
A MANUAL OF GOOD PRACTICES AGAINST HATE

NEW Chapter

NEtwork of Cooperation against Hate



2018

CONTENTS

A MANUAL OF GOOD PRACTICES AGAINST HATE

INTRODUCTION.....	1
KEY COMPETENCES.....	2
HATE SPEECH: ONLINE AND OFFLINE.....	7
BEST PRACTICES.....	10
INSTITUTIONAL BODIES, PROGRAMS, CAMPAIGNS, MANUALS.....	24
PARTNERS.....	27



INTRODUCTION

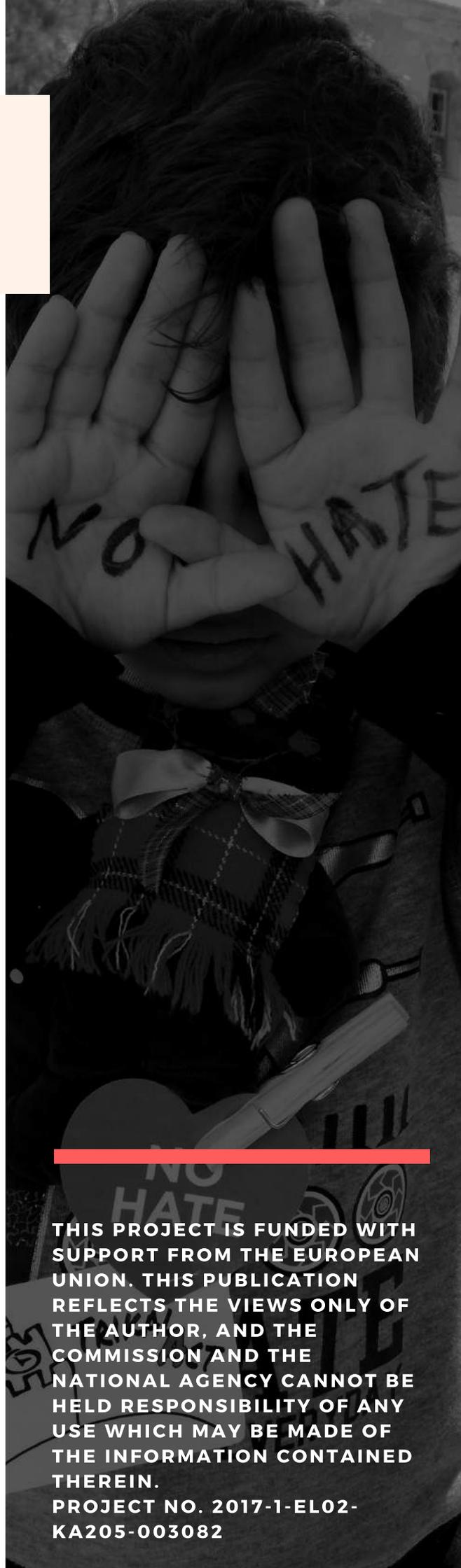
“NEw CHapter: Network of Cooperation against Hate” is a 15-month and 4-country (Greece, Italy, Denmark and UK) project that aims to provide space and support for cross sectoral cooperation of organizations and institutions that work with young people in formal/non formal education on combating hate speech and promote human rights education (HRE). More specifically, NEw CHapter brought together Youth NGOs, an international network, 2 schools, a counseling body and a municipality in order to strengthen their capacities in international cooperation and develop competences on identifying and combating the different forms of hate speech and discrimination and promote the human rights education.

This project is financed by the Erasmus+ Youth program of European Union and it is supported by the Youth and Lifelong Learning Foundation (Greece).

One of the tangible outcomes of NEw CHapter is the NEw CHapter Handbook of Good Practices. The NEw CHapter Handbook is an all-in-one handbook that recorded fourteen good practices on how to combat hate speech, racism, discrimination and bullying among youth and how to reach out youngsters at risk of social exclusion. The good practices come from the seven partners of NEw CHapter:

- Youthnet Hellas (Greece)
- Common Benefit Enterprise of Services of Neapolis-Sykies -KEYNS (Greece)
- Centro per lo Sviluppo Creativo “Danilo Dolci” (Italy)
- Youth Social Rights Network -YSRN (Denmark)
- 10th Elementary School of Sikies (Greece)
- MBM Training and Development Center (UK)
- General Lyceum of Gouves (Greece)

The handbook is written in English language and has as target audience, youth workers, teachers, trainers as well as schools, municipalities, youth NGOs, local community, teachers associations, youth training centers. The aim of the handbook is to provide to the aforementioned target groups, a first basis information regarding hate speech, human rights and human rights education as well how to combat hate speech through the good practices part of the handbook. The level of the handbook is intermediate suitable for both beginners and for audience more familiarized with the above concepts



THIS PROJECT IS FUNDED WITH SUPPORT FROM THE EUROPEAN UNION. THIS PUBLICATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION AND THE NATIONAL AGENCY CANNOT BE HELD RESPONSIBILITY OF ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.
PROJECT NO. 2017-1-EL02-KA205-003082

KEY COMPETENCES

Human Rights and Human Rights Education

"Human rights education
Is much more than a lesson in schools or a theme for a day;
it is a process to equip people with the tools
They need to live lives of security and dignity".
Kofi Annan

HUMAN RIGHTS

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination.

These rights are all interrelated, interdependent and indivisible. Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

"The international community must treat human rights globally in a fair and equal manner, on the same footing, and with the same emphasis"
Vienna Declaration and Program of Action, World Conference on Human Rights, 1993

Human Rights Principles

Human rights are universal and inalienable; indivisible; interdependent and interrelated.

- They are universal because everyone is born with and possesses the same rights, regardless of where they live, their gender or race, or their religious, cultural or ethnic background. Inalienable because people's rights can never be taken away. Indivisible and interdependent because all rights – political, civil, social, cultural and economic – are equal in importance and none can be fully enjoyed without the others.
- They apply to all equally, and all have the right to participate in decisions that affect their lives.
- They are upheld by the rule of law and strengthened through legitimate claims for duty-bearers to be accountable to international standards.

Universality and Inalienability

- Human rights are universal and inalienable.
- All people everywhere in the world are entitled to them.

The universality of human rights is encompassed in the words of Article 1 of the Universal Declaration of Human Rights: "All human beings are born free and equal in dignity and rights."

KEY COMPETENCES

Indivisibility

Human rights are indivisible. Whether they relate to civil, cultural, economic, political or social issues, human rights are inherent to the dignity of every human person. Consequently, all human rights have equal status, and cannot be positioned in a hierarchical order. Denial of one right invariably impedes enjoyment of other rights. Thus, the right of everyone to an adequate standard of living cannot be compromised at the expense of other rights, such as the right to health or the right to education.

