

A training manual on addressing fake news and hate speech in youth work!



# Pathways to Preventing Advocacy to Hatred

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# About this module



This manual reflects our human rights education programme, it is primarily for youth activists and youth educators, or trainers working with different young and/or adult learners in non-formal education contexts. The learners may include youth-based organisations staff, teachers, volunteers, community leaders, or community members.

Hence, this manual is designed for youth activists, youth educators, or trainers with little experience and those with more practical experience in designing, developing, and/or delivering human rights awareness interventions. Therefore, the goal of the manual is to facilitate their empowerment to plan, design, manage, develop, deliver, and evaluate effective responses and preventive measures to advocacy to hatred.

As a result of this training, the learners are:

1. discerning consumers of information found online, by thinking about the broad spectrum of disinformation and misinformation.
2. thinking critically about disinformation and misinformation, as well as the formats it takes, how it may be interpreted and how it spreads.
3. illustrating the complexities of information disorder and placing hate speech on the spectrum.
4. considering the difficulties in addressing the advocacy to hatred through the six-part test to incitement.
5. demonstrating how to create and implement counter-narratives and no hate speech campaigns.

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# Module context

Preventing hate speech is a dynamic and evolving field that demands an ever more complex range of knowledge, skills, attitudes, and values. Increasingly, those involved in youth work such as youth activists or youth workers, lack the capacity to plan, design, manage, deliver, and evaluate effective response and preventive measures to hate speech through a participatory approach.

A challenging problem lies in the lack of clear assessments on the formation of advocacy to hatred among members of the youth community. Hence, to create effective response and preventive measures to hate speech, we need to first view, in the freedom of expression lens, the various types of information polluting social media streams and flowing into traditional forms of conversations.

We also need to further think about the people, those who are creating these types of contents and propaganda, and what is motivating them to do so. What types of contents they produce and how it is disseminated, received, and perceived by the audience? And what motivates members of that audience when they decide to re-disseminate the same contents. The challenge is thus grasping this complexity.

Hence, the key to improving youth activists, youth educators, or trainers practices in addressing and preventing hate speech, is to strengthen their knowledge, skills, and attitudes in the field of human rights, to be able to comprehend the threats that advocacy to hatred poses to freedom of expression, to carry out effective interventions that aim at improving the quality of youth work that is more accountable for making social change.

Furthermore, the evaluation of how youth work contributes to the social change through non-formal education, is a complex undertaking among youth activists, youth educators, or trainers, as this type of youth work, whose ultimate goal is the greater respect for human rights leading to a social change, is difficult to measure in isolation from political, economic and social factors, as they require different types of evaluation processes.

Thus, the lack of monitoring and evaluation skills and experience are also common challenges for youth activists, youth educators, or trainers to be accountable for making a social change. Hence, strengthening evaluation practice among them can increase their accountability and enable them to measure, or demonstrate how youth work brings about transformative effects of response and preventive measures to hate speech.

In designing and developing this manual, we find it important to describe our understanding of some key terms used throughout the manual, as these terms can be understood differently by different users:

## Learners or participants:

This is a general term used to refer to youth, or adults who are involved in a non-formal education training activity, outside a formal education system.

## Youth activists, youth educators, or trainers:

Refer to the individuals who have expertise in a relevant subject matter, with the ability to apply it through participatory methodologies in their practice, or work and be able to evaluate made impact on the individual, organisation, group or community level.

## Non-formal education:

Non-formal education refers to an instruction that is organised and structured, but which usually occurs outside of formal education system. Non-formal education is therefore not obligatory and may have differing practices.

## Training session:

A training session refers to an organised training activity that is self-contained and relatively linked to the overall training. It is designed to provide knowledge and skills and influence the attitudes and ultimately the behaviours of the participating learners, enabling them to master a particular learning objective of a training.

## Transfer of learning:

Refers to the transfer of knowledge, skills, and attitudes from one situation to another, which demonstrates changes in learners' behaviours. Transfer occurs after the training when learners return to their organisations, or communities, and share or integrate new skills, values, and attitudes into their practice, or work.

## Human rights education:

Refers to a learning process aims at facilitating individuals' empowerment in building a universal culture of human right. It involves not only learning about human rights and the mechanisms that protect them, but also the acquisition or reinforcement of skills needed to apply human rights in a practical way, and the development of values, attitudes, and behaviour that uphold human rights as well as taking actions to defend and promote human rights.



# SESSION-1.

Introduction and getting to know each other

## SESSION-1.1.

### Get to know the trainers and training goal.

ACTIVITY	INFORMATIVE AND AROUSING PRESENTATION.
Purpose	A good start of your training is very important. It is therefore recommended to take your time to introduce the programme and make sure everyone is on the same page; knows the goal of the training. It is further essential to create a safe atmosphere for learning where all feel respected and valued. It is equally important to emphasise that you are not there to validate your knowledge, but to support them to analyse the strengths and areas for improvement of their youth work.
Audience	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in non-formal learning settings.
Instructions	<p><b>TASK-1: Getting acquainted &amp; expectations.</b></p> <ol style="list-style-type: none"> <li>1. Introduce yourself and welcome participants to the training, and then go over any logistics about timing, breaks, etc.</li> <li>2. Talk briefly about the goal of the training and what participants can expect from attending the training: <ul style="list-style-type: none"> <li>• this training aims at strengthening youth workers practices in addressing and preventing fake news and hate speech, by exploring the threats that the advocacy to hatred poses to the freedom of expression.</li> <li>• this training further aims to strengthen youth workers capacity to delivery effective training intervention through perspiratory approaches, which are core of a youth work that is accountable for making social change.</li> </ul> </li> <li>3. Ask if any person in the group has questions about the training goals, and then present the training's expect impact. As a result of this training, you can: <ul style="list-style-type: none"> <li>• discern consumer of information found online, by thinking about the broad spectrum of disinformation and misinformation;</li> <li>• considering the difficulties in addressing the advocacy to hatred through legal means based on the six-part test to incitement.</li> <li>• demonstrating how to create and implement counter-narratives and no hate speech campaigns.</li> </ul> </li> </ol>

	<p><b>TASK-2: Making ground rules.</b></p> <ol style="list-style-type: none"> <li>1. Write down "Ground rules" on a flipchart and invite participants to add any other conditions which are needed to feel safe and confident to openly discuss about the sensitive topics about hate speech and to realise full participation in the ongoing training. <p>Basic ground rules should include:</p> <ul style="list-style-type: none"> <li>• <b>confidentiality:</b> in case of sharing sensitive or personal stories; it is encouraged to not disclose who said what, outside this training room.</li> <li>• <b>Communication:</b> listen to each other and/or give each other enough time to respond or speak up;</li> <li>• <b>Cultural diversity:</b> respect differences in opinions, be on time, cell phones in silent mode, and help your group;</li> <li>• <b>Gender diversity:</b> respect and value how each person identifies with regards to their gender expression and sexual orientation.</li> </ul> </li> <li>2. Hang the flipchart with the Ground Rules at the wall in a way that it is visible for all participants during the training.</li> <li>3. If anything happens during the training, which is not in line with the Ground Rules, please refer to them.</li> <li>4. If anything happens which should be a Ground Rule but is not yet defined as such, agree with participants to add a new Ground Rule, to avoid repeating problems.</li> <li>5. In addition to Ground Rules, each group will need to appoint, per day or for whole the training: <ul style="list-style-type: none"> <li>• a note taker, a timekeeper, and presentaters.</li> </ul> </li> </ol>
Instructions	
Logistics	<ol style="list-style-type: none"> <li>1. Flipchart paper, sticky notes, markers, and a tape;</li> <li>2. A wall with enough space to attach several sheets of flipchart.</li> </ol>
Required time	<p><b>75 minutes:</b> As a trainer or facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li>• <b>45 minutes</b> on introducing yourself, presenting the training agenda, and giving instructions on how the training is delivered.</li> <li>• <b>30 minutes</b> on explaining the ground rules and inviting feedback from the participants.</li> </ul>

