

# TOOLKIT

## HOW TO FIGHT DISCRIMINATION AND STEREOTYPE TO MIGRANTS ON THE ONLINE ENVIRONMENT

Co-funded by  
the European Union



A better Europe through inclusion.

## 1. INTRODUCTION

- 1.1 User Guide, 3

## 2. LESSON PLANS

- 2.1 Underline the value of diversity and clarify the differences among discrimination, stereotypes and prejudice: 6
  - 2.1.1 *Icebreaker – Our common things*, 6
  - 2.1.2 *Our line of stereotypes and prejudices*, 8
  - 2.1.3 *Our circle is (not) your circle*, 11
- 2.2 Strengthen the awareness and foster the integration of migrants: 13
  - 2.2.1 *Picturing our world – the issue of invisibility*, 13
  - 2.2.2 *Deconstructing the news – the paradox of visibility*, 15
  - 2.2.3 *Let's do a step forward!* 17
  - 2.2.4 *The role of language*, 21
  - 2.2.5 *Class Rules on - and offline*, 23
- 2.3 Stimulate a more conscious use of the online world and a critical approach to the web and the role models: 25
  - 2.3.1 *Exploring self-image*, 25
  - 2.3.2 *My digital identity and my role models*, 29
- 2.4 Experience of participatory journalism, 33
  - 2.4.1 *An experience of participatory journalism*, 33
- 2.5 Help children to distinguish fake news and recognize discrimination in the online media and social media, 39

- 2.5.1 *Fake news*, 39

- 2.5.2 *How do I really get informed*, 43

## 3. MATERIAL FOR TEACHERS/EDUCATORS/CHILDREN/PARENTS (TO BE USED IN SCHOOLS OR INDIVIDUALLY)

- 3.1 Comparative report input paper, 46
- 3.2 Infographics, 64
- 3.3 Collection of role models and historical figures, 72
  - Kimberlé Williams Crenshaw / Rosa Parks*
  - Ilunga-Bénédicte Kabedi / Willi Resetarits*
  - Malala Yousafzai / Harriet Tubman*
  - Esther Maria Kürmayr / Ute Bock*
  - Cécile Kashetu Kyenge / Olympe de Gouges*
  - Victor Schoelcher*
- 3.4 List of advices, for adults and children, 85
- 3.5 Collection of good practices from the 5 involved countries, 90
- 3.6 Project video spot, 100
- 3.7 Communication campaign, 101
- 3.8 Illustrated manual on how to create a meme, 106

## 4. ILLUSTRATED MANUAL ON GOOD PRACTICES TO CREATE A VIDEO

- Forward, 110

INTRODUCTION

## USER GUIDE

### 1.1

#### What is the NEMO Toolkit?

The toolkit has been developed in the framework of the project “NEMO - using the New media in Education to overcome Migrant discrimination Online”, funded by the European Commission, Directorate-General “Migration and Home Affairs”, through the program AMIF - Asylum, Migration and Integration Fund.

The project involves nine partners from five European countries: Arci Solidarietà Onlus (leading partner), Università di Tor Vergata and Ares 2.0 from Italy; Südwind and Radio Afrika TV from Austria; Center for Sustainable Communities Development and Council of Refugee Women from Bulgaria; Urban Prod from France; Foundation for Africa from Hungary.

**In a context in which third country nationals are affected by the proliferation of misleading information and biased communication with discriminatory attitudes, young teenagers (11-14 years old) must be prepared to enter the online world with proper tools.**

In short, NEMO aims to fight stereotypes against third-country nationals focusing on the multiplying role played by online information through an awareness-raising and training process addressed at young people approaching the online environment.

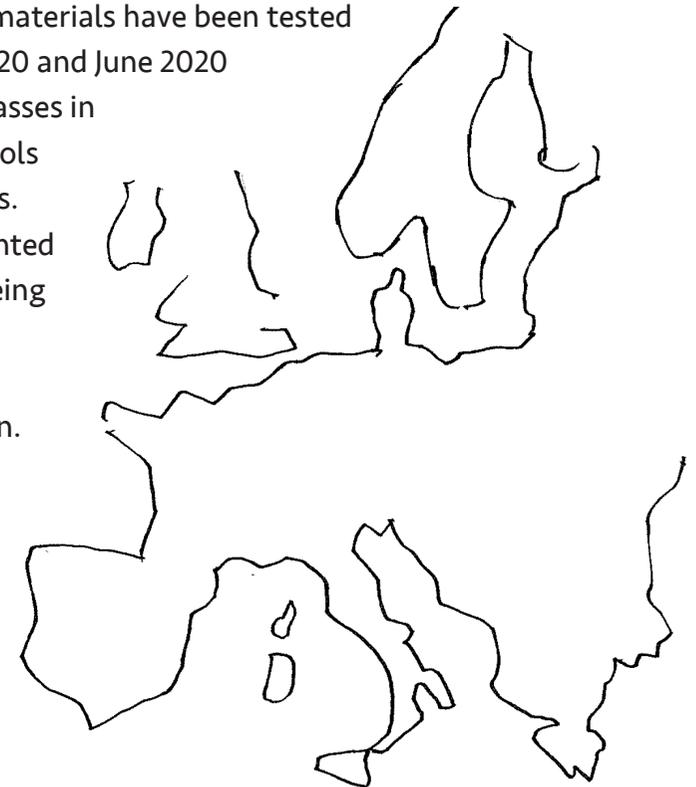
Thanks to NEMO we analysed the main forms of **stereotypes and discriminative behaviours** that affect young people and their families to create this **innovative and communicative toolkit for schools.**

The toolkit has been developed through **factual data and researches based on real discrimination patterns and experiences** and it has been **co-created through the engagement of key actors for the growth of the child (peers, families and schools)** involving **both migrant and non-migrant stakeholders.**

The activities and materials have been tested between March 2020 and June 2020

in (add number) classes in  
(add number) schools  
in the five countries.

We have experimented the pilot version being able to do needed modifications for this final version.



The toolkit is designed based on the outcomes of the preliminary analysis carried out in schools and with schools. The main dimensions tackled have been:

- Use of the Internet and social media
- Discrimination against third-country nationals
- Fake news about migration in the media

The toolkit is addressed primarily to teachers working in schools, but it can be useful also for educators and youth workers working in other contexts, such as youth centres.

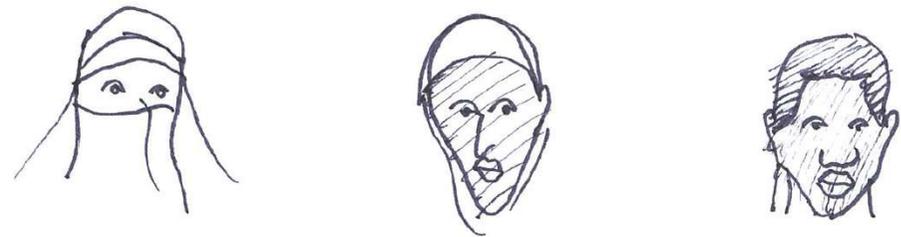
It will help educating students about discrimination migrant people over social networks and digital media and will provide tools to build up a respectful online and offline behaviour.

## **How to use it?**

In the toolkit you will find:

- Lesson plans for activities to be done in schools/youth centres by teachers/ educators/youth workers working with children and youngsters 11-14
- Additional and preparatory material (Infographics, video tutorials and pictures, the comparative report input paper, collection of historical figures)
- List of advices for adults and children for a more conscious use of the online world

- Good practices from other projects and contexts
- A project video spot and more communication materials
- 2 interviews with migrant women created by students in each country
- An interactive game: from the “big story” of migration to “personal stories” of migrant people.



*And much more!*

See the videos, open the images, read the activities' proposals. The toolkit is aimed at being a support for the work of teachers and educators. It does not need to be read all in once and it does not need to be read necessarily consequentially. The different sections are meant to respond to different needs and proposals that came up directly from the research phase and the inputs from partners, teachers, families and students.

LESSON PLANS

## 2.1 Underline the value of diversity and clarify the differences among discrimination, stereotypes and prejudice

### 2.1.1 Icebreaker - Our common things

#### Aims/objectives

Getting to know each other, and realizing how connected we are

#### Target (specifying the preferred target-11-12/13-14):

For both target groups

#### Number of participants

As many as they are in the group

#### Time for implementation

20-25 minutes

#### Needed material and equipment

Open space to move around. No other material is needed.

#### Description (including instructions, methodologies and strategies):

Ask students to move around in the open space, and find another 3-4 classmates with whom they have 4 things in common. E.g.

they are all: girls; like pancakes and English language; grown up in the countryside. Tell them not to stick to their best friends, but try to move around and have a conversation with students outside of their best friends' circle. One of the trainers can also join in, experimenting how s/he can fit in, how s/he can be included.

After 10-15 minutes the instructing trainer asks the newly formed small groups to stay together. Each group gives feedback about:

- The 4 things they have in common;
- How they felt during the exercise (any difficulties, e.g. excluding someone)?

If we have more time we may discuss more aspects:

- How the students chosen to whom they will talk to?
- Was it easy/hard to talk to classmates who are outside their friends' circle?
- Was it easy/hard to find the four common things?

Once all groups give their feedback the trainer might summarize common points, e.g. we are linked to each other in various ways through the activities/hobbies we share. In this part the trainer may repeat the 'good comments'. In this part we may give a conceptual clarification. It is important to give the conceptual clarification in a language that children can understand! (wording should be tailored according to their age).

In the debriefing we shall cover the following aspects:

- Sometimes it is easier to find common things other cases it takes more time. It requires open mind.
- The human brain has a natural tendency to categorise everything. (About categorization please read the text in the box below.)

## CATEGORIZATION

*The human brain has a natural tendency to categorise everything. At any one time, our brain is bombarded with an infinite number of stimuli. Without an efficient method of making sense of this information, our brains would become overloaded. By sorting stimuli (for example, experiences, objects, people) into categories, we can process our environments more efficiently. This frees up mental resources for other tasks.*

*Categorising people helps us to navigate our social world more efficiently. Social categorisation provides a sense of order and predictability that we can rely on to guide our interactions with others. Our stereotype for the elderly alerts us to speak loudly in their company. When we are ill, our stereotype for doctors leads us to seek out and trust their advice.*



## 2.1.2

### Our line of stereotypes and prejudices

#### Aims/objectives

Make students aware of their common stereotypes and prejudices.  
Open discussion for breaking them down.

**Target** (specifying the preferred target-11-12/13-14):

For both target groups (statements might differ in some cases)

#### Number of participants

As many as they are in the group

#### Time for implementation

45 minutes

#### Needed material and equipment

Open space, colourful ribbon/rope

List of statements (cover a wide spectrum of negative and positive stereotypes and prejudices present in the society) prepared by the trainers prior to the training.

#### Description

*(including instructions, methodologies and strategies):*

Tell students that in the followings they will hear 10 statements, and ask them to decide to what extent they can agree with each of them. Tell them to visualize an imaginary line (or a colourful ribbon/rope can also be used or if needed and the space allows us we may attach to the ground a paper ribbon) along the classroom.

One end of the line stands for “fully agree” and the opposite end for “absolutely disagree”. The middle of the line represents neutrality (neither agrees nor disagrees).

Tell participants to move freely along the line, representing their own feelings/thoughts regarding the given statements. Trainers reassure students, that there are no good/bad answers.

After each statement students find their place along the line regarding the given statement. The instructing trainer asks them why they placed themselves to the exact spot. Students give their voluntary feedback. Requesting feedback from the endpoints can help to get feedback on the two ‘extreme opinions’: from those who fully agree and from those who absolutely disagree. Based on the feedback from those students who choose to stand around the middle of the line we will be able to discuss the more neutral points and opinions and try to look behind that ‘neutrality’.

*After the exercise trainer asks the participants:*

- How they felt during the whole game (any bad/good feelings, difficulties);
- Anything that surprised them about their own or others’ answers;
- Any personal experiences (they were categorised by others/they categorise others) – What happened?
- Anything that has changed in their perception related to the statements.

After or during the discussion we shall give a conceptual clarification on the related phenomenons: attitudes-stereotypes-prejudices. It is important to give the conceptual clarification in a language that children can understand! (wording should be tailored according to their age). You may use the explanations in the boxes.

## Preparing statements

Trainers should pay extra attention while using prepared statements. It is recommended to have variations of different statement sets, to be prepared for various compositions of classes. Trainers are encouraged to get information beforehand on the compositions of the group from the school/head teacher. E.g. stereotypical statements (especially negative ones) about Chinese people should be avoided if there are Chinese pupils in the class.

*The advantages of this exercise are the followings:*

- Taking part does not necessary require expressing the decision verbally. Representing your answers through your steps can facilitate the involvement of all students
- Facilitating open discussion, looking behind stereotypes and prejudices can raise awareness of participants and can support breaking them down

## Attitude

*Attitude is a settled way of thinking or feeling about something. We have a positive attitude towards one thing, if we like it, we like it, we consider it a good thing, and we judge it positively. The attitude is negative if we do not like, dislike, consider it bad, and judge it negatively. Our attitude can be about anything, for example, we like chocolate, we like computer games, we think football is a good thing - or we may not like getting up early, foreigners and minorities, or some subjects in the school.*

*Attitude can be neutral if we got in touch and measured it, but we do not feel good or bad about it. Also, in many things, people have no attitude, good, bad, or neutral, if we have heard something, but it does not particularly affect us, we do not deal with it.*

*On the one hand, it can develop within ourselves. This can be done rationally, thinking about whether something is good or bad. On the other hand, it is also common to take our attitudes from others, for example, when someone grows up in a family where they think that travelling is good thing and sticks to it.*

*Our attitudes, even if it is difficult, can be changed and influenced. For example one way of self justification is to reassess things in order to justify our actions and make our situation better - we cheated in a test we may tend to be less negative about cheating than before.*

## *Stereotype*

*Stereotypes are one way for simplifying the world in our head so our brain can more easily categorize things, it is a way of generalization.*

*Stereotypes refer to beliefs that certain attributes, characteristics, and behaviours are typical of members of a particular group of people. The way we categorise social groups is often based on visible features that provide the largest between-group differentiation and least within-group variation (for example, skin colour, gender, age). We construct stereotypes from direct personal experience or, more commonly, from other people, or via the media. The media has a large influence on stereotype formation when we have limited opportunities for meaningful exchange with people from outside our own social group.*

*Stereotypes can be useful, they can help us in making quick decisions. Stereotype in itself is just a statement, it is not an attitude, just saying "these people are all like that" is not about whether we like it or not. However, it is true that stereotypes are often associated with attitudes - for example If as an employer I think that all the foreigner workers are lazy than I will not hire them. This is a prejudiced thinking. It can be misleading: With not hiring any foreigner because I think all of them are lazy and there is no exception I also may send away very good possible employers.*

*To avoid this mistake we always need to reconsider our beliefs if that stereotype is valid for that particular person who is standing in front of us or even better we shall keep an open mind and say that there might be lazy foreigners but there are also some who are not.*

## *Prejudice*

*Prejudice refers to our feelings or attitudes about a group and its members. Prejudice is commonly associated with stereotypes; our evaluations of others reflect what we believe to be true about them.*

*It is also typical how we think about the groups to which we belong and those that we do not. Basically, we tend to see our own group as good, better than other groups: we can be biased.*

## 2.1.3

### Our circle is (not) your circle

#### Aims/objectives

Make students experience first hand what it is like belonging/not belonging to the circle. The experience-based methodology aims at awareness rising of what it is like being discriminated. It also aims at awaking empathy and compassion towards the discriminated.

**Target** (specifying the preferred target-11-12/13-14):

For both target groups

#### Number of participants

20-25 student

#### Time for implementation

45 minutes (it can easily extended to up to 1 hour)

#### Needed material and equipment

Open space, colourful armbands/ribbons for half of the group

#### Description

*(including instructions, methodologies and strategies):*

The trainers divide the class into 2 groups (e.g. every second student will compose one group). One of the groups stays in the room and forms a circle – holding each others' hands – facing outside of the circle. Based on the instruction they have to prevent that someone from the other group gets inside the circle. Everyone can have his/her own strategy; it can be verbal or meta-communic-

tion, or physical (to a certain point). Give some example what can be accepted as communication! From time to time the inside group can agree that one pair will let the following outsider in the circle at the end.<sup>1</sup>

The other group members put the armbands on, leave the room, and instructed outside by the other trainer. Based on the instruction their mission is to get inside the circle. Everyone is free to choose his/her strategies; it can be verbal or meta-communication, or physical (to a certain point).

Depending on the available time trainers choose the appropriate version of the exercise. Ideally - when there is enough time - there is only one participant from the other group who enters the room and looks at the circle of people facing him/her. S(he) can go around and try to get inside. Once his/her time is over (everyone gets 2 minutes) stays in the room as audience. When the first round is over the 2 groups change positions/roles. Gates can be selected at one or two locations in the circle (two adjacent members receive the secret instruction that they are the gate, people can enter between them if they try.)

If we are short of time, the other group members all come in and try their strategies all at once. The later version is less powerful on emotional level and can be more chaotic.

<sup>1</sup> It is optional. But the main point is to let the "outsider" group member experience what it is like being discriminated (differentiated, not accepting, and excluded), and let her/him in only at the end.

*After the exercise trainer asks the participants:*

- How they felt during the whole game (any bad/good feelings, difficulties); How it felt to let people in or to exclude someone? How it felt to be let in or to be excluded? How it felt to be next to someone who let others in/excluded them? What was your strategy, did you had a concrete idea when you will let people in/ exclude them or where will you try to get in?
- Anything that surprised them about their own or others' reactions;
- Any personal experiences that relate to the present exercise (they were discriminated (differentiated, excluded) by others/they discriminated others) – What happened?
- Anything that has changed in their perception related to the exercise.

Special attention is needed on behalf of the trainers to control the situation, especially regarding physical strategies for getting in the circle/preventing getting in of participants.

## 2.2

### Strengthen the awareness and foster the integration of migrants

#### 2.2.1

#### Picturing our world – the issue of invisibility

##### Aims/objectives

- Enhancing a critical thinking about the way we imagine and conceive society;
- Understanding that minorities or disadvantaged people are often invisible. This exercise helps thinking about the dominant representations (shared and constructed via media, social media) and our perceptions (ordinary life, people we meet during the day);
- Reasoning about the way media, news, messages, discourses are socially constructed. They are never neutral

##### Target

11-14 years old

##### Number of participants

4 to 30

##### Time for implementation

30 min/1 hour (depending on the number of participants)

##### Needed material and equipment

Make sure that you have a quiet environment for the exercise.

##### Description

The person who is leading the activity asks to the participants to close their eyes. When everyone is quiet, she/he starts speaking:

*“It is a Spring sunny day and you start walking through a beautiful park. It’s Sunday and a lot of people are enjoying the nice weather with families and friends. The park is full of big trees, green lawns and beautiful flowers. You can hear children screaming and playing, people chatting and birds singing. Not so far away you can see there’s a bar with a beautiful terrace. A lot of people are in line waiting to buy an ice cream. You start walking through the park and looking around*

- *You see a young girl playing with a ball;*
- *You see an old couple holding hands;*
- *You meet a group of adolescents listening to music;*
- *You see a group of people doing sport lesson;*
- *You see a family with two children;*
- *(...)*

*Now open your eyes.”*

The person who is conducting the activity start asking to the students:

*“Can you describe the girl you saw?”*

*“Can you describe the couple you saw?”*

*(...)*

For every character that the moderator asked to imagine, he/she collects three or four descriptions from the students. At the end, there is a discussion about the way students have pictured their park. The moderator asks to the class the following questions.



*“Were there any minorities/disadvantaged people?*

*Were there any women?*

*Were there any migrants?*

*Were there any black people?*

*Were there any people with disabilities?”*

The moderator clarifies that if the park imagined by students is not “diverse”, it is not “their fault”. It is an example to show the importance of dominant narratives and representations of our world. They influence the way we spontaneously think about the social environment. This is also due to our personal perception and experience.

This exercise helps understanding that there is a problem of visibility when talking about different kind of minorities or disadvantaged people. Migrants for example are mostly represented in emergency

situations, regarding crimes or problems of public order, but they are not consulted in regards of their stories or daily lives.

## SUGGESTIONS FOR TEACHERS.

### **Be aware:**

*Topics to be discussed are very sensitive and they can be complex for students. Try to prepare and imagine your discussion before implementing the activity. The main aim of the activity it is not to remark or judge the way students imagine their park, but to underline that some narratives and the way media frame our world, can be very important in conditioning the way we think spontaneously about abstract or very concrete situations.*

**Restructure a little bit the activity also according to your audience**, focusing on some of the aspects or categories that are not represented. They are only examples to make sure that students start thinking critically about narratives and frames.

**If students imagine a very diverse park**, underline that they are open, inclusive and sensitive. But explain also that this is not always the case, coming back to the main problem, the issue of invisibility and the way narratives influence our perception of the world.

## 2.2.2

### Deconstructing the news - the paradox of visibility

#### Aims/objectives

- To critically analyse news, particularly the ones in which there is a clear ethnicisation of the actors involved;
- To recognize the way news contribute constructing our perception;
- To understand the influence of such narratives regarding the perception of different phenomena such as migration;
- To learn the processes behind the creation of media.

#### Target

11-14 years old

#### Number of participants

12 - 30

#### Time for implementation

1 hour and 30 minutes

#### Needed material and equipment

News articles regarding or involving both third country nationals/citizens and native citizens. Articles need to be collected the days before the activity and to be brought in class.

#### Description

##### *First part*

Students are divided into groups to be made up of 4-6 people. Every group receives news articles regarding or involving both third country nationals/citizens and native citizens. Students must divide the articles in two sections: (i) articles talking about third country nationals and (ii) articles about "native" citizens. For every group they should identify provided information regarding the authors of the reported crimes/news. Students can do it, answering to the following questions:

*a. what are the personal information reported, for example age, profession etc.?*

*b. are the origins of people always specified? In which articles do you find it? If it is specified, where is it? In the title? In the subtitles? In the text?*

*c. the title and the subtitle should contain the key information of the news that you are going to read. Do you think that writing the nationality of the person involved it is essential to tell the facts? Why?*

##### *Second part*

Students start writing titles of news (indicating the subtitle as well). The title should report news about European or American authors of crimes (Italian, French, German...).

For Example, "Drunk Italian hit an old lady on crosswalks with his car" or "A French guy stubs a young boy outside a pub".

### **Third part**

When everyone is finished writing the titles, the moderator asks the student what kind of impressions they have reading the news they have just created.



Questions to guide the discussion about the ethnicisation of news.

- Who created the message?  
What techniques are used to attract my attention?  
How might different people understand this message differently from me?  
What lifestyles, values and points of view are represented in, or omitted from, this message?  
Why was this message sent?

*Inputs to guide the discussion about Media.*

- All media messages are "constructed";  
Media messages are constructed using a creative language with its own rules;  
Different people experience the same media message differently;  
Media have embedded values and points of view;  
Most media messages are organized to gain "power".

## 2.2.3

### Let's do a step forward!

#### Aims/objectives

- Raising awareness about discrimination and disadvantage;
- Helping students to be capable of putting themselves in the shoes of others;
- Starting a reflection about the concepts of equity and equality

#### Target

11-14 years old

#### Number of participants

4 - 30

#### Time for implementation

1 hour and 20 minutes

#### Needed material and equipment

An empty classroom/a big space

Characters' cards

#### Description

1. Every participant receives a **card** with a **character** (see section "characters") and some questions to be able to put themselves in his/her shoes (without telling the information about their character to anyone else).
2. The participants are asked to position themselves

at the centre of the room behind a line which is indicated by the moderator.

3. The **game is introduced telling the students that theoretically every citizen is equal to others in respect of his/her rights and duties** (according to Constitutions, Declaration of Human Rights, Democracies ecc...)
4. What do students have to do? Students need to **1) do a step forward; 2) do a step back; 3) remain fixed where they are** depending on the answers that the assigned character would give to the questions asked/issues raised (see section "sentences to do the exercise").

**Every time the assigned character will answer....**

**YES = Students need to do a step forward**

**NO = Students need to do a step back**

**I DON'T KNOW = Students remain fixed where they are**

All students need to start from the same line.

#### • Characters

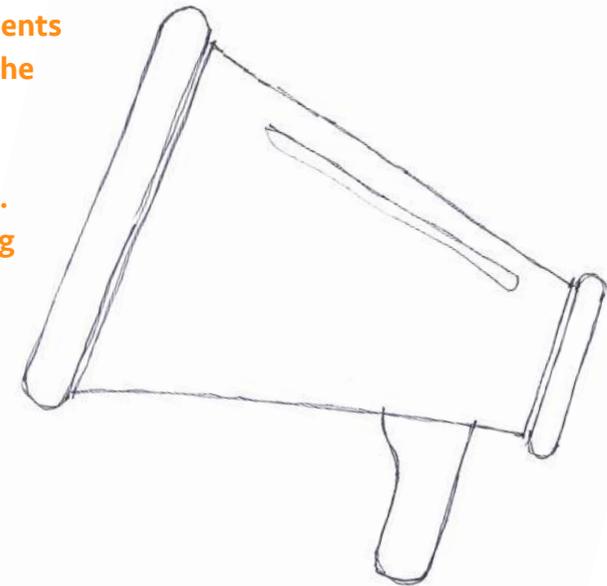
- You are a woman, 43 years old and you have a disability (down syndrome). You live in a foster home with other 5 guests and two social operators that, alternatively, stays with you.
- You are a girl, 21 years old, mother of two children (1 and 3 years old). You do not have contacts with your family. In the last 1 year you have lived in a shelter house for women.

- You are a man of 75 years old, not entirely self-sufficient and you live alone in periphery; you are retired, and you are experiencing some difficulties to make ends meet. Three times a week, home carers from a social enterprise come visit you.
- You are a vet student who recently moved to another city, you don't know many people in this city.
- You are an Afghan young asylum seeker and you live in a centre for the reception of migrants waiting for the result of your application. You cannot work and you are working off-the-books.
- You are a Roma child, 10 years old, you live in a camp, you go to school occasionally using the bus provided by the schooling project of the city.
- For 10 years, you have been a social operator within a social cooperative that helps homeless people.
- You are homeless. You attend an assistance centre during the day, but you are on the street during the night.
- You are an adolescent, 16 years old. You live in a group home because there were great conflicts in your mother's partner house. You do not go to school and you are not working.
- You are a divorced woman with three children, your family is assisted by the social services because your ex-husband committed episodes of violence in the past. Three times a week you receive the visit of educators that helps you, especially with the youngest boy, who has many problems at school.
- You are a 12 years old child and you are helped by a Social and Cultural assistant because of "behavioural disturbs". You do

not love school and you have a lot of difficulties to remain sit for a long time. During the afternoon you attend a youth centre.

- You are a social operator and you have been working for the assistance of elderly people for 10 years. You love your job and you are always looking for further education and training.
- You are a city council member for social policies. Before you were a hairdresser and you were the owner of a shop.
- You are a woman with three children. You have been working as tram driver for the last 10 years. You love travelling.
- You are a high school teacher. In your free time, you cooperate as teacher of Italian language for foreigners in a reception centre for immigrants.

**Before starting to ask students to take a position behind the same line, everyone think about or write the answer to the following questions. This exercise helps thinking what it means to be the person they were asked to play. (20 minutes)**



## Imagine your story

How was your childhood?

---

---

How is your family? Who are your friends?

---

---

How do you spend your time? do you work?

---

---

Sentences to do the exercise (20 minutes)

Now it is possible to start asking the questions explaining to the students the rules (see the start of the description). Students need to position themselves behind the same line.

**Remember:** Students need to

**1) do a step forward;**

**2) do a step back;**

**3) remain fixed where they are** depending on the answers that the assigned character would give to the questions asked /issues raised (see section "sentences to do the exercise").

