

UNDERSTANDING AND ADDRESSING HATE INCIDENTS AND CRIMES:

A Comprehensive Manual for Schools, Youth Groups, and Parents



Co-funded by
the European Union



DOKUSTELLE
Islamfeindlichkeit & antimuslimischer Rassismus





Funded by the European Union.

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the granting authority. Neither the European Union nor the granting authority can be held responsible for them.

INDEX

| | |
|---|--------|
| Introduction | pag.4 |
| Exploring the concept of hate crimes and hate incidents | pag.5 |
| 1. Overview of Discrimination and Racism in Educational Settings | pag.6 |
| ■ 1.1 Country data on hate crimes and hate incidents in the national contexts | pag.6 |
| ■ 1.2 Institutional and systemic racism | pag.8 |
| ■ 1.3 Racism among young people | pag.12 |
| 2. Effective Prevention and Victim Support Strategies | pag.15 |
| ■ 2.1 Importance and Approaches to Prevention | pag.15 |
| ■ 2.2 Innovative practices and replicable activities | pag.20 |
| 3. Educational Interventions | pag.23 |
| ■ 3.1 Developing and Implementing Educational Interventions: Proven Strategies for Preventing Hate Incidents and Supporting Positive Student Outcomes | pag.23 |
| 4. Conclusions | pag.29 |

Introduction

In today's increasingly diverse and interconnected society, fostering an environment of respect, inclusion, and safety is paramount for the well-being and development of young individuals. Unfortunately, hate incidents and crimes are stark realities that can undermine these fundamental values, leading to fear, division, and significant harm.

It is crucial for schools, youth groups, and parents to be well-informed and proactive in combating these challenges to ensure that every child and young person can thrive in a safe and supportive environment.

This manual is designed to provide a thorough and comprehensive understanding of hate incidents and crimes, offering clear definitions, and intervention and prevention actions. It is produced under the **Butterfly Effect – Changing Attitudes to Change the World** project (GA 101084546), co-funded by the **European Union's Citizens, Equality, Rights and Values Programme (CERV)**.

The objective of the project is to strengthen the capacity of young people, the educational community, and youth organisations to tackle hate incidents and support young victims through an intersectional and gender-sensitive approach. The project takes place in four European countries: Italy, Austria, Croatia, and Greece. Through the activities of consortium organisations such as COSPE (Italy), CONNGI (Italy), SYMBIOSIS (Greece), ZARA (Austria), DOKUSTELLE (Austria), and HRH Zagreb (Croatia), the focus is on capacity building for young people, educational communities, youth organisations, and educational authorities to find new and innovative solutions in preventing and addressing hate incidents. The project recognizes that tackling hate is a responsibility for all.

This manual is an important product of the Butterfly Effect project which contains some of the main tools already experimented in schools and educational contexts during workshops and capacity buildings but also aims to be a guide for educational staff, parents and the educational community to support them in identifying hate crimes and hate incidents, taking prevention actions and supporting the victims. The manual contains 4 educational itineraries of various duration and intended for two age groups, 11-13 and 14-19 years, developed and tested by the project partners. Through the laboratory activities contained in each itinerary, young people will learn to analyse



situations in order to determine whether they constitute expressions of hate and to identify hate speech and hate incidents in all their manifestations, including online ones. They also identify ideas and new ways of reacting both individually and collectively, to conceive new tools and promote positive actions.

Through education, awareness, and proactive measures, it is possible to work together to build communities where every individual is valued and respected, free from the fear of hate and discrimination. This manual emphasises the importance of a community-wide approach, involving educators, youth leaders, parents, and students in creating a culture of respect and inclusion. It underscores the role of education in shaping attitudes and behaviours, and the responsibility of adults in modelling and enforcing standards of respectful and non-discriminatory conduct.

By understanding the nature and impact of hate incidents and crimes, utilising available resources, and implementing robust prevention and intervention policies, we can make significant strides toward eradicating hate and fostering a more inclusive society. This manual serves as a critical tool in this endeavour, providing the knowledge, resources, and strategies needed to create safe and supportive environments for all young people. Together, we can build a future where diversity is celebrated, and every young person has the opportunity to grow and succeed without fear of hate or discrimination.

No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.

Nelson Mandela



Exploring the Concept of Hate Crimes and Hate Incidents

According to the definition provided by the Office for Democratic Institutions and Human Rights (ODIHR), hate crimes are “criminal acts motivated by bias or prejudice towards particular groups of people. Hate crimes comprise two elements: a criminal offence and a bias motivation. A hate crime has taken place when a perpetrator has intentionally targeted an individual or property because of one or more identity traits or expressed hostility towards these identity traits during the crime”. The term ‘hate’ can be misleading, making it seem like the offender must harbour intense hatred towards the victim or his/her group. However, the crucial factor is not the presence of hatred, but the discriminatory selection of the victim based on a group membership, either real or perceived. In other words, it’s not the offender’s emotion that matters, but the decision to target someone because of their belonging to a particular group. For this reason, experiencing hate crime can be a particularly frightening experience as victims are targeted because of who they are, or who attackers think they are. Hate crimes can take the form of assault, bullying or hate speech, among other things, although they may not always be considered crimes punishable under the criminal code. While not classified as criminal offences, certain hate incidents can still cause significant harm to victims. For instance, microaggressions are subtle actions, including comments, behaviours, or attitudes, that convey messages of inferiority or dehumanisation towards a person or group. Although European hate crime laws do not categorise microaggressions as crimes, they can adversely affect the mental and physical well-being of those targeted.

There are facts and circumstances that can suggest a hate crime or incident has occurred, so-called ‘bias indicators’¹, that include:

- **Victim/witness perception:** The perception of the victim or witnesses about what happened is a crucial indicator and can drive the search for objective elements to determine potential discriminatory motives.
- **Derogatory remarks and symbols:** Hate crime perpetrators often emphasise their prejudiced motives through disparaging comments, gestures, written statements, drawings, symbols, and graffiti.
- **Ethnic, religious, or other differences:** Significant differences between the perpetrator and the victim can be a bias indicator, especially when victims can be visibly identified as members of a certain group.
- **Involvement of organised hate groups:** The perpetrator might share the ideology and methods of such groups, even without formal affiliation.
- **Location and timing:** Crimes occurring near establishments frequented by at-risk groups or during significant events for a community can signal bias.
- **Patterns/frequency of similar incidents:** Recurrent crimes of a similar nature can point to a pattern of bias.
- **Nature of the violence:** Hate crimes often involve particularly severe violence, sometimes accompanied by public humiliation or online dissemination by the perpetrator.
- **Lack of other motives:** In hate crimes, the selection of the target can sometimes appear random, without any connection between the offender and the victim. The absence of an apparent motive may indicate a bias-based motivation.

¹ Osce-Odihr, Using Bias Indicators: A Practical Tool for Police.

1. Overview of Discrimination and Racism in Educational Settings

1.1 Country data on hate crimes and hate incidents in the national contexts²

Understanding the prevalence and impact of hate crimes and hate incidents across different nations is vital for fostering inclusive and cohesive societies. This chapter delves into the statistical landscape of hate-related offences in Austria, Croatia, Greece and Italy, providing a comprehensive overview of how various countries document and respond to these acts.

The most recent study conducted by the European Union Agency for Fundamental Rights reveals concerning trends in **Austria** and supports the data provided by different civil society organisations in the last few years. The survey indicates that 72% of respondents in Austria reported experiencing discrimination based on their skin colour, origin, or religion. This places Austria among the countries with the highest rates of reported discrimination. Specifically, 51% of participants noted discrimination based on their skin colour. Austria stands out in the survey, surpassing the EU average, particularly in instances of racist police violence, job searches, housing searches, discrimination in the educational and health sectors, as well as hate crimes. Additionally, 59% stated they faced discrimination while seeking employment due to their race, 49% experienced discrimination during housing searches, 42% encountered discrimination in the educational sector, and 36% reported facing racist discrimination in healthcare. Moreover, 46% of participants disclosed experiencing harassment. The hate crime statistics for 2021 show an increase in recorded cases since the implementation of systematic hate crime recording. The police recorded 5,464 hate crime cases, with 4,304 cases prosecuted and 184 cases sentenced. In the subsequent year, the hate crime statistics for 2022 reported 118 cases by civil society and 5,865 by the police.

