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UAB - Diversit

Capacity Building Programme

WP 3
Deliverable 6

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1. Introduction

A capacity building programme has been conducted within the framework of the European project FAST-LISA (Fighting Hate Speech Through a Legal, ICT and Sociolinguistic approach). A 40-hour training, targeted to youngsters, was oriented to develop the necessary competences to acquire the knowledge and skills to be able to design effective actions to prevent and counter hate speech.

This report summarises the methodology, including the learning materials, of the training that has been conducted in Santa Coloma de Gramenet, Ravenna and Offenbach. Additionally, it collects key learnings and recommendations, covering the training performance and accomplishments as well as the actions and improvements that would be need to be taken.

This deliverable (D6) is essential for providing a comprehensive and structured overview of the training outcomes and learnings. It also serves as a reference and a guide for future trainings and actions within the project lifespan and beyond.

This report is a product of inputs from all project partners, experts and training participants. It has been integrated by the Department of Criminal Law of the UAB -responsible for this activity- with the external support of Diversit.

2. Methodologies

The capacity building programme has been delivered by partners and external experts through different workshops and methodologies. Researchers, policymakers and third-sector representatives also participated in specific sessions as trainers and mentors.

In terms of methodology, participants (local Ambassadors) were trained to increase their digital, relational and intercultural skills for detecting, counter-acting and combating episodes of hatred, discrimination and intolerance (online and offline) by:

First, identify and select topics tailored to their needs and contexts (e.g. migration, integration, gender-related issues, political polarisation, etc.).

Second, recognise hatred messages towards the specific minority/intolerance they selected. Participants analysed verbal and visual content, structure and tone of messages selected from traditional Media and Social Media.

Third, debate on selected messages with the aim of sharing information about different intolerances. By analysing the context of their cities, participants were able to identify possible risks and challenges and resulted in better preparation for mitigating such messages.

Increasing the participant's critical approach to toxic languages that can foster hate speech was achieved (partially) thanks to the ECHO tool - Dashboard. This tool introduced text posts that could be categorised as hate speech or not. The capacity building programme in Ravenna was more focused on gaining digital skills than in Offenbach and Santa Coloma, where promoting critical thinking and gaining knowledge on the root causes of hate speech were emphasized. Indeed, when the Dashboard was not available, participants used alternative tools and practices to identify and analyse potential hate speech and hate crime (i.e. by using role-playing methods).

The programme's teaching methodology in the three countries embraced a **participatory and interactive approach**, encouraging participants to engage actively with the content and share their insights and experiences. In Offenbach and Ravenna a blended-learning methodology was implemented: while ProArbeit delivered most sessions online, Ravenna only organised one online session. In contrast, in Santa Coloma all sessions were face-to-face.

By fostering **collaborative discussions and knowledge-sharing**, participants were well equipped to develop tailored solutions that address the specific challenges they may encounter in their respective environments. This, in turn, has been favoured by study visits (Offenbach) which represented a key first-hand learning experience and by the expertise of researchers in the field and policymakers (Santa Coloma).

Offenbach community

Associations role: ProArbeit

In order to provide participants a comprehensive understanding of hate speech, its impact, and strategies to address and combat it, a variety of interactive and engaging techniques and methodologies were employed. ProArbeit was responsible for organising and delivering most of the training sessions, following a blended-learning methodology.

Online sessions were adopted as a methodology to deliver some aspects of the capacity building activities. This method was chosen to ensure flexible schedules and accessibility to suit the participants in terms of time and place. Considering that the participants were students and scattered all over the county of Offenbach, it was challenging to have in-presence meetings. Online methodology provided an alternative to overcome this challenge as online can be taken from location of choice, thereby improving attendance during sessions. This Methodology also enabled the course facilitators to ensure efficiency by making effective use of tools such as videos, PDFs, podcasts, as part of the training, thereby including online resources. Quite apart, this Methodology afforded the project staff the advantage of adjusting to the limited budget as it reduced the cost points of participants transportation, meals and renting of premises.

Participants **also met face-to-face within a classroom setting and engaged in group discussions and activities**. This methodology encouraged and developed their social skills through interaction with one another, thereby developing their interpersonal relations. This strategy also helped to promote collaborative learning as discussions involved putting participants into smaller groups. This contributed in building self-confidence, promoting critical thinking, building the sense of team and preparing the participants for their roles as project ambassadors. This approach also developed in the young participants a sense of accountability and responsibility through their various contributions and role plays.

Furthermore, to boost their motivation, broaden their horizons and bring the discussions and theoretical knowledge to life, the project staff and facilitators with the support of the external advisory board members integrated **study visits**. These included visits to the [Anne-Frank Educational centre](#) in Frankfurt, the [Museum of Communication](#) and the [Cyber Crime Unit](#) of the Police in Hessen, among others. Participants were exposed to a wide range of practical digital experiences and information on the topic of discrimination and hate speech online.

Moreover, ProArbeit emphasized the significance of promoting digital citizenship and responsible online behaviour. Participants were encouraged to explore positive communication strategies, critical thinking skills, and empathy in navigating the digital landscape.

The capacity building programme was structured as follows:

- Introduction to Online Hate Speech: Definition of hate speech and its impact on individuals and society. Examples of different forms of hate speech online. Discussion on the importance of recognising and addressing online hate speech.
- Understanding the Psychology of Hate: Exploration of the psychological factors behind hate speech. Discussion on how stereotypes, biases, and prejudice contribute to hate speech. Examining the role of anonymity and echo chambers in promoting hate speech.
- Introduction to the Fast Lisa Dashboard: Exploring and providing first-hand experience and use of the Fast Lisa software and prepare the ambassadors for the subsequent activities.
- Excursion and Workshop on Discrimination and Hate speech (Gender): An interactive platform dealing with topics of hate speech, discrimination racism and prejudice.
- Legal and Ethical Aspects of Hate Speech: Overview of legal frameworks and regulations related to hate speech in different jurisdictions. Discussion on freedom of speech versus the limits of hate speech. Examining ethical considerations in combating hate speech while preserving freedom of expression.
- Impact of Hate Speech on Individuals and Communities: Understanding the emotional and psychological impact of hate speech on victims. Exploring the broader consequences of hate speech on marginalized communities.
- Excursion and Workshop: Communication Museum
- Identifying and Analysing Online Hate Speech and the Dashboard: Techniques for recognising hate speech online, including language, tone, and context. Analysing case studies and real-life examples of online hate speech. Engaging in interactive exercises and group discussions to identify and understand hate speech using the dashboard.
- Responding to Online Hate Speech: Strategies for addressing and combating hate speech. Exploring different approaches, such as reporting, counter-speech, and community building.
- Media Literacy and Critical Thinking Skills: Developing media literacy skills to evaluate online content and identify biased or misleading information. Promoting critical thinking and empathy as tools to counter hate speech. Interactive activities to practice critical analysis and fact-checking.
- Excursion and Workshop: Cybercrime from the police headquarters in southeast Hessen, Germany.
- Building Inclusive and Respectful Online Communities: Promoting digital citizenship and responsible online behaviour. Exploring ways to create inclusive online spaces that discourage hate speech. Collaborative project or group activity to develop initiatives promoting online respect and inclusivity.
- Engaging in Activism Against Hate Speech: Exploring successful campaigns and initiatives against hate speech. Encouraging participants to become active agents in promoting positive change.
- Final Reflection and Next Steps: Reflection on the course content and personal growth in understanding and addressing online hate speech. Development of an individual action Plan to continue combating hate speech beyond the course. Final group discussion and evaluation of the course.

