NO HATE POLICE

D2.2. The NoHate Police Curriculum

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D 2.3 The NoHate Police Curriculum

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Abbreviations

Acronym	Full Description
APA	American Psychological Association
AMSD	Audiovisual Media Services Directive
CCTV	Closed circuit television
CERD	Committee on the Elimination of Racial Discrimination
CID	Criminal Investigation Department
CSO	Civil Society Organisations
DSA	Digital Services Act
ECHR	European Court of Human Rights
ECRI	European Commission against Racism and Intolerance (ECRI)
EMFA	European Media Freedom Act
FRA	European Union Agency for Fundamental Rights
JHA	Justice and Home Affairs Council configuration
LGL	Lithuanian Gay League
NAPAR	National Action Plans Against Racism
NGO	Non-governmental organization
ODIHR	Office for Democratic Institutions and Human Rights
OSCE	Organization for Security and Co-operation in Europe
RVRN	Racist Violence Recording Network
URL	Uniform Resource Locator

Contents

Executive Summary **9**

Introduction **10**

MODULE 1 "WHY ARE WE HERE"

1.1 Abstract 11

1.2 Learning Outcomes 11

1.3 Activity 1.1: Introduction - Welcome and Ground Rules 12

1.4 Activity 1.2: Objectives of the Training 14

1.5 Activity 1.3: Understanding Hate Crime and Bias 16

MODULE 2 "INTERNATIONAL AND EU FRAMEWORK FOR ADDRESSING HATE CRIME"

2.1 Abstract 19

2.2 Learning Outcomes 19

2.3 Activity 1: "Building the timeline of EU and international developments" 20

2.4 Activity 2: "Theoretical presentation: International and EU Framework for Addressing Hate Crime" 22

2.5 Activity 3: "Case Study - Sakir v. Greece (2016)" 23

2.6 Activity 4: "Wrapping up: National Practice Reflection – Evaluating Compliance with International Standards" 25

2.7 Optional Activity: "Simulated Policy Input Exercise" 26

MODULE 3 "IDENTITIES, BIAS AND STEREOTYPES"

3.1 Abstract 28

3.2 Learning Outcomes 28

3.3 Activity 1: "Introduction" 29

3.4 Activity 2: "Theoretical Insights" 30

3.5 Activity 3: "The Layers of Identity" 31

3.6 Activity 4: "Challenging Stereotypes" 32

3.7 Activity 5: "Enhancing Police Responses to Hate Incidents Through Cultural Awareness and Bias Mitigation" 34

3.8 References 38

MODULE 4 "KEY CONCEPT AND DEFINITIONS: HATE CRIME"

4.1 Abstract 39

4.2 Learning Outcomes 39

4.3 Activity 1: “Hate crime definition and related concepts” 40
4.4 Activity 2: “ Investigating Hate Crimes – Stereotypes, Unconscious Bias and Prejudice” 42
4.5 Activity 3: “ The journey of a hate crime - wrap up” 44
MODULE 5 “EU AND NATIONAL HATE CRIME AND HATE SPEECH LEGISLATION”
5.1 Abstract 45
5.2 Learning Outcomes 45
5.3 Activity 1: “EU Legal Framework Overview” 46
5.4 Activity 2: “National Legislation Overview” 48
5.5 Activity 3A: “Group Exercise: Applying National Legislation on Hate Crime and Hate Speech - GR version” 49
5.6 Activity 3B: “Group Exercise: Applying National Legislation on Hate Crime and Hate Speech - CY version” 51
5.7 Activity 4: “Scenario: Online Hate Speech and Physical Assault in a Public Space” 53
MODULE 6 “POLICING HATE CRIME AGAINST AFFECTED COMMUNITIES – A HUMAN RIGHTS AND ANTI-DISCRIMINATION APPROACH”
6.1 Abstract 54
6.2 Learning Outcomes 54
6.3 Activity 1: “Introduction to Hate Crime Policing & Key Definitions” 55
6.4 Activity 2: “Human Rights-Based Policing” 56
6.5 Activity 3: “Failures in Human Rights in Hate Crime Response” 58
6.6 Activity 4: “Scenario: Hate Crime Incident in Thessaloniki” 59
6.7 Activity 5: “Quiz: Integration of Human Rights Standards into the Policing of Hate Crimes” 60
MODULE 7 “IDENTIFYING AND TREATING HATE CRIME”
7.1 Abstract 62
7.2 Learning Outcomes 62
7.3 Activity 1: “Identifying hate crime – Introduction” 63
7.4 Activity 2: “Identifying Bias Indicators and Bias-Motivated Incidents Effectively” 65
7.5 Activity 3: “Efficient Illustration and Resolution of Challenges Related to Hate Crimes” 67
7.6 Activity 4: “Practical Exercise: Analysing Hate Crimes vs. Other Offenses” 69
7.7 Activity 5: “Multiple-choice quiz” 70

MODULE 8 "INVESTIGATING HATE CRIMES"

8.1 Abstract 72

8.2 Learning Outcomes 72

8.3 Activity 1: "Understanding bias indicators: Use of Slurs, Symbols, or Discriminatory Language" 73

8.4 Activity 2: "Initial Response and Crime Scene Management" 74

8.5 Activity 3 "Interviews and Evidence Gathering" 75

8.6 Activity 4: "Case study analysis and step-by-step exercise plan" 78

8.7 Activity 5: "Role-play activity: Participant's practice interviewing a hate crime victim with feedback on their approach" 80

MODULE 9 "WORKING WITH CIVIL SOCIETY ORGANIZATIONS"

9.1 Abstract 82

9.2 Learning Outcomes 82

9.3 Activity 1: "Introduction and setting the scene" 83

9.4 Activity 2: "Best practice presentation: The Greek Racist Violence Recording Network" 84

9.5 Activity 3: "Journey map of a hate crime victim" 85

9.6 Activity 4: "Wrap-Up Discussion and Reflection" 87

MODULE 10 "EMERGING TYPES OF HATE SPEECH – HATE IN THE ONLINE WORLD"