The Croatian Ombudswoman's 2022 Research on attitudes and level of awareness of discrimination and manifestations of discrimination in Croatia revealed that the groups that most often face discrimination are consistently perceived by citizens to be Roma - against whom citizens are also the most prejudiced - followed by people with disabilities and, with a growing trend in recent years, LGBTQIA+ people and women. In the latest findings on Croatia from the UN Committee on the Elimination of Racial Discrimination, the Committee expressed concern over reports of racial discrimination against Roma and Serb minorities, particularly in employment and education. With an increase in the number of foreign workers and Croatian society becoming less homogenous, xenophobic and racist incidents are on the rise. Police data shows that the number of attacks on Asian and African citizens increased fivefold in 2023 in comparison to 2022. The Ombudswoman's annual report for 2023 emphasises that the level of political communication remains subpar, normalising unacceptable communication among citizens, with particular issues being intolerance and hate speech online.



²Data taken from the national reports of the partner countries, edited by Zara, Human Rights House Zagreb, Symbiosis e Cospe.

³European Union Agency for Fundamental Rights (FRA), Being Black in the EU – Experiences of People of African Descent, 2023.



The Racist Violence Recording Network's Annual Report 2022⁴ reveals major patterns in the spread of discrimination in **Greece** such as the persistence of racism in everyday life, incidents of organised racist violence (albeit to a limited scale), and the targeting of human rights activists within the Greek territory. In 2022, documented instances included actions taken by members of extreme, informal, and non-formal racist groups. In addition to organised violence, the Network reported individual discriminatory acts against refugees, migrants, and LGBTQIA+ people committed by individuals acting alone. From January to December 2022, the network recorded 74 instances through victim interviews, 44.6% of which were directed towards migrants, refugees, or asylum seekers, citing characteristics such as national origin, religion, or race. A significant number of incidents (33) resulted in physical violence or serious offences. In 2022, 38 attacks against LGBTQIA+ people were documented, which include verbal assaults, physical aggressiveness

and violations of sexual dignity, typically accompanied by property destruction.

According to reports by the Ministry of the Interior and non-governmental organisations that monitor hate crimes, **Italy** has seen a significant increase in such crimes in recent years. Official data from the Observatory for Security against Discriminatory Acts recorded 1393 hate crimes in 2022, compared to 736 in 2016⁵. This figure, according to the analysis by the Office for Democratic Institutions and Human Rights (Odihr), should be broken down as follows: 1105 crimes with a xenophobic motive (a figure that includes racial and religious discrimination), 97 hate crimes against LGBTQIA+ persons and 191 against people with disabilities⁶. Ethnic minorities, LGBTQIA+ persons, and racially charged religious communities are among the most frequent victims of such attacks. However, it is important to note that many cases remain unreported, so the figures may be underestimated. In addition to under-reporting, the problem of tracking hate crimes

also concerns the ability of the system itself to identify many criminal acts as hate-motivated (under-recording). The Special Eurobarometer 2019⁷ shows that the perception of discrimination is higher in Italy than in the average of the EU countries. The greatest discrepancy between the Italian figure and the European one is recorded on discrimination against Roma people, but the level of discrimination on the basis of the skin colour and sexual orientation is also high. When it comes to hate speech phenomena in the analysed countries, in **Austria**, according to CERD⁸ political manifestations of racism, including right-wing extremism, neo-nazism, and political racist speech, are documented concerns. With respect to public attitudes and trends, freedom of expression in **Croatia** continues to be negatively affected by hate speech in public discourse, especially racist hate speech directed against Serbs, LGBTQIA+ persons, and Roma people. **Greece** has seen a disturbing increase in hate speech in recent years, coinciding with economic hardships and cultural stress. Political extremism has had a significant impact on hate speech, acting as a fuel for dividing discourse and creating an atmosphere of intolerance. In **Italy**, online hatred has become more intense and more polarised in recent years. Among the most affected groups, women still come first, followed by people with disabilities and LGBTQIA+ persons.

⁴Racist Violence Recording Network, annual Report 2022, 2023.

⁵ https://www.interno.gov.it/sites/default/files/2024-03/monitoraggio_oscad_1.pdf

⁶ <https://hatecrime.osce.org/italy?year=2022>

⁷ <https://europa.eu/eurobarometer/surveys/detail/2251>

⁸ CERD, Concluding observations on the eighteenth to twentieth periodic reports of Austria, adopted by the Committee at its eighty-first session (6-13 August 2012)

1.2 Institutional and systemic racism

In European countries, institutional and systemic racism in educational contexts manifests through policies, practices, and cultural norms that perpetuate inequalities and hinder the educational success of minority and discriminated groups, affecting students' access to quality education and equitable treatment. The dimensions of institutional and systemic racism within European educational systems are multiple and can affect various groups:

Segregation and Tracking - Educational systems that place students in ability tracks often disproportionately place students belonging to minority groups in lower tracks. Ethnic and racial segregation in schools remains an issue, with minority students often concentrated in underfunded and lower-performing schools. This segregation can be a result of residential patterns, but it is exacerbated by school policies and practices that fail to promote integration.

Implicit Bias and Expectations - Implicit biases among teachers and school staff can influence their expectations and interactions with minority students. Studies have shown that teachers often have lower expectations for students from minority backgrounds, which can negatively affect student performance and self-esteem. This bias can also affect grading, classroom interactions, and the allocation of resources and opportunities.

Discriminatory Curricula - The curriculum in many

European countries often overlook the contributions and experiences of people belonging to minority groups, leading to a sense of alienation and invisibility among these students and perpetuating stereotypes.

Limited Resources for Multilingual Learners - Many immigrant and minority students come from multilingual backgrounds. Educational systems often lack adequate resources to support these students, hindering their school achievement.

Recruitment and representation of the school staff - Minority teachers and principals are underrepresented in most European schools. The lack of diversity among teaching staff and school leadership can affect school culture and the implementation of inclusive practices.

Professional Development and Training - There is often a lack of adequate training for teachers and school leaders on issues of diversity, equity, and inclusion. Professional development programs that address implicit bias, cultural competency, and anti-racist practices are crucial but not universally and regularly implemented.

The research carried out in the 'Butterfly Effect' project revealed a wide range of institutional and systemic discrimination patterns in the countries involved. These analyses combined a desk research and direct research component, with interviews and focus groups with key stakeholders and actors. Here is a summary of the main issues that emerged.



The research carried out in the 'Butterfly Effect' project revealed a wide range of institutional and systemic discrimination patterns in the countries involved. These analyses combined a desk research and direct research component, with interviews and focus groups with key stakeholders and actors. Here is a summary of the main issues that emerged.



The exploration of racism and discrimination in both school and out-of-school contexts has shed light to pervasive challenges, especially for racialized students and those from specific communities.

The report emphasises the lack of established procedures both in school contexts and social work contexts for critical and racism/discrimination-sensitive work, accentuating the gap between theoretical understanding and practical application. It emphasises the following issues:

- High dropout rates among Roma students and children with a migration background, as highlighted by CERD⁹.
- Hierarchy of languages is another challenge that the Austrian school system faces. In Austria, children who speak a language other than German at home, will be automatically tested by a so-called “MIKA-D” test before starting school to evaluate their German proficiency. If the child doesn’t pass the test, it means they will not be allowed into grade one class and will join the so-called “German Remedial Class” (*Deutschförderklasse*). The MIKA-D test has been criticised because it does not comply with international quality standards and creates situations of power abuse and “racial profiling”¹⁰.
- A recurring critique of the Austrian education system concerns the impact of the support for children and youths with special education needs (Sonderpädagogischer Förderbedarf, SPF). The problem is highlighted as a systemic issue leading to the systematic - often on racialized grounds - marginalisation of individuals. Several interviewees raised concerns about the discriminatory nature of psychological testing in schools on the basis of which children are then transferred to special-needs schools. Many students narrate experiences of discrimination in school, mainly by teachers. They report that their experiences are not necessarily direct personal attacks, but rather involve challenges in school due to perceived racism from teachers. The racism described is characterised as subtle in the form of verbal or structural microaggressions, the incidents mentioned are also about the overall atmosphere rather than explicit events. Power dynamics in the school context start by teachers making racist comments and lead up to decisions on transfer to schools for special-education needs. This suggests a power imbalance where authority figures contribute to discriminatory practices against racialized students. Lack of knowledge in teachers not only about racist and discriminatory language but also lack of a comprehensive understanding and appreciation of the culture of communities signals a lack of respect and opens the door to racism and discrimination among peers. Teachers are often oblivious to or downplay their racist behaviour.
- The intersectionality between gender and racism is evident in educational settings, where teachers perpetuate racist stereotypes targeting specific groups. In the case of Roma women, derogatory remarks reducing them to reproductive roles not only reinforce discriminatory views but also directly impact the educational aspirations of Roma children. Simultaneously, the intersection of gender and anti-muslim racism is observed, with male students facing discrimination based on religious identity.
- In regards to out-of-school’s educational contexts, young males also experience racism in football sports clubs. Most sports trainers have no awareness of their own or team members’ racism and frequently reproduce racist behaviours during training sessions, especially in the form of verbal microaggressions.