*Every time the assigned character will answer...*

**YES** = Students need to do a step forward

**NO** = Students need to do a step back

**I DON'T KNOW** = Students remain fixed where they are

1. Everyone asks for your opinion on issues that concerns you
2. There are people that come to you to ask for advices
3. Your culture is recognized and appreciated by others
4. You can decide how to decorate and furnish the house where you live
5. You can invite your friends when you want to organize parties
6. You can change your schedule (lunch, waking up...) when you want and the way you think it is best
7. You feel appreciated and accepted by society
8. You plan your future on the base of your interest and desires
9. The only "shifts" you do are the ones of work and school
10. You can freely have stable love relationship
11. You decide how and what to do during the day
12. You can freely decide how to dress
13. You can program a vacation in autonomy
14. People around you believe you when you say something

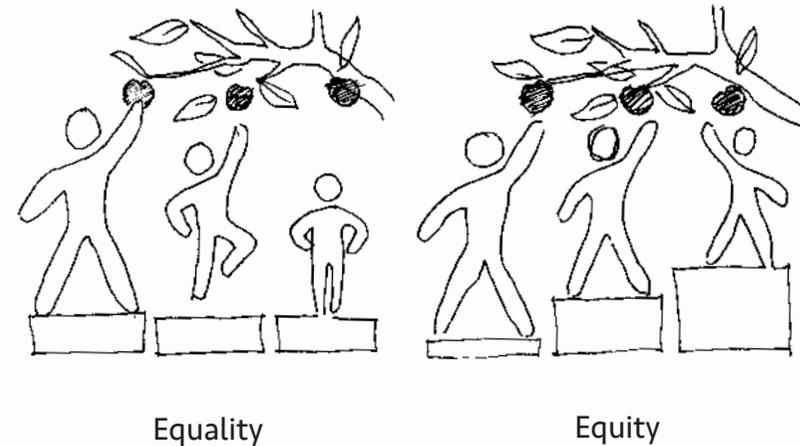
15. You can decide your educational/working future
16. You can freely choose your partner
17. You chose the persons you spend most of the time of the day with
18. You decide how to spend your money
19. You can take some moments of the week to do what you like to do
20. You can contact your family and friends by phone, email or any other way whenever you want
21. You have a space which is all yours and where you can be alone if you want
22. You can freely access all the spaces of the place where you live
23. You feel that your rights are respected

## Questions to start the debate (30 minutes)

- How do you feel being where you are, comparing it to the spots occupied by others?
- How did you feel making a step forward? And a step back? And staying still?
- How did you feel realizing that others were in front of you?
- Did you feel sometimes that your rights were not respected? Which ones?
- What did this experience leave to you?
- On the role of citizens that are beneficiaries of services?
- Who do you think did a step forward? Who remained behind?
- Do you want to change the situation? About what and why?
- What could it be done to change the situation?
- What could you do (as character) to change the situation?

Inputs for the debate:

→ What is the difference between equality and equity?



## 2.2.4

### The role of language

Based on and adapted from: Verein Selbstlaut, "ganz schön intim", p.24-25

[https://selbstlaut.org/wp-content/uploads/2017/01/ganz\\_schoen\\_intim\\_2017\\_WEB\\_korr.pdf](https://selbstlaut.org/wp-content/uploads/2017/01/ganz_schoen_intim_2017_WEB_korr.pdf)

#### Aims/objectives

- Sensitization to the fact that words can sit heavily in the stomach and cause hurt
- Differentiation of words that hurt and the ones that do not
- Disempowerment of discriminative swear words

#### Target

11-14 years old

(swear words might vary)

#### Number of participants

5-25 persons

#### Time for implementation

30 minutes

#### Needed material and equipment

- Paper
- Pens
- Poster/Flip chart paper

Description (including instructions, methodologies and strategies):  
Some words sit heavy in the stomach. When they are pronounced, it feels hurtful and stressful, perhaps shameful, or at least very unpleasant. Discriminating and other swear words can be disempowered by adults if they are pronounced and explained as objectively as possible. This often makes the words and expressions less attractive as the comprehension of their meaning is higher. In any case it strengthens and supports those children and adolescents who suffer from the words.

#### *First part*

The activity starts with the teacher asking the participants to tell discriminating (insulting) words and assess how much they sadden them. A poster (or blackboard) is used to show to what extent the word (or an abbreviation for it) saddens them in the individual participants' perceptions. To do so, a point is drawn in the middle of the poster (or blackboard) representing a very hurtful point. The closer the words are to the point, the more hurtful a word is perceived.

This exercise makes it clear that the participants consider different words to be different strains. This should not be adjusted. Some find something quite unproblematic that someone else classifies as hurtful.

#### *Second part*

In the group, it is discussed why different words lie differently heavily in the stomach, depending upon also, who says it when to

whom. They are disempowered by the moderation by addressing and explaining the discriminating words as objectively as possible. This part is also helpful for teachers as they are sometimes not familiar with the words the students use. In particular, students with migrant background might use words in languages the teachers do not know.

### **Third part**

Now the group discusses together what could help against discriminative words. All strategies to deal with insults should be able to stand still. There is no right way to deal with insults. Experience has shown that children have a lot of knowledge and experience in reacting to verbal injuries and also in actively not reacting to them.

Examples (to be adapted in national languages):

NegerIn (Engl. Nigger)

In the US, the word "nigger" was first regarded as pejorative in the early nineteenth century. In the era of enslavement, the words "nigger" or "black" were inserted in front of a common American first name (e.g., John), given to a slave to distinguish the slave from any local white person with the same name. While usage of the word in African American culture is complex in that it can be used affectionately, politically, or pejoratively, the epithet is considered an abusive slur when used by white people.

Given the history of its name it discriminates people because of their race.

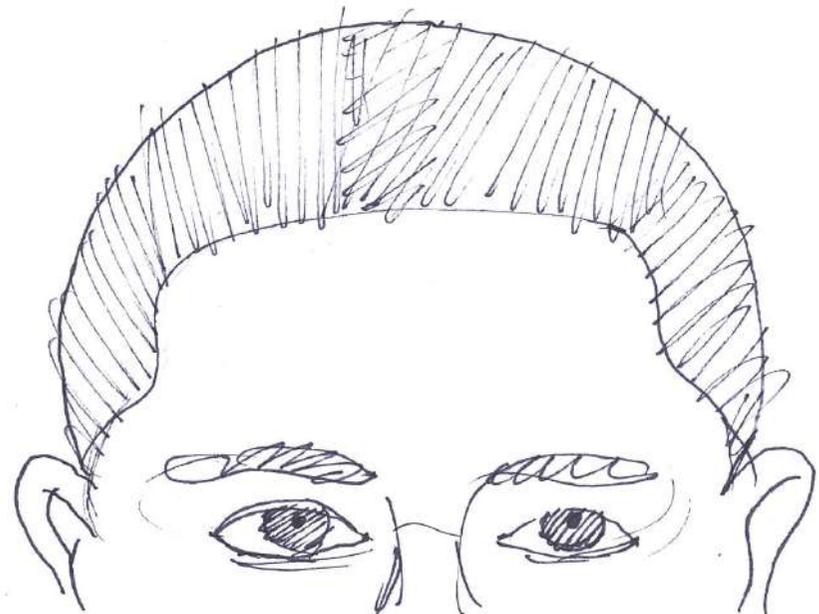
Tschusch (racially discriminative word used in Austria for foreigner, mostly from the Balkans or Turkey)

There might be also expressions that are not recognized as swear words even though they represent a discriminative group/practice.

Some of these words might be discussed, e.g.:

- Zigeuner (Engl. gyp, gypsy)
- Eskimo (indigenous circumpolar peoples who have traditionally inhabited the northern circumpolar region from eastern Siberia)

Optional: Depending on the trainer's , there are two options. Firstly, the session could start with a collection of words together with the students. Secondly, the trainer might suggest preliminary elected words to be discussed. Afterwards, the students can add more words.



## 2.2.5

### Class Rules on and offline

#### Aims/objectives

- Reflection about differences between online and offline space and communication
- Development of common rules on- and offline

#### Target

11-14 years old

#### Number of participants

5-25 persons

#### Time for implementation

30 minutes

#### Needed material and equipment

- Paper
- Pens
- Colored flashcards
- Poster/Flip chart paper
- The students should have their phone with them

Description (including instructions, methodologies and strategies):

#### **First part**

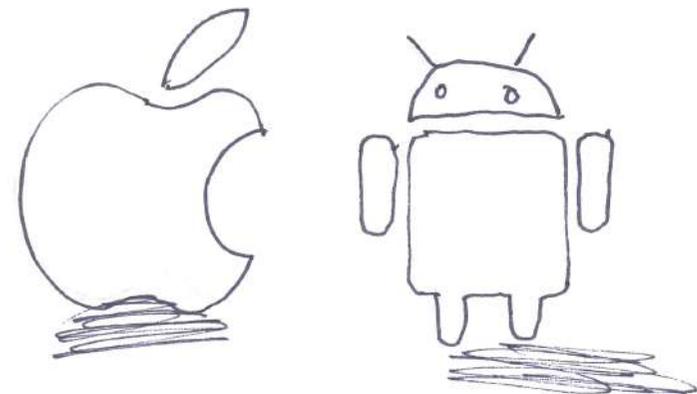
The session starts in the plenary. The trainer starts with a reflection on offline and online rules in the class.

- Are there rules?
- If yes, which ones? Who made them?
- If no, what could the rules look like?

The result of this influences the rest of the activity, particularly part III, where common rules will be determined. In case the class or school already has rules, they might be discussed/updated/reflected. It is recommended to talk to the teacher in the beforehand.

#### **Second part**

The students now stand up, get together and take their phones with them. The teacher tells them to look up their screen time. Students usually know this by themselves and can help each other in case somebody does not.



How To:

- IPHONE: settings > screentime
- ANDROID: Settings > Battery. Tap the 3-dot menu, and go to Battery usage. Tap the 3 dot menu again, and choose Show full device usage.

If they do not have this option, they might look into their most-used apps and check the usage time per day (e.g. on Instagram). The last option is to estimate their online time.

The teacher now draws an imaginary line. On the one side, the screen time is 1 hour, in the middle it is 5 hours and on the other end it is 10 hours. The students should stand along the line showing the different usage times. This exercise shows the importance of the online world and its role in their lives as some kids use their phone up to 8 hours a day. It is an exercise that only takes a couple of minutes and intends to build a bridge to the last part of the exercise.

### ***Third part***

The class is divided into groups of each 4-5 people. Each group gets flashcards and writes down 4-5 rules they want to implement online and 4-5 rules they want to implement offline. They might be overlapping.

In the end, the group gets together in the plenary again. Each group presents their rules while the trainer collects the flashcards and creates one big poster with them. This might be written down nicely and hung up in the classroom.

2.5

## 2.3

### Stimulate a more conscious use of the online world and a critical approach to the web and the role models

#### 2.3.1

#### Exploring self-image

##### Aim

Raise emotional literacy (body language and vocabulary) and empathy; make a clear distinction between the way we present ourselves in the offline and online world. How do others see and perceived us? To build the connection between perception and emotions of the others, are we influenced by the perception of the others and mimics they've made when they see our online and offline presentation. Can we control our image? Which is easier - online or offline? Can we identify risks of digital discrimination? Can we recognize open from hidden discrimination?

Combination of offline and online activity help participant better understand different tools we use on both environments and the close link to the way we present ourselves and how do the others perceive us and how this can be "self - manipulated."

##### To Educator

Please, before starting the activity introduce briefly what digital discrimination is (See Educator's Notes below)"

##### Group Size

Any size

##### Age

13- 14 years old

**Duration:** Offline activity: 30 - 45 min

Online activity: 45 min

##### Materials

Portraits from different newspapers that express different emotions. List with practical ideas how to make a good selfie (see in Educator's Notes below). PCs for the online activity if possible. Mobile phones

##### Offline activity

The Mirror

##### Part 1: How do we see each other?

Divide the class in small groups. Give each group a chance to choose randomly 3 different pictures (previously prepared by you). Then in small groups they have to choose one kid who will mimic the expressions in the pictures - other(s) from the other groups guess the emotion.

Reflection: Ask them to think about a time when they felt one of these emotions. Think before sharing, if they are happy to share it with the group. After educator give a signal for ending of the activity, he/she initiates a discussion on the way they feel when they watch the kid mimic different expression. Which emotion / expression touch them at most? Do they feel OK with sharing their emotions and feelings with the group? Is there something that stop them of expressing themselves?

## Part 2: How do we present others and ourselves?

Get the class into groups of 3: storyteller, listener and observer. Let's one of them explain the situation/story to his / her partners, what happened, who was involved, if it was resolved and how.

Stories have to be in connection with the emotions expressed on Part 1. each member of the group should enter in each role: storyteller, listener or observer.

Listeners and observers must listen fully and actively (no interruptions) look into eyes of story - teller, don't interrupt, look at listener's body language: are there any other emotions they can identify? Then listener retell the story, the observer gives feedback on how well and closely to the original the story was retold. Repeat so each participant has fulfilled the 3 roles. Ideas for emotions to use: excited, angry, depressed, content, scared, worried, happy, energised, stressed...

### Online activity

Ask them people to create selfies based on the emotions they have already explored in the offline activity with their own mobile phones applying what they have explored so far, and afterwards share the results and discuss how they have felt about it. You can use "List of practical ideas how to make good selfie" to give them hints what images to take of themselves and others.

Depending on available tools, this can be done on computers, mobile phones or on paper (drawing, collage etc.). It is a great idea to let them choose a social network they would want to share the re-

sults on (decide on one most have) and take the opportunity to try and create a closed or private group, so they can see safety options and sharing restrictions. It is however a good idea to not share the images instantly during the activity, as young people often discover during the sessions what is and is not ok. If they all agree you can help to share the images in class on an offline platform i.e. simple word document.

*Educators Resource (Source: [digitaldiscrimination.eu](http://digitaldiscrimination.eu))*

### What is Digital Discrimination?

The internet and especially web 2.0 and social networks have opened up new ways and patterns of social interaction that have forced us to renegotiate many aspects regarding our lives: interaction, relationships, communication, friendships, etc... In this respect, Digital Discrimination is the representation of discriminatory content and attitude by digital means. This definition implies that digital discrimination does not represent a new reality, but a new way of expressing and disseminating discriminatory content. The message it sends is already known, however, the potentialities of the new patterns of evolution of these messages is in constant change. Digital Discrimination is not a new reality; it represents a new form of expressing an already known reality in a new channel. However, there are aspects which are new i.e. cyberbullying has been defined as a more intrusive form of bullying, as the person under attack often carries their mobile device or has a computer at home, and the aggressive messages reach the person instantly and

in their private online space. We have to find out more about how to behave online, to avoid harming others unwittingly, as well as protect others and ourselves from deliberate online attacks.

## **Open online discrimination**

As open discrimination we understand the explicit discrimination that is intentional and overcomes the limits of the socially accepted discourse. It consists of those types of messages and/or contents that are easy to recognize as discriminatory because they clearly make an attempt against one specific collective. This kind of content easily generates reactions from those affected as they have clearly identifiable and direct negative messages. Unfortunately, they are often difficult to prevent, as the open discriminatory content creators are fully convinced about the message they want to send. However, it can be combated with positive actions or even legal means, as it is legislated against, as i.e. hate speech, hate crime, cyber/bullying etc. Open discrimination may be easy to detect, but we need tools, new debates and attitudes to combat it.

## **Hidden online discrimination**

We understand hidden discrimination as the kind of content that has “invisible” messages which are negative about specific people or groups. They are often accepted and shared by users, as they play with normalized stereotypes but, which are generally not the focus of the message. The stereotypes are often deeply embedded in the community. Very often the discriminated person or group will not perceive it themselves, or think that they can't change it, and

accept the stereotyping. They are considered a part of ‘how things are’. They are within a normalizing language or context. These types of contents are often linked to humour (i.e. used in advertising), or common expressions such as ‘I am not a racist but...’, which mask the discrimination under another message. Their detection requires an empathic and conscious attitude to avoid their dissemination. It is often difficult to challenge hidden forms of discrimination, as people may argue that really the message is not discriminatory, or that a stereotype is ‘only’ used for fun, not really to be offensive. We need to be reflexive, conscious and empathic with ourselves and others, on and offline, to promote positive attitudes amongst the ‘real’ and digital community to avoid hidden and open discrimination.

## **List of practical ideas on how to make good selfie**

When you take and share a photo there are many factors that influence how it becomes a great image with real impact on social networks. Apps and filters to edit can help, but the really original images depend on what you photograph and how.

When you take images of yourself or of others, what makes a difference is the originality of the composition, the pose and the context. What does this mean? Well, basically you have many options how to take the photo and what text to add, and depending on what you choose the image will be more or less interesting.

What is important to consider, is that with each portrait, you communicate emotions to others. You can show and make others feel a happy, fun, exciting person, or a sad, unhappy, angry person...either

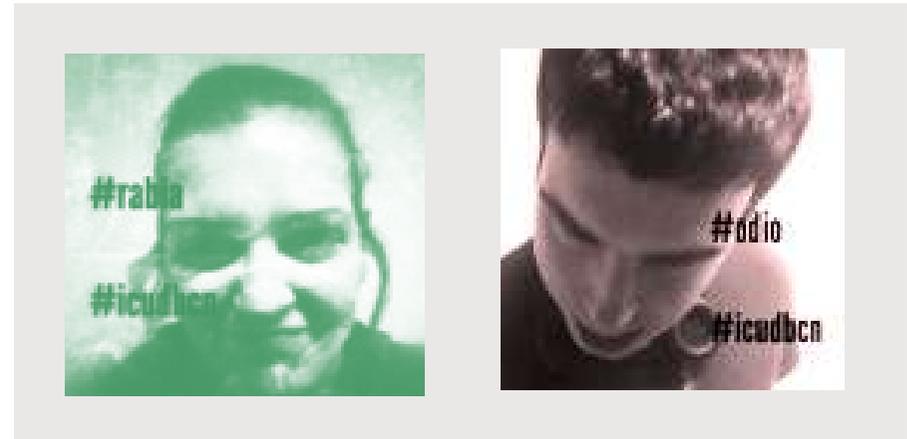
can be interesting, but you need to think what you want to transmit. Adding text is a great way to make an image more relevant. Here some simple examples made with instagram:



At the same time it is good to remember that any image you share on social networks may never be deleted. Yes, really, most social networks share your images very quickly, and once they are on someone else's timeline, you cannot recover them. So you should be sure that your photo is something you don't mind others keeping or seeing for a very long time.

Also, online there are no barriers, your photo may reach millions of people you don't even know, and they may make comments you like, but also others you do not like. So if you share for example a sexy image, make sure it is really something you don't mind anybody else seeing, as you may not have control how far it travels.

Always think: online, this could be seen by my parents, my teachers, my friends, but also all those I don't get on with, or lots of complete strangers...



For these reasons it is great if you have a strong powerful image, which you can create with added text, and even emoticons. A smiley or heart or even angry face added to an image you post, will say more than many words, and it makes you think first how you feel about it, and encourages others to feel the same.

If the photo includes other people, make sure they are really ok about you sharing it. On most social networks you can choose the option of sharing things with one person, a specific group or everyone following you. If your photo includes other people, it is best to ask them first if they are happy for you to share it (they might not like the picture, or they simply may not want to everyone to see it).

## 2.3.2

### My digital identity and my role models

#### Target

12 - 14 years old

#### Number of participants

10 - 25

#### Time for implementation

100 (First block) + 50 (Second block) minutes

#### Needed material and equipment

- Poster
- Pens, magazines, handicraft materials
- Internet
- Mobiles/tablets
- Prepared templates
- Blackboard/flipchart

**Description** (including instructions, methodologies and strategies):

#### First Block - My digital identity (100 min)

##### Change identity: (10 min)

1. Everyone writes their name on a piece of paper. The names are mixed and everyone draws a card with a different name/ and gets so a new identity. Now everyone moves through the room and tries to behave like the people they currently are.

When they “meet” they can guess who

2. Reflection: Was it hard to recognize the people? What did you recognize the persons by? What does a person consist of?

#### My identity - what makes me special? (20min)

1. Question to the class: What means identity? → Find a common definition (on the basis of the first exercise)
2. Every participants get a sheet with a cake diagramm and writes the name in the middle. Then he/she writes down or draws what is important for his/her identity. What makes me special?
3. Everybody is sharing his/her identity with his/her neighbours (groups of two or three, participants are talking to each other)
4. Collect in plenary which characteristics make up the identity
5. Point out that since some years everyone has not only the analog “real life” identity but also a digital identity

#### 1, 2 or 3 Quiz (public, private, just for friends - 20min)

1. Participants think about which part of the “real-life” identity should be shared with whom on the internet. Prepare signs with 1, 2 and 3. 1 stands for private. 2 stands for public and 3 stands for “friends only”. Hang the signs next to each other on the blackboard. The teacher will read “an information-category” and the participants will decide whether it is private, public or “friends only” information. Depending on

how the pupils assess the statement, they position themselves at 1, 2 or 3 in front of the blackboard. One person records the result (the number of people standing in front of the numbers) on the blackboard.

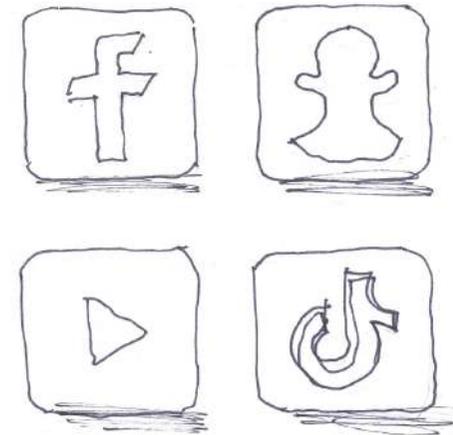
2. Reflection of the collected data at the blackboard. You can do it either directly after every question or at the very end of the exercise
  - Why are the opinions different? Why are they pretty clear? What are the opinions whether the info should be public or private? What are the risks?
  - Why should we take care of what we make public on the internet?
3. Collect the answers of the pupils on a poster

	Public	Private	Just for friend
My address	Fill in the number	Fill in the number	Fill in the number
My relationship status			
My favourite band			
My phone number			
My school			
My full name			
My bank account datas			
My favourite brand			
Photos from my holiday			
My status/level of my favourite game			
Embarrassing photo of mine			
Embarrassing photo of a friend			
Images from my home			
Pictures of my little sister/brother/babies/kids			
and more...to be specified....			

## Analysing social media platforms and collecting advices (50 min)

1. Collect the social media platforms which are mostly used by the pupils and write them down at the blackboard.  
Participants work in small groups (4 - 7 persons). There should be as many groups as collected media platforms. Following questions should be discussed and answered in certain groups. The results should be collected on a poster. (Allow the groups use their mobiles - or at least one per group - for research)
  - What aspects of my identity (what information) must be shared on a certain platform
  - What aspects of my identity (what information) can be shared on a certain platform
  - What is problematic? What are the risks of the platform?
  - Collecting Advices: What can I do to save my privacy and take care of my digital identity on that very platform? (privacy policy of the platform)
  - The advices are written down on a poster which can be hung visibly in the classroom
2. At the end the groups share their results in the plenary.
3. Point out to the platform SaferInternet where they offer Step-by-step instructions for privacy settings in social networks (WhatsApp, Instagram, Snapchat, Facebook, Facebook Messenger, Tiktok, Google, Youtube).

<https://www.saferinternet.at/privatsphaere-leitfaeden/instagram/>  
<https://www.saferinternet.org.uk/>



## Second block - Influencer (60 min)

Influencing each other (10 min)

1. Always two participants face each other. Now they must try (without talking to each other) to perform the same movements at the same time.
2. Reflection: Who influenced whom? Was it a joint action or was someone more successful in influencing the other? Why do you think?
3. Point out that we are always influencing each other and we are influenced by other people. Lead over to the digital world and the influencer there.

## Influencer analysis

1. Collect celebrities participants are following on the internet and write them on the blackboard. Take 5 - 6 of them (most named). Work in small groups. Every group chooses one celebrity. Following questions should be answered. With the answers a poster should be created (if you want to work more creatively - provide magazine, handicraft material, coloured pencil for creating the poster)
  - Collect the channels which are used from the celebrity and count the followers
  - Watch one video and/or scroll through their channels to get an overview (max 10 min)
  - What's his/her subject/topic? What is he talking about?
  - Why are so many people following him/her?
  - Do they have their own merchandise?
  - Is there any hidden product placement?

Advice for conductor: (Explain phrases/expressions if the participants don't know them or encourage them to find out on the internet, e.g. influencer, merchandise, hidden product placement)

2. Every group is presenting their results
3. Reflection:
  - Was it difficult to find answers to the questions? Why do you think?
  - Did you find out things you didn't know before?

4. Together in the plenary the group is collecting 5 advices for dealing with influencers. The advices are put on a poster and can be hang up visibly in the classroom

## 2.4 Experience of participatory journalism

### 2.4.1 An experience of participatory Journalism

#### Aims/objectives

- Learning how to do an interview
- Thinking critically about the way migration is pictured on media
- Focusing on stories, creating an alternative narrative to the stereotypes and the dominant representations of migrations and migrants;

**Target** (specifying the preferred target-11-12/13-14):  
13-14

**Number of participants**  
4-30

**Time for implementation**  
4 hours (preferably, two meetings of 2 hours each)

#### Needed material/equipment/people

A person to be interviewed, preferably a person with a migrant background. A journalist or a journalism student who could help in the preparation and realization of the interview.

**Day 1 - (2 hours)**

#### Part 1: INTRODUCTION AND PREPARATION (30 MIN)

The moderator introduces the activity, explaining to the class that the main goal is to realize an interview with a migrant man or woman. This activity permits to the students to (i) learn how to do a good interview and (ii) to explore the story of a migrant man or woman, deconstructing the stereotypes and creating an alternative narrative. After the introduction, the moderator will communicate the identity of the person who will be interviewed during the following meeting. The moderator explains to the students why it is important to make researches on the person to be interviewed before the meeting.

#### *Tips for students*

- *First of all, it will help you to win over your interviewee. If the person will see that you understand the subject, he/she is going to trust you more and speak with you more truly and openly*
- *Secondly, it will give you the control over the situation. The more you know, the more precise and accurate your questions will be*

To do the research, the moderator/teacher splits the students in groups of 4/5 people. If possible, they can use smartphones and laptops. It is now time to do a research about the person with

whom they are going to speak. If it is not a popular person, they can search other useful information (e.g. about migration, about his/her country of origin etc...).

### *Tips for students*

Look for:

- 1) **Social Media and Internet.** Go through your interviewee's social media pages and use web search engines (as Google, Yahoo etc.). That is a basic stuff but it could provide you with a surprisingly huge amount of information so do not neglect it.
- 2) **Previous interviews and publications.** If this person was interviewed before you should watch it and try to do not repeat the same questions in your interview.
- 3) **News.** Find as much outside information as possible about the topic of your conversation. Read all the latest news about this subject. Familiarize yourself with a background of this story or event.

If it is not possible to use smartphones or laptops, the moderator/ the professor can prepare some sheets about the person to be interviewed, asking to the students to pick the most relevant and important information. After the research, the groups report to the rest of the class the results of their research.

### *Part 2: DEFINE THE GOAL AND WRITE GOOD QUESTIONS (45 MIN)*

With the support of the journalist or the moderator, the students define the story angle that they want to give to the interview.

### *Tips for students*

*Even though you can't predict your interviewees answers, it is important to have a sense of where you want your interview to go. For that, you need to determine the story angle. Ask yourself: What information are you looking for? What topics will your interview explore? How do you envision the conversation flowing? (Profile interview/Topic based interview). It will also help you to write right questions.*

### *Tips for students*

- **Make your questions short and clear.**  
*Don't try to impress your interviewee with a complex lexicon and long personal reflections if it is not really necessary. Be strict to the point of discussion.*
- **Try to not use closed-ended questions.**  
*Closed-ended question is the question that can be answered with just simple "yes" or "no". If you want to receive full answers build your questions in the correct way.*

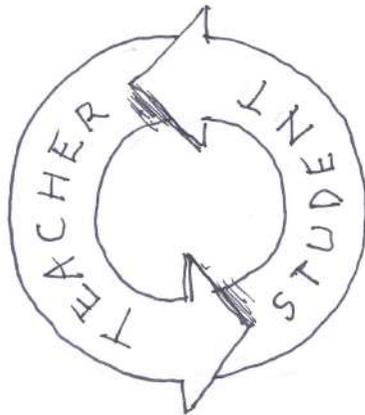
- **Be careful with an intrusive question.**

Sometimes as a journalist you can be put in the situation when you need to know some private or painful aspects of your interviewee life. In these situations, it is better to ask person before the interview if it is ok for him to speak about such topics.

