



Educational anti-digital discrimination pack



Intro



Users



Digital Discrimination



Material

Links



Videos



icw



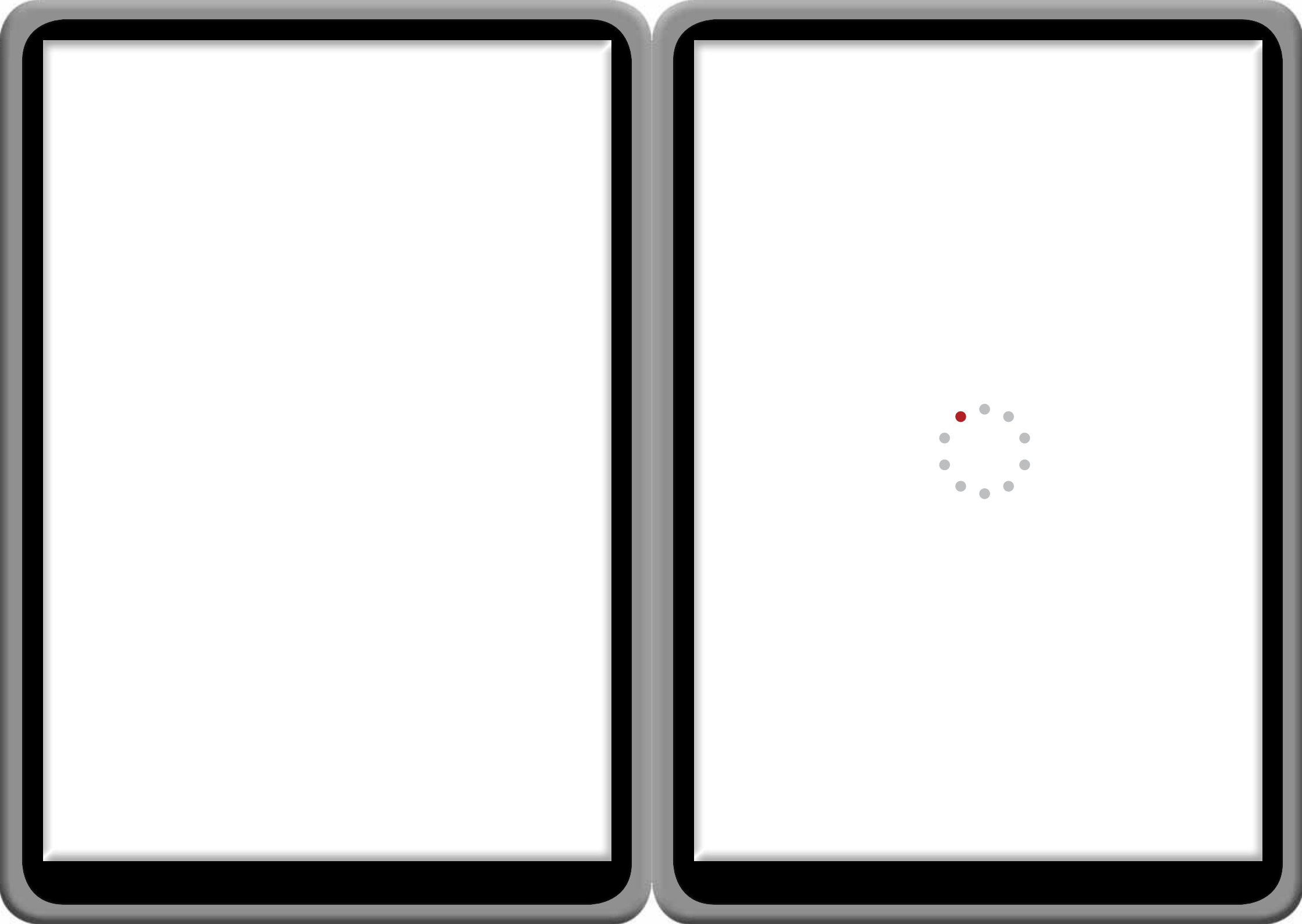
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ICUD project partners who carried out training pilot sessions and created this anti-discrimination pack:

Barcelona, CEPS Projectes Socials
<http://asceps.org>



Bruxelles, Pour la Solidarité
<http://www.pourlasolidarite.eu/>



București, Fundația PACT
www.fundatiapact.ro



London, Collage Arts
<http://www.collage-arts.org>



Roma, CIES ONLUS
<http://www.cies.it>



Tarragona, SBRIlab - Universitat Rovira i Virgili
<http://sbriab.com> - <http://urv.cat>



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Who is this pack for?

We hope this **anti discrimination pack** will be useful for anybody who wants to find out more about how discrimination works on-line, how this is connected to off-line reality and how to prevent or even combat it. This can include: kids, young people, parents, educators, teachers, activists, members of NGO's, policy makers, academics and many more.

intro

What is this pack for?

Raising awareness and help prevent discrimination, especially in the context of on-line social networks. To demystify technology and social networks for adults, to show there are no big secrets; these are just tools. To educate young people about online safety for themselves and others, make them aware of the risks and implications of their online presence. Signpost where to get help to challenge or report digital discrimination. Open a dialogue between young people and adults around Digital Discrimination. To provide materials which develop empathy, the basis for challenging discrimination of any kind. To empower young people and the people involved in their lives to support them in developing their emotional and cognitive responses and become informed, confident and active users of technology.

What can you find in this pack?

Free downloadable resources for young people, parents and adults who work with young people, such as:

- **Digital Discrimination:** definitions of digital discrimination; open and hidden forms
- **Users:** definitions of types of online users
- **Material:**
 - training summary sheets of sessions undertaken during the ICUD project pilot training
 - full training outlines describing the pilot sessions in more detail (in English only)
 - report about the research carried out during the ICUD project in 5 EU countries in 2013
 - Videos: 5 audiovisuals about the ICUD anti-discrimination pilot workshops that took place in 5 EU countries
- **Links:**
 - related material and an online archive 'Food for thought'
 - link to the ICUD project, from which this pack originates

What is digital discrimination?

