



Final Report

# **BROADCASTING DEMOCRATIC CONSCIOUSNESS**

Study Session

European Youth Center  
In Strasbourg

**28.04-04.05.2019**

#DigitalLiteracy  
#hreyon

## EXECUTIVE SUMMARY

This report presents the main conclusions, lessons learned, and recommendations stemming from the study session "Broadcasting Democratic Consciousness", conducted by the Human Rights Education Youth Network in co-operation with the Youth Department of the Council of Europe from 28 April to 4 May of 2019, at the European Youth Centre in Strasbourg.

Our main goal during the study session was to integrate media and cyber hygiene tools into human rights education (HRE) and youth work curricula. The project also attempted to create counter and alternative narratives as concrete outputs to disseminate them within the network. The study session brought together youth workers/trainers already engaged and experienced in HRE, including representatives of member and non-member organisations of HREYN.

Among the main issues discussed, the overall importance of media literacy associated to critical thinking was key; participants also indicated their intention to explore more on this topic in the context of the HRE. Furthermore, the discussions revolved around basic principles of HRE, ways to integrate HRE into our everyday practice, what are the values of the human rights approach, and how to use media literacy as a tool within this approach. Moreover, the group questioned the existing premises in HRE in connection with media literacy while offering different perspectives from their background.

A second key insight is the importance of developing critical thinking skills in times of "post truth" and "fake news". We observed throughout the study session that, even though at first this issue was brought up as a lack thereof, the group work in the last two days was used as an opportunity to address this need by creating and implementing activities that directly involved the development of critical thinking in relation to media. Undoubtedly, the experts' input was fundamental for self-assessing our skills, opening the door to a fruitful discussion about the ways in which we can help others develop critical thinking skills.



We observed also that in general there is a lack of awareness and a mindful use of our online presence. This translates into issues at a personal level, but as youth workers the issue becomes critical; while the participants acknowledge that a strong and steady media presence can help achieve our goals as part of an organisation - e.g. through an online tool or campaign -, they also realised the threats of a reckless online behaviour, in particular in difficult contexts or with specific target groups - e.g. LGBTQI+ in Caucasus, children, refugees and migrants, etc.

In terms of the recommendations we gathered from this study session, we highlight two key takeaways. First, regarding youth policy at a regional level the study session was crucial to understand the importance of the Internet and cyber hygiene as an integral part of the existing regulations and policies, especially when it comes to the security issues and awareness among youth. Second, participants underlined the gap that needs to be filled in relation to cyber hygiene and privacy protection online, and the key role the Council of Europe should play. A sense of urgency was brought up regarding a more systematic presence of these contents in trainings and study sessions, which translates into a salient need for more opportunities to learn and to share good practices among youth workers and beyond. These topics should be an integral part of the youth programs within the Youth Department as they are connected to every activity in the youth sector.

Finally, the follow up activities planned included communicating with participants after the end of the study session, in order to gather information about upcoming activities in relation to media literacy and HRE. Among the projects planned, participants are implementing or will implement: public fora with trainers to share good practices; training courses for high-school teachers on HRE; meet-ups around media literacy and HRE topics; awareness-raising social media campaigns; etc.



# INTRODUCTION

This publication is a report of the study session which was conducted by the Human Rights Education Youth Network (HREYN), in co-operation with the Youth Department of the Council of Europe from 28th of April till 4th of May of 2019 at the European Youth Centre in Strasbourg. The people behind this report are the team of the study session and the participants themselves (see Appendices section). The team consisted of:

Nika BAKHSOLIANI - Course Director;  
Barbara SANTIBANEZ - Facilitator;  
Maxim BURMITSKIY - Facilitator;  
Jelena MILUTINOVIC - Facilitator;  
Yuliya SCHASTLIVTSEVA - Facilitator  
And M. Ragip ZIK, External Trainer.

The report is composed of four sections. First, we introduce the key concepts at the heart of the study session (media literacy and HRE), including the main objectives that we established for this activity. Then, we present the main outcomes and conclusions that were gathered during the week-long session, highlighting the issues and suggestions brought up by the participants, and the learning points that were stressed by the team of facilitators.

The third section provides an overview of the main inputs and discussions that took place, that we divided in two main topics: 1) HRE, basic conceptual definitions, existing frameworks, and pedagogical principles; and 2) for media literacy, basic concepts, existing frameworks within the European space, and examples of practice. In this section we underline the key conclusions we gathered from the discussions, as well as the tools and resources that were presented; a final sub-section offers some remaining questions and issues raised by participants.

In the final section, we briefly present the follow-up activities that we have implemented so far. We foresee that future activities will be organised with participants of the study session, as several among them have expressed their wish to become members of HREYN.

## Aims and objectives

This study session sought to integrate media and cyber hygiene tools into HRE and youth work curricula. The project also attempted to create a counter and alternative narratives as a media output and disseminate this practice in the network. The study session brought together to youth workers/trainers already engaged and experienced in HRE, members and non-members of HREYN.

The aim was to equip the member organisations and youth workers with the capacity to use media literacy educational tools in youth work and HRE. In order to do so, the following objectives were established:

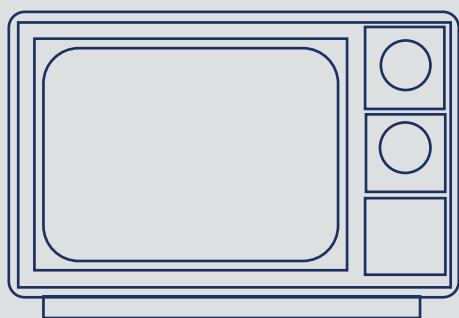
- to map the realities and needs of young audiences, those participants are in touch with, in terms of media literacy and cyber hygiene;
- to explore various tools in media literacy education and to promote critical thinking among participants by sharing with them the practices and experts' input;
- to give space for creating and re-creating tools and methods in HRE including an aspect of media literacy education;
- to plan strategies for integrating new practices into the agenda of the member organisations and network;
- to engage participants in the development of an action plan to disseminate the study session outcomes.

During the study session, various inputs were given, and several discussions took place on topics such as media, new media, rights and responsibilities connected to media, fact-checking and critical thinking, digital literacy and cyber hygiene, and HRE principles and tools. In terms of outputs, participants worked together in smaller groups to create non-formal education-based activities connected to the topics explored.



**Main contents and issues discussed:  
Media literacy & human rights education**

Human rights education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing people with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights (United Nations Declaration on Human Rights Education and Training 2011). As part of its mission, the Human Rights Education Youth Network puts this definition and its implications at the core of its core as an international non-profit network of individuals and organisations working for and with young people on HRE and training. We consider HRE as an essential right and tool for the world to live together and for the individuals, especially young people, to become conscious and critical citizens. For us, it is important that we keep searching for new practices and responding to emerging issues and challenges; the lack of media and the Internet literacy is one of them, and therefore, we are acting upon it through projects such as the study session organised in the first semester of 2019.