⁹ CERD, Concluding observations on the eighteenth to twentieth periodic reports of Austria, adopted by the Committee at its eighty-first session (6-13 August 2012)

¹⁰ Ali Dönmez/ Initiative against German Remedial Classes.

Croatia

When it comes to the formal education system and issues of inequality and discrimination in Croatia there is no systematic monitoring of data on the inclusion of Roma children or children at risk of poverty in early and preschool education programmes. Inequalities in early and preschool education are further deepened due to non-uniformity of enrolment criteria, as well as due to non-compliance with pedagogical standards. The most relevant issues regarding education are the following:

- Access to quality education. Roma children face additional obstacles stemming from the unavailability of various forms of support and the still-present segregated classes and schools. There is also a lack of support for refugee children and specifically schools do not receive sufficient support from the system to create an intercultural environment.
- The interviews conducted in the framework of the project, allowed to get insight into what civil society organisations and experts see as most important when it comes to combating discrimination, hate incidents and hate speech. One of the issues emerged is the “insufficient work with young people in schools - the problem of low-quality curricula where it would be possible to discuss this with young people and educate them in the direction of critical thinking”. It is stated that lack of prevention actions, and lack of vibrant and quality non-formal education is a problem, while the solution will be to strengthen education on human rights in Croatia. CSOs, on the other hand, have insufficient resources for systematic work with children and young people on these topics.
- The respondents also underline lack of research on hate speech and hate crimes in educational contexts.
- An additional concern relates to fake news and misinformation, as this is a complex problem when it comes to minorities and groups that are targets of hate speech and discrimination, due to a lack of initiatives in this area, as well as a lack of trust in institutions and a lack of media literacy educational programs.

¹¹ Human Rights House Zagreb, Human rights in Croatia: Overview of 2022, Zagreb, 2023.

Greece

In Greece the main issues reported in educational contexts are the following:

- The ethnocentric nature of the Greek educational curriculum is a major concern, as it predominantly focuses on Greek history and culture. This approach marginalises the contributions and perspectives of other ethnic groups, potentially fostering a sense of Greek superiority and failing to promote equal treatment and understanding of diverse cultures. This also includes the use of derogatory texts and poems during national holidays and school events. These materials often include negative characterizations of ‘others’, which perpetuates xenophobic attitudes and reinforces discriminatory views among students.
- Another concern involves reports of teachers displaying racist or sexist attitudes and promoting xenophobic views in the classroom which testifies to deficiencies in the curriculum and funding of schools serving minority communities are major concerns. This alleged behaviour contributes to a hostile educational environment for students from minority backgrounds and perpetuates systemic discrimination within schools. These inadequacies hinder the efforts of minority children to improve their educational performance. Inadequate resources and poorly designed curricula contribute to systemic barriers that impede the educational progress and opportunities for students from minority backgrounds.
- Institutional racism is evident in the systemic segregation and discrimination experienced by Greek Roma communities. Many Roma live in impoverished, segregated neighbourhoods and attend segregated schools or classrooms. Data from UNICEF in 2021 reveals that Roma faces high levels of discrimination and educational inequality, with 20% reporting feelings of discrimination when interacting with school authorities. The dropout rate for young Roma is extremely high, with 92% of those aged 18-24 having left school early. Inadequate infrastructure in Roma settlements further exacerbates these educational disparities, underscoring the ongoing institutional racism affecting this community (ECRI, 2022).
- Institutional racism is also reflected in the severe educational challenges faced by refugee children



in Greece. Even before the COVID-19 pandemic, fewer than one-third of refugee and migrant children were enrolled in and attending school. The education crisis is particularly severe on the Greek islands, where less than 15% of children in refugee camps attended formal school in the previous year. In the Reception and Identification Centres (RICs), the situation is even more dire, with an attendance rate of just 0,03%, where only seven out of 2,900 children attended classes. This stark disparity highlights the systemic barriers and inequities faced by refugee children in accessing quality education (Greek Council for Refugees and Save the Children International, 2021).

- Deficiencies in the curriculum and funding of schools serving minority communities are major concerns. These inadequacies hinder the efforts of minority children to improve their educational performance. Inadequate resources and poorly designed curricula contribute to systemic bar-

Italy

In Italy, institutional and systemic discrimination in educational contexts takes the form of vertical and horizontal segregation.

- Vertical segregation refers to confining the student population with a migrant background to a low level of education. In contrast, horizontal segregation indicates the greater structural concentration of this population in specific areas of education. Data from the Ministry of Education on school drop-out shows that a quarter of 17-18-year-old students with non-Italian citizenship do not complete secondary education. ELET indicator (Early Leaving from Education and Training), which measures the rates of the population aged between 18 and 24 not in education and with a qualification no higher than lower secondary education, records a percentage of non-Italian people of 35.4%, compared to a national average of 13.1%. Data on the types of educational pathways accessed by students with a migrant background show a peculiar concentration of these students in technical-professional schools. The average percentage of students without Italian citizenship enrolled in high schools stands at 4.4%, with a minimum of enrolment in Classical high schools (1.7%) and a maximum of 8.9% in technical institutes and 12.7% in vocational institutes.
- Another element to highlight is the scarce presence of people belonging to minorities on the teaching staff. This fact influences both the imagery that characterises the role of the educa-

tion that impede the educational progress and opportunities for students from minority backgrounds.

- LGBTQIA+ people continue to face social stigma and discrimination in a variety of forms, including exclusion, harassment, and physical violence. Despite the execution of the national LGBTQIA+ equality plan, a 2022 report by the European Commission against Racism and Intolerance (ECRI) indicates continued intolerant and discriminatory attitudes and behaviours against LGBTQIA+ students in schools, particularly those of teachers. The lack of comprehensive sexual education and support for LGBTQIA+ students exacerbates the hostile school climate. Despite some improvements, such as a reduction in intolerance and prejudice among LGBTQIA+ people in recent years, obstacles remain, particularly in successfully addressing LGBTQIA+ concerns within the educational system.

tional figure in Italy (the white person seen as the only one who can play an educational role), and the possibility of questioning it where educational attitudes are conditioned by stereotypes and prejudices of a discriminatory matrix.

- Research on the content of school textbooks shows how school curricula are often centred on a Eurocentric perspective that not only reduces knowledge related to geographical and cultural contexts outside European borders but also omits much of the historical racial and colonial relations between European and colonised countries.



1.3 Racism among young people

Schools and other educational settings should be safe places for all students, yet a disturbing trend is emerging in Europe: the rise of hate speech and hate incidents among young people in schools, which fosters a hostile environment for students from minority and discriminated groups and affects their safety, well-being, and school success. These forms of discrimination and violence can take various forms, from verbal abuse and cyberbullying to physical assaults:

Verbal Abuse - Students can face derogatory comments, racial slurs, and insults based on their 'race', religion, ethnicity, gender, sexual orientation, or disability. These acts can occur in classrooms, playgrounds, and during school activities. Deliberately isolating students or creating a climate of fear prevents them from participating fully in school life. Microaggressions, and subtle instances of racism in daily life, can create a hostile learning environment.

Homophobic and Transphobic Language - LGBTQIA+ students frequently endure homophobic and transphobic slurs. Such language not only affects their mental health but can also lead to physical violence.

Online Harassment - The rise of social media has made it easier for hate speech to proliferate. Students can be targeted through social networks and other online platforms, experiencing harassment, threats, and verbal violence.

Vandalism - School property can also be targeted with hate symbols and graffiti, creating a hostile environment for affected students. This includes vandalism of lockers, textbooks, religious symbols with messages of hate, racial slurs, and other offensive symbols.

Assaults - Hate incidents can escalate from verbal abuse to physical violence. Students may be physically attacked (ranging from shoving and pushing to more serious attacks) because of their 'race', religion, gender, sexual orientation, or other characteristics.

The impact of these manifestations of hostility and hate among peers can be very serious for the targeted students: they can lead to anxiety, depression, and feelings of isolation. Students experiencing hostility may have difficulty concentrating and achieving good results in their education and, in addition, feeling unsafe and unwelcome in school can negatively impact their sense of belonging and self-esteem. Prolonged exposure to hate speech and hate incidents can result in higher dropout rates among affected students, who may choose to leave school to escape the hostile environment.

Interviews, focus groups, and desk research conducted in Austria, Croatia, Greece, and Italy in the 'Butterfly Effect' project painted a picture of manifestations of intolerance and racism among young people as follows.





In both school and out-of-school contexts, instances of racism and discrimination have been identified in the research conducted in **Austria**, shedding light on pervasive challenges faced by young people, particularly racialized students and those belonging to specific communities.

