



#DEFYHATENOW

**Social Media
Hate Speech
Mitigation**

ETHIOPIA
FIELD GUIDE

Pilot Edition 2020 Manual



#DEFYHATE NOW

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Hate Speech
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FIELD GUIDE

Pilot Edition 2020 Manual

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<https://twitter.com/defyhatenow>

Social Media Hate Speech Mitigation Ethiopia FIELD GUIDE

#HATEFREEETHIOPIA

Beginning in 2014 in South Sudan, #defyhatenow has been engaging youth and civil society groups in media literacy and peacebuilding through social media-oriented hate speech and online incitement to violence mitigation training. The #defyhatenow initiative includes citizen journalism, community dialogue and meetups, cultural and artistic activities as well as policy strategy and online media campaigns. Output from these activities, along with valuable publicly available tools, technical and knowledge resources are compiled into the comprehensive Social Media Hate Speech Mitigation Field Guide.

During this process and through the publication of the Field Guides in numerous countries #defyhatenow acts as a base of action on media induced hate speech awareness to tackle conflict, support media literacy and address issues of migration and displacement through a multimodal and open technology-based manner aiming at youth, community leaders, journalists and other influential peacebuilding multipliers.

The #defyhatenow Field Guide Ethiopia resource package is a set of tools to support and address community-based peacebuilding efforts in Ethiopia with editions being developed in Amharic and English. Published by r0g_agency in collaboration with, and under the commission of the GIZ—Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH within the framework of the project “Cross-Border Collaboration Western Ethiopia—East Sudan”, the Field Guide is intended as a resource to be used across all of Ethiopia. With partners including the South Sudan based DEFYHATENOW CBO, and in Ethiopia, Asosa Polytechnic TVET college, this Field Guide will strengthen training in media literacy and provide useful information and examples of means to use social media to counter hate speech and directed online incitement to violence. Amplifying the actions of ‘positive influencers’ in Ethiopia by occupying the social media landscape with voices of peacebuilding and counter-messaging rather than leaving that space open to agents of conflict, this Field Guide is your toolkit to work together for compassion & tolerance online.

#defyhatenow aims to raise awareness of and develop literacy for countering social media hate speech, conflict rhetoric and directed online incitement to violence.



#defyhatenow Street Theatre, Juba South Sudan [Left Photo]
#defyhatenow Field Guide @Hagana Festival [Right Photo]

HOW TO USE THIS SOCIAL MEDIA HATE SPEECH MITIGATION FIELD GUIDE

#defyhatenow Social Media Hate Speech Mitigation Field Guide offers digital tools and strategies to be used in grassroots communities & online campaigns for peacebuilding around the world. The “Field Guide” offers snapshots of local Ethiopian contexts, overview of grassroots projects and methodologies. Designed for use ‘in the field’, in both remote communities or at schools and training centers, the Field Guide is designed with training materials and workshop resources that includes exercises, posters, flash cards, digital tools and games to raise awareness, develop counter narratives & mitigate violence related to online hate speech.

“Incitement to violence is very specific, in that it needs strategic action to counter and requires community leaders and citizens to become involved and engaged in direct actions to mitigate the threat of violence erupting. While hate speech can form a basis for incitement, one can still use personal strategies to engage with speakers, bring down the tone of rhetoric and shift attitudes. Group strategies are needed to respond as a community to dangerous speech online and mitigate the factors contributing to violence offline.”
Stephen Kovats, r0g_agency, Berlin.

The materials in the Field Guide have been developed and compiled by the #defyhatenow initiative and its activities with selected excerpts from materials published by collaborative partner organisations & networks, 2015–2020.

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Social Media & Conflict



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#DEFYHATENOW | CHAPTER 1

SOCIAL MEDIA & CONFLICT



HOW TO IDENTIFY HATE SPEECH

“

Hate speech is a communication that denigrates people on the basis of their membership of a particular group. This can include any form of expression, such as images, plays, and songs, as well as speech. Some definitions extend the concept of hate speech to include communications that foster a climate of prejudice and intolerance — these kinds of communications may fuel discrimination, hostility and violent attacks later on.

”

Source: **DW Hate Speech FAQ** <https://p.dw.com/p/1I9ku>

The European Court of Human Rights, in a definition adopted by the Council of Europe's Committee of Ministers, considers 'hate speech' as: "all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility towards minorities, migrants and people of immigrant origin."



HATE SPEECH LAWS, GUIDELINES & DEFINITIONS

Hate speech laws are a relatively modern phenomenon that appeared in Europe in the wake of World War II. The idea behind such laws was to curb the kinds of anti-Semitic and racist propaganda that gave rise to the Holocaust. Germany, Poland, Hungary and Austria passed hate legislation decades ago. Many other countries have since followed suit. For example, under Kenyan law, a person commits an offense if they stir up "ethnic hatred". France goes further. Its laws forbid any communication intended to incite discrimination, hatred or harm regarding ethnicity, nation, race, religion, sex, sexual orientation, or handicap.

The International Covenant on Civil and Political Rights (ICCPR), a UN treaty, calls on governments to prevent hate speech. Article 20(2) of the ICCPR says: "any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law."

The Broadcasting Complaints Commission of South Africa considers 'hate speech' to be "material which,

judged within context sanctions, promotes or glamorizes violence based on race, national or ethnic origin, colour, religion, gender, sexual orientation, age, or mental or physical disability” or “propaganda for war; incitement of imminent violence; or advocacy of hatred that is based on race, ethnicity, gender or religion, and that constitutes incitement to cause harm.”

Source: **DW Hate Speech explained** <https://p.dw.com/p/119ku>



HATE SPEECH & VIOLENCE ON SOCIAL MEDIA

What exactly is online hate speech?

“

Hate speech often shows up online, especially on social media. Each platform has its own definition of hate speech and their approaches to dealing with it are evolving.

”



HATE SPEECH GUIDELINES

**Facebook**<https://www.facebook.com/communitystandards#hate-speech>

“Facebook removes hate speech, which includes content that directly attacks people based on their: Race, Ethnicity, National origin, Religious affiliation, Sexual orientation, Sex, gender, or gender identity, or Serious disabilities or diseases. We allow humor, satire, or social commentary related to these topics. Sometimes people share content containing someone else’s hate speech for the purpose of raising awareness or educating others about that hate speech. We expect people to clearly indicate their purpose, which helps us better understand why they shared that content. We carefully review reports of threatening language to identify serious threats of harm to public and personal safety. We remove credible threats of physical harm to individuals.”

YouTube<https://support.google.com/youtube/answer/2801939>

Hate speech is not allowed on YouTube. We encourage free speech and try to defend your right to express unpopular points of view, but we don’t permit hate speech. Hate speech refers to content that promotes violence against or has the primary purpose of inciting hatred against individuals or groups based on certain attributes, such as: age, caste, race or ethnic origin, immigration status, religion, disability, gender identity and expression, sexual orientation, veteran status.

**WhatsApp**<https://www.WhatsApp.com/legal?eea=0#terms-of-service>

WhatsApp Terms of Service prohibit, publishing falsehoods and engaging in illegal, threatening, intimidating, hateful, and racially or ethnically offensive behavior.

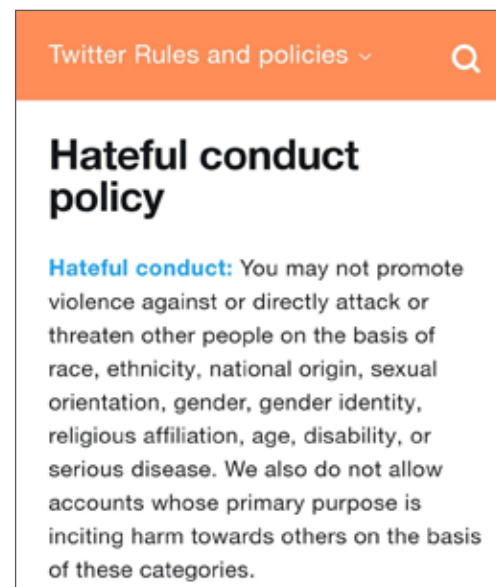
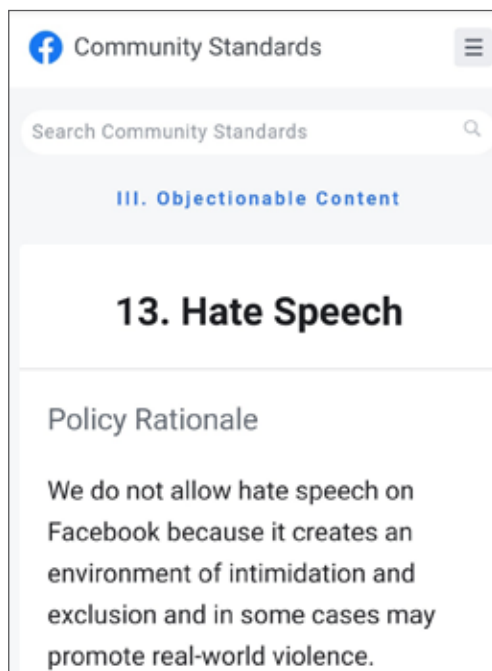
You must access and use our Services only for legal, authorized, and acceptable purposes. You will not use (or assist others in using) our Services in ways that: (b) are illegal, obscene, defamatory, threatening, intimidating, harassing, hateful, racially, or ethnically offensive, or instigate or encourage conduct that would be illegal, or otherwise inappropriate, including promoting violent crimes; (c) involve publishing falsehoods, misrepresentations, or misleading statements; (d) impersonate someone.

Twitter

<https://support.twitter.com/articles/18311>



"Hateful conduct: You may not promote violence against or directly attack or threaten other people on the basis of race, ethnicity, national origin, sexual orientation, gender, gender identity, religious affiliation, age, disability, or disease. Violent threats (direct or indirect): You may not make threats of violence or promote violence, including threatening or promoting terrorism."



Imo

https://imo.im/policies/community_guidelines.html

Imo Safety

Terrorism/violent extremism: Please do not produce or distribute any media that promotes terrorism or violent extremism, including but not limited to terrorism or extremism tendencies, statements, photographs of terrorist leaders, media content related to hostage-taking by extremists, bloody violence content, etc. Relevant content will be removed and accounts may be temporarily or permanently suspended if cases are confirmed.

Publicize/organize crime: You may not use our service to promote or advocate any criminal behavior in any form, including but not limited to: violence, theft, fraud, etc. Relevant content will be removed and accounts may be suspended if cases are confirmed.

Hateful speech: imo embraces diversity as users come from different places of the world. We encourage every community member to interact and communicate with people from various backgrounds. Please

do not attack anyone based on their race, ethnicity, national origin, gender, gender identity, sexual orientation, religious affiliation, disabilities, or diseases. Relevant content will be removed and accounts may be temporarily or permanently suspended if cases are confirmed.

Imo Authenticity

Impersonation: imo community prohibits users from impersonating other individuals, brands, or organizations that are intended to deceive or defraud others, including but not limited to impersonating other users, celebrities, or imo officials, directing users to transfer money offline, or helping another user to top up credits, etc. Your accounts may be temporarily or permanently suspended if cases are confirmed.

Much of the harmful content can also be removed through mutual guidance and communication among community members. For example, if you find a user sending violated content in a group chat message, you can just persuade the user to stop posting or contact the group administrator for help. Finally, if you find any potential criminal activities to be organized offline, please retain valid evidence and contact local law enforcement in a timely manner.

Please join us to build a harmonious, authentic, and safe community for everyone.

Telegram

<https://telegram.org/tos>

By signing up for Telegram, you accept our Privacy Policy and agree not to:

- Use our service to send spam or scam users.
- Promote violence on publicly viewable Telegram channels, bots, etc.
- Post illegal pornographic content on publicly viewable Telegram channels, bots, etc.

Telegram report abuse:

<https://telegram.org/privacy>

"Whenever we receive a complaint at abuse@telegram.org or dmca@telegram.org regarding the legality of public content, we perform the necessary legal checks and take it down when deemed appropriate.

Please note that this does **not** apply to local restrictions on freedom of speech. For example, if criticizing the government is illegal in some country, Telegram won't be a part of such politically motivated censorship. This goes against our founders' principles. While we do block terrorist (e.g. ISIS-related) bots and channels, we will not block anybody who peacefully expresses alternative opinions."



COMMUNITY STANDARDS & HATE SPEECH POLICY



<https://defyhatenow.org/did-you-know-that-facebook-and-twitter-have-policies-against-hate-speech/>



HOW TO REPORT HATE SPEECH

Social media platforms have been criticised for their handling of complaints. They are not always responsive to user concerns and can be slow to address reports of misuse and abuse online, but they do continue to assess new ways to monitor & counter hate speech. Check each platform for their latest reporting tools & guides.



<https://defyhatenow.org/how-to-report-hate-speech-2/>

VIDEO SERIES By PeaceTech Lab [USB Stick]

Report Hate Speech on Facebook

https://youtu.be/_kRNx1WHAm0

Report Hate Speech on WhatsApp

<https://youtu.be/1PIHuMI0ndQ>

How to block someone on WhatsApp

<https://faq.WhatsApp.com/en/iphone/20950271/?category=5245250>

Report Hate Speech on Twitter

<https://youtu.be/tLwgoTgbf8E>

Report Hate Speech on YouTube

<https://support.google.com/youtube/answer/2802027>



If you find content that violates our hate speech policy, report it to YouTube for review. Instructions on how to report violations of Community Guidelines can be found on the link above, or watch the video.

<https://youtu.be/45suVEYFCyc>



SOCIAL MEDIA AND CONFLICT IN ETHIOPIA

A LEXICON OF HATE SPEECH TERMS


<https://www.peacetechnology.org/hate-speech>

PeaceTech Lab works to reduce violent conflict using technology, media, and data to accelerate and scale peacebuilding efforts. PeaceTech Lab conducts research to better understand the connection between online hate speech and violence on the ground. By identifying the language of incitement its Ethiopia Lexicon of Hate Speech Terms, due to be published in 2020 aims to serve as a pivotal resource for individuals and organizations fighting against hate speech within Ethiopia and beyond.



EXERCISE: DEFINITIONS AND MEANING

Consider the definition of words and the potential for harm in their meanings.



"How would I feel if I was part of the group being offended?"

Ask yourself:

When interacting with people, both offline and online, selecting your words carefully is important. Before you write, post, share statements, comments or jokes online, it's advisable to think about the terms you use, as these might offend groups of people.

Always weigh the impact your words might have, take time to read through your own text, or statements and if need be take a break and come back later when calmer.

Questions to Consider:

- Understanding Hate Speech terms and intentions
- What it means and where one might be spreading it unconsciously.
- The need to contemplate the words we use when online and offline.
- The importance of taking precautions and the need to ask oneself questions based on empathy and tolerance both online and offline.





LAWS & REGULATIONS ON HATE SPEECH IN ETHIOPIA

Understanding Ethiopia's Hate Speech Law, Protecting Freedom of Expression

By Dr. Adem K Abebe (LL.D)

Background

In March 2020, the Ethiopian House of Peoples' Representatives adopted the controversial Hate Speech and Disinformation Prevention and Suppression Proclamation No 1185/2020. The law emerged in the backdrop of a string of deadly inter-ethnic clashes across the country, which the government was quick to link to viral speech and disinformation disseminated through broadcasting, social and print media.

While containing dissemination of hate speech and disinformation, which at times precipitates social discord and even violence, is necessary and legitimate, the resort to criminal law has generated concerns that the law could have a chilling effect on free expression and be used to stifle legitimate public deliberation. This fear is not unwarranted considering the rampant history of state abuses of legal process and the politicization (and tendency to overreach) of police and prosecution offices.

The brief is not intended to assess the propriety of the Ethiopian Proclamation, or its advantages and disadvantages. Instead, it seeks to contribute to creating public awareness about the law to help individuals freely exercise their freedom of expression, while also understanding the prohibitions in the law. Readers should note that there are some discrepancies between the English and Amharic versions of the law. This brief is based on the Amharic version, which is legally authoritative.

Know the law

Considering the potential for overreach and self-censorship, creating a clear understanding of the law among law enforcement officials, judges and the broader public is crucial to ensure that the law's suppressive net is not cast too wide. This brief note seeks to throw some light on the law to enable ordinary men and women (but also law enforcement officials and media and online platform managers) to understand:

- What is prohibited and penalties attached;
- The burden of proof; and
- Acceptable and unacceptable defences.

Before defining hate speech and disinformation, it is crucial to understand that the right to freedom of expression is the principle while limitations on the right are the exception. Accordingly, the crimes of hate speech and disinformation must be understood strictly and the burden of proof beyond reasonable doubt lies with state authorities.

What is hate speech according to Ethiopian law?

Under the law in Ethiopia, hate speech occurs when two conditions co-exist:

1. **Deliberate incitement** (English version says promote, which is less severe than incitement) of hatred, discrimination or violence;
2. Against a target group – a person or discernible group **based on ethnicity, religion, race, gender, or disability**.

Accordingly, hate speech exists only when done knowingly. But violence is not a requirement:

- Under the law, if the two conditions exist, there is hate speech, regardless of whether the speech has or

is likely to trigger public disturbances or violence against the target group.

NB: Because the nature of hateful expression depends on historical relationships, familiarisation with commonly used derogatory words/expressions is critical for the proper understanding and application of the law. In this regard, PeaceTech Lab is developing a Hate Speech Lexicon (dictionary) for Ethiopia.

What is disinformation?

Disinformation relates to information that:

- A person **knows to be false** or should upon basic checking know to be false; and
- Is **highly likely** to cause a public disturbance, riot, violence, or conflict.

Accordingly, unlike hate speech, the high likelihood of disturbance or violence is part of the definition of the crime of disinformation.

IMPORTANT: hate speech and disinformation do not prohibit criticisms of the government or public officials.

When is hate speech or disinformation a crime?

The law does not punish hate speech or disinformation as such.

- It is only the **dissemination** of hate speech or disinformation **to many persons** that is punishable.
- The law is not clear on the number of people the message should reach, but sharing beyond the close circle of friends and family may be needed.
- **Liking** or **tagging** content considered hate speech or disinformation is not considered dissemination and is therefore not punishable.

How can hate speech or disinformation be disseminated?

The manner of dissemination of hate speech or dissemination does not matter, and may include:

- In person – e.g. in large meetings.
- Via television or radio;
- On social media, such as Facebook;
- On messaging/calling apps, such as Telegram; or
- Any other online platforms, such as online publications and personal websites.

IMPORTANT: The law does not prohibit the generation or production of content that constitutes hate speech or disinformation. The prohibition is against the dissemination of such content for 'many people'. So a person who disseminates such information could be punished, while the person who produced it may not.

What are the penalties?

If finally convicted by a court of law, a person faces serious penalties.

- **Hate speech:** the punishment may reach up to two years imprisonment or up to 100, 000 Birr.
- **Disinformation:** the punishment may reach up to one-year imprisonment or up to 50, 000 Birr fine.

Importance of societal context

The prohibitions against hate speech and disinformation are intended to prevent the disturbance of social cohesion and stability. What constitutes hate speech or disinformation therefore depends on historical relations and narratives between groups.

- As such, while in principle disinformation can be ascertained based on reference to the accuracy of the information, in a context where historical events are deeply contested, defining disinformation is bound to be controversial.
- Hate speech is even more difficult to ascertain as it largely depends on how the target group understands the message as hateful or discriminatory.

As law enforcement officials – the police, prosecutors and judges – are all part of society and amenable to group sensitivities and narratives, the chances of inconsistent application of the laws are high. Any perception of such selective or inconsistent application of the laws could endanger the social cohesion and stability the laws seek to promote.

Beyond criminalising hate speech and disinformation

While individuals should take responsibility and caution in the exercise of their freedom of expression, long term success in the battle against hate speech and disinformation may lie outside the realm of criminal law. In this regard, resources should be invested more in enhancing digital literacy and actively promoting inter-group knowledge and understanding. Ultimately, the goal should be to make the criminalisation of hate speech and disinformation unnecessary.