Media literacy has proven to be a crucial tool for young citizens and has extensively appeared in the recommendations and directives of various international and national institutions (CM/Rec(2007)16). Media education contributes to people's empowerment and a shared sense of responsibility in society, and as such is part of citizenship and HRE (Gruenwald Declaration of UNESCO, 1982). Current threats to the right to privacy, and democracy online have highlighted the crucial need for an education that mainstreams human rights on the Internet and in the media.

**Target group for the report**

We created this report in a way that it can benefit individuals working with HRE and are interested to link it with media literacy, that includes youth workers, activists, teachers, etc. The inputs and outputs of the study session can be relevant to be replicated in non-formal education-based activities on the same topics.

**How to use the report**

We provide an overview of the activities carried out as part of the study session, focusing in particular on the main issues addressed, the key conclusions, and the tools and good practices that were shared. This report is also a contribution to enrich the information available for member organisations of HREYN, as well as for the Youth Department of the Council of Europe. Further dissemination outside the intended audiences should be discussed among the parties involved.

## RESULTS AND CONCLUSIONS

A key highlight of the discussions that took place during the study session is the overall importance of media literacy; participants expressed their intention to explore more on media literacy in the context of the HRE. Furthermore, the discussions revolved around topics such as HRE concepts, ways to integrate HRE into their everyday practice, what are the values of the human rights-based approach, and how to use the media literacy as a tool in this approach. The group questioned the existing premises in HRE connected to media literacy, while offering different perspectives from their background; in this regard, the conclusions were linked to the application of media literacy and concrete HRE tools in their activities. HRE and media literacy tools included new media in reporting on contemporary topics, as well as identifying fake news and their spread on the Internet and cyber hygiene, which are very important in work with youth and youth participation. In addition, one of the most important parts for participants was the space for networking and meeting people from different backgrounds.

One of the issues mentioned in the context of the European youth policy was that the Internet and cyber hygiene should become an integral part of the existing regulations and policies.

This topic will be even more important and necessary in the future, in particular in youth programmes as a high percentage of the youth population is using the Internet and social media as platforms for informing themselves and expressing their views and beliefs. Moreover, the term and its importance should be common knowledge among youth workers and active young people coming from the organisations, given their role as multipliers and contact persons for youth in their local communities. Informed youth with appropriate tools for reacting when they are facing difficulties on the Internet security provides important resources for the rest of the local youth community.

With regards to the above-mentioned, some suggestions that emerged from the group concerning the Council of Europe (including for the work of the Youth Department) is to have more study sessions and other similar educational processes for exploring the topics connected to media literacy, cyber hygiene and HRE. These two important topics should be integral part of the youth programs within Youth Department as they are connected to every activity in youth context, as well as virtual space and online identity are part of the everyday youth realities.

### Learning points for participants:

Knowledge and information gained through sessions focused on HRE and media literacy: Knowledge included topics such as frameworks of HRE; non-formal learning methodologies and their application in youth work; media literacy frameworks with specific topics such as real and fake news, propaganda, hate speech, cyber hygiene; and the importance of appropriate information given to the youth population.

Skills on applying the practical tools improved through hands-on learning and workshops implemented by the participants: Competences on planning and implementing included developing workshops on media literacy and HRE, putting the specific activity in the context of the media literacy programme within their organisation. In detail, planning included main objectives and outcomes, describing the specific problem youth are facing in their local communities, target group and overall context.

Knowledge on how to organise an activity that includes content related to media literacy using HRE as the main framework: Such as countering online hate speech, skills and competence development for specific audiences, raising awareness on a particular topic, etc. Skills and additional input on how to prepare activities such as exchanges and workshops on topics related to media literacy were key to further engage participants to co-operate with others and to establish new connections.

### Follow up

Ideas for follow up activities on behalf of the participants were developed during the study session and a little after in the process of post-session communication among participants themselves, then between participants and the facilitators' team. Furthermore, the activities were planned in relation to the Council of Europe and its framework of goals and respective documents (recommendations, charters, etc.). The following activities were developed after the fruitful discussion sessions with the participants:

- Public forum with trainers to share good practices;
- Boosting the HREYN web site in order to become an informative centre for HRE;
- Training course for high-school teachers on HRE and recommendation development for integrating the HRE into school curricula
- Meet-ups on HRE topics
- Social media campaigns to raise awareness on HRE and human rights

Furthermore, all of the above-mentioned activities have an assigned member organisation from HREYN who has the role of co-ordinating the particular activity. Hence, every proposed activity is in accordance with a specific organisational strategic plan and will be covered with resources provided by that organisation. The overall idea is for HREYN to monitor and support every listed activity in every way possible as a network.

When it comes to projects designed in accordance with Council of Europe work, we are planning the next study session programme where some of the issues tackled here will be integrated and addressed again with a different target group. In this way, we will ensure a continuity of the topics in order to help develop best practices that are aimed at strengthening democracy, human rights and the rule of law. Moreover, the overall work of HREYN will be vastly influenced with the established network of people who were participants of the study session, so the group of new members who declared their desire to become volunteers and partners has been created and maintained, allowing the individuals and organisations from this session to interact with further projects of HREYN.

### Evaluation

Evaluation was done at the end of the study session to gather further information from the participants related to what knowledge and skills they gained and what was the overall level of satisfaction within different categories of the activities in the study session.

Participants stated their expectations of the study session were fulfilled at their highest level. Additionally, a majority was satisfied with the components of new information about media literacy topics especially cyber hygiene and tools on social media promotion in HRE praxis. One of the participants summarised it this way: "The desire to work more on HRE, especially with young people and children in order to contribute to positive change. Also, address media literacy and critical thinking as cross-cutting subjects in my work, as they are essential to today's democracy." Also, positive feedback was given to workshops and time spent on networking and collaborative learning between the groups. Intercultural learning emerged as one of the important features of this study session, as a result of a careful selection of different people from diverse communities across Europe.

The programme of the study session offered a media literacy package to young people who are also multipliers in their communities and thus contributed to create more open societies in different networks of youth communities across Europe. Skills for online data security and critical reflection on media content involved participants in producing new youth media content that responsibly relates to different topics. Open and democratic societies that provide a safe environment for youth population are also reflected on adequate knowledge and skills that these youth have developed to create media content. Participants provided us with session outlines for different activities and programmes on media literacy in HRE that can be applied in their local youth communities (see Appendices).