10.1 Abstract 88

10.2 Learning Outcomes 88

10.3 Activity 1: "Introduction" 89

10.4 Activity 2: "Theoretical Insights" 90

10.5 Activity 3: "Case study Beizaras and Levickas v. Lithuania – The need of police action" 95

10.6 Activity 4: "Case study Yevstifeyev et autres c. Russie (2025) – The issue of parody" 96

10.7 Activity 5: "The legal challenge of coded hate speech" 98

10.8 Activity 6: "The determination of the characteristics of the offence, the case study of Marco Polo (Greece)" 99

10.9 Activity 7: "Case study Police v A. A. (Cyprus)" 100

10.10 Activity 8: "Ambrisio" 101

10.11 Activity 9: "Activity on AI generated hate speech" 102

10.12 Assessment and Evaluation 103

10.13 References 105

Executive Summary

The NoHate Police project aims to develop specialized training seminars for police officers, focusing on hate speech and hate crimes. This material is part of Work Package 2 and constitutes a core pillar for the development of a comprehensive training package, which will provide the necessary theoretical and practical resources for the implementation of the seminars.

The material introduces the training programme by presenting its aims and objectives, as well as the key concepts of bias, hate crimes, and hate speech. At the same time, it includes a detailed description of ten thematic modules covering the international, European, and national frameworks, relevant legislation, the policing of hate crimes, their investigation, and cooperation with civil society organisations.

Particular emphasis is placed on the impact of hate crimes on victims and affected communities, a human rights–based approach and the fight against discrimination, as well as new forms of hate speech, with a specific focus on the online environment. Overall, the training package seeks to strengthen police officers' knowledge, skills, and operational readiness, contributing to the more effective prevention and response to hate crimes.

Introduction

This document, Deliverable 2.3 of the NoHate Police project, presents the NoHate Police Curriculum. The NoHate Police project aims to build the capacity of police forces to successfully combat hate speech and hate crime, primarily through the development and implementation of training activities for police officers.

Work Package 2 of the project is specifically dedicated to the development of the NoHate Police Curriculum. This document constitutes the core deliverable of that work package. It provides a comprehensive educational framework to be used for training police officers on the issues related to hate speech and hate crime.

The curriculum outlines a modular approach to training, encompassing key concepts, legal frameworks, and effective response strategies. It is structured around ten modules, including:

- Module 1 “Why are we here”
- Module 2 “International and EU framework for addressing hate crime”
- Module 3 “Identities, Bias and Stereotypes”
- Module 4: “Key Concept and Definitions: Hate Crime”
- Module 5 “EU and National Hate Crime and Hate Speech Legislation
- Module 6 “Policing Hate Crime against Affected Communities – A Human Rights and Anti-Discrimination Approach”
- Module 7 “Identifying and Treating Hate Crime”
- Module 8 “Investigating Hate Crimes”
- Module 9 “Working with Civil Society Organizations”
- Module 10 “Emerging Types of Hate Speech – Hate in the Online World”

It is designed to equip police officers with the knowledge, skills, and awareness necessary to address hate crime effectively and promote a human rights-based approach to policing.

Module 1 “Why are we here”

1.1 Abstract

This module aims to ensure motivation to participation and to mobilise the (cognitive) interest of police officers in dealing with hate crime and hate speech. Being adults and even working under particularly tense conditions, the need to recognize the value of this training is crucial. Particularly in view of the invisible nature of the content’s contribution to their daily work. They must therefore be aware of what they are going to learn, and above all, of the demand for this training: why they need it, what it prepares them for, what current and future problems it answers, how they can make use of what they learn. The main thrust of the introductory module is to make participants aware of the nature and impact of hate crimes and hate speech.

1.2 Learning Outcomes

- Articulate why this training is important.
- Identify the learning value part of the participation in the training.
- Describe and realise the victim’s perspective through a specific hate crime story.
- Understand the impact of hate crime and explain the needs of hate crime victims.

Total Duration: 2 hours

1.3 Activity 1.1: Introduction - Welcome and Ground Rules

Duration: 30 Minutes

Learning Outcome(s):

- Introducing the group and the trainers to each other;
- Fostering an open and safe learning space for professional exchange;
- Setting up ground rules for the workshop; and
- Explaining the objectives of the workshop.

Resources & Equipment:

- Name tags and markers, flipchart and post-it

Description:

1. Welcome

Each trainer should fill out a name tag for themself before the participants arrive. As participants arrive, trainers should ask them to pick up a blank name tag and a marker, and to write their first name in large letters.

Trainers should introduce themselves by providing their names and briefly describing their backgrounds and experiences.

2. Introduction of participants

Ask each participant to introduce themselves and share:

– Their name and surname; and
– A short example of any personal experience of preferential or discriminatory treatment they have received due to a characteristic they have (e.g., after sharing their age, someone might have presumed they were not willing to learn more or they were too young to have an opinion, or they were allowed to skip a line in the bank, etc.). If they are not comfortable with sharing a personal experience they can share something they witnessed. Give a few minutes for participants to prepare.

Explain to participants that, based on a person's identity markers, such as gender, civil status, nationality or ethnicity, or origin from a particular region of a country, people may encounter some difficulties or be more welcomed when accessing different services. Highlighting this may prepare participants for further discussion about bias, stereotypes and prejudices.

3. Ground rules

It is important to agree on a number of rules. The trainer will write these on the flip chart and post them in the room for the remainder of the workshop. It is important that all members of the group, including the trainers, feel comfortable with the rules and commit to respecting them. Examples of helpful ground rules include:

- Listen and “hear” what is being said;
- Avoid insults or disrespect;
- Respect other opinions;
- Refrain from speaking too often or for too long (give everyone a chance to speak);
- Do not use mobile phones during the sessions, unless in case of emergency;
- Do not interrupt when someone else is speaking; and
- Signal your intent to speak by raising a hand.

