sCAN Advanced Monitoring Training

Manual

For more information:

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sCAN – Specialised Cyber-Activists Network

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Federal Ministry
Republic of Austria
Social Affairs, Health, Care
and Consumer Protection

Disclaimer

Contents

About the Project

The EU-funded project sCAN – Platforms, Experts, Tools: Specialised Cyber-Activists Network (2018-2020), was coordinated by Licra (International League Against Racism and Antisemitism, www.licra.org), and aimed at gathering expertise, tools, methodology and knowledge on cyber hate and **developing transnational comprehensive practices for identifying, analysing, reporting and counteracting online hate speech.** This project was based on the results of successful European projects already realised, for example the "Research, Report, Remove project: Countering Cyber-Hate phenomena" and "Facing Facts", and strives to continue, emphasize and strengthen the initiatives developed by civil society for counteracting hate speech.

Through cross-European cooperation, the project partners enhanced and (further) intensified their fruitful collaboration. The sCAN project partners contributed to selecting and providing relevant automated **monitoring tools** to improve the detection of hateful content. Another key aspect of sCAN was the strengthening of the **monitoring actions (e.g. the monitoring exercises) set up by the European Commission.** The project partners jointly gathered knowledge and findings to better identify, explain and understand trends of cyber hate at a transnational level. Furthermore, this project aimed at developing cross-European capacity by providing e-learning courses for cyber-activists, moderators and tutors through the Facing Facts Online platform.

About sCAN – Platforms, Experts, Tools: Specialised Cyber-Activists Network: www.scan-project.eu

About Facing Facts Online: www.facingfactsonline.eu

About the EU Code of Conduct on Countering Illegal Hate Speech Online: https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combatting-discrimination/racism-and-xenophobia/eu-code-conduct-countering-illegal-hate-speech-online_en

sCAN was implemented by ten different European partners, namely CEJI-A Jewish contribution to an inclusive Europe from Belgium (ceji.org), CESIE from Italy (cesie.org), Human Rights House Zagreb from Croatia (humanrightshouse.org), jugendschutz.net from Germany (jugendschutz.net), Latvian Centre For Human Rights from Latvia (cilvektiesibas.org.lv), Respect Zone from France (www.respectzone.org), Romea from Czech Republic (www.romea.cz) and the University of Ljubljana, Faculty of Social Sciences from Slovenia (www.spletno-oko.si) and ZARA – Zivilcourage und Anti-Rassismus-Arbeit from Austria, (www.zara.or.at). Additionally the International Network Against Cyber Hate (INACH) functioned as associate partner (www.inach.net).

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ONLINE COURSE ON **HATE SPEECH**

www.facingfactsonline.eu

The sCAN project was funded by the European Commission Directorate – General for Justice and Consumers, within the framework of the Rights, Equality and Citizenship (REC) Programme of the European Union.

About the sCAN Advanced Monitoring Trainings and this Manual

The sCAN project's core mission – namely, the development of transnational comprehensive practices for identifying, monitoring, analysing, reporting and counteracting online hate speech – forms the foundation for this training manual. The project includes the design and implementation of advanced monitoring trainings for project partners and counter-activists. Between 2019 and 2020, four trainings were organized by the project partners from France, Italy, Austria, and Belgium. In total, 70 participants from all over Europe took part in overall four trainings held in Paris, Palermo, Vienna, and Brussels.

Designing the training was an interesting challenge, as the invited participants had a diverging knowledge base about the phenomenon of online hate and the ways to monitor it. Therefore, the training had to build on a defined common ground: the need for strengthening the network of European counter-activists by sharing tools and counterstrategies. The training focused on exchanging tools for raising awareness in order to equip those already very active in the field with an engaging training methodology and to widen the circle of informed and alerted citizens throughout Europe. Furthermore, the aim of the training was to understand monitoring exercises as important tools to raise awareness and to counteract online hate. Systematically collected and analysed data support the understanding of the problems and challenges of the phenomenon of online hate and help to measure the impact of counterstrategies.

The title "advanced monitoring training" required extended elaboration of the topic. For sure, nobody expected to be miraculously turned into a monitoring professional within 1,5 days of training. Nevertheless, the training focused on two phases of any monitoring project: the conceptual phase and the phase of dissemination. On the one hand, the planning and designing of a monitoring exercise is crucial for generating purposeful results and on the other hand, the reporting of monitoring data is essential for bringing forward meaningful data-based messages aiming at raising awareness and facilitating change.

The manual is designed for those who are engaged in countering hatred online – ideally with some previous monitoring experience – and for those with experience in conducting workshops, seminars or other group learning activities. The training methods presented here and the activities proposed are all well tried and tested, thoroughly described and selected to encourage participants to exchange their knowledge, experiences, and ideas among each other.

We hope that this manual on awareness raising, monitoring, and countering hate speech will be of support and uplifting to all those courageously countering hatred online!

May change succeed!

All the best,
Karin Bischof
Dieter Schindlauer
Anna-Laura Schreilechner

About the Trainers

Karin Bischof has been responsible for the methodological choices and the spirit of the sCAN Advanced Monitoring Training, especially for the parts on awareness raising, for conceptualizing monitoring exercises, data visualisation and human rights reporting. She is an internationally experienced monitoring & evaluation specialist, trainer, and process facilitator in the field of human rights, anti-discrimination and equality. She holds a Master's degree in Program Evaluation (University of Melbourne) and in Social and Cultural Anthropology (University of Vienna). She has implemented 500 trainings, trainings of trainers, and capacity building programs with various stakeholders ranging from equality bodies, public administration, police, judiciary, CSOs, media representatives to educationalists. She has specialized in awareness raising methods, participatory process facilitation, monitoring and evaluating of societal change endeavours as well as in strategic and effective reporting. As short term expert she has contributed to various EU projects, with a focus on the Western Balkans. Currently she is involved in setting up a monitoring and evaluation system for the Austrian Ombud for Equal Treatment, and for the sCAN project partner organisation ZARA – Zivilcourage und Anti-Rassismus-Arbeit.

Dieter Schindlauer is a very experienced diversity trainer and adviser to local, regional and national governments. Since 1999 he has worked as an associated senior researcher at the Ludwig Boltzmann Institute of Human Rights, as trainer and consultant for issues of equality and non-discrimination and within the civil society movement. He is a founder and head of two leading anti-discrimination NGOs, ZARA – Zivilcourage und Anti-Rassismus-Arbeit and the Litigation Association of NGOs Against Discrimination. So he has a lot of practical experience in advocacy for and counselling of victims of discrimination.

As the Austrian member of the Network of independent legal experts in the non-discrimination field that provides independent information and advice on the implementation of the Anti-Discrimination Directives in all Member States to the EU Commission he is up-to-date with all important developments in this respect throughout the EU and beyond. He has developed specific training methods for dealing with discrimination, hate speech and online hatred, which have proven to be highly valuable for many different target groups like civil servants, police officers and members of the judiciary as well as social workers, members of civil society organizations and politicians. As key expert/short term expert he has contributed to various EU projects, with a focus on the Western Balkans and Turkey. He is currently the team leader for the EU project "Support to the Ombudsperson Institution in Kosovo".

