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Evaluation Report

‘Training course of trainers on addressing hate speech through human rights education and counter narratives’

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In Partnership with:

The Commonwealth Secretariat’s Youth Division
The Commonwealth Secretariat’s Countering Violent Extremism Unit
The Council of Europe’s Youth Department

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This report gives an account of various aspects of the training course, particularly to evaluate the preparation, the implementation and the follow up foreseen after the training. It was prepared by the trainers Ilaria Esposito *Mansi Panjwani* and does not necessarily represent the official point of view of the Council of Europe and of the Commonwealth secretariat.

“Peace can never be attained by passively waiting for it. It is necessary for each of us, no matter how weak we may feel we are, to build deep within our hearts a stronghold for peace that can withstand, and in the end silence, the incessant calls for war.”

Wisdom for modern life D. Ikeda

Background

While the impact of new information technologies on all aspects of modern societies and human life has been very positive, new vulnerabilities of our societies have emerged through the growth of the Internet and social media. The Council of Europe's No Hate Speech Movement campaign was set up to mobilise young people in awareness-raising and acting on the issues related to hate speech and human rights online. From 2013 to 2015, member states set up National Campaigns and took part in the European campaign to gain a better understanding of the issues young people are concerned with and ways forward to counter this challenge to human rights and democracy. In May 2015, in the framework of the Action Plan on the fight against violent extremism and radicalisation leading to terrorism, the Committee of Ministers decided to continue the No Hate Speech Movement campaign until 2017. This campaign remains driven by the need to counter online hate speech in all its forms, including those that most affect young people, such as cyberbullying and cyber hate, racism and other forms of discrimination. The campaign is based upon human rights education, youth participation and media literacy.

The Council of Europe as an intergovernmental organisation focuses on promoting human rights, democracy and the rule of law in Europe within its 47 member states. The organisations Youth sector 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 at the promotion of youth citizenship, youth mobility and the value 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 Youth Department is part of the Directorate of Democratic Citizenship and Participation of the Council of Europe.

The Commonwealth Secretariat promotes democracy, rule of law, human rights, good governance and social and economic development and is a voice for small states and a champion for youth empowerment. Through the work of the Youth Division, the Commonwealth Secretariat supports member states in integrating and valuing youth in political and democratic processes, which allows the young people to participate meaningfully and take forward youth-led initiatives. This work includes a focus on creating an enabling environment for social, political and economic empowerment of young people through policy. The Commonwealth Secretariat's Countering Violent Extremism Unit (CVE) work complements the Youth Division's work by assisting member states to develop, define, and understand the phenomenon of violent extremism as it relates to their specific context, and then to strategise, plan and act accordingly. The Commonwealth Youth Peace Ambassadors Network serves as a platform for youth activists to engage and network with others on peace and PVE/CVE initiatives across the Commonwealth.

The Commonwealth Secretariat and the Council of Europe wish to strengthen their cooperation for achieving their common aims within the context of the Commonwealth Charter and the Council of Europe conventions, Resolutions and recommendations for the promotion and protection of human rights, democracy and the Rule of Law. Partners are

interested to exploring the extension of the No Hate Speech Movement, its campaign methodology, resources and related initiatives, through a pilot into Commonwealth regions commencing with a training of trainers and educators.

The Commonwealth Youth Peace Ambassadors Network (CYPAN) aims to provide an enabling and facilitating environment to grow and sustain youth-led initiatives in championing the Peace & Security agenda. It is the intention of the Commonwealth to mainstream peace within the policy and practice of socio-economic, cultural and political spheres of development by providing a platform for knowledge sharing and synergy with all peace practitioners, providing transformative advocacy, and upscaling the efficiency and significance of youth-led work on peace. CYPAN promotes young people as key actors and partners in enhancing the integration of peace among all members of society including youth, women, civil society, marginalised groups and other stakeholders in leveraging a commitment to prevent and manage conflict, promote peace, and fight radicalisation and violent extremism.

The No Hate Speech Movement is a youth campaign of the Council of Europe to promote human rights online, to reduce the levels of acceptance of hate speech, and to develop online youth participation and citizenship, including in Internet governance processes. The campaign is currently in 44 countries, has been running since 2012, and emphasises the role of the online dimension of hate speech and its potential damage on democratic processes that can inspire action.

The regional and cultural diversity of the Commonwealth and the fact that 60% of Commonwealth citizens are below 30, requires that intentional and consistent action be taken that includes partnerships with, and participation of, young people on matters of hate speech, violence, conflict and extremism, in order to promote sustainable peace. A campaign on Hate Speech, which strongly includes counter/alternative narratives, is complementary to the work of the Commonwealth as it relates to building peace and countering violent extremism, as it recognises that hatred and intolerance for difference and diversity can manifest itself in the form of hate speech.

A training of trainers

The Commonwealth Secretariat hosted the five-day training of trainers to empower youth leaders from its member states to develop a youth led coordinated approach to address hate speech, and strengthen support for human rights and dialogue through non formal education and awareness raising actions.

Aim and objectives

The training course aimed at developing the competences of youth workers, youth leaders, educators, and government officials active with young people to work with young people through human rights education to develop counter and alternative narratives to hate speech and violent extremism.