## SESSION-1.2.

### Introductions: Human billboard on the line of experience

<b>ACTIVITY</b>	<b>HUMAN BILLBOARD ON THE LINE OF EXPERIENCE.</b>	
<b>Purpose</b>	This activity helps participants to get to know one other and to further build team spirit among the participants by exploring their characteristics and experiences, which create the basis for a safe and interactive learning environment.	
<b>Audience</b>	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in non-formal learning settings.	
<b>Instructions</b>	<b>TASK-1</b>	<ol style="list-style-type: none"> <li>1. Give one flip chart sheet to each person in the room along with coloured markers. Give everyone <b>10 minutes</b> to use the flip chart and the markers. Ask them to use words, symbols, or pictures to describe themselves.</li> <li>2. Once the 10 minutes are over, instruct each person to cut an X at the top of the flip chart so that she or he can put her or his head through it and wear the flip chart like a human billboard; draping in front of them.</li> <li>3. Give the group <b>20 minutes</b> to walk around the room, chat and explain to each other what their human billboard says about them.</li> <li>4. Once you see that everyone got a chance to tell the story behind their human billboard, ask the group to go back in their seats. At this point, you will not need a debrief as this could go outside the participants' comfort zone.</li> </ol>
	<b>TASK-2</b>	<ol style="list-style-type: none"> <li>1. Attach several flipchart sheets, side by side, to form a line on a blank wall. Draw a long arrowed line across the sheets and mark divisions of 5, 10, 15, 20 and 25 years. Label it, the "Line of Experience."</li> <li>2. Distribute large sticky notes to each participant and ask them to divide their sticky notes into four spaces, demonstrate how.</li> <li>3. Ask participants to mark the spaces with letters: <b>A, B, C,</b> and <b>D.</b> Then ask them to write on each of the corresponding space: <ul style="list-style-type: none"> <li>• <b>A:</b> Names and Identify as <b>X.</b> (X is how they would like to be identified as based on their preferred gender identities).</li> <li>• <b>B:</b> Occupation and an organisation, or schools. they belong to.</li> <li>• <b>C:</b> One special joy in their life they wish to share with others.</li> <li>• <b>D:</b> One of their most satisfying moments as a youth activist, youth educator, trainer, rights defender, or practitioner, which they wish to share with the group.</li> </ul> </li> </ol>
<b>Instructions</b>	<ol style="list-style-type: none"> <li>4. When participants have finished writing this information on their sticky notes, start by sharing your note, to set an example. Place it on the section of the line that corresponds to your years of experience and then, explain your choices briefly. <b>2 minutes.</b></li> <li>5. Have participants come to the wall one by one (order could be set in different ways, e.g. by throwing a ball), in order to share their information and placing their sticky notes on the line of experience. Each participant should take <b>2 minutes.</b></li> <li>6. In the meantime, have another trainer, or a participant add all the individual years of experience into a collective total for the group.</li> <li>7. After every participant has shared his or her or their sticky note, share the number of years of collective experience in the room. Reflect on the importance of learning from each other, taking into consideration the different experiences and perspectives of the participants on the training course.</li> </ol>	
<b>Debriefing</b>	<p>This is a means to bring together the results of the work based on the outcomes of the previous activity. Invite questions, feedback from participants on what they discussed about on:</p> <ul style="list-style-type: none"> <li>• special joy in their life they shared with the rest of the group.</li> <li>• their most satisfying moments as a practitioner which they shared with the group.</li> </ul> <p>This can allow the participants to talk more about what they work with and try to understand more what each is doing in the community, and further share and exchange best practices and existing challenges in their work, by opening discussion about the role of youth work in including young people from different backgrounds.</p>	
<b>Logistics</b>	<ul style="list-style-type: none"> <li>• Flipchart paper, large sticky notes, markers, and a tape;</li> <li>• A wall with enough space to attach several sheets of flipchart for the line of experience.</li> </ul>	
<b>Required time</b>	<p><b>90 minutes.</b> As a trainer or facilitator, you should expect to spend:</p> <ul style="list-style-type: none"> <li>• <b>15 minutes</b> on giving instructions and waiting for participants to fill in their sticky notes;</li> <li>• <b>60 minutes</b> for each participant to share what they written, and</li> <li>• <b>15 minutes</b> on the debriefing at the end of the activity.</li> </ul>	
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Timekeeping is important, as introductions can very easily go beyond 2 minutes per person.</li> </ul>	
<b>Adjustments</b>	<ul style="list-style-type: none"> <li>• You can adapt the questions for the sticky notes to a particular profile of the group and context in which a training takes place.</li> <li>• This activity works best with small groups, up to 30 participants.</li> </ul>	

## SESSION-1.3.

### Introduction to the training topics: The power walk

<b>ACTIVITY</b>	<b>THE POWER WALK.</b>		
<b>Purpose</b>	This activity helps the participants to further build a team spirit and have views about oppression, discrimination, and racism through a simulation of a community. Everyone starts off equal but ends up in very different positions, which allows participants to reflect on the power structures within community, to identify marginalised groups and to discuss strategies for including them in the process.		
<b>Audience</b>	A variety of audiences: youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, volunteers, etc.		
<b>Instructions</b>	<ol style="list-style-type: none"> <li>Take participants outside or to an open space; ask them to stand in a straight line at one end. Give each a card labelled with a character that is or can be found in their community, as well as his or her gender and age: e.g., a minor refugee; male, 17 years old.</li> <li>Ask them not to share their identity with others; explain that identities will be revealed at the end of the activity. Make sure that characters reflect the chosen community and that there is a balance between them: e.g. the influential ones, those in vulnerable situations.</li> </ol> <p>A few sample roles:</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>Journalist (M, 42);</li> <li>A student (F, 20);</li> <li>Homemaker (F, 38);</li> <li>Surgeon (M, 45);</li> <li>Youth worker (F, 28);</li> <li>Irregular migrant (M, 32);</li> <li>School teacher (F, 27);</li> <li>Social worker (M, 35);</li> <li>Businessperson (M, 39);</li> <li>Rubbish collector (F, 30);</li> <li>Local farmer (F, 40);</li> <li>Homeless person (M, 65);</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Sex worker (M, 26);</li> <li>Municipality staff (F, 53);</li> <li>Police officer (F, 33);</li> <li>Asylum seeker (M, 24);</li> <li>Young adult refugee (F, 23);</li> <li>Shop owner (M, 29);</li> <li>Domestic worker (F, 26);</li> <li>Gay refugee (M, 23);</li> <li>A lesbian woman (F, 25);</li> <li>Lawyer (M, 41);</li> <li>Nurse (F, 34);</li> <li>A priest (M, 61).</li> </ul> </td> </tr> </table> <ol style="list-style-type: none"> <li>Explain to participants that you will read a set of statements; ask participants to take one step forward for each statement to which the character they are representing could answer "yes"; if they cannot answer "yes," they should remain where they are. The space should be big enough for at least to take 20 steps forward.</li> <li>At the end of the activity, note that everyone started along the same line but now some are at the front, some in the middle and some at the end.</li> <li>Ask a few participants to describe how they felt about their situation and ask those in the front how they feel and whether they tried to help the others.</li> </ol>	<ul style="list-style-type: none"> <li>Journalist (M, 42);</li> <li>A student (F, 20);</li> <li>Homemaker (F, 38);</li> <li>Surgeon (M, 45);</li> <li>Youth worker (F, 28);</li> <li>Irregular migrant (M, 32);</li> <li>School teacher (F, 27);</li> <li>Social worker (M, 35);</li> <li>Businessperson (M, 39);</li> <li>Rubbish collector (F, 30);</li> <li>Local farmer (F, 40);</li> <li>Homeless person (M, 65);</li> </ul>	<ul style="list-style-type: none"> <li>Sex worker (M, 26);</li> <li>Municipality staff (F, 53);</li> <li>Police officer (F, 33);</li> <li>Asylum seeker (M, 24);</li> <li>Young adult refugee (F, 23);</li> <li>Shop owner (M, 29);</li> <li>Domestic worker (F, 26);</li> <li>Gay refugee (M, 23);</li> <li>A lesbian woman (F, 25);</li> <li>Lawyer (M, 41);</li> <li>Nurse (F, 34);</li> <li>A priest (M, 61).</li> </ul>
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<b>Instructions</b>	<p>Sample statements to be read out loud:</p> <table border="1"> <tr> <td> <ol style="list-style-type: none"> <li>I can influence decisions made at municipal level;</li> <li>I can vote in general elections;</li> <li>I can regularly read newspapers I am interested in;</li> <li>I have access to radio or TV stations of interest to me;</li> <li>I am able to meet municipal or administrative officials;</li> <li>I am not afraid of violence in my home;</li> <li>I have my own bank account and can apply for a loan;</li> <li>I feel free apply for any job within my qualifications;</li> <li>I can afford to buy food I like;</li> <li>I have access to medication when I need it;</li> </ol> </td> <td> <ol style="list-style-type: none"> <li>I went, or I expect to go, to university;</li> <li>I only have sex when want to;</li> <li>I am consulted on issues affecting youth in our society;</li> <li>I can pay for hospital treatment if necessary;</li> <li>I can freely express political opinions without fear;</li> <li>I have never had to queue or beg for food;</li> <li>I have access to plenty of information about racism;</li> <li>I am not afraid of being sexually harassed or abused;</li> <li>I can question how community funds are spent;</li> <li>I can freely to about my sexuality and be how I want.</li> </ol> </td> </tr> </table> <ul style="list-style-type: none"> <li>At the end of the activity, discuss what the outcomes of the activity tells us about human rights, gender diversity and peacebuilding work at the community level.</li> </ul>	<ol style="list-style-type: none"> <li>I can influence decisions made at municipal level;</li> <li>I can vote in general elections;</li> <li>I can regularly read newspapers I am interested in;</li> <li>I have access to radio or TV stations of interest to me;</li> <li>I am able to meet municipal or administrative officials;</li> <li>I am not afraid of violence in my home;</li> <li>I have my own bank account and can apply for a loan;</li> <li>I feel free apply for any job within my qualifications;</li> <li>I can afford to buy food I like;</li> <li>I have access to medication when I need it;</li> </ol>	<ol style="list-style-type: none"> <li>I went, or I expect to go, to university;</li> <li>I only have sex when want to;</li> <li>I am consulted on issues affecting youth in our society;</li> <li>I can pay for hospital treatment if necessary;</li> <li>I can freely express political opinions without fear;</li> <li>I have never had to queue or beg for food;</li> <li>I have access to plenty of information about racism;</li> <li>I am not afraid of being sexually harassed or abused;</li> <li>I can question how community funds are spent;</li> <li>I can freely to about my sexuality and be how I want.</li> </ol>
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<b>Logistics</b>	<ul style="list-style-type: none"> <li>Spacious venue (outdoors if necessary);</li> <li>One card per participant, describing their character.</li> </ul>		
<b>Required time</b>	<p><b>60 minutes.</b> As a trainer, you should expect to spend:</p> <ul style="list-style-type: none"> <li><b>10 minutes</b> for preparation;</li> <li><b>25 minutes</b> for the activity;</li> <li><b>25 minutes</b> for reflection and discussion.</li> </ul>		
<b>Challenges</b>	<ul style="list-style-type: none"> <li>The facilitator should be able to pick up on comments easily and discuss them from a human rights perspective.</li> <li>That is, to focus on marginalised groups where it was observed or felt that a character did not move forward as a result of being discriminated against based on their social class, gender, racial background, age, etc. within society.</li> </ul>		
<b>Adjustments</b>	<ul style="list-style-type: none"> <li>The characters and questions should be adapted to the context and content of the training, to make it as relevant as possible.</li> <li>A debriefing following the activity is highly recommended as it can allow participants to reflect to whether systemic oppression exist, if yes, how it might contribute to racism and why. Then reflect on how they are addressing them in their youth work.</li> </ul>		