Indeed, the law imposes obligations on the Ethiopian Broadcasting Authority to promote public awareness and media literacy campaigns to combat disinformation, and on the Ethiopian Human Rights Commission to conduct public awareness campaigns to combat hate speech. This is further complemented by the duty of social media service providers to suppress and prevent the dissemination of disinformation and hate speech and to remove disinformation or hate speech upon receiving notifications within 24 hours.

Interact with us!

- ☐ Have you heard or read about the Hate Speech and Disinformation Proclamation?
- ☐ How do you understand the content of the Proclamation?
- ☐ What has your experience with the Proclamation been? Do you, or people you know, feel more constrained in your exercise of freedom of expression because of the law?
- ☐ Do you think the law should be reformed or repealed?

Source text: <https://defyhatenow.org/understanding-ethiopias-hate-speech-law-protecting-freedom-of-expression/>



FREEDOM OF EXPRESSION AND HATE SPEECH LAWS

“

Human rights groups note that there is reason to be concerned about the implementation of hate speech laws, which can be used to silence criticism of those in power by citizens, and curtail freedom of expression by journalists and activists.

”

Freedom on the Net 2019: The Crisis of Social Media
<https://freedomhouse.org/report-types/freedom-net>
 Adrian Shahbaz & Allie Funk, Freedom House

Internet freedom is increasingly imperiled by the tools and tactics of digital authoritarianism, which have spread rapidly around the globe. Repressive regimes, elected incumbents with authoritarian ambitions, and unscrupulous partisan operatives have exploited the unregulated spaces of social media platforms, converting them into instruments for political distortion and societal control.

“While social media have at times served as a level playing field for civic discussion, they are now tilting dangerously toward illiberalism, exposing citizens to an unprecedented crackdown on their fundamental freedoms”

Social media allow ordinary people, civic groups, and journalists to reach a vast audience at little or no cost, but they have also provided an extremely useful and inexpensive platform for malign influence operations by foreign and domestic actors alike. In many countries, the rise of populism and far-right extremism has coincided with the growth of hyperpartisan online mobs that include both authentic users and fraudulent or automated accounts. They build large audiences around similar interests, lace their political messaging with false or inflammatory content, and coordinate its dissemination across multiple platforms.



FREEDOM OF EXPRESSION VS INCITEMENT TO HATRED: UNITED NATIONS HUMAN RIGHTS (OHCHR) RABAT PLAN OF ACTION









<https://player.vimeo.com/video/458350308>

The Rabat Plan of Action on the prohibition of advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence brings together the conclusions and recommendations from several OHCHR expert workshops.

A high threshold for defining restrictions on freedom of expression

Across the world there are two extremes: on the one hand, 'real' incitement cases are not prosecuted, while on the other hand peaceful critics are persecuted as 'hate preachers'. The Rabat Plan of Action suggests a high threshold for defining restrictions on freedom of expression, incitement to hatred.

The six-part threshold test takes into account:

-  **Context** of the statement
-  **Speaker's** position or status
-  **Intent** to incite audience against target group
-  **Content** and form of the statement
-  **Extent** of its dissemination
-  **Likelihood** of harm, including imminence

HATRED / HOSTILITY intense and irrational emotions of abuse, enmity and detestation towards the target group.

ADVOCACY requiring an intention to promote hatred publicly towards the target group.

INCITEMENT statements about national, racial or religious groups, which create an imminent risk of discrimination, hostility or violence against persons belonging to those groups.

<https://www.ohchr.org/EN/Issues/FreedomOpinion/Articles19-20/Pages/Index.aspx>

2

Peacebuilding & Social Media



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PEACE AMBASSADORS FOR #HATEFREEETHIOPIA

#DEFYHATENOW | CHAPTER 2

PEACEBUILDING & SOCIAL MEDIA



QUESTIONS TO CONSIDER

How can social media be used for peacebuilding?

What are digital and human rights?

Why does freedom of expression online matter?



PEACE IN THE AGE OF SOCIAL MEDIA

By Fadia Elgharib

When we think about peace in the age of social media, it is important to note how much an ordinary citizen can do and the power s/he holds to change the course of a conflict.

You can stand against oppression, assist in humanitarian rescue operations at the time of crisis and contribute to major upheavals (i.e Arab Spring) simply by using your smartphone. All this can be done with a great deal of autonomy and little need for mediators. In this respect, peace is not only a topic for government officials to discuss in parliament or high level NGOs at round tables.

Peace is the responsibility of every one of us, both in our capacities as individuals or as part of communities. This realisation compels us to revisit our role as bloggers, educators, or citizens etc in maintaining and making peace in this growingly complex global picture. Social media is only a tool that has proved influential in both the making and the disruption of peace, therefore it is our responsibility to use it wisely.

While the term peacebuilding is used in a variety of scenarios, we need to take a moment to re-examine the meaning of the word “peace”, and how this relates to the context of #defyhatenow.

Online And Offline Peacemaking

While it is hard to pinpoint the exact impact of the messages and stories written online onto the world offline, examples discussed in the Field Guide demonstrate how traditional and digital media have played

a role in igniting violence and conflict in different parts of the world. Note that the online world also serves to amplify and expand the reach of existing tensions offline.

By the same logic, the online space - whether social media, blogs or other forms of media - also has the capacity to influence social change in the opposite direction, towards peacemaking. As digital tools help you to easily connect with a global community, occupying this space with cultural activities, storytelling and messages of peace can harness energy and movement for social change.

Online activism strengthens offline advocacy, events and civil society engagement.

Peacekeeping and Peacebuilding

The word “peace” is associated with the context of war; and is widely understood to mean mainly the absence of war, or the maintenance of a state of no conflict. What this view of peace fails to capture are other equally aspects of social cohesion that are vital to peacebuilding.

“Related to peace are the concepts of peacebuilding and peacekeeping. Peacekeeping is defined as ‘the maintenance of peace, especially the prevention of further fighting between hostile forces in an area.’ (Collins, 2003).

Peacebuilding, on the other hand, is a comprehensive concept that encompasses, generates, and sustains the full array of processes, approaches, and stages needed to transform conflict toward more sustainable, peaceful relationships (Lederach, 1997).

The term involves a wide range of activities that both precede and follow formal peace accords. Galtung (1998) explains peacebuilding as the process of creating self-supporting structures that remove causes of wars and offer alternatives in war-like situations. Such mechanisms should be built into the structures of society and be present there as a reservoir for the system itself to draw upon, just as a healthy body has the ability to generate its own antibodies and does not need ad hoc administration of medicine (Galtung, 1998; Lynch & Galtung, 2010 p6.)

“Peace can never be achieved but only approached, or so it is argued.”

Peace is worth pursuing because “peace allows for people to live with conflict and in its non-violent response to conflicts, peace finds alternatives to “bloody routes.”

These ‘alternative routes’ may include: society’s non-violent response to conflict, in particular through mediation and dialogue; building empathy and tolerance for different groups in society; strengthening the connections of trust and understanding between communities to build and maintain networks of communication that enable self-sustaining peace throughout society.



PEACE FOR ALL: THE TAXI DRIVER PREACHING PEACE ON THE STREETS OF ADDIS ABABA

“Seifu Amanuel is a taxi driver with a message - a message he spreads by standing in the middle of busy roads in Addis Ababa, Ethiopia.”

“Even if you have everything, if there is no peace, it’s worthless. I am happy if I give awareness about peace to at least three people every day. When I stand here, some people make fun and some insult. I don’t consider myself a loser because I dedicate 30-40 minutes a day. These 40 minutes give me so much more happiness than the course I spend in a day.”

<https://www.facebook.com/watch/?v=281645119469519>



Source: BBC Africa, The taxi driver preaching peace on the streets of Addis Ababa



DIGITAL RIGHTS ARE HUMAN RIGHTS

**ACCESS TO
INFORMATION**

**FREEDOM
OF
EXPRESSION**

**RIGHT TO
PRIVACY**

Challenges to Digital Rights

- Digital authoritarianism - surveillance, internet shutdowns, censorship
- Social networks offering 'free internet' owned by private corporations
- Attacks on freedom of the press, harassment of journalists & citizens
- Safety for women and girls online, cyberbullying & sexual harassment
- Corporate and government misuse of our data, metadata and privacy.

Human Rights in the digital space

The Universal Declaration of Human Rights has been a cornerstone of the human rights movement, guiding us toward the universal realization of equality, justice, and respect for human dignity. But for many of us, that promise has not been fulfilled.

Our shared human rights framework is continuously adapting to our changing society. There is growing recognition that our rights must be protected in digital spaces, and that access to the internet is vital to exercising all other rights, from free expression to the right to work to education.

But despite its many successes, this framework, with the Declaration at its core, has also struggled to respond to the real-world challenges of this digital era. Across the globe, technology that holds promise for supporting human rights is instead being wielded by authoritarian governments for exploitation and abuse. What can we do to ensure a better, more rights-respecting future?

“ In this era of digital disruption, what are the most important challenges and opportunities for defending human rights, now and on the horizon? ”

In envisioning human rights protections for the digital age, we must ask, what does our right to privacy mean in an era of ubiquitous data collection? How do we enjoy freedom of expression when shared online spaces are controlled by private platforms? What does access to information mean for those trapped behind a firewall? What of our right to non-discrimination in the age of the algorithm?

And as our ability to exercise and enjoy our rights comes to depend on digital tools, what happens to those who have not yet been connected to the internet, or who are forcibly disconnected?

Excerpt from Access Now.

Brett Solomon@solomonbrett

<https://www.accessnow.org/un-human-rights-digital-disruption/>



WHAT DOES “DIGITAL RIGHTS” MEAN?

Most definitions focus on the relationships between human beings, computers, networks and devices. Some focus on the issue of copyright exclusively.

As our lives are digitalised further, do these approaches and definitions make sense? Our data are being collected by governments and corporations alike. In all of these contexts, our basic human rights – our rights to freedom of expression, freedom of assembly, privacy, and the like – are implicated. If there ever was a line between “digital” rights and human rights, it has blurred to the point of irrelevance.

We consider digital rights to be human rights as applicable in the digital sphere. Human rights in both physically constructed spaces: infrastructure and devices, and in spaces that are virtually constructed, like our online identities and communities.

If digital rights are human rights, then why use a different term? The label “digital rights” merely serves to pinpoint the sphere in which we are exercising our fundamental rights and freedoms. With our digital rights under threat on many fronts, this is important.

Just as it was important, in 1995, for Hillary Clinton to state at the Women's Congress in Beijing that "human rights are women's rights, and women's rights are human rights," and for President Obama in 2016 to stress that LGBT rights are human rights, we should all be aware that digital rights are human rights, too. And they need to be protected.

Source: **IntLawGrrls**

<https://ilg2.org/2019/02/27/digital-rights-are-all-human-rights-not-just-civil-and-political/>



COUNTERING HATE SPEECH IN ETHIOPIA



@EthiopiaCheck

Ethiopia Check is an Internews Project. The fact checking desk monitors media and social media reports and develops appropriate responses.

This factchecking social media page is known for debunking "fake news"

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

Twitter: <https://twitter.com/ethiopiacheck?lang=en>

Facebook: <https://www.facebook.com/EthiopiaCheck/>

CARD – Center for Advancement of Rights and Democracy

A not-for-profit organization that envisions to see a democratic Ethiopia and has a mission of echoing principles of democracy to make it the rule of the game in Ethiopia. CARD is an organization that follows a rights-centered approach to help the democratization process and dedicated to grassroots empowerment of the youth and women to make human rights a popular movement in Ethiopia. As Hate Speech and Fake news have grown in Ethiopia online media by day. CARD believes combating hate speech and raising the media literacy of citizens are important. Hence, CARD has developed a guide in three local languages

that helps online users to tackle hate speech and fake news. The guides are available in Amharic, English, Afaan Oromo and Tigrinya.

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

<https://www.cardeth.org/>

<https://www.cardeth.org/anti-fake-news-hate-speech-guideline/>

EthioCheck Lab

A joint initiative by MERSA Media Institute and DW Akademie. It works on capacity building and organizational development for Ethiopian media houses with a specific focus on supporting fact checking desks, units, or structures within the media houses. Based on the results of a human-centered design process, initiated with iceaddis and in constant regional exchange with Code for Africa, it seeks to address the rising problem of mis- and disinformation systematically. The project is funded by the German Federal Ministry for Economic Development and Cooperation (BMZ)

<https://mersamedia.org/>

<https://www.dw.com/en/dw-akademie/africa/s-12135>

Destiny Ethiopia

Destiny Ethiopia Initiative is an indigenous response to the current political circumstances in Ethiopia. Destiny Ethiopia Team has been exploring options to break the deadlock in Ethiopia drawing on experiences from various countries. A team of 50 Scenario members from across all walks of life met confidentially over a span of six months to produce four possible futures for Ethiopia over the coming 20 years.

The four scenarios outline four possible ways Ethiopians could respond to these challenges. In the first scenario, Broken Chair/ሠባራ ውንብ, our response is “realistic”—working cautiously within current capacity constraints—but inadequate to the challenges. In the second scenario, Hegemony/አፄ በጉልበት, our response is authoritarian and controlling, based on the view that the country’s tough challenges require a tough approach. In the third scenario, Divided House/የፋክክረ ቤት, our response is fragmented, as different groups each act with greater freedom and this produces greater division. In the fourth scenario, Dawn/ጎጆት, our response is to steadily build up institutional capacity so as to be able to effect a democratic transition.



The Peace and Development Center (PDC)

The Peace and Development Center (PDC) is an independent national not-for-profit and non-governmental organization working for conflict prevention, conflict resolution, peace building and development in Ethiopia and the horn of Africa. PDC is committed to peace-building, mediation, conflict prevention and resolution, peace education, education for non-violence, acceptance of others mutual respect, intercultural and interfaith dialogue and reconciliation.

<https://pdcethiopia.org/>

Network Against Hate Speech

An initiative to keep people that spread hate speech and incitement of violence accountable to their posts; and we follow Facebook's community guidelines. We are Ethiopians who stand against hate speech and violence of any kinds, at any level.

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

Ewnet Check

<https://ewnet.et/>

Medium: <https://medium.com/ewnet-check>

Telegram channel: <https://t.me/EwnetCheck>

Examples of telegram groups / channels

<https://web.telegram.org/#/im?p=@tikvahethiopia>

<https://web.telegram.org/#/im?p=@kelelaguides>



EXERCISE: DISCUSS HATE SPEECH ONLINE AND IN YOUR COMMUNITY

Who are the targets of hate speech?

What effect does it have on society in general?

How can we counter online hate speech?

- How might hate speech affect the people who are targeted?
- What consequences might these examples of hate speech have on people identifying with the communities targeted?
- How does listening to hate speech or dangerous speech on the radio, in person or online make you feel?
- What could you do to stop the spread of hate speech in your own community, your family or school?



CASE STUDY: FLOWER SPEECH CAMPAIGN



<https://beautifulrising.org/tool/flower-speech-campaign>

In 2014, the Panzagar #FlowerSpeech campaign was launched to counter hate speech in Myanmar in response to a rise in anti-Muslim violence. Flowers, the key image of the campaign, symbolise peace in Myanmar. The campaign effectively countered hate speech among Buddhist extremists by invoking the Buddhist code of ethical conduct — the tenet of “right speech”, or avoiding abusive, divisive or harmful speech (**PRINCIPLE: Know your community**).

Holding a traditional flower in your mouth to symbolise the foundational Buddhist tenet of ethical conduct made the message familiar and accessible and compelling to its target audience, as well as across other cultures. By combining an active presence on social media with public events, music and stickers, the campaign makes it very easy for people to participate (**PRINCIPLE: Create many points of entry**), and for passive supporters to become actively involved (**METHODOLOGY: Spectrum-of-allies analysis**).

Finally, by condensing the campaign message into a simple, powerful, and culturally resonant image, the campaign ensured that its message would be clearly and immediately understood by everyone who saw it (**THEORY: Memes**). Panzagar was not a solution for all hate crimes, but rather a way to equip supporters with an easy way to respond to, and defuse, hate speech when they encountered it.

“Our slogan is to be careful, not to be silent,” said Nay Phone Latt, a blogger and activist who has spearheaded the Panzagar campaign. “We just got freedom of expression, and we don’t want to be silenced.”

https://www.washingtonpost.com/national/religion/using-flower-speech-and-new-facebook-tools-myanmar-fights-online-hate-speech/2014/12/24/3bff458c-8ba9-11e4-ace9-47de1af4c3eb_story.html



PEACE AMBASSADORS FOR #HATEFREEETHIOPIA

#ThinkB4UClick

Guidelines you can adopt to become a Peace Ambassador on social media.

- ☒ I will always check information before disclosing it
- ☒ I will only make unifying speeches
- ☒ I will think before clicking
- ☒ I will analyse before posting
- ☒ I will be responsible for my actions

3

Social Media Literacy



03 SOCIAL MEDIA LITERACY

CONTENTS

QUESTIONS FOR GROUP DISCUSSION

HATE SPEECH VS DANGEROUS SPEECH

DANGEROUS SPEECH: A PRACTICAL GUIDE

CONCEPT AND ANALYSIS OF DANGEROUS SPEECH

EXERCISE: HATE SPEECH & DANGEROUS SPEECH AWARENESS

DIGITAL MEDIA LITERACY

FIRST DRAFT NEWS: VERIFICATION TOOLBOX

VERIFYING ONLINE INFORMATION

VIDEO: VERIFICATION TRAINING

MEDIA & SOCIAL MEDIA DISINFORMATION

QUESTIONS FOR GROUP DISCUSSION

#FACTSMATTER

#FACTSMATTER EXERCISE

#ACT4PEACE

#DEFYHATENOW | CHAPTER 3

SOCIAL MEDIA LITERACY



QUESTIONS TO CONSIDER

What is
Dangerous
Speech vs Hate
Speech?

Why does
digital media
literacy matter?

How can we stop
disinformation?



HATE SPEECH VS DANGEROUS SPEECH

“

Dangerous Speech is any form of expression (e.g. speech, text, or images) that can increase the risk that its audience will condone or commit violence against members of another group.

”



DANGEROUS SPEECH: A PRACTICAL GUIDE

by Susan Benesch, Cathy Buerger, Tonei Glavinic, and Sean Manion December, 2018
<https://dangerousspeech.org/guide/>

When does hate speech become dangerous speech?

Dangerous speech is communication that may help catalyze mass violence by moving an audience to condone, or even take part in, such violence.



Image: Peter Durand CC-BY-SA

Susan Benesch, a professor at American University in Washington who directs the Dangerous Speech Project, clarifies that the difference between hate speech and dangerous speech (which can be text or graphic as well as spoken) largely depends on the context, where it is said, who is saying it, and to whom.

Specifically, she looks out for:

- Speakers who are highly compelling and have a high degree of influence.
- Audiences who are more likely to act violently, owing to grievances or fears that the speaker can cultivate.
- The historical and social context of the speech, especially if it can be understood by its target audience as a call to violence. The context also plays a role when there have been long-standing competitions between groups for power or resources, lack of mechanisms to solve grievances, or previous violence, particularly if it was also motivated by inflammatory speech.
- The means of dissemination, especially if it is carried on an influential media channel such as a sole or primary news source or a popular social media profile.

How to counter dangerous speech

It is common to encounter dangerous speech online, such as in the form of tweets, Facebook postings or comments. In her paper "Considerations for Successful Counterspeech," Benesch offers some advice on what to do when responding to it:

- Warn the speaker of consequences, not only to the target group but to themselves in the form of how public postings, which are essentially permanent, can be seen by current and future employers, friends and family and possibly result in the loss of a job or relationship.
- Explain why the speech is hateful, racist, bigoted, misogynist, etc., drawing upon the fact that most people do not see themselves as such.

- Be respectful, and try to change the tone whether through empathy (e.g., I am also X, but ...) or affiliation (e.g., What you said was hurtful to me as Y ...).
- Use humor to help neutralize the message. Benesch points to the example of internet users superimposing rubber duck heads on ISIS members as part of an effort to ridicule them and make them seem less intimidating.

