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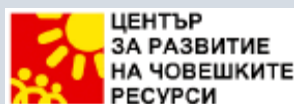


# MANUAL

“#SendH@teAway”

2019

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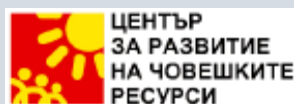
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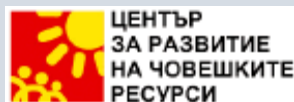


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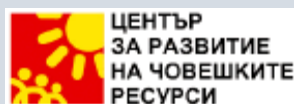
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## 1. Introduction

This study is an integral part of the Project No. 2017-3-BG01-KA205-046907 “#SendH@teAway” implemented by „Korenyak” Foundation in partnership with 4 NGOs from 4 European countries.

The project is co-funded by the Erasmus + Programme of the European Union, Human Resources Development Centre - Bulgaria.

## 2. Description of Lead organisation and Partners

### 2.1. Bulgaria – Korenyak Foundation

"Korenyak" Foundation was established in 2009 as a non-profit organization, registered in the public interest.

Its main objectives and activities are related to:

- Working with youth, incl. with fewer opportunities; activation and support to their overall development, social and professional development;
- Dissemination of information and holding of events contributing to the development of education and training, science, culture and sport;
- Studies and researches in the field of education, active citizenship;
- Supporting cultural and educational development, social integration and personal realization of disadvantaged individuals and those in need of care;
- Collaboration with organizations and institutions working towards creating conditions for the development of education, training, youth work.

Major beneficiaries "Korenyak" Foundation work are:

- Young people aged between 13 and 30 years, mainly from the South West Region: in the field of - human and civil rights, education and labor mobility within the EU, active citizenship and European citizenship, European values, promotion of tolerance;

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- Municipalities and government institutions in rural and other areas - mainly in South-West Region, in the field of: creating conditions for sustainable and integrated local development, creating conditions for empowerment of local young people;
- Other organizations in the private and public sector operating in the field of creating favourable conditions for the development of education, training and youth work, culture, technology, physical education and sports

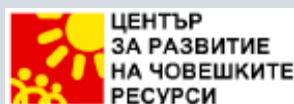
Korenyak Foundation operates with the active involvement and participation of young people. It works not only at national, but also at transnational level. It has implemented projects in culture, entrepreneurship and vocational skills among young people in the craft sector - under the CBC Bulgaria-Serbia Programme, as well as youth projects under the Youth in Action Programme and Erasmus+. The organization carries out various initiatives and information events to raise awareness of local youth regarding youth activism, civil rights and European citizenship focusing on values of the EU, cultural diversity, human rights, equal opportunities, etc. It also organizes and carries out initiatives, activities and events for meaningful engagement in leisure time of students and young people widely using and applying methods of non-formal and informal learning.

The Foundation supports and works actively to develop the concept of lifelong learning, promoting of non-formal education and improvement of personal, professional and civic skills and competencies of young people. It has previous experience in the programmes Youth in Action and Erasmus plus by implementing and participating as a partner in several youth projects, fully applying the methods of non-formal education in their programs. The topics of these projects are mainly: promoting active citizenship and tolerance and multicultural dialogue.

The permanent team of Korenyak Foundation includes motivated people with different educational and professional profile involved in several previous projects. Team members have both joint and individual experience in preparing and managing projects and organizing diverse range of initiatives and activities of the Foundation. They have personal motivation, interest and experience in working with disadvantaged youngsters. They have experience in multicultural environment and have built good contacts and partnerships in international projects and organizations from different European countries.

The organization relies on experts in various fields such as: strategic planning, education, training and public relations. Due to its previous experience in projects financed by the EU and other donor programmes, as well as in work on implementing various public procurements

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Foundation Korenyak has the capacity for financial management and efficient spending of public funds on the project. Above described administrative, organizational and financial capacity of Foundation Korenyak ensures the correct implementation of any project taking part in, as well as the achievement of its objectives.

Through its various initiatives, events and projects Foundation Korenyak is working to increase active participation in the democratic and social life and their realization in the labour market. The organization aims at discovering and developing new ways to stimulate active citizenship and initiative as exchanges experiences with other organizations, workers and people from different countries. It supports the idea of lifelong learning and the process of development of personal, professional and civic skills and competencies among people from different background in relation to the promotion of European values. It aims to motivate confidence among people, especially those in disadvantaged situation, their personal development and acquisition of new knowledge and skills. The methods of non-formal education and learning are widely used and applied within its activity.

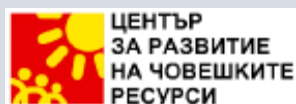
## 2.2. Bulgaria – OMEGA

OMEGA is located in Kardzhali, Bulgaria. It has developed and implemented various projects and events. Some of them are:

- Project Erasmus + Youth Empowered, which started in May 2017 and finish June 2018. The aim is to provide opportunity for conducting structured dialogue between adolescents and representatives of public institutions and meetings between young people and decision-makers in the field of youth, to establish structured dialogue for struggling unemployment of young people.
- Project "Learn, sport, live healthy!". The aim is to stimulate young people at risk (15-29 years) in Kardzhali region towards a healthy and active way of life and create opportunities and access to sporting events and outdoor activities at preventing addiction and reducing aggression among young people and social exclusion, because sport is one of the activities that unites young people regardless of their age or social background.
- Project of the Ministry of Youth and Sports "Youth Information and Consulting Center" - Kardzhali. The MICC Kardzhali project is oriented towards building a youth area on

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the territory of the city and the municipalities of Kardzhali region. To facilitate access to information for the region's community since May 2017, we are part of the Eurodesk - the largest European information-consultancy network designed to serve young people across Europe.

Omega is member of Eurodesk Network. They help providing information to young people and those who work with young people on European policies and opportunities offered by the European Union.

In local field the organisation plans to organize various educational trainings, youth exchanges and workshops related to our mission. In frame of Erasmus+ programme, they plan to promote active citizenship of European Union and to strengthen European unification. They would like to focus also on social inclusion and intercultural dialogue. Specifically, work with people with disabilities, people with fewer opportunities, people with problematic family backgrounds, suffering of violence, alcohol and drug consumption etc. Their goal is to enable them access to Erasmus + projects and motivate them to work on themselves.

The founders and staff of the company are experienced about youth activities, project management, leadership and organizations. They took part in many local, national and international youth events.

- Mrs. Katerina Dikmeva, graduated Management of Projects and Business Administration - Master, President of the Bulgarian Red Cross Club in 2011-2012 and member of the Operational Bureau (Managing Authority) for 4 years from 2008 to 2012. With professional experience as an expert "Organizational activity" at the National Council of the Bulgarian Red Cross and manager of Fox Animation Company for organizing events and special occasions more than 2 years. She speaks English, German and French. Mrs. Katerina Dikmeva has been working on youth activities for more than 10 years.
- Mrs. Violeta Todorova graduated Varna University of Economics, worked as a trainee for a Member of the European Parliament, with 4 years' experience as Marketing and Advertising Specialist, with experience in preparing communication materials for dissemination among different target groups using different channels. She has experience with maintaining a websites and using social media to create online communities. Mrs. Violeta Todorova works as a coordinator for projects. She has experience about preraping papers, files and documents. At the same time, she





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supplies different supports on organising-implementing activities and dealing with young people. Fluent in English.

- Mrs. Veselina Yurukova - President of the organization. She has various experience in project management, partnership and preparing reports about local and international youth/sports projects. Her responsibilities include organizing events in Bulgaria, public relations, marketing and advertising. At the same time, she supplies different supports on organising-implementing activities and dealing with young people. She had graduated "Management" at Paisii Hilendarski University of Plovdiv and "Political Management" at Sofia University. Fluent in English.

### 2.3. Italy - Associazione di Volontariato "Madonna della Carità"

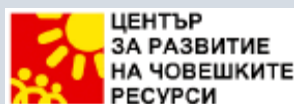
The association manages the 200 volunteers involved in Rimini Caritas activities: homeless night shelter, meals catering preparation and distribution, public showers and laundry service, medication dealing, clothes donation. The association delivers also specific social services: free law centre to refugees and immigrants; linguistic and cultural mediation service; free counselling and psychological support for disadvantaged people; educational centre for kids and after school activities for dropout's prevention.

The Voluntary Association Madonna della Carita was born in 1992 in Rimini, a city based in the North East side of Italy, in the Emilia Romagna Region. The association was promoted by Caritas Diocesana of Rimini and involves actively more than 200 volunteers. It provides free primary and home care to people in need of food, clothes, personal hygiene and medical care to restore dignity and hope by sharing and solidarity. The association also contributes to improve people independence with education, counselling and employment services. The many activities of the association involve disadvantaged people, immigrants, international protection seekers, low income families, teenagers and the elderly

The Voluntary Association Madonna della Carita involved 200 volunteers and cooperates with Caritas Diocesana in Rimini. Together with the Social Cooperative Madonna della Carita delivers social welfare activities to homeless, refugees, disadvantaged families.

It has experienced staff in dealing with migrants, in social work and social inclusion activities, in combating discrimination and hate speech.

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## 2.4. Slovenia - DRUSTVO ZA RAZVIJANJE PROSTOVOLJNEGA DELA NOVO MESTO /DRPDNM/

Društvo za razvijanje prostovoljnega dela Novo mesto (Association for Developing Voluntary Work Novo mesto) is Slovenian non-governmental and humanitarian organisation, working in the public interest in the area of social care, youth and culture. Their mission is to contribute to more inclusive and open society for all. Their two leading programs therefore deal with inclusion of socially excluded groups and with the stimulation of the NGO development and civil dialogue. The activities within the programs are performed by expert and voluntary work.

The organization promotes the values of solidarity, tolerance, voluntarism, active living, citizenship awareness and inter-cultural dialogue, media literacy and human rights education. DRPDNM has 23 years of experience in education, youth, citizens, migrants, international cooperation, entrepreneurship, professions in human rights, in dealing with disadvantaged groups, training and other activities that serve the goals of this project.

DRPDNM works:

1. To empower youth with view to be active citizens, both online and offline.
2. To increase the awareness of human rights and EU fundamental values.

DRPDNM works with young people using non formal education and ICT as a factor in integration into the societies. Latest projects on youth empowerment and promotion of participation and inclusion of young people with fewer opportunities: are within European Social Fund (KulTEGRACIJA (Cultegration), Živeti skupaj (Living Together), KULTI-PRAKTIK, Regional NGO Centre, Aktivendrzavljan.si (Active citizenship), Dvig socialnega in kulturnega kapitala v okoljih, kjer živijo predstavniki romske skupnosti, etc.

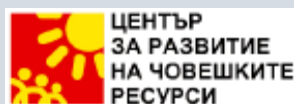
The organisation has wide experience in: working with disadvantaged and vulnerable young people (NEETs)

Programs, covering this field:

1. LIVING TOGETHER (PROGRAM OF SOCIAL INTEGRATION)

The goal: To establish conditions for more equal inclusion of alienated groups into society

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Target group: Socially excluded children and adults (Roma and migrants)

Program is based on: Efficient connection of social work with culture + active inclusion of local majority population in the process.

The activities (addressing the causes of exclusion):

- IMPROVING ADEQUATE SKILLS AND SELF-CONFIDENCE:

- o Organizational help at self-organizing into associations

- PROMOTING CULTURAL IDENTITY:

- o Social, educational and cultural exchanges with partners from home countries of minorities (international cooperation in the South-Eastern Europe)

- o transfers of knowledge and experience onto partner organizations

- AWARENESS RAISING AMONG MAJORITY POPULATION:

Round tables, workshops on human rights, seminars and trainings, concerts, performances, celebrations, non-formal meetings with members of ethnic minorities, radio and TV broadcasts, promotional film, booklets, public calls for best essay/slogan

Mr. Mitja Bukovec (PROJECT MANAGER- TRANSNATIONAL AND NATIONAL MANAGEMENT). Graduated in economics, Certified Project manager, Director of Zavod Boter. Project manager and consulting experience on proposals and projects funded by local, national and EU programmes and funds (ESF, EACEA, EIDHR, EYF, E+, URBACT III, INTERREG, CEI, EuropeAid, IPA, BIFC, JUST, H2020, DAPHNE III,...). Extensive experience in coordination of project consortiums for H2020, COSME, EFC, EuropeAid, E+ project proposals and projects. NGO and private institutions empowerment via Regional NGO Center – project by ADVWNM. Theoretical and practical experience in the fields of social work, minority cooperation, R&D, NGO, CSO, SME CONSULTING, intercultural dialogue, business planning, migration, intercultural management, international relations and cooperation, foreign policy, citizenship, project development, international marketing, ICT and new technologies, communication, Expert member of European Projects Association.

Mrs. Kristina Cigler (ADMINISTRATION, IMPLEMENTATION, NATIONAL COORDINATOR), university graduate of journalism, Project coordinator, Public relations and promotion of the organization planning specialist. Executor of all the programs at the

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ADVWNM, specifically involved in programs for Roma, Human rights education, Public awareness raising and International cooperation. Public awareness raising: organizing public events (concerts, round tables, seminars) in honor of various international and world days (e. g. World Roma day, World Refugee Day, International Volunteer's Day etc.); releasing information.

## 2.5. Spain - ASOCIACION EL CERRO DE EXTREMADURA

This association was founded in 2015 by a group of young people who have experience in European programs. Its headquarters is located in Burguillos del Cerro (Badajoz) - a remote rural area.

The main objectives of the association are:

Assistance for social, economic and cultural development of citizens by promoting all types of activities and projects for cooperation projects that promote solidarity and democratic values, promotion and revitalization of culture, leisure, healthy lifestyle, environmental protection and so on etc.

The projects and activities supported by the Association are aimed at all citizens, especially young people. It works at local, regional, national and international level, thanks to established a wide network of contacts with other public and private entities from the country and Europe.

People who constitute the association are active, socially engaged individuals who have experience in local development, human rights, working with companies, corporations and public administrations, as well as experience in European programs, having previously successfully managed projects under the Erasmus program.

The Association has wide experience in organization and implementation of youth projects, both local and international. It works actively for promotion of equal opportunities, of active citizenship among youngsters. It has implemented various non formal initiatives and courses on human rights' issues - in Burguillos del Cerro.

The team of the organization is a multidisciplinary team with different academic backgrounds and professional experiences in the field of administration and business

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management, local and business development as well as in the field of tourism and cultural promotion.

They also have experience in the management and development of European programs such as the LEADER program and another programs such as youth exchanges held in Spain and European countries within the Youth in Action and Erasmus+ Programme.

They have also worked in a multicultural environment and established contacts and collaboration in international projects with organizations from different European countries.

All people of this organization have experience in working in the field of youth as being involved in activities and programs launched from the local administration, such as in the organization of youth festivals, and all kind of cultural and sport activities.

Some of the experts of the association have experience in working with migrants in a NGO, especially with disadvantaged families. They have organized and implemented all kind of non-formal activities in this respect.

### 3. About the Manual

This ‘Manual for Combating Cyber Hate Towards Migrants and Refugees through Non-Formal Education based on the Use of ICT and Audio Visual Content’ is based on the results of research activities, on the successfully held 5 transnational seminars for youth workers and the additional joint work of the participants in this project.

Five research and analyses reports (1 by each partner) – were conducted at the first stage of the project implementation by each partner within the region it operates. Investigated and analysed Issues: amount and nature of cases of hate speech online and “cyber aggression/violence” towards migrants/refugees, political and other measures already undertaken, the extent to which young people are encountering hate in their online activities, etc.

The reports with results give a clear and realistic vision about the nature and dimension of the problem within the geographical context of the project as a precondition for better understanding of the real needs and challenges in this area. The results can be used by other organizations working in these regions/countries. This could have positive impact on wider



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application and promotion of non-formal education, youth activities and ICT for the social inclusion of those in disadvantaged situation.

#### Objectives of the Analysis:

- to describe, evaluate and present data on the nature, scope and impact of the hate speech on national level;
  - to perform comparative analysis at European level;
  - to educate and train target groups on hate speech, media literacy, creation and distribution of web content;
  - to develop and evaluate key initiatives and effective models for counteraction of hate speech against migrants and refugees on the Internet;
  - to give conclusions, recommendations and possible impact measures;

#### Methodology of the Analysis

The methods selected for data collection and analysis are qualitative. By using such methods, a deeper understanding of the scope of the problem as well as data to support the assessment of social and non-regulatory mechanisms against the creation, dissemination and impact of hostile messages on the Internet is given.

The methodology used in the development of the current analysis report includes:

- Collection and processing of factual data (incl. search, selection and review of available literature and reliable information sources on the subject within the relevant country, observations, and own research);
  - Specific questionnaire elaboration;
  - Summary and analysis of results;
  - Conclusions.

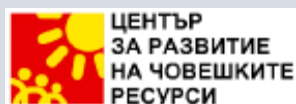
#### Questionnaire

For the purpose of the survey, a questionnaire was developed, which included 5 sets of questions, as follows:

- Demographics (7 questions);
- Attitude research (8 questions);
- Exploring relationships (7 questions);

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- Free time (4 questions);
- Conclusion (1 question).

The demographic data group includes basic information about the survey participants - age, gender, location, education, form of employment, background and membership in organizations.

In the Attitude Research group, the focus is on respondents' answer to stereotypes in society targeting the representatives of various social and ethnic groups of a general nature. Here is also a survey of the friendly environment of the respondents.

Exploring Relationship group includes questions that show the degree of readiness to interact with migrants/refugees. Apart from the friendly environment, this group also includes the influence of the family as a factor of influence and the determination of specific values and behavioral models.

The Free Time group includes questions that explore the interests, the type and form of engagement of the respondents in their free time.

The Conclusion group tracks the willingness of the participants in the study to be involved in initiatives and activities relevant to the project topic.

