

BRAVE **NEW YOU**

**Training course for the
youth workers on how to
reach out to disadvantaged
young people**

OUTCOME

**Project:
Brave New You -
RELOADED**



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1. Brief description of the project

Brave New YOU–Reloaded brings communities closer by building trust between different groups of young people as well as capacities to become active agenda-setters and actors for change at both local and European level to co-create more open-minded and inclusive Europe.

The project tackles the issues of lack of participation of disadvantaged and less represented groups in communities around Europe. Through a process of capacity building local and international activities, youth workers and youth organisations will develop competences for reaching out to disadvantaged youngsters and communities. The project empowers disadvantaged young people to be community leaders, to identify and deconstruct hateful narratives, and build more inclusive narratives for their communities.

Aim of the project is to bring the communities closer by building trust between different groups of young people and make them actors for change at both local and European level to co-create more open-minded and tolerant Europe.

The project is gathering 11 partners from 10 countries around Europe. Partners working on local level (Sweden, Estonia, Germany, Slovakia, Slovenia, North Macedonia, Italy, Portugal, Greece) already work with youth in disadvantaged neighborhoods – those young people who, rightly or wrongly, do not do not feel that they are seen, heard or loved, who have no hope for the future and who do not have the tools to influence their own development or the development of their communities or society. These young people are growing up in socio-economic weak areas with high unemployment and poverty and are easy victims to be recruited to violent/extreme groups or go towards inertia, despair and even suicide.

2. Training course for the youth workers on how to reach out to disadvantaged young people

This online training was the first learning activity of the project for youth workers with already some experience in working in local communities. The main aim was to set the baseline and scope of the work for the next parts. It gathered 20 youth workers and youth leaders from the different communities (2 per country), and build their competences on how to reach out to different disadvantaged groups, and how to empower the disadvantaged youngsters to become the community leaders. This training additionally provided space for them to further share practices and analyze which approaches would be the most impactful in their communities.

Each organization developed local actions which will be afterward implemented on local level in order to reach out to disadvantaged young people. Youth workers were working jointly with the leaders of the groups to understand and to identify what were the narratives, analyze which ones were hateful or spread a discriminatory message, and they created a vision on what would they want to see as a change.

Methodology:

This event took place online from the 15th of May till the 22th of June. On each of the 7 days of the training took place 2 sessions which lasted for 1,5h. After each of the days, participants

were obliged to prepare homework for the next day of the training. All sessions were conducted on Zoom platform due to COVID-19.

Methodology of work was based fully on non-formal education and one of the bases for the work was manual of the Council of Europe – We Can! About tackling and deconstructing narratives in communities.

3. Homeworks done by organisations

These activities were carried out during the training course so that the participants of the course could put the previously explained knowledge into practice. These exercises follow a logical order to finally establish a local action plan that they will have to implement in the upcoming months.

Each activity corresponds to a training course session and the deadline was one week. Homeworks should have been prepared before the following session of the course needs to be prepared, in order to be able to try and work on those exercises previously done.

In these sessions, the participants, social workers, shared their activities and local situations with the rest of the participants so that each one of them knew and understood how the reality is throughout Europe.

The purpose of these activities was to focus the work and make the organizations focus on a working group that they would like to reach in order to implement all the knowledge explained and apprehended during the Training Course.

In total each organization completed six activities and these can be found in the following pages.

1) ACTIONAID INTERNATIONAL ITALIA ONLUS – ITALY

AAIT is a member of the ActionAid international federation which works to abolish poverty and inequalities in 45 countries worldwide. Since 2011, AAIT has implemented projects to fight and prevent different forms of poverty including economic, educational and social in Italy. AAIT is convinced that the role youth can play in fighting poverty and injustices, including vulnerable young people living in marginalized and disadvantaged areas.