- **Final question.**

It's also good practice to end an interview by asking the interviewee, "Any questions for me? Anything else you would like to add?".

The teacher/moderator splits students into groups again. The groups elaborate the questions they would like to ask to the interviewee. After the group work, the results are presented to the class. The students, together with the moderator/journalist select the most interesting questions to be written down.



## Tips for students

### **Write down your questions**

"The best improvisation is prepared improvisation". So regardless of how good you think you are at asking questions, always make sure to get your questions written down somewhere.

### **The list is your confidence**

The fact that you have all the questions on paper makes you feel more confident (in case anything sudden happens, you can always look at your notebook and continue like nothing happen).

### **The list is your guide**

The list you prepare should help in guiding your conversation. If the conversation goes in a wrong direction, the list in front of you will immediately help you to return on track.

### **Finally, improvise**

Be ready to ask follow-up questions based on the way your conversation is flowing. Don't feel obligated to stick to your list of questions 100%. You probably won't. In this way your interview is going to look more like a natural conversation and not just like dry answers to pre-prepared questions.

## Day 2 - (2 hours)

### Part 3: PREPARE THE SPACE FOR SHOOTING TIME (30 MIN)

Randomly or on the base of their preferences, students are divided among “interviewers”, who will ask the questions, “videomakers”, who will record the interview and “assistants” who will take notes about answers and reactions of the interviewee.

#### *Tips for students*

**1) Set up the equipment before the person arrives.**

*If you are going to do that while the subject of your interview is already here, you are going to be nervous and to feel pressure to start faster. While being in a rush you can make a lot of crucial mistakes.*

**2) Use the lighting smartly.**

*If you do not have any professional lighting, you always have a natural lighting and shadows created by windows or direct sunlight.*

*But you should use it carefully. Do not put the camera in front of the window – it is better to put camera and your interviewee beside the window. In this way you will receive a nice natural lighting.*

*Avoid that the direct sunlight falling down on the face of your interviewee because the person will feel uncomfortable and blinded.*

**3) Background is a very important part of the all image.**

*If you want that your interviewee looks harmoniously with the background, this should fit with his personality. For example, if it is a rap-singer he/she is not going to look natural in the office environment or in the library. You should also make sure the background is not overloaded with a lot of small and unnecessary details.*

**4) Remember about positioning.**

*If you do not want to create a certain effect, for instance that your interviewee is speaking directly to the audience, make him look to the right or to the left of the camera and take a sit in front of him so he will be able to look directly at you.*

**5) The next important aspect of shooting is framing.**

*Mid shots and close-up shots will give the most natural look to your interview. You could also combine them both by using two cameras or changing framing after each question.*

### Part 4: THE INTERVIEW (45 MIN)

The students who will perform the interview will divide among themselves the different questions to be asked.

## *Tips for students*

### **Create a friendly environment**

*The atmosphere in the settings depends absolutely on you. It's your responsibility to create a friendly environment so your interviewee feels safe and comfortable.*

### **Be nice!**

*Greet your interviewee with genuine enthusiasm like if you meet an old friend. Start an informal conversation about their work or day - whatever feels right. Do your best to just hold that conversation and not rush towards the actual interview.*

### **Break ice**

*To encourage him/her to share, share first something about yourself. Explain who you are, what you are doing, why you want to talk to this person.*

*An extra tip: choose a fact of your interviewee's biography/life that impresses or surprises you personally. It's a bright way to start an interview with it.*

### **Listen actively**

*The great interviewers are the great listeners, so do not day-dream while the interviewee is speaking.*

### **Be there!**

*Listen and watch your interviewee attentively so you know where to ask a follow-up question. If you don't understand something or want the interviewee to elaborate on a point - you can ask "What do you mean?" or "Why is that?"*

*One of the biggest mistakes - to come to the interview with no questions at all, or not deviate from the list. That's why you need to stay present. To know when to go with the flow.*

### **Show you are listening**

*Interlocutors are encouraged by the journalist's gestures and facial expressions to keep talking. So the best way is to nod and smile.*

### **BUT!**

*Be careful with using a "yeah" sound to support the interviewee's point. To make the editing possible you want to keep audio track clean.*

### **Let silence exist**

*Sometimes the interviewees (like ordinary citizens, victims of crimes, family of a victim) share their pain — be respectful of that sharing. Don't pressure with more questions — let the silence exist. Let the interviewee finish and pause, then ask your next question. Silence is normal. You don't need to fill the gaps.*

### ***Thank your guest!***

*Make sure to end the conversation by saying “Thank you for your time”! Even if your interviewee is a colleague or a friend of yours, you should make a point of thanking them for their time.*

### **Final Activity**

#### *Part 5: EDITING*

If teachers/moderators want to produce a nicer video, they can edit the materials collected during the activity.

### *Tips for the editor*

#### ***Cut your material ruthlessly***

*Do not be afraid to cut a lot of your material during the editing. Remember that the quality is more important than the length. It is better to have a shorter, but more informational concentrated and emotional interview than a long, but the boring one.*

## 2.5

### Help children to distinguish fake news and recognize discrimination in the online media and social media

#### 2.5.1

#### Fake news

##### Aims/objectives:

- Students consciously deal with news and recognize signals for qualitative journalism.
- Students develop critical thinking skills in relation to media
- Students apply criteria to assess the credibility and reliability of sources (source criticism, credibility of knowledge).
- They recognize and reflect clichéd representations and attributions in media mediation.

##### Target

12-14 years old

##### Number of participants

20-30 students

##### Time for implementation

2-3 teaching units (50 min each)

##### Needed material and equipment

- Poster paper (2 sheets)
- ZDF documentary (German public television station)

<https://www.zdf.de/kinder/logo/logo-erlaer-falschmeldungen-100.html> (available until 01.09.2023) or <https://youtu.be/5uQDOlwjHtg> (in German - find a video explaining fake news in your language preferably with relation to migrants, English example (not related to migrants): <https://www.youtube.com/watch?v=RDOFt1tFYx8>)

- Projector or smartboard
- Material A (in German, please find both fake and real news articles in your language, we used 3 fake news and 2 real news articles in German)
- <https://www.bpb.de/nachschlagen/lexika/das-junge-politik-lexikon/239951/fake-news> and <https://www.jugendportal.at/factor-fake/fake-news-erkennen> (both in German - find one in your language. English example: <https://www.factcheck.org/2016/11/how-to-spot-fake-news/>)

**Description** (including instructions, methodologies and strategies):

##### Preparation

- Prepare projector and speakers
- Reserve IT room for teaching unit two
- Copy newspaper article (material A) once and laminate if necessary

##### First teaching unit

##### First part

A brainstorming on fake news will be conducted with the students. The answers are collected on a poster. It works as explained in the following.

The students have 3 minutes to write down their ideas on the subject. Then various reflection questions are asked. Possible reflection questions may be:

- What do you know about the term fake news?
- What do you associate with fake news?
- Is fake news very common here?
- Where and from whom do fake news come?
- Why do fake news exist?
- Why is fake news distributed?

After each question, students should have enough time to write down their ideas on the poster.

Note: A concise definition of fake news and instructions on how to detect bogus stories can be found under the links in 'Needed material and equipment'.

## **Second part**

Tell the students in an appreciative way that all contributions are valid. Go through all of them in plenary and decide together which ones are essential for the topic fake news. Underline these words/word groups in color. One student will transfer the underlined keywords to a second poster, which will then be hung up in the classroom. The question here could be: Which keywords have a lot to do with fake news?



## **Third part**

Divide the students into two equal groups. Group 1 will now see a video clip (in German, see ZDF documentary, 1 min 25 sec or Eng. example). The other group takes a short break in the meantime. The short video explains in simple language how fake news can contribute to spreading negative stereotypes and racism. Then each student from group one explains the content of the video to one student from group two. Finally, both groups watch the video again together to make sure that all students know the content.

## **Second teaching unit**

### **Fourth part**

For the group work, divide the class into small groups (number depending on class size, maximum 5). The groups should find a homepage with information and criteria on how to distinguish true reports from bogus stories. For this, they need internet access. (find examples in the section Needed material) Each group is assigned an article (material A). Based on the criteria for detecting fake news, the group should find out whether the message is true or false. The results are discussed with the teacher.

Note: On satirical pages such as 'Tagespresse' you can find fake articles on almost any topic. <https://www.dietagespresse.com> (in German, find a satirical page in your language, English example: <https://www.thedailymash.co.uk/news>)

### **Fifth part**

In the following, each group presents shortly (max. 5 minutes) how they realised that the information in the article was true or false. The groups are free to choose whether they prefer to create a poster or a PowerPoint presentation.

## Material A

### Article 1

POLITIK

#### „Samsung Galaxy Note 7 ist ok“: FPÖ doch für Gratis-Handys für Flüchtlinge



Jetzt also doch! Eigentlich hat sich die FPÖ noch nie für Flüchtlinge eingesetzt – bis heute: Denn Parteichef HC Strache fordert jetzt kostenlose Samsung Galaxy Note 7 für alle Asylwerber. Die Caritas, Amnesty sowie die Grünen begrüßen die Forderung als „Geste der Menschlichkeit“.

Auf die Idee brachte Strache ein Testbericht, den er über das Smartphone gelesen hat. „Diese großartigen Geräte können alles, was ein Handy für Flüchtlinge können muss“, meint er, während er eines der Geräte mit Handschuhen, Stahlhelm und Schutzweste vor Journalisten präsentiert.

**iPhone unzumutbar**

Die FPÖ sprach sich geschlossen gegen iPhones für Flüchtlinge aus. „Das wurde von den Medien verzerrt dargestellt. Wir sind nur deshalb dagegen, weil das iPhone ohne Klinkeanschluss unzumutbar ist. Wir wollen so viele Anschlüsse wie möglich“, so Strache.

<https://dietagespresse.com/samsung-galaxy-note-7-ist-ok-fpoe-doch-fuer-gratis-handys-fuer-fluechtlinge/> [Zugriff 17.12.2019]

### Article 2

WELT

#### Deutschland-Österreich-Italien-Mittelmeer: EU einigt sich auf Interrail für Flüchtlinge



Der europäische Traum wird wahr: Flüchtlinge können ab sofort mit dem Zug auf der Strecke Deutschland-Österreich-Italien-Mittelmeer den Kontinent erkunden. Möglich

<https://dietagespresse.com/interrail-mittelmeer-deutschland-oesterreich-italien/> [19.12.2019]

## Article 3

Donnerstag, 10. September 2015

### München: Zeltstadt auf Theresienwiese soll 6 Millionen Realitätsflüchtlingen Asyl bieten

40.6K



München (dpo) - Sie verlassen in Scharen ihre Heimat – manche aus Langeweile oder Abenteuerlust, andere einfach nur aus Durst. Das Ziel ihrer Träume: München. Nun lässt die bayerische Landeshauptstadt mitten auf der Theresienwiese ein Auffanglager errichten, um den erwarteten Zustrom von sechs Millionen Menschen in den Griff zu bekommen, die sich auf der Flucht vor dem grauen Alltag befinden. Es ist das 186. Vorhaben der Stadt München dieser Art.

Die Hilfsbereitschaft scheint grenzenlos: Hunderte Münchner wollen die erschöpften Flüchtenden, von denen die ersten ab 21. September erwartet werden, mit Bier, warmen Brezen und zünftiger Blasmusik unter dem Motto "ALKIS WELCOME" empfangen.

[www.der-postillon.com/2015/09/munchen-zeltstadt-auf-theresienwiese.html](http://www.der-postillon.com/2015/09/munchen-zeltstadt-auf-theresienwiese.html)  
[19.12.2019]

## Article 4

MIGRATIONSMYTHEN

### Österreicher schätzen Zahl der Asylanträge viermal höher ein, als sie tatsächlich ist

Auf 57.000 schätzt der Durchschnitt der Bevölkerung die Asylanträge für das Vorjahr, tatsächlich waren es 14.000. Das ist nur einer von vielen Migrationsmythen

18. Dezember 2019, 15:54 · 881 Postings

Asyl und Zuwanderung sind Dauerbrenner im öffentlichen Diskurs. Aber nicht alle Argumente basieren auf entsprechenden Tatsachen. Das Meinungsforschungsinstitut Integral wollte herausfinden, von welchem Irrglauben dieses Thema umwuchert ist. Dazu wurden im Oktober tausend Personen befragt. Das Ergebnis, das am Mittwoch anlässlich des Internationalen Tags der Migranten veröffentlicht wurde, zeigt: Österreicher überschätzen die Zahl der Asylanträge, die Arbeitslosigkeit unter Flüchtlingen und den Migrantenanteil in der Bevölkerung.



Die Resultate der Befragung wurden anlässlich des Internationalen Tags der Migranten veröffentlicht.

Quelle: @PublicData/Integral

#### Asylanträge

2015 wurden 89.000 Asylanträge gestellt, wie viele waren es 2018?

Leidlich 14.000 Anträge wurden 2018 gestellt. Das ist nicht einmal ein Viertel dessen, was landläufig angenommen wird.

Mythos	57.000
Fakt	14.000

Quelle: INTEGRAL

<https://www.derstandard.at/story/2000112425990/oesterreicher-schaetzen-zahl-der-asylantraege-vier-mal-so-hoch> [19.12.2019]

## 2.5.2

### How do I really get informed?

#### Aims/objectives

Raise curiosity to journalism

Teach critical distance to online media

#### Target

10-12 years old

#### Number of participants

One class (20-25 children)

#### Time for implementation

First part: 2 teaching units (2 hours each)

Second part: 6 teaching units (50mn each)

#### Needed material and equipment

Video / Audio equipment and computers

#### Description (including instructions, methodologies and strategies)

This activity is divided in 2 parts: first, a role game in order to help the children project themselves into the characters involved; second, a laboratory where to put in practice what they will have explored, in a technical point of view. These two parts reflect the two sides of the mirror.

#### First part: The game

##### 1. Teaching unit 1

During the first 30 minutes, the moderator introduces him/herself to the class. S/he checks the knowledge of the pupils on the terms

“fake news” and asks them if they specifically heard of examples. S/he tries to come to a definition of “Fake news” with the inputs given by the children. During this talk, s/he introduces the terms “discrimination”, “Online Media” and “Social Media” that are getting defined as well.

The last 90 minutes are devoted to the elaboration of a role game. The children are asked to pick the name of a celebrity they look up to. Then, the class is divided in three groups: Two are smaller (3-4 pupils each group): one will embody the journalists and the other one will have to play the role of the “fake-journalists”. With the moderator, the journalists and the fake-journalists enfold a story to tell (for instance the star is paying their taxes in a fiscal paradise; the star got married in secret, etc.) During this time, the rest of the class is “trained” by their professor: how to question the journalists in order to know if they are reliable or not? (by asking them their sources, for instance). When the class is united again, each team of journalists will tell their news. The last group of pupils that got trained to recognize fake news is divided in groups of 3-4 teams. They will have to guess who is telling true facts and who is telling fake news by questioning them using the methodology they learnt. They can use computers to check words or notions they don't know on the Internet.

##### 2. Teaching unit 2

The same game is repeated again (the children are exchanging roles), but this time, the moderator introduces in the game new characters that the children might not know, such as historical characters that have been victims of discrimination.

## **Second part: Laboratory**

Following the game, the children make a documentary about what they have learnt. Here is the methodology we could follow and its steps in time.

### **1. Definition of topics:**

The first meeting is devoted to writing the script of a documentary with pupils and teachers and inspired by the experiments of phase one.

### **2. Technique:**

In the second session, RATV explains the handling of digital recording devices and cameras to the pupils, divided in smaller groups.



### **3. Cutting:**

The collected material is viewed and evaluated by the students together under the supervision of RATV editors at Radio Africa's ORF studio.

### **4. Moderation:**

Pupils work independently or together with RATV to prepare the moderations for the planned program.

### **5. Mixing:**

The pupils will mix the filmed material with music, etc. in the studio of RATV or at the lab of the school, with the help of RATV.

### **6. Broadcasting:**

The result will be presented by RATV.

MATERIAL FOR TEACHERS/  
EDUCATORS/CHILDREN/  
PARENTS

## 3.1

### Comparative report input paper

#### TABLE OF CONTENTS

*Introduction, 47*

*Comparative Report: Contents and Methodology, 47*

*Use of the Internet and social media, 48*

Time spent on the Internet, 50

The risks identified by students, 50

The risks identified by parents and teachers, 52

Educational strategies in school and at home, 53

*Discrimination of third-country nationals in Europe, 54*

Detected discrimination patterns and areas, 55

Widespread perceptions as causes of discriminatory behaviours, 55

The case of discrimination against Roma communities, 56

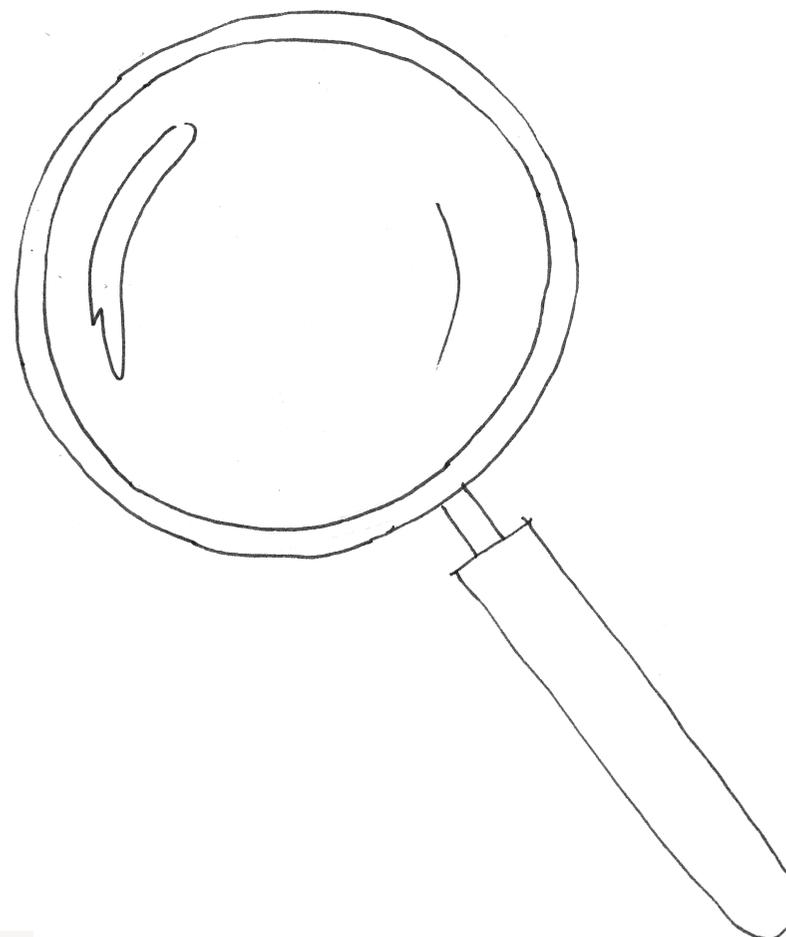
Children and discrimination, 56

Parents and teachers' views and experiences of discrimination, 58

*Fake news about migration in the media: national scenarios, 59*

*Concluding remarks and suggestions, 60*

*The NEMO wordspedia, 60*



## Introduction

This input paper follows the publication of the NEMO's comprehensive Comparative Report (September 2019) and provides a concise overview of the key themes and challenges emerging from cross-country analysis. In particular, this paper is intended to highlight evidence-based needs and hints to be considered in drafting the NEMO Toolkit.

The paper focuses on the data and information collected with respect to the three dimensions that were explored by means of literature review/desk research and qualitative research in the NEMO countries (Italy, Austria, Bulgaria, France and Hungary). Current literature from academia as well as from NGOs and other non-institutional actors was searched and considered to set up the NEMO methodological approach and the related explanatory framework. The dimensions that were tackled are:

- Use of the Internet and social media.
- Discrimination against third-country nationals.
- Fake news about migration in the media.

The Reader can find in the following pages a sort of digest of the rich and extended contents of the Comparative Report. At the beginning of each Chapter and Paragraph, a detailed reference to the Comparative Report's parts is provided, so to make it possible to consult the Report and retrieve the complete information contained therein.

## Comparative report: contents and methodology

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Presentation of the research methodology, linking the planned activities with the project's overall aims and envisaged results	Ch. 1 § 1.2 "Our Research"	In the Comparative Report a concise overview of the adopted methodological approach is presented. For the detailed description, further reference is to be made to WP2's Workbooks ("Literature review workbook" and "Qualitative research workbook")

Within the NEMO project, a comprehensive research at national scale was carried out, under the supervision of the University of Rome Tor Vergata (I). In the five partner countries, i.e. Italy, Austria, Bulgaria, Hungary, France and desk analysis and field research were realised, also leading to the definition of the addressed target groups' "needs analysis". The Country Reports contain the data and information about the national contexts.

The aims pursued with the research activities can be explained as follows:

- To identify the main forms and manifestations of discrimination of third-country nationals.
- To contribute to enlarge the current literature on the issue of fake news and its relationship with discrimination,

in relation to a specific target, not well studied in literature, children aged 11-14.

- To gain a better understanding on the use of digital media by target groups in particular in relation to the diffusion of fake news and their capability to evaluate the quality of the sources.
- To collect qualitative information on the level of awareness of target groups on misinformation on third country nationals, stereotyping, prejudice and discrimination and on their responses to the phenomenon.
- To collect information in order to build a toolkit and a methodology that try to fix some of the main elements that will emerge by the analysis.

Whilst desk research mainly implied literature review referring to academic publications as well as to grey literature (e.g. reports published by NGOs and research initiatives), qualitative research was carried out through the direct involvement of youths, teachers and parents. In particular, interviews were conducted and information sheets were handed to:

- 20 students
- 10 teachers
- 8 parents

The interview guidelines tackled the following issues:

- Internet Access / Usage Activities.
- Mediation by parents and school and constraints.
- Skills and Attitudes I - About internet.

- Skills and Attitudes II - Subjective harm.
- Skills and Attitudes III - Sources of information.
- Skills and attitude IV - Representation of migration and discrimination.
- Suggestions.

With the Comparative Report, the key themes underlying the NEMO construct were put in an EU context, so to allow comparison of the main addressed dimensions across countries, providing evidence-based inputs for the creation of the NEMO Toolkit.

## Use of the Internet and Social Media

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Overview of how European citizens use the Internet and the new media	Ch. 3 "Using the New Media"	The Chapter provides an insight into the different styles and habits in Internet usage that the NEMO target groups have (students, teachers, parents).
Mediascapes approach: an analysis of national scenarios with respect to the use of new media, using the theoretical framework of Perusko, Vozaba and Cuvalo (2015) and Appadurai (2000)	Ch. 2 §2.3 "Mediascapes"	The Mediascapes approach allows considering national specificities in terms of political conditions and governance structures, culture, history, language, technological advancements and level of technology penetration, media cultures and usage. The mediascape approach makes it possible to analyse national contexts vis-à-vis common dimensions and indicators, and to proceed with clustering.

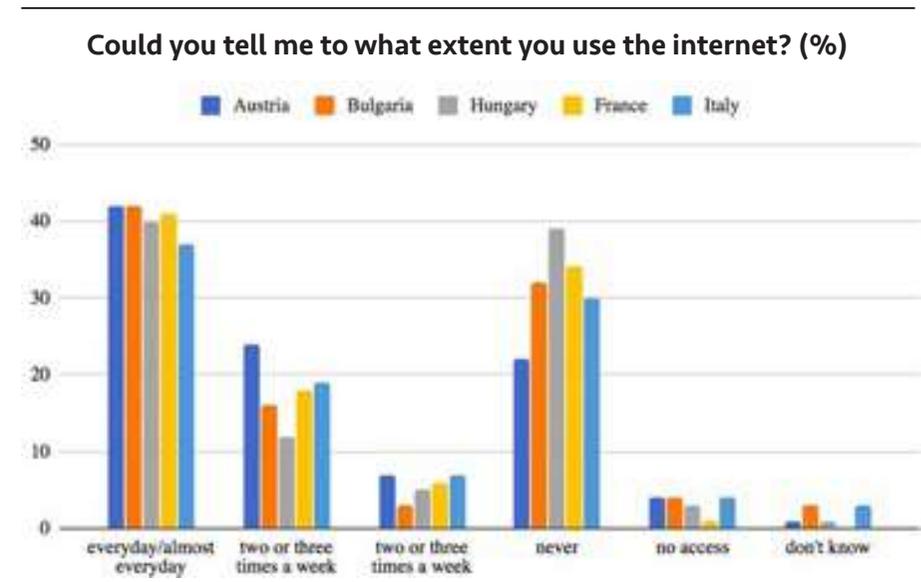
This part intends to provide a general overview of how young people access the Internet and the main risks / problems related to the use of the Internet according to the point of view of children, parents and teachers.

- 77% of Europeans use the Internet at least once a week, 65% every day or almost every day.
- 58% of Europeans use online social networks at least once a week. Over four in ten Europeans do so every day or almost every day.
- One fourth of the population considers Internet the most important media to reach news. Despite this, the perceived reliability is still inferior compared to traditional media (AgCom, 2018).
- *“The most common online activity of 9-16-year-olds is using the Internet for school work (85%), playing game (83%), watching video clips (76%) and instant messaging (62%). Fewer post images (39%) or messages (31%) for others to share, use a webcam (31%), file-sharing sites (16%) or blog (11%).” (ibid.)*

While among all EU countries there is a strong variability in the use of the Internet, in the 5 countries of the Nemo project it is possible to identify a strong homogeneity:

*“At the same time, it is worth underlining that the results of the Eurobarometer show that NEMO partners countries have strong similarities in the use of Internet, which is positive discovery to plan and monitor the online campaign.*

*The graph below created using again Eurobarometer data from “Media use in the EU” and relative on 2017 shows the percentage of respondents of the five NEMO countries that have said to use the Internet every day, two or three times a week, or less. The percentage relative to those who use the Internet everyday or almost everyday is 42% in Austria and Bulgaria, 41% in Hungary, 40% in France and 37% in Italy. Other answers are also quite similar. (ibid.)*



## Time spent on the Internet

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Definition of youngsters' /students' views about Internet usage, for educational and leisure purposes, and presentation of data about the time spent online.	§ 3.1 "Children and Internet use"	The Section provides quantitative and qualitative data about youngsters' habits in Internet usage.

Most of the interviewed students declared that they possess a laptop, a PC or a tablet or they use these devices in school, during lessons. The average time students declare to spend online ranges between 1 to 5 hours, or that is the estimate students declared to our researchers.

Online communication is ubiquitous and there are slight differences between countries and group of interviewees.

- All interviewed students said they spend time on social networks to chat with friends.
- Many students in the five countries said that they spend hours playing online games.
- Social media are mostly used to stay in touch with classmates «to talk with my buddies» Reda or a group of friends, and to maintain the social sphere while everybody gets back home.
- Generally, every student has a lot of added contacts or followes.

## The risks identified by students

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Descriptions, based on students' interviews, of experienced risks and harms, directly or indirectly. Identification of common elements across countries in terms of harmful behaviours and harassment (actively or passively experienced).	§ 3.1.1 "Risks and harms"	The Section presents the interviewed students' views about possible risks and harms, connecting such testimonies with theoretical explanatory frameworks.
Presentation of mediating actions played by adults to set rules for Internet and media usage.	§ 3.1.2 "Students' view on mediation by adults"	The Section presents students' testimonies about rules and restrictions to Internet and media usage. Depending on the students' activity, education institutions (schools) and families appear to have key though different roles in rule-setting. Sometimes it appears that families have a harder time in making their offsprings live by the rules.

