

COMBATTING HATE SPEECH

through Human Rights Education
within International Youth Work

Approaches and Resources

Publication on a Pilot Training Seminar
& Expert Meeting held in June 2017



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EDITORIAL

The purpose of this publication is to capture in a comprehensive way the training and learning process of the Pilot Training Seminar, the findings of the Expert Meeting, and the inspiring elements of the mapped initiatives. These three legs (educational – Pilot Training Seminar, practical – mapped initiatives, and strategic – Expert Meeting) should allow other actors to further use and multiply the results of the project at a national and European level.

The **No Hate Speech Movement**¹ (NHSM) is a youth campaign of the Council of Europe launched in March 2013 to address and combat hate speech by mobilising young people to speak up for human rights and democracy online, and to reduce the acceptance of hate speech by reporting and denouncing it. The campaign is designed to promote freedom of expression online by providing a safe space for people to express themselves free from fear of hate speech. The campaign seeks to decrease the levels of acceptance of hate speech, online and offline. It combats hate speech in all forms, including those that affect young people most, such as cyber bullying and cyber hate. The campaign is based on Human Rights Education, youth participation and media literacy. It is composed of national campaigns in over 44 countries which together with European partners and online activists work to implement the campaign objectives and priorities for 2016 and 2017. On 22 July 2016, the **German No Hate Speech Movement campaign** – funded by the **Federal Ministry of Family Affairs, Senior Citizens, Women and Youth** and coordinated by Neue deutsche Medienmacher e.V. (New German Media Professionals) – was launched.

In September 2016, the **International Youth Service of the Federal Republic of Germany** (IJAB) invited representatives of German NGOs and youth institutions to attend the 5th Colloquium as part of the 'Innovationsforum Jugend global' – funded by the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth – in Bonn. Amongst others, the topic of hate speech was discussed. As a result, the idea of developing a special training linked to the field of international youth work was born, consisting of a Pilot Training Seminar, an Expert Meeting, mapping of initiatives addressing Hate Speech, and follow-up actions linked to these.

The project should build on the experiences of the Youth Department of the Council of Europe training courses based on **Bookmarks**, of IJAB, of No Hate Speech Campaign members in Germany including NGOs and activists, but also of foundations, training centres and other institutes active in the field. Combining the experiences from International Youth Work and the No Hate Speech Movement has the potential to generate synergies between the formal and non-formal sectors when addressing hate speech.

With the purpose of further developing the idea of such a project and advancing its planning, a consultation meeting was held at IJAB on 16 December, 2016, in Bonn.

The consultation meeting was attended by the project coordinator of IJAB, the coordinator of the NHSM Campaign of the Council of Europe, representatives of NGOs such as CGE Erfurt e.V., EJBW, Don Bosco e.V. Bonn, Amadeu Antonio Stiftung, Neue deutsche Medienmacher, Grimme-Institut, and activists in the field.

¹ See: www.nohatespeechmovement.org

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PARTNERS AND THEIR MOTIVATION

IJAB – INTERNATIONAL YOUTH SERVICE OF THE FEDERAL REPUBLIC OF GERMANY

IJAB – International Youth Service of the Federal Republic of Germany works to promote mutual understanding between young people from different countries and cultural backgrounds, assists them in acquiring intercultural skills, and gives them access to non-formal and informal education. It also functions as an international knowledge platform for the child and youth services community, thus delivering a valuable contribution towards developing this field of work.



IJAB brings together stakeholders from Germany and abroad and encourages an international dialogue between them. It provides advisory services, creates a space for discourse, and offers experts an opportunity to gain further training in the shape of European and international exchanges that focus on current youth policy issues. Further, IJAB informs and advises young people on going abroad and gaining access to national and European sources of funding. Through its membership of national and European youth information networks, IJAB functions as an interface between these two levels and promotes dialogue and cooperation between them.

Since 1989, the German Agency 'YOUTH for Europe' has been attached to IJAB. YOUTH for Europe implements the EU Programme 'Erasmus+ YOUTH IN ACTION (2014–2020)' in Germany on behalf of the German Youth Ministry and the European Commission.

COUNCIL OF EUROPE

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.



The Youth Department is part of the [Directorate of Democratic Citizenship and Participation](#) within the [Directorate General of Democracy](#) ('DGII') of the Council of Europe. The Department elaborates guidelines, programmes and legal instruments for the development of coherent and effective youth policies at local, national and European levels. It provides funding and educational support for international youth activities aiming to promote youth citizenship, youth mobility, and the values of human rights, democracy and cultural pluralism. It seeks to bring together and disseminate expertise and knowledge about the life situations, aspirations and ways of expression of young Europeans.

The No Hate Speech Movement was initiated by the youth representatives in the Joint Council on Youth, the committee steering the Youth Department's work, which brings together youth leaders from the Advisory Council on Youth and the governmental youth representatives of the European Steering Committee on Youth.

NEUE DEUTSCHE MEDIENMACHER

Neue deutsche Medienmacher e.V., the coordinator of the No Hate Speech Movement in Germany, proudly and happily supported the Pilot Training Seminar 'Combatting Hate Speech Through Human Rights Education Within International Youth Work' of the International Youth Service of the Federal Republic of Germany (IJAB). The campaign against online Hate Speech aims at targeting and mobilising young people and turning them into human rights activists for the online sphere. Therefore, we are thankful that IJAB organised a first training, bringing together people working with youth from all over Europe. The seminar allowed us not only to present the No Hate Speech Movement's activities, but also to connect with others, developing ideas for future activities. The results and conclusions of the seminar will not only be useful for us – the participants, speakers and organisers of the seminar – but also for other initiatives that aim at organising similar events or projects to combat online Hate Speech in their work. We hope to continue our valuable partnership and are pleased that IJAB invited us to be part of their seminar. Thank you, IJAB, for all of your hard work.



EUROPÄISCHE JUGENDBILDUNGS- UND JUGENDBEGEGNUNGSSTÄTTE WEIMAR (EJBW)

The guiding principle of EJBW (www.ejbweimar.de) is to strengthen democracy, and in all of its work it follows the question: **'What enhances democracy, and what endangers it?'**



The key topics that EJBW addresses arise from the challenges that confront democracy in Thuringia, in Germany, and in Europe, and from the questions posed by Weimar itself as a place of learning and a place to learn from.

We work at EJBW, a place of non-formal learning where young people live together, meet one another, exchange views and learn. We accompany young people in their development into self-aware, open-minded, supportive, conscientious and committed individuals. We embolden them to get to know the way our society is structured, to challenge it critically and to shape it in a free, democratic, social and fair-minded spirit. We encourage them to take a broader view in every respect, to try new things and to develop a vision for themselves and for society.

We enable young people to learn autonomously with their hearts, hands and minds. Our pedagogical work orients itself around young people's questions, it awakens curiosity, supports debate and offers diverse ways of learning. Learning through experience, through contemplation, through communication with others and through one's own behaviour: in this regard the cooperation with IJAB, the Council of Europe, and the support of the No Hate Speech Movement and its corresponding events is strongly related to our assignment and daily work.

STATEMENT BY MADELEINE HENFLING, DEPUTY PARLIAMENTARY SECRETARY IN THE THURINGIAN PARLIAMENT



Madeleine Henfling is the Deputy Parliamentary Secretary of BÜNDNIS 90/DIE GRÜNEN in the Thuringian State Parliament. She was engaged with this project in two ways: as a speaker and as a policy maker at the session 'Coffee tables' at the Expert Meeting. Beside the fact that she studied History and African Studies, she is active in the field of women's affairs (Landesfrauenrat), working with refugees (Flüchtlingshilfe), and digitalization within the society (Rassismus im Netz, Digitalisierung, NSU-Prozess) and therefore familiar with political dimensions of Youth work in Germany. Ms. Henfling is Spokeswoman for Privacy Policy, Europe, Culture, Media, Network Policy, Strategies Against Right-Wing Extremism, and Science, and is Member of the NSU Committee of Inquiry 6/1 and Chairwoman of the Immelborn Commission of Inquiry 6/2.

Language is power and language creates realities. This is why I consider it imperative to advocate against Hate speech and to support projects that educate people about this problem, especially those that support young people by providing them with methods and practices that can help them counter Hate speech.

Those actors working within the realm of youth (politics) are especially important here. Not only because young people quite naturally manoeuvre in a digital world in which Hate Speech plays a role for many, but also because they, as multipliers, can convey methods that counter and challenge Hate Speech.

Language can be violent or it can lead to violence. Thus, the commitment to countering Hate Speech is, above anything, a prevention measure against violence and its consequences. In a globalised world, international exchanges can take place on a daily basis with the help of social networks. This is why international exchanges in the area of youth work also play an important role. If we want to establish acceptance and respect for one another, we have to link up, especially transnationally, against Hate Speech. Advocating against Hate Speech and positioning against it takes courage and commitment. Methods that help young people deal with Hate Speech do not only strengthen them, but also societal cohesion and solidarity across borders.

This is why I recommend everyone that works and advocates within youth work to campaign against hate and the vilification of people wherever you can. Show solidarity to those affected by this and acquire methods and opportunities for countering Hate Speech whenever the opportunity arises. If we want a society free of violence and based on solidarity, we have to begin with the hate that we encounter in our everyday lives. Be courageous and clear, don't let yourselves be intimidated, and organise support amongst yourselves. No one has the right to use Hate Speech without facing a blowback!

