

EMPOWERMENT

HUMAN RIGHTS HATE SPEECH

STEREOTYPES COMMUNITIES

#HATETRACKERS THE GUIDE BOOK

Educational activities for schools and communities

TRACKING PREJUDICES

DISCRIMINATION IMPACT

EDUCATION

A project by:



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INDEX

| | |
|--|----|
| PREFACE | 4 |
| INTRODUCTION | 5 |
| SECTION 1. HATE SPEECH – KEY CONCEPTS | 6 |
| 1.1 Defining hate speech | 6 |
| 1.2 Hate speech and human rights | 10 |
| 1.3 Hate speech in Italy – what does the law say? | 11 |
| 1.4 Hate speech and freedom of expression | 13 |
| 1.5 Online hate speech | 15 |
| 1.6 Deconstructing hate speech | 16 |
| SECTION 2. LESSONS LEARNT AND GOOD PRACTICES | 18 |
| 2.1 Sharing lessons and practices | 18 |
| 2.2 New challenges | 20 |
| SECTION 3. #HATETRACKERS IN SCHOOLS | 21 |
| 3.1 Human rights education principles | 21 |
| 3.2 HRE activities | 22 |
| 3.3 Tips for teachers and educators | 37 |
| SECTION 4. #HATETRACKERS IN LOCAL COMMUNITIES | 39 |
| 4.1 Community empowerment | 39 |
| 4.2 Sociological guerrilla youth groups | 40 |
| SECTION 5. ONLINE SAFETY AND SECURITY | 52 |
| 5.1 Introduction | 52 |
| 5.2 Online safety | 53 |
| 5.3 Online tracking | 55 |
| 5.4 Online surveillance | 57 |
| ANNEX | 61 |
| REFERENCES | 67 |

PREFACE

Speaking about hate speech has become more and more important and urgent in the recent years. Referring to opponents using derogatory terms, or not even considering as interlocutors those who have different opinions seems obvious in today's political discourse.

We witness to extreme and systematic cases of verbal violence against individuals and groups in social media, aggressions that not rarely give rise to physical violence.

Nevertheless, hate speech and the role of media in spreading ideas often generated in small extremist circles are no new facts. One of the first users was Joseph Goebbels, Ministry of Propaganda in Nazi Germany, who spread his racist and discriminatory ideas through the radio. His communication strategy, which included a systematic and pervasive use of fake news, set a trend. Fake news have been used in more or less explicit ways in all the most obscure pages of the XX and first two decades of the XXI century. If we think of what has been defined the most rapid genocide in history, the massacre of Tutsi in Rwanda in 1994, we will see how the use of media to spread hate among Hutu population was practiced through the only radio channel active at that time, Radio Télévision Libre des Mille Collines.

These happenings may seem far in time and space from us, but it is not so. History never repeats itself in exactly the same way. What we are going through in Italy is a progressive radicalization of our society, following patterns which are partly old – antisemitism, antigypsyism, homophobia, misogyny – and partly new – islamophobia and generalized racism, due to the progressive multiculturalism in the Country. A fundamental part is played by the diffused spread of social media which, far from making the world more unite ('bring the world closer together' is Facebook original claim), is progressively dividing it.

Some experts and activists argue that distancing from this world is the answer, a sort of return to the past. Such an approach would probably be healthy, but it would not spread in mass culture and more importantly, it would make little sense to younger generations. Millennials are in fact the last ones remembering how social interactions were before internet and social media. From Z generation on, a world without digital interconnections is simply not imaginable.

The aim we posed ourselves with HATETRACKERS through this guide is to deepen our knowledge and understandings of hate speech, as well as on how social media function. We have to become capable of minimizing risks for ourselves and help anyone facing difficulties. We will share tools and tutoring to anyone willing to take action against hate speech.

Through this guide, and through the website hosting it, the community of hatetrackers is born.

Join us!

INTRODUCTION

Hate speech, both online and physical, has been increasing throughout Italy over the last few years. The political climate, social tensions, economic disparity and cultural differences are a few of the contributing factors. Expressing an increase in negative online experiences, shared feelings of loneliness have been displayed as a leading effect in children, increasing from 6% in 2010 to 13% in 2017.

The outbreak of COVID-19 crisis has shown examples of solidarity among states and communities but has also shown new threats to human rights and waves of discrimination and violence, especially towards marginalised and vulnerable groups.

Several international organisations express concern on 'COVID-19 related hate speech' which includes a variety of expressions of hate, rapidly changing in intensity and targets, highlighting existing inequalities everywhere in the world. Closely linked to this is the spread of 'disinformation' and 'misinformation' relating the pandemic.¹

In April 2020 the Council of Europe Advisory Council on Youth draws member states' attention to *the need to continue to guarantee the protection of young people's fundamental and human rights, especially those of vulnerable and marginalised groups*.²

The Global Campaign for Education issues in the same month a joint statement on the impact of the pandemic to education, underlying how *girls and young women, especially those from marginalised communities and with disabilities will be particularly affected by the secondary impacts of the outbreak*.³ Young people can play a key role responding to hate speech in this challenging context, as actors of change, multipliers of digital skills, experts on the needs and aspirations of their peers in their local communities.

This manual is designed as a tool for educators, teachers and human rights activists involved in the project #HateTrackers by CIFA Onlus, with the final goal of equipping young people with the necessary skills to efficiently track and respond to hate speech in Italy. It includes key concepts to understand hate speech, taking stock of lessons learnt and good practices with a human rights-based approach. It is intended as a participatory tool, as users can contribute to its update through a given online platform with examples of practices, tips for adaptations in different contexts (both offline and online) and open-ended questions. The manual is written both in Italian and English as it aims to be a tool to be further adapted and disseminated in different contexts throughout the #HateTrackers project. An Hate Tracker is any person, but especially a youth activist, who's committed in looking for hate speech online and finding effective ways to contrast it, helping at the same time the victims to rise up. Its workfield is both online and offline, and its mates can be found in local communities, because its main aim is to reunite what social networks are splintering: people.

There is no unique recipe for creating a hate tracker, but there are knowledges, best practices and tips that may help its mission to be fulfilled.

We hope you will find them here.

¹ https://en.unesco.org/sites/default/files/disinfodemic_dissecting_responses_covid19_disinformation.pdf

² <https://www.coe.int/en/web/youth/-/the-advisory-council-on-youth-calls-on-member-states-to-protect-young-people-s-human-rights-during-the-covid-19-pandemic>

³ <https://www.campaignforeducation.org/en/2020/04/24/accelerating-a-collaborative-response-to-the-covid19-pandemic/>

SECTION 1.

HATE SPEECH

KEY CONCEPTS

1.1 DEFINING HATE SPEECH

There is no international definition of hate speech. Its understanding is often discussed and disputed. Taking action against hate speech is sometimes addressed as controversial or as a restriction to freedom of opinion and freedom of speech.

As teachers and educators, we must first of all remember ourselves that as 'hate' itself is often not easy to define, thus 'hate speech' is not a simple right/wrong, acceptable/unacceptable matter, but rather a phenomenon that can be looked at from different angles and that takes place in different contexts. It can be countered in different ways, including (but not necessarily) legal restrictions.

⁴ <https://www.un.org/en/genocideprevention/hate-speech-strategy.shtml>

⁵ <https://rm.coe.int/t/1680505d5b>

'(...) the term hate speech is understood as any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor. This is often rooted in, and generates intolerance and hatred and, in certain contexts, can be demeaning and divisive'.

United Nations Strategy and Plan of Action on Hate Speech⁴

(...) the term 'hate speech' shall be understood as covering all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.

Council of Europe, Committee of Ministers, Recommendation No. (97) 20⁵

Recurrent elements in these and other definitions by international organisations include the concepts of incitement to hate and the interrelation with discrimination.

⁶ <https://rm.coe.int/bookmark-sen2020-web2/16809e5789>

Understanding hate speech implies understanding **discrimination** and **power relations** in societies, where they come from and what they can lead to.

The following definitions and summary scheme are taken and adapted from *Bookmarks – A manual for combating hate speech through human rights education*⁶

STEREOTYPES

Stereotypes are shared beliefs or thoughts about particular groups and may be positive or negative (or neutral). Although they can be useful, stereotypes become damaging when they are applied rigidly to individuals and are used as a reason for different treatment or behaviour. Stereotypes are generalisations, and will not always be true of every individual case!

PREJUDICES

A prejudice can be defined as a particular class of stereotype, one which contains an evaluation or judgement. Many stereotypes which appear to be neutral in fact contain an element of judgement. For example, 'women aren't good at computer games' appears to be a statement of fact but it is really making a judgement about women's technical ability.

DISCRIMINATION

Discrimination is a 'prejudice in action', an unfair treatment resulting from any prejudice. When negative attitudes towards a particular group result in that group being unable, or less able, to enjoy their human rights, this constitutes discrimination.

HATE SPEECH

Hate speech is a negative expression – about an individual or group – often based on prejudice, spreading, inciting, promoting or justifying racial hatred and intolerance. Specific instances may or may not be a crime depending on the laws of the country and the context of the speech.

HATE CRIMES

Hate crime is an unlawful act against a group or individual based on a prejudice about their perceived identity. It can include crimes against property like acts of vandalism and/or against people such as bullying, harassment, physical violence, murder. Genocides are examples of large-scale hate crimes.

If hate speech is unchallenged, it drives human rights abuses further: negative stereotypes are disseminated throughout society, groups become increasingly marginalised and isolated, conflict and division grow, and abuse or threats increase as new boundaries are tested. In the worst cases, mere 'expression' begins to translate into physical abuse. Hate speech can lead to hate crime, engaging human rights relating to personal safety and security.

Not all hate speech results in hate crimes, but hate crimes including genocide, are always accompanied by hate speech.

SCHEME 1

CONNECTING CONCEPTS

HATE CRIME

is an unlawful act against a group or individual based on a prejudice about their perceived identity.



HATE SPEECH

is a negative expression – about an individual or group – often based on prejudice, spreading, inciting, promoting or justifying racial hatred and intolerance. Specific instances may or may not be a crime depending on the laws of the country and the context of the speech.



DISCRIMINATION

is unfair treatment resulting from any prejudice, including non-racial prejudice.



PREJUDICE

is a generalisation containing a judgment which is usually negative about other people or social groups.



STEREOTYPES

are generalisations about other groups of people, which may or may not contain judgments

1.2 HATE SPEECH AND HUMAN RIGHTS

Human rights as the banks of the river where life flows freely. And when the floods arrive, people who know and own human rights strengthen the bank to revert the floods and maintain freedom.

Shulamith Koenig, People's Movement for Human Rights Learning

In the previous sections we have mentioned how there are no uniform and internationally agreed definitions of hate speech. This debate applies to the inherent argumentations around the nature of human rights and human rights violations, but we do have internationally agreed documents that can guide us through this debate.

The following reflections and definitions are taken and adapted from Compass – Manual for Human Rights Education with Young People.⁷

The adoption of the Universal Declaration of Human Rights in 1948 established a list of fundamental human rights and represents the commitment of the international community to uphold to a set of unquestionable principles:

Human rights are inalienable. This means that you cannot lose them, because they are linked to the very fact of human existence, they are inherent to all human beings. In particular circumstances some – though not all – may be suspended or restricted. For example, if someone is found guilty of a crime, his or her liberty can be taken away; or in times of national emergency, a government may declare this publicly and then derogate from some rights, for example in imposing a curfew restricting freedom of movement.

Human rights are indivisible, interdependent and interrelated. This means that different human rights are intrinsically connected and cannot be viewed in isolation from each other. The enjoyment of one right depends on the enjoyment of many other rights and no one right is more important than the rest.

Human rights are universal, which means that they apply equally to all people everywhere in the world, and with no time limit. Every individual is entitled to enjoy his or her human rights without distinction of 'race' or ethnic background, colour, sex, sexual orientation, disability, language, religion, political or other opinion, national or social origin, birth or other status.

These principles are based on key values of **human dignity** and **equality**. Many other values can be derived from them and can be interpreted differently in space and time, but they all apply to how people and societies decide to coexist. For example:

FREEDOM - because the human will is an important part of human dignity. To be forced to do something against our will demeans the human spirit.

⁷ <https://www.coe.int/en/web/compass>

RESPECT FOR OTHERS - because a lack of respect for someone fails to appreciate their individuality and essential dignity.

NON-DISCRIMINATION - because equality in human dignity means we should not judge people's rights and opportunities on the basis of their characteristics.

TOLERANCE - because intolerance indicates a lack of respect for difference; and equality does not signify uniformity.

JUSTICE - because people equal in their humanity deserve fair treatment.

RESPONSIBILITY - because respecting the rights of others entails responsibility for one's actions and exerting effort for the realisation of the rights of one and all.

Today we have different international, regional and domestic legal instruments, some legally binding, others guiding states, international organisations and all social actors, including individuals, in understanding and implementing human rights principles.

1.3 HATE SPEECH IN ITALY – WHAT DOES THE LAW SAY?

The national legislative framework relating hate speech and especially online hate speech is, as everywhere in the world, an ongoing process.

The Italian Constitution mentions the **international law** and the notions of **equality and freedom for all citizens** in its principles, clearly stating that all domestic legislations and amendments to the Constitution must be coherent with these principles.

Art. 2 The Republic recognises and guarantees the inviolable rights of the person, both as an individual and in the social groups where human personality is expressed. The Republic expects that the fundamental duties of political, economic and social solidarity be fulfilled.

Art. 3 All citizens have equal social dignity and are equal before the law, without distinction of sex, race, language, religion, political opinion, personal and social conditions. It is the duty of the Republic to remove those obstacles of an economic or social nature which constrain the freedom and equality of citizens, thereby impeding the full development of the human person and the effective participation of all workers in the political, economic and social organisation of the country.

Art. 10 The Italian legal system conforms to the generally recognised principles of international law. (...)

Constitution of the Italian Republic

There are numerous national acts and Courts decisions which contribute to the substantial protection of human rights in Italy.

In regard to hate speech, Italy refers to existing international instruments which include:

- the European Convention on Human Rights (ECHR);
- the Convention on the Prevention and Punishment of the Crime of Genocide (the Genocide Convention);
- the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD);
- the International Covenant on Civil and Political Rights (ICCPR).

The key national provision relating hate speech is law 13 October 1975, n. 65453, focusing on incitement to hate, discrimination and violence against national, ethnic and racialised groups.

The law was first modified in 1993 – known as **Legge Mancino** – as a result of the recent rises of expressions of intolerance and hatred in the country. The revisions included, among other amendments, more severe measures against perpetrators, mentioned religious groups as possible targets of hate and discrimination and responded to the call for a stronger implementation of the Constitutional disposition forbidding the re-establishment of the dissolved Fascist Party.⁸

Despite being a pillar for antidiscrimination and contrast to hate speech in Italy, its improvement is still under debate, as for examples it does not directly refer to discrimination based on disabilities, sex, gender identity or sexual orientation.

A new revision of the law is now under discussion, and the result of the debate will be probably available during the implementation of #HateTrackers project

In the framework of this pedagogical manual, we would like to underline that laws are not 'written in stone', they can and must be updated in response to social changes and challenges.

Last but not least, all citizens – especially youth - have the right and duty to bring new views and interpretations of existing norms and this can be done in many different ways.