The first identified risk concerns the possibility for young people **to contact or be contacted easily by strangers** through the use of social media

Many children declare not to know many of their contacts on Snapchat or Instagram.

*“Ryan explains that he has 250 contacts on Snapchat: family, friends, but also English people that he doesn’t know.”*

The number of contacts online of students interviewed reach higher numbers than those mentioned in France, for instance in **Italy** where students declare to have between 30 and 700 followers. Most of the respondents declare to know personally the majority of their followers.

In Bulgaria said that they have between 200 and 1000 followers (only one girl reported 13 000 followers) on Instagram and they personally know less than half of these people.

The perception of risk in children

When asked about bothering experiences - “bothering and that “made them feel uncomfortable, upset, or feel that they shouldn’t have seen it” most of the risks students mentioned are linked to seeing negative user generated content. The *perception* compared to *ONLINE disturbing things* concerns:

- Racist comments or violence on people or animals.
- Risk of being approached by false profiles: It often happens through people talking to them on social media under a false identity and starting sending « *dirty stuff* » (Razia) « *a commercial, it sent me a commercial for bizarre stuff (...)*

*online dating (...)* pornography » (Habib, 12 years old).

According to Hakima, it « *happens a lot, it really disgusted me* ». They find themselves helpless without being able to tell their parents or knowing what to do...

About cyberbullying: In relation to NEMO objectives, the question of cyberbullying is very relevant, which emerged also in the literature review work mentioned at the beginning of the paragraph as not so common by very disturbing for students.

The students stated that while clear rules are set at schools, with a no-use policy during lessons, the situation about parental mediation is more nuanced. **Rules are not so strict at home:** many of the involved students in Italy, for instance, declared that parents don’t give special regulations nor they fix a maximum amount of time during which kids can connect to the Internet.

One element worth of note highlighted in NEMO national report Hungary and France is that **boundaries in between being online and studying are not so clear** anymore and children have their own smartphone. This makes it harder for parents to regulate time online.

## The risks identified by parents and teachers

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Descriptions, based on teachers' and parents' interviews, of how they use the Internet and social media, and how they perceive youngsters' usage.	§ 3.2 "Teachers and parents and their experiences"	The Section provides an overview of teachers' and parents' digital literacy. As "digital migrants", their attitude and general approach is curious and cautious at the same
Teachers' and Parents' perceptions about the risks run by youngsters' Internet and social media usage.	§ 3.2.1 "Teachers and parents' perception of students' experiences online and risks"	One of the main findings highlights the contrast between the perception of the Internet and social media as being "harmful" (or having a latent harmful dimension), and the awareness of their usefulness as educational resources and sources of knowledge and exchanges. Digital literacy is the main need emerging from this research phase.

### The most common **fears** expressed by parents:

- Time spent online.
- The impossibility of knowing who is behind the screen.
- Privacy.
- Children critical skills.
- Social skills.
- Fear of the online different addictions, such as gambling.

- Lack of concentration of children and effects on their cognitive skills.
- Exposure to disturbing content: pornography, violence, violent games.
- A generational gap between parents and children.

### The most common fears expressed by teachers:

- Mobile addiction.
- Extensive usage of YouTube, violent games and football sites for boys.
- The importance/obsession of likes for self-esteem, social networks are a way to be seen.
- Meeting/relating to dangerous strangers and pedophiles.
- Relating to people with fake identities.
- Cyberbullying. Many teachers went into details on this risk.
- The bad influences or 'wrong' models and of a lack of a critical spirit. The influence of "models" is also mentioned in relation to the obsession to the perfect beauty" and thus esteem or eating problems and bullying.
- Easy access to violent contents and porno.
- Exposure to fake news.
- Excessive time spent online and its consequences: sleep deprivation, superficiality and attention deficit, disciplinary problems, social isolation and the difficulty of creating non-computer based social relations.
- Personal data protection.

What role for parents and teachers? Both categories are very concerned about online dangers but there is no clear attribution of roles and responsibilities: who should promote the digital literacy of students?

The main result emerging is that adults are very concerned about the activities that students conduct online. Some fear addiction, others that students may not perceive the numerous dangers. Some said that students of that age are not equipped/don't have the necessary competences to deal with the hidden dangers. Teachers in most countries also highlighted that no supervision related to an aware use of media is provided in the family and also on a general level that children are not used to observing the rules. So, one relevant issue is: who should promote students' digital literacy?

*“As a teacher you are in a very diplomatic situation ... and parents expect a lot from you. On the other hand, so much in the phones of the students, where I highly doubt that the parents have a clue what is going on. (Teacher from Austria)”*

## Educational strategies in school and at home

### References to NEMO's “Comparative Report”

Object	Chapter	Further annotations
Descriptions of how teachers and parents understand their role as “gatekeepers” or as mediators, regulating youngsters’ usage of the Internet and social media.	§ 3.2.2 “Teachers and parents perception of their own mediation”	The Section provides a cross-country overview of how teachers and parents tackle the issue, allowing different degrees of autonomy or, viceversa, restrictions and controls. Differences at national level were recorded. A view shared by many focuses on the need to launch bespoke programmes and adopt tools for digital and social media literacy.

Are teachers’ restrictions effective? What about parental constraints?

Regarding the use of the Internet **in school**, teachers declared that their decisions depended on the students they had in the classroom. This implied different strategies, ranging from totally restricting Internet use to assigning research work using online resources, group work to foster online exchanges. Specific programmes for digital and social media literacy were considered as a necessary step that will have to be taken in the near future for a conscious and informed usage of digital tools and platforms. Their main concern regarded the avoidance of harmful online behaviours and other risks, which neither teachers nor students were prepared to handle.

Regarding the use of the Internet **at home**, only few interviewed parents pointed to restrictions in the access to some websites or men-

tioned online activities that their children were not allowed to do.

For the NEMO's Toolkit it is worth underlining that:

- Across the five countries, media education is given different relevance: e.g. in France there is a clear digital policy also in education; in Hungary media education is a subject at school and media teachers were interviewed.
- Teachers feel that students have more digital skills than they have.
- Teachers in the five countries revealed a similar need to mark a distance with students without relating to them on social networks.
- As for parents, differences between countries somehow reflect the results presented in the section about students. Parents have often referred to the danger of Internet used by children without monitoring and of the side effects of some online activities.
- The difficulty in mediating depends also on parents' digital skills and on their approach to mediation.
- Most of the mediation strategies mentioned involve **control**: setting limits, time limits, restricting the child's use of specific applications or try to avoid the dissemination of personal information privacy on social media and restriction on some app.
- Controlling what children do online and enforcing rules is **not easy**: because of the many devices that can be used, rules are easy to breach. The failure of these limits is felt as a factor that keeps children away while weakening parental authority.

## Discrimination of third-country nationals in Europe

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Definition of what discriminatory behaviours can look like, against which communities or individuals, and presentation of possible strategies that are enacted to cope with different discrimination forms.	Ch. 4 "Discrimination of third-country nationals in Europe"	The right to equal treatment is one of the founding principles of the European Union and a fundamental right of all people. This Chapter addresses the different forms of discrimination that can be detected in EU countries.

In Europe, third-country nationals may suffer from discriminatory actions in different settings and in different forms:

- Members of minorities have higher rates of educational failure (referring to upper secondary education compared to the general population). This reduces their future employment chances.
- Discrimination is greatest for third-country nationals looking for a job.
- Most of ethnic discrimination, hate-motivated harassment and violence are not reported.
- Hate behaviours and harassment hit also second-generation citizens.

## Detected discrimination patterns and areas

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Definition of the different forms that discrimination can have against communities and/or individuals.	Ch. 4 "Discrimination of third-country nationals in Europe", box about Austria "Discrimination in Austria"	Although the list of "places" where discriminatory phenomena were recorded and may take place again is referring to research carried out in Austria, the results can be easily transferred also to the other NEMO countries.

Most discriminatory behaviours in the NEMO countries are triggered by skin color, followed by ethnic origin and other individual or group features such as religion, age and sex/gender.

Discrimination can occur in one or more of the following areas:

1. In the public space, i.e. places which are accessible to the public and are of general interest, e.g. parks, streets or public transport.
2. On the Internet including social media, (video) blogs, websites etc.
3. In politics and media, referring to racist cases from politicians and/or political parties and discrimination offline in print media, radio or TV.
4. By the police, applying ethnic profiling to determine detention and controls.
5. By other governmental authorities, comprising school and other public education agencies. It is worth mentioning that third

country nationals usually have a higher level of trust in public institutions than the general public. However, the impact of inflicted discrimination, harassment or violence is deep: those who have been victims trust public institutions less and feel less attached to the country they live in. In relation to NEMO, this suggests the value of activities promoting the participation of third country national families.

6. At work.
7. In accessing goods and services.

## Widespread perceptions as causes of discriminatory behaviours

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Definition of how deeply people's perceptions can affect the construction of public opinion.	§4.1 "Migrants, asylum seekers and refugees, ethnic minorities and discrimination in NEMO countries - Quantitative data"	The case of public opinion's statements about migrants' presence in the five NEMO countries is an example of the influence of perceptions and targeted communication actions.

According to official surveys<sup>1</sup>, most European public opinion believes immigration to be the most important issue facing the EU, ranking it higher than terrorism and economic downturns. Most respondents felt negatively towards immigration from outside the EU, and would like additional measures for irregular migration.

## The case of discrimination against Roma communities

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Definition of how deeply people's perceptions can affect the construction of public opinion.	§4.1 "Migrants, asylum seekers and refugees, ethnic minorities and discrimination in NEMO countries - Quantitative data"	The case of public opinion's statements about migrants' presence in the five NEMO countries is a example of the influence of perceptions and targeted communication actions.

Lots of evidences are available in all NEMO countries showing the widespread discrimination against Roma communities in all aspects of life, including education, health care, housing and employment. Attacks also imply the use of lethal weapons.

<sup>1</sup> Eurobarometer surveys from 2007 to 2018: <https://www.europarl.europa.eu/at-your-service/it/be-heard/eurobarometer>

## Children and discrimination

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Presentation of data and information about the different forms of discrimination that can be experienced by minors, in school, leisure and other places.	§4.2 "Children and discrimination" online"	Discrimination can assume many different forms. It includes bullying, hate-inspired harassment, insults, physical violence. Knowing the "forms" of discrimination can help students, teachers and parents recognise it and set up appropriate strategies to cope with it and fight it back.
Presentation of the interviewed students' experiences of discrimination	§4.2.1 "Students' views and experiences of discrimination of third country nationals"	From the interviews, it emerged that a real understanding of discriminatory phenomena can be supported by an appropriate glossary, helping the construction of a common semantic basis. The NEMO wordspedia is provided as a first contribution to this.

Barriers to educational inclusion of third country national children are crucial and diverse and range from language, legal-bureaucratic complexities to acquire new citizenship, school enrolment procedures, access to leisure, sports and other extra-curricular activities.

Among the most recurrent reasons for third-country-national children's school failure: concentration of second-language students in the same class, and adoption of teaching methodologies/pedagogies neglecting multicultural and multilingual approaches.

A crucial challenge for NEMO's target group is to develop inclusive and rich social and cultural relations with all the actors involved in the school environment, students, teachers, parents and reinforce students' skill to move in multicultural contexts online and offline.

Some hints and suggestions are provided:

- A. Low level of information or better familiarity with specific terminology: stereotype, prejudice, discrimination, third country nationals. In all countries most students are not familiar with the formal definitions, nor they know the difference between stereotypes and prejudice. In many cases, when asked about stereotypes or prejudices, students reported cases of discrimination or discriminating speech. The need for some training and awareness on these categories emerged from the fact that some students made reference to some widespread stereotypes about ethnic groups as Roma but did not consider a stereotype the offences they themselves received.
- B. Understatement or negation of discrimination. In Austria researchers did not seem to explore the topic in depth also because some students challenged the relevance of the issue and according to them it did not reflect their approach to third country nationals, since they were open to them.
- C. Critical reading of the distorted representation of third country nationals. Although the exercise of mentioned above was tackled differently by researchers in the five countries and no feedback were received on France, it is possible to say that in general students showed some awareness of the dominant mis-representation of migrants and reacted to it, emotionally and critically.
- D. Students witness different types of discrimination and offences against third country nationals. Although some students denied the phenomenon, many others gave examples of offences and discrimination against third country national adults and peers that they had witnessed. Such discrimination and offences were often linked to the physical aspect such "dark skin" or other traits.
- E. Students are victims of different types of discrimination and react differently to it. Some students mentioned being victim of harassment, offences that they suffered for different reasons, from hairdo, to personality traits, to gender. It should be noted that in 3 cases (Bulgaria, France, Italy), young people declare that gender discrimination is experienced as serious and generally less accepted, or at least more recognizable in their perception as an injustice. Sometimes children are not able to recognize discrimination, because they think that insults and hate speech can be used as games among peers or jokes.
- F. Students know what fake news are. Students know what fake news are, even if there is not always the ability to recognize them especially when they concern discrimination against foreigners.

## Parents and teachers' views and experiences of discrimination

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Presentation of the main results emerged from parents' and teachers' interviews. The way they perceive and think about discrimination deeply affects their behaviours and consideration of observed discriminatory phenomena.	§4.2.2 "Parents' and teachers' view and experiences of discrimination of third country nationals"	A comprehensive education programme is needed, that tackles human and civil rights, emotional education, digital and social media literacy, communication...

A. The problem of discrimination of third country nationals "does not exist". Some parents think that their children would not insult nor use stereotypes against third country national. Some even said that they don't think that they have not been exposed nor witnessed discrimination online. Many parents think that at school there is no discrimination, some exceptions were made for Roma students, who are discriminated according to parents in most countries. Some teachers in different countries "wrongly" assume that since most of their students are third-country nationals they could not have xenophobic or discriminating attitudes.

- B. The problem exists but for some it is not so serious. Some teachers, especially think that students often use dominant stereotypes about third country nationals. Some teachers explained how offences which actually discriminate migrants are used in everyday language and or jokingly among students. Some teachers highlighted that students repeat what they have heard at home, from their parents and are usually influenced by dominant narratives. Some teachers underlined that stereotypes against third country nationals are challenged in real life situations, and some teachers support students in challenging their own stereotypes also promoting encounters with third-country nationals.
- C. Episodes of discrimination take place especially online and responses are needed. Parents and teachers play a decisive and complementary role with respect to the way young people learn or live with the phenomenon of discrimination in everyday life. Some teachers and parents underlined how some students descendent from third country nationals might be easily victim of offences and insult on line, although they might tend to underestimate or deny the issue of discrimination - as it is previously presented in the section on students. In different countries parents showed great concern for discrimination at school and online. Some parents explained that their children were victim of Islamophobic comments and were hurt by them. Some parent said that their children had frequent conflicts online on religious issues and they feared possible escalation of violence. One parent reported how xenophobic comments

read online affected her daughter and brought her to question her own right to be in France. Researchers noted that parents with other ethnic background, or intercultural sensitive mothers seem to take a more active role to prepare children against fake news than mothers without these characteristics.

## Fake news about migration in the Media: national scenarios

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Definition of the key concepts referring to fake news, and the channels through which these are spread.	Ch. 5 "Fake news about migration in the media"	Specific relevance is paid to the effect that fake news can have on the NEMO target groups.
Presentation of the situations detected in the NEMO countries, affecting the public discourse (and citizens' behaviours) in dealing with third-country nationals.	§ 5.1 "The national scenarios"	Information and data are provided for the five NEMO countries: Italy, Austria, Bulgaria, France and Hungary.

Presentation of cases regarding how children and youngsters "become familiar" with discrimination, in the different spheres of private and public life.	§ 5.2 "Children and stereotypes, prejudice and fake news on migrants"	Information and data are provided for the five NEMO countries: Italy, Austria, Bulgaria, France and Hungary.
Presentation of cases regarding how teachers and students "become familiar" with discrimination, in the different spheres of private and public life.	§ 5.3 "Parents and teachers and stereotypes, prejudice and fake news on migrants"	Information and data are provided for the five NEMO countries: Italy, Austria, Bulgaria, France and Hungary.

- **In all countries disinformation and fake news increase the problem of discrimination.**
- **No national laws in the NEMO countries.**
  - National political campaigns against migrants
- **The role of media:**
  - Are the main source for information
  - Media often link migration to terrorism
  - People very often learn about migration or "migration crisis" from the media
- **Some common stereotypes:**
  - Immigration increases crime
  - Immigrants challenged local jobs or reduced wages
  - Asylum seekers incur costs

- All immigrants are muslims
- Muslims are terrorists
- Abundance of children of immigrant families
- Migrants don't want to learn the language of the host country
- Migrants want to steal money
- Gypsies give birth to children only to get social welfare
- All migrants are men
- Migrants cross borders illegally
- Safety is gone because of migrants
- The European Union encourages migration
- Europe is still experiencing a migration crisis
- Migrants are coming to enjoy welfare systems and employment opportunities

## Concluding remarks and suggestions

### References to NEMO's "Comparative Report"

Object	Chapter	Further annotations
Presentation of some possible remedies and good practices against discrimination and against misinformation on migration and fake news after comparing all national reports for the NEMO multicultural kit.	Ch. 6 "Responses to the phenomenon and good practices"	This Chapter contains a sort of "digest" of the main lessons emerged from the comparative analysis of the desk and qualitative research results. The contents have been conceived in a ways to provide inputs for the preparation of the NEMO toolkit.

**Students** in school should be educated in critical thinking, taught methods of dissecting stories. They also have to learn how to check facts and to be encouraged to expose lies without fear of judgement of reprisals even if it goes against the grain of the societies they live in. In general teachers themselves need to be better equipped, not just theoretically, but they need to have "digital skills" to speak with their students and to promote integration. For these reason national reports suggest to:

- Introduce the issue of **discrimination** as fundamental within school curricula. The concept of discrimination can and must be discussed with students by updating it in its manifestations (on and offline). Students must have a clear representation and awareness of different concepts (discrimination / prejudice / violence / hatred)
- Have a clear and up-to-date representation of what are internet-related risks and what tools can be proposed to students to counter these risks
- Adopt **informal methodologies** are more consistent with the methods of acquiring information for children. These methodologies may include examples and activities not related to study (videos with educational purposes) For example:
  - teachers can suggest tricks to distinguish fake news (teaching them how to check the sources, explaining them what 'clickbating' means...),

- they can also create with students some 'debunking page' where all the fake news should be put in, to operate a comparison among the false myths which are spread about migrations and the real data of the phenomenon
- they can create together a sort of 'Manifesto of integration' where to explain the fundamental references to fight together the phenomena of hatred and discrimination
- They can create something like a game of words, rather than something that children need to study, because this puts pressure on them
- Find teaching methods that facilitate shared reflections in the classroom with the participation of **external experts** (volunteers and moderators) on Internet safety to be invited to discuss with students how to protect themselves online, special focus should be put Snapchat, Instagram and WhatsApp
- Organize meeting with **testimonies** to create direct knowledge, to promote intercultural interaction with local communities, overcoming cultural barriers, and to avoid the spread of disinformation about migrations. Storytelling is a very powerful weapon against disinformation and effectively involves young people
- Be able to reconstruct **the students' point of view** with respect to fake news and discrimination with classroom activities that are specifically dedicated to that, also using innovative methodologies to bring out the perceptions and opinions of students

- For schools, invest in a structured way on the training and updating of teachers, giving the possibility to follow courses (also online) and to use updated references and teaching materials to clarify the difference among discrimination, stereotypes and prejudices

According to **parents**, school has to explain kids what discrimination is, how to use the internet and how to learn to understand all the information that comes from it. As evidence shows, also parents can influence children expressing some stereotypes. Therefore parents need to be better equipped to distinguish fake news and discrimination. National reports suggest to:

- Talk with children about topics as prejudice, discrimination and stereotype, not only against migrants but against everybody, trying to listen them and to sensitise them on these topics;
- Promote integration thanks to more face to face meetings and discussions; joint events with different children, so they can know each other;
- Create a strategic alliance between teachers and parents to propose a common framework in education of students and to share the same educational vision on these topics.
- Inquire about the rules and policies that the school adopts with respect to the conscious use of the Internet, and try to follow similar rules at home

## The NEMO wordspedia

### References to NEMO’s “Comparative Report”

Object	Chapter	Further annotations
Proposed glossary / list of terms recurring in the NEMO research deeds as well as in the cultural, social and political discourse	Ch. 4	Glossary proposed as part of the contents referring to “DISCRIMINATION OF THIRD COUNTRY NATIONALS IN EUROPE”

Taken from the ECRI report published in March 2018<sup>2</sup>, the **NEMO wordspedia** is made of terms that are useful for defining the project’s own semantic framework. The same terms were used also to design and carry out the field and desk research phases; references to the same terminology can be found also in the Country Reports and in the Comparative Report (WP2).

The **NEMO wordspedia** is meant to make it possible for teachers, parents and students to share a common glossary so to facilitate educational work.

The proposed list is mainly referring to the ECRI’s definitions. All through the project lifecycle, more words and terms can be added so to develop an original and bespoke glossary for the NEMO’s educational activities and campaign.

<sup>2</sup> ECRI: <https://rm.coe.int/compilation-of-ecri-s-general-policy-recommendations-march-2018/16808b7945>, pag. 281 and following

### Key terminology referring to “discrimination” in its different forms

**Discrimination** shall mean any differential treatment based on a ground such as “race”, colour, language, religion, nationality or national or ethnic origin, as well as descent, belief, sex, gender, gender identity, sexual orientation or other personal characteristics or status, which has no objective and reasonable justification. Discrimination is generally understood as biased behaviour, which includes not only actions that directly harm or disadvantage another group, but those that unfairly favour one’s own group (creating a relative disadvantage for other groups); this is called “indirect discrimination”.

**Disinformation:** deceptive information diffuse throughout social networks (Karlova, Fisher, 2013).

**Differential treatment** is wide and includes any distinction, exclusion, restriction, preference or omission, be it past, present or potential.

**Direct racial discrimination** shall mean any differential treatment based on a ground such as race, colour, language, religion, nationality or national or ethnic origin, which has no objective and reasonable justification. Differential treatment has no objective and reasonable justification if it does not pursue a legitimate aim or if there is not a reasonable relationship of proportionality between the means employed and the aim sought to be realised.

**Fake news** are news with no basis in fact, but they are presented as being factually accurate, for this reason people can perceive them as probable. Digital world has brought back and increased the use of fake news because of the great number of online articles that can be shared without control.

**Harassment** consists in conduct related to one of the enumerated grounds which has the purpose or the effect of violating the dignity of a person and of creating an intimidating, hostile, degrading, humiliating or offensive environment.

**Hate-motivated incident** are incidents, acts or manifestations of intolerance committed with a bias motive that may not reach the threshold of hate crimes, due to insufficient proof in a court of law for the criminal offence or bias motivation, or because the act itself may not have been a criminal offence under national legislation.

Hate speech, the advocacy, promotion or incitement, in any form, of the denigration, hatred or vilification of a person or group of persons, as well as any harassment, insult, negative stereotyping, stigmatization or threat in respect of such a person or group of persons and the justification of all the preceding types of expression, on the ground of "race", colour, descent, ethnic origin, age, disability, language, religion or belief, sex, gender, gender identity, sexual orientation and other personal characteristics or status; may take the form of the public denial, trivialisation, justification or condonation of crimes of genocide, crimes against humanity or war crimes which have been found by courts to have occurred, and of the glorification of persons convicted for having committed such crimes.

**Inclusion** is an approach that values diversity and aims to afford equal rights and opportunities to everyone by creating conditions which enable the full and active participation of every member of society.

**Islamophobia** shall mean prejudice against, hatred towards, or fear of the religion of Islam or Muslims.

**Misinformation:** false or inaccurate information diffuse throughout social networks (Karlova, Fisher, 2013).

Prejudice refers to the attitudes and feelings—whether positive or neg-

ative and whether conscious or nonconscious - that people have about members of other groups.

Stereotypes + feelings = prejudice. In the Nature of Prejudice, Allport (1954) defined prejudice as 'an antipathy based on faulty and inflexible generalization.

**Racism** shall mean the belief that a ground such as "race", colour, language, religion, nationality or national or ethnic origin justifies contempt for a person or a group of persons, or the notion of superiority of a person or a group of persons.

**Stereotypes** are cognitive representations of how members of a group are similar to one another and different from members of other groups. They are defined as specific beliefs about a group, such as descriptions of what members of a particular group look like, how they behave, or their abilities. They are often based on cultural traits, considered fixed, reified, unchangeable.

**Structural** discrimination refers to rules, norms, routines, patterns of attitudes and behaviour in institutions and other societal structures that, consciously or unconsciously, present obstacles to groups or individuals in accessing the same rights and opportunities as others and that contribute to less favourable outcomes for them than for the majority of the population.

**Xenophobia** shall mean prejudice against, hatred towards, or fear of people from other countries or cultures.

## 3.2 INFOGRAPHIC



# MEDIA REPRESENTATION

## Of migrants and fake news



### MASS MEDIA

The mass media provide information people use to make sense of the world and their place within it.



### FAKE NEWS

Some Websites produce fake news that go viral on social media and becomes widely viewed.

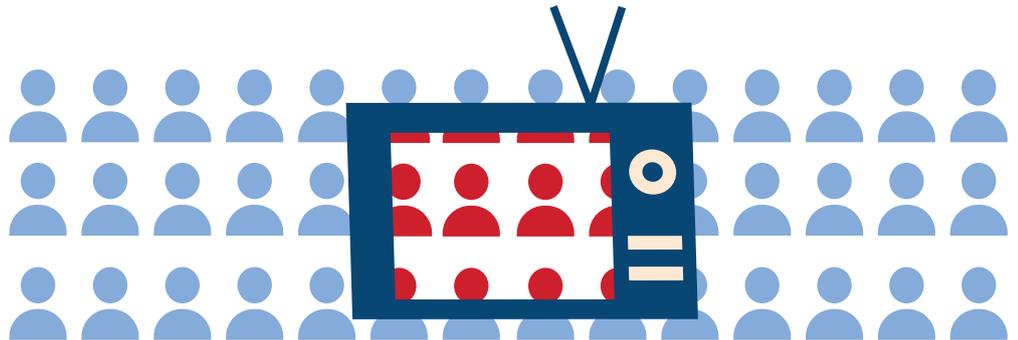


### PARTIES

Some political movements use a journalistic style to spread not accurate data and hate speech against migrants.

### PARADOX OF VISIBILITY

Migrants are victims of a paradox of visibility: they are hyper-visible but always from the same stigmatized perspective



### Most popular myths are:



**IMMIGRATION INCREASES CRIME**



**IMMIGRANTS CHALLENGED LOCAL JOBS OR REDUCED WAGES**



**ASYLUM SEEKERS INCUR COSTS**



**MIGRANTS DON'T WANT TO INTEGRATE**



In the Internet, there are many articles exposing sexual and racist crimes committed by migrants. often refugees and migrants are named negatively as a problem, rather than a benefit to host society.



However, when we look at the data of Institutional organizations, we notice that most of the violence is towards migrants.

### HOW TO KNOW THE TRUTH?



# INTERNET SAFE USE

## For children



### WEB

The internet is an amazing place to connect with others, to be creative and to discover new information.



### RISKS

Internet It is also a place with plenty of risks... the mark that you leave behind when using the internet can shape your online reputation.