NEEDS ANALYSIS

THE PARTICIPANTS OF the consultation meeting first shared their practices with working on no Hate Speech initiatives and then shared their initial interests, contributions and issues in relation to the idea of a 'training laboratory'.

After getting to know three good/inspiring practices the participants, based on their various experiences, proceeded to identify the learning needs when addressing Hate Speech.

The most important needs were grouped in six areas:

1. International Youth Work: shared understanding, values and practices
2. Hate Speech: freedom of speech vs Hate Speech, how it is different to cyber bullying, defining concepts
3. Online/Offline activities: transferring the anti-racist agenda into online activism, online ideas and ideas for offline behaviours, working on attitudes of young people across spheres
4. Media and Internet literacy: to enhance critical thinking
5. Practice-/Action-related: good practice examples from different countries, change of perspectives and attitudes towards action, transfer so that participants carry out their own initiatives, getting familiar with Internet tools (videos, blogs, platforms...), reaching the people that are not aware of Hate Speech
6. For the expert meeting: evaluation of the pilot course, reflecting on the quality and recognition of International Youth Work in addressing Hate Speech

FROM THE IDEA TO A CONCEPT

ON THE BASIS of the previous needs analysis and inspired by the good practice examples presented, the participants of the consultative meeting collaboratively drafted the concept of a Pilot Training Seminar and an Expert Meeting.

Parallel to this, a mapping of No Hate Speech initiatives was done by gathering tools, schools and projects involved in combatting Hate Speech in Germany.

These three elements combined – (1) Pilot Training Seminar, (2) Expert Meeting and (3) Mapping of initiatives in Germany – shaped a ‘training laboratory’ which from the beginning was conceived with the purpose of inspiring and being a catalyst for new initiatives that combat Hate Speech.

The Pilot Training Seminar focused on sharing experiences in Germany and Europe and addressed the following questions:

- What kind of methodological tools and approaches (on- and offline) have so far proven to be useful/ effective?
- How can these be implemented in international exchange activities?
- Is there a need for additional support or offers?
- Do any methodological approaches in formal education exist which can be adopted in International Youth Work or vice versa?
- What can International Youth work as a part of non-formal education and in cooperation with other stakeholders of society contribute to the No Hate Speech Movement?

There were important synergies between the three activities of the ‘training laboratory’: some of the mapped initiatives were key components of the Training Seminar which the Expert Meeting drew lessons from immediately after the Training Seminar so that new initiatives can be developed and supported. The Training Seminar allowed for networking and cooperation between different current and future initiatives. These and other synergies are an expression of the added value of the ‘training laboratory’ beyond the single value of each activity.



PILOT TRAINING SEMINAR AND EXPERT MEETING

THE PILOT TRAINING Seminar and Expert Meeting 'Combatting Hate Speech through International Youth Work' were organised at Europäische Jugendbildungs- und Jugendbegegnungsstätte Weimar (Germany) from 6th – 9th June 2017.

AIMS AND OBJECTIVES

The aim of the Pilot Training Seminar was to strengthen the competences of youth workers in addressing the Internet behaviour of International Youth Work participants through (offline) youth work practice. The objectives of the seminar were:

- To develop an understanding of Hate Speech particularly in the context of human rights protection and democracy.
- To develop skills to combat online Hate Speech, discrimination, and racism.
- To get to know national and international examples of good practice.
- To raise awareness on attitudes relevant in online and offline activism.
- To contribute to strengthening International Youth Work in combatting Hate Speech.

Following the Pilot Training Seminar, the Expert Meeting aimed to evaluate the methodology and curricula of the Seminar and to find links with existing initiatives. The Expert Meeting consolidated the lessons learned and supported transferability to the working practices of IJAB members, International Youth Work programmes, and the campaign partners of the No Hate Speech Movement.

PARTICIPANT PROFILES

The participants were youth workers, peer to peer multipliers and trainers from Germany and abroad who work with young people on topics related to Hate Speech, discrimination, and xenophobia through international youth activities (youth exchanges, work camps, seminars, etc.) and who have an interest in further pursuing and advancing the topic of No Hate Speech.

Applicants from Germany were encouraged to apply together with one of their European counter parts in their International Youth Work activity as a tandem and to indicate their common No Hate Speech activity or project idea. Single multipliers who did not have a partner yet, or who were not able to invite their partner, also participated.

The Expert Meeting included all participants of the Pilot Training Seminar as well as specialists in media relations, journalists and teachers who work on the issue or are interested in supporting the No Hate Speech Movement in formal or non-formal education.

See Annex: Institutions involved in the Pilot Training Seminar and the Expert Meeting.

ORGANISERS

The Training Seminar was designed in a joint collaboration between the Youth Department of the Council of Europe, International Youth Service of the Federal Republic of Germany (IJAB), Neue deutsche Medienmacher e.V., and the Europäische Jugendbildungs- und Jugendbegegnungsstätte in Weimar (EJBW).

PROGRAMME

METHODOLOGICAL APPROACH

The programme of the Training Seminar on combatting Hate Speech through Human Rights Education supports the learning process of its participants, defined by a needs assessment, and therefore guides the order of the programme blocks. Below is a description of the model which was tried out at the Pilot Training Seminar.

Programme phases:

1. **INTRODUCTION PHASE** where participants gain understanding of the learning process that they will engage in and where they can build confidence in each other and the facilitators' team, allowing for personal and sometimes sensitive interaction to happen and be a safe learning experience.
2. **BUILDING COMMON UNDERSTANDING OF THE KEY CONCEPT** allows participants to gain better understanding of the topic of the training seminar. Through non-formal activities, participants can reflect on the topic on their own and learn from other participants' experiences with the topic. It is important to provide clarity on the Council of Europe's definitions and approach on e.g. Hate Speech as a human rights and democracy concern. It may also be important to introduce the approaches and specific concerns of the organisations who carry out this training seminar. In this Pilot Training Seminar e.g. the organisers decided to address the questions, 'What is Hate Speech?', 'Why is it a human rights concern?', and 'What is Internet literacy and how can it help in addressing Hate Speech?'
3. **EXPLORING WHAT CAN BE DONE TO COMBAT HATE SPEECH** is a key part of this training seminar. Allowing participants to explore existing approaches and educational materials will allow them to reflect on the different possible ways to take action against Hate Speech within their own context. This phase is typically a 'learning through experience' moment where the participants experiences various approaches and activities, e.g. with Bookmarks as a methodological tool, or gain new insight and information through presentations of expert speakers.
4. **PLANNING TO TAKE ACTION** is an important phase. Participants should be encouraged to reflect on how they can put what they learned into practice. This can be a project initiative, but also personal commitments to change behaviour online or try out new approaches with a group they work with.
5. **EVALUATION** should always be a part of a training seminar as it helps the participants and the organisers identify how knowledge, skills and attitudes have changed and what the next challenges and opportunities are for future work on combatting Hate Speech and promoting human rights within International Youth Work.

DAILY PROGRAMME

	DAY 1	DAY 2	DAY 3	DAY 4
9.00	Arrival	Internet literacy (1) Fake news, filter bubbles and conspiracy theories in Germany (Johannes Baldauf, Amadeu Antonio Stiftung)	Online tools and approaches to counter Hate Speech and create counter-narratives (1) (Neue deutsche Medienmacher, Sina Laubenstein)	Arrival and welcoming of additional experts Official opening by the organisers (Council of Europe, IJAB, Neue deutsche Medienmacher, EJBW)
10.30		Break	Break	Ideas and recommendations by participants of the Pilot Training Seminar:
11.00		Internet literacy (2) Tools and means to respond to challenges	Online tools and approaches (2)	<ul style="list-style-type: none"> • Evaluation of the Training Seminar • Summary by the rapporteur • Ideas for international youth projects
12.30	Lunch	Lunch	Lunch	Lunch
14.00	Welcome and introduction Programme and methods, motivation, expectations and professional background of the participants	Roles and challenges of youth work Link to Internet literacy and online Hate Speech	Preparing future actions Applying the NHSM's Human Rights Education and awareness-raising methods in youth communities	World Café Table 1: Contribution of International Youth Work in combatting Hate Speech Table 2: Collaboration with various stakeholders Table 3: Youth policy and International Youth Work
15.30	Break	Break	Break	Break
16.00	Hate Speech in the context of human rights and its online expressions (Bookmarks as a methodological tool)	Roles and challenges of youth work The potential of Human Rights Education in countering and preventing Hate Speech	Future steps Evaluation Lessons learned	Plenary session: Short summary on main aspects from World Café Next steps: Online documentation and its further use Closing
17.30	Evaluation of the day	Evaluation of the day		
18.30	Dinner	Dinner	Dinner	
20.00	Organisations' market	Exploring local reality	Free evening	

DESCRIPTION OF PILOT TRAINING SEMINAR

The following section describes the sessions run during the Pilot Training Seminar in Weimar and provides inspiration for trainers and organisers of educational activities or workshops that combat Hate Speech.

The following documented sessions should always be adapted to the needs of the participants and the context of future courses or workshops. You will find relevant information on how to do this in the outcomes and evaluation sections of each respective session.