Anna-Laura Schreilechner was responsible for co-conceptualizing, coordinating and implementing the sCAN Advanced Monitoring Training sessions in Paris, Palermo, Vienna and Brussels. She is the coordinator of (trans-)national cooperation at ZARA – Zivilcourage und Anti-Rassismus-Arbeit. She currently manages ZARA's EU projects V-START (www.vstart.eu) and sCAN (www.scan-project.eu) and national as well as local projects focusing on (digital) civil courage and (online) counter-strategies. Her tasks on top of managing projects include conceptualizing new projects, coordinating and drafting different kinds of publications, as well as networking with grassroots organizations. These activities give her the opportunity to combine her theoretical and practical knowledge around the phenomenon of racism, hate crime, (online) hate speech, intersectionality and related (historical) social movements. Prior to her employment at ZARA, she was involved in European (research) projects, which focused on (shrinking) spaces for civil society

and civil society's role and activities in the field of asylum, refugees, and integration. As coordinator of international conferences, she has gained extensive experience in the field of (trans-) national networking. She studied African Studies, focusing on racism research, global power structures and history, at the University of Vienna. Currently she is pursuing a master's degree in political science.

Training Participants

» *"Definitely one of the far better workshops I've been to recently, and I will for sure be recommending it to others."*

» *"The great point is that information was presented in very illustrative way (posters, tables)."*

» *"I liked the part on effective reporting the most!"*

» *"You are doing a good and very important job so keep it going. It was very interesting and engaging."*

» *"Lots of insights. I like the IN-ACH-database and the way we discussed the different monitoring approaches! The discussion on definitions was very important. It could have been more about the technical side of monitoring."*

» *"There is a lot of hate speech in politics in my country and this course made me see clearly how to raise awareness of my students to counteract against this flaw. Really liked it a lot!"*

» *"I loved it! You did an amazing job! I have now a much deeper knowledge about hate speech and, most importantly, what I can do to counteract (...). The training was conducted in a very clever way, which conveniently combined knowledge with active social interaction and self-awareness. This is priceless! Even this (the structure) was a learning moment for me."*

Exemplary Agenda of a sCAN Advanced Monitoring Training

Day 1

8.45	Welcome coffee
9.00	Introduction trainers, training objectives, and agenda
9.15	Introduction 2.0
9.45	Logo salad
10.15	Setting ground rules
10.30	Coffee break
10.45	Concentric circles
11.15	Four fields of personal experiences
12.00	Lunch
13.15	Defining hate speech for the purpose of monitoring
14.15	Get to know data collection systems for monitoring online hate (EC monitoring exercise)
15:30	Coffee break
15.45	Get to know data collection systems for monitoring online hate (INACH database)
16.45	Check Out Ceremony
17.00	Check out

Day 2

9.00	Welcome coffee
9.15	Effective human rights reporting
10.15	Coffee break
10.30	Online chat: "Raisin' the question"
11.15	Posters of counteractions
12.15	Check out ceremony
12.45	Next steps
13.00	Farewell

PART A – About the Trainers' Role and Responsibilities, and a Quick Guide on the Art of Debriefing

Trainers' Role and Responsibilities

Trainer:
Input and out-put oriented

Facilitator:
Process orien-ted and output neutral
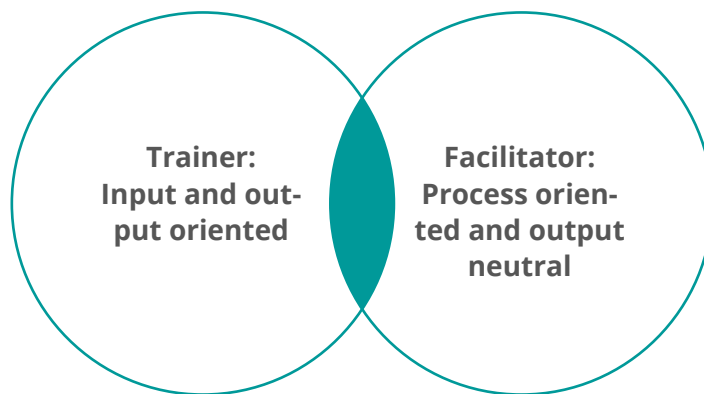
FIND THE RIGHT MIXTURE!

→ Create an environment where learn-ing and exchange of views is support-ed (room, material, time, break, food & drinks).

→ Define the programme and facilitate suitable activities.

→ Be clear and structured.

→ Keep focused on the defined objectives (of training & activities).

→ Choose diverse methods to acknowl-edge different learning styles (visual, auditory-musical, verbal, physical, logi-cal, interpersonal, intrapersonal).

→ Raise Awareness.

→ Transfer information and equip partici-pants with knowledge and skills.

→ Take the experiences and skills of the participants as the main resource of the training.

→ Initiate discussion and provoke reflec-tion.

→ Keep group process safe and going.

Source: Bischof, K. (Ed.). (2016). Awareness raising for equality. Manual for trainers. Education. Ludwig Boltzmann Institute of Human Rights. Office for Good Governance within the Prime Minister's Office in Kosovo. Retrieved from https://bim.lbg.ac.at/sites/files/bim/attachments/education_eng.pdf

A Quick Guide on The Art of Debriefing

Keep in mind: The activities – especially those aiming at raising awareness are more than funny games that lead to a group discussion. Awareness raising activities need to be thoroughly debriefed. It is during the process, that the participants get the time to digest the experience of the activity and when the learning happens. Each activity can be debriefed by using or adapting questions summarized below. Ideally, the debrief follows the 4 phases described here:

In this manual, the activities that mainly raise awareness are labelled as such. Find each activity described thoroughly and take a look at the activity objectives and description of task where you can find even more ideas for the debrief or at least suggestions for facilitating a plenary discussion.

Phase 1: Reporting about personal experiences of the activity.

→ In your opinion, what happened in the activity?

→ What did you experience / observe in the course of the activity?

→ What did strike you?

→ What did you like/dislike about the activity?

Phase 2: Connecting the issues touched by the activity with the personal lives of the participants.

→ Have you experienced something like this in your life?

→ How is the activity connected with our lives?

→ Did you notice / observe / experience something similar in your own life?

Phase 3: Generalizing: Draw connection with the overall topic.

→ What aspects of _____ are touched by the activity?

→ How does the activity relate to the topic of the training?

→ Why do we use this activity in this training about _____ ?

→ What do we learn from this activity about _____ ?

Phase 4: Optional: What's next?

→ And now? What could we do to improve this situation?

→ What could be the next step?

→ Can we do something about it? What's next? Any experiences / ideas?

Source: Council of Europe. (2012). Approaches to human rights education in compass. Experiential learning (learning through experience). Compass manual for human rights education with young people. https://www.coe.int/en/web/compass/approaches-to-human-rights-education-in-compass

PART B – Training Activities

Note on training activities' sources:

The following training activities do not have one single specific source but are based on longstanding training experience, exchange with training colleagues, and a wide range of training manuals (see Bibliography).

Introduction 2.0

Introductory Phase

Objectives
→ Ice breaker
→ Getting to know each other
→ Reflecting on the main characteristics and differences of online communication versus offline communication)

Method / Setting
→ Individual work supported by a working sheet
→ Presentation of results in the plenary
→ Circle of chairs

Time Frame
→ At least 30 minutes

Material
→ Printed working sheets (find a template below)
→ Pens

Instructions

Invite the participants to introduce themselves in a slightly unusual way right at the beginning of an offline training. Instead of a classical verbal introductory round, the participants are asked to write a short self-presentation using 280 characters only. Show them that there will be working sheets provided for this task.

The restricted character count is inspired by the online news and social networking service Twitter that allows a maximum of 280 characters per message ("tweet"), only.

Make clear that there is no need to be familiar with Twitter as some participants might mention (or feel hesitant to mention) their lack of Twitter-experience. Kindly remind them that they might have had previous experiences with introducing themselves at any online portal or just enjoy doing so for the very first time. Encourage them to think of the peculiarities of online communication: they might use single words or groups of words (phrases), hashtags, emojis, or links for their self-presentation.