It may be too much to hope that the original speaker would recant or apologize for the remarks. A more likely sign of success is if the speaker alters the discourse or even deletes the social media account.

Most often, the best answer to dangerous speech is more speech. If your response provokes a civil and robust debate, it can help dispel falsehoods and inspire others to take a stand against incitement.

Excerpt from Yali Checks: Young African Leaders Initiative

<https://yali.state.gov/what-constitutes-dangerous-speech-and-what-can-you-do-about-it/>



CONCEPT AND ANALYSIS OF DANGEROUS SPEECH

VIDEO [USB stick]

Susan Benesch introduces the concept and analysis of Dangerous Speech

<https://dangerousspeech.org/what-is-ds/>

Dangerous Speech Project, January 24, 2018

© Copyright 2020 Dangerous Speech Project



EXERCISE: HATE SPEECH & DANGEROUS SPEECH AWARENESS

What makes something dangerous speech and incitement to violence?

When there is a clear call to action – it does not always include hate speech.

Discuss the context and intention of examples of hate speech

[See A2 poster & exercise in Facilitator Notes]

1

Look at the images that show different types of hate speech or dangerous speech.

2

Select and share examples with the group if you have experienced this personally.

- ☐ Have you seen people sharing online hate or dangerous speech inciting violence?

3

Use this material and the poster to discuss the various types of hate speech.

- ☐ Discuss how hate speech is different from dangerous speech.
- ☐ What are the categories of dangerous speech and how can you recognise it?



DIGITAL MEDIA LITERACY

Media and information literacy is crucial to navigate Social Media with an informed perspective. The following guides and handbooks are published by First Draft News, UNESCO and Twitter. They offer practical tools and skills to navigate global media and dismantle the disinformation matrix with critically aware readers and journalists.

First Draft is the gold standard of training for verification tools and skills, not only for journalists but also to inform critically engaged citizen readership who can help stop the spread of disinformation. A global, non-profit, non-partisan organisation that exists to help those on the frontline of reporting, First Draft provides practical guidance and training informed by ongoing research. Skills, tools and strategies are continuously tested and revised with partners around the world.

Essential Guides: Understanding Information Disorder

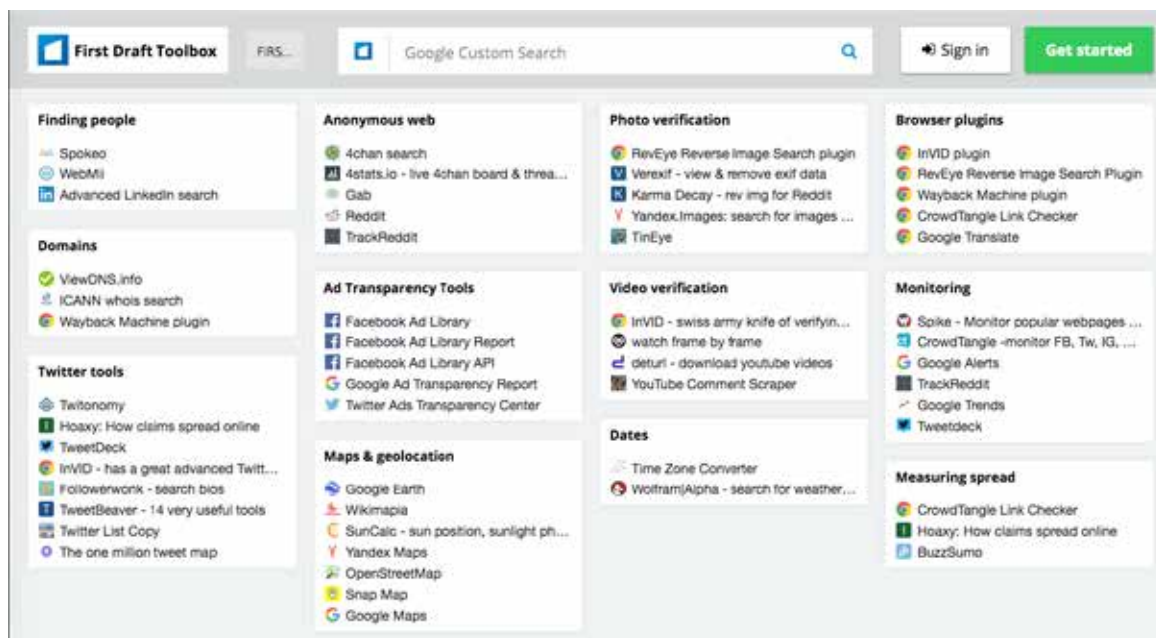
We live in an age of information disorder. The promise of the digital age encouraged us to believe that only positive changes would come, living in hyper-connected communities able to access any information we needed with a click or a swipe. But this idealised vision has been swiftly replaced by the recognition that our information ecosystem is now dangerously polluted and is dividing rather than connecting us.

To help map this new landscape, First Draft explain our framework of 7 types of mis- and disinformation in detail in our Essential Guide to Understanding Information Disorder. Examples underline how damaging information disorder has been in the context of elections and breaking-news events around the world.

Source: **First Draft News Understanding Information Disorder (PDF) 2019**

https://firstdraftnews.org/wp-content/uploads/2019/10/Information_Disorder_Digital_AW.pdf?x32994

First Draft Toolbox

<https://start.me/p/YazB12/first-draft-toolbox>


First Draft News Verification Toolbox (screenshot)

VISUAL VERIFICATION GUIDE: PHOTOS

	NO				YES
1. ARE YOU LOOKING AT THE ORIGINAL VERSION?	A reverse image search returns identical photos indexed online before the event in question took place	A reverse image search returns similar results with some identical features, suggesting it might be a composite	A date search on each social network reveals it to be the first of many versions shared online but we have not yet received confirmation from the uploader	We are unable to find other versions online and basic shadow and reflection checks suggest that it has not been manipulated	It was sent to us directly and we have spoken to the source
2. DO YOU KNOW WHO CAPTURED THE PHOTO?	It came in via an anonymous email or chat app number	It was uploaded to a social network but the username does not appear elsewhere online. The uploader wants to remain anonymous	By running full name searches, reverse searching the user's profile photo, and/or researching the domain ownership of their blog or website, we were able to identify the uploader	We communicated with the uploader via social media to confirm that they took the photo	We questioned the source and their answers correlated with EXIF data, weather reports and their own online footprint
3. DO YOU KNOW WHERE THE PHOTO WAS CAPTURED?	There was no location data available and it contains no visual clues to investigate	We have cross-referenced with other photos coming from the scene but there is no satellite or street view imagery available to confirm the location	We have used visual clues such as signage, architecture and clothing to establish a broad geographical region	We have crossreferenced landscape and landmarks using mapping tools and have confirmed the lat/long coordinates	The source was able to confirm other landmarks in their field of vision, which matched those shown on online maps
4. DO YOU KNOW WHEN THE PHOTO WAS CAPTURED?	It was sent to us anonymously and there is no EXIF data available	We checked the timestamp on the social network to see when it was first shared online but we have no EXIF data confirming when it was taken	The social time stamp shows it was uploaded shortly after the event occurred and it features visual evidence that correlates with other eyewitness reports	We confirmed that the weather conditions and any shadows visible in the image correlate with the time, date and location given by the source	It contains EXIF data that, combined with other checks, confirms when it was taken
5. DO YOU KNOW WHY THE PHOTO WAS CAPTURED?	We do not know who took the photo so we can't ascertain what their motivations might have been	The social media account was created very recently and/or social searches reveal the uploader rarely posts online so there is little evidence to confirm their movements or motivations	Wider online searches of the uploader's real name reveals that they are connected with an activist or advocacy organisation but there is no additional information to know their motivation in this case	Searches of the uploader's social media activity leading up to the event confirm their reasons for capturing the photo, i.e. holiday-maker, journalist, works locally	The photographer confirmed the circumstances surrounding the photo

First Draft News Visual Verification Guide

Essential Guide: Verifying Online Information

Verification of online content can be intimidating, but it is not difficult.

Being good at verification is mostly about repetition, persistence and using digital investigative tools with a little creativity. There are so many verification tricks and tools available now. This is your condensed guide to the wizardry of verification. It includes essential concepts, checklists and our favourite tips and techniques. Most importantly, it will introduce you to the five pillars of verification, and serve as a quick reference for how to tackle each one.

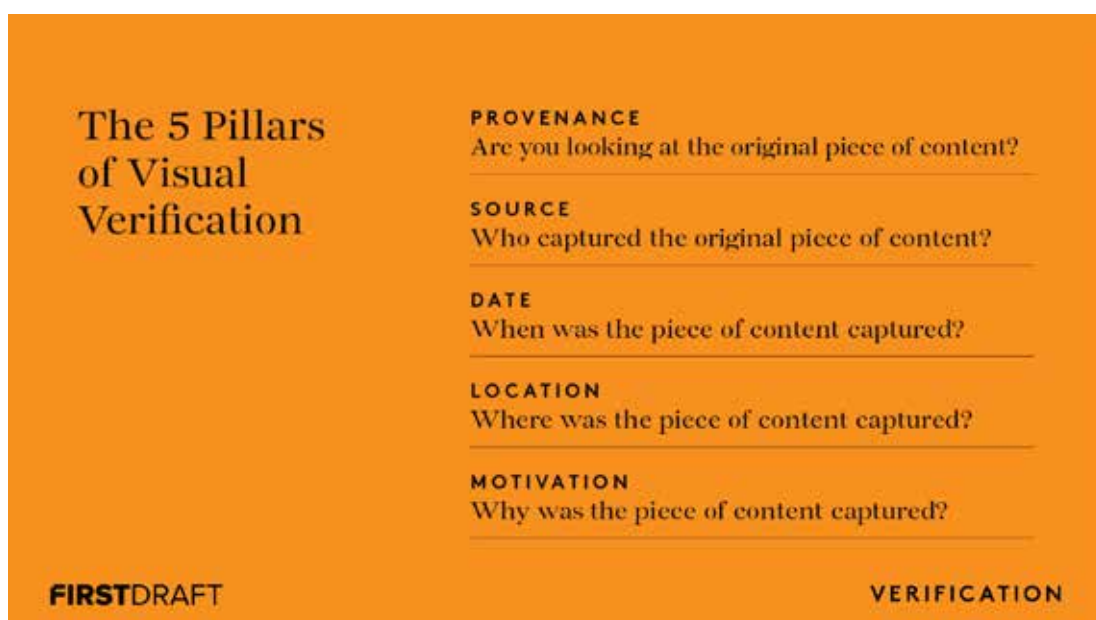
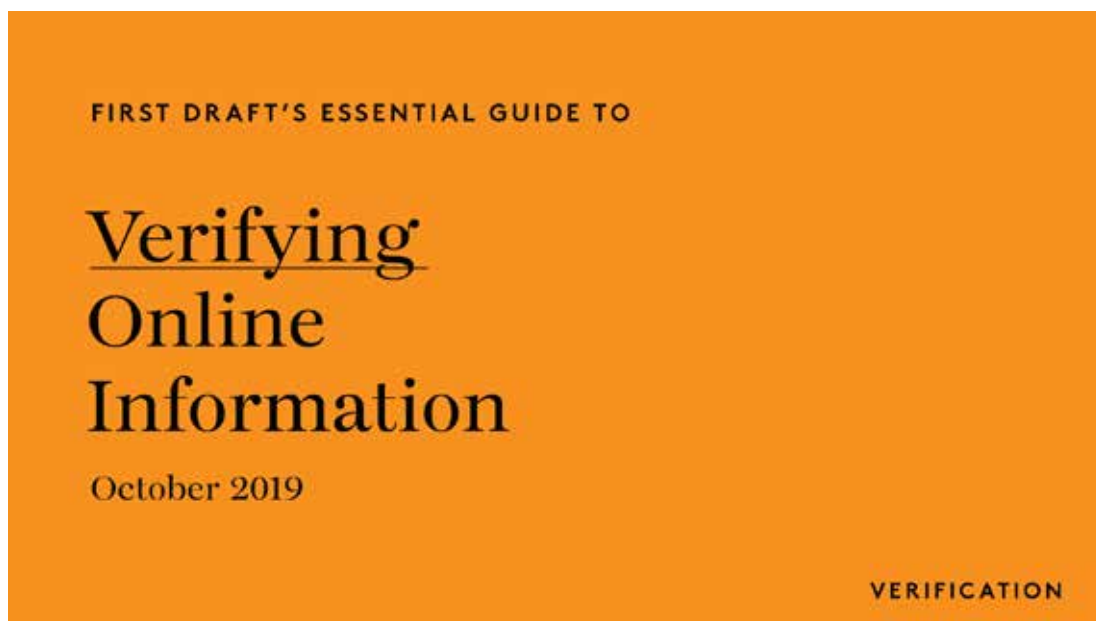
VERIFICATION TRAINING [VIDEO]

Quick Start to Verifying Media

<https://firstdraftnews.org/en/education/course/verification-quick-start/1/>

Verification Training for Journalists

<https://firstdraftnews.org/en/education/course/verification-curriculum/1/lesson-1-intro-wardle>



Source: **First Draft Essential Guide to Verifying Online Information (PDF) 2019**
https://firstdraftnews.org/wp-content/uploads/2019/10/Verifying_Online_Information_Digital_AW.pdf?x32994

Quick Reference Guide (Online): <https://firstdraftnews.org/latest/verifying-online-information-the-absolute-essentials>



MEDIA & SOCIAL MEDIA DISINFORMATION



<https://defyhatenow.org/media-social-media-disinformation-2/>



QUESTIONS TO CONSIDER

What is
disinformation?

How does it
cause harm?

Who benefits
from false
content?

- Is the story balanced / neutral / biased?
- How does social media affect the narrative?
- What rumours or stories have you heard that may be misinformation?
- Where did you hear them – via social media, in person, over the phone, reported in the traditional media (news sites, radio, tv)?

- How does misinformation affect you and the community?
- How do you decide if the story is true or false?
- What tools do you have to verify information?
- Was the story propaganda, and if so who benefits?
- Identify who is the source and question their agenda or intention.



#FACTSMATTER

Hate Speech Sensitisation & Awareness

Critically engaged and media literate readers with the skills and tools to navigate the media.

Stop the spread of disinformation, hate speech and incitement to violence.

- **On traditional media** - publications, radio, ethical journalism
- **Via social media** - engaged citizen bloggers, readers, producers & consumers
- **In private groups** - WhatsApp, Facebook groups
- **Channels and formats** - video / private chat / posts / shares / comments

During the workshop, find examples of each type of misinformation/disinformation:

- False content
- Manipulated content
- Fabricated content
- Ideology related / propaganda / paid
- Taken deliberately out of context
- Manipulated / Hoax / Satire / Parody



#FACTSMATTER EXERCISE

Find examples of misinformation/disinformation, rumour, false or manipulated content, hoax and propaganda stories from Ethiopia. Read these critically, questioning everything from the content and details of the story, the spread and the effect, to show the effects this kind of misinformation and rumours have on the society and inflaming or reducing conflict.

1

What is the story about?

- ☐ Give a brief outline of the details in the story.

2

What category of misinformation?

- ☐ In what ways was the content false, hoax or manipulated?

3

How did it spread?

- ☐ On what channels? WhatsApp groups, Facebook, Twitter, Instagram, etc.

4

What was the effect on you, on your community, on the country?

- ☐ People's emotional response? The spread of the message?
- ☐ Did it lead to violence / retaliation / arrests etc?

5

How was the story addressed?

- ☐ Was the original post retracted / errors fixed / was it republished?



#ACT4PEACE

Each person has an obligation to use Social Media responsibly and use the online mechanisms for reporting hate speech and misinformation online. As with campaigns and initiatives such as #FactsMatter, #Act4Peace can be developed as a campaign-style wakeup call to all users of online platforms to change the narratives in the way things are perceived online and offline. Our “clicks” should go a long way to build peace.

Let us work to have a #HateFreeEthiopia.

4

Civil Society: Social Media Code of Conduct



04 CIVIL SOCIETY: SOCIAL MEDIA CODE OF CONDUCT CONTENTS

#DEFYHATENOW SOCIAL MEDIA CODE OF CONDUCT

GENDER BASED VIOLENCE ONLINE

EXAMPLES ON GENDER BASED VIOLENCE (GBV) PREVENTION,
GENDER EQUALITY & WOMEN' RIGHTS MOVEMENT INITIATIVES

AFRICAN GOVERNMENT LAWS TO FIGHT CYBER BULLYING

HOW 'LOVE SAVVY' ARE YOU?

SAFE SISTERS TOOLKIT

ROLE OF CIVIL SOCIETY INITIATIVES

#DEFYHATENOW | CHAPTER 4

CIVIL SOCIETY: SOCIAL MEDIA CODE OF CONDUCT



QUESTIONS TO CONSIDER

What is cyber-bullying?

How does sexual harassment affect women online?

Why is civil society action & education important?



#DEFYHATENOW SOCIAL MEDIA CODE OF CONDUCT

Please be aware that in most cases what you write, link and refer to online is public and can be shared with anyone. Distinctions are generally not made between 'private' and 'professional' opinions. Statements, tagging or other actions, including 'Liking' comments etc. on Facebook can be interpreted as a direct reflection of your opinion regardless of the context. These actions, even if not your intention, can be taken out of context and be used against you, your colleagues, your work etc.

Agreeing on, and adhering to a common set of guidelines will strengthen your own work in hate speech and online incitement mitigation by helping to identify irregularities, hoaxes or the ways in which rumours spread!

While it is neither possible – nor desirable – to 'police' social media usage, awareness and strict application of these guidelines is in your own personal and professional best interest!

These guidelines are based on the "Journal of Mass Media Ethics" by Shannon A. Bowen (School of Journalism and Mass Communications, University of South Carolina, USA).

Values, Mission and Goals

It is important to talk openly about “why” we are doing this. A social media campaign starts with understanding our values and goals and having it in mind as we prepare to share online. This can help us avoid sharing posts that do not reflect these values, and selecting what and when to share for the most positive impact on social media.

GOALS.

1. Community Engagement.
2. Outreach to new community circles and Ethiopian diasporas in different countries.
3. #HateFreeEthiopia Brand Building (social media engage people online and offline)

BE TRANSPARENT.

Acting in a transparent manner can prevent audiences from being misled about your organisation’s intentions or meanings on social media.

- ☐ Communication should be identified as individual speech or speech on behalf of an organisation.
- ☐ All individuals that contribute social media content for your organisation should be required to identify any personal social media interactions as such.
- ☐ Be upfront if the views being expressed are personal. If you have your own blog or other public website, it’s wise to use a disclaimer like this: “The views expressed on this website/blog are my own and do not reflect those of my institution or its clients.”

BE CLEAR AND CONSISTENT.

Post clear messages.

- ☐ Take responsibility for the content you post. Be consistent in how and when you post, because this allows to build trust and understanding with the audience that is a key component of strong relationships.

VERIFY SOURCES AND DATA.

Be consistently credible.

- ☐ Do NOT use misinformation.
- ☐ Do NOT share or forward rumours or repeat speculation.

CHECK YOUR FACTS.

Check facts on the information you post.

- ☐ You should first verify information and rumours, then consider the content of your posts rationally before posting.
- ☐ Try to examine messages from all possible perspectives to prevent misunderstanding or misinterpretation.

BE ACCURATE.

Posts should be accurate and fact-checked and capable of substantiation.

- ☐ If you make a mistake, ensure you correct it promptly. It is important to reference the earlier comment because even if the erroneous comment has been deleted, someone may have saved it as an image.

BE FAIR AND RESPECTFUL.

Never post malicious, misleading or unfair content about your organisation, colleagues, competitors or other stakeholders.

- ☐ Do not post content that is obscene, defamatory, threatening or discriminatory to any person,

individual, brand or tribe. Do not post comments that you would not say directly to another person and consider how other people might react before you post. If you do respond to published comments that you may consider unfair, always be accurate and professional. Remember to be authentic, constructive and respectful.

BE PROFESSIONAL.