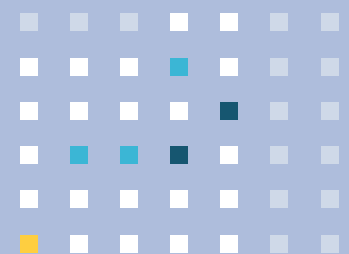
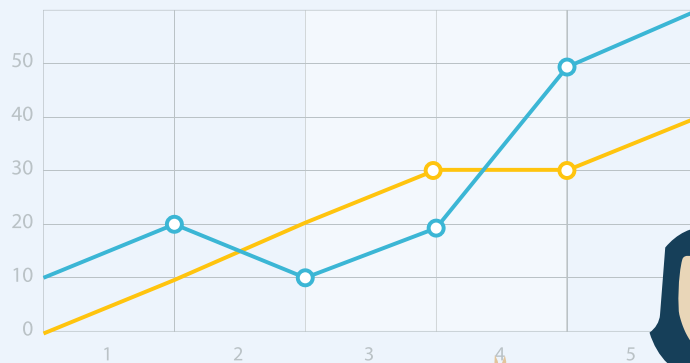
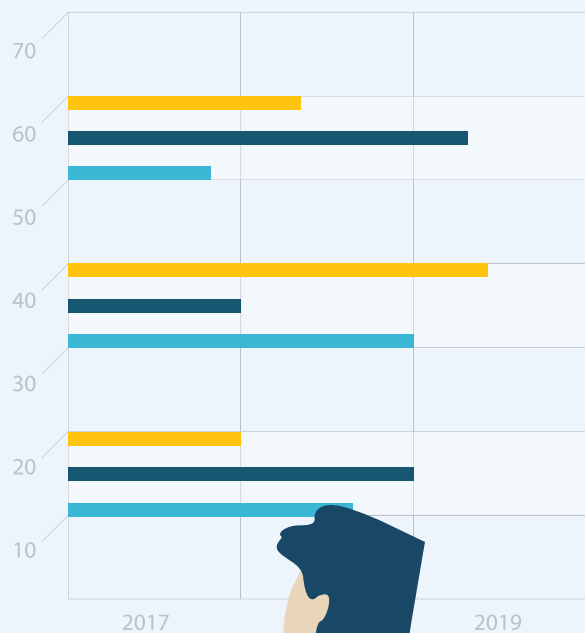


## SESSION-1.4.

### Plenary session: bringing it all together

<b>ACTIVITY</b>	<b>OPEN-ENDED CONSULTATION.</b>
<b>Purpose</b>	This is a problem-solving and problem identification workshop to voice the priorities, concerns, opinions, perspectives, needs, gaps, and ideas of the participants on how they are currently addressing and preventing fake news and hate speech in their practices or youth work. Participants are thus provided with the opportunities to express their learning needs, met challenges and area of development beforehand.
<b>Audience</b>	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in non-formal learning settings.
<b>Instructions</b>	<ol style="list-style-type: none"><li>1. Start a group discussion. Ask the group the following questions:<ul style="list-style-type: none"><li>• which steps do you take to plan a training intervention in your youth work?</li><li>• who do you involve when planning and developing your training intervention?</li><li>• how can you involve young people and what can you say about different levels of their involvement?</li></ul></li><li>2. After discussing with the group the above questions, give each participant a sticky note, and ask them to write their feedback on the following questions:<ul style="list-style-type: none"><li>• what are your learning needs in terms of knowledge, skills, or attitudes towards addressing fake news and/or prevent hate speech in your work or practices?</li><li>• what challenges to human rights advocacy do you face while working with youth?</li><li>• what are the desired training methods that you would like to develop to transfer and apply human rights advocacy in your work or practices?</li></ul></li><li>3. collect the notes by inviting each participant to stick their note on a flipchart per category: learning needs, method, or content.</li><li>4. compare the answers with your training agenda and learning objectives for the sessions.</li><li>5. point out which topics or areas of interest that you will address and those that you will not address.</li><li>6. for the topics that you will not address, you might offer the participants other ways to obtain the information.</li></ol>

<b>Advantages</b>	<p>Assessing existing challenges, gaps and problems to get a clear picture of the participants profiles, learning needs of the participants and their community context brings about a participatory approach that further guide the training efforts to look at the behaviours and determinants that contribute to fake news and hate speech among the members of participants' community.</p> <p>Thus, make sure that during the training, you get a sense whether participants think that the training is important and beneficial to their community context. Facilitate participants to share the outcomes of their group work with others, what they have learned and what they want to improve in their work or practices. This helps participants:</p> <ol style="list-style-type: none"><li>1. to feel safe and confident to openly discuss about the sensitive issues, feelings, or topics;</li><li>2. to be aware of differences in individual participants conditions needed for creating a safe environment and to share and agree on common conditions as ground rules;</li><li>3. to feel encouraged to fully participate in training, give input and get ownership about what they want to learn;</li><li>4. to experience and learn a method on how they themselves can create a safe environment in their youth work.</li></ol>
<b>Logistics</b>	<ul style="list-style-type: none"><li>• Flipchart paper, large sticky notes, markers, and a tape;</li><li>• A wall with enough space to attach sheets of flipchart where the participants can stick their notes.</li></ul>
<b>Required time</b>	<p><b>90 minutes.</b> As a trainer, you should expect to spend:</p> <ul style="list-style-type: none"><li>• <b>30 minutes</b> for group discussion on the provided questions;</li><li>• <b>30 minutes</b> for each participants to write their answers and stick their note to the flipchart;</li><li>• <b>30 minutes</b> for reflection and discussion.</li></ul>



## SESSION 2.

Introduction to fake news & disinformation

## SESSION-2.1.

### Presentation on information disorder

There have been many uses of the term **fake news** to describe reporting with which a claimant does not agree. In this regard, this term is however increasingly vulnerable to being politicised and therefore, it is used as a weapon against the news industry, as a way of undermining the news that those in power do not like or agree with. Instead, throughout this manual, it is recommended that we use the terms **mis-information** and **dis-information**.

This session examines the different types of misinformation and disinformation that exist and where these types sit on the spectrum of information disorder. This focuses on exploring misleading use of captions, visuals or statistics, and the genuine content that is shared out of context, imposter content, and manipulated and fabricated content. Thus, from this scale of information pollution, it emerges that this crisis is much complex than the term “fake news.”

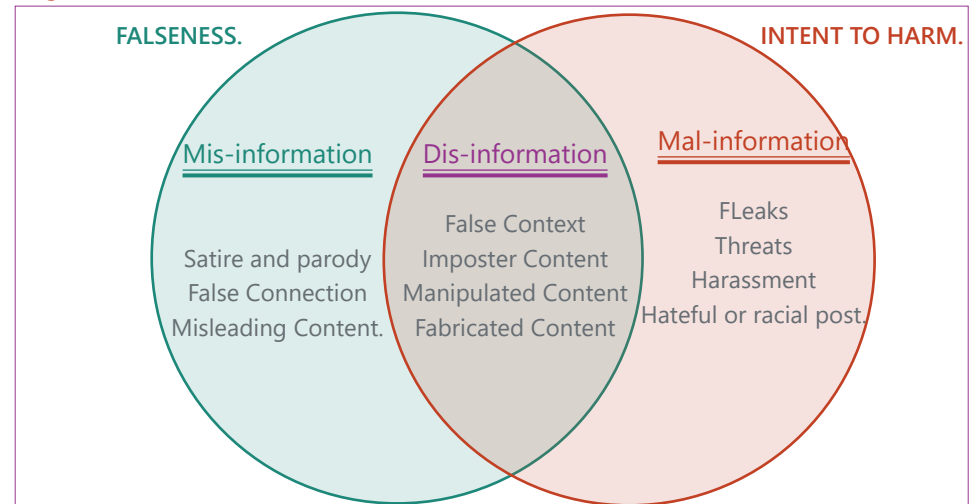
This manual uses the terms “disinformation” and “misinformation” to contrast with verifiable information that is in the public interest. Hence, in this session, much of our discussion on “fake news” combines three notions “misinformation”, “disinformation” and “mal-information”:

1. **Misinformation** is the information that is false, but the person who is disseminating it believes that it is true.
2. **Disinformation** is the information that is false, and the person who is disseminating it knows it is false. It is a deliberate, intentional lie, and points to people being actively dis-informed by malicious actors.
3. **Mal-information** is the information that is based on reality, but used deliberately to inflict harm on a person, organisation, or community.
4. **E.g.:** publish the report that reveals a person’s sexual orientation or gender identity without public interest justification.

It is important to distinguish narratives that are true from those that are false, but also those that are true and those narratives with some truth, but which are created, produced or distributed by agents who intend to harm, rather than, serve the public interest. Such mal-information, like true information that violates a person’s privacy without public interest justification goes against the standards and ethics of freedom of expression.

Narrative is present in news, as well as in disinformation, misinformation and mal-information. Thus, narrative is embedded in what facts are selected as salient in the news, or in what facts are made up or taken out of context in toxic communications. This is one reason why fact-checking can be profitably accompanied by narrative unpacking, by examining the structures of meaning within which facts and non-facts are mobilised for a specific purpose.

Figure-1. Information disorder.



Though the consequences of disinformation, misinformation, or mal-information may be similar: such as corrupting the integrity of democratic processes, in some cases, they may exhibit a combination of the three, and there is evidence that an individual use of one, is often accompanied by the others as part of a broader strategy by some actors. However, it is helpful to keep the distinctions in mind because the causes, techniques, and remedies can vary accordingly.

#### False connection:

When headlines, visuals or captions do not support the content, this can be called false connection. The most common example of this type of content is clickbait headlines. With the increased competition for audience attention, an agent can write headlines to attract clicks, even if when people read the article, they feel that they have been deceived.

#### Misleading content:

This type of content is when there is a misleading use of information to frame issues or individuals in certain ways by cropping photos or choosing quotes or statistics selectively. Visuals are particularly powerful vehicles for spreading misleading information, as our brains are less likely to be critical of visuals.

#### False context:

One of the reasons the term “fake news” is so unhelpful, is because genuine content is often seen being re-circulated out of its original context. For example, an image from Vietnam, captured in 2007, re-circulated seven years later, was shared under the guise that it was a photograph from Nepal in the aftermath of the earthquake in 2015.