During the capacity building program, the role and responsibility of InfAI was to support the usage of the application and dashboard regarding the ECHO application. This included support during the setup of the application in the local environment, assistance to better understand how to use the prototype, and in general answering technical questions. Also, short term technical problems were resolved as requested during the test stages. The reported difficulties were collected as technical feedback, and for more high-level questions a FAQ section in the ECHO Toolkit was introduced.

Ravenna Community

The City of Ravenna initiated a recruitment process to identify suitable volunteers for the role of Ambassadors within the FAST-LISA Project.

The engagement of these volunteers transpired in two distinctive phases. The initial phase revolved around acquainting the youth community frequenting the Informagiovani facilities in Ravenna with the project's framework, providing insight into potential project developments, and, during other workshops and activities attended by the participants, curiosity about the topic began to be cultivated. The second phase was aimed at disseminating project information to the broader local Ravenna community, facilitated by the use of social media platforms, as well as the distribution of informational materials such as flyers and posters, and official publications on the municipality's website.

The Immigration Policy Office published a call for maximum 30 individuals, aged 18 to 30, residing in the Ravenna province. The selection process assessed candidates based on their motivational letters, commitment, and team collaboration skills. Recruiters also considered alignment with the candidates' life and academic paths, prior volunteer experience, and proficiency in English. This comprehensive approach aimed to select individuals not only meeting basic criteria but also deeply committed to the project's goals.

The selection process was further strengthened by the formation of an evaluating commission comprising experts and academics from Unibo, local policymakers from the Municipality of Ravenna, and third-sector specialists from Librazione, ensuring a well-rounded and informed evaluation of the candidates.

Subsequently, nine individuals applied for these roles, the majority hailing from the Informagiovani community. This underscored the imperative of establishing direct connections with the target demographic and illuminated the challenges associated with recruiting young volunteers.

Consequently, a youthful cohort of Ambassadors was formed, characterized by an average age of less than twenty years. Most of these individuals were in the final year of high school, while only a few were pursuing higher education at the university level, or had recently completed their undergraduate studies. Although they exhibited diverse educational backgrounds, they all shared a profound resonance with the thematic content of the project. During the initial phases of group formation, it was apparent that six out of the nine participants had encountered instances of hate speech due to their families' migration histories. This

shared experience not only brought the Ambassadors emotionally closer to the project but also served as a motivating factor, driving them to work with enhanced determination and commitment to ensure the project's success.

The project was overseen by Librazione, a private managing body chosen through a public selection process, renowned for its extensive expertise in social innovation, intercultural affairs, and inclusion initiatives. In its capacity as the program's organizational coordinator, Librazione played a pivotal role in supporting the Ambassador group throughout the development and execution of workshops.

Upon being presented with the responsibility of overseeing the FAST-LISA Project, Librazione readily comprehended the progression of its various stages and the chosen methodology. This familiarity stems from their prior experience with similar project structures, acknowledged as effective for conveying messages on digital-related topics to both young and adult audiences.

From the outset, a deliberate choice was made to foster a strong connection with the Ambassadors who were engaged in the project. Following the public call for volunteers, who would participate in the collaborative design and facilitation of workshops addressing the issue of hate speech, the initiative was guided by dedicated mentors who provided comprehensive guidance and support.

The capacity-building program in Ravenna started in M12 (16th of March 2023) and ended in M14 (12th of May 2023) and was a collaborative effort involving key stakeholders, including the Municipality of Ravenna, UNIBO, UNIURB, and Librazione. This collaborative endeavor aimed to achieve two primary objectives:

- Firstly, it sought to prepare the Ambassadors for their roles in the serious game and equip them with the necessary skills to effectively utilize eParticipation tools. This component of the program was designed to empower the Ambassadors with the knowledge and tools they would need to excel in their tasks.
- Secondly, the program aimed to enhance the participants' competencies and skills in alignment with the DigComp 2.1 program, focusing on the development of digital citizenship. The DigComp 2.1 framework played a pivotal role in shaping the capacity-building curriculum.

Unibo and UNIURB collaborated in administering the training program, providing essential resources for conducting the learning sessions. In certain instances, the training was carried out online, facilitating the participation of educators, Ambassadors, and tutors by obviating the need for travel. Nevertheless, a preference was given to in-person training between these two modes. This choice was motivated by the intimate size of the Ambassador group, enabling the creation of an engaging and stimulating environment. The formality of in-person meetings prompted participants to rapidly establish strong interpersonal bonds and facilitated open communication with educators. This amalgamation of a small group size and face-to-face meetings contributed to the creation of an environment in which the Ambassadors felt

immediately comfortable. This sense of ease encouraged participants to share aspects of their lives from the early stages of the program.

The structure of the program unfolded in the following manner:

- Preliminary meetings with Ambassadors: These meetings involved the introduction of the project and a presentation of specific instances of online hatred during the social campaign of the project. Ambassadors were provided with a glimpse of what to expect in their roles as well as their responsibilities. This stage also covered presentations of the office, project objectives, their commitments, and the roles they would undertake, along with insights into reception projects and specific discrimination cases.
- Creation of a free and safe sharing space: Using a participative approach and non-formal education methods, the tutors successfully fostered a motivated and cohesive group of Ambassadors, who actively engaged in the capacity-building program proposed by the University.
- Hate Speech part 1. Social and Communicative Aspects: (In-Person), conducted by Professor Boccia Artieri. This module delved into the multifaceted dimensions of hate speech, addressing its etymological, theoretical, and practical aspects.
- Hate Speech part 2. Social and Communicative Aspects and Basic Elements of Discord: (Blended Mode), led by Professor Monica Palmirani. Participants engaged in an exploration of the socio-communicative implications inherent in dialogues rooted in hate speech.
- Methodology Serious Game: (Online), delivered by Professor Boccia Artieri. This session elucidated the utilization of gamification techniques within the FAST-LISA project, with a particular emphasis on the deployment of ECHO.
- FAST-LISA Methodology and Role of the Ambassadors: (In-Person), also instructed by Professor Boccia Artieri. Here, Ambassadors acquired the requisite skills to interact and facilitate activities, with a primary focus on the utilization of the DISCORD tool. Guidelines concerning engagement protocols and appropriate conduct were expounded, encompassing both the Ambassadors' group and the participants' group.
- Elements of eParticipation Platform, Dashboard Usage, and Result Interpretation: (In-Person), led by Professor Monica Palmirani. This training segment was designed to equip the Ambassadors with the necessary competencies for guiding and overseeing digital participation, including the use of the Dashboard through the WordPress digital platform portal. It also involved the sharing of guidelines for effective Dashboard utilization.
- Post-Training Meeting with the ambassadors: This meeting provided Ambassadors with an opportunity to share their initial impressions and engage in discussions to

synthesize the key training points. It served as a reflective session to reinforce their understanding and prepare them for effective communication of the FAST-LISA Project.