a. Description of youth at local level

They will work with NEET people. They are youngsters who are neither in employment nor in education or training. Their group is composed by NEETs aged between 16 and 29. These youngsters have been out of educational or professional path for at least one year and their problem are principally their lack of self-esteem and lack of motivation because they are unaware of their skills or do not know how to properly use them all. They had the opportunity to engage NEET people from another project which works on capacity building and self-esteem strengthening through sport

b. Needs assessment of local youth

The group found the main missing resources are human and economic resources. Human resources have to be meant as supportive people working in public agencies, organizations or schools. They found important having a sort of “counsellor” who is appointed to help people find their way/their opportunity. Also economic resources, both in terms of more financing to national and local social services (also school, whom teachers and educators need improvement as they said) and job. Job is targeted as the main tool for social inclusion, because it provides independency, dignity, network, a sense into community eventually. The group is not really sure is those resources are available or not, anyway everybody agree they should be enhanced. Also communication of opportunities has to be improved, because they found there’s no difference when you have resources without knowing it.

c. Identified hate speech narratives at local level

Silvia Romano is a 25- year-old Milanese girl graduated from a school for linguistic mediators for security and social defence with a thesis on human trafficking. She was kidnapped in Kenya while she was on her second volunteer mission. She was released on 9 May after 18 months of captivity. She was initially kidnapped by a group of Kenyan criminals, and then sold to three Somali terrorists from the Al Shabad group. After this, she converted into Islam.

Initially there was a general nationwide euphoria at the news from the president of Silvia's liberation council. However, Silvia arrived in Islamic-Somali dress, and immediately said that she converted freely. Population was injuring Silvia and her family, for making a choice for them "not appropriate" and they also criticize her by expressing hatred towards the Islamic community in general.

d. Action plan for local level which aim to combat hate speech

Their purpose is to strengthen awareness of youngster around the concept of hate speech. In particular, give them the tools and methodologies to understand hate speech in all its components and to be able to recognize the underline negative narratives and build new ones. They have developed a plan with 10 meetings in total in which they will mainly deal with the hate speech and the narrative behind every hate speech. The meetings will start at the end of June 2020 and will end in September or October 2020. The meetings are scheduled to take place online, but this could change into face-to-face meetings depending on how COVID-19 will progress.

2) A.D.E.L. – ASSOCIATION FOR DEVELOPMENT, EDUCATION AND LABOUR – SLOVAKIA

ADEL is an NGO whose main objective is to create educational opportunities for young people and give them new experience and knowledge for their personal as well as professional development and promote active citizenship, civic participation and volunteering through non-formal education, experiential and intercultural learning, social inclusion and active participation.

a. Description of youth at local level

A.D.E.L will prioritize disadvantaged youth migrants group. They come from various countries (e.g. Iraq, Ukraine, Serbia, etc.) However, they will also work with disadvantaged youths from rural areas and economically disadvantaged group of youth.

The biggest issue for these youngsters is language and cultural differences between them and local people. They face xenophobia, hate speech and discrimination. Migrants have limited opportunities and locals judge them with stereotypes. Due all above mentioned, youth has tendencies to live only among their own families and communities, which strengthen the separation.

Youth from rural areas is very often limited by the life happening inside their community/village. Decision makers are often not open-minded and difficult to come up with changes. Youth is forced to travel to larger cities. There are limited amounts and diversity of high schools and extracurricular activities.

b. Needs assessment of local youth

They created a survey to properly know what were their target group's needs. They found out that their targeted group are youngsters living in the Eastern part of Slovakia what causes a lot of problems to those living in the completely opposite side. The differences between regions are highly visible and people living in the eastern part feel overly disadvantaged. In those areas, levels of unemployment are higher because there are less work opportunities and almost no government institution to provide jobs in this area. If they are lucky enough to have a job, they receive low wages, although the prices of services and the cost of living are quite high. People living in East are more xenophobic, indifferent, not open-minded and not pro-European.

c. Identified hate speech narratives at local level

Fights between Easterners and Westerners were always present and visible. People from East are traveling for work to the west and capital and people living in Bratislava are feeling fed by it. There are numerous cases when westerners verbally attacked easterners.