The study was carried out simultaneously in the participating in the project countries - Bulgaria, Slovenia, Spain and Italy.

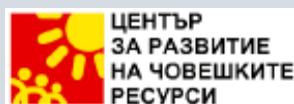
Overall, young people show a high level of tolerance and acceptance of differences, but there are also those who are difficult to communicate with or live with people of different backgrounds and cultures, as well as freely expressing this attitude. Tolerance is a value in the society but the existence of negative responses indicates the need for additional policies and activities to promote and raise the awareness of young people, to promote diversity and its functions in terms of preserving and continuing cultural customs and traditions, and develop skills for tolerance and acceptance of differences.

This is one of the topics that can be worked on, to plan, organize and carry out activities to raise awareness among young people and youth communities but also society as a whole, in order to reduce the hidden aggression towards differences.

**Main modules of the Manual:**

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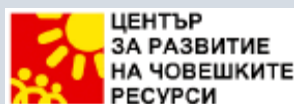


- A) How to reach out to and communicate with youngsters in order to build trust & enhance their long-term commitment;
- B) How to properly provide & disseminate information among youth regarding the risks hate speech online poses for democracy and to their own well-being;
- C) How to organize youth activities aimed at developing the skills and motivation for young people to recognize online hate speech and to become “online activists” based on non-formal methods that integrates ICT and audio visual content analysis;
- D) How to plan strategically & organize (step by step) online campaigns through the use of ICT and audio visual content with view to transmit social messages to youth regarding cyberhate towards migrants/refugees;
- E) Continuous support of young “online activists” when reported a case of “cyber aggression/violence” towards migrants/refugees

This Manual will contribute for future initiatives and actions giving a whole vision on what and how could be used in order to achieve strategic goals and long-term effects. Furthermore, partners used the created tool as a basis to prepare both intertwined local initiatives and international youth projects within KA2. This ensures proper conditions both to strengthening the existing collaboration and to attracting newcomers and expanding the impact.

The Manual provides a new integrated approach in addressing hate speech online (towards migrants/refugees) with young people. It offers new integrated model combining non-formal learning approaches with extensive use of ICT and audio visual content as closest to the younger generations means of communication and in their capacity of new creative ways for transmission of social messages. It is aimed to enable actors in non-formal education and youth work to break down myths and prejudice about the most common targets of hate speech nowadays– migrants and refugees; to develop the skills and motivation for young people to recognise online hate speech and to become ‘online activists’ for human rights. Special attention is paid to reaching out and communicating properly with young people in order to build trust and enhance their long-term commitment, to motivate them to take action, to mobilize them as actors and multipliers for a culture of human rights and democratic citizenship, online and offline. Furthermore, the Manual addresses young people in all three roles they can play– as “bystanders” to hate speech online, as victims, as those who have been drawn into victimising. All these aspects of the Manual are those that make it an innovative solution that enables youth workers to develop culture of non-violence and peace, media literacy skills and critical spirit among young people.

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## 4. The problem of online hate speech against the migrants and refugees

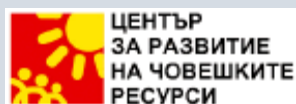
The social, economic, political and cultural public scene in Europe in recent years has been increasingly influenced by xenophobic and racist attitudes and displays. In many countries across the continent incidents of hate speech and hate crime are on the rise. National and EU institutions are paying more and more attention to the phenomenon of online hate speech, in response to the expansion of communication technology and of social media in particular.

### 4.1. Regulatory framework on hate speech

At the EU level the legal framework includes the Council Framework Decision 2008/913/JHA (CFD) which requires Member States to adopt the necessary effective measures to penalize the most severe forms of hate speech and hate crime. A second document is the Audio-visual Media Services (AMSD). In the European countries studied various regulatory responses have been developed to address hate speech, including online hate speech. They range from those provided by criminal law, to civil law measures and protections, media self-regulations, and, most recently, self-regulations adopted by IT companies and internet service providers (ISPs), e.g., the European Code of Conduct on Countering Illegal Hate Speech Online.

Working together with IT companies and ISPs to prevent the publication of hateful content and to monitor social media for Islamophobic discourse and hate speech against migrants and refugees is recognized as an urgent need by national authorities and anti-discrimination bodies across Europe. Due to its special character, including the difficulty of identifying the authors of illegal online content and removing such content, hate speech on the internet creates new demands on law enforcement and judicial authorities in terms of expertise, resources and the need for cross-border cooperation for the prosecution of this crime. Given the absence of a universally-adopted definition of hate speech, the study has shown that the current definitions (those provided by the Council of Europe, incl. the Council's Additional Protocol to the Convention of Cybercrime concerning the criminalization of acts of a racist and xenophobic nature committed through computer systems) must be reconsidered to reflect the development and expanding use of communication technologies while providing enough safeguards for the protection of the right of freedom of expression.

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## 4.2. Statistics and trends related to online hate speech

The European countries have different mechanisms for collecting and processing statistical information regarding hate speech and hate crime, including online hate speech (cyber hate). Regarding hate crime, at one end of the spectrum is the UK producing – according to Carl Miller of DEMOS – 6% of the data collected on hate crime globally. At the other end are Bulgaria and Croatia with limited systematic statistical information. The role of national public authorities in the process also varies, but they are less likely to collect, publish and analyse online hate speech data. Most of such work is conducted by NGOs, sometimes academia, including European networks and consortia. The research available is indicative of certain trends and tendencies over the last few years, focusing on the period from 2013 onwards, though not comprehensive enough to provide rigorous information.

## 4.3. Public attitudes towards migrants and refugees, online hate speech incidence and societal Responses

The national country reports (for example, Bulgaria, Greece, Italy, Czech Republic) point out that large parts of the population perceive the migrants and refugees as a “national security threat,” which is associated with the fear of a foreign religion, ethnicity and culture, as well as the potential economic burden that an influx of refugees would have on the country. As reported, for example, in the Czech study, Muslims and refugees took the place of the usual targets of hatred and discrimination – the Roma. Accordingly, the increase of refugee flows to each country correlates with an increase in hate speech incidents online, which in some cases are followed by open calls for violence (e.g., the case of “refugee hunters” in Bulgaria).

Another main trend is the clear correlation between political rhetoric that contains hate speech and relevant domestic and international events (e.g. fluctuations in the number of refugees coming to Europe, rise of political parties such as Golden Dawn in Greece, election campaigns, etc.). As evidenced by the national reports, “racist rhetoric has permeated even mainstream political and media discourse, mainstreaming and legitimizing racist attitudes.”

Against this context, countering racism, xenophobia and hate speech has become a distinct cause of collective mobilization of civil society in the recent years. The public



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authorities are active stakeholders, initiating and implementing projects and campaigns, developing with broad participation relevant public policies. Civil society actions range from research and analysis, through advocacy and education, to cooperation with law enforcement for the prosecution of cyber hate crimes, providing support to victims and target groups (legal advice, assistance, etc.). Yet few have actively involved representatives of the target groups (migrants, refugees, Muslims) in the organization and implementation of such initiatives locally.

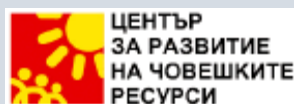
The Code of Conduct on Countering Illegal Hate Speech Online between the European Union and the four major companies, agreed in May 2016, is a good example of the collaboration between public authorities and the business which has already recorded positive results - increased reporting and removal of hateful content. While such actions are commendable, more is needed to encourage and include local ISPs in similar projects which will have immediate impact on the spreading of cyber hate. As part of the process of prevention, monitoring and control of hate speech and hate crime, the authorities in the countries should be encouraged to raise awareness of the means of reporting incidents (which will improve the collection of data and the monitoring efforts at national and EU level) or to develop tools with easily applicable guidelines for practitioners to investigate and prosecute hate speech incidents.

Hate speech is a threat to democracy and social cohesion. Greater awareness of hate speech and hate crimes, increased visibility of refugees and migrants, growing numbers of hate-based incidents and terrorist attacks have resulted in various non-legal societal responses. Countering racism, xenophobia and hate speech has become a distinct object of collective mobilization of civil society in the recent years.

However, in a number of countries civic activists, politicians, public figures, organizations and institutions that defend human rights and multiculturalism, conduct integration policies or provide support to victims of hate crimes also become targets of hate speech. The four new EU member states – Bulgaria, Croatia, Czech Republic, Italy and Romania – share this challenge of victimizing activists by anti-democratic propaganda. The key talking points are the decline of Europe, identifying activists as foreign agents, “sorosoids” and “tolerasts”, contributing to “Gypsization” and de-nationalization of the respective state.

Societal responses fall into several categories:

- Monitoring, reporting, research and analysis:



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Monitoring online hate speech contributes to publicizing and exposing hate speech, undertaking after-the-fact independent analyses, awareness building, referring instances of hate speech onwards to appropriate authorities, providing a reliable and easy service allowing citizens to report verbal forms of abuse. Most often the implementing bodies are human rights NGOs or minority/community organizations. Examples include Stop Hate UK, TellMAMA UK, the Croatian platform dostajemrznje.org, Racist Crime Watch (Greece), Associazione Studi giuridici sull'Immigrazione (Italy). Less common examples include professional organizations as stakeholders, such as the Association of Chief Police Officers (UK) and the True Vision website to report illegal anti-Muslim hate speech online. Another good example from UK is the Hate Crime Reduction Strategy of the Mayor's Office for Policing and Crime, developed with participation of other institutions and community organizations in London, aiming to boost confidence in reporting hate crime and ensure cooperation.

- Education, training and digital citizenship:

Education is key to preventing online hate speech. All countries report efforts to combat online hate speech through education. These include human rights education, safe internet education, media and information literacy, development of critical skills to counteract online hate speech. Examples include Student Solidarity Movement (Czech Republic), Bulgarian Safer Internet Centre, Agency for Electronic Media (Croatia), Teachers4Europe Ambassadors (Greece), the Ministry of Education National Plan to prevent the bullying and the cyber bullying at school 2016-2017 (Italy).

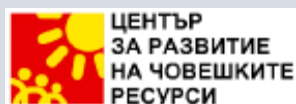
Some trainings have very specific audiences such as training for bloggers against hate speech (Open Society Institute – Bulgaria), others are open to the general public. Important aspects of educational activities are capacity building education and training for the judiciary and law enforcement officers – for instance the training for judges and attorneys offered by the Centre for Peace, Nonviolence and Human Rights – Osijek in collaboration with the Judicial Academy of the Ministry of Justice of the Republic of Croatia. Web solutions and mobile apps increasingly empower citizens to report and respond to online hate speech.

- Counter narratives

There are some examples of focusing on the content of hate speech and countering it with counter or alternative narratives – a process of exposing hate speech for its dishonest, false and hurtful content, setting the record straight, promoting the values of respect and diversity

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and producing positive online content that affirms people and communicates respect for diversity.

Good examples are the Bulgarian project of the Free Speech International Foundation and Multi Kulti Collective countering online hate with images and life stories of non-Bulgarians who live there; Reporteen.bg platform with its annual competition for 13-19 year-olds to produce videos on human rights topics and #socialwhale campaign on facebook (Italy) posting of positive messages, images and photos to counteract the negative ones connected to the Blue whale and then awarding every day the best message posted.

Counter-speech is one of the methods of the No Hate Speech Movement of the Council of Europe and its member states. Awareness raising and advocacy Probably most widespread are the awareness raising and advocacy campaigns. Most often they focus on addressing the causes and general motivations of hate speech, combating hate speech through human rights education and awareness raising. They also focus on the medium of hate speech, for example, removing or reporting hateful content. Finally, they engage the subject/sender of hate speech, for example, by starting judicial actions or discrediting anonymity. Campaigns are often co-managed by public authorities, mobilizing national partners to prevent and counter cyber hate.

By far the most well-known and efficient has been the Council of Europe's No Hate Speech Movement campaign, in which national governments set up national campaign committees operate their own national campaign platforms and online tools in the national language(s). Two less traditional and very efficient campaigns tools are shared: The Art Says No Hate public space graffiti artworks in Sofia, Bulgaria; and the social experiments in Prague.

Support to targets and victims Numerous NGOs, civic groups and spontaneous initiatives self-organized via social media provide support and services to the victims of hate crime, including online hate speech. Support has many forms: humanitarian aid, assistance with administrative procedures, legal advice, skills development, access to health care and education, etc. This line of work also includes community organizing and grassroots actions, rights-based advocacy by bringing together migrants and refugees with think tanks, faith groups, public sector representatives.

Examples include UK's Migrant Resource Centre, Migrants' Rights Network, Helping People on the Run and In Iustitia (Czech Republic). Intermediaries' responses and business initiatives Regulations of private companies are not a result of public democratic decisions.

The most widely used online social media platforms, such as Twitter, Facebook, Instagram, Reddit and YouTube, are companies based in the United States of America whose norms and traditions on freedom of expression may result in weak hate speech regulation.

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The Code of Conduct on illegal hate speech online between the European Union and the four major companies, agreed in May 2016, has resulted in increased reporting and removal of hateful content. The initial results showed that 28 per cent of all notifications of alleged illegal hate speech led to the removal of the flagged content. However, social media companies rely on their users to report extremist and hateful content for review by moderators. They are, in effect, outsourcing the vast bulk of their safeguarding responsibilities at zero expense.

The Czech national report points out good examples of corporate actions to counter hate speech. Several Czech companies (including Česká spořitelna, T-mobile, Vodafone) made individual decisions not to place their online advertisements on websites that contain hate and promote discrimination.

There was a similar campaign in UK – Stop Funding Hate. The Czech Republic report demonstrates that the hateful reaction to migrant and refugee friendly bodies and individuals on the part of radicalized population strata is also valid for socially responsible companies providing help to refugees. Companies like Hamé, which offered to help by employing ten Syrian families, faced boycotts and threats.

- European projects

Many European projects are described in the national reports as developing new skills, capacities, tools and partnerships to prevent and combat online hate speech.

The idea behind this Project is to deliver quality in non-formal education and youth work in the specific dimension of combating hate speech online by supporting intensive cooperation and exchange of good practices between organizations with different profile and role in the youth field as well as the joint development of a new tool for preventing and controlling youth aggressive behaviours towards migrants and refugees both online and offline.

Specific objectives are:

- To create proper opportunities for partner organizations for work-based learning and exchange of good practices and innovative solutions in youth work related to addressing the problem of hate speech online, to tackling cyberbullying, discrimination and aggression toward migrants and refugees online;
- To create space and opportunities for jointly development of new integrated tool for youth work based on non-formal education with extensive use of ICT and audio visual content – as a means to prevent and control aggressive behaviours towards

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migrants/refugees and to develop youth knowledge and capacity for „online activism” and participation in the democratic governance of the Internet;

- To support the professional development and capacity enhancement of youth workers in relation to strengthening their role as support structures and for the subsequent application of the examined best practices and the planned new tool;
- To provide open resources for stimulating and organizing the follow-up activities of youth workers in providing continuous support to young „online activists” in identifying, reporting, monitoring and discussing hate speech towards migrants/refugees in its online dimension with a view to promote non-violence, tolerance and peace

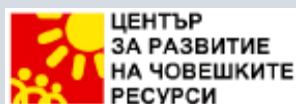
## 5. About the seminars for youth workers

During the Project Implementation there were five successfully held Seminars for Youth Workers. The seminars` programs were based on methods of non-formal education, stimulating interactivity, work-based learning, creativity, initiative and commitment of all participants. The participation and the knowledge/skills acquired were certified through Youthpass certificates.

The program of each seminar includes:

1. On-site visits to the host organization
2. Interactive presentations and further discussions/debates about:
  - 2.1. Its experience, obtained results, developed products/work models, etc.
  - 2.2. Good practices regarding the specific topic of the seminar applied within the host organization, as well as within the region/country in which it operates
3. Visits to institutions/other organizations, associated to the host organization and presentation of their experience and contribution on the topic of the seminar
4. Interactive games, role plays, analysis and discussions on internet & audio visual contents: for better understanding of specific sub-themes and roles

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5. Mixed workshops to collaborate on analysis of the explored good practices, specific models and methods of work, as well as to discuss options for their further use, development & upgrade

6. Joint work on summarising the results.

### 5.1. First Seminar for youth workers (Spain)

The topic of the Seminar was: *How to reach out to and communicate with young people in order to build trust and enhance their long-term commitment.* Good practices and innovative approaches and models were explored, as well as new ideas and suggestions were discussed. The main focus of seminar's program was:

- analysis on how young people use the Internet & what factors from the communication and interaction with others influence on their own way of thinking, emotions & attitudes regarding self-motivation for engagement;
- relevant approaches, methods & means on how to reach out to, to make the first contact and to communicate consequently with young people in order to build trust and engage them in the long-term in activities within the scope of the current project;
- relevant principles and steps for making use of the new ways & means of communication that younger generations prefer.

Total duration of the activity was 5 days and involved 15 youth workers - 3 by each partner.

### 5.2. Second Seminar for youth workers (Italy)

The Second Seminar was held in Italy and the Theme was: *How to properly provide and disseminate information among youth regarding the risks hate speech online poses for democracy and to their own well-being.* Good practices and innovative approaches and models were explored, as well as new ideas and suggestions were discussed. The main focus of seminar's program was:

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- relevant approaches, methods & means on providing and disseminating information in accessible and creative way (for example through peer-to-peer video/photo messaging, etc.);
- relevant principles and steps for planning and selection of methods, means and channels for communication when it comes to raising awareness among young people on the risks hate speech online poses for democracy and to their own well-being.

Total duration of the activity was 5 days and involved 15 youth workers - 3 by each partner.