Interdependence and Interrelatedness

Human rights are interdependent and interrelated. Each one contributes to the realization of a person's human dignity through the satisfaction of his or her developmental, physical, psychological and spiritual needs. The fulfilment of one right often depends, wholly or in part, upon the fulfilment of others. For instance, fulfilment of the right to health may depend, in certain circumstances, on fulfilment of the right to development, to education or to information.

Equality and non-discrimination

All individuals are equal as human beings and by virtue of the inherent dignity of each human person. No one, therefore, should suffer discrimination on the basis of race, colour, ethnicity, gender, age, language, sexual orientation, religion, political or other opinion, national, social or geographical origin, disability, property, birth or other status as established by human rights standards.

Participation and Inclusion

All people have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being. Rights-based approaches require a high degree of participation by communities, civil society, minorities, women, young people, indigenous peoples and other identified groups.

Accountability and Rule of Law

States and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in international human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law. Individuals, the media, civil society and the international community play important roles in holding governments accountable for their obligation to uphold human rights.

KEY COMPETENCES

HUMAN RIGHTS EDUCATION

"Human rights can only be achieved through an informed and continued demand by people for their protection. Human rights education promotes values, beliefs and attitudes that encourage all individuals to uphold their own rights and those of others. It develops an understanding of everyone's common responsibility to make human rights a reality in each community. Human rights education constitutes an essential contribution to the long-term prevention of human rights abuses and represents an important investment in the endeavor to achieve a just society in which all human rights of all persons are valued and respected."

UN Office of the High Commissioner for Human Rights

Human rights education is a life-long process by which people at all levels of development and in all strata of society learn to respect the dignity of others and the means and methods of ensuring that respect in all societies. Human rights education is for everyone: students, families, schools, and communities.

Human rights education empowers individuals and helps them see themselves as responsible for promoting and protecting human rights.

Human Rights Education is all about helping people to develop to the point where they understand human rights and where they feel that they are important and should be respected and defended. Rights Education is a human right, according to article 26 (2) of the Universal Declaration on Human Rights (UDHR).

The right to human rights education

Education in human rights is itself a fundamental human right and also a responsibility: The Preamble to the UDHR exhorts "every individual and every organ of society" to "strive by teaching and education to promote respect for these rights and freedoms." Article 26.2 of the UDHR states that:

"Education shall be directed... to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace".

People who do not know their rights are more vulnerable to having them abused and often lack the language and conceptual framework to effectively advocate for them. All the more reason for introducing human rights education to children and young people!

Growing consensus around the world recognizes education for, about and in human rights as essential to a quality education. It can contribute to the building of free, just and peaceful societies. Human rights education is also increasingly recognized as an effective strategy to prevent human rights abuses.

Human Rights Education is education about, but also for human rights.

For example:

- Teaching people about international law or about human rights violations such as torture is teaching about human rights.
- Teaching people how to respect and protect rights, is teaching for human rights. Human Rights Education is all about helping people to develop to the point where they understand human rights and where they feel that they are important and should be respected and defended.

KEY COMPETENCES

Pedagogical Aspects of Human Rights Education

Human rights education gives learners KNOWLEDGE, ATTITUDES and SKILLS which they will need to work towards a world free of human rights violations. These aspects are encapsulated in each of the activities by a participative, interactive educational methodology

KNOWLEDGE

Such as knowing that human rights documents exist and which rights they contain, and that these rights are universally applicable to all human beings and inalienable. Also knowing the consequences of violating human rights helps learners to protect their own rights and the rights of others.

ATTITUDES

Such as:

- that human rights are important,
- that human dignity is inherent in all people;
- that rights should be respected, that cooperation is better than conflict,
- that we are responsible for our actions, and that we can improve our world.

These attitudes help learners to develop morally and prepare them for positive participation in society.

SKILLS

Such as listening to others, making human rights based moral analysis, cooperating, communicating, problem solving, and questioning the status quo.

These skills help people to:

- analyze the world around them;
- understand that human rights are a way to improve their lives and the lives of others;
- take action to protect human rights and prevent human rights abuses.

TOP 10 of Human Rights Education

1. Build knowledge, skills, values and attitudes
2. Create action and change to build and promote a universal culture of human rights
3. Clearly link and refer to the human rights system, instruments and standards
4. Promote participation and empowerment
5. Promote accountability and rule of law
6. Promote non-discrimination, equality and the protection of vulnerable groups
7. Be learner-centered
8. Be contextualized, concrete and local
9. Apply interactive and participatory learning methodologies
10. Be well planned and managed

An important consideration is whether the setting for human rights education is formal, non-formal or informal.

KEY COMPETENCES

Human Rights Education - Formal, Non-formal and Informal

FORMAL EDUCATION

Formal education refers to the structured education system that runs from primary to tertiary education, and can also include specialised programmes for technical and professional training. The main actors are schools and a range of higher education institutions.

NON-FORMAL EDUCATION

Non-formal education refers to any intentional, voluntary and planned program of personal and social education that aims to convey and practice values and develop a wide range of skills and competencies for democratic life. Non-formal education for children might include out-of-school activities, extra-curricular activities in schools, summer camps and leisure centers. Non-formal education emphasizes a participative approach to learning as it is a participative, interactive methodology that involves learners fully in the educational process. Alongside their educator, they become active explorers. This methodology is particularly appropriate when dealing with human rights issues, where there are often many different points of view on an issue, rather than one 'correct' answer. of the world around them, rather than passive recipients of the educators' expertise.

INFORMAL EDUCATION

Informal education refers to the unintentional lifelong process whereby everyone acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience (e.g. family, neighbors, library, mass media, work, play).

Formal, non-formal and informal education is complementary and mutually reinforcing elements of a lifelong learning process. Human rights education has to be flexible enough for use in all such contexts: in the school, in children's organisations, in youth clubs, in summer camps in settings of social work and in the family.



Photo by Carlo Tahos and Liana Daktyla

HATE SPEECH: ONLINE AND OFFLINE

Defining Hate Speech

Hate speech is a broad and contested term. Hate speech lies in a complex nexus with freedom of expression, individual, group and minority rights, as well as concepts of dignity, liberty and equality. Its definition is often contested. In national and international legislation, hate speech refers to expressions that advocate incitement to harm (particularly, discrimination, hostility or violence) based upon the target's being identified with a certain social or demographic group. It may include, but is not limited to, speech that advocates, threatens, or encourages violent acts. For some, however, the concept extends also to expressions that foster a climate of prejudice and intolerance on the assumption that this may fuel targeted discrimination, hostility and violent attacks.

