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**Regional training seminar on
Bookmarks, Combating Hate Speech through Human Rights Education**

Report

Porto, Portugal

18 - 21 April 2017

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1. Introduction

The No Hate Speech Movement is a youth campaign by the Council of Europe mobilising young people to combat hate speech on and offline and to act for human rights. The campaign was initiated in 2013 and will continue until the end of 2017. This report describes a four day regional training seminar in Porto, Portugal, carried out in April 2017 within the framework of the campaign.

The primary aim of the seminar was to promote the use of the publication 'Bookmarks'¹ and to strengthen the quality and impact of the educational and campaign activities by national campaign partners in the South European and Mediterranean region. The seminar was hosted and jointly organised by the Portuguese Institute for Sport and Youth, in cooperation with the European Campaign secretariat of the No Hate Speech Movement. Sessions were facilitated by a group of international trainers.

2. Aim and Objectives

The aim of the training seminar was to build participants' competences to combat hate speech online and promote human rights on and offline through human rights education and campaigning.

The training had the following objectives:

- a. To develop participants' understanding of hate speech as a human rights issue.
- b. To develop participants' ability to use Bookmarks as a resource in setting up educational and awareness raising initiatives in the framework of the No Hate Speech Movement.
- c. To develop participants' ability to use the online tools of the campaign to increase visibility of the No Hate Speech Movement and support its Action Days.
- d. To share and learn from each other's work, good practices and challenges.
- e. To develop follow-up actions involving the stakeholders of the campaign that: (i) Strengthen the National Campaigns in the South European region; (ii) Strengthen regional cooperation between national campaigns and partners.

It was intended that by the end of the seminar, participants would:

- Have knowledge of the approach of the Council of Europe to hate speech as a human rights issue
- Have shared and learnt from each other's work, good practices and challenges
- Strengthened their competences to address hate speech through human rights education, using Bookmarks and other tools.
- Developed the competence to implement online and offline campaign activities in the framework of Action Days.
- Developed competences to document and evaluate campaign initiatives and promote their visibility.

The expected outcomes of the training course were:

- Thorough knowledge of the Council of Europe work on hate speech and the campaign.

¹ Find Bookmarks online at: <http://www.coe.int/en/web/no-hate-campaign/bookmarks/-/connexions>

- The ability to use Bookmarks as a resource in setting up educational and awareness raising campaign initiatives.
- The ability to use online tools for campaigning.
- Development of follow-up actions involving stakeholders of the campaign that:
 - o Strengthen the National Campaigns in the South European region
 - o Strengthen regional cooperation between national campaigns and partners.

3. The Participants

The training seminar was targeted towards campaign activists, youth workers, and educators in the South European / Mediterranean region who were in a position to implement the gained competences within the framework of the national campaigns. Participants were selected according to the following criteria:

- Support from a national campaign committee or campaign partners.
- Commitment to stay active in the campaign until the end of 2017.
- Ability to implement the gained competences within the framework of national campaigns through education and/ or campaign activities.
- Possessing a working knowledge of English.

The final selection comprised 24 participants from France, Italy, Malta, Morocco, Portugal, and Spain. Many were highly experienced, and had been actively involved in their national campaigns – and in youth work generally. There was a good diversity of experiences in different aspects related to the campaign – for example in the field of human rights, working with public officials, activism, human rights education. This made for excellent discussions and many useful contributions.

The countries were represented differently in terms of numbers, which was sometimes challenging when participants worked on their national campaigns. We had a large number of participants from Portugal – for obvious reason – and only 1 participant each from Malta and Morocco. The Malta campaign was in very early stages, so this participant sometimes found herself in a different position from others in the group.

Nevertheless, the group as a whole worked very well together and all participants seemed actively engaged and interested in the programme.

4. Programme of the Seminar

The programme of the training seminar was designed to cover seven main areas:

1. Understanding hate speech online and its negative consequences for human rights, democracy and the rule of law online and offline.
2. Understanding the role of human rights education in combating hate speech
3. How to use Bookmarks as a tool, and develop human rights education activities based on it.
4. Using human rights narratives as a response to hate speech through education and campaign activities.
5. Using the online campaign tools.
6. Developing local and regional campaign and education activities to strengthen the national campaigns.