### 5.3. Third Seminar for youth workers (Sofia, Bulgaria)

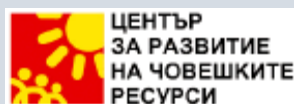
The topic of the Seminar was: *How to organize youth activities aimed at developing the skills and motivation for young people to recognize online hate speech and to become “online activists” based on non-formal methods that integrates ICT and audio visual content analysis.* Good practices and innovative approaches and models were explored, as well as new ideas and suggestions were discussed. The main focus of seminar's program was:

- relevant approaches & methods from human rights and media literacy education to be adapted and/or used in addressing cyber hate towards migrants/refugees with young people, in preparing and supporting them to recognize online hate speech and to become “online activists”;
- relevant principles and steps for making use of and integrating properly ICT and audio visual content analysis in the youth work and non-formal learning methodologies with a view to build capacity and initiative of young people to take action as online defenders of equal rights and opportunities.

Total duration of the activity was 5 days and involved 15 youth workers - 3 by each partner.

### 5.4. Fourth Seminar for youth workers (Slovenia)

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The Fourth Seminar was held in Slovenia and the theme was: *Continuous support to young “online activists” when reported a case of “cyber aggression/violence” towards migrants/refugees*. Good practices and innovative approaches and models were explored, as well as new ideas and suggestions were discussed. The main focus of seminar's program was:

- relevant methods and approaches for communication and provision of continuous support to young “online activists”;
- relevant methods and techniques on how examples of hate speech online (in particular, towards migrants/refugees) submitted by users to be discussed within the project blog and/or other social medias with a view to peace-building and not to propagate or multiply hate and aggression both online and offline

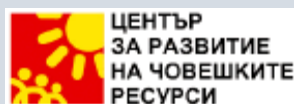
Total duration of the activity was 5 days and involved 15 youth workers - 3 by each partner.

## 5.5. Fifth Seminar for youth workers (Kurdzhali, Bulgaria)

The topic of the Seminar was: *How to plan strategically and organize (step by step) online campaigns through the use of ICT and audio visual content with view to transmit social messages to youth regarding cyberhate towards migrants and refugees*. Good practices and innovative approaches and models were explored, as well as new ideas and suggestions were discussed. The main focus of seminar's program was:

- relevant principles, stages and steps for strategically planning and organizing of online campaigns aimed at young people addressing cyberhate towards migrants and refugees and focusing on promotion of culture of tolerance and non-violence, of online activism for equal rights and opportunities;
- relevant approaches & methods based on ICT and audio visual content for effective transmission of social messages to youth with regard to diverse aspects of combating cyberhate towards migrants and refugees.

Total duration of the activity was 5 days and involved 15 youth workers - 3 by each partner.



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## 6. Manual`s objectives and structure

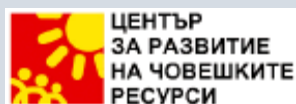
Hate speech is an attack on those who are often already vulnerable, and it sows the seeds for tension, further inequality and often violence. The Council of Europe views hate speech as a threat to democracy and human rights. The No Hate Speech Movement campaign recognises that efforts to address the problem need to include work at a number of different levels. The problem and the solutions are not always straightforward. This Manual has been designed to support the educational work that will enable young people to find their own ways of addressing and coping with hate speech online. It aims to develop the understanding, skills and motivation that they will need in order to play an active role in different initiatives, and an active role in shaping an Internet which pays due respect to human rights and democratic participation principles.

The manual has also been designed to be used as a tool for the promotion of the rights of Internet users. Young people are not only ‘bystanders’ to hate speech online: many are already victims, and some have been drawn into victimising. Educational initiatives need to take this into account and need to address young people in all three roles. With this in mind, the activities in this manual have been designed to address seven key objectives.

### 6.1. Manual`s objectives

- To enable actors in formal and non-formal education contexts to address hate speech with young people;
- To develop the skills and motivation for young people to recognise online hate speech and to become ‘online activists’ for human rights;
- To raise awareness of human rights principles and promote a vision of the Internet which reflects these principles;
- To support human rights education through non-formal learning approaches and develop critical spirit among children and young people;
- To empower those who are already victims of online hate speech, or who are likely to become victims;
- To encourage empathy for groups or individuals who may be targets of hate speech online;

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- To break down myths and prejudice about some of the most common targets of hate speech.

## 6.2. Manual's Structure

The Manual contains interactive methods and techniques for working with youth groups. Some of the materials are author's, others are interpreted by the experience of the youth workers obtained during their practice and the trainings in which they participated. The selection of the good practices and activities described is based on the long-term work and observations of the members of the international team and reflects their experience in the field of non-formal learning.

In order to create this guide, youth workers had the opportunity to discuss and communicate the topics involved, experiment and adapt their experience to the project goals and target groups.

The format of Manual is appropriate for both beginner youth workers and the more experienced ones because it gives them the freedom to apply the methods and techniques involved according to the needs of the groups they work with and according to the goals of the training process.

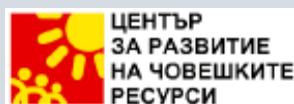
The materials can be successfully used at school and in the free time of the target groups. The guide includes activities that can be carried out both indoors and outdoors. Anyone who touches the Manual can draw ideas and inspiration, use methods or techniques as described, or change them, put creativity in their interpretation. The materials included in the guide do not claim uniqueness or authorship but rather seek to provoke and encourage youth workers to enrich and expand their fields of activity and the tools they apply in their work in the field of non-formal learning.

The Manual is divided into two parts. The first part presents 25 Good Practices and the second part - 25 activities. They were prepared by all partners involved in the partnership.

- 1)** The Good practices are Based on the presented good practices during the seminars. Good-practices are samples which fully or substantially achieve their own objectives, have beneficial impacts on the target groups and, in general, the context of

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implementation, provides useful lessons for relevant beneficiaries such as other Member States and European countries.

The criteria adopted to define the good practices are:

- EFFICIENCY;
- SUSTAINABILITY;
- ACTIVE INVOLVEMENT OF ALL ACTORS;
- TRANSFERABILITY.

The good practices described in the Manual are not only the ones implemented by Partners organisations, but also those carried out by other organisations and institutions at national and regional level. They are based on the presented good practices during the seminars.

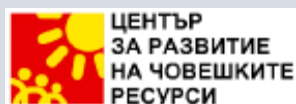
- 2) 25 Activities for Combating Cyberhate Towards Migrants and Refugees through Non-Formal Education based on the Use of ICT and Audio Visual Content were prepared by all partners. They have been designed to address one or more of the themes discussed during the Seminars. The table of activities can be used to identify appropriate activities according to theme, time required, and level of complexity. Although it is not expected that many educators will have the opportunity, or need, to run all the activities, the importance of the interrelated themes means that all the activities can be used not only to address hate speech but also to support work across a number of other concerns.

These questions outlined the main activities and decisions that ensured the success of any initiative/activity:

- What is the problem that I want to solve?
- What do I want to achieve?
- What are the needs of the target group / participants?
- How do I reach the target group?
- How do I motivate the target group for active participation?
- What relevant actions will I apply according to the specific characteristics of the target group?

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- What is the optimal number of participants for a specific activity which will lead to achieving the objectives and expected results?
- What space do I need to carry out planned activities according to the number of participants and the nature of the selected activities?
- What resources (such as machinery, equipment, furniture) should I provide? How? By whom?
- What materials are needed – type & number?

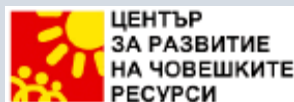
## 7. Good Practices Examples

### 7.1. Communication with young people in order to build trust and enhance their long-term commitment

#### 1) Training materials for pupils (1-4 grade), teachers and parents

<b>Description</b>	Training of primary school pupils on topics related to online hate speech
<b>Organized by</b>	Bulgarian Safer Internet Centre
<b>Target groups</b>	<ul style="list-style-type: none"><li>• Primary school pupils;</li><li>• Teachers;</li><li>• Parents.</li></ul>
<b>Objectives</b>	<ul style="list-style-type: none"><li>– Developing the sensitivity of school teams to discrimination and online hate speech;</li><li>– Enhancing their skills to present interactively learning content to enhance cultural heritage and social skills of children;</li><li>– Raising the skills of the school teams for positive inclusion of parents in school life.</li></ul> <p>Accordingly, the manufactured materials are prepared by special Methodology for working with children and parents to prevent language of online hate speech and discrimination by developing</p>

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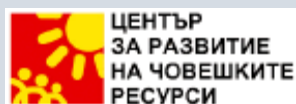


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	<p>cultural and social skills of pupils. The Methodology includes Interactive Presentation of the curriculum content, homeworking in partnership with parent (s) and organization of general school event for children, teachers and parents. The activities are described in a Manual for trainer and a Training notebook for pupils. The materials include both methodical tool for the teacher as well as an interactive internet notebook.</p>
<b>Activities</b>	<p>Development of Methodological Tools for Counteracting on online hate speech among pupils from 1-4 grade: They include a Manual for the teacher with 10 lessons, prepared with the help of primary school teachers and workbooks for pupils.</p> <p>Modules present mandatory teaching material on a way that not only gives the children knowledge but also aims to building skills to follow rules, self-knowledge and tolerant communication with others. Topics are developed as interactive lessons and they provide to children the ability to participate in discussions, create collages, and sketches and in this way to understand the learning material through their everyday experiences.</p>
<b>Sustainability</b>	<p>An analytical report was prepared during the project implementation. It presents the main results and conclusions of the project as well as recommendations for its introduction to other educational institutions. The report presents and analyzes 10 lesson themes that were developed and successfully applied in primary schools to help children, parents and teachers to develop non-violent behavior among pupils.</p>
<b>Results/ Effectiveness</b>	<p>The main result is the developed Methodology "Children, parents and teachers against the online hate speech". It is applied in over 10 different schools in Bulgaria. The document presents recommendations for its introduction into other schools. Thematic Interactive Classes, are the most appropriate formula for children to learn and to develop understanding, empathy and multicultural skills. Through exploration, active contact and communication with different children in appropriate conditions, there is a lasting positive change in the child.</p>
<b>Contact Details</b>	<p><a href="https://www.safenet.bg/en/">https://www.safenet.bg/en/</a></p>

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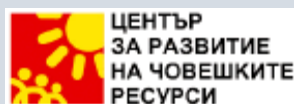
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## 2) Plural Education

<b>Description</b>	Training of primary school pupils
<b>Organized by</b>	MANUAL: Diversidad de alumnos inmigrantes en Extremadura, una realidad más cercana (Juan José Jiménez García).
<b>Target groups</b>	-Primary school pupils. -Teachers.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>-Coexistence in difference.</li> <li>-Rejection of possible exclusionary or discriminatory attitudes.</li> <li>-Mutual respect and Human Rights.</li> <li>-Social justice that is based on equality and non-discrimination between human beings.</li> <li>-The recognition of the necessary diversity.</li> <li>-Gender equality.</li> <li>-The promotion of the culture of peace.</li> </ul> <p>The activities and all the material used are prepared using a special methodology to work with children and parents to avoid hate speech language and discrimination online. Among the activities are interactive presentations related to the content of the project.</p>
<b>Activities</b>	Development of tools to counteract hate speech online among elementary students. The theme is developed as interactive lessons and participation in debates will be promoted, thus enhancing communication and dialogue among all participants.
<b>Sustainability</b>	With the work in the different high schools, this manual was prepared for future work with immigrant children in the region.
<b>Results/ Effectiveness</b>	The document presents recommendations for its introduction in other schools. Thematic interactive classes are the most appropriate formula for children to learn and develop understanding, empathy and multicultural skills. Through exploration, active contact and communication with different

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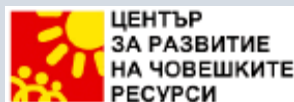


	children in appropriate conditions, there is a lasting positive change in the child.
<b>Contact Details</b>	<a href="http://www.educacionyfp.gob.es/portada.html">http://www.educacionyfp.gob.es/portada.html</a> Juan José Jiménez García, carries out his profession in various secondary schools with extensive experience of immigrant schoolchildren, including the Talayuela High School.

### 3) “Adolescenti e Migranti: Narrazione e Identità”

<b>Description</b>	Training of secondary school pupils
<b>Organized by</b>	Cento Fiori Cooperativa Sociale Rimini with Società Psicoanalitica Italiana (Spi), Associazione Margaret, Istituto Scienze dell’Uomo, Associazione Arcobaleno, Rimini.
<b>Target groups</b>	-Secondary school pupils. -Teachers.
<b>Objectives</b>	-Prevention against all forms of violence against the other, the different, through an intervention that makes aware the stereotypes and personal prejudices -Gender equality equality. -The promotion of the culture of peace.
<b>Activities</b>	The classes of the different schools, thanks to the intermediation of their teachers, were invited to work on some narrative texts: narration of Self, of travel and identity through short stories, poems, musical texts, videos. During the school months, the young people, students and migrants, met and worked together with the voice and the words, with the body and the movement.
<b>Sustainability</b>	The course aimed to create an expressive space through various languages, which realized an experience of meeting and listening, aimed at the knowledge of the Other, through the production of individual and / or group works, starting from the original mother tongue used in the self-report and travel experience
<b>Results/ Effectiveness</b>	A part of the project is part of the review “Somewhere between music and psychoanalysis. Narrations and Identity ”, which included, in some of the evenings at the Theater Space in Riccione

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	(Rimini province), the interventions of psychoanalyst and psychotherapist colleagues and the scenic representations of the texts of young students and migrants.
<b>Contact Details</b>	<a href="http://www.coopcentofiori.it">http://www.coopcentofiori.it</a> <a href="http://www.coopcentofiori.it/adolescenti-migranti-narrazione-identita-video-conclusivo-progetto-spi-coinvolto-scuole-realta-sociali-rimini/">http://www.coopcentofiori.it/adolescenti-migranti-narrazione-identita-video-conclusivo-progetto-spi-coinvolto-scuole-realta-sociali-rimini/</a> Cooperativa Sociale Cento Fiori, Rimini Italy.

#### 4) Youth Meetings

<b>Description</b>	Fund meetings at national level to form bonds with different young people
<b>Organized by</b>	www.youthhub.bg. They work on different Erasmus+ projects and organise meetings on different topics
<b>Target groups</b>	Young people from 14 years till 25 years.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Different coexistence. Learn how to be aware of different people</li> <li>- Respect for one another and their human rights</li> <li>- Recognition of the diversity needed.</li> <li>- Learning how to communicate with other people</li> <li>- Building selfrespect</li> </ul> <p>The teaching activities and forms used are made to work with youth and teachers to avoid online language of hate speech and discrimination. Interactive presentations related to the project's content are among the activities.</p>
<b>Activities</b>	The theme is developed as interactive lessons, as well as participation in debates and communication among all participants, thus learning how to work with other and to respect them. Development of tools for the online counter-hatred discourse between youth will be implemented as well.
<b>Sustainability</b>	This method can work in the distant future as well because it can still be upgraded via new technologies and made easier to understand as well as more attractive to the young people.

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<b>Results/ Effectiveness</b>	Many young people have learned basic skills in communicating via this kind of meetings which is essential in a person's life. Therefore such meetings have high impact if made the right way.
<b>Contact Details</b>	michaela@youthub.bg

### 5) Living library

<b>Description &amp; cost</b>	Training high school students to be more tolerant and empathetic in today's society.
<b>Organized by</b>	DRPD Novo mesto
<b>Target groups</b>	High school students
<b>Objectives</b>	The living library is a tool that seeks to challenge prejudice and discrimination. For students living library is an innovative tool in understanding human rights. During communication students gain new experience, which can reduce prejudices and stereotypes and strongly diminishes possibility of hate speech.
<b>Activities</b>	At the beginning of the meeting, the human rights workshop was led by the National Coordinator of the Living Library in cooperation with professional colleagues and volunteers. Following the general introduction of what human rights are and why they need to work for their implementation, there was an opportunity to address stereotypes and ask questions that can be answered. In the second part students were included in a living library. Students browsed the catalogue for the available titles, chose »the book« they wanted to read, and borrowed it for a 20 – 30 minutes. Students choose books like refused asylum seeker from Afganistan, LGBT activist, a person working with addicts, economic migrant from Bosnia, person with mental illness, muslim, refugee from Syria, evs volunteer, gay and theology student, women, who has children in foster care etc.