Students report racist or hate incidents from peers, both in school and out-of-school contexts. When youth engage in racist behaviour towards each other, they may not always recognize it as racism. Rather these incidents are understood as attacks on the students' personhood, leading to physical or honour-related defences. Sometimes, young people need clarification on the history and implications of certain words. In some cases, they may justify their use of discriminatory language by claiming friendship or permission from others, highlighting a need for education on historical and offensive background.

The lack of established procedures and approaches for critical and discrimination-sensitive work is pointed out, both in a school setting and in social work with youth. This makes it challenging to address issues such as racism and other forms of discrimination because it depends on individual awareness (of teachers, youth workers, and social workers) and their capabilities to address them in their work environments.



Research by the Ombudsman, conducted among young people in **Croatia** aged 18 to 30 who use the Internet, found out that in the last five years, "almost every second young person has had the experience of someone personally sending a hateful comment or insult to them on the Internet, and 96% of them stated that in the last three months they saw online offensive comments based on national or ethnic affiliation, gender or sex, religious belief, skin colour, sexual orientation, physical appearance and financial status".

Even though the results of focus groups, interviews, and questionnaires provide only a small insight into the perception and experience of young people on these issues, they indicate trends of excessive exposure to hate speech online. They also highlight a lack of education and information on hate speech, discrimination, and intolerance, a lack of understanding about appropriate ways to react, and a tendency to ignore its occurrences. The results of the focus groups reveal that youth have a high interest in the subjects of hate incidents, hate speech, and discrimination and very low trust in existing mechanisms of addressing hate incidents and discrimination both within and outside of schools. The degree and depth to which these phenomena are covered and discussed in schools highly depends on the individual school and the personal incentive of individual members of its educational staff.

The absence of mandatory anti-racism modules in teacher training is identified as a crucial gap, necessitating standardised inclusion to equip educators with the required knowledge and skills to tackle racism and discrimination. Strengthening collaboration with schools and educators, integrating social issues into teacher training programs, and advocating for holistic support underscore the multi-faceted approach required to address the root causes and impacts of racism comprehensively.

Focus groups and interviews in **Greece** identified migrants, refugees, and members of the LGBTQIA+ community as the main targets of hate speech and hate crime. Aggression incidents involve people from a variety of contexts, including the victim's surroundings (such as schools, associations, and community organisations) as well as external ones. In Greece, there is a disturbing tendency of homophobic comments in public places during ordinary everyday activities, but this aggressiveness doesn't just happen in public places; it also happens at home and in the school environment. LGBTQIA+ children are commonly subjects of discrimination and bullying in schools, which has a negative influence on their well-being and academic achievements.

Seminars provided useful insights into the occurrence and impact of hate speech, shedding light on the problems that educators face. The following are important elements found in terms of the distribution and depth of the hate speech phenomena in schools: school spatial contexts (neighbourhoods), socioeconomic conditions, and educational infrastructure, including human resources. The lack of knowledge among many students about the gravity and frequency of hate speech indicates the need for additional education to effectively communicate the tangible repercussions of hate speech. The growth of discrimination towards vulnerable communities, such as the Roma underlined the importance of providing tailored interventions to counteract biases and promote understanding among students, fostering empathy towards marginalised groups and challenging stereotypes. Parents' involvement appeared as a crucial element influencing pupils' participation in anti-hate speech campaigns. Instances in which stu-

dents refused to participate due to parental rejection highlighted the continued need for collaboration between schools and parents to establish a safe and inclusive learning environment.

The interviews revealed a persistent uncertainty about victims' support, including a reluctance to approach appropriate authorities immediately. Instead, victims frequently choose to discuss their experiences with those in their immediate surroundings to receive emotional support. The observed reticence in both witness intervention and victim reporting stresses the complexities of negotiating the aftermath of aggressive episodes, as well as the importance of developing supportive community networks to address the emotional and psychological impact on individuals affected.

The relationship between peers emerges from the research results in **Italy** as being affected by hate actions on a continuum ranging from forms of indirect coercion to expressions of verbal violence. Dynamics of exclusion, avoidance, derision, and micro and macro aggressions compose a framework of damaging experiences often in correlation with the conduct of the educational figures of reference.

Analysing the interviews, it emerges that victims of hate acts experience deep psychological distress, characterised by confusion, disorientation, shame, and helplessness. Acts of hatred suffered at school also instil in young people a deep sense of inferiority, discouraging them from continuing their studies and limiting their future opportunities. This emotional state is fuelled by the dissonance between the educational context's expectation of safety and the experience of violence and is further aggravated by the reactions of others (peers and

educational figures) and social isolation. One of the most relevant conclusions of the research conducted in Italy concerns the role of educators and educational institutions in perpetuating these dynamics. Often, teachers and persons in charge of education or with a role of responsibility and organisation are not only unprepared to recognize and deal with microaggressions and discriminatory practices, but in some cases actively commit or endorse them. This complicity, whether through direct action or omission, further aggravates the situation and contributes to entrenching discrimination in the educational system in particular and in the social system in general. Acts of hatred committed by a teacher, moreover, do not just harm the individual victim, but pollute the entire school climate, creating a dis-educational environment for all students. By witnessing episodes of racism by an adult in a position of authority, students learn discriminatory behaviour by imitation, thus consolidating prejudices and stereotypes.

Despite being aware of the legal channels available to protect themselves, victims face strong resistance from reference figures within the school community, who actively discourage reporting. Another significant finding is the fact that all the participants in the research stated: "that they did not know of any authorities, associations or bodies they could turn to in order to denounce the discrimination suffered".

The testimonies collected in the research highlight the need for targeted interventions that go beyond mere disciplinary measures. It is crucial to implement specific educational programs, accompanied by school policies that provide concrete and integrated measures for the prevention and redress of hate actions.



2. Effective Prevention and Victim Support Strategies

2.1 Importance and Approaches to Prevention

In today's increasingly diverse and interconnected world, schools play a pivotal role in shaping the attitudes and behaviours of future generations. As microcosms of society, they are environments where young people learn not only academic subjects but also social values and norms. One critical issue that schools must address is the prevention of hate speech and hate crimes, which are detrimental to the safety, well-being, and educational outcomes of all students as widely emphasised in the chapters above. The importance of implementing preventive measures in schools cannot be overstated, as these actions are

essential for fostering a safe and inclusive environment, promoting mutual respect, and ensuring the holistic development of students. By prioritising these actions, schools can play a significant role in preparing students to contribute positively to a diverse and interconnected world. The benefits of these efforts extend far beyond the school walls, influencing the broader community and society as a whole. Therefore, schools must take proactive steps to address and prevent hate speech and hate crimes, ensuring that every student has the opportunity to learn in an environment free from fear and discrimination.

The following are some prevention measures and approaches that can be implemented in educational settings:

1. Education and Awareness:

- *Curriculum Integration:* Embed comprehensive lessons on diversity, tolerance, and the history and impact of hate crimes within the school curriculum. This approach involves teaching students about the value of inclusivity, understanding different cultures, and recognizing the harmful effects of prejudice and hate. Lessons can cover the historical context of hate crimes, exploring how such acts have shaped societies, as well as the importance of empathy and respect for all individuals. By integrating these topics across various subjects, students will develop a deeper awareness and commitment to promoting a safe, respectful, and inclusive environment for everyone.
- *School Culture:* Foster a school environment that prioritises respect and inclusion by implementing school-wide programs, assemblies, and activities dedicated to celebrating diversity. This involves encouraging students and staff to embrace and appreciate the richness of their diverse community. Through these initiatives, the school will create a positive atmosphere where every individual feels valued and respected, reinforcing the message that diversity is a strength and an essential part of a harmonious and supportive school culture. Engage with parents and guardians to address any concerns they may have, ensuring their involvement and support in fostering an inclusive environment. This collaborative approach will help create a space where all students can fully participate and thrive.
- *Student Organisations:* Actively support and encourage student groups that champion inclusivity and diversity, such as cultural clubs, LGBTQIA+ alliances, and anti-bullying clubs or peer initiatives that offer support for the victims. These organisations provide a platform for students to connect, share experiences, and advocate for a more inclusive and respectful school environment. By offering resources, guidance, and recognition to these groups, the school fosters student leadership and empowers young people to take an active role in promoting equality, understanding, and acceptance among their peers.
- *Tailor Activities to Diverse Backgrounds:* Acknowledge the distinct experiences and challenges faced by students from marginalised groups. Design and adapt school activities, programs, and interventions to be culturally responsive and inclusive. This approach ensures that all students, regardless of their background, can engage meaningfully and benefit equally from the school's efforts to combat hate speech and hate crimes. By recognizing and addressing these unique needs, schools can create a more equitable and supportive environment for everyone.
- *Interactive Workshops:* Organise engaging workshops that focus on exploring personal identity, developing empathy, and deepening understand-

ing of diversity. These sessions should encourage active participation, allowing students to reflect on their own experiences while learning about others' perspectives. Through activities like role-playing, group discussions, and collaborative projects, these workshops aim to build empathy, foster mutual respect, and promote a more inclusive school community.