## PROGRAMME - INPUTS AND DISCUSSIONS

Date	DAY 0	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
Time	28.04	29.04	30.04	1.05	2.05	3.05	4.05
7:30 - 8:45	Breakfast						
9:00 - 10:30	Arrival to the Venue	Getting to know each other	Human Rights Education – Principles	Practical tools – critical analysis	Human Rights Education - Toolbox	Playtesting	Strategic Planning
10:30 - 11:00		Coffee Break					
11:00 - 12:30		Intro to the project	Media – Rights and Responsibilities I	Practical tools – fact-checking	Group work on educational tools	Playtesting	Funding Opportunities
12:30 -14:00		Lunch					
14:00 - 15:30		Human Rights Education – General Concepts	Media - Rights and Responsibilities II	Cyber hygiene	Free	Playtesting	Action Plan
15:30 - 16:00		Coffee Break				Coffee break	
16:00 - 17:30		Media – synchronizing the terminology	New Media	Cryptoparty		Feedback and self-assessment	Final Evaluation
17:30 - 18:00		Reflection				Reflection	
19:00 - 20:30		Dinner				Dinner	
20:30 -	Welcome Evening	Informal Evening	Free evening	Setting the groups for playtesting	Dinner Out	Networking	Closing Evening

Schedule of the study session

The study session began by offering participants the foundations of HRE and media literacy, in order to gauge their previous knowledge and experience with these topics and to level the group's knowledge for the following activities. We sought to ensure that the following key contents were covered: 1) for HRE, basic conceptual definitions, existing frameworks, and pedagogical principles; and 2) for media literacy, basic concepts, existing frameworks within the European space, and examples of practice.

Once the foundations were laid out, the study session segued into the expert's perspective about media literacy and cyber hygiene. In doing so, the participants had the chance to learn and exchange with experts on the one hand about fact checking processes and critical thinking with regard to traditional and new media as well as social media; on the other hand, about cyber hygiene from a theoretical and empirical point of view, with hands-on workshops about online privacy.

After ensuring that basic knowledge about the importance of media literacy for youth work was provided, we moved on to the learning by doing section of the study session. Participants were invited to get together in small groups so as to think of, design, prepare, and implement an activity that involved a media literacy-related topic, using HRE as the main framework and source of pedagogical resources. We had nine groups presenting in three parallel sessions, which addressed a wide range of issues such as gender equality online, how to use counter narratives effectively, what is critical thinking and how to use it for fact checking, etc.

The study session concluded with a series of workshops aimed at providing the participants with tools for planning ahead, including topics such as funding opportunities, activity planning, networking, etc.

The following section offers an account of the most salient outcomes gathered throughout the study session, grouped in three main themes: 1) Intersection between HRE and media literacy; 2) The importance of cyber hygiene and privacy protection online for youth work; and 3) Workshops developed by the participants themselves

### 1. Intersection between HRE and media literacy

While preparing the study session, we sought to purposefully integrate a HRE framework across the contents and activities chosen, in accordance with the objectives presented earlier in this report. Therefore, we planned more content-oriented activities for the first two days, during which we emphasised the importance of introducing media literacy into HRE projects for young people. The sessions "HRE I & II" and "Media I & II" were designed to fulfil this purpose, allowing us facilitators to assess the previous knowledge and experience that participants were bringing. We observed that although some of them had experience in specific aspects of media and human rights, the contents provided in relation to human rights and HRE were fairly new to most. This enabled a rich discussion during the first two days, in particular related to the nature of human rights itself and the limits of the available international frameworks in the face of issues such as the propagation of fake news, the lack of enough tools to develop critical thinking, and the widespread hate rhetoric online.

As for media literacy contents, the introduction to core concepts and terms was done using the form of game Who wants to be a millionaire. Participants discussed what is media, new media, freedom of expression and restrictions, fake news, etc. This session helped to lay the ground for a subsequent session in which participants took part in solving and discussing issues of security, hate-speech, freedom of expression, terrorism propaganda, balance of private and public interests, regulation



of social networks, ethics, and other topics related to real cases which were taken from media and practices of the European Court. One of the main takeaways from this session is that it is necessary to keep a balance between many interests and the rights of many subjects, and therefore you should check the information before you begin to spread it, that is, to be a responsible media user.

In order to give participants the opportunity to apply the knowledge and skills they began to develop, the fourth and fifth days were organised around practising sessions. We started by fostering a collective reflection around the challenges they could face in their own contexts when organising a HRE activity, and then we presented them with practical tools for helping them to think of, design, and implement an activity involving media literacy. For instance, as a first step to begin the reflection we presented them with numerous methods to conduct a group activity; we also specified each team member's skills as a support throughout their group work. Thus, during the parallel practising sessions (see session outlines in the Annexes), participants implemented an activity in accordance with their areas of interest and the audiences they wanted to reach. Feedback was given on the spot by the people taking part in the activity, as well as by the team members that were present to observe. At the end of the parallel practising sessions, we gathered in the plenary to have a collective feedback session, which served to showcase all the activities designed to the whole group.

#### Key highlights and conclusions:

Among the main conclusions brought up by the participants, a salient issue is the lack of spaces to dialogue freely and safely about the limits mentioned above. Though as a team we sought to ensure they had enough time to debate about the concepts we were learning in relation to human rights and media literacy, it proved difficult at times to transition between activities due to the intensity of the ongoing debate. However, and in an effort to adapt to our participants' needs, we introduced some further moments to debrief with them, in order to help them make sense of the individual and collective learning outcomes that emerged as a result of their reflection.

Another key conclusion that participants put forward is the importance of developing critical thinking skills in times of "post truth" and "fake news". We observed throughout the week that, even though at first this issue was brought up as a lack they identified (see point above), the group work in the last two days was used as an opportunity to address this need by creating and implementing activities that directly involved the development of critical thinking in relation to media. Undoubtedly, the experts' input on the third day was crucial for self-assessing our own skills in this regard, opening the door to a fruitful discussion about the ways in which we can help others develop critical thinking skills.

#### Tools and resources:

The study session served also to introduce participants to the work of the Council of Europe in the areas of youth, HRE, and media rights. As mentioned earlier, a majority of participants did not have much knowledge about HRE tools developed by the Council of Europe - such as Compass, Bookmarks, We CAN, Domino, etc. - so the fact of presenting them with a 'tool-kit' was greatly appreciated and used during the practice sessions. As for media rights, the team prepared a thorough list of resources from the Council of Europe and other international organisations, covering essential issues to consider such as the right to privacy, freedom of expression, the responsibilities of media professionals, etc.