#### Imposter content:

There are real issues with journalists having their bylines used alongside articles they did not write, or organisations’ logos used in videos or images that they did not create.

#### Manipulated content:

Manipulated content is when genuine content is manipulated to deceive.

#### Fabricated content:

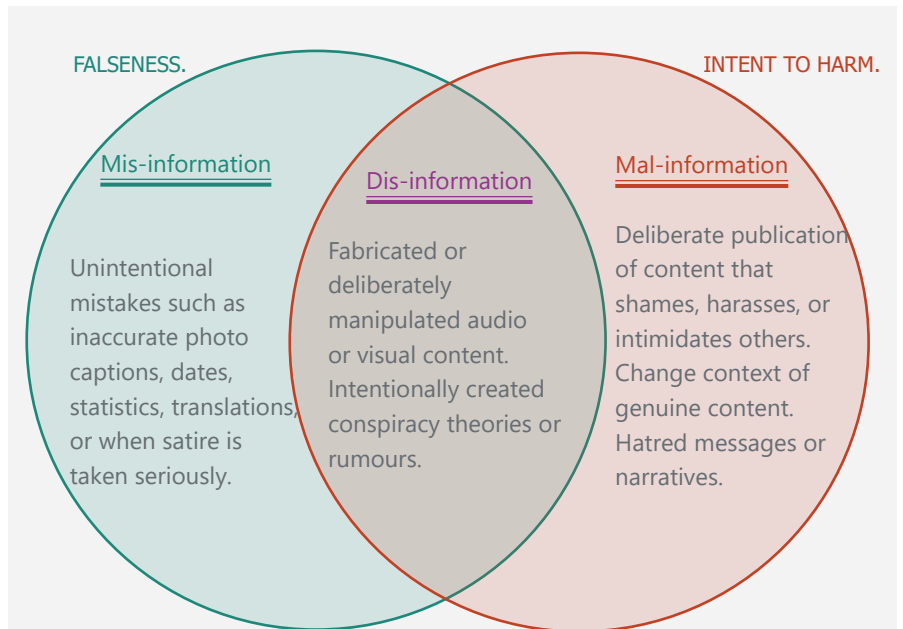
This type of content can be text format, such as a completely fabricated news site, or it can be visuals targeting a particular group.

## SESSION-2.2.

### Brainstorming on information disorder

ACTIVITY	BRAINSTORMING.
<b>Purpose</b>	<p>A brainstorming session combines a relaxed and informal approach to problem solving with lateral thinking. It encourages learners to come up with thoughts and ideas, which can be crafted into original, creative solutions to a problem, whereas, others spark more ideas that unstuck learners out of their normal ways of thinking or doing things in their practice or work.</p> <p>Therefore, this session is used to provide the learners with the opportunities for generating new ideas on information disorders in their own thinking. The problem area or the opportunity area learners will create ideas for is defined with a concrete example.</p>
<b>Audience</b>	A variety of audiences: youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, volunteers, etc.
<b>Instructions</b>	<p>Together, in small groups, learners are asked to draw up a specific problem or opportunity statement which describes other similar situations or case scenarios that they might have observed in their work, life or practices; this statement does not suggest what typical solutions might be; because this will hinder the overall objective of the next session.</p> <ol style="list-style-type: none"> <li>1. Ask participants to go in small groups from 4 to 6 persons per group. Then give each small group a flip chart and <a href="#">Handout-1</a>.</li> <li>2. Ask each group to write down the difference between misinformation, disinformation, and mal-information.</li> <li>3. Ask each group to analyse and interpret the content of the Venn diagram, and note what they could add to each category.</li> <li>4. After that, ask the groups to investigate the defined examples and think about similar situations that might have happened or are happening in their local realities or contexts or while working with young people.</li> <li>5. Then, ask each group to write their problem statement on their flip chat and then outline the effects caused by each of those situations.</li> <li>6. Once each group has finished to outline the situations and related effects, ask them to present their challenges, needs/gaps, and limiting factors they face while trying to address them in their youth work.</li> </ol>
<b>Debrief</b>	<ol style="list-style-type: none"> <li>1. Before analysing those elements, remind the participants to consider the context, and reflect on how it relates to their own local realities or based on what they do with their targeted groups to approach their problem statement.</li> <li>2. After concluding that the context each group is working in, is indeed the context of information disorder, each group can thus support their challenges, needs or gaps, and limiting factors they face in their youth work and deepen their insight from various perspectives.</li> </ol>

Handout-1.: The spectrum of information disorder.



#### E.g.1. Disinformation:

One of the attempted hoaxes of the French election campaign, was the creation of a sophisticated duplicate version of the Belgian newspaper Le Soir with a false article claiming that the presidential candidate Emmanuel Macron was being funded by Saudi Arabia. Disinformation circulated via Twitter raids in which loosely connected networks of individuals simultaneously took to Twitter with identical hashtags and messages to spread rumours about the candidate's personal life.

#### E.g.2. Misinformation:

A terror attack on the Champs Elysees in Paris on 20 April 2017 inspired a great deal of misinformation as is the case in almost all breaking news situations. Individuals on social media unwittingly published a number of rumours. The people sharing this type of content are rarely doing so to cause harm. Rather, they are caught up in the moment, trying to be helpful, but fail to adequately inspect and verify the information they are sharing.

#### E.g.3. Mal-information:

Emmanuel Macron's emails were leaked just before the run-off vote on 7 May. The emails were regarded as genuine. However, by releasing private information into the public sphere minutes before the standard electoral ban on any coverage ahead of polling, the leak was designed to cause maximum harm to the Macron campaign.

## SESSION-2.3.

### Presentation on framework for toxicity

Fact-checking and narrative unpacking in the context of youth work should seek to empower young people with primary media literacy skills that can help them to debunk fake news or viral hoaxes created by disguised agents with fabricated stories that reach the youth audiences through social media. That is, youth need skills in examining narratives of fake news or viral hoaxes from a structuralist perspective within which facts and non-facts are mobilised for a specific purpose.

Thus, by acquiring such skills, the youth community can separately examine the elements of information disorder: **the agent**, **messages** and **interpreters**, and in this matrix, there are able to analyse and understand the element which form the framework for toxicity.

1. The agent who creates a fabricated message might be different to the agent who produces that message, who might also be different from the agent who distributes the message.
2. Similarly, there is a need for a thorough understanding of who these agents are and what motivates them.
3. The different types of messages being distributed by agents also need to be understood, to estimate their scale and begin addressing them.

Though most of the debates have been overwhelmingly focused on fabricated text news or stories, the visual content is just as widespread and much harder to identify and debunk.

E.g.:

1. The motivations of a mastermind who creates a disinformation campaign are very different from those of the ones on the low-paid row tasked with turning the campaign's themes into specific posts.
2. So once a message has been distributed, it can be reproduced and redistributed endlessly via mainstream media operating without scrutiny, by various actors, with different motivations.

Only by dissecting, or analysing and interpreting information disorder from this perspective, we begin to understand these nuances. Finally, there is a need to consider the three different phases of information disorder:

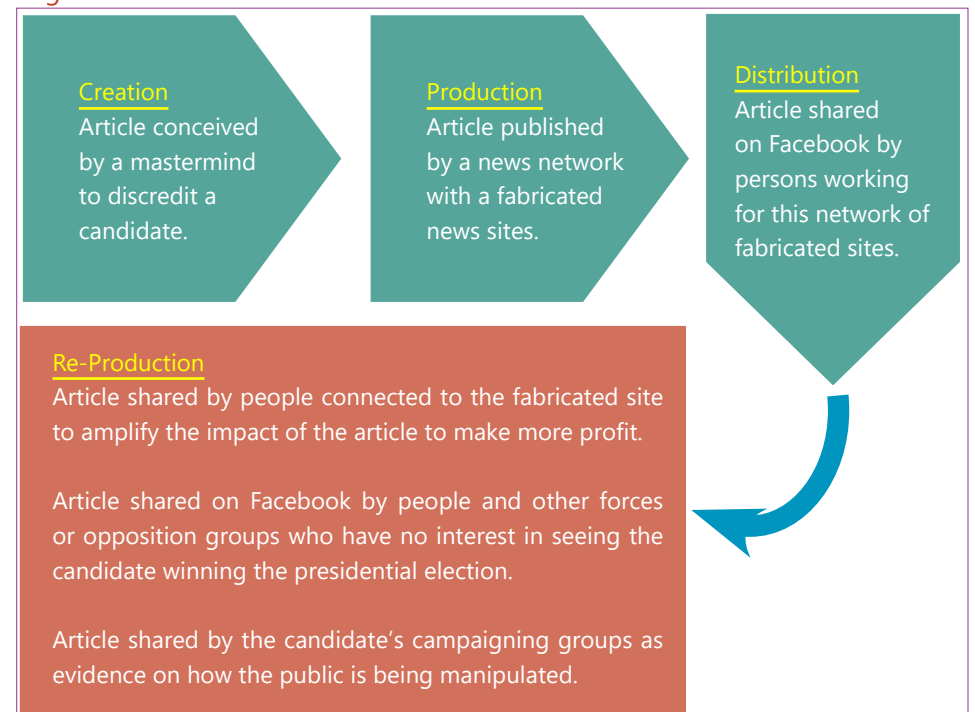
1. **creation**,
2. **(re)-production**, and
3. **distribution**.

It is important to consider these different phases of an instance of information disorder alongside its elements because the agent who masterminds the content is often separate from the producers and disseminators.

Figure-2. Elements of information disorder.

<b>Agent</b>	Actor type: Level of Organisation: Type of Motivation: Level of Automation: Intended Audience: Intent to Harm: Intent to Mislead:	- Official or Unofficial. - None - Loose - Tight - Networked. - Financial - Political - Social - Psychological. - Human - Cyborg - Bot. - Members - Social Groups - Entire Societies. - Yes - No - Yes - No
<b>Message</b>	Duration: Accuracy: Legality: Imposter Type: Message Target:	- Long-term - Short-term - Event-based. - Misleading - Manipulated - Fabricated. - Legal - Illegal. - No - Brand - Individual - Individual - Organisation - Social Group - Entire Society.
<b>Interpreter</b>	Message reading: Action taken:	- Hegemonic - Oppositional - Negotiated. - Ignored - Shared in support - Shared in opposition.