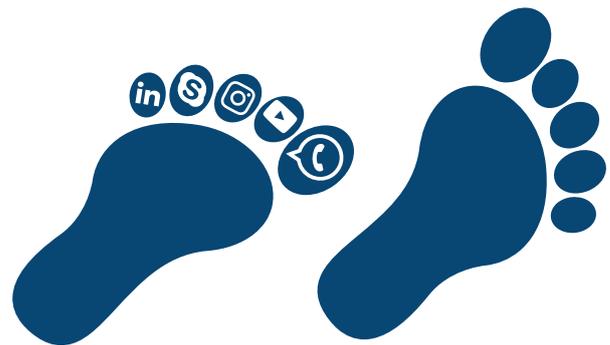


### SOCIAL ENVIRONMENT

Internet also impacts on the social environment and its narratives.

## DIGITAL FOOTPRINT

Your digital footprints are made up of the content you create, post and share; as well as the content that others post, and share, with you and about you. A positive digital footprint is the good for you and the online environment as well.



## Tips for a safe and good use of the Internet and social media:



**Think before you post:** remember that once you post something online it is potentially there forever and it is something that can affect or harm you and other people.



**Protect your online reputation:** Use the services and privacy settings provided by the social network to manage your digital footprints



**Stay calm:** if you are hangry for some reason; be even more careful about your posts and their tones.



**Respect others:** Posting offensive, cruel or insulting messages can become cyberbullying and it does not only harm other people, but it also affects your own image and integrity



**Friends VS exclusions:** It's important to always remember that not everyone online is reliable and some people may lie about who they are. At the same time, do not exclude online people you know should be part of the group.



**Photos:** remember your profile picture is the first impression you may give someone. In addition, personal information can be seen in images and videos you share. Think carefully about the photos you choose to share online



## TELL A TRUSTED ADULT IF SOMETHING OR SOMEONE EVER MAKES YOU FEEL UPSET WORRIED OR CONFUSED

This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents





# DIFFERENCES BETWEEN

## Discrimination, stereotypes and prejudice

### STEREOTYPES



Stereotypes are cognitive representations of how members of a group are similar to one another and different from members of other groups. They are defined as specific beliefs about a group, such as descriptions of what members of a particular group look like, how they behave, or their abilities. They are often based on cultural traits, considered fixed, reified, unchangeable.

### PREJUDICE

Prejudice refers to the attitudes and feelings - whether positive or negative and whether conscious or non-conscious - that people have about members of other groups.

**Stereotypes + feelings = prejudice.**

In the Nature of Prejudice, Allport (1954) defined prejudice as «an antipathy based on faulty and inflexible generalization».



### DISCRIMINATION



Discrimination refers to inappropriate and potentially unfair treatment of individuals due to group membership. According to Allport (1954), discrimination involves denying 'individuals or groups of people equality of treatment which they may wish'. Discrimination is generally understood as biased behaviour, which includes not only actions that directly harm or disadvantage another group, but those that unfairly favour one's own group (creating a relative disadvantage for other groups), indirect discrimination.





# MIGRATION

## Characteristics and dynamics of the phenomenon

### WHO



Istat - the national statistical institute - refers to “stranieri” (foreigners) to indicate non-Italian persons living in the country, and to “non comunitari” for residents which are citizens of non-Eu countries



In 2019 total population in Italy amounts to

**60.483.973**



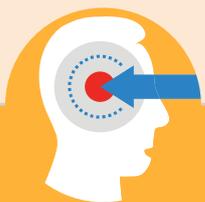
Foreigners (“non-Italians”) are 5.144.440 and 3.714.934 are non-EU citizens with a residence permit. Among the largest groups: Morocco, Albania, China



The number migrants arriving in Italy has strongly decreased in the last years with 23.400 people arriving in 2018 (119.247 in 2017).



In 2017, 130.000 asylum applications have been presented. 81.527 applications were examined as humanitarian permit (25%).



### PERCEPTIONS



Immigrants are perceived as a big group: Italian citizens believe that immigrants represent the 25% of the population, while they are about 8%.



Public discourse in Italy represents migration with a predominant emphasis on the moment of arrival and almost no considerations on causes and perspectives of migrations.



The phenomenon is mostly framed as an ongoing crisis, an invasion and a problem.

Sources: Istat, Popolazione e Famiglie.

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# MIGRATION

## Characteristics and dynamics of the phenomenon

### WHO



Hungarian Central Statistical Office uses the term foreign national ('külföldi állampolgár') to identify a foreign citizen having a residence or a settlement document who has been residing in Hungary on 1 January of the given year.



According to the Hungarian Central statistical Office, the total population of Hungary on 1 January 2018 was 9,778, 371 people.



The number of foreign nationals staying in Hungary is decreasing since 2011. In 2011 the number was 209,202 person. On 1 January 2018 the number was 161,549 persons.

### Divided by continents of origin the numbers are the following:



Europe 104.254



Asia 44,692



America 5,891



Africa 6,334



Australia and Oceania 638



### PERCEPTIONS

**81%** of Hungarians feel negatively towards immigration from outside the EU.

**65%** of Hungarians consider immigration the most important issue facing the EU, ranking it higher than terrorism and the economy.



So, while the number of foreign citizens living in Hungary has fallen in recent years, public opinion has remained negative towards immigrants. This also due to specific media and political measures.



At the end of 2018 the statistics collected on Hungarian Police's website ([www.police.hu](http://www.police.hu)) was renamed from 'captured migrants' (elfogott migránsok) to 'evolution of illegal migration' (illegális migráció alakulása). With these changes the numbers shown in the statistics also got higher even for the past periods.

Sources: Központi statisztikai hivatal, <http://www.ksh.hu/>; International Organisation for Migrants, Migration Issues Hungary, <http://www.iom.hu/migration-issues-hungary>

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# MIGRATION

## Characteristics and dynamics of the phenomenon

### WHO



Statistik Austria defines migrants as persons with migrant background, i.e. as individuals with both parents born in a foreign country. Further, the group is divided into migrants of the first generation (persons born in a foreign country) and migrants of the second generation (the children are born in Austria, but parents are born in a foreign country). Asylwerber, i.e. asylum seekers, are defined as persons who apply for asylum, i.e. for reception and protection from persecution, in a foreign country and whose asylum procedure has not yet been completed.



In total, there are 1,97 million people with migrant background (parents born abroad) living in Austria.



39% of the foreign nationals have been living in Austria for over 10 years, 18% have been in Austria for over 5 years.



Considering people with migration background 1,97 million individuals were counted, representing 23% of Austria's population.



Of these, 1,47 million are first generation and 0,5 million are second generation migrant.



### PERCEPTIONS



Migration has risen in recent times because of refugees coming to Austria in 2015 and increasing migration from other EU countries.



Migration and asylum was by far the dominant topic in the media in 2018 (just as in 2017) followed by integration, football and climate change.

93% of Media decision-makers think migration is usually reported in the media as related to the following words: "problem/conflict". Only 2 out of 40 respondents of media decision makers related Migration to "success stories".

Sources: Statistik Austria, Official Datasets 2018, 2019; ZARA (Civil Courage and Work Against Racism), Racism Report 2013. Statistik Austria, Migration und integration zahlen. daten. indikatoren 2018.





# MIGRATION

## Characteristics and dynamics of the phenomenon

### WHO



According to the national statistical institute, International migrant is the person who changed of usual residence in Bulgaria with a residence abroad or vice versa



A total of **17.187** migrants and refugee arrived in Bulgaria in 2016, 2.562 in 2017 and 2503 in 2018



Bulgaria has experienced extremely high emigration rates over the last three decades. This, coupled with very low fertility and very low rates of immigration, has deprived the country of the skills and labour force needed to sustain the economy and further the development of the country.



In post-communist era, Bulgaria is a country with little experience of migration and absolutely no experience in democratic migration policy.



There are high levels of immigrant integration in terms of labour market participation, and linguistic, cultural, and social integration, among others.



European Bulgaria did not experience a significant increase in migrant numbers stocks during and after the so called "migration crisis".



However, there is an increase in securitarian and restrictive discourses and policies which create negative attitudes towards migrants and impede necessary needed immigration and integration.



### PERCEPTIONS



Being a transit country, Bulgarians don't fear so much that migrants will replace them at the labor market. More significant is the threat of potential crimes: 60% of the Bulgarian citizens consider the refugees a threat to national security. Media "helps" a lot drawing such a picture, emitting negative messages about the migrants.

Sources: IOM, Sofia Globe, UNHCR, Prof. Anna Krasteva, the Bulgarian migration paradox.

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# MIGRATION

## Characteristics and dynamics of the phenomenon

### WHO



Under the terms of the definition adopted by the High Council for Integration, an immigrant is a person who is born a foreigner and abroad, and resides in France.



According to the latest National Institute of Statistics and Economic Studies, 6.5 million immigrants lived in France in 2018, representing 9.7 % of the total population. More of the 44% of the migration coming to France were born in the African continent, followed by a 35% who were born in Europe.



As it has been historically, the flows of migration come specially from former colonies. When considering the asylum applicants claiming protection in France, they come from European (Albania, Georgia) from the Middle East (Afghanistan, Iraq and Syria) countries.

Among the reasons behind immigration, family is the most important with 90,074 people successfully gaining permits.



Foreign students represented 83,082 people in 2018, immigrants for "humanitarian" reasons 33,981 and economic migrants 33,502. Historically France has received different flows of migration and it has been normally linked to the needs of workforce.



Taking into account the continent of origin, European migration used to be more important before 2000 and after African migration presence increased.



### PERCEPTIONS



The motive of the "horde" dominates the theme of migrants. This motif was used in 21.73% of the photos published by Marianne (among the most popular French left wing newspaper) and 42.3% of the photos published in Valeurs Actuelles (among the most popular French right wing newspaper) to illustrate the theme of migrants.

Source: Eurostat, Pascal Moliner, Julien Vidal and Joëlle Payet, in Les Cahiers Internationaux de Psychologie Sociale, 2018 1-2



## 3.3

### Collection of role models and historical figures



#### Kimberlé Crenshaw

Born: in Canton, Ohio, USA, 1959

Occupation: American lawyer, civil rights advocate, university professor

Best known for: the development of the theory of Intersectionality

**Kimberlé Williams Crenshaw** (1959) is an American lawyer, civil

rights advocate, university professor and a leading scholar who developed the theory of **intersectionality**.

This theory shows how overlapping or intersecting social identities, particularly minority identities, relate to systems and structures of **oppression, domination, or discrimination**. A black woman, for example, experiences not only a double but also a more complex kind of discrimination.

**Intersectional feminism** analyses the overlapping systems of discrimination to which **women** are subject due to their ethnicity, sexuality and economic background.

The main argument is that the experience of being a black woman cannot be understood in terms of being black and of being a woman considered independently, but must include **the interactions between the two**, which frequently reinforce each other.

Crenshaw's theory wanted to mitigate the widespread misconception that the intersectional experience is solely due to the sum of racism and sexism. According to Crenshaw, the concept of intersectionality predates her work, citing "antecedents" as old as 19th American black feminists Anna Julia Cooper and Maria Stewart, followed by Angela Davis and Deborah King in the 20th century :

*"In every generation and in every intellectual sphere and in every political moment, there have been African American women who have articulated the need to think and talk about race through a lens that looks at gender, or think and talk about feminism through a lens that looks at race. So, this is in continuity with that."*

Today Intersectionality represents a widespread theory which helps not only to understand oppression but also to reformulate laws and policies to tackle discrimination.



## Rosa Parks

Rosa was born in the town of **Tuskegee** in **Alabama** in 1913 and moved as a little girl to **Montgomery** after her parents separated.

Rosa loved to learn and study, but she had to leave school at 16. When she was 19 years old, she married a barber called Raymond Parks, who encouraged her to return to high school to earn her diploma. That's what she did, before beginning work as a seamstress. Life for African Americans like Rosa was hard. At the time, the Southern United States operated under the '**Jim Crow laws**', that enforced racial segregation and allowed for discrimination against

African Americans. The laws claimed to give African Americans "*separate but equal*" status and treatment. But, in truth, there was no 'equality', as the laws main goal was to make sure black and white citizens led very separate lives. They had separate schools, churches, libraries, restaurants, toilets, drinking fountains and waiting rooms. In some areas, there were laws banning black people from sports events and even forbidding them to work in the same office as a white person. African Americans had far fewer rights, too. Racist laws known as '**Black Codes**' restricted them to low-paying jobs and made it incredibly difficult for them to vote. These laws also meant black people could be arrested for small things.

On **December 1**, 1955 after a long day at work, Rosa boarded the bus home and took a seat in front of the buses, the part reserved for white passengers. The bus quickly filled up and the driver told the African American passengers to give up their seats for a white men. Rosa did not obey and remained seated. She was arrested by the police and fined for breaking segregation laws. **But Rosa refused to pay, and argued that it was the law that was wrong, not her behaviour.**

On news of Rosa's arrest, the black citizens of Montgomery agreed to boycott the city's buses in protest. The boycott was managed by an organization called the Montgomery Improvement Association, for which Dr Martin Luther King Jr was elected as leader. This meant that from **5 December 1955** (the date of Rosa's trial), African Americans refused to travel on buses. The protest proved super effective and since African Americans made up around 70% of bus users, **the city's transport services made far less money and began to struggle.** After **381 days** of boycotting the buses, the

**Supreme Court** ruled that Alabama's racial segregation laws were 'unconstitutional' – meaning they weren't valid and should not be recognised. In light of such a wonderful victory, Rosa became known as "**the mother of the civil rights movement**".

Life wasn't easy for Rosa and her fellow activists after the boycott. Faced with continued violence and threats by angry white groups, Rosa and Raymond moved to Detroit (a city in the northern US state of Michigan), to live with Rosa's brother. There she continued to promote civil rights and help those suffering from discrimination and injustice. Rosa received numerous awards for her strength, courage and her incredible work for civil rights. She died of natural causes on 24 October 2005 at the age of 92.

She continues to be recognised all over the world as a **symbol of freedom and equality**.

*"I did not want to be mistreated; I did not want to be deprived of a seat that I had paid for. It was just time ... there was opportunity for me to take a stand to express the way I felt about being treated in that manner.(...) I felt that we had endured that too long. The more we gave in, the more we complied with that kind of treatment, the more oppressive it became."* (Rosa Parks)

\*The text is a re-adaptation of the article "The life of Rosa Parks"

Source: National Geographic for Kids

<https://www.natgeokids.com/nz/discover/history/general-history/rosa-parks/>



## **Ilunga-Bénédicte Kabedi**

Ilunga-Bénédicte Kabedi (1954-2015), the first African-born district councilor in Vienna

Born in 1954 in Elisabethville, Ilunga-Bénédicte Kabedi left her native Zaire, today's Democratic Republic of the Congo, to study in Austria in the mid-80s. She began her political engagement in 1999, after the death of asylum seeker Marcus Omofuma, who was tied up during his deportation by police and suffocated. This teacher and sociolinguist became active in the political party "die Grünen" (Greens), that she then represented in Favoriten (Vienna's tenth district) in 2008 as the first African-born district councilor in Vienna. Besides her political involvement, Ilunga-Bénédicte Kabedi was a founding member of the "Afrikanischer Arbeitskreis der Grünen Wien" (African Working Group of the Greens in Vienna) and in the initiative of "Grüne MigrantInnen - Verein zur Unterstützung von Menschen (VUM)", the Green migrants - Association for the Support of People. She was also involved in the association "Fair & Sensibel", Fair & Sensitive. For this association, which purpose is to raise awareness in dealing with people, she designed Workshops for the training and education of law enforcement and judicial officials.



## Willi Resetarits

Wilhelm Resetarits, better known as Willi Resetarits and Dr. Kurt Ostbahn, is an Austrian singer, comedian and human rights activist.

Born 21 December 1948 in Stinatz, Austria, Resetarits is a "Burgenland Croat". He only started to speak German at the age of three, when his family moved to Vienna in 1952.

In 1969, he became a member of "Die Schmetterlinge" (the Butterflies), a political leftwing rock band. "Die Schmetterlinge" took part in the Eurovision Song Contest in London with "Boom Boom Boomerang", a song that brought them to the penultimate place in the competition.

From 1985 bis 2003, Resetarits played the role of Kurt Ostbahn a.k.a Ostbahn Kurti, a fictional character invented by writer, songwriter and music journalist Günter Brödl. The formation "Ostbahn Kurti & die Chefpartei" recorded several albums with rock, blues and rhythm & blues pieces translated into Viennese German. In December 2003, following the sudden death of Günter Brödl, Resetarits let his alter ego Kurt Ostbahn retire though, he is still nowadays involved in musical projects.

From 1995 to 1998, Resetarits proved his entertainer talent in the program "Trostrat von und mit Dr. Kurt Ostbahn" on Radio Wien, the regional radio for Vienna. He then hosted a program on the national radio station Ö1 until May 2002.

Resetarits co-founded the non-profit, non-partisan NGO "Asyl in Not" (Asylum in emergency) in 1985, an association that advocates for the rights of refugees. In 1992, he co-founded "SOS Mitmensch", an association whose goal is to achieve equal rights and equal opportunities for all. He is also one of the founders and chairman of the "Integrationshaus" Wien. In 1995, this Viennese institution opened its doors in the second district to its first inhabitants. Since then, it offers several services for refugees, asylum seekers and migrants.

Since 2015 Resetarits is a member of the University Council of the University of Music and Performing Arts Vienna. He won several prizes, such as the "Bruno Kreisky Preis für Menschenrechte" (Prize for Human Rights) and the "Josef-Felder-Preis für Gemeinwohl und Zivilcourage" (Prize for public interest and civic courage).



## Malala Yousafzai

She was born in Mingora, Pakistan on July 12, 1997.

As she says in her autobiography *"welcoming a baby girl is not always cause for celebration in Pakistan."* But her father was determined to give her every opportunity a boy would have.

She loved school, but everything changed when the Taliban took control of their town in Swat Valley. The extremists banned many things – like owning a television and playing music – and enforced harsh punishments for those who defied their orders. And they said girls could no longer go to school. „In 2008 when I was just 11 years old, I said goodbye to my classmates, not knowing when – if ever – I would see them again.”

She spoke out publicly on behalf of girls and their right to learn. And this made her a target. In 2012, on the school bus she was shot by Talibans on her head. She survived and has continued to speak out on the importance of education. With her father she established Malala Fund, a charity dedicated to giving every girl an opportunity to achieve a future she chooses. In recognition of her work, she received the Nobel Peace Prize in December 2014 and became the youngest-ever Nobel laureate.

*"I have the right of education. I have the right to play. I have the right to sing. I have the right to talk. I have the right to go to market. I have the right to speak up."* (Malala on education)

*"So let us wage a glorious struggle against illiteracy, poverty and terrorism, let us pick up our books and our pens, they are the most powerful weapons. One child, one teacher, one book and one pen can change the world."* (Malala on illiteracy)



## Harriet Tubman

(Born **Araminta Ross**) Austria 1966

(c. March 1822– March 10, 1913) was an American abolitionist and political activist. Born into slavery, Tubman escaped and subsequently made some 13 missions to rescue approximately 70 enslaved people, including family and friends, using the network of antislavery activists and safe houses known as the Underground Railroad. During the American Civil War, she served as an armed scout and spy for the Union Army. In her later years, Tubman was an activist in the struggle for women's suffrage.

Born a slave in Dorchester County, Maryland, Tubman was beaten and whipped by her various masters as a child. Early in life, she suffered a traumatic head wound when an irate slave owner threw a heavy metal weight intending to hit another slave, but hitting her instead. The injury caused dizziness, pain, and spells of hypersomnia, which occurred throughout her life. After her injury, Tubman began experiencing strange visions and vivid dreams, which she ascribed to premonitions from God. These experiences, combined with her Methodist upbringing, led her to become devoutly religious.

In 1849, Tubman escaped to Philadelphia, then immediately returned to Maryland to rescue her family. Slowly, one group at a time, she brought relatives with her out of the state, and eventually guided dozens of other slaves to freedom. Traveling by night and in extreme secrecy, Tubman (or "Moses", as she was called) "never lost a passenger". After the Fugitive Slave Act of 1850 was passed, she helped guide fugitives farther north into British North America, and helped newly freed slaves find work. Tubman met John Brown in 1858, and helped him plan and recruit supporters for his 1859 raid on Harpers Ferry.

When the Civil War began, Tubman worked for the Union Army, first as a cook and nurse, and then as an armed scout and spy. The first woman to lead an armed expedition in the war, she guided the raid at Combahee Ferry, which liberated more than 700 slaves. After the war, she retired to the family home on property she had purchased in 1859 in Auburn, New York, where she cared for her aging parents. She was active in the women's suffrage movement until illness overtook her, and she had to be admitted to a home for elderly African Americans that she had helped to establish years earlier. After her death in 1913, she became an icon of courage and freedom.



## **Esther Maria Kürmayr**

Born: in Vienna, Austria 1966

Occupation: Manager of the Black Women Community, Social worker, teacher, Anti-discrimination trainer

Best known for: founding and running the Black Women Community counselling service and empowerment program for Black women and their children in Vienna

My reason to found the social counselling service and empowerment program for Black children was the situation of members of black women as a visible minority in Austria. In practically all areas of their daily life they have to cope with being seen with devaluating and/or sexist eyes. This affects them in their emotional, social and economic growth and so it does their children's.

With individual counselling, empowering group sessions for women, lectures, workshops, camps, theaterprojects, body awareness work and discussion groups women regain their awareness of self value and are supported in developing their full potential.

Empowerment programs for children and youth include girl and boy groups, where personal experiences are discussed and strategies to overcome obstacles are developed, theater projects, excursions, camps, e.g and personal counselling. Our team of black experts offers various possibilities to find positive black role models and share their expertise in the field of science, media, art,..

Her philosophy of life is „create what you would have liked to find“



## Ute Bock

Ute Bock was an Austrian educator, refugee aid worker and human rights activist.

She is known for her high commitment to helping asylum seekers and refugees. Her association “Flüchtlingsprojekt Ute Bock” provided people in need with housing, clothing, capacity building as well as medical and legal advice. Her work at the association was also filmed in 2008 and 2009 and published as “Bock for President”.

Another film was made in 2010. She has won various awards for her contributions as for example the UNHCR refugee price or the Dr-Karl Renner-Preis. She was nominated Austrian Of The Year in the categories humanity and humanity engagement in 2004 and 2010.

Photo credits:

<https://www.fraubock.at/fraubock/nachrufutebock>

[19.12.2019]



## **Cécile Kashetu Kyenge**

(born **Kashetu Kyenge**, 28 August 1964) is an Italian politician and ophthalmologist. She was the Minister for Integration in the 2013–14 Letta Cabinet. From 2014 until 2018, she was a Member of the European Parliament (MEP). Kyenge is of Congolese descent.

After moving to Italy in 1983 at the age of 19, she became a qualified ophthalmologist in Modena, Emilia-Romagna. She has founded an intercultural Association (DAWA) to promote mutual awareness, integration and cooperation between Italy and Africa, particularly in her country of birth, the Democratic Republic of Congo. She is also the spokesperson of the association “March First”, which works to promote the rights of migrants in Italy.

In February 2013 she was elected member of the Chamber of Deputies for the Democratic Party in Emilia-Romagna. Two months later she was appointed Minister for Integration in the grand coalition government formed by Enrico Letta, becoming Italy’s first black cabinet minister. She supports the introduction of a Jus soli law to grant citizenship to children of immigrants born on Italian soil.

In 2018 she faced a controversial defamation trial brought by Matteo Salvini, the far-right leader of the League party, for calling his party racist. A court in Bergamo sentenced Roberto Calderoli to 18 months in prison on charges of defamation aggravated by racial hatred on Jan. 14 for comparing Cécile Kyenge to an orangutan, the Guardian reported.



## Olympe de Gouges

Olympe de Gouges, pioneer of French feminism, was born in 1748 in Montauban. A true hero of the revolution, she fought all her life for women to have access to fundamental rights

Olympe de Gouges was forcibly married at the age of 17. Her husband died a few months later, leaving her to care for a child. She then decides to remain a widow seeing marriage as the tomb of love and wanting to be free in order to publish her writings.

Olympe de Gouges was ahead of her time in all her ideas. She was one of the first to ask for the establishment of divorce in February 1790, in a play, "**Necessity of Divorce**" and then in February 1792 in an essay, "**Le bon sens du Français**".

She also fought for the abolition of religious marriage, the creation of maternities to help women to give birth in good conditions and protect newborns. She was also very sensitive to the issue of pover-

ty and slavery, writing engaged plays and asking for the creation of homes to accommodate beggars.

In 1791, she published the brochure *En 1791, elle publie la brochure de "La Déclaration des droits de la femme et de la citoyenne"* (translation: The Declaration of the Rights of Women and the Citizen), which she addressed directly to Marie-Antoinette to protect her "sex", which she did not consider as weak but only unhappy, but also to denounce the fact that women were forgotten in the constitution of 1789.

She asked that women be involved in the debates, and be able to participate as citizens in political life and to the universal suffrage, women then being excluded from the affairs of the city.

"A woman has the right to go up on the scaffold; she must also have the right to go up to the Grandstand."

The revolutionary ideas of Olympe de Gouges are now obvious laws in France. The equality of inheritance rights between men and women was admitted on April 8, 1791, divorce on August 30, 1792, and civil recognition granted to women on September 20, 1792.

In 1793, during the Terror, Olympe de Gouges attacked Robespierre and the Montagnards whom she accused of wanting to establish a dictatorship and to whom she reproached indiscriminate violence. After the Parisian uprising of May 31, June 1 and 2 and the fall of the Gironde, she openly took sides in favor of it at the Convention.

Arrested on July 20, 1793 for writing a Girondist-style federalist paper, "*Les Trois Urnes ou le Salut de la Patrie*", she was tried on November 2 and executed on the scaffold the next day.

She was seen as anti-revolutionary, being opposed to the death penalty for Louis XVI. Olympe de Gouges' commitment against the death penalty and to defend her opinions as a woman cost her her life.



## Victor Schoelcher

(1804-1893) French politician, defender of women's rights, opponent of the death penalty, he worked for the abolition of slavery in France.

Victor Schoelcher is a French journalist and politician, born in Paris on July 22nd, 1804 and died in Houilles on December 25th, 1893.

He is known for having acted in favor of the definitive abolition of slavery in France, via the abolition decree, signed by the provisional government of the second Republic on April 27, 1848.

In 1833, he published a first work: En 1833, il publie un premier-ouvrage: **De l'esclavage des Noirs et de la législation coloniale**. This book is an indictment against slavery and for its abolition.

"The slavery of the negroes is an insult to human dignity, because the intelligence of the black man is perfectly equal to that of the white man [...] the black man is no less worthy of the freedom that the white man "

As such, he considers that slavery goes beyond the bounds of humanity: "As soon as you accept a mode of existence contrary to all the laws of nature, you must resign yourself to go out of the bounds of humanity ".

After a new trip to the West Indies in 1840, he declared himself in favor of an immediate and complete abolition of slavery, and was now entirely devoted to this cause. He then traveled to Greece, Egypt and Senegal, which confirmed him in this conviction.

In 1845, during the parliamentary debate on laws to humanize slavery, he published articles in numerous newspapers and

magazines, and grouped them in 1847 in a work entitled *Histoire de l'esclavage pendant ces deux dernières années* (translated title: "History of slavery during these last two years"). After writing that "everyone agrees on the sanctity of the principle of abolition", and "that the fate of slaves has not stopped being horrible, atrocious, degrading, infamous, despite the laws, ordinances, regulations made to lighten it ", he concludes the preamble of his work by: "The only, the unique remedy for the incalculable evils of servitude is freedom. It is impossible to introduce humanity into slavery. There is only one way to really improve the lot of the negroes, that is to pronounce complete and immediate emancipation ".

Appointed Under-Secretary of State for the Navy and the Colonies in the provisional government of 1848 by Minister François Arago, he helped pass the decree on the abolition of slavery in the Colonies. The decree signed by all members of the government appeared in the *Moniteur* newspaper on March 5, 1848.