The internet and especially web 2.0 and social networks have opened up new ways and patterns of social interaction that have forced us to renegotiate many aspects regarding our lives: interaction, relationships, communication, friendships, etc...

In this respect, Digital Discrimination is the representation of discriminatory content and attitude by digital means. This definition implies that digital discrimination does not represent a new reality, but a new way of expressing and disseminating discriminatory content. The message it sends is already known, however, the potentialities of the new patterns of evolution of these messages are in constant change. Digital Discrimination is not a new reality, it represents a new form of expressing an already known reality in a new channel. However, there are aspects which are new i.e. cyber-bullying has been defined as a more intrusive form of bullying, as the person under attack often carries their mobile device or has a computer at home, and the aggressive messages reach the person instantly and in their private online space. We have to

find out more about how to behave online, to avoid harming others unwittingly, as well as protect others and ourselves from deliberate online attacks.

digital discrimination

What happens in online social networks?

Online Social Networks help people to communicate beyond physical barriers. Although this is very positive, it can have negative implications. Material shared on social networks online, reaches a far wider audience much quicker than in a non online context. A photo shared on a social network today can be seen by thousands of people within hours, simply by being liked or shared by others. This means that any content can travel very fast, including openly discriminatory messages, or messages with discriminatory connotations. **Social networks do not create discriminatory content, but enable any content to be spread quickly, far and wide.**



Do you know about open discrimination online?

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

Do you know about hidden discrimination online?

We understand hidden discrimination as the kind of content that has “invisible” messages which are negative about specific people or groups. They are often accepted and shared by users, as they play with normalized stereotypes but, which are generally not the focus of the message. The stereotypes are often deeply embedded in the community. Very often the discriminated person or group will not perceive it themselves, or think that they can’t change it, and accept the stereotyping. They are considered as part of ‘how things are’. They are within a normalizing language or context. These types of contents are often linked to humour (i.e. used in advertising), or common expressions such as ‘I am not a racist but...’, which mask the discrimination under another message. Their detection requires an empathic and conscious attitude to avoid their dissemination. It is often difficult to challenge hidden forms of discrimination, as people may argue that really the message is not discriminatory, or that a stereotype is ‘only’ used for fun, not really to be offensive. We need to be reflexive, conscious

digital discrimination (continued)

Test yourself: could you detect hidden discrimination?

and empathic with ourselves and others, on and offline, to promote positive attitudes amongst the ‘real’ and digital community to avoid hidden and open discrimination.

Each country or region has their own stereotypical ‘bad people’. Can you think who they are in your community? Do you know jokes about them? Have you seen any online comments about them? How would you feel if the jokes were about you? Do you think you can stop these jokes circulating online?

Are you confident about preventing, challenging or combating discrimination online? Do you want some more ideas how to do it? Have a look at the material in this pack and get inspired.





Do you want to be an **active**,
passive or **reactive**
internet user?

We all have at some time had an experience of active, passive or reactive behaviour online, but the impact and even dangers of our behaviour are very different in each case. Here some definitions that may help us understand our impact better.



Active online behaviour

Definition: A user who engages actively and consciously creates content, and promotes or disseminates their views with direct messages, deliberately chosen images, and shares information online after previous research and reflection. We can all be active internet users. We can create our own messages and make our own thoughts heard. We can choose if we share discriminatory content or non-discriminatory content, but we need to engage with awareness raising content online, and find out about hidden forms of discrimination and positive attitudes against it.

users

Passive online behaviour

Definition: A user with a passive behaviour will look at content online, and share without prior reflection material produced by others. They can unwittingly disseminate discriminatory content by i.e. sharing messages by others on their own facebook, twitter, whatsapp etc. This is considered as passive if they share without any reflection about the content of those messages and the implications that they may have. They act as followers of discourses, but they are not conscious that their attitude multiplies the effect of the messages. Any of us has been a passive internet user sometime, liking or retweeting something without much investigation or reflection. This may or may not have had a negative impact on others or even ourselves. We need to remember that it is best to be an active online user, to prevent harming others or ourselves.

Reactive online behaviour

Definition: Reactive behaviour to online content may be to start a campaign against a discriminatory website or make a comment on facebook under a joke with implicit stereotyping. To take action against what we consider incorrect can be an active, reactive as well as reflexive attitude. With this behaviour we can challenge or even stop open discrimination and raise awareness about hidden discrimination. Any of us can be a reactive user in everyday online context, but we all need to learn to detect hidden forms of discrimination, and find positive and non aggressive ways to challenge and combat discrimination.



What will you find in this section?

You will find here in the **'material'** section a range of ideas for youths, parents and people who work with young people to use to improve awareness of technology, safety, digital discrimination and empathy. The aim is to enable and support young people (and adults) to become active and responsible digital users; to assess and reflect on their own use of technology, make changes, challenge and combat digital discrimination.



The **'parents/carer resources'** aim to give carers some confidence to start conversations about responsible and safe use of social network sites (SNS), even with a low level of digital know how. There are ideas on how to encourage reflective and active behavior and good use of technology.

The **'educators' resources'** provide a range of educational activities that could be used with newly formed or established groups to develop and maintain a dialogue about online anti-discrimination. There are ideas, which can be used to form the basis of a blog or the content of a poster.

material

The **'online-safety test'** and **'How to make great selfies'** aim to encourage young people to self-reflection, develop empathy and give ideas on how to become an active and responsible user of SNS.

The **'training summary sheets'** summarize pilot sessions with young people and educators that took place in 5 EU countries throughout 2013/2014, as part of the ICUD project, and were carried out by 5 different NGOs. These sheets give an impression at one glance of what has been done, but moreover hints for adults how to tackle digital discrimination. They are based on the full **'training outline forms'**, which are more relevant to educators, trainers and teachers and are only available in English in this online-pack.