- *Digital Literacy Training:* Offer comprehensive training on digital literacy to equip students with the skills to navigate online spaces responsibly. This training should cover the safe and ethical use of social media, strategies for identifying and responding to hate speech, and techniques for protecting personal information. By enhancing students' understanding of digital platforms and fostering responsible online behaviour, schools can help combat hate speech and create a more respectful online environment.
- *Workshops and Training for Teachers and Educators:* Regularly offer professional development opportunities for teachers focused on cultural competence, anti-bias education, and effective strategies for preventing and responding to hate incidents. These workshops and training sessions should equip educators with the knowledge and tools needed to create an inclusive classroom environment, address bias, and intervene appropriately when hate incidents occur. By continuously enhancing their skills, teachers can better support a diverse student body and contribute to a safer, more respectful school community.
- *Evaluation and Feedback:* Implement a systematic process to regularly assess the effectiveness of interventions aimed at combating hate speech and promoting inclusivity. Collect feedback from students, staff, and the school community to gauge the impact of these programs and identify areas for improvement. Use this feedback to refine and enhance future initiatives, ensuring they remain relevant, effective, and responsive to the evolving needs of the school environment.
- *Reflective Activities:* Organise activities that provide opportunities for the school community to reflect on and learn from incidents of hate or discrimination. This can include classroom discussions, school-wide assemblies, and targeted workshops that encourage open dialogue, critical thinking and shared understanding. These activities should aim to explore the impact of the incident, promote empathy, and develop strategies for preventing similar occurrences in the future, fostering a more inclusive and supportive school

environment.

- *Re-education:* Implement re-education programs for individuals who have perpetrated hate incidents, aimed at helping them understand the impact of their actions and encouraging the adoption of respectful behaviour. These programs should offer insights into the harm caused, address underlying biases, and provide strategies for fostering inclusivity and empathy. By guiding perpetrators through a process of reflection and learning, the school can promote personal growth and reduce the likelihood of future incidents, contributing to a more respectful and supportive community.

2. Policies and Procedures:

- *Clear Policies:* Establish and implement comprehensive policies that explicitly prohibit hate speech, bullying, and discrimination within the school community. These policies should be clearly defined and consistently enforced to foster a safe and inclusive environment. Ensure that all students, staff, and parents are thoroughly informed about these guidelines through effective communication channels, reinforcing the importance of mutual respect and accountability.
- *Reporting Mechanisms:* Implement accessible and confidential reporting mechanisms that allow students and staff to safely report hate incidents. These systems should be easy to use, ensuring that individuals feel comfortable coming forward without fear of retaliation. By providing a secure and trusted avenue for reporting, the school can promptly address and resolve issues, contributing to a more respectful and supportive environment.

3. Parental and Community Involvement:

- *Engagement:* Promote active engagement by involving parents and the community in meaningful discussions about diversity, equity, and inclusion. Facilitate these conversations through a variety of channels, including forums, newsletters, and community events. By encouraging participation and fostering open dialogue, the school can build a stronger, more inclusive community that values and supports diversity in all its forms.
- *Partnerships:* Form strategic partnerships with local organisations that specialise in diversity education and hate crime prevention. Collaborate with these experts to provide valuable resources, training, and programs that enhance the school's



efforts to promote inclusivity and prevent hate incidents. These partnerships will strengthen the school's commitment to creating a safe, respectful, and supportive environment for all members of the community.

4. Support Actions for Victims:

- *Address the Incident:* Respond swiftly and decisively to any hate incident or hate crime by immediately addressing the situation. Take steps to separate the individuals involved and prioritise the safety and well-being of the victim. Initiate a thorough investigation to understand the circumstances, ensuring that appropriate actions are taken to resolve the issue and prevent future occurrences. This prompt and proactive response reinforces the school's commitment to maintaining a safe and respectful environment.
- *Support the Victim:* Offer comprehensive support to the victim by providing emotional care and access to necessary resources. This may include counselling services, peer support groups, and connections to external support organisations. Ensuring the victim receives the help they need is crucial for their recovery and reinforces the school's dedication to fostering a compassionate and supportive environment.
- *Counselling Services:* Provide continuous counselling and support for students who have been victims or witnesses of hate incidents. Ensure that they have access to professional mental health services, where they can safely process their experiences and receive guidance. These services should be readily available and tailored to the individual needs of each student, helping them to heal, regain a sense of safety, and feel supported within the school community.
- *Follow-up:* Consistently check in with students who have been affected by hate incidents to monitor their well-being and ensure they feel supported. These follow-ups should be ongoing, providing an opportunity to assess whether additional support or interventions are needed. By maintaining regular contact, schools can demonstrate continued care and commitment to the student's recovery and safety, helping to foster a sense of

security and trust within the school environment.

5. Disciplinary Actions:

- *Fair Discipline:* Apply disciplinary measures to perpetrators by school policies and the severity of the incident, ensuring a fair and transparent process. Implement disciplinary measures for perpetrators that align with school policies and reflect the severity of the incident. Ensure the process is fair, transparent, and consistently applied, allowing all parties involved to understand the steps being taken. This approach not only upholds the integrity of school policies but also reinforces the commitment to justice and accountability within the school community.
- *Restorative Practices:* When appropriate, implement restorative justice practices to address incidents of hate speech or harm within the school community. These practices focus on acknowledging the harm caused, facilitating open dialogue between affected parties, and working towards healing and reconciliation. By involving all stakeholders in the resolution process, restorative practices help to repair relationships, foster accountability, and create a supportive environment where students learn from their actions and contribute to a more respectful school culture.

6. Communication:

- *Transparency:* Maintain open communication with the school community regarding incidents of hate speech or discrimination, detailing the actions taken and the ongoing commitment to preventing future occurrences. Ensure that this communication respects privacy and confidentiality, providing clear and accurate information while safeguarding the individuals involved.
- *Reassurance:* Continuously reassure students, parents, and staff of the school's dedication to creating and maintaining a safe and inclusive environment. Highlight the measures in place to support this commitment and emphasise the school's proactive approach to addressing and preventing hate incidents and hate crimes.

By integrating these prevention and support strategies, schools can foster a safer, more respectful, and inclusive environment that actively combats hate and promotes a positive school culture.

What to do in the event of a hate speech or a hate incident? Some practical advice

As hate incidents are increasingly happening educators must process their feelings, attitudes, and knowledge before they are asked to make decisions, step into a crisis, or help students process an event.

If you are a teacher or educator working in a classroom or other educational settings and you witness or are informed of a case of hate speech or a hate incident involving your students, consider the following advice on how to respond:

AFTER A HATE INCIDENT

How do you engage with a student who writes hateful graffiti on a bathroom wall or verbally abuses a classmate?

Resist the urge to condemn the student; instead, ask what was behind their action. Ask the student what he or she expects to get out of writing that on the wall at that moment. What were they looking for? Understanding a student's mindset doesn't mean excusing his or her actions. The code of conduct will still come into play. There will still be consequences. Yet this leaves the door open for teaching, and a potential path for the student back into the community. Explain clearly that you are going to teach all students how to combat the sense of inferiority the offending student was hoping to create with his or her action. They will not undermine the ability of those perceived as different to stay in this school and they will not silence anyone's voice.

PREPARE AND PRACTICE

Educators are trained in student discipline and classroom management but hate incidents create an environment for which few are adequately prepared.

It is important to study relevant guidelines and resources, but it's equally crucial to practice and role-play the scenarios you find most challenging. You can do this with a few trusted colleagues by **asking yourself key questions**: What am I prepared to say? What am I prepared to do?

How do I connect this to my teaching? For instance, if I'm teaching history, how is this issue related? Also, consider scenarios where you might need to seek outside help.

An educator cannot shy away from addressing an immediate threat to a student, but you don't have to act alone in restoring justice and order to the school community.

What is the reference system for handling hate speech and hate crimes? Who else can be a resource, either within your school or from the broader community?

PERSIST

Students (and their parents) are often upset after hate and violence incidents, even if they have not occurred within the school. This is especially true of minority students who might feel targeted which can lead to difficult conversations. Sometimes, students directly challenge teachers or administrators. Then educators have a choice – they can shut the conversation down or use it as a moment to engage. Let the student/s express their anger. In the end, the teacher will be able to tell the students their views, communicating enough security to handle others being upset. The student's pain and anger will be recognized, and the teacher can safely handle it without rejecting the student or their feelings.