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<b>Sustainability</b>	During the living library, an evaluation is always carried out to assist in further planning.
<b>Results/ Effectiveness</b>	The method proved to be very effective. In a very short period of time, students gain direct experience and thus make them aware of the importance of tolerance in today's multicultural society. This method also encourages empathy in students, which is also very important in these times.
<b>Contact Details</b>	<a href="http://www.drustvospm.si/drustvo-za-razvijanje-prostovoljnega-dela-novo-mesto">http://www.drustvospm.si/drustvo-za-razvijanje-prostovoljnega-dela-novo-mesto</a> <a href="https://www.gimnm.org/">https://www.gimnm.org/</a>

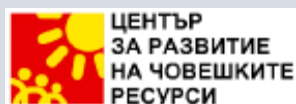
## 7.2. How to properly provide and disseminate information among youth regarding the risks hate speech online poses for democracy and to their own well-being

### 1) Coalition of Positive Messengers to Counter Online Hate Speech Project

<b>Description</b>	This project tackles the issue of hate speech - online hate speech in particular, targeted against migrants, refugees and asylum seekers in the 7 EU countries. It addresses the need for more effective civil society response to online hate speech through sharing and disseminating best practices. The main project objective is to strengthen the response of civil society at the national and EU level to online hate speech through active engagement of local communities in creating and sharing powerful counter-narratives against xenophobic discourse. The project focuses on 1) building multi-stakeholder coalitions for developing counter-narratives to denounce hate speech and negative representations of migrants and refugees, and 2) disseminating the positive messages through media literacy and a public awareness campaign.
<b>Organized by</b>	The project is implemented by a consortium of 8 organizations from 7 countries: Sofia Development Association (Bulgaria) – lead

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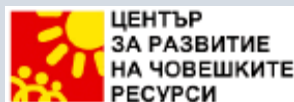


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	partner, Libera Università di Lingue e Comunicazione IULM (Italy), the Languages Company (United Kingdom), Center for Peace (Croatia), People in Need (Czech Republic), Asociația Divers (Romania), Associazione FORMA.Azione (Italy), and Municipality of Agii Anargiri-Kamatero (Greece).
<b>Target groups</b>	This project tackles the issue of hate speech - online hate speech in particular, targeted against migrants, refugees and asylum seekers in the 7 EU countries. It addresses the need for more effective civil society response to online hate speech through sharing and disseminating best practices.
<b>Objectives</b>	The main project objective is to strengthen the response of civil society at the national and EU level to online hate speech through active engagement of local communities in creating and sharing powerful counter-narratives against xenophobic discourse.
<b>Activities</b>	The main project activities include: <ol style="list-style-type: none"> <li>1. Conducting country assessments and cross-country comparison of practices to counter online hate speech;</li> <li>2. Conducting media content analysis in each country and cross-country comparison to analyze the spread of online hate speech against migrants and refugees;</li> <li>3. Creating national coalitions from state and non-state actors to counter online hate speech;</li> <li>4. Developing training modules and sharing of practices among partners and training events with target groups;</li> <li>5. National public campaigns for positive messages and awareness raising on hate speech in each country;</li> <li>6. Creating a website and interactive platform with resources on hate speech;</li> <li>7. Final international conference.</li> </ol>
<b>Sustainability</b>	The project focuses on 1) building multi-stakeholder coalitions for developing counter-narratives to denounce hate speech and negative representations of migrants and refugees, and 2) disseminating the positive messages through media literacy and a public awareness campaign.
<b>Results/ Effectiveness</b>	<ul style="list-style-type: none"> <li>• to compile and share best practices for countering the spread of online hate speech against migrants, refugees and minorities through awareness-raising campaigns;</li> </ul>

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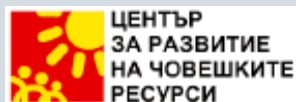


	<ul style="list-style-type: none"> <li>• to provide new data on the nature, scope and impact of online hate speech targeting migrants and refugees, in order to aid national and EU authorities to develop more effective integration and anti-discrimination policies;</li> <li>• to foster shared understanding and communication between the communities most vulnerable to hate speech and mainstream society in Europe;</li> <li>• to educate and train the target groups about hate speech, media literacy, creation and dissemination of web content.</li> </ul>
<b>Contact Details</b>	<a href="https://positivemessengers.net/en/">https://positivemessengers.net/en/</a>

## 2) NO HATE

<b>Description</b>	Injuve collaborate with youtube and create a campaign to fight against online hate speech
<b>Organized by</b>	Injuve
<b>Target groups</b>	Open to all population. (Teenagers and adults)
<b>Objectives</b>	<p>-Promote equal opportunities among young people</p> <p>-Promote the free and effective participation of youth in the political, social, economic and cultural development of Spain.</p> <p>-Promote collaboration with the remaining ministerial departments and the other public administrations, whose activities affect this sector of the population.</p>
<b>Activities</b>	<p>Likewise, from the Injuve they support and disseminate the actions that are carried out outside Spain with similar goals to them and they want to carry out a collaborative work promoting them, since the final objective is to spread the common message against intolerance and against hate speech and involve young people to fight for human rights</p> <p>Orientations is published to support the youth campaign of the No Hate Speech Movement of the Council of Europe, for human rights on the internet. Orientations is useful for educators who want to</p>

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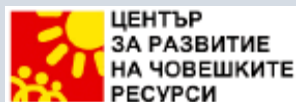


	address hate speech online from a human rights perspective, both inside and outside the formal education system. The manual is designed to work with students aged 13 to 18, but the activities can be adapted to other age ranges.
<b>Sustainability</b>	In Spain, the Institute of Youth, Injuve, was the body in charge of developing this Campaign from its launch until the end of 2017 that covered its extension, and whose resources have served as a basis for developing the initiative that is currently being carried out, and that work continues against hate speech, discrimination and radicalism through human rights education and tolerance.
<b>Results/ Effectiveness</b>	This edition has been revised to include more information and activities on the Human Rights Guide for Internet users, updated information on the campaign, and practical proposals for workshops to combat hate speech, both in formal and non-formal education contexts.
<b>Contact Details</b>	<a href="http://www.injuve.es/conocenos/ediciones-injuve/orientaciones-manual-para-combatir-el-discurso-de-odio-en-internet">http://www.injuve.es/conocenos/ediciones-injuve/orientaciones-manual-para-combatir-el-discurso-de-odio-en-internet</a>

### 3) RAGAZZI IN COMUNE – SOCIAL EDUCATION

<b>Description</b>	Training of high school and middle school children.
<b>Organized by</b>	Rimini Local Police
<b>Target groups</b>	High school and middle school children
<b>Objectives</b>	Empower high school and middle school children to use safe and legal social media, learning to recognize risks and pitfalls of the web as well as enhancing the correct use of "social" neo-communication.
<b>Activities</b>	The "Ragazzi in Comune 2019" project (2nd edition) conceived and implemented by the Local Police of Rimini presents, the interactive path "Social education", to empower high school and middle school children to use safe and legal social media, learning to recognize risks and pitfalls

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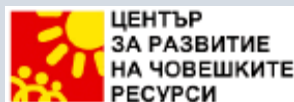


	of the web as well as enhancing the correct use of "social" neo-communication.
<b>Sustainability</b>	After a 12-hour classroom training with the psychology and psychotherapy Diana Vannini, the students of the class of the Psycho-pedagogical Classical Lyceum Cesare Valgimigli of Rimini, the activity of the teaching experience "school - work", dress the role of teachers (tutor) of the 1st and 2nd students of the Dante Alighieri and Enrico Fermi middle schools in Rimini.
<b>Results/ Effectiveness</b>	The young tutors of the Cesare Valgimigli Classical Psycho-pedagogical Lyceum of Rimini, with the support of the director Daniela Lupparelli and the video maker Simone Felici, have realized 3 video tutorials concerning the topics covered. Video available on youtube:  <a href="https://www.youtube.com/watch?v=pJmyWVpJeG0&amp;feature=youtu.be">https://www.youtube.com/watch?v=pJmyWVpJeG0&amp;feature=youtu.be</a>
<b>Contact Details</b>	Comune di Rimini - Polizia Locale Via della Gazzella 27- 47922, Rimini <a href="http://www.poliziamunicipalerimini.it/social">http://www.poliziamunicipalerimini.it/social</a>

#### 4) Youtube Against Hate

<b>Description &amp; cost</b>	Create youtube videos to promote No Hate Speech Online and talk about democracy
<b>Organized by</b>	Youtube creators
<b>Target groups</b>	Open to all people of all ages
<b>Objectives</b>	-Promote equal opportunities among young people -Promote the free and effective education for young people -Promote collaboration with the people of power who can also talk on these videos and give more information about the risks of Hate Speech
<b>Activities</b>	The activities can range a lot since this is a youtube channel. They can use the amount of people they get to create movements, fund charities and focus the population on a certain topic. Battle with people that spread hate and even more.

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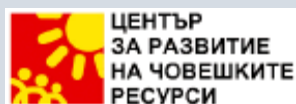


<b>Sustainability</b>	As it is a virtual information spreading platform, its sustainability will not go down as it will be always relevant and if presented appealingly to the audience, its views will not falter.
<b>Results/ Effectiveness</b>	The spread of the social medias is giant so if we start using them to promote No Hate Speech, then the reach will be giant because almost everybody has a smartphone nowadays. They will be able to learn more about the risks that Hate Speech holds and even participate in fighting it.
<b>Contact Details</b>	<a href="https://www.youtube.com/watch?v=8xGekzN6EuM">https://www.youtube.com/watch?v=8xGekzN6EuM</a> <a href="https://www.youtube.com/watch?v=skuLK0Ypksl">https://www.youtube.com/watch?v=skuLK0Ypksl</a>

### 5) The day for changes

<b>Description &amp; cost</b>	Training high school students to be more tolerant, empathetic and promote the values of democracy among them.
<b>Organized by</b>	Red Cros, DRPD Novo mesto, MI (Peace Institute), SF (Slovene Philanthropy), Novo mesto Grammar School
<b>Target groups</b>	High school students
<b>Objectives</b>	With this campaign we address topics such as tolerance, prejudice, human rights, empathy, volunteering, how to be a critical media user, fake news. With this knowledge, informations, experiences we hope to equip and empower our students for their online roles, which are actually their main roles. In this way we try to reduce online hate speech.
<b>Activities</b>	First each class participates in one of the two-hour workshops. The workshop is followed by round table with eminent scientists: ex ombudsman Vlasta Nussdorfer and dr. Anica Mikuš Kos.
<b>Sustainability</b>	During the The day for changes an evaluation is always carried out to assist in further planning.
<b>Results/ Effectiveness</b>	Students learned about the work of various institutions and individuals dealing with migration, refugees, multiculturalism, hate speech and promoting the values of democracy. The workshops

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	experienced situations related to refugee, migration and hate speech.
<b>Contact Details</b>	<a href="http://www.drustvospm.si/drustvo-za-razvijanje-prostovoljnega-dela-novo-mesto">http://www.drustvospm.si/drustvo-za-razvijanje-prostovoljnega-dela-novo-mesto</a> <a href="https://www.gimnm.org/">https://www.gimnm.org/</a> <a href="http://www.mirovni-institut.si/">http://www.mirovni-institut.si/</a> <a href="https://www.filantropija.org/">https://www.filantropija.org/</a> <a href="http://novomesto.ozrk.si/">http://novomesto.ozrk.si/</a>

### 7.3. How to organize youth activities aimed at developing the skills and motivation for young people to recognize online hate speech and to become “online activists” based on non-formal methods that integrates ICT and audio visual content analysis

#### 1) WORDS ARE STONES

<b>Description</b>	<p>WORDS ARE STONES wants to step up to prosecute instances of online hate speech and cooperating with IT companies and the media to combat manifestly illegal hate speech and promote counter-narratives emanating from civil society by:</p> <ul style="list-style-type: none"> <li>• Organising activities able to support civil society in developing counter-narratives online.</li> <li>• Organising activities able to support media literacy through training and data dissemination and sensitise the media to promote diversity and tolerance.</li> </ul>
<b>Organized by</b>	The project is a 24-month initiative funded by the European Union's Rights, Equality and Citizenship Program
<b>Target groups</b>	<p>The project direct target groups are:</p> <ul style="list-style-type: none"> <li>• Young bloggers, social media activists, community managers, moderators, aged 18-30, with proven capacity to mobilise young people online. They have identified this target group because, considering the actual situation, one possible and emerging result is the creation of a vicious cycle in which audiences convene around hateful content,</li> </ul>

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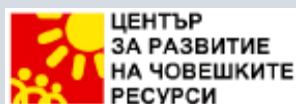


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	<p>converse in a self-selected group, and form new ideas or support their original biases aided by the hateful beliefs of others. However, a virtuous cycle is also possible. New media spaces can act to neutralize the negative impacts of hate speech and we want to give them the instruments to do this.</p> <ul style="list-style-type: none"> <li>• Young people, aged 14-25. They have identified them as target group because young people are now ‘Web 2.0’ generation: those who use the internet are mostly familiar with its different aspects and fully able to make use of them. They are more likely to recognise the type of site which will attract their peers, the type of issues which concern their peers, and may be able to speak from first hand experience about the type of hate speech or hate sites commonly encountered by people of their generation. Young people are experts in young people. In this respect, they have an advantage over ‘professional’ educators or experts on cyberhate. But despite familiarity with using the internet, a very small proportion of young people – and of the population as a whole - are fully aware of the technologies behind the techniques they use everyday.</li> </ul>
<p><b>Objectives</b></p>	<p>The general objective of the project is to combat racism and discrimination in their online expression of hate speech by equipping young social media strategists/managers, bloggers, online activists, youtubers...and young people in general with the competences necessary to recognize and act against such human rights violations.</p> <p>Central to the project’s philosophy is the idea that online space is public space – human rights apply there as much in the rest of society. This objective, being the project implemented in Italy, Bulgaria, Greece, Romania, Spain, Hungary, Czech Rep, Lithuania will impact in countries experiencing first-hand situation of hate speech due to their population composition and where the political approach and actions toward (online) hate speech are different.</p>
<p><b>Activities</b></p>	<p>In particular, project activities are:</p> <ul style="list-style-type: none"> <li>• The organisation of a train the trainers course in Italy for young social media strategists/managers, bloggers, online</li> </ul>

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	<p>activities, youtubers and its replication in each participating country</p> <ul style="list-style-type: none"> <li>The organization of a “Youth media campaign” with on/off line local activities.</li> </ul>
<b>Sustainability</b>	The achievement of this project will contribute to the creation of a EU network in order to foster the international cooperation in the field and to promote a continuous exchange of best practices.
<b>Results/ Effectiveness</b>	Materials produced will serve as basis for the “WORDS ARE STONES hate speech award”, a European celebration moment through which it is possible to report and vote the best cases of hate speech management and the best conduct of internet users for a more inclusive internet.
<b>Contact Details</b>	<a href="https://www.wordsarestones.eu/project-description/">https://www.wordsarestones.eu/project-description/</a>

## 2) ONLINE ACTIVISM

<b>Description</b>	Training people and help government to fight against online hate speech.
<b>Organized by</b>	Online Civil Courage Initiative
<b>Target groups</b>	Open to all population that want to be activist.
<b>Objectives</b>	They believe it is the task of every generation to challenge such divisive, fascistic movements and to invest in the ongoing edification of open, democratic, and free civic culture, without which there can be no lasting protection of the rights of others, no cohesion and no lasting peace.
<b>Activities</b>	Be Internet Citizen workshops were delivered in youth centres across the UK in 2017 with a curriculum designed and evaluated

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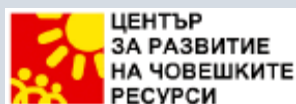


	by ISD. At the end of 2017 ISD published their Impact Report which showed significant positive increase across all impact measures of knowledge, skills, attitudes and behaviours, as well as high scores on process related questions around enjoyment and overall impact.
<b>Sustainability</b>	In 2018 they were working with Google to roll out Be Internet Citizens workshops into schools across the country, as well as supporting teachers and the youth sector with training and resources to deliver the curriculum independently. Facilitated by inspiring, credible youth mentors, these workshops aspire to be as fun as they are educational
<b>Results/ Effectiveness</b>	<ul style="list-style-type: none"> <li>-Advised 40 national governments reached.</li> <li>-120 strong cities networks members engaged.</li> <li>-80000 young people in education programmes produced over.</li> <li>-75 research report and policy briefings trained over.</li> <li>-32.000 activists through oru programmes.</li> </ul>
<b>Contact Details</b>	<a href="https://www.isdglobal.org/programmes/education/internet-citizens-2/">https://www.isdglobal.org/programmes/education/internet-citizens-2/</a>

### 3) SILENCE HATE

<b>Description</b>	Training young activists, educators, teachers and help government and local authorities to fight against online hate speech.
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<b>Organized by</b>	Cospe (Toscana, Emilia-Romagna e Veneto), Centro Zaffiria (Emilia-Romagna), Priscilla associazione (Campania).
<b>Target groups</b>	Open to all population that want to be activist.
<b>Objectives</b>	They believe it is the task of every generation to challenge such divisive, fascistic movements and to invest in the ongoing edification of open, democratic, and free civic culture, without which there can be no lasting protection of the rights of others, no cohesion and no lasting peace.
<b>Activities</b>	Fighting the spread of the hate speech on the internet with regards to migrants and minorities through media education for young people. Promote the active role of young people in the fight and prevention of online racism and xenophobic discourse. Raising awareness among young people and public opinion in general about incitement to hatred and the risks of the uncontrolled proliferation of racist and xenophobic messages on websites and social networks.
<b>Sustainability</b>	The planned activities will start with training in each territory aimed at teachers and educators to find ideas for dealing with hate speech with their students, through media education, the intercultural approach and the active involvement of boys and girls . Subsequently educational workshops will be carried out in secondary schools and youth centers and a website and a training module will be created to disseminate methodologies, tools and media results of the courses.
<b>Results/ Effectiveness</b>	A public event that will involve key stakeholders at institutional level will be aimed at promoting a broader reflection on the dangers of xenophobia and racism on the web and possible legal, technological and cultural law enforcement strategies.
<b>Contact Details</b>	<a href="https://www.silencehate.it/">https://www.silencehate.it/</a> info@zaffiria.it



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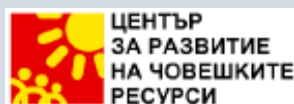


#### 4) “TedxTalk” for Activism

<b>Description &amp; cost</b>	Perform a speech aimed at increasing the knowledge about online activists and increasing the motivation of young people
<b>Organized by</b>	<a href="http://www.dabulgaria.bg">www.dabulgaria.bg</a>
<b>Target groups</b>	Young adults that want to be activists
<b>Objectives</b>	The idea is to motivate the young people to fight for a world that they want to live in. To make them choose what's good and what's bad so that they can easily make the difference when needed.
<b>Activities</b>	By performing a speech that gives examples, young people will be able to relate to these problems and their emotions will help them motivate themselves to fight for the solving of these problems.
<b>Sustainability</b>	They use social media to increase their influence in the whole country so that more people know about the problems that the country is facing. Thus more people will be able to sign up as activists and fight for what they think is important.
<b>Results/ Effectiveness</b>	<ul style="list-style-type: none"> <li>- Thousands of activists already</li> <li>- Many changes in the government section</li> <li>- Will continue to grow and gain popularity</li> <li>- Makes it easier to solve smaller problems</li> </ul>
<b>Contact Details</b>	<a href="https://dabulgaria.bg/vklyuchi-se/grazhdanski-aktivist/">https://dabulgaria.bg/vklyuchi-se/grazhdanski-aktivist/</a>