⁸ https://www.interno.gov.it/sites/default/files/inserto_reati_odio_-_oscad.pdf

1.4 HATE SPEECH AND FREEDOM OF EXPRESSION

A recurrent argument of opposers to actions contrasting hate speech is that they constitute a restriction to freedom of expression. But is it really so?

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 19, Universal Declaration of Human Rights (UDHR)

Everyone has duties to the community in which alone the free and full development of his personality is possible.

In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 29, Universal Declaration of Human Rights (UDHR)

1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This Article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.

2. The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

Article 10, European Convention on Human Rights (ECHR)

The principles stated in the UDHR and the ECHR can help us reflect on the fact that freedom of expressions is a fundamental human right and that many individuals belonging to vulnerable groups cannot fully practice their freedom unless they feel their presence in the public space – being offline or online – is safe, respected and valued.

In other words, **contrasting hate speech** through a human rights-based approach **means protecting freedom of expression**.

But when is it necessary to act against hate speech? We know that social and legal norms regulate the behaviours of individuals and social groups in societies. For example, physical aggression or vandalism to property based on perceived identities are hate crimes and can be sanctioned accordingly.

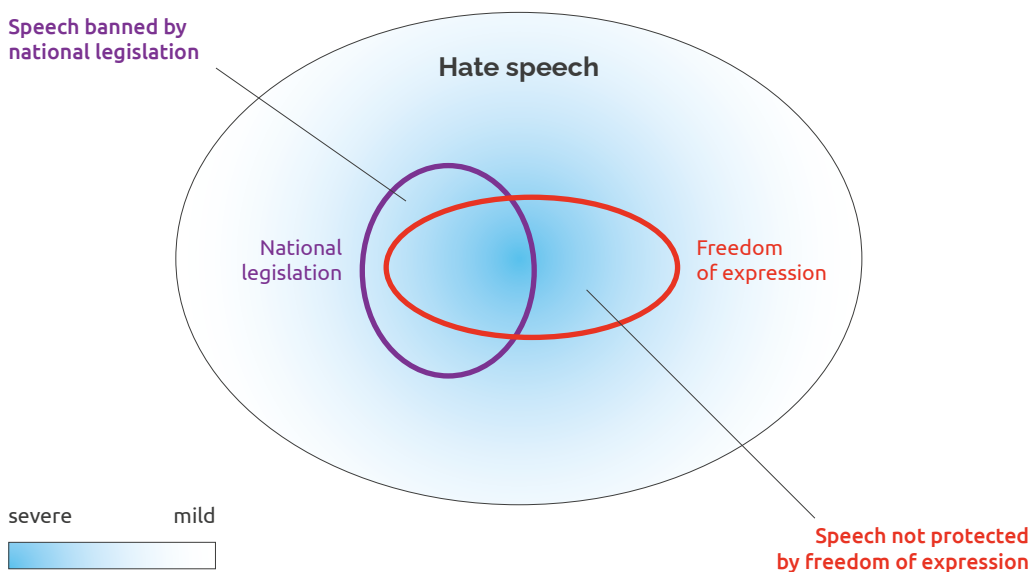
Responses may include incarceration and other restrictions to freedom of movement of perpetrators to avoid repetitions of the crimes.

In the same way, the online sphere includes behaviours which are crimes such as child pornography, cyberbullying or cyberstalking.

Hate speech, offline and online, can lead and/or contribute to hate crimes, offline and online. If we look at expressions of hate as a spectrum, we can introduce possible responses in the same way.

⁹ <https://rm.coe.int/starting-points-for-combating-hate-speech-online/16809c85ea>

THE BOUNDARIES OF HATE SPEECH⁹



1.5 ONLINE HATE SPEECH

The Internet allows us to share contents in different ways and through different media (website, social media, etc.). While hate speech online might not be intrinsically different from hate speech offline, we must take into account some specific challenges relating online speech and its regulation.

For example, visual and multimedia forms can have a greater impact at conscious and subconscious levels and the longer hate speech online is underestimated, the wider it can be propagated and amplified.¹⁰

Specific challenges of countering online hate speech include:

- **PERMANENCE** - expressions stay online and are visible much longer;
- **ITINERANCY** - content is spread more widely and even when removed, it can find expressions elsewhere under different names or different platforms;
- **ANONIMITY** - the possibility of being anonymous can accelerate destructive behaviours and perceptions by users of not having to deal with consequences;
- **TRANSNATIONALITY AND CROSS-JURISDICTIONALITY** - both resulting in greater challenges identifying the perpetrators and possible interventions.¹¹

While some behaviours are prosecuted as crimes in most national laws (such as cyberbullying and cyberstalking), other forms of hate speech might not be so easily identifiable as such, and interventions that work with other media may not be appropriate or effective in the online sphere.

Hate can be spread online in different forms and methods¹² for example **hate sites** dedicated to promoting or inciting hate or **blogs and online forums** where individuals are able to display intolerant views or target a certain group or a person, often using anonymous comments or fake identities.

Haters can also use **emails and personal messages** both to communicate with supporters or target victims in private spaces which are very hard to monitor and control.

Online gaming can incite to violence against given social groups, presenting users a simulation in which actions appear not to have any impact in real life, often reinforcing stereotypes and normalizing discriminatory and abusive attitudes.

Social networking sites (SNS) are one of the most used media that individuals and groups use to spread intolerance and hate or promote actions against victims. Online hate speech in SNS is often difficult to monitor and control, as it may be visible only to friends/followers of authors and a content which had been removed can be easily posted again in a different page/group.

Music and videos are also used to spread discriminatory/abusive content and attract supporters of racist and far right groups. These groups often promote content and other platforms with similar ideologies.

Online hate speech can be generated by a single individual or be **automated content** generated by a computer programme, or **created by movements or companies** supporting a given agenda.

¹⁰ <https://rm.coe.int/bookmark-sen2020-web2/16809e5789>

¹¹ <https://www.iusinitinere.it/hate-speech-confine-la-liberta-espressione-la-censura-3100>

¹² <https://rm.coe.int/starting-points-for-combating-hate-speech-online/16809c85ea>

Astroturfing is the practice of masking the sponsors of a message or organization (e.g., political, advertising, religious or public relations) to make it appear as though it originates from and is supported by grassroots participants.¹³

1.6 DECONSTRUCTING HATE SPEECH

We have briefly introduced hate speech as a spectrum and as the 'fuel' of racism, discrimination and hate crimes. But, how can we know the actual dangers of a given expression? When do negative expressions towards an individual or group lead to human rights violations such as hate crimes?

When assessing expressions which are potentially examples of hate speech, we can look at different elements which are all interconnected.

The following definitions and scheme are taken and adapted from *Bookmarks – A manual for combating hate speech through human rights education*,¹⁴ *We Can! Taking Action against Hate Speech through Counter and Alternative Narratives*¹⁵ and *CANLAB – Counter and Alternative Narratives in Action with Young People*.¹⁶

- **CONTENT** - the main issues, debates or topics involved;
- **INTENT** - whether the expression encourages hate (explicitly or not, voluntarily or not), whether it promotes a call to violent action or hurts (emotionally or physically) an individual or a group;
- **AUDIENCE** - who is the author talking to? It can include readers of a newspaper, supporters of a political group, followers of the author's social media etc;
- **AUTHOR** - who is the author of the content and what power does this person have? The same expression can have a significantly different impact when spread by a public figure.
- **TONE** - the manner or style in which an expression is made. Some expressions of hate are more extreme, however, the tone should be analyzed taking into account other indicators e.g. the intent and the authors: some expressions can be more damaging precisely because they use more measured language to normalize prejudices;
- **CONTEXT** - the historical, geographical and cultural circumstances surrounding an expression;
- **MEDIUM** - it includes the medium used (a newspaper, a radio, a conference) and its distribution (local/national/international, mainly online/offline etc.);
- **TARGET GROUP** - some groups, or individuals, may be more vulnerable than others. The same expression can have different impacts according to targets (e.g. 'politicians are thieves' vs. 'jews are thieves');
- **IMPACT** - The actual or potential impact on individuals, groups, or society as a whole, as a result of all the above mentioned elements.

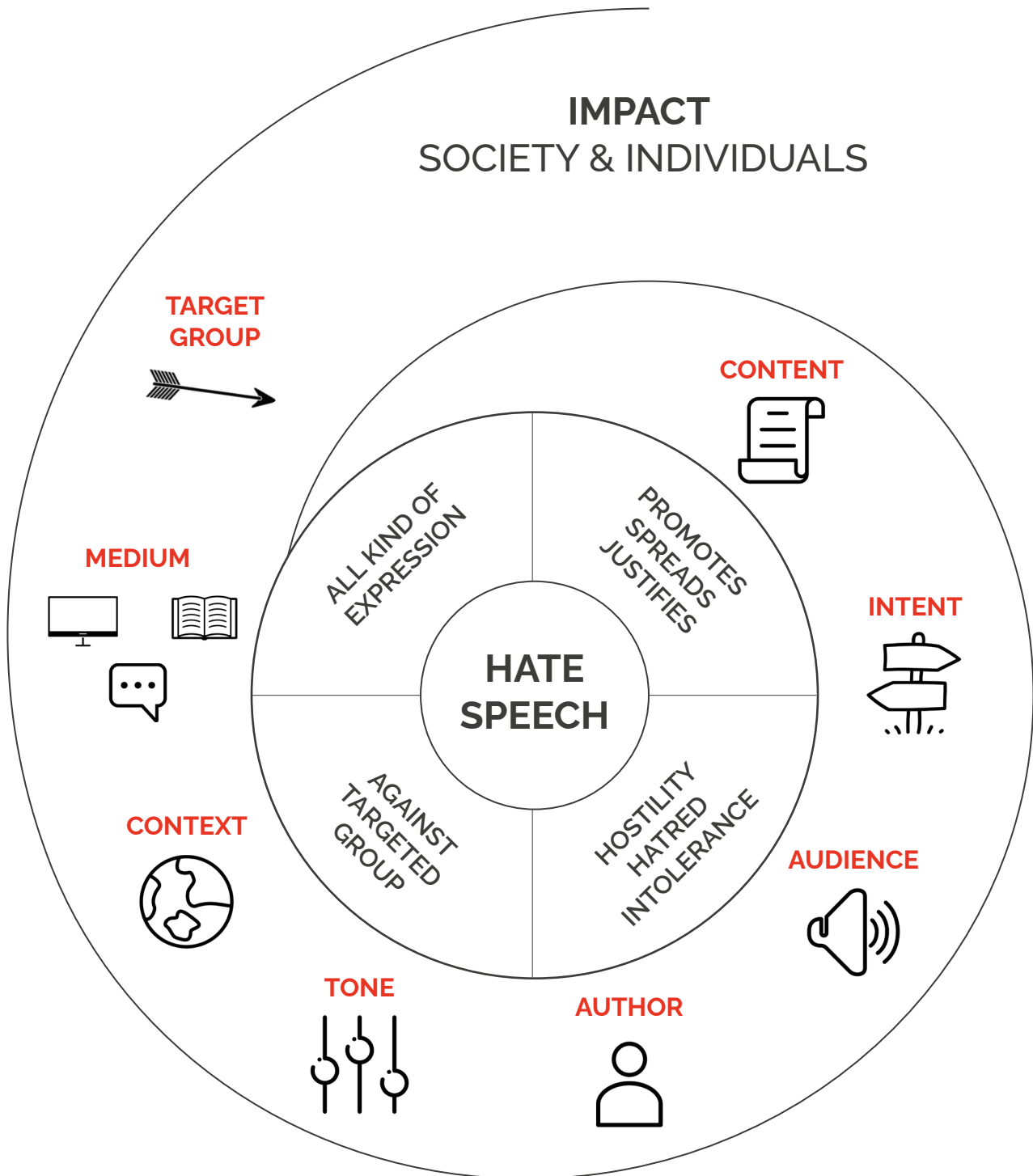
¹³ <https://en.wikipedia.org/wiki/Astroturfing#:~:text=Astroturfing%20is%20the%20practice%20of,is%20supported%20by%20grassroots%20participants>

¹⁴ <https://rm.coe.int/bookmark-sen2020-web2/16809e5789>

¹⁵ <https://rm.coe.int/wecan-eng-final-23052017-web/168071ba08>

¹⁶ <https://www.hreyn.net/publications>

SCHEME 2
CONNECTING CONCEPTS



SECTION 2.

LESSONS LEARNT

AND GOOD PRACTICES

2.1 SHARING LESSONS AND PRACTICES

As we have seen in the introductory section there isn't a unique international definition of 'hate speech', thus there are no perfect strategies and 'recipes' to counter it.

Hate crimes have been in European public discourse for decades, leading to different attempts - more or less successful - to develop initiatives and programs promoting dialogue, education and awareness raising on the subject.

Among hate crimes cases, the Oslo attacks and the Utøya massacre in 2011 remain a tragic landmark among Europeans, especially young people. The case generated particular shock and outrage internationally for its cruelty but also for the young ages of the victims and the attacker, becoming a tragic eye-opener on the need to address hate-driven violence as a priority in youth and educational policies in Europe.

Many initiatives and programs on hate crimes prevention among young people have been implemented in the past ten years.

The educational activities proposed in this manual are a selection of existing good practices developed within the Youth Department of the Council of Europe and youth training programs supported by the European Commission.

Activities have been selected with the aim to provide the essential competences to young people in understanding, tracking and countering hate speech affecting their lives and their local community.

The idea of a 'good practice' in #HateTrackers is based on human rights education principles and focusing on what can be most relevant for young people willing to take action against hate speech in their contexts, **both offline and online**.

The first selection of pedagogical tools proposed in this guide are:

- [Bookmarks - A manual for combating hate speech online through human rights education](#)
- [Compass – Manual for human rights education with young people](#)
- [We CAN! Taking action against hate speech through counter and alternative narratives](#)
- [CANLAB – Counter and alternative narratives in action with young people](#)
- [Gender Matters - A manual on addressing gender-based violence affecting young people](#)
- [Other Council of Europe publications](#)

First selection of youth initiatives against hate speech:

- [#IORISPETTO – Countering hate speech in Italy through education](#)
- [No Hate Speech youth campaign](#)
- [NHSM Compendium of resources](#)
- [HREYN – Human Rights Education Youth Network](#)
- [The Human Library Organization](#)

Using a participatory approach, #HateTrackers aims to create a portal of good practices by and for young people, as a result of the competences acquired in training activities. The selection that will be co-created during #HateTrackers will be regularly shared in the projects website and shall include initiatives that are:

- **Local, national, international**
- **Human rights based**
- **Youth based**
- **Replicable and adaptable to different contexts**

2.2 NEW CHALLENGES

Young people can face diverse challenges in relation to accessing their basic human rights, and these challenges are intrinsically connected with any strategy to prevent and contrast hate speech among youth.

Cyclical economic crisis in Europe have heavily affected the possibility of younger generations to access employment, fair pay, higher education and other essential rights such as housing or healthcare.

These struggles can become even harder among vulnerable youth, which can include youngsters with migrant background, LGBTQI+, youth living in disadvantaged areas, young girls etc.

As youth educators and activists, we cannot tackle hate speech without considering young people's needs, being them potential targets or even perpetrators of hate, and how tensions caused by social disadvantages are often used as a trigger from populist or extremist groups to incite hate against minorities.