Participants also received the expert's view on critical thinking and fact-checking through a workshop held by journalist Maciej TYŚNICKI, using real examples and developing practical tools to make fact-checking of text, photo, and video content online. Maciej's sessions covered the following: 1) basic models of mass communication and how they are recently changed; traditional media model vs new media vs algorithmic news proliferation; unmaking news and what it can teach us; questions journalists ask themselves; news and commentary; 2) how to use five questions to uncover a biased story; basic disinformation techniques; publishing online uncovered; how to uncover unbiased news by technical means; narrative in political communication; and tool-kit for fact-checking

Another input was provided by Marija STEVULJEVIĆ from EU Delegation in Serbia. Marija brushed through the ABC of the communication management on social media. The input focused on how young people interact and use the new media and the ways youth workers can be part of the momentum. The participants received tips and tricks on how to engage young people into a campaign on social media and then play-tested their own ad hoc online projects, which was shared among each other.

## 2. The importance of cyber hygiene and privacy protection online for youth work

One of the key components of the study session was to understand the basics of cyber hygiene and privacy protection online, linking it to youth work in HRE as well as to our everyday lives. We addressed these topics mainly through the experts' sessions on the third day, starting with an overview of tools and techniques to check online content (see above). Then, an expert in cyber security issues (Davit KAKAVA from "XELI") walked us through the essentials of privacy issues online, followed by a hands-on session on cyber hygiene and privacy protection tools and techniques.

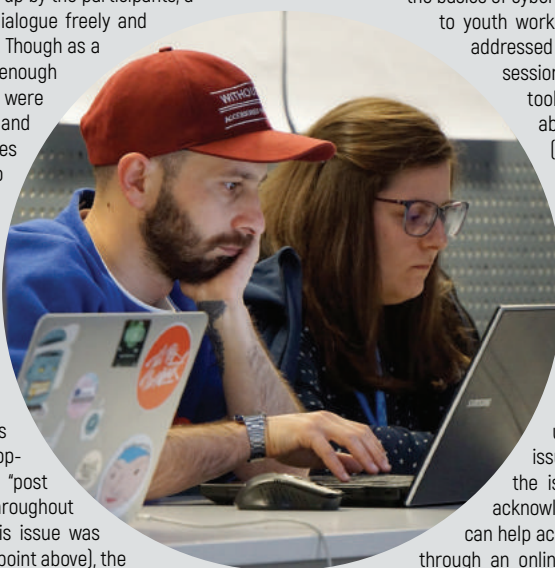
#### Key Highlights and conclusions:

Among the conclusions we gathered after these sessions, we observed that generally there is a lack of awareness and a mindful use of our online presence. This translates into issues at a personal level, but as youth workers the issue becomes critical; while the participants acknowledge that a strong and steady media presence can help achieve our goals as part of an organisation - e.g. through an online tool or campaign -, they also realised the threats of a reckless online behaviour, in particular in difficult contexts or with specific target groups - e.g. LGBTIQ+ in Caucasus, children, refugees and migrants, etc.

Importantly, participants underlined the gap that needs to be filled in this area and the key role the Council of Europe should play, especially through the youth department. A sense of urgency was brought up regarding a more systematic presence of these contents in trainings and study sessions, which translates into a salient need for more opportunities to learn and to share good practices among youth workers and beyond.

#### Tools and resources:

In terms of tools and resources related to this point, the expert on cyber security (Davit KAKAVA) introduced us to the main issues we should keep in mind regarding our online presence, as well as providing us with some basic tools to protect our privacy available on the Electronic Frontier Foundation (EFF) web page. Further, Davit organised a "crypto-party" after dinner on day three for participants interested in learning more about other tools for privacy protection.



Another tool we provided during the study session was the Digital Citizenship Education Handbook, that was presented by a member of the Education Department. Although the handbook sparked interest among participants and was utilised later during the preparation of their practice sessions, the presentation wasn't as thorough as we would have expected. We suggest that in the future this kind of interventions are better prepared among the facilitators' team and the Council of Europe person in charge of presenting the topic/resource.

### Workshops

During days four and five, participants were invited to work in nine small groups (of four to five people) to design and implement an activity framed within the main topics of the study session (media literacy and HRE). With topics spanning from the use of visual arts and performance expression to group discussions about critical thinking, the workshops served as a hands-on learning experience for the participants and the team so as to gauge to what extent there was a shared understanding of the main concepts we addressed during the study session. Also, we provided feedback on the contents and the methodologies used by the participants, first within each group and then during a plenary session with all participants together.



### Key highlights and conclusions

After working in small groups to design and implement a new tool or activity using media literacy and HRE as the core topics, participants expressed their concerns about the importance of encouraging the creation of counter and alternative narratives. Although some of them already had an ongoing project or initiative, they are eager to share good practices and resources across borders. Many of them came up with new topics for future activities, online and offline, highlighting the need to reach out to audiences that are either marginalised or not considered as a priority: teachers in rural areas, linguistic minorities, parents, etc. Further points raised during the feedback session post-practice were the following:

- It is fundamental to have a good sense of the participants' needs in terms of content and concepts
- Critical thinking should be an essential part of any activity involving media literacy
- Awareness of the context in which the activities take place is key
- Time and resource constraints will influence the success of the activity

With regard to the remaining questions or issues to be addressed, we would like to highlight the following:

- A clearer link with critical thinking should be made during activities involving media literacy, in particular related to the importance of questioning power relations and possible structures that are oppressing specific groups in our societies.
- HRE activities are based on the development of critical thinking skills, but it is not a straightforward cause-effect relationship. Participants reflected on the need to understand the importance of human rights at an individual level, based on access to spaces for dialogue.
- Different backgrounds require different tools. For participants that had no experience with HRE e.g. lawyers, media professionals, etc.- it was a bit challenging to understand the connection with media literacy.
- Further training and study sessions on this topic are welcome, in particular regarding specific areas of action - e.g. gender equality, LGBTQI+ rights, formal schooling, etc.

## FOLLOW-UP ACTIVITIES

As mentioned before, we developed some ideas for follow up activities during and after the study session to keep the group dynamic going. A couple of weeks after the end of the study session, we sent out a Follow up Questionnaire to complete the feedback we received at the end of the activity through the evaluation form. The purpose of this follow up is to have a better sense of what participants learned, but also to have more details about future activities they would like to implement and how we can support them in the process. Within the follow up questionnaire the participants did not provide too many details about the ways in which they have implemented new activities, but HREYN intends to get back to them with a more participative approach to gain feedback about the overall progress. So far, participants have used the skills and knowledge gained during the study session in the following activities:

- Workshops and presentations back in their sending organisations on the topic of media literacy and HRE;
- Introduction of topics (such as counternarratives against hate speech) in trainings for secondary school students;
- Planning of anti-online hate speech campaigns.