1.4 Activity 1.2: Objectives of the Training

Duration: 30 minutes

Learning Outcome(s):

- To explain the objectives and goals of the training.

Resources & Equipment:

- The Projects Presentation
- FRA: hate crime - giving victims a face and a voice https://www.youtube.com/watch?v=ZHyZjHobxzU&ab_channel=EuropeanUnionAgencyforFundamentalRights%28FRA%29

Description:

1. Explain that the purpose of the training is to equip police officers with the necessary knowledge and skills to effectively engage with and assist hate crime victims in a sensitive and respectful manner. Emphasize that the training aims to increase awareness of officers' own biases and promote understanding of how such biases can affect their policing practices and the support they provide to hate crime victims.

2. Present the modules of the training activity

i. **Module 1. Why are we here?**
Objective: To give an overview of the training, explain why the training is important, and what police participants will learn from taking part in it.

ii. **Module 2. International and EU framework for addressing hate crime:**
Objective: To introduce the general concepts and characteristics of human rights, exploring their ethical and historical roots and their modern-day form and implementation.

iii. **Module 3. Identity, Bias and Stereotypes**
Objective: To present information on the history, demography and culture of various groups-victims of hate such as Roma, Jews, Muslims, immigrants, people with disabilities and LGBTIQ+ people, to enhance knowledge and understanding of the impact of hate crimes on affected groups and thus support better recognition of hate crimes.

iv. **Module 4. Key Concepts and Definitions – Hate Crime:**
Objective: To start with the very basic knowledge of what is "hate speech" and what is "hate crime" to ensure a common ground and to gain an understanding of key concepts such as "minority", "other", "stereotyping" and "discrimination".

v. **Module 5. EU and national hate crime and hate speech legislation:**
Objective: To introduce participants to the international obligations that have been developed to help states counter hate crime, the EU policy framework and the European Commission policy toolbox to support national authorities against hate speech and hate crime, and the legislative framework of the partner countries criminalizing hate speech and hate crime and the ways in which the EU Framework Decisions have been transposed into national law.

vi. **Module 6. Policing Hate Crime against Vulnerable Social Groups – A Human Rights and Anti-Discrimination Approach:**
Objective: To bolster law enforcement officers' reliance on human rights standards and principles in their efforts to effectively investigate hate crimes and to emphasize the need to establish and maintain connections with groups at risk of hate crime victimization.

vii. **Module 7. Identifying and Treating Hate Crime:**
Objective: To focus on the different indicators that identify hate incidents and to equip police officers and investigators with the knowledge of their roles in responding to hate incidents and crimes.

viii. **Module 8. Investigating Hate Crimes:**
Objective: To equip police officers with the knowledge and skills to investigate hate crime professionally, including understanding the steps that should be taken when initially responding to a hate crime incident, victim-focused perspectives, and bias indicators.

ix. **Module 9. Working with Civil Society Organizations:**
Objective: To help participants understand the work of civil society organizations and how the police can best work with them to improve responses to victims, recognizing civil society organizations as a support service for victims, a training partner for the police, and a critical source of data and information about the prevalence and impact of hate crime.

x. **Module 10. Emerging Types of Hate Speech - Hate in the online world:**
Objective: To explore the "ecosystems" of hatred on the different social media platforms, in the various national and linguistic contexts, addressing the increase in internet and social media usage that has brought more hate speech online.

3. The trainer will **illustrate the main issues** and will introduce the role of the criminal justice system in engaging and assisting the hate crime victims using the video from the resources. By highlighting the following:

xi. Stress the responding to victims in a respectful and sensitive manner prevents secondary victimization and helps reduce distrust in criminal justice system

xii. Point out that when the criminal justice system does not respond to hate crime victims in a sensitive and respectful manner, this contributes to a lack of trust in the system

xiii. Explain that to be able to respond to the needs of the hate crime victims (personal safety and security, practical help, emotional and psychological support, information and advice) the professionals need to understand the impact of hate crime on individuals and the communities.

1.5 Activity 1.3: Understanding Hate Crime and Bias

Duration: 60 minutes

Learning Outcome(s):

- To be able to understand the impact of hate crime and the effects on the victims
- To understand the victim's perspective through specific crimes.

Resources & Equipment:

- Stories and videos of Hate Crime hate crime story
- Type and print out accounts of hate crime victims and their experience with the criminal justice system or showcase a video.

Example 1: Nora's Story[1]

Nora was walking in a market in her city with her partner, who is Romani. In a confrontation with two other market visitors, her partner was racially insulted by the two men and physically attacked and chased. Racist comments such as "You should all be exterminated, I ****** your [anti-Roma slur] mother" were made towards him. Nora tried to help her partner, and was also seriously beaten. One of the two men grabbed her by the T-shirt and said, "What are you going to do now you [misogynistic slur]? I will beat you now". The police carried out an on-site investigation and a further assessment of available evidence. They interviewed Nora and her partner, as well as the two attackers. The police lodged a criminal complaint against the two attackers for the suspected commission of a hate crime, perpetrated by attempting to inflict grievous bodily harm on Nora's partner and motivated by the latter's Roma origin. Nora was mentioned in the criminal complaint as a witness. In the course of the investigation, the Municipal State Attorney's Office questioned the two suspects and, later instructed the police to conduct an identification procedure and formal questioning of Nora and her partner as witnesses. When questioned as a witness, Nora and her partner repeated the statement given during the first police interview. Upon completion of the investigation, the State Attorney's Office indicted the perpetrators on charges of making serious threats against Nora's partner and inflicting bodily injury, associated with a hate-crime element. The indictment also made reference to the attack on Nora. At the hearing, Nora's partner repeated the statements he had given to the police. Additionally, he said the attackers had told Nora that she was also Roma if she was with a Roma man. Nora's original statement to the police was admitted in evidence, and she was not called on to testify at the trial. In a judgment later that year, the Criminal Court found the two attackers guilty as charged and sentenced them to one year and six months' imprisonment. But in this procedure, Nora was only considered as a witness, and not as a victim. She lodged a criminal complaint, arguing that she was also a victim of a hate crime. In this procedure, she alleged that the attackers called her a "[Misogynist slur] who had a relationship with a Roma man" and told her that she would be beaten". But her criminal complaint was rejected by the State Attorney's Office, stating that "there is no indication that attackers inflicted injuries on Nora because of hatred towards Roma, as she is not of Roma origin".