Hand out the working sheets and pens. The participants have 5 minutes to fill in the 280 characters. As soon as the majority of the group appears to be ready, announce one more minute for everyone to finish. Then, ask each participant to read out loud their self-presentation.

Debrief

→ To what extent are you familiar/unfamiliar with online communication? And:

→ Was it easy/difficult to be limited to 280 characters?

→ What are some of the main characteristics – benefits / difficulties – of online communication in comparison with face-to-face offline interaction?

Introduction 2.0

Logo Salad

Introductory Phase

Objectives
→ Getting to know each other
→ Getting familiar with the overall topic of online hate speech
→ Getting acquainted with different (and new) world of social media services
→ Reflecting on the main features of certain social media services
→ Reflecting which social media services are commonly associated with harmful or hateful discourses

Method / Setting
→ Individual reflection
→ Group work and/or plenary discussion
→ Circle of chairs

Time Frame
→ 15 - 30 minutes

Material

→ Search online, print and cut out a variety of logos of different social media services.

→ Include well-known text-based sites, such as blogs and online newspapers, messengers, such as WhatsApp and Signal, social networking sites, such as Facebook and Instagram, as well as content-providers, such as YouTube and TicToc. You might want to add virtual worlds, such as online games, and dating platforms.

Instructions

Display 10 to 20 logos of social media services: put them on the floor – in the middle of the circle – or stick them (optionally, project them) to a wall where everyone can see them.

Ask the participants to look at the logos and to choose the one that immediately caught their attention. Then, either form groups of two, or, if time and the group size allow, let everyone explain what logo stroke them most any why?

At this stage of the training, we decided to give the participants some time to share their first ideas and thoughts in a more private setting of small groups. That way the participants get the chance to get to know each other and (maybe) to enjoy more in-depth conversations. In addition, we asked the participants to think about their individual specific expectations regarding the training. Training expectations can be shared and clarified (if needed) in the debrief session.

Debrief

→ What did you observe, reflect, or discuss in the course of the activity that you like to share with the group?

→ Based on personal experiences: Which social media services are associated with online hate speech and why?

→ Optionally: Do you have any expectations you want to share with us?

Setting Ground Rules

Introductory Phase

Objectives
→ Setting the tone and the framework for a sensitive and respectful interaction with one another
→ Creating an atmosphere of openness, respect, and safety
→ Participants develop personal responsibility for their way of interacting with one another
→ Sharing the responsibility for a safe and respectful interaction between the trainers and the participants

Method / Setting
→ Brainstorming in the plenary
→ Circle of chairs

Time Frame
→ 15 minutes

Material
→ Flipchart paper and markers

Instructions

Whenever you hope to facilitate a respectful training, a vital first step is the development of guidelines or "ground rules" for participation. They should provide the participants with a framework to ensure open, respectful dialogue and maximum participation.

The ideal method to create ground rules is to list those rules you commonly use, then, ask for additional ground rules from the participants that ensure a respectful and safe interaction. When somebody proposes a ground rule, ask the other participants if they agree to it. If most do, add it to the list.

From brain research we have learned that it is best to phrase rules in a positive language avoiding negations. Whenever a negatively formulated rule is proposed, ask the participants to re-formulate it into a positive appeal. Instead of: 'Don't interrupt others' re-phrase: 'Listen while others talk', and 'Try to speak concisely'.

Examples

→ Contribute your thoughts

→ Listen to understand

→ Listen actively – respect others when they are talking

→ Speak your mind and heart

→ Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you")

→ Share your own story and experience

→ Focus on what matters

→ Link and connect ideas

→ Listen for insights and deeper questions

→ Participate to the fullest of your ability

Concentric Circles

Raising Awareness

Objectives

→ Ice breaker
→ Getting familiar with certain topics, views, and opinions
→ Showing the complexity of certain topics
→ Revealing (uncensored) first thoughts and associations on certain topics
→ Revealing (uncertainties due to) one's own point of view
→ Reflecting main characteristics of online communication (in comparison to offline communication)

Method / Setting

→ Two standing circles: One minute conversations in pairs
→ Circle of chairs: Reflection in the plenary

Time Frame

→ 30 minutes

Material

→ Statements (see below)

Instructions

Ask the participants to count alternately 1,2,1,2…and use this to form two circles - one (inner) circle facing the opposite (outer) circle being able to talk/listen to each other in pairs.

Read out loud one statement (optional ones listed below) and ask the inner circle to talk one minute associatively to the topic mentioned. Instruct the outer circle to listen actively (no talking back). When the minute has passed, give them a clear signal to stop.

Inspired by: Anti-Defamation League (ADL). (2018, November). Book of the month. Retrieved from: https://www.adl.org/media/11979/download

For the next round always ask the circle that did the talking to move one position to the left. With the formation of new pairs the two circles exchange their tasks. The talkers are now listeners and vice versa. Repeat this for four times. If the number of participants is uneven, the co-trainer can take part in the activity or one person voluntarily stays in the very centre of the inner circle listening to the babel of voices (exchange the person before starting a next round).

After the fourth time … The circle that is currently tasked to listen turns around, so that the other circle only speaks to the back of their partners. The intention is to simulate an online communication, where people interact without looking into each other's eyes – not able to recognise changes in facial expressions in response to emotional reactions.

Exemplary statements

→ When I think of silencing, I think of …

→ What it means to me to be my gender …

→ What I really hate …

→ What I really like about the internet…

→ When I think of Social Media, I think of …

→ When I think of censorship, I …

→ When I see a picture of a right-wing populist steering up anti-refugee feelings …

→ When I see a picture of Greta Thunberg online …

Debrief

→ Was it easier to talk or to listen? Why?

→ Does it make any differences to whom I talk / in what setting I talk about a certain topic?

→ Did you experience any moments of hesitation, limitation or irritation that you want to share with the group?

→ How did you experience the rounds in which you were talking to the back of your partner instead of his/her face?

→ What does the activity reveal? What is the purpose? What do we learn from that activity?

→ What can we take away from this activity regarding the phenomenon of hate speech online?

Four Fields of Personal Experiences

Raising Awareness & Phase of Action

Objectives
→ Reflecting one's very personal experiences with online hate
→ Alternating between different roles and perspectives (sender, receiver, witness, counter-activist) regarding hate speech online
→ Recalling examples of counternarratives and counteractions
→ Exchanging and expanding good practice examples on countering online hate

Method / Setting
→ Individual reflection
→ Group work
→ Circle of chairs

Print the working sheets on coloured paper. Print 4 green, blue, red, and yellow working sheets, for instance. Make use of the different coloured papers for forming working groups based on the same colours.

Time Frame
→ 30 - 45 minutes

Material
→ Working sheet (find a template below)
→ Pens

Instructions

Before handing out the working sheets to the participants, explain that the main task is to recall situations when they experienced hatred online. The working sheet is divided into four parts and invites to reflect on online hate speech from different perspectives. Read out the four guiding questions the participants can find on the working sheet. If there are no questions for clarification, continue by handing out the working sheets and remind the participants that they should take notes or jot down some key words at least. Let the participants know that after the individual working session there is time for sharing results in small groups of 3-4. State explicitly that nobody has to share his/her personal experiences. Only share those stories you feel comfortable with.

After 10 to 15 minutes, ask the participants to form working groups of 3-4. In each group the participants shall exchange their findings with each other (on a voluntary basis), focusing on the experiences as witnesses of online hatred, mainly.

Inspired by: Anti-Defamation League (ADL). (2018, February). Book of the month. Retrieved from:
https://www.adl.org/sites/default/files/documents/book-of-the-month-the-hate-u-give.pdf

Note that most reflection happens during the individual and group work session. There is no need for a discussion in the plenary. Still, there are some options for debriefing with a focus on disseminating good practice examples on countering online hatred.