## 3.4

### List of advices, for adults and children

Advices are from Safer internet: for the usage of internet: copyright: www.saferinternet.at

#### 10 advices for pupils/ youth

<https://www.saferinternet.at/zielgruppen/jugendliche/>

- 1 Keep personal information secret:** Home address, mobile phone number, e-mail address etc. do not concern strangers on the Internet! Keep your passwords secret from friends, too. Check the privacy settings in your social networks regularly - they change again and again. Use the handy step-by-step instructions for more security and privacy on Instagram, WhatsApp, Snapchat & Co.
- 2 The Internet doesn't forget!** Don't post photos, videos, or text that might be uncomfortable for you or others. Once you've posted content to the Internet, it's almost impossible to remove it! Publishing or sending photos or videos that ridicule others is not allowed by law (the right to one's own picture applies). To be on the safe side, always ask the people shown before posting if they agree.
- 3 Not everything on the Internet is true!** Be suspicious of statements you find on the net! Especially especially shocking or sensational messages are often not true at all. Sometimes rumors and false stories are deliberately spread to make others bad. Often it is not clear where the information comes from and who is actually behind it. Therefore it is better to check information several times - for example, compare several sources or check questionable photos with the reverse picture search!
- 4 Nothing for free:** Also on the Internet something is rarely really free. Always be suspicious of "free" or "bargain offers", especially if you have to register with your name and address or share the offer with your friends. Sometimes the providers are only after your data or behind the "great" offer hides malicious software. Even online lotteries are sometimes dubious - be careful when the prices are too tempting!
- 5 Pay attention to copyrights:** Would you like to publish other people's photos, graphics, videos or music files on the Internet? You need the permission of the copyright holder! As a rule, it is forbidden to download pictures from the net and use them without asking. Violations of copyright can be very expensive! Tip: Search for images with a Creative Commons license - under certain conditions you may use them for free.
- 6 Protect your computer & mobile phone:** Use an anti-virus program on your computer, smartphone or tablet and update it regularly. Also keep your software and apps up to date, preferably with an automatic update. Protect your device from unauthorized access with a PIN code, password, or unlock pattern!
- 7 Become active against cyberbullying.** Cyberbullying is not fun, but a punishable act (§107c StGB)! This refers to insults, harassment or threats via the Internet and mobile phones that last over a longer period of time and can seriously affect the lives of those affected. Defend yourself against cyberbullying and support mobbing victims: Secure evidence (e.g. screenshots), block and report perpetrators in social networks and get help from people you trust - the sooner the better! Even 147 advice on wire helps you in the case of cyberbullying.

- 8 Use apps safely:** Download apps only from official app shops - third-party apps are often infected with malware. Check access permissions during installation and avoid using apps that require too many permissions (e.g. a flashlight app doesn't need access to the current location). Regularly install software updates and delete applications you no longer need. Note: Many apps allow you to purchase additional features or game credits that you have to pay for - deactivate in-app purchases on your phone to avoid unwanted costs. Be sure to use apps safely.
- 9 Be careful with "sexting"!** Sexting means that you take erotic photos, nude photos or revealing videos of yourself and send them out. This can be great fun, but also have unpleasant consequences! With a few clicks your nude pictures can be forwarded to a lot of people. Make sure that your face is not visible when sending such photos and consider again before sending whether you can really trust the other person. Caution: Erotic photos of under 18s are considered child pornography! If you pass them on to third parties, you are liable to prosecution. Once a nude picture has landed on the Internet, it is difficult to remove it again - free help can then be obtained from 147 Rat auf Draht or the Internet Ombudsman.
- 10 Delete chain letters.** Ten chain letters per week about WhatsApp and Co.? Normal! Particularly scary messages or chain letters with death threats can be very frightening - other messages in turn trigger social pressure. What all chain letters have in common: They are usually completely fictitious! Therefore do not send them further but delete them. Also don't click on any links - they can contain malware or become a rip-off trap.

## 10 advices for parents

<https://www.saferinternet.at/zielgruppen/eltern/>

- 1 Discover the Internet together with your child:** Find interesting and exciting websites that match your child's age and explore them together. Sharing experiences makes it easier to talk about positive and negative experiences when using the Internet.
- 2 Agree on rules:** Agree on rules for Internet and mobile phone use. These can concern, for example, the amount of time, the content used, the handling of pictures and personal data or the costs. Rules are only effective if your child understands and accepts them.
- 3 Address the issue of sharing personal information:** Talk to your child about the risks of careless data sharing on the Internet. Your child's name, address, telephone number and personal photos should only be shared after consultation with you. Advise your child to protect his or her privacy.
- 4 Be careful when meeting online acquaintances:** It is okay to meet online acquaintances - but only in public places (e.g. cinema, café) and accompanied by adults (or at least friends). Talk to your child about possible risks.
- 5 Discuss the truth of online content:** Show your child how to verify the accuracy of content on the Internet by using other sources for comparison. Advertising is also often difficult for children to see through.

- 6 Report illegal online content:** Don't look away! Report child pornography or right-wing radical content - e.g. to [www.stopline.at](http://www.stopline.at).
- 7 Encourage your child to have good netiquette:** There are also rules on the Internet. Simply put, what is allowed in real life is also allowed on the Internet. What is forbidden in real life is also forbidden on the Internet.
- 8 Find out about your child's use of the media:** Let your child show you current favourite sites, games or apps and try to understand why he or she finds them great. Make Internet and mobile phone use a familiar topic in your family.
- 9 Don't be too critical:** Don't be too critical with your child. Your child may accidentally come across inappropriate content. Take this opportunity to discuss this content and agree on rules. But do not threaten your child with an Internet or mobile phone ban, this can severely disrupt the relationship of trust with your child!
- 10 Don't forget:** the opportunities offered by digital media outweigh the risks! The Internet and mobile phones are excellent media that can be used both for learning and in leisure time. Encourage your child to consciously use digital media and explore all opportunities. Under guidance, the risks can be very well limited.

## 10 advices for school/teachers

<https://www.saferinternet.at/zielgruppen/lehrende/>

- 1 Stay up to date:** Each generation prefers different possibilities and techniques of communication. Find out about the world in which your students live. Ask them yourself and exchange ideas with your friends and colleagues. Let them explain things to you and pass on your knowledge and experiences.
- 2 Actively integrate into the lessons:** Address the safe use of the Internet and mobile phones in class and discover the Internet and its applications together with your pupils. "Safer Internet" topics don't just fit into the computer science lesson - individual aspects can also be presented in an exciting way for subjects such as German, English, psychology, history, etc. The Saferinternet.at teaching materials or our workshop offer will provide you with suggestions.
- 3 Agree on rules:** Agree with your students which Internet and mobile phone activities are okay at school and which are not. Record the results in writing in a behavioural agreement. Involve the parents in this process.
- 4 Be a role model:** Set an example for the way you expect your pupils to deal with the media. Pay attention to copyright law when designing your own working documents and always mention the sources. Use Creative Commons content. Also read: Where can I find suitable materials for my lessons?
- 5 Privacy policy:** Do not store any personal data outside the administration software and do not pass it on to third parties.

- 6 **Encourage mutual exchange.** Some children know more than adults. Children are happy to accept tips from their peers. Support this exchange.
- 7 **Promoting a good class environment:** Support appreciative interaction in class and create common class rules. Use this to derive a “netiquette” with the pupils for dealing with other users on the Internet. Among other things, this is a good measure to prevent cyberbullying.
- 8 **Be careful when passing on personal data:** The Internet has a long memory and even for non-public content there is no guarantee that it will not fall into the wrong hands at some point. Think carefully about what you reveal about yourself on the Internet and practice this with your pupils.
- 9 **Critically question sources:** Discuss the truth of content with your pupils and show them how to critically question it.
- 10 **Protect computers:** Make arrangements for the technical security of school computers and the school network.

## 10 advices on information literacy for children and young people.

- 1 **Personal data is secret!** Home address, mobile phone number, passwords, etc. are no concern of strangers. If possible, use an anonymous nickname instead of your real name. Do not pass on passwords to friends.
- 2 **Not everything on the Internet is true!** Be suspicious of claims you find on the net. Often it is not clear where information or photos come from - in case of doubt compare with other sources (even books!). Many chain letters in WhatsApp are completely fictitious.
- 3 **Not every person is the one she claims to be!** On the Internet, it’s easy to disguise your true identity. Therefore it is important to listen to your own gut feeling! Rather be suspicious and question twice or break off contact.
- 4 **There’s nothing for free!** Even if it is often claimed: nobody has anything to give away on the Internet! Attention with extremely favorable offers or to mad profit plays - often it concerns Internet fraud.
- 5 **Copyrights must be respected!** The offering and further use of music, videos and software is forbidden without the consent of the authors - up to several thousand Euro penalty threaten! Only use music, photos and videos that you are allowed to use free of charge (e.g. with Creative Commons license) or your own material.
- 6 **The right to your own picture applies to everyone!** The distribution of photos or videos, which represent others disadvantageously, is not permitted. Therefore, ask the persons depicted beforehand whether they agree with a publication.
- 7 **References are a must!** You would like to use text parts (“small quotations”) of other authors? Always make it clear that this is not your own work and cite the corresponding sources.
- 8 **Make blind dates safe!** Meet with online friends for the first

time only with the 3 L: Noise, Light, People! Choose a public, bright place and let someone know where you are.

- 9 Watch your image on the net!** Build your own reputation on the Internet - you can decide for yourself what others should find about you! Regularly check what's online about you and remove inappropriate content.
- 10 Advertising is often hard to spot!** Whether in apps, social networks or Google search results: Advertising is often well camouflaged on the Internet! Be critical and question, for example, why your favorite YouTuber finds these trousers sooo great.

## **Where you can turn if you are confronted with cyber mobbing (in AT)**

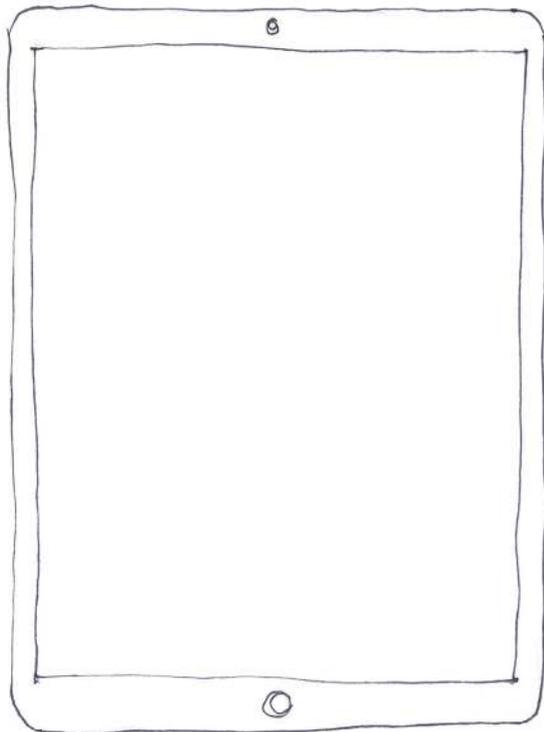
147 Rat auf Draht (wenn es um Kinder und Jugendliche geht)

Beratungsstelle #GegenHassimNetz und ZARA (bei Hasspostings und rassistischen Meldungen)

Stoptline (bei nationalsozialistischer Wiederbetätigung und Kinderpornografie)

Internet Ombudsmann (bei Verletzung der Privatsphäre)

## 3.5 Collection of good practices from the 5 involved countries



### Austria | Sudwind

#### ***Safer Internet***

Saferinternet.at supports above all children, young people, parents and teachers in the safe, competent and responsible use of digital media. Background information, training, tips and educational material are made available in a variety of ways. Topics are Cyber-Mobbing, digital gaming, mobile devices, social media, data security, information competences, digital identity, online shopping, copyrights and internet fraud. The Austria-wide project is being implemented in close cooperation with the public sector, NGOs and business.

<https://www.saferinternet.at>

#### ***Frag Barbara: Video-Elternratgeber für den Alltag im Internet***

“Frag Barbara” is a video parent guide for everyday life! In short videos “Barbara” tries to give answers to the challenges of education in the age of internet and mobile phones. Everybody has the opportunity to contact Barbara directly with question!

<https://www.saferinternet.at/services/frag-barbara/>

#### ***Hass im Netz - wie kann ich mich wehren?***

***Hatred on the net - How can I defend myself?***

A guidebook and tips for teenagers about hatred and hate postings on the net.

<https://www.saferinternet.at/news-detail/hass-im-netz-wie-kann-ich-mich-wehren/>

### **Quiz - civic courage online:**

#### **How does civil courage go online? Test your knowledge!**

Between 11-16 years: The Qzrz quiz can be played together in class (e.g. in the computer room) or alone on a mobile phone. The quiz shows what civil courage means and how to react in which situations.

<https://www.qzrz.com/c/quiz/468502/2bbef3b2-a402-41b3-822d-05a385fc2dd6>

### **Training of Peers against cyberbullying**

Within the framework of the “make-IT-safe Peer Experts” project, manuals for coaches (teachers\*, pedagogues\*, etc.) and trained “peer experts” were developed. The handbook is intended to give young people (“peer experts”) ideas and suggestions on how they can sensitise friends\* and classmates\* to the topic of online safety. The books are available in four languages.

[https://www.ecpat.at/fileadmin/download/Flyer\\_Broschueren/peers\\_de.pdf](https://www.ecpat.at/fileadmin/download/Flyer_Broschueren/peers_de.pdf)

### **V-START – Victim Support Through Awareness-Raising and neTworking**

The EU project V-START aims to improve support measures for

those affected by hate crime, to counteract so-called ‘underreporting’ and to counter prejudice-motivated crimes preventively and building networks with stakeholders

<http://www.vstart.eu/>

### **sCAN – Specialised Cyber Activists Network**

Focus is on exploring online hate speech and thus confronting it more effectively. The EU project sCAN is about knowledge gain, exchange, knowledge transfer and innovation among ten EU-partnercountries. All this not only on the content level, but also on the technological level, in order to be able to recognize hate language on the Internet more easily, to react to it and to counter the phenomenon effectively

<http://scan-project.eu/>

## Bulgaria | CSCD

**“United by Art” Project** with the financial support of the City of Europe 2019 Program by the Art Office Foundation in partnership with the Vazrajdane Region – Sofia Municipality -

The project presents the potential of art to bring a positive change, collecting a number of examples of artistic practices from Bulgaria and Europe, realized with the active participation of representatives of different groups at risk.

[http://artoffice.bg/2014/wp-content/uploads/2019/05/pat-evoditel-FINAL\\_compressed.pdf](http://artoffice.bg/2014/wp-content/uploads/2019/05/pat-evoditel-FINAL_compressed.pdf)

### **Transversal Model For Migrants**

Transversal Project aims to empower teachers, trainers and counsellors to facilitate and empower migrants with skills in order to promote higher job position or economic and social integration within Europe.

<http://www.transversalmodel.eu>

**Integration of Third Country Nationals Through Urban Partnerships - INTEGRA** (funded by European Union’s Asylum, Migration and Integration Fund)

The goal of INTEGRA is to help the process of long-term integration of third country nationals (TCN) in 5 countries. The project is developing and testing own methodologies and

tools that can be used by local level stakeholders to empower and involve TCN in decision-making.

<https://www.integra-eu.net/project.html>

**“Drama for change”** is a partnership project of 5 EU partners from Ireland, Germany, Bulgaria, Spain and Holland. The project uses creative methods to develop a new curriculum for adult educators, using the arts to promote anti-racism, gender equality and diversity. It is funded by the Erasmus + program.

[www.smashingtimes.ie](http://www.smashingtimes.ie)

### **“One for All - One for All” Project**

Developing and implementing a methodology for positive role models against discrimination in schools, funded by NGO Supporting Program in Bulgaria under the EEA Financial Mechanism 2009-2014

**“Improving the coordination mechanism for integration through good practices and models”** Project, funded by the Asylum, Migration and Integration Fund 2014-2020, European Institute Foundation

<http://www.europeaninstitute.bg/page.php?c=170&d=512>

## **Book “*Cultural and Civic Orientation of Asylum Seekers and Beneficiaries of International Protection*”**

This publication aims to aid the work of trainers in providing cultural and civic orientation to asylum seekers and beneficiaries of international protection in Bulgaria.

<https://csd.bg/publications/publication/cultural-and-civic-orientation-of-asylum-seekers-and-beneficiaries-of-international-protection/>

## **Initiative DIVERSE.BG: Launch and Implementation of a Diversity Charter in Bulgaria**

### **Diversity Management in Bulgaria: Perceptions, Practices and Expectations**

The report is part of a series of studies which assess the state of play and future perspectives of diversity management in Bulgaria.

<https://csd.bg/publications/publication/diversity-management-in-bulgaria-perceptions-practices-and-expectations/>

### **Diversity Management in Bulgaria: Politico-Legal Prerequisites and Self-Regulation**

The report provides an overview of the main regulatory, policy, and institutional parameters that impact on diversity management on the labour market in Bulgaria.

<https://csd.bg/publications/publication/diversity-management-in-bulgaria-politico-legal-prerequisites-and-self-regulation/>

## ***Integrating refugee and asylum-seeking children in the educational systems of EU Member States: Evaluation and Promotion of Current Best Practices***

The handbook presents successful practices in the educational integration of refugee and asylum-seeking children (RASC) and innovative methodology for “mirror” evaluations and impact assessments aimed to identify key transferability conditions and parameters to facilitate the replication of best practices in the area of educational integration of RASC in different contexts.

<https://csd.bg/publications/publication/integrating-refugee-and-asylum-seeking-children-in-the-educational-systems-of-eu-member-states/>

## ***Guidelines on Incorporating Tolerance and Mutual Respect in Language Tuition and Social Orientation of Refugees and Migrants***

A set of good practices in combatting racism, xenophobia and other forms of intolerance by promoting the laws, customs and values of society throughout the entire process of integration of migrants.

<https://csd.bg/publications/publication/guidelines-on-incorporating-tolerance-and-mutual-respect-in-language-tuition-and-social-orientation/>

**“Children, Parents and Teachers Against Hate and Discrimination”** Project, funded by EEA Financial Mechanism 2009 - 2014 within the framework of the NGO Support Program in Bulgaria

<http://teacher.bg/against-hatred/>

**Children and the Media – A Guide Book on Ethical Reporting**  
(UNICEF and Association of European Journalists - Bulgaria)

<https://www.unicef.org/bulgaria/sites/unicef.org/bulgaria/files/2018-05/Children-and-the-media-a-guidebook-on-ethical-reporting.pdf>

**Talk with me – Volunteer language mentors for refugees**  
(2015-3-DE04-KA205-013137, Erasmus +)

France | Urban Prod

### **Web Trotteur in Med**

is a participatif project which was realized in association with local missions and social centers during workshops addressed to youth from under-privilege districts from Marseille It is part of projects with young people to promote their integration thanks to digital tools.

Web Trotteur is a citizen journalists' network, trained to digital technics, and a sensibilisation towards citizenship issues.

### **Le journalisme citoyen: état des lieux**

<https://vimeo.com/125053283>

### **Kit du journaliste**

<https://vimeo.com/125930510>

### **Pour un Journalisme éthique**

<https://vimeo.com/126936701>

### **Le poids de l'illustration**

<https://vimeo.com/127615858>

### **Lance toi avec ton premier article!**

<https://vimeo.com/128376988>

## ***Les Temps Libres***

Les temps libres are open activities permitting to invite youth and not so young people from local under-privileged background to and come participating to various workshops. The spectrum of the activities are quite large. From providing an assistance in discovering the use of computers with the aim of reducing the digital fracture, to providing a space for self-expression through a regular Open Mic event, a Ciné-Club during which newcomers have will to obtain a visual and cinematographic education as well as discovering vocabulary.

<https://www.facebook.com/Lestempslibres/>

## ***Marsmedia lab***

The marsmedia lab is a space for experimentation, where either our structure of outside entities can come and propose activities. The latest hosting to date being Living Legends - Memory in Motion is an international and intergenerational project where oral culture interacts with digital culture. The first edition was held between January and July 2017, with the aim of creating a space for preserving oral tradition and at the same time to strengthen literacy in audiovisual media.

Exemple of the finished products can be found following this link.

<http://www.livinglegendsproject.org/stories/>

## ***Project LEA***

The LEA Project (lecture, écriture artistique) is an ongoing annual project in which Urban Prod is involved for many years, in collaboration with Ph'Art et Balises. Through workshops which allows young people to read and write as part of a joint project, with a playful artistic dimension (writing a script and creating a short film) allows them to offer them an innovative, attractive activity in which they can regularly involve.

The project offers an educational, cultural and artistic initiative which is part of an extra-curricular educational approach and thus participates in the social and civic integration of young people as well as in the prevention of delinquency.

The originality of the project lies in its declination in 2 complementary parts:

- Plastic Art for 6-8 year olds
- Production of a short film based on the writings produced for 9-11 year olds and 12 year olds and over.

At the end of the workshops, moments of restitution of the work carried out are planned on different scales: local (within the reception structure) and wider during events, neighborhood festivals, etc.

<https://vimeo.com/352015567>

## Hungary | FFA

### ***BEAMS - Breaking down European Attitudes towards Migrant/Minority Stereotypes (2013-2014)***

International project promote to better understanding the link between popular culture stereotypes of migrant and minority groups and discriminatory attitudes of the consumers/citizens, which still prevent such groups from obtaining full rights of citizenship in many respects. A methodological guide including detailed description of activities for youth also was developed.

<http://www.beams-project.eu/partnership/menedek>

The methodological guide is available here:

<https://prezi.com/m4o3mu7ipn8c/szakmai-modszertani-utmutato-kepben-vagy-mediatabor-a-sokszinusegrol/>

### **Biztonsagosinternet.hu**

The hotline offers an online reporting facility for the public to report illegal, harmful or abusive online content including child sexual abuse material (and other harmful contents). The website also offering advices and educational videos on safer internet.

<https://biztonsagosinternet.hu/en>

### **Chat Story**

“ChatStory” is a chatbot launched on Facebook’s instant messaging platform, on Messenger. Talking to this computer program, which is designed to simulate a conversation, users are able to engage in a story. The storyline can entirely be customized by the users. Taking the users on a dating journey, the youth can familiarize themselves with concepts such as digital footprints and the handling of personal data, relationship psychology also plays an important part of the storyline.

<https://www.telenor.hu/sajto/kozlemeny/chatstory-a-te-sztorid>

### **#ENDviolence online**

UNICEF launched a communication campaign, providing workshops in schools for safer Internet usage.

<https://unicef.hu/online-biztonsagban/>

### **Europe’s Migration Myths**

The Friedrich Ebert Foundation’s joint publication with GLOBSEC provides an overview of the most common myths about migration in Europe. The manual checks the truth of the arguments and offers real pro and counter arguments based on real data and information.

<https://www.globsec.org/publications/europes-migration-myths/>

## ***Faces of Migration ('A migráció arcai')***

A website with an analysis of 10330 of images related to migration recovered from the online media for the period of September 24, 2014- Jun 11, 2016. Also contains the concrete images.

<https://www.nyest.hu/facesofmigration/>

## ***Get up and goals!***

The project intends to promote and test new educational paths by including four cross-cutting topics of the 2030 Agenda within the subjects taught at school. They are: gender inequalities, climate change, global migrations, international inequalities. Teaching and Learning Units (TLUs), Geo-history textbook, Assessment and self-assessment tools (SATs) and more material available on the website.

<https://www.getupandgoals.eu/>

Hungarian website: <http://getupandgoals.hu/>

## ***National Media and Infocommunications Authority (Nemzeti Média- és Hírközlési Hatóság, NMHH)***

NMHH assembled infographics and relevant lesson plans about fake news, which are suitable for use at schools, and recommends sponsored online articles for adult audiences. Also running an InternetHotline website with all kind of information on safer internet usage.

<http://english.nmhh.hu/internethotline/>

The Bűvösvölgy (Magic Valley) media literacy education is supporting children (9-16 age) in their conscious and safe media use in two cities, Budapest, Debrecen. Participation in their programmes is strictly school-based. They also offer lesson plans, infographics on fake news.

<http://magicvalley.hu/>

## ***Passages***

An awareness game putting players through the experience of refugees.

Description of the game:

<https://www.unhcr.org/passages-game.html>

Booklet of the game:

<https://www.unhcr.org/473dc1772.pdf>

## ***Saferinternet.hu***

Saferinternet.hu supports above all children, young people, parents and teachers in the safe, competent and responsible use of digital media. It offers workshops, information materials and advice for all its target groups and tries to raise public awareness for the topic. Every year Safer Internet Day is organized.

<http://saferinternet.hu/>

## ***SAME World Project***

The aim of the program was raising awareness on the topics of environmental justice, climate change and global migration. Toolkit, theater plays and workshops at schools, training of teachers, inline game also were provided.

<http://www.sameworld.eu/en/>

The toolkit is available here:

[https://issuu.com/artemisszio98/docs/sameworld\\_edu-kit\\_hun\\_2](https://issuu.com/artemisszio98/docs/sameworld_edu-kit_hun_2)

## ***Televéle Media Education Association***

The association supports all children (4-14 age), parents and teachers in the safe, competent and responsible use of digital media. It offers workshops, information materials (on fake news too) and advice for all its target groups. On their website they are introducing relevant websites, games for children, parents and teachers as well.

<http://televele.hu/english/>

## ***Urbanlegends.hu***

Hungarian website which contains articles on looking behind some of the fake news

<http://www.urbanlegends.hu/2019/10/greta-thunberg-al-hirek-kamukepek/>

## **Italy | Arci**

### ***BRICKS - Building Respect on the Internet by Combating Hate Speech. Cospe - Florence***

The project explores the opportunities offered by modern technologies for empowering young people to use the information disseminated by online media and social networks in a critical way and to promote their active role in the struggle against online racist and xenophobic speech.

The project closed in 2016, but on the site it is possible to find and download all the documents, the training module and the educational toolkit.

<https://www.bricks-project.eu/>

### ***Paroleostili- Social awareness project against the use of hostile language***

Parole O\_Stili has the aim of empowering and educating users of the Net to choose non-hostile forms of communication. The Manifesto of Non-Hostile Communication is a commitment of shared responsibility to create a respectful and civilized Internet space that represents us and offers a sense of security. Written and adopted by a community of over 300 communicators, bloggers and influencers, it is a charter of 10 practical principles guiding online behaviour.

<https://paroleostili.it/>

## ***MEET, Media Education for Equity and Tolerance***

*(2016-2018) Università di Firenze/university of Florence*

Meet is a project funded by the European Commission's Erasmus+ Programme, aims at promoting a critical and inter-cultural understanding as well as an aware use of media among young citizens in multicultural public schools and democratic societies. Main activities are:

- Adaptation and re/co-design of existing media education practices to address students at risk of social exclusion in inter-cultural contexts
- Production, testing and evaluation of 6 "learning scenarios" based on a critical literacy approach in three Countries (Germany, Italy and Slovenia)

<https://meetolerance.eu/>

## ***React- Respect and Equality: Acting and Communicating Together - Arci***

In order to contribute to monitoring and counter online hate speech based on (and determining) anti-Muslim intolerance and hatred, the project aim at a) collecting qualitative and quantitative evidences of online hate speech and of counter narratives effective examples; b) Identify positive actions to foster tolerance, counter hate speech, facilitate reporting and enhance transparency of counter-speech and share it among key actors; c) promoting media literacy and spreading counter-narrative among youngsters.