7. Group building activities and evaluation of the course.

This was a fairly ambitious plan for a 4-day workshop, and it meant that sessions often needed to address a number of areas at once. Since participants were mostly quite experienced, and already involved in the campaign, more attention was perhaps given to sharing and building on this experience than to basic concepts or principles. The full programme can be found in Appendix A.

Day 1

The first full day of the training was an opportunity for participants to meet one another, revisit their understanding of hate speech, and understand the programme aims and objectives. We used an activity from Bookmarks (Saying it Worse) in the first session to initiate a discussion on Hate Speech, and introduce participants to the manual. We also spent some time during this day allowing participants to meet and share experiences with each other - by means of different activities.

The style throughout was interactive, encouraging participants to follow their own leads and play a role in shaping the flow of sessions (and the programme as a whole) One example was the very successful open museum session at the end of Day 1, where participants were able to walk around the room looking at different aspects of the No Hate Speech Movement - for example, the Council of Europe, Bookmarks, the online platform etc.

The first day also included some self-assessment activities so that trainers and the participants could place the group and ensure that the programme was appropriate. These self-assessment activities were also useful as a baseline when it came to the evaluation at the end of the seminar.

At the end of each day - except the third - participants spent about 30 minutes in small groups, reflecting on the day. On this first day, their task was to produce the front page of a tabloid newspaper which represented the discussion they had had, and their feelings about the day's programme.

The first day was an encouraging start to the seminar. Participants were active in discussions and seemed to appreciate the autonomy they were given and the creative approach to activities.

Day 2

Most of the morning on this second day was devoted to a simulation of online activity, using a large sheet of paper on the floor, representing a Facebook page. This was a rich and creative adaptation of the activity 'Web Profiles' in Bookmarks. The adaptation also opened up discussions on issues such as Internet Governance, censorship, reporting and reporting mechanisms etc. In general, the activity was highly valued, although the second part - where some participants were deliberately left without instructions - threw up some contradictory feelings.

In the afternoon, participants were led back to a discussion on the nature of Human Rights Education (HRE), and then used this discussion (in the final session) to explore Bookmarks further. The discussion on HRE was useful - and perhaps surprising - in highlighting the priority participants gave to educating for values / attitudes, possibly to the detriment of educating for understanding and skills. This session also addressed the issue of differences between campaigning and education, and looked at some of the challenges involved in running an educational campaign.

The reflection for this day asked participants to take a selfie reflecting their feelings about the day.

Day 3

The third day welcomed the Campaign coordinator, and the day began with his detailed introduction to the online campaign tools, and the newly published 'We Can'² manual. This manual was further explained and explored in an optional workshop during the second session, which outlined the strategy of using narratives to counter hate speech. In parallel with this workshop, another group attended a session on 'Challenges and Campaigning'. The split of the group seemed to work very well, and participants appreciated a more detailed look at some of the issues they were particularly interested to explore.

In the afternoon, a single session was devoted to setting up the thematic planning for the following day - before heading off into Porto for a tour of the town and a visit to a local youth club. Preparation for the thematic planning took the form of getting participants into groups reflecting their interests, doing an initial brainstorming of campaigning strategies, and then beginning to work on a possible strategy for their target group. The following forms of hate speech were used to create the groups:

- homophobic hate speech
- romaphobic hate speech
- hate speech against refugees / migrants
- sexist hate speech
- islamophobic hate speech
- other issues

The afternoon and evening visits to Porto was warmly welcomed by participants.

Day 4

The last day attempted to draw together all the different elements, so that participants could work on specific follow-up plans both in their country teams, and in the thematic teams selected on Day 3. These design and planning sessions occupied the first 3 sessions, and made use of the flowchart in Bookmarks so that participants could also introduce it to their own groups.

For the thematic groups, there was less certainty than with the national groups that the projects would be carried out, and one group in particular ('other issues') experienced some difficulties in finding a common approach. However, groups worked hard on following the flowchart schema and some very interesting and promising ideas were developed. A brief outline of the groups' results is presented below in section 5. Action Planning.

The final session of Day 4 and of the seminar was devoted to evaluation and feedback - both individually and in the small reflective groups which had met on the first two days. Participants reviewed their self-assessment charts from the first day, in order to check their own progress, and they also filled out individual evaluation forms. The small group reflections provided a light and positive end to the event, as participants tried to portray their feelings at the end of the seminar in the form of a sculpture. An analysis of the evaluation can be found below, in Section 6.