Practical ideas for getting started

You don't need to be an expert on the internet to help enable young people to become aware of digital discrimination and develop empathy. You have the experience and tools to support them in becoming active, responsible and empathetic users of technology. Young people have masses of experience with technology, but adults have social skills based on life experiences, which youths often lack. Together you can start talking about the internet, digital discrimination and develop a dialogue that is open and reflective, and helps young people develop social skills to confront any on- or off-line challenges.

How to start talking to children in your care about their internet use

Make sure you find a time and place where you both are able to share your ideas and experiences without distractions so you can listen fully. Pay attention to body language, to hidden emotions which your child may not have the vocabulary to express verbally.

parent/carer resources

Questions to start thinking about use of the internet, images and videos

Have you seen any funny videos/clips/images recently? Watch together and then talk about the website they are using, how they found out about the clip (who shared it with them), where the clip came from (which country, city), how the clip was made (mobile phone, professionally, webcam...), when it was made, (is it recent?). Look at features including: leaving a comment about the clip, sharing with friends, like/unlike buttons – if you are uncertain of these features let them explain it to you – become interested in how the site works and ask questions (what does this do – can your friends see this, who else?)

Going deeper – empathy, the more we can identify with those who are discriminated against the more likely we are to react with empathy

What about the saddest, unhappiest, or upsetting videos, clips or images you have seen? Watch and discuss again as above. How do you think the person is feeling, is the situation fair? Why is it happening? Do they deserve this treatment? (Reflection: Do you think that some people more important/better than others?)

What can the character/person do to stop this? How do you think the person feels about other people seeing them in this situation? Do you know anyone who has been in a similar situation? What happened, how did they deal with it? Do you think they could have done anything differently? How would you feel if it were you? What would you do? Are there any photos/videos that you don't like or which you would feel embarrassed if your friends saw? How would you feel if it was shared on the internet? Looking at photos and images comparing fashions/make up/ hobbies they had when they were younger to how they see themselves now and their own interests – have they changed? Are you the same person with the same interests as in the photo?

Articulate your own emotions – express how you are feeling or how you felt as a result of the actions of others, how might others be feeling? Start to give a vocabulary to feelings and emotions.

Activity 1: Exploring self-image / photos

Aim: to raise emotional literacy (body language and vocabulary) and empathy, in order to prevent any form of digital discrimination. Examples from the internet and social networks should be used where possible.



Offline activity: The Mirror

Part 1: How do we see each other?

In pairs facing each other: Person A mirrors person B's actions. Swap – B mirrors A's actions. Reflection: *Was it difficult, how did it feel? Which was more/less comfortable?*

In small groups select a range of portraits that express different emotions (you can search online or from magazines) and share with the wider group, identify emotions and decide on the best image to represent each.

Next: One mimics the expressions in the pictures – other(s) guess(s) the emotion.

Reflection: Think about a time when you felt one of these emotions. Think before sharing, *if you are happy to share it with your partner, the group?*

Part 2: How do we present others and ourselves?

Get into groups of 3: story-teller, listener and observer. Explain the situation/story to your partners, what happened, who was involved, if it was resolved and how. Partners must listen fully and actively (no interruptions) look into your partners eyes, don't

educators' resource

Online activity:

interrupt, look at your partners body language *are there any other emotions you can identify?* Then retell the story, the observer gives feedback on how well and closely to the original the story was retold. Repeat so each participant has fulfilled the 3 roles.

Ideas for emotions to use: excited, angry, depressed, content, scared, worried, happy, energised, stressed...

Additional Challenge: Tell partner's story, in the first person, to a wider group, partner puts their hands forward and helps to tell the story. You can use here videos/photos from the anti-discrimination pack 'link' section to exemplify <http://digitaldiscrimination.eu/pack/>. The group listens to the story and at the end guess which emotion was being described, what gestures and body language did they notice, compare thoughts with others and discuss why they chose the emotion they did.

Ask the young people to create selfies with their own mobile phones or a digital camera in pairs, applying what they have explored so far, and afterwards share the results and discuss how they have felt about it. You can use the resource sheet '**How to make great selfies**' in the 'material' section (activity 8, page 36) to give them hints what images to take of themselves and others. Depending on available tools, this can be done on computers, mobile phones or on paper (drawing, collage etc.). It is a great idea to let young people choose a social network they would want to share the results on (decide on one most have) and take the opportunity to try and create a closed or private group, so they can see safety options and sharing restrictions. It is however a good idea to not share the images instantly during the activity, as young people often discover during the sessions what is and is not ok. The images should be shared in class on an offline platform i.e. simple word document.

Activity 2: Exploring self-image / stories

Aim: to raise emotional literacy (body language and vocabulary) and empathy, to prevent any form of discrimination. Digital tools should be used where possible, to show examples.



Offline activity: Whispers

Part 1:

In a group: Participants sit in a large circle, ask a volunteer to tell their story and whisper it into the ear of the person sitting to his or her right. Tell the person who has just heard the statement to whisper it to the next person. Continue until everyone has heard the story. Then the last person repeats what they have heard, and the student who started the story tells the original one again. Participants compare the original to the final statement and note any changes.

Reflection:

a) Facts: How did the stories change as they were retold? Eg: people tend to remember details, fill in gaps to make a story more believable or closer to what they think it should be; people exaggerate to make a story funnier or more interesting than it really is. *What influences how we hear and interpret information? What bearings have our experiences and interests on our perspectives? Are there times when people hear different interpretations of the same story and begin to question which interpretation is accurate? If everyone sees and hears something a little*

educators' resource

Online activity:

differently, how do we know when a story is accurate?

b) Feelings: *How did the changes in the story make us feel? Compare the feelings of the person who started the story to the rest of the group. What if this had been a personal story, and the meaning had changed?*

c) Consequences: *Would they share the stories from the session online? Who with? Do they think another person would understand the full story? Is there a danger of misinterpretation?*

This can also be done offline on paper, but should include clear references to online social media. Ask before starting what social media they use, and see if there is another one like twitter that limits characters, let the young people tell you what they do and let themselves discover which aspects to question.