Figure-3. Phases of information disorder.

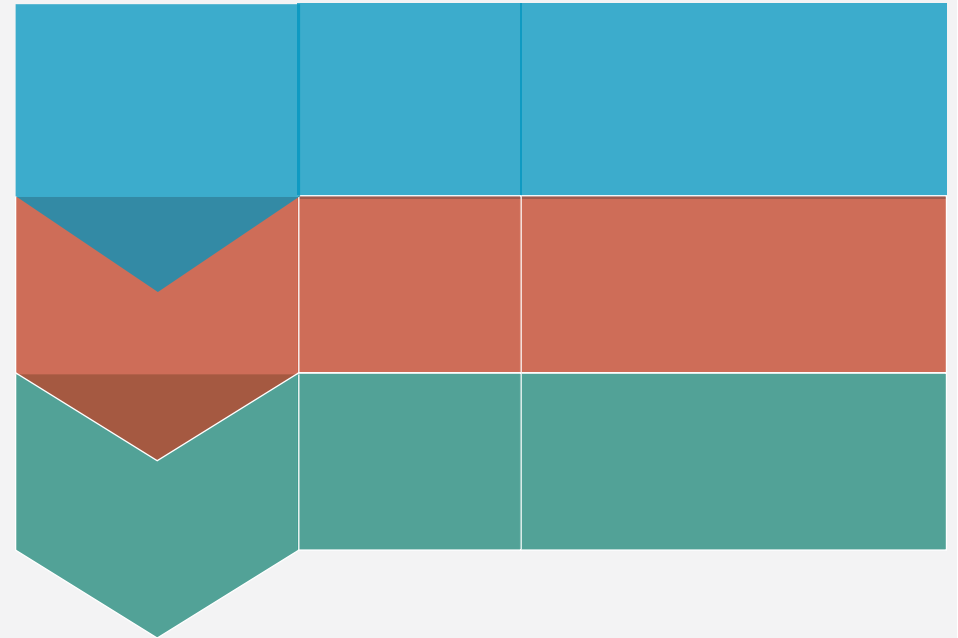


## SESSION-2.4.

### Planning for application workshop

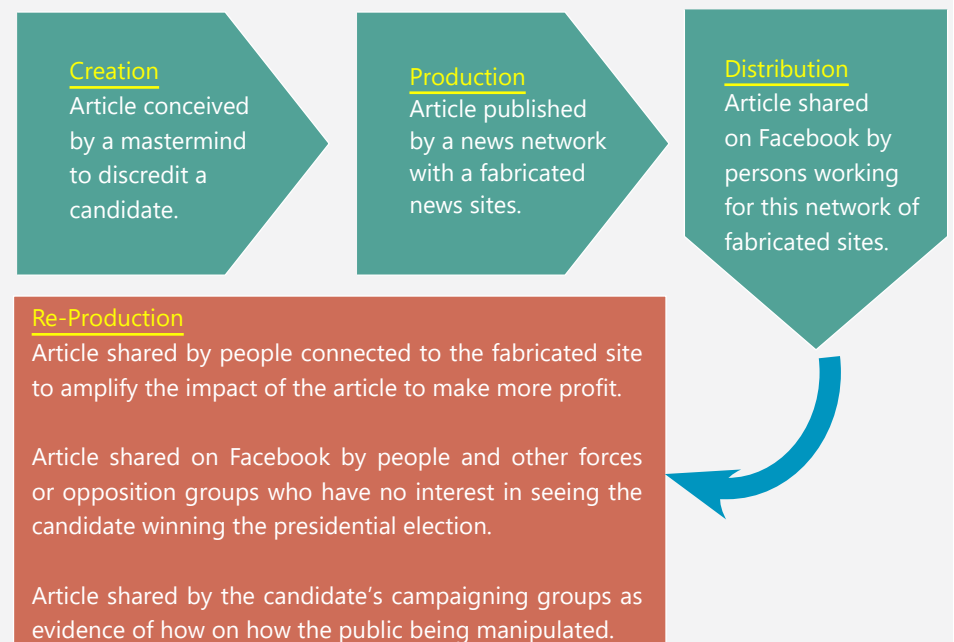
ACTIVITY	WORKSHOP.
<b>Purpose</b>	<p>Planning for application learning activities are used to provide the learners with a stimulus for implementing and utilising new learning outside the workshop context. This workshop will thus prepare the participants for and increase the likelihood of the transfer of learning.</p> <p>Thus, in small groups, this workshop provides learners with opportunities to work together to create, develop or produce a final plan of action to address information disorder in their practices or youth work.</p>
<b>Audience</b>	A variety of audiences: youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, volunteers, etc.
<b>Instructions</b>	<p><b>TASK-1:</b></p> <ol style="list-style-type: none"> <li>1. Ask participants to go back to their small groups and then issue a new blank flip chat to each group and give each group, <a href="#">Handout-2</a>.</li> <li>2. In their groups, ask each group to use the problem statement and/or situation of disinformation they came up with during the brainstorming session and analyse its elements of information disorder.</li> </ol> <p><b>TASK-2:</b></p> <ol style="list-style-type: none"> <li>1. After each group has finished to outline the elements of information disorder of their problem statement, or situation, ask them to work their way through the different phases like the e.g., in the handout.</li> <li>2. Furthermore, ask them to discuss what could be the link between the disinformation and mal-information of the situation presented within the handout.</li> <li>3. After that, ask them this follow up question and ask them to find possible solutions: <ul style="list-style-type: none"> <li>• What kind of approach can you use to address your problem statement or situation of disinformation in your youth work?</li> <li>• After answering the question, ask each group to develop and produce a complete plan of action to integrate this approach in their practices or work while working with young people.</li> </ul> </li> </ol>
<b>Debrief</b>	<ol style="list-style-type: none"> <li>1. Start the debriefing by asking for a volunteer from each group to share points that highlight their discussions.</li> <li>2. For interactive learning, in debriefing, invite questions and feedback about each group's presentation.</li> </ol>

Handout-2.: Elements and phases of information disorder.



E.g.:

- In a presidential campaign, news articles with nude pictures of a female presidential candidate were published by a news network that has fabricated news websites to discredit her integrity. Thus, use this case study to thinking about the different phases of information disorder and fill out the elements of information disorder.





## SESSION 3.

Identifying and addressing hate speech

## SESSION-3.1.

# Understanding the advocacy of hatred

A human right violation can be committed by an **Act** (arbitrarily depriving a person their freedom or torturing them), or by **Omission** (not providing protection to a group against systematic abuses or violence committed by other group), or by **advocacy of hatred** (consciously expressing discriminatory hatred messages or narratives that constitute incitement to violence, hostility or discrimination).

In this session, we thus focus on exploring human rights violations by advocacy of hatred, which will further explain how to identify hate speech and how to effectively counter and prevent it while protecting and respecting the rights to freedom of expression and free speech.

Hence, much of our discussion will focus on freedom of expression as a human right proclaimed in the International Covenant on Civil and Political Rights in its :

### ARTICLE-19.:

Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of a person choice.

### ARTICLE-20.:

Expressly limits freedom of expression in cases of advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence. Any advocacy of hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law.

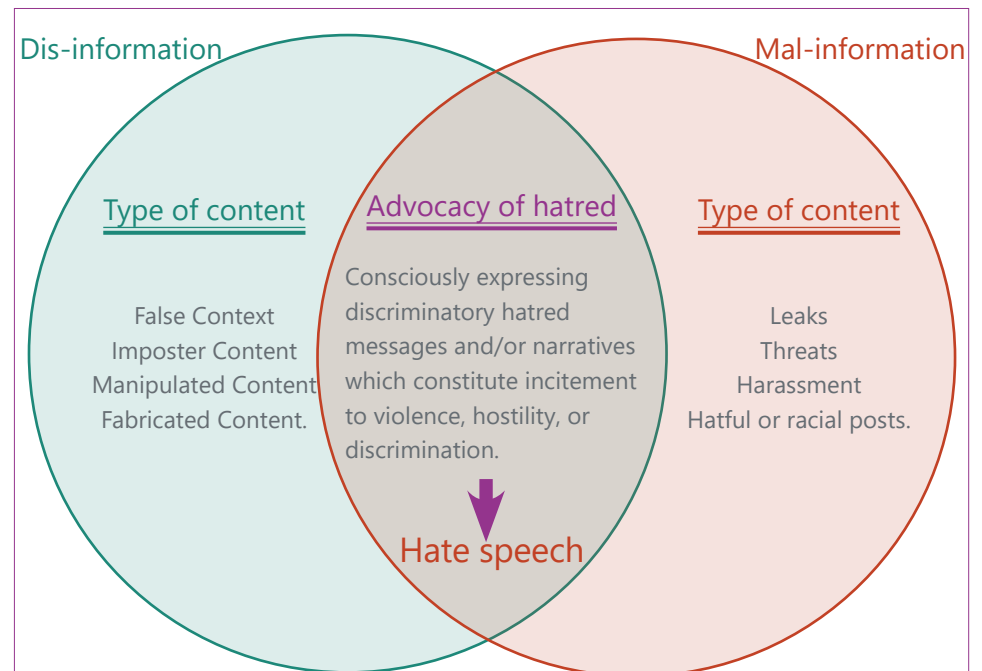
Advocacy of hatred is the advocacy of national, racial, religious, ethnic, gender based abusive and discriminatory, hatred narratives or messages that constitute incitement to discrimination, hostility or violence. That is, it is not an exercise of freedom of expression to consciously intimidate or harass others, express the wish or threats to harm them or incite others to do so.

However, it cannot be stressed enough that human right violation by advocacy of hatred is more than just the expression of ideas or opinions that are hateful. It requires a clear showing of intent to incite others to discriminate, be hostile toward or commit violence against members of the group in question.