#### 5) Activity with Roma

<b>Description</b>	Training high school students to be more tolerant, empathetic and promote the values of democracy among them.
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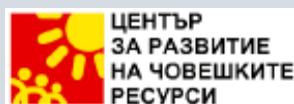


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<b>Organized by</b>	The event was organized by the Red Cross Novo mesto, DRPD Novo mesto, the Development Education Center and the Municipality of Novo mesto
<b>Target groups</b>	volunteers (including volunteers from Novo mesto Grammar School) and roma people
<b>Objectives</b>	The aim of the project was to connect the local community with the Roma and help them to regulate their environment and the common day center. As the local population often resorts to hate speech against Roma, this activity has contributed to the elimination of prejudice and discrimination.
<b>Activities</b>	Participants in the three campaigns for the Roma community Center Brezje Žabjak helped to regulate the interior and the surroundings of the center: some were padding pads and adorned the interior of the new center, others planted and cleaned the settlement.
<b>Sustainability</b>	After the project was completed, an evaluation and a project report were made, we also made plans for further cooperation between the local population, volunteers and Roma.
<b>Results/ Effectiveness</b>	Action in the Roma settlement passed in a busy, pleasant and very interconnected atmosphere, while the Brezje Žabjak Community Center and its surroundings came to life in a new image. Even the volunteers of the Novo mesto Grammar School have proved that they want to implement the password of the campaign. We believe that in this way we have helped to reduce hate speech and intolerance against the Roma.
<b>Contact Details</b>	<a href="http://www.drustvospm.si/drustvo-za-razvijanje-prostovoljnega-dela-novo-mesto">http://www.drustvospm.si/drustvo-za-razvijanje-prostovoljnega-dela-novo-mesto</a> <a href="https://www.gimnm.org/">https://www.gimnm.org/</a> <a href="http://novomesto.ozrk.si/">http://novomesto.ozrk.si/</a>





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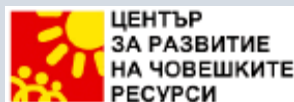


## 7.4. How to plan strategically and organize (step by step) online campaigns through the use of ICT and audio visual content with view to transmit social messages to youth regarding cyber hate towards migrants and refugees

### 1) HIT project

<b>Description</b>	The HIT project is a European project that provides young people with knowledge and tools to address hate speech towards migrants and minorities by different initiatives. With these tools, they can identify, and then report, these abusive speeches.
<b>Organized by</b>	The project began on October 1, 2018, and will last 24 months. It will bring together nine European partners from different countries: HFC Hope For Children CRC Policy Center (Cyprus, leading partner), Rinova Limited (United Kingdom), Collage Arts (United Kingdom), Associazione Culturale Mulab (Italy), CEPS Social Projects (Barcelona), "The Smile of the Child" (Greece), Frederick University (Cyprus), Metropolisnet-European Metropolis Employment Network Ewiv (Germany) and Foundation of Gender Alternatives (Bulgaria).
<b>Target groups</b>	To achieve this goal, the project offers a new model of empowerment of young Europeans through the creation of "Hate interrupter Teams" (HITs), aimed mainly at people from 14 to 19 years old. These teams are supported by young mentors, and young workers. In addition, they will have the possibility of counteract hate speech and behaviour towards migrants (HSBM) in their communities, at school and among their peers.
<b>Objectives</b>	The objective of this project is to contribute to a better understanding of the incidence of hate speech against migrants and other groups, among children and young people, while raising awareness about this issue and promoting its prevention.
<b>Activities</b>	Throughout the project, different activities were organized: <ul style="list-style-type: none"> <li>• Training sessions for young people with use of ICT technologies, so that they can identify hate speech in marketing, creative campaigns and production of graphic guides. The young members</li> </ul>

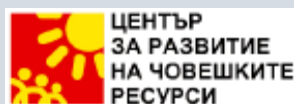
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	<p>of the Hate Interrupter Teams will be trained through participatory and inclusive arts-based practices, facilitated by young mentors, workers, and practitioners.</p> <ul style="list-style-type: none"> <li>• Seminars on human rights with educators, role models, mentors and group leaders, promoting social responsibility and cooperation with HIT for their awareness campaigns.</li> <li>• Workshops aimed at co-creating the awareness and collaboration campaign of different "HIT teams" and society in general</li> </ul>
<b>Sustainability</b>	<p>Good Practices for Youth Empowerment Strategies report, was developed. It presents the results of a transnational study conducted in partner countries aimed at collecting and reviewing country-specific best practices for youth and youth-oriented initiatives people, to counteract speech towards migrants and minorities.</p> <p>The report highlights how local programs, social marketing and creative practices can contribute to empowering young people to counteract speech and hate speech towards migrants and minorities. The findings of this publication will provide material for the training program which will be used after project end.</p>
<b>Results/ Effectiveness</b>	<p>‘Hate Interrupter Teams’ (HITs) - task groups of young people (14-19) are created, through participatory, inclusive arts-based practices facilitated by youth workers, mentors and guidance practitioners, can create tools and develop strategies to counteract hate speech and behaviour towards migrants (HSBM) in their communities, at school and amongst their peers.</p> <p>The Hate Interrupter Team’s (HIT) Curriculum places an emphasis on active citizenship and social inclusion, promoting self-initiative, the development of communication skills, and of digital competences that support creativity, increasing opportunities for cultural awareness and expression.</p>
<b>Contact Details</b>	<p><a href="http://hitproject.eu//">http://hitproject.eu//</a></p>



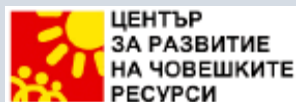
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## 2) HELP FOR FUTURE

<b>Description</b>	Their main activity is working with immigrants and help them in many ways.
<b>Organized by</b>	CEAR
<b>Target groups</b>	Open to all population (immigrants)
<b>Objectives</b>	CEAR's mission is to defend and promote Human Rights and the integral development of refugees, stateless persons and migrants in need of international protection or risk of social exclusion. For more than four decades, CEAR has actively worked in the defense and promotion of the right to asylum in Spain with the aim of advancing its recognition and guaranteeing access to the international protection procedure with all the guarantees of the law.
<b>Activities</b>	<ul style="list-style-type: none"> <li>-Provision of legal and social assistance to asylum seekers</li> <li>-Establishment and management of programs specifically aimed at foreigners in situations of social vulnerability, especially children</li> <li>- Actions to improve and develop legal regulations on asylum, shelter and immigration</li> <li>- Awareness of society and formation of public opinion on the right of asylum and the rights of refugees</li> </ul>
<b>Sustainability</b>	CEAR had a prominent role in the enactment of the first Asylum Law of our country in 1984. The important international role in the field of migration and forced population displacements also stands out. CEAR has managed to consolidate itself as a reference for legal advice on international protection and other areas related to training, participation, awareness and denunciation.
<b>Results/ Effectiveness</b>	CEAR presents its annual report in which it expresses the worrying mismatches of the national asylum system and the difficulties of accessing it. In 2018, the Mediterranean was once again the most dangerous migratory route on the planet with at least 2,299 lives

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	lost in its waters. Of these, more than 800 were on the routes to Spain, which represents a dramatic increase over the previous year.
<b>Contact Details</b>	<a href="https://www.cear.es/">https://www.cear.es/</a>

### 3) SETTIMANA CONTRO IL RAZZISMO RIMINI – TORNEO DI CALCETTO (football match) – SPRAR PROGRAMME (RIMINI MUNICIPALITY WITH CARITAS RIMINI)

<b>Description</b>	Their main activity is having sports activities with immigrants during the “Rimini Against Racism WEEK”
<b>Organized by</b>	SPRAR PROJECT RIMINI
<b>Target groups</b>	Open to all population (immigrants and Italian)
<b>Objectives</b>	The goal is to develop a civic awareness that is sensitive to the issue of discrimination at all levels, trying to involve the new generations particularly. For the occasion, the SPRAR project "Rimini Porto Sicuro" organized a multi-ethnic 7-a-side football tournament on Monday 19 March from 16.00 at the "Don Pippo" Sports Center, which will see some teams involved, made up of Italian citizens, refugees. and asylum seekers.
<b>Activities</b>	the week is part of the celebrations for the World Day against Racism established by the United Nations in 1966 in memory of the Sharpeville massacre of a South African town in which, on March 21, 1960, 69 people who peacefully demonstrated against apartheid politics were killed by the Police. Since then, the UNAR (National Anti-Discrimination Office, established by the Presidency of the Council of Ministers - Department for Equal Opportunities) promotes public initiatives throughout Italy that contribute to stimulating the commitment of all in combating all forms of racism and discrimination.
<b>Sustainability</b>	A buffet will be offered to all participants.
<b>Results/ Effectiveness</b>	The tournament will also feature two formations of very young players who play in the "chicks" championship.



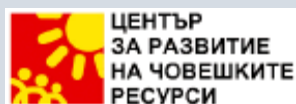
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<b>Contact Details</b>	The initiative is carried out in collaboration with the Municipality of Rimini, the Polisportiva Sanges and Caritas Rimini.
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#### 4) Help someone, not everyone

<b>Description</b>	Their main activity is working with immigrants and help them in many ways.
<b>Organized by</b>	BCRM
<b>Target groups</b>	Open to all population (immigrants and refugees)
<b>Objectives</b>	<p>The Bulgarian Council on Refugees and Migrants (BSBM) is working to establish the lasting role of civil society organizations in the system of protection, reception and integration of refugees and migrants in Bulgaria.</p> <p>The BSBM aims at building a system in which everyone can participate freely in all spheres and activities of Bulgarian society, based on the principles of equality, protection against discrimination and tolerance.</p>
<b>Activities</b>	<ul style="list-style-type: none"> <li>- Coalitions to change the laws for the benefit of the refugees</li> <li>- Helping refugees with questions about living in Bulgaria</li> <li>- Advocacy, lobbying and fundraising for the protection, reception and integration of refugees and migrants in Bulgaria.</li> </ul>
<b>Sustainability</b>	<p>The Bulgarian Council for Refugees and Migrants (BSBM) was established in 2005 by the Bulgarian Red Cross, the Bulgarian Helsinki Committee and Caritas Bulgaria as a platform for their activities on refugee and migration policy, protection and integration of refugees and migrants.</p> <p>In 2007, the Association for Refugee and Migrant Integration was admitted as a member of the BCRM.</p> <p>BCRM is an association of organizations with many years of experience and professional competence, with opportunities to influence and support the social transformation of Bulgarian</p>



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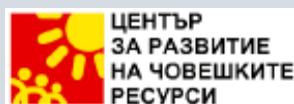
	society in order to ensure effective protection and integration of refugees and migrants.
<b>Results/ Effectiveness</b>	They have helped countless refugees and immigrants find shelter and work in Bulgaria. Every year they work on different projects that are aimed to help more and more people and they are continuing their work.
<b>Contact Details</b>	<a href="https://bcrm-bg.org/">https://bcrm-bg.org/</a>

### 5) Round table “How to recognize fake news”

<b>Description &amp; cost</b>	At the event we made students aware of fake news, misinformation and online hate speech.
<b>Organized by</b>	The event was organized by the Novo mesto Grammar School in cooperation with Europe Direct Novo mesto.
<b>Target groups</b>	High school students
<b>Objectives</b>	The goals of the roundtable were to raise awareness of the importance of being a critical media user. We wanted to emphasize that students should not believe everything they see, hear and read in the mass media, that they must check the authenticity and truthfulness of the content they follow. In addition, we made students aware of the dangers of hate speech.
<b>Activities</b>	Guests at the round table were dr. Sonja Merljak Zdovc, Editor-in-Chief of the online newspaper Časoris, who also led the round table; dr. Sandra Bašić Hrvatina, media expert and professor at the Faculty of Humanistic Studies; Miriam Možgan from the Ministry of Foreign Affairs and Urban Lečnik Spaič, author of the research project on the topic of fake news.
<b>Sustainability</b>	The roundtable proved to be very effective as the guests, with their professionalism and experience, greatly attracted the students to listen and thus certainly helped to raise their awareness in this area.

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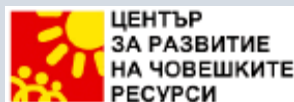
<b>Results/ Effectiveness</b>	The guests pointed out that in the future, the fight against disinformation should be set at a global level; because today they are a major threat to democracy itself. The level of public discourse in Slovenia has decreased. This is why every individual in this field must be active, reporting misinformation, checking the resources and carefully selecting the content that will give them their “likes”. Young people have been invited to reflect on behavior on social media, comment on online news, share news, etc.
<b>Contact Details</b>	<a href="https://www.gimnm.org/">https://www.gimnm.org/</a> <a href="https://europedirect.si/sl/ekipa/europe-direct-novo-mesto">https://europedirect.si/sl/ekipa/europe-direct-novo-mesto</a>

## 7.5. Continuous support to young “online activists” when reported a case of “cyber aggression/ violence” towards migrants/refugees

### 1) MANDOLA project

<b>Description</b>	MANDOLA (Monitoring AND Detecting OnLine hAte speech) is a 24-months project cofounded by the Rights, Equality and Citizenship (REC) Programme of the European Commission, which aims at making a bold step towards improving the understanding of the prevalence and spread of online hate speech and towards empowering ordinary citizens to report hate speech.
<b>Organized by</b>	Consortium of organizations from Greece, Ireland, France, Spain and Cyprus.
<b>Target groups</b>	MANDOLA is serving: (1) policy makers - who will have up-to-date online hate speechrelated information that can be used to create enlightened policy in the field; (2) ordinary citizens - who will have a better understanding of what online hate speech is and how it evolves, and who will be provided with information for recognising legal and potentially illegal online hate-speech and for acting in this regard;

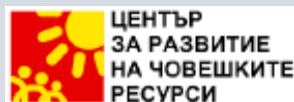
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	(3) witnesses of online hate speech incidents - who will have the possibility to report hate speech anonymously.
<b>Objectives</b>	<p>The MANDOLA specific objectives are the following:</p> <ul style="list-style-type: none"> <li>• to monitor the spread and penetration of online hate-related speech in the European Union (EU) and in the EU Member States using big-data approaches, while investigating the possibility to distinguish, among monitored contents, between potentially illegal hate-related speech and non-illegal hate-related speech;</li> <li>• to provide policy makers with actionable information that can be used to promote policies for mitigating the spread of online hate speech;</li> <li>• to provide ordinary citizens with useful tools that can help them deal with online hate speech irrespective of whether they are bystanders or victims;</li> <li>• to transfer best practices among EU Member States;</li> <li>• to set-up a reporting infrastructure that will enable the reporting of potentially illegal hate speech.</li> </ul>
<b>Activities</b>	<p>MANDOLA activities:</p> <ul style="list-style-type: none"> <li>•An analysis of the legislation on illegal hate-speech at the European and international level and in ten EU Member States.</li> <li>•An analysis of the applicable legal and ethical framework relating to the protection of privacy, personal data and other fundamental rights in order to implement adequate safeguards during research and in the system to be developed.</li> <li>•The development of a monitoring dashboard, which aims to identify and visualise cases of online hate-related speech spread on social media (such as Twitter) and on the Web.</li> <li>•The creation of a multi-lingual corpus of hate-related speech based on the collected data. It will be used to define queries in order to identify Web pages that may contain hate-related speech and to filter the tweets during the pre-processing phase. The vocabulary will be developed with the support of social scientists and enhanced by the Hatebase (<a href="http://www.hatebase.org/">http://www.hatebase.org/</a>).</li> <li>•The development of a reporting portal. It will allow Internet users to report potentially illegal hate-related speech material they have noticed on the Internet.</li> </ul>



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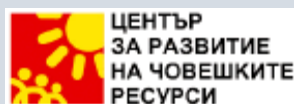


	<ul style="list-style-type: none"> <li>•The development of a smart-phone application. It will allow anonymous reporting of potentially hate-related speech materials noticed on the Web and in social media.</li> <li>•The creation and dissemination of a Frequently Asked Questions document. It will be disseminated via the project portal and the smart-phone app.</li> <li>•The creation of a network of National Liaison Officers (NLOs) of the participating Member States. They will act as contact persons for their country and will exchange best practices and information. They will also support the project and its activities with legal and technical expertise when needed.</li> <li>•The development of a landscape of current responses to hate speech across Europe and of a Best Practices Guide for responding to online hate speech for Internet industry in Europe</li> </ul>
<b>Sustainability</b>	The MANDOLA partners decided to remain involved in the MANDOLA website maintenance, and therefore in the diffusion of information dedicated to Internet users, to the Internet industry and to policy makers, in the making available of the reporting portal, and eventually in the diffusion of the monitoring dashboard results and of the smartphone app.
<b>Results/ Effectiveness</b>	The two MANDOLA innovations are (1) the extensive use of IT and big data to study and report online hate, and (2) the research on the possibility to make a clear distinction between legal and potentially illegal content taking into account the variations between EU Member States legislations.
<b>Contact Details</b>	<a href="http://mandola-project.eu/">http://mandola-project.eu/</a>

## 2) CRUZ ROJA

<b>Description</b>	Their main activity is working with immigrants and help them in many ways.
<b>Organized by</b>	Cruz Roja.
<b>Target groups</b>	Immigrants.

