- Online tools

Following this structure, the preparatory team (representing 4 different organisations, as detailed in the appendix) divided the responsibilities according to their fields of expertise. The SRHR and Project development section was developed and conducted by YSAFE and IPPF EN. Team members from the Youth Department of the Council of Europe, IGLYO and YSAFE were responsible for the Human Rights and Non-Discrimination sections, while Online Tools was delegated to the Digital Leadership institute. The introductory sessions, energizers, reflections, closing ceremony and the evaluation also included young interns from the CoE.

In order to get more detailed info on the country context, previous experience and expectations of selected participants, a second survey was launched one month before the study session. This one was particularly focused on gathering more information about the level of knowledge and skills of the participants regarding digital tools and project development. The findings were used to tailor and finalize the activities.

The participants were asked to prepare for the study session. Each of them developed a presentation on the SRHR context in their own countries by focusing on the most significant successes and challenges, and also on an example of personal failure in this area of work. This information was then used as input during several study session workshops (the market place, 'defining the problem', and development of project ideas).



Programme overview

SRHR

As mentioned above all participants of the study session had a background in SRHR. Historically, when presenting this concept, an emphasis is placed on health. This is the main reason why the team decided to approach SRHR predominantly from a rights perspective and ensure full participation of the young activists by leaving as much space as possible to share their experiences and thoughts.

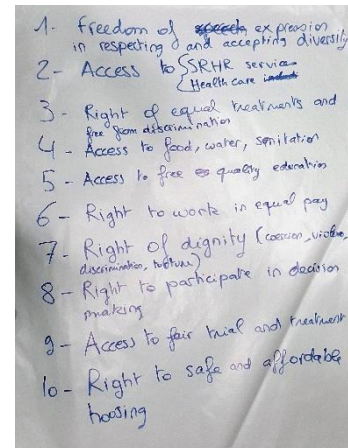
Sexual rights were understood as component of human rights, as an evolving set of entitlements related to sexuality that contribute to the freedom, equality and dignity of all people. (IPPF 2008). The advancement of sexual rights as human rights in the past couple of years has been challenged across the Europe and Central Asia. This is predominantly manifested in taking human rights for granted or in widespread scepticism as to the possibility of fulfilling them. The situation varies nonetheless across the region, with some countries leading in respecting sexual rights, others struggling to start a national debate, and some facing backlash and a retrogressive process towards rights that had previously been recognized in their societies.

The session on sexual rights started with a quiz. The winning team in the quiz answered only 60% of the questions correctly. This means that though almost all participants had a strong background in SRHR, there was a space for learning new information on sexual rights. In the discussion that followed they were reminded that human rights are not simply a given but that there are some tough battles to be won before they are fully recognised, even in the most developed democracies, and

that in some countries these processes started only recently. And, most of all, that the fight for fulfilment of human rights is a never-ending effort.

Focusing on the same objectives, during the next activity the participants had the opportunity to decide on the basic human rights that would be respected in a newly established island state. (Population Council, 2009). The 4 different groups had different priorities, but all of them were in agreement about the essential rights needed to establish a fair and just society. In a summary, the new ideal state should start with the following human rights:

1. Freedom of expression in respecting and accepting diversity
2. Access to sexual and reproductive health services
3. Right to equal treatment and free from discrimination
4. Access to food, water and sanitation
5. Access to free, quality education
6. Access to work and equal pay
7. Right of dignity (freedom of violence, discrimination, coercion and torture)
8. Right to participate in decision making
9. Right to fair trial and treatment
10. Right to safe and affordable housing



The main conclusion from the activity was that the Universal Declaration of Human Rights is sufficient and already covers all the all the rights needed for prosperity and for establishing equality and equity. Even the rights that that were recognized more recently can fall under the articles of the Declaration. In short, the participants came to the agreement that sexual rights do not represent a new set of rights: they are just rights concerning human sexuality and they should become fully recognized under the Human Rights Framework. There was consensus that attention should be focused on the fulfilment of sexual rights as basic human rights.