Fake news and 'post-truth' discourses should also be explored by educators when addressing online hate speech. Young people are often more used than older generations in accessing and creating digital content, but these opportunities must go along with better access to media literacy. All citizens should in fact be put in the position of fully and safely benefit from social media and online communication in general.

This manual has been developed during the outbreak of COVID-19 pandemic, a new challenge for young people and all citizens globally regarding limitations to freedom of movement, freedom of assembly, access to education and resulting with an unprecedented shrinking of spaces for youth participation and activism.

The proposed activities are intended to be easily adapted in offline and online learning spaces and they all aim to provide simple tools to educators to help young people strengthen the competences they have, recognize and voice-out their needs, take action against hate with critical thinking and avoiding 'naive' or 'ready-made' responses to complex and fast-changing challenges.

SECTION 3.

#HATETRACKERS

IN SCHOOLS

3.1 HUMAN RIGHTS EDUCATION PRINCIPLES

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010) defines HRE as education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to **empower learners** to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.

For Amnesty International HUMAN RIGHTS EDUCATION (HRE) enables people to learn about human rights and how to claim them. HRE can be defined as any learning, education, training or information efforts aimed at building a universal culture of human rights. It encompasses:

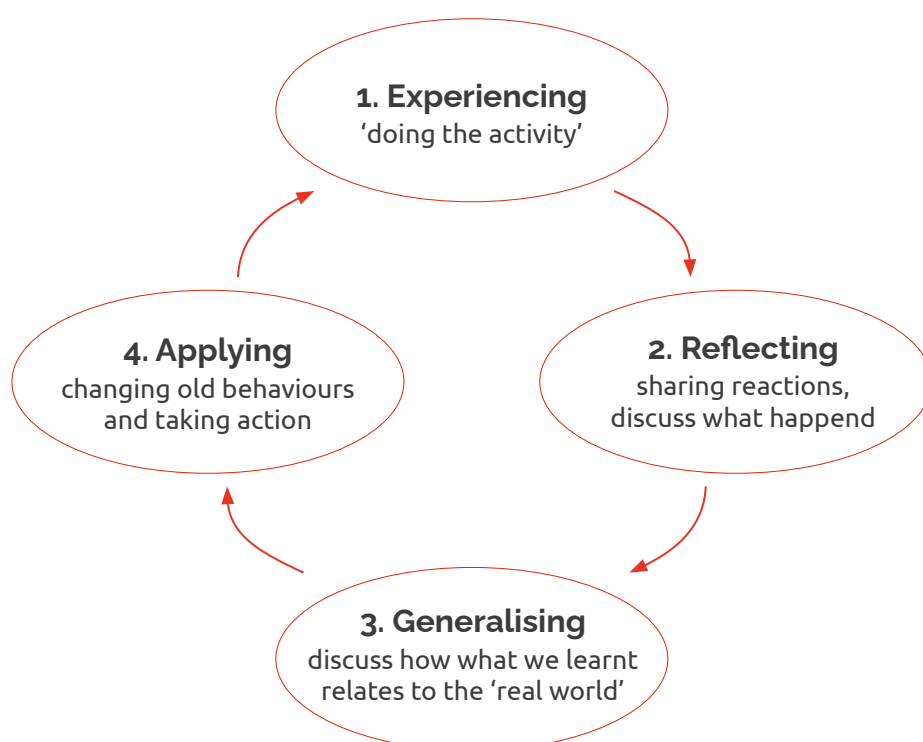
- a. **Knowledge** - learning about human rights and human rights mechanisms.
- b. **Values, attitudes and behaviour** – developing values and reinforcing attitudes and behaviours which uphold human rights.
- c. **Skills to take action** - acquiring skills to apply human rights in a practical way in daily life and taking action to defend and promote human rights.

The Global Citizenship Foundation defines Global citizenship education as ‘a **transformative, lifelong pursuit** that involves both curricular learning and practical experience to shape a mindset to care for humanity and the planet, and to equip individuals with global competence to undertake responsible actions aimed at forging more just, peaceful, secure, sustainable, tolerant and inclusive societies.’

#HateTrackers aims to empower local communities starting from young people, by equipping them with necessary skills to understand, track and respond to hate speech in Italy. This process of empowerment can take place in different contexts such as **formal education** (schools, universities, vocational training...), **non-formal education** (associations, community organizations, youth groups...) and **informal education** (the lifelong learning process through which we all acquire knowledge, skills and attitudes e.g. our families and friends, the media...).

The activities in this manual and in the other suggested resources can be used both in formal and non-formal settings and can contribute to informal education by empowering young people in becoming actors of change.

The proposed methods are based on active participation, co-operation and learning through experience. To understand the basics of experiential learning we can refer to David Kolb's cycle¹⁷:



For more information about educational approaches and tools, a section on best practices will be regularly updated in #HateTrackers website.

3.2 HRE ACTIVITIES

Here you will find a first selection of activities, partly adapted from Bookmarks – *A manual for combating hate speech through human rights education*¹⁸, *We Can! Taking Action against Hate Speech through Counter and Alternative Narratives*¹⁹, *Gender Matters, A manual on addressing gender-based violence affecting young people*²⁰ and *CANLAB – Counter and Alternative Narratives in Action with Young People*²¹. Activities have been selected for an introductory course, they can be used as stand-alone or consecutive sessions.

¹⁷ <https://www.coe.int/en/web/compass>

¹⁸ <https://rm.coe.int/bookmark-sen2020-web2/16809e5789>

¹⁹ <https://rm.coe.int/wecan-eng-final-23052017-web/168071ba08>

²⁰ <https://rm.coe.int/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-16809e1c34>

²¹ <https://www.hreyn.net/publications>

1. IDENTITY AND DIVERSITY

| | |
|--------------------|---|
| Time | 45 minutes |
| Objectives | <ul style="list-style-type: none"> • Get to know each other and create a safe learning environment; • Introduce identities, stereotypes, prejudices discrimination; • Introduce hate speech and its interrelation with discrimination, racism and hate crimes; • Strengthen self-awareness, empathy and attitude to positive change |
| Materials | Board/flipchart, 1 A4 paper (possibly in different colours) and 1 marker per participant |
| Preparation | <p>Read Section 1 – KEY CONCEPTS and refer to Scheme 1 – Connecting concepts</p> <p>Draw an example of 'Identity Molecule' on the board/flipchart</p> |

INSTRUCTIONS

Part I – The Identity Molecule

- Introduce the activity and explain that participants will reflect on identities, discrimination and how they are connected to hate speech.
- Distribute A4 papers and markers. Show the example of the 'Identity Molecule' or draw one while introducing the task.
- Ask everyone to write their name/nickname in the middle circle and elements of their identities in the other circles. It can be things they like doing (e.g. reading, doing sports) and they should include social groups they belong to. You can bring examples about yourself to help them out (e.g. Laura, teacher, likes travelling, woman, etc.)
- Give the group a few minutes to fill in their molecules.
- Once everyone has finished, ask them to compare their molecules with the others and add the common elements they found and that they did not write at first (for example: *Marco wrote 'Italian' and I am Italian too*).
- After 10-15 minutes of sharing bring the group in plenary and display their molecules on a wall/on the floor.

Debriefing I

- Was it difficult or easy for you to fill in your molecules?
- Do these elements represent everything we are?
- Did sharing with the others help? Did you find something in common?
- How does identity develop? Which aspects are social constructs, and which are inherent and fixed?
- Which are visible and which are not?

Part II – Stereotypes, Prejudices, Discrimination

After the first discussion identify the most recurrent aspects in the group (e.g. student, teenager, Italian...). Pick one with the group and ask them to brainstorm on stereotypes associated with this social group (e.g. students = young, lazy, undisciplined, etc.). Starting from the list, help the group understand the differences and relations between stereotypes, prejudices and discrimination. You can use the following questions:

- What is a stereotype? Where do stereotypes come from?
- How do they differ from prejudices? And discriminations?
- Can you bring some examples?
- Are there any social groups which in your opinion are particularly discriminated against in your country/local community?

At the end of the discussion you can introduce the concept of hate speech and its interrelations with stereotypes, prejudices, discrimination and hate crimes.

You can refer to the scheme CONNECTING CONCEPTS in Section 1.

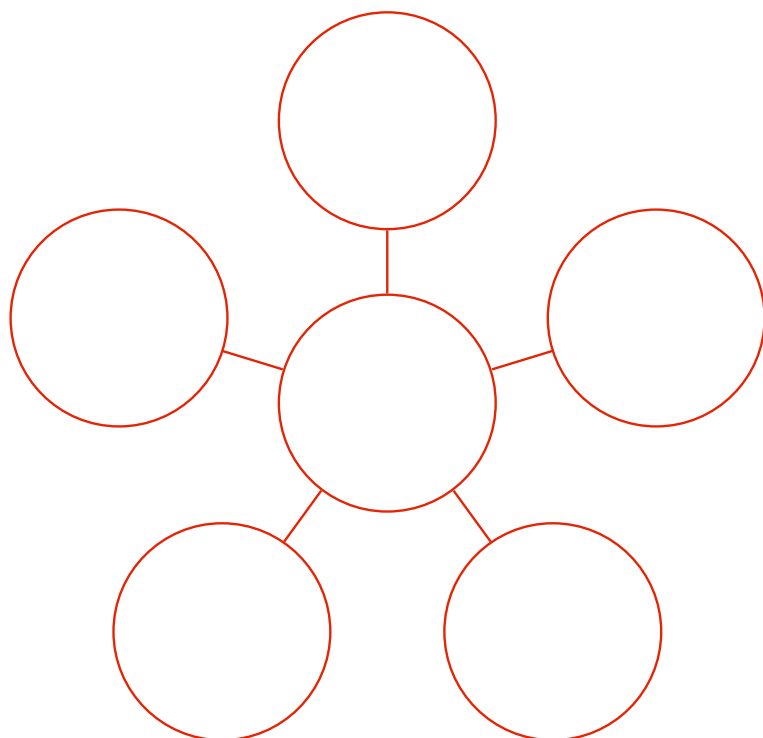
Debriefing II

Close with a final discussion and evaluation of the activity:

- Did you learn something new about yourselves, diversity and hate speech?
- How does hate speech affect our lives and our relations?
- What can we do as individuals and groups to prevent and react to hate speech?

Tips for facilitators

- The Molecule exercise can be used as an introductory/getting to know each other as well as getting to know each other better (e.g. in a school classroom). Be aware that according to the ages and context of students the activity can be more/less challenging and emotional. Ensure that everyone feels safe sharing information about themselves and/or ask participants to think of elements that they feel comfortable about sharing with their peers.
- Choosing a limited number of personal aspects is challenging for everyone. You might underline that the way we identify ourselves changes in time and space, as identities are also defined by our social context.
- If you wish to focus on power relations, you can ask participants to identify in groups which are the social groups they belong to that they believe are 'at power/a majority' e.g. 'men' and which ones are 'more vulnerable/a minority' e.g. LGBT+. Remind participants that power relations can also change in space/time (for example, being Italian can be an element of power or vulnerability according to the country in which we are) and that hate speech is often connected to maintain power and privileges by a certain dominant group in society.

EXAMPLE OF 'IDENTITY MOLECULE'**2. ROOTS AND BRANCHES**

| | |
|--------------------|--|
| Time | 45 minutes |
| Objectives | <ul style="list-style-type: none"> • To understand the causes and effects of online hate speech • To consider the connections between hate speech online and offline behaviour • To explore ways of addressing hate speech online |
| Materials | Flipchart paper and markers |
| Preparation | Make copies of the 'Hate speech tree' for participants, or draw onto a flipchart |

INSTRUCTIONS

- Provide a brief introduction to hate speech online.
- Explain that in order to understand hate speech online, we need to see it as a problem with numerous connections to other issues, and to the 'real' world.

In particular, it can be useful to look at the underlying causes. Addressing these is often more effective than trying to address instances of hate speech itself.

- Show participants the 'Hate speech tree' and tell them that they will be working in groups to identify some of the things which lead to hate speech online (the 'roots' of the tree), and some of the effects of hate speech (the 'branches').
- Explain how the tree works. Every box which leads up the tree to another box is answering the question 'why?' This is true for the branches as well as the roots. You could take an example of hate speech to illustrate this in more detail.
- For the roots: when participants work down the tree, starting from the hate speech itself, they are exploring answers to the question 'why does this happen?' They should fill the 'roots' with as many reasons as possible. Give them an illustration of how one 'cause' will have its own causes. For example, ask them why 'everyone says negative things' about certain groups. Prompt with questions about where we 'learn' the negative things we believe about particular groups (examples might include the media, public figures, strong prejudices or ignorance in society as a whole).
- For the branches: here participants need to explore the possible consequences of items lower down the branch. Ask them what could happen to an individual or to a group which is targeted by hate speech. Ask them what might happen as a result of that.
- Divide participants into groups and give them a piece of flipchart paper to draw their tree on. Tell them to write the following text, or an example of your own, in the 'trunk' of the tree and then to complete as many branches and roots as they are able to. They should imagine the text has been posted on the Internet: '[Group X] are dirty criminals. They steal and they don't belong here. Make them leave!'.
- Give groups about 15 minutes to complete their trees. Then ask groups to present their results or display the trees around the room for people to walk around and look at.

Debriefing

- Do you notice any interesting differences between the trees produced by groups? Do you have any questions for other groups?
- How easy did you find the 'roots' of hate speech? Explain any difficulties or differences in opinion within the groups.
- Did any of your roots or branches go into the 'real' world? What does this tell us about hate speech online?
- Did the activity give you a deeper understanding of the issue? How important do you think it is that we find ways to stop the spread of hate speech on the Internet?
- Does the activity help you to do that? How could you use your problem tree to make hate speech against [your target group] less likely?