Hate speech as a concept has also been contested as too wide-ranging and open to manipulation, and narrower conceptions, including "dangerous speech" and "fear speech", have been advanced to focus on the ability of speech to cause harm and lead to violent outcomes. While hate speech is found – in some form or guise – in almost all societies, including those where the risk of violence is limited, the concept of dangerous speech aims at isolating acts that have a significant probability of catalyzing or amplifying violence by one group against another.

Susan Benesch has proposed a framework that can identify a dangerous speech act based on:

- the character and popularity of the speaker;
- the emotional state of the audience;
- the content of the speech act itself as a call to action; iv) the historical and social context in which the act occurs; and
- the means used to disseminate it (including the type of language adopted, e.g. if speech is in the vernacular, a person from the area where that language is spoken may hear it differently than if it is in the national language).

The concept of "fear speech" was introduced by Buyse in 2014, advanced to emphasise language that is able to progressively create a siege mentality and which may ultimately lead to legitimizing violent acts as defensive of a group's safety or integrity. Also based on the study of mass atrocities, the idea of fear speech offers a pathway to understand whether the preconditions for violence may gradually emerge and to possibly identify critical points where countermeasures may be most effective.

Online Hate Speech

Online Hate Speech is one such problem. But what exactly is hate speech online, and how can we deal with it effectively?

Hate speech online is situated at the intersection of multiple tensions: it is the expression of conflicts between different groups within and across societies; it is a vivid example of how technologies with a transformative potential such as the Internet bring with them both opportunities and challenges; and it implies complex balancing between fundamental rights and principles, including freedom of expression and the defense of human dignity. Online hate speech is any online communication or expression which advocates, promotes, or incites hatred, discrimination or violence, against any individual or group, because of their sexual orientation, or gender identity.

HATE SPEECH: ONLINE AND OFFLINE

Online Hate Speech

Examples of online hate speech include:

- threats to an individual or group
- online abuse and cyberbullying
- words, images and videos that call for or glorify violence against a group
- encouraging others to commit hate crimes
- grossly offensive posts or comments
- trolling (posting offensive, upsetting or inflammatory comments online in an attempt to hurt and provoke a response)
- other online communication which could incite hatred towards a particular group or person.

Hate speech can happen:

- publicly, for example on public social media posts and comments, websites and forums
- privately, for example through social media, messaging apps, dating apps and emails.

Comprehension

The character of hate speech online and its relation to offline speech and action are poorly understood. These topics are widely talked about – by politicians, activists and academics – but the debates tend to be removed from systematic empirical evidence. The character of perceived hate speech and its possible consequences has led to placing much emphasis on the solutions to the problem and on how they should be grounded in international human rights norms. Yet this very focus has also limited deeper attempts to understand the causes underlying the phenomenon and the dynamics through which certain types of content emerge, diffuse and lead – or not – to actual discrimination, hostility or violence.

From Hate Speech to Hate Crime

Hate speech does not necessarily involve a crime being committed, but all of it can be harmful regardless of whether it is illegal or not.

- Online hate crime is any crime that is targeted at a person because of hostility or prejudice based on a person's perceived sexual orientation or gender identity that takes place online. It's your perception of the motivation that matters - if you think that you were targeted because of your actual or perceived sexual orientation or gender identity.
- Bullying, abuse, harassment, hostility or hatred that may not be a crime but is homophobic, biphobic or transphobic can still be reported to the police to record it as a non-criminal 'hate incident'.
- It is possible for a hate crime to be recorded as having more than one motivating factor, for example, if you are targeted because of your race, religion and/or disability as well as your sexual orientation and/or gender identity.

HATE SPEECH: ONLINE AND OFFLINE

From Hate Speech to Hate Crime - Examples

Examples of online behaviour that may be hate crime:

- hate speech
- trying to damage your reputation by making false comments
- accusing you of things you haven't done
- tricking other people into threatening you
- stealing your identity
- setting up profiles in your name
- electronic sabotage
- doxxing: publishing personal information about you (including sex videos and photos, which is sometimes called 'revenge porn')
- cyber-stalking
- blackmail
- encouraging other people to be abusive or violent towards groups of people.

Hate Speech – Between Online and Offline Realities

Online life is so enmeshed in our day-to-day lives that increasingly the online and offline world are not separate. Sometimes online hate speech is a part of wider pattern of harassment and abuse that is happening in other areas of our life, for example a neighbour that is targeting you in your home and online. You may also experience a link between online communication leading to face-to-face violence and abuse, for example through dating apps, but feel less able to get help because you fear others knowing about how they've been meeting people for sex, and who with. No one should have to just put up with violence or abuse, online or face-to-face, because they are worried about disclosing their sexual orientation, gender identity or sexual behaviour. Other crimes that may be motivated by hate include physical violence, threats, verbal abuse, unwanted touching and sexual violence, harassment, damage to property and theft.

Conclusions

Abusers often hide behind the idea that all they are doing is expressing an opinion or a belief, but no-one has the right to behave in a way that is abusive towards others. The UDHR protects our rights, including the freedom of expression. This freedom carries with it a duty to respect other people's rights. Everyone has the right to be protected from Discrimination and violence. Use of offensive language or expressing an offensive opinion or belief itself is not unlawful, only where it causes alarm and distress, such as a threat of violence. The freedom of expression does not cover speech and expression that incites violence, hatred or discrimination.



BEST PRACTICES



"HateFree Larissa"

HateFree Larissa festival connected young people, citizens and various stakeholders aiming to make Larissa a city without hate speech. This good practice combined street art, photography exhibition and human rights workshops as tools to support human rights as a response towards hate.

When: July - October 2017 (4 months)

Which way:

Street art festival and Graffiti: 10 graffiti artists from different regions of Greece were invited to participate and make artistic interventions in the city aiming to change the hate speech street art into the love speech. On the walls there were written some hateful comments written in Greek language which were covered by the artistic graffiti.

Photo exhibition: Young refugee children and teenagers and children that are participating at Larissa's Municipality Creative Learning centers (KDAP) took part in a photography exhibition with more than 70 photos. The theme of the photo exhibition was about hate speech and human rights.

Workshop for Human Rights: These workshops aimed to promote human rights and to understand the meaning of friendship, equality, solidarity and democracy. The activities of the workshops were

Where: Larissa, Greece

Who-with whom: For this good practice we cooperated with various stakeholders as well as young people and volunteers.

Tips: This good practice involves the cooperation of different people and organizations. You need to plan ahead and predict that for making an artistic intervention in a public space there is a significant bureaucracy.