The training course objectives included to:

- Develop participants' competences to address hate speech through human rights education.
- Develop participants' competences to use counter and alternative narratives to promote human rights and democratic values.
- Develop participants' competences to use the manuals 'Bookmarks' and 'We CAN' with young people.
- Develop proposals for off-/online initiatives to address hate speech and violent extremism within the programmes of the Commonwealth Secretariat's Youth Division (YTH) and Countering Violent Extremism Unit on the format of the No Hate Speech Movement of the Council of Europe.
- Develop participants' competences in creating effective peace building and counter violent extremism programmes.
- Develop participants' competence in supporting and managing youth led peace networks or other youth led groups.

The expected outcomes of the training were:

- A network of Commonwealth's civil society organisations starting initiative to address hate speech and violent extremism;
- A team of trainers and educators able to counter hate speech with peacebuilding narratives;
- A compilation of good practices and tools to be used by participants to implement HRE in their context.

Participants' profile

The training course invited 36 youth leaders, youth workers, educators and government officials active with young people on peacebuilding, dialogue or human rights through awareness-raising and educational activities.

Participants reflected the regional diversity of the Commonwealth and it was expected that participants from the following countries would attend Trinidad & Tobago, Guyana, Jamaica, Canada, United Kingdom, Cyprus, Cameroon, Nigeria, Tanzania, Kenya, Botswana, India, Bangladesh, Pakistan, Malaysia, Papua New Guinea, Fiji, and Australia.

Trainer's profile

Ilaria Esposito: Ilaria is a Member of the Council of Europe pool of trainers, and work as consultant for different companies and organisations. She steadily believe in an integrative use of Formal and Non formal Learning in order to develop young people's fullest potential: becoming responsible leaders, promoting growth and equality, discovering entrepreneurial skills and having the interest in more sustainable ways of living. She is strongly dedicated to this mission by doing, towards the promotion of a rights- based approach in all activities she joins.

Mansi Arun Panjwani: Mansi is a peace educator and education consultant from India. She works in formal and non-formal education spaces to create a culture of peace in society. She believes that when people themselves lead empowered, joyful and sustainable lives, together they can create a better world for each other and for future generations.

Methodology

The design of the programme has been based on the importance of building competences to first address and then counter hate speech. It was fulfilled with input on the phenomenon and its political background as well as gathering the expertise of the participants. The flow of the program included speakers and experts' inputs from the Commonwealth secretariat, Q&A sessions, and debates, working groups, open spaces discussion as well as icebreakers and identity awareness activities. The training progressed from personal reflection and recognising personal understanding concerning biases, stereotypes and prejudices, through understanding different views and definitions concerning hate speech, violent extremism and other discriminatory processes. Participants were able to map the current situation in their regions regarding the phenomenon's cause, consequences for victims and for society. Looking at different tools and instruments to take action against hate speech, they were able to identify already existing measures and further actions to implement or advocate for. However, a special role to peacebuilding and alternative narratives was given to highlight the importance of offering an alternative /different story to society, which does not support hate. The same relevance was offered to the online and offline dimension of hate speech, and participants enacted role-plays to explore connections between human rights and hate speech towards fostering understanding. Furthermore, the links among different actors in society involved directly or indirectly in hate speech such as victims, perpetrators, bystanders, civil society organisations, the diverse community, were constantly made.

In order to meet different learning styles, the following methods/formats were used during the training:

- personal and group reflection (for the expectations)
- artistic expressions (hearth - human shaped tags, cross- puzzle, drawings)
- open spaces
- interactive presentation
- videos
- exhibition
- workshops
- fishbowl discussion
- role plays
- simulation
- acting
- Q&A
- debates
- Icebreakers and team building activities
- plenary discussions
- small group and plenary brainstorming
- working groups
- visual evaluation
- written surveys and visual surveys

- canvas for planning
- narrative's building
- keynote speakers - peacebuilding

Looking at the participants' interaction, the format fit different profiles and helped to gain or consolidate various competences. Because the Youth Department organised the seminar in cooperation with the Commonwealth Secretariat, the methodology covered were also methods that were feasible and easy to understand for colleagues familiar with the use of Non Formal Education. There was a request to include additional skills building workshops during the preparation meetings. Participants were challenged with reflections and debriefings that could enhance skill-building needs. Every session was designed taking into consideration participant self-directed learning, as well as contributing to the achievement of the topic -related objectives.

The training methodology allowed for a good balance between practice and theory, as well as allowing participants to reflect and apply their learnings in their personal realities. However, as the time allocated for the training was limited, it was difficult to incorporate all additional methods and activities participants at times suggested.

Summary

A key aspect of addressing hate speech at its root is involving young people in taking active steps towards creating a culture of respect and dignity. Human rights education (HRE) plays a pivotal role in this process.

In a world where human rights violations exist on a day-to-day basis, passive and short-term solutions are not sustainable. Human rights education is an empowering tool that helps build knowledge, skill and attitudes toward actively creating a culture of respect. Young people want to see change and what better way than enabling them to become change-makers themselves? Creating even the minutest change themselves allows young people to feel truly empowered and motivated in the process.

Furthermore, countering violent extremism and other discriminatory processes foresees the involvement of as many stakeholders as possible, to speed and spread the awareness raising and decision-making processes regarding all aspects; including policies.