They mainly focus on a video in which an eastern girl is yelled at the bus and despite her. Media should stop show such a big differences and stop focusing on the showing the worst for the views. Media should focus on raising cultural awareness and raising acceptance for all cultures in Slovakia.

d. Action plan for local level which aim to combat hate speech

Youngsters from rural areas are very often limited by the life happening inside their community. Decision makers are often not open-minded and difficult to come up with changes. People are forced to travel to capital city, where youngsters from the Eastern part of Slovakia experience a discrimination, prejudices, taunts: judged very often in terms of alcohol, dialect, accent, undeveloped and poor in sense that everything from technology comes there as last, considered either as farmers, “poor primitives” or Romas.

Their alternative narrative of this problem would be creating events and campaign where people from both parts would get know each-others. The ideal result and relationships afterwards would be the same as we are united in international sport events or other international events when people act as a nation, without a differences. Creating this kind of atmosphere is a main goal. Alternate narrative will include respect for each other, no hate speech, no discrimination, no verbal fights and insults.

3) CENTER FOR INTERCULTURAL DIALOGUE ASSOCIATION – NORTH MACEDONIA

CID is a non-governmental, non-profit youth-led organization that works on national level in North Macedonia. The organization is youth-led, thus their work focuses on many aspects which are of interest for young people. CID is working to create diverse responsible and cooperative communities, where citizens are actively contributing to the social development and integration.

a. Description of youth at local level

Their target group will be composed by disadvantaged minorities as Albanians, Serbians, Turkish and Roma. The youngsters are going in different schools so they do not have a common space/time to engage together. They speak different language so this is a main issue because they usually use English as a common language. Having in mind that they are coming from different ethnic backgrounds some of them do not have the family support due to stereotypes that they have.

b. Needs assessment of local youth

Religious conflicts increased the intolerance, intercultural and interreligious gap within the community, and in that way it has affected the society as a whole, but mostly the young people who receive partial information from the media, the schools and within their family circles. Having this in mind, the segregation is even greater in the eyes of young people from different ethnic communities because of the divided educational system and they have classes in different school buildings (Macedonians and Albanians do not co-exist and study in the same classroom), each on opposite side of the town, have different spaces for socializing and there is no opportunity for them to meet nor communicate.

Here can also be added the youth coming from rural areas that are facing the same problems as the economic/social groups but also they are facing the problem with transportation.

c. Identified hate speech narratives at local level

They focus on a *tweet* that is mainly written to spread the opinion that all Albanians are terrorists or working with terrorists. It is also intended to spread the opinion that the Government is helping terrorists, in order to cause civil riots.

A lot of people have this opinion that the government is taking helping the Albanian “terrorist” but this is not a fact and it is not verified.

d. Action plan for local level which aim to combat hate speech

They will be using the open days in schools to reach the target group and to promote the activity to the young people. Except the schools, they will have also online event on Social Media for the workshop with young people from different nationalities participating: Albanians, Macedonians and youngsters from Roma community. The target age is high school students 15-19 years’ old. They will also develop workshops related to hate speech and its narratives as well

as outdoor games where people can engage and learn more about hate speech through playing games.

4) CULTURE GOES EUROPE (CGE) – SOZIOKULTURELLE INITIATIVE ERFURT – GERMANY

CGE Erfurt e.V. is a non-profit, non-governmental organization based in Erfurt, founded in 2005 and run by young professionals focused on develop and implementing programs in non-formal education for young people and adults to support active citizenship and the integration of all people despite their social status, origin, skin colour, religion, sex etc. in society.

a. Description of youth at local level

CGE mainly focuses on youth from economical, disadvantaged city districts; youth in villages (not Erfurt, Weimar, Jena); people with intercultural background and LGBT+ community. Nationalism and racism are really present in some city district in Erfurt and Thuringia. People living in this region have less opportunities in comparison with young people living in bigger cities. Added to that, youngsters living in small cities and villages in Thuringia have less opportunities to spend their free time.

Some of the inputs from the Young people mentioned:

“The city is boring and there are no offers for teens. You cannot do anything in summer or you already know it inside out.”