Find more about this good practice here:

<https://hatefreelarissa.wordpress.com/>

https://www.youtube.com/watch?time_continue=2&v=RK0_jQGu6qo



BEST PRACTICES



"Say No to the Violence of Words – Say No to Hate Speech"

Hate speech and verbal violence unfortunately is a part of everyday life, and school environment is not an exception. In order to emphasize on the importance of addressing verbal violence and hate speech in the school environment we created along with a local school and a local cooperative a two days event that combined various activities against hate speech.

When: 22-23 November 2016

Which way:

Presentation of No Hate Speech Movement and Theatrical play
During the first day of the event there was a presentation of No Hate Speech from Youthnet Hellas and afterwards there was the theatrical play "Crack on the Wall" performed by students of local school of EPAL Tyrnavou. The central theme of the play was around how words can hurt and how verbal abuse, hate speech is an integral part of bullying and how it can affect students and young people in general.

No Hate Speech Workshops in Local Schools

The second day of the event youth workers of Youthnet Hellas visited local schools of the Larissa and realized non formal education workshops to the students of the 3rd Lyceum of Larissa and of EPAL Tirnavos on the topic of hate speech and human rights.

Where: Larissa, Greece

Who-with whom: For this good practice we cooperated with different entities such as local schools (EPAL Tirnavou and 3rd Lyceum), Child's Ombudsman for the implementation of the activities as well as the local cooperative Thesgala (ΘΕΣΓΑΛΑ) for its support and the dissemination of the event. For the no hate workshops we needed two youth workers from Youthnet Hellas.

Links

Available in Greek <http://youthnet.gr/GR/Article-View.php?ArticleID=265>
Videos produced by the students of EPAL Tirnavou about verbal abuse as social message and are displayed in the milk vending machines of THESgala. <https://www.youtube.com/watch?v=AL9YwoKODuY>



BEST PRACTICES



"Forum Theatre for Prevention of Hate Speech and Hate Crimes"

When: The good practice was realized in May 2016.

Which way: It included series of training sessions within an international TC, held as a non-formal education event: a short-term training course, supported by the Youth in Action Programme of the European Commission.

Methods and Materials Used: The methodology of the training was developed by the MBM TDC's Theater of the Empowered Lab.

The project methodology is based on the Pedagogy of the Oppressed of Paulo Freire and the Theatre of the Oppressed of the famous Brazilian educator and social activist, Augusto Boal. The method of Forum Theatre was used as one of the core elements of the Theatre of the Oppressed of Boal - as an interactive pedagogical method. The inclusive dimension of the method lies within both the emotional learning and the learning by doing aspects that it offers to all participants.

Where: Liverpool, the UK

Who-with whom: 31 Youth workers and adult educators experienced with hate prevention among young people from 9 partner countries.

Tips: Please note that, instead of a didactic presentation of human rights violations to a passive audience, the workshops seeks to turn each and every spectator into an active spectACTor in a joint process of exploring, analyzing and transforming the oppressive reality. Unlike the classical drama, which aims at achieving a spiritual catharsis, the Forum Theatre aims at searching ways to a social catharsis, transforming the oppression into freedom and equality for all.



BEST PRACTICES



"Checking the facts"

When: The good practice was realized in October 2017.

Which way: It included series of training sessions within a youth workers training event in Liverpool. Duration of this exercise was 75 minutes. It involved all 23 participants and 2 trainers.

Methods and Materials Used: This activity uses participatory interactive methods, followed by a debriefing session, also based on active involvement of all participants in the activity.

The activity covers topics such as internet literacy, human rights, racism and discrimination.

The objectives of the activity are:

- To assess the reliability of information found online
- To explore some of the difficulties faced by young gay people with hate speech online
- To consider their own behaviour in relation to online content

Materials Needed: Internet Access, Papers and pens, Flipchart and markers
Preparation

- Ensure that there is Internet access for participants
- Make copies of the Researchers' tasks and the monitors' sheet (attached below).

Where: Liverpool, the UK

Who-with whom:

- 23 youth workers working on prevention of online hate speech among young people
- Participants and trainers came from the UK. Participants were young people, age 18-30 and trainers were youth workers and experts.

Tips:

- Explain that the activity will explore the use of the Internet as an information resource. Ask how much participants use the Internet for this purpose and whether they have 'favorite' sites they use.
- Give them the following scenario and check that everyone understands the task.
- Following a number of homophobic attacks against young gays - particularly in online sites and videos - and strong lobbying by NGOs, there is to be a debate in parliament about the issue. The government has proposed draft legislation to allocate money from the budget towards educational efforts to counter homophobic attitudes and provide support for young gays. The main opposition parties are all opposed to the new law.
- Explain that people will work in groups of 4, with 2 people acting as 'researchers' and 2 people observing the 'methodology' of the researchers. Tell them that research demands a proper methodology! Ask if they can suggest some important considerations in carrying out research and make a list of these on a flipchart.



BEST PRACTICES



Youth Social Rights Network

"Street Art Festival in Greece - European Day against Racism"

Youth Social Rights Network in cooperation with the Municipality of Neapolis Sikies in Thessaloniki and the NGO PYXIDA, organized an event within the framework of the Action Week Against Racism and Discrimination 16-22 March. Aim of the event was to raise awareness about the European Day Against Racism, inform people about the dimension of racism nowadays and support young people advocate their rights through art. YSRN supported the festival, with its Greek members, who have been involved in the part of information and also in the artistic part.

When: Saturday, March 21st, 2015

Which Way: A street art festival with graffiti and music run by young people for all the people! Young artists gathered together and made graffiti related to No hate and discrimination giving a huge message against racism and hate. In the festival 2 youth bands participated as well, singing songs and cheering up the public.

Where: Municipality of Neapolis-Sikies, Thessaloniki, Greece

Who-with whom: Youth Social Rights Network, the Municipality of Neapolis-Sikies and the NGO Pyxida

Tips: Keep Networking! The festival was successful as young people really participated through art and got involved in the European day against Racism. We realized that networking is very important and in cooperation with local authorities, other NGO's and young people we can achieve our goals easier and faster than doing something alone.



BEST PRACTICES



Youth Social Rights Network

"Let's Bookmarks"

The project "Let's Bookmarks" brought together 20 youth workers and secondary level school teachers who were practitioners of working with young people on the daily bases. It aimed at developing participants' competences on using Bookmarks manual as an integral part of their work (integrating Bookmarks activities in their curriculum) or using Bookmarks as main educational resource for implementing independent non-formal education activities.

When: November 2016 – February 2017

Which Way: This project was a space for participants who had minor experience of working with the manuals like Bookmarks or Compass before. So in terms of achieving objectives it was something that we, organizers were very proud of, as many new learning and personal growth happened, as well as networking (former participants are still keep meeting each other, planning and implementing follow up activities, etc).