In its "Action Plan on the Fight against Violent Extremism and Radicalisation Leading to Terrorism (2015-2017)"⁵, adopted by the Committee of Ministers in May 2015, the Council of Europe has responded to preserve human rights, democracy and the rule of law and joint forces in the fight against terrorism in measures to prevent it. Its main objectives is the prevention and fight of violent radicalisation through educational and social measures. The Action Plan highlights the importance of education and youth work: "Action is needed to prevent violent radicalisation and increase the capacity of our societies to reject all forms of extremism. Formal and informal education, youth activities and training of key actors (including in the media, political fields and social sectors) have a crucial role in this respect."

The explicit inclusion of different grounds of discriminations in the Council of Europe definition of hate speech, as well as in other international legal instruments¹, would send a strong message, raise awareness about this increasingly common phenomenon and encourage people affected directly or indirectly to report, address and counter it.

For 5 days, 37 young people better described as human rights activists, youth trainers, workers, leaders and researchers immersed themselves in dialogue on issues related to hate speech exploring practices to implement HRE with young people and the bigger community within their contexts.

They explored experiences of the role of youth to understand hate speech, from different realities and perspectives. Values of dignity and solidarity were discussed thoroughly since the beginning. Participants discussed reasons behind those values being at stake when people are confronted with hate speech. Using alternative narratives in such situations is a powerful method in protecting people's dignity. Such an alternative, not only criticises the current negative stereotype and prejudice fuelled by hate speech, but also provides a positive message of showing solidarity.

Combating hate speech requires good preparation, commitment and the will to establish partnerships and direct links of cooperation between everybody involved in the process. Young people can confront oppressive narratives, ignorance and fear by first believing in the dignity of their own lives and realising that everyone might be a potential target for on-line and off-line hate speech. Toward this, it is imperative for young people to also have access to opportunities of capacity building in order to challenge themselves, their attitudes, knowledge and skills. Science and technology, however advanced they might become, cannot always solve issue of 'hate'. The more mistrust and hatred we see and face, the more we need to engage with young people and their communities; this was the spirit during this training course. Nonetheless, it is important to communicate wisely, making sure individuals' safety and security are not at risk.

Challenging people's bias is not easy and requires a lot of efforts, energy, work and allies. Empathising too is not simple! Participants realised the need to begin the change first with 'me'; meaning taking a step forward in sharing examples of initiatives, actions and campaigns, being generous to provide information and build people's competences to fight against hate speech and violent extremism through and with HRE.

Main issues and topics of discussion

Day 1, Monday 11 December

In line with their expectations, the aim and objectives of the training, participants engaged themselves in dialogue towards finding common understanding in the framework of hate speech, discussed and debated about actions, measures, methods for supporting and

¹ Iginio Gagliardone • Danit Gal • Thiago Alves • Gabriela Martinez COUNTERING ONLINE HATE SPEECH Published in 2015 by the United Nations Educational, Scientific and Cultural Organization

improving practices to confront discrimination, hate speech and violent extremism within their communities.

The training started with an informal welcome during the morning where participants were invited to get to know each other through a name game and a word map game. Around 35 participants participated in welcoming each other, depending on their arrival time. Most of them were tired and facing a jet lag. The trainers were flexible in the approach and decided an informal and interactive introduction that would help engage participants fully.



Participants shared their motivations, expectations and fears about the programme graphically, on how to involve young people in countering hate speech, raise awareness on the misconception between freedom of expression and hate speech and consequently get them on board the NHSM.

Their discussions brought out the need to clarify certain concepts looking at the spectrum of definitions. They showed the need for networking and were eager to listen to others' experiences and exchange good practices. Some highlighted the importance of giving space to everyone, to make sure the space was safe to volunteer information, encouraging spirit of initiative. Most of them had fears about no follow up after the training program and the lack of support for their upcoming projects.

Presenting the programme and the objectives of the course was a participant led interactive session, where trainers only covered missing or unclear information. The methodology and the programme flow were discussed to help participants see how these two elements linked with the achievement of the objectives and the fulfilment of participants' expectations. Therefore, the importance to actively participate and listen was stressed wholeheartedly.

It was worth focusing the attention on the objectives and the expected outcomes of the training to clarify understandings even though participants had received an email with the objectives (during application as well as after being selected). A reinforcement of the same allowed each one to understand the scope of the training in the limited time span. It is important to note that a clear breakdown of time available was made to participants. Although the training was for 5 days, after excluding time for welcome, introductions, breaks, end of training evaluation, closing and so on, the formal training time was actually around 24 hours. Once participants were aware of this, they were also encouraged to use the 5 day training to exchange ideas and learn in informal settings too. On a side note, staying together at a common venue helped participants meet this goal better. Day one also allowed for a joint effort in creating group commitments that would guide the group in its approach throughout the week. The participants themselves created these commitments and agreed to standing by each one. Some examples include, allowing each other space to be himself/herself, listening to another without interrupting, maintaining confidentiality to stories of other participants, thereby creating a safe space and so on.

During the formal introduction and the opening, Mark Albon Head of the CVE unit and Lyane Robinson, Head of the Youth Division, of the Commonwealth, explained the reason for starting this pilot of Training the Trainers with the Council of Europe and the investment they are trying to do involving youth organisations from the Commonwealth Countries. They had a realistic approach to the issue anticipating a possible follow up to the audience, which was a good approach in order to encourage participants to think at the training as a starting point of a process, and not as an end in itself.