One option would be to ask the participants to jot down the good practice examples of counter-narratives and actions on facilitation cards and present them to the entire group in the plenary.

Another option would be to continue with the activity "Posters of Counteractions" later on in the training. In this case, close the activity by informing the group that there is a further session planned on counteractions and that they should keep their working sheets and good practice examples in mind.

So far, we have experienced in our trainings that participants are highly motivated to engage in more awareness raising activities at this stage of the training. In case you have the time, we recommend adding more awareness raising activities discussing how to balance the need for protecting the freedom of expression, on the one hand, and the call for implementing legal constraints sanctioning hatred online, on the other hand.

Four Fields of Personal Experiences

Can you think of any form of online hate directed against you? Take some notes please:

Can you think of any form of online hate which you spread? Take some notes please:

Can you think of any form of online hate that you witnessed but you did not react to it? Take some notes please:

Can you think of any form of online hate that you witnessed and counteracted actively? Take some notes please:

Online Chat: "Raisin' the Question"

Counter-Activists versus Haters

Raising Awareness & Phase of Action

Objectives
→ Getting in touch with the phenomenon of online hate, discrimination online, and exclusion online
→ Understanding the effects of hate and counteraction online
→ Reflecting the roles and strategies of "haters" and "counter-activists"
→ Collecting and evaluating counterstrategies

Method
→ Online chat
→ Circle of chairs

Time Frame
→ 30 - 45 minutes

Material / Setting
→ Smartphones (or laptops) for each participant
→ Set up an online group using either a messenger app (such as WhatsApp) or prepare roles and usernames for using a messaging software (such as Riot.im)
→ Print and cut role cards (find role cards further below)
→ Depending on the size of the group add 4-7 haters' role cards (little less than a third of the group)

Instructions

Ask the participants kindly to download (or use) either, for instance, WhatsApp or Riot.im, in order to take part in the interactive chat. Hand out the role cards to all participants and give them a few minutes to get acquainted with their role as counter-activists or haters. Ensure everybody understands that they will be part of an online role play (not acting as themselves). Still, their assigned roles can be interpreted

In case you use a messenger app (such as WhatsApp) for the duration of the activity, make sure the collecting, and temporarily storing of the participants' mobile phone numbers on your device is respecting data protection regulations. Therefore, inform the participants that their mobile numbers are stored on one device only for the duration of the activity and deleted immediately afterwards. Hand out a template to collect the phone numbers anonymously. Add their contact in your mobile by assigning each participant a letter plus number, e.g. A1, A2, A3. This way it is much easier to set up a group and delete all the numbers immediately afterwards. Let the participants sign an informed consent which provides information on the purpose of collecting, using, duration of storing and deleting of their mobile phone numbers. Furthermore, ask them to change their usernames and/or profile pictures for the duration of the activity, so that the anonymity remains (more or less) intact.

very freely and might be based on stereotypical assumptions. Even if the role might be unusual for them, remind them that it is worth trying it as it will be a revealing learning experience.

Display the "hate object": a picture of a raisin (dried grape) or of many raisins[1] and tell them to start sharing their stance towards and opinions about raisins in line with their role via the interactive chat. Give the group up to 15 minutes to try out the chat – to spread hatred and to counteract it online. Make sure you are implementing the activity with a co-trainer, so that at least one or two trainers can take part in the activity – ideally one as hater and one as counter-activist.

As soon as the interactive chat is over, support the participants to leave their role by de-rolling properly. Ask the participants to

[1] Exemplary picture of raisins, see: https://pixabay.com/photos/grape-raisin-aging-green-420983/

stand up and to shake their limbs and body to literally shake the role and all the negativity experienced during the chat off. Another option is to ritualistically step out of a role by handing back the role card to the trainers.

Do not delete the chat yet. Continue with a debrief and evaluate the strategies applied by the haters and counter-activists.

Debrief

→ Was it easy/difficult to take on the role as "hater" or "counter-activist"?

→ Did you experience any hesitation, limitation or irritation (that you want to share with the group)?

→ How easy/difficult was it to react to the picture of a raisin?

→ How does an online conversation differ from an offline conversation?

→ Was it easy/difficult to recognize the bots and trolls?

→ How many of the cards were counter-activists and how many were haters?

→ What strategies did you use 1. to spread hate and 2. to counteract?

→ What strategies did irritate you most?

→ What strategies did you like most and why?

→ What would you do differently next time?

→ What factors support "haters" / "counter-activists"?

→ What does the activity reveal? What is the clue? What do we learn from the activity?

In case you have time at this point of the training, you can continue with a small group discussion on sharing strategies of self-care when spending much time online facing and countering hate online.

Online Chat:
"Raisin' the Question" – Role Cards

Haters

SPEWER	EVELIX	GRAWLIX
FAKEY	BOT	EXPLOSIVIX
TROLL	BOT	GRAWLIX
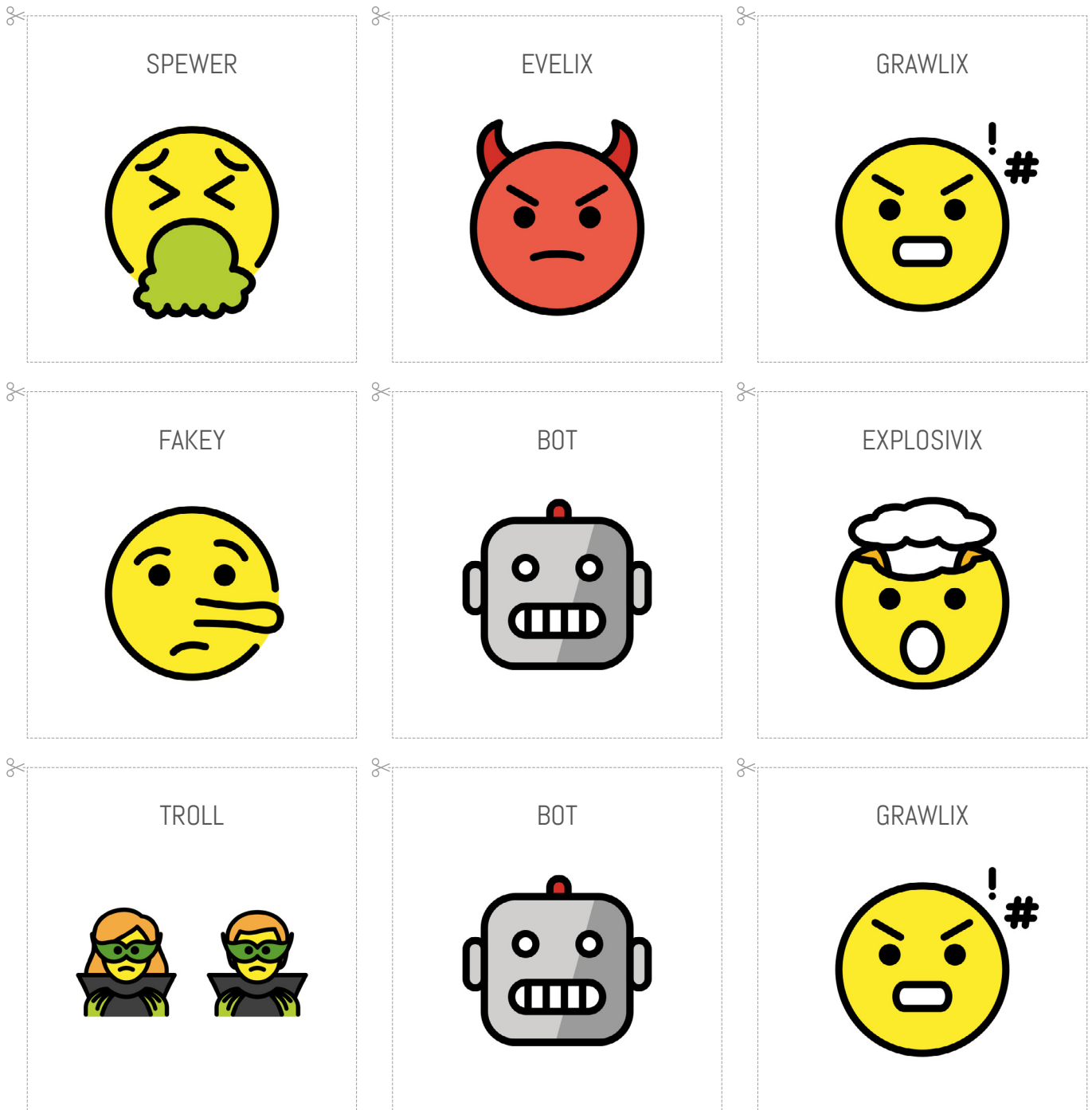
COUNTERACTIVISTS
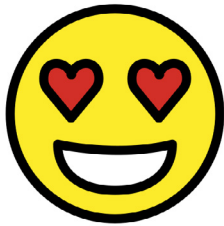
LOVE, LOVE, LOVER	CALMDOWNER	SO SAD YOU R LIKE THAT
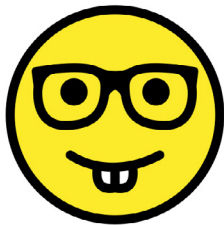
ARGUMENTIX	HUMORIX	RIDICULOUS