Some achievements according to the objectives were:

- To introduce Bookmarks manual for human rights online as a tool to counter hate speech online;
- To improve competences of youth workers/educators and school teachers to integrate activism against hate speech in their daily working life;
- To strengthen youth workers/educators and school teachers to address hate speech in different environments with different target groups;
- To develop the competences to implement online and offline campaign activities in the framework of Action Days.

Within the training course we dedicate some time to introduce the No Hate Speech campaign and its structure, also within the program we have time for taking action and joining the campaign.

Where: 19-25 December, 2017 residential seminar in Surami, Georgia
December-February follow up activities

Who-with whom: The project brought together 20 teachers and youth workers.

Tips: One of the evident follow up is creating the network of no hate speech activists and educators in Georgia. There are other initiatives that are being developed even now and Human Rights Association is always happy to support our former participants' initiatives.



BEST PRACTICES



"The Reciprocal Maieutic Approach (RMA)"

RMA is a dialectic method of inquiry and "popular self-analysis" for empowerment of communities and individuals and it can be defined as a "process of collective exploration that takes, as a departure point, the experience and the intuition of individuals" tested by Danilo Dolci starting from the 50s and by the present Centre for the Creative Development within the educational and sociological field nowadays.

When: The RMA approach is used in many projects, it represents a powerful tool to promote active citizenship and social dialogue. RMA workshops must be considered as essential moments of research and of individual and collective growth.

Examples:

- "Inventing the Future" was funded by the program "Youth in Action". Each partner chose a conflict depending on the historical, social and political context of his country, and considered the non-violent transformation of these conflicts through activities that put into practice the reciprocal maieutic approach.

<https://en.danilodolci.org/inventing-the-future/>

- EDDILI is a project of international research-action, aims to experiment and share together Danilo Dolci's Reciprocal Maieutic Approach as an educational approach that can be used in the field of training.

<https://en.danilodolci.org/eddili/>

Which Way:

Danilo Dolci's RMA, as a result, is based on the sharing process of answering, exploring and creating. As the name itself recalls, the RMA is a "reciprocal" process between at least two people and it normally develops within a group, with a person that starts asking some questions and other people that search for the answers together and make other close examinations. In an intense dialogue that stands for a new way of education based on increasing individuals' and group's creativity, the maieutical process concentrates on the capacity of people potential to discover their vital interests and freely express their own reflections basing both on their experiences and their personal discovers and on the choral verification of the proposals.

Where: RMA training modules could be implemented in-presence, on-line or using a mixture of both methodologies.

Who-with whom: The RMA can be used by anyone, adult and young people. However, it could also be used for education projects with adult learners in general and with young people.

Maximum number of participants suggested is 20, minimum 10.

Tips: In this part you will find an example of practical use of RMA, it aims to develop different transversal competencies, knowledge and attitudes by using RMA and nonviolent communication.

- The e-learning platform: <http://EDDILI-elearning.danilodolci.it/>

- EDDILI manual: <http://reciprocalmaieutic.danilodolci.it/final-products/final-manual/>

- The website: <http://reciprocalmaieutic.danilodolci.it/>

BEST PRACTICES



"I Don't #masturhate"

I don't #masturhate is an International campaign conceived to fight against hate speech, which has become more frequent nowadays in political communication.

The project aims at stigmatizing hate speech by using the hashtag #masturhate on social networks and on the Internet. Created by Michael Hornicky and Michael Moravec, this word is a sort of pun in English, as it puts together the verb masturbate and the noun hate. It is used to point at the so called "hate speech", i.e. the expression of racist, sexist and discriminatory thoughts of any kind.

When: 09/04/2014 - 30/06/2014

It has been tested before the European election campaign 2014 and it has been culminated during the election days.

Which Way:

#Masturhate is a simple tool that helps you to avoid haters. By using the hashtag you can flag hate speech and notify others about hateful content. Partners have collected all the users' reactions and opinions through the hashtag #masturhate, which stigmatizes the use of the so called "hate speech". The campaign has been spread, thanks to an appropriate website, and has reach its peak during the European elections.

Where: This campaign has been carried out through a website and the main social networks of the involved partners.

Who-with whom: #Masturhate is an international campaign organized by Nadácia otvorenej spoločnosti - Open Society Foundation in cooperation with Romea (Czech Republic), Prospect Hungary (Prospect Múhely Alapítvány) (Hungary), M-MEDIA Diversity Mediawatch (Austria) and Centro per lo Sviluppo Creativo Danilo Dolci (Italy).

To reply to those who diffuse hate speech just to obtain few more votes, the testimonials of the international campaign I don't #masturhate explain in a video the reasons of their support.

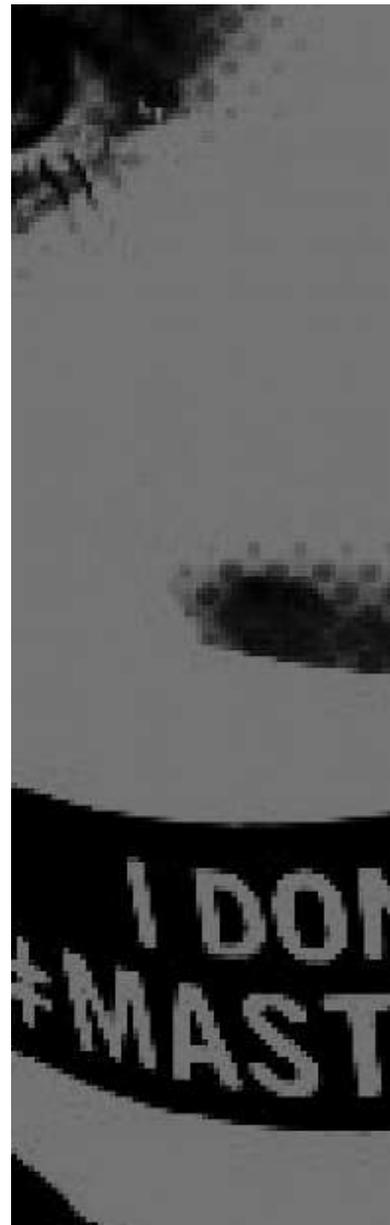
Tips

#Masturhate is a campaign drawing attention to online hate speech. Anyone can use the hashtag to flag inappropriate and hateful content. You too can help create a hatefree online environment.

<http://www.idontmasturhate.com/?lang=en>

<https://danilodolci.org/nonviolenza/masturhate-testimonial/>

<https://www.youtube.com/watch?v=dTbpmkLfAeE>



BEST PRACTICES



"Twinning the youngest with the oldest students in the school"

Who:The practice involves all the students of the first and last year in our school and it has been implemented twice so far.