Always act in a professional and constructive manner and use sound judgement before posting.

- ☐ Stay polite in tone and respectful of individuals' opinions, especially when discussions become heated.
- ☐ Show proper consideration for other people's privacy.

BE GOOD.

Encourage the good, helping to build connectedness, engagement, and community.

- ☐ Following this logic, with every post, consider your intention, which should reflect the organisation's philosophy and social media goals as well as simple consistent peaceful & good intentions.

BE SMART.

Respect other people's intellectual property, including trademarked names, slogans and copyrighted material.

- ☐ Assume that all content online is protected by copyright.
- ☐ Make sure you have permission to post copyright items, properly attribute the work to the copyright owner where required, and never use someone else's work as if it were your own.
- ☐ Respect all laws and regulations re: copyright, IP, privacy and spam when publishing on social media.

#defyhatenow Social Media Channels

Twitter: @defyhatenow + @defyhatenowEA

Facebook: defyhatenow

<https://defyhatenow.org>

Social Media Responsible Use Guidelines

SOCIAL MEDIA CONTENT GUIDE

Every tweet, post, comment, or reply should be:

- ☒ Positive and courteous to the online community
- ☒ Simple and easy to understand
- ☒ Engage and encourage participation through questions or calls to action.
- ☒ Non-political / politically neutral
- ☒ Proper language, grammar, and format (slang is ok, but may not be understood)
- ☒ Visually stimulating (photo, quote, or video)
- ☒ Use hashtags (#), handles (@name), and tags to highlight sources and trends



GENDER BASED VIOLENCE ONLINE

Social media platforms have altered the landscape of media and communications in Ethiopia through offering opportunities for activists to amplify their voices, bridge the gender gap on policy dialogue, and as a form of empowerment space through creating resources and networks for organizing that the traditional media doesn't offer.

While social media can play a pivotal role in addressing issues of gender inequality by encouraging open discussion and dialogue on topics such as discrimination, sexual harassment and violence against women, on the other hand, tactics of online harassment such as victim shaming, intimidation and invocation of established stereotypes, biases, and prejudices hinder a meaningful public dialogue on these same issues.

Furthermore, the limited access to the Internet and the government-mandated blackouts adds another challenge to building a safe online infrastructure without censorship of citizen's voices to dialogue and debate. The COVID-19 pandemic has also revealed the unequal battlefield that many civil society organizations, human rights defenders, and feminist activists operate in terms of access, use, and representation on the Internet, as it replicates the already existing lack of resources and oppressing environment on the ground.



EXAMPLES ON GENDER BASED VIOLENCE (GBV) PREVENTION, GENDER EQUALITY & WOMEN' RIGHTS MOVEMENT INITIATIVES

The Yellow Movement AAU

The Yellow Movement is an initiative by students of the School of Law of the Addis Ababa University and their lecturer. It was established in 2011 with the aim of creating continuous discussions on issues of Gender-Based Violence and empowering women. Even though student-led clubs are common in many higher education institutions, this initiative is the first of its kind in the country. The initiative has over 35 core members, both male and female, and many more volunteers that engage with the team online as well as offline.

The Yellow Movement inspires students to take action for the change they want to see on their campus, city, and their nation. The Yellow Movement holds regular discussions and campaigns to raise awareness for equal rights, opportunities, and better treatment of girls and women. Some of the activism campaigns are #PagumeActivism that is held every year in the 13th month of the Ethiopian Calendar, and #16daysofactivism campaign joining the international annual 16 days of activism against Gender-Based Violence that kicks off on 25 November can be mentioned amongst others. The Yellow Movement is actively working in 3 universities (Addis Ababa, Hawassa and Mekelle) in Ethiopia.

Facebook: https://www.facebook.com/TheYellowMovementAau/?ref=page_internal

Instagram: <https://www.instagram.com/theyellowmovementaau/>



Source: The Yellow Movement Facebook Page #PagumeActivism



Source: The Yellow Movement Facebook Page, #16daysofactivism international campaign against Gender-Based Violence.

ይኸኖ (Yikono)

#ይኸኖ is a community movement that is fighting against gender-based violence and advocates for equal rights of women and young girls in the Tigray region. The term ይኸኖ (Yikono) means enough. #ይኸኖ (Yikono) was first initiated by calling a protest march in Mekelle city, where different women joined the march by displaying the multiple forms of violence women face. #ይኸኖ (Yikono) team also hosts roundtable discussions with residents of Mekelle city aimed at raising awareness about violence against women and young girls.



Facebook: https://www.facebook.com/GBVYikono/?ref=page_internal

Kelela Guides

Kelela is an open-source digital platform that produces different tools and content to fight against social problems that are often absent from public discussions and awareness. Kelela was initiated during the time of the international #metoo movement to address the communication barriers that exist between children, parents, caretakers, and teachers. The Kelela platform was founded by Selam Mussie, who is a media and communications professional with gender expertise. The Kelela platform is supported by many volunteer professionals who share the same vision and strive to solve issues of GBV and women's rights.

It all started when Selam shared stories of two of her friends on her personal Facebook page about the sexual abuse her friends faced when they were children and how it has affected their lives, particularly as adults. Following those stories, Selam received many messages from several women, telling her their stories and how they felt heard and understood for the first time.

One of the significant outcomes of the initiative is the Kelela Guides, which offers multiple resources and tools to teach families, caretakers, and teachers about child sexual abuse and ways of prevention and intervention. Kelela Guides are currently available in four languages; Afan Oromoo, Amharic, Tigrinya and English. Afar and Al Somali will be available soon.

website: www.kelela.org

Telegram: <https://t.me/kelelaguides>

Facebook: <https://www.facebook.com/kelelaguides>



Yegna: 'The Sound of Change'

Yegna, Girl Effect's multi-platform youth brand in Ethiopia, tackles these issues through its radio drama and talk show, TV drama, digital channels, and music. Yegna encourages positive behavior change for girls in Ethiopia by tackling real-life challenges through stories and music.

<https://global.girleffect.org/what-we-do/youth-brands/yegna/>



AFRICAN GOVERNMENT LAWS TO FIGHT CYBER BULLYING

November 16th, 2019

By Cyril Zenda

Both Nigeria and Tanzania passed laws to deal with cyber bullying in 2015, followed by Botswana and Uganda in 2017 and then Kenya in 2018. For Zambia and Rwanda and many other countries, the laws are still a work in progress.

With many African cultures placing a lot of emphasis on female chastity, cyber bullying – which is now seen as a growing form of gender-based violence – has been identified as a serious threat to women, including their potential to be leaders.

Koliwe Majama, an African media, internet and communications expert says the sharp rise in technology-related violence against women and its normalisation has made the use of the Internet a gendered issue. "It has, of necessity, become imperative that women get to the fore of the debate on cyber-security instead of leaving it solely to governments and the financial/business sector as is the case in national and regional governance forums," said Majama.

Source: <https://www.fairplanet.org/story/hope-for-african-women-as-more-governments-make-laws-to-fight-cyber-bullying/>



HOW 'LOVE SAVVY' ARE YOU?



DW #mediadev online exercise: quiz & sextortion video

<https://www.dw.com/en/take-the-media-literacy-quiz/a-46019272>



SAFE SISTERS TOOLKIT



<https://safesisters.net/>

Safe Sisters is a fellowship program for women human rights defenders, journalists or media workers, and activists that trains them to be able to understand and respond to the digital security challenges they face in their work and daily life. Through a combination of self-study, tool practice, mentorship, workshops, peer sharing, and small grants, these cohorts of women will join forces to take on the most pressing digital challenges that keep women from being able to live and be online safely.

It's hard enough being a human rights defender without having to worry about our technology betraying us. It's not possible to expect everybody to keep up with the steps necessary to avoid viruses, loss of important files, spying, hacking, blackmail, account hijacking, and other unfun digital emergencies. On top of that, women human rights defenders especially face cyber-harassment and bullying online. East Africa needs a league of women technologists working within civil society who can dispense appropriate advice and support for people facing these high-tech challenges. And that's exactly what we hope to create with Safe Sister!

Download Safe Sisters Toolkit:

<https://safesisters.net/wp-content/uploads/2019/04/Safe-Sister-Guide-revised.pdf>

Safe Sisters in Amharic:

<https://safesisters.net/2020/10/19/safe-sisters-guide-now-in-amharic/>

Safe Sisters content: Internews. Safe Sister images by Pollicy. Thank you Haley Slafer.



ROLE OF CIVIL SOCIETY INITIATIVES

Civil society plays a critical role in advancing the protection and promotion of human rights – even where this may not be a central part of their mandate. Their activities can be central in responding to ‘hate speech’ as they can provide the space for formal and informal interactions between people of similar or diverse backgrounds, and platforms from which individuals can exercise freedom of expression and tackle inequality and discrimination.

At the local, national, regional and international levels, civil society initiatives are among the most innovative and effective for monitoring and responding to incidents of intolerance and violence, as well as for countering “hate speech.”

Civil society initiatives are often designed and implemented by the individuals and communities most affected by discrimination and violence, and provide unique possibilities for communicating positive messages to and educating the public, as well as monitoring the nature and impact of discrimination. Ensuring a safe and enabling environment for civil society to operate is therefore also crucial.

Quick Reference Examples of Ethiopia Civil Society org / NGOs

#PagumeActivism campaign

by Yellow Movement raises awareness of gender based violence and other inequalities.

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

Mariam Seba Products Factory (MSPF)

Mariam Seba Products Factory (MSPF) is a social-impact organization in Ethiopia, that manufactures reusable sanitary pads for girls and women, many of whom do not have access to feminine hygiene products. MSPF was founded by Freweini Mebrahtu was CNN hero of the year in 2019, “For her work to change the cultural stigma around women's periods. Freweini's belief that no girl should miss school because of a period is resonating on a global scale in a big way.”

<http://mariamseba.com/#about-us>

Kelela Guides

Kelela is a platform that produces different tools and content to fight against social problems that are often absent from public discussions and awareness.

website: www.kelela.org

Telegram: <https://t.me/kelelaguides>

5

Peacebuilding & Technology



05 PEACEBUILDING & TECHNOLOGY CONTENTS

PEACEBUILDING & TECHNOLOGY EXAMPLES

PEACETECH EXAMPLES

#WIKIPEDIA4PEACE

#DEFYHATENOW | CHAPTER 5

PEACEBUILDING & TECHNOLOGY



PEACEBUILDING AND TECHNOLOGY EXAMPLES

#TECH4PEACE

#PeaceTech, #Tech4Peace are terms and tags used to refer to people and communities using technology in the processes of peacebuilding, rather than using technology as a tool to ignite conflict.

“PeaceTech’s point of departure is that technology, per say, is not inherently good or bad, powerful or not; it is people’s decisions that have the power to design, use or misuse technology – and influence where it leads us” **Berns, J. A Forum for Peace and Security in the 21st century: Build Peace Forum, March 2015.**

<http://buildingpeaceforum.com/site/wp-content/uploads/2015/04/PeaceTech.pdf>

#PeaceHackCamp

The first **#PeaceHackCamp** was held in 2015 in Juba, South Sudan as a free and public event to bring people from all sections of society to act upon and celebrate their own ways to create peace.

Hack, or hacking is a term which originally means to tinker: finding new and innovative solutions to any kind of problem. By ‘hacking’ for peace, where peace is elusive, a **#PeaceHackCamp** can help open a window of opportunity for different communities to get together and openly brainstorm on peacebuilding – and linking this with both offline and online activities.

After South Sudan the **#PeaceHackCamp** idea spread to South America and Asia, as well as to other parts of Africa! As a way to network with peers from other regions in African and internationally, young innovators, peacebuilders, technology and open culture advocates can come together to hack, code, make and collaborate for peace!

Let’s do a **#PeaceHackCamp** – a unique opportunity for people in Ethiopia!

The HyracBox a “Hotspot for Change”

The HyracBox is a mobile, portable, RaspberryPi powered offline mini-server for trainers and facilitators to use in remote, crisis or offline environments where access to the internet is challenging. With the HyracBox multiple users can access all #defyhatenow materials, including the full contents of the Field Guides, along with a multitude of further open educational resources (OERs), websites and pieces of training using a standard WiFi connection from any mobile device.

As internet shutdowns, technical infrastructure, distribution and access to information are often challenges in more remote areas the HyracBox presents an opportunity to enhance IT and media literacy skills. The HyracBox allows trainers to sensitize their communities on information, resources, and opportunities. It’s a “Hotspot for Change” that can be taken anywhere, where project coordinators and partners can also load new information, videos and other freely available online media to share this content for free, bringing important media content off-grid.



Example: The Story of South Sudan and the Hyrac Box

<https://medium.com/@hyractable/power-of-one-the-story-of-south-sudan-and-the-hyracbox-39978c6c3374>

HyracBox

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



PEACETECH EXAMPLES

Citizen Evidence Lab, Amnesty International

Citizen evidence" includes images, videos, satellite imagery, large data sets and other material showing a potential human rights violation that has been collected by someone other than an official human rights investigator.

Frequently shared publicly through social media networks like Twitter, Facebook and YouTube, this sort of documentation often exposes in great detail crimes that might have otherwise gone unnoticed. Although access and technology for gathering citizen evidence are constantly improving, there is also more disinformation that requires multiple data sources or tools to debunk.

<https://www.amnesty.org/en/latest/news/2019/12/amnesty-international-updates-citizen-evidence-lab-for-cutting-edge-open-source-human-rights-investigations/>

Internews

Internews is an international nonprofit organization that empowers people worldwide with the trustworthy, high-quality news and information they need to make informed decisions, participate in their communities, and hold power to account. Internews' work counters disinformation on multiple fronts to make sure that people get the accurate information they need to make good decisions. Internews has supported the development of thousands of media outlets worldwide, including radio and television stations, newspapers, mobile news networks, and online news sites, together with local partners.

<https://internews.org/>

The Sentinel Project: Hatebase

Hatebase is the world's largest online repository of structured multilingual, usage-based hate speech. It is an attempt to create a repository of words and phrases that researchers can use to detect the early stages of genocide and remains in active development.

Hatebase offers two main features: a Wikipedia-like interface which allows users to classify and record location-specific "sightings", and an authenticating API that allows developers to mesh Hatebase data with other tools for genocide prevention.

<https://thesentinelproject.org/projects>

PeaceTech Lab

PeaceTech Lab works to reduce violent conflict using technology, media, and data to accelerate and scale peacebuilding efforts. PeaceTech Lab East Africa has developed tools to limit media incitement to violence as well as to monitor and counter hate speech also in collaboration with #defyhatenow, including reports and the PeaceTech Lab Social Media and Conflict in South Sudan, a Lexicon of Hate Speech Terms.

<http://www.peacetechnology.org>

Waayama Early Warning Software

Waayama Early Warning Software (Nigeria) provides local communities with a cloud-based early warning platform to systematically collect, analyze and communicate quantitative and qualitative information on current or impending threats to human security. Waayama is intended for micro-level or community-based early warning, with the goal to foster successful early response to prevent violence.

<http://www.earlywarningnigeria.org/>



#WIKIPEDIA4PEACE

Why Wikipedia?

#defyhatenow initiatives have trained students on writing and editing information about topics that are important to them on Wikipedia – the world's online global encyclopedia. Many themes and regions are still underrepresented on Wikipedia – many articles and entries are just 'stubs' which are basically simple place holders, where even entries about many major towns, regions and themes only feature a couple of lines. Wikipedia is one of the most used and visited websites, on which much content about Ethiopia is created by outsiders. Getting groups with divergent views of issues, working in teams, strengthening writing and research skills – and putting your voice onto the internet are all powerful ways of strengthening both peace and important personal skills!



Credit: Hakim George, Wikipedia for Peace, University of Bahr el-Ghazal, Wau, South Sudan, 2017

#Wikipedia4Peace example from South Sudan: the Wunlit Peace Conference

https://en.wikipedia.org/wiki/Wunlit_Peace_Conference

#Wiki4Refugees Editathon Example from Uganda: Mapping Refugee Settlements

A collaborative online editing activity aimed at gathering diverse stakeholders from Refugee Settlements in Uganda to co-create and collectively improve information about Refugee Settlements on Wikipedia

[**https://outreachdashboard.wmflabs.org/courses/Wikimedia_Community_User_Group_Uganda/Wiki4Refugees_Uganda_Editathon_\(September_2020\)**](https://outreachdashboard.wmflabs.org/courses/Wikimedia_Community_User_Group_Uganda/Wiki4Refugees_Uganda_Editathon_(September_2020))

6

Identity & Context



06 IDENTITY & CONTEXT

CONTENTS

ROLE OF MEANINGFUL INTER-GROUP DIALOGUE

QUESTIONS FOR GROUP DISCUSSION

PYRAMID OF HATE

#DEFYHATENOW | CHAPTER 6

IDENTITY & CONTEXT



ROLE OF MEANINGFUL INTER-GROUP DIALOGUE

Sustained and effective dialogue between distinct groups, in particular between communities of different religions or beliefs, can serve as an effective preventative measure, by achieving the alleviation of tensions or suspicion between groups.

A lack of meaningful inter-group communication, and the isolation and detachment of which this is a symptom, is often identified as a significant contributing factor to inter-group tensions, where 'hate speech' is more prevalent, and incitement to violence, hostility, or discrimination more likely.

This may be particularly effective in contexts where:

- There is a history of inter-group tensions escalating into incitement of, or
- Actual, incidents of violence and discrimination.

In order to be effective;

- Dialogue must provide the spaces for a genuine exchange of views.
- Enable the discussion of differences and disagreements.
- Dialogue must also be inclusive, allowing for community representation beyond "traditional" leaders and especially bringing the voices of women, girls, youth, and displaced/minority communities to the forefront.

Informal exchanges between communities, for example in the context of sports or cultural exchanges, or designed to address practical issues of common concern, can also prove to be important trust- and relationship-building exercises. The impact of inter-group dialogue and communication initiatives can be enhanced where they receive public support from government and policy makers and religious leaders.

Outside the context of formal or informal "dialogues", representative of different communities, in particular religious leaders and other community leaders, should be empowered to speak out in response to intolerance and discrimination. This is particularly important where proponents of intolerance and discrimination portray themselves as representative of, or acting on behalf of, specific communities or interest groups. Religious and community leaders are well placed not only to refute these claims of representation, but also to substantively engage with and challenge an individual's position, and thus offer a persuasive counter-narrative.

Prejudice Awareness

Societies across the globe are comprised of countries with different ethnic, religious or cultural groups and sometimes these groups feel like they do not fit together. This may be due to historical, colonial legacy or more recent events. This leads to tension which in turn may lead to conflicts.

Identity based conflicts are hard to manage as identities are complex. We are often aware of the aspects of our identities that are targeted by a dominant group in society. We are hence predisposed to be prejudiced and hold biases towards groups of people we haven't interacted with beyond a certain level. Our identities are not static, we negotiate them on a daily basis. Our identities as a member of a group can be challenged or threatened at the individual level, in a one - on - one interaction with a member of the dominant group just as easily as the entire group we belong to, can be challenged or threatened at the

national or international level.

The reason why we need to learn about identity and be aware of prejudices is to help us manage our differences and emerging conflicts. Being aware of your own identity, understanding what this identity means to you and learning how to accept others' identity are essential components of conflict prevention and significant considerations when managing conflicts.

General Assumptions Regarding Prejudice (Cotton, 1993)

- Prejudice is learned and can be unlearned
- An effective method of addressing prejudice is to focus on the self and then to explore similarities and differences between groups
- People who feel good about themselves do not need to denigrate others
- Facts alone do not lead to improved intergroup relations. This requires education focusing on cooperative learning and critical thinking.

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QUESTIONS TO CONSIDER

Who am I?

How do
you identify
yourself?