Further, during the study session we presented our network (HREYN) and the ways in which they can get involved, individually or with their organisation. Several participants have approached us to become members, so we foresee that in the near future our network will start designing a new project on this topic with participants from the study

session interested in collaborating with us. Some of the activities and projects suggested by the participants for implementation with the help of HREYN were:

- Public forum with trainers to share good practices
- Boosting the HREYN web site in order to become an informative centre for HRE
- Training course for high-school teachers on HRE and recommendation development for integrating the HRE into school curricula
- Meet-ups on HRE topics
- Social media campaigns to raise awareness on HRE and human rights

Finally, upcoming projects such as the Impact Challenge organised by Google are vastly influenced by the insights provided by the established network of people who participated in the study session. Besides becoming active members of the HREYN, some participants have volunteered to actively participate in the planning, organisation, and implementation of future study sessions, trainings, and general project development related to HRE and media literacy.





## CHILDREN'S RIGHTS ONLINE

brainstorming and discussions by Gaga GVENETADZE, Lara MKRTCHYAN, Emil MURAD and Teodora Carmen STOICA

### BACKGROUND:

Technology is very present in children's lives and is also used at school. Many teachers are unaware that children's rights can also apply in the online environment. Alongside parents, teachers are responsible and important figures with respect to children's rights and well-being.

### TARGET GROUP

Main target group: Teachers working with children in primary school  
Secondary target groups: Parents and children

### OBJECTIVES:

- to raise knowledge about children's rights online;
- to sensitise participants to the importance of children's rights online;
- to raise understanding that the internet is a tool that has opportunities as well as risks.

### MATERIALS NEEDED:

Flipcharts (one prepared for each argument), post-it notes, pens and coloured markers.

### PROGRAMME:

1. Introduction - Introduction of facilitator(s), short one phrase introduction to the topic & the objective of the session. (1 min)

2. Brainstorming - asking each participant to write on post-it papers two words that come to mind when saying "children's rights online" - the post it will be stick on a flipchart and will be read out loud to the whole group and will be followed by quick conclusion from the facilitator(s). (5 min)

### 3. Main activity

3.1. Task - the participants will be split into two teams using the counting method. Each team will receive a paper with the statement "Children should have free and unlimited access to the digital environment because they can get informed, express themselves, participate, and play." (2 min)  
They are asked to come up with arguments either for or against the statement in order to debate afterwards. (10 min)

The teams will be asked to each take a space in the room and the facilitator(s) will help with group discussions.

3.2. Activity - Each team will have 5 minutes to present their for and against arguments. (10 min)

3.3. Debriefing - The participants will come back to the circle and we will have the debriefing session:

- How did you feel during the activity?
- Was it hard or easy for you to come up with arguments?
- How does this relate to your experience or work?
- What will you do differently in your work from now on after this session? (25 min)

### 4. Conclusion (2 min)

The facilitator(s) will list the main rights that are realized in the online environment according to the Council of Europe's "Guidelines to Respect, Protect and Fulfil the Rights of the Child in the Digital Environment." and will make parallels with the discussion outcomes.

The facilitator(s) will draw general conclusions from the discussions and relate it to the personal context.



## BEAUTY STANDARDS IN CYBERSPACE

visual inputs, quiz and discussions by Anastasiia HRECHKINA, Chiara DE MARCHIS, David MGELADZE and Natali SAGINASHVILI

### BACKGROUND:

Cyberspace is polluted with images that misrepresented how human bodies look or should look. This creates a distorted idea of body image in adolescents' minds.

- How are beauty standards shaped? The influence of current society/media/culture on these standards.
- What are the different tools used to "pollute" the visual content?
- What are the different tools to spot/identify the "polluted" content?
- Where is the alternative reality? What are the existing body positive initiatives? What can each of us do to contribute to this alternative space?

### TARGET GROUP

Separated three age categories:  
(12-13; 14-15; 16-17)

### OBJECTIVES:

- to change the perception of online beauty standards.
- to raise understanding of the existence of beauty standards and how young people are influenced by it.

### MATERIALS NEEDED:

Board, paper tape, post-it notes, papers, projector and speakers, markers, printed images

### REFERENCES:

Mean Girls

<https://www.youtube.com/watch?v=ZZDQYVU8o9M>

Jameela Jamil speech on body shaming

[https://www.youtube.com/watch?v=BXz00z6fmhI&feature=player\\_embedded&fbclid=IwAR3UnlCoedjnYbVz3LwFgNz34WKnPJZ2D1YucGX4B-57cCvqaGgp2-jxfBE](https://www.youtube.com/watch?v=BXz00z6fmhI&feature=player_embedded&fbclid=IwAR3UnlCoedjnYbVz3LwFgNz34WKnPJZ2D1YucGX4B-57cCvqaGgp2-jxfBE)

Other references to consider:

<https://www.shethinx.com/>

[https://www.instagram.com/i\\_weigh/?hl=en](https://www.instagram.com/i_weigh/?hl=en)

[https://www.instagram.com/frances\\_cannon/?hl=en](https://www.instagram.com/frances_cannon/?hl=en)

<https://www.instagram.com/lesfoliespassageres/?hl=en>

[https://www.instagram.com/pink\\_bits/?hl=en](https://www.instagram.com/pink_bits/?hl=en)

<https://www.instagram.com/marshaellemusic/?hl=en>

<https://www.instagram.com/beautifullyflawedbean/?hl=en>

[https://www.instagram.com/bodyposipanda/?utm\\_source=ig\\_profile\\_share&igshid=k1wh9rwhtlny](https://www.instagram.com/bodyposipanda/?utm_source=ig_profile_share&igshid=k1wh9rwhtlny)

<https://www.instagram.com/p/BvPfVIFgz9g/>

<https://www.instagram.com/lenadunham/?hl=en>

### PROGRAMME:

1. Welcome Video. (3 min)

In order to arouse curiosity in the participants  
<https://www.youtube.com/watch?v=ZZDQYVU8o9M>

2. Energizer. (7 min)

Use it as icebreaker and give vitality to the group. This energizer that we choose can make the participants more connected with their bodies. The group stands in a circle. Everyone should have an arm's length of space on either side of them.

The group performs the "shake down" all together, counting loudly together as they go.

First, 8 shakes of the right arm, 8 shakes of the left arm, 8 shakes of the right leg, and 8 shakes of the left leg. Each time, counting "1 - 2 - 3 - 4 - 5 - 6 - 7 - 8!"

Next, 4 shakes of each limb. Then 2 shakes of each. Then 1 shake of each. The shake down ends with a loud cheer and a big ninja kick in the air.