Write a tweet:

Step 1: Reduce a story to 140 characters. *How difficult or easy is it? Is the story clear or ambiguous?*

Step 2: Find an image to post with it. *Has the story changed? What's missing? Can you still tell what emotions are linked to it?*

Step 3: Someone else re-tweets the story and adds a comment. *Has this changed the original message?*

Reflection: *What are the similarities and differences between the stories told face-to-face and online? Discuss first in small groups and then give feedback with all groups together.*

Activity 3:

Self-image, online identities and stereotypes

Aim: increase self-awareness and highlight hidden messages in images we share and receive online.

Preparation: Read the 'introduction', 'digital discrimination' and 'user' section of this pack, to refine your language about the subjects. Explore the 'links' section; there are many videos, articles and images you can use to exemplify your points in this session.

Offline activity:

Part 1: What is your self-image?

Young people need to take 18 specific photographs of themselves (on their phone, or with a camera). These should all be images that individuals feel happy to share with the group.

8 photos – of myself in everyday situations, school/home/family and friends/pets/learning/playing/relaxing

8 photos – of myself as others see me. Participants ask their friends/family to tell them about an aspect about themselves – eg: my parent/carer thinks I'm good with money; my friend thinks I'm the life and soul of the party.

1 photo (reproduced 8 times) a photo of myself reflected in a mirror/or other surface

1 photo (reproduced 8 times) a photo of myself as a shadow – only a silhouette

Participants insert these photos into the panes in the *Johari's Window Frame* (this can be online or on paper)

Who I am. Images and information I'm happy to share with others

educators' resource

Who other people think I am, what they think of me.

Unknown or hidden information about myself, information or images I keep from others.

Unknown by me or others.

Action: In pairs participants discuss aspects/images of their identity previously known or unknown to them. Ask them to compare this to online versus real life sharing of information and images.

Are there any images I would/wouldn't share?

You may want to use the resource '**How to make great selfies?**' in the 'material' section (activity 8, page 36)

Part 2: What is a stereotype?

Explain what a stereotype is and give some examples to include in the activity, i.e. : racial/cultural/religious/gender/age. Participants discuss how their windows fit into or challenge stereotypes that they are aware of in mainstream media and online. *What are*

the positive elements of the imagery that the media share, how are they different to negative ideas and images?

Action: Participants produce a collaborative collage that challenges stereotypes they have identified, using their own images as a good example. (This could be limited to just 2 from each person)

Reflection: Discuss each element of the collage and how it challenges stereotypes, *are there any not included, how might this collage be used, have participants own perceptions and ideas been challenged, are there themes or ideas which connect across the stereotypes?*

Activity 3: continued

Online activity:

In small groups participants choose a celebrity or group to research. The aim is to find and analyse their social media accounts and online presence. *What products and causes are they related to, positive and negative? Do they receive sponsorship or are they paid by companies to endorse their products? Do they share 'selfies'? What do these images promote or 'sell' to followers? Is there a theme to the products they are linked to? Produce a Johari Window using their research. Participant present their findings back to the group.*

Reflection: Discuss first in small groups and then give feedback together. *What are the blatant and hidden messages and associations that are connected to images and content that we receive and send? Everyday we make decisions and form opinions about individuals, organisations and products. How are we influenced and informed online? What instant associations, stereotypes and discrimination do we make between people, images and content?*

I'm very family orientated



I love go karting



I love dressing up



I enjoy playing the keyboard



I enjoy going out



I have a sweet tooth



I like being around friends



I love looking at nature



educators' resource

I like Turtles



I have a split personality called Clive



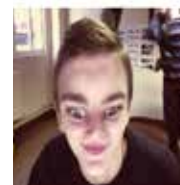
I Love myself



I'm Deep...



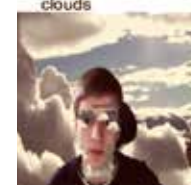
I'm Evil



I enjoy making music



My head's in the clouds



I daydream alot



Activity 4: Could I be a bully?

Aim: raise awareness about 'passive, active and reactive users', and how we are much more likely to be contributing to digital discrimination unwittingly, by sharing material without question or reflection and by being passive users, rather than becoming a victim of it.

Preparation: Read the 'introduction', 'digital discrimination' and 'user' section of this pack, to refine your language about the subjects. Explore the 'links' section; there are many videos, articles and images you can use to exemplify your points in this session.

Offline activity:

Part 1: LIKE / DISLIKE / IT DEPENDS

Put three pieces of paper with the words LIKE, DISLIKE, IT DEPENDS in different locations. Read out statements, and ask participants to take a position in the room based on if they agree, disagree, or are unsure about the statement. Use the following statements as a starting point. Introduce less obvious examples and use visual material.

Create statements relevant to your group, let them generate their own.

- I like using social networking sites to keep in touch with my friends.
- I accept any friend requests. The more friends the better!
- I check my phone for messages all the time.
- When my friend is telling me something important I turn my phone off.
- I tag my friends in photos without asking for permission.
- I like or share images or text that I haven't read properly.

educators' resource

- I exclude my friends from chat or groups.
- I make negative comments about friends, friends of friends, strangers.
- I make assumptions about people based on the groups to which they belong.
- I like and share jokes that make fun of people (because of things like their gender, race, religion, sexual orientation, clothes, body size or shape, physical or mental ability.)

Read statements or show images that make a statement and allow time for participants to take a position. Ask during the activity volunteers from each position to explain their choice. Give them a chance to change positions from one statement to the next.