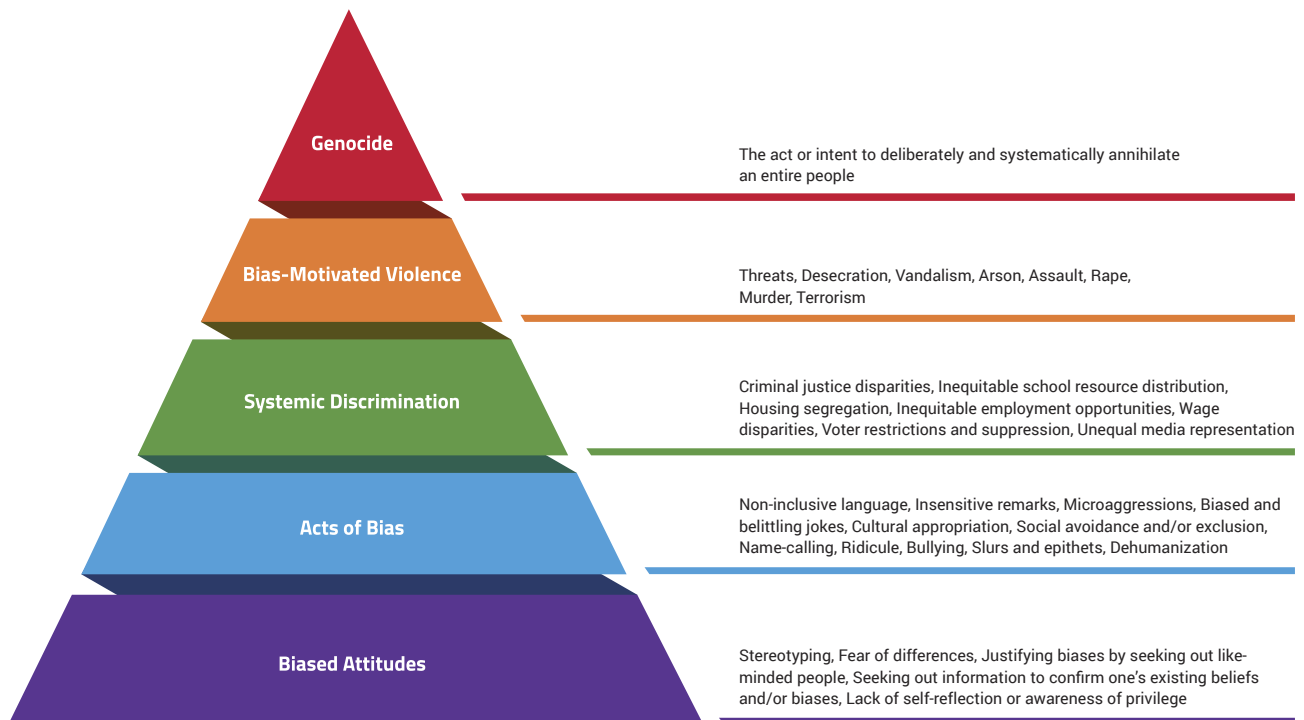
Who are we?

- How would you describe your cultural background and upbringing?
- How do you identify yourself? (age, tribe, race, political, religion, gender?)
- What values and traditions were important to your family and community groups?
- What are the benefits and challenges to identifying with a certain group?
- Examine key aspects of your identity in relation to environment, circumstance & experience
- Layers of identity: Broader perspective vs personal perspective
- Communal/tribe/political/religious/professional identities - blurred across various lines



PYRAMID OF HATE

The Pyramid shows biased behaviors, growing in complexity from the bottom to the top. Although the behaviors at each level negatively impact individuals and groups, as one moves up the pyramid, the behaviors have more life-threatening consequences. Like a pyramid, the upper levels are supported by the lower levels. If people or institutions treat behaviors on the lower levels as being acceptable or “normal,” it results in the behaviors at the next level becoming more accepted. In response to the questions of the world community about where the hate of genocide comes from, the Pyramid of Hate demonstrates that the hate of genocide is built upon the acceptance of behaviors described in the lower levels of the pyramid.



Pyramid of Hate ©2019 Anti-Defamation League

7

Art 4 Peace: #Artivism



07 ART 4 PEACE: #ARTIVISM

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QUESTIONS FOR GROUP DISCUSSION

STRATEGIES FOR CULTURAL PEACEBUILDING

#DEFYHATENOW SOCIAL MEDIA #PEACEJAM

#DEFYHATENOW COMBATING HATE SPEECH THROUGH THE ARTS

SPOKEN WORD / POETRY SLAMS

ART AND SOCIAL CHANGE

#DEFYHATENOW | CHAPTER 7

ART 4 PEACE: #ARTIVISM

?

QUESTIONS TO CONSIDER

How does culture affect peacebuilding?

Can art contribute to lasting peace?

Why is #Activism important to society?

- How do cultural activities contribute to peacebuilding?
- What are the common elements of these activities?
- How do they connect to your understanding of peace?
- Are they successful in realising the aim of building peace?
- Sketch your ideas to connect cultural activities with peacebuilding.



STRATEGIES FOR CULTURAL PEACEBUILDING

The following are some #defyhatenow examples of activities developed around the concept of peacebuilding through grassroots community action. These are listed to offer more inspiration to form your own creative approach to peacebuilding. Copy, mix or share them ... or make up your own activity!

Social Media #PeaceJam

A #PeaceJam is a community oriented peacebuilding event, process, or activity where people, typically youth, cultural actors and anyone interested in peace and cultural dialogue get together to share their ideas, visions and hopes for the future - and to make new friends and connections. They get together and "jam" for peace online, much the same way musicians get together for a jamming session to create new music. So a #PeaceJam can be based on an agreed action or things suggested by one participant - like dances, theatre, songs or completely different forms of collaborative action ... or may be wholly improvisational - there are no rules, except getting as many participants together online at a certain moment to push a message of peace and collaboration!

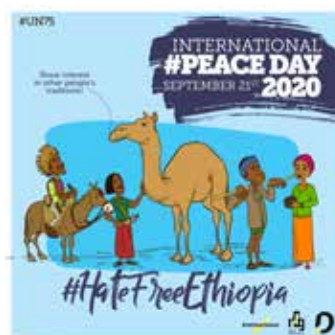
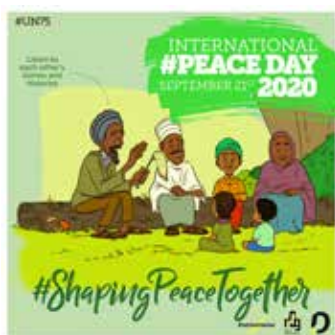
How to make a #defyhatenow Social Media #PeaceJam?

Anyone can start a social media #PeaceJam by organising an event or simply by sharing your own peace messages online. Link your #PeaceJam to any kind of global peace event to reach a wider audience and have greater impact with your message. Examples: UN World Peace Day, 21st September; World Press Freedom Day, 3rd May; International Women's Day, 8th March.

Use **#PeaceJam** **#Act4Peace** and **#defyhatenow** hashtags on your social media posts to help track the use of online channels for positive cultural change to gain a better understanding of the social media peace landscape.

Harness the power of social media to promote peace; online and offline with **#PeaceJam**

Bring friends and communities in Ethiopia and worldwide together to **#defyhatenow** **#PeaceJam** on Facebook, Twitter, Blogs, Instagram, WhatsApp to be a social media Peace Ambassador.



#DEFYHATENOW COMBATING HATE SPEECH THROUGH THE ARTS

#Peace4ALL music video



#defyhatenow #Peace4ALL Music Video, Rhino Camp Uganda 2017

The #PeaceVillage uses music to send positive and educational messages to people by discouraging hate speech online and offline. The music program was designed to break down the prejudices in South Sudanese communities and foster a culture of reconciliation. #Peace4ALL video recorded at Luruja, Terego (Rhino camp). The key singers are Sherry Zania (Aurora), Ronald Luete (Ronny Riddimz) and Adams Mandela (FreeBoy). Video shot by Benchmark films montage (P4A Camera shots by Yass Alman, directed and edited by AB soft.)

<https://youtu.be/DxZ-r2tM5-Y>

#ThinkB4Uclick (Think Before You Click) is an awareness campaign that aims at pointing out the dangers of misinformation, fake news and hate speech with a focus on South Sudan. The campaign aims to discuss with the public the consequences of hate speech and how it can be mitigated through individual actions that aim at creating safe spaces online and offline for citizens to interact with each other and discuss matters in a fruitful and informed manner. Artist : Free-Boy and Sherry Zania Lyrics : Free-Boy Adams Producer : Benchmark Films, Arua, Uganda

#ThinkB4Uclick Video

https://youtu.be/UMz6s_m0q_I

DEFY! The Film



DEFY! tells the fictional story of senior politician Honourable David's new found passion for social media and the risks that come with using these platforms to spread propaganda and rumours.

Starring Silvano Yokwe, Doker Stephen, Winnie Joseph, Nicole Mariam
Produced by SKP South Sudan, Bilpam Studios with r0g_agency
Director Egily Hakim Egily Written by Sam Lukudu

<https://youtu.be/vpvsIQTHBSI>



SPOKEN WORD / POETRY SLAMS

Shadow Performance by Girls4Art



<https://youtu.be/XdfUbMdJPeM>

Spoken Word Events by Lena Coco Kovats

Whether you're screaming
or barely whispering,
frantically moving your arms
or don't even want to be seen,
you have a story to be told.

Whether it's spoken word
or poetic Rhimes,
especially in these times

Exercise Example: How to make your own 'Elevenie' by Lena Coco Kovats

Create an eleven word poem in 5 lines:

- ☐ Topic can be random.
- ☐ First line write 1 word, second line 2 words, third line 3 words, fourth line 4 words and the fifth line 1 word again.
- ☐ Then read them out loud to your audience!

Example: World Philosophy Day 2019, Buea Cameroon

Shadow Performances by Girls4Art at the Spoken Word Events with Cameroonian artist Mac Alunge, a quarterly national and bilingual platform for the expression of Spoken Word Art and other forms of Creative Stage Performance Arts.

<https://www.sysyhouseoffame.org/>

<https://strawacademy.org/>

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



ART AND SOCIAL CHANGE

#AnaTaban

Campaign and movement started by young South Sudanese creatives to support the 'taban/tired' people of South Sudan.

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

Open to all, based on the following values:

Solidarity

Ana Taban stands with our brothers and sisters, especially those who are marginalized and suffering.

Courage

Ana Taban believes in speaking out against injustice.

Integrity

Ana Taban will promote transparency and accountability.

Citizenship

Ana Taban loves our country and believe ALL citizens should be valued and respected and need to work together to build South Sudan.

Non violence

Ana Taban stands for peaceful activism and believes violence is not the solution to any problems in South Sudan.

No political alignment

Ana Taban is impartial, neutral and not affiliated with any political party.

#BeTheChange

Any form of creative self-expression is one way to empower ordinary citizens to mobilise action. The use of technology and digital media has allowed art movements to grow with unprecedented speed and access. Social media can be used to change deeply rooted stereotypes and prejudices by giving a platform for those who were often silenced or had no vehicle for their message. This leads to the birth of new creative online art movements where people break down long-established barriers. Many art movements are working to facilitate new perspectives, cultivate dialogue and build a culture of empathy through creative connections and expression.

Arterial Network - Art for Social Change

Africa-wide arts platform that works against poverty and for human rights on the continent. Arterial Network is a dynamic Pan-African, civil-society network of artists, cultural activists, entrepreneurs, enterprises, NGOs, institutions, and donors active in Africa's creative and cultural sectors.

<http://www.arterialnetwork.org>

#BlackLivesMatter

The Black Lives Matter Global Network is a chapter-based, member-led organization whose mission is to build local power and to intervene in violence inflicted on Black communities by the state and vigilantes. We affirm the lives of Black queer and trans folks, disabled folks, undocumented folks, folks with records, women, and all Black lives along the gender spectrum. Our network centers those who have been marginalized within Black liberation movements.

We are working for a world where Black lives are no longer systematically targeted for demise. We affirm our humanity, our contributions to this society, and our resilience in the face of deadly oppression. The call for Black lives to matter is a rallying cry for ALL Black lives striving for liberation.

<http://blacklivesmatter.com/about/>

8

Trauma Healing



08 TRAUMA HEALING

CONTENTS

COMMUNITY BASED UNDERSTANDING OF TRAUMA AND HEALING

BUILDING PSYCHOLOGICAL RESILIENCE

MENTAL HEALTH SELF-CARE KIT

TOOLS AND TECHNIQUES FOR SELF-MANAGEMENT

WHAT IS TRAUMA?

CAUSES OF TRAUMA

MENTAL HEALTH & SOCIAL MEDIA

SECONDARY (OR VICARIOUS) TRAUMA

SOURCES & RESOURCES

#DEFYHATENOW | CHAPTER 8

TRAUMA HEALING

A community based understanding on Trauma and the healing process

This Trauma Healing Guide was created in response to the experiences of South Sudanese refugee communities living in Rhino Camp, Arua District, Uganda by psychologist Sharlotte Ainebyoona Kigezo, working with Platform Africa, a community based media and social action organisation..

How to recognise symptoms and develop health coping mechanisms? A Mental Health self-care kit for protecting the brain is proposed to help build healthier coping mechanisms and support networks for resilient communities & individuals.

Trauma and social media as a trigger in the healing process is discussed in relation to mental health and social media. Protective factors using social media to create mental health awareness and build healing patterns are proposed.

Vicarious (or secondary) trauma acquired from ongoing contact with traumatic content is also addressed.

“

It is common for people to have experienced stressful and upsetting events. Even if those events happened to you a long time ago; those events can still affect how a person thinks and feels today. Things that happen to us can affect how we react to other people and situations many years later. Trauma is the person's experience of a situation – how they think and feel about it afterwards, it's the situation itself. No two people will have the exact same reaction to a given situation and no reaction is wrong or shameful.

”

Lynn A. Kovich

State of New Jersey: Department of Human Sciences, Trauma Assessment (July: 2015)



BUILDING PSYCHOLOGICAL RESILIENCE

Psychological resilience is the term used for adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress. For a person on the journey of healing from trauma, keeping an aware mindset from triggers and their contributions to mental stress is important as it allows for resilience to be applied in the right measures.

Building resilience goes hand in hand with positive thinking and taking action to make yourself stronger emotionally and mentally. These activities will help maintain your mental calm and strength, as both a therapeutic technique and a form of relief for care-givers / parents / trainers of people who have experienced trauma and give signposts to guide you along the road to healing.

Practice calmness through breathing exercises

This can be done through various breath exercises that relax the mind by focusing on the breath and thinking calming thoughts in moments of a trigger.

Participate in writing storytelling activities

Storytelling in the form of written or spoken word is a powerful form of trauma treatment, especially easy to access now with the introduction of blogs and podcasts. When one shares their story, it allows for recognition, and being heard contributes to build confidence and identity. Allow storytelling to happen in sharing groups, as this strengthens independence in the recovery process.

Be intentional about reflective activities

The purpose of reflection is to guide the mind and be able to pay attention to thoughts that may be influencing behavior. Reflective thought steers guidance and allows for one to redefine their purpose and be able to have more reason to live other than that which is being illuminated by the trauma.

Some simple questions that could help in guiding reflective thought are;

- Who are you?
- What made you get up in the morning
- What keeps you awake at night?
- When are you most alive/lively?
- What is your purpose?
- How is your purpose in line with your current journey?
- What is blocking you from your purpose?
- What is your greatest resource as you fulfill your purpose?



Nourish yourself

A well nourished brain has little time for setbacks. But even when the setbacks come, nourishment allows for a smooth bouncing back process. Nourishment comes in forms of reading and learning educational emotional skills, journaling, keeping gratitude lists & connecting to one's inner self (through meditation, breathing exercises & physical exercise).

Foster Wellness

Stress can take a toll on our mental and physical health. Adopting a positive lifestyle with an intentional self-care kit helps our bodies and brains adapt, especially in relation to trauma healing.



MENTAL HEALTH SELF CARE KIT

Keeping the peace around you

Identify unhealthy coping mechanisms

- ☐ Social withdrawal
- ☐ Over sleeping
- ☐ Over eating sweets or fatty foods
- ☐ Over using medication
- ☐ Over using drugs (alcohol, cigarettes, opioids)
- ☐ Taking out stress on others verbally or physically

Adopt healthy coping mechanisms

- ☐ Physical exercise
- ☐ Joining a sports team in school or the community
- ☐ Going for walks
- ☐ Engaging in chores

Building and maintain relationships

- ☐ Joining church service teams (choir, church cleaning team, usher)
- ☐ Arranging meetups with friends and community members
- ☐ Signing up for school clubs
- ☐ Consider volunteer work but also allow to join giving back to the world activities, in a way that's profoundly satisfying

Develop a “stress relief” kit

- ☐ Take walks in nature
- ☐ Meditate
- ☐ Put your thoughts into words or paintings (poetry, music, stories, art, drawings)
- ☐ Keep a journal or diary
- ☐ Learn a habit of reading
- ☐ Make a cup of tea or coffee when it gets a bit too overwhelming
- ☐ Talk with a friend or professional counsellor if you are struggling to cope



TOOLS AND TECHNIQUES FOR SELF-MANAGEMENT

PEACE FORMULA

The PEACE Formula for resilience is an easy-to-remember model you can use to check in with yourself on a regular basis about how you are approaching things and your attitude towards yourself. It's about directly ensuring you're making wise choices about how you use your time and energy. When working with challenging material, step back to ask yourself these questions:

Pace

- How fast am I going?
- Can I keep up this level of intensity?
- Where are the spaces for reflection and recharging?

Energy

- What are my energy patterns?
- Am I able to organise things so I'm tackling the most challenging material when my energy and resources are higher?
- Am I listening to my body when my energy is lower?

Accepting... and... Adapting

- If I'm having a difficult experience or am vaguely aware of problem signs, what might I need to accept that I may have been refusing to acknowledge?
- How could I adapt to take account of my needs so I can be more resilient in the long run?

Choice

- Where can I choose to focus my attention?
- What can I choose to let go of (perhaps just for now)?
- What do I want to ask for in terms of support?

Esteem

- What kind of messages am I giving myself?
- For example, am I giving myself a hard time for struggling with distress?
- Can I remind myself that I'm good at what I do and am not failing but am taking care of my overall resilience?

BREATHING AND OTHER MINDFULNESS-BASED TOOLS

Focusing on your breathing can help to calm and regulate your bodily reactions and give you a sense of being anchored. Ways to do this include:

7-11 BREATHING

Breathe in to the count of seven and out to the count of eleven and repeat until you begin to feel more in control. Thereafter continue to simply follow the normal rhythm of your breath.

The three-step breathing space can be used before, during or after a difficult task or period of challenging work:

Prepare yourself by closing or lowering your eyes and noticing the contact your body makes with the floor and the chair. Notice your feet and your back and shift into a position that feels alert and dignified.

Step 1

Notice and name the mood you are in. Notice and name any feelings that are present. Notice and acknowledge any sensations in your body.

Step 2

Focus all of your attention onto your breathing. Track each breath as it enters the body, moves down into the belly and up and out of the body. Continue for a minute or so just tracking your breath.

Step 3

Expand your awareness to your whole body, as if you're breathing out through the pores of your skin.

To come out of the breathing space, notice once more the contact your body makes with the chair and your feet on the floor. Allow the light to begin to filter through your eyelids and gradually lift your eyelids to allow the outside world back in.

GROUNDING

This technique helps to get your mind and body working together in the here and now, and is useful when you're feeling overwhelmed. Try any combination of the following: focus for five seconds on five objects you can see around you; focus on the contact your body makes with your chair and/or the floor; hold a hot or cold drink in both hands and fully feel the hot or cold temperature; smell a food or flower or other item; splash water on your face; say your name, age, where you are now and where you will be later in the day

out loud; get up and walk, noticing each step; focus your attention on sounds, first those near you, then those further away and outside the room.

ATTENTION SWITCHING

Bring to mind an image that makes you feel safe, connected or protected.

Make it a conscious process as you switch between the image and the one you are struggling with. Talk to yourself as you switch! Remember this is not an exercise to block out your experience, rather to exert control over it.

Create rituals that help you consciously begin and stop work.