3. IQ Quiz on Instagram. (10 min)

Approach the topic with a quiz about geometrical shapes, numbers and colors. Use Instagram as tool to get young participant's attention.

4. Fake News or Reality? (5 min)

Give to the participants a series of celebrity photos asking them to tell apart the fake news from the real ones.

This exercise is tricky because they won't easily understand that the fake news is the alteration and distortion of the images.

Ask participants to pin the photos in a board divided into two (fake news - news) by a tape line and once the results are collected the tape and the "news" is removed. Explain why every photo is fake news, giving the definition of it.

5. Gigi Hadid vs. Trump and Discussion. (15 min)

Compare before and after (post-production) photos, explaining the negative effects of the photo-editing and why it qualifies as fake news.

Divide the participants in little groups of 2-3 and ask them to think about the differences between funny and beauty standard based photo editing. Present the discussion results to the plenary.

6. We weigh presentation + discussion. (10 min)

Show the video interview of Jameela Jamil and Kardashians weights photo. Discussion on how a human can be define from his weight and on what actually mean "to weight" for you. The discussion will take place first in little groups and then all together.

7. Debriefing. (5 min)

- What do you think about beauty-standard?
- Can it be dangerous?
- Are you or your friends influenced by the online beauty-standard?
- How and how do you feel about it?
- Do you ever experienced or impose body-shaming?
- How does it happen?

8. At the end we'll send by e-mail references about the topic.

## GENDER-BASED HATE SPEECH ONLINE

group work and discussions by Jelena ALEKSIC, Alba Bianca ALONSO, Katerina STERIANOU and Ilias TROCHIDIS.

### BACKGROUND:

- This workshop is part of a bigger educational project implemented in schools where gender-based discrimination is evident in the daily flow of work with students;
- Students have been sharing discriminative opinions and material with each other through social media platforms;
- Incidents of Labelling, mocking on physical characteristics,

### TARGET GROUP

13-17 years old youngsters from different social backgrounds

### OBJECTIVES:

- To provide information & assessment related to gender-based discrimination, and hate speech online;
- To familiarize with the concepts of gender-based discrimination and hate speech online;
- To explore the connection between gender-based discrimination and hate speech online;
- To develop critical thinking towards gender discrimination;
- To reflect upon hate speech online based on discrimination on the basis of gender and/or sex.

### MATERIALS NEEDED:

Papers, pens, markers, flipchart, laptop, phones, projector, post-it notes.

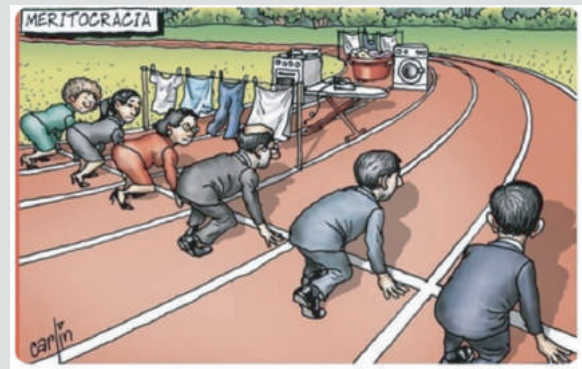
### FURTHER TIPS:

- Choose in advance who conducts/speaks for which part of the activity;
- Think through the activity minute-by-minute from the moment you start until you finish;
- Use material (audiovisual, paper...) which is more visual and more easily captures the attention of the participants;
- Improve movements using the whole space and speak out loud so everyone can listen and understand;
- If you raise a question to trigger a discussion, be patient for answers. It may not come right away. Also, keep in mind that silence can be powerful too;
- Be ready to receive and give feedback. Being constructive is important and the sandwich method is a good practice.



### PROGRAMME:

1. Introduction: getting to know the trainers/facilitators, the topic and objectives of the workshop (5 min)
2. Energizer (1 min.) Physical and emotional engagement of the group, cultivating an emotional friendly environment for the group in order to share.  
Description: All participants stand in a circle. The facilitator explains that we are in a tribe trying to combine our forces to provoke rain. The facilitator starts hitting his/her legs on the floor and every participant should do the same clockwise. At the end, the facilitator thank all participants for this particular dance.
3. Explanation of the timeline & activities of the workshop (2 min)
4. Brainstorming activity based on a picture (found on social media). Participants share their thoughts on gender-based stereotypes through the use of post-its which they put on a "reflection wall" (5 min)



5. Theoretical input and reflection on Gender. The distinction between Sex and Gender, followed by group discussion. The floor is open for comments and inputs by participants (7 min)
6. Defining Hate Speech, how participants perceive hate speech. Brainstorming and listing basic words that come to participants' minds. (5 min)
7. Hashtags of hate, We provide the participants with 7 hashtags in which we have identified several incidents of hate speech. Participants will search for hate speech incidents by applying the hashtags in their preferable social media platforms.  
Participants are split into 2 groups and reflect on what they have found. Then they should discuss as groups 3 main questions that we have provided them with. (10 min)  
Hashtags: #gender, #humour, #magazine, #traditions, #metoo, #woman, #doctorsandnurses
8. Trolls of hate  
We provide participants with a categorization of trolls which share hateful content online. Participants are allowed to provide additional categories of trolls spreading hate online. (5 min)  
Trolls: Vulgar, Hater, Baiter, Spell-Checker, Too Long To Read, Holy Cause;
9. Open floor for discussing incidents. Participants associate their incidents to trolls and discuss for countering them. (5')
10. Debriefing:
  1. What did you like and what you did not in this exercise?
  2. Did you find the activities relevant to the initial objectives?
  3. Did you encounter any difficulties during the activities?

## COUNTER AND ALTERNATIVE NARRATIVES AGAINST HATE SPEECH

brainstorming and case studies by Matteo BOTTO, Nilza MAFLA, Mykola RESHETNIAKOV and Ajsela TOCI

### BACKGROUND:

Nowadays there are a lot of oppressive messages and stories in the media. The main idea of the workshop is to show a new method of non-formal education and raise awareness about counter narratives and empower human rights educators to address hate speech in their communities.

### TARGET GROUP

Human Rights Educators

### OBJECTIVES:

- to acknowledge how different narratives affect us;
- to understand how to use "counter-narratives" to tackle hate speech;
- to encourage participants to take actions against oppressive narratives.

### MATERIALS NEEDED:

Flip-chart, post-it notes, markers, A4 paper, printed materials (3 case studies on counter narratives, and questions printed out).  
The workshop has to be set in a room where there are movable chairs.

### FURTHER TIPS:

We have to pay attention to tracking time (time management). Also, it is important to be coordinated and communicate with each other often. We should not interrupt each other and wait for the appropriate time to add something.