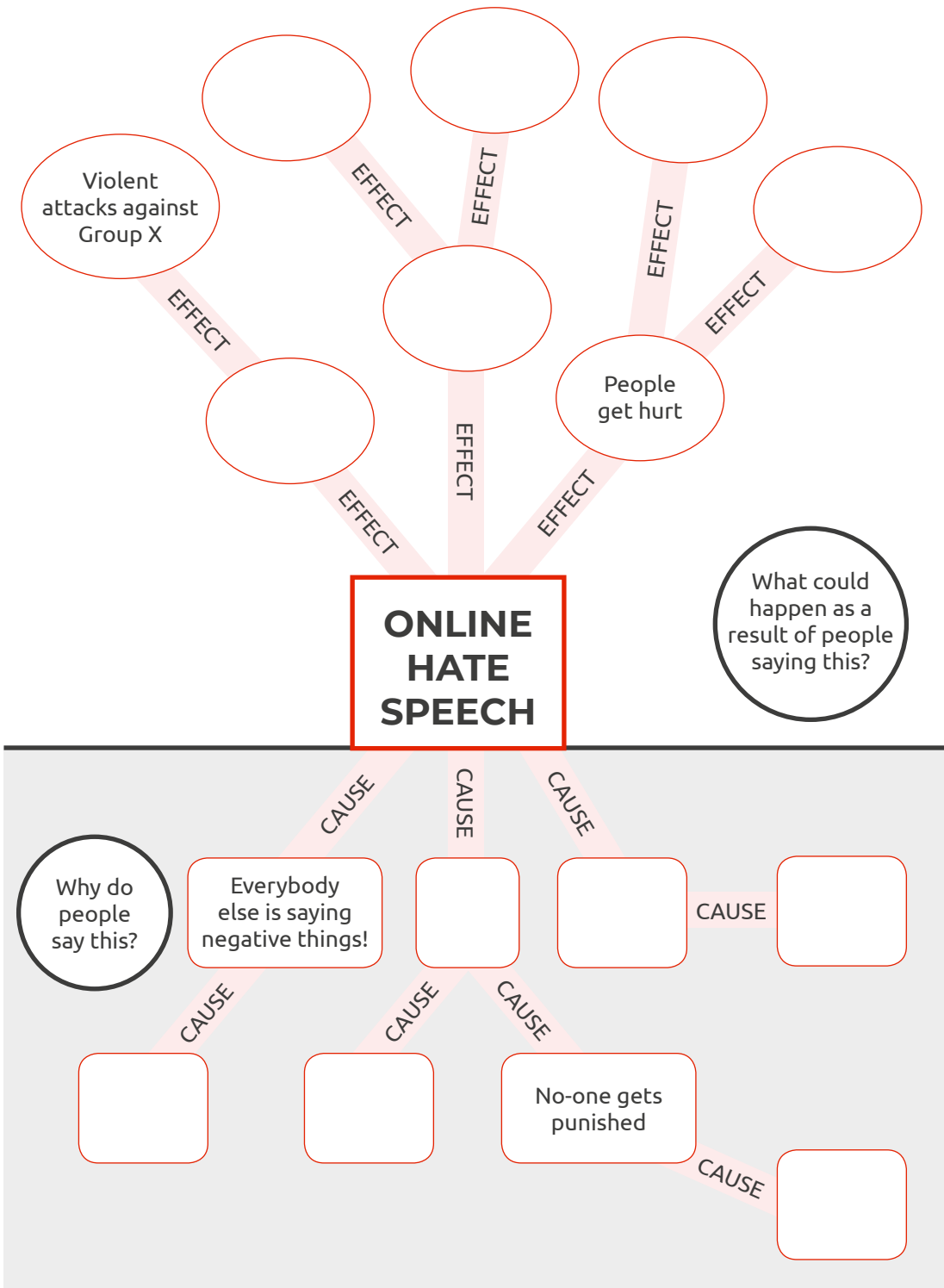
To give the activity a more practical focus, you could take some of the roots and brainstorm ideas for addressing them. For example, if participants have identified 'prejudice' or 'ignorance of Group X' as an underlying cause, ask them how this problem could be tackled. Explain that campaign planning often uses a problem tree approach to identify ways of breaking the problem down and finding ways to approach it.

Tips for facilitators

- A problem tree is a very common way of understanding a given issue at a deeper level. It is easier to explain with an example, so you could use a different statement to introduce the trees, for example: 'Young people are idle and selfish. They should be hidden from society until they grow into normal human beings'.
- When participants work on their own 'trees', you could provide them with a copy of the handout – photocopied to A3 – or ask them to draw their own on the flipchart paper. The second method will give them more possibility to extend the roots and branches further but may appear more difficult than filling out a set number of boxes. Make sure that groups consider the effects on both individuals and on society.
- For the statement to be discussed by participants, you should replace 'Group X' by a group commonly targeted by society. You could also take a case of cyberbullying and have an imaginary individual named as the target.
- If participants appear to have missed out important causes or effects, you may want to prompt them to consider these. You could also provide them with the following list as prompts when they draw their trees. They could consider whether the factors or actors in the list have any relation to the problem, and where they might fit into the tree:
 - *The media*
 - *Politicians / public figures*
 - *Hate speech offline*
 - *Little interaction between Group X and the rest of society*
 - *Peer pressure*
 - *Discrimination in the workplace*
 - *Economic factors – Schools / education*

You can also find more information about how human rights apply online by having a look at the [Guide to Human Rights for Internet Users](#). Specifically, the section 'Access and non-discrimination' gives an idea of what kind of rights apply online for those who are targets of hate speech.

PROBLEM TREE



3. DIGITAL MEDIA BASH

| | |
|--------------------|--|
| Time | 120 minutes |
| Objectives | <ul style="list-style-type: none"> • To share and discuss the use of violence in the digital media • To learn how to recognise hate speech and act against it • To develop gender awareness among participants |
| Materials | Computers, tablets or smartphones with access to the Internet (one for each group), flipchart, copies of the handout (one for each group) |
| Preparation | Prepare links to a series of web pages for participants. These should include links to mainstream media sites and/or alternative media and social media. For social media, you could ask participants to open their social media pages. Look for websites presenting different opinions, for example from different political perspectives. If you have less time available for the activity, select some articles and give participants links to these. Do not provide links to extremist websites. |

INSTRUCTIONS

- Inform participants that they are going to analyse digital media using a pair of 'gender / violence glasses'. You may need to explain the concept of gender and gender-based violence.
- Start the activity with a simple brainstorm, asking participants about examples of how violence and gender-based violence are presented online. Write down the answers on the flipchart. You could ask the group if they have ever heard of hate speech. If they have not, or if they are unclear about it, provide them with [the definition](#).
- Split participants into smaller groups of 4-5 people and tell them that each group will be given a different web site and will analyse it using the 'Research and analysis tool'. Participants should look at different content on the web sites they have been given – for example, articles, pictures, photos, videos, memes, advertisements, comments, etc. This part of the activity may take some time, but you could limit it to 45 min. Provide the group with links to the web sites to be analysed. Tell the group that they can use their own social media profiles e.g. on Facebook, Twitter, Instagram, etc.
- Ask the entire group in plenary to compare their findings and draw conclusions on the use of violence and its impact for young people of different genders.
- After the presentations, go to the debriefing and evaluation.

Debriefing

Start with a few general questions on how participants felt about the activity, and then move to explore how online gender-based violence can be challenged and addressed. Use some of the following guiding questions:

- Have you ever looked at the issue of violence through gender glasses before? If not, what did you learn by taking this new perspective? Did anything surprise you?
- Is the material found and displayed representative of issues in your community?
- Did you find any gender stereotypes in the web sites? If yes, what were they?
- Were there more examples of violence committed by men? If yes, why do you think this is?
- Were there any 'invisible' groups (e.g. LGBT+)? If yes, which? Why do you think they were not represented?
- Did you find examples of hate speech related to gender?
- Why do people use gender-related hate speech?
- Which human rights may be violated when people use hate speech online?
- Should hate speech be prohibited on digital media? Explain your answer.
- How can the media be influenced to change the way it presents violence, stereo- typed images of perpetrators of violence, and different genders?

To give the activity a more practical focus, you could take some of the roots and brainstorm ideas for addressing them. For example, if participants have identified 'prejudice' or 'ignorance of Group X' as an underlying cause, ask them how this problem could be tackled. Explain that campaign planning often uses a problem tree approach to identify ways of breaking the problem down and finding ways to approach it.

Tips for facilitators

- This activity requires knowledge about gender and gender-based violence. For definitions and other related activities you can refer to Gender Matters, manual on addressing gender-based violence affecting young people: www.coe.int/en/web/gender-matters/home
- The activity can take some time and requires preparation from the facilitator. It is important to prepare links to the web sites participants will analyse beforehand, and you should make sure to select web sites that differ in content and present opinions from different points of view, including different political viewpoints.
- Encourage participants to look at the comments under articles, as this is where most examples of hate speech can be found.

Handout - Research and analysis tool

Review carefully the web site provided by the facilitator. Analyse the contents, looking at articles, pictures, videos, ads, photos, memes, comments, etc. You should analyse the content using gender/violence glasses, looking at how gender and violence is portrayed or reported. Discuss this within your group and answer the following questions, recording the answers on flipchart paper:

- What is the name of the web site?
- Comment on how the following are presented: images of femininity: images of masculinity: images of people who are neither portrayed as stereotypically feminine, nor as stereotypically masculine (if any): images of LGBT people (if any).
- Count how many times you see examples of violence, including violent expressions.
- Count how many times men are described or portrayed as 'perpetrators', and how many times as 'victims' of violence.
- Count how many times women are described or portrayed as 'perpetrators', and how many times as 'victims' of violence.
- Are expressions of violence initiated by men and women treated or reported differently?
- Are there any examples of hate speech on the web site? Make a note of some of these. Do the examples refer to gender or to other characteristics?
- Is there any violence portrayed that you would identify as gender-based violence? Write down some examples.
- Did you find any examples of encouragement or incitement to hate?
- Any other comments.

4. DECONSTRUCTING HATE SPEECH

| | |
|--------------------|--|
| Time | 90 minutes |
| Objectives | <ul style="list-style-type: none"> • To introduce key elements of hate speech • To provide examples of hate speech • To analyse and discuss hate speech and possible ways to contrast |
| Materials | Flipchart papers and markers |
| Preparation | <p>Choose an example of hate speech.</p> <p>Make copies of the 'hate speech spiral' for participants, or draw onto a 'Scheme 2 - Connecting concepts'</p> |

INSTRUCTIONS

- Ask participants what they understand by hate speech. Ask whether anyone has ever seen hate speech online or other media, either directed towards an individual or towards representatives of particular groups (for example, gays, blacks, Muslims, Jews, women, etc.) What do participants feel when they come across it? How do they think the victims must feel?
- Introduce hate speech' and explain that:
 - *includes all kinds of expression;*
 - *promotes, justifies and spreads intolerance, hostility and hatred;*
 - *targets individuals and groups.*
- Explain that when assessing examples of hate speech, we can look at different elements: content, intent, audience, author, tone, context, media, target and impact. Briefly introduce each definition and allow participants to pose questions and bring their own examples.
- Select an example of hate speech the group/class will analyse. Divide participants in 3 groups and ask them to answer the questions in their handout. Give the groups 30 minutes to complete the task and ask them to present their results.

GROUP 1

THE CONTENT

What are the issues at stake? What topics are mentioned?

Which concepts seem to be central, repeated or debated about?

THE INTENT

What is the intention of the authors? Do they promote stereotypes, prejudices, discriminatory behaviours?

Do they encourage hostility, hate, a call for action against an individual/group?

THE AUDIENCE

Who are the authors talking to (followers, political supporters, general audience, etc.)?

GROUP 2

THE AUTHORS

What information do we have on the author (age, profession, background etc.)?

What power does the author have (e.g. being a public figure)?

THE TONE

What type of language is used (for example, formal or informal)?

What is the tone used (for example, ironic, threatening, arrogant, violent, funny or abusive)?

THE CONTEXT

What is the historical and geographical context of the expression?

What are the circumstances and facts around it (for example before local elections, after a crime which happened in the local community etc.)?

GROUP 3

THE MEDIA

Through which media (social platform, television, newspaper etc.) was the expression spread?

What was the distribution (local/national/international, online/offline etc.)?

THE TARGET GROUP

Does the expression target a person or a social group?

How is the target group treated/perceived in society?

THE IMPACT

What is the actual or potential impact that this expression can have on individuals (both target groups and audience) and on society as a whole?

Debriefing

- Was it difficult to answer? Do you have any questions for other groups?
- What similarities and differences did you notice? What interrelations?
- Did the activity give you a deeper understanding of the issue? How important do you think it is to analyse hate speech in detail?
- What could be possible actions to prevent or react to these types of expressions?

Tips for facilitators

- The activity is structured as a cooperation exercise. According to time available you can give parallel examples to analyse.
- You can also divide the activity in different stages - 1) Introducing hate speech, 2) ask participants to research and select recent cases they have encountered 3) analyse the cases.
- If participants find it difficult to answer some questions, remind them that analysing hate speech can be a complex task. They should try to answer the questions in the given time, it will be possible to further discuss them during debriefing.
- Participants might not easily identify differences between audience and target groups: provide concrete examples and remind participants that sometimes authors of hate expressions will speak both to their supporters (e.g. for a call to action) and to their targets (e.g. to intimidate them).
- If the group had previously experienced the Roots and Branches activity, you can refer to the problem trees when introducing individual/social impact. You can also connect the activities by using the same study cases for the problem tree and deconstructions in groups.

5. TAKE ACTION AGAINST HATE SPEECH

| | |
|--------------------|--|
| Time | 90 minutes - variable |
| Objectives | <ul style="list-style-type: none"> • To define the types and numbers of actions to develop • To define a clear framework for individual and group engagement for follow-up • To identify possible barriers and strategies for overcoming them |
| Materials | Flipchart papers, markers, post-its, pens |
| Preparation | Wall for display, flipchart, papers, pens, markers, scotch-tape |

INSTRUCTIONS

Part I – Introduction and sharing ideas

- Explain what is meant by action plan, brainstorm about the different strategies we could use (e.g. prevention through education, monitoring and reporting, responding, etc.) and types of actions (create a blog, make a podcast, organize an event...).
- Ask the group to reflect on the skills they have, such as drawing, working in teams, edit videos, research... Anything is valid and useful!
- Ask everyone to think individually of actions they would like to implement. Give the 5-10 minutes for this task.
- Ask participants to write down 1 idea per A4 paper. Once done, let participants read out the ideas and put the post-it notes on the floor.
- Group papers according to similarities and ask participants to stand close to the idea they want to develop.

Part II – Developing ideas

- Ask each group to define the following:
 - Actions - What will be done? (e.g. posters in the school corridors).
 - Responsibilities - Who will do it? (Laura, Paolo, Ahmed...).
 - Timeline - By when? (day, week, month...).
 - Resources - Both available and needed (e.g. we have artists in the team, we need material, the school's permission...).
 - Potential barriers - What individuals and organisations might resist? Why? How?
- Give the groups 45 minutes to develop their plans in detail.

Part III – Creating a collective action plan

- Display on the wall/draw on the board a scheme to summarize the actions planned in the groups.
- Ask groups to present the results of their work and leave space for feedback and questions.

Debriefing

- Are you satisfied with the result of your work?
- Do you need more time to plan your actions?
- What resources do you need? How will you get them?
- How do you plan to respond to possible barriers?
- How will you promote your actions? Which media can we use?

Tips for facilitators

- The complexity of actions planned may vary according to ages, competences, time available etc. Remember participants that taking action together can be challenging but it can also be very fun!

- Encourage the group to look for allies and inspiration for their actions, e.g. starting from the practices shared in #HateTrackers website.
- Remind participants that their actions should be in line with Human Rights values and principles. You may list some key questions they should pose themselves before implementing their actions. For example:
 - *Does it humanise?*
 - *Does it promote solidarity?*
 - *Does it promote participation?*
 - *Does it encourage intercultural dialogue?*
 - *Does it promote values of non-discrimination and equality?*
 - *Does it empower?*
 - *Does it encourage learning about human rights?*
- According to the actions the group is planning, you can refer to examples of counter and alternative narratives and remind that they should not be:
 - *Defensive*
 - *Victimising*
 - *Naïve*
 - *Preaching*
 - *(re)producing hate speech*
- For more information and inspiration you can refer to Section 4 - HateTrackers in local communities.
- Recall participants the importance of always protecting their safety when engaging in any activity through the internet. According to the actions participants will plan you can refer to Section 5 – Online Safety.

| COLLECTIVE ACTION PLAN | | | | |
|------------------------|------------------|------------------------------|--------------------------------|--|
| Actions | Responsibilities | Timeline | Resources | Potential barriers |
| What will be done? | Who will do it? | By when? (day/week/month) | Resources available/ needed | What individual and organisations might resist? Why? How? |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

3.3 TIPS FOR TEACHERS AND EDUCATORS

In addition to the tips for the single sessions, there are some elements we should take into consideration, especially when doing these activities in schools.