“Even the people living here do not convey a good impression among the young people (many old people, drunks and unfriendly people)”

“There are not many new things for us to do.”

b. Needs assessment of local youth

Target group is not aware of the possibilities that already exist in their cities: which interesting projects are happening or which community they can go to express themselves and feeling connected. Especially the rural group. Several zones in Thuringia, are having the issue with negative thinking group of demographic who are anti migrants and these groups are radicalized. Some youngsters are not really interested in this kind of project and do not really know what to do with themselves (low-self-esteem).

Today we have a highly fragmented society, and everyone largely stays in their own bubble. Young people feel the need to have a space where they can interact with each other on eye-level among the different groups. Additionally, self-empowerment is such an important factor in people’s lives that can prevent radicalization and help mitigate gaps between different [groups of] people on a grass-roots level. It is an antidote.

c. Identified hate speech narratives at local level

One of youth workers from CGE shared a hate speech situation he experienced once. He was at the park and some people starting saying to him things in German because they thought he could not understand what they said, but he did. They were telling him to go to Buchenwald which was a concentration camp time located in Weimar, a small city in Thuringia. The purpose of the camp is to combat political opponents, persecute Jews, Sinti and Roma, and permanently ostracize “strangers to the community. It is not long before Buchenwald has become a synonym for the Nazi concentration camp system.

At first, the tone was friendly but once he answered them, he realized it was a hate speech towards him as they started to change their tone. Right wing is still alive in Germany and many people use fake news to enforce those hate feeling thought minorities.

d. Action plan for local level which aim to combat hate speech

Until spring 2021 they will be implementing a cultural event or series of events with 10 participants per event to show the importance and value of different cultural backgrounds and identities for the society e.g. by organizing some intercultural dinners/ gaming nights, storytelling and reading sessions or a street festival.

Together with the young people, the youth workers from CGE want to show the importance of diversity and different cultural backgrounds and identities for the places and the society they live in to discredit a xenophobic hateful narrative.

On 17th of July, they will have the local action workshop with young people. During the workshop they will work in detail about the next steps, project plan and preparation for implementation of the local actions.

5) MLADINSKI CENTER BIT ZAVOD ZA DRUGO IZOBRAZEVANJE, IZPOPOLONJEV – SLOVENIA

Youth center BIT is an organization that works in the public interest in the field of youth. Their main fields of work are youth work, educational tourism and development of local community. For this purpose, they are running an alternative cultural club, an information office and a touristic-educational center.

a. Description of youth at local level

Their target group is mainly composed of High School students and other young people from rural area. Young people of rural area who are not participating in already ongoing youth activities on local level and are not involved in other activities in local community because of their social status, bad transport connections, etc.

b. Needs assessment of local youth

Young people are not encouraged to think critically about processes and situations in society they are not able to critically evaluate narratives behind messages from social media, mass media, and local environment, they are not aware of their potentials and that working on their ideas can make a difference in society.

Youth from Southeastern part of Slovenia experience much fewer opportunities in almost every area of life, much less cultural events and insufficient infrastructure.

c. Identified hate speech narratives at local level

There is a fight between two groups of employees in Črnomelj High School. It escalated to the point where the local media is reporting about it and also students write hateful articles about it. It affected also other local political activist which have a lot to say about it on social media. It is not directly connected with political parties but there are opposition and coalition among employees

d. Action plan for local level which aim to combat hate speech

All people to go over conflicts and to start working together. The school needs strategic plan what to do and how to do it. Number of newly enrolled students is decreasing because they rather choose the same school 40km away.

The school is of a high quality when compared to other similar Slovenian schools, just some people working there are making a mess, which has only negative consequences.

They will implement a plan based on three main activities: open debate in school, mediation and press conference to combat this differences found inside the people working in the High School.

6) MOJU – ASSOCIACAO MOVIMENTO JUVENILEM OLHAO – PORTUGAL

The Organisation MOJU – Associação Movimento Juvenil em Olhão was founded on the 16th October, 2007 in Olhão, Portugal.

MOJU is a youth organisation which works at local level, is non-profit making, and independent of all political, syndicalism or religious affiliation. The aims of the organisation are:

Encourage active youth participation in society, directly or indirectly;

Develop activities (inter)cultural, educational, social, sportive, recreational and environmental aimed at overall development of young people in Olhão's municipality;

Promote discussion and dissemination of information about the needs and aspirations of Olhão's municipality youth, to contribute to the development and implementation of appropriate local policies;

To collaborate with public and private, national and international entities, aiming the development and implementation of the objectives described above.