When & Where: 10th Elementary School of Sykies, Thessaloniki, Greece
The first happening takes place in the gym or School Hall. It starts with the selection of the "brother" or "sister" by the students of the 6th grade. Each "big" brother or sister selects one or two siblings from the first graders. They get to know each other and they dance "the Rain Dance" together.

What: Then, the older "siblings" are assigned the task to accompany the younger ones to their classrooms and look after them until the teachers arrive. They also look after them during the short walks organized by the school, for example to church or the nearby park. This particular practice increases the sense of responsibility in the older students and the sense of security in the little ones.

The "siblings" continue bonding during the breaks throughout the year. The first graders are only allowed in the 6th grade schoolyard area when accompanied by their 6th grade "brothers" or "sisters". The 6th graders on the other hand can freely visit their "siblings" in their own area and organize their games. These visits have proved invaluable since they give the chance to shy and more reserved first graders to be incorporated in the games with their "sibling's" support and thus associate themselves with their own classmates and start friendships.

Finally, the first graders take part in the "Farewell" Celebration for the 6th graders who leave school to bid their "siblings" farewell by reciting poems, giving gifts and crying...!



BEST PRACTICES



"KDAPMEA Sykeon + 10th Sykeon Primary working together"

Who: The practice involves students of various ages of our school and a group of mentally challenged co-citizens or young people with disabilities supported by our municipality cultural activity center and it is implemented several times during each school year.

When & Where: 10th Elementary School of Sykies, Thessaloniki, Greece
The group visits the school to work with the students on a project usually organized by our physical education teacher Ms Eirini Kayambini or they watch a performance or match together.

What: One such example was the creation of gigantic puzzle-posters using plastic bottle cups and thus learning about the importance of reusing recyclable materials. Another occasion was the creation of the "Tree of Friendship" in a way that every time the participants meet they add more flowers to the blooming trees.

Meetings like the ones mentioned above give the opportunity to the ability challenged adults to feel accepted and to the children to encounter difference in their everyday environment and exercise tolerance and social skills.



BEST PRACTICES



"Preventing and dealing with bullying"

Two teachers were trained with specific educational seminars to be able to spot hate phenomena and bullying incidents and to deal with them. The intention of this effort is to effectively deal with any incident reported as fast as possible.

When: Since 2016, the High school of Gouves, Crete has been systematically organized to prevent the emergence of school bullying and hate speech phenomena within the school community. This actions took place during the academic year 2016-2017 and was a great success

Who-with whom: The coordination of this effort has been undertaken by two teachers who, in cooperation with the Teachers' Association, is constantly helping students to prevent any effort that will favor the development of the above phenomena

Which Way and Where: When teachers find out that there is a possible intimidation problems or in-school hate issues, the actions taken by them is to start communicating with the students during the school brakes, individually or in groups, as the case may be, trying to eradicate the problem before it is too late.

Tips: In order for this practice to work, it is essential to have trust between pupils and teachers. This is something that needs time to be accomplished.



BEST PRACTICES



"Psychologist in GEL Gouvon"

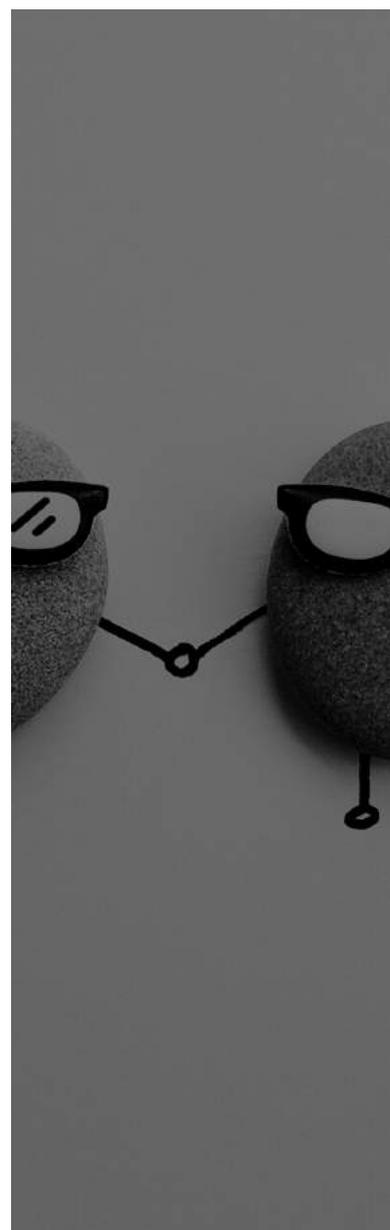
During the school year 2016-2017, a psychologist visited the Gouves General Lyceum.

The visits were planned at the request of the school's teachers association to the municipality of Hersonissos, who responded positively to send the psychologist. This activity is not common in Greek schools.

Which Way and Who-with whom: During the weekly visits of the psychologist, pupils were informed about issues related to pupil age, school bullying and in-school relationships in general. The students had the opportunity, when they wanted to, to speak with the psychologist in person and to express their specific questions. Also, the Teachers' Association asked questions and used the specialist knowledge of the psychologist in order to have a better understanding to the students needs and possible problems.

Where: The weekly visits took place in school classrooms and during school breaks and whenever there was not obstruction to the school lessons.

Tips: Anxiety issues, bullying and hate phenomena were treated with respect and discretion by the psychologist and the teachers. This action was a huge success. It is about to be repeated in the following academic year.



BEST PRACTICES

ΔΗΜΟΣ ΝΕΑΠΟΛΗΣ - ΣΥΚΕΩΝ
ΚΟΙΝΩΦΕΛΗΣ ΕΠΙΧΕΙΡΗΣΗ ΥΠΗΡΕΣΙΩΝ
ΝΕΑΠΟΛΗΣ - ΣΥΚΕΩΝ
ΚΕΥΝΣ

"A street art festival with graffiti and music run by young people for all the people"

Street Art Festival in the Municipality of Neapoli-Sykies in Thessaloniki, organised by KEYNS in the frame of the European Day against Racism. The Municipality, in cooperation with Youth Social Rights Network and the local NGO PUXIDA, organized an event within the framework of the Action Week against Racism and Discrimination 16-22 March.

The aim of the event was to raise awareness about the European Day Against Racism, to inform local youth about the dimension of racism nowadays and support young people advocate their rights through art.

When: March 21st, 2015

How: The Street Art Festival, Graffiti και Music gathered from early morning youth art groups of the local community - bands and graffiti groups and students in local schools. They were all engaged in writing their anti-discrimination and antiracism messages on an open canvas.