The afternoon session focussed on basic concepts and values concerning Human Rights, stressing on dignity and equality as values being recalled during the whole training, whilst spending more time on practical examples related to understand and classify hate speech. During the "Say it worse" activity, participants were ranking examples of hate speech online with their HR educator "hat". Instead, they were, so we encouraged them to be themselves as much as possible to avoid giving what is considered a 'right answer'. During debriefing an important point emerged; although all expressions of hate may be bad to some extent, one case can still be worse than another, for example, it may be more offensive, it may affect larger numbers of people, be more inflammatory or even , potentially more damaging. The question and debate session moved around what participants knew about contexts in which hate speech could manifest, how participants saw themselves in relation to this phenomenon, what they thought should be analysed to better understand online, and offline hate speech.

Day 2 Tuesday 12 December

For the next mornings' introduction a speed dating method was used to allow for participants to know each other better, sharing their professional background, the type of work they usually performed with young people, and if they were or not already active in the fight against hate speech. The purpose for this short yet effective activity was for participants to have a starting point to find other interesting ideas among each other toward potential collaborative opportunities.

On the second day, participants had the opportunity to make the link between HS and HR on different level. An opportunity was offered to different groups of participants to explain how hate speech is driven by negative stereotypes, which see some groups or individuals as inferior, different and less worthy of respect. The activity led the participants into discussion with deep analysis. From examining different hate speech examples offered by the Bookmark manual to discovering and understanding effect for victims and for society, when these are equally present in different contexts and how each participant related them with the issue they were trying to address back home. Interestingly, participants agreed on the fact that discrimination being one of the consequences for victims of any kind, division of society will manifest with very damaging effects, most of the time.

The programme then progressed to the tools and instruments that could be used to promote human rights, advocate for them and implement them. The design of the session had a comprehensive approach, explaining all the different types of actions on hate speech and for

promoting HR, to provide them with a complete toolbox. The trainers were very clear about the format, so participants could understand how all these different examples presented were connected to each other. It was also important to make people reflect on what to do when.

A consistent amount of time was spent on introducing narratives, because the concept was new to many participants. Human rights education principles and, legal and policy frameworks to address hate speech were analysed thoroughly. Subsequently, participants went deeper into Institutional initiatives to combat hate speech with ECRI's new General Policy Recommendation 15 on combating hate speech.²

The amounts of actions to counter HS and VE were spread through six sessions including also specific time allocated to counter and alternative narratives. Afterwards, participants explored and researched examples from the work of civil society that offered alternative narratives, which participants might draw inspiration from.

Day 3 Wednesday 13 December

On the third day, the concept of violence and CVE was introduced from different angles. Patricia Crosby also introduced the vision of the Commonwealth on VE and CVE after once participants had an opportunity to discuss their opinions on what is violence, VE, and violence, other forms of discrimination.

We then moved on building community resilience in order to counter HS and VE. In fact, Commonwealth tools were also shared, such as the CYPAN, which is one of the network promoting and implementing the UNSCR2250³, the first resolution that deals specifically with the role of young people in issues of peace and security. The resolution is an important landmark for the recognition of the positive role young people can play in conflict and post-conflict setting giving importance to peacebuilding narratives. The rest of the afternoon was dedicated to Initiatives and projects to combat hate speech in three diverse groups, run by the participants: Some grouped by region, some by countries, some by topic. This division was chosen, because of the diversity of issues and needs present in a group of 37 people. Rather than elaborating 37 initiatives in loco, participants chose one project to work upon within their smaller groups to test the tools proposed to them. Around 12 initiatives were analysed, from initiatives to fight against HR violations faced by LGBTs to interreligious dialogue projects. Trainers guided participants through each step of the project design, following the Canvas method for planning⁴. Projects were quite diverse and other group participants could complement with inputs, during the sharing moment. The sharing moment was designed to present challenges they identified to implement the idea, and solutions given by the whole group in plenary.

Day 4 Thursday 14 December

² European Commission against Racism and Intolerance (ECRI), GPR 15:

https://www.coe.int/t/dghl/monitoring/ecri/activities/GPR/EN/Recommendation_N15/default_en.asp

³ For UNSCR2250: <https://www.un.org/press/en/2015/sc12149.doc.htm>

⁴ Introduction to Canvas method can be found at:

<https://www.youtube.com/watch?v=uQ3HizQyXYs&feature=youtu.be>

On Thursday, Menno Ettema, No Hate Speech Movement European Coordinator of the Council of Europe introduced the steps to build an alternative or counter narrative making participants reflect on why they and young people in general should be aware of the process. Menno recalled some examples to analyse a narrative and he had a different approach from the one the trainers had during the second day. This was good in terms of recalling, because participants could see additional examples and listen from different perspectives than the ones already analysed. Moreover, he delivered an interactive presentation including examples, video, feedback from the participants and exercises to apply to their project ideas.