### E.g.:

- Online expressions that consciously intimidate person by posting message, which undermine their intellect, body, gender, sexuality etc. threat to harm them or incite others to do so, are acts of human rights violation by advocacy of hatred.

Figure-4: Placing advocacy of hatred on the spectrum of information disorder.



Despite indications on the gravity of speech offenses that should be prohibited by law under Article 20, there remains complexity. In particular there is a grey area in conceptualising clear distinctions between (a). **expressions of hatred**, (b). **expression that advocate hatred**, and (c). **hateful speech that specifically constitutes incitement to the practical harms of discrimination, hostility or violence**.

However, how to interpret the above is not clearly defined. Consequently, limitations on freedom of expression, based on the ICCPR provision, may often be open to abuse since the right to freedom of expression is not an absolute right. It can legitimately be limited by states under restricted circumstances. Even though these can only be such as provided by law and necessary for respect of the rights and dignity of others, and for the protection of national security or of public order, these restrictions may not put the right itself in jeopardy.

Though this is far different from freedom of opinion. The right to hold opinions without interference is an absolute right and thus permits no exceptions nor restrictions. However, expression of an opinion, which is the right to freedom of expression bears special duties and responsibilities. The free exchange of and access to information does not equate to unregulated violence. Freedom of expression or access to information cannot be bought at the expenses of other people's human rights.

In this regards, hate speech that may be prohibited by law is a follow:

1. States may prohibit other forms of hate speech, provided they comply with the requirements of Article 19(3);
2. Lawful hate speech which should be protected from restriction under Article 19(2), but nevertheless raises concerns in terms of intolerance and discrimination and merits a critical response by the State.



## SESSION-3.2.

# Advocacy of hatred and hate speech

ACTIVITY	BRAINSTORMING.
<b>Purpose</b>	<p>This session combines a relaxed and informal approach to problem solving. It encourages learners to come up with thoughts and ideas, which can be crafted into original, creative solutions to a problem, whereas, others spark more ideas that unstuck learners out of their normal ways of thinking or doing things in their practice or work.</p> <p>The learners are to generate new ideas on hate speech. The problem area learners will create ideas for is defined with a concrete example.</p>
<b>Audience</b>	<p>A variety of audiences: youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, volunteers, etc.</p>
<b>Instructions</b>	<p>Together, in small groups, learners are asked to draw up a specific problem of advocacy of hatred which describes a case scenario or event, which they might have observed in their work, life or practices; this statement does not suggest what typical solutions might be; because this will hinder the overall objective of the next session.</p> <ol style="list-style-type: none"><li>1. Ask participants to go in small groups from 4 to 6 persons per group. Then give each small group a flip chart and <a href="#">Handout-3</a>.</li><li>2. Ask each group to write down one situation of consciously expression of discriminatory, hatred messages and/or narratives which constitute incitement to violence, hostility, or discrimination.</li><li>3. Ask each group to analyse and interpret the content of their situation through the six-part test of incitement.</li><li>4. After that, ask the groups to investigate the defined situation and think about consequences that might have happened or are happening in their local realities or contexts as results of that situation.</li><li>5. Then, ask each group to write their problem statement on their flip chat and then outline the effects caused by each of the situations.</li><li>6. Once each group has finished to outline their situation and related effects, ask them to present challenges, needs or gaps, and limiting factors they might face while addressing it in their youth work.</li></ol>
<b>Debrief</b>	<ol style="list-style-type: none"><li>1. Before analysing those elements, remind the participants to consider the context, and reflect on how it relates to their own local realities or based on what they do with their targeted groups to approach their problem statement.</li><li>2. After concluding that the context each group is working in, is indeed the context of information disorder, each group can thus support their challenges, needs, gaps, or limiting factors they face in youth work and deepen they insight from various perspectives.</li></ol>

[Handout-3: The outlined six-part test of incitement.](#)

### WHAT IS HATE SPEECH?

There is no uniform definition of hate speech under international human rights law. It might be to claim that it can be identified where it is seen, but the criteria for doing so are often elusive or contradictory, since hate speech is an umbrella term which captures a wide range of expression.

Hate speech that must be prohibited under the International Covenant on Civil and Political Rights requires certain severe forms of advocacy of discriminatory, hatred messages or narratives, which constitute incitement to discrimination, violence, or hostility.

In 2012, The UN High Commissioner for Human Rights, organised a series of consultations that led to the formulation of [The Rabat Plan of Action on the prohibition of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence](#). The Rabat Plan of Action acknowledges that, despite obligations for states that are ICCPR signatories, many legal frameworks do not contain legal prohibition of such advocacy or some laws do so use terminology that is inconsistent with Article 20 of the ICCPR.

Thus, the Rabat Plan of Action proposed a six-part threshold test to identify hate messages, considering context, speaker, intent, content, extent of the speech and likelihood the speech could incite actual harm. Today, international standards suggest that the threshold for hate speech should be established under six-part test of incitement:

1. **Context:** existence of conflicts, incidents of violence against a group, existence and history of institutionalised discrimination, media landscape, and the degree to which views of a targeted group are represented in formal political processes.
2. **Speaker:** the position of the speaker, and their authority or influence over their audience, the relationship of the audience to the speaker, and issues such as the degree of vulnerability and fear among various communities;
3. **Intent of the speaker:** intent to target a group on the basis of a protected or private characteristic, and having knowledge of the consequences of their actions and knowing that the consequences will occur or might occur in the ordinary course of events.
4. **Content of the expression:** what was said, including the form and the style of the expression and/or message, whether it contained direct or indirect calls for discrimination, hostility or violence, and the nature of the arguments deployed, and the balance struck between arguments.
5. **Extent and magnitude of the expression:** in particular, its public nature, means and the intensity or magnitude in terms of its frequency or volume.
6. **Likelihood of harm or threats** occurring as a result of the expression and/or the message, including its imminence.

## SESSION-3.3.

### The satirist and the denial of the holocaust

**Facts:** Satirist, well known for his fringe and provocative performances, holds a recital in a small underground theatre. He has invited Historian who has repeatedly been convicted for his views that deny the existence of gas chambers in concentration camps. During this organised performance, Historian is awarded with a prize for his insolence. The prize is handed to him by an actor wearing clothes resembling those of prisoners in concentration camps.

During performance, Satirist does not voice any sort of support for denial of Holocaust, but he encourages applause for Historian. Many journalists have been invited, although they have not been allowed to record or broadcast the show. However, several spectators recorded and shared the whole event through a Twitter or Periscope service. The law enforcement starts a criminal proceeding against Satirist for incitement to hatred.

**Review:** Under international human rights law, truth claims around historical events are not protected as such, importantly, the international freedom of expression standards do not permit restrictions on the expression of opinions or ideas solely on the basis that those are “false” or “untrue,” even if these are deeply offensive. Truth claims are more reliably established through robust debate and inquiry, examining the evidence in support of competing claims and judging them on their own merit.

Hence, the memory laws; the laws prohibiting any expression that denies the occurrence of historical events over time, often connected to periods of severe persecution, genocide and/or other violations of international criminal law, are problematic and rarely meet the requirements of international law. This said, the denial of historical events, such as the Holocaust or genocide, is often a vehicle for advocating hatred against the victims and the survivors and others associated with the victims of these crimes against humanity.

#### ARTICLE 19:

In order to determine whether the speech reaches the threshold of incitement, we need to outline and understand Article 19 of the International Covenant on Civil and Political Rights:

1. Everyone shall have the right to hold opinions without interference.
2. Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his or her choice.
3. The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
  - For respect of the rights or reputations or dignity of others;
  - For the protection of national security or of public order (ordre public), or of public health or morals.

#### Case scenario analysis:

1. **Context:** the assessment should examine what was the context of this incident and in which country it happened, the historical, social, political, economic and cultural context, the climate in relation to racism and discrimination and similar issues;
2. **Speaker:** the comedian is known as an extremist and a provocateur; however, he could only book an underground theatre for his event. His position should be examined and how likely he was to influence a large audience to incitement;
3. **Intent:** it must be determined what Satirist intended here, whether he indeed intended to incite to hatred or just wanted to cause scandal and attract attention;
4. **Content:** during the performance there was no explicit call for hostility, violence or discrimination and the show purported to be political satire. It should further be also examined how the message was or could be understood by the audience;
5. **Extent & Magnitude:** the show took place in an underground theatre. It should be considered whether there was an impact beyond the limited crowd of fans of Satirist or whether the broadcast via Periscope expanded the audience;
6. **Likelihood of resulting in violence:** it should thus be reviewed whether the show was capable to lead to violence against the Jewish people.

#### Conclusion:

On this basis, Article 19-ICCPR suggests that Satirist should not be criminally prosecuted. Satirist is not a strong leader of opinion and his message had a limited audience of usual fans. Even if his real intentions could be discussed, the message is not likely to translate directly into the act of discrimination or violence in the current context of the country; in our case, it was France.

The speech should be protected. However, the message is clearly offensive and preoccupied in terms of tolerance and equality. It calls for appropriate strong public reactions from opinion leaders, community leaders, religious leaders, politicians and civil society. Moreover:

- Journalists who attended the show have an ethical responsibility in the way they will report about it. Where available, they should follow ethical standards on how to write and speak about the issue of genocide, hate speech and discrimination.

In any case, they should explain why the show cannot be legally forbidden and why such speech nonetheless calls for appropriate positive measures to promote the right to equality and counter discrimination.

- The question is whether there should be a reaction to the broadcast of the show on Periscope. Legally, the question of whether such video is comparable to traditional broadcast and whether it should be regulated by media regulatory authorities is still debated.

ARTICLE 19 would oppose this. We believe that self-regulation of social media would be the appropriate approach here. Positive measures and clear condemnations from opinion leaders could also be expressed on Twitter.

**Sources:** The European Court of Human Rights, M’Bala M’Bala v. France, App. No. 25239/13, 20 October 2015. Analysis can be found at <http://bit.ly/2tZNZCC>.