MOJU aims to contribute to the development of a space where young people can express their opinions and participate in decision processes, in an active and sustainable way. We believe that youth involvement in the development of active participation in society is essential to increase the feeling of belonging and to promote a better quality of life of youngsters in their communities.

a. Description of youth at local level

MOJU works mainly with disadvantaged youth coming from different backgrounds, but mostly social project neighbourhoods. They are from disadvantaged families living in a social neighbourhood who often end up witnessing shootings, raids, drug related issues and other social problems.

These young people suffer great discrimination due to their social and economic level, family problems related to drugs, violence and alcohol and with difficulty meeting new people

For this project our working group is composed of 9 youngsters from a diversified background, including socioeconomically disadvantaged families living in social projects neighbourhoods to young people from middle-class families. They all struggle with some issues related to gender expression discrimination, racial discrimination, psychological problems, bullying, domestic violence, and others social issues. All of these young people study in the Children Care Technician class, and suffer a lot of discrimination from the rest of the school and society.

b. Needs assessment of local youth

Social neighbourhoods are spaces of exclusion within cities. They are usually places where young people grow up surrounded by negative stereotypes that contribute to further discrimination, maintain the cycle of social exclusion, in addition to the impact on the well-being and future life of these young people. Being involved in these exclusionary environments tends to perpetuate negative generational cycles that have implications beyond the most obvious situations and have long-term impacts.

Additionally, there are other risk factors for the young people with whom we have intervened which include situations of bullying, mental health, domestic violence, discrimination on the basis of race or gender expression.

These factors alone or added to the experience of social neighbourhoods foster serious situations of discrimination and victimisation of hate speech.

c. Identified hate speech narratives at local level

Working with a young group from such a varied background, we've been able to work on a lot of topics. Sometimes it is difficult for the group to pinpoint just one main issue, so we have been taking our time exploring different strategies and topics. We have experienced a lot of non-formal education activities in different and exciting settings to explore the issues, push our conceptualization skills, and to help us reflect on several ideas. Finally, we selected discrimination on Race, Gender Expression, and School progress/expectation

Q. is the only boy in a class of 13 youngsters from Child Care Assistant, from Olhão Secondary School. Now, at the age of 17, Q is constantly discriminated for the options he makes in terms of gender expression. This situation has been going on for several years and has already given rise to very uncomfortable situations. Q. feels accepted in this class by his colleagues. Several classmates take up this issue and refer to moments and other colleagues who have been discriminating Q. They speak openly about the topic and show outrage in relation to what Q. has gone through and continues to go through. This was one of the topic

M. is a 17-year-old girl from Olhão Secondary School who is of African descent and was born in Portugal and has always lived here. Her life has several episodes of hate speech and discrimination based on people's ignorance, of all ages. Throughout her life she has been confronted with random negative comments about her skin colour, her hair, her ethnicity, as if there was something wrong about her body. These more subtle statements became part of her experience and built a more fragile identity. She says that her friends and classmates accept her as she is, they talk about things and sometimes she is able to talk about it without feeling inferior. This was the main topic the group decided to tackle, making its aim at dissemination and awareness.

Racism is an extremely important issue important and it's still very present in our society and everyday lives. It was the personal experiences and the group reflections on this topic that led the students of the Childcare Support Technicians class at Secondary School, together with MOJU, both from Olhão, to tell David's story.

d. Action plan for local level which aim to combat hate speech

Initially we worked a lot on awareness and capacity building of the participants, making sure they knew about the topic and had the skills and competencies to tackle it, because they were 16 and 17 year olds.

One of the aims of the Brave New You Project would be the creation of counter narratives, that meaning, creating ways of promoting and disseminating messages that offers a positive alternative to hate speech. We decided to create something that would act on an early prevention perspective and, in addition, something that the group could use in their professional setting. So, we wrote a book for children! We think this is an awesome way to reach little children aged between 4 and 6 years old, and sending messages of tolerance, acceptance, and inclusion.