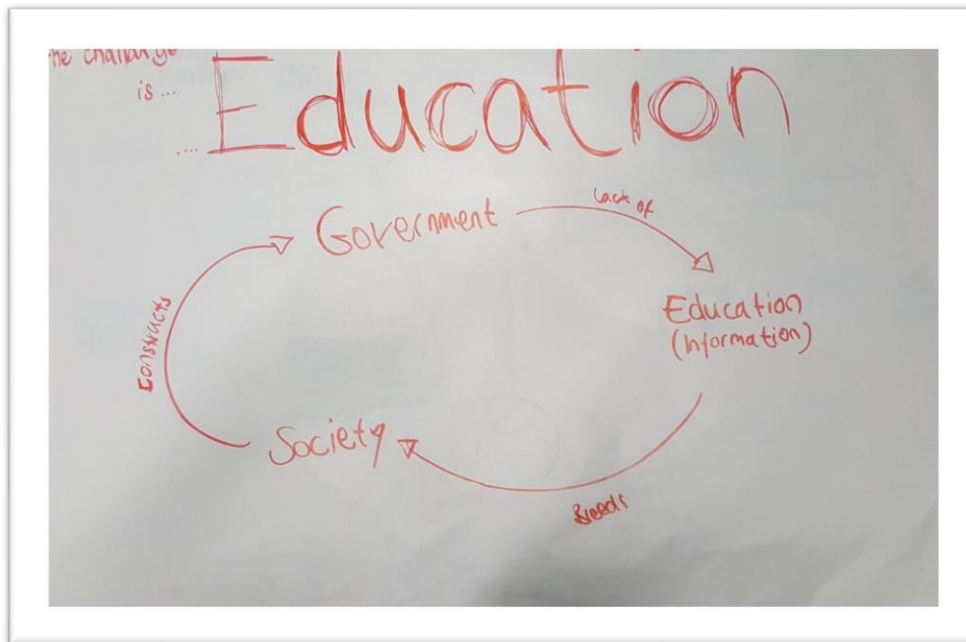
The debates on SRHR continued during the market place activity where participants presented their country contexts. They had been guided before the session on how to develop their presentation, and advised to focus on the major successes and major challenges in advancing SRHR on their country level. Beginning with the country stories the participants, divided in groups, were tasked with identifying the predominant successes and challenges in Europe and Central Asia.

Indeed, the participants presented a plethora of good practices and trends. For example, they underlined that there is a rising youth activist movement on SRHR and LGBTI issues across the continent. In most of the countries there is some sort of non-formal sexuality education. There are affordable or free of charge SRHR services for vulnerable populations available usually provide by civil society organisations. Though facing strong opposition, the Istanbul convention has been recently ratified in some countries. The LGBTI rights have become more visible and, in some countries, even formally recognized. Public discussion on transgender rights is on its way and in some countries already there are legal changes. Some strong retrogressive trends were identified, but abortion in most of the countries in the region is still legal. And there are some small but promising practices of establishment of social enterprises by the civil society sector and collaboration with the business sector as well.

On the other hand, the greatest challenge is the limited access to information regarding SRHR in formal settings. This is related to the absence of support and training to teachers to provide sexuality education in schools. The SRHR services are not available in the public health system and the youth friendly services are rarity. A general problem mentioned by almost every participant is the rise of anti-progressive movements who are advocating for banning sexuality education and

limiting sexual and reproductive rights, especially abortion. This is producing a revival of taboos and stereotypes as main tool for stigmatization and discrimination.

In sharing all these different snapshots of the regional SRHR situation, the participants were able to put together a comprehensive overview of the context in which SRHR is both becoming more apparent to the popular consciousness and attracting greater negative attention. The session therefore provided an opportunity for learning about the root causes of some of the examples of online hate speech that they were preparing to discuss, and allowed for a nuanced exploration of how online hate speech is one product of the link between social progress and increased social tensions.



1.2 Project development

The last part of the market place session was dedicated to SRHR initiatives that were not successful. The participants were encouraged to talk about different examples and the reasons why their activities failed. A safe atmosphere was established to talk and address failure in order to learn and extract the lessons for future initiatives. There were different examples of reasons why some of the activities were not successful. For example, one of the most frequent problems identified was that the beneficiaries of the activities were not responsive or engaged, didn't show up during a public debate or were not willing to participate in the activity. Sometimes the beneficiaries were not even supporting activities that were designed for improving their health or rights.

As discussed in plenary the main reason for this is that sometimes we don't know our target group and its needs very well. The organisations can presume what is needed and what should be done. Usually we are focused on the solution and not on the exact problems that the target group is facing. The solution proposed is often an intervention or model that was already functional in a different context, and we expect that will be functional everywhere even in our local communities. The participants found that a common thread between their stories of failure was this application of a top-down approach to the rolling-out of a successful model. This session allowed them to reach the conclusion together that a thorough needs assessment is of the highest relevance.

Building on the discussion on failures the participants went through a workshop on how to enable beneficiaries to express their needs and their views, how to learn about the local context, the basics of political and economic analyses, and how to define the problem. Each participant defined a problem that they could tackle with the capacities and resource they already have. This workshop therefore served as an introduction to project development, an area in which none of the participants had extensive experience or expertise.

The last day of the study session was fully dedicated to project development. The participants were guided in how to develop an activity they could feasibly implement in the coming weeks. The activity had to address a specific problem related to SRHR and online discrimination in their country context – to be inspired from what they had learned in the previous days. They were then introduced to the basics of project development and results-based management. By going step-by-step they were assisted in building up a project, starting from their activity and then objectives and expected results at output and outcome level.