First of all, we must ensure a safe learning space for everyone, both in the classroom and online. This means for example making sure that everyone's opinion is valued and respected or be aware that changing stereotypes and prejudices can be challenging and can take place at different paces among students.

Discussing hate speech through experiential learning, relating it to the students' experiences and views implies dealing with and managing emotions constructively. According to the group dynamics in each classroom the teacher or educator might choose doing or not doing certain activities, or priorly introducing exercise to strengthen active listening, teamwork and emotional intelligence.

Transversal competences can be developed also by evaluating sessions with students not only in terms of information acquired but also social skills they used (for example: how did you work in groups? Did you feel comfortable? How did you deal with different opinions? Etc.).

Using an inclusive and respectful language is essential both for students and teachers/educators. We might not know if some students have been victims, witnesses or responsible for hate speech. We must also be aware that not all students might want to share their experiences during activities. Silence can sometimes appear as a sign of non interest, but we should remember that true participation cannot be forced and that learning happens in many forms. The Human Rights Checklist can be useful to reflect on the language and approaches we use when in the classroom.

Working in schools gives us the opportunity to use multidisciplinary approaches: activities suggested in the manual can be combined with other lessons in the curricula. For instance, we can include a history lesson on human rights, exploring key events (wars, hate crimes, legislative landmarks) that can help understand why we contrast hate speech today. For this purpose, you might consult the activity 'Timelines' in Compass – Manual for Human Rights Education with Young People:

www.coe.int/en/web/compass/timelines

We can introduce hate speech in law, geography and arts lessons, asking students to create maps and infographics. You can take inspiration from Rainbow Europe, the annual map created by ILGA on LGBTI rights in Europe:

www.ilga-europe.org/rainboweurope

Computer lessons can be an excellent context for media literacy, where students can explore how the internet works and/or create tools to take actions against hate speech (e.g. a school's blog, forum etc.).

We can also consider adapting activities to online learning. All sessions in the manual can be easily adapted to distance education, taking into consideration that:

- Education should be fully accessible for all both offline and online: tasks should be adapted taking into consideration not only if students have a device like computers and smartphones but also internet connection, proper studying spaces etc.
- Offline and online tasks can require different time management: for instance, tools like wiki, chats and whiteboard allow students to share written content more rapidly, while working in simultaneous groups can require more time (e.g. to create virtual rooms).
- Having the opportunity of working with tutors/mentors supporting the teacher/educator can help overcome many technical difficulties. Students can also be asked to take the role of online mentors for their peers.

In general terms, we would like to underline that the proposed activities can (and should!) be adapted by the facilitators according to what is most relevant to the learning needs of students and their contexts. We should also remember that as there are different learning styles, facilitators have different training/teaching styles that should be valued when preparing the sessions.

SECTION 4.

#HATETRACKERS

IN LOCAL COMMUNITIES

4.1 COMMUNITY EMPOWERMENT AND YOUNG PEOPLE

The United Nations Social Development Network defines empowerment as *the process of enabling people to increase control over their lives, to gain control over the factors and decisions that shape their lives, to increase their resources and qualities and to build capacities to gain access, partners, networks, a voice, in order to gain control.*²²

Empowerment strategies include:

- Addressing personal, interpersonal, and structural/political systems, simultaneously.
- Fostering self-esteem and feelings of individual and collective efficacy.
- Encouraging and enhancing critical consciousness and the ability to reflect on underlying assumptions affecting a person's actions.
- Promoting equitable participation.
- Increasing the ability of community leadership to facilitate the following processes within the community: conflict resolution, collection and analysis of data, problem-solving, program planning, resource mobilization, and policy advocacy.
- Recognizing local/community authority to make and implement decisions (who has the power to make decisions or can confer authority for decision-making)
- Promoting community power and its ability to create or resist change, and turning decision-making power to local social actors.
- Developing strong social and inter-organizational networks.
- Recognizing community history, and social, economic, and political changes.²³

In #HateTrackers, young people are actors for social change as citizens, multipliers of skills, members of their local communities (e.g. schools, neighbourhoods) and virtual communities. The Internet plays a major role in social interactions between young people, who can become members of online communities around shared interests and through blogs, social media platforms, video gaming networks etc.

²² <https://www.un.org/esa/socdev/ngo/outreachmaterials/empowerment-booklet.pdf>

²³ <https://www.savethechildren.org/content/dam/global/reports/health-and-nutrition/comm-empower-scale.pdf>

Non-formal education, as structured processes designed to improve young people's competences, can take place in contexts such as youth groups and organisations, in formal education contexts (schools, universities) and contribute to informal education among peers, circles of friends, families, and in general among members of any community, being it offline or online.

In the following subsections we will introduce an experimental example for empowering local communities starting from youth groups.

4.2 SEMIOLOGICAL GUERRILLA YOUTH GROUP

In this subsection you will read about the origins of the concept of the Semiological Guerrilla Warfare and why it is relevant for today's context. We will try also to put the concept into practice by proposing local youth-led communities 'Semiological Guerrilla Youth Group' that will work at the very local level to restore the critical dimension to the 'passive reception' of news.

TOWARDS THE SEMIOLOGICAL GUERRILLA WARFARE: THE ORIGINS

In 1967, at the highest period of cultural revolution led by students in Europe, America and beyond, Umberto Eco delivered a lecture at the conference Vision '67 in New York with a title 'Towards Semiological Guerrilla Warfare'. The lecture, which was published afterwards as an essay, has been influential in the theorization of guerrilla tactics against mainstream mass media culture, such as guerrilla television and culture jamming.

The period when the essay was published (1967) was particular in many aspects: it was the period when mass media culture started to arrive at homes of citizens via TV shows, radio, etc.; the advertisement industry has seen an increase encouraging people to consume; the students uprising in Eastern Europe against totalitarianism, and in Western Europe against capitalism; in the United States one could see the 'hippie culture' and the major revolt against the War in Vietnam and for Civil Rights.

Umberto Eco starts his essay with something that is very much relevant today: 'Today a country belongs to the person who controls communications. I'm not saying anything new; by now not only students of communication but also the general public is aware that we are living in the Age of Communications.'. Today we can freely say that we live in the Age of Over-Communications: Facebook, Instagram, Whatsapp, Telegram, Viber, Twitter, YouTube, Google, WeChat, VKontakte, are only some of the major communications app that are used by billions of people around the World. In the first quarter of 2020, Facebook had over 2.6 billion monthly active users²⁴.

In 2019, Google was ranked as the first most visited website in the World with 62.19 billion times visited, or 3.5 billion searches per day²⁵. Only these two statistics show us how extraordinarily important communication is today. But, one may also

²⁴ <https://www.statista.com/statistics/264810/number-of-monthly-active-facebook-users-worldwide/>

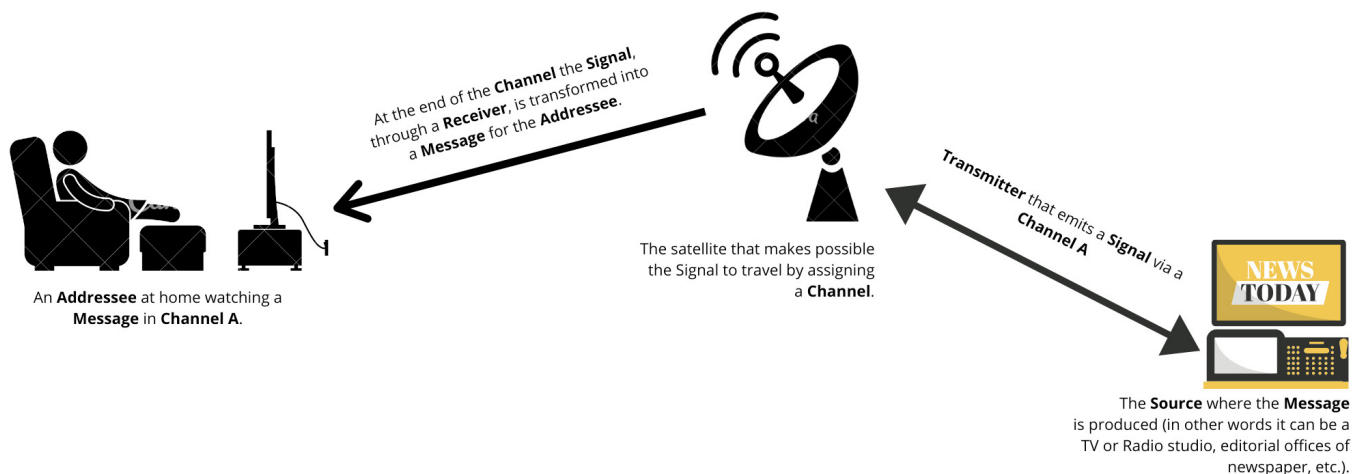
²⁵ <https://www.oberlo.com/blog/google-search-statistics>

ask a critical, and crucial, question: who owns the means of the communications? All the communication services (social networks, messaging and calling apps, etc.) are today owned by a few dozens of people. Only Mark Zuckerberg owns three biggest communications services: Facebook, Instagram and Whatsapp, with billion users active every day. It is, therefore, for this reason that politicians, educators, law-makers and citizens should really think of what it means for one person to control such a vast amount of communications.

Mechanics of communications

When speaking and learning about communications, media, and particularly online media, one should have a good understanding of how mechanics of it function. Explaining the mechanics of communications, which in '60s were not via Internet but rather satellite signal, Umberto Eco wrote the following: 'The communication chain assumes a Source that, through a Transmitter, emits a Signal via a Channel. At the end of the Channel the Signal, through a Receiver, is transformed into a Message for the Addressee. Since the Signal, while traveling through the Channel, can be disturbed by Noise, one must make the Message redundant, so that the information is transmitted clearly.'. The graphic below tries to illustrate visually that which Umberto Eco described as mechanics of communications, that is, how communications is produced, transferred and transformed into a Message. The same is applied also to the online communications; one should replace the TV with laptop, computer, mobile phone or any other digital device, and the TV is replaced with online media portal or podcast for Facebook even.

One last observation should be made, in fact, a crucial observation. It related to the last part of Eco's reference, which is the following: 'Since the Signal, while traveling through the Channel, can be disturbed by *Noise*, one must make the Message *redundant*, so that the information is transmitted *clearly*.'



What does this mean? What does Eco mean, particularly, with Noise? Noise, in other words, means competitiveness in communications: which TV show is most followed by the audience; which Facebook Page has more Fans; which Instagram account has more followers; which Tweet receives from Retweets; which YouTube video receives more watches; and so on. Given that there is a lot of 'Noise' in the Internet, the companies, organizations, individuals try to invent new techniques of communications, new types of content, so that the Message can be abundant and draw the attention of the audience. One industry that has helped to create big Noiser, but also create strong Messages is the Advertisement Industry by creating as provocative multimedia content as possible in order for the product to get the attention.

But, what does this all mean if we put it in the context of today's state of democracy, of freedom of expression, of human rights? This will bring us to the next point of discussion which is: Why are Semiological Guerrilla Warfare necessary?

WHY IS SEMIOLOGICAL GUERRILLA WARFARE STILL RELEVANT TODAY?

As long as the use of communications serves as means to promote and encourage a 'consuming culture', one may also say 'I can live with it'—despite all the ethical implications involved in it. But when the use of communications serves as means for: political control and domination; for polarisation of society through a simplified scheme of 'Us against Them'; for inciting hate towards individuals or groups; for encouraging violation of human rights and democratic values; etc.; at this point one should question critically the use of communications in today's digital era and their impact for a better society.

One example of how use of (digital) communications have been used for political control and manipulation during the elections is the Cambridge Analytica scandal.²⁶ Cambridge Analytica was a British political consulting firm that combined misappropriation of digital assets, data mining, data brokerage, and data analysis with strategic communication during electoral processes to help parties or leaders (including dictatorial regimes across the World) win elections. On 2018, Cambridge Analytica accessed up to 87 million Facebook's users personal data (i.e. public profile, page likes, birthdays, current city, including permissions to access the newsfeed, timeline and messages), which then were analyzed (data mining and analyzation) and clustered into 'psychological profiles'. Once the clusters are formed (for example: black women, age of 25-45, living in X neighbourhood, interested in certain political topics), then they receive 'targeted content' via Facebook that encourages them to vote for one Party or, in some cases to discourage them to vote at all.²⁷ The Cambridge Analytica was involved during the 2016 Presidential Elections in the United States, leading the campaign for Donal Trump, as well as during the Brexit Referendum, supporting the Leave Campaign.

²⁶ For further reading on the scandal, please read the following article: <https://www.ilpost.it/2018/03/19/facebook-cambridge-analytica/>

²⁷ For deeper account on the Cambridge Analytica scandal, please read the book 'Targeted' by Brittany Kaiser, former employer of Cambridge Analytica: <https://www.harpercollins.co.uk/9780008363918/targeted-my-inside-story-of-cambridge-analytica-and-how-trump-brex-it-and-facebook-broke-democracy/>

Although Cambridge Analytica closed operations in 2018, today in many countries companies such as Cambridge Analytica are operating at national level. For example, on November 2019 it was revealed how in Wrocław (Poland) an 'ePR'²⁸ firm' was employing disabled people²⁹ to run fake social media accounts whose only purpose was to manipulate the narratives against political opponents through Tweeting and commenting in media portals and social networks. In May 2019, the Italian newspaper La Repubblica revealed³⁰ how Italy's far-right political Party 'Lega Nord' has launched Facebook ads targeting underage youth between 13-17 years old with violent anti-migrant videos. This technique of manipulation aims to control and manipulate political beliefs of young people who are not yet voters, with the hope to win their support once they enter into a voting age.

Since 1967 when Eco gave the lecture in New York, it seems that Semiological Guerrilla Warfare is in its peak. It is for this reason that today, more than ever, it is necessary to work with young people to address the issues of hate speech online, human rights violations, and political manipulations. It is for this reason that we need very local youth groups who look critically at these phenomena and tackle these issues at local level. It is for this reason that we should put in practice an educational mobilization through the banner of the Semiological Guerrilla Youth Group.

SEMIOLOGICAL GUERRILLA YOUTH GROUP: IN-PRACTICE

Semiological Guerrilla Youth Group - Principles and Values

The name 'Semiological Guerrilla Youth Group' may be misleading and have pejorative connotations, specifically the word 'guerrilla'. It should be made clear that 'guerrilla' is used in art, music, and many other fields. In our context here, it is referred to a semi-organized youth group who work at the neighbourhood level to combat a problematic phenomenon such as hate speech. One thing that always should remember is that SGYG's role is to promote human rights and ensure that human rights values are transversally conveyed across their work. Below are some principles that may help to build value identity within the group. It is not a complete list, nor does it provide a restriction for the group. It is a starting point for you to start the discussions for principles and values of the SGYG.