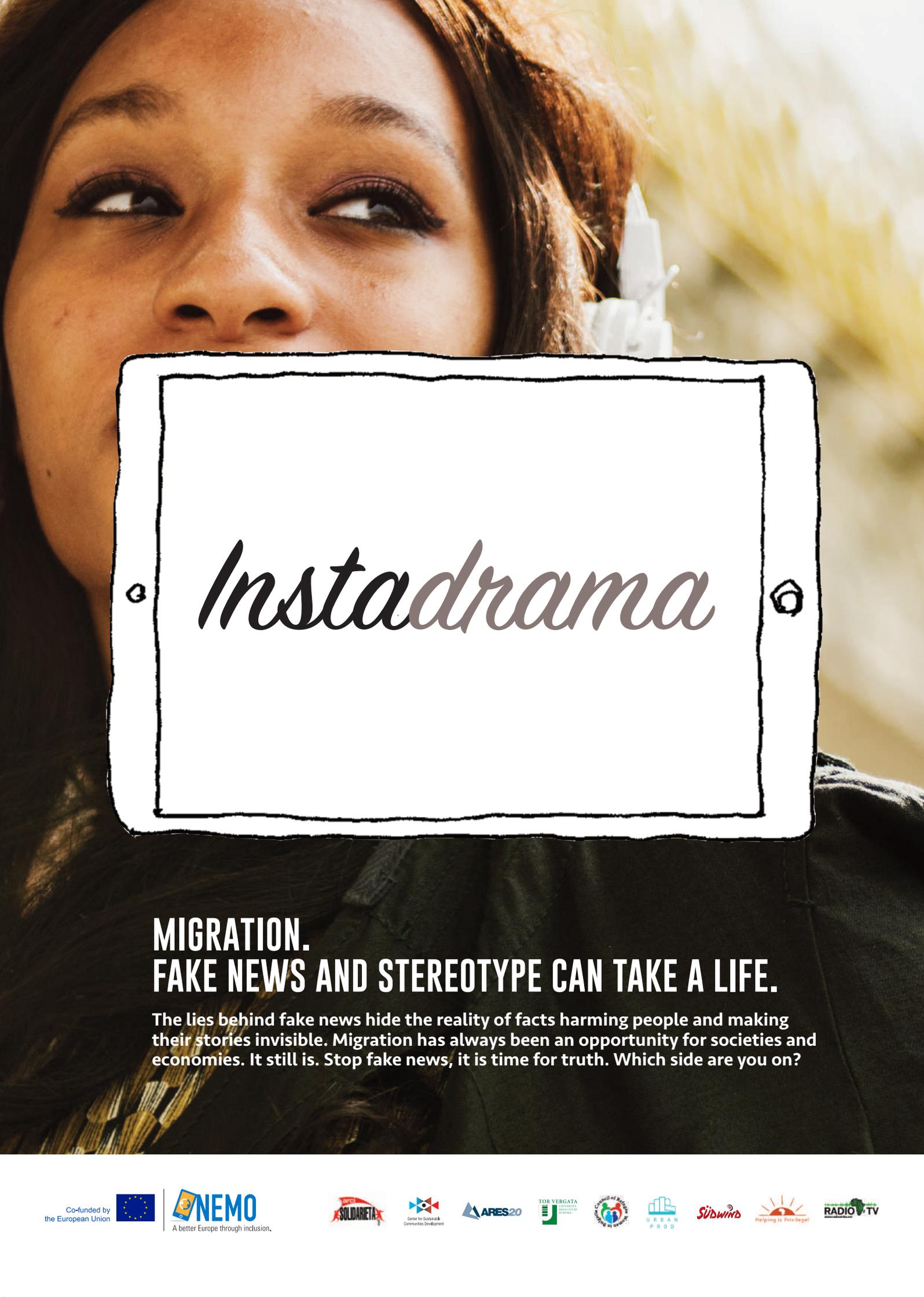
<http://www.reactnohate.eu/>

## 3.6 Project video spot



<https://www.youtube.com/watch?v=B558dBsh3KM>

## 3.7 COMMUNICATION CAMPAIGN



*Instadrama*

**MIGRATION.  
FAKE NEWS AND STEREOTYPE CAN TAKE A LIFE.**

The lies behind fake news hide the reality of facts harming people and making their stories invisible. Migration has always been an opportunity for societies and economies. It still is. Stop fake news, it is time for truth. Which side are you on?





## **MIGRATION. SOME STEREOTYPE ARE HATE ENGINES.**

The lies behind fake news hide the reality of facts harming people and making their stories invisible. Migration has always been an opportunity for societies and economies. It still is. Stop fake news, it is time for truth. Which side are you on?

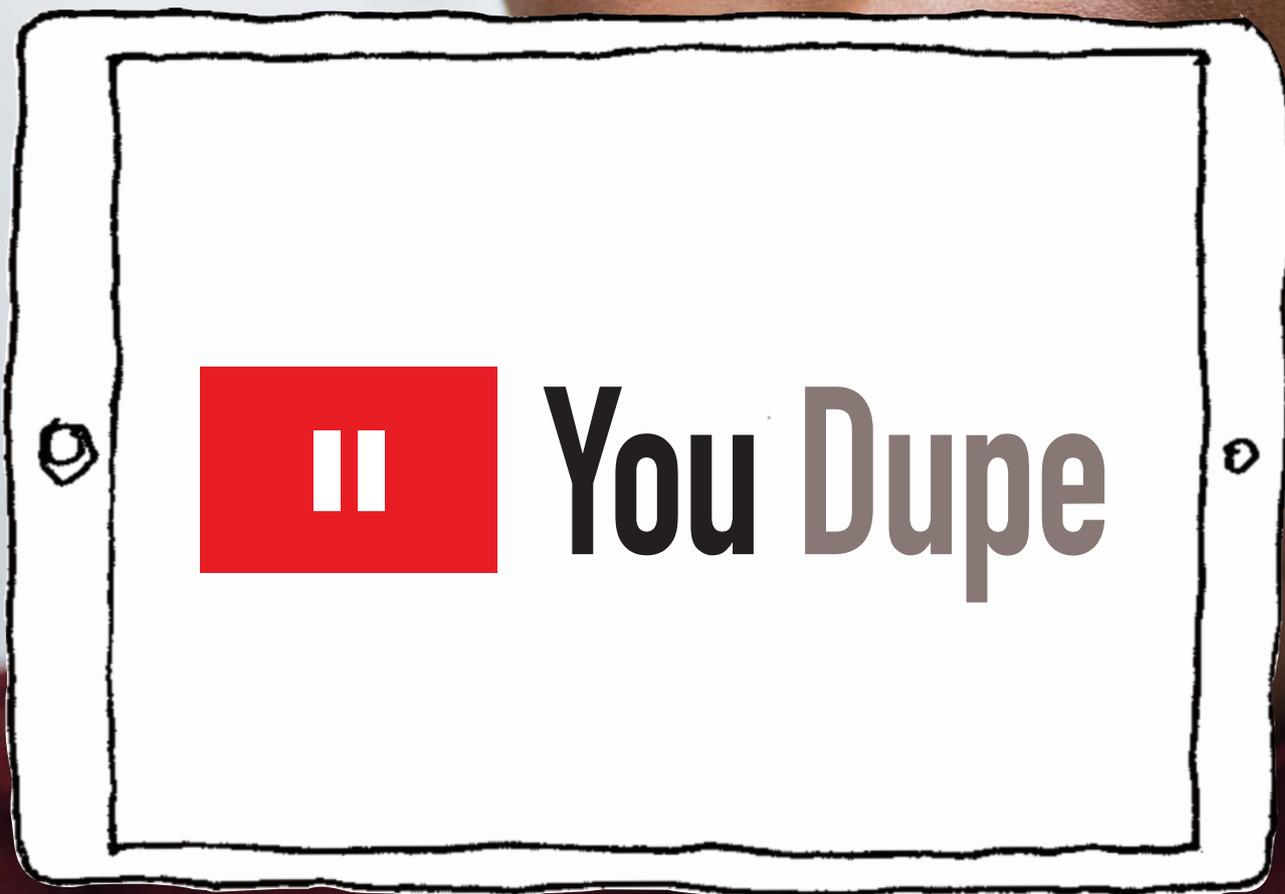
Co-funded by  
the European Union



**NEMO**

A better Europe through inclusion.





# MIGRATION. NOT ALL MOVIES HAVE HAPPY ENDING.

The lies behind fake news hide the reality of facts harming people and making their stories invisible. Migration has always been an opportunity for societies and economies. It still is. Stop fake news, it is time for truth. Which side are you on?

Co-funded by  
the European Union



A better Europe through inclusion.

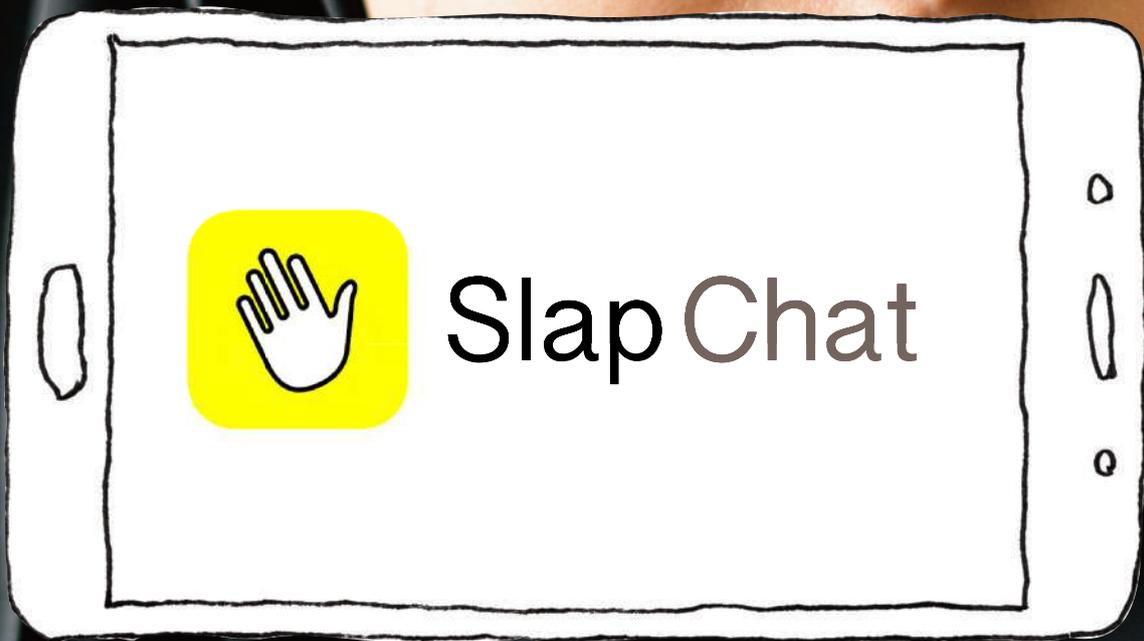




Faceboo

# MIGRATION. DO NOT SHARE RACISM ON THE NETWORK.

The lies behind fake news hide the reality of facts harming people and making their stories invisible. Migration has always been an opportunity for societies and economies. It still is. Stop fake news, it is time for truth. Which side are you on?



## MIGRATION. FAKE NEWS ON SOCIAL MEDIA CAN HURT A LOT.

The lies behind fake news hide the reality of facts harming people and making their stories invisible. Migration has always been an opportunity for societies and economies. It still is. Stop fake news, it is time for truth. Which side are you on?

## 3.8 Tips and tricks on how to create a meme against stereotype

### 1. What is a meme?

A meme is an idea, behaviour, or style that spreads by means of imitation from person to person within a culture often with the aim of conveying a particular meaning. A meme carries cultural ideas, symbols, or practices, that can be transmitted from one mind to another through writing or speech.

In everyday language, the term meme refers to what actually represents only one category of meme, that is the “Internet meme”, i.e. a concept that spreads rapidly from person to person via the Internet, largely through Internet-based blogs, social networking sites like Facebook, Instagram, Twitter and instant messaging.



Image -Examples of Internet memes

Any digital product has the potential to become an internet meme, whether it be a photo, a drawing, an animated gif, or a video. In particular, among the so-called most popular internet memes we find the “Macro image”, or a drawing or a photo with superimposed text. The macro image is generally divided into 3 sections: the background image, a text at the top where a small introduction/preamble is placed, and a text at the bottom where this preamble is taken up and developed in a message that represents the actual joke of the meme (i.e. punchline).

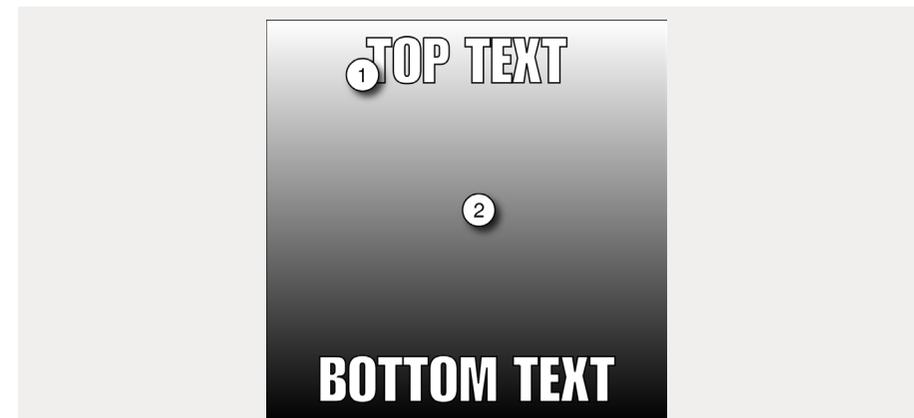


Image -Structure of an image macro

### 2. Why image macro and internet memes are powerful?

Some of the sites where this phenomenon was born and spread are Reddit, 9GAG and 4Chan, even before the advent of social media from the old Myspace, to Facebook, Instagram and Twitter up to TikTok.

The most accredited site that manages a virtual archive of many (if not all) of the memes produced in recent years is

<https://knowyourmeme.com>.

Memes are all very different, but in any case, they convey attitudes and lifestyles. In fact, they represent a powerful tool to express your point of view or to express your opinion (often critical and ironic) about something. In other words, memes are a way to contribute to the public discourse on social media and influencing your online reputation. Online reputation and social media talk can be positive or negative, and a great deal of it depends on you. Memes, being viral and transmitting specific cultural messages, are powerful tools to contribute positively to the social media environment.

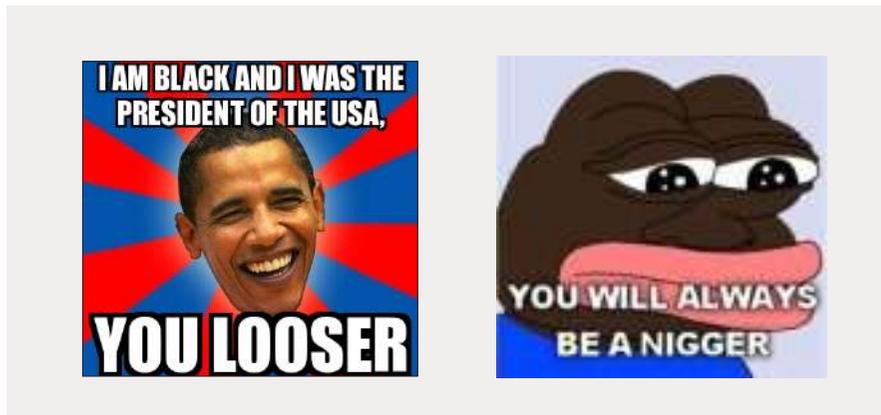


FIGURE 4- Positive VS. Negative online memes

### 3. How can I create my own meme against stereotype?

No special skills are required to produce a successful meme. On the one hand, in fact, many free resources are available online where you can create a meme, or even just edit existing memes to create new ones. Once logged in, you can create images with superimposed text, using models already prepared for dissemination on social networks.

- Imgur, <https://imgur.com/>
- Quickmeme, <http://www.quickmeme.com/>
- Imgflip, <https://imgflip.com/memegenerator>

On the other hand, the more the meme is simple, clear, funny or ironic, the more successful it will be. Jokes can be reflections on the absurdity of everyday life, as well as about current events, and newsworthy items.

*And now it's your turn, create your meme against stereotypes!*

1. Think of a stereotype particularly common among your friends or among the people you know.
2. Think of a way to make fun of the stereotype in question.
3. Look for an image that is simple and effective among the currently most popular ones.
4. Send it to a friend to test its effectiveness.
5. Share it online.

ILLUSTRATED MANUAL ON  
GOOD PRACTICES  
TO CREATE A VIDEO

## Part 1

### Elements of video composition

- 1.1 The subjects, 111
- 1.2 The Shot, 112
- 2.1 *Camera angle*, 113
- 2.2 *The composition of the frame*, 113
- 3 Camera movements, 115
- 4 Lighting, 115
- 5 Location, 116

## Part 2

### Technical aspects of the Video

- 1 The resolution and the formats of visual frame, 117
- 2 Image setting, 118
  - 2.1 *The focus*, 118
  - 2.2 *Exposure*, 118
  - 2.3. *White balance*, 118
  - 2.4 *ISO*, 119
- 3 Audio, 119
- 4 Editing, 119

## Part 3

### Instrumentation

- 1 Equipment, 120
- 2 Software, 121
  - a) Desktop-free software, 122
  - b) Mobile software, 122

## Part 4

### How to carry out an interview

- 1 Before the video interview, 123
- 2 During the video interview, 124
- 3 After shooting, 124

## Glossary, 125



## 4 Foreword

This document has been elaborated by Ares 2.0 srl in the framework of the EU-funded project NEMO Using the New media in Education to overcome Migrant discrimination Online (Grant Agreement n. 821553 - NEMO - AMIF-2017-AG-INTE).

The project aims to combat stereotypes against third-country nationals focusing on the multiplying role played by online information and communication through an awareness raising and training process addressed at young people approaching the online environment to guide them to the conscious and balanced use of online communication and information about the migratory phenomenon and third-country nationals. To do so, the project intends to create an innovative toolkit for secondary schools (kids from 11 to 14 years old) developed through factual data, reinforced through an innovative large-scale communication campaign. This toolkit guides pupils and teachers in a path against discrimination toward immigrants, about the role that social media play in the distorted perception of phenomenon and misinformation.

The toolkit is composed of several modules based on the active participation of children to the educational path, including video interviews to migrant women. Precisely in this specific framework the present small guidelines have been conceived. The aim of this document is to guide young and amateur video interviewers, providing tips to implement a video interview at very low costs but with core professional features. As a consequence, contents presented here are not intended to be fully exhaustive. Similarly, the

result expected is not a professional video interview, but a product to be implemented within an educational or training framework. The purpose of this document is to illustrate how to implement a DIY video interview, at zero or very low costs. So, in this short guide you will understand how to make a video interview with open source software and amateur equipment, following the methodologies used by professionals, but not expecting to reach their levels.

The short manual is divided into 4 parts. The first three have a more general and theoretical cut. The last one is more practical. The first section will present the elements that make up any video product. In the second, reference is made to the technical aspects that influence and modify each video product. In the third, we describe the equipment that is generally used in video interviews and those that will be suggested in an amateur video interview. Finally, what has been described so far, is summarized in the last section that collects the steps to keep in mind before, during and after the video interview. A small glossary in the appendix will help to deepen some terms related to the world of video-making.

### Part 1 - Elements of video composition

#### 1.1 The subject

In a video interview, many people are involved. On the one hand, for example, we will find operators, filmmakers, directors, but also editors and journalists; on the other, the interviewee.

In an amateur video interview, however, all these dynamics are reduced to the essentials. Here we start from the assumption that on the one hand we will have the video-maker and the interviewer; on the other, the interviewee.

## 1.2 The shot

The shot represents the portion of physical space that is captured by the lens of the movie camera or camera.

The framed portion of the subject is not only used for descriptive purposes, but also determines the emotional reaction of the viewer. The closer the distance is, the more intimate the **relationship** between the subject and the viewer you depict.

Close-up Shot is mostly used to carry out an interview.



Figure1 - Medium Close up Shot

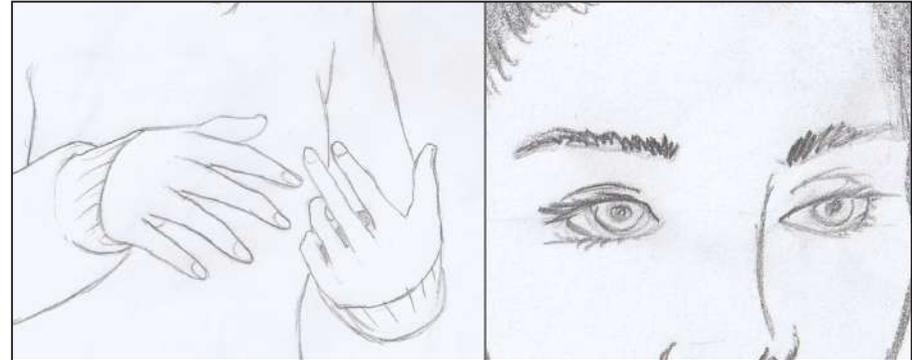


Figure 2 -Detail / particular

For an interview that only includes the subject interviewed on the frame, therefore without the interlocutor, a good practice is to ensure that the subject is balanced on the opposite side from his gaze. In other words, if the subject looks to the right of the frame, we can balance the subject on the left (and vice versa); make sure that the interviewer is immediately on the right of the movie camera.



Figure 3 - Standard shot

If, for reasons of space, the camera was right in front of the interviewer, to prevent the subject from looking into the camera, he can be instructed to look at the right side of the camera to give a more natural effect.

A person who talks and looks in the camera gives the impression of addressing the viewer directly, it is a desired effect when dealing with professionals (politicians, actors, journalists or TV hosts) but generally with very different purposes than those of the interview.

## 2.1 Camera angle

The angle at which a person is filmed can completely change the meaning and intent of an interview.

Here are the three most common examples:

- **From top** (*figure 4*): positioning the camera from top to bottom gives an impression of impoverishment of the subject and make it appear smaller and less important.



Figure 4

- **From bottom** (*figure 5*): framing from the bottom up, the subject will appear more imposing and acquires greater importance.



Figure 5

- From **angle** (*figure 6*): it is the most correct choice in most cases, the camera is positioned at eye cut height so that it is at the same level as the spectator's gaze.



Figure 6

## 2.2 Composition of the frame

Among the many composition methods of a shot, the rule of thirds is among the best known and oldest, so much so that it was also used by some Renaissance painters.



Figure 7

Basically, the image is divided into 9 portions by means of two vertical and three horizontal lines. The intersection points of the lines will be those in which our eye will be inclined to focus, thus giving great dynamism to the images.

This does not mean that a subject, who is perfectly positioned in the centre, will be “wrong”, but it means the composition will be so harmonious that the spectator’s eye will not strive to trace the points of interest, and the composition will be less dynamic and captivating.

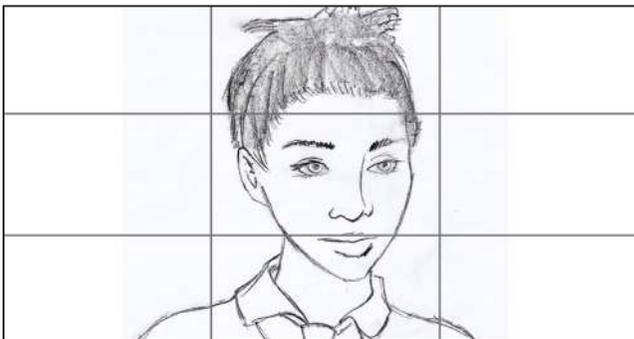


Figure 8

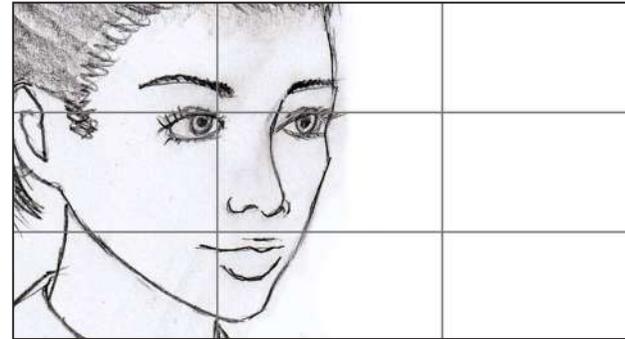


Figure 9

The thirds grid is now implemented by default on many mobile phones and cameras. However, remember that it is not the only rule to compose the image, in fact this rule can be safely disregarded if you know what you are doing.

**TIP FRAME:** the “Action Safe area” is the portion of the image that corresponds to the edges of the frame, no important action or title should be within this area, which, varying from device to device, could be cut.

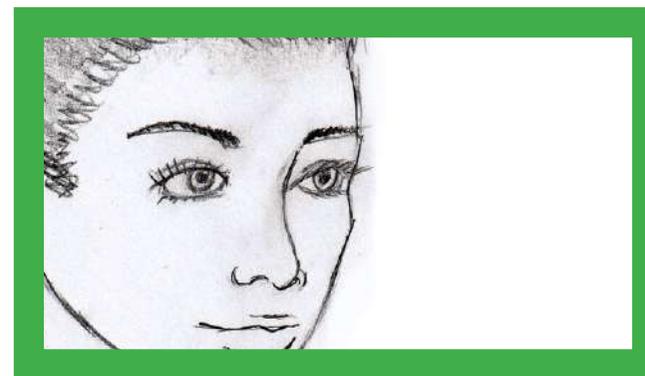


Figure 10

### 3. Camera movements

Another fundamental tool for communicating through video consists of camera movements. The fundamental camera movements are divided into 3 types:

- **Panorama:** hold the stand and rotate the movie camera on the tripod head.
- **Tracking shot:** hold the head and move the stand on a cart.
- **Zoom in:** the shot is close-up by means of analogical optics or digitally (quality permitting).

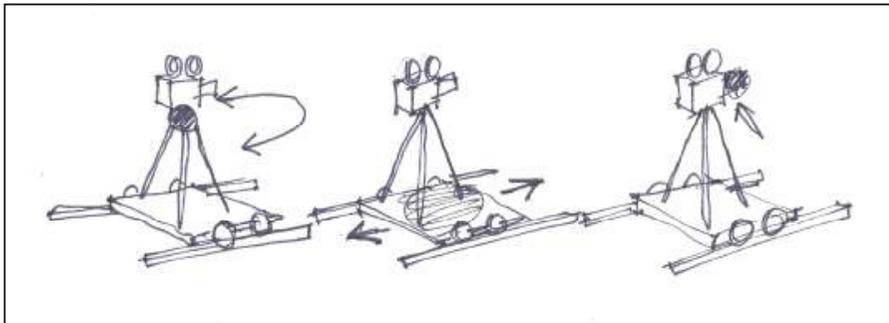


Figure 11

A **common mistake** is to use camera movements without a specific purpose, believing to give dynamism to a video. For example, it may happen to see interviews where the interlocutor and the journalist are followed by a hand-held camera that takes up every back-and-forth. The result of such a solution is only to confuse the viewer and distract him from the contents addressed in the interview. During a dialogue, in everyday life, the interlocutor's gaze is focused on the subject of the conversation, in a video it is therefore important to reproduce this natural mechanism if you want to get a good product. The use of camera movements during an interview is general-

ly not recommended, especially for those who are beginners and have limited resources at their disposal. This does not mean that in other situations the camera movement is not only allowed, but it is also a solution to which one is forced to resort, as in the case of street journalism or in journalistic reports, where the interviewer is sometimes forced to "chase" his interlocutors.

### 4. Lighting

As in the case of the shot angle, even light can totally distort the meaning of our video. Think of an interview that is filmed against the light with the totally dark subject, or an interview that is filmed with wide lighting: the first one will introduce us a subject at risk, the second one will reassure us and prepare us to listen to a completely different kind of stories.

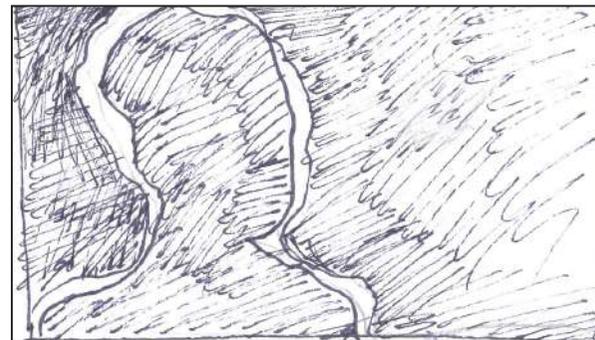


Figure 12



Figure 13

The professional standard lighting set up for many cases and especially for interviews is called “Three-point lighting” and is composed of:

- a) **Key light:** the main light source
- b) **Fill light:** the light that softens the contrasts on the face, the shadows and the “chiaroscuro” effect, you can also use a reflective surface such as a white polystyrene panel.
- c) **Back light:** the light is in the opposite position of the Fill light, just behind the subject, and allows you to outline the contours and to separate it from the background.