- **Dashboard Simulation for Ambassadors:** This hands-on simulation allowed Ambassadors to transition from theory to practice. They gained practical experience in using the Dashboard, a pivotal tool for sharing project information with the public. This training equipped them with the skills needed to effectively convey project updates and data to the community through the Dashboard.

The subject of hate speech delves into a complex realm entwined with both physical and digital dimensions. This dual perspective can pose challenges, particularly for a relatively youthful group of Ambassadors, with an average age of approximately twenty years. Consequently, there have been instances where questions arose at the conclusion of the training sessions.

From a pedagogical standpoint, this dynamic can be seen as the experts creating a problematizing space, which affords participants the opportunity to cultivate reflective thinking.

From an operational standpoint, these queries might prompt a reassessment of the training curriculum, aligning it more closely with the participants' skill sets and knowledge base. Nevertheless, it is worth noting that the Ambassador group effectively assimilated the various training modules. Simultaneously, their expressed desire for a more experiential approach underscores their yearning for a deeper engagement with the subject matter.

Municipality of Ravenna and Librazione Role

On July 14, 2023, the "A Casa mia" moderation and public consultation workshop took place at the computer lab within the Unibo Law Campus in Ravenna. The Municipality extended invitations to social and private organizations actively involved in the realm of inclusion and hospitality. Ultimately, 24 participants, aged between 25 and 40, attended the workshop. Their focal point was to engage in a dialogue about welcoming migrants into their families using the WordPress platform.

Before embarking on the activity, each participant received specific credentials to access a private profile, ensuring the anonymity of their identities. Subsequently, they were acquainted with the rules of engagement and issued 'role' cards, which compelled them to adopt a specific perspective during the discussion: either in favor of hate speech, against it, or indifferent to it. Throughout the activity, participants abstained from revealing their actual identities or positions on the topic.

During this exercise, the Ambassadors played a crucial role as moderators. Their moderation responsibilities encompassed: introducing the project and its objectives to the participants; providing a situational overview; monitoring and taking action, such as deleting messages containing hate speech, relocating off-topic messages to the spam category, and inciting discussions when deemed necessary; sharing their experiences; engaging in discussions with participants, including reflections on their personal sentiments and experiences; and receiving constructive criticism or valuable suggestions aimed at informing the wider public and subsequent workshop simulations.

The Ambassadors effectively implemented the knowledge and skills acquired during the capacity-building program: proficiency in problem-solving, technical computer competencies for Dashboard management, and an enhanced sense of self-confidence, especially when interacting with individuals more senior and experienced in immigration-related matters.

In summary, a total of 395 comments were generated, of which 386 successfully passed through the scrutiny of the moderators. Thereafter, the University undertook the task of producing a comprehensive report.

Next steps

The scheduled activities are:

- The promotion of public discussions on the Dashboard through social media channels. These discussions will be moderated by Ambassadors, following the same approach successfully tested during the workshop on July 14th, under the guidance of tutors.
- Integration of Discord workshops into the PAFT¹ and a presentation meeting to introduce the project and the Discord laboratories to middle and high school educators who are keen on using Discord as an educational tool. Several teachers have already expressed significant interest in incorporating these laboratory sessions into their classrooms.
- The planning of two additional workshops involving third-sector operators, akin to the one conducted on July 14th. For October, two workshops are already on the calendar, maintaining the discussion format via the WordPress platform. These workshops will target two distinct groups: young individuals aged 18-30 and professionals from third-sector organizations. The aim is to engage a minimum of 40 participants.

A noteworthy number of local school teachers have displayed a keen interest in the FAST-LISA workshop. Our intention is to involve approximately 40 classes from both secondary and high schools, with activities scheduled between November 2023 and March 2024. This strategy will enable us to reach around 1,000 students through FAST-LISA workshops, leveraging the Discord platform as an essential educational resource.

University of Bologna and Urbino role

The role of University of Bologna (UNIBO) and University of Urbino (UNIURB) was to support the capacity building of Municipalities, Associations, Ambassadors, students and teachers. The goal was to provide the multilevel competences for facing the hate speech topic and to find pro-active solutions in short, mid and long terms.

¹ PAFT stays for *Piano dell'arricchimento formativo del territorio*, is a unique document, published by the Municipality of Ravenna with the contributions of associations, entities, insitutions. It collects all the activities promoted and organized to enhance the educational offering. It is addressed to the schools of all levels.
<https://www.comune.ra.it/aree-tematiche/giovani-scuola-e-universita/scuola/qualificazione-pedagogica/paft-piano-arricchimento-formativo-del-territorio-2/>



Short-term: UNIBO and UNIURB have created, in the first year of FAST-LISA project, a plan of teaching sessions (see in attachment) for preparing the Ambassadors, the Municipalities staff and the Associations to start the dialogue on the hate speech with the territory. In particular, they have used the tools ECHO (Discord-based tool) and eParticipation platform and dashboard for monitoring a fair debate.

Mid-term: during all the FAST-LISA project UNIBO and UNIURB assist all the actors in order to consolidate the results, to refine the methodology, to integrate the competences and to disseminate the results.

Long-term: UNIBO and UNIURB intend to create a syllabus for the schools and for the municipalities departments for proposing laboratories, events, workshop, interactive activities, involving also the associations, that could be included regularly in the didactical offer and in the event calendar of the territory.

The methodology created in FAST-LISA aims to be reused for different occasions with seminars, laboratories, workshops, interconnection between high-school and University. The main goal is to grow up the digital citizenship skills using an interdisciplinary and multi-level approach in order to create a texture in the society capable to recognise, react, fight the hate speech model with a different narrative. The legal, ethical, sociological, pedagogical and technological competences contribute to create the pillars of the mixed cultural instruments.

The main skills should include the capacity:

- To argument different positions without attack the person but only the reasoning.
- To elaborate the news and the data for supporting the debate with evidences.
- To recognise fake news, logic fallacies and bias that could easily produce discrimination and prejudice.
- To be able to manage in correct way emotional level and to debate in fair way.
- To correctly use the linguistic skills with respect of the other different opinions.
- To empathise with the other position for mediating a common view.
- To find constructive solutions using problem-solving methodology.
- To have critical thinking for not be influenced by “polarisation” and “bandwagon” mechanisms, especially in social media environment.