## SESSION-3.4.

# Planning for application workshop

ACTIVITY	WORKSHOP.
<b>Purpose</b>	Planning for application learning activities are used to provide the learners with a stimulus for implementing and utilising new learning outside the workshop context. This workshop will thus prepare the participants for and increase the likelihood of the transfer of learning.
<b>Audience</b>	A variety of audiences: youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, volunteers, etc.
<b>Instructions</b>	<p>In their small groups, this workshop provides learners with the opportunities to work together to create, develop and produce a participatory approach for analysing hate speech in their practices or youth work.</p> <ol style="list-style-type: none"> <li>1. Ask participants to go back to their small groups and then issue a new blank flip chat to each group and give each group, <a href="#">Handout-4</a>.</li> <li>2. Based on the learners analysis, considering only scene-3 between the father and son, ask them to write down what is the cause of the father violent behaviour towards his son. <ul style="list-style-type: none"> <li>• Although it seems to be the split of water, the root cause of the father's reaction is his frustration and anger over the unjust, hateful, and discriminatory treatments by his co-worker and the manager at work.</li> </ul> </li> <li>3. Ask learners to determine factors of scene-2 identifying the situation as advocacy of hatred, which amounted in hate speech.</li> <li>4. Ask participants to identify legal case scenarios the father could use, to ensure he does not pay for damages. Instruct them to use the six-part test of incitement in Handout-3.</li> <li>5. Then, ask each group to hold a discussion about the applicability of the legal case scenarios in local realities. consider Article 19- ICCPR.</li> <li>6. Finally, ask for experience or good practices to address such situations in their youth work and encourage learners to draw some conclusions based on their local realities.</li> </ol>
<b>Debrief</b>	<ol style="list-style-type: none"> <li>1. Ask each group to choose a volunteer who will present their findings to the rest of the group and ask any other member to explain why they have made those choices.</li> <li>2. Invite questions and feedback from the group and ask them to place in each group's solution in their own working context or local realities based on exclusion, inequalities, lack of equal opportunities, advocacy of hatred, etc.</li> </ol>

[Handout-4: Unpacking narratives to address hate speech.](#)

### OFFLINE NARRATIVE - THE STORY "FATHER AND SON"

#### SCENE-1.:

In the morning, a father and a son of refugee backgrounds are in a very good mood, the father has been offered a job in a factory after a very long time waiting for such an opportunity. They leave their home together joking with each other.

#### SCENE-2.:

At work, the father is carrying heavy boxes from one place to the other. While working, a co-worker comes along and pushes him, and says "go back to wherever you came from, this is our job and you do not belong here."

Thus, one of the boxes falls and the goods inside break. Although it is not the fault of the father, the co-worker starts shouting at him and insulting him: "too lazy, I do wonder how they gave this job to an uneducated refugee while our own people are out of job." The father tries to defend himself, but the co-worker is becoming even angrier accusing him of being insolent and violent.

Meanwhile, the manager comes; even though there was a camera in the room filming everything, the manager says that the father must pay for the broken goods which mean that half of the father's first monthly salary is lost.

#### SCENE-3.:

The father is furious but does not say anything in order not to make the situation worse. When the father gets home, he finds that the son has already prepared the table for dinner. The father greets him in a bad mood, and they sit down to eat.

The son wants to pour some water from a jar into the father's glass. By mistake, he spills the water all over this father, who hits him and starts shouting at him. Based on their relation, in another context, he might have even laughed about his son's clumsiness.



## SESSION 4.

Counter-narrative campaign innovation Lab.

## SESSION-4.1.

### Counter-narrative campaign foundation

Narratives shape the way we think and understand our world, both in the Offline and Online environments. Today, information and communications technology is no longer the privilege of the few select members of society, in many instances, it has overtaken more conventional forms of interactions to becoming the main form of communication in personal, cultural, political and social interactions.

At the same time, online interaction has become a powerful form and tool of socialisation which considerably contributes to defining what is perceived as normal and socially acceptable among young people, even if they might seem exaggerated. Thus, young people can easily be influenced online due to peer pressure, over-exposure and reliance on online socialisation and/or media tools, which amplifies their misperception of reality, if they are not media literate.

Further, negative stereotypes and extremist narratives are used to justify and incite to discrimination, racism, hostility or violence. Extremist propaganda uses hatred narratives toward radical ideologies that present polarised views of **them** against **us** and **the world** by appealing to feelings of fear, anger, grief, isolation, inequalities, oppression, internalised discrimination, or resentment among young people whose needs and emotions are neglected by society, which leads to their violent radicalisation and behaviours that might amount to acts of advocacy to hatred; important factors for the use and promotion of hate speech.

Extremist groups thrive by spreading their hateful messages. They use social media to spread propaganda that promote extremist violence. Herein, extremist narratives are to be understood as strategically constructed storylines that are projected and nurtured through strategic communication activities by state and non-state actors, in the attempt to shape how a specific target audience feels about or understands events or issues, and ultimately, guide their attitudes, thinking or behaviour in a manner that is conducive to their aims and goals.

Thus, counter-narratives are understood as strategically constructed storylines that are projected and nurtured through strategic communication; messaging activities with the intention to undermine the appeal of extremist narratives of radical individuals or groups through a wide range of social media, including YouTube, Twitter and Facebook.

A starting point for designing a counter-narrative campaign is research. One should develop a sound understanding of the context and problem, underlying determinants or factors, and where, when and how communication can potentially contribute to a solution. The audience should be carefully defined and segmented on the bases of variables or indicators that requires a thorough needs assessment. Campaigns targeting an overly broad and general target audience run the risk of being ineffective and may be counterproductive.

Figure-5.: Types of counter-narrative campaigns in 12 steps.

This manual focuses on preparing participants to be informed and responsible citizens, to raising awareness on the political, social and cultural rights of individuals and groups, by adhering to freedom of speech and the responsibilities and social implications that emerge from it, and further, develop participants' effective argumentation and the skills necessary to articulate personal beliefs, opinions or behaviours in a respectful manner.

That is, planning, designing and delivering a counter-narrative campaign requires a set of knowledge and skills to identify and analyse hate speech in order to counteract messages of hatred. Furthermore, it requires to strengthen not only argumentative but also media and information literacy aimed at developing digital and critical skills that are needed to counteract online hate speech.

Thus, an effective counter-narrative campaign has three phases: **Inform through visibility**, **Analyse to call for action** and **Confront to make impact**. Each focusing on different aspects of the problem and providing alternatives to respond to hate online.

#### PHASE-1. INFORM THROUGH VISIBILITY

**Spread the word!** Raise awareness about hate speech and its consequences by disseminating information or relevant legal framework:

Here, you want to tell your audience: take a look at our work! The objective is mostly to be seen and recognised as an actor in the field of human rights, and to raise awareness. Your capacity and expertise in engaging with the audience is still somehow limited.

E.g.

Let's consider a NGO that has worked on relevant issues such as human rights or social justice. They might not have the capacity right now to moderate an online discussion and engage with the audience, but they might like to test the waters and maybe have a more advanced campaign later on.

Hence, your campaign will focus on awareness-raising:

1. **Define your goal:** Make it clear, realistic and measurable.
2. **Know your audience:** Invest time in finding and understanding your audience.
3. **Pick a target:** Narrow your target audience down as much as possible.
4. **Monitor and evaluate:** Set up social media metrics and tools.
5. **Choose a medium:** Only use the mediums your audience uses the most.
6. **Tailor your message:** Develop messages of what your audience cares about.
7. **Find a messenger:** Select a messenger that is credible to your audience.
8. **Stay safe:** Prepare for verbal abuse and threats.

#### PHASE-2. ANALYSE TO CALL FOR ACTION

**Listen to your audience and suggest actions to take!** Identify and assess hate speech by analysing common causes, underlying assumptions and prejudices to uncover biased behaviours:

Here, you want to tell them: here is what you can do! Your objective is to be seen, to reach out and listen to your target audience. You also want to show your audience what they can do about the issues they care about by suggesting something concrete they can do. But you might not have the resources or capacity to have dialogue with your audience.

E.g.

Your NGO has reached its first objective; you have put the word out there, and now you are reaching people and your cause is gaining traction. This might mean, in practical terms, that you are receiving likes, comments and shares.

You might want to look at comments to learn from feedback, but you do not have in-house capacity to have a qualified dialogue with those who responded to your campaign. However, you are aware that most have the urge to do something about the issue, so you show them alternative actions. This could mean volunteering at a specific event, etc.

Hence, your campaign will focus on awareness-raising and call to action:

9. **Listen to feedback:** Are you reaching the right people?
10. **Call-for-action:** What should the audience do now? How can they help?

### PHASE-3. CONFRONT TO MAKE IMPACT:

**Establish relationship, help the audience to re-think and evaluate! Report, expos, and respond to hate speech, by writing against and changing the discourse of hate speech:**

Here, you want to engage with your audience and change their mind! Your objective is to help change their attitudes, views, and behaviours about an issue. Therefore, an effective approach to bring about behavioural change is establishing a conversation. Interventions and direct conversations are potentially the most effective part of an impact campaign, but they also require qualified staff with experience and best knowledge about the theme.

E.g.

Your NGO wants to contribute to a social change, or you might work mostly offline and locally with vulnerable young and adult learners, and you want to reach a larger audience and thus, have an even bigger impact by going online. If your NGO has experience online, but lacks the experience needed to engage directly, consider partnering with other NGOs to multiply the effectiveness for both.

Hence, your campaign will focus on visibility, call to action and impact:

11. **Intervention:** Engage individually, have a conversation, make them (re)think or empower them.
12. **Keep on learning:** Invest in an in-depth evaluation to be better next time.

### CHALLENGES COUNTER-NARRATIVE CAMPAIGN

Whereas some actors focus on the content of hate speech online, others emphasise the personal aspect of it by drawing attention to the victims or to the general impact on the community. Regardless of focus, and how well the tools and strategies may exhibit a variety of approaches to develop skills, from basic to more specialised training, effective evaluations are still lacking.

It is difficult to assess whether or to which extent actors are successful in combating hate speech or affecting groups that are most likely to engage in or vulnerable hate speech online. While actors offer powerful instruments to combat hate speech at a structural level, more information is needed in order to understand how individuals integrate newly acquired skills in their work or practices and what impact this has within their communities.