The children's book "This is my home" is intended to be a playful pedagogical tool for technicians and professionals in the field of childhood to introduce or deepen the issues of discrimination and hate speech, namely the issue of racism.

We have been focused on spreading the book "This is my home", and we have already made several presentations and will keep on doing it, making sure we disseminate acceptance and equality.

We are focused on continuing to spread the book and to build more tools to enable all people to fight against hate speech.

7) RAINBOWHOUSE – BELGIUM

The RainbowHouse is one of the biggest umbrella organisation in Belgium working on supporting and improving the life of young LGBTQI+ people. It harbours more than fifty member associations, including culture associations, feminist groups, sports clubs, associations for lifelong learning, for young people, for senior citizens and others.

a. Description of youth at local level

LGTQBI* youth: youngsters who have a gender identity, sexual orientation or gender expression that doesn't correspond to the heteronormative societal frame. LGTQBI* youth is particularly disadvantaged in society. They suffer discrimination due to their queerness. Little or no adequate representation of their identities and they also have higher risks of mental and physical health problems.

Target group is aged between 16-30; 16 is the minimum since younger queer people have to deal with a lot self-questioning and self-finding and may not be as ready and confident.

b. Needs assessment of local youth

They created a survey to identify the individuals of the community, their sociological profile and their needs and wishes. They used tools as mails, survey, etc to reach to participants.

Through those steps they found out the needs in their target group: queer spaces, spaces in chosen non-mixity, spaces with a higher representation of racialized LGTQBI* people (cafés, bars, parties). Artistic queer spaces with a focus on artists of color (open-mics, concerts, expositions) or sportive queer spaces (such as swimming since public swimming publics aren't adapted at all to a LGTBQI* public, self-defense workshops, fitness centers)

c. Identified hate speech narratives at local level

Comments under the publication on Facebook of a video where a transgender woman speaks about her daily life & struggles. The video was posted on Mai 17th 2020 by the RTBF, an official well-known French-speaking Belgian journal.

The comment is intended to spark a transphobic hate wave and insult transgender people. It dehumanizes and degrades the targeted group, transgender individuals. It also incites to less sensitivity on transgenderism by using "humour" and invoking individual's liberty of speech and thinking.

d. Action plan for local level which aim to combat hate speech

They have created a plan to establish until October-December 2021 where they will try to combat hate speech against LGTBQI* community by educating and informing on gender identity, sexual orientations and gender expressions. They will encourage LGTBQI* individuals, especially youngsters, to embrace their identities and empower the LGTBQI* participants. A series of materials that will raise awareness and visibility will be also created, developed and disseminated.

8) SAUGA AVATUD NOORTEKESKUS – ESTONIA

SAUGA is an organisation whose aim is to provide young people of the city and the region with different type of activities and non-formal education programmes which would result in improved new skills, knowledge and attitudes, but also space for young people to organise and spend their time in quality and meaningful way.

a. Description of youth at local level

Young people aged between 14 and 30 of rural area and sparsely populated areas who have limited possibilities and options to take part youth work and community opportunities.

They suffer several difficulties as great distance between home and youth work facilities, great distance between home and community centres, bad transport connection; or their parents work until late hours and have no possibilities to support their children with transport and/or time.

b. Needs assessment of local youth

Target group are required several needs as attention from parents; help of dealing the alcoholism; right to make a decision or be part of making a decision (in a family). Parents can be too decisive. They will need more privacy (in certain age, more understanding from parents, etc.); help to find solutions for money problems (economic issues in a family, how can young people be more helpful or where parents could ask/find help to support each other, affects family relations); old fashioned school system is not motivating for young people. Multiply absence from school, boring and too much homework (less creativity), less individual approach, misunderstanding from teachers and school staff; An important part of young people's lives are friends. They need to have time for each other, good examples, trust between each other and not taking advantage of each other. It seems that many young people are being friends with somebody to take advantage of someone. Young people need true friends in their lives.

c. Identified hate speech narratives at local level

“*Radar*”, an investigative TV show, set up a shadow account on Facebook through which it also became a member of several closed groups. Most of the comments in the posts were negative and also there were photo collages that disparage and humiliate the President and members of parliament are abundantly distributed. “*Radar*” found the most material like this about the *Social Democrats* in this and others Facebook groups.

d. Action plan for local level which aim to combat hate speech

They will be implementing a plan based on bringing young people from their community together in order to make them open minded young people who inspire others with their tolerant world view. This plan is also planned to make people more confidence to participate and involve other young people to take actions.