Particular effort was invested also to provide the technical competences to all the members of the consortium, in particular to the ambassadors, for creating the capacity-building necessary to conduct the sessions in the school (e.g., Discord app) or in the public consultation use-case. Additionally, ethics and privacy issues were deeply discussed and disseminated for creating the correct professional behaviour in the ambassadors about rules of GDPR, anonymization of personal and sensitive data, discrimination topics, prejudice narrative, fake news and the fair use of the technology. In particular a guideline booklet was produced for leading the ambassador to resolve possible conflicting situations, especially in the respect of the delicate balancing between banning posts and freedom of speech right.

Ambassadors' role

The FAST-LISA training and the simulation conducted on July 14th served as transformative experiences. This training program presented a unique opportunity to enlarge the Ambassadors' skills and broaden their comprehension of their roles as representatives.

The FAST-LISA training, marked by its depth and intensity, equipped the Ambassadors with the essential knowledge and tools to effectively convey and advance the project's mission. Engaging in interactive workshops and thought-provoking discussions, they acquired insights into various aspects, including diplomatic protocols, cross-cultural communication, computer applications, and GDPR compliance.

The training activities were both intriguing and invigorating for the Ambassadors and provided them with a platform for the acquisition of new knowledge and skills. Overall, the Ambassadors found the FAST-LISA training and simulation to be exceptionally rewarding as the experience contributed to their personal and professional development, fostering valuable skills and a deeper understanding of the intricacies of human interactions.

Given the pivotal role that Ambassadors play in the project, it was of utmost importance for us to gather their impressions and incorporate them into this deliverable. By doing so, we aimed not only to provide a technical perspective but also to provide an emotional dimension, offering readers a sense of completeness and an understanding of the prevailing safe environment.

Below, we present some impressions and comments shared by the involved Ambassadors:

“During the simulation on July 14th, we had the chance to put our newly acquired skills into practice. We were tasked with simulating real-life scenarios, including conflict resolution, decision making and administrating a debate with consciousness and purpose. This hands-on experience allowed us to navigate complex situations, make crucial decisions, and collaborate with our fellow colleagues and tutors.

We approached the simulation with enthusiasm and determination, fully immersing ourselves in our roles as moderators. We demonstrated exceptional teamwork, adaptability, and critical thinking skills throughout the exercise. The simulation challenged us to think on our feet, consider and accept various perspectives.

We embraced the opportunity to learn from experienced tutors and industry professionals who provided valuable guidance and feedback throughout the process. This mentorship aspect of the training further enriched our understanding of how this subject is really broad and still in the making with new technologies and tools.

The experience not only broadened our horizons but also instilled a greater sense of purpose and commitment to our roles as ambassadors and above all as people. As we reflect on the training and simulation, it is evident that our vision has been shaped by this immersive experience. We are now better equipped to engage in diplomatic endeavors, promote the project's values, and forge meaningful connections with individuals from diverse backgrounds”.

Santa Coloma de Gramenet community

Municipality of Santa Coloma role

The main role of the city of Santa Coloma was to select the group of young people who participated in the training. It was decided, together with the UAB, that the young people who would become local ambassadors should be residents of the city, with a history of participation and involvement in projects related to the project theme. They regularly contribute to social movements and projects in favour of people's rights. They are also very active in online networks, which helps identify online hate speech and build up counter-narratives. The reason was to ensure group cohesion but also a greater impact and sustainability of the project's actions.

In order to do so, between two and three staff members from the Santa Coloma team (specifically from the *Xarxa de Valors* initiative) attended most of the course sessions in view to contextualise and present the sessions as well as to monitor and strengthen the link with youngsters. They also organised a session dedicated to the context of the city, where they explained the policies and initiatives combating prejudices and rumours.

The result has been the configuration of a group of young and diverse people with a high level of complicity and connected to the reality of the territory. They are a reflection of the diversity of Santa Coloma, not just in terms of ethnic background or origin but in relation to its studies, level of income, etc. For Santa Coloma this was a key aspect, as they consider diversity enriches the group and allows to have a broader and more realistic perspective of the city.

Autonomous University of Barcelona and experts role

The Autonomous University of Barcelona (UAB) had the responsibility to design and deliver the training, for which Diversit was subcontracted. Two experts, Daniel de Torres and Rafael Crespo delivered most of the sessions. Additionally, the expert Taka Bueno was invited as a guest to the training. Professors from the UAB team delivered as well one specific session about the legal treatment of hate crimes. The UAB and Santa Coloma teams were trained on the use of the Dashboard. They have presented the tool, commented on its functioning, and discussed its potential and applicability.

Most of the sessions were **in-presence** within a classroom setting Santa Coloma municipality's facilities. Different methodologies were used during the sessions: role-playing, reflections and collective debate, group discussions, individual work and presentations by participants. Face-to-face sessions were complemented with online meetings with the ambassadors. These online sessions aimed at discussing specific topics already covered in class (new content was not introduced) or at presenting specific assignments.

The Dashboard has been a tool for ambassadors to work on the dynamics of hate speech detection.

Other instruments were used, such as the [Escape Roomours](#), an online tool based on the escape room/break out methodology and with introductory content to the antirumours strategy approach.

Prior to the work plan, the ambassadors carried out a diagnosis: that is, they thought of key topics and target groups to address in class with regard to hate speech. They then carried out a questionnaire which they tested with students and finalised the choice of topics and groups to focus on in the work plan. Once this choice was made, they used two characters (Mila and Melo) from the "[Travel booklet of a Journey towards intercultural cities](#)" to create situations to counteract hate speech.

The capacity building programme was structured as follows (see the training schedule in Annex 2):

- Prejudices, false rumours and stereotypes: content around the elements involved in the construction of prejudices that end up having an impact on collective imaginaries and subjective and collective narratives. The necessary actions for questioning and critical thinking about non-contrasted information and how they end up influencing cohesion and coexistence are defined. Support in the construction of narratives that favour living together.
- Intersectional analysis and intercultural approach: Difference between equality and equity and their relevance in the intercultural narrative; recognition of diversity and participation. Possible actions are proposed to improve the recognition of diversity and effective participation; spaces for relationships and positive interaction. The generation of links and spaces for relationships and trust, essential spaces to provoke "improbable encounters" between people and contact with diversities (breaking down fears, knowledge, recognition). The factors that hinder interaction and the generation of links between people of different profiles, origins and cultures are analysed and actions are proposed to promote positive interaction in conditions of equality.
- Management of false rumours and the phenomenon of "fake news". Difference between these concepts and the importance of the element of intentionality in their construction. Comparative presentation and debate on the strategies combating rumours and prejudices in Santa Coloma and Getxo by Taka Ueno, promoter of the Anti-Rumours Strategies in Tokyo, based on his comparative PhD study on Santa Coloma Getxo.
- Hate speech. Theoretical and practical knowledge of how to identify hate speech in the social networks and tools to counteract it.
- Hate crime. Legal treatment of hate crimes through a presentation and debate on the legal framework. Analysis and discussion of jurisprudence based on real cases and with the resolution of sentences, by the UAB team (*).
- Practice through role-playing dynamics: training in debate. Short theatre scenes: construction of short scripts with "Mila" and "Melo", main characters of the "[Travel booklet of a Journey towards intercultural cities](#)" (a communication material designed by the Spanish Network of Intercultural Cities – managed by Diversit- where Santa Coloma has been highly involved).