1. Principles³¹

- **Does your work humanise?** Humanising everyone involved in the work is an important element that should be given emphasis during your activities/actions. One of the true dangers posed by hate speech is dehumanisation of the individual, or groups. The process of dehumanisation aims at depicting a certain individual, or group, as less than human. Philip Zimbardo, in his book *The Lucifer Effect* (2007), described the process of dehumanisation that 'begins with stereotyped conceptions of the other... conceptions of the other

²⁸ ePR - stands for 'electronic Public Relations'

²⁹ Read more about the case here: <https://www.theguardian.com/world/2019/nov/01/undercover-report-er-reveals-life-in-a-polish-troll-farm>

³⁰ https://www.repubblica.it/politica/2019/05/24/news/facebook_partiti_cam-pagna_elettorale_europee_matteo_salvini_minoren-ni-227057398/

³¹ We suggest to use the 'We CAN' manual's Human Rights approach 'checklist' as guiding principles of SGYG (135-136 pg.): <https://rm.coe.int/wecan-eng-final-23052017-web/168071ba08>

as worthless, the other as all-powerful,... the other as a fundamental threat to our cherished values and beliefs'. Therefore, ensure that this element does not remain neglected.

- **Does it promote solidarity?** Solidarity means showing your support and helping the targets of hate speech. It takes different forms: from solidarity marches in the street to protecting women's rights, and flash mobs in city centres to increased awareness for people with disabilities; from changing your profile photo on social networks to signing petitions. Those who suffer from hate speech are usually in silence and isolated, which may lead to depression and suicide. Showing them solidarity and empathy is a fundamental value that you may want to ensure in your work.
- **Does it promote participation?** Participation is one of the fundamental principles of democracy. Active, free and meaningful participation is also a universal right for everyone who wants to participate in decisions which affect their human rights. For example, if your anti-hate speech work is tackling the issues of refugees, you may want to ensure that they have access to information in a form and language which can be understood by them.
- **Does it encourage intercultural dialogue?** Intercultural dialogue, as defined by the Council of Europe, stands for 'dialogue between cultures, enabling us to live together peacefully and constructively in a multicultural world and to develop a sense of community and belonging'. Ensuring that diverse cultures are represented in your anti-hate speech work does not only culturally enrich the content of your work, but it also breaks the myths and prejudices that 'some' cultures are superior to other cultures. It serves also as an antidote to stereotyping, racism, xenophobia, intolerance, fear, rejection, discrimination and violence – all those characteristics which can threaten peace and the very essence of local and national communities.
- **Does it promote values of non-discrimination and equality?** Non-discrimination and equality means that all forms of discrimination in the realisation of rights must be prohibited, prevented and eliminated. While combatting hate speech, we should not fall into the trap of reproducing discrimination; that is, you cannot fight discrimination with discrimination. Special importance should be given to the most vulnerable groups who face some of the most challenging obstructions to realising their full rights.
- **Does it empower?** Empowerment involves the process of supporting another individual, or group, often the victims of violence, torture, hate speech, marginalisation, or discrimination, to discover and reclaim personal power and rights. Empowerment can take various forms: through education and training courses or by giving them access to speak to the public. Empowerment can be done in different places, for example, at school, at work, within the family

or at neighbourhood level. Empowerment also occurs at various levels, such as individual, group, and community level. Thus, ensuring that the targets of hate speech, either individuals or groups, are being empowered through your anti-hate speech work is an important step towards encouraging them to overcome obstacles in life and work, and actively engage with other people, institutions or society.

- **Does it encourage learning about human rights?** It is important to use, refer explicitly and appeal to existing relevant national and international human rights instruments. Hate speech constitutes a violation of human rights and it is regulated by law in most countries. Your messages will be strengthened if they refer to agreed standards and commitments, and will foster knowledge about human rights.

2. Values

- **Social justice, equality and solidarity.** SGYG advocates for more just and equal society. They see social justice and equality as universal values that go hand-by-hand. We cannot have a more just society without equal society, that is: economically equal, genderly equal, etc. But, we cannot have also more equal society without social justice, that is: more fair relation between the individuals and society, more opportunities for the excluded and oppressed, and emancipation of women.
- **Human Rights.** Ultimately, social justice, equality and solidarity are the foundation values of human rights. The universality of human rights is present and promoted within the SGYG's work. Therefore human rights rely at the core of the SGYG's actions and campaigning.
- **Intersectionality.** SGYG gives specific importance to intersectionality, that is, how person's or group's social and political identities (e.g. gender, sex, race, class, sexuality, religion, ability, etc.) might be combined to create a unique modes of discrimination or privilege. SGYG's approach to hate speech (and other negative phenomena) should be looked through intersectional lenses. Ultimately, SGYG stands in solidarity and provides support to all vulnerable groups that are often are target of hate speech: from LGBTQI* communities to refugee and migrant minorities; from people with disabilities to religious minority groups; from women to low-class groups; etc.

SEMIOLOGICAL GUERRILLA YOUTH GROUP - MINI-GUIDE

There is no exact 'recipe' to put in practice the Semiological Guerrilla Youth Group (SGYG). The user of this manual, the individual or group, or the association/organisation who would like to kick off SGYG should also contribute in the phases by adding or removing elements which they think are (not) necessary. This is an experimental idea, therefore, the phases proposed below are an 'experimental approach' to help pave

the way in defining the main elements that may help to set up the SGYG. It will be up to you to re-appropriate the manual for the contextual needs where you want to set up your own SGYG.

Phase 1: Define Semiological Guerrilla Youth Group (SGYG)

a. Profile of youth & recruitment

The first thing you need to do is to develop the profile of young people who will take part in the SGYG. You should be as detailed as possible. The following questions may help: how many youth you need overall and per each neighborhood (see point b below)? What ages? What experiences and interest they should have (i.e. youth workers, experience in volunteering, interested in media or journalism, etc.).

Profiles of youth will also help recruit them. This is an important part, as you still need to recruit young people. Make sure you advertise the Call for Participants in 'spaces' where young people frequent most: online via social networks or physically through bars, universities, high school, etc. Used mixed media channels, combining the alternative digital media such as social networks with more mainstream media (radio, local newspaper, etc.).

b. Neighbourhood identification

When experimenting with the pilot, it is important to start small, in just a few neighbourhoods. You may want to identify two to three neighborhoods in different parts of the city. Perhaps, neighborhoods with different ethno-cultural, political and economical differences. It will enrich the experience of the experimentation.

Once the neighborhoods are identified, the next thing is to find out what connections can be made with neighborhood realities (associations, non-formal groups/collectives, neighborhood's council, etc.) in order to root in the SGYG in the neighborhood. Connecting the SGYG with any neighborhood reality helps also have a physical space to meet, discuss and work with each other.

If no support can be found by the neighborhood realities, then you may seek out to find support from the habitants of the neighborhood, for example: reaching out door to door in houses or apartments; setting up an informative stand providing information about the SGYG; and so on. But, when doing this always make sure you are taking the necessary steps to comply with the law for public gatherings.

Phase 2: Train (and co-design with) Semiological Guerrilla Youth Group

a. Define your objectives

Once you have selected the youth and identified the local neighborhoods, the first thing to do is to define the objectives you want to achieve with the training. The objectives are often neglected or defined just to make a 'check' in the document,

but in fact, they are among the most important elements since they will guide you towards success.

Keep objectives simple, realistic and measurable. For example: to create a community of youth who would work with older adults on hate speech and propaganda online; or to build practical skills of students for open source investigation and hate speech assessment; etc.

b. Educational training: curriculum, methodologies, and competencies

What educational training do you want to provide to youth? This is a crucial question that the educational team should raise. We can divide the answer to this question at three levels:

- Firstly, at the content/curriculum level, what do we want youth to learn? Impact of hate speech in human rights violation; the thin and complex relationship between hate speech and freedom of hate speech; the role of social media in promoting hate speech; the relationship between hate speech, fake news and democracy; campaigning and mobilization actions against hate speech; etc.
- Secondly, at the methodological level, you may also want to think about what educational methodologies you will use to make the curriculum as appealing as possible to the students, for example: simulation games; non-formal educational activities; art; multimedia content; field work; etc.
- And, thirdly, you should identify what competencies you have to develop for young people. Council of Europe's Youth Work Portfolio³² identifies three main competencies:
 1. *Knowledge* - this dimension refers to all the themes and issues you know or need to know about to do your work. This is the 'cognitive' dimension of competence. It is commonly associated with the 'head'.
 2. *Skills* - this dimension refers to what you are able to do or what you need to be able to do to do your youth work. This is the 'practical' or skills dimension of competence. It is commonly associated with the 'hands'.
 3. *Attitudes* - this dimension of competence refers to the attitudes and values you need to espouse in order to do your work effectively. This dimension of competence is commonly associated with the 'heart'.

Together with the educational team you also need to discuss the duration of the training: whether it makes more sense to organize two-three workshops during the weekend or one longer training (five to seven days).

It is key, however, to conclude the training with a concrete plan of what is going to happen after the training. This is where the young people should be informed about the establishment of the Semiological Guerrilla Youth Group. And this brings us to the next phase, where young people should co-design and take ownership over the action plan.

³² Read more about the Youth Work competencies: <https://www.coe.int/en/web/youth-portfolio/youth-work-competence>

Phase 3: Co-design an Action Plan

a. Suggestion for co-design methodology

Co-design is a participatory process that includes all actors involved in the project to design/develop elements of it. There are dozens of numbers of methodologies and techniques. However, we suggest using a simplified guide that helps you to facilitate the process of co-design, but also the process of decision-making within the group. See Annex 1: 'Participatory Co-design Guide'.

b. Set up Committees

One good practice is also to set up Committees in which young people can subscribe to. Some suggestions may include:

- *Committee for Education against Hate Speech* - where young people in this Committee may play the role of 'multipliers' by running small educational activities in the neighborhood with other young people, or adults and children. It is here that they should 'restore the critical thinking dimension to the passive reception of news', as Eco wrote in his essay.
- *Committee against Hate Speech* - young people in this Committee would monitor online media (social networks; Facebook Private Groups as many neighborhoods have now their own groups; online media portals; etc.) and 'predict' if any event may stir hate speech towards any group or individual. They should also look at the offline spaces such as concerts or manifestations by far-right groups; hateful graffiti; printed newspaper; etc.
- *Committee for Campaigning and Mobilization* - this Committee aims at campaigning (online and offline) and mobilizing people against hate speech, including: solidarity support to targets of hate speech; messaging and promoting values of human rights; etc.

c. What after? Post-training period

- *Empowering.* When Committees are defined and each Committee has a number of youth subscribed on it, leave them work autonomously but always providing support, mentorship and advice. Post-training period is the most sensitive one. Often, immediately after the training there is a high momentum among young people to get involved and act. But also it is a moment where they see that in reality things can get more complicated, complex, and eventually difficult. Change doesn't come in one day. Change is not a 'sprint', but rather a 'marathon'. They need, therefore, empowerment and consistency.
- *Regular Meetups.* One thing that helps keep the group together is to organize regular monthly meetings, such as *General Assemblies* (or *Coffee Meet ups*³³) where all Committees gather and discuss: the past month activities and reflect critically on them (i.e. what have worked and what not?); plan for the next activities of the upcoming month; and also make decisions together. When it comes to the decision-making mechanism, you may want to discuss with youth how you would like to decide: through consensus? Direct democracy

³³ You can also decide about the name, frequency, and the nature of Meet up together with young people.

practices? Voting: majority vs. minority? There are so many methods out there, so pick up one that everyone agrees.

- *Internal communication.* Last but not least is the internal communications, or how you as an educator will keep in touch with SGYG and they themselves. When picking up a communication tool, please make sure that you also think of online safety and privacy of young people (see the Section 5 of this manual). Some good practices include: phone apps like Signal³⁴ or Wire³⁵; laptop-based computer tool such as Mattermost³⁶ or Loomio³⁷.

SEMOLOGICAL GUERRILLA YOUTH GROUP - ACTIONS PLAYLIST³⁸

You should consider this playlist as a musical playlist. You can pick one song and put it in your playlist and take another out of it. The main aim of this playlist is to help 'inspire' you and young people involved in the SGYG.

Education and Awareness Raising

- Use blogs and social media platforms to raise awareness about what people can do if they are victims of hate speech or if they witness instances.
- Use the language of human rights: raise awareness of the rights which protect us online and offline, and how human rights relate to hate speech online.
- Create a 'mythbusting' sheet for groups commonly targeted by hate speech. Post it to social media platforms or create leaflets to distribute offline.
- Share sites or posts which highlight positive characteristics of common target groups.
- Tell stories about individuals who have been the victims of hate speech online or offline. Use this to disseminate information about the problem and build empathy for those targeted by hate speech.
- Set up your own website or social media profile. Use it to provide alternative information, properly sourced, about common target groups.
- Organise offline actions, training sessions or awareness-raising events. These could look at:
 - the general problem of hate speech online and offline
 - prejudices relating to a particular target group
 - methods of dealing with hate speech online and offline
 - the impact of hate speech
 - the need for people to take responsibility for their own actions as well as for the actions of others
 - initiatives being taken by other youth groups
 - including the No Hate Speech Movement
 - something else!

³⁴ Signal: <https://signal.org/en/>

³⁵ Wire: <https://wire.com/en/>

³⁶ Mattermost: <https://mattermost.com/>

³⁷ Loomio: <https://www.loomio.org/?locale=it> Loomio platform it goes also beyond just 'communication'. It can be considered a rather social network where people can talk to each other and take decisions on various issues.

³⁸ This comprehensive list is borrowed from the manual 'Bookmarks', published by the Council of Europe.

Addressing the prejudice or hate speech already online

- Edit Wikipedia entries or other free content sites which offer inadequate or false information about common target groups of hate speech.
- Post comments on sites which contain incorrect, biased or racist content. Send questions or complaints to the authors of any posts which show intolerance or racism.
- Engage with individuals using abusive language: try to show them the impact of their behaviour on others.
- Encourage others to ignore 'trolls' if they are engaging in abusive behaviour.
- Use online reporting mechanisms or complaints procedures to alert website owners to examples of hate speech.
- Report cases of hate speech through national reporting systems or through the media networks concerned.
- Report cases of hate speech to moderators by using online reporting mechanisms.
- Report examples of hate speech to organisations and institutions working on the problem – check on the website of the campaign how you can report hate speech on [social media platforms](#) and to [national bodies responsible](#).
- Boycott hate sites – and call on others to do so.
- Collect information about hate sites registered in your country. Send this to your parliamentary representative.

Mobilising others

- Call on others to condemn or report hate speech, express solidarity with victims, or engage in other actions.
- Use social media to draw followers to useful websites or exciting campaign initiatives.
- Publicise successful cases of getting hate speech removed from particular sites.
- Raise awareness about the #HateTrackers project. Link to your social media profile or add the logo to your signature.
- Organise training or awareness sessions with representatives of common target groups. Show them how they can protect themselves – and others – by engaging with the project.
- Use online and offline actions to publicise any of the actions you may take in other sections!

Supporting or expressing solidarity with the victims or common target groups

- Send private messages to individuals being publicly targeted by hate speech: express your solidarity and tell them what they can do.
- Help to dispel prejudice or false ideas about common target groups. Build up an alternative narrative and publicise it wherever you are able.

- Inform young people about their rights, and the methods they can use to protect themselves.
- Organise a public action in solidarity with groups targeted by hate speech.
- Publicise any examples of racist or discriminatory expression by politicians, the media or public figures. Call them to account!
- Work with groups commonly targeted by hate speech: encourage them to become involved in the project.