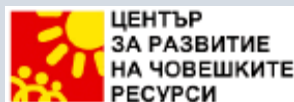
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<p><b>Objectives</b></p>	<p>International Committee of the Red Cross. The ICRC, founded in 1863, works around the world to provide humanitarian assistance to people affected by conflict and armed violence, and to promote laws protecting victims of war, such as a large number of refugees and immigrants currently arriving in Europe.</p> <ul style="list-style-type: none"> <li>- Address the humanitarian needs of migrants, regardless of their legal status, protect and treat dignified people on the move and avoid the loss of life.</li> <li>- Facilitate the reception and integration of refugees and asylum seekers, including their labor insertion.</li> <li>- Raise awareness of the situation and rights of migrants and refugees, preventing social exclusion, discrimination, racism and xenophobia.</li> </ul>
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>-Temporary reception</li> <li>-Sanitary services</li> <li>-Welfare benefits</li> <li>-Educational-cultural benefits</li> <li>-Job</li> <li>-Attention to minors</li> </ul>
<p><b>Sustainability</b></p>	<p>The services provided by the ESIRAS Integration Centres are designed to promote a steady path to individual autonomy and progressive community empowerment of refugees and asylum seekers by providing support in a continuum to the development of a solid set of skills, attitudes and self-awareness that allow them for autonomous career (and life) planning within their new context.</p>
<p><b>Results/ Effectiveness</b></p>	<p>They currently have 2,593 temporary shelters in 46 provinces. In 2018, 55,668 applications for international protection were processed in Spain and from the reception and integration program managed by the Spanish Red Cross we have provided support to 29,567 people seeking asylum and refuge. The Spanish Red Cross continues to support the interventions of other National Societies that are responding to the needs of refugees and asylum seekers arriving in Europe and coordinates the ESIRAS project</p>



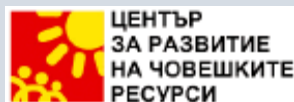
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	(Employability and Social Integration of Refugees and Asylum Seekers).
<b>Contact Details</b>	<a href="https://www.cruzroja.es/cre_web/principalci/ESIRAS/">https://www.cruzroja.es/cre_web/principalci/ESIRAS/</a>

### 3) GIORNATA DEL RIFUGIATO RIMINI 2019 (CELEBRATION FOR THE INTERNATIONAL REFUGEE DAY IN RIMINI)

<b>Description</b>	International Refugee Day called by the United Nations to commemorate the approval in 1951 of the Convention relating to the status of refugees. An event that will see some historic names of Italian music playing for 6 hours. Music and dance in Rimini to cross the walls of conflicts together with then volunteering, always in the front row.
<b>Organized by</b>	Rimini Municipality together with Associazione Arcobaleno, Associazione Madonna della Carità and Volontarimini
<b>Target groups</b>	Immigrants, youngster, all community.
<b>Objectives</b>	In addition to music festival, there will be space for testimonials. The journalist and writer Giulio Cavalli will talk with Stefano Calabrò, mayor of Sant’Alessio, a small town in Aspromonte which has become a school of integration of refugees in the social and economic local environment.
<b>Activities</b>	<ul style="list-style-type: none"> <li>- Music festival aimed to fight against racism</li> <li>- Interviews and testimonials</li> <li>- Rimini museum guided tour of the exhibition "Other looks", between life stories, cultures and travels with participants in the "museum mediators" workshop, which involved young people of foreign origin and refugees in the story of the works exhibited at the museum.</li> <li>- "Playful sounds" for children aged 4 to 10 (free workshop) for the creation of musical instruments with recycled material.</li> </ul>
<b>Sustainability</b>	It starts on Thursday 20 June 2019 with "Rimini Porto Sicuro SPRAR PROJECT". From 6pm until late evening, in the Rimini seaport (free



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	admission), a fortnight between songwriters, musicians, artists, on a completely free basis will take turns on stage
<b>Results/ Effectiveness</b>	Raise public awareness of the condition of more than 70 million refugees, asylum seekers and displaced persons worldwide.
<b>Contact Details</b>	<a href="http://www.volontarimini.it/it/articoli/2019/06/giornata-del-rifugiato-rimini.html">http://www.volontarimini.it/it/articoli/2019/06/giornata-del-rifugiato-rimini.html</a>

#### 4) Words Are Stones

<b>Description &amp; cost</b>	Their main activity is to work with people that want to help fight Hate Speech online
<b>Organized by</b>	“Words Are Stones”
<b>Target groups</b>	Young bloggers, social media activists, community managers, moderators, aged 18-30,
<b>Objectives</b>	Recently, the continuous growth of Internet as a mean of communication, along with the anonymity that it provides, has enabled the proliferation of hate-based activities in cyberspace, such as harassment and expressions of hate, which are now located beyond the realms of traditional Law Enforcement methods and Law prosecution. Therefore, it is needed for other cyber-entities, such as individual users or some web providers, to fight against this type of offence and this is what their project wants to do.
<b>Activities</b>	- The organisation of a train the trainers course in Italy for young social media strategists/managers, bloggers, online activities, youtubers and its replication in each participating country The organization of a “Youth media campaign” with on/off line local activities. Materials produced will serve as basis for the “WORDS ARE STONES hate speech award”, a European celebration moment through which it is possible to report and vote the best cases of hate speech management and the best conduct of internet users for a more inclusive internet.





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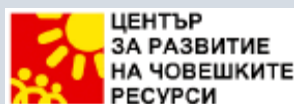


<b>Sustainability</b>	They have been recruiting and help people for years and will continue to do so. They support thousands of activists in their fights for a better web.
<b>Results/ Effectiveness</b>	They make a lot of courses to help online activists and to create new ones. They share their progress on social medias in order to gain more publicity and to find more people that want to help.
<b>Contact Details</b>	<a href="https://www.wordsarestones.eu/bg/">https://www.wordsarestones.eu/bg/</a>

### 5) Theater performance “6”

<b>Description &amp; cost</b>	Through art (theater plays) we wanted to make students aware of the importance of empathy, compassion, the consequences of hate speech and manipulation by the mass media.
<b>Organized by</b>	Novo mesto Grammar School and Slovenian Youth Theater
<b>Target groups</b>	High school students
<b>Objectives</b>	We tried to explain to students how hate speech with prejudice encourages xenophobia and divisions in society. By visiting, we wanted to encourage them to be responsible citizens and for humanity.
<b>Activities</b>	The event was held in two parts: <ul style="list-style-type: none"> <li>- Theatre performance preparation for all students,</li> <li>- Evening time: visit teatre performance „6“.</li> </ul> The performance was made on the basis of real events. The story is about 6 underaged (unaccompanied) asylum seekers. On 19 February 2016 two responsible person from the Kranj municipality visited student Dormitory. They tried to stop this acception of those young people. They were afraid of parents, teachers, local people, public opinion ...
<b>Sustainability</b>	After talking to the students about the theater performance we realized that the students liked the performance very much and addressed them.

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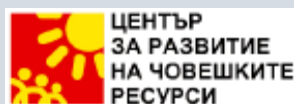
<b>Results/ Effectiveness</b>	The performance touched on the students tremendously as it talked about young people. They were very excited about the performance and were shocked by the real events that the show was based on.
<b>Contact Details</b>	<a href="https://www.gimnm.org/">https://www.gimnm.org/</a> <a href="https://mladinsko.com/en/">https://mladinsko.com/en/</a>

## 8. 25 Activities for Combating Cyber Hate Towards Migrants and Refugees through Non-Formal Education based on the Use of ICT and Audio Visual Content

### 8.1. „CREATIVE INSTRUMENTS TO COMBAT ONLINE HATE SPEECH“

<b>Themes</b>	<ul style="list-style-type: none"> <li>• Engagement with refugees and migrants and online hate speech against them;</li> <li>• How to solve public issues;</li> <li>• Long-term commitment.</li> </ul>
<b>Target groups</b>	<ul style="list-style-type: none"> <li>• Migrants and refugees</li> <li>• Representatives of the media</li> <li>• Public authorities</li> <li>• Internet providers and ICT companies</li> <li>• Young people</li> <li>• NGOs</li> </ul>
<b>Number of participants</b>	50 - 60
<b>Time</b>	60 minutes
<b>Place</b>	A room prepared for work in groups: table and chairs for each participant
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Using design tools and methods to address social challenges</li> <li>• Promoting innovation and creativity</li> <li>• Addressing the challenge as an opportunity for collective action</li> </ul>

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<b>Materials</b>	<ul style="list-style-type: none"><li>• White boards</li><li>• Sticky notes</li><li>• Markers</li><li>• Personal stories</li></ul>
<b>Notes</b>	A dynamic moderator is required to perform the activity

### INSTRUCTIONS

Divide participants into small groups, max. 10 people in each. All groups are working in the same room. The moderator assigns tasks to all groups simultaneously. Sticky notes, markers, and paper are given to the participants.

### STEPS OF THE EXERCISE

What problem do we want to address according to online hate speech? (such as inadequate case reporting, poor media self-regulation, normalization and growing approval of Internet hate speech, etc.) The moderator introduces the theme – online hate speech. Participants are asked to throw thoughts and list as many hate speech problems as possible.

### INSPIRATION:

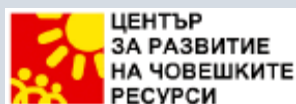
What do we know about refugees and migrants from themselves (behavior, limitations, impact)?

The moderator presents different personalities with their personal stories and asks groups to prioritize the problems they have already identified and to choose only one of them based on refugee information.

The moderator distributes new roles to each member of the working groups: a migrant, a pessimist who does not see the thoughts in the measures and initiatives, an optimist who sees the positive aspects of the proposals, citizens, municipal councilors. Participants discuss the most urgent problem, exchange thoughts on how to deal with it, present arguments for each proposed solution, and finally agree on what problem and solution to work.

### CREATING IDEAS

How can we prototype the solution?



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The moderator invites the participants to start making ideas on how to solve the problem and to list 5 ideas for solving it. Then they have to prioritize and choose only one, describing what is needed to be implemented in practice.

### PERFORMANCE

How can this be implemented? Will there be the expected impact?

Moderators invite groups to create prototypes of the decision - to create a narrative - why this is necessary and what it will decide; to draw up a short business plan - a necessary budget, to include key players, mitigating risks.

### SUMMARY

Each group presents the creative tool they have prototyped, and engages in discussing it with others for its further implementation.

## 8.2. New generation communication

<b>Themes</b>	-Presentation online hate speech against immigrants and refugees -How to solve hate speech online. -Youth and Internet -Long-term commitment.
<b>Target groups</b>	-Primary school's students. -Teachers. -Parents.
<b>Number of participants</b>	25-30 each class
<b>Time</b>	60 Minutes
<b>Place</b>	School class prepared for work in groups with tables and chairs for each participant
<b>Objectives</b>	-Using design tools and methods to address social challenges. -Promoting innovation and creativity. -Promoting tolerance. -Promote social inclusion -Addressing the challenge as an opportunity for collective action

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<b>Materials</b>	-Digital board -Computers -Papers -Felt pens -Sticky notes.
<b>Notes</b>	A dynamic moderator is required to perform the activity.

### **INSTRUCTIONS**

Divide participants into small groups, max. 5 people in each. All groups are working in the same room. The moderator assigns tasks to all groups simultaneously. Sticky notes, pens, and paper are given to the participants.

### **STEPS OF THE EXERCISE**

The moderator introduces the theme – online hate speech. Participants are asked about the information that they have about it. The moderator will give them some steps

### **INSPIRATION:**

What do we know about refugees and migrants from themselves (behavior, limitations, impact)?

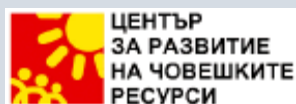
The moderator distributes new roles to each member of the working groups:

- Immigrant from another country of Europe
- Immigrant from Africa
- Tolerant citizen from Europe
- Intolerant citizen from Europe

Each member of the group must defend their role with all the information that the moderator has provided in the talk. At the end of the role play each group will have to present the discussions and how they have solved the problems that have been raised

- Economic problems
- Communication problems
- Problems of adaptation

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### 8.3. "Discriminazioni: riconoscerle, capirle e contrastarle"

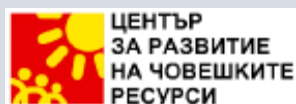
<b>Themes</b>	<ul style="list-style-type: none"> <li>-Discrimination: recognizing them, understanding them and contrasting them;</li> <li>-Presentation online hate speech against immigrants and refugees;</li> <li>-Role play games in order to recognise hate speech online;</li> <li>-Youth and Internet.</li> </ul>
<b>Target groups</b>	<ul style="list-style-type: none"> <li>- University students.</li> <li>- Teachers.</li> <li>- social workers</li> </ul>
<b>Number of participants</b>	25-30
<b>Time</b>	6 hours (3 + 3)
<b>Place</b>	A room with chairs displayed in circle and other ones prepared for work in groups with tables and chairs for each participant
<b>Objectives</b>	<ul style="list-style-type: none"> <li>-Using design tools and methods to address social challenges.</li> <li>-Promoting innovation and creativity.</li> <li>-Promoting tolerance.</li> <li>-Promote social inclusion</li> <li>-Addressing the challenge as an opportunity for collective action</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Digital board</li> <li>-pens</li> <li>-Sticky notes.</li> </ul>
<b>Notes</b>	A dynamic moderator is required to perform the activity.

#### INSTRUCTIONS

First part of seminar the group works all together following a role playing learning method. Second part of seminar: Divide participants into small groups, max. 5 people in each. All groups are working in the same room. The moderator assigns tasks to all groups simultaneously. Sticky notes, pens, and paper are given to the participants.

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## **STEPS OF THE EXERCISE**

The moderator introduces the theme – online hate speech. Participants are asked about the information that they have about it. The moderator will give them some steps and starts the role playing

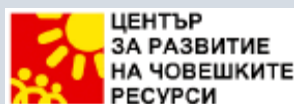
## **INSPIRATION**

The moderator distributes roles to each member of the working groups and starts the debate and the role game.

## 8.4. Communication for young people

<b>Themes</b>	-How to fight against hate speech online with trust -Young people and “The Web” -How to engage for longer time
<b>Target groups</b>	- Young people between 14-25 years’ old -Teachers.
<b>Number of participants</b>	60-80 people per meeting
<b>Time</b>	120 Minutes
<b>Place</b>	A big room or an open park
<b>Objectives</b>	-Using interesting ways of interaction to create a peaceful atmosphere -Promoting new ways of thinking -Giving them the chance to be respectful
<b>Materials</b>	-Papers -Pens -Sticky notes. -Cardboard -Badges

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<b>Notes</b>	A host is required to perform the activity.
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### **INSTRUCTIONS**

Divide the teenagers into groups of 8 and give them tasks on how to spot Hate Speech Online. Tell them to note if they have experiences racism, discrimination and different kind of hate against them. That way they will be more open to the group.

### **STEPS OF THE EXERCISE**

The host introduces the theme for the meeting. Young people will be questioned about their knowledge about it. Then assistants will hand out papers and give instructions.

### **INSPIRATION:**

Children and adolescents seem to communicate more electronically than face to face with their peers. Through instant messaging, text, social network sites like Facebook and email, they chat with their friends. They are often multi-tasking; they can text several of their friends while chatting via instant message while listening to the latest download of music at the same time.

There is an insular world, in constant motion and apparently never ending. These messages contain information sharing that appears to be somewhat exaggerated sound bites. Discussions are shared on homework, sports and the latest trends. These conversations also include drama and conflict, but there are no real ways to solve them.

Therefore, they need a way to speak face to face and thus resolve more problems and become more social inclusive.

## 8.5. Sport unites us

<b>Themes</b>	Football game
<b>Target groups</b>	High school students and young Roma people

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<b>Number of participants</b>	20 high school students and 20 young Roma people
<b>Time</b>	180 minutes
<b>Place</b>	School football field
<b>Objectives</b>	<ul style="list-style-type: none"><li>- connect high school students with Roma</li><li>- eliminate prejudices, stereotypes</li><li>- enhancing social skills</li><li>- promoting empathy</li><li>- promoting healthy life</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>- football</li><li>- sportswear</li><li>- drink</li><li>- snacks</li></ul>
<b>Notes</b>	A dynamic and sport moderator is required to perform the activity

### **INSTRUCTIONS AND STEPS OF THE EXERCISE**

In cooperation with the DRPD, the school organizes a football match between students and Roma adolescents. Teams are mixed. This is how players get to know each other and connect. It is important to participate in the race and not of ethnic origin.

After the match, the youngsters get together for a drink and a snack. In this way, sport contributes to the connection, tolerance and empathy among young people in the local community.

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## 8.6. Deontology or political correctness?

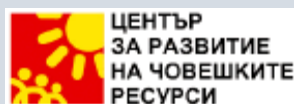
<b>Themes</b>	Identifying Hate Speech in mass media and online social media; Levels of Hate Speech; Recognize hidden agendas of haters; Identifying and creating ways to improve the situation.
<b>Target groups</b>	<ul style="list-style-type: none"> <li>• students, young people;</li> <li>• media representatives;</li> <li>• representatives of public bodies;</li> <li>• representatives of NGOs;</li> <li>• teachers;</li> <li>• representatives of private companies.</li> </ul>
<b>Number of participants</b>	10-15 participants
<b>Time</b>	60 Minutes
<b>Place</b>	A room prepared for work in groups: table and chairs for each participant
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To confront general knowledge about hate speech;</li> <li>• Asses the level of empathy, understanding and confrontational attitudes;</li> <li>• Provide up-to-date information about national Hate Speech;</li> <li>• Foster critical thinking.</li> </ul>
<b>Materials</b>	Handouts produced by the trainer; Paper sheets, pencils, white board, markers
<b>Notes</b>	-

### INSTRUCTIONS

Select from the mainstream media certain topics that could have been presented as Hate Speech, put them on little hand-outs to be discussed.

### SCENARIO:

For the present story you select 5 people to impersonate the characters: child’s mother, neighbour, teacher, mayor and Member of Parliament. Everybody should try to do its best in the role, using appropriate language for the impersonated character: A child in the



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father's care has died from a combination of malnutrition and TBC. The child's mother went to work in Germany. The father was alcoholic and lived in social help.