Day 5 Friday 15 December

Finally, the last day of the training was dedicated to specific small group workshops, which participants had listed in their learning journey survey prior to the training. In addition, participants shared their learnings from the training in plenary. Before closing, Menno from the side of the Council of Europe stressed the fact that the No Hate Speech Movement campaign is starting in countries outside Europe now, like Tunisia or Quebec, as something started by young people themselves. During closing and certificate ceremony, Lyane Robinson told participants about the foreseen follow up from the Commonwealth side. The follow up is not yet structured, but there is an intention to continue working on the topic, follow participants' projects implementation and involve even more countries from the Commonwealth on CVE.

General evaluation

The general evaluation takes into consideration evaluation carried out with participants, trainers and organising team covering: Preparation, Implementation, and elements of innovation that could be followed up on.

Preparation

It was the first time the Youth Department organised a pilot on hate speech in cooperation with the Commonwealth Secretariat CVE and the Youth Division. The organising team, along with trainers found the first preparation meeting quite smooth and necessary. The internet connection made it difficult to sort all details, and yet, however, a rough program outline with clarification on expectations by organisers were made, and understood by everyone. The team spent a good amount of time clarifying the methodology and the approach used by both the organisations, and the reason behind the choice of certain activities. This was needed to build a working cooperation between organisations and trainers alike.

One member from the Commonwealth team was on mission and could not attend the call, as well as some important first introductions to the setting of the course and approach were missed.

The trainers themselves agreed to start preparing and discussing online. The trainers' team appreciated having the list and details of the participants in advance. After studying each participant's background and proposed idea for a project, the trainers began finalising the programme flow and outlines to give a chance to all team members to visualise what possibly could happen in each session, as was agreed during the first meeting. As part of preparation,

the trainers also drafted a survey for participants to help the team design a learning journey more attuned to the needs of each participant. The results of the survey were useful towards: a) deciding on skills- building workshops and b) on grouping project ideas participants were working on based on similarity in themes. However, it is important to note that the survey was sent 8 days prior to the training and only received 19 responses out of 37 by the time the training began.

During the second meeting, which was face-to face, the trainers met with other members of the CVE team from the Commonwealth Secretariat and with the coordinator of the CYPAN. A lot of time was spent recalling what was decided during the first meeting, which led to very little time for session planning. The trainers had a briefing with Menno (online) to adapt and adjust some sessions that were already drafted and to decide on how much time and which format to allocate for the introducing the WE CAN toolkit. A healthy discussion took place concerning VE being introduced as a topic before talking about hate speech, because it was the main topic the CVE unit and youth department of the Commonwealth Secretariat were working on. There were different opinions about the proposal: According with the objective already set, hate speech should have opened the scenario for VE and CVE. Moreover, the programme flow planned, could give VE and CVE a specific space among other discriminatory processes. Furthermore, looking at application forms, only a small group of participants could identify hate speech and were working already to address VE, so other issues needed to be explored as well and contextualised within the HS framework.

Taking in all suggestions presented at the meeting, the trainers decided to meet again and finalise Training Session Outlines.

The Commonwealth Secretariat looked after the logistics and the communication with the whole team was smooth. Overall, e-mail communication among trainers and organisers was good and responsive which assisted in the overall preparation process. The trainers would have appreciated having more information in advance concerning challenges with the venue; however, as understood over a feedback meeting, it had been a struggle for the Commonwealth secretariat team as well because of the lack of human resources. As a result, the trainers and organisers adapted and accommodated as much as possible to ensure the creation of a safe and comfortable learning space for all participants.

The communication and cooperation between the trainers went smoothly. The trainers not only co-planned, but also took the time to understand each other's facilitation and training styles as well as the kind of support each one could provide to the other and mutually managing eventual challenging situations. The trainers are grateful to the Commonwealth Secretariat for accommodating all personal needs of the trainers, including the need of a mother of two very young children.

Implementation of the Training

The implementation of the training of trainers went according to plan. There were no major changes in the daily programs. However, some programme elements were shortened on the first day, as participants were tired and jet-lagged. Trainers were also able to tweak the sessions to participants needs in accordance with how they responded and interacted day by

day. For example, the trainers' team decided to spend more time on connecting HS and HR using more than one interactive methodology; replacing a power point presentation with asking participants to act out basic principles linking HS and HR. This gave a boost to their understanding on the topic and sped up the process later in the afternoon.

Trainers were able create a space for participants to work on self-awareness and self-reflection during sessions on taking actions against hate speech. Self-reflection is an important tool as a human rights educator as it helps one understand how they themselves may be involuntarily or unconsciously promoting hate speech or disrespect for the dignity of every life, even though sometimes it may be through jokes. Another important aspect of self-reflection allows the human rights educator to think of human right practices that they and their organisations consciously adopt while working in a team or among themselves. It is not uncommon to find organisations that work for promoting human rights in society, whereas, have practices at their workplaces contradicting the very essence for respect of human dignity. In every example presented from the NHSM advocacy campaign to human rights education, from direct to legal actions, participants were asked to think about what were their "deeds and words" already in place.

Trainers illustrated elements of the sessions with examples from their personal or professional experience linking their actions with the need and demand for empathy and solidarity. To make sure people support individuals or group's sense of self-respect and self-worth, physical and psychological integrity and empowerment a deepening work on empathy should be done by the trainer itself. Additionally, because Solidarity is a precondition to human dignity, the basis of all human rights, and a human-centred approach to development, and has a bridge-building function across all divides and distinctions, trainers mentioned the necessity to encompass the values of social justice and equity; goodwill among peoples and nations, and integrity of the international community;

Trainers gave a lot of attention to basic concepts because the diversity among regions made it important to ensure participants had the same understanding concerning Human Rights and Hate Speech. This was confirmed during the evaluation with participants as well: "Even though they might have studied those topics in their academic journey, only through practice they were able to understand HR."