Potential funding opportunities for the specific topic were mapped during the session. Also, Natalia Militello as a guest speaker from the European Youth Foundation presented the organisation's funding streams. This session really helped the participants to understand the different kinds of support provided by the Council of Europe and to make a distinction between the possibilities for funding from EYF and the study sessions supported by the CoE Youth Centres.

The main outcome was that 16 Country Action Plans were developed. Some participants proposed a brand new idea, having gained new confidence in project development and been inspired by the increased knowledge of the regional SRHR context. Others proposed activities which were thematically linked to previous projects they had been involved with, but which would now be more rigorous and sustainable as a result of their new skills in the project cycle. There were a few suggestions for activities that were not related to the study session themes, and in this case the participants were challenged to make linkages with human rights and online discrimination. The action plan template enabled the participants to focus on one activity that would be implemented right after the study session, but equally it could be used for developing a whole project with the youth groups and support from their organisations.

An observation for this component of the study session was that there was wide variation across the group in terms of experience with project development and management. Most frequent questions were related to the formulation of their results – and their activity description. Also, the main challenges were the lack of time for developing an idea and detailed action plan. This was overcome with providing an additional support by IPPF EN with sending comments and suggestion for improvement of the action plan. There is more detailed information about the implementation of the action plan in the follow-up activities section below.

Human rights and non-discrimination

From the needs assessment done before the study session it became obvious that the participants had less experience in human rights and protection from discrimination. This was the main reason why an induction workshop on Human Rights Frameworks was conducted at the beginning of this thematic track.

During the workshop the young people were able to participate in three presentations on UN human rights mechanisms, The EU Human Rights Framework and the European Court of Justice. All three mechanisms were presented in the same manner: the basic information on the legal framework,

how do they function in practise, what are the advantages and shortcomings and how can be used through a case study example.

The complex system of the UN involving the Office of the United Nations High Commissioner for Human Rights (OHCHR), the International human rights treaties (covenants and conventions) and the panels of independent experts, or treaty bodies, inter-governmental bodies, or assemblies, composed of Member States of the UN, was elaborated. Additional explanation was given on the Human Rights Council and the Universal Periodic Review.

The presentation of the EU Framework was particularly interesting for young people coming from both EU member states and countries that are in the EU accession process. It was explained that every member state of the European Union must include and ensure the provisions related to equality and non-discrimination that are a part of the above-mentioned legal framework are kept in place. In addition, the role of the Court of Justice in Luxembourg was presented as an institution of the European Union with final authority in relation to the Treaties, the Charter and EU law. The participants learned of the implications of this status: that it ensures the legal framework is interpreted and applied in the same way across the Union, and that EU institutions and the Member States do what EU law requires of them.

The work of the European Court of Human Rights inspired particular interest among the young people because its scope and jurisdiction were felt to be more tangible and relevant to them. Namely, the Court deals with individual cases and the scope of the Court jurisdiction goes beyond the members states of the European Union to 800 million Europeans in the 47 Council of Europe member States that have ratified the Convention. Also, the participants were able to visit the Court since it is situated very close the CoE Youth Centre.

The guided visit to the Council of Europe provided insight on the chronological developments, the mission, the role and the main actors involved in the work of the institution. The work of CoE against discrimination and in promotion of gender equality became even clearer to the participants after the presentations from Evgenia Giakoumopoulou of the Sexual Orientation and Gender Identity unit, and Rui Gomes from the Education and Training division of the Youth Department. This really contributed in contextualizing sexual rights and the rights of young people within the human rights framework.

A large number of participants found this session valuable saying that they had previously known something about human rights, but that now they have a better picture of how the frameworks and mechanisms function and for what applications they can be used. The participants became aware that it could take a while before the results of using human rights mechanisms become evident, but they certainly have an impact on improving human rights on a national level. The most important outcome from this session was that concept of human rights became more concrete, especially because some of the young people came from countries where human rights are not respected and are seen as artificial concepts. The scene for next session on protection from discrimination was set.

The first, an activity entitled *Saying it worse* from the CoE *Manual for combating hate speech through human rights education 'Bookmarks'* (Keen, Georgesc, 2016) was implemented and an intensive but fruitful discussion was initiated. The main rational of the workshop is to engage the participants in ranking different examples of anti-gay hate speech according to which they think are 'worse'. So, the objectives of the manual activity as incorporated into this workshop were:

- To understand the different forms of online hate speech and assess their impact
- To address anti-gay stereotypes and prejudices
- To consider appropriate responses to different instances of hate speech online

The CoE manual activity aims to achieve the objectives by introducing some criteria for ranking the different statements. Or in other words, to make the participants aware about the different aspects of communication including the content or tone of the expression; the intent of the person making the statement; the target audience; the context of the utterance and the impact. Also, the activity invites participants to critically think about hate speech in the context of freedom of expression.