In parallel, staff members of the local Greek Language School for immigrants and foreigners of the local community of the Municipality, developed an experiential game to inform the citizens and raise their awareness on issues of combating racism, xenophobia and discrimination.

Where: Municipality of Neapolis-Sykies, Thessaloniki

Who-to-whom: As the title of the event the festival was run by young people for all the people. The event brought together young people - both local and immigrant- to engage together in forming an integrated message against racism.



BEST PRACTICES

ΔΗΜΟΣ ΝΕΑΠΟΛΗΣ - ΣΥΚΕΩΝ
ΚΟΙΝΟΦΕΛΗΣ ΕΠΙΧΕΙΡΗΣΗ ΥΠΗΡΕΣΙΩΝ
ΝΕΑΠΟΛΗΣ - ΣΥΚΕΩΝ
ΚΕΥΝΣ

"LGBT-phobia workshop with young students of journalism"

Municipality of Neapoli-Sykies with the participation of KEYNS organised during 2017 4 workshops around the issue of preventing and combating LGBT-phobia. The workshops were implemented in the frame of the project DIVERCITY: Preventing and Combating Homo- and transphobia in small and medium cities around Europe, co-funded by the Rights, Equality and Citizenship (REC) Programme of the EU.

The workshops were around issues of discrimination, civil, social and human rights of LGBT people, hate speech and hate crimes targeting LGBT people.

When: November 28th 2017

Where: Convention Room of the Union of Journalists of Northern Greece (ESIEMTH)

Number of participants: 39 students of journalism and media

The aim of the activity was to discuss: the DIVERCITY project and its findings for Thessaloniki, the perspective/lack of perspective in the media, hate speech against LGBT people and relation to media, tools for journalist when working on LGBT matters of discrimination and human rights.

The workshop involved discussion of issues relevant to hate speech and the language used in the media, especially in relation with covering transgender issues.

There was a presentation with the introduction of the basic concepts of hate speech and also tools that have been produced for journalists covering LGBT issues. Of special interest for all participants was the presentation of guides for the Glossary that should be used.

Concepts of sex, gender identity, gender expression, transgender language, etc. were introduced and they were main interest for the discussion that followed.

Who-to-whom: The 4 raise-awareness workshops engaged members of the LGBT community of the city, NGOs, municipality social services staff and local citizens.

Tips: Based on observations, this workshop was a key to realise that there is a need for young students - and in this occasion, for journalism students- to engage in such activities and discussions. The facilitators realised that these future journalists lack basic knowledge on issues of sexual and gender identities and they lack knowledge of basic concepts such as homophobia.



INSTITUTIONAL BODIES, PROGRAMS, CAMPAIGNS, MANUALS

Council of Europe

The Council of Europe is an international organization whose stated aim is to uphold human rights, democracy and the rule of law in Europe. Founded in 1949, it has 47 member states, covers approximately 820 million people and operates with an annual budget of approximately half a billion euros. Unlike the EU, the Council of Europe cannot make binding laws, but it does have the power to enforce select international agreements reached by European states on various topics. The best known body of the Council of Europe is the European Court of Human Rights, which enforces the European Convention on Human Rights.

The Council of Europe was founded on 5 May 1949 by Belgium, Denmark, France, Ireland, Italy, Luxembourg, Netherlands, Norway, Sweden and the United Kingdom. Greece and Turkey joined three months later, and Iceland and West Germany the next year. It now has 47 member states, with Montenegro being the latest to join. Nearly all European states have acceded to the Council of Europe, with the exceptions of Belarus (human rights concerns), Kazakhstan (human rights concerns), and the Vatican City (a theocracy), as well as some of the territories with limited recognition. Besides the status as a full member, the Council of Europe has established other instruments for cooperation and participation of non-member states: observer, applicant, special guest, and partner for democracy.



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

European Union

The European Union (EU) is a political and economic union of 28 member states that are located primarily in Europe. The EU has developed an internal single market through a standardized system of laws that apply in all member states in those matters (only) where members have agreed to act as one. EU policies aim to ensure the free movement of people, goods, services and capital within the internal market, enact legislation in justice and home affairs and maintain common policies on trade, agriculture, fisheries and regional development. For travel within the Schengen Area, passport controls have been abolished. A monetary union was established in 1999 and came into full force in 2002 and is composed of 19 EU member states which use the euro currency. The EU and European citizenship were established when the Maastricht Treaty was enacted in 1993. Through the Common Foreign and Security Policy, the EU has developed a role in external relations and defence. The union maintains permanent diplomatic missions throughout the world and represents itself at the United Nations, the World Trade Organization, the G7 and the G20. Because of its global influence, the European Union has been described as an emerging superpower.



INSTITUTIONAL BODIES, PROGRAMS, CAMPAIGNS, MANUALS

Erasmus+

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train, gain experience, and volunteer abroad. Set to last until 2020, Erasmus+ doesn't just have opportunities for students. Merging seven prior programmes, not only does it have opportunities for people of all ages, helping them develop and share knowledge and experience at institutions and organisations in different countries but also for a wide range of organisations, including universities, education and training providers, think-tanks, research organisations, and private businesses. Specific issues tackled by the programme include: reducing unemployment, especially among young people, promoting adult learning, especially for new skills and skills required by the labour market, encouraging young people to take part in European democracy, supporting innovation, cooperation and reform, reducing early school leaving, promoting cooperation and mobility with the EU's partner countries. Key Actions is the collective name for activities and projects that can be funded under Erasmus+.

There are three Key Action areas which can be summarized as:

- »»»»»»»» Key Action 1: Mobility of Individual: This is all about providing opportunities for individuals to improve their skills, enhance their employability and gain cultural awareness. Under Key Action 1 organisations can apply for funding to run mobility projects to offer structured study, work experience, job shadowing, training and teaching opportunities to staff and learners. Key Action 1 covers the five fields of higher education, vocational education and training, schools, adult education and youth.
- »»»»»»»» Key Action 2: Cooperation for Innovation and Exchange of Good Practices: This is all about enabling organisations to work together in order to improve their provision for learners and share innovative practices. Under Key Action 2 organisations can apply for funding to work in partnership with organisations from other participating countries. Key Action 2 covers the five fields of higher education, vocational education and training, schools, adult education and youth.
- »»»»»»»» Key Action 3: Support for Policy Reform: This Key Action covers any type of activity aimed at supporting and facilitating the modernization of education and training systems. Under Key Action 3, the Erasmus+ programme will fund strategic activities supporting policy reform across the EU in education, training and youth. Key Action 3 covers the fields of higher education, vocational education and training, schools, adult education and youth.
- »»»»»»»» Erasmus + Sport: Erasmus+ Sport aims to promote good governance and tackle cross-border threats to the integrity of sport. Erasmus+ funding in the field of sport aims to support actions that result in the development, transfer, and implementation of innovative ideas and practices in sport at a European, national, regional and local level. The main aim of the Sport Action is to promote fair play and cooperation in sport in order to respond to major challenges facing the sector today.