Reflection after the activity: *How did it feel to take a position on some of the statements? Was a particular topic that you were unsure about, what information would you need to form an opinion? How did you feel when you saw others taking a completely different position from yours? Were any opinions surprising to you? Was there a position where you were clearly in the minority? Did you*

consider changing your position to join the majority? Do you think people sometimes pretend to agree with another person? What might be the benefits of doing this? How does this activity compare to online social networks and your behaviour when you 'like' something? Do you quickly agree or do you research and reflect about statements, images, posts and comments?



Activity 4: continued

Offline activity:

Part 2:

Read out the definitions in the 'user' section in this pack (page 12). Ask participants to reflect and discuss: *What type of 'user' am I? What type of user do I want to be? What steps do I need to take?*

Going deeper - Create empathy and question group behaviour:

And I prejudiced against certain groups or people? Who are they? Why do I think I do/n't hold prejudices? Which prejudices that I hold are accepted in my group? Do I personally think I need change and why? Do I speak up for others when I see them being treated unfairly? Has anyone ever spoken up to help me? Why do I think I do/n't speak up? What can I do to become more outspoken on issues of digital discrimination? How would I benefit from speaking out for others? How would others benefit if I spoke out? Do I usually go with the group? Have I ever been bullied? Do I know anyone who has been bullied?

Online activity:

Part 3:

Next steps: Participants identify one or two items or attitudes each wants to challenge or change. Check resource 'Making a difference' in the 'material' section (activity 6, page 32) for ideas about an activity how to make an online campaign and become an 'active and reactive' user.



educators' resource



Activity 5:

Can I recognise and challenge discrimination online?

Aim: raise awareness about open and hidden forms of discrimination, and how we are much more likely to be contributing to digital discrimination unwittingly, by sharing material without question or reflection and by being passive users, then to become a victim of it.

Preparation: Read the 'introduction', 'digital discrimination' and 'user' section of this pack, to refine your language about the subjects. Explore the 'links' section; there are many videos, articles and images you can use to exemplify your points in this session.



Offline activity:

Show images quickly to let first impressions and feelings emerge (simulate effect of content viewed online).

Reflection: *What are the overall feelings that emerge from this content?* Then show images again and discuss each one in depth, to uncover different perceptions on more or less hidden forms of online discrimination. Discuss discriminatory use of images and comments. Example questions: *What does this image/language show? Whose voice is being heard? Who is the intended viewer? What is the message? Are there any other messages, references or images that this links to? What are they? What are the connections that you make/that others might make? Do I think about the negative messages, language that I am getting about people from things like advertising, television, films, music, and video games?*

educators' resource

Online activity:

Discuss with the group if they have seen any discriminatory content online.

Participants do research in small groups online to find open discriminatory content, give them 5 minutes.

Revise and discuss briefly the content found with the entire group.

Ask them to find discriminatory or offensive content in advertising, give them 5 minutes.

Again, discuss and revise. Check if all agree on content being discriminatory.

If they do not agree, ask why not?

Show some images, text or posts on social networks with subtle discrimination (jokes, implicit hidden messages about gender or racial roles etc.) you can find many examples in the 'links' page in this pack.

Discuss the content and implications. Read out the definitions of 'open and hidden discrimination' in this pack. Ask the group to name some for each category.

Discuss with the group: *Were there images/content which had a particularly strong impact with individuals or groups? Were there some, which were more difficult to identify than others, why and in what ways? Were there some images which whilst not being discriminatory against me I could see were discriminatory towards others?*

How would I feel if this post was about: a member of family/best friend/friend/someone in my school/community? What would be the value of paying closer attention to hidden online discrimination?

If the group finds it difficult to grasp the concepts, go back a step and discuss basic concepts about identity, stereotyping and how to construct an image. You may wish to use resource 3) **Self-image, online identities and stereotypes** to find some ideas.

Activity 6: Making a difference

Aims: challenging digital discrimination and providing tools to actively counteract discrimination online by becoming active and reactive users.

Preparation: Read the 'introduction', 'digital discrimination' and 'user' section of this pack, to refine your language about the subjects. Explore the 'links' section; there are many videos, articles and images you can use to exemplify your points in this session.

Offline activity: Challengers

Part 1:

In small groups participants brainstorm what types of discrimination there are and in which way we can challenge and combat it online. Encourage participants to move from small-scale realistic ideas to broader and more open-ended scenarios.

Part 2: Online research:

In small groups find examples and websites with campaigns against discrimination or for inclusion, done by different actors: companies, NGOs, individuals etc. Discuss with the entire group the similarities and differences in the methods they use to challenge and fight discrimination. (Refer to the 'links' page in this pack.)

Reflection: How can I be safe online, keep others safe and challenge digital discrimination? Participants work in small groups to develop a message about a subject they feel strongly about. They present the ideas to the group. The group gives feedback about what they think works well and why and what could be improved and why.

Discuss with the entire group ways in which they could disseminate their research, projects and tools to their peer groups and how they would measure the success of their campaign.

educators' resource

Online activity:

With a mobile phone or digital camera produce a short 'activist' video. Ask young people in small groups to choose a positive subject they want to campaign about. Give some subject options and show some examples first. There are many anti-bullying or discrimination campaigns, you can find examples on the 'links' page <http://digitaldiscrimination.eu/pack/> and see some video-campaigns produced by other students on the ICUD project youtube channel https://www.youtube.com/channel/UCBjPoHs4FOEwY_pmEbMUhMQ/videos

Once they have produced a short video of about 3 minutes, ask them to upload the video to a youtube channel you have previously created. Explore beforehand the 'privacy' options and make sure the videos are all 'private'. When you upload the videos, explain to the students the importance of checking and setting the privacy options beforehand. Tell them what you have done, so that not everybody can see the videos. Ask them if they have a channel themselves, and what they usually do. Give space to explore together. You may want to use another social network such as 'vimeo' or 'instagram'. (If you have no Internet access

you can use a video editing tool, or even just photos and a simple Power Point slide show format.)

Once the videos are uploaded, edit them together. Add music, text and captions. Discuss what changes when the text or music is changed.