Example: Grace's Story[1]

Grace and her partner had applied for asylum in a new country and they were provided with interim accommodation in a remote area. A few days after their arrival, they were chased by a group of teenagers, who directed racial slurs at them and told them to "go back to their country". They were afraid the attack could turn violent. Due, however, to a fear of reprisal and lack of trust in authorities, they decided not to report the incident. Instead, they chose to stay indoors and left their flat only when absolutely necessary, such as to buy food or visit their doctor. After living in constant fear for a few weeks, the couple approached a refugee charity organization, seeking assistance in making a formal request for relocation. The charity support worker contacted a private housing contractor on their behalf, and a request was lodged to relocate them to a different area. Their request was immediately refused, as the private contractor explained that fear of a possible physical attack does not constitute a sufficient "proof" that a crime has occurred or is likely to occur in the future. The contractor asked them to provide evidence, in the form of a Crime Reference Number, which they did not have (since they had not reported the crime), along with a detailed letter describing the attack. It became clear that, to be considered for relocation for reasons of personal safety and security, they had to prove they were "genuine" victims and had "genuinely" been targeted. Luckily, due to the persistence of the charity caseworker, the couple were eventually relocated to a different area.

1. This story has been adapted from " The Sensitive and Respectful Treatment of Hate Crime Victims. Training Course for Criminal Justice Professionals" Published by the Organization for Security and Co-operation in Europe, 17 of February 2022, accessed 28/02/2025, https://www.osce.org/odihr/512437

Description:

1. Use the sample accounts of hate crime victims and their experience with the criminal justice system, from the resources, selecting one story. You may customize it to the national context or use a story of your own choice that fits the national context. If the chosen material includes offensive or abusive language, provide a content warning to participants, clarifying that its inclusion serves a training purpose.

2. The trainer will highlight the main issues within the story (see Instructions 4 and 5). These issues introduce the role of the police in engaging with and assisting hate crime victims.

3. Explain that how police officers respond to and deal with hate crime victims is an expression of a society's commitment to upholding and protecting victims' rights, and a manifestation of society's response to the offender's biased criminal behavior.

4. Emphasize that police officers' respectful and sensitive response to victims can help prevent secondary victimization and potentially increase public trust in law enforcement. It may also have the effect of preventing future crime and victimization by encouraging reporting, thereby facilitating investigation and prosecution of hate crime perpetrators. Effective police response also empowers victims and their communities.

5. Point out that when police officers do not respond to hate crime victims in a sensitive and respectful manner, it can contribute to a lack of trust in the police and discourage the reporting of hate crimes. Indicate that a lack of sensitive and respectful treatment by police can contribute to secondary victimization, potentially leading to greater distress and isolation of victims, with impacts on their emotional and psychological well-being.

6. Explain that to effectively respond to the needs of hate crime victims (such as, for example, personal safety and security, practical help, emotional and psychosocial support, information, and advice), police officers need to understand the impact of hate crime on individuals and communities.

Video Example

FRA: hate crime - giving victims a face and a voice
https://www.youtube.com/watch?v=ZHyZjHobxzU&ab_channel=EuropeanUnionAgencyforFundamentalRights%28FRA%29

Module 2 "International and EU framework for addressing hate crime"

2.1 Abstract

The aim of this module is to equip police officers with the knowledge and skills necessary to effectively identify, analyze, and apply international and European legal frameworks on hate crime monitoring, reporting, and response. Through a structured exploration of key organizations, legal instruments, and best practices, participants will develop a strong understanding of the obligations and mechanisms that govern hate crime data collection, investigation and victim support at the international, EU, and national levels.

2.2 Learning Outcomes

- **Identify** key international, EU, and regional organisations that monitor and provide guidance on hate crime data collection and response, including CERD, ECRI, FRA, OSCE/ODIHR, and relevant ECHR jurisprudence on Greece and Cyprus.

- **Map and compare** International and European Union frameworks addressing hate crime, analysing their structural differences, including binding versus non-binding recommendations, and implementation mechanisms.

- **Apply** knowledge of international legal instruments, standards, and best practices to support reporting and to accurately record hate crimes in compliance with international and EU requirements.

- **Demonstrate** how international legal instruments and standards are relevant to police officers' daily professional responsibilities by providing practical examples of their application in hate crime response.

- **Evaluate** national policing practices against international obligations and EU directives.

Total Duration: 2 hours

2.3 Activity 1: "Building the timeline of EU and international developments"

Duration: 30 minutes

Description:
This section introduces participants to key concepts and events, through activating prior knowledge of international and EU hate crime frameworks. It helps trainers identify knowledge gaps before the theoretical session.

Learning outcomes:

- Describe key international and EU legal frameworks on hate crime, identifying their significance in shaping contemporary policing practices.
- Organize major legal and policy developments in the correct chronological order, demonstrating their ability to contextualize hate crime legislation within a broader historical framework.

Resources & Equipment:

- Printed timeline template (with empty slots for key events)
- Event cards (one set of cards containing the title and one set of cards containing a brief description of a major international or EU development in hate crime response)
- Markers and sticky notes

Step 1: Setting the Scene

- Begin by briefly introducing the importance of international and EU legal frameworks in hate crime policing.
- Inform participants that they will test their knowledge by placing key legal and policy developments on a timeline.
- Emphasize that this is not a test but a way to engage with the topic and identify knowledge gaps.