- The ECHO tool and the Dashboard. Introduction to the technological tools, elements that will be central in the awareness-raising and training phase for youth groups.

(*) On June 21, 2023, the research team of Criminal Law of the Autonomous University of Barcelona was in charge of delivering a technical-legal session within the capacity building programme. Participants learnt how the Spanish criminal courts had resolved different real cases in which defendants had been trialled for having committed possible hate crimes.

The aim of this session was two-fold: First, participants could learn about real cases (not only hypothetical or theoretical cases) where scenarios of hate speech judged by the Spanish Courts had occurred; Second, and once the result of the criminal trial (acquittal or conviction) was known, participants could discuss and argue with their peers. These discussions, led by UAB-research team professors, debate around whether participants agreed (or not) with the criminal sentences and with what arguments or reasons.

Specifically, the following criminal sentences were analysed:

- Criminal sentence of the Spanish Supreme Court 259/2011, April 12.
- Criminal sentence of the Spanish Supreme Court 314/2015, of May 4.
- Criminal sentence of the Spanish Supreme Court 820/2016, of November 2.
- Criminal sentence of the Spanish Supreme Court 72/2018, of February 9.
- Criminal sentence of the Spanish Supreme Court 675/2020, of December 11.
- Criminal sentence of the Spanish Supreme Court 437/2022, of May 4.
- Criminal sentence of the Spanish Supreme Court 488/2022, of May 19.

Ambassadors' role

The Municipality of Santa Coloma de Gramenet has gathered feedback from the local ambassadors concerning the training. In general terms, youngsters found the capacity-building programme comprehensive, stimulating and useful for everyday life.

Thanks to the multidisciplinary approach used in the sessions, local ambassadors gained knowledge on:

- What exactly is hate speech and hate crime, understanding its complexity and dilemmas in its application from a judicial point of view.
- How to identify hate speech (by improving the understanding on the elements underpinning hate speech -prejudices, stereotypes-) and develop strategies to confront and counteract them on everyday life everyday hate speeches, in order to combat them on a daily basis.
- The work that the municipality does at this regard: different entities and projects in Santa Coloma that fight against hate discrimination and how to analyse the state of hate speech in a given territory.

Besides the content-related gained knowledge, local ambassadors have improved teamwork, connecting with diverse people and bringing everyone's ideas together to create a common

project. In addition, they have increased their capacity for autonomy and accountability by being the main managers of the local action plan.

3. Learning materials

Course materials include the academic materials developed and used by experts and training facilitators in connection with the learning objectives.

The selection of the teaching and learning materials have followed a multidisciplinary approach to deliver a comprehensive and accessible learning experience to participants.

The teaching and learning materials provided in this programme served as valuable resources that not only educate but also inspire action. By equipping participants with the knowledge and skills to combat hate speech online, the project take a step towards fostering a digital realm where diversity is celebrated, and all individuals can engage freely and without fear.

Offenbach community

The teaching and learning materials have been meticulously chosen and delivered by Pro Arbeit's expert (Faheem Ahmed), the Head of Academy at An Nusrat e.V (<https://www.an-nusrat.de/>), an Expert on Hate Speech with a rich experience in the field of hate speech, youth engagement and human rights advocacy and a member of the project's External Advisory Board in Germany.

Through a range of informative materials, participants gained insights and understanding of the various forms of hate speech and its impact on individuals and communities. Various materials were used to facilitate the capacity building activities for the young ambassadors. They include online learning tools, such as Metimeter and online resources on the topic of hate speech.

Below are the links to the online resources that have been employed:

- <https://digitalnative-hessen.de/hatespeech/>
- <https://ed.spiegel.de/unterrichtsmaterial/wie-wollen-wir-miteinander-reden-unterrichtseinheit-zu-hate-speech-ab-klasse-8>
- <https://www.hr.de/bildungsbox/unterrichtsmaterial/tutorials/faktencheck-im-netz-profi-tricks-und-tipps-tutorial-faktencheck-100.html>
- <https://response-hessen.de/>
- <https://www.stopantisemitismus.de/>
- <https://antisemitismus.wtf/>
- <https://www.youtube.com/watch?v=bYgKvX2bv2s>
- <https://www.youtube.com/watch?v=gC5hpyQffLM>
- <https://www.youtube.com/watch?v=7olZafItPMI>
- <https://www.medienanstalt-nrw.de/zum-nachlesen/recht-und-aufsicht/beschwerde.html>
- <https://library.fes.de/pdf-files/bueros/regensburg/19405.pdf>
- <https://hessengegenhetze.de/>
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Ravenna Community

The lessons have been made by experts from University of Bologna (UniBo) and University of Urbino (UniUrb). The material has been expertly chosen in order to provide a complete knowledge of the existing literature in the field.

In this sense, UniUrb offered to Ambassadors a sociological perspective of Hate Speech, Serious Game, and examples of case studies with the aim to help in the construction of the activities in class.

Below, a list of the materials that UniUrb employed during the lessons:

- <https://www.unar.it/portale/documents/20125/50788/Mappatura-delle-principali-metodologie-italiane-ed-europee.pdf/51335778-737d-afc5-00f4-612e5f252694?t=1619775123738>
- <https://d21zrvtkxttd6ae.cloudfront.net/public/uploads/2022/05/Barometro-dellodio-2022-Senza-cittadinanza-low-.pdf>
- <https://www.amnesty.it/barometro-dellodio-senza-cittadinanza/>
- <https://www.amnesty.it/aiutaci-a-contrastare-lodio-online/>
- <https://www.ancheioinsegno.it/attivita/cyberbullismo-e-hate-speech/>
- De Gloria, A., Bellotti, F., & Berta, R. (2014). Serious Games for education and training. International Journal of Serious Games, 1(1). <https://doi.org/10.17083/ijsg.v1i1.11>

Unibo prepared power point presentations with the content of the course to ambassadors. We have used also videos and material for creating a repository of material persistent over time. Frontal lectures were performed and documented.

Among the materials, a comprehensive report on the Dashboard workshop that took place on July 14th 2023 in in Annex 2. The training, as previously mentioned, provided a unique opportunity to enhance ambassadors' skills and broaden their understanding of their roles as representatives.