R'U'KIDDIN' ME?	FANCY A HUG?	TOO COOL!

LOVE, LOVE, LOVER	DEMISTIFYER	NOT LIKE THAT!

Posters of Counteractions

Visionary Phase & Phase of Action

Objectives
→ Reflecting and discussing different strategies to address online hate
→ Collecting and sharing examples of counteractions
→ Expanding one's personal repertoire of strategies and project ideas of countering online hate
→ Overcoming feelings of powerlessness and strengthening a sense of community among counter-activists
→ Creating a space for networking and the development of new ideas

Method / Setting
→ Group work
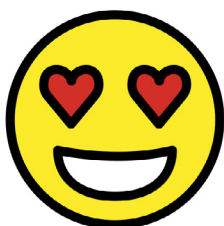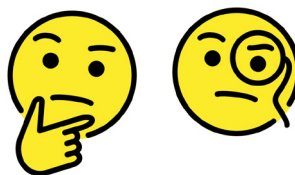→ Presentation in the plenary
→ Circle of chairs

Time Frame
→ 90 minutes

Material
→ Plenty of flipchart paper and markers
→ Ideally, separate spaces for the working groups

Instructions

Invite the participants for a 45-minute session of sharing examples of different forms of counteractions in order to expand their personal repertoire on countering online hate. Therefore, the participants will form working groups of 4 and collect as many good practice examples as they know. Ask the participants to jot down all the good practice examples on a flipchart paper (posters). It is important to ask them to create the flipcharts in a comprehensive but concise manner. The motto here is: keep it short and simple. It might help to let the group know that the flipcharts will be photographed and shared with the whole group afterwards. So, the flipcharts should include key information as well as relevant sources and contacts.

Instead of a classical debrief session, the flipcharts will be presented in the plenary after 45 minutes of brainstorming and note-taking. The poster presentation phase might need some firm facilitation to keep the group's attention and focus. Ensure that all working groups get the same amount of time for their presentations. It has proven helpful to announce that each presentation has a restricted time available (e.g. 10 minutes). Plan a coffee break immediately or shortly after the activity. In that way, participants can connect with each other, ask questions of understanding, share contacts…

In all our trainings, the participants were passionate about changing the online space for the better. In case of a follow-up training, you could think of integrating a session on developing narratives, campaigns and projects aiming at countering online hate. Do not forget to integrate in such planning a strategy for monitoring and evaluating the outcome and impact of such initiatives.

Defining Hate Speech for the Purpose of Monitoring

Conceptual Phase

Objectives
→ Getting acquainted with different definitions of online hate speech
→ Reflecting on the pros and cons of certain definitions
→ Evaluating the utility of different definitions of hate speech for describing the phenomenon of online hate
→ Evaluating the utility of different definitions of hate speech for the purpose of monitoring
→ Realizing the importance of and relevance for defining the subject of a monitoring exercise

Method / Setting
→ Individual reflection
→ Group work
→ Plenary discussion
→ Circle of chairs

Time Frame
→ 60 - 75 minutes

Material
→ Print-outs of definitions (find a template below)
→ Notebooks (or some paper) and pens
→ Flipchart paper and markers

Instructions

Draw the participants' attention to the above-mentioned objectives of the activity and invite them to take maximum 10 minutes to read the 4 definitions in the hand-out. They should reflect on the usefulness of each definition for the purpose of describing the phenomenon on the one hand and for monitoring online hate on the other hand. Ask them to jot down first thoughts

There are many creative ways to build working groups. In the course of this activity, for instance, we used self-adhesive colour dots and stuck them onto the participants' chairs during a coffee break. It was a nice surprise to find a coloured dot on the chair and a very smooth process to form groups according to one's assigned colour.

and ideas. Make sure notebooks (or some paper) and pens are available. After ten minutes, the participants shall form working groups of 3-4 to list pros and cons for each definition.

Please note that the definitions used for this activity have been chosen, firstly, because the definitions by the European Commission and INACH are in each case the basis of the monitoring systems presented later in the training. Secondly, two more (working) definitions by sCAN project partners were selected to enhance a more controversial, lively and in-depth discussion. For sure, alternative definitions can be picked for this purpose.

Instead of a debrief session and depending on time resources, the working groups can share all their findings – pros and cons – for each definition. In order to save time and support concentration, the transfer of learning in the plenary could focus on presenting the most suitable definition for monitoring online hate (speech), only. The trainers should take notes on a flipchart and support the group discussion process.

Defining Hate Speech for the Purpose of Monitoring

EUROPEAN COMMISSION

"Hate speech

Certain forms of conduct as outlined below, are punishable as criminal offences:

→ public incitement to violence or hatred directed against a group of persons or a member of such a group defined on the basis of race, colour, descent, religion or belief, or national or ethnic origin;

→ the above-mentioned offence when carried out by the public dissemination or distribution of tracts, pictures or other material;

→ publicly condoning, denying or grossly trivialising crimes of genocide, crimes against humanity and war crimes as defined in the Statute of the International Criminal Court (Articles 6, 7 and 8) and crimes defined in Article 6 of the Charter of the International Military Tribunal, when the conduct is carried out in a manner likely to incite violence or hatred against such a group or a member of such a group.

Instigating, aiding or abetting in the commission of the above offences is also punishable."

Source: Council Framework Decision 2008/913/JHA of 6 December 2008
on combating certain forms and expressions of racism and xenophobia by means of criminal law. (2008). Official Journal of the European Union, L328. Retrieved from: https://eur-lex.europa.eu/legal-content/EN/LSU/?uri=celex:32008F0913

FACING FACTS ONLINE!

"We, in the Facing Facts Partnership, understand hate speech to be any communication which is potentially harmful in a given context to an individual or group based on one or more of their characteristics. It may be illegal or legal according to local laws. We recognise the fundamental right to free speech and encourage positive and proportionate responses that balance free speech with the right to be protected from targeted abuse."