INSTITUTIONAL BODIES, PROGRAMS, CAMPAIGNS, MANUALS

"Compass"

"Compass" has become a reference manual for many people involved in value-based youth work and non-formal education. It is currently available in more than 30 languages, ranging from Arabic and Japanese to Icelandic and Basque. In some countries it has become part of the resources for rights education in schools and in some others it is not possible to use it in schools. The adventures of Compass across Europe often mirror the contrasted reality of human rights education: promoted here and combated there, praised by some and despised by others. National networks for human rights education have been created in several countries where they reinforce the work done by human rights organisations and educational professionals in making the right to human rights education a reality for more children and young people across Europe.

"Bookmarks"

"Bookmarks", which is a manual for combating hate speech through human rights education, was specifically created to support the No Hate Speech Movement. The manual presents activities designed for young people aged 13 to 18, but which are adaptable to other age groups. The updated 2016 version includes various activities and information on the Council of Europe guide "Human Rights for internet users". Hate speech is one of the most worrying forms of racism and discrimination prevailing across Europe and amplified by the Internet and social media. Hate speech online is the visible tip of the iceberg of intolerance and ethnocentrism. Young people are directly concerned as agents and victims of online abuse of human rights.

"We can! Taking action against Hate Speech through Counter and Alternative Narratives"

"We can! Taking action against Hate Speech through Counter and Alternative Narratives". This manual presents communicative and educational approaches and tools for youth and other human rights activists to develop their own counter and alternative narratives to hate speech. It is designed for working with young people from the age of 13. Based on the principles of human rights.

"Mirrors"

This manual was produced within the Roma Youth Action Plan of the Council of Europe to provide teachers, trainers and facilitators of non-formal education processes with essential information and methodological tools to address antigypsyism with young people of all ages.



PARTNERS

NEW CHAPTER: NETWORK OF COOPERATION AGAINST HATE



Youth Social Rights Network



ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΓΟΥΪΩΝ



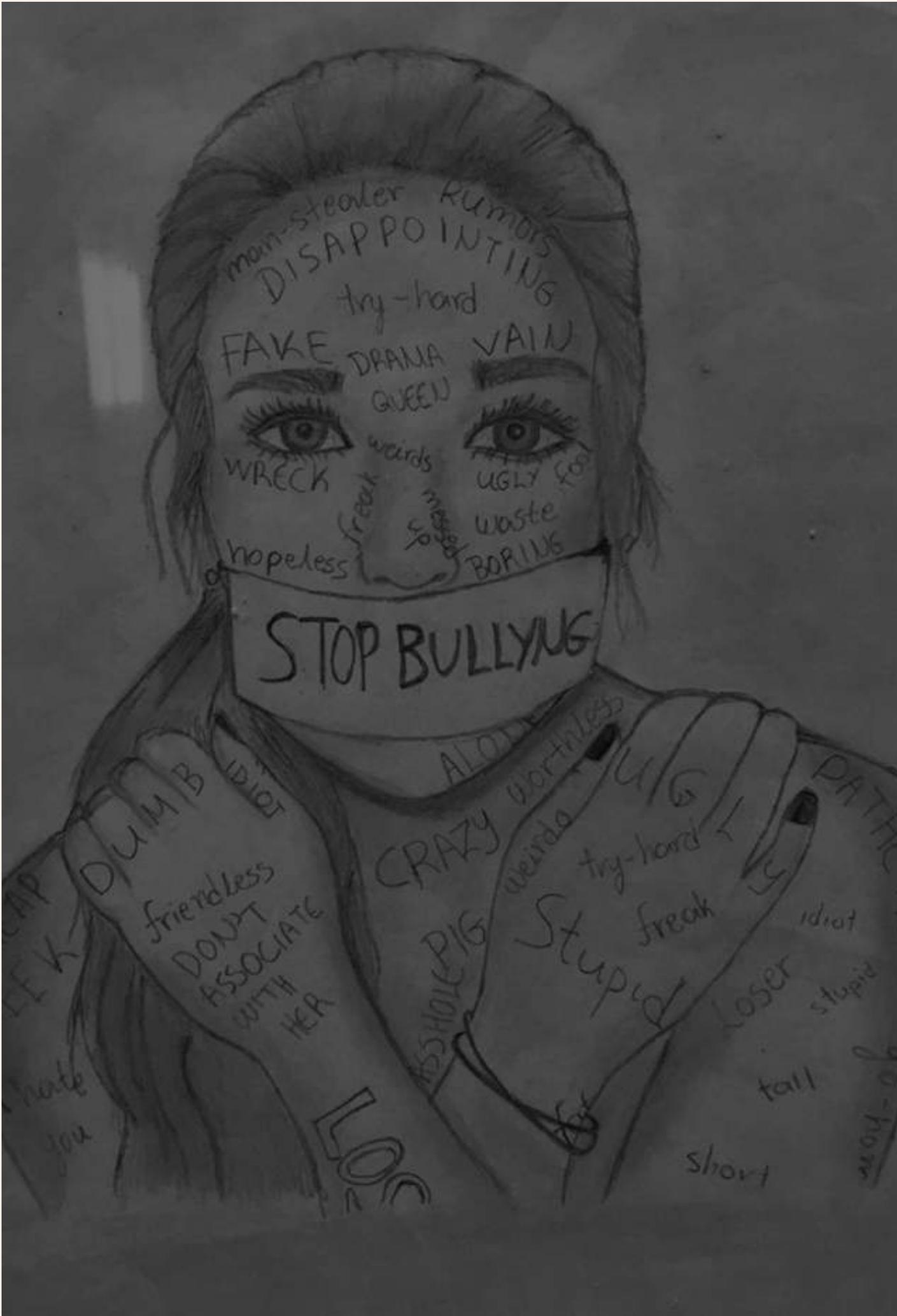
Website: <https://newchapteragainsthate.wordpress.com>

Facebook: <https://www.facebook.com/Newchapteragainsthate>

Twitter: <https://twitter.com/NEwCHapteryouth>

Instagram: https://www.instagram.com/new_chapter_against_hate

LinkedIn: <https://www.linkedin.com/company/new-chapter-network-of-cooperation-against-hate/>



Drawing by students of High School of Gouves, Crete - Greece