Several participants were strongly affected by the exercise. The team decided to open the floor to those participants who were willing to express their views and to talk over the issues with the whole group. They explained that they were concerned by the content of the workshop since they felt only LGBTI individuals were in a position to rank anti-LGBTI hate speech statements. They said that hate speech is always vicious, no matter of the intention or the context. So, they felt that by asking participants to rank statements, the activity could have communicated to participants that there are forms of hate speech that are benign and even acceptable. The most worrying remark was that they felt that they were exposed as LGBTI individuals in front of non-LGBTI people to relive their daily experiences of discrimination. Also, one of the participants said that the exercise could have negatively affected an LGBTI participant who was just starting to feel safe and ready to discuss their identity with the group.

The main suggestions noted during the discussion were the following:

- Some of the participants of the activity felt strongly opposed to the idea of ranking hate speech examples from bad to worse, as they felt that in doing so would be to minimise the impact and hurt caused by all such comments.
- Although the activity might be aimed towards a broader public, for people who have experienced such discrimination and hate speech, the activity and its examples might be hurtful and may cause painful feelings that activity participants may not want to experience again, especially in a group of people they don't know well. Therefore, the recommendation to include a wider variety examples might be a good way to amend the activity so that the focus of the discussion was not about one particular social group.

On reflection the planning team recognised that the aims of this workshop could also be achieved by organising the activity differently, whilst minimising the risk of participants feeling unsafe during the activity. The first part of the activity could include a broader discussion on what is hate speech and, during the discussion, the possible criteria of judging discriminatory comments could be clarified. Following the criteria discussion, there could be a talk on different ways to address such comments according to the before mentioned criteria. Hate speech examples (including more intersectional ones) could be analysed and discussed, talking about ways to respond, without having to rank the examples from bad to worse. Finally, good practice would be to ensure that there is a person of confidence identified in the group to ensure people can open up and express feelings aroused during the session.

At the end the team explained that the activity was designed to stimulate a debate, to help young people to flag hate speech and to provide further guidelines for measures to be taken. Participants later reported that despite the difficulties in the session and the room for improvement in the methodology, they saw the value in having discussed distinctions between content, tone, and intent; appreciating better the target audience. The activity had been designed to show how the context and the impact can help us to decide how to react, and not to accept or trivialize hate speech. This was also related to the legal definitions of hate speech and of the freedom of speech, and participants did then report that the session gave them greater confidence in the fact freedom of speech does not offer free rein to hate speech.

In conclusion, though the activity provoked intensive discussion and strong feelings, through this process participants were able to express their feelings and understanding on hate speech. In addition, they were also able to discuss personal experiences and examples from their countries and to express their fears of the normalisation of hate speech in the public discourse.

The participants attending from IGLYO had particular experience and training in supporting LGBTI people after difficult experiences. They were therefore able to offer ongoing peer support to those participants who felt negatively affected by this session. The organisational team checked in regularly with the affected participants to ensure that their wellbeing was not adversely impacted as a result of the session.

Online tools



The Norwegian Minister of Children and Equality Linda Hofstad Helleland paid an impromptu visit to the study session. She wanted to find out more about the session's specific themes and underlined the importance of access to quality education and gender equality. The group engaged in a discussion underlining the importance of comprehensive sexuality education and welcomed the International support and leadership of the Norwegian Government on this issue.

Building on the previous block of sessions on human rights and anti-discrimination, the track on strengthening digital skills started with discussion on overcoming the digital gender gap. The participants were informed that varying levels of access to the internet is still an issue even in Europe, where women are less likely to be digitally skilled than men. This is an ongoing trend which translated in to numbers is reflected as a gap of 2% of the EU adult population, meaning there are 12 million fewer women than men with medium or high computer skills. Another worrying trend discussed and explored by the participants is that female participation in the IT professions in the EU is decreasing. They were informed that this not because women are not interested in IT, since 25% of women in Europe hold computer science degrees. But the main reason is employment: only 30% of ICT sector jobs are given to women. Also, like in many other sectors when it comes to decision

making only 20% of the ICT management positions and 10% ICT board roles are held by women. And all this is occurring in a fast growing market where 900 000 jobs will be open by 2020.

The participants were able to share their experiences and recommendations during a discussion on the effects of structural discrimination of women in education and employment. The main conclusions from this session were related to fighting stereotypes about women and technical skills and maths, to raise a public awareness on the digital gender gap, to introduce mentoring programmes for empowering women, to strengthening women's digital activism and to ensure that IT companies are hiring women.