Step 2: Group Work

- Divide participants into small groups (4-5 officers per group).
- Give each group two sets of event cards; one referring to a major development (e.g., 2008 EU Framework Decision on Racism and Xenophobia, 2012 OSCE Ministerial Decision, 2013 EU Victims' Rights Directive); and one with the content/description of the standard.

- Provide each group with a timeline template that includes key years but has empty slots for events.
- Task: Groups are instructed to match the title and the content/description of the standard. Then they must place the matched cards in the correct chronological order on the timeline.

Step 3: Review & Discussion

- Once all groups have completed the activity, display the correct timeline (from the Facing Facts website).
- Discuss: what they knew already, what they had never heard about, what could be relevant daily to their daily policing work?

2.4 Activity 2: "Theoretical presentation: International and EU Framework for Addressing Hate Crime"

Duration: 20 minutes

Description
This section provides police officers with foundational knowledge of international and EU hate crime frameworks, emphasizing a victim and outcome-focused approach to improve reporting, investigation, and victim support.

Learning outcomes:
- Differentiate between various international and EU legal frameworks on hate crime, identifying their unique provisions and areas of overlap.
- Assess the effectiveness of international and EU legal instruments in addressing hate crime, considering their application and limitations in policing practice.

Resources & Equipment:
- Powerpoint presentation.

Main chapters:
I. The Importance of a Victim and Outcome-Focused Framework
II. Key International & EU Organizations and Their Roles
III. Timeline-Based Exploration of Hate Crime Legal Developments
IV. International vs. EU Frameworks: A Comparative Approach
V. The Role of Police in Ensuring an Outcome-Focused Approach

2.5 Activity 3: "Case Study - Sakir v. Greece (2016)"

Duration: 35 minutes

Description
This section analyses the Sakir v. Greece (2016) case in the context of international and EU hate crime frameworks, helping police officers understand their legal obligations in investigating hate crimes & that understanding legal frameworks is not just about compliance; it is about ensuring access to safety, justice and support to victims.

Learning outcomes

- Analyze the failures of Greek authorities in the Sakir v. Greece (2016) case by identifying key short comings in their investigation and evaluating how these violations conflicted with international and EU hate crime legal frameworks.

- Propose appropriate law enforcement responses based on international and EU hate crime obligations by formulating improved investigative and victim protection strategies to enhance compliance with human rights standards.

Resources & Equipment:

- Case study handouts
- Pens and paper.

Case Summary

In Sakir v. Greece (2016), the European Court of Human Rights (ECHR) ruled that Greek authorities failed to properly investigate a hate crime attack against a migrant victim. The case concerned a violent assault on an Afghan national in Athens in 2009, during a period of increased racist violence. The victim suffered serious injuries and was taken to the hospital. However, according to the ECHR decision, the Greek police:

1. Failed to properly investigate whether the attack was racially motivated.
2. Did not take adequate steps to identify or prosecute the perpetrators.
3. Did not provide sufficient victim protection or support.

The ECHR ruled that Greek authorities violated Article 3 (prohibition of inhuman or degrading treatment) and Article 14 (prohibition of discrimination) of the European Convention on Human Rights, emphasizing the state's duty to investigate hate crime motives and protect victims effectively.

Activity Instructions:

1. Divide officers into small groups (3-4 participants per group).

2. Each group receives a brief summary of the case and the following questions to analyze:

Step 1: Identifying Failures in the Response

- What were the key failings of the Greek authorities in handling this case?
- How did these failings violate international and EU hate crime legal standards?

Step 2: Applying Hate Crime Frameworks

- Based on international and EU legal obligations, what should the police have done differently?

Step 3: Improving Police Practices

- If you are to handle this case with your colleague/in your current position, how would you handle it? What steps would you take?
- What changes should be made at the policy and operational levels to improve hate crime investigations?

3. Each group presents their findings in a 5-minute discussion.

4. Debrief: The trainer summarizes key takeaways, including:

- The importance of recognizing bias indicators in investigations.
- The legal duty of police officers to investigate hate crime motives.
- The impact of failing to protect hate crime victims on public trust and compliance with EU directives.

2.6 Activity 4: "Wrapping up: National Practice Reflection – Evaluating Compliance with International Standards"

Duration: 10 minutes

Description:
This section wraps up the main lessons learnt through the course & critically evaluates national policing practices against international and EU obligations.

Method:
Ask participants to reflect on their own national procedures for handling hate crimes, through the following prompts:

- What are the biggest obstacles in fully aligning your daily policing work with international and EU hate crime standards?
- What is one concrete action you can take immediately to improve how you respond to hate crimes?
- If a hate crime were reported to you tomorrow, how would this training change the way you handle it?

2.7 Optional Activity : "Simulated Policy Input Exercise"

Duration: 30 minutes

Description:

In this case, participants take on the role of advisors to a national body and must apply international and EU frameworks to improve national hate crime response policies. This way, they deepen their knowledge of international legal standards on hate crime policing and understand how EU and international obligations shape national policies.

Learning outcomes:

o Critically evaluate national hate crime response policies in relation to international and EU legal frameworks to identify areas of non-compliance and propose necessary reforms.

o Apply relevant international and EU legal instruments to develop actionable recommendations for improving national policing strategies in hate crime investigation, victim protection, and data collection.

Resources & Equipment:

o Reference texts for each group (EU texts, previous NAPARs etc)
o Pens and paper.
o Flip chart and markers for plenary.

Instructions:

1. Scenario Introduction

• Participants are informed that their government is in the process of drafting a new Action Plan Against Racism. Their Minister has requested input from their respective services in order to propose new legislation, policy and projects, aligning with EU and international standards.

• Their task is to provide feedback.

2. Group Work

• Divide participants into 4 groups.

• Ask groups to provide feedback for specific policy challenges related to hate crime.

- In each corner of the room there is a flipchart with one policy area on each.