The material used are the follow:

- <https://repubblicadigitale.innovazione.gov.it/digicomp-parla-italiano/> - Digcomp2.2
- https://www.camera.it/application/xmanager/projects/leg17/commissione_internet/TESTO_ITALIANO_DEFINITIVO_2015.pdf - Carta dei diritti in Internet
- <https://www.playyourrole.eu/youtuber-simulator/> - gaming for faithing hate speech
- <https://www.their.tube/> - filter bubble experience
- <http://gendershades.org/> - face recognition discrimination experiment
- <https://ai.google/build/machine-learning/> - tools for experimenting AI
- <https://toolbox.google.com/factcheck/explorer> - Fake news discovery of Google
- <https://www.un.org/en/hate-speech/understanding-hate-speech/what-is-hate-speech> - UN hate speech material
- <https://rm.coe.int/opening-session-2-parmar-the-legal-framework-for-addressing-hate-speech/16808ee4bf> - Council of Europe material on hate speech
- <https://www.coe.int/en/web/freedom-expression/hate-speech> - Council of Europe material on hate speech
- <https://futurefreespeech.com/un-hate-speech-case-database/>
- <https://futurefreespeech.com/hate-speech-case-database/>

Among the materials, a comprehensive report on the Dashboard workshop that took place on July 14th 2023 in in Annex 2. The training, as previously mentioned, provided a unique opportunity to enhance ambassadors' skills and broaden their understanding of their roles as representatives.

Santa Coloma Community

The teaching and learning materials have been designed and selected by the different experts, researchers and the municipal staff involved in the delivery of the sessions.

Training facilitators designed power point presentations with references to further material and documents. Some of the presentations related to:

- The Pyramid of Hate
- Intercultural competences
- The Anti-rumours Strategy
 - the [Anti-rumours Handbook](#) (Council of Europe)
 - Videos about an Introduction to the Anti-rumours Strategy
- The importance of face-to-face dialogue to counter prejudices and rumours

- [Claiming the power or Dialogue](#) (Council of Europe)
- Videos about the Anti-rumours dialogue
- How to create effective alternative narratives about diversity
 - [10 criteria for the creation of effective alternative narratives on diversity](#) (Council of Europe)
- Comparison of Anti-Rumours Strategies Santa Coloma and Getxo (by Taka Ueno).
- Role of ambassadors (by Santa Coloma facilitators).
- Hate crime cases: six real cases (by UAB).

As part of the objective of recognising hatred messages, but also to promote critical thinking and generate debates around diversity, different press articles were selected. For example: "Why people who surround themselves with other cultures are more intelligent", La Vanguardia, 29/03/2018. Available here:

<http://www.lavanguardia.com/vida/20180329/441150216570/por-que-las-personas-rodean-de-otras-culturas-son-mas-inteligentes-brl.html>

The training also addressed racism and hate speech in the field of sport, following the racist insults received by Real Madrid football player Vinicius Jr. and previously received by other players from different teams. In this article, different players' testimonies explain their experiences with racism and the training generated a debate on the causes, the impact of social networks and the weaknesses of the responses against such hate speech.

<https://elpais.com/deportes/2023-05-28/la-liga-bajo-la-lupa-del-mundo-por-el-racismo-entendiendo-a-vinicius-al-final-explotas.html>

Other resources used were videos addressing the role, nature or consequences of stereotypes and prejudices, some examples are:

[What kind of Asian are you?](#)

[All that we share](#)

[The doll test](#)

Other materials, as previously mentioned, were those designed under the framework of the communication campaign #anecessaryjourney from the Spanish Network of Intercultural Cities. These include the Travel booklet, audio-visual pills and videos. The campaign materials can be found here: <https://www.ciudadesinterculturales.com/unviaienecesario/>

4. Insight from community: main challenges

The main challenges encountered in the delivery of the training are those related with the recruitment and meaningful engagement of youngsters.

4.1. From municipalities

The project manager from Santa Coloma de Gramanet encountered the following challenges from a management point of view:

- The difficulty of getting the **commitment of the youngsters** throughout the whole project and, in particular, the 40h training and the actions as ambassadors for the Local Development Plan. In particular, and despite the fact that 20 participants started the capacity building programme, only 14 ambassadors finished it. It is not due to bad recruitment but to the fact that the ones who left found a job and couldn't commit with the project even they attended occasionally a few training sessions.
- The **composition** of the group of ambassadors under the required parity criteria as the presence of women in these areas is traditionally much higher. In the case of Santa Coloma, only three ambassadors were men.

4.2. From mediators/associations

ProArbeit shared the following feedback:

- When the **recruitment** of the young participants started, those contacted were **reluctant and sceptic** in joining the project. This was due to time availability and other engagements but also to data protection concerns. This challenge was however subdued through the involvement of patrons of youth organisations and school authorities among others, through whom trust was built as well as actively involving them in decision-making processes on project activities.
- Youngsters **time management**: Participants had busy schedules and balancing project activities with their other responsibilities has been challenging, leading to delays and failure to meet deadlines. Since participation is voluntary, the young participants cannot be compelled to fulfil the project expectations, rather, the plans and schedules are adjusted to enable young people to participate.
- **Maintaining the motivation, commitment and enthusiasm** of the young participants has been a challenge. This has manifested itself in the level of participation during meetings and project activities. To overcome the risk of participants dropping out as the project progresses, the recruitment process is still open.
- Fostering youth involvement requires more than time and dedication. There are **costs involved that are often overlooked** which contribute in keeping the motivation of the participants and developing a sense of ownership of the project. It is the case of transportation costs to and from meetings (an expense not foreseen in the project). Additionally, considering that the meetings have been organised usually in the evenings or right after school, there was a need to provide food or snacks.

4.3. From Universities

InfAI, as abovementioned, provided support to partners in their usage of the application and dashboard regarding the ECHO application. Different technical challenges arouse in the different communities:

Offenbach - ProArbeit:

- The Docker license needed to be purchased.
- New code distribution for local installation difficult
- Minor bug fixes and problem with sending out the data after the session
- Some provided accounts could not be login to

Ravenna – University of Bologna:

- Questions about performance of multiple sessions at the same time
- Not all logged-in users could be seen
- Long loading times when ending a game
- Questions regarding of how and when to delete the discord channels were raised

Santa Coloma - UAB:

- Difficulties logging into the Discord accounts
- Problems with code distributions via Git
- Local email needed to be adjusted

University of Bologna supported the territory of Ravenna with sessions of training for the legal, ethical and technical issues in the following way:

1. Guidelines for managing the critical situation in the light of the privacy regulation and of the ethical issues
2. Organization of the credentials, accounts and digital identity management
3. Interconnection between INFAl and the Municipality of Ravenna for mitigating the linguistic issues
4. Constant contact with INFAl for HECO application issues in particular the customization for the Italian language and domain
5. Clean and maintainment of the dataset of the post in the online eParticipation platform
6. Creation of the dashboard and explanation of the graphs to the ambassadors
7. Specific lectures on how to read and interpret the graphs of the dashboard
8. Preparation of documentation material in English and Italian.

4.4. From end-users

4.5. From external final users

5. Recommendations & roadmap

The capacity building programme has not been an isolated action under the framework of the project, but a key process which aimed to engage youngsters in actively participate and contribute to the project objectives.