After the introductory session the discussion was focused on online safety. The participants were introduced to the concept of digital neutrality, defined as not allowing broadband carriers to interfere with what online users see or do online. A reference was made to the case of using personal data by Facebook and Cambridge Analytica for profiling voters during elections. This case was of particular interest since it was brought to public attention during the study session itself.

After the discussion the participants were engaged in a practical exercise in which they searched for their personal data available online. During the exercise they became aware of the data they had shared, and they learned how to limit the data that is collected by Google. While some of the participants were already aware of online privacy issues, others were surprised by how much of their data could be found easily and so the session represented a steep learning curve.

Through the course of the following workshop on building technical skills the participants learned how to strengthen their online privacy and safety. They saw some examples of how to develop hard-to-break passwords, how to recognize phishing and how to make updates and backing-up a routine habit.

The discussion continued explaining the different forms of online harassment and cyberviolence, and practical steps for handling any form of online violence. The participants agreed that this issue is becoming omnipresent in the digital world but still they did not feel that they had hitherto received sufficient education about it, and did not feel adequately equipped to react. The statistics show that in Europe every third woman has experienced a violent attack, 73 % of whom had suffered the abuse online. Different forms of cyberviolence were explained and discussed such as revenge porn, cyberstalking and blackmailing.

The participants went through a workshop during which case studies of cyberviolence against activists were presented. Ideas and guidelines on actions that could have been taken to prevent or lessen the damage of a cyberviolence attack were discussed, as were ways they could respond to the attack. They came away from the workshop with concrete strategies that they will be able to deploy in the likely situation that they and their organisations have to face this kind of attack in their future work.

The specific workshops on strengthening technical skills were focused on building mobile applications. For this exercise an open source tool MIT App Inventor was used. Though facing some difficulties with access to Wi-Fi and some participants not having an Android operating system most of them were successful in setting up a basic mobile application using text-to-speech and voice recognition. The young participants received a confidence boost in using open-source software on their own and became aware that they can develop a mobile application without having in-depth coding knowledge. Their appreciation of their own existing capacities, and understanding of how to mobilize them, was therefore developed.

The second part of the skill-building exercises was on search engine optimization. Since most of the participants had no skills or only basic skills in building web pages the digital experts decided to provide guidance on using tools to increase the impact of their existing online media. During the workshop the participants were able to learn how their web pages can be more visible, and how to get other sites to link with their web pages.

The main outcomes from this session of this workshop are:

- The participants increased their knowledge on how to control and protect their data online and how handle, document and report online harassment threats.
- The participants learned how to protect their privacy online
- Following the study session, the young people are motivated and know how start building their mobile applications and how to optimize the organizational web pages



Follow-up activities

The most important outcome from the Study Session Youth Against Online Discrimination was the development of Action Plans for implementation of follow-up activities. The 23 participants were grouped either by countries or by networks. In total 15 draft Actions Plans were ready right after the session. After leaving some time for the teams to further consult with the management of their organisations or with their networks, IPPF EN and YSAFE provided additional support helping participants to finalize their ideas. There was no additional funding for implementation of the follow-up activities so most of the ideas were integrated in the ongoing work of the young activists. It is worth noting that the Action Plan template was designed to help participants to develop one activity that will contribute in achieving an outcome, aiming to reminding them about the bigger picture and

that there is a larger problem to be solved. Equally, if a support was provided by their organisation, the template could be easily further developed in one whole project.

Consequently, the suggestions provided by IPPF EN/ YSAFE were mainly related to making the activities realistic, to ensuring that the study session themes were linked with the proposed activity and that knowledge and skills will be further disseminated.

The follow-up activities proposed by the participants can be categorized in 2 groups. Most of them proposed dissemination on the knowledge and resources from the study session by organizing workshops or integrating the resources and gained knowledge on online discrimination within their ongoing non-formal education. For example, the team from Albania decided to conduct workshops with young people aged 14-20 years living in sub-areas about SRHR, online discrimination and minorities (Roma and LGBTI people). The joint team from Slovenia and Serbia developed a detailed plan for organizing training on Essential computer skills for LGBTIQ activists for protecting their privacy. The training was designed to have a two-fold effect, first of all building a small group of LGBTIQ activists who then will develop more user-friendly resources available to everybody. In Germany and France there was an idea to include the topics from the study session in to their induction trainings with new volunteers. The young activist from Kyrgyzstan proposed to use the new manual on sensitive topics developed in their organisation and the resources from the Study session to conduct workshops on diversity, cyber harassment and bullying with young people from different NGOs.