Dealing with hate speech in a classroom setting is a delicate but crucial responsibility for educators. It requires a balanced approach that promotes a safe and inclusive environment while addressing the behaviour effectively.

Here are some steps you can take if you encounter hate speech in class:

Stay Calm and Composed

- **Maintain a Professional Demeanour:** It's important to stay calm and not react emotionally. Your response sets the tone for the classroom and models appropriate behaviour.
- **Pause and Assess:** Take a moment to assess the situation before responding. This will help you understand the context and decide on the best course of action.

Address the Behavior Immediately

- **Stop the Speech:** Interrupt the student and clearly state that hate speech is unacceptable. You might say, "That language is not acceptable here," or "We don't use hurtful language in this classroom."
- **Name the Behaviour:** Identify the type of hate speech (e.g., racism, sexism, homophobia) without labelling the person. This focuses on the behaviour rather than attacking the individual.

Educate and Set Clear Boundaries

- **Explain Why It's Unacceptable:** Provide a brief explanation of why such speech is harmful and against the values of the classroom. For example, "Using that term is offensive and goes against our commitment to respect everyone here."
- **Reinforce Classroom Norms:** Remind the class of established norms or agreements around respect and inclusion. Refer back to any classroom contracts or rules that were agreed upon at the beginning of the term.

Create a Learning Opportunity

- **Facilitate a Discussion:** Depending on the situation, you may choose to facilitate a class discussion about hate speech, its impact, and why it is damaging. Ensure the conversation remains respectful and constructive.
- **Encourage Empathy and Understanding:** Ask students to consider the impact of their words on others. Questions like, "How might that comment make someone feel?" can help build empathy.

Follow Up with the Student Privately

- **Have a One-to-One Conversation:** Speak with the student privately to understand their intent and ensure they understand why their words were harmful. This conversation should be non-confrontational but firm.
- **Provide Support and Resources:** Offer resources or support if needed. Sometimes hate speech arises from ignorance or learned behaviour, and education can be a powerful tool.

Support the Impacted Students

- **Acknowledge Harm:** Recognize the harm that may have been caused to other students and offer them support. This could be a private conversation or providing access to resources like counselling.
- **Ensure an Inclusive Environment:** Reaffirm your commitment to creating a safe and inclusive learning environment for all students.

Document the Incident

- **Keep Records:** Document the incident, including what was said, how you responded, and any follow-up actions. This is important for accountability and to protect yourself and the institution.
- **Report if Necessary:** Depending on your institution's policy, report the incident to the administration or relevant authorities, especially if it is severe or part of a pattern.

Involve Parents or Guardians if Needed

- **Communicate with Parents/Guardians:** If the student is a minor and the behaviour persists, it might be necessary to involve their parents or guardians in the conversation.



2.2 Innovative practices and replicable activities

AUSTRIA

1. Know Your Rights Workshops
Objective: Empowering marginalised groups
Description: This workshop empowers individuals facing anti-Muslim racism by educating them about their rights and equipping them with strategies to handle discrimination in various settings. It also addresses allyship and promotes civil courage.
Target: Racialised communities and allies
2. Peacekeepers
Objective: Teach students tolerance, respect, and conflict resolution to prevent racism and discrimination.
Description: Students at a local school were taught how to practise tolerance and respect, and how to overcome differences through a subject called “peacekeepers.” This was seen as a proactive measure to raise awareness of anti-racism and anti-discrimination.
Target: Elementary school students
3. Peer Mediators
Objective: Equip students with mediation skills to handle conflicts and support their peers.
Description: Upper secondary students (ages 16-18) can become peer mediators by participating in specific seminars and workshops. Under the supervision of a designated teacher, these peer mediators address issues such as online hate, racism, and personal challenges. Their closer age to the students they assist makes them more effective in resolving conflicts and providing support.
Target: Upper secondary school students
4. Demokratie, was geht? (Democracy, what’s up?)
Objective: Promote youth well-being and inclusive participation in democratic processes.
Description: This project focuses on a youth-centric approach with fair compensation for facilitators, process orientation, and an inclusive structure. It includes three adult facilitators per ten young individuals, extended meeting durations, and a reflective closure session to ensure participants’ well-being and smooth exit.
Target: Young people

GREECE

1. **Participatory Youth Meeting to Counter Hate Speech: Diavata Prison Initiative**
Objective: To raise awareness among young inmates about the complexities and impacts of hate speech, fostering personal growth, social engagement, and community participation.
Description: The participatory youth meeting, organised by Symbiosis-Council of Europe School of Political Studies in Greece, held at Diavata prison’s Second Chance School, engaged 49 individuals aged 18-30 from diverse backgrounds. Facilitated discussions explored the nature of hate speech, its effects on personal confidence and group stigmatism, and the role of online platforms in amplifying hate speech. Participants shared their experiences and perspectives, aiming to disrupt negative cycles and promote positive societal impacts.
Target: Young inmates aged 18-30 at Diavata prison’s Second Chance School
2. **Parents Focus Group to Counter Hate Speech**
Objective: To gather and empower parents in Heraklion, Crete, in addressing and countering hate speech through community engagement and educational strategies.
Description: A focus group of 22 parents from diverse backgrounds in Heraklion, Crete, organised by Symbiosis-Council of Europe School of Political Studies in Greece, discussed the multifaceted nature of hate speech, emphasising the importance of education, media responsibility, and mental health. The session aimed to foster a community response to hate speech by sharing experiences and generating actionable strategies.

CROATIA

1. The GOOD School by the GOOD Initiative.

Objective: Enabling teachers and educators to implement various dimensions of civic education in their work.

Description: The GOOD School is an online training program for educators, organised by the GOOD Initiative, and known for its highly participatory approach. Participants select workshop topics based on their practical needs, and these workshops are then facilitated by experts from member organisations of the GOOD Initiative. Teachers can subscribe to the GOOD Teachers mailing list to stay informed about training opportunities, and the GOOD Initiative website offers a comprehensive collection of resources for teachers and schools.

Target: Teachers

2. Roma Tutors and Mentors

Objective: Roma students achieve better educational outcomes when they receive support from their families.

Description: Roma Tutors and Mentors is a program developed by the Roma Youth Organization of Croatia. In addition to offering mentoring and tutoring support to elementary and high school students, the Roma mentors and tutors serve as peers and role models. They also collaborate with students' families to enhance their ability to provide support, fostering a stronger educational environment for the students.

Target: Roma students and parents

3. Together: Relationships with Parents in School

Objective: Providing additional support to school staff in creating partnerships with parents/guardians

Description: Seminars organised by the Forum for Freedom in Education and the UNICEF Office in Croatia cover the basics of counselling work with parents, principles of cooperation, successful communication with parents, management of parent-teacher meetings, and strategies for working with initially uncooperative parents.

Target: School staff

Target: Parents in the Heraklion community, especially those concerned with the impact of hate speech on their children and the broader society.

3. **Workshops Against Bullying**

Objective: Empower teachers and educators with practical skills and knowledge to prevent and address violence in the school environment, particularly bullying. By promoting a democratic school environment, the sessions sought to underline the importance of fostering a sense of belonging and inclusivity among students. This approach was seen as critical to not only curbing violence but also promoting the emotional and social well-being of students. The workshops aimed to equip educators with the tools to implement these practices in their classrooms, ensuring that they can contribute to a safer, more cohesive school community that actively works to prevent bullying.

Description: The workshop is centred around the topic of "Democracy process within the school environment" as a practical approach to combat violence in schools, especially bullying. The sessions combined informative presentations with interactive discussions, offering a deep dive into the complexities of violence and bullying in educational settings. Case studies and educational tools from the Council of Europe were used to demonstrate real-life scenarios and potential interventions. A key focus was placed on the sense of belonging within the school community, highlighting how this can significantly influence student behaviour and contribute to violence prevention. The workshops encouraged educators to reflect on their roles, engage with the broader school culture, and take proactive steps to foster an inclusive environment.

ITALY

1. Play your role

Objective: Create educational video games (serious games) to make adolescents reflect on the dangers and consequences of hate speech and cyberbullying, exploiting the positive potential of video games in providing safe areas for discussion, strengthening and rewarding positive behaviour, and using a playful approach.