They will develop activities for people to get to know each other and strengthen their capacities and abilities.

9) STIFTELSEN FRYSHUSET – SWEDEN

Fryshuset is a well-known organisation whose main objective at the very beginning was to address the social issues youth are facing by opening up new prospects for change. Fryshuset has been widely acknowledged for its social work, education and sports and cultural activities in Sweden for 35 years, due to numerous prosperous social projects commissioned by among others the Swedish government, municipalities, corporate and private companies

a. Description of youth at local level

Their target group will be composed by foreign people; people who live in a socioeconomic distribution; refugees; young boys who are involved in gang related violence and people who have lack of trust in authorities. Some of them suffer from segregation, others are young people who focus on the wrong things like criminal activities and drugs: they take the wrong path or society forget about them.

b. Needs assessment of local youth

Discuss and have a dialog about how their situation is and how they feel about their position. Include people from these certain areas in projects, make them feel heard and needed. Involve authorities, discuss. Through letting young people voices be heard and their stories they will feel more important. If they feel an inclusion, it might change their attitudes towards the rest of the society, for example the police and politicians. The young people need to talk about their disadvantaged position in society.

c. Identified hate speech narratives at local level

They focus on a local news page where they update about different facts. Every time something happens in Vivalla the area that the social worker is from, they portray it in a very negative way even if something positive has happened. The way the journalists are writing makes it worse for us people who live here because it builds a picture of the rest of the society about us and how we live. This leads to that people have expectations on how we act which means that a lot of young people become disappointed of how their area they are from can affect them so badly.

d. Action plan for local level which aim to combat hate speech

They want to strengthen the young girls and boy's confidence in our society. Especially the boys between the age of 12-25 years old that needs role models other than criminality. A lot of people do not believe in them and it is something they often get to hear. Expected results is that these kind of gathering becomes popular amongst the youth.

Their plan is to have groups meetings and events. They have planned to start in Autumn. Regarding to meetings, depending on how popular they will get, they will arrange those 2-4 times.

Events are expected with 50-80 people. They will invite local people and different authorities. They will people speak about whatever they want. Invite police for dialogs with the youth.

10) UNITED SOCIETIES OF BALKANS (USB) – GREECE

USB is a non-profit, non-governmental organisation based in Thessaloniki, Greece working in the field of youth, human rights and intercultural dialogue concern the defence of human rights and the intercultural dialogue, the organisation of youth related projects such as youth exchanges and training courses, which can bring young people from Balkans and Europe together.

a. Description of youth at local level

Marginalized citizens in Thessaloniki are mostly considered those living in the suburbs with no access to facilities or public affairs. What is more, there is hate speech against them not only for their origin, location, way of living, living standards and lifestyle of the area, but also for plethora of other identities that they carry and is difficult to express because of the general oppression in the society, but also because they live in these specific areas.

b. Needs assessment of local youth

From the survey to know about their group's needs they conducted that the main needs are: health and human service providers, public transportation, sports facilities, public affairs. Some of them do not exist at all and some others need to be developed and improved. The data collected also showed a need for better communication between parents and teens, education programs, suitable teachers, youth workers, community leaders. Additionally, there are claims about poor housing quality and affordability, criminality, early school-leaving, young labour and financial support among family members. Young people of the area are not always aware of their rights and chances.

c. Identified hate speech narratives at local level

They explained a case of hate speech against LGBT+ community. A Greek Orthodox bishop achieved notoriety for his support of the far-right, anti-immigrant Golden Dawn party. A blog post he wrote about gays in 2015, calling them "the scum of society" and urging people to spit on them, led to his being convicted by a local court of hate speech in January 2019. He was given a seven-month suspended sentence.

d. Action plan for local level which aim to combat hate speech

They have planned workshops and modules that will be pointed to show the participants the importance of fighting against discrimination, prejudice, racism and xenophobia. Participants will develop transversal skills with underlining empathy, inclusion and critical thinking. Participating in the project will influence the self-respect and confidence of all the participants.