The second groups of ideas were related to using digital media. For example, in Cyprus they were planning to create a subdomain on their organisational web page on STIs. The Macedonian team decided to utilize their popular Facebook profile for organising online activities within the campaign against hate speech. In Sweden there was a plan for holding a political debate with the biggest political parties. The debate will consist of questions on SRHR and sexual politics to find out the different stands of the parties. There was an idea for setting up a blog on SRHR before and during the 2018 election in Sweden that will aim to map the positions of Swedish political parties on SRHR. In Bulgaria, there was an idea for improving the current online advocacy platform with the topics covered and resources from the study session.

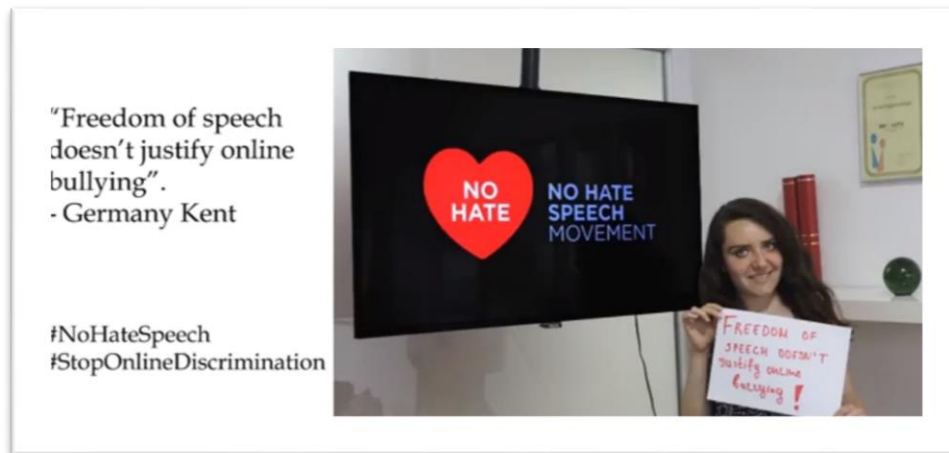
A unique action plan different from the previous categories came from the members from the Y-PEER international network, the YouAct European network on SRHR, LGBT NGO Fulcrum from Ukraine, and Right Sight, a human rights defender NGO from Armenia. This joint idea aimed to create a foundation for collaboration on youth trans rights.

The reporting on the action plan was set for 6 weeks after the study session. By the time this report was prepared 9 teams had reported on the implementation of their activities. There were some amendments of the original ideas and in some countries, because of the impossibility to complete the work during the short period originally agreed for implementation, the activities were postponed until after the reporting deadline.

From the activities that were successfully implemented we can mention several. In Tajikistan a workshop on Human Rights, Culture, Gender and Discrimination on Internet for the auditorium of 25 volunteers of local youth led NGO called "Peshraft" was held. The report underlines: *Something very unique happened outside of the agenda. At the end of the day the listeners started sharing their own cases where the young individuals were the victims of discrimination online.*

In Macedonia as the group of young volunteers organised online activities against hate speech and online discrimination. The main channel was the online radio show 'Sexy Neighbourhood' and the its Facebook page, both run by the volunteers. Besides the one-hour radio show the volunteers made

photos with their or statements of famous thinkers against hate speech. In doing so they made linkages with the No Hate Speech Movement campaign.



The Albanian activists conducted workshops with young people aged 14-20 about SRHR, on online discrimination and minorities (Roma and LGBTI people). The 15 young people firstly got an insight on SRHR topics, and after that, all the information obtained from “Youth against online discrimination” held on Strasbourg was shared with them. After the presentation they discussed the LGBTI minority situation in the country and how to better use this information to make a change.



In Cyprus through face-to-face activities 45 young people were directly reached who then passed on and share the information to their colleagues. The concept of ‘Regular check-ups for STDs’ become part of the agenda of the Cypriot Youth, an agenda which is the pilot to form the political strategy of the Cypriot Youth.

The participant from Georgia established a group of young peer educators and LGBTI activists for development of a mobile comprehensive sexuality education application for youth that is expected to be finished by the end of the year.

In Bulgaria two initiatives were implemented. One of the activists used the advocacy platform SpeakActChange (www.speakactchange.org), in order to upload resources and information (articles) related to the study session, SRHR, online discrimination and security, etc. These materials were widely disseminated among young people in the region and beyond, so that they could be used for educational and advocacy purposes. The second activist from Bulgaria convened a panel on online discrimination for the young peer educators in his native organisation, during which they discussed the topics that were brought up in Strasbourg, the work of the Council of Europe. They also

performed some exercises with examples of online discrimination, chiefly but not exclusively in the context of SRHR, and ways to repo

Appendices

Appendix 1: Final Programme, as delivered



STUDY SESSION Youth Against Online Discrimination

Study session organised by Youth Sexual Awareness for Europe (YSAFE Network); The International Lesbian, Gay, Bisexual, Transgender, Queer & Intersex Youth and Student Organisation (IGLYO) and Digital Leadership Institute (DLI) in cooperation with the European Youth Centre Strasbourg