**The child's mother gets contacted by phone:** - The father was abusive ever since she was in the country. Sends home some money, but she prefers to save it, she does not want the father to destroy her efforts. She wanted to bring the boy to Germany when he was to turn 18 years old.

**A neighbour:** - His father beat the child and forced him to work in his place in the yard (he broke wood, etc.). In the past three weeks, he never saw the boy's father sober. Once, he caught the father as he tried to steal a hen from his yard.

**Child Teacher:** - The boy was a problem kid, violent with classmates. He came from a very poor family. One winter he came to school with no jacket on him. He was not interested and had very bad grades. I never saw his father.

**Mayor:** It is serious what happened in the locality! Poverty bring only problems to the honest inhabitants of the locality. The image of our village will suffer.

**Parliamentary:** If the father had not allowed himself to live well off social benefits, he would have worked, and that would not have happened. Moreover, social supported persons should lose any financial support from the state when they find themselves drunk or drugged. The case is not unique. Split the remained people into groups of journalist (2 -3 person each) that have to write the story.

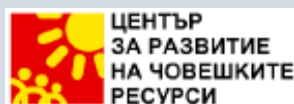
**DISCUSSIONS:** Produced articles are read to the whole assembly and debriefing takes place in order to analyse the hate speech scale contained in the different produced texts. Differences are marked on a storyboard in order to be seen during the whole training. Conclusions are drawn about the media impact on hate speech.

**Resource:** Divers Association

## 8.7. Young and Social Networks

<b>Themes</b>	-Presentation Social Networks and online hate speech against immigrants and refugees -How to Social Networks disseminate information. -Long-term commitment.
<b>Target groups</b>	-High school's students. -Teachers. -Parents.

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<b>Number of participants</b>	25-30 each class.
<b>Time</b>	60 Minutes.
<b>Place</b>	High school class prepared for work in groups with tables and chairs for each participant.
<b>Objectives</b>	<ul style="list-style-type: none"><li>-Using design tools and methods to address social challenges.</li><li>-Promoting innovation and creativity.</li><li>-Promoting tolerance.</li><li>-Promote social inclusion.</li><li>-Addressing the challenge as an opportunity for collective action.</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>-Digital board.</li><li>-Computers.</li><li>-Markers.</li><li>-Mobile phone camera.</li><li>-Sticky notes.</li></ul>
<b>Notes</b>	A dynamic moderator is required to perform the activity.

### **INSTRUCTIONS**

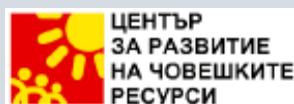
Divide participants into small groups, max. 5 people in each. All groups are working in the same room. The moderator assigns tasks to all groups simultaneously. Sticky notes, pens, and paper are given to the participants. At the same time the participants are going to use their mobile phone cameras and their personal social network to publish all the information that they are going to learn.

### **STEPS OF THE EXERCISE**

Presentation of the problem of social networks to young people because they are the ones who use them the most, in the same way we want to involve teachers and parents. We want to get the meeting have a multiplier effect.

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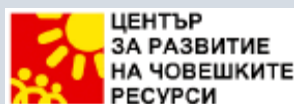
### INSPIRATION:

The groups will be divided in parents-students-teachers all mixed. The moderator will explain the risks of social networks and their use during an early age. He also explains the problems of hate speech online towards immigrants and refugees. The main idea of this activity is that all participants, young people and their parents with teachers can identify and stop hate messages online. At the same time, the moderator will show the mechanisms to report such comments. At the end of the activity, participants will register a small space that they will share in the school's social networks so that all parents and students of the center have access.

## 8.8. KAHOOT QUIZ ABOUT IMMIGRANTS AND WORLD REFUGEES

<b>Themes</b>	<ul style="list-style-type: none"> <li>- Develop awareness about real information about immigrants and refugees</li> <li>-Presentation Social Networks and online hate speech against immigrants and refugees</li> <li>-How to Social Networks disseminate information.</li> </ul>
<b>Target groups</b>	-Junior and secondary high schools students.
<b>Number of participants</b>	25-30 each class.
<b>Time</b>	60 Minutes.
<b>Place</b>	Junior and High school class using their smart phone in the school conference hall or in class.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>-Using design tools and methods to address social challenges.</li> <li>-Fight fake news</li> <li>-Promoting tolerance.</li> <li>-Promote awareness about immigrants.</li> <li>-Promote information about real news</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Digital board.</li> <li>-Smartphone.</li> <li>-Sticky notes.</li> </ul>

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<b>Notes</b>	A dynamic moderator is required to perform the activity.
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### **INSTRUCTIONS**

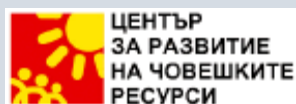
Kahoot is a very engaging and simple to use tool to create quizzes, discussions and online surveys to be used at the end of a lesson to verify understanding or on any other occasion within the teaching activity. It is required a surface on which to project the questions - LIM or simple video projector - and devices of any kind that can be connected to the Internet - smartphones, computers, tablets - used as responders through which the students send the answers to the site.

### **STEPS OF THE EXERCISE**

The teacher, after registering on the specific website has the possibility to create a questionnaire on the Kahoot! Platform. By creating a quiz, the teacher can choose the number of answers (multiple choice) and accompany the question with images or short videos uploading them with a simple drag and drop. The teacher can also decide the timing for the answers depending on the difficulty of the questions. The questions will be focused on world refugees number, on nations that actually host the majority of them (Africa, Asia, etc.), how many have been hosted in Italy comparing with other countries, etc.

### **INSPIRATION:**

The teacher will explain the risks of fake news on social networks. The teacher also explains the problems of hate speech online towards immigrants and refugees. The main idea of this activity is that all participants can identify the most common fake news about migrants and stop hate messages online. At the same time, the moderator will show the mechanisms to report such comments. At the end of the activity, participants will register a small space that they will share in the school's social networks so that all parents and students of the center have access.



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## 8.9. Online Stream for Charity

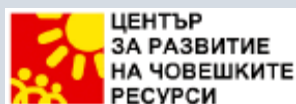
<b>Themes</b>	-How to help immigrants and refugees? -Why is there Hate Speech online? -Long-term commitment.
<b>Target groups</b>	-High school's students. - Students -Teachers. -Parents.
<b>Number of participants</b>	Infinity number of participants. Schools can organise classes that can watch together so – 50 – 60 per interaction group
<b>Time</b>	240 Minutes.
<b>Place</b>	On web. Easily accesible via Smartphones or Laptops everywhere.
<b>Objectives</b>	-Using interstings ways of interaction to create a peaceful atmosphere -Promoting new ways of thinking -Gaining money for charities that fight Hate Speech
<b>Materials</b>	-Computers. -Markers. -Mobile phone -Sticky notes.
<b>Notes</b>	A youtuber that will manage the account is needed.

### INSTRUCTIONS

Make sure that people know about this event by sharing it in the social media. Prepare your information and script. Answer all questions by the viewers and work with schools to get more attention.

### STEPS OF THE EXERCISE

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Begin the stream and start interacting with the viewers by simply explaining what the purpose of the stream is.

### **INSPIRATION:**

Young people don't have time to go to meetings everyday or participate in different activities that concern Hate Speech, but they always have time to use their smartphones to watch videos and learn new stuff or just watch funny stuff. So if the videos about Hate Speech are made interesting enough, then they will appeal to the young audience and will gain enough traction to reach more people.

## 8.10. Words can also be killer

<b>Themes</b>	Hate speech online
<b>Target groups</b>	High school students
<b>Number of participants</b>	20-30
<b>Time</b>	45
<b>Place</b>	Classroom
<b>Objectives</b>	<ul style="list-style-type: none"><li>- get to know content such as tolerance, prejudice, human rights, empathy</li><li>- how to be a critical media user</li><li>- how to recognize fake news</li><li>- empower our students for their online roles</li><li>- reduce online hate speech</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>- colored cards</li><li>- markers</li></ul>
<b>Notes</b>	A dynamic moderator is required to perform the activity



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## **INSTRUCTIONS AND STEPS OF THE EXERCISE**

Divide the students into pairs. Find examples of hate speech online, write them down on colored cards. In addition, they should write positive motivational messages to draw attention to the consequences of hate speech.

Students then paste colored cards down the hallways of the school.

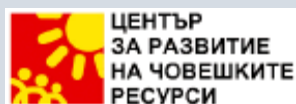
### 8.11. BECOME ACTIVE

<b>Themes</b>	Discrimination; Positive Messengers; Activation
<b>Target groups</b>	<ul style="list-style-type: none"><li>• migrants and refugees</li><li>• media representatives</li><li>• public bodies</li><li>• teachers</li><li>• young people</li><li>• NGOs</li></ul>
<b>Number of participants</b>	25-30 participants
<b>Time</b>	150 Minutes
<b>Place</b>	A room for work in groups with Projector and wifi
<b>Objectives</b>	<ul style="list-style-type: none"><li>• to test the acquired skills of the participants</li><li>• to introduce the No Hate Speech Movement of the Council of Europe and its objectives and activities.</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• PPT</li><li>• Bookmarks manual</li><li>• We Can manual SPACE &amp; EQUIPMENT</li></ul>
<b>Notes</b>	-

## **INSTRUCTIONS**

The trainer introduces the No Hate Speech Movement and its objectives and activities followed by examples of hate speech and narratives (the concepts of counter-narratives and alternative narratives). During the second part of the activity the trainer introduces the manual "WE CAN" (<https://www.coe.int/en/web/no-hate-campaign/we-can-alternatives>)

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and implements some practical exercises on countering hate speech contained in the Bookmarks(<https://rm.coe.int/168065dac7>) of the Council of Europe.

**Some examples of activities from the Bookmarks related to the issue that could be implemented and adapted are:**

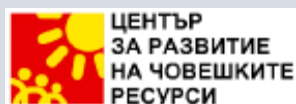
- Checking the facts (page 55): Participants are asked to act as ‘researchers’ for politicians on the issue of online hate speech targeting migrants, refugees or minorities. They consider the reliability of information posted online and develop strategies for their own practice.
- Online participation (page 83): This activity helps participants to think about the way they use the Internet and how they participate online. Participants will identify and scale their level of online participation and also plan what kind of role they would like to have online in the future. Participants also learn how to address hate speech and how to protect human rights online in a more effective way.
- Our rights online (page 87): Participants are introduced to the Guide to Human Rights for Internet Users. They have to analyse key messages and statements of the Guide and to reflect on its application in daily life
- Wear and share (page 135): Participants fill out a diagram to show their preferences in sharing particular information online and discuss ways of being more cautious when sharing personal information online.
- Reading the rules (page 102): Participants discover the terms of use or community guidelines of a website and take steps to report inappropriate content to the website. Participants also discuss what the advantages and disadvantages of reporting are, particularly in relation to the possibilities of Web 2.0.
- Talking it out (page 117): The activity uses a ‘fishbowl discussion’ to explore common prejudices about particular groups in society, and engages participants to think critically about commonly held beliefs and develop arguments against hate speech.

## 8.12. Ciberactivism

<b>Themes</b>	-Presentation online hate speech against immigrants and refugees in social Networks -How to be ciberactivist. -Long-term commitment.
<b>Target groups</b>	-Open to active population that want to became online activist
<b>Number</b>	30 participants

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<b>of participants</b>	
<b>Time</b>	60 Minutes
<b>Place</b>	A room prepared for work in groups with tables and chairs for each participant
<b>Objectives</b>	<ul style="list-style-type: none"> <li>-Using design tools and methods to address social challenges.</li> <li>-Promoting innovation and creativity.</li> <li>-Promoting tolerance and respect.</li> <li>-Promote social inclusion</li> <li>-Addressing the challenge as an opportunity for collective action</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Digital board</li> <li>-Computers</li> <li>-Mobile phone</li> <li>-Markers</li> <li>-Sticky notes.</li> </ul>
<b>Notes</b>	A dynamic moderator that will be online activist is required to perform the activity

### **INSTRUCTIONS**

The moderator who will be a cyber-activist will present his work and the importance of all of us being part of this problem to tackle it and to achieve a more tolerant society. It is a individual activity so all participants are working in the same room. Sticky notes, pens, and paper are given to the participants.

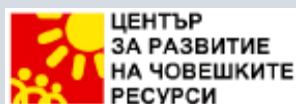
### **STEPS OF THE EXERCISE**

The moderator introduces the theme – online hate speech. Participants are asked to throw thoughts and list as many hate speech problems as possible.

### **INSPIRATION:**

The moderator will present his work as a cyber-activist and help all participants with any doubts they have about it, show their work and speak from their personal experience, all participants will work individually. Each participant will choose a theme: immigration, feminism, refugees, sexual orientation. During the workshop, participants should search

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through their social networks for examples of harassment and hate messages towards these groups. Little by little they will start working on their networks with the up to #sendhateaway and will give greater diffusion to the Project.

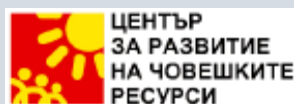
### 8.13. School seminar/meeting the “EUROPEAN ONLINE ACTIVISTS”

<b>Themes</b>	-Presentation online hate speech against immigrants and refugees in social Networks and strategies to fight the hate. -How to be ciberactivist. -Long-term commitment.
<b>Target groups</b>	-Open to high school classrooms of the entire school
<b>Number of participants</b>	150 participants
<b>Time</b>	4 hours (one morning)
<b>Place</b>	School main conference room.
<b>Objectives</b>	-Using design tools and methods to address social challenges. -Promoting innovation and creativity. -Promoting tolerance and respect. -Promote social inclusion -Addressing the challenge as an opportunity for collective action
<b>Materials</b>	-Digital board - Conference room tools
<b>Notes</b>	A dynamic moderator/teacher together with the school students representative will lead the meeting and introduce the guests belonging to the "European Online Activists"

#### INSTRUCTIONS

The activity aims to involves the international group of young people called "European Online Activists" volunteered their time and their contribution to the realization of the Campaign, collaborating with in the Council of Europe in synergy with the Online Campaign Coordinator that coordinated the activities. Currently the European Online Activists continue

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to cooperate with each other and with the National Campaigns and the Council of Europe to guarantee continuity to the Campaign in the various countries.

### **STEPS OF THE EXERCISE**

The moderator introduces the theme – online hate speech and the seminar guests explain what does it mean being "European Online Activists" and how it would be possible being part of the group.

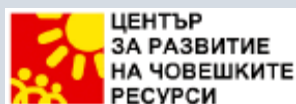
### **INSPIRATION:**

The moderator will present the young cyber-activists and their work. All students will have the chance to know them and make questions about specific topic: immigration, feminism, refugees, sexual orientation.

## 8.14. Cyber-fight Hate Speech

<b>Themes</b>	-What does an activist do? What does he get? -How to become a activist -Long-term commitment.
<b>Target groups</b>	-Open to active population that want to became online activist
<b>Number of participants</b>	50 participants
<b>Time</b>	80 Minutes
<b>Place</b>	A room prepared for work in groups with tables and chairs for each participant.
<b>Objectives</b>	-Using design tools and methods to address social challenges. -Promoting innovation and creativity. -Promoting tolerance and respect. -Promote social inclusion -Addressing the challenge as an opportunity for collective action
<b>Materials</b>	-Digital board -Computers -Markers -Sticky notes.

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	- Microphone - Drinks and snacks for later
<b>Notes</b>	A cyber activist is needed to explain more or even a government employee from the cyber fighting agencies.

### **INSTRUCTIONS**

The cyber-activist will present his work and the importance of being part of this issue for us all to tackle and achieve a more tolerant society. It is an activity aimed at every single person so that all participants work in the same room. Participants receive sticky notes, pens, and paper and a problem to solve. They will work on various problems and solutions and receive rewards for the best.

### **STEPS OF THE EXERCISE**

The cyber-activists will begin by giving a speech and explaining what it means to be an activist. Then he will proceed with the activities for the meeting.

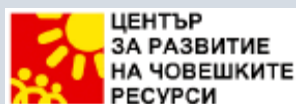
### **INSPIRATION:**

Young people are really concerned about their social medias. So if someone were to explain to them how to protect themselves and their social medias and maybe what risks come with using them, then they will be interested in participating in such meetings.

## 8.15. Be creative be active

<b>Themes</b>	Artand literary competition
<b>Target groups</b>	High school students
<b>Number of participants</b>	Interested students (cca. 30)
<b>Time</b>	1 month
<b>Place</b>	School and home

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<b>Objectives</b>	<ul style="list-style-type: none"> <li>- get to know content such as tolerance, prejudice, human rights, empathy</li> <li>- empower our students for their online roles</li> <li>- reduce online hate speech</li> <li>- promoting creativity in the visual and literary fields</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- fine arts</li> <li>- pens, paper crayons</li> </ul>
<b>Notes</b>	Creative moderator is required to perform the activity

### INSTRUCTIONS AND STEPS OF THE EXERCISE

We organize a fine arts and literary contest at the school entitled Be creative and be active. In their works, students are critical of hate speech and other forms of intolerance in society. Students have one month to submit their products to their mentors. The mentors form a committee (3 members) and select the 3 best products from each area. Art products are exhibited at the school; literary articles are published in the school newsletter.