Credit: Excerpt from FIRST DRAFT NEWS: GUIDE TO MANAGE TRAUMA

<https://firstdraftnews.org/wp-content/uploads/2017/04/vicarioustrauma.pdf?x80491>

Sam Dubberley, 2017



WHAT IS TRAUMA?

Definitions of trauma:

“A person’s stressful experience of a situation.”

“Events of high emotional intensity, particularly if they are experienced in a vulnerable moment of life.”

“An event that severely threatens our physical survival or safety or our emotional and psychological integrity and safety.”

Trauma may develop from insults, mocking a child, a scare in the darkness, chasing someone with snakes and spiders, slander, losing a parent at an early age, coercion for sexual advantage. Some of these examples sometimes come out as triggers especially when someone has experienced a mentally stressful event of the same kind before. The same way physical accidents leave permanent scars, trauma may also leave marks for many years.

Some effects of long-term untreated trauma are:

- Negatively alters people’s habits and outlook on life
- Takes its toll on family and interpersonal relationships
- Triggers physical symptoms and diseases
- Causes problems with decision making which head to additions
- Causes dissociation
- Precipitates self-destructive behavior

Not all the symptoms above are only in relation to trauma. Please seek professional help, so you have a clear diagnosis of any underlying issues. If you have experienced traumatic events, it is important to pay attention to these effects and ask for help.



CAUSES OF TRAUMA

Some causes of trauma are:

- Physical abuse e.g. domestic abuse (GBV)
- Sexual abuse e.g. rape, incest, molestation
- Emotional abuse
- Severe childhood neglect e.g. forced separation very early in life from primary caregiver, chronic mis-attunement of caregiver to child's attachment signals ("mal-attachment")
- War/combat experiences
- Witnessing others being harmed or victimized e.g. someone being brutally beaten or tortured
- Serious bodily harm or any significant injury
- Life-threatening disease e.g. cancer, kidney failure, HIV/AIDS
- Significant psycho/social loss, e.g., bankruptcy, traumatic family loss, or loss of precious property
- Sudden death of a loved one
- Natural disasters (earthquakes, fires, floods, hurricanes, etc)
- Serious accidents such as automobile, plane or other high-impact scenarios



MENTAL HEALTH & SOCIAL MEDIA

Trauma + Hate Speech

“

Social Media enables identity expression, exploration and experimentation: something natural for the human experience.

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The Effect of Social Media on Identity Construction: Ugur Gunduz

Social media allows for identity freedom, thus giving us human beings a chance to express ourselves clearly, but in hiding. This can be seen as a route to healing the things that hurt, but most times pain is directed to negativity because, seeing another suffer feeds a crucial part of trauma healing; The Ego.

With the influence of social media and the provision for identity development as per learning what one likes or dislikes, room for extreme trauma trigger control is left to caution. This is because the internet harbors anyone and anything not aware enough of the impact of pictures and words.

It is important for trauma survivors to build identity, it is from identity that one gets to understand how to use the internet for healing whether as a sender of a message or the receiver of the message. One of the ways of growing identity that is safe from internet negativity and cyber bullying is from forming strong social support systems.

Importance of social support

Studies show that when people go through traumatic experiences and share their experiences with others, their health improves. Although talking about a stressful event can temporarily arouse people, it calms them in the long run.

Social support systems are social network's provision of psychological and material resources intended to benefit an individual's capacity to cope with stress.

Social support comes in form of family, friends, colleagues, group therapy sessions, trauma healing initiatives and can take any forms including: structural support (the size and extent of the individual's social network, frequency of social interactions), functional support (behavior that foster feelings of comfort leading the person to believe that s/he is loved, respected, and/or cared for by others), instrumental/material support (good and services that help solve practical problems) and informational/cognitive support (provision of relevant information intended to help individuals cope with current difficulties, understand the crisis and adjust to the changes that have occurred).

PROTECTIVE FACTORS

Protecting identity from the damages of the internet

Support

- Building solid social support systems and having strong interpersonal relationships

Spirituality

- A major protective factor to any psychological issue for the strength of faith and hope

Identity

- Learning what or who you identify with.
- This builds on ego and with time helps one build on confidence.

Physical health

- This not only keeps the mind active and fresh, but the body healthy too.

Recreation/Self-care

- Discovering passions and talents acts as a channel for positive coping mechanism which are used to build identity and thus become a strong foundation for confidence and self-awareness



SECONDARY (OR VICARIOUS) TRAUMA

Caregivers and other humanitarian workers must take good care of themselves.

Secondary or Vicarious Trauma: (compassion fatigue or contact victimization) is a stress reaction that may be experienced by people working with survivors of traumatic life events. Ongoing exposure to the direct effects of trauma through disclosure of traumatic images and events can provoke these effects. Trauma counselors and caregivers may need professional psychological care and support. This may be necessary in order to offer continued learning, support and referral.

As a caregiver, you are encouraged to pay attention to your:

Physical Well Being

- ☐ Sleep well
- ☐ Eat healthy (adequate nutrition)
- ☐ Rest
- ☐ Exercise regularly
- ☐ Breath

Mental well being

- ☐ Positive attitude and reframing context
- ☐ View obstacles as opportunities to learn and grow
- ☐ Become more solution oriented towards challenges
- ☐ Relaxation/Meditation

Emotional well being

- ☐ Have stable social support systems
- ☐ Supportive relationships with family, friends and colleagues
- ☐ Deal with emotions appropriately: in case of anger outburst, build on positive outlets and coping mechanisms

Relationships

- ☐ Cultivate solid relationships and spend time with people you trust, who accept and care for you.
- ☒ An effective caregiver needs to be aware of their needs and seeks help.
- ☒ Access to referral agencies for the clients/trauma survivors (legal, medical, food).
- ☒ This information should be readily available to decrease the chances of developing burn out due to many roles being played at once.
- ☒ Taking care of yourself as a caregiver is the only way to avoid burnout or even vicarious trauma.



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08 TRAUMA HEALING

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- Trauma symptoms, Causes and Effects <https://www.psychguides.com/trauma/>

NOTES FOR FACILITATORS

HOW DO I ORGANISE A TRAINING?

These are some of the most important things to remember, to ensure the best results out of the training you intend to deliver.

METHODOLOGY

The secret to being the best trainer is being organised and knowing exactly what you want to deliver to your audience. As a community that values peer-to-peer learning, it is important to know what to do in order to help support and facilitate others to learn.

CONSIDERING KNOWLEDGE TRANSFER?

Understanding the best methods to share knowledge is an important start.

We have knowledge of what we want to do: relay information, instruct and get things done - but how?

The question of 'how?' matters, because without a proper method, information sharing channel and approach to learning, things can become way out of control.

- ☐ First, choose your topic.
- ☐ Next, evaluate your personal knowledge, and the type of session that might best suit this area. Do research to find out the knowledge levels and skills of the people you are training, as regards the topic and related subjects. Keep updating your own knowledge to suit the learners and stay ahead.

MATERIALS & CONTENT PREPARATION

- ☐ Start doing research to shape the content and decide how best you can share your knowledge. Gather teaching aids such as the field guide!
- ☐ With your content ready and the will to share this knowledge, now focus on the presentation skills of the person facilitating.
- ☐ The audience may be cautious on all aspects to gauge the excellence and credibility of the speaker. Build trust with your audience through natural body language, authentic communication skills, clear gestures, steady pace, and self-confidence.

PREPARING YOUR SESSION

- ☐ What is your call to action / outcome requirements?
- ☐ What is the desired outcome? That is, the number one thing you want your audience to know / learn / understand / be able to do.
- ☐ How much time do you have?
- ☐ How much time do you need?
- ☐ What kind of session best suits your topic and audience?
- ☐ What equipment is available for you?

- ☐ What kind of space will your session be held in?
- ☐ How technical is your topic, is it a complex one?
- ☐ How many participants?
- ☐ How do you adapt if the number triples? or halves?
- ☐ What do your participants expect?

THINK OF YOUR COMMUNITY

- ☐ Do you need to prepare a presentation?
- ☐ How can you use the material from the field guide?
- ☐ Do you need a worksheet for your participants?
- ☐ Does it fit within a larger curriculum or schedule?
- ☐ A description of the session format?
- ☐ What do you want to create or have as a clear outcome, to publish at the end?
- ☐ An event or activity?
- ☐ A social media strategy or campaign?
- ☐ A teaching guide?
- ☐ A blog post, radio interview, article to pitch for media publication (online or in print)?
- ☐ A summary of your learning and series of next steps?

THE TRAINER NEEDS TO PRODUCE THE FOLLOWING AS A MINIMUM

- ☐ Title and description to send to participants (setting expectations of the learners and the trainer)
- ☐ Session outline (level, tools, competency, aims, considerations, difficulties, assumptions, audience)
- ☐ Resource list - worksheet or a presentation (depending on your session type)

SOME PRACTICALITIES TO KEEP AT HAND

- ☐ List the sources you think are important for your participants.
- ☐ Make sure you attribute quotes.
- ☐ Make sure your images, music, video have appropriate licenses & always attribute the authors.
- ☐ Double check your facts & licenses.
- ☐ Remember FOSS software and Creative Commons content.

PLANNING YOUR SESSION

- ☐ Take the time
- ☐ Learn the material
- ☐ Use your own words
- ☐ Incorporate experiential learning
- ☐ Overview and Objectives
- ☐ Write a lesson plan—curriculum instruction and delivery.

OPTIONAL SESSIONS

- ☐ Decide what kind of session you offer, as this will influence the packaging and delivery methods.
- ☐ Whether a Book sprint, Panel Discussion, Workshop, Keynote, Moz session, Lecture, Hackathon, Lab, Unconference, BarCamp, Conference, Breakout sessions, Science Fair, Fireside Chat, or debate.

- ☐ The format influences the shape of the content and packaging to deliver the knowledge.

ENSURING A GOOD SESSION

- ☐ Assess your participants needs, adapt to the most active participants.
- ☐ Set expectations: prepare for offline literacy
- ☐ Format of the room (tables / formality / community event / interactivity)
- ☐ Equipment, Code of conduct, Schedule / Timings

VOCAL PRESENTATIONS

- ☐ Learn the mechanics that work for you—memorisation, casual speaking rather than formal. Are you a nervous speaker? You can practice several times in front of a mirror, or do breathing exercises to overcome the nerves.
- ☐ Know your material,
- ☐ Remember to breathe,
- ☐ Posture helps,
- ☐ Rehearse,
- ☐ Concentrate on the message,
- ☐ Know the participants,
- ☐ Reassure yourself,
- ☐ Be dynamic,
- ☐ Harness your nervous energy and turn it into enthusiasm
- ☐ Use your style.
- ☐ Be natural and relaxed.

Let's consider the most favourable qualities of speaking to achieve *clarity* of your ideas, *Simplicity* of language, Conveying *passion*, Awareness of your *body language*.

Feb 3rd 2017

Marina Modi, FIRST PUBLISHED in MEDIUM by KAPITAL

Notes:

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1

Handouts & Exercises

Social Media & Conflict



#defyhatenow | 1 HANDOUTS & EXERCISES

SOCIAL MEDIA & CONFLICT

Raising awareness of the impact of online hate speech, countering dangerous speech and strategies for mitigating incitement to violence.

HOW TO ORGANISE A #DEFYHATENOW HATE SPEECH AWARENESS TRAINING

Checklist for facilitators – Confirm in advance to the workshop

- ☒ Attendance sheet
- ☒ Transport incentive sheet (if applicable)
- ☒ Feedback survey form
- ☒ Activity Reporting template
- ☒ Photos / videos (documentation / photographer, audio recorder)
- ☒ Projector (if applicable)
- ☒ Flipcharts and pens
- ☒ Translators (if applicable)
- ☒ Notetaker

INTRODUCTION OF #DEFYHATENOW INITIATIVE

Key Points:

- #defyhatenow is an initiative in partnership with local organisations produced under commission by GIZ – Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH within the framework of the project “Cross-Border Collaboration Western Ethiopia - East Sudan”, funded by the European Union.
- There is an interest in the larger picture of media and power of external forces and in how people are using technology in development in Ethiopia.
- Germany as a country with a past in which hate speech led to violence and genocide (Second World War).
- Germany as a country in which hate speech is monitored to this day, particularly in traditional and social media.
- The goal of the workshop is to network people in Ethiopia who are aware of links between hate speech and incitement to violence and to look at means to counter the violence and hate speech.

- Focus for the project is in Ethiopia, but also monitors and engages the diaspora also will seek to bridge activists in these two groups and to look into tools and methodologies to counter negative social media interactions that escalates conflict.

The ultimate goal is to take action on these issues and engage with your communities to raise awareness of the impacts that online hate speech and dangerous speech can have, reduce incidences of conflict and mitigate incitement to violence, building cultural exchange, trust and understanding.

QUESTIONS TO CONSIDER

1: Ask everyone in the group to briefly introduce themselves and to give their understanding or definition of hate speech. Appoint someone to write down key points of these definitions on a flipchart, post-it notes or whiteboard as they are being given, to give the group a visual.

A good quote to include after the introductions is the following definition of Dangerous Speech by Susan Benesch, Senior Fellow, Dangerous Speech Project, based at World Peace Institute:

"Inflammatory public speech rises steadily before outbreaks of mass violence, suggesting that it is a precursor or even a prerequisite for violence, which makes sense: groups of killers do not form spontaneously. In most cases, a few influential speakers gradually incite a group to violence.

Violence may be prevented, then, by interfering with this process in any of several ways: inhibiting the speech, limiting its dissemination, undermining the credibility of the speaker, or 'inoculating' the audience against the speech so that it is less influential, or dangerous."

2. Following the discussion, the workshop leader could begin to outline some of the trends in the definition of hate speech. In previous workshops there was discussion of the economic aspects, emotional aspects, political and identity affiliations that can lead to dangerous speech online.

Note the connections between the incidences of dangerous speech online and in the media, and the potential for this kind of speech to lead to attacks (such as in Rwanda and South Africa) and also the difference between freedom of speech vs. hate speech.



EXERCISE: HATE SPEECH ONLINE

- ☐ Use Categories of Hate speech poster to discuss different types of hate speech or dangerous speech.
- ☐ You can also select and show your own examples if you have experienced this personally.
- ☐ Show examples when you have seen people sharing online hate or dangerous speech inciting violence.
- ☐ Use this material and the poster to discuss the various types of hate speech and discuss how is hate speech different from dangerous speech?
- ☐ Outline what makes dangerous speech and incitement – there is a clear call to action – it does not always include hate speech.
- ☐ Discuss the context and intention of selected examples of hate speech.
- ☐ Consider the definition of words and the potential for harm in their meanings.
- ☐ When interacting with people, both offline and online, selecting your words carefully is important.
- ☐ Before you write, post, share statements, comments or jokes online, it's advisable to think about the terms you use, as these might offend groups of people.

Ask yourself: "How would I feel if I was part of the group being offended?"

Always weigh the impact your words might have, take time to read through your own text, or statements and if need be take a break and come back later when calmer.



PESACHECK: EAST AFRICA'S FIRST FACT-CHECKING INITIATIVE

PesaCheck is a fact-checking initiative to verify news and images posted on social media.

By partnering with Facebook and similar social media platforms, third-party fact-checking organisations like PesaCheck are helping to sort fact from fiction. We do this by giving the public more profound insight and context to posts they see in their social media feeds.

QUESTIONS TO CONSIDER

- Understanding of Hate Speech terms and intentions
- What it means and where one might be spreading it unconsciously.
- The need to contemplate the words we use when online and offline.
- The importance of taking precautions and the need to ask oneself questions based on empathy and tolerance both online and offline.

GROUP DISCUSSION

3. The discussion can be structured as a question/comment session. There should be some people from the partner groups who serve to interpret or provide answers, if not it can be the group itself just commenting and responding to one another but it is important for the workshop leader to keep the conversation productive (i.e. vary those talking, try to avoid being too political and also to try not to let some people monopolise the whole conversation).

EXPANDED INFORMATION

4. While the discussion is ending or drawing to a close, the workshop leader should begin to talk about the role of media (traditional and social in hate speech)

- ☐ Ask the group to examine differences between traditional media and social media.
- ☐ You may want to discuss the difference or ask about the difference between social media use in Cameroon vs. the Diaspora or neighbouring countries such as Kenya.
- ☐ Ask the group to give examples of hate speech in both media.
- ☐ Include a discussion of misleading images and misinformation being used on traditional or social media for the purpose of creating conflict. This is examined in the Disinformation & Verification chapter.

CHECKLIST – at end collect all the following and share with the team

- ☒ Completed attendance sheet with signatures.
- ☒ Completed transport incentive sheet (if applicable).
- ☒ Completed feedback survey form.
- ☒ Completed activity Reporting template.
- ☒ Photos/ videos (confirm Camera person).
- ☒ Any notes on flip charts or post-its photographed and transcribed.
- ☒ Group discussion notes collected.
- ☒ Audio feedback from participants



3, 2, 1 (FEEDBACK SESSION)

This is a feedback session at the end of training day one. Each participant is given a paper in which they are asked to write: 3 things they learnt, 2 things they will make use of in their work or life, and 1 one question they still have.

1. List three things you have learned today

2. Which two things you will definitely make practical use of in your personal or professional life

3. Write one question you still have after attending day one of the training

- ☐ The trainer collects the documents which the participants have completed anonymously.
- ☐ Please read all the documents during the end of day trainers debrief.
- ☐ Answer their questions at the start of day two when doing the recap, before starting the main program.

Notes:

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The background is a clean, solid white color.

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2

Handouts & Exercises

Peacebuilding & Social Media



#defyhatenow | 2 HANDOUTS & EXERCISES

PEACEBUILDING & SOCIAL MEDIA

HOW DO YOU HAVE A SOCIAL MEDIA STRATEGY?

TIPS FOR FACILITATORS

Creating a solid social media marketing strategy doesn't have to take weeks to put together. It helps to have 3 key things written down on paper:

1. Why are we on social media?

Simply being active on social media channels for the sake of being there is one of the quickest ways to burn valuable time and resources. First, answer the question of 'why' your business is on social and what you would like to accomplish.

2. How are we going to succeed?

Next is the question of *how*. This can be specific social channels, paid advertising budget, video or image creation, partnering with influencers.

3. How will we measure success?

Key metrics or goals that you would like to accomplish broken down into days, weeks, months, and the year. Breaking it down like this will allow you to focus on day-to-day activities while also keeping the big picture in mind.

COMPETING WITH THE NOISE

As organisations continue to build out their online presence, consumers are provided with more and more choices. The social media streets have become crowded and everyone wants a piece of the action. Staying on the front end of the curve and rising above the noise is harder than ever.

For some brands, the way to cut through all of the noise on social media is to simply post more. While this tactic may work for some, for many it has the tendency to irritate followers especially if the content is shallow. People will naturally follow your brand over time from posting great content, not posting more content.

NOT HAVING ENOUGH TIME TO MANAGE SOCIAL NETWORKS

The most widespread reason for not updating the social profiles regularly is the lack of time. Whether you're a startup or NGO, there is always too much on your plate, from project campaigns, to getting online leads, to looking after the SEO. Amid all this and owing to the small size of the team, often at the end of the day there is not much time for social media strategy. You could:

Outsource / hire an in house social media manager.

You can either outsource the social media manager from a reputed agency which has experience in

working with the same or related niche, or hire an in-house social media ninja. Explore the possibility of either appointing a part time community manager or, outsourcing from a social media-marketing agency.

Keep aside one hour for social media managing.

Social media management tools such as Hootsuite and Buffer help you schedule your posts on multiple networks. By handling the social media accounts, you also stay tuned and come to know the trends making rounds in the industry. Listen first hand to the chatter about your organisation and directly interact with the target audience. These tools provide analytics reports about the performance of the organisation on various platforms.

Help choose the networks that are the most effective.

Using only two or three social platforms that are most effective to reach your target audience. Research the platforms where most of your target audience resides, accordingly choose one primary network to establish your thought leadership, and use the other two as supplements.

Chalk out a strategy.