19 to 23 March 2018
European Youth Centre Strasbourg, France

PROGRAMME

18 March (Sunday)

Arrival of participants

19:00-20:00	Dinner
20:30	Welcome evening

19 March (Monday)

9:00 – 10:00	Opening of the Study Session Welcome to the European Youth Centre, <i>Tina Mulcahy, Executive director of the European Youth Centre Strasbourg;</i> Welcome note <i>Simon Herteleer, YSAFE chair;</i> The rationale of the study session, <i>Drashko Kostovski IPPF EN, course director</i> Introduction to aim and objectives, expectations and programme
10:00-11:00	Group building and setting up ground rules Coffee break
11:30 – 13:00	Introduction to Sexual and Reproductive Health Rights Lunch
14:00 – 16:00	Building a common understanding on Discrimination and intersectionality Coffee break

16:30 – 17:30 Introduction to existing Human Rights frameworks
17:30 Reflection groups
19:00 Dinner
Intercultural evening

20 March (Tuesday)

9:00 – 10:30 Visit to Council of Europe Palais
Introduction to the Council of Europe's work
Coffee break
11:00 – 13:00 Market place (Sharing of national contexts, issues and developments)
Lunch
14:00 – 15:30 Market place (Continuation)
Coffee break
16:00 – 17:30 Identifying challenges at a national level
Crash course on needs assessment and prioritisation
17:30 Reflection groups
19:00 Dinner
Novruz celebration

21 March (Wednesday)

9:00 – 10:30 Recognising what is discrimination and hate speech,
Reacting and reporting hate speech
Coffee break
11:00 – 12:15 The work of the Council of Europe against discrimination, hate speech and in
promotion of gender equality
Rui GOMES, Education and Training division of the Youth Department
Evgenia GIAKOUMOPOULOU, Sexual Orientation and Gender Identity unit
12:30-13:15 Conclusions
Lunch
14:30 – 19:00 Free time
19:00 – 21:00 Dinner in town

22 March (Thursday)

9:00 – 10:30 Introduction to online and digital tools for anti-discrimination work
Bridging the Digital Gender Gap and Navigating the Online Landscape
Coffee break
11:00 – 13:00 How to trick Google into helping you change the world
Search engine optimisation
Wordpress websites and metadata
Keyword research and Backlinks
Lunch

14:00 – 16:00	Building an app with MIT App Inventor Online Safety for Activists Coffee break
16:30 – 17:30	Safety and privacy online Actions against threats, cyber-harassment and cyber-violence
17:30	Reflection groups
19:00	Dinner

23 March (Friday)

09:30 – 11:00	Development and Management of Projects addressing Sexual and Reproductive Health Rights and On-line Discrimination <i>Input and exchange with Marieke VANDEWIELE, IPPF EN</i> Coffee break
11:30 – 13:00	Development of project ideas Lunch
14:00 – 14:45	Introduction to funding opportunities Presentation of the European Youth Foundation of the Council of Europe
14:45-16:30	Presentation of project ideas
16:45–17:30	Evaluation
17:30	Closing of the study session
19:00	Dinner

Appendix 2: List of participants

STUDY SESSION Youth Against Online Discrimination

Study session organised by Youth Sexual Awareness for Europe (YSAFE Network); The International Lesbian, Gay, Bisexual, Transgender, Queer & Intersex Youth and Student Organisation (IGLYO) and Digital Leadership Institute (DLI) in cooperation with the European Youth Centre Strasbourg

19 to 23 March 2018
European Youth Centre Strasbourg, France

LIST OF PARTICIPANTS

Participants

Albania

Flutura Brakaj, Y-PEER Albania

Juna Mali, YSAFE

Armenia

Sargis Ghazaryan, Y-PEER International

Vrezh Sargis Varzhapetyan, IGLYO

Bulgaria

Nedko Geshev, YSAFE

Yuliya Andzhekarska, International Institute for Youth Development PETRI-Sofia

Cyprus

Elia Panagiotis, Cyprus Family Planning Association (CFPA)

Denmark

Anja Andrea Frydensberg Pedersen, YouAct

France

Alice Ackermann, YSAFE

Georgia

Nino Asatashvili, YSAFE

Germany

Diana Heide, PRO FAMILIA Bundesverband

Kyrgyzstan

Ulukbek Batyrgaliev, YSAFE

Romania

Crina Mihaela Nen, YSAFE

Dragoş-Alexandru Dimoftei, IGLYO

Serbia

Andela Ceh, ILGYO

Dusan Cvorovic, YSAFE

Nevena Radivojevic, YSAFE

Slovenia

Heidi Pungartnik, IGLYO

Sweden

Louise Edith Kristina Withalisson, YSAFE

“the former Yugoslav Republic of Macedonia”