² Find the We CAN! manual online: <http://www.coe.int/en/web/no-hate-campaign/we-can-alternatives>

5. Action Planning

There were two different action planning processes, one in the national groups, and one in thematic groups. The planning in thematic groups used the flowchart from Bookmarks, and concentrated partly on the planning process. The idea of this was to plan a single activity designed to address a particular form of hate speech (or hate speech in relation to a particular group).

For this planning session, participants worked in groups according to interest - in other words, they were working with people from different countries, often with a slightly different focus, different resources, and at different stages in terms of campaign organising. Perhaps partly for this reason, the practical nature of the flowchart activity was a little lost - at least for some of the groups. The main purpose turned out to be that groups were able to brainstorm approaches to particular problems, and then begin the process of thinking through a planning process

a) Thematic planning results

Homophobic hate speech group

Focussing on educational communities (young people, parents and teachers):

- 'Gay-straight alliances' project in schools
- A petition for school administrations to raise awareness
- A 'Purple Day' in schools

Islamophobic hate speech group

Focussing on journalists and the problem of misinformation:

- Set up a website
- Flashmobs
- Face to face workshops
- Creating videos / memes
- Open door days
- A festival of 'ethical journalism'

Hate speech against Refugees and asylum seekers

- Organise a common action to promote awareness of refugees / asylum seekers - with local NGOs and high schools
- Similar events organised simultaneously in Spain, France and Portugal

Sexist hate speech group

Focussing on youth workers, young people and the general public:

- Organise an arts-based training for youth workers to address the issue of sexist attitudes towards women
- Using art (photographs, graffiti etc), create a powerful counter-narrative
- Spread the outcomes of the seminar to a wider public

Other Issues group

Focussing on young people in vulnerable groups within particular local communities

- Organise educational activities
- Provide personal support
- 'Acceptance' workshops

- Multicultural festival

b) National planning results

The second planning process brought participants back into their national groups, towards the end of the seminar, and asked them to outline the key ways they intended to build on the seminar as a whole. The time available for this session was again fairly limited. Key results for the country groups are listed below.

France

The group intended to organise a day on multiculturalism, aimed at preventing intolerance and hate speech based on ignorance. The proposal was based on the absence of diversity in the lives of many young people in France - and on the belief that many stereotypes, prejudices and acts of hate speech arise as a result of ignorance. The idea was to gather children from different target groups (migrants, students, Roma, children from suburbs, cities, rural areas, etc.) in order for them to meet, share food, learn about different cultures through music, sport and games etc.

The group hoped to be able to raise funds - possibly from the Normandy Region or the City of Strasbourg.

Malta

There was only one participant from Malta, and no existing national committee.

The priority for this group was to establish a national committee and to remain in close touch with the Council of Europe campaign coordinator. An online presence needed to be established, starting with a Facebook group, and a strategy developed in coordination with other key stakeholders.

Portugal

The Portugal group identified key needs for their campaign, in particular relating to a lack of communication between partner organisations, lack of visibility for the campaign, and absence of cooperation between organisations.

They proposed:

- Establishing a Facebook group for online campaigners in order to improve communication and facilitate better cooperation in HRE activities
- Using multiple forms of dissemination of the Movement's work - for example through social media
- Holding joint events with other organisations at a regional level

Spain

The Spanish group developed a detailed list of proposals. These included:

- a training on cyber activism for a youth Muslim organisation
- lobbying for priority to be given to addressing hate speech at the European level
- updating the website with new articles and materials
- producing a 'guide / manual / database' containing resources, materials, contact details, best practices, etc. The purpose is to keep working on the issue after the end of the campaign.

- to organise an event during Eid, and promote it beforehand
- to produce promotional items such as stickers, bracelets etc to publicise the NHSM

Note: The participant from Morocco had left before this planning session.

6. Participants' Evaluation Summary

The final evaluation was made both in a cooperative way and by an online questionnaire. The evaluation form was divided into the following dimensions:

- Fulfilment of expectations
- Objectives
- Programme
- Main learning outcomes
- Further learning needs in the campaign
- Feedback to the team
- Logistics

Fulfilment of expectations

The quantitative results are quite high and participants seem to be satisfied, highlighting the more concrete connection to the campaign and a better understanding of Hate Speech.