Source: Facing Facts Online. (n.d.). Understanding and countering hate speech. Retrieved from:
https://www.facingfactsonline.eu/mod/book/view.php?id=1042&chapterid=797

Defining Hate Speech for the Purpose of Monitoring

INACH – INTERNATIONAL NETWORK AGAINST CYBER HATE

"Hate speech is intentional or unintentional public discriminatory and/or defamatory statements; intentional incitement to hatred and/or violence and/or segregation based on a person's or a group's real or perceived race, ethnicity, language, nationality, skin colour, religious beliefs or lack thereof, gender, gender identity, sex, sexual orientation, political beliefs, social status, property, birth, age, mental health, disability, disease. You can find hate speech online, or in real life."

Source: INACH. (n.d.). Cyber hate definitions.

http://www.inach.net/cyber-hate-definitions/

ZARA – ZIVILCOURAGE UND ANTI-RASSISMUS-ARBEIT

"ZARA considers hate (speech) online to be hateful content directed against individuals or groups. These kinds of content often refer to ethnicity, skin colour, sexual orientation, gender, religion, disability, or age. Often online content fulfils the criteria of a legal offense (incitement, insult, defamation, Cyber-Mobbing). ZARA works against legal and illegal forms of online hate (speech). In addition to emails and websites, especially social networks are abused to spread hate."

Source (in German): ZARA. (n.d.). Häufig gestellte Fragen. ZARA-Arbeitsdefinition: Was ist eigentlich Hass im Netz? https://zara.or.at/de/wissen/faq

4 Phases of Monitoring

The Importance of the Conceptual Phase

The conceptual phase is probably one of the most important stages of any monitoring endeavour as it sets the foundation for the entire monitoring exercise. Clarifying the following questions is essential and therefore, these questions are an integral part of all the monitoring training activities presented in this manual in order to highlight their relevance.

Conceptual phase: Monitoring purpose & objectives

First and foremost, be clear about the subject of the monitoring, the purpose and the objectives of the monitoring exercise. What do you want to find out and why? What is it that will be monitored (a phenomenon, a progress, the results or outcome of an intervention...), why and for what use?

Implementation phase: Data collection

What pieces of information (data) are needed and what kind of data is collected (numbers, words, both)? How, when or how often and by whom will the data be collected, where will it be stored?

Evaluation phase: Data analysis

How and by whom will the data be analysed?

Dissemination phase: Reporting

How will the results be reported and disseminated to what audience for what purpose?

Start to think and design a monitoring exercise from the perspective of your reporting audience's needs: What questions are relevant and important to them? What systematically collected data is therefore needed, and shall be presented in what way? This approach of backward design thinking - starting the conceptualising of a monitoring exercise by defining the reporting phase first - ensures that there is an alignment between the monitoring purpose, the questions at stake, and the data collected.

Get to Know Data Collection Systems for Monitoring Online Hate

Implementation Phase

Objectives
→ Getting acquainted with different data collection systems for monitoring online hate
→ Getting familiar with the range of data collection categories for online hate
→ Recognizing that the set-up of a data collection system is shaped by its monitoring purposes, objectives, and questions
→ Analysing the influence and relevant alignment of dissemination needs and the collection of data
→ Discussing the limitations of different data collection systems for monitoring online hate

Method / Setting
→ (Virtual) Presentation and plenary discussion
→ Circle of chairs

Time Frame
→ At least 120 minutes

Material
→ Flipchart paper, markers, self-adhesive dots, tape or pins
→ Facilitation cards or print-outs (find below a template that shows a simplified data collection spread sheet of the European Commission monitoring exercise on the code of conduct on countering illegal hate speech online)
→ Projector, and speaker for video presentation (find below a Youtube-link for a video presentation on the international online cyber hate database hosted by INACH)
→ Optionally: Print-outs of some background information. Find a selection of relevant links below marked with this icon: **i**

Instructions

Present the **1** "European Commission (EC) Monitoring Exercise on the Code of Conduct on Countering Illegal Hate Speech" and the **2** "International Online Cyber Hate Database of International Network Against Cyber Hate (INACH)" to ensure the group gets acquainted with – at least – two different data collection systems.

Inform the participants that the sCAN partner organisations have (regularly) participated in joint monitoring exercises with the EC and INACH, therefore, their respective data collection systems are presented at this point. Thereby, the participants can get a glimpse on how the collection of data on online hate can be systematically set up and implemented. Furthermore, you can demonstrate to what extent the monitoring purpose, the objectives and questions (conceptual phase) shape the respective data collection tool (implementation phase).

1

Start with the presentation of the (EC) Monitoring Exercise on the Code of Conduct on Countering Illegal Hate Speech – or in short: EC monitoring exercise.

We decided to use a very analogue approach to present the simplified data collection spread sheet that has been used by sCAN partners for the EC monitoring exercise. All the categories for possible data entries were noted on facilitation cards and prominently pinned in the seminar room. Hereby, the spread sheet with its columns and rows became literally tangible.

SIMPLIFIED SPREAD SHEET OF THE EUROPEAN COMMISSION MONITORING EXERCISE

Platform	Grounds of Hate	National Law	Other Actions	Status Notification	Action by IT Company	Removed / Feedback	Not Removed: Justification IT Company
Facebook	"Race"	Incitement to Hatred	Police	Step 1: General User	< 24h	Yes, with Feedback	Not Against Community Guidelines
Twitter	Skin Colour	Re-Engagement in NS Ideology	Public Prosecutor		< 48h	Yes, but no Feedback	Considered not Illigal
Youtube	Descent	NS + Incitement	Other National Authority		< 1 Week	No, with Feedback	No Reply
Instagram	Religion	Other	Other		> 1 Week: No Indication of Assessment	No, no Feedback	Other
Other	National Origin	[Not comprehensive. Based on Austrian law.]		Step 2: Trusted Flagger	**Action by IT Company**	**Removed / Feedback**	**Not Removed: Justification IT Company**
	Ethnic Origin			[Step of escalation when general user notification not assessed]	< 24h	Yes, with Feedback	Not Against Community Guidelines
	[See: EC definition of hate speech. More grounds can be added.]				< 48h	Yes, but no Feedback	Considered not Illigal
					< 1 Week	No, with Feedback	No Reply
					> 1 Week: No Indication of Assessment	No, no Feedback	Other

The goal of the EC monitoring exercises is to evaluate the adherence of the IT companies Facebook, Twitter, YouTube, and Instagram to the Code of Conduct on countering illegal hate speech online.

ℹ In this Code of Conduct (European Commission, 2016, May) the IT companies agree to "review the majority of valid notifications for removal of illegal hate speech in less than 24 hours" and to remove or restrict access to content that violates their Community Guidelines and/or national law. Get acquainted with the Code of Conduct and the latest news and developments updated by the European Commission on their website Countering illegal hate speech online #NoPlace4Hate

ℹ Within a pre-defined monitoring period of six weeks (IT companies were informed) the monitoring exercise focused mainly on the reaction of the IT companies rather than the specific content of the illegal hate speech identified. Therefore, the results of the monitoring exercise should not be interpreted as a comprehensive study on the prevalence of hate speech in social media. They can only provide a snap-shot of content the participating organisations found during this specific period on the platforms they monitored. Get more insights on the methodology and the definition of key terms such as "general user" or "trusted flagger" in the sCAN Monitoring Report 2016-2018

ℹ In February 2019, the fourth evaluation of the EC monitoring exercise was published by the European Commission's Directorate-General for Justice and Consumers. The evaluation is based on 2748 monitored notifications. Results show that there is a "continuous progress on the swift removal of illegal hate speech. While the fight against hate speech needs to continue and be further strengthened, the Code is delivering on its key commitments (European Commission. Directorate-General for Justice and Consumers, 2019, February)." And: "Today, all IT companies fully meet the target of reviewing the majority of the notifications within 24 hours, reaching an average of 89 %. These results also include Instagram and Google+ which joined in 2018. This is a significant increase from when the Code was launched back in 2016 (40% within 24 hours), (European Commission. Directorate-General for Justice and Consumers, 2019, February)."