### PROGRAMME:

1. Distribute post-it notes and a pen to the participants.  
Ask them "What do you think it's a counter narrative?" Ask them to write some words or definition that comes into their mind and to stick it into the wall or flip-chart. Read all of the words out loud.

After that, continue with the second activity, later you will refer to the post-it notes again. (5 min)

2. Divide the participants into 3 groups and then put them into three tables/corners. In each corner, there will be a printed case study. There will be 7 min in each table to discuss each case. All of the participants should read all of the cases provided by the facilitators and reflect on the questions in their small groups.

Questions:

1st case study:

- What do you think is the message behind this story?
- What kind of impact could this story have on the young people that do not have any information regarding the LGBTI+ community?

2nd case study:

- What do you think is the message behind this story?
- What kind of impact can this story have on the inhabitants of a community like that?

3rd case study:

- What was the message behind this campaign?
- What kind of impact do you think this had on the viewers?

4. After participants have gone through all the cases, ask them to come back to the big circle. Discuss the cases and share among each other. (10min)

- Can you share the thoughts of your group regarding the stories, campaign etc?
- One of these cases/narratives is not so effective, can you please identify which one and please explain why?

5. After the discussion on the cases, go back to the post-it notes and ask them if there is something they would like to change, to add or to remove in this poster/flip-chart. (5 min)

6. Reflection time/debriefing: (10 min)

- In what kind of situations could you use these kinds of methods?
- What were the learning outcomes for you in this activity?





## CASE 1:



"The first time I removed a sticker, I felt so good that I had done something," Irmela Mensah-Schramm says.

The flyer she destroyed proclaimed "Freedom for Rudolf Hess." Hess, Hitler's deputy, was still in Spandau prison at the time, serving a life sentence for war crimes he was convicted of at the Nuremberg Trials forty years earlier. She removed that first message of hate in 1986—and Mensah-Schramm, 70, is still doing much the same today.

"If I don't do it, who will?" she asks.

Mensah-Schramm—who looks like a kindly grandmother, with her white hair and smiling face—has been physically assaulted by neo-Nazis, threatened with fines by authorities, and derided by those around her, but still she looks for hateful stickers on letterboxes, road signs, and lampposts. She photographs them, and either scrapes them off or sprays over them. Her eagle eye notices stickers that most passers-by never spot.

It's a Sisyphean task for the dogged activist, who was recognized with the Göttinger Peace Prize last year and whose meticulous collection of 100,000-plus hate signs that she's removed over three decades forms part of the exhibition, "Anti-Semitic and racist stickers from 1880 to the present day," currently on at the German History Museum in Berlin.

Germany took in a million migrants last year—more than the US has taken in the past 10 years. And Mensah-Schramm has noticed a dramatic increase not only in the number of racist messages in public places, but also in the number of different groups or individuals involved.

"There were also a lot of stickers before the refugee crisis, but they were different," says Mensah-Schramm, featuring blunter messages like "Foreigners out." "In recent times I've found relatively few anti-Semitic messages because refugees are seen as the new enemy," she says.

A lot of these stickers carry website details on them, which highlights a huge number of different groups or organizations that are churning out the crude messages of hate.

The messages are often in English, so foreigners have more chance of being able to understand them.

The police don't really do anything: on one occasion, when she called the police whilst being pushed and shoved by neo-Nazis, the policeman told her off for removing stickers.

When Hitler's *Mein Kampf* was re-issued in print in 2015, Mensah-Schramm was featured in a counter-book "Mein Kampf gegen Rechts" (link in German, *My Struggle Against the Right*), a collection of first-person essays about people standing up to rightwing extremism.

Constantly confronting hatred is "so depressing" and takes a huge mental toll on her. "I do this dirty job, and I've recognized that I need to keep my strength up as I have so much more to do, but sometimes when I come home I'm completely beat for a whole next day," she says.

But she's showing no signs of letting up. She's taking her "Hatred Destroys" exhibition around the country to educate people, running workshops for school kids, and of course, continuing to spray away hate. "Anything that's done to me can be fixed, but human dignity can't," she said.

## CASE 2:



Eighteen is when I started fully dressing up and doing make-up. I came out to my girlfriend when I was twenty-one. I told her 'I think I might be trans.' And she said: 'I know already. Because you've always looked at me the way a woman looks at another woman.' She began to address me as my female name. She'd come with me to the make-up counter so I wouldn't feel awkward. But I'd still only dress up at home. I felt ashamed. In public, I did everything I could to suppress that side of me. I'd wear baggy jeans and plaid shirts at work. I grew a long beard. I'd laugh at homophobic jokes. But inside I felt like an absolute depressed shit. I started keeping a private Instagram account where I followed people in the trans community, and one day I saw a post from a girl in Queens. She was looking to make some trans friends in real life.

When I messaged her, she invited me to a party in New Jersey where a bunch of cross-dressers rent out a bar. I didn't even consider it. I didn't know these people. And I'd never even gone outside of the house before. But she video chatted with me as her guy self and talked me into joining. The night of the party I was scared as fuck. I'd laid out all my clothes: ripped skinny jeans, a Johnny Cash T-shirt, red and black wig. I had my make-up picked out. But I didn't think I could do it. I felt like I was going to throw up. But I managed to walk downstairs and get into her car. She was pumping me up to the whole way there. I smoked one last cigarette in the parking lot and followed her into the party. The first thing I heard someone say was: 'Oh God. She brought a real woman with her this time.' I was over the moon.

## CASE 3:



"The future of rock & roll is Justin Bieber"

Iggy Pop

"Torture a man, and he will tell you anything"

"A man without a Rolex at 50 is a loser"

Dalai Lama

"Torture a man, and he will tell you anything"

## MANIPULATING STATISTICS

case studies and discussions by Yana GONCHAROVA, Ilya GURYANOV and Aleksandr ZAMARIANOV  
(the workshop was delivered in Russian language)

### BACKGROUND:

Abusing statistics to mislead people is nothing new. Statistics is used to sell products, elicit support for a candidate, or get us to 'Like' things. It can reflect on people's minds and decisions, so it is important to know how to fact-check it.

### TARGET GROUP

teenagers aged 16-18 years

### OBJECTIVES:

- To improve understanding of aim statistic misleading and manipulations
- To explain the group the most common ways of manipulations
- To give participants some tools for fact-checking of the findings of the statistics

### MATERIALS NEEDED:

Pens (10), papers (20 sheets), flipchart + paper (6), markers (6), projector (1), screen (1)

### FURTHER TIPS:

Participants should bring smartphones or tablets. Participants will need laptops or smartphones for work in groups

### CASES:

#### В России растет продолжительность жизни? (манипуляция)

Эта статистика не означает, что ваша бабушка, мама или вы в среднем будете жить до 71 года. Эта статистика говорит лишь о том, что ожидаемая средняя продолжительность жизни новорожденного при сохранении текущих показателей смертности будет такой. То есть она растёт для тех, кто родился сейчас.