Inputs during the training focused equally on skills and knowledge, but trainers also emphasised the importance of attitudes in every session. Conscious of participant's different learning styles, the trainers adopted a mix of approaches in sessions throughout the day, ranging from PowerPoint presentations to role-plays, to group discussions. Sessions were also designed to encourage participant movement as much as possible within the space provided.

Participants, on the other hand, had a rich diversity among themselves. In terms of age, regional representations, the variety of work each one was engaged in and the personal and professional experiences played a crucial role in enhancing the learnings of the group as a whole. Participants were most willing to collaborate and listen to each other's stories of struggles and ideas on addressing hate speech.

Participants also came up with concrete examples of hate speech during the course to challenge stereotypes and biases as well as understand challenges in the digital world.

However, as trainers, it was noticed that a small group of participants did not fully manage to clarify terminologies. Causes for the same extend from the complexity of a topic as well as limited time to digest it, and because some have difficulties starting a process of dialogue with certain group of perpetrators or bystanders within their countries.

Few participants hesitated speaking during the plenary, as they preferred expressing themselves in smaller groups. It was difficult to keep the balance giving space to those who were comfortable expressing in plenary and those less comfortable speaking in a big group, preferring smaller group discussions. Trainers addressed this tension between needs of different participants while setting groups commitments on Day 1. Overall, group commitments allowed to create a safe space for learning and highlighted the respect for each person's style of learning and expressing. The trainers noticed that these were followed and added to the positive dynamics within the group.

Almost all activities were debriefed, however, debriefing a group of 37 participants required more time. One way of addressing this was to encourage participants to have smaller group discussions where each one got an opportunity to share their learnings. In addition, trainers also tried to always link the work done in smaller groups and subsequent workshops to the plenary sessions, creating additional spaces for participants to reflect on the topics and seek ways to apply them together. Participants were also encouraged to observe various methods used by trainers for debriefs and other activities as it could help them during their work with larger groups.

Around twelve projects were analysed in smaller groups and each group developed their project idea on a canvas template. The whole group confirmed this structured methodology and a logical progression allowed them to see things they did not otherwise consider while planning their projects. Participants also gained knowledge regarding the need for lobbying, education, learning methods to bring countering hate speech to the attention of the public.

Participants expressed their desire to join the campaign for the No Hate Speech Movement online. In this regard, the trainers invited participants to voluntarily sign up on the campaign website as well as fill the required forms to become partners of the NHSM. Participants thought that someone else should have included them to join the campaign. The organisers clarified that joining the campaign is easy and voluntary and the subscription goes through the website.

In hindsight, the participants expected the programme to be interactive, to have different learning approaches and there was a fair balance concerning these aspects. Looking at the achievement of the objectives and fulfilment of the expectations, participants exchanged knowledge and expertise, sought active cooperation, shared and networked enthusiastically. They learned new things, got inspired, and developed a collective spirit. They met activists, trainers, educators and experts in social media within the group, and were interested in multiplying the effect.

The visual evaluation created a nice atmosphere and participants were invited to revisit the graphic representation each of them created at the beginning of the programme. Everyone agreed that the material shared during the training was relevant to the topic but they also wanted more. In terms of personal learning, participants took a lot back home, everyone according to their own growth needs: New friends, ideas, skills and knowledge and networks to work with once back home, increased empathy, positivity and respect for others, encouragement, inspiration and motivation. Many mentioned that knowledge and skills on Human Rights Education and Hate Speech as well as training techniques were what they were hoping for. Another considerable group of participants were happy to receive practical tools (such as the manuals) and advice to implement their projects. 15% especially mentioned the value of having CVE based sessions and counter narratives as what they are taking back most. The small group workshops were also a huge success and around 10% of the participants were keen to observe our training and facilitation style as means to improve being trainers themselves. 15% of the participants got a lot from M&E, and another 15% got a lot from Advocacy based session. Participants also appreciated the communication workshops.

An interesting comment by a participant during evaluation included the following: "That policy making does not interest me as much as grassroots education does." This might be a good point to address during follow up since such processes are interconnected and should ideally work in parallel to make sure Human Rights are fully implemented.

More than half of the group evaluated the objectives as being fully met, and mentioning that according to their expectations and motivations, they were able to listen to others and learn about hate speech and methods to counter it through Human Rights and Human Rights education. Around 10 participants thought that objectives were fulfilled to some extent. Nonetheless, a participant also communicated that there were too many objectives to cover in the said duration. Another participant mentioned that some aspects of the training were irrelevant to his/her work.

There are other points to report coming from the written evaluation. Almost the whole group admitted to have challenged their initial thinking concerning hate speech, whilst expectations were met fully for around 75% of the participants and partially for 25% of them.