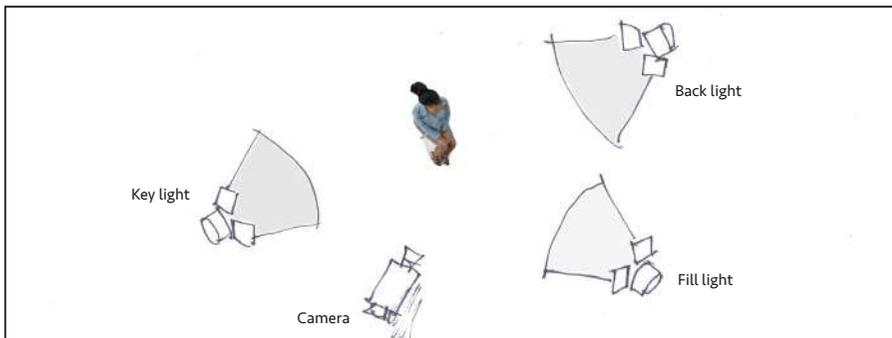


Figure 14

Many lights are available online with a discrete photo performance, which can really make a difference even if they are cheap and suitable for beginners. However, creating an amateur set-up of lights is very difficult, especially for beginners. So, in our case, we’ll just make the most of the sunlight as key light and combine it with another light present in the chosen location. We will have to look around, predict the path of sunlight in the environment, the shadows it will create and, if possible, use an artificial light or a white reflective surface to soften the shadows of our subject (Fill light).

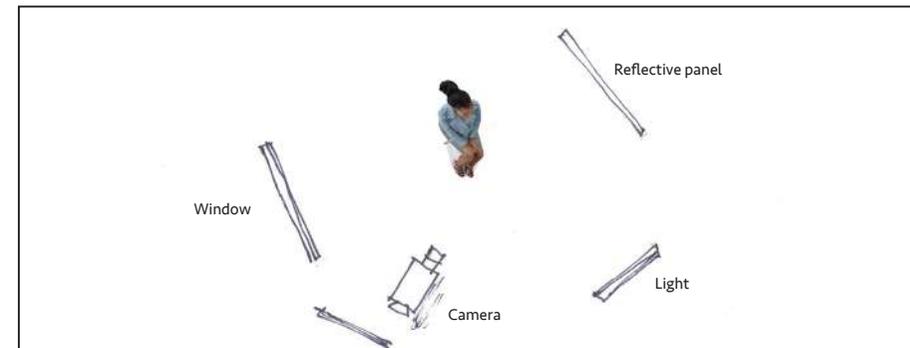


Figure 15

**Tip: framing the darker part of the subject with respect to the most illuminated one, gives the frame more depth.**

## 5. The location

Location greatly influences the result of a video and the quality of your video-maker job. A series of suggestions are described below to ensure a good arrangement of the location where the video interview will take place.

If there are large windows, natural lighting can be of great help, but

you must consider that, as the hours go by, the sun will change, and a cloud will suffice to compromise the whole shooting. So, consider the time and duration of the interview.

It may happen that the best illuminated place is far from energy sources. For this reason, it is always good to have an extension, or a power bank if you use the mobile phone for shooting. Once the cables have been laid to power the equipment, it is good practice to secure them to the ground with an adhesive tape to avoid accidents.

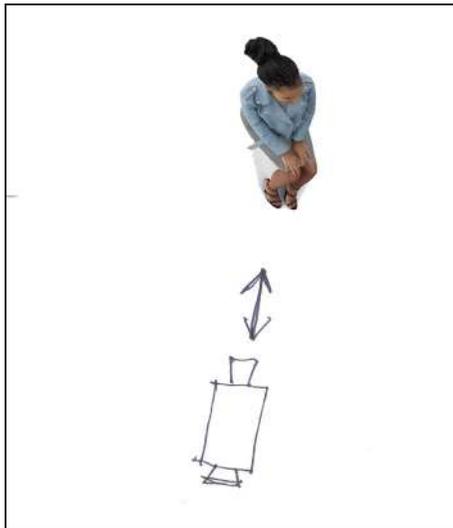


Figure 16

Try to find a location as quiet as possible: the noise of traffic, of a construction site, the engine of the air conditioning turned on, are all annoying “white noises” which represent an important problem when editing to join a video clip to the other. In the worst case, they even make shootings unusable.

To achieve a Medium Close up shot, one of the cameras must be positioned at least one and a half meters from the subject taken, so when choosing the location, also take into consideration the space available. Furthermore, if you have a light with you or the team is made up of several people, the space for action will tend not to be enough.

For the background of the interview, often a plain, white or black wall is the best solution, especially if the subject who speaks has no correlation with the place where he is. To be clear, in the case of a sportsman, a wall with hanging guitars will not be the most suitable solution, as it would distract and create confusion in the viewer. So, if you don't have a suitable “setting” for the context, it is suggested to make it neutral or hide it.

One of the ways to hide distracting details of the scene is to focus only on the subject, and leave the background blurred. However, to obtain this effect, we need a lot of scenic space between the background and the subject, good lighting and a camera or telephone functions that allow us to act on manual focus.

***Tip: If possible, always make an inspection at the shooting location one day before the actual shooting, in order to predict most of the problems you will encounter later.***

## Part 2 – Technical aspects of the Video

### 1. The resolution and the formats of the visual frame

Conventionally, the pixel (the smallest unit, a “point” that makes up the digital image) is used to measure the resolution of a video. The formats used today are as follows:

- 1280x1080: HD Ready
- 1920x1080: Full HD
- 3840x2160: Ultra HD
- 4096x2160: 4K
- 1080x1920: Full HD (vertical native for social and stories)
- 1080x1080: Square video (Social)

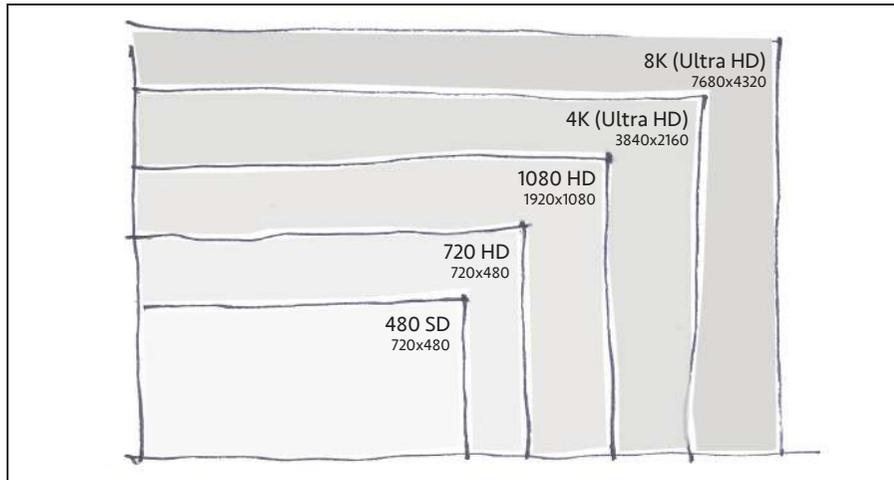


Figure 17

## 2. Image setting

After establishing the best shot and angle, you just have to adjust the colour, expose the subject correctly and focus on it. This can be done in different ways, in particular we can identify two modes: a simple one, which consists in letting the device set up the settings automatically, and a manual mode, which certainly makes the video more professional, more precise and consistent with the situation.

### 2.1 The focus

With modern digital cameras and medium-high range phones we will often have at our disposal the function called "face recognition" which will always keep our subject in focus by recognizing its face. In our case, this mode is the recommended one. If the function is not present, check the available options, but do not skip this very important part.



Figure 18

**Tip: A trick for focusing with the camera is to set the maximum zoom level on our subject, focus on the facial details and then return to the original shot with the lens.**

### 2.2 Exposure

Through the exposure we are able to decide how much light should enter our camera. This will affect what we can see separately and will play a fundamental role also on the atmosphere of the video itself.

**Tip: Avoid strong light sources behind the interviewee, unless it is intentional to hide it.**

### 2.3. White balance

If we do not use the White Balance settings, the colours of the video recording will be very different from the real ones. The white point changes according to the colour temperatures of the light source, for this reason, making this step wrong means giving unnatural tones to our images (blue, yellow or red tones, de-

pending on the error committed).

Automatic balance is excellent for most cases, except when the light sources are very different and combined with each other (for example, neon lamps/tungsten/led and solar light together).

## 2.4. ISO

The ISO value simulates the film's ability to impress itself and "accept" the light. The higher it is, the more "noise" and artefacts on the image are obtained and dynamic range is lost (how many shadows and how many lights are seen), but, on the other hand, in low light conditions, it will be good to raise the value a little. Our aim will be to balance the value by finding the perfect balance between the image quality and the right light.

## 3. Audio

50% of the success of a video depends on audio, especially in an interview.

Recording the audio of an interview with the same shooting device is a practice to be avoided for two fundamental reasons: the excessive distance from the device to the subject, and the low general quality of the microphones supplied to the cameras (also of medium-high range).

A simple but efficient solution for an amateur video interview would be to have a Lavalier (that is, a pocket microphone) to be connected to a mobile phone (there are discrete ones online at very cheap prices). Alternatively, in the absence of an ad hoc microphone, it is possible to use a second mobile phone to record audio (for example in a pocket, giving that the technology of mobile phones nowadays is among the best for audio recording amateur).

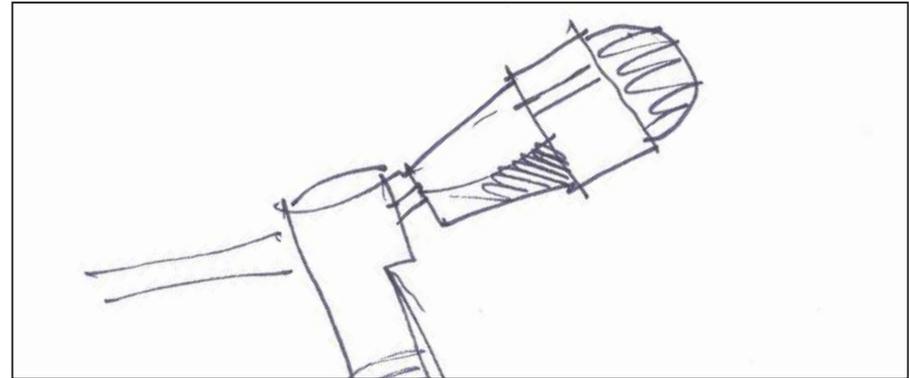


Figure 19

**TIPS: Recording 10/20 seconds of "white noise" (or background noise) will be useful during the editing phase to help you cover any sudden noises, pauses or indecisions. Record at least 20 seconds of white noise once the set is set up, to avoid changes to the ambient audio.**

## 4. Editing, cuts and fades

The editing marks the beginning of the post-production phase, that is, the set of activities that take place when we have everything we need to work on the final version of the video.

The **editing phase** is the most delicate, because it can change the sense of the entire video either intentionally, as it happened in totalitarian regimes, or as it happens today with the fake news, or simply by the mistakes.

The techniques that connect one frame to another are manifold (some examples are reported in the glossary below). Here we will focus on what we need to assemble a standard interview.

- **Cut:** The simple cut between one frame and another one.
- **Jump Cut:** Pauses, indecisions in speech, corrections, typos, coughs: all these things are part of everyone's way of talking. By making short jumps and erasing everything that dirties the sense of the sentence, we would have a more linear, dynamic, clear and modern video.
- **J Cut and L Cut:** These cuts take their name from the shape of the audio clip and videos, which take on the timeline of many editing software (see figure 25), the audio of the next scene overlaps with that of the previous scene (J cut) or vice versa in the second case (L Cut). A useful technique for making a dialogue dynamically.
- **Cross fade:** There are dozens of transitions that follow more or less the current trend; they can be found quite easily in all the editing program. A simple trick to make a video as professional as possible is to not use any of them and limit yourself to use the only one which has its own narrative value: the cross fade. Usually it connects two moments of a story, divided in space and/or time. In our case a short and almost imperceptible cross fade (5/8 frame) can make the detachment of the Jump Cut less "hard" and embellish the final version of the video.

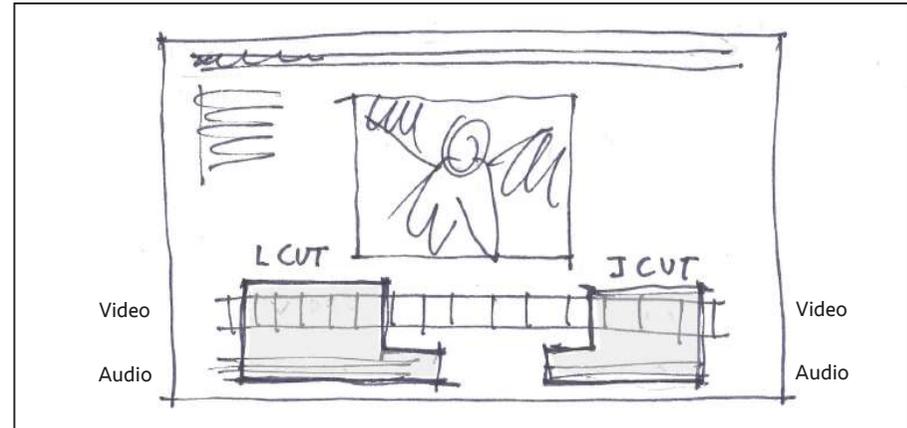


Figure 20

**Tip:** *The script supervisor plays a fundamental role within a troupe. Among the many tasks that he carries out, he compiled the "production reports" where, in short, he notes the shots that came out well and those to be discarded, in order to facilitate the editing. If you have the opportunity, give this role to a person to the crew.*

## Part 3 – Instrumentation

### 1. Equipment

A professional set will have stable studio tripods, very expensive moving heads, and two or three video cameras arranged on the same visual axis (for example one for the half-figure, one for the close-up and one for turning the inserts and details); the microphones will be high-end wireless Lavaliers and it will also have three studio lights with speakers to complete the set.

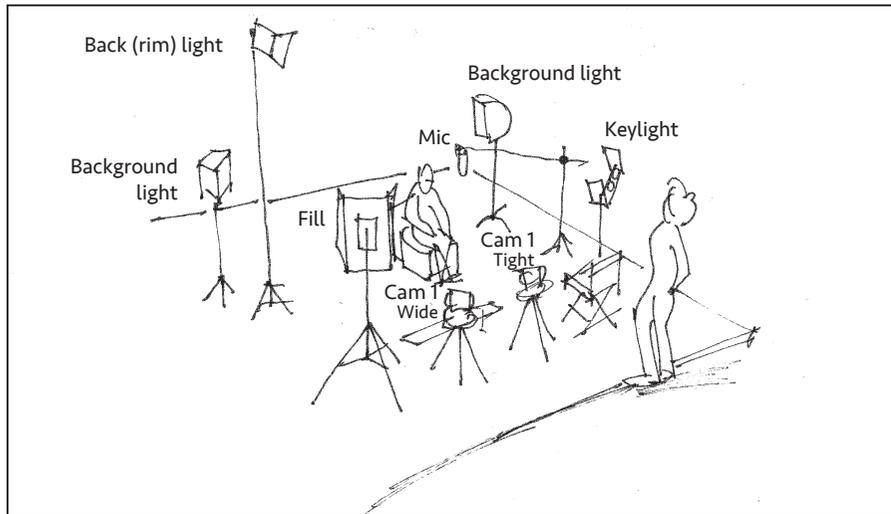


Figure 21

Obviously, our goal is not to create a professional set, but to reproduce its scheme with what we have in our daily life.

It is not recommended to make manual shots, therefore, first of all it will be appropriate to have a tripod and a phone holder, that is a small tool that allows you to mount the phone on the head. If you do not have a tripod, try to activate the stabilizer in the device (if it is available) and try to keep the frame as stable as possible, keeping in mind that stabilization will reduce the video quality a little.

For those who do not have or cannot obtain a cheap Lavalier microphone, the only option is to use a second phone and use an app to record audio. The phone that will film, will be too far from the interlocutor and the audio without this support device could be bad. Be careful to hide the phone used for audio recording.

The Fill Light can be replaced by a white polystyrene panel to reflect the light on the subject, but also by a large glossy card or any reflective surface you have available. The only care that you need to take is to look at the effective rendering of the light on the camera before proceeding with the shot.

**Tip: If you decide to use multiple devices for shooting, take care to turn them all in the same visual axis: climbing over the field of a camera means making a big mistake.**

## 2. Software

Some of the video editing software most used by professionals right now are:

- Avid, Final Cut and Premiere Pro for editing,
- After Effects, Apple Motion and Fusion for visual effects,
- Logic Pro, Adobe Audition and Pro tools for audio post-production,

The costs of these tools, although often available in trial versions, are generally prohibitive for students and beginners. It will therefore be appropriate to proceed with other solutions that can guarantee the key elements of these editing software, in a free or almost free way.

Simplifying, the essential elements of an interface of an editing software are: the Timeline, where your clips with a timecode will be displayed; the tools: to make the cuts, fades and move the video clips, and two monitors that will show you a preview of the shot and the clips in progress.

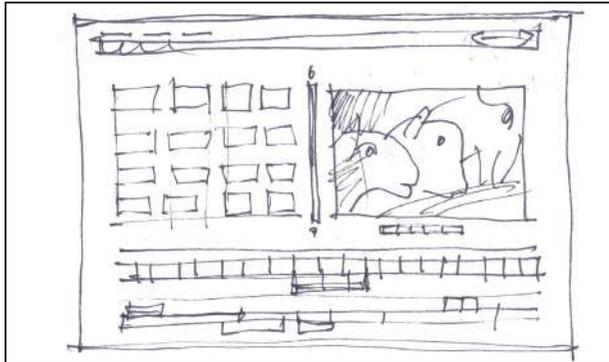


Figure 22

Below is a selection of free multi-platform alternatives for computers and mobile phones:

a) *Desktop Free – software:*

Video processing programs exist natively in operating systems. iMovie for Macintosh for example is the simplified and free version of the professional Final Cut software, and it also includes a mobile version for iPhone. For those who use this smartphone for shooting, iMovie is probably the best entry level solution. For those who have a PC, however, the current native software is only the Windows 10 photo editor (or for older versions of the “Windows movie maker” system) which has many limitations.

It is advisable to work on the finalization of the video through a computer rather than a mobile phone for several reasons: desktop computer software is more advanced and the workflow is much simplified compared to the mobile version. Mobile applications are actually functional from a range of quite high smartphone and it will be almost impossible to process a video with a cheap smartphone.

Below is a short selection of free software:

- **Shotcut:** A free, multi-platform software that can manage videos up to 4K and a very easy to learn interface. <https://shotcut.org/>
- **Davinci resolve:** The free version of this software is ideal for slightly more complex projects, in fact in addition to having an easy to learn interface (many tutorials are available online) it has excellent functions for colour correction, it supports MultiCam editing and also has an advanced audio interface. <https://www.blackmagicdesign.com/it/products/davinciresolve/>
- **Blender:** It is a very complete and multi-platform professional software (windows, Mac and Linux), born as software for 3D modelling but it has been recently developed with new tools of the highest level for video editing, for special effects and 2D animation. On the other hand, it is absolutely not recommended for beginners and has a very difficult approach. <https://www.blender.org/>

b) *Mobile software:*

- **Adobe Premiere Clip:** it is the free mobile version of the professional Desktop software; like all smartphone apps it has limited functions, but it is an excellent starting point. It also has the possibility to edit the project on the professional app or to share the final video directly on social media.
- **GoPro e Quick:** they are two apps originally created for the homonymous camera, but also useful for videos directly made

with the mobile phone. They have little space for action, but they create mobile-ready videos with a fast and intuitive interface, with the possibility of adding effects and music with extreme rapidity. They are free but leave a watermark with the GoPro logo on the videos, that is difficult to remove. Useful to experiment for beginners.

- **Clips:** it is the Apple equivalent of the GoPro app, but with different effects, designed for videos whose destination is mainly social. Useful for experimenting.

## Part 4 – How to carry out an interview

Being in front of the camera is a source of stress for those who are not a seasonal pro or an actor. In amateur productions, therefore, one of the first tasks of the interviewer or video-maker is to put the interviewed at ease. For example, avoid treating him as a simple subject from which to extrapolate information while you are busy with the set and cameras, but use this moment as a first opportunity to have a friendly conversation.

Once the shooting equipment (camera, telephone) is turned on, it will be necessary to start with colloquial questions (e.g.: Can you tell me something about yourself? Who are you, where do you come from, what's your job, how many years have you been in this job? Etc.), then gradually move on to more complex questions that will be the focus of the video. Subsequently, in the editing phase, we will carefully choose the interesting parts to use in the final movie.

After reworking the content of the interview during editing, it is good practice to show the result to the interviewee before publish-

ing it, asking him if he believes it is in line with his opinions. In fact, with rather basic editing techniques you can completely misrepresent and invert the meaning of a speech, and sometimes, especially if we do not have experience, we can distort the sense of some answers without even realizing it.

### 1. *Before the video interview*

- Where to convey your video? Plan the shot based on the final destination of the video, if it will be mainly projected on TV and desktop, opt for a horizontal shot, if the destination will be on social media, provide or opt for a vertical version for the stories (Instagram and Facebook).

Check the camera/phone settings carefully: the recording quality, the white balance, the exposure, the ISO value and the focus.

- Make sure that your camera or telephone batteries are well charged and have a power bank with a long enough cable or any extension cables to allow you to shoot in comfort.

Check that there is space on the memory card or in the phone. Preferably, use empty cards and free up as much space on the phone as possible.

Leave those who do not actively participate in the making of the video out of the room: a cough, a laughter, an accidental impact can distract the interviewee, compromise the quality of the sound and the video itself.

Make sure that all mobile phones are turned off during shoot-

- ing and if you shoot with a mobile phone, remember to activate airplane mode.
- Place the interviewer to the right of the main camera/telephone at the same height as the person who will ask the questions.

If it is the first video interview you make, set up a test set before the actual day of filming. This will be an opportunity to bring out all the errors and technical problems and to correct them before setting up the actual set.

## 2. During the video interview

- If you use more than one camera and lights, do not be embarrassed to declare aloud "Lights, camera and Action!", to declare the start of filming as professional directors do. Forgetting to start a camera happens more often than you think and giving the start out loud will also remind you.
- If you use a microphone and an external recorder, remember to **use a clapperboard** (or make a single and short clap in the camera) to easily synchronize the audio in post-production.
- After the **clapperboard**, let a few seconds pass before the interview begins. Similarly, if you finish shooting a few seconds after the stop, this will greatly facilitate the work during editing.
- Use **headphones** to check the sound levels.
- Avoid **questions** that may have "yes" or "no" answers. In addition, it is good to ask the interviewee to repeat the topic of the question while recording, otherwise we would have senseless and disconnected answers during editing (*e.g.*

*What is your name? My name is ...)*

Always wait a few seconds before the person interviewed finishes their **intervention** before pressing on with another

- question and above all never cover their answers with your voice, otherwise during editing it will be more difficult to connect the clips.

Between one question and another, **take small breaks** of a few seconds to facilitate the work during editing.

- **Take a video/audio test.** Shoot 30 seconds of video and audio, export to a laptop where you can see any errors with more clarity and convenience, in order to correct them immediately and not repeat them throughout the video.

## 2. After the shooting

**Download all the video and audio files** and do a security **backup** on any other device.

Once the footage has been uploaded and the audio synchronized on the editing software, **cut** the interviews, repetitions and questions of the interviewer with the jump cut technique.

**Add** the lower third and the opening and closing titles with the editing software.

Export your video in a coherent way with the requirements of the platform where you have to upload it. The formats most used by the platforms are .mov .mp4 .avi, while the most used codec is the H264, which maintains excellent quality and low weight.

## Glossary

**The extreme wide shot (EWS, ELS, XLS):** The shot that describes an environment in its entirety.

**The wide shot (WS):** It is the most similar frame to what we see with the naked eye, the human figure is not the main subject, but the group actions are clearly identifiable.

**The long/full shot (LS o FS):** The person is framed in full length, and the environment is clearly visible and recognizable.

**The medium shot (MS):** reveals the subject from the waist up and describes many details of the scenario. It is suitable for busy shooting.

**The medium close-up shot (MCU):** It reveals part of the scenography, the subject is framed up to the shoulders, it represents a habitual social distance in a conversation.

**The close-up shot (CU):** The face very close, it is an intimate frame, rarely in life we get so close to people if they are not relatives or friends, for this reason it communicates empathy to the viewer.

**The extreme close-up shot (ECU XCU o Big Close up):** the subject exceeds the size of the frame, it is used for descriptive shots like the details of an object, or to intensify emotions, like the detail of an eye.

**Framerate:** the amount of frames per second of video, for cinema are 24fps (frame per second) for 25fps TV in Europe, 29.97 in America and 60fps for some video games and consoles.

**Sampling frequency:** Expressed in Hertz, the higher it is the more the quality is better; good quality is around 44.100 Hz (music CDs)

**Uncompressed audio formats:** .Aiff .Wav . flac

**Compressed audio format:** .mp3

**Mono:** Single channel audio (left or right): If you are using a microphone and a recorder, it is very likely that you are recording a mono audio track.

**Stereo:** Two channels (left and right) Stereo sound engages two channels (left and right) and gives three-dimensionality to the recording.

**5.1:** right, centre, left, surround right, surround left, and optional channel (.1) for the subwoofer.

**Dynamic microphone:** it is the microphone seen in street interviews, widely used because it has a range of action contained in the front part which greatly reduces background noise, but it is not recommended for an interview in the studio.

**Lavalier or lapel microphone:** they are small microphones with a clip, they can be wireless or wired, generally they are omnidirectional, therefore they pick up sounds everywhere but there are also cardioids that, as with dynamic microphones, pick up only a certain area. The choice depends on the amount of noise present in the location.

**Shotgun (or boom):** they are a more powerful version of the dynamic microphone (Hyper-cardioid) that pick up the sound only in the front, therefore it must be aimed directly at the subject often from above by means of telescopic rods.

**The attack for symmetrical shots:** mainly used to make a conversation, using the same point of view as the camera rotated on its axis.

**Field / counter field attack:** the counter field is the resumption of the reaction to a scene or to a listener.

**Attack for contiguous shots:** Attack on the same subjects arranged parallel.

**Movement Attack:** A movement that begins in one shot and ends by attacking in another.

**Attack on the axes:** Attack on the same subject keeping the same visual axis.

**Attack of continuity:** An action that takes place in a certain field, it is broken into several different shots and reconnected.

**Inserts** Shooting, such as details of objects or other shooting angles of the same subject, inserted in continuity with the same scene.

**Jump cut:** Central cut of the same shot, the subject seems to jump from one position over time to another.

**J-cut:** audio from the previous clip in advance.

**L-cut:** audio from the previous clip remains on the scene (useful for dynamizing dialogues).

**Cross cutting:** parallel editing.

**Montage:** Descriptive editing of a scene/action that tells the stages of the development quickly.

**Match cut:** Attack on movement

**Field climbing:** A terrible mistake, it is a bad backfield. A subject who in a scene (for example a dialogue) is on the right, in the following attack is on the left, totally bypassing the visual field, instead of attacking on the visual axis creating an enormous confusion in the viewer and breaking the continuity. Like all the rules, this too can be broken, but there are very few cases in the cinema where this attack was used deliberately to create estrangement and is not simply an error.

**Lower third:** a title placed below that describes the subject of the shot.

**Codec:** the name means CODing and DECoding, they are video compression algorithms that are read by multimedia players that have the same decompression algorithm, some examples: HEVC, H264, ProRes, Divx etc.

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