In this sense, some general recommendations when planning and implementing a training programme with youngsters are listed below:

- First, ensure **diversity among training participants**, so that discussions and reflections are enriched by different experiences. For example, people who have experienced first-hand the negative consequences of prejudice, stereotypes and even hate speech.
- Second, acknowledge that there might be different levels of involvement and motivation among participants. And, as a consequence, **adapt the teaching methodologies to the different profiles** so that everyone can contribute with their ideas, creativity and proposals.
- Third, and despite the importance of using a digital tool and social networks, time must be devoted to developing **communication skills**, dialogue and fostering critical thinking and empathy in face-to-face spaces.
- Last, it is key for local ambassadors to gain an understanding of **initiatives, projects and policies that exist in their local context**, to leverage resources and connect with other actors and organisations pursuing similar goals.

By focusing on the motivation and engagement when working with youth, some recommendations go in line of creating an environment that inspires and motivates them and ensures the project sustainability.

- **Empowerment and autonomy:** Offer young participants a sense of ownership and autonomy in the project. Allow them to take on roles that match their skills and passions, and provide opportunities for them to make decisions and contribute with their ideas.
- **Recognition and appreciation:** Acknowledge and value the efforts and contributions of young participants. Celebrate their achievements, highlight their successes, and provide regular feedback to boost their confidence and motivation.
- **A supportive environment:** Create an inclusive atmosphere where young people feel valued and encouraged to express themselves. Encourage open communication and collaboration to build a sense of community among participants.
- **Fun and creativity. Include** interactive activities, games, excursions or creative challenges in the project activities to make the project enjoyable and engaging.
- **Digital platforms and technology:** Use digital platforms and technology to connect with young participants effectively: Social Media, online forums, and interactive tools.
- **Learning opportunities:** Emphasize the learning opportunities the project offers. Highlight how their involvement can lead to personal growth, skill development, and the acquisition of valuable experiences.

- **Community impact:** Demonstrate how the project can contribute to positive change in their communities. Young people are often motivated when they see that their efforts can make a meaningful difference.
- **Flexibility and adaptability:** Be flexible and open to adapting the project based on participants' interests and feedback. By considering their needs and preferences, you can increase their commitment in the project.
- **Collaborative approach:** Encourage teamwork and cooperation among participants. Collaborative projects foster a sense of camaraderie and shared achievement, which can motivate young people.
- **Incentives:** Consider offering incentives to participants, such as certificates, badges, or opportunities for further personal or professional development.

Roadmap

The results of the capacity building programme will be tailored on the Pilot Actions needs and context in order to apply them in the concrete Use-Cases. These Use-Cases aimed at validating the Dashboard tool. The assessment of the tool will be done by both, academic researchers, and end-users.

The Use Cases in Offenbach will involve High School students, peers of local ambassadors and public authorities' staff in Dreieich. The Use Cases in Santa Coloma will involve mainly high schools, NGOs and associations working in the field of social inclusion. However, they are still in the decision process.

On one hand, city staff and decision makers will use the dashboard of the hate maps to understand the phenomenon and plan appropriate strategic policies. On the other hand, local ambassadors will receive support from partners and experts to profile the local pilot actions (Local Action Plans) whose outcomes are indications of possible ways in which usage of the project's dashboard and application can be disseminated and exploited at local level.

This will be done through workshops in schools and at youth events, focus groups and Dashboard simulation workshops. These sessions will create the opportunities to engage high schools' students to discuss online hate speech, introduce specific cases that they have been victims of and/or they have heard and test the project's dashboard and application.

Local engagement sessions will support the creation of a digital community of young advocates, which will lead to the creation of a network of young people, able to detect and tackle the spread of hate speech in their communities. In this respect the attention to the privacy and legal principles, respect the different opinions and the capacity to argument, the inclusion of ethics approach are preliminary pillars for developing a robust capacity-building plan in this domain.

Last, local ambassadors will engage in an innovative and interactive **online awareness-raising campaign** dedicated to promote new narratives fighting hate speech online for one month. The External Advisory Board will support this task.

Annexes

Annex 1. Training Calendar – Pro Arbeit

<u>Session No.</u>	<u>Date</u>	<u>Topic</u>	<u>Trainers</u>
<u>1</u>	<u>14/06/23</u>	<u>Module 5</u> <u>Techniques for recognizing hate speech online, including language, tone, and context. Analyzing case studies and real-life examples of online hate speech. Engaging in interactive exercises and group discussions to identify and understand hate speech. – Use of the dashboard</u>	<u>Faheem Ahmed, An-Nusrat e.V.</u>
<u>2</u>	<u>22/06/23</u>	<u>Module 1</u> <u>Definition of hate speech and its impact on individuals and society. Examples of different forms of hate speech online. Discussion on the importance of recognizing and addressing online hate speech.</u>	<u>Faheem Ahmed, An-Nusrat e.V.</u>
<u>3</u>	<u>27/06/23</u>	<u>Module 2</u> <u>Exploration of the psychological factors behind hate speech. Discussion on how stereotypes, biases, and prejudice contribute to hate speech. Examining the role of anonymity and echo chambers in promoting hate speech.</u>	<u>Faheem Ahmed, An-Nusrat e.V.</u>
<u>4</u>	<u>07/07/23</u>	<u>Module 11 Excursion to Anne Frank Bildungsstätte Frankfurt am Main, ‚Lernlabor‘ and Workshop on Hate Speech</u>	<u>Anne Frank Bildungsstätte</u> https://www.bs-anne-frank.de/
<u>5</u>	<u>18/07/2023</u>	<u>Module 3</u> <u>Overview of legal frameworks and regulations related to hate speech in different jurisdictions. Discussion on freedom of speech versus the limits of hate speech. Examining ethical considerations in combating hate speech while preserving freedom of expression.</u> <u>Module 4</u> <u>Understanding the emotional and psychological impact of hate speech on victims. Exploring the</u>	<u>Faheem Ahmed, An-Nusrat e.V.</u>