To streamline your social media efforts, rather than being overwhelmed by the strategy that your competitors are using, chalk out a strategy, which is the most relevant and useful. Establish your goals for communication, establish subject expertise and then carve about a strategy accordingly.



STOPPING HATE – GET THE TROLLS OUT

Guidelines by the Media Diversity Institute on how to respond to hate speech on Twitter.

DON'T BE ABUSIVE

- ☐ Make sure your words and any content you share do not spread bigotry, prejudice, or hate, or contain otherwise unlawful content.

DON'T SPREAD THEIR HATE

- ☐ Giving attention to fringe individuals with few followers and their hatred can be counterproductive. You might give them the attention and publicity that they crave.

RESPOND PROMPTLY

- ☐ Responding to old Tweets risks reviving a conversation and having the adverse effect of spreading hate speech to others who might not have seen it before. Timing is therefore critical.

THINK ABOUT YOUR OBJECTIVES

- ☐ Are you seeking to engage with the person expressing hateful speech? What for?
- ☐ Are you seeking to lessen the consequences of a hateful Tweet on the wider audience?
- ☐ Are you seeking to express support for a group or identity under attack?
- ☐ Thinking about your goals will help shape your response and the language you use.

TRY TO ENLIST INFLUENTIAL SUPPORTERS

- ☐ Add their usernames to Tweets. Celebrities, politicians, civic leaders and subject experts can help bring attention or add weight to your counter-narrative.

JUMP IN ON EXISTING HASTAGS

- ☐ This will increase the chances that your message will be seen beyond the Tweeter who you may be replying to. This may help divert the tone of an otherwise negative hashtag discussion. It may also

INTRODUCE NEW HASHTAGS

- ## BUILD A NARRATIVE

- ## BE VISUAL

- Download the full guide here: <http://www.getthetrollsout.org/>**

Notes:

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3

Handouts & Exercises

Social Media Literacy



#defyhatenow | 3 HANDOUTS & EXERCISES

SOCIAL MEDIA LITERACY

FIRST DRAFT NEWS VERIFICATION TRAINING

ONLINE COURSES – PREREQUISITE FOR TRAINERS & PARTICIPANTS

Basics

Quick start to verifying online media

<https://firstdraftnews.org/en/education/course/verification-quick-start/1/>

Advanced

Verification training for journalists

<https://firstdraftnews.org/en/education/course/verification-curriculum/1/>

READINGS TO GO THROUGH BEFORE THE TRAINING

<https://firstdraftnews.org/latest/fake-news-complicated/>

Information Disorder: Glossary

<https://www.rcmediafreedom.eu/Publications/Manuals/Information-Disorder-The-Essential-Glossary>

A short glossary of necessary terminology for journalists addresses the issue with incorrect usage of terms and naming the objects in an inadequate manner. The glossary, which lists the most frequently used and commonly misunderstood terms, acronyms, and phrases related to information disorder, is designed to be a constantly updated and living document, adapting to digital and technological development.

FIRST DRAFT NEWS

https://firstdraftnews.org/wp-content/uploads/2018/07/infoDisorder_glossary.pdf

Essential Guides

<https://firstdraftnews.org/en/education/curriculum-resource/first-drafts-essential-guides/>

- Understanding Information Disorder
- Newsgathering and Monitoring on the Social Web
- Verifying Online Information
- Responsible Reporting in an Age of Information Disorder

First Draft News Verification Toolbox

<https://start.me/p/YazB12/first-draft-toolbox>

Misinformation Reading List

<https://firstdraftnews.org/latest/misinformation-reading-list/>

Unesco Journalism, 'Fake News' And Disinformation: A Handbook For Journalism Education And Training PDF

<https://unesdoc.unesco.org/ark:/48223/pf0000265552>

As a part of the “Global Initiative for Excellence in Journalism Education” UNESCO published an handbook on journalism and disinformation that can be used as a model curriculum. Sept 2018

METHODOLOGY: #DEFYHATENOW

ONLINE MISINFORMATION & HATE SPEECH MONITORING REPORT #FACTSMATTER FELLOWSHIP

Main parts of the report

- Title of the report
- monitoring period
- author
- references and links

Introduction

- Identify the major ideas from the monitoring results

Body of the report

- Attacks in order of importance:
- By attack here, we mean the group: Political, tribalist / ethnic, religious, gender, etc.
- Analysis by group, extract and example

Conclusion

- A summary of the general idea that emerged from the monitoring of the observation period and an analysis of possible reasons.

Recommendations

- Here, note what the editor suggests in order to effectively fight against this scourge, with regard to their observations on the monitoring period

Annex

- Some flagship screenshots to illustrate examples of posts & social media stories
- Glossary: the words, acronyms or neologisms most used during the study period.



EXERCISE

HOW TO IDENTIFY MISINFORMATION/DISINFORMATION

- ☐ What rumours or stories have you heard that may have been false?
- ☐ Where did you hear them – via social media, in person, over the phone, reported in the traditional media (news sites, radio, tv)?
- ☐ How do you decide if the story is true or false?
- ☐ Was the story propaganda, and if so can you identify by whom?

- ☐ Who does it benefit? Who does it harm?
- ☐ What kind of tools do you already have to verify the truth of information you receive?
- ☐ How did the misinformation, manipulated stories or rumours affect you and the community?
- ☐ Are you aware of stories that might be propaganda for a particular interest?
- ☐ How do you identify who is the source, and what their intentions are?



AFRICA CHECK: Tips

- ☐ Identify a recent news story or rumour you have seen shared on social media.
- ☐ Try to establish the original sources and find evidence using the following tools.
- ☐ Remember to examine the facts, check all claims with external sources

Everyone can help to stop the spread of fake news, rumours and propaganda!

Africa Check

Sorting fact from fiction

www.AfricaCheck.org

INFO FINDER

The hardest part of checking a claim is often finding reliable data to check it against. To help you do this, we have created this database of resources we have used in doing our own research or which we have created.

- Each comes with a description of the information it provides and its strengths and weaknesses.
- Please select the region then check the topics we have information on.

<https://africacheck.org/infofinder/#/>

1. Select place of interest

- ☐ Tick the region or country on which you are seeking information. [AFRICA / NIGERIA / SOUTH AFRICA]

2. Select topic of interest

- ☐ Click the list of topics.
- ☐ If we don't have data sources on the topic that interests you, please write to info@africacheck.org to suggest it. We can't respond to all emails, but we will read them all.

MEDIA BIAS/FACT CHECK CHROME EXTENSION

Google Chrome extension shows an icon denoting the political bias for the current page

<https://mediabiasfactcheck.com/>

Verify suspicious images with the reverse image search you did earlier, or try one of these:

WHO STOLE MY PICTURES?

<https://addons.mozilla.org/en-US/firefox/addon/who-stole-my-pictures/>

BELLINGCAT IMAGE VERIFICATION PLATFORM

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

Bellingcat researches reported events, verifying every photograph, video, and witness account to inform our analysis.

BELLINGCAT ONLINE INVESTIGATIONS: AFRICA

<https://www.bellingcat.com/category/news/africa/>

Remember you can upload an image, click on the camera icon or search by URL.

Use reverse.photos on mobile phone, tablet or android apps.

<https://images.google.com/>

<https://reverse.photos/>

<https://tineye.com/>

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This report was written by Africa Check, a non-partisan fact-checking organisation.

View the original piece on their website:

<https://africacheck.org/factsheets/guide-how-to-spot-fakes-and-hoaxes-online/>

Notes:

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4

Handouts & Exercises

Civil Society & Social Media



#defyhatenow | 4 HANDOUTS & EXERCISES

CIVIL SOCIETY & SOCIAL MEDIA

#DEFYHATENOW SOCIAL MEDIA CODE OF CONDUCT

These guidelines are based on material from the “Journal of Mass Media Ethics” by Shannon A. Bowen (School of Journalism and Mass Communications, University of South Carolina, USA).

While it is neither possible – nor desirable – to ‘police’ social media usage, awareness and strict application of these guidelines is in your own personal and professional best interest!

In applying these guidelines, please be aware:

- ☐ in most cases what you write, link and refer to online is public information and shared with everyone else.
- ☐ Distinctions are generally not made between ‘private’ and ‘professional’ opinions.
- ☐ Statements, tagging or other actions, including ‘Liking’ comments etc. on Facebook can be interpreted as a direct reflection of your opinion regardless of the context. These actions, even if not your intention, can be taken out of context and be used against you, your colleagues, your work etc.

Agreeing on, and adhering to a common set of guidelines will strengthen your own work in mitigating hate speech and online incitement by helping to identify irregularities, hoaxes or the ways in which rumours spread!

BE TRANSPARENT.

Acting in a transparent manner can prevent audiences from being misled about your organisation’s intentions or meanings when it contributes on social media.

- ☐ Communication should be identified as individual speech or speech on behalf of an organisation.
- ☐ All individuals that contribute social media content for your organisation should be required to identify any personal social media interactions as such.
- ☐ Be upfront if the views being expressed are personal. If you have your own blog or other public website, it’s wise to use a disclaimer like this: “The views expressed on this website/blog are my own and do not reflect those of my institution or its clients.”

BE CLEAR AND CONSISTENT.**Post clear messages.**

- ☐ Take responsibility for the content you post. Be consistent in how and when you post, because this allows to build trust and understanding with the audience that is a key component of strong relationships.

VERIFY SOURCES AND DATA.

Be consistently credible; do NOT use misinformation, share or forward rumours or repeat speculation.

CHECK YOUR FACTS.

Check facts on the information you post.

- ☐ You should first verify information and rumours, then consider the content of your posts rationally before posting.
- ☐ Try to examine messages from all possible perspectives to prevent misunderstanding or misinterpretation.

BE ACCURATE.

Posts should be accurate and fact-checked and capable of substantiation.

- ☐ If you make a mistake, ensure you correct it promptly. It is important to reference the earlier comment because even if the erroneous comment has been deleted, someone may have saved it as an image.

BE FAIR AND RESPECTFUL.

Never post malicious, misleading or unfair content about your organisation, colleagues, competitors or other stakeholders.

- ☐ Do not post content that is obscene, defamatory, threatening or discriminatory to any person, individual, brand or tribe. Do not post comments that you would not say directly to another person and consider how other people might react before you post. If you do respond to published comments that you may consider unfair, always be accurate and professional. Remember to be authentic, constructive and respectful.

BE PROFESSIONAL.

Always act in a professional and constructive manner and use sound judgement before posting.

- ☐ Stay polite in tone and respectful of individuals' opinions, especially when discussions become heated.
- ☐ Show proper consideration for other people's privacy.

BE GOOD.

Encourage the good, helping to build connectedness, engagement, and community.

- ☐ Following this logic, with every post, consider your intention, which should reflect the organisation's philosophy and social media goals as well as simple consistent peaceful & good intentions.

BE SMART.

Respect other people's intellectual property, including trademarked names, slogans and copyrighted material.

- ☐ Assume that all content online is protected by copyright.
- ☐ Make sure you have permission to post copyright items, properly attribute the work to the copyright owner where required, and never use someone else's work as if it were your own.
- ☐ Respect all laws and regulations re: copyright, IP, privacy and spam when publishing on social media.

#defyhatenow Social Media Channels

twitter: @defyhatenow

Facebook: defyhatenow

<https://defyhatenow.org>

ETHICAL JOURNALISM

A CHECKLIST FOR TOLERANCE

1. When dealing with stories covering hate speech, it is vital not to sensationalise.

Ethical journalists will ask:

- ☐ It may be outrageous, but is it newsworthy?
- ☐ What is the intention of the speaker?
- ☐ What will be the impact of publication?
- ☐ Is there a danger of inflaming passions and incitement to violence?
- ☐ Is the speech fact-based and have the claims been tested?

2. In gathering and editing controversial material, journalists should avoid a rush to publish. It is helpful to pause, even for a few moments, to reflect on the contents of the story:

- ☐ Have we avoided cliché and stereotypes?
- ☐ Have we asked all the relevant and necessary questions?
- ☐ Have we been sensitive to our audience?
- ☐ Have we been temperate in use of language?
- ☐ Do the pictures tell the story without resorting to violence and voyeurism?
- ☐ Have we used diverse sources and included the voices of relevant minorities?
- ☐ Does it meet standards set in editorial and ethical codes?

3. One last look and moment of reflection is always useful before pushing the button to publish:

- ☐ Have we done good work?
- ☐ Are there any nagging doubts?
- ☐ And, finally, should I ask a colleague?

5 Point Test for Journalists covering hate speech

The campaign for tolerance in African Journalism

<http://ethicaljournalismnetwork.org/what-we-do/hate-speech>

English – Infographic 5 point test

<http://ethicaljournalismnetwork.org/resources/infographics/5-point-test-for-hate-speech-english>

Notes:

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Handouts & Exercises

Peacebuilding & Technology



#defyhatenow | 5 HANDOUTS & EXERCISES

PEACEBUILDING & TECHNOLOGY

#THINKB4UCLICK

DESIGN A SOCIAL MEDIA CAMPAIGN

#ThinkB4UClick (Think Before You Click) is a #defyhatenow led awareness campaign that aims at creating public awareness on the dangers of misinformation, fake news and hate speech in Ethiopia. Over a period of one month #defyhatenow and partners will work on educating the public on hate speech and how it can be mitigated through individual actions that aim at creating safe spaces online and offline for citizens to interact with each other and discuss matters in an healthy and informed manner.

OBJECTIVES

- Create public awareness on the dangers of misinformation, fake news and hate speech in Ethiopia.
- Encourage citizens to take small but significant actions to defy hate and avoid sharing misinformation online.

TARGET AUDIENCE

- Media organizations operating in Ethiopia.
- Public opinion shapers and influencers in Ethiopia.
- Ethiopian citizens - at home and in the diaspora
- Ethiopian online communities, facebook groups and Social Media user
- Ethiopian IDPs and refugees.

WEEKLY THEMES

The campaign has four themes that are segmented into weekly messages.

Week 1

Check the source and verify the information

Week 2

Lies travel fast and far, corrections and apologies don't

- ☐ The whole world is listening to what you post, don't share lies and misinformation, you cannot undo all your wrongs with one correction.

Week 3

The importance of context

- ☐ Get context before you respond
- ☐ Out of context information has the ability to mislead many people.

Week 4

Small steps matter, you can have a larger impact

- ☐ The theme #ThinkB4UClick is a call to action, it aims at encouraging citizens to take small “hygienic” steps to mitigating hate speech and incitement to violence.
- ☐ We need to have more conversations on these issues at home, school and in the workplace.
- ☐ Each person has an obligation to use Social Media responsibly and utilize the online mechanisms for reporting hate speech and misinformation online.
- ☐ Let us work to have a #HateFreeEthiopia

EXTEND THE REACH OF YOUR CAMPAIGN

Social Media Correspondents guide.

Adapted from Sawa Shabab Guidelines, example of team use of Social Media.

<http://www.peacetechnology.org/media/sawa-shabab>

Counter-Narratives: Plan, Create & Promote your Campaign:

<http://www.counternarratives.org/html/home>

NonProfits Guidelines for Social Media:

<https://www.classy.org/blog/3-social-media-guidelines-nonprofits/>

Introduction to Twitter by Centre for Media Justice:

www.centerformediajustice.org

SECURITY AND PRIVACY

Just as you protect yourself physically, you will want to protect yourself digitally as well. It can feel overwhelming to learn digital safety and it helps to think about security as something to practice - to learn how to assess each situation and act safely.

THE QUESTIONS TO ASK YOURSELF:

- What do I want to protect?
- Who do I want to protect it from?
- What can they do to get it?
- What happens if they succeed?
- What am I willing to do to prevent potential consequences?

This process of understanding the answers to these questions is called **Threat Modelling** and will help you create a security plan.

WHAT DO I WANT TO PROTECT?

What you want to protect is called an asset and is often information or a device.

- my online identity
- my location
- data stored on my computer
- my devices when traveling
- my passwords
- my contact list

- my communication with others
- identity of my sources
- my social media accounts
- my email accounts
- people at my workplace

WHO DO I WANT TO PROTECT IT FROM?

Individuals, groups or organisations who might want to target you or your information are often referred to as adversaries.

- my government
- foreign governments
- my ISP (Internet Service Provider)
- cyber criminals
- influential politicians in my country
- influential business people in my country
- religious leaders in my country
- terror organizations

WHAT CAN THEY DO TO GET IT?

- **Physical attacks:** someone can steal your computer or a security force could confiscate your phone
- **Social attacks:** someone could phish your credentials or ask a colleague for your passwords
- **Legal attacks:** forcing a third party to reveal information or a source could be arrested
- **Technical attacks:** hacking, installing malware, intercepting electronic communications or breaking codes

Case Studies

Syrian Government sophisticated attacks:

<https://www.eff.org/deeplinks/2011/05/syrian-man-middle-against-facebook>

How a filmmaker accidentally gave up his sources:

https://archives.cjr.org/feature/the_spy_who_came_in_from_the_c.php

HOW LIKELY ARE THEY TO TRY?

Not all threats are likely, and in order to not to feel overwhelmed, it is good to differentiate between what can happen vs what is likely to happen. If you are aware of how different kinds of “attacks” work you are less likely to be at risk for some, and more aware of how to mitigate others.

WHAT HAPPENS IF THEY SUCCEED?

Considering the worst that can happen if someone gains access to information or a device you are trying to protect.

WHAT AM I WILLING TO DO TO PREVENT POTENTIAL CONSEQUENCES?

Security measures take time and money and are often inconvenient. If it is too difficult, too technical, or too costly, it is likely not to be done or done inconsistently - exposing you to risk

Electronic Frontier Foundation expresses seven core digital security concepts to keep in mind:
<https://ssd.eff.org/en/module/seven-steps-digital-security>

SECURITY BASICS

Choose good passwords

A good strong password is one that is hard to guess and easy to remember. Passphrases are a good way of making a memorable password, and are a set of more than six random words put together.

Make sure you:

- Don't use personal information like your birthday or your pet's name
- Keep it a secret
- Make it unique to each account
- Make it memorable
- Use Two-factor authentication
- Turn on two-factor authentication for all your social media accounts and email, including WhatsApp email or social media account.
- Use a password manager

One way of managing many passwords is to use a secure password management tool like KeePassXC:
<https://keepassxc.org/>

Be careful when opening links

Opening links sent via email or social media, including DM's can be malicious even if you know the person sending them and can be used to access your social media accounts or take payment and identity information. To protect yourself from Phishing see our online guide.

Be careful when opening attachments

Email can be easily spoofed and attachments can contain malicious software.

Encrypt your harddrive or phone

To make sure your information is safe if someone has access to your device, you can encrypt it. Meaning that it can't be read by someone who doesn't have your password.

Use secure messaging

You can also use end-to-end encrypted email or chat apps to communicate safely with your network.

Use a VPN

One way to protect your location is to use a VPN.

Keep your device physically safe

Many of the security measures you take can be circumvented if someone has physical access to your device, so keep your device in a safe.

There are many more things you can do to keep yourself safe, for more help see our web guide.

[https://defyhatenow.org/security-privacy-basics /](https://defyhatenow.org/security-privacy-basics/)

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6

Handouts & Exercises

Identity & Context



#defyhatenow | 6 HANDOUTS & EXERCISES

IDENTITY & CONTEXT

WE ALL BELONG TO MANY GROUPS

Purpose

We all have multiple identities that we reveal in different contexts. For most, identity is complex. For some, identity is a source of conflict. Many individuals who belong to groups that are not part of mainstream society encounter identity-based conflict on a regular basis.

This exercise invites participants to consider the many aspects of their identity, including aspects that are not so obvious. The activity promotes self-awareness, which helps individuals understand how they see the world. Each person's identity shapes the filter through which he or she sees the world.

Objectives

- To examine our multiple identities
- To identify similarities and differences in the group.
- To build trust and empathy by sharing personal experiences.

Materials: We All Belong to Many Groups Worksheet

Time: 90 minutes

Procedure

1. Explain the purpose of the activity. Tell participants that they will complete a worksheet by selecting five groups with which they identify.