Highlighting shortcomings, participants whose expectations were met partially explained in plenary that they would suggest a longer training time, to have more ideas to address hate speech, having more copies of the resources, having officials such as the Secretary General of the Commonwealth bringing her experience. A smaller group felt some participants had difficulties to stay engaged for the whole day and some felt isolated as they were not a part of the CYPAN group. Only one participant said she would suggest more planning in advance for the team.

However, in general participants thought that the training was a meaningful personal and professional experience. They know better what needs to be done to combat hate speech, they feel more motivated to continue promoting human rights and equality and would like to get involved in the NHSM. They discovered important dimensions of hate speech and violent extremism and how it relates to them. Nevertheless, they think they need to constantly learn

about hate speech and deepen their knowledge of the work of the Council of Europe. They made useful contacts for further learning and partnerships and most of the group said they could express themselves and participate freely as well as they felt safe, valued and appreciated.

Regarding logistics, half of the group were unsatisfied with the small rooms at the hostel, venue of the training being small and exposed to distractions and noise as well as problematic in terms of accessibility to the toilet. Some mentioned that the food was not enough and eating on the floor was not ideal. However, participants acknowledge that the team was responsive and ready to accommodate requests when things were missing. Another half of the group said that everything was great!

Some participants were unhappy about not having being picked up and dropped at the airport, however participants knew from the info package (sent beforehand) that they should have taken the public transport. There is definitely scope for improvement in the area of logistics and perhaps assigning the logistics to an external helper or having more people in the team in charge for that could be an option, someone suggested.

As trainers, these opinions made us reflect because perceptions about how things 'should' be, might vary from person to person and country to country based on how participants are accustomed to back home and in which environment they have been growing up and developing their spirit of adaptation and problem solving.

The Trainers evaluated the responses by participants and found valuable inputs. As seen through the responses, the training boosted some of the participants going out their comfort zones, challenging their bias and their competencies, expanding their horizons. The programme could have used an additional slot for workshops, but the group was quite big and time was limited. It was a good decision to give more space for sharing good practices when planning and implementing a project, because most in the group needed it. This was much appreciated and echoed even during a shared evaluation in the plenary.

The trainer's team divided the work equally among themselves and responsibility of the sessions were shared. The cooperation between the trainers went efficiently; the organising team of the Commonwealth Secretariat and Council of Europe was supportive in specific sessions concerning the work they do on CVE and counter narratives and in choosing topics for facilitation for the last day workshops. However, CVE Unit and youth division of the Commonwealth were busy with other work commitments and with logistics of the training so some of the members could not be present for the whole duration of the meeting.

The organising team and trainers reflected and concluded that a true in-depth sense of program objectives being met would be known based on how participants continue their work toward addressing hate speech upon their return to their home countries. This was also agreed to be supported by consistent follow up by the organising team.

Some thoughts on how to document the follow-up were identified. Some participants highlighted how 'hate speech' is not currently recognised in their contexts and they want to

begin by first making the youth aware of its existence and can only then work upon building counter narratives to address it. Some participants will be working with their team to replicate the training in their context and share progress on social media; some will train their members on not only the topic but also especially on monitoring and evaluation when implementing the project. Some will strengthen their work with CYPAN and collaborate with other organisations. Another group would like to create a communication campaign that has a large reach plus accessibility. Someone mentioned willing to adapt the resources such as the manuals to their context. Almost everyone spoke about keeping in touch via e-mail and WhatsApp group (which is already happening) to give additional contribution to others' project ideas. A participant ran a training the first day back home, using most of what she learned. The enthusiasm of the youth leaders toward countering hate speech is indeed appreciative and goes to show the need for more of such trainings across the world.

Innovation

Innovation in this event came out of the cooperation between the Youth Department of the Council of Europe and the Commonwealth Secretariat.

The two organisations have many things in common such as the work they do to promote human rights, democracy and rule of law. Their historical backgrounds are very peculiar and we made participants notice the historical time when both the organisations were established. This is something to positively bet on for further cooperation.

Being a pilot activity this was quite intense, but fulfilling. Having a trainer from the Council of Europe and one from the Commonwealth Countries was a moment of growth, for the resources involved and a learning experience.

It felt that, even if requesting flexibility on the spot, to organise activities in partnership with the Commonwealth Secretariat, involving other countries, covering other topics of interest and share the methodology used by the Council of Europe.

Follow up initiatives and commitments

Participants developed a wide range of ideas for follow-up initiatives, covering among others:

- Creating blog posts and articles in the framework of a communication campaign;
- Multiplying the training in their context adapting it for the situations in their communities;
- Tackling sexist hate speech and discriminations against LGBT communities;
- Bonding different religious communities under the fundamental values of Human Rights;
- Producing viral videos to support refugees with positive narratives and adapting educational resources that the youth workers and educators can use in their context.

More info about the commitment shown by participants can be found below:

<http://thecommonwealth.org/media/news/harnessing-power-youth-battle-against-hate-speech>

There is the intention from the Commonwealth Secretariat to support those initiatives providing peacebuilding narratives that can be used as a gateway and good practices to show to other organisations.