It is recommended to reflect on the conceptual ideas and constraints that shaped this specific monitoring system before you open a discussion on its potential strengths and weaknesses. Make sure the group is aware of the purpose and objectives of this monitoring exercise. Ask them how purpose and objectives are reflected in the choice and kind of data collected. Give them some time to think about it. Then, ask for their opinion on the assets and limitations of the data collection system.

Optionally: Before you resume with the video presentation of the INACH database you might incorporate this group work session that focuses on the influence and relevant alignment of dissemination needs and the collection of data.

Ask the group to gather in small working groups of 2-3. Each group shall imagine to be a group of applied social scientists and communication officers in an organization raising awareness on online hate that will get access to the entire data set of the next EC monitoring exercise. Their task is to support their organization to come up with a dissemination strategy. In preparation of the dissemination strategy, the group has to provide a clear picture about all the questions that can be answered by the

monitoring data. Invite the participants to take a close look at all categories (columns) of the spread sheet of the EC monitoring exercise. Their task is to think about what kind of data is available after a six-week collection period. Based on that, they can formulate specific questions that can be answered by the collected data. Start with simple questions involving only one column. Sometimes it helps to come up with specific examples, such as:

→ To what extent do IT companies react on notifications by general users within 24 hours?
→ Which IT companies had the worst notification rate for general users?

Note that the participants tend to come up with questions that cannot be answered by the data collected. This is okay. But these questions should be presented separately under the section: What else would be of interest? And, how do we get the data for answering that questions? Encourage them to focus on the original task and to make use of the monitoring data already collected and available via the EC monitoring exercise.

After 20 to 30 minutes, let the groups present their questions of interest. Sort them whether or not the data is available already by the EC monitoring exercise data collection. Furthermore, let each participant choose his/her favorite questions according to their relevance for the public. Each participant has 5 dots (use self-adhesive dots or markers) to mark the most favorite question(s). The awarding dots can be distributed freely to mark 1-5 preferred questions. Refer back to this task when resuming with the activity on Effective Human Rights Reporting (→ Effective Human Rights Reporting, S. 37).

2

Continue with the presentation of the International Online Cyber Hate Database of the International Network Against Cyber Hate (INACH) – short: INACH database. The sCAN partner organisations decided to use the INACH's database on cyber hate in addition to the EC monitoring spread sheet to enable a combined analysis and comparison of results.

The sCAN Advanced Monitoring trainings benefited from the actual presence of an INACH representative, Tamás Berecz, INACH head of research & analysis and trainer, who guided the participants through this second data collection tool. To make up for this missing opportunity in trainings based on this manual, Tamás sat down and recorded a short video added to this manual as training material. The video gives a first impression on this immense database project that enables to document and analyse instances of online hate. Stream the video by Tamás Berecz (2020, April) on the ZARA-YouTube channel: https://youtu.be/qvHTYi___pw

After the video presentation, inform the participants that they can contact INACH regarding a membership and an instructional manual for the INACH database.

Now, take some time to discuss the purpose and objectives regarding the INACH database with the participants. Then, ask for the participants' opinion on the assets and limitations of the data collection system. Close the plenary discussion by analysing the main differences between the two presented monitoring systems.

Our goal is to combat discrimination and online hate speech and – as our motto states – bring the online in line with human rights. The International Network Against Cyber Hate, INACH, was founded on October 4, 2002. INACH has nearly 30 members all around the world, but mainly in the EU. By now there are 19 organisations registered in the monitoring system, recording more than 2000 cases of online hate speech. The database was launched in late 2017 and includes a fully equipped complaints handling system and a large database section that contains all closed cases, reports, laws, media files and anything else related to the issue of cyber hate and other forms of online discrimination. Anybody can file a complaint through the system's official complaints form that is available in English, French, Spanish, Dutch, Italian and German. To learn more about the network, go visit our website: www.inach.net and follow us on Facebook and Twitter for updates!

INACH

Effective Human Rights Reporting

Data Analysis and Dissemination Phase

Objectives
→ Getting acquainted with some basics on data analysis and reporting
→ Discussing do's and don'ts for effective human rights reporting
→ Reflecting meaningful visualisation and contextualization of monitoring data

Method / Setting
→ Input
→ Working groups
→ Circle of chairs

Time Frame
→ At least 45 minutes

Material
→ Input on effective human rights reporting (find a template for a hand-out below)
→ A report sample of disseminated monitoring data including some data visualisation charts

Instructions

Start with a brief input on data analysis. Depending on time and personal knowledge and skills regarding data analysis, visualisation, and reporting, this session can take more or less time. At least mention that this is one essential step in the monitoring process to gain insights that can be disseminated. Here are some ideas on how to structure your input:

As everybody is keen to know more about the results of the EC monitoring exercise, the latest factsheet on its evaluation, published by the European Commission, Directorate-General for Justice and Consumers (2019, February), is a great resource for the training.
The document is packed with different charts that can be analysed. If time allows, the data visualisation and contextualisation is best to be critically discussed in depth with the help of an analytical framework. In our trainings, we used the relatively concise and very insightful checklist for developing of high impact data visualisation by Evergreen & Emery (2018). During the training held in Vienna in October 2019, we emphasized on improving data visualisation and contextualisation. In working groups, participants developed their revised charts based on the EC monitoring exercise data to immediately apply their newly gained knowledge on high impact data visualisation.

Input on Data Analysis

After data is collected and prepared (cleaned / edited) it can be analysed using qualitative or quantitative methods depending on the kind of data you have (words or numbers).

Data that consists of words is qualitative data and although it might sometimes be coded by colours or translated into numbers (yes, legal = 0; no, illegal = 1) and tabulated, in most cases it is coded as categories and presented as a narrative or in other (creative) forms. The systematic review of such data is about identifying patterns and exploring ideas to explain or interpret those patterns.

Quantitative data comprises data that is available as numbers. Calculating descriptive statistics is the first step in data analysis. Descriptive statistics include counts, averages, minimum, maximum, median, as well as frequencies, proportions, and percentages.

The most common way to analyse structured data is using spreadsheets. These spreadsheet software programmes allow quick and easy data visualisations.

Data visualisation supports your data analysis as it reveals patterns such as distributions, highs and lows, proportions, or trends. Regardless of what type of data (quantitative or qualitative) is being used, good data visualisation should be wise in choosing the right type of chart, colours, icons, and added text. The overall aim is that the chart is easy to interpret, requires no further explanation, and tells a meaningful story.

Form working groups of two to three. Explain that the activity requires some reading time. Invite the group to read the handout on effective human rights reporting, first. Second, they should read one sample report and evaluate to what extent the recommendations for effective human rights reporting are followed and implemented in the presented report.

Optionally, for those groups who are quick readers, and more familiar with the topic already, they can start to focus on the data visualisations (charts) and come up with their own revised versions. Encourage them to focus on charts that miss contextualisation to be understood at first glance. As described above, support the group exercise by handing out an analytical checklist, such as the one available online by Evergreen & Emery (2018).

Offer one to one support as every group might have different issues of interest and questions. Limit the following plenary discussion on sharing and collecting their main "take-aways" and insights from this activity.