WELCOME AND INTRODUCTION

1. DAY, DATE, TIME	Tuesday, 6th June 2017, 15:00 – 16:30
2. BACKGROUND	First session of the Pilot Training Seminar
3. AIMS AND OBJECTIVES	<ul style="list-style-type: none"> • To provide the space for participants to get to know the framework, programme, team and background of the Training Seminar • To identify motivations, contributions and expectations of the participants • To create a safe and trusting environment for learning
4. DETAILED PROGRAMME, METHODOLOGY & METHODS	<ul style="list-style-type: none"> • Welcoming the participants to the Training Seminar – 5 min (involved actors and team) • Plenary round: introducing names and organisations; learning names in small groups – 10 min • Exercise: 'All those who ...' – 20 min <p>The facilitator reads out different statements and all those to whom this criterion applies go to one side of the room. Participants are picked randomly to share short comments.</p> <p>Here some examples:</p> <ul style="list-style-type: none"> – I work directly with young people – I have been in Weimar before – I know about the No Hate Speech Movement – I have been targeted by Hate Speech – I have got involved in a debate about Hate Speech online – I am attending this seminar as a part of a tandem <ul style="list-style-type: none"> • Background and short history of the Training Seminar – 5 min, see pages 3 ff. • Aims and objectives of the Training Seminar – written on flipcharts and then cut in puzzle pieces; participants are divided into small groups and asked to put together the puzzle and then present it – 10 min • Programme of the Training Seminar – 5 min • Questions and comments, expectations and contributions – 20 min <p>The participants share their expectations and contributions regarding the Training Seminar in groups of three, answering questions. They chose two expectations and two contributions that they consider realistic and feasible – 10 min</p> <p>Plenary sharing – 10 min</p> <ul style="list-style-type: none"> • Develop a slogan for the Training Seminar that you would post on social media – 10 min

5. MATERIALS NEEDED AND SPACE REQUIRED

- Projector
- Aims and objectives printed on two separate A4 paper

6. REQUIRED FROM PARTICIPANTS

/

7. OUTCOMES

Participants get to know each other personally and professionally. They get familiar with the course, its background and objectives.

The key participant expectations were

- to learn new methodologies and methods,
- to dig deeper regarding the topic,
- to establish partnerships,
- to develop new project ideas,
- to gain new competences in the field of human rights and addressing Hate Speech,
- to get fresh inspiration and develop new tools on the basis of good practice.

All of these expectations were very much in line with the programme design.

8. EVALUATION

The objectives of this session were largely achieved. Everybody was on board, comfortable in the group, and immersed the topic by the end of this first session.

TEAM OF TRAINERS AND ORGANISERS



Voki (trainer)



Lazlo (trainer)



Markus (organiser)



Kerstin (organiser)



Miguel (rapporteur)

HATE SPEECH IN THE CONTEXT OF HUMAN RIGHTS AND ITS ONLINE EXPRESSIONS

1. DAY, DATE, TIME	Tuesday, 6th June 2017, 17:00 – 18:45
2. BACKGROUND	No Hate Speech Movement, Council of Europe, Human Rights, definition of Hate Speech, online expressions
3. AIMS AND OBJECTIVES	<ul style="list-style-type: none"> • To understand the different definitions of Hate Speech (including that of the Council of Europe) • To understand Hate Speech in the context of human rights • To examine the different online expressions of Hate Speech and discuss today's challenges of countering Hate Speech in Europe
4. DETAILED PROGRAMME, METHODOLOGY & METHODS	<ul style="list-style-type: none"> • In groups of four, participants are asked to work out a definition of Hate Speech. After 10 minutes each group reads out their definition. • Presentation of two policy definitions of Hate Speech: That of the Council of Europe Committee of Ministers and that of the European Commission Against Racism and Intolerance. Participants react to the two definitions – 15 min • Bookmarks activity 'Saying it worse' (pages 112 – 116) – 30 min In groups, participants are asked to rank (diamond ranking) Hate Speech expressions from the most to the least serious. Two groups work on antisemitic Hate Speech; two groups get homophobic Hate Speech examples. Group work, presentation of results and short debriefing. • Criteria for analysing Hate Speech in the context of human rights (presentation) • Evaluation of the day in three categories: Things are going well, Today was confusing, Today didn't go well (symbols)
5. MATERIALS NEEDED AND SPACE REQUIRED	Two sets of Hate Speech examples for the 'Saying it worse' exercise (homophobic, antisemitic)
6. REQUIRED FROM PARTICIPANTS	/
7. OUTCOMES	Participants got acquainted with the concept of Hate Speech and learned how to assess different expressions online.
8. EVALUATION	The session was participatory, informative and formative. In the discussions, the tension/line between freedom of expression and Hate Speech was expressed right away.

ORGANISATIONS' MARKET

1. DAY, DATE, TIME	Tuesday, 6th June 2017, 20:00 – 21:00
2. BACKGROUND	The last programme element on the day of arrival
3. AIMS AND OBJECTIVES	To share the organisational and youth work background of the participants
4. DETAILED PROGRAMME, METHODOLOGY & METHODS	<ul style="list-style-type: none"> • Participants present their organisational background with some guiding elements: name, country, activities, target groups, project idea. • First step to make small A4 posters. The presentations are given in two rounds and participants are split into two groups. • One group does the presenting, the others listen to it. In the second round they switch roles. • The exchange can be organised as a carousel.
5. MATERIALS NEEDED AND SPACE REQUIRED	<ul style="list-style-type: none"> • A4 paper • Pens • Flipchart • Masking tape
6. REQUIRED FROM PARTICIPANTS	Promo materials from the participants' organisations
7. OUTCOMES	All parties/bodies (participants, organizers, team) got a first impression on involved institutions, their mission and target groups and special tasks of representatives.
8. EVALUATION	/

INTERNET LITERACY FAKE NEWS, BUBBLES AND CONSPIRACY THEORIES IN GERMANY

1. DAY, DATE, TIME	Wednesday, 7th June, 9:00 – 12:30
2. BACKGROUND	<p>Amadeu Antonio Stiftung: practice and experience in the field.</p> <p>Theoretical approach, practice and examples.</p> <p>Internet literacy, Internet and Hate Speech, how the Internet amplifies Hate Speech.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Internet literacy and Bookmarks, article (page 182) • The Internet Literacy Handbook – a guide for teachers, parents and students which explains how to get the most out of the Internet and how to deal with privacy protection on websites and social networks https://www.coe.int/t/dghl/StandardSetting/InternetLiteracy/hbk_en.asp • Online information game for children called 'Wild Web Woods'. • Background documents, policy papers and activities – European Commission https://ec.europa.eu/digital-single-market/media-literacy
3. AIMS AND OBJECTIVES	<ul style="list-style-type: none"> • To identify the challenges regarding Internet literacy in today's society • To identify the role and importance of Internet literacy in combatting Hate Speech • To showcase good practise examples that address these issues in Germany.
4. DETAILED PROGRAMME, METHODOLOGY & METHODS	<ul style="list-style-type: none"> • Short input on human rights – 15 min • Double click to open • Exercise 'Freedom unlimited' – 30 min • Bookmarks (pages 69–72), adapted version (shortened group work on examples, plus the European Court of Human Rights' approach to freedom of expression and Hate Speech) • After the group work, plenary discussion about the differences between Hate Speech that targets individuals/groups and that which targets beliefs/ideologies/religion. • Input on Internet literacy – 30 min • Questions and answers – 15 min • Input explaining narratives and their structural elements • In four groups, the participants identify and analyse the narrative behind Hate Speech examples. <p>Sexism http://nohatespeechmovement.org/hate-speech-watch/report/read/1056</p> <p>Antisemitism http://nohatespeechmovement.org/hate-speech-watch/report/read/875</p> <p>Islamophobia http://nohatespeechmovement.org/hate-speech-watch/focus/islamophobia-and-religious-intolerance/2</p> <p>Xenophobia (refugees, migrants) – participants were asked to only review the first 5 minutes of the video http://nohatespeechmovement.org/hate-speech-watch/report/read/550</p>



The task for the groups was

- to find the underlying stories behind Hate Speech,
- to deconstruct Hate Speech messages: How does it link to Hate Speech? What is the impact of this Hate Speech? Who does it affect?
- to produce counter and alternative narratives and messages.

Participants look for examples and create counter-arguments.

5. MATERIALS NEEDED AND SPACE REQUIRED

- Projector
 - An article for further exploration
-

6. REQUIRED FROM PARTICIPANTS

Mobile phones, tablets, laptops

7. OUTCOMES

Participants explored the relationship and the (at times) shifting balance between freedom of expression and Hate Speech.

Thanks to the input and exercises the participants were familiarised with the different mechanisms and manifestations of Hate Speech (fake news, rumours, conspiracy theories, etc.). They learned to identify the narratives behind these and to articulate counter-narratives.

8. EVALUATION

The session was very compact but still allowed the participants to get to know a broad spectrum of forms and manifestations of Hate Speech. Each of those forms would require specific strategies to deal with them. Due to the limited time a detailed exploration on the topic was not possible. Nonetheless, the core elements of oppressive narratives justifying Hate Speech and counter-narratives promoting human rights were tackled by the group.