Long term strategies

- Organise your own campaign at local level, or on the Internet; create a campaign video, song or fun action, and post it online.
- Set up an online petition against hate speech online, or against the policy of a particular website in relation to hate speech online.
- Contact web-based organisations working on the problem: tell them what you are doing and find out how you can become involved in their work.
- Contact local organisations working on racism and discrimination, or other similar issues. Alert them to the problem of hate speech online and encourage them to join the project.
- Monitor the problem, either on a particular site or as it affects particular groups. Send the results of your research to Hate Speech Watch, to NGOs working on the problem, to politicians or to other people with influence.
- Call on government officials to address the problem: contact your parliamentary representative.

SECTION 5.

ONLINE SAFETY

AND SECURITY

5.1 INTRODUCTION

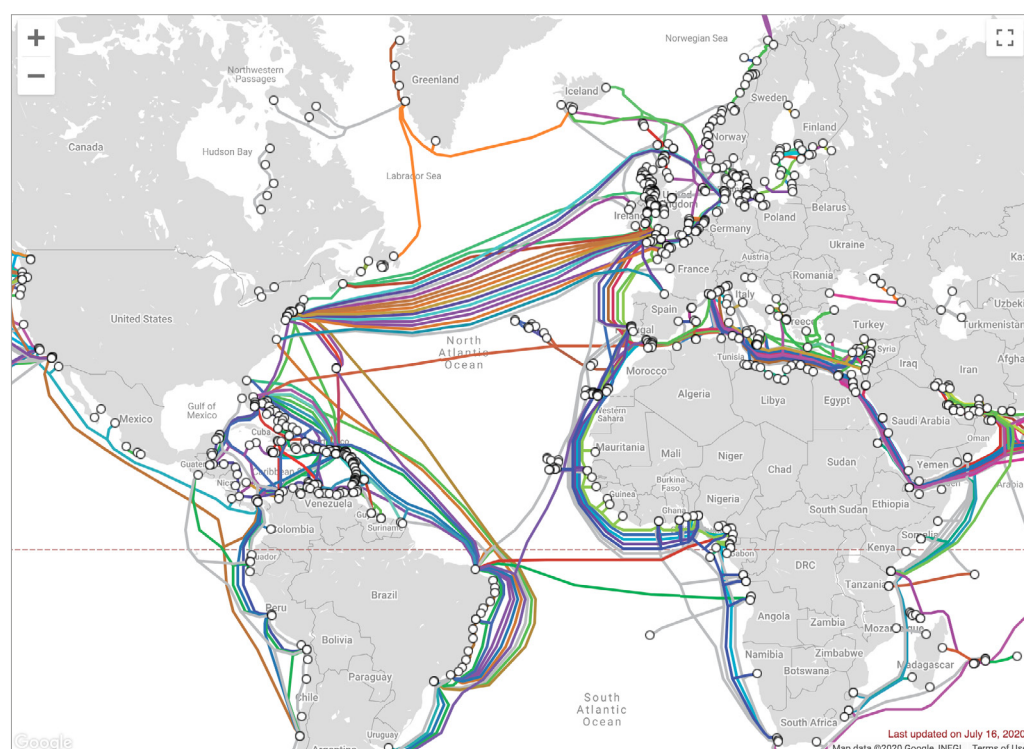
Like almost anything else, the Internet has also its own dark side. For example: websites can get hacked and shut down; passwords can be stolen which give access to others in your private or professional life; your data can be stolen, used or sold out for commercial purposes with(out) your consent; the news you are reading can be manipulated by someone else; your voting behaviours too can be manipulated; the habits what you like to eat, to listen, to watch are closely tracked down by 'online trackers' who then commercialize your habits by encouraging your to buy more online; etc.

For one moment stop and think: where does the Internet come from? If you don't know the answer, then stop and think again: where does the water that you drink come from? Most probably you may know the answer this time.

Now, it's time to draw an analogy between the Internet and the water. If you fill a glass with water and you notice that the water has a different color indicating a possible contamination, would you drink the water? Most probably not. And, perhaps, you would call the relevant authorities to signal the possible water contamination. Isn't it the same with the Internet: everytime we hear about hate speech online, about surveillance and tracking, about hacking personal profiles, about manipulation of behaviours, etc. – we should think of contaminated Internet, the same as the glass of water.

The Internet arrives to our laptops, personal computers, tablets, and other devices through cables which are distributed across the world under the oceans. Imagine that inside those cables there is the whole exchange of Internet communications: emails, Facebook messages, Whatsapp messages, Instagram pictures, Tweets, and many more.

It is important, therefore, to imagine also that through those cables the dark internet (or the dark web) exists. Considering that the Internet today is being used largely by the young people at daily rates, one should also be aware about the risks that exist online. In this section, hence, you will learn some essentials on online safety and security.



In the following link you can see all the Internet cables across the world and their ownership: submarinecablemap.com

5.2 ONLINE SAFETY

Online safety or known differently as Internet safety or Cyber safety is being aware of the nature of the possible threats that you could encounter whilst engaging in activity through the Internet. Although safety online requires much more attention, carefulness and skills on understanding the potential risks and protecting yourself, the four tips below³⁹ are a good starting point to think about it.

FOUR TIPS FOR ONLINE SAFETY

1. Your digital shadows

A digital shadow is the sum of all the data you leave behind every time you use a digital service, such as the Internet or a mobile phone. The Internet collects information that you may not be aware of: the exact location from where you uploaded a certain picture; the history of web searches and web visits; credit card information when purchasing online; etc. So, every time you make a behaviour online think about the 'shadows' you leave and how sensitive they are. If your digital shadow gets compromised, so will your information that you have shared. For example, if you shared a picture in your social

³⁹ The tips and tools below, in this section and in the section on Online Surveillance, are adaption from the work of Berlin-based Tactical tech Collective

media profile you may also be sharing other information such as: precise location from where the picture was taken; potentially the type of device through which the picture was taken; date and time when the picture was taken. In some circumstances, for example if you are attending an activist meeting, this information can be sensitive and misused. In short, digital shadows tell a story about you and your behaviours, so think well about your shadows you leave behind on the Internet.

If you wish to learn more what traces you leave on Internet, we kindly invite you to use the following online tool that explains in real time your digital shadow:

myshadow.org/trace-my-shadow

2. Assessing the risks

The problem with the online/digital tools is that sometimes you don't know the risks you are taking! For example, thieves can combine your address of residence (that you probably have shared in your LinkedIn profile) with the fact that you are not at home (because you checked-in on Facebook during your holidays outside your city). However, there are things that you can do to minimise your risks. The following questions may help to better assess the risks:

- What is it that you want to protect and from whom? For example, if you have sensitive data in your hard disk, you may need to protect the hard disk data by securing them with passwords or encryption.
- What kind of threats are you likely to encounter? Are you the one in danger, or are the people who share information with you more likely to be at risk? For example, if you are researching hate speech online and visited extremist far-right websites, they may easily trace you down, even coming as close as checking your social media profiles and extracting your personal information or the data of your friends. Prioritising possible dangers will help you come up with the right solution.
- Re-evaluating regularly your activities online helps minimise the risks, considering also that the Internet technologies are under constant change and update. Make it part of your regular routine (i.e. monthly, bi-monthly) to regularly evaluate your Internet activities/behaviours.

3. Mobile phones

Mobile phones are used massively by individuals, groups, and organizations everywhere around the world. Most mobile phones collect a lot of information, storing it on SIM cards, phoner memory, or even in external memory cards. Although you can access most of the information through mobile's menu setup, some of them due to its complicated structure may remain hidden and escape your notice. It is therefore considered to use password or pin lock in your mobile phone as a first step towards better security.

Some things to consider for better security of your mobile phone are the following:

- Activate your mobile phone's password, finger-touch option or pin lock;
- Don't save sensitive information in your phone, or if you have to, try to 'mask' it so it is only you who can understand it;
- Make sure you delete all the information before selling it. Or, in case you take it for repair, ensure that all your sensitive data are not stored in your phone.
- Regularly check the apps you have installed and what kind of access you have allowed to them. Apps can serve as 'spy' proxy by turning on your phone microphone or camera.
- Destroy unusable phones and old SIM cards before discarding them.

4. Endangering others

Did it happen that your pictures have been shared on social media platforms during projects, training or campaigns? Most probably yes. It is a common practice to attach names to pictures you post online, or even tag pictures with names of people you would like to attribute something to. This is also why the Internet is fun. But, in some cases you may endanger other people. For example, you are attending a protest for the rights of LGBTQI* people and you take photos and videos from the protest, which then you share them online in your social network. But, it may happen that some people in your photos and videos may be at risk and your exposure may endanger their safety. It is important that you always ask whether it's ok to share information about others online.

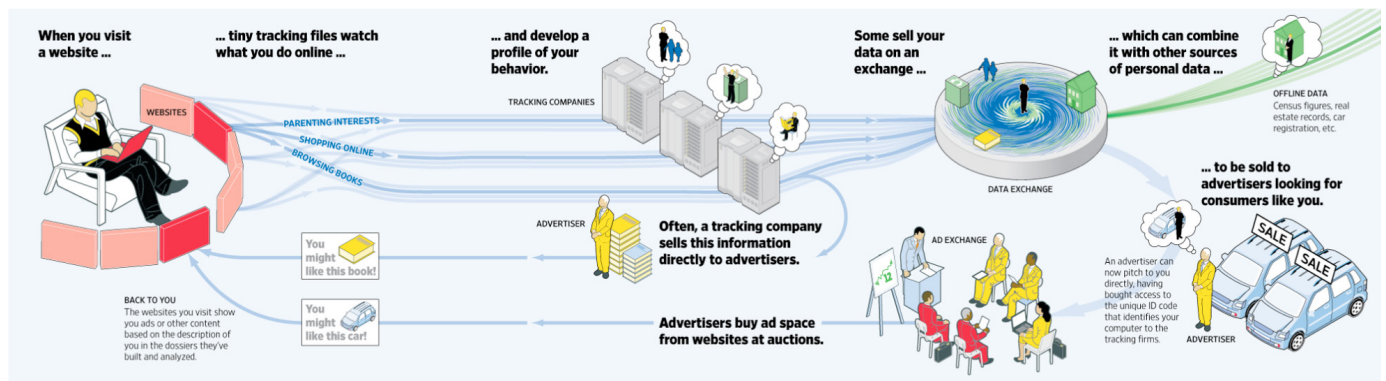
5.3 ONLINE TRACKING

Every time you go online visiting a news website, searching something, scrolling in Facebook Newsfeed, watching YouTube videos or listening to Spotify music—your browsing history is exposed (unless it's protected) to numerous advertisers and data brokers who then send you 'targeted' advertisements or use your online behaviors for other purposes (i.e. political campaigning, selling, etc.).

Our data are collected by Data Brokers. These are specialized companies in collecting information for internet users. Once they collect the data, then they analyze the data and try to create your 'profiles' of personality by categories such as:

- Personal information: your age, gender, nationality, skin color, phone number, email, address, etc.
- Biometric data: heart rate, sports activities, health issues, etc. These data are available to them particularly if you use smart watches or other devices that monitor your biometric data.
- Other data: what do you work; what you read and where you travel; what are your political and ideological beliefs; what do you buy online; and so on.

What happens then with these data? Your personal data is routinely bought and sold by dozens, possibly hundreds, of data brokers companies. For example, if a chocolate company is about to launch in the market a product, they contact one of those data brokers companies and ask data for their market segment they want to sell the product (for example, young people between 18-30 years old). The data brokers sell the data to the chocolate company, and based on the data they receive they launch digital campaigns in multiple channels on the Internet: Facebook, Google ads, Twitter, Instagram, YouTube, etc., targeting the young people and encouraging them to buy the new chocolate product.



In this figure you can see how the person sitting at his/her home and surfing on the Internet is tracked by data brokers and other trackers.

ANTI-TRACKING TOOLS

There are, however, a number of digital tools that help protect or hide your behaviours online, so trackers cannot track you. Below you will find a list with few essential tools that can help against trackers.

- [Lightbeam](#): is an add-on for Firefox browser that displays, in real-time, third party tracking cookies placed on the user's computer while visiting various websites. This helps you understand which trackers are behind any website you visit, but it doesn't help to protect you from trackers.
- [HTTPS Everywhere](#): is an extension for Firefox, Chrome, opera browsers that encrypts your communications with many major websites, making your browsing more secure.
- [Ghostery](#): is a free and open-source browser extension that helps identify and stop website trackers tracking your online behaviour.
- [Tor browser](#): is a browser, like Firefox, Chrome, etc. – which helps protect your identity by surfing online completely anonymous. Tor's anonymity will help at two levels: firstly, isolates each website you visit so third-party trackers and ads can't follow you. And, secondly, prevents someone watching your connection from knowing what websites you visit.

5.4 ONLINE SURVEILLANCE

Online surveillance is an activity undertaken by governments, corporations, criminal organizations, or individuals to monitor computer activity and data stored on a hard drive, or data being transferred over computer networks such as the Internet. The new technologies and new techniques of surveillance today have made it very easy to enter one's computer network. Given the sensitive data that is stored in computers and online in clouds, it is therefore crucial that everyone is aware about the risks of online surveillance.

Each computer connects to the Internet via Internet Service Providers (ISP), which assigns to everyone an Internet Protocol (IP) address. You can imagine IP addresses like the car plates that identify the car and the owner. Every website you visit, it appears visible to the ISP. For example, if you connect to a news website, ISP recognizes that you connected to a specific news website but they don't know what you are actually reading.

However, with the latest revelations by Edward Snowden, a lot of unknowns have been revealed for the public. Now, it is a well known fact that Governments, and corporations, do engage in online surveillance activities. The main justification that often is heard relates to the 'right to security'. Nevertheless, the Snowden revelations indicate that Governments do have enormous technical capacities to break into computer networks and mobile phones, including access to the camera and microphone.

ANTI-SURVEILLANCE TIPS AND TOOLS

While below you will find some tips and tools to protect yourself from the online surveillance, you should well be aware that there are no exact recipes to protect you, and nor there is one tool that does the magic work of protecting you. Below tips and tools are a good starting point to mitigate the risks and start thinking how you can strengthen your security online.

Anti-surveillance tips

- **Create and maintain strong passwords**

Many applications and services require a password. Passwords allow us to feel safe using digital technology to do things that only we should be able to do: signing into our computers and sending email, for example, or encrypting sensitive data. A secure password should have the following elements:

- *Make it long.* The longer a password is, the less likely it is that a computer program will be able to guess it in a reasonable amount of time. Some people use passphrases that contain several words, with or without spaces between them.
- *Make it complex.* In addition to length, the complexity of a password also helps prevent automatic 'password cracking' software from guessing the right combination of characters. Where possible, you

should include upper case letters, lower case letters, numbers and symbols in your password.

- *Make it unique.* Avoid using the same password for more than one account. Otherwise, anyone who learns that password will gain access to additional services and the information they contain. For similar reasons, it is a bad idea to rotate passwords by swapping them around between different accounts. Uniqueness is particularly important these days, as more and more websites are being compromised and having their password databases exposed online.
- *Keep it fresh.* Change your important passwords occasionally. The longer you keep one password, the more opportunity others have to figure it out. If someone is able to use a stolen password without your knowledge, they will continue to do so until you change it. As long as your passwords are strong in the other ways described above, you do not need to do this frequently, but it remains a good idea to refresh your passwords every year or so.