Effective Human Rights Reporting: Some Do's & Don'ts

These rules of thumbs are based on the eye-opening study of FrameWorks Institute (2016). We summarize here their main insights on "How to Talk About Disability and Human Rights. A FrameWorks MessageBrief" using mostly direct quotes as their report directs us to the very essence of effective human rights reporting. We think that monitoring data is best used as an awareness raising tool when framed in a way that truly gets people's attention, is meaningful and easy to understand as well as appealing to share.

Use "cause-and-effect" style communication

"'[C]ause-and-effect' style communications are much more effective in building support for solutions and helping people understand how problems can be addressed. When people understand how a problem works and what its causes are, they are much better positioned to understand how a given policy and program can solve that problem (FrameWorks Institute, 2016, p. 7)." Furthermore, make sure you to emphasize solutions on a social level (and the positive outcomes for society).

Tell a thematic story and lead with a value

"Thematic stories, which foreground systemic factors and the role of context as key characters in the story, are more effective in helping people understand social problems as such and to support policy and systems-level solutions. Thematic stories typically include the following steps (…):

1. Lead with a value that orients people to why this issue matters and refer back to that value throughout the communication. Focus on Values that help people answer the 'Why does this matter?' question at a social or collective, rather than an individual, level.

(…) Values are defined as broad perspectives that help people think about what an issue is about and why it matters. Values provide an 'orienting lens' through which people interpret what follows, answering questions like, 'What is at stake?' and, 'Why should I care?'

2. Introduce the specific problem and explain the context that shapes it. Make sure to explain how the problem works and discuss how systems and society affect it.

3. Include a solution that addresses the problem, and explain how it works to create different outcomes (FrameWorks Institute, 2016, pp. 8-9)."

Federal Ministry
Republic of Austria
Social Affairs, Health, Care
and Consumer Protection

Avoid the following common practices when reporting human rights data effectively:

Focusing on description instead of explanation

"[M]aterials described the types of discrimination (…) Few materials explained how problems - and their solutions – actually work. For example, while many materials stated that poverty is associated with disability, few explained why this relationship exists (FrameWorks Institute, 2016, p. 7)."

Describing problems without solutions

"[D]escriptions tended to entail inventories of the many ways in which people with disabilities are systematically excluded, discriminated against, and prevented from participating fully in society. (…) [W]ithout a greater emphasis on solutions, people are likely to conclude that the challenges to ensuring equal rights for people with disabilities are simply too great to be solved. These fatalistic attitudes, in turn, prevent people from meaningfully engaging with the issue or productively considering potential solutions (FrameWorks Institute, 2016, p. 7)."

Emphasising on crisis stories

"Using crisis language is a common strategy; communicators assume it will boost people's sense that an issue must be solved and increase support for solutions. (…) Rather than causing people to want to fix a problem, crisis frames actually immobilize people—leading them to conclude that the problem is too big and too overwhelming to solve (FrameWorks Institute, 2016, p.7)."

Emphasising on vivid individual cases

"As with crisis framing, vivid individual cases often fail to work [because] vivid stories about individual people (…) imply that causes and solutions are located at the individual level. As a result, people have difficulty considering collective, systemic solutions (…). That's because people tend to match their understanding of the scope of a problem with their perception of effective solutions. Communications that focus extensively on individual-level tragedies through the use of vivid examples and case studies define problems at individual, rather than societal, levels and discourage considerations of systemic solutions. (…) Vivid individual examples also frequently tap into and reinforce stereotypes of groups and individuals (FrameWorks Institute, 2016, p. 8)."

Displaying unframed facts and numbers

"There are two primary reasons that facts, when presented alone, fare so poorly as a communications strategy. First, numbers provide little explanatory power; on their own, they do not help people understand underlying causes, effects, or opportunities for remediation. Second, when facts or numbers are provided without an organizing principle, or frame, that helps the audience understand the larger story that the numbers are meant to tell, people easily default to their existing ways of understanding the issue. In most cases, these dominant understandings direct people away from perspectives that allow for productive issue engagement and problem-solving (FrameWorks Institute, 2016, p. 6)." **Contextualize numbers!**

Check Out Ceremonies

Evaluation Phase

Objectives
→ Having time to sum up to what extent the training contributed to an expansion of awareness, knowledge, and skills
→ Understanding how the participants experienced the training or parts of it
→ Getting an assessment of the own training performance
→ Getting information on the areas that need improvement
→ Assuring sustainable learning and development

Method / Setting
→ Feedback shared in the plenary
→ Circle of chairs
→ Optional: Online post-training feedback questionnaire

Time Frame
→ 30 minutes

Material
→ Flipchart paper and markers
→ Optional: Online survey software

Instructions

The oral feedback round is your check-out or closing ceremony. Now, the participants should get some time to sum up what they have learned in the course of the training. Invite them to recall the beginning of the training, their initial expectations, and also remind them about the many flipcharts/ working sheets, which were filled. Invite the participants to provide feedback on what they view as the highlights of this training, what has not been achieved or what topics require further training. Remind yourself and the participants of the feedback rules (see "Basic Rules of Feedback" below).

We opted for a post-training evaluation approach as we were interested how participants would assess the training after some weeks have passed by. Therefore, we used an online survey software. Follow the link to get a preview of our <u>online questionnaire</u> (Bischof, 2019).

There are many different ways to structure feedback. Therefore, find some ideas below. It can be helpful for the participants when feedback questions are noted on a flipchart.

The classical feedback
→ What did you like/learn/appreciate (most)?
→ What did you dislike/miss/should be improved?

5-finger feedback
→ The thumb: What did you like about this training?
→ Index finger: What did this training show you?
→ Middle finger: What could be improved?
→ Ring finger: What can you take away?
→ Small finger: What could be elaborated more?

Feedback in case you are running out of time
→ Ask for 3 words only, that sum up the whole training experience.
→ Silent feedback: Participants stand in a circle, close their eyes, reach out their right hand, trainer counts until 3, on the count of three all participants indicate with their thumb how they liked the training (e.g. thumb up indicates "very great learning experience" whereas thumb down means "there is room for improvement").

Basic Rules of Feedback

The general attitude of giving and receiving feedback constitutes an essential habitus of a facilitator/trainer and therefore, is one that should not only be reserved for the very last phase of the training but.

Feedback is an opportunity to learn from each other. It is a chance to see what works well for other individuals and what needs more attention or change. It is not an opportunity for revenge or just flattering. Both parties to feedback should be careful and sincere to avoid making it merely a shallow act of courtesy or an empty ritual.

Giving feedback

→ Use I-statements ("I have the impression that,… or "For me it looked like that…").

→ Be specific.

→ Give feedback on concrete actions not on general issues.

→ Try to pack it into a "sandwich" – a layer of positive observation topped with a point of criticism – topped again by a positive message (but do not get dogmatic on that format).

Receiving feedback

→ Do not defend yourself against any feedback. Receive it without commenting. Directly respond to it in exceptional cases only.

→ Take it as a gift or let it go past you without negative feelings.

→ "Do not kill the messenger": Sometimes only one particular person has the courage to come up with a piece of negative feedback. Resist the reaction thinking, "Well, it was clear that such a message would come from this particular person!"

→ Thank everybody explicitly for their feedback. It is an effort they make for you.

→ Separate the feedback from doing something about it. Do not react at the spot. Take your time to go over it in peace and try to find the nuggets in it.

Source: Bischof, K. (Ed.). (2016). Awareness raising for equality. Manual for trainers. Education. Ludwig Boltzmann Institute of Human Rights. Office for Good Governance within the Prime Minister's Office in Kosovo. Retrieved from https://bim.lbg.ac.at/sites/files/bim/attachments/education_eng.pdf

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