Check the other resources in this anti-discrimination pack if you want to work further on: creation of self-images, online identities and problems and good practice on social networks and online.

Activity 7:

TEST: Keeping myself safe, keeping others safe
Where are you on the online safety-line?

Online safety

One password fits all

I use my full name as my password on all my sites.

Difficult to crack

My password has a mix of capital letters, symbols and numbers. There are no dictionary words. I have a different password for every site I use. I don't share it with anyone.

How many?

A few good friends

I have the same friends off and online. I know who they are and I have met them in real life.

Virtually popular

I've got so many friends, I can't keep track. Some of them I've never even met and I don't know anything about them. They could be anyone! People get in touch with me all the time. I accept everyone and give them access to all my online content.

Response time

Instant

My fingers are fast, if you send me a message /image/comment I'll get back to you instantly. I might not have read everything or understood what you've shared with me but if you want a reply like lightening I'm the one!

I'll get back to you

I like to respond in my own time, I want to understand and think about what you have shared with me. After all you took the time to get in touch, it's only right I think about how to respond.

Young peoples' resource

A picture paints a thousand words

Show and tell

I want everyone to know what I've been doing, where and with who. I also want to share every picture I take of everyone with everyone. I don't ask for permission. You knew when I took that picture what I was going to do with it. If you were there you'd want to tell everyone too. I love selfies and post them all the time. I don't worry that anybody can see and use them.

Keep my face out of it please

I like pictures of people; I always ask for permission if I'm going to share a picture of my friend(s). I have selected a privacy setting so images cannot be viewed/shared without my permission. I usually use an icon or avatar rather than a photo for my profile. I know that I can never cancel photos online, and that anyone can use and see them. I don't mind because I choose my photos carefully before posting them.

Refletion: *Are there any changes I want to make to my activity online? Is there anything I can do immediately?*

Y/N if yes, what is it?

Do you need help to make your social networks safer? Is there anything you are unsure about? Ask for help! Try talking to your friends or adults you trust. You can also find some information online, check the 'links' section on this website <http://digitaldiscrimination.eu/pack/>

Activity 8:

How to make great selfies

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

For inspiration, have a look at this project where the artist JR has invited people to send him selfies, which he has converted into posters: <http://www.insideoutproject.net/en/best-of>

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

What is important to consider, is that with each portrait, you communicate emotions to others. You can show and make others feel a happy, fun, exciting person, or a sad, unhappy, angry person...either can be interesting, but you need to think what you want to transmit.

Adding text is a great way to make an image more relevant. Here some simple examples made with instagram:

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

Also, online there are no barriers, your photo may reach millions of people you don't even know, and they may make comments you like, but also others you do not like. So if you share for example a sexy image, make sure it is really something you don't mind anybody else seeing, as you may not have control how far it travels. Always think: online, this could be seen by my parents, my teachers, my friends, but also all those I don't get on with, or lots of complete strangers...

For these reasons it is great if you have a strong powerful image, which you can cre-

Young peoples' resource

ate with added text, and even emoticons. A smiley or heart or even angry face added to an image you post, will say more than many words, and it makes you think first how you feel about it, and encourages others to feel the same.

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



Hidden forms of online discrimination

Organiser:

Pour la Solidarité. Brussels, Belgium
<http://www.pourlasolidarite.eu/>

Key words/Tags:

awareness raising, face to face and online discrimination, group work, intercultural, immigration, diversity, racism, homophobia, gender-based discrimination.

Introduction:

The training took place in Brussels and involved 45 secondary school students through innovative workshops based on non-formal and interactive methodologies. The workshop's aims were to enable young people to create and spread effective strategies for counteracting homophobia, ethnic and gender-based discrimination on Facebook. The starting point was from the participants' perceptions with special emphasis placed on hidden forms of online discrimination.

Full training outline forms are available online



Focus:

Encourage young people to become self-reflective and active in relation to racism and discrimination in face-to-face and virtual environments in order to become informed, aware and active citizens.

Objectives:

- raise participants' awareness of hidden online discrimination
- participants to develop responsible use of the internet
- enable participants become active users on Facebook

Pilot training summary sheets



YouTube

<http://goo.gl/vQhO72>

Activities:

Project presentation, introduction of the notion of online discrimination, research of a definition commonly accepted of 'discrimination', debate on general topic: 'What is discrimination?', viewing of interactive videos, guided discussion, brainstorming

Video production (using a camera)

Writing and realisation of a sketch, video production (using a mobile phone)

Production of video, screenwriting and comics

Participants:

1: 24 secondary school students 'Les Marlères'

2: 3 native secondary school students (aged 16-17; 1 female, 2 male)

3: 7 youths from migrant backgrounds from the Ixelles neighbourhood (aged 16-24)

4: 10 graduate school students 'European Communication School' from affluent families (aged 18-24; 9 female, 1 male)

5: 1 student from the INSAS (institute national supérieur des arts du spectacle) graduate school

Educators and social networks: raising awareness about hidden forms of discrimination and learning practical online tools

Organiser:

CEPS Projectes Socials. Barcelona
<http://asceps.org>

Key words/Tags:

youth workers, social network tools, digital
good practices, group work

Introduction:

Educators who work with young people are often overwhelmed by the use of new technology as a result they cannot integrate this into their educational practice. This lack of knowledge and confidence is a barrier to understanding how relationships are established among young people using mobile technologies and to preventing potential problems.

Focus:

Provide educators with skills and information about discrimination issues and guidelines for good practice in the context of online social networks.

*Full training outline
forms are available
online*



Objectives:

- help educators to work with young people on good practices in the online context, and address discrimination on and offline
- empower educators to feel confident about their knowledge and skills
- provide basic information about specific online dangers in social networks and how they can be prevented
- explore some social network tools and activities, which can be used with young people

Pilot training summary sheets



YouTube

<http://goo.gl/vQhO72>

Activities:

Raise awareness about discriminatory content online: Collect material with discriminatory language, racist messages, stereotypes and prejudices found on social networks, and discuss offline how this could be countered with online tools. Focus on learning to use social media hashtags / labels, aggregators and various monitoring tools.