- Read the policy areas and provide a short explanation for each one.
  - **Data Collection:** harmonization and improvement of the data collection systems.
  - **Investigation Procedures:** enhancement of reporting, adequate investigation of bias motivation.
  - **Victim Protection:** application of a victim-focused approach.
  - **Training & Capacity Building:** ongoing training of police personnel and other needs.

- Ask if there is anything not clear with regards to the policy areas and provide clarifications.

- Then, each group goes to one flipchart and has 3 minutes to provide input. Once the 3 minutes are over, you say “next” and the groups move to the next flipchart, where they can add & comment. Continue until all groups have passed from all flipcharts.

- Once all groups have provided input on all flipcharts, you can let participants wander 2-3 minutes around to see what others have contributed.

- Finally, open a 5 minute debrief in plenary.

Module 3 "Identities, Bias and Stereotypes"

3.1 Abstract

This module explores identity, bias, and stereotypes, emphasizing their impact on policing and community relations. It examines how multiple identity factors—such as race, gender, religion, sexual orientation, nationality, disability, and socioeconomic status—intersect to shape experiences of discrimination and vulnerability to hate crimes. Through interactive discussions and case studies, participants will identify unconscious biases, analyze the consequences of stereotypes, and develop strategies to promote fair and inclusive policing. The module equips officers with critical awareness to challenge bias and foster trust within diverse communities.

3.2 Learning Outcomes

- Recognize the impact of bias and stereotypes and identify how unconscious biases and stereotypes influence perceptions, decision-making, and policing practices.

- Analyze the consequences of stereotypes and discrimination and examine how stereotypes contribute to prejudice, discrimination, and hate crimes, affecting individuals and communities.

- Develop strategies to mitigate bias in policing and apply techniques to challenge stereotypes, reduce bias, and promote fair and inclusive policing practices.

- Define and explain identity and understand how different aspects of identity (e.g., race, gender, disability) intersect to shape individual experiences.

Resources & Equipment: PowerPoint presentations, handouts

Total Duration: 2 hours

3.3 Activity 1: “Introduction”

Duration: 10 minutes

Learning Outcome(s):

- Introduce the module’s main topic(s)
- Assess the learners’ pre-existing knowledge

Resources & Equipment:

- PowerPoint presentation

Description:

Provide an engaging start to the module. Include a brief overview of the module’s focus and activities. Use an ice-breaking activity to gauge participants’ familiarity with the topic.

3.4 Activity 2: "Theoretical Insights"

Duration: 20 minutes

Learning Outcome(s):

- Present core theoretical concepts and definitions related to the module.
- Use examples or case studies to illustrate key ideas.

Resources & Equipment:

- PowerPoint presentation

Description:

This section covers foundational concepts relating to the module: identity and intersectionality and how they are related to bias and stereotypes.

Stereotypes are generalizations about a group that shape perceptions and interactions. They extend beyond race, nationality, and religion to include regional identity (e.g., "Athenians are snobbish"), economic background ("People from rural areas are uneducated"), physical appearance ("Tattooed people are criminals"), profession ("All politicians are corrupt"), and disability ("People with disabilities are helpless").

These stereotypes can significantly impact policing and public interactions in Cyprus and Greece, influencing officers' perceptions and decision-making. When left unchallenged, stereotypes can escalate into discrimination, hate crimes, and even social unrest, reinforcing cycles of bias and exclusion. Hate crimes often originate from stereotypes that develop into prejudice, discrimination, and violence. It is crucial for police officers to recognize their own biases, challenge stereotypes, and ensure fair and just treatment of all individuals. By actively questioning assumptions and promoting inclusivity, law enforcement can play a vital role in preventing the escalation of hate and fostering trust within communities.

Note to the Trainer: This part of the module can also be left for the end of the module to allow participants better engagement with all other activities. It can be used as a way to round up the discussion and draw conclusions as opposed to guiding the discussion thus allowing participants to arrive at an understanding of relevant concepts and ideas through the activities below.

3.5 Activity 3: "The Layers of Identity"

Duration: 30 minutes

Learning Outcome(s):

- Understand the multifaceted nature of identity
- Analyze how identity influences experiences
- Develop awareness of bias and Its impact on policing
- Enhance empathy and effective police responses

Resources & Equipment:

- Large sheets of paper or whiteboards
- Colored markers
- Printed identity cards for mapping (optional)

Description:

1. Introduction (5 minutes)

- Begin with a brief discussion: *"What makes up a person's identity?"*
- Write responses on a board (e.g., race, religion, gender, sexual orientation, nationality, profession, etc.).

2. Personal Identity Mapping (5 minutes)

- Each participant draws a target-like diagram with their name in the center.
- They write different aspects of their identity in rings around their name, placing the most significant aspects closer to the center.
- Encourage reflection on which aspects are visible and which are hidden

3. Pair Discussion (5 minutes)

- In pairs, participants share their identity maps and discuss:
  - *Which aspects of your identity feel most important in different settings?*
  - *Have you ever experienced bias or discrimination based on an identity aspect?*
  - *How might someone's identity make them more vulnerable to hate crime?*

4. Group Reflection (10 minutes)

- Ask for volunteers to share insights.
- Facilitate a discussion on how understanding identity can improve police responses to hate crimes.
- Highlight intersectionality: *"How do multiple aspects of identity combine to affect someone's experience?"*

5. Debrief (10 minutes)

- Discuss how police officers' own identities might shape their perspectives.
- Emphasize the importance of recognizing bias and fostering empathy in policing.

3.6 Activity 4: "Challenging Stereotypes"

Duration: 40 minutes

Learning Outcome(s):
- Recognize the Impact of Stereotypes
- Critically Analyze Stereotypes and Their Consequences
- Develop Awareness of Implicit Bias
- Promote Inclusive Thinking and Counteract Stereotypes

Resources & Equipment:
- Printed or written versions of the **10 stereotype statements** (each on a separate card or sheet)
- Markers and flipcharts (or whiteboards)
- Small sticky notes

Description:

1. Warm-up Discussion (5 minutes)
- Ask participants:
  - *What is a stereotype?*
  - *Can you share a few common stereotypes?*
- Write key points on a whiteboard or flipchart.