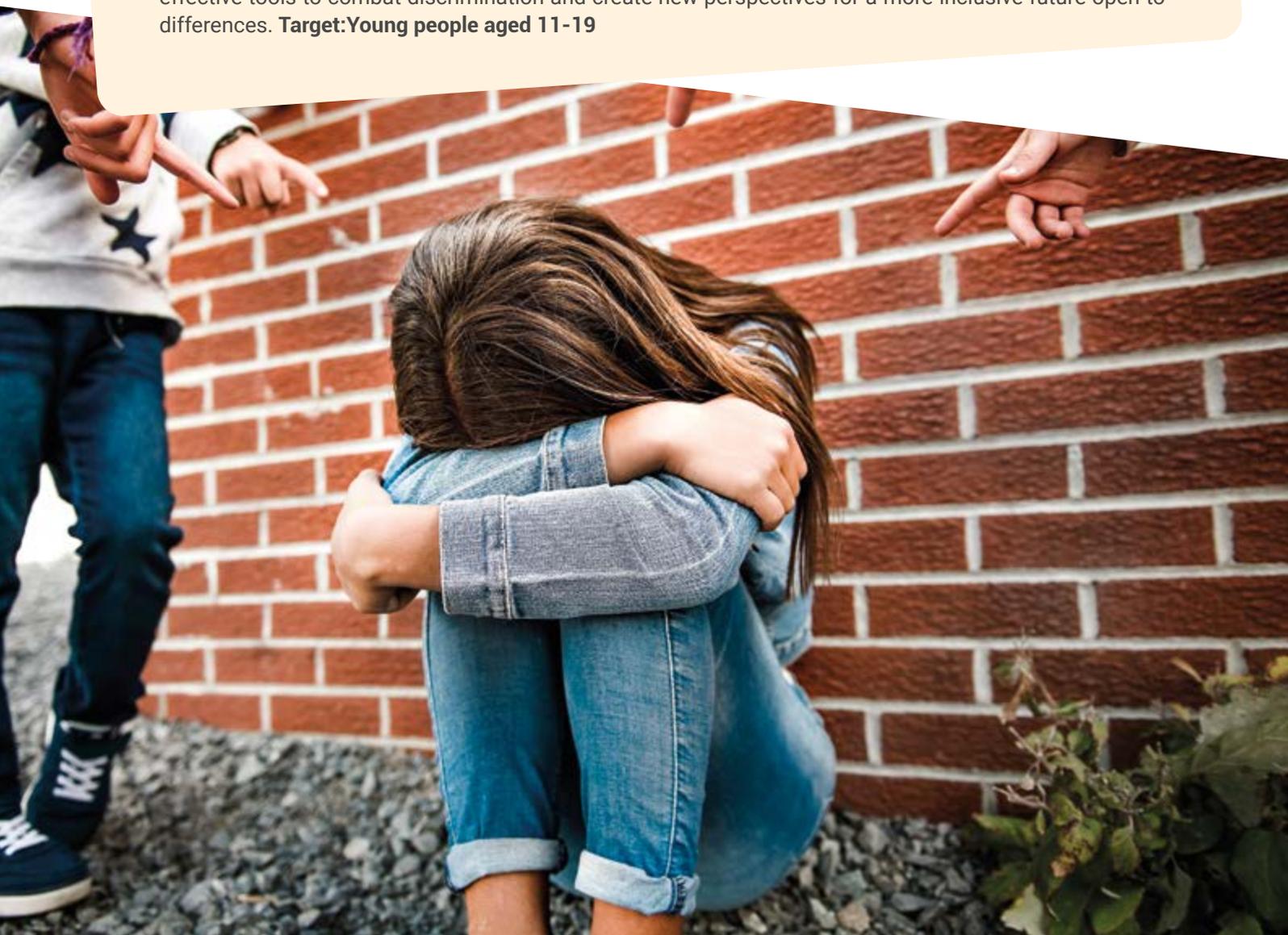
Description: “Play your role” intends to exploit the positive potential of video games to provide spaces of safe comparison, reinforcing and rewarding positive behaviours and using a playful approach to complex topics, with a language that speaks directly to young people.

These video games aim to counter online hate speech by raising awareness of hate speech, strengthening positive behaviours (counter trolling, cyberbullying...), and creating counter-narratives or alternative narratives on topics associated with online hate speech (discrimination against migrants and minorities, sexism, homophobia, etc.). The games are available on the Play Your Role platform (<https://www.playyourrole.eu/>) for children, teachers, parents, and all those who want to try them. **Target: Young people aged 11-19**

2. Play for your rights! Innovative media education strategies against sexism and discrimination

Objective: Combat sexist hate speech, stereotypes, and gender discrimination among adolescents through (social) media education strategies and gamification practices, gaming as a tool for change and learning for the youngest, a way to involve them and accompany them to read complex phenomena with creativity and imagination.

Description: “Play for your rights” addresses the issue of sexism from the point of view of adolescents, using their language and communication tools such as tablets, phones, and, in general, the virtual sphere. Through the participatory creation of a digital game, together with young people, the most common forms of gender discrimination are discussed to construct positive counter-narratives. By adopting an intercultural approach, the project tackles the still unresolved problem of sexism and provides young people with effective tools to combat discrimination and create new perspectives for a more inclusive future open to differences. **Target: Young people aged 11-19**





3 . Educational Interventions

3.1 Developing and Implementing Educational Interventions: Proven Strategies for Preventing Hate Incidents and Supporting Positive Student Outcomes

Austria

Date your Filter-Bubble!

The age group of participants: all age groups

Number of participants: max. 25

Duration: 30 minutes

Objectives:

- Getting familiar with each other and with certain aspects of the phenomenon of Hate Speech Online and Discrimination
- Getting familiar with certain topics, views, and opinions
- Showing the complexity of certain topics
- Revealing (uncensored) first thoughts and associations on certain topics
- Revealing (uncertainties due to) one's point of view
- Reflecting main characteristics of online communication (in comparison to offline communication)

Description of the activity: Ask the participants to count alternately 1,2,1,2...and use this to form two circles - one (inner) circle facing the opposite (outer) circle being able to talk/listen to each other in pairs. Read out loud one statement (optional ones listed below) and ask the inner circle to talk one minute associatively to the topic mentioned. Instruct the outer circle to listen actively (no talking back). When the minute has passed, give them a clear signal to stop. For the next round always ask the circle that did the talking to move one position to the left. With the formation of new pairs, the two circles exchange their tasks. The talkers are now listeners and vice versa.

Repeat this four times. If the number of participants is uneven, the co-trainer can take part in the activity or one person voluntarily stays in the very centre of the inner circle listening to the babel of voices (exchange the person before starting the next round).

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

Possible Statements:

- When I think of silencing, I think of ...
- What it means to me to be my gender ...
- What I really hate ...
- What I really like about the internet...
- When I think of Social Media, I think of ...
- When I think of censorship, I ...
- When I see a picture of...

Debrief example:

- What topics were easier or more difficult to talk about and why?
- Was it easier to talk or to listen? Why?
- How did you experience the rounds in which you were talking to the back of your partner instead of his/her face?
- What can you take away from this activity regarding the phenomenon of hate speech online?
- Silencing as a phenomenon does to what extent endanger our democratic societies?

Hate Speech at School - Mapping and Responding

The age group of participants: 14-19

Number of participants: 20-25

Duration: 45 minutes

Objectives:

- Inform students about hate speech, its forms, and its impact on individuals and the school community.
- Help students recognize and record instances of hate speech they encounter or witness.
- Equip students with effective tools and strategies to prevent, respond, and address speech.
- Cultivate empathy, reflection, and understanding to prevent and address hate speech in the school environment.

Methodology: Presentation, group work, scenario analysis, pattern mapping, associative thinking, reflective discussion.

Description: The “Hate Speech at School - Mapping and Responding” activity starts with a detailed introduction to hate speech, including its definition, various forms, and its profound impact on individuals and the broader school community. This foundational knowledge helps students grasp the severity and scope of the issue. Subsequently, the students are divided into small groups to analyse a range of real or hypothetical hate speech scenarios. In these discussions, groups are guided by specific questions to explore the context, intent, and consequences of each incident. They then create visual or written maps to chart these incidents, identifying recurring patterns and assessing the short-term and long-term effects on their school environment.

Following the mapping process, each group collaborates to develop and evaluate comprehensive strategies for responding to hate speech. These strategies may include creating awareness campaigns, implementing reporting mechanisms, or developing support systems for affected individuals. Groups are encouraged to consider the practicality and potential effectiveness of their proposed solutions, and they present their ideas to the rest of the class for feedback and discussion. The activity concludes with a reflective session where students review the effectiveness of the proposed strategies, discuss their own experiences and perspectives, and participate in a Q&A segment. This final discussion allows students to address any remaining questions, reinforce their understanding, and consider ways to apply their learning to real-life situations in their school community.





Addressing the use of discriminatory jokes and slurs for identities as insults

The age group of participants: 14-19

Number of participants: 20

Duration: 45 minutes

Objectives: Raise awareness of the impact of microaggressions on language.