Produce reference material: Using Facebook, to engage creatively with the production or content selection in the panel discussion on online discrimination. Develop collaborative educational material of their direct experience in terms of online discrimination.

Teach young people good social behaviour on and offline: Combine reference material and examples of good practice and how youths can prevent, challenge and fight discrimination in digital environments.

Trainers develop teaching materials for members of the group, with clear indica-

tions on how to participate, how to contribute knowledge, what types of content to produce and how this dynamic online environment affects relationships.

Participants:

Youth work practitioners: teachers, social workers, educators, community workers etc.

Youth, Instagram and Facebook: raising awareness about hidden forms of discrimination and learning practical online tools.

Organiser:

CEPS Projectes Socials. Barcelona, Spain
<http://asceps.org>

Key words/Tags:

youth, social network tools, digital good practice, group work, relationships, active user, critical thinking

Introduction:

The training took place in La Ribera - Born, a challenging area in a period of gentrification with a high level of immigration. The youth group from this area ranged from 14-18 years old. While not at risk of exclusion they live with this reality every day, for some the issues are complex.

Focus:

Teach young people to think critically and consciously about their position as active or passive users of social networks. Develop participants' skills and knowledge to become thoughtful and critical users of digital environments.

Full training outline forms are available online



Objectives:

- explore the types of network user, identify which type of user individuals are: categories: user impeller, fan user, active user, passive user, exposed user
- empower young people to feel confident about their knowledge and skills
- explore creative participation on Facebook and ways to combat discrimination online
- explore audiovisual and online virality

Activities:

Use Facebook, Twitter, Instagram, Youtube and 2.0 tools to identify and track online multimedia content websites and discriminatory language, racist messages, clichés, stereotypes and prejudices. Learning to use social media hashtags / labels, aggregators and various monitoring tools that could be used for educational activities in the future.

Pilot training summary sheets



YouTube

<http://goo.gl/vQhO72>

Participants:

Youths between 14 and 17 years old.

Use Facebook, to engage creatively with the production or content selection in the panel discussion on online discrimination. Develop collaborative educational material, in which all members contribute their direct experience in terms of online discrimination. Material to function as a guide for other young people who may be in this situation. The material to be available on the web (<http://digitaldiscrimination.eu>) and in the Facebook group to open a permanent channel to generate dialogue between their peers.

Make references to all the concepts related to the current situation of Internet 2.0, the vulnerability of young people from abusive and discriminatory content and above all, the ability to take an active part in challenging and fighting discrimination in digital environments in creative and thoughtful ways.

Face to Facebook! Proactive youths against online discrimination

Organiser:

CIES ONLUS. Rome, Italy
<http://www.cies.it>

Key words/Tags:

awareness raising, face to face and online discrimination, group work, intercultural, immigration, diversity, racism, homophobia, gender-based discrimination.

Introduction:

The training took place in Rome and involved secondary school students, natives and immigrants, through an innovative workshop based on non formal and interactive methodologies. The workshop was aimed at creating and spreading, in collaboration with the young participants, effective strategies for counteracting homophobia, ethnic and gender-based discrimination on Facebook. Starting from participants' perceptions a special emphasis was put on the difference between hidden and blatant forms of online discrimination.

Full training outline forms are available online



Focus:

Encourage young people to become self-reflective and active in relation to racism and discrimination in their real-life and virtual environments in order to enable them to become informed, aware and active citizens

Objectives:

To help raise the participants' awareness of online discrimination through a cross-cultural approach

To help participants develop a sense of responsibility for their use of the Internet, combining freedom of expression and respect for human rights

To stimulate reflection, raise awareness of and increase consciousness about both the risks and the potential benefits of social networking

To help participants become active and aware protagonists of the contrast to online discrimination

Pilot training summary sheets



YouTube

<http://goo.gl/vQhO72>

Activities:

Phase I - Awareness raising: 1st Module

Project presentation; Ice-breaking and team-building activities; introducing the notion of discrimination through interactive games and group discussion; showing case studies and debate on different perceptions by participants; research on online discrimination contents by participants and debate on outcomes; creation of a Facebook profile and group.

Phase II - Reaction and digital production: 2nd and 3rd modules

Traditional lesson on different communication approaches, on-line communication and discrimination; guided group discussion on potential benefits and risks of social networks; group work aimed at designing actions contrasting discrimination (selection of topics, video scripts..); production of digital materials.

Phase III - Action on the Internet: 4th module

Feedback and evaluation of the whole training process and dissemination of deliverables: stimulate a reflection on the training activities, finding out weaknesses and strengths through evaluation games and questionnaire, online dissemination of deliverables by participants

ing activities, finding out weaknesses and strengths through evaluation games and questionnaire, online dissemination of deliverables by participants

Participants 1: 21 Secondary school students (17 male and 4 female aged 16-17) 'Cavour' School

Participants 2: 14 Secondary school students (all female aged 16-17) 'Pertini-Falcone' School

'Please don't talk to me like that!' (PDTTMLT): Identity, self-disclosure and challenging subtle discrimination creatively

Organiser:

Collage Arts. London, England
<http://www.collage-arts.org>

Key words/Tags:

young people, identity, self-disclosure, subtle-discrimination

Introduction:

An exploratory process undertaken with 3 groups of young people at Collage Arts, predominantly young people aged 16-19 who live in London and are not in education, employment or training (NEET) or at risk of becoming NEET.

The organisation turns what is a negative label into a positive acronym by using the words: Nurture, Enable, Empower and Transform. Creatively developing strategies to identify and respectfully challenge these discriminatory posts in a variety of ways including training peer leaders to educate their younger peers.