ROLES AND CHALLENGES OF YOUTH WORK

HUMAN RIGHTS EDUCATION AS A WAY TO COUNTER AND PREVENT HATE SPEECH

1. DAY, DATE, TIME	Wednesday, 7th of June, 14:30 – 18:00
2. BACKGROUND	Online Hate Speech into the Human Rights context, Role of youth workers in relation to online Hate Speech, Human Rights Education to combat online Hate Speech.
3. AIMS AND OBJECTIVES OF THE SESSION	<ul style="list-style-type: none"> • To understand how human rights relate to the Internet • To reflect on the role and potential impact of youth workers in combatting Hate Speech online/offline • To understand the basic concept and potential of Human Rights Education in combatting Hate Speech online
4. DETAILED PROGRAMME, METHODOLOGY & METHODS	<p>'Our Rights Online' (Bookmarks, pages 87 – 91) on Council of Europe Guidelines for Human Rights Online, adapted for four groups – 60 min</p> <ul style="list-style-type: none"> • Presentation of the short video: http://www.coe.int/en/web/internet-users-rights/home • Short introduction of the Guide to Human Rights for Internet Users • Ask the participants to read seven different parts of the Guide • Divide participants into four small groups. Each group reads all parts but only picks one (on pieces of paper: access to Internet, freedom of expression, privacy & data protection, assembly & participation) • Ask each group to prepare a short 3-minute act/performance reflecting the human rights discussed in the part they read • The groups are not allowed to tell each other what their performance is going to be about • After 15 minutes of preparation every group has to present their act • Allow a few minutes after each performance for feedback • Ask the other groups to guess what human rights the performance illustrated • Then give the group itself one minute for a short explanation of what they tried to express from the content they read <p>Debriefing: How was this exercise? What new information about your rights did this activity teach you? Is there any difference between human rights online and offline? Who has the responsibility to apply these rights online? How can we make sure these rights apply online? What can we do as individuals? What should our government do? What should website owners do? After becoming acquainted with the content of the Guide, what would you tell other Internet users when they come across Hate Speech online? What kind of support one can get in the Guide to combat Hate Speech online?</p> <p><i>Break</i></p> <p>Advocating for Human Rights Education and Internet literacy – 80 min</p> <p>In five groups of teams of three participants. Each team gets one exercise from Bookmarks (listed below). Each team has 30 minutes to read the exercise and prepare a 3-minute teaser presentation for a teachers' meeting of a secondary school. The purpose is to use this exercise to advocate for Human Rights Education and Internet literacy in the school.</p>



- Freedom Unlimited (page 69) online adaptation: <http://blog.nohatespeechmovement.org/play-and-learn-freedom-unlimited/>
- Checking the facts (page 55)
- Confronting cyber bullying (page 66)
- Talking it out (page 117)
- Roots and branches (page 108)

Presentation of each teaser – 20 min

Debriefing – 20 min

Was it easy to explain this in 3 minutes? Which arguments did you find especially convincing? Why? Which teaser presentation did you like the most? Why? What points would you add to any of the presentations? Why is it difficult to work with the concept of human right? How can we make it simpler? In what context/ situations can you use these activities? What are the challenges of using them?

Concluding input in relation to democracy and participation

5. MATERIALS NEEDED AND SPACE REQUIRED

- Print-outs of five Bookmarks exercises
- Copy of the CoE Guide for Internet Users for all participants
- Stick 'agree' and 'disagree signs' on the wall

6. REQUIRED FROM PARTICIPANTS

/

7. OUTCOMES

Exploring educational activities against Hate Speech, their 'processing' and 'sharing' (through performances and teasers) allowed participants to identify the essence of those activities.

The non-verbal methods allowed dealing with emotions and values and helped participants to explore more appealing communication strategies for the final target group (young people).

8. EVALUATION

The session was successful in exploring (using concrete educational methods) the roles and challenges of Youth Work and Human Rights Education as a way to counter and prevent Hate Speech.

The use of non-verbal methods (performances and teasers) during this session required some extra time and attention in the debriefing. These methods were efficient for the purpose of this session but are not directly applicable when working with young people.

ONLINE TOOLS AND APPROACHES THAT COUNTER HATE SPEECH AND CREATE COUNTER-NARRATIVES

1. DAY, DATE, TIME	Thursday, 8th June 2017, 9:00 – 12:30
2. BACKGROUND	Existing campaigns, practices, projects, and tools
3. AIMS AND OBJECTIVES	<ul style="list-style-type: none"> • Allowing participants to share their practices in combatting Hate Speech through (international) youth work • To get familiar with how the No Hate Speech Movement operates in Germany and what content/tools they have developed • To get familiar with the European campaign tools (social media presence, blog posts, no hate chain, Hate Speech Watch, action day) and their content • To discuss ways of getting involved into action and campaigning • To look at possible ways International Youth Work cooperation can support combatting Hate Speech online/offline
4. DETAILED PROGRAMME, METHODOLOGY & METHODS	<ul style="list-style-type: none"> • Buzz groups on how participants see their connections, links to the No Hate Speech Movement on national or European level – 20 min • In order to get acquainted with the developments at European level, presentation of the No Hate Speech Movement with questions and answers – 60 min <p><i>Break</i></p> <ul style="list-style-type: none"> • As an inspiring example for possible actions, presentation of the German No Hate Speech campaign; questions and answers – 30 min • Exercise: 'Where do you stand' on the role of youth workers? Agree-Disagree corner – 45 min <p>Examples of statements made by participants:</p> <ul style="list-style-type: none"> • You cannot really combat Hate Speech online • A youth worker should not make a political statement • A youth worker should not have stereotypes and prejudices • All international youth projects combat Hate Speech <p>Debriefing:</p> <p>Was it easy to decide where you stand? Why? Which question was the most difficult? Why? At what point did you change your mind and why?</p> <ul style="list-style-type: none"> • In small groups of four, participants share their experience regarding International Youth Work and come up with ideas how International Youth Work as a field and international youth projects in detail can combat Hate Speech online and offline. Each group comes up with three concrete ideas/recommendations (and writes each on a separate A4 page) and presents these to the plenary. All ideas are collected on the wall. • Conclusions made by facilitators so that these can help participants discuss concrete actions/plans in the afternoon.
5. MATERIALS NEEDED AND SPACE REQUIRED	Projector, Internet, laptop, sound system
6. REQUIRED FROM PARTICIPANTS	/

7. OUTCOMES

The most relevant kind of activities run so far by participants were regional training-the-trainer programs, training sessions, awareness raising campaigns and workshops in schools.

The identified challenges were:

- Going beyond awareness raising
 - Addressing the roots
 - Removing fears in society
 - Promoting mutual understanding
 - Developing concrete ways of cooperating with other sectors (formal education, media, media literacy educators, researchers, etc.)
-

8. EVALUATION

This session allows the participants to discover concrete possibilities for action (inspired by the European Movement and the German campaign) and to identify remaining challenges for action.

GUEST SPEAKER



Sina Laubenstein

PREPARING FUTURE ACTIONS

1. DAY, DATE, TIME	Thursday, 8th June 2017, 14:00 – 15:30
2. BACKGROUND	<p>Working on the participants' initiatives using Human Rights Education and awareness raising methods for their own youth community with reference to the No Hate Speech Movement (using Bookmarks).</p> <p>Resources:</p> <ul style="list-style-type: none"> • Article 'Reasons for online activism' • Introduction – Overview from Wikipedia with links and good examples • Examples of activism through web video
3. AIMS AND OBJECTIVES	<ul style="list-style-type: none"> • To put into practice the experiences from the training seminar • To develop initiatives based on target groups using the Human Rights Education approach with a reference to the No Hate Speech Movement.
4. DETAILED PROGRAMME, METHODOLOGY & METHODS	<ul style="list-style-type: none"> • Participants share in pairs (or in their tandems) about the young people they work with and what needs these young people have in relation to Hate Speech – 15 min • Participants individually think and write down ideas and actions they could/ would do with these young people to counter Hate Speech (actions, initiatives, strategies, etc.) – 10 min • Plenary sharing – 15 min • Tandem/group work to start cooperation amongst participating NGOs. <p>Guiding questions:</p> <ul style="list-style-type: none"> – Which problem do you want to address? – What is your target group? – What changes do you hope to see? – What activities would you use? – When and where could this happen? – With whom (partners)? – What resources do you need? And where can you get these? – What support could IJAB and the Council of Europe give you?
5. MATERIALS NEEDED AND SPACE REQUIRED	Sufficient rooms or spaces for the number of groups to develop first project drafts
6. REQUIRED FROM PARTICIPANTS	/
7. OUTCOMES	<p>Brainstorming (1):</p> <p>General project ideas on NHS in the context of youth work:</p> <ul style="list-style-type: none"> • Training seminar for young trainers • Training for young bloggers and journalists • Sessions on no Hate Speech within other projects • Photography exhibition on refugee children • Online newspaper with news on human rights and Hate Speech • Workshops on discrimination and bullying (online and offline) • Peer support on Hate Speech • Public action: theatre or flash mob on Hate Speech • Online information on legal actions against Hate Speech • Training on racist and discriminating mechanisms in language use • Rap music and storytelling initiatives • Database of realised projects in the context of the topic • Activity on cyber bullying <p>↓</p>

- Core values summer camp for children, with a digital product as an outcome that can be shared with their peers
- Training on fake news and Hate Speech targeting the issue of internally displaced people in Ukraine
- Formal and non-formal cooperation within media literacy classes
- Working with young people on empathy/feelings regarding victims and offenders of Hate Speech
- Develop simulation exercises on Hate Speech
- Tutorial on the use of alternative vocabulary/terminology

Brainstorming (2):

Project ideas based on International Youth Work in the context of the topic:

- No Hate Speech, narratives and media literacy project in the Balkans (as a post-conflict region)
- Video games project for children to promote emotional intelligence
- A checklist/decision map for identifying Hate Speech and linking it with the human right(s) that the respective Hate Speech violates. Research in the fields of terminology, language, history, etc. will be carried out to form the basis of the checklist. The checklist will have educational value (deepening the understanding of Hate Speech associated topics), practical value (something which could be used by different target groups) and multiplication value (through its use new groups will become aware of the widespread existence of Hate Speech).
- Youth-led long-term project in three phases: (1) analysis of the experience that young people have with Hate Speech, (2) research in the fields of media in order to better understand this phenomenon, and (3) the creation of lead characters and narratives to counter Hate Speech. This project would aim to be youth-led and be in all phases as close as possible to the reality of youngsters (bottom-up approach). The possible actions at local level (to be decided and organised by the young people themselves) could be varied: games, lectures, media products, policy dialogue, tools, workshops, etc. (For more details see chapter 'From the idea to a real project'.)
- A training course on 'Hate Speech awareness' in the Ukraine in relation to the conflict. The focus would be on the internal displaced people as victims of Hate Speech and of violence. From this real example from the Ukraine, lessons could be drawn on Hate Speech and national conflicts/groups in other countries and contexts. (For more details see chapter 'From the idea to a real project'.)