		<u>broader consequences of hate speech on marginalized communities.</u>	
<u>6</u>	<u>26/07/2023</u>	<u>Module 11 Excursion to 'Museum für Kommunikation' Frankfurt am Main</u> <u>Change of communication style and technology and its relation to Hate Speech</u>	<u>Bettina Vonderheid – Museum für Kommunikation</u>
<u>7</u>	<u>16/08/2023</u>	<u>Module 6</u> <u>Strategies for addressing and combating hate speech. Exploring different approaches, such as reporting, counter-speech, and community building.</u>	<u>Faheem Ahmed, An-Nusrat e.V.</u>
<u>8</u>	<u>08/09/2023</u>	<u>Module 8</u> <u>Promoting digital citizenship and responsible online behavior. Exploring ways to create inclusive online spaces that discourage hate speech. Collaborative project or group activity to develop initiatives promoting online respect and inclusivity.</u>	<u>Faheem Ahmed, An-Nusrat e.V. in presence at the office of An-Nusrat e.V.</u>
<u>9</u>	<u>26/10/2023</u>	<u>Module 9 Part 1</u> <u>Introduction to online activism and advocacy to combat hate speech. Exploring successful campaigns and initiatives against hate speech. Encouraging participants to become active agents in promoting positive change.</u>	<u>Chaymaa Azeggaghe Amra Mustafi</u>
<u>10-13</u>	<u>17/11-19/11/23</u>	<u>Module 7</u> <u>Developing media literacy skills to evaluate online content and identify biased or misleading information. Promoting critical thinking and empathy as tools to counter hate speech. Interactive activities to practice critical analysis and fact-checking.</u> <u>Module 9 – Part 2</u> <u>Introduction to online activism and advocacy to combat hate speech. Exploring successful campaigns and initiatives against hate speech. Encouraging participants to become active agents in promoting positive change.</u>	<u>Faheem Ahmed, An-Nusrat e.V.</u>

		<u>Module 10</u> <u>Reflection on the course content and personal growth in understanding and addressing online hate speech. Development of an individual action Plan to continue combating hate speech beyond the course. Final group discussion and evaluation of the course.</u>	
<u>14</u>	<u>21/11/2023</u>	<u>Module 11 Excursion</u> <u>Visit Hanau and the places of a attentat that started with Hate Speech</u>	<u>Initiative 19. Februar – in presence</u>

Training calendar –Community of Ravenna

Session No.	Date	Topic	Trainers
1	13/04/23	Hate Speech: social and communicative aspects + Discord – Basic elements	Group Prof. Monica Palmirani - in presence (Computer Lab, DSG, Via Oberdan 1 – Ravenna)
2	20/04/23	Methodology Serious Game	Group Prof. Boccia Artieri - online
3	04/05/23	Methodology FAST-LISA: role of the Ambassadors	Group Prof. Boccia Artieri in presence (Computer Lab, DSG, Via Oberdan 1 – Ravenna)
4	11/05/23	Elements of eParticipation platform, Dashboard use and Uso della dashboard, reading the results	Group Prof. Monica Palmirani - in presence (Computer Lab, DSG, Via Oberdan 1 – Ravenna)
5	19/06/23	Presentation of the eParticipation tool to the consortium	Group Prof. Monica Palmirani - in presence (Computer Lab, DSG, Via Oberdan 1 – Ravenna)
6	04/07/23	Presentation of the dashboard graphs and how to read and interpret them	Group Prof. Monica Palmirani - in presence (Computer Lab, DSG, Via Oberdan 1 – Ravenna)
7	11/7/23	Meeting with the Ambassador on the tools	Group Prof. Monica Palmirani - in presence (Computer Lab, DSG, Via Oberdan 1 – Ravenna)
8	14/7/23	Simulation of the eParticipation use case with experts	Municipality of Ravenna and Ambassadors

Annex 2. Training calendar –Community of Santa Coloma de Gramenet

Session No.	Date	Topic / content	Trainers
1	03/05/23	Introduction to the different models of diversity management and the intercultural approach. Analysis of the concept of hate speech and introduction to the concepts of stereotypes, prejudices, rumours and discrimination. Working in groups to make proposals on possible actions to be taken to reduce prejudice and discrimination.	Dani de Torres and Xarxa de Valors
2	10/05/23	The anti-fraud approach. The different phases of designing an anti-rumour strategy. The importance of communication in the dissemination of prejudices and rumours. Introduction to anti-rumour dialogue and the key elements of critical thinking to challenge prejudices and stereotypes in everyday conversations. Group work with role dynamics to "defend" and challenge different rumours.	Dani de Torres and Xarxa de Valors
3	17/05/23	Escape rumours dynamics to deepen the knowledge of prejudices and rumours and to generate proposals for effective action to counteract rumours and hate speech. Presentation of the main anti-smoking actions promoted by the Xarxa de Valors de Santa Coloma de Gramenet.	Xarxa de Valors
4	24/05/23	The process of designing and implementing effective actions to challenge prejudices and rumours. The importance of carrying out good diagnoses. Group work with a practical exercise to prepare a questionnaire for young people in educational centres to carry out a diagnosis and detect the main challenges and priority objectives for action.	Dani de Torres and Xarxa de Valors
5	31/05/23	Analysis of the answers to the questionnaires and group work to work on the construction of a narrative and communication strategy to challenge the prejudices and rumours detected in the diagnosis. It is agreed to make two videos based on the reference of Mila and Melo's videos from the RECI campaign #unviajenecesario.	Dani de Torres and Xarxa de Valors
6	07/06/23	They work on the Milo and Mila script to counteract hate speech. A dynamic with two case studies is carried out: one group deals with the issue of physical appearance and the other group with alternative discourse in the face of an insult. The ambassadors make the representation and a joint assessment is made.	Rafa Crespo and Xarxa de Valors

7	14/06/23	<p>1st part: Presentation of Taka Ueno. He did a research work of the University of Tokyo comparing the anti-rumour strategies of Santa Coloma and Getxo, which he presents in the training.</p> <p>Part 2: Two dynamics with ambassadors. Form two groups. They choose a topic for discussion that they will have to give to the other group. They will also have to choose between the participants: 3 for and 3 against the topic to be debated, and 3 who can use hate speech and 3 who cannot. The discussion begins and the other group acts as moderators and observers taking notes. We meet and make a joint assessment of language, tone, resources used e.g. questions, victimisation, empathy, etc.</p> <p>In one dynamic, surrogacy is chosen as a topic, and in another dynamic, they choose whether immigrants from totalitarian countries are a threat to our society.</p>	Rafa Crespo, Dani de Torres, guest TAKA UENO and Xarxa de Valors.
8	21/06/23	<p>Introduction to the Local Action Plan. Definition and group discussion on the role of the Santa Coloma ambassador within the Action Plan.</p>	Rafa Crespo and Xarxa de Valors
9	28/06/23	<p>Presentation of the ECHO tool. Start thinking and designing the presentation of the ambassadors and Santa Coloma for the September Conference. Define the work plan: activities, assignment of tasks, timing.</p>	Rafa Crespo and Xarxa de Valors
10	06/09/23	<p>They work with the actor Joan on the presentation of the group and of Santa Coloma for the Jornadas. They are given theatrical dynamics and communication tools to show Santa Coloma "as you've never seen it before" through the ambassadors.</p>	Rafa Crespo, Joan i Xarxa de Valors
11	13/09/23	<p>Closing of the presentation of the group and Santa Coloma. Discussion on the activities of the conference and the role of our ambassadors. Work and discussion on the ECHO tool and dashboard.</p>	Rafa Crespo and Xarxa de Valors
12	20/09/23	<p>Evaluation of the Conference. Debate on the role of ambassadors in Santa Coloma now and in the future. Presentation and debate on the Local Action Plan.</p>	Rafa Crespo and Xarxa de Valors