Objectives

Participants evaluated very well the fulfilment of objectives a. and d. mentioning in their comments the complete approach to the topic of Hate Speech and the contribution of the diversity of the group to their learning processes. Objective b. and c. also receive a positive evaluation with some remarks on the need to try out Bookmarks in a safe environment among peers. The evaluation of objective e. on follow up actions shows the willingness of turning plans into actions.

Programme

The evaluation of the programme, done with a qualitative open question, was very positive, highlighting the diversity of approaches used, the coherence of the programme, the care at participants' needs. Some mentions on the limited duration of the training were made.

Main learning outcomes

The list of main learning outcomes could be summarized into concepts [Hate Speech, discrimination processes], direct contact with the campaign and its tools, with special attention to Bookmarks and self-confidence and practices to apply into participants' daily work. A remark should be done on the counter and alternative narratives.

Further learning needs in the campaign

The information provided into these answer is very scarce and the only trend is to get more information on the new 'We Can' manual

Feedback to the team

The feedback to the team is very positive, mentioning the complementary among team members, the creative ways to present and explore issues and the availability to support participants into their learning processes.

Logistic

In general participants were very thankful for all the logistical dimension of the training. The food was mentioned several time as average.

Appendix A: Programme

Monday 16th April

14.00 – 20.00	Arrival and registration
20.00 – 21.00	Welcome evening

Tuesday 17th April

09.30 – 11.00	Opening and Introductions
11.00 – 11.30	Break
11.30 – 13.00	Exploring Hate Speech
13.00 – 14.30	Lunch
14.30 – 16.00	Hate Speech in My Reality
16.00 – 16.30	Break
16.30 – 18.00	Hate Speech in My Reality (continued)
18.00 – 18.30	Reflection time
19.00	Dinner

Wednesday 18th April

09.30 – 11.00	Web Profiles (adaptation): group activity
11.00 – 11.30	Break
11.30 – 13.00	Web Profiles (continued)
13.00 – 14.30	Lunch
14.30 – 16.00	Human Rights Education and the NHSM
16.00 – 16.30	Break
16.30 – 18.00	Exploring Bookmarks and adapting to our contexts
18.00 – 18.30	Reflection time

19.00	Dinner
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Thursday 19th April

09.30 – 11.00	Campaigning strategies: using the online tools
11.00 – 11.30	Break
11.30 – 13.00	Parallel workshops: responding to educational challenges from the campaign <ul style="list-style-type: none"> - Introduction to the manual <i>We Can</i> - Challenges and Campaigning
13.00 – 14.30	Lunch
14.30 – 16.00	Thematic Planning Session: exploring methods to use in our campaigns
16.00 – 16.30	Break
16.30 – 18.00	Visit to Porto Youth Club and cultural programme

Friday 20th April

09.30 – 11.00	Introduction to planning: causes and effects of hate speech
11.00 – 11.30	Break
11.30 – 13.00	Thematic groups: Using the planning tool
13.00 – 14.30	Lunch (with optional flash workshops)
14.30 – 16.00	National planning groups
16.00 – 16.30	Break
16.30 – 18.30	Closing and evaluation
19.00	Dinner
Evening	Farewell party!!

Appendix B: List of Participants and Trainers

	Family name	Name	Country of residence
1	BISSON	Clémence	France
2	DERAIS	Coralie	France
3	KUHN	Emmeline	France
4	POILLERAT-GARCIA	Guillaume	France
5	ZAMPARO	Pierre	France
6	XAILLY	Léa	France
7	ELEFANTE	Enrico	Italy
8	GOTRA	Giorgio	Italy
9	MASSARI	Elisa	Italy
10	NUCERA	Elisabetta	Italy
11	RUCI	Klevisa	Italy
12	BONELLO	Daniela	Malta
13	ERRAOUI	Khaoula	Morocco
14	Bettencourt	Tânia	Portugal
15	COSTA	Sónia	Portugal
16	FERNANDES	Telmo	Portugal
17	FERNANDES	Edite	Portugal
18	LEITAO	Catarina	Portugal
19	MIRANDA	Maria Rita	Portugal
20	REGO	Tiago	Portugal
21	TEIXEIRA	Mayra	Portugal
22	DEL MAZO	BRUNO	Spain
23	Gil Díaz	Ángel	Spain
24	PAJIC	JANA	Spain

Trainers

LOSEGO	Matia	Portugal
SALDANHA	Luis	Portugal
KEEN	Ellie	United Kingdom