8. EVALUATION

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FUTURE STEPS, FINAL EVALUATION, LESSONS LEARNED

1. DAY, DATE, TIME	Tuesday, 8th June 2017, 16:30 – 18:30
2. BACKGROUND	<p>Finalising preparation for the practice phase.</p> <p>Closing of the Pilot Training Seminar, looking at the Expert Meeting and at what needs to be communicated in the future.</p>
3. AIMS AND OBJECTIVES	<ul style="list-style-type: none"> • To finalise the preparation of future actions • To share ideas for future actions in the group • To evaluate the Pilot Training Seminar
4. DETAILED PROGRAMME, METHODOLOGY & METHODS	<ul style="list-style-type: none"> • Finalising tandem work • Presentations and feedback on the partnerships project ideas <p>Participants draw a first draft of a concept (Title of the project; What is the project about; Target groups; Aims and objectives; Which partners are involved; Timeframe).</p> <p>Evaluation of the Pilot Training Seminar:</p> <ul style="list-style-type: none"> • Short recap of the programme – 20 min • Participants are divided into small groups – each group receives one programme element to give their personal perspective on it • Within the respective small groups the different parts of the programme are presented • Preparation – 15 min; presentations – 5 min • Six stations: <ul style="list-style-type: none"> – Development of competences – Following the diagram for daily evaluation – Achievement of the aims and objectives – Give points from 1 to 6 – Were your expectations met? – Contents and methodology – Organisation and facilitation – Feelings
5. MATERIALS NEEDED AND SPACE REQUIRED	<ul style="list-style-type: none"> • Evaluation items on flipcharts • six stations or corners in the room • pin boards
6. REQUIRED FROM PARTICIPANTS	Laptops and tablets
7. OUTCOMES	<p>Participant feedback: Summary of outcomes</p> <ul style="list-style-type: none"> • Development of competences: <ul style="list-style-type: none"> – Satisfactory each day for 80% of participants • Achievement of the aims and objectives: <ul style="list-style-type: none"> – Largely achieved most of them (average around 4 out of 6 points). – Not well achieved (average under 3 out of 6 points): getting to know various national and international good practices and development of skills. Not enough peer learning/sharing? Not practical enough – participants not practicing the skills?



- Contents and methodology:
 - Overall positively evaluated; adequate contents and methodology. Some critical remarks about starting with things that were basic/general, too much of an international focus, not in-depth enough.
- Were your expectations met?
 - All of them were met, but only to a certain extent. Quite a lot of positive comments. Among the not so positive the most repeated word was 'more'. This means things are going in the right direction but that the program possibly lacks enough time and more practical aspects.
- Organisation and facilitation
 - Very good for all participants

8. EVALUATION

This session allowed a calm and thorough evaluation of the course.

DAILY EVALUATION

1. DAY, DATE, TIME	Day 1 – Day 3, 17:30 – 17:45
2. BACKGROUND	Being a Pilot Training Seminar, the daily evaluation was considered to be particularly important.
3. AIM(S) AND OBJECTIVE(S)	<ul style="list-style-type: none"> • To consolidate the learning achievement of each day • To evaluate the achievement of the course objectives and get feedback on how to achieve them during the rest of the programme
4. DETAILED PROGRAMME, METHODOLOGY & METHODS	<p>In a diagram with the four main competences linked to the objectives (rows) and the three days (columns) participants position themselves using colour pins. They expressed/shared their progress in relation to the four competences:</p> <ul style="list-style-type: none"> • Understanding how/why to combat Hate Speech • Readiness to implement an International Youth Work activity • Understanding tendencies of Hate Speech on the Internet • Ability to use Human Rights Education to combat Hate Speech
5. MATERIALS NEEDED AND SPACE REQUIRED	<ul style="list-style-type: none"> • Large poster or large sheet of papers • Colour pins
6. REQUIRED FROM PARTICIPANTS	/
7. OUTCOMES	A clear improvement was visible in the development of competences of all participants: for 80% of them a rather big improvement, for 20% a rather limited improvement.
8. EVALUATION	This method allowed a good mapping of the participants' learning process. It was relevant for the team to prepare the next days' sessions according to the participants' needs and experiences. It could have been interesting to open the floor for comments for example at the beginning of the next day.

DESCRIPTION OF THE EXPERT MEETING

The first part of the Experts Meeting was divided into various steps: evaluating the Pilot Training Seminar, and based on this, identifying the challenges and recommendations regarding how to counter Hate Speech through International Youth Work, and looking at possible or already realised projects in the field.

EVALUATION AND RECOMMENDATIONS REGARDING THE PILOT TRAINING SEMINAR

According to the participant evaluation and the observations of the rapporteur, the Pilot Training Seminar offered good and enriching training/learning, but it was not fully satisfactory: it did not include enough practicing of the newly acquired skills and not enough space and time was planned in for sharing experiences.

The seminar dimension of it (exploration of new topics with new experts) was good for identifying related topics but not long enough to calmly reflect on these.

The tandem logic of the seminar (participants attending together with their international partners) worked well for those attending as a tandem as well as for those who came on their own: new international partnerships and new ideas for collaboration were developed during the seminar.

The participants' project ideas went beyond 'typical' multiplier/awareness-raising training. Their ideas tackle reasons behind the development of Hate Speech (discussing this through the lens of intercultural education, Human Rights Education, policy dimension, language, etc.) and their concrete local context (internally displaced persons (IDP) in the Ukraine, youth-led projects, projects in a post-conflict region such as the Balkans, etc.). In this sense the project ideas are connected with the post campaign logic and programmes at European level.

The Pilot Training Seminar responded to a very particular moment of the campaign and to certain strategic interests of German partners. In that sense, and thinking about its 'pilot' nature, the seminar would hardly be transferable as a whole but quite a lot of elements of it could be.

CHALLENGES AND RECOMMENDATIONS

On the basis of the ongoing and final evaluation of the Pilot Training Seminar, participants identified the following challenges and recommendations on how to counter Hate Speech through International Youth Work and its projects.

Challenges

- Needing more intercultural trainers with competencies in combatting Hate Speech
- Finding ways to involve more young people
- Producing concrete outputs, done by young people during the training seminar
- Sharing resources, e.g. videos, pictures, content
- Intercultural campaigns
- Extending the outreach, potential collaboration by involving international youth
- Remaining concrete, focused on the local/national reality without generalising Hate Speech manifestations
- Not presenting Hate Speech top-down but by starting by the experience of young people

Recommendations:

- Design an intercultural methods training course for youth workers and trainers
- Use the existing studies on language discrimination
- Make use of the support given by specialists
- Do not look at Hate Speech only from an individual point of view but also consider structures and power relations as well as privilege
- Create an online platform to share materials and resources
- Enable youth participants to apply theory and practice

FURTHER RECOMMENDATIONS TO STRENGTHEN INTERNATIONAL YOUTH WORK IN COMBATting HATE SPEECH

The second part of the Experts Meeting was devoted to a joint reflection on how to strengthen International Youth Work in combatting Hate Speech. It took place in the form of a World Café, with three tables/focuses and a final sharing. The following are direct statements of the participants of World Café tables 1–3. The authors of this online publication point out that the following selection of statements and questions are influenced by the respective national/cultural background of the participants, their personal experiences, and by their role in either salaried or volunteer positions – therefore the following statements do not necessarily reflect the position of the Council of Europe and IJAB:

Table 1: Contribution of International Youth Work in combatting Hate Speech

- How to teach people to respect ‘others’ and understanding different interpretations of European history? Is it the regulation or the peer-to-peer education that leads us to the objective of reaching a society with less Hate Speech and more respect?
- Conversations to gain respect for ‘others’. Regulative and non-regulative approach? How to build proper policies that create a community of respect
- International youth exchanges are a natural and indirect means to combat Hate Speech. Intercultural encounters create a space of understanding, cooperation and respect which may contribute to more respectful behaviour and may reduce Hate Speech expressions of those who participate
- The relative freedom of youth work provides a lot of potential regarding cooperation with different stakeholders
- Youth work and international exchanges on the one hand help to combat Hate Speech; but more than this, they strongly promote human rights in their entirety
- Youth with fewer opportunities are more exposed to Hate Speech and they are also more likely to express Hate Speech in order to have power over others
- An international youth project implicitly reduces Hate Speech. There is a great potential in involving youngsters with less opportunities (marginalized, minorities, harder to reach, isolated, young offenders). A focus should also be to reach extreme right-wing youth who are trapped in closed communities. Reaching these groups and providing young people a second chance and a way to escape such communities
- International youth projects can contribute to social development; however, it is a long-term process. International youth projects tend to involve middle class youth that have more opportunities in their life
- International Youth Work is recognised by governments, allowing governments to provide resources to implement such activities. The increase of migration in the past years and other challenges have helped youth work organizations gain more resources for international youth projects
- The competences gained through international youth activities have recently received more recognition; this can/could contribute to the recognition of the importance of learning how to speak up for human rights and a culture of respect
- Participation and active citizenship are also ways to establish a culture of respect and inclusion