- **Be careful where you charge your phones and where you connect with WiFi**

You are in the airport waiting to travel and your mobile phone is stuck without a battery? Or, you finished your internet data plan and would like to connect with WiFi? Be careful because both activities may open the gate for someone to break into your phone. More and more airports are now equipping with public USB recharging stations. But, these recharging stations can very easily be loaded with a virus which then infects your device and gets control over it. Alternatively, you should consider recharging your phone using electricity ports in the wall, or having your own personal external recharger or via laptop. Lastly, connecting to unknown WiFi it's also risky because you are given access to many personal information. Great number of companies are offering now free WiFi in which you can connect via social network profile. Doing this, you will provide for free all the personal information that you have shared in your social network. So, before you connect to WiFi, please make sure to read the details of it. Alternatively, you may consider opening a second email account and using it only to connect with unknown WiFi.

- **Multiple accounts**

It is a good practice to have multiple accounts for email. For example, if you use one email for all your activities, it means that you are centralizing a great amount of personal information in one account. It is, therefore, more risky for you. One good way to mitigate the risk is to have one secondary email connected with social networks which are often the target of attacking. You can use the same email also for the WiFi connection in unknown places (see the point above).

- **Delete information and destroy hardware**

Many people think that if you delete a file (a document, a photo or a video) from your computer, and then from the recycle bin, the file is deleted forever. This is a myth. All the files, even after deleted from the recycle bin, are copied in the computer's hardware. They can be restored easily. So, if for example, you are throwing a computer, make sure you destroy the hardware inside. The same should happen with the phone and SIM card. There is a vast amount of personal information stored in these devices, and only throwing them means that your data is exposed to a big risk as they can be restored easily.

- **Turn off location service & microphone camera access**

In your laptop, and particularly in your mobile phone, make sure you turn off the Location service which tracks your movements. This will protect specifically from other apps tracking you, as they will use the data for advertisement purposes. Another good practice is to not give access to microphone and camera to external apps for mobile phones, and put a sticker in the camera in your laptop.

Anti-surveillance tools

- [DuckDuckGo](#) search engine that protects searchers' privacy and avoids the filter bubble of personalized search results. that protects searchers' privacy and avoiding the filter bubble of personalized search results. DuckDuckGo distinguishes itself from other search engines by not profiling its users and by showing all users the same search results for a given search term. You can use also its own mobile app version.
- [Spideroak](#) is a collaboration tool, online backup and file hosting service that allows users to access, synchronize and share data using a cloud-based server. The advantage of the Spideroak is that it protects users privacy, but its free version has limited storage.
- [Tutanota](#) & [ProtonMail](#) are email services with strong end-to-end encryption. This means that your emails are more secure and that the content of your emails (including the metadata) are not visible to everyone.
- [Signal](#) & [Wire](#) are mobile apps that ensures secure communications via text and phone call. You need, though, to have Internet access to use the services of both platforms.
- [Cryptpad](#) is a privacy protecting alternative to other online office suites. And while protecting privacy, it still allows for real-time collaboration between creative partners, including document sharing with others.

- [Terms of Service; Didn't Read](#) given that 'Terms of Service' are often too long to read, and majority of people just skip them without reading, ToSDR is a browser plugin that you install in Chrome or Firefox, and it rates the terms of services of a social network you visit. Like this, you know how friendly or not are the Terms of Services of the major social networking websites.
- **Want to learn more?** We strongly suggest this great collection of guides and toolkits on online privacy, security and safety: ononymous.org

ANNEX

PARTICIPATORY CO-DESIGN GUIDE

INTRODUCTION

This is a brief outline guide that aims to help facilitators to run participatory co-design workshops with young people. This guide is based on non-formal education principles and puts young people at the centre of the workshop. The guide is designed to help young people (through the Facilitator) develop some of the most important action plan elements and take joint decisions on those elements. The guide is designed through **four main parts** which will help young people come up with the:

1. Goal and objectives
2. Target groups
3. Actions
4. Team, Timeline and resources

The role of facilitator is to facilitate the discussion, help young people think through the problem/challenge, encourage active participation of everyone, and bring inspirational ideas that may inspire and motivate further young people. The facilitator should avoid offensive or harsh feedbacking towards others' ideas; should avoid taking the role of the young people by giving more ideas than youth themselves; and should not insist on his/her ideas.

The workshop start with an **Introduction by the Facilitator** (5-10 minutes) by:

- Explaining the idea behind workshops and what is the main aim we want to achieve through workshops;
- Explain to participants all the phases of the workshop and ask them if they understand and/or if they have any question;
- Facilitator should create a safe space for everyone to share their opinions without having the fear that they will be judged;
- Facilitator should encourage positive atmosphere among the group;
- Facilitator should encourage open-mindedness and that 'all ideas are great ideas; there are no bad ideas at this stage';
- Ask participants if they have any questions or need any further clarification.
- WORK! WORK! WORK!

PART I: GOAL AND OBJECTIVES

Time: 30 minutes to select the Goal / 45 minutes to select the Objectives

Materials: Small room with chairs and table; laptop; WIFI connection; markers; post-its; flip charts; tape; notebooks; pens.

Methodology:

- Step 1: Divide participants into small groups (2-3 participants per group).
- Step 2: Explain to participants that they have to select 1 Goal and 2-3 Objectives. Explain to participants how important it is to have a main goal and objectives of the campaign, as they guide the campaign towards its success. Ensure that participants understand very clearly what a Goal is and what are the Objectives; give them examples if needed.
- Step 3: Once the small groups start to work, monitor closely the work in the group and the discussion. Help the group if they are facing challenges and try to facilitate the discussion if there are misunderstandings in the group. Be ready to support the small groups at any time.
- Step 4: Once they have finished the work, ask all groups to share the outcomes. Write their suggestions in the flip chart. After you finish, ask everyone if they have any final questions or need further clarification. If you as Facilitator need further clarification, feel free to ask the groups.
- Step 5: Now it's time to prioritize and select 1 Goal and 2-3 Objectives. Explain to participants that we cannot select all of them, despite the fact that they all may be very interesting and creative. Explain to participants that they have to vote for 2 Goals by giving 1 vote or 2 votes (1 vote for least good idea, and 2 votes for most liked idea) and for 2-3 Objectives by giving 1 vote, 2 votes or 3 votes. Ask participants to write their name near the idea they would like to vote and the number of votes (1, 2 or 3). If they don't feel like adding the 3rd vote, leave them to do so.
- Step 6: After counting votes, select 1 Goal and 2-3 Objectives. Ask participants if they are happy with the choice and if they have any rejection. If there is any rejection, encourage honest discussion. In the end, ensure that everyone is happy with the final decision. Congratulate participants for the good work and move to the next phase!

PART II: TARGET GROUPS**Time:** 45 minutes**Materials:** Small room with chairs and table; laptop; WIFI connection; markers; post-its; flip charts; tape; notebooks; pens; Personas template.**Methodology:**

- Step 1: Ask participants to find a comfortable position and explain to them that now it's the time to brainstorm. Each participant takes 10 minutes to brainstorm individually about specific Target Groups that they want to target with their work. Explain to participants that the Target Groups are all those actors who are involved with the issue, for example: if you want to tackle the issue of hate speech targeting refugees – then, the target groups are: refugees and local people; civil society organisations; municipality and other relevant institutions; etc. Target groups should be very specific!
- Step 2: Participants should write one target group in one post it. After they have finished brainstorming, ask them to stick the post in the flip chart.
- Step 3: Facilitator together with the participants has to cluster the post it based on similarities of the ideas.
- Step 4: After you clustered the post its, go through them together with the participants and ask them if there are questions and need any clarification. Ask them what they think about ideas and whether they need more time to add any idea. If someone wants to add another idea, leave them to do so. It's important they understand each other's ideas because the next step will be voting.
- Step 5: Now it's time to select the Target Groups! Explain to participants that they have to vote for 1-2 Target Groups by giving 1 vote or 2 votes (1 vote for least good idea, and 2 votes for most liked idea). Ask participants to write their name near the idea they would like to vote and the number of vote (1 or 2).
- Step 6: Count the votes and make the final decision. If two or more ideas have equal votes, ask participants to make a joint decision for one theme.
- Step 7: Once the final 1-2 Target Groups have been selected, ask the participants to individually produce Personas for each Target Group (if only 1 Target Groups was selected, then each of them has to produce 1 Persona). Give to participants the Personas template and give them 5-10 minutes to produce the Personas. Tell them that Personas are 'imaginary characters' that help us imagine who is the Target Group; how we can reach out to them; how can we communicate to them; what means we can use; etc. Once the Personas are completed, stick them in the wall, in a visible place.
- Step 7: Ask participants if they are happy with the choice and with the process. Congratulate them for the contribution and the work done.

PHASE III: ACTIONS**Time:** 90 minutes**Materials:** Small room with chairs and table; laptop; WIFI connection; markers; post-its; flip charts; tape; notebooks; pens; bring any inspirational example or case.**Methodology:**

- Step 1: Remind participants about the outcomes of the previous phases and make them aware about their achievement. Tell them that now they are entering an important phase: making actions.
- Step 2: Explain to participants that actions are the means to achieve the goal and objectives, as well as to reach out to the target groups they have identified. Actions are the acts that make our project known to public and institutions.
- Step 3: Feel free to propose different examples and cases that may inspire young people. Make sure you also emphasize the principles and values of the SGYG; as well as we reject actions that violate other peoples' rights and/or may offend their personality, and/or may call for racism or hatred. Encourage participants to think as many actions as possible; and as crazy and creative actions as possible that help combat hate speech in the neighbourhood!
- Step 4: Now ask participants to find a comfortable position and brainstorm individually for 10-15 minutes. They have to write one action in each post it.
- Step 5: After they have finished brainstorming individually, divide participants into small groups (2-3 participants per group). Ask them to share their ideas into the group. Ask them to discuss and reflect these ideas by answering questions: Are these ideas in line with principles and values, as well as goal and objectives? Are they realistic? Can we make them happen? What possible problems that may stop these actions happen? But if the action can be successfully implemented, what success would bring? After they discuss, ask them to brainstorm as a group and come up with other actions. This should take around 30-45 minutes.
- Step 6: Now each group has to decide in consensus to select 5-10 actions or less (but no more than 10). Ask each group to write one action per post it. Stick all actions of each group in the flip chart.
- Step 7: Now ask participants to vote for 5 most liked actions. They have to vote from 1 vote for least liked action to 5 votes for the most liked action. And they have to vote only for 5 actions.
- Step 8: Count the votes and make the final decision. If two or more actions have equal votes, ask participants to make a joint decision for one of them. In the end, don't forget to ask participants if they are happy with the choice and with the process. And, congratulate them for the contribution and the work done.

PHASE IV: TEAM, TIMELINE, AND RESOURCES**Time:** 75 minutes**Materials:** Small room with chairs and table; laptop; WIFI connection; markers; post-its; flip charts; tape; notebooks; pens.**Methodology:**

- Step 1: TEAMS - Explain to participants what the final outcomes are so far: which are the goal and objectives; the target groups, and what are the final 5 actions.
- Step 2: Ask participants to sign up for one action that they would like to get involved. If one action has 5 participants and the rest of actions has zero participants, ask them if anyone is interested to contribute to other actions, since they are equally important. If in any action there is only 1 interested candidate, feel free to join you as facilitator and support the work.
- Step 3: Write participants' name near the action they have signed up. Divide the teams, give them different materials (flip charts, markers, tape, post its etc).
- Step 4: Ask now the teams to work in the Action Details. For example: if one action is to organize a Hate-free Graffiti Day (i.e. SGYG together with neighbourhood's people go around to identify hateful graffiti and cancel them or re-appropriate them into Human Rights messaging) in the neighbourhood, the team that has signed up for this action they have to identify the details that make this action happen: are there any hateful graffiti? Do we need to take a permission to cancel them? Can we involve artists to help? Can we involve the neighbourhood citizens? What other accompanying activities can we organize to make a fun event (e.g. barbecue, activities with children, etc.); What makes this action a success? Etc. So, they have to work on every single detail for that action.
- STEP 5: RESOURCES: All groups should also define what resources it involves to make the action happen. For example: how many colours they need to cancel graffiti? What other materials? How many youngsters should be involved? Etc. They should think of material, financial and human resources that are necessary to make the action happen.
- Step 5: Ask all the groups to share their work. Once the group presents, ask other groups if they have any question or any suggestion.
- Step 6: TIMELINE - Now that the actions are detailed, ask the group to put them together in a timeline. It can be a one-month timeline, two-months or six-months. It's up to young people to decide.
- Step 7: Close the workshop by reminding participants about their fantastic work and thank them very much for their contribution. Explain to participants that now they have to present all the outcomes from each phase in the plenary room in front of other groups.

The handout below, which is taken from 'We CAN' manual can help put all the information together:

| COUNTER-NARRATIVE ACTION PLAN | | | | |
|---|------------------|---------------------------------|--|--|
| Actions | Responsibilities | Timeline | Resources | Potential barriers |
| What will be done? | Who will do it? | By when? (week, month, year) | A. resources available B. resources needed | A. What individual and organisations might resist? B. Why? How? |
| Action 1: Arrange an interview on tv for refugee crisis | Jonh Smith | 2nd week of may 2020 | A. We identified the TV B. We need to identify the show and journalist. We need media training to prepare for the interview | A. The owner of the TV channel could potentially resist B. Because he support anti-refugee groups and parties |
| Action 2: | | | | |
| Action 3: | | | | |
| Action 4: | | | | |
| Action 5: | | | | |
| Action 6: | | | | |
| Action 7: | | | | |

REFERENCES

Here you find a first selection of websites and references used to develop the guide. More titles, sites and articles will be regularly uploaded on #HateTrackers website.

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<https://www.campaignforeducation.org/en/2020/04/24/accelerating-a-collaborative-response-to-the-covid19-pandemic/>

BOOKMARKS - A manual for combating hate speech online through human rights education

<https://rm.coe.int/bookmarksen2020-web2/16809e5789>

CAN-LAB – Counter and Alternative Narratives in Action with Young People

<https://www.hreyn.net/publications>

COMPASS: Manual For Human Rights Education With Young People

<https://www.coe.int/en/web/compass>

Council Of Europe Committee Of Ministers Recommendation No. R (97) 20 Of The Committee Of Ministers To Member States On ‘Hate Speech’

<https://rm.coe.int/1680505d5b>

DISINFODEMIC - Dissecting responses to COVID-19 disinformation - Policy brief 2

https://en.unesco.org/sites/default/files/disinfodemic_dissecting_responses_covid19_disinformation.pdf

Empowerment – What does it mean to you?

<https://www.un.org/esa/socdev/ngo/outreachmaterials/empowerment-booklet.pdf>

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<https://rm.coe.int/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-/16809e1c34>

Hate speech: il confine tra la libertà di espressione e la censura

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Starting points for combating hate speech online - Three studies about online hate speech and ways to address it

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Targeted: My Inside Story of Cambridge Analytica and How Trump, Brexit and Facebook Broke Democracy

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WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives

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Youth Work Competences – CoE Portfolio

<https://www.coe.int/en/web/youth-portfolio/youth-work-competence>

HATE BEYOND MEAN(ING) **TRACKERS**



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