Learnings and Recommendations from the Training of Trainers

1. A survey assessing needs of participants could be prepared and sent out at least 4 weeks before the on-site training. This would give the trainers time to study, collate and plan keeping learner's needs in mind beforehand.
2. The duration of the Training of Trainers to be longer than 5 days. Once broken down into welcome, introductions, closing, evaluation and including breaks, the on-site training time was limited to 24 hours. It would be beneficial to have 35-40 hours of working time.
3. The first day of the training could be only to welcome the participants and give them opportunities to get to know each other, and allowing participants from different time zones to gear up for the upcoming day. The last day of the training is recommended to be a full day, with participants flying out to their countries only on the day after. That would give participants and trainers more time to manage learning together.
4. Organisers could design a follow up plan during the initial planning of the first round of training. This would allow for the training to progress in a way that is true to the spirit of including a follow-up and participants would participate accordingly, understanding these intentions.
5. Logistical support is crucial and helps build a conducive environment to learning. A dedicated team and resources to be considered while planning such programmes in the future.

Appendix I. Daily programme

	Monday 11 th December	Tuesday 12 th December	Wednesday 13 th December	Thursday 14 th December	Friday 15 th December
9.00 – 9.30	Arrival registration and welcome coffee	Arrive / coffee Reflection time	Arrive / coffee Reflection time	Arrive / coffee project time	Arrive / coffee project time
9.30 -11.00	Getting to know each other Participants motivations and expectations	Responses: Human Rights Education to counter Hate Speech	Violent extremism and other discriminatory processes: the narratives that justify them	Finalising projects & reflecting on community challenges	Workshop times: (in smaller groups)
Break					
11.30 - 13.00	Course objective and programme presentation 12.30: Official opening with VIP's	Responses: Human Rights Education to counter Hate Speech Principles of HRE	Acting for Community resilience: HR and peacebuilding narratives	Developing strategies to address discrimination/ violent extremism	Follow up Evaluation & Closing (Group picture)
Lunch					
14.00 - 15.30	What are HR: values and principles	Tools for youth workers, youth trainers, youth leaders Taking action on hate Speech	Personal project planning	Practicing counter narratives	Departures
Break					
16.00 - 17.30	Hate Speech and preserving Human Rights	Taking action on hate Speech	Personal project planning	Practicing counter narratives	Departures
17.30 - 18.00	Self - reflection group/ project work groups	Self - reflection group/ project work groups	Free time	Self - reflection group/ project work groups	
19.00	Dinner				

Appendix II List of participants

Country of Residence	Name	Organisation
Malaysia, Bachok	Ahmad Salami	NGO Dialogue
T&T, Port of Spain	Alexandra Stewart	Youth Activist
Kenya, Nairobi	Alinoor Hassan Abdi	CVE & Peace NGO
Tanzania, Dar es Salaam	Aristarick Joseph	NGO Environmental
Botswana, Gaborone	Bonolo Vinoliyah Mosupi	NGO Dialoughe & Youth
Kenya, Nairobi	Christine Olando	Lawyer & Youth Worker
Malta	Eman Borg	LGBT Activist
Cameroon, Yaounde	Emmanuella LANGSI	NGO Youth & Security
NZ, Auckland	Fale Lesa	LGBT Activist
Australia, Sydney	Fatima Malik	Lawyer CVE Focus
Pakistan, Lahore	Fsahat Ul Hassan	Youth Activist
Sri Lanka, Colombo	Gayan Rajapaksha	Youth Activist
Cameroon, Douala	Jude Thaddues Njikem	Youth Activist
Fiji, Nausori	Kaajaal Kumar	Youth Worker
T&T, Port of Spain	Kurba-Marie Questelles	Government - Nat Security
Guyana, Georgetown	Lauristan Choy	Child Proection Officer
UK, London	Madeleine Weeks	Teacher, Peace Activist
Netherlands, Maastricht	Melissa Fairey	Student, NGO Dialogue
Jamaica, Kingston	Michelle Thomas	Youth Worker
Sri Lanka, Colombo	Nabeela Iqbal	Student & Youth Activist

Ghana, Accra	Nana Adjoa Adobea ASANTE	Lawyer & Youth Worker
Jamaica, Kingston	Neville Charlton	Student & Youth Activist
Nigeria, Benin City	Odunze Ebere	Youth Activist
India, Delhi	Omang Agarwal	NGO Peacebuilding
India, Mumbai	Pooja Pradeep	Teacher & NGO Peace
Cameroon, Yaounde	Prudence Noutcha	Youth Activist
Guyana, Georgetown	Rhonexie N. Anderson	NGO Youth & Security
Guyana, Georgetown	Satwanti Baburam (Niki)	Youth Worker
Tanzania, Dar es Salaam	Seleman Yusuph Kitenge	CVE & Policy
Bangladesh, Dhaka	Shudha Qurratul Ayen	Policy Think Tank
Kenya, Nairobi	Simon Kioko	Peace Activist
Australia, Rockhampton	Tamara Richardson	NGO Cultural Education
Bangladesh, Dhaka	Tushar Kanti Baidya	Teacher & LGBT Activist
Uganda, Kampala	Tusiime Asia Kiribedda	Lawyer & Youth Worker
Pakistan, Karachi	Uzma Gul	Peace Activist
London, UK	Ilaria Esposito	CoE - Trainer
Strasbourg, France	Menno Ettema	Council of Europe
India	Mansi <i>Panjwani</i>	Commonwealth trainer
London ,Uk	Patricia Crosby	Commonwealth CVE unit
London ,Uk	Assan Ali	Commonwealth CVE unit