### 8.16. Workshop on Difficult Conversations

<b>Themes</b>	Media literacy; Engaging with and combating online hate; Positive messages
<b>Target groups</b>	<ul style="list-style-type: none"> <li>• Organisations working with refugees and their staff (Administrators, Communications directors, Social media manager, Community engagement officers)</li> <li>• Teachers</li> <li>• Teacher trainers</li> <li>• Student teachers Local Authority Education Depts</li> <li>• Parents</li> <li>• Curriculum support</li> <li>• Online providers</li> </ul>
<b>Number of participants</b>	This creative tool can be followed by an individual (on their own, in front of their laptop) or in a small to medium group (recommended maximum 20).
<b>Time</b>	150 Minutes

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<b>Place</b>	A Room with laptop and projector with internet, with sound & speakers
<b>Objectives</b>	<ul style="list-style-type: none"><li>• To gain greater understanding of the psychology behind hate speech</li><li>• To learn some specific communication skills to engage with hostile people or people holding racist/ islamophobic/ antisemitic/ homophobic/ sexist views and try and defuse hate speech, by trying these people to reflect rather than antagonise or alienate them</li><li>• To differentiate between various target groups</li><li>• To facilitate community engagement and communications strategies</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Interactive PPT and audio with transcript</li><li>• Flip charts (optional)</li><li>• Post-its (optional)</li></ul>
<b>Notes</b>	-

## INSTRUCTIONS

This creative tool can be followed by an individual (on their own, in front of their laptop) or in a small to medium group (recommended maximum 20).

Set up:

1. Show the PowerPoint on a screen (with sound enabled)
2. Print copies of the transcript. Ensure there is internet access.

Instructions:

1. Play the PowerPoint, slide by slide.
2. Listen to the audio. 3. Follow the instructions on the screen and highlight key points on your printed transcript (the PPT will guide you).

Key moments:

- Slide 3 (Audio clip 2): look up the concept of “echo chamber” online
- Slide 8 (Audio clip 3): take time to answer the questions about the two key concepts and “getting the dynamic right”

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- Slide 9: look at the National Conversation reports on attitudes towards migration across the UK
- Slide 10 (Audio clip 4): understand what research this technique is based on.
- Slide 11: explore the target audience “spectrum” – think about how to use this in your own context.
- Slide 12: check the audio to compare your predictions.
- Slide 14 (Audio clip 6): predict Arun’s answers before listening to the audio
- Slide 15 (Audio clip 7): series of questions on facts vs stories.
- Slide 17 (Audio clip 8): identify key advice given in the audio clip.
- Slides 18-19: review the key pieces of advice
- Slide 20 (Audio clip 9): understand why this technique works.

Possible activity extensions:

- Discuss the above training in small groups, or in a plenary. Do you agree with the techniques and the principles? What are your experiences of this approach? How could you make it work in your context? Can you see any challenges? Is there anything here that surprises you?
- Conduct research into projects which have already used these techniques (see slide 9: National Conversation reports; LA Leadership Lab; Fear and HOPE). Watch this video to see Difficult Conversations techniques in action:  
[https://www.youtube.com/watch?time\\_continue=305&v=tdjtFRdbAo](https://www.youtube.com/watch?time_continue=305&v=tdjtFRdbAo)
- Brainstorm ways of implementing these techniques in your context. You could start by identifying your target audience using the spectrum slide.
- Create role plays to practice these techniques (face to face).
- Create online forum role plays to practice these techniques in an online context.

Source: Hope Not Hate:

<http://refugeeweek.org.uk/the-secret-to-having-difficult-conversations/>

Video link to these techniques in action:

[https://www.youtube.com/watch?time\\_continue=305&v=tdjtFRdbAo](https://www.youtube.com/watch?time_continue=305&v=tdjtFRdbAo)



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## 8.17. Help your mate

<b>Themes</b>	-Presentation online hate speech against immigrants and refugees -How to solve hate speech online. -Long-term commitment.
<b>Target groups</b>	-High school’s students. -Teachers. -Parents.
<b>Number of participants</b>	25-30 each class
<b>Time</b>	60 Minutes
<b>Place</b>	High School class prepared for work in groups with tables and chairs for each participant
<b>Objectives</b>	-Using design tools and methods to address social challenges. -Promoting innovation and creativity. -Promoting tolerance. -Promote social inclusion -Addressing the challenge as an opportunity for collective action
<b>Materials</b>	-Digital board -Computers -Sticky notes.
<b>Notes</b>	A dynamic moderator is required to perform the activity.

### **INSTRUCTIONS**

Divide participants into small groups, max. 5 people in each. All groups are working in the same room. The moderator assigns tasks to all groups simultaneously. Sticky notes, pens, and paper are given to the participants.

### **STEPS OF THE EXERCISE**

The moderator introduces the theme – online hate speech.

### **INSPIRATION:**

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The moderator presents different examples of online hate speech with personal stories, as young people live continuously watching messages of hate and harassment on social networks and often do not pay attention to such messages if it does not affect them directly. We decided to create the activity put yourself in their place, through role-playing games the participants will change their identities and suffer in the first person the harassment of these hate messages in a simulated way. They will exchange opinions about their emotions and feelings during the activity.

## 8.18. HATE IS NOT A SPORT

<b>Themes</b>	-Presentation hate speech against immigrants and refugees during sports competitions -How to solve hate speech online. -Long-term commitment.
<b>Target groups</b>	-High school's students. -Teachers. -Parents.
<b>Number of participants</b>	25-30 each class
<b>Time</b>	60 Minutes meeting + football match
<b>Place</b>	High School classes and Sport/Football clubs prepared for work in groups with tables and chairs for each participant
<b>Objectives</b>	-Using design tools and methods to address social challenges. -Promoting innovation and creativity. -Promoting tolerance. -Promote social inclusion -Addressing the challenge as an opportunity for collective action
<b>Materials</b>	-Digital board -Computers -Sticky notes.
<b>Notes</b>	A dynamic moderator is required to perform the activity.



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## **INSTRUCTIONS**

The objective is to prevent and combat the phenomena of hatred, intolerance and racial discrimination among young people in the field of non-competitive sport, enhancing it at the same time as a place of aggregation and integration.

## **STEPS OF THE EXERCISE**

The moderator introduces the theme – online hate speech. Foreign origin and local soccer champions testify their experience about racism in sport.

## **INSPIRATION:**

Training activities at schools and within sports clubs; and also the development of digital tools to prevent and combat the racial hate speech online and offline. Continuous support to young “online activists” when reported a case of “cyber aggression/violence” towards migrants/refugees

### 8.19. Help a friend

<b>Themes</b>	-Present a way of helping refugees by yourself -How to prevent others from spreading Hate Speech -Long-term commitment.
<b>Target groups</b>	-High school’s students. -Teachers. -Parents.
<b>Number of participants</b>	60
<b>Time</b>	75 Minutes
<b>Place</b>	An auditorium in a school with digital board
<b>Objectives</b>	-Promoting tolerance. -Promote social inclusion - Explaining how to help people 1 by 1
<b>Materials</b>	-Digital board -Computers

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<b>Notes</b>	A psychologist is required to perform the activity.
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### **INSTRUCTIONS**

The psychologist will explain how to help people 1 by 1 and give problems to the participants that they will have to solve on their own for the rest of the meeting.

### **STEPS OF THE EXERCISE**

The psychologist introduces the theme – how to help people.

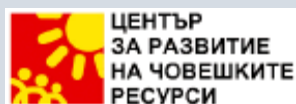
### **INSPIRATION:**

Most people want to help someone but they think that only 1 person can't do something alone. Therefore, this meeting will help them realise that this way of thinking is wrong and 1 by 1 we can help a lot of people.

## 8.20. Through video to tolerance

<b>Themes</b>	Video competition
<b>Target groups</b>	High school students
<b>Number of participants</b>	Interested students (cca. 30)
<b>Time</b>	1 month
<b>Place</b>	School and home
<b>Objectives</b>	<ul style="list-style-type: none"><li>- get to know content such as tolerance, prejudice, human rights, empathy</li><li>- empower our students for their online roles</li><li>- reduce online hate speech</li><li>promoting creativity in the visual fields</li></ul>

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<b>Materials</b>	- video computer program - smart phones
<b>Notes</b>	Creative moderator is required to perform the activity

### INSTRUCTIONS AND STEPS OF THE EXERCISE

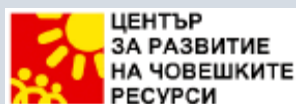
We organize a video contest at the school entitled Be creative and be active. In their works, students are critical of hate speech and other forms of intolerance in society. Students have one month to submit their products to their mentors. The mentors form a committee (3 members) and select the 3 best products from each area. Videos are posted on the school website, school FB and Instagram. Students also share videos on their networks.

## 8.21. Recipe for Tolerant Online Environment

<b>Themes</b>	Summarizing exercise; Produce positive content; Manifest oneself as a Positive Messenger
<b>Target groups</b>	<ul style="list-style-type: none"> <li>• migrants and refugees</li> <li>• media representatives</li> <li>• public bodies</li> <li>• internet providers and ICT companies</li> <li>• young people</li> <li>• NGOs</li> </ul>
<b>Number of participants</b>	30 participants
<b>Time</b>	30 minutes
<b>Place</b>	Room for work with groups
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To summarize what was learned in an engaging way, using cooking recipes as a metaphor for social solutions.</li> <li>• To create positive (counter) content and join the Positive Messengers Coalition.</li> </ul>
<b>Materials</b>	Sheets of paper and markers
<b>Notes</b>	-

### INSTRUCTIONS

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Divide participants into small groups. Instruct them they have to present their recipe for tolerant online environment, using the following model of for recipe description:

- Recipe Title:
- Ingredients needed:
- Special flavours:
- Preparation:
- Cook's tips:

Here is an example:

Recipe: Hate-Free Digital

Ingredients: Good quality free broadband access; a handful of committed outspoken volunteer observers; 3-4 media outlets willing to cover positive counter-narratives; personal testimonies of OHS targets, to taste.

Special flavours: Attract public figures as positive messengers

Preparation: Every time an event stirs Online hate speech, the volunteer observers alarm the media outlets to publicize and report, which leads to reaction on the part of the law enforcement officers. At the same time, Online hate speech targets are identified and both offered emotional support and sharing their stories and counter narratives. Cook's tips: Let good ingredients speak for themselves, don't overcook/overflavour the authentic stories. A truly good cook doesn't need a lot of fancy equipment, just commitment and courage. ...but mistakes are part of the process. Learn and go on.

## 8.22. Change the future

<b>Themes</b>	-Presentation online hate speech against immigrants and refugees -How to be online activist. -Long-term commitment.
<b>Target groups</b>	-High school's students. -Teachers. -Parents.
<b>Number</b>	25-30 each class

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<b>of participants</b>	
<b>Time</b>	60 Minutes
<b>Place</b>	High School class prepared for work in groups with tables and chairs for each participant
<b>Objectives</b>	<ul style="list-style-type: none"><li>-Using design tools and methods to address social challenges.</li><li>-Promoting innovation and creativity.</li><li>-Promoting tolerance.</li><li>-Promote social inclusion</li><li>-Addressing the challenge as an opportunity for collective action</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>-Digital board</li><li>-Computers</li><li>-Mobile phone camera</li><li>-Markers</li><li>-Sticky notes.</li></ul>
<b>Notes</b>	A dynamic moderator is required to perform the activity.

### **INSTRUCTIONS**

Divide participants into small groups, max. 5 people in each. All groups are working in the same room. The moderator assigns tasks to all groups simultaneously. Sticky notes, pens, and paper are given to the participants.

### **STEPS OF THE EXERCISE**

The moderator introduces the theme – online hate speech.

### **INSPIRATION:**

The activity is a talk of an immigrant or refugee who explains his hard trip during months to reach Europe. In the same way it would be good to share the life that this person had in his country with the one he currently has in the country of residence. In the talk he will also discuss the problems of integration in society, if he has managed to integrate or if he has suffered any message of hatred and discrimination for being an immigrant.

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## 8.23. Refugees stories: small class workshop at the university

<b>Themes</b>	-Presentation online hate speech against immigrants and refugees -What are refugees' real stories and past. -Long-term commitment.
<b>Target groups</b>	-Voluntary Associations and civil society -University students and professor
<b>Number of participants</b>	25-30 students.
<b>Time</b>	2 hours
<b>Place</b>	University conference room
<b>Objectives</b>	-Using design tools and methods to address social challenges. -Promoting innovation and creativity. -Promoting tolerance. -Promote social inclusion -Addressing the challenge as an opportunity for collective action
<b>Materials</b>	-Digital board -Computers -Mobile phone camera
<b>Notes</b>	A dynamic moderator is required to conduct the class.

### INSTRUCTIONS

Divide participants into small groups, max. 5 people in each. All groups are working in the same room. The moderator assigns tasks to all groups simultaneously. Sticky notes, pens, and paper are given to the participants.

### STEPS OF THE EXERCISE

The professor introduces the theme: hate against refugees and ignorance about their actual life experience. Focus on world conflicts. Refugees real stories.

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## **INSPIRATION:**

The activity involves real refugees’ witnesses collected by the operators working with them in the specific related national programmes. Real refugees are also involved and they will tell their story and answer the questions about real life experiences and problems encountered in their origin country.

### 8.24. New activists for the future

<b>Themes</b>	-How to be online activist
<b>Target groups</b>	- People that would like to help refugees and immigrants
<b>Number of participants</b>	40-50 per seminar
<b>Time</b>	40 Minutes
<b>Place</b>	A meeting room in school or some kind of building
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Explanation of the idea of being an online activist</li> <li>- Motivation for being one</li> <li>- Rewards for being one</li> <li>- How to be one</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Digital board</li> <li>-Computers</li> <li>-Markers</li> <li>-Sticky notes.</li> <li>- Paper</li> </ul>
<b>Notes</b>	An online activists that has enough experience is needed

## **INSTRUCTIONS**

The activist will have to explain what is means to be an activist and why did he become one.

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### STEPS OF THE EXERCISE

- Introduction
- Idea
- Motivation
- Rewards
- Questions and problem solving
- Snack time

### INSPIRATION:

A lot of people want to help but don't know how. We think that talking directly to online activists will give them an idea of a way to help people that need help.

## 8.25. Be a volunteer - give your time

<b>Themes</b>	Volunteering and migrations
<b>Target groups</b>	High school students and migrants
<b>Number of participants</b>	15 students, 15 migrants
<b>Time</b>	90 minutes
<b>Place</b>	Classroom on DRPD
<b>Objectives</b>	<ul style="list-style-type: none"><li>- developing volunteering, solidarity, empathy</li><li>- enhancing social skills</li><li>- education for multiculturalism and tolerance</li></ul>
<b>Materials</b>	School materials
<b>Notes</b>	Dynamic and flexible moderator is required to perform the activity



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## **INSTRUCTIONS AND STEPS OF THE EXERCISE**

We encourage students to volunteer and visit a day care center for migrants at DRPD. Each student gets to know one migrant of about the same age, talk to them and help them with their schoolwork. We encourage students to keep in contact with a migrant child and to attend DRPD (learning help) regularly.

## 9. Recommendations

The Council of Europe’s Campaign against hate speech online depends on the active engagement of as many young people as possible. There are numerous ways that you and your groups of friends can work to combat hate speech and become part of the Campaign.

Some of these are listed in this section.

The list has been divided into the following categories:

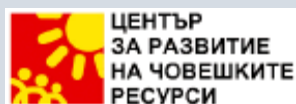
1. Education and awareness raising
2. Addressing the hate speech already existing online
3. Mobilising others
4. Expressing solidarity with victims or common target groups
5. Longer term strategies

These categories often overlap, and where they do not, it is often possible to strengthen an activity by adding items from another section.

### **For example:**

- Addressing hate speech directly by providing an alternative narrative will also have an educational effect. If the alternative narrative or dialogue is publicised through social media, it may also be used to mobilise others;
- An awareness-raising action designed to inform others about the problems of hate speech online is also a powerful expression of solidarity with victims of hate speech. It could be used to add signatures to a petition calling on politicians to engage with the problem;

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- Reporting an example of hate speech and blogging about the response of the website manager can motivate others to be alert to similar examples, and to make their own complaints.

The list below is not comprehensive and should be used only as a source for possible ideas.

Your group will almost certainly be able to come up with others!

Some of the suggestions may not be appropriate in all cases. For example, reporting a comment or post may sometimes be excessive: it may be easier to send a question to the author of the original post to see if they will alter their language or retract the comment. In other cases, engaging directly with someone who has posted an abusive comment may often be inappropriate. Judgement should always be used to select the most appropriate or effective action.

You can use the suggestions to supplement activities in the manual and encourage your friends or group to engage with the No Hate Speech Movement.

- Make sure you involve your group or friends in selecting and planning any actions. They will be more likely to engage if they have chosen the focus and methods themselves!
- Remind them that creative actions are more likely to attract attention: grabbing people’s attention online is like trying to stand out from the crowd!
- Remind them that information can be disseminated through images, videos and music, as well as by the use of words alone. The medium can be as important as the message.
- Make sure you look at the No Hate Speech Movement site ([www.nohatespeechmovement.org](http://www.nohatespeechmovement.org)) for other ways to engage with the Campaign!

List of possible actions:

Education and awareness raising

- Use blogs and social media sites to raise awareness about what people can do if they are victims of hate speech or if they witness examples;
- 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 sites or create leaflets to distribute offline;

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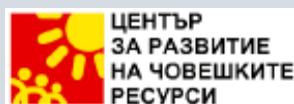
- Share sites or posts which highlight positive characteristics of common target groups;
- Tell stories about individuals who have been the victims of hate speech online or offline. Use this to disseminate information about the problem and build empathy for those targeted by hate speech;
- Set up your 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!

#### 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;

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- Report examples of hate speech to organisations working on the problem – or to Hate Speech Watch;
- Boycott hate sites – and call on others to do so. Report the sites using the legal mechanisms existing in your country or organisations, such as INACH, the International Network Against Cyber Hate;
- 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 No Hate Speech Movement. 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 Campaign;
- Use online and offline actions to publicise any of the actions you may take in other sections!

#### Supporting or expressing solidarity with 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 Campaign.

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### Longer 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 Campaign;
- 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.

# Good luck!



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## 10. Partnership:



**Korenyak Foundation, (Bulgaria)**



**ASOCIACION EL CERRO DE EXTREMADURA (Spain)**



**DRPDNM (Slovenia)**



**Associazione Madonna della Carità (Italy)**