Full training outline forms are available online



Focus:

Explore self and group identities, in order to heighten awareness about responsibilities and risks on and offline. Enhance a sense of empathy, and develop critical understanding about discrimination and hidden discrimination, and apply the learned skills with practical activities.

Objectives:

Raise awareness about 'push' and 'pull' identities. Being me: How I see myself; How close family and friends see me; How others see me.

Develop an awareness of risk or danger and a sense of responsibility and self-accountability for self-disclosure and personal safety in physical and virtual contexts. Being with you: How I see my peers offline and online; What I tell my peers about myself in offline and in online contexts.

Develop an understanding of empathy and responsibility for the well-being of others: Being aware of hidden discrimination: Identify visual or verbal subtle discrimination, and learn how to challenge it.

Pilot training summary sheets



You Tube

<http://goo.gl/vQhO72>

Critically evaluate the workshops, select key aspects of learning that might benefit others and communicate these through creative actions. Being creative together: How we can share our learning and experience of this using our creativity.

Activities:

Preparation: Taking 18 Photographs and up-loading these into the Johari Window Frame Tool. Starting a group blog; (see training outline form for full details about this activity)

'Being me' (1): Learners bring and share a photo-collage of themselves

'Being with you' (2): Learners discuss self-disclosure in the present context of being in a physical space with their peers. The photographs of their mirror or other reflective images

'Being aware of hidden discrimination' (3): Learners discuss their experiences with posted comments that contain subtle or less-subtle discrimination. They recognise online postings that limit how certain 'types' of people are regarded by others or become

aware of how certain voices are silenced

'Being creative together' (4): Learners make artefacts based on their challenging urban dictionary phrase using any aspects of the workshops.

Participants:

3 groups of 6-8 young people; 16-24 BAME; 25% ESOL; 10% ex-offender, 10% in care or care leavers; 50/50 gender in mixed groups with 2 trainers, 1 of each gender; 100% in gender-separated groups with trainers of the same gender as the participants; Recruitment of groups via existing links with external agencies: *Youth offending team; Supported housing; Leaving care team.*

The Web 2.0 Navigators. The Unseen side of the Internet

Organiser:

Fundatia PACT. Balta and Slatina, Romania
<http://fundatiapact.ro/>

Key words/Tags:

Youths, non-formal education, fighting on- and offline, responsible Internet use, empathy, discriminated groups, understanding how discrimination feels.

Introduction:

Discrimination is widespread in Romania, even if it is low on the public agenda and authorities; most citizens prefer to employ a politically correct discourse rather than taking actual measures in dealing with it. For example, according to the recent official polls, over 75% of Romanians would not vote for a President of Roma or Hungarian ethnicity or with a physical disability. Two thirds are against a President of another religion and half would not vote for a woman.

The training course went beyond the politically correct discourse, provoking young people to express their opinions openly, yet respectfully, while putting themselves 'in the shoes' of the discriminated groups.

Full training outline
forms are available
online



Focus:

Understand and examine the concept of discrimination, past the prevalent politically correct discourse that 'discrimination is not good'. Develop responsible use of online tools, both for personal and professional use, and produce digital material to fight discrimination.

Objectives:

Understand the causes of discrimination, how it is spread, what it means and how it feels

Identify different forms of discrimination, with a focus on hidden discrimination

Develop their ability to assess the content posted over the internet and how to adapt it according to different platforms

Learn to produce digital material in order to fight discrimination

Activities:

Each course was organised around two face-to-face training sessions lasting one full day, completed by several online work assignments, as well as a group meeting to watch

Pilot training summary sheets



YouTube

<http://goo.gl/vQhO72>

and discuss a film together. The groups organised the viewings and the subsequent debates independently at a local level without direct facilitation from the course organisers.

Reflection and debate of an imaginary case-study, from the point of view of all the characters presented in the case study

Guided discussions on what discrimination is, what it feels and how it manifests, using short films as a starting point

Preparing a personal story about a person belonging to a discriminated group – individual assignment

In groups make a collage about what discrimination means and how it can be fought

Online research and presentation of the forms of hidden discrimination

Small groups brainstorming on how internet can be used for 'good' and for 'bad'

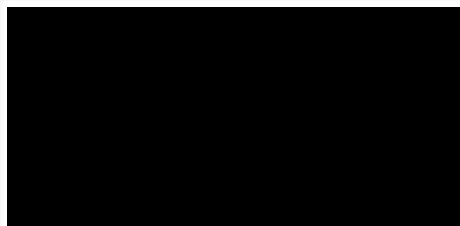
Presentation of online tools and practice the use of some of them

Assignments to produce digital material aimed at expressing oneself and fighting discrimination

Depending on the previous experience of the participants, we provided more on some topics and we even introduced a new one in Balta village, dealing with emotional literacy (differentiate correctly between thoughts, emotions and actions and the way they are connected).

Participants:

Two groups of young people, aged 15-21; 1) small town of Slatina 2) village of Balta. The young people were either in high-school or students at the university. The young people from Slatina worked with disadvantaged groups and developed youth initiatives. The young people from Balta had reduced opportunities not only in terms of access to extra-curricular activities, but also access to social and online education.



External links for further research or help:

ICUD project archive 'Food for thought' with over 200 external digital resources:

<http://digitaldiscrimination.eu/research/>

Some EU Internet helplines:

<http://digitaldiscrimination.eu/resources/press/>



Links

An Internet glossary of terms:

<http://www.internetsafety101.org/glossaryofterms.htm>

Some social network safety tips:

- En español <http://www.deaquinopasas.org/>
- En català http://www.xtec.cat/web/recursos/tecinformacio/internet_segura/fullets
- In English 'chatdanger project' resources <http://www.chatdanger.com/resources/>
- în limba română <http://sigur.info/>
- In italiano <http://www.retenear.it/>
- En français – www.clicksafe.be
- In the EU <http://www.nohatespeechmovement.org/>

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<http://www.candela.cat/>

- Fundació Esplai

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Creatively Unveiling Discrimination**

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