Viktor Damjanovski, YSAFE

Despina Dimitrova, YSAFE

Tajikistan

Munavvara Shukurova, YSAFE

Ukraine

Yana Tovpeko, IGLYO

Lecturers

Marieka Vandewiele

Preparatory team

Drashko Kostovski, IPPF EN

Mai Ensmann, Digital Leadership Institute

Simon Herteleer, YSAFE

Kotryna Mikalauskaite, YSAFE

Julia Kata, ILGYO

Council of Europe Secretariat

Evgenia GIAKOUMOPOULOU, Sexual Orientation and Gender Identity unit

Tina MULCAHY, Executive Director of the European Youth Centre Strasbourg

Rui GOMES, Education and Training division of the Youth Department

Natalia MILITELLO, European Youth Foundation of the Council of Europe

Anna CONKOVA, Trainee, Youth Department

Casper RENTING, Trainee, Youth Department

Stefan MANEVSKI, Educational Advisor, Youth Department

Jackie LUBELLI, Programme Assistant, Youth Department

Appendix 3: Visibility


The participants established their own group on Facebook *Youth Against Online Discrimination Study Session - Strasbourg*. Most of them shared photos and thoughts about the study session using their individual profiles. The news about the session were shared on the YSAFE social media as well.

<https://twitter.com/YSAFE/status/977964040260550656>

<https://twitter.com/YSAFE/status/978267332366753792>

YSAFE Youth network @YSAFE Following

Thank you @Lindacath, Norwegian minister of children, families and gender equality, for visiting our study session at the @coe "Youth against online discrimination".




3:48 PM - 26 Mar 2018 from Strasbourg, France

1 Like

YSAFE March 25 · Brussels · 🌐

Young activists from across Europe and Central Asia came together in Strasbourg and learned how to identify and combat online discrimination. YSAFE in cooperation with the Digital Leadership Institute, IGLYO and the Council of Europe, held a study session from the 19th to 23rd of March in Strasbourg called "Youth Against Online Discrimination". Young volunteers spent a week discussing and learning how to address and combat hate speech online using digital tools.



Like Comment Share

You, Kotryna Mikalauskaite, Дефи Димитрова and 26 others

4 Shares

YSAFE Youth network @YSAFE Following

YSAFE together with @DLIorg and @IGLYO in cooperation with @coe held a study session called "Youth against online discrimination". A week of young activists across Europe and Central Asia learning how to identify and combat online discrimination using digital tools.




7:42 PM - 25 Mar 2018 from Strasbourg, France

3 Retweets 5 Likes

Tweet your reply

Невена Радивојевић added 37 photos to the album: Day one. March 19



Like Comment

The group decided to organise a support for the campaign for stopping the restrictive legislative measures for access to abortion in Poland. #Cernypatek #strajkcobiet. The article on this short camaping was published on the Speak Act Change web page <http://www.speakactchange.org/?news=support-polish-society-fight-new-proposal-anti-abortion-law>



Participants of the study session "Youth Against Online Discrimination" currently taking place in Strasbourg, France, are joining the global protest against further restrictions to the anti-abortion law and another reading of the "Stop Abortion" bill.

This week Poland's parliament is debating a new draft bill entitled "Stop Abortion." If adopted, this legislation will further limit the already restricted grounds on which women can lawfully access abortion in Poland. It will place women's health and lives at risk and violate Poland's international human rights obligations.

If the "Stop Abortion" bill is passed it will mean that abortion care will no longer be available to women in Poland when they receive a diagnosis of a severe or fatal fetal anomaly.

Appendix 4: List of references

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http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf
- European Digital Rights <https://edri.org/>
- Free Software Foundation Europe <https://fsfe.org/>
- Feminist Principles of the Internet <https://feministinternet.org/en>
- Cyberwomen: Digital security training curriculum <https://cyber-women.com/en/>
- DIY Guide to Feminist Cybersecurity: <https://hackblossom.org/cybersecurity/>
- Zen and the Art of Making Tech Work for You:
https://gendersec.tacticaltech.org/wiki/index.php/Complete_manual
- Security in a Box –Digital Security Tools and Tactics: <https://securityinabox.org/en/>
- Take Back the Tech: <https://www.takebackthetech.net/>
- Me and My Shadow: Take Control of Your Data: <https://myshadow.org/>
- Tactical Technology Collective: <https://tacticaltech.org/>
- <https://www.theguardian.com/careers/2018/feb/21/sex-education-at-the-push-of-a-button-the-apps-changing-lives-worldwide>
- <https://hourofcode.com/us>
- <http://appinventor.mit.edu/explore/>
- heidi.si/google