The goal of this project is to show the need to include other opinions, respect human rights, be tolerant as well as empathical and inclusive. To allow the participants to get familiar with the European strategies and practices. To provide the participants with non-formal educational tools and methods to stimulate intercultural dialogue & promote human rights and equality.

They will be implementing and developing different types of activities in order to create familiarity among the members, establish own code of conduct and bring people together as well as respect each other.

4. Training Course Evaluation

At the end of the Training Course, participants were given the opportunity to share with trainers their final impressions of the whole course.

Most of the comments were mainly positive about the experience regarding it was an online training. Here are some of the comments they gave:

- We could formulate a hateful narrative on our own
- We learned about hate speech. It was a good workshop
- Sharing our realities and the work we do with people working in the same field around Europe
- I got to know how to properly work with local groups by using all the tasks step by step

As it was the first activity which has been held on-line instead of physical meeting participants also expressed their opinion about methodology and tools. Most of them were optimistic and enthusiastic about online training, although for some of them it was their first online training course. They were split into small groups several times to share their work: this way many of them felt fulfilled and learnt more about the project and their colleagues' job.

5. Templates for each homework

a. Outreach plan

Disadvantaged youth group	Brief description of this youth group	Behavioral patterns the group follows	Proposed action(s) to reach out to group	Expected result after reaching out	Timeline and in charge team member

**Please add more rows if necessary*

Explanations:

Disadvantaged youth group – name a youth group in your local community that has been disadvantaged based on some criteria.

Brief description of this youth group – Briefly describe why they have been considered as disadvantaged, how many young people belongs to this group, how they have been seen from the majority population, issues and challenges they have faced with, etc.

Behavioral patterns the group follows – Their lifestyle, level of (self)-isolation, created communities and influencers, communication models, any public engagements, role models, etc.

Proposed action(s) to reach out to group – How to reach out to this group (e.g. public meetings and events, online communication, social media, surveys, etc.)

Expected result after reaching out – Please specify what could we expect if reach out to them (e.g. more information, examples of hate speech and harmful narratives, etc.)

Timeline and in charge team member – Please specify due dates and in charge personnel

b. Need assessment

1. Need assessment’s aims and objectives. *What do we want to achieve by assessing the needs of selected disadvantaged youth group(s)?*

2. Brief description of disadvantaged youth group(s) which needs are about to be assessed.

3. Planned methodology for need assessment implementation - *tools and approaches in assessing needs of selected disadvantaged youth group(s)*

4. Please specify types of challenges that disadvantaged youth group(s) have experienced?

5. **Desired Connections** of disadvantaged youth group(s): What kinds of people, places or opportunities they would like to be more connected to? How do they think those people, places or opportunities could help them?

6. **Obstacles:** What keeps them from being connected to the people, places and opportunities they talked about? What would help to improve the connection?

7. **Missing resources:** What resources do they need from the community as they move along the path to social inclusion? Are these resources already available? Are they easy to access? Or do they need to be developed or improved? What—specifically—needs to be developed or improved?

c. Hate speech

Identify an example / case of hate speech in your local/national surrounding and analyze it according to the elements:

- Content
- Tone
- Context
- Targets
- Potential implications
- Intention

e. Local action plan

ORGANIZATION	
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COUNTER/ALTERNATIVE NARRATIVE THAT YOU WANT TO IMPLEMENT /provide description of your newly created counter/alternative narrative)	
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OBJECTIVE(S) YOU WANT TO ACHIEVE	
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Please add rows if necessary

Activity	Brief Activity Description (including expected number of participants, target group, place, etc.)	Timeline	Needed Resources (e.g. money, volunteers, equipment)	Expected Result(s)	In charge Personnel