2. Stereotype Analysis (15 minutes)

Step 1: Group Work (10 minutes)
- Divide participants into **small groups** (3-5 people).
- Give each group a list of stereotypes.
- Ask them to assess how true they believe each is on a scale from 1-5
- Ask them to discuss:
  - *Why might people believe this stereotype?*
  - *How does this stereotype harm individuals or communities?*
  - *Can they think of real-life examples where this stereotype has led to discrimination or hate crime?*
- Each group writes their thoughts on sticky notes or a flipchart.

Step 2: Group Sharing (5 minutes)
- Each group presents a summary of their discussion.
- Encourage reflections and responses from others.

After having gone through the statements, bring the group back together for reflection. Discuss biases present in our societies towards different groups, how the participants felt when they took their position on the line, and whether they felt pressure to move after hearing some arguments.

Trainers should connect the statements to the definition of stereotypes: Stereotypes are associations and beliefs about the characteristics and attributes of a group and its members that shape how people think about and respond to the group.

Explain that people stereotype others for many reasons other than age, class, race, religion or belief, nationality, ethnicity, sex, gender, sexual orientation or disability.

Ask participants to list some of these reasons for stereotyping and write them on the flip chart. This list can include where people live, their physical appearance (such as hair colour, tattoos, size and weight), their language or accent, the type of work they do, their pastimes, sports or hobbies, and many other reasons.

Explain that all of us have stereotypes about individuals or groups. You can pick a trait or characteristic that you have and ask what stereotypes people might have about you based on that trait or characteristic. Do not pick a characteristic that has stereotypes that you think might be hurtful to others who share that characteristic.

Point out that these stereotypes are often poor descriptors of groups but, even more so, they are always very, very poor ways to describe any individual person.

Ask about the possible consequences of stereotypes for communities.

Explain that stereotypes are the building blocks of hate crimes. The community statements read earlier and the hate crimes that will be discussed over the day are based on stereotypes. Most of these stereotypes are inaccurate assumptions about a group. All stereotypes are very poor predictors of the conduct of any one individual.

A useful resource here would be the ADL model of the pyramid of hate which helps to explain the role of stereotype as building block leading to hate crime https://www.adl.org/sites/default/files/documents/pyramid-of-hate.pdf

3. Rewriting the Narrative (10 minutes)

Give each group a **new task**:

- Assign each of them 2-3 statements from the list
- Ask them to rewrite their assigned stereotype into a **positive or neutral fact** that counters the bias.

> **Example:**
> Stereotype: *"Refugees only come here to take benefits."*
> Rewritten: *"Refugees often flee conflict and hardship, and many contribute positively to society by working and enriching culture."*

- Groups write their revised statements on a new sheet.
- Each group **shares** their new version with everyone.

3.7 Activity 5: "Enhancing Police Responses to Hate Incidents Through Cultural Awareness and Bias Mitigation"

Duration: 30 minutes

Learning Outcome(s):

- Identify and analyze the cultural, religious, historical, and socio-political factors that influence how marginalized communities experience and report hate incidents.
- Develop greater empathy through scenario-based reflection, enabling them to recognize their own implicit biases and adjust their responses to be more inclusive, respectful, and effective.
- Demonstrate the ability to apply culturally informed, bias-mitigating strategies to encourage reporting, support victims effectively, and foster long-term community trust.

Resources & Equipment:

- Pen and papers; printed scenarios for groups to consider

Description:

1. Introduction (5 minutes)

Briefly explain the purpose of the session: improving police response to hate crimes and fostering trust with affected communities.

Emphasize the importance of empathy, cultural competence, and reflection in police work.

2. Scenario-Based Small Group Discussions (15 minutes)

Divide participants into small groups. Assign one scenario (from the list below) to each group.

Provide the full scenario description, the initial participant reflection question, facilitator insight, and deepening reflection questions for their case.

Instruct groups to discuss their assigned scenario and prepare a brief summary of their reflections and proposed policing strategies.

3. Group Presentations and Cross-Learning (20 minutes)

Each group presents their case discussion (5 minutes per group).

After each presentation, allow 1-2 minutes for other participants to ask questions or share experiences.

Scenario 1: Anti-Muslim racism

Scenario Description: A Muslim woman comes to the police station on Monday morning to report a hate incident. She states that o her way to the mosque for Friday prayers, several individuals blocked her path and verbally assaulted her with comments like, "Go back to where you came from!" and "You terrorists don't belong here!" She reports the incident several days after it occurred.

Initial Participant Reflection: Question for Participants: Why might the woman have waited until Monday to report the incident that occurred on Friday?

Facilitator-led Cultural Insight: Key Information to Share: Explain that Friday is a significant day of worship for Muslims, akin to Sunday for Christians. The weekend, coupled with the emotional impact of the incident, might have delayed her decision to approach the police. Additionally, fear of reprisal or mistrust towards law enforcement might contribute to delayed reporting among minority communities.

Deepening Understanding: Reflection Questions for Participants:
1. How does understanding the significance of Friday for Muslims change your perception of the delay in reporting the incident?
2. Can you recall any instances from your policing experience where understanding cultural or religious practices might have influenced your response to a report?

Scenario 2: Anti-Black Racism

Scenario Description: A Black man reports that he was subjected to racial slurs and threatened physically at a local bar on Saturday night. He reports the incident on Wednesday, stating he needed time to consider whether to come forward due to past negative experiences.

Initial Participant Reflection: Question for Participants: What factors might have influenced the man's decision to delay reporting the hate crime?

Facilitator-led Cultural Insight: Key Information to Share: Discuss the historical and contemporary issues of systemic racism and mistrust between Black communities and the police. Highlight those past experiences of discrimination can affect the willingness of Black individuals to report crimes immediately.