Methodology: Presentation, group work, discussion, associative thinking.

Description of the activity:

This educational intervention serves as an example of tackling the subject of discriminatory jokes and the use of slurs for identities as insults as part of a regular class, in this example, implemented within an English language lesson. Below the description of the activity, suggestions are given for implementing this topic into classes in other school subjects and for following up on the lesson.

The teacher brings an article on the subject of insulting language to class. The article should be adapted to the student's proficiency level and shortened if necessary. Students are introduced to new vocabulary necessary for understanding the text and proceed to read or listen to it. The teacher checks if the students understand the text. Students are asked to share their own experiences with this type of language and if they have an example of a word or phrase that is normalised, but that they find has discriminatory implications. If students can offer examples, they explain why they feel the expression is harmful. Students are divided into groups and work on their associations connected to the expressions discussed in the text or examples given by other students. The teacher may use the pyramid of hate to illustrate the far-reaching consequences of insulting jokes and non-inclusive language.

Implementing the intervention into lessons within other school subjects:

Similarly, an Art or History lesson can be dedicated to the historical use of racist and ethnic caricatures and their impact, while stereotype-based jokes can be covered in Sociology through a sociological perspective on stereotypes and humour, or a Croatian language class either as a type of short-form writing or through a linguistic perspective.

Follow-up suggestions:

The lesson can be followed up by a discussion on freedom of expression and hate speech (in cooperation with other subject teachers). To deepen their understanding of the specificities of this kind of language, students can be asked to work in groups to differentiate between "rude" and "discriminatory". They can also work on establishing rules on the responsible use of language as a class and discuss ways of reporting and possible sanctions for the continued use of harmful language within their class or school. A school competition for the best inclusive joke can be organised to further engage students in developing inclusive language in connection with humour, as well as to promote exploring inclusive comedic content available online.

Age group of participants: School students (16 to 18 years old)

Number of participants: 10-20 people

Duration: 6 hours, 3 laboratories of 2 hours

Objectives:

- Know and learn the terminologies and phenomena related to racism.
- Understand the emotions linked to the phenomenon of racism.
- Develop empathy and awareness of the pervasiveness of racism and its consequences.
- Recognize and learn how to react to hate incidents and crimes.

Methodology: Presentation, group work, discussion, associative thinking.

Description of the activity:

1st laboratory: Encounter and knowledge

Introduction of the methodology and premises 10 min. Introduce the meeting program and explain the methodology that will be followed: no frontal lessons will be held, but rather proposals for activation and confrontation.

ICEBREAKER

Introduction by telling a lie and explanation of the concept of stereotype 25 min.

Arrange the participants in a circle and ask them to say 3 things about themselves: two truths and a lie without revealing to the group which piece of information is false. The rest of the group will have to understand which of the three things said is the lie. Once the tour is over, ask the group some questions and encourage the establishment of a short discussion.

Ask the following questions:

- Was it easy to recognize the lies of the others?
- How did you recognize it?
- Was it useful for you to observe non-verbal language to identify "lies"? What in particular?
- What elements would you have used to identify the "lies"?

EXPECTATIONS, FEARS, MOTIVATIONS 15 min

Ask participants to take a moment to write individually on three post-its "motivations, fears and expectations" they have concerning the laboratories. Put some background music and ask them to stick post-its written on three coloured posters corresponding to the three areas. They will then be able to read the posts of other people and if they want to comment on what they have written once back in the circle.

GLOSSARY 60 min

To build a common vocabulary and understand the meaning of terms that the group will use in the activities, start with the collective construction of a glossary. Divide the participants into small groups by asking each group to discuss and write the definition of one or more terms that you will assign to them. Terms that may be useful to explore further: prejudice, discrimination, hate speech, hate crime, racialization, individual racism, institutional racism, privilege, structural racism and discrimination, and intersectionality. In plenary the groups read the definitions given together and then discuss them.

2nd laboratory: EXPERIENCE

Ice breaker: PHOTOCOPY 15 min.

The activity allows us to experiment with active listening. Divide the participants into pairs. Couples sit back to back. One person of the couple (the speaker) verbally describes a given drawing and the other member of the couple (the designer) must draw it. The listener can only listen and cannot ask clarifying questions during the activity. The new drawing is compared with the original. You can take a moment to talk about the challenges you have faced during the activity. Then the roles are reversed with another image.



BINGO! 30 min

Give each participant a card with several boxes. In the boxes there are questions that each person must ask to another participant, for each question they will have to find a different person to ask it to, writing the answer and name in the box. This gives the opportunity to introduce the topic of stereotypes which are an innate and widely used mechanism for understanding and judging what we don't know. Whoever fills all the boxes first must shout "Bingo!" and end the game.

In the plenary facilitate the discussion by asking some requests:

- Which questions were easiest to find answers for and why?
- Which questions were most difficult for and why?
- There are new words/concepts/perspectives that you have encountered in this exercise?
- Did any of the answers in particular surprise you?

3rd laboratory: Activation

ICE BREAKER ALPHABETICAL PHOTO 5 min

Propose a group photo, but ask the participants to take it and arrange themselves in alphabetical order based on their initials. Without discussing it with each other, they will have to try to remember them (if necessary, do a quick tour of names) and coordinate without speaking.

THE PYRAMID OF HATE 25 min

Prepare a list of phenomena and behaviours linked to racism and print it on a sheet so that the various entries can be cut out. Divide the participants into groups and deliver to each group a list asking you to place the phenomena on the drawing of a pyramid that you deliver to them. The pyramid model can be divided from bottom to top into "invisible racism", "visible racism" and "hate crimes." In plenary ask the groups to explain what they have done and promote the comparison between the different configurations of the pyramid. Lead the group to understand the meaning of the pyramid in representing the system of stereotypes, prejudices, discrimination, hate speech, and hate crimes. Promote reflection on the pervasiveness and everydayness of racism and its consequences.







4 . Conclusions

This manual offers an extensive examination of how educational and familial settings can address and prevent hate incidents and crimes. Through the detailed exploration of discrimination, racism, and prevention strategies, several key conclusions emerge that underscore the complexity and necessity of this work.

Firstly, understanding the national context of discrimination and racism is crucial for any effective intervention. The data provided on country-specific contexts reveals that institutional and systemic racism is entrenched issues that affect both the policies and everyday practices within educational institutions. This broader perspective helps in recognizing how these systemic issues impact the experiences of young people, influencing their interactions and opportunities within these settings. Acknowledging these realities is the first step toward developing informed and contextually relevant strategies to combat hate incidents.

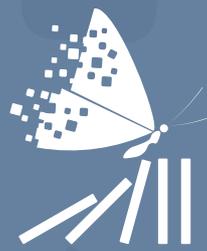
Prevention emerges as a central theme throughout the manual. Proactive measures are essential in mitigating the occurrence of hate incidents and crimes. Effective prevention involves a multi-layered approach that includes educational initiatives, policy development, and community engagement. Implementing best practices such as inclusive curricula, anti-bias training for educators, and creating safe spaces for open dialogue is integral to fostering an environment where hate incidents are less likely to occur. The manual emphasises that prevention is not a one-time effort but a continuous process that requires regular updates and adaptations to remain effective against evolving challenges. Supporting victims of hate incidents is another critical component. It is important to have well-defined protocols for reporting and responding to incidents, as well as providing appropriate counselling and support services.

Educational institutions and families must work together to ensure that victims receive timely and empathetic support. This support should be accessible and sensitive to the diverse needs of individuals affected by hate incidents, ensuring that they feel heard and valued while navigating their recovery.

Effective practices, tailored for various stakeholders, including educators, students, and parents, can provide guidance on educational interventions, ranging from foundational strategies to more advanced techniques. For educators, this involves ongoing professional development to recognize and address their own biases, as well as implementing inclusive teaching practices. For students, educational strategies should promote empathy, critical thinking, and a strong understanding of diversity. Parents play a crucial role in reinforcing these values at home and supporting their children in navigating and responding to hate incidents.

Finally, addressing hate incidents and crimes is not a static endeavour but one that requires continuous assessment and refinement. By engaging in regular evaluation, educational institutions, and families can ensure that their approaches remain effective and responsive to new challenges. This involves staying informed about emerging trends, incorporating feedback from all stakeholders, and committing to continuous improvement.

In conclusion, this manual provides a comprehensive framework for understanding and addressing hate incidents and crimes. It highlights the need for a coordinated, proactive approach involving education, prevention, and support. By implementing the strategies and recommendations outlined, schools, youth groups, and parents can work together to create safer, more inclusive environments that effectively combat discrimination and support those affected by hate incidents.



Butterfly Effect