- Young people have a strong impact on their family members (incl. older family members), but this is only likely to happen if they have acquired the competences necessary for speaking up for human rights and a culture of respect
- International youth projects provide a lifetime experience of intercultural encounters. However, many intercultural youth projects have the traditional ‘intercultural evenings’ which may very well reinforce prejudices and stereotypes and thus may contribute to the increase of certain Hate Speech. There are many different innovative, creative approaches that can be used to turn such program elements into more inclusive and respect-building exercises
- Combatting Hate Speech through International Youth Work and its projects may also contribute to the recognition of international activities and programmes for youth, as the broader community may realize that such activities do contribute to a more peaceful, cooperative society with a culture of respect
- It is very important to teach young people how to transfer these competences from youth work experiences to their own peer groups (in school or in informal groups). Through this transfer their environment can actually experience (recognise) the change of behaviour, attitude or skills
- Young people can enjoy more freedom from cultural peer pressure and approach conflict situations and intercultural tensions in a better way
- Manipulated history books contribute to the spreading of prejudices, stereotypes, and Hate Speech
- Exchanging good practice regarding International Youth Work/projects that combat Hate Speech and creating a culture of respect could also contribute to dismantling prejudices within the participants’ family (all generations)
- By strengthening young people’s self-esteem and self-initiative, International Youth Work/projects empower young people to be more active citizens – contributing to combatting Hate Speech, long-term

Table 2: Cooperation with various stakeholders

- Why is cooperation with stakeholders important? To maximise the impact, to gain new perspectives, to create sustainable change, to understand and influence the European policy processes, for practical reasons and to gain Internet competences cooperating with private companies, to identify gaps and be more effective
- What should this cooperation look like? Building partnerships with other sectors: we need to improve outward visibility and credibility, funding, personal contacts and networking spaces. We need to have ‘ready-to-use products/projects’, and success stories
- In relation with the refugee crisis and right-wing radicalisation and violence, youth work has played a role in setting up partnerships. Successful cooperation was possible because it had become a political priority. We should work towards influencing the decision-making process so that combatting Hate Speech becomes an issue high up on political agendas
- For the cooperation with the education sector we need to prove our competences, be reliable and accessible. Youth work and youth workers could offer input and enrich traditional school exchanges. An interesting example of cooperation is an EVS-accredited school in Turkey
- A remaining challenge is the contribution of youth work to the democratic process

Table 3: Youth policy and International Youth Work

Questions:

How can synergies be created between International Youth Work and stakeholders related to realities of local youth policy? What can politicians do to combat Hate Speech? Questions for politicians: ‘What worked for you and what did not work?’ ‘What concrete ideas could you recommend to other politicians?’

Experiences:

- Politicians (particularly women/with migrant background) as a target of online Hate Speech.
- Politicians as the ones spreading Hate Speech, especially offline – e.g. using Hate Speech in parliament for political gains (particularly targeting refugees).
- How to combat this phenomenon? Online – delete/counter Hate Speech; offline – there is an agreement to counter it in the parliament, the procedure helps you counter it in a factual manner;
- Politicians from moderate political parties could raise awareness about how the way we speak affects others. Politicians are role models and should behave accordingly.
- Politicians share experiences among each other – an in this way support each other. 'No hate' poetry evenings as a source of support.

Challenges for creating synergies:

- Many young people are not interested in politics and do not trust politicians
- Young people have difficulty understanding politicians – it is important to provide space for dialogue
- The question is: are the young people that are involved in International Youth Work the ones we are really targeting to or do we need to reach others who are politically disappointed/not interested? How can we reach young people who are victims of Hate Speech?

Recommendations:

- International Youth Work can play a role in deconstructing stereotypes related to politics
- Youth projects could have stronger link with political levels – for example at the end of youth work projects identify questions that could be posed to politicians
- Good practice: Questions from young people to politicians in video format – to make young people's voices heard
- Make videos with country representatives of the Council of Europe and then confront local politicians with these videos
- No Hate Talk youtube channel, e.g. <https://www.youtube.com/channel/UCLiA5a5jwu6AMYosKLLIceA> , https://www.youtube.com/results?search_query=nohatetalk (by Adam Schlüssler)
- Structured dialogue – possibility and projects/practices for young people to have direct contact with politicians
- Politicians need to look for more inclusive ways for young people to participate
- The political level should have a more active role in ensuring real participation of young people, e.g. giving schools and the education sector opportunities to implement No Hate Speech activities
- Here, it is important to work with teachers, principals and schools
- It is not enough to only ask young people about their needs, there needs to be a quick follow-up/response
- Working with young people with fewer opportunities requires long-term support/projects with strong financial resources and support
- There needs to be a readiness and appropriate attitude on the part of politicians to pave the way for youth participation
- The laws related to Hate Speech are not appropriate to address the problem

FROM THE CONCEPT TO A REAL PROJECT

AS THE EVALUATION of the Pilot Training Seminar shows, its outputs were valuable at many levels: innovative issues were explored, participants' competences were developed, networks between activists and organisations were established, initiatives and plans at national level were drafted, etc.

Considering that one of the objectives of the Pilot Training Seminar was to contribute to strengthening International Youth Work in combatting Hate Speech, the international project ideas are a particularly relevant output. Next to the sound but relatively standard projects on awareness raising, others were particularly innovative. Through their presentation and feedback in the Expert Meeting they were further developed.

The following are three examples – one established project and two project ideas/concepts – that should give you a clearer idea how International Youth Work could be connected with the topic of No hate Speech we present you three examples: one project and two project ideas/concepts. The first example was already realised in 2016. The other two were developed during the Pilot Training Seminar in Weimar and are still work in progress.

PROJECT “WE AGAINST HATE SPEECH 2.0” (BY CGE ERFURT E.V. IN COOPERATION WITH RS AND EJBW)



START & END DATE:	28.06.2016 – 01.12.2016
PLACE:	Weimar and Sajan
PARTICIPATING COUNTRIES:	Germany and Serbia
PROJECT PARTNERS:	CULTURE GOES EUROPE (CGE) – Soziokulturelle Initiative Erfurt e.V., Youth Meeting and Education Center Sajan (RS) and Europäische Jugendbildungs- und Jugendbegegnungsstätte (EJBW)
NUMBER OF PARTICIPANTS:	48 participants
GRANT GIVER:	Foundation ‘Remembrance, Responsibility and Future’ and Kinder- und Jugendplan des Bundes
PROGRAMME:	Europeans for Peace

BACKGROUND:

This project dealt with the rapidly growing Hate Speech phenomenon in social networks and Internet portals, which is becoming more and more widespread and harmful. The two youth exchanges which were held as part of this project addressed the topic through the discussions about prejudices, discrimination, exclusion, propaganda, online/offline Hate Speech and other important topics. One of the important tasks of the project was to draw a parallel between what happened in the period of National Socialism in Germany and how radicalisation is perceived nowadays. A comparison between the influence of media propaganda in Germany and Serbia was also drawn.

AIMS OF THE PROJECT:

The aim of the project was to establish and define tools for suppression and prevention of Hate Speech and discrimination, tools which are accessible anyone who wants to use them. The outcome of the Youth Exchange is an online exhibition which was designed by participants themselves.

To reach the aims of the project, we developed two main activities:

Activity. 1 – Youth Exchange in Weimar

The youth exchange was held from the 6th to the 14th of August 2016 at EJBW in Weimar, Germany.

In the youth exchange in Weimar the participants had an opportunity to get familiar with the basic principles of discrimination, Hate Speech and prejudices. Topics were further developed through simulations, exercises, group and team activities. The historical context of both Germany and Serbia was considered throughout the program of the youth exchange. Therefore, the topic of Hate Speech was approached from the comparative perspective.

Through the work, participants together defined the danger that Hate Speech poses to democracy and human dignity.

Activity. 2 – Youth Exchange in Sajan

The youth exchange was held from the 8th to the 16th of October in Sajan, Serbia.

The second youth exchange brought into the focus personal driving forces of the explored phenomenon of Hate Speech. The group worked closely on building trust and confidence in each other. An important part of the program was non-violent communication approaches and conflict mediation sessions, introduced by the trainers.

OBJECTIVES OF THE YOUTH EXCHANGES WERE:

1. To raise awareness among the participants about the complex topics of prejudice, discrimination and exclusion;
2. To learn and discuss about the complex topic of Hate Speech (who are actors, the dangers of Hate Speech, the dichotomy between Hate Speech and free speech, etc.);
3. To learn about the historical connections and linguistic references of propaganda in the past and those appearing today;
4. To learn how to initiate strategies for action and encourage young people to take similar actions in real life;
5. To encourage young people to show that we are not powerless in the face of Hate Speech;
6. To encourage intercultural learning.