## Handout 5.: Counter-narrative campaign analysis.

### 1. CAMPAIGN STRATEGY ANALYSIS

Goals and objectives of a counter-narrative campaign should be in line with the impact it aims to achieve that is well-defined, measurable, achievable, and resources-bound, in order to contribute to a measurable social change.

Control over message is not strictly assured when it is released on social media. It is thus important to think about different aspects of the message to be perceived as credible by the audience, and act as trustworthy messengers. Selected channels should be frequently used by the targeted audience; combining online with offline activities may be particularly effective. First, assess the potential risks, challenges and limitations when developing a campaign strategy: losing control of the message, counter-campaigns, threats to safety.

### 2. ENGAGING WITH THE AUDIENCES

Encouraging an initial response from your audience will depend on their interests in the content you are putting out and how you present it. High quality content aimed at the right audience will be the most effective way of getting a good response.

- Take a look at posts of other campaigns that you like, use the analytics provided on social media or a trial and error approach to find out the types of content that your audience enjoys. Ask questions and participate as much as if it is the right campaign.
- One way to do this is by relating your posts to trending topics or hashtags to connect with an interested audience. You can also use the same hashtags as your target audience so that your content appears when they search these terms.
- Finally, have an inspiring call to action! That is, tell your audience how you want them to interact with your campaign. It can be anything from: watch this video, like, comment, share or join our network, to more substantial offline actions.

### 3. HOW TO ENGAGE WITH REPLIES OR COMMENTS

This depends on your campaign objectives and the audience you are hoping to reach. If your objective is action and/or impact, then it is very important to be active. Comments on posts can generate interests in your content and give an opportunity to interact with your audience. But if your objective is awareness-raising, interaction is not that relevant.

### 4. DEALING WITH ABUSIVE REACTIONS TO A CAMPAIGN

It is important to remember that some counter-narrative of hate speech campaigns can be challenged or controversial, especially if you are aiming to reach people that might hold extreme views. Thus, be aware that you may receive negative responses or in some cases even abusive, threatening, or racist comments. What can be done:

1. **IGNORE:** if a comment is ignored, an opportunity is missed to engage and potentially cause an audience to rethink, even if only briefly. So, proceed with caution, but do not miss a valuable opportunity to engage with your audience.
2. **DELETE:** if the comment comes from someone who is sincere in their communication, silencing their views or perspectives may further alienate this individual, who may already feel marginalised or frustrated. Purely abusive, violent, threatening, or racist comments can be removed to limit their influence your campaign's conversations.
3. **ENGAGE:** engaging with individuals who write provocative comments online can be effective at making them desist and even change their point of view.

## SESSION-4.2. Brainstorming: three words icebreaker

ACTIVITY	THREE WORDS ICEBREAKER.
<b>Purpose</b>	This session is used to provide the learners with the opportunities for generating new ideas on hate speech in their own thinking. The problem area or the opportunity area learners will create ideas for is defined with a concrete example.
<b>Audience</b>	A variety of audiences: youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, volunteers, etc.
<b>Instructions</b>	<p>Learners are asked to write a specific sentence of three words that describes a situation of hate speech, which they might have observed or experienced in their work, life or practice. Each group will then discuss their sentences to set the orientation of counter-narratives of hate speech campaign.</p> <ol style="list-style-type: none"> <li>1. Issue blank 3 X 5 cards to each participant. Then, ask each to write a three-word sentence, which describes an issue, problem or a situation that often occurs or occurred in their work, personal or professional life that represents a hate speech narrative.</li> <li>2. Tell participants to go to their small groups and then ask each member to share with the group their sentence and the story behind it.</li> <li>3. Upon completion of this initial spontaneous discussion, ask each group to choose one sentence, which reflect their group, by exploring these questions: <ul style="list-style-type: none"> <li>• what is one sentence which you could use to describe your group's overall issue, problem, or situation of hate speech narrative?</li> <li>• could you describe where your sentence falls on the spectrum of information disorder?</li> <li>• through the six-part test of incitement; does your sentence present advocacy of hatred which can be legally prosecuted?</li> </ul> </li> <li>4. To conclude, inform each group that their selected sentence should highlight a clear link between hateful narratives and their local reality, and that it will be used as the title or the theme of their campaigns.</li> </ol>
<b>Debrief</b>	<ol style="list-style-type: none"> <li>1. Ask participants to go to their small groups to make a map of their campaigns and choose a volunteer who will present it to the big group.</li> <li>2. The campaign is examined and evaluate based its quality, strength, and weaknesses in approaching an issue and engaging an audience.</li> </ol>

## SESSION-4.3. Experimenting and practicing workshop

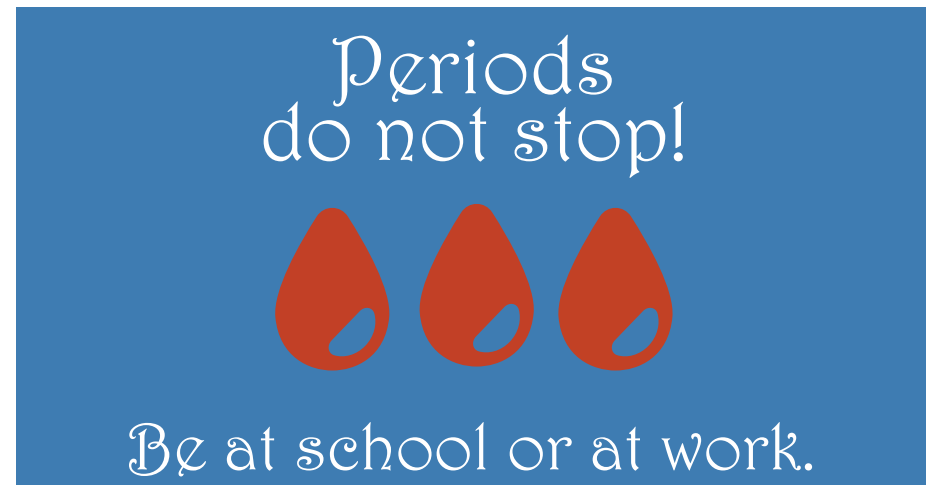
ACTIVITY	WORKSHOP.
<b>Purpose</b>	A brainstorming session combines a relaxed and informal approach to problem solving with lateral thinking. It encourages learners to come up with thoughts and ideas, which can be crafted into original, creative solutions to a problem, whereas, others spark more ideas that unstuck learners out of their normal ways of thinking or doing things in their practice or work.
<b>Audience</b>	A variety of audiences: youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, volunteers, etc.
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask participants to go back to their small groups, and then ask each group to briefly describe the following: <ul style="list-style-type: none"> <li>• What is the theme of your campaign? Your sentence.</li> <li>• What is the expected result or change at the end of campaign?</li> <li>• What is your campaign's goal: how you intend to meet result?</li> </ul> </li> <li>2. Once all groups are done with (1), ask each to set a target audience. This means, to define key characteristics of their audiences, and then narrow them down by age range, language, gender, cultural or social background, and place they live in. Furthermore, make sure that they are clear about: <ul style="list-style-type: none"> <li>• what they care about and why they would listen?</li> <li>• why they would care and interact with your campaign?</li> <li>• why they would share your campaign with others?</li> <li>• why they would change their thinking and behaviour?</li> <li>• where they get their information from? This is where you want to get your message through: your media.</li> </ul> </li> <li>3. Once groups are done with (2), ask them to think about the message of their campaigns and then decided on which medium they will use. Considering how they want to package their message: <ul style="list-style-type: none"> <li>• Videos: short films or animations.</li> <li>• Text: slogans, hashtags, or open letters.</li> <li>• Images: photos or memes.</li> <li>• Online literature: brochures or informative posters.</li> <li>• Offline mode: forum theatre, exhibitions, or literature.</li> </ul> </li> </ol>

## SESSION-4.4

### Planning for application workshop

ACTIVITY	WORKSHOP.
<b>Purpose</b>	This workshop provides learners with the opportunities to work together to create, develop and produce counter-narrative campaigns they are going to implement during their field work, by combining online and offline mediums to reach broad audiences and facilitate community engagement and cohesion.
<b>Audience</b>	A variety of audiences: youth activists, youth educators, or trainers, and other: civil society leaders, rights defenders, volunteers, etc.
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask learners to go to their small groups, to prepare the message and mediums. The packaged message in a medium, should be interesting enough for a targeted audience to engage and interact with it.</li> <li>2. Then, ask each group to set result targets and indicators: the number of people they expect to reach out to, and observable and measurable milestones indicating what we can see, hear, read after the campaign. <ul style="list-style-type: none"> <li>• Inform each group that they can use all the tools available in the room to create, design, take photo, draw, or make videos.</li> </ul> </li> <li>3. Once groups are done with (1) and (2); and ask them to create a "call to action" for the campaign. <ul style="list-style-type: none"> <li>• A call to action asks audiences to do something immediately in response to a message, it makes it clear why it is important. This could be as simple as getting them to share a video, sign a petition, or get involved more directly in a cause or event.</li> <li>• Calls to action should be creative but also realistic.</li> </ul> </li> <li>4. Ask each group to assess Awareness Metrics: metrics that indicate the number of people reached by a campaign (impressions, reach or video views) and demographic information (e.g. age, gender or geographic location) that provides insights to whether the right audience is being reached or was reached.</li> <li>5. Ask participants to assess Engagement Metrics: metrics that show how much people are interacting or interacted with a campaign (e.g. clicks, video retention rates, numbers of likes, comments, or shares).</li> </ol>
<b>Debrief</b>	<ol style="list-style-type: none"> <li>1. Ask participants to go to their small groups and choose a volunteer to present the map of their campaign to the big group.</li> <li>2. Randomly select a 3-jury member to examine and evaluate the campaign's map of the current group based on quality, strength, and weaknesses in approaching their issue.</li> </ol>

Figure-6.: E.g. Menstrual health and hygiene awareness campaign.







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