Для тех, кто родился в последние годы, растёт очень быстро (именно она выросла почти на 8 лет). В основном это случилось за счет того, что по сравнению с 1990-ми снизилась смертность молодых и людей среднего возраста.

А вот ожидаемая продолжительность жизни людей, которые уже дожили до преклонного возраста (65 лет), меняется совсем не так быстро. С 1965 по 2015 годы этот показатель для мужчин вырос всего на 0,7 года (с 12,7 до 13,4 года), а для женщин – на 1,4 года (с 16,3 до 17,7 года).

#### Урожай зерна в 2018 году в России оказался на 16,7% меньше, чем в 2017 (правда)

В 2018 г. по расчетам в хозяйствах всех категорий (сельхозорганизации, фермеры, население) намолочено 112,8 млн тонн зерна в весе после доработки

В 2017 г. в России собрали рекордный урожай зерна - 135,5 млн тонн в чистом весе, включая 86 млн тонн пшеницы. Урожай зерна в 2016 г. составил 120,7 млн тонн.

#### В России маленькие налоги? (манипуляция)

Да, сбор, с которым чаще всего сталкивается любой россиянин – это 13 процентов налога на доходы физических лиц (НДФЛ). Именно эта доля составляет разницу между зарплатой, записанной в трудовом договоре, и тем, что работник получает на руки.

### PROGRAMME:

1. Introducing the problem of manipulations with statistics and it influences - background with examples (10 min)

2. Interactive activity True or false with short discussion (using kahoot.it) (10 min) - participants choose which statement is truthful and which is not

3. Work in groups

- We will divide participants into three groups by three people;
- We will give them cases with statistics findings and ask them to fact-check it (20 min);
- Groups will present the results (15 min, 5 min each group).

Но НДФЛ – не единственный платеж, который получает государство за каждого наемного работника. Компания также обязана отправить взносы в Пенсионный фонд (22 процента от зарплаты по договору), Федеральный фонд обязательного медицинского страхования (5,1 процента) и Фонд социального страхования (2,9 процента). Если зарплата работника больше 66 тысяч рублей в месяц, то за все, что выше этой суммы, взнос в ПФР отчисляют по ставке 10 процентов. Для взносов ФСС ставка обнуляется после 60 тысяч рублей в месяц.

В результате государство получает около 33 процентов (точный процент зависит от суммы зарплаты) от всех расходов работодателя на зарплату конкретного сотрудника. Эту цифру можно условно считать реальным прямым налогом, который платит каждый работающий россиянин.

Помимо прямых налогов есть еще и косвенные. Все компании, производящие какие-то товары или оказывающие услуги, платят налог на добавленную стоимость. Эти сборы автоматически заложены в цену для конечного потребителя. По данным Росстата за 2015 год, НДС и другие виды налогов составляли до семи процентов цены продовольственных товаров и до девяти процентов для непродовольственных. Для водки доля налогов и акцизов в цене достигает 50 процентов, для бензина – более четверти.

Нельзя забывать также про транспортный, земельный и имущественный налоги. Все они оплачиваются раз в год, для этого ФНС рассылает уведомления по почте.

Если смотреть только на ставку НДФЛ, то, действительно, 13 процентов – весьма низкий налог по сравнению с другими странами. Это отчасти связано с тем, что во многих странах действует прогрессивная шкала с высоким максимальным процентом, по которому и оценивают налоговую систему.

Чтобы сравнить страны по реальным прямым и косвенным налогам, которые платит каждый гражданин, проводятся сложные исследования. В 2016 году PricewaterhouseCoopers вычислила, что в средний россиянин отдает государству 47,4 процента заработанного.

**Уровень бедности в России по итогам 2018 года снизился до 12,9 процента. (манипуляция)**

Сейчас «росстатовская» методика относит к бедным тех граждан, которые не могут получить минимум социальных благ и услуг, конкретный набор которых описан в потребительской корзине. Денежный эквивалент «корзины» называется прожиточным минимумом. Соответственно, бедный – тот, чей доход ниже величины прожиточного минимума. В среднем по всем группам населения прожиточный минимум сейчас составляет 11 160 рублей.

При этом если применить «метод лишений», использованный тем же Росстатом в экспериментальном порядке, то уровень бедности в России составляет порядка 24,8-25,2% (около 36 млн человек), подсчитали в ИНСАП. То есть почти вдвое больше официального.

**Россия уменьшает зависимость от нефтегазового сектора (правда)**

В номинальном выражении снижение будет не очень сильным: в 2018 году в бюджет поступит почти 8,7 трлн рублей от нефтегазового сектора, в 2019 году – 8,3 трлн рублей, а к 2020-2021 году объем поступлений упадет до 7,9-8 трлн рублей.

Но в относительном выражении доля нефтегазовых поступлений в бюджете сокращается сильнее (около 8 % к 2021 году).

Отдельно стоит учитывать, что в бюджет заложена относительно небольшая цена на нефть, и государство может получить не запланированный доход, который пойдет в стабилизационный фонд.

<https://www.bbc.com/russian/features-45960103>

## LIST OF PARTICIPANTS

Surname	Name	Country	Organisation
KAZAKOVA	Marina	Belgium	vzw 244
YAKOVENKO	Svetlana	Hungary	Subjective Values Foundation
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DAMOV	Vasily	Russian Federation	Медиагруппа "Пресс-лайн" / PRESS-LINE Mediagroup
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HRECHKINA	Anastasiia	Ukraine	Teenergizer
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GOJAYEV	Roman	Azerbaijan	NAYORA
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GONCHAROVA	Yana	Belarus	Human Constanta
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ALEKSIC	Jelena	Serbia	Altero
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GURIANOV	Iliia	Russian Federation	School project
RESHETNIAKOV	Mykola	Ukraine	Europeant Youth Community
ZAMARIANOV	Aleksandr	Russian Federation	Kostroma Center for Civic Initiatives Support
STERIANOU GAZILA	Christina Aikaterini	Greece	DRC
AHADLI	Ahad	Azerbaijan	Institute for Democratic Initiatives
TOPILKO	Bohdana-Yarina	Ukraine	Young European Ambassadors
TOUTOUSHIAN	Sevag	Italy	Rondine Cittadella della Pace
GVENETADZE	Gaga	Italy	Rondine Cittadella della Pace





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