METHODOLOGY:

A mix of formats and methods was implemented during the activities. In this way, methods of out-of-school/ non-formal (youth) education such as media inputs, simulations, exercises, group work and self-research, discussions with experts/affected parties and excursions to relevant learning places were taken into account. This enabled an intensive, multi-perspective view of the content. For the design and technical implementation of the planned online exhibition, special media workshops were organized and provided professional support. In order to promote the cooperation and the integration of the bi-lateral group, there were daily team-building exercises. In addition, small evaluations took place daily in the morning and in the evening in order to carefully assess program and content questions, including any emotional uncertainties that arose in the face of the difficult subject matter.

IMPACT:

With this project we wanted to sensitize people regarding prejudice, discrimination and exclusion to its participants in order for them to become multipliers in countering Hate Speech. The online exhibition – an outcome of the two exchanges – is presented as part of an (analogue) vernissage, which also officially concludes the bi-lateral meetings. Participants (experts, organizations) who have gained their expertise and experience during the course of the project as well as people from the immediate surroundings of the participants (friends, classmates, family) are exposed to this media content and, therefore, have been directly influenced.

VIDEOS:

Second Chance. The teaser: <https://youtu.be/1DEM2uM5h00>

Second Chance. The movie: <https://youtu.be/8VnbUUu-X-8>

We Against Hate Speech 2.0. Fighting Stereotypes: <https://youtu.be/9BdQGF7wvU>

Say something in your language!: <https://youtu.be/7m2x60SElew>

The Girls' Club: <https://youtu.be/Tck1WEWkn4k>

Online Exhibition: is available via the link <https://www.cge-erfurt.org/we-against-hate-speech/>

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PROJECT IDEA: 'FROM ROOTS TO POISONOUS FRUITS'

Idea by: CGE Erfurt e.V. /Germany in cooperation with Medialab Quindo/Belgium



BACKGROUND:

Hate Speech is clearly one of the issues that youth workers have to address today. The topic concerns everyone in society, particularly the younger generation. With the advancement of technology and widespread use of different social media platforms, it is now easier and faster to spread Hate Speech. Not to mention the great impact it can have on the parties involved. As mentioned, Hate Speech concerns everyone, therefore we need to deal with this phenomenon; it requires collaborative work among NGOs, public institutions, educational institutions, experts/professionals and families.

Hate Speech is a complex issue. It has many dimensions, and therefore combatting it requires many different angles. But to have an effective solution, the root cause of the problem should be identified. Identifying the problem and analysing it will help the youth workers to better understand why there are more youth nowadays who are involved in Hate Speech. Moreover, it will also help the youth workers to address the problem more effectively. And since Hate Speech is a complex issue, a multi-disciplinary approach is needed in achieving the goals of this project.

TYPE OF ACTIVITY:

Research/Training Course/Youth Exchange

WHAT ARE THE AIMS OF THE PROJECT?

The project aims to suggest potential solutions to the Hate Speech phenomenon by identifying and understanding the root causes of it.

WHAT ARE THE OBJECTIVES?

1. To conduct a research work that will identify the root causes of Hate Speech. Furthermore, the research work will examine each cause of Hate Speech;
2. Using the research work, this project will try to develop personas/profiles of individuals who are prone to spreading Hate Speech;
3. To produce a manual/guide on how to deal with Hate Speech in the field of youth work;
4. To involve various sectors that will work together in identifying and addressing the root causes of Hate Speech;
5. Using the results of the first phase, a customized programme for a youth exchange will be developed. This programme will be tested first through a training course;
6. Once the programme is improved with the inputs from the previous activity, a youth exchange will be organized where the said programme will be utilized.

WHO WILL BE INVOLVED?

This project involves different countries across the European continent. Furthermore, this project will create a consortium composed of NGOs (active in Youth Work), educational institutions, public institutions and experts, e.g. psychologists, social workers, legal experts, police, etc.

WHO ARE THE TARGET GROUPS? WHAT AGE DO THEY HAVE?

The target group of this project are teenagers, aged between 15 and 25. These groups are also considered as the number one user of social media.

WHAT METHODOLOGY YOU WILL USE?

The first part of the project (research phase) will be done in a standard research way using standard research methodologies. However, in the testing of the output such as the training course and youth exchange, non-formal education method will be employed since most of the participating NGOs are more comfortable using the said methods when working with their young people.

ESTIMATED TIME FRAME:

1.5 to 2 years. The research part and the development of youth exchange programme will consume most of the time.

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PROJECT IDEA: #DECODINGMEDIA – BALKAN DIALOGUE: IMPROVING MEDIA LITERACY AND DIGITAL SKILLS OF YOUTH IN POST-CONFLICT AREAS

Idea by: CGE Erfurt e.V. in cooperation with European Youth Press
Network/Ukraine and
Organizacija kreativnog okupljanja/Serbia.



TYPE OF ACTIVITY:

Youth Exchange / Training Course / Strategic Partnership



WHAT ARE THE AIMS OF THE PROJECT?

According to the Digital News Report 2017 conducted by Reuters Institute for the Study of Journalism, more than half of all online users across the 36 surveyed countries (54%) say they use social media as a source of news each week and more than one in ten interviewed (14%) now claims social media as their main source. As news reporting is not just about 'delivering facts', the #DecodingMedia project is bringing into the focus the questions of 'what' is reported and 'how' it is reported, which implies selection and responsibility, high ethical standards of journalists and media-makers, especially while reporting on conflicts. The main aim of the project is to bring young people to look closely and objectively at the current trends and practices used in the post-war Balkan region concerning journalism, media and Internet technology usage in shaping social and political opinions, as well as to learn more about the European practices in these topics. By working in the multicultural groups during the project, the participants will get a better understanding of different narratives of decade embedded media propaganda and create a tool-box of methods to fight fake news, discrimination and tackle Hate Speech online among young people in the participating countries.

WHAT ARE THE OBJECTIVES?

1. To strengthen media literacy competencies of the participants and develop their critical thinking, as well as to enhance digital skills to fight discrimination and combat Hate Speech online;
2. To increase participants understanding the process of creating news and media content with special focus on social media as one of the most popular communication channel of youth these days;
3. To deepen the participants' knowledge on causes of Hate Speech and discrimination in the participating countries; to support sharing good practice examples of combatting Hate Speech through various media tools;
4. To promote intercultural dialogue and raise participants' intercultural competencies and awareness;
5. To help in developing an unprejudiced, fair and balanced media landscape in the Balkan region and to create an active international network of young media-makers from participating countries.

WHO WILL BE INVOLVED?

- Culture Goes Europe (CGE) – Soziokulturelle Initiative Erfurt e.V. (Erfurt, Germany)
- European Youth Press (Berlin, Germany)
- Organizacija kreativnog okupljanja – OKO (Belgrade, Serbia)

WHO ARE THE TARGET GROUPS – KIDS, YOUNGSTERS, ADULTS?

WHAT AGE DO THEY HAVE?

The project foresees close cooperation with 30 participants coming from Western Europe and Balkan region with strong interest in the areas covered by the project – media literacy, fighting discrimination and Hate Speech, empowering young people to raise their voice and contribute to a more fair and inclusive society.

The target group of the project is young people with fewer opportunities, especially representatives of ethnic minorities, living in the participating countries. We consider direct involvement of these participants important as they belong to the groups facing discrimination and social exclusion, as well as other challenges.

WHAT METHODOLOGY YOU WILL USE?

In overall, the project will be based on non-formal approach and invited experts will use the set of various working methods (such as discussions, team and individual challenges, practical work, interactive presentations, problem solving challenges, etc.) in order to match different learning styles of participants and meet their needs and expectations. Moreover, evaluation and reflection activities will be part of the program on regular basis with the aim to provide the participants an opportunity to reflect on their learning process and development of new competencies. To reach the project objectives the participants will be introduced to investigative journalism methodology and conduct researches, interviews and case-study analyses.

ESTIMATED TIME FRAME:

March 2018 – February 2019

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MAPPING OF INITIATIVES ADDRESSING HATE SPEECH IN GERMANY

Written by Markus Krajc.

BRICKS – BUILDING RESPECT ON THE INTERNET BY COMBATTING HATE SPEECH

Website: www.bricks-project.eu

The project took place between November 2014 and October 2016 and was a partnership between Italy, Germany, Czech Republic, Spain and Belgium.



The added value was to promote a multi-disciplinary approach that involves stakeholders, professionals and young people.

The general objective was to combat the spread of online Hate Speech against migrants and minorities through media literacy and active involvement of web users and web content producers. Instead of focusing only on the possible negative consequences resulting from the use of the Internet by young people, the objective is to explore the opportunities for intercultural and interfaith dialogue on the web. The project is not addressed only to media consumers, but also to media professionals, who are facing the challenges of the digital information. Media representations influence public perceptions and attitudes, especially for sensitive topics such as migration. Therefore, it's important being aware of the effects of the information flow especially on the web.

The main phases of the project were:

- Research on Hate Speech
 - Case studies and the reporting of media
 - The main lessons were: no coherent definition, difference between cyber bullying and Hate Speech, moderation plays an important role, importance of a good community, it is not good 'not to react'
- Interviews with experts
 - The main lessons were: the importance of checking sources, the effectiveness and adequacy of counter speech
- Round table with journalist, teachers, trainers
 - For sharing resources, ideas and strategies
- Workshops
 - Information (definition, differences compared to bullying),
 - Duration not more than 8 online hours
 - Including media, educational videos, creative, practical application (songs, digital stories, websites, storytelling trees, advertisement campaign, etc.)
 - Powerpoint presentation for creating their own workshops and projects
- Planned follow-up of the project
 - Focusing in the future in schools for special needs

The website still offers valuable materials on the topic.