Groups can include age, religion, race, ethnicity, gender, socioeconomic class, political belief, neighborhood, etc.... In this activity groups should not include personal characteristics, such as "adventurous" or "friendly". Explain that identities are not static; they change over time. One's primary identity today might be different one month from now. As an example, the trainer should share his or her identities.

2. Give participants the worksheet, have them put their name in the center circle and write five groups with which they identify in the five outside circles. Allow two to three minutes to complete the worksheet. When they are finished, have them select the primary group with which they identify and circle it. Their primary group is the group that feels the most significant right now.

3. Tell participants that in the next part of the exercise, they will share experiences they have had in one of their identities, in response to the statements at the bottom of the worksheet. They will share a time when it was difficult or challenging to be a member of your primary group. Demonstrate this for the group by sharing stories about your primary group. Try to demonstrate that are taking a risk and that you trust the group by sharing something significant. Your example will set the tone for the experiences participants share. If you have more than one trainer, each of you should share your identities and your experiences.

4. Divide participants into groups of four or five to share their identities. In their working groups, have participants share why they selected their identity groups. Then have participants respond to the statements on the bottom of their worksheet.
5. After participants have finished sharing, collect the worksheets from the group. Tell them that you are going to call out certain groups one at a time and those who identify with each group should stand and look around at the others who are standing with them. They should stand even if they did not include the group you call out on their worksheet. Remind people that this is a self-identity activity and it is not appropriate to tell someone else they should or should not stand when a specific group is called.
6. Call out some of the identities listed on the We Belong to Many Groups Worksheet that you have collected. Be sure not to call out the name of the person connected to any of the identities you call out. Try to include a mix of identities. The number of identities you call out will depend on how much time you have, but 10 is usually a good number.
7. Lead a whole group discussion using some or all of the questions that follow.

Procedures

- ☐ What was it like to fill out the worksheet? Was it easy, hard? Why?
- ☐ What patterns did you notice during the standups?
- ☐ How did it feel to stand when you were a part of a larger group?
- ☐ How did it feel to stand when you were alone or almost alone?
- ☐ Can you think of situations at our school or society when participants might feel that they are
- ☐ “Standing alone?”
- ☐ What might a person do to help someone in that situation feel that they are not alone?
- ☐ What is the role of identity in addressing prejudice?

Note: Remind participants that some people who stand alone feel pride and confidence while others may feel insecure or frightened.

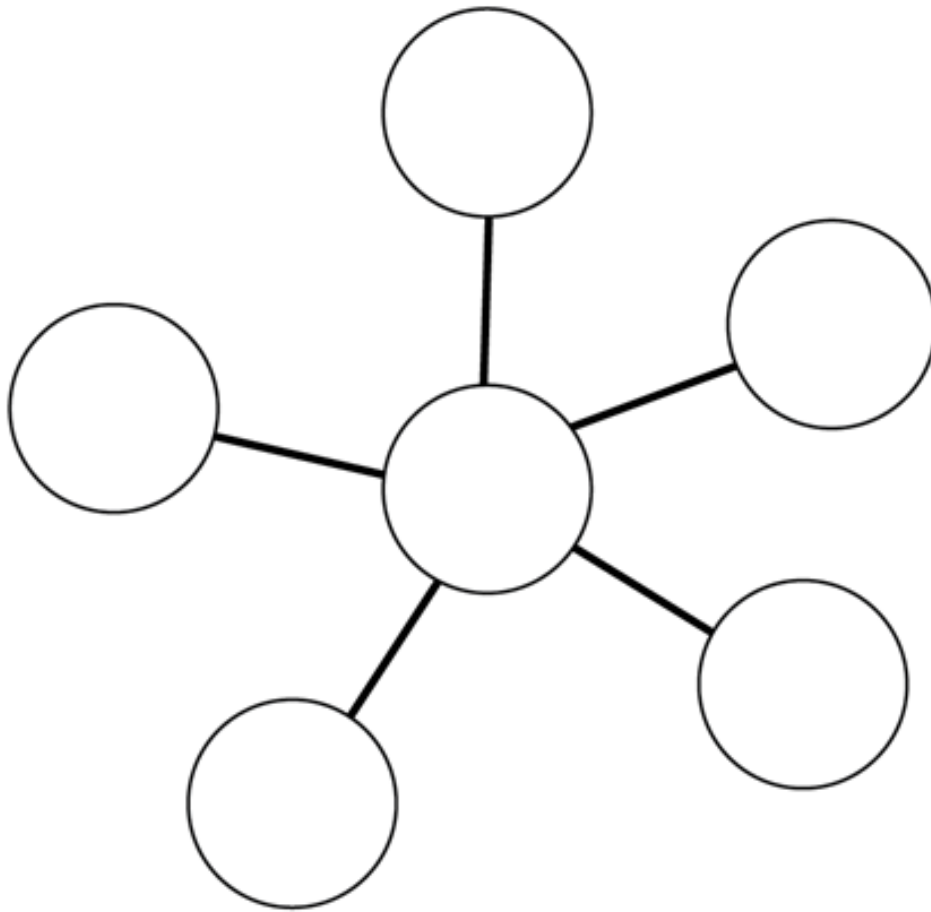
- ☐ Why might someone feel frightened?
- ☐ How can they support those people who stand alone and feel insecure?

HANDOUT**WE ALL BELONG TO MANY GROUPS**

This exercise highlights the multiple dimensions of our identity. It addresses the importance of defining what is important about ourselves as well as the importance of challenging stereotypes.

Directions Part 1:

Place your name in the center below. In each of the outer circles, write a group with which you identify. This can include anything: Asian, female, sister, athlete, participant, Muslim, musician, or any group with which you identify. Try to avoid using personal characteristics, such as “adventurous” or “creative.”

**Directions Part 2:**

Draw a circle around the group that you feel is your primary group and share responses to the following questions.

- Share a story about a time when it felt good to be a member of your primary group.
- Share a story about a time when it was challenging or difficult to be a member of your primary group.

PYRAMID OF HATE

MESSAGES ABOUT GENDER

Purpose

Discussion around identity are often theoretical. Giving participants the opportunity to reflect on experiences in their own gender allows them to apply concrete realities to theoretical frameworks. In this exercise participants are asked to think about themselves in terms of their gender and to listen to the stories of their peers. In reflecting on how they were raised in terms of their gender, students are asked to think about the hidden messages that shape how they perceive of others.

Objectives

- To reflect on experiences around gender that shape students' assumptions of others and their world view.
- To examine the range of experiences and perspectives around gender.

Time: 45 minutes

Materials: List of questions for facilitator to read during exercise

Procedures

Option 1 (For groups that have built some trust)

1. Explain the purpose/rationale of the activity.
2. Divide students into concentric circles. Have them count off 1, 2, 1, 2...Have the 1's stand shoulder to shoulder in a circle facing each other. Ask them to turn around so they are facing the rest of the students. Have each 2 stand up and face a 1. To make sure everyone has a partner, have the 1's acknowledge their partner by raising their hand (they can shake hands with their partner, if culturally appropriate). If you have an odd number of students, you can have the extra students observe the activity and share what they observe at the end of the activity.
3. Explain that you will read a statement and either the 1's (inside circle) or the 2's (outside circle) will respond. The person speaking will have one minute to respond. The person listening should not talk. They should use body language to show they are engaged, but they should remain silent, allowing the speaker the full minute to respond.
4. After one minute, have the pairs switch roles, so the person speaking is now listening, and the listener is now responding the statement.
5. At the end of one minute, have the outer circle rotate one person to the right, so everyone has a new partner. Read the next statement, following steps 3 and 4 above. This time however, the person who responded second to the previous statement should now respond first. After both pairs have responded, have the inside circle move one person to the right.
6. Continue through the statements, alternating who speaks first after each statement and alternating the order in which the circles rotate on person to the right.
7. After you have read the statements, lead a discussion using some or all the following Questions for Discussion listed after Option 2 below.

Option 2 (For groups that don't know each other well)

Distribute the list of statements to each participants and ask them time reflect on their responses, taking notes on the paper, if they'd like. Give them 5-10 minutes for this.

Continue with the stages in Option 1. Divide students into concentric circles and select 5 of the statements on the list for them to share in pairs.

After you have read the 5 statements, lead a discussion using some or all the following questions.

Questions for Discussion

- ☐ How did it feel to share personal information about yourself with different partners?
- ☐ Which questions were more difficult to answer? Why?
- ☐ What did you learn about yourself in this activity? What did you learn about others, both your peers of the same gender and peers of a different gender?
- ☐ Where do the messages we receive about identities come from?
- ☐ How do these messages shape our perceptions of others, as well as our expectations of others?
- ☐ How can our perceptions of other identities lead to conflict?

Messages about Gender: Option 1

- ☐ Share with your partner the messages you received when you were younger about male and gender female gender roles.
- ☐ Share with your partner how you were taught to interact with people who are of a different gender.
- ☐ Share with your partner the people of your gender that you were encouraged to hold as role models.
- ☐ Share with your partner the people of another gender that you were encouraged to hold as role models.
- ☐ Share with your partner something you were discouraged from doing because of your gender.
- ☐ Share with your partner a stereotype about your gender that bothers you.
- ☐ Share with your partner a stereotype that you have about another gender.
- ☐ Share with your partner the ways in which you do not fit the gender roles assigned to you by society.
- ☐ Share with your partner how gender differences affect you on a daily basis.
- ☐ Share a time when you were aware of your gender in the workplace.

Messages about Gender: Option 2

- ☐ Take a few minutes to reflect on each of the following prompts:
- ☐ Things I was encouraged to believe about people of my gender.
- ☐ Things I was discouraged from believing about people of my gender.
- ☐ Ways I was taught (instructed, shown, saw) that people of my gender dealt with strong feelings, such as affection and anger.
- ☐ Ways I was taught people of my gender behaved regarding school/work/career.
- ☐ Values stressed to me about how a “good” person of my gender behaves/appears.
- ☐ Ways I was taught to interact with people of a different gender.
- ☐ Things I was taught (instructed, shown, experienced) about people of other genders.
- ☐ Ways I was taught people of other genders behave regarding school/work/career.
- ☐ People of my gender and other genders that I was encouraged to hold as role models.
- ☐ Which of the above messages had the most lasting effect on you?
- ☐ Which of the above messages had the most negative effect on you?

RIVER OF LIFE

Purpose

The purpose of the River of Life is to provide an opportunity for participants to understand moments in their life journey that they can reflect on, pull into their narrative, and create a process for them to orient moments in their life.

Objectives

- To reflect on one's life journey
- To share personal experiences and begin to think about how to speak about it publicly in creating their public leadership narrative

Time: 1 hour

- 25 minutes to individually work on their River of Life
- 20 minutes for participants to present to their partner (10 min each)
- 15 minutes for closing discussion

Materials: Chart paper and markers

Preparation

- ☐ Create Your River of Life and be prepared to present it
- ☐ Prepare flipcharts

Flipchart 1

The types of things that go on the river below:

- ☐ The river represents their life, from the beginning until today. In the river, draw and label "islands" that represent the important places in their life, starting (for example) with where they were born.
- ☐ They can draw "life-preservers" representing the people at those moments in their life that were/are important.
- ☐ On the right side of the river, draw and label "tributaries" representing the highlights or moments of great joy, accomplishment, or celebration.
- ☐ On the left side of the river, draw and label "tributaries" representing the challenging, hard, difficult, or tragic moments of their life.

Flipchart 2: Sharing Your River

Participation A will share one or two affirming and one or two challenging experiences and what he/she learned from each experience. Looking back over your river:

- ☐ What patterns do you see?
- ☐ Life learnings?
- ☐ What are you most proud of?

Participant B responds:

- ☐ What moved, touched, surprised or intrigued me was....
- ☐ What I heard as your strength and values were...
- ☐ What I heard that might relate to your leadership/communication style was...

Procedures

Explain and model the River of Life

- ☐ Draw your own river prior to the session
- ☐ Use your river to explain a River of Life. Demonstrate how you've captured the places you have lived, the important people in your life, the difficulties you have faced, and the opportunities you have received.

Provide materials and instructions to participants

- ☐ Distribute a sheet of blank paper (any size, poster/flip chart works well, but you can also use a standard printer paper).

- Using markers, crayons, or a pen pencil, participants will draw a simple river a few inches wide flowing from one upper corner of the paper, to the opposite lower corner of the paper.

Using the flip chart paper, explain what they will add to their paper

- ☐ The river
- ☐ The “islands”
- ☐ “Life-preservers”
- ☐ Symbols that represent things they might not share
- ☐ “Tributaries” representing the highlights or moments of great joy, accomplishment, or celebration (right) and the challenging, hard, difficult, or tragic moments of their life (left)

Give participants 35 minutes to construct their individual River of Life

- ☐ It does not have to be a river, it can be a different type of moving body of water or another structure.
- ☐ This is not an exercise that requires any artistic talent; it only requires participants to put their life story on paper in a visual format.
- ☐ Participants should mark the moments and people in their past that have influenced where they are today.

Explain that they will share their river of life with a partner

- ☐ Participants can discuss different parts of the river or the entire river.
- ☐ Invite each person to walk the other person through their River of Life. The partner is there to listen and to ask clarifying questions –but not to bring it back to them or their river. They should get as much information about your partner as possible.

Ask participants to break into pairs.

- ☐ Participant A gives participant B a brief guided tour of their river.
- ☐ Use the flipchart to explain that each participant will share one or two affirming and one or two challenging experiences and what they learned from each experience.

Switch Roles and do the exercise again.

Discussion

- 1.What did you learn about yourself?
- 2.What did you learn about your partner?
- 3.What moments stand out for you?
- 4.What is the overall story of your river?

7

Handouts & Exercises

Art For Peace #Artivism



#defyhatenow | 7 HANDOUTS & EXERCISES

ART FOR PEACE

#ARTIVISM

QUESTIONS FOR GROUP DISCUSSION

- Take a close look at how different cultural activities may contribute to peacebuilding?
- What do you see as the common aim or elements between these activities?
- How can you link them to your understanding of peace?
- Do you think they are successful in realising the aim of building peace?
- Sketch of your ideas to connect cultural activities with peacebuilding in your community.

STARTING YOUR INITIATIVE FOR PEACEBUILDING, ASK YOURSELF:

- Where is this initiative leading?
- Will it inhibit violent conflict?
- Will it contribute to peace?
- How will it aid in the development of a “post-conflict” society?

GROUP EXERCISE: PEACEBUILDING AIMS

- ☐ Draw a diagram with circles showing activities and the aims or goal for peacebuilding
- ☐ Arrows point from each of the activities / circles towards a different concept

Examples:

- Bridging communication gaps between different people.
 - Personalising peace, connecting with people and engagement.
 - Self sustainability of peace and self education.
 - Diversity, coexistence and the need to resolve conflict without resorting to violence.
 - Openness and inclusiveness in public spheres.
- ☐ The diagram will also reflect how these points are fluid and can overlap with each other.
 - ☐ Leave space for participants to add and connect their points in addition to the above in the diagram.
 - ☐ The facilitators are encouraged to open the floor for people to come up with their own activities and link them to their understanding of peace, expanding on the points they wrote on the diagram above.

KEY DISCUSSION POINTS FOR ACTION!

- ☐ What areas for peacebuilding cultural exchange can you identify in your community?
- ☐ Where would you organise an event? eg: community leaders, school, social space?

- ☐ Make a list of all ideas in the group to facilitate cultural exchange peacebuilding activities
- ☐ Decide with the group to implement one of these now!
- ☐ Check the activity you plan is inclusive and open to different communities & ages
- ☐ Find a venue, organise the date, engage community leaders & teachers to get involved
- ☐ Let people know and invite different communities, old and young to attend your event!
- ☐ Set up fb event page, print leaflet or fliers, community announcements, radio interviews.

Notes:

[illegible]

8

Handouts & Exercises

Trauma Healing



#defyhatenow | 8 HANDOUTS & EXERCISES

TRAUMA HEALING

TRAUMA HEALING TRAINING INITIATIVE

KNOWLEDGE ON TRAUMA AND HOW LEADERS CAN ACT AS FIRST AID POINTS FOR TRAUMA HEALING**PLATFORM AFRICA****INTRODUCTION**

The aim of this training is to educate the community, especially the leaders on basic counseling and first aid knowledge for any trauma survivors and how to be focal points for instilling hope and encouraging sustainable solution and prevention methods from traumatic events. This is with the hope of allowing leaders to understand symptoms, relate with coping mechanisms and collectively find or create new ways of dealing with trauma and how to identify struggling trauma survivors and possible steps for help and health.

Most times, organisations and cooperatives do not consider the importance of paying attention to the brain/emotions/feelings/thoughts, especially when tragedy is involved. This leaves many people still feeling hopeless and not being able to pick themselves up from the traumas caused by violence and conflict incidents. This continues to create a dependent society. By allowing space for conversations to happen and for people to share their pain, you have more people healing and forgiving with greater understanding, and you also facilitate steps to create a growing society.

OBJECTIVES**By the end of this training participants will be able to:**

- Describe and understand trauma from a traditional and professional view
- Have the practical skills to do a first aid guidance session to help anyone dealing with a traumatic event (death, loss, violence, experiences of conflict)
- Be able to create safe spaces within their smaller communities to allow for conversation on trauma, traumatic events, and effects of traumatic events, and with this be able to learn new positive coping mechanisms
- Learn to protect themselves as leaders from burning out
- Learn to prepare group therapy sessions

REQUIREMENTS

- ☐ A white board or paper and markers and sticky notes
- ☐ A well charged camera with backup batteries for documentation
- ☐ Participants: be available for the one day training from 8:30am to 5:00pm
- ☐ Participate in all sessions, especially practical exercises and group discussion
- ☐ Have basic communication skills, literacy and emotional intelligence

Lead Trainer Platform Africa Psychologist: Sharlotte Ainebyoona Kigezo
Nurse on Ground from Arua Hospital: Betty

Program (One day)	[EXAMPLE ONLY]
Time	Topic
08:30 - 09:00	Introduction to Trauma and understanding trauma
9:00 - 10:00	Causes and Risk factors
10:00 - 11:00	Symptoms, signs, coping mechanisms (Positive & Negative)
11:00 - 11:30	Tea Break
11:30 - 13:00	Vicarious Trauma
13:00 - 14:00	Lunch Break
14:00 - 14:30	Our role as leaders
14:30 - 15:30	Protective factors
15:30 - 15:45	Break
15:45 - 17:00	Importance of Social Support Systems
17:00 - 17:30	Feedback and way forward

CREDITS

Thank you to everyone who contributed to the #defyhatenow initiative with your ideas, time, positive energy and creative collaborations linking peacebuilding action on the ground in South Sudan, Cameroon, Ethiopia, Uganda & Kenya with online communities worldwide.

#defyhatenow dedicates this Field Guide to the citizens of South Sudan and Ethiopia working to create a peaceful society wherever they may be.

ETHIOPIA INITIATIVE 2019-2020

Acknowledgements: Thanks to the many #defyhatenow participants, workshop facilitators & correspondents who have helped build up the initiative since the idea arose in early 2014 in reaction to the South Sudan conflict which erupted in late 2013.

Keep spreading peace, every day of the year!

Be actively engaged in peace on a daily basis in your own life. Keep building peace within you, find peace inside your heart, and seek professional help to overcome trauma. Remember that every day you have the chance to choose peace, promote understanding, compassion and reconciliation through your own communication, experiences and interactions. Don't let anyone with a political agenda derail your efforts or divide you from peaceful intentions.

Thank you for your positive energy and contribution to making the world a more peaceful place.
#SpreadLove #HateFreeEthiopia #defyhatenow #Act4Peace

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Back cover photo: Need Pen Not Gun! Bor, South Sudan

Ethiopia edition 2020 of the #defyhatenow Social Media Hate Speech Mitigation Field Guide by r0g agency gGmbH is produced under commission by GIZ – Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH within the framework of the project “Cross-Border Collaboration Western Ethiopia - East Sudan”, funded by the European Union.