INTERNATIONAL NETWORK AGAINST CYBER HATE

Website: www.inach.net

The International Network Against Cyber Hate (INACH) unites organizations around the world. It incorporates different backgrounds and perspectives. The member organisations come from different backgrounds, e.g. organizations that deal with media topics but also human rights or youth protection.



The goal of the network is to counter and address all forms of online discrimination.

As described on the networks website, INACH tries to reach its goals by:

- uniting organisations which counter cyber hate
- exchanging information to enhance effectiveness of such organisations
- lobbying for international legislation to combat discrimination on Internet support groups and institutions who want to set up a complaints bureau
- creating awareness and promoting attitude change about discrimination on the Internet by providing information and education

#MEDIA AGAINST HATE

Website: www.europeanjournalists.org/media-against-hate

#MediaAgainstHate is a Europe-wide campaign led by the European Federation of Journalists (EFJ) and a coalition of civil society organisations. It aims to counter Hate Speech and discrimination in the media, both on and offline, by promoting ethical standards, while maintaining respect for freedom of expression.

The campaigns work is underpinned by the belief that the rights to equality and freedom of expression are mutually reinforcing and essential to human dignity.

#MediaAgainstHate campaign aims to:

- improve media coverage related to migration, refugees, religion and marginalised groups in general;
- improve capacity of journalists, media, CSOs and community media to counter Hate Speech, intolerance, racism and discrimination;
- improve implementation of legal frameworks regulating Hate Speech and freedom of speech; raise awareness about various types of discrimination through better reporting on the above issues;
- provide support to journalists exposing Hate Speech who have become targets and victims of hatred and harassment for speaking out

The website contains a 'Hate Speech explained: toolkit' and a 5-point test for Hate Speech and organizes different events and workshops.



SCHULE OHNE RASSISMUS – SCHULE MIT COURAGE

Website: www.schule-ohne-rassismus.org

Schule ohne Rassismus – Schule mit Courage (school without racism – school with courage) is a project created by and for students. It offers students the opportunity to make a statement and take active actions against any form of discrimination at their school.



The title Schule ohne Rassismus can be awarded to schools as long as 70% of the members of the school sign a petition and declare to act actively against any form of discrimination and to organize project days. At the moment, the network of schools consists of 2000 schools.

The project works on different topics:

- Democratic school culture, right-wing
- Antisemitism
- Escape & asylum racism
- Muslim hostility, homophobia
- Antiziganism
- Islamism
- Gender issues & diversity
- Right-wing extremism in the immigration society

The website offers information and material on different topics also addressed in Hate Speech comments, mainly in German.

AMADEU ANTONIO FOUNDATION

Website: www.amadeu-antonio-stiftung.de

The Amadeu Antonio Foundation, named after the first known fatality from hate-based violence in reunified Germany, is a response to the neo-Nazi subculture that permeates former East Germany and has crept into the former West. Incidences of insults, threats and attacks – some of which result in death – often go un- or underreported by German media.



The Foundation is determined to keep the spotlight on neo-Nazi and right-wing activity while taking concrete and proactive steps to eliminate the real and ongoing threat they pose to German democracy and pluralism, especially on the local level.

The Foundation's focus:

- Antisemitism
- Neo-Nazism, right-wing extremist hate crimes against minorities and immigrants, online Hate Speech
- Nazi-period and Holocaust remembrance
- Women and the far right

The foundation supports several projects on these topics and has its own projects. Apart from that it offers different publications on how to tackle racism, Hate Speech and group-based-enmity in German and English.

The project 'Train the Trainer' consisted of a series of schools workshops on Hate Speech and counter speech on the Internet. The phases and details of the project are summarised in the following presentation.

HASSHILFT/HOOLIGANS GEGEN SATZBAU

Websites: www.hogesatzbau.de; www.hasshilft.de

A rather humorous approach on this serious issue are following two campaigns:

Hooligans gegen Satzbau (hooligans against sentence structure) and HassHilft (hate helps). The goal of Hooligans gegen Satzbau is simple. They look at Hate Speech comments on the Internet, which quite often contain a lot of grammar and spelling mistakes. They correct these mistakes in the comments field and explain to people who use Hate Speech topics such as freedom of speech, war, flight, empathy, and humanity.

HassHilft uses a slightly different approach. The project members also scan social networks, mainly Facebook, for Hate Speech comments. For every Hate Speech comment the project donates 1€ to refugee projects and 1€ to EXIT Germany, an organization that supports people to get out of neo-Nazi groups.

H ✓ GESATZBAU



NEUE DEUTSCHE MEDIENMACHER E.V.

Websites: www.neuemedienmacher.de, www.no-hate-speech.de
and <https://no-hate-speech.de/de/kontern/>

Email: info@no-hate-speech.de

Neue deutsche Medienmacher e.V. is the organisation coordinating the No Hate Speech Movement Campaign in Germany. The team of the German campaign is, among other things, collecting information of all the actors, expertise, organisations and tools working on Hate Speech and related issues (anti-racism, political education, etc.) in a competence matrix/data base. The purpose of this matrix is to facilitate that this expertise is known/shared and when any organisation wants to run workshops or take action against Hate Speech, the most adequate response can be articulated. The first version of this matrix was available in January 2017 and is being updated on a regular basis. Due to the confidentiality of personal data it is not public, but anyone interested can contact the team of the German campaign and receive the details of the experts in the field.



The following inserted file is a version of the competence matrix/data without any personal contact data so that the potential user gets an idea of what to expect.

ANNEX: INSTITUTIONS INVOLVED IN THE PILOT TRAINING SEMINAR AND THE EXPERT MEETING

The idea of a Pilot Training Seminar combined with an Expert Meeting raised big interest among European institutions. An indicator for the high relevance of this topic within Youth Work is the fact that more than 25 countries around the world (f.e. Canada, Russia) applied for participation. Due to the limited funds of this project, the number of participants was limited. In the end, 26 multipliers and experts from 13 countries took part in the Pilot Training Seminar and Expert Meeting.

Country of origin of participants / Where the institution is based	Name of NGO / Network / Others	Website / Contact
Armenia	Global Youth Union	globalyouthunion@gmail.com
Belgium	Medialab Quindo	www.quindo.be
Germany	Culture goes Europe (CGE Erfurt e.V.)	www.cge-erfurt.org
Philippines		
Ukraine		
Germany	Servicestelle Jugendbeteiligung	www.servicestelle-jugendbeteiligung.de
Germany	Gustav-Stresemann-Institut Bonn	www.gsi-bonn.de
Germany	Jugendbildungsstätte Unterfranken Bayern für Schule ohne Rassismus – Schule mit Courage	
Germany / United Kingdom	London School of Economics and Political Science (LSE)	http://www.lse.ac.uk/
Ireland	Latorium	latorium.com ; info@latorium.com
Italy	Associazione Internazionale Cooperazione per l'educazione nel mondo (AICEM)	www.aicem.it
Poland	Fundacja Centrum Edukacji Obywatelskiej / Foundation Centre for Citizenship Education	https://glowna.ceo.org.pl/english
Serbia	Organizacija kreativnog okupljanja – OKO	www.okoorg.rs
Turkey	Esenyurt İlçe Milli Eğitim Müdürlüğü	www.esenyurt.meb.gov.tr
United Kingdom	Euro-Mediterranean Resources Network	www.euromernet.org/
Ukraine	AEGEE-Europe I European Students' Forum	https://www.facebook.com/AEGEE.Dnipro www.aegEE.org
Ukraine / Germany	European Youth Press	www.youthpress.org

Speakers / Team / Organisers	Name of institution / Responsibility	Website / Contact
Johannes Baldauf (Germany)	Amadeu Antonio Stiftung, Programme Manager	www.amadeu-antonio-stiftung.de
Menno Ettema (France)	Council of Europe – No Hate Speech Movement, European Coordinator No Hate Speech Movement Campaign	www.coe.int/youth www.nohatespeechmovement.org
Laszlo Földi (Hungary)	Online Community Manager of the No Hate Speech Movement, Trainer and Consultant	foldilaszlo70@gmail.com
Kerstin Giebel (Germany)	IJAB – Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V., Coordinator for Quality Development in International Youth Work	www.ijab.de www.nc/innovationsforum.de
Madeleine Henfling (Germany)	Bündnis 90/DIE GRÜNEN Thüringen, Deputy Parliamentary Secretary of BÜNDNIS 90/DIE GRÜNEN in the Thuringian State Parliament	www.gruene-fraktion.thueringen.de
Sina Laubenstein (Germany)	Neue deutsche Medienmacher e.V., Project Manager of No Hate Speech Campaign Germany	www.neuemedienmacher.de www.no-hate-speech.de
Miguel Ángel García López (Spain / Germany)	Freelance Evaluator and Trainer	www.trainingforaction.com
Markus Rebitschek (Germany)	Europäische Jugendbildungs- und Jugendbegegnungsstätte Weimar e.V., Education Programme Manager of International Youth Work	www.ejbw.de
Vojislava Tomic (Serbia)	Freelance Consultant and Trainer	kaoanemona@yahoo.com
Adam Schlüssler (Germany)	Center of Governance through Human Rights / Activist for No Hate Speech Movement	Adam.europe@gmail.com

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