Deepening Understanding: Reflection Questions for Participants:
1. How does this information about the impact of systemic racism affect your approach to handling reports from the Black community?
2. Share any related experiences where awareness of racial issues influenced policing.

Scenario 3: Anti-Roma Sentiment

Scenario Description: A group of Roma individuals has been severely injured in a bias-motivated violent attack. During the investigation, after speaking with other community members, it emerges that the vic-

tims had been subjected to previous incidents of harassment and violence that went unreported. Community members reveal that past experiences with police violence have created a deep-seated mistrust and fear of engaging with law enforcement.

Initial Participant Reflection: Question for Participants: Why might previous negative interactions with police contribute to a reluctance among Roma community members to report crimes, even when they involve serious incidents like this attack?

Facilitator-led Cultural Insight: Key Information to Share: Discuss the historical and ongoing challenges faced by Roma communities across Europe, particularly regarding systemic discrimination and instances of police violence. Highlight how such experiences can significantly erode trust between these communities and law enforcement, making it difficult for victims to seek help or report crimes due to fear of further violence or retribution from authorities.

Deepening Understanding: Reflection Questions for Participants:
1. Considering this background, how might your approach to building relationships with the Roma community change to ensure they feel safe and supported in reporting crimes?
2. Reflect on your own department's practices. Are there existing biases or practices that might inadvertently discourage marginalized communities from reporting crimes?

Application to Broader Contexts: Discussion Prompt: What measures can be implemented within the police force to rebuild trust with the Roma community and ensure that all individuals feel confident and secure in reporting incidents?
Discuss potential training, community engagement strategies, and policy reforms.

Scenario 4: Anti-Migrant

Scenario Description: A local shopkeeper, who witnessed an incident, reports that a group of migrants was harassed and physically threatened at a nearby market on Wednesday. The actual victims did not come forward themselves. The shopkeeper mentions that he felt compelled to report the incident after noticing that the victims, despite being visibly distressed, hesitated to approach the police.

Initial Participant Reflection: Question for Participants: Why do you think the migrant victims did not come forward to report the harassment themselves?

Facilitator-led Cultural Insight: Key Information to Share: Explain that migrants often face significant barriers when interacting with law enforcement, including fear of deportation, concerns over their legal status, or past negative experiences with authorities. Cultural differences and language barriers can also impede their willingness to report crimes, compounded by a fear of not being understood or taken seriously.

Deepening Understanding: Reflection Questions for Participants:
1. How does this scenario change your perspective on the challenges migrants face when deciding whether to report crimes?
2. Have you encountered similar situations in your professional experience where cultural or legal fears prevented victims from reporting crimes? How did you handle it?

Application to Broader Contexts: Discussion Prompt: Consider how the police force could improve its approach to encourage more migrant victims to report crimes without fear of repercussions. What strategies could be employed to build trust and assure them of support?

Scenario 5: Disability Hate Crime

Scenario Description: A wheelchair user experiences hate speech and physical obstruction while trying to access a public building through the accessible entrance. A group of individuals deliberately blocked the path, pushed the wheelchair, making derogatory comments about the person's disability. The incident is reported a few days later by a relative of the victim. The delay in reporting is partly due to the victim's lack of awareness that the harassment could be classified as a hate crime and a similar lack of awareness from the responding officers at the time of the incident.

Initial Participant Reflection: Question for Participants: Why might both the victim and the police be unaware that such incidents qualify as hate crimes? Consider the challenges in recognizing hate crimes against people with disabilities and the general awareness about the rights of these individuals.

Facilitator-led Cultural Insight: Key Information to Share: Highlight the importance of training law enforcement on the specific characteristics of disability hate crime and legal protections for people with disabilities. Discuss how societal biases and a lack of specific training on disability issues might contribute to underreporting and under recognizing hate crimes against disabled individuals.

Deepening Understanding: Reflection Questions for Participants:

1. How does the analysis of the case influence your approach to handling similar future incidents?
2. What measures can be implemented to enhance police training to recognize and address hate crimes more effectively, especially those targeting marginalized or less recognized groups?

Application to Broader Contexts: Discussion Prompt: Considering this scenario, what proactive steps can be taken by law enforcement agencies to improve knowledge and sensitivity towards hate crimes involving individuals with disabilities? Discuss the potential for policy changes, regular training updates, and community outreach programs.

3.8 References

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Module 4 "Key Concept and Definitions: Hate Crime"

4.1 Abstract

This module provides learners with the essential knowledge and skills to effectively recognize, report, and respond to hate crime. Participants will explore the key concepts of bias, hate crime, and hate speech, and examine their legal and practical implications in policing. Through case studies and scenario-based exercises, officers will analyse the impact of under-reporting, discriminatory practices, and unconscious bias on public trust and access to justice.

4.2 Learning Outcomes

- **Define** key concepts such as bias, hate crime, and hate speech, and **explain** their legal and practical relevance in law enforcement and criminal justice settings, demonstrating understanding through case-based discussions.

- **Describe** the issue of under-reporting and **analyse** how discriminatory policing practices impact public trust in law enforcement and access to justice, using real examples to illustrate these effects.

- **Understand** the need for a victim- and outcome-focused approach in hate crime reporting by recognizing its potential to improve reporting rates and enhance victim support mechanisms.

- **Assess** the psychological, social, and legal consequences of hate crime on victims and communities by analyzing case studies to illustrate key impacts.

- **Recognize** the role of unconscious bias and prejudice in law enforcement responses to hate crime by **analyzing** specific cases from Greece and Cyprus where bias influenced investigative outcomes.

- **Apply** international and national standards to **classify, record, and investigate** hate crimes by using practical tools and best practices, demonstrating proficiency in scenario-based exercises.

Total Duration: 2 hours

4.3 Activity 1: "Hate crime definition and related concepts"

In this activity, participants will explore the definition of hate crimes and the role of bias motivation. They will distinguish hate crimes from related concepts and analyze national legislation through discussion and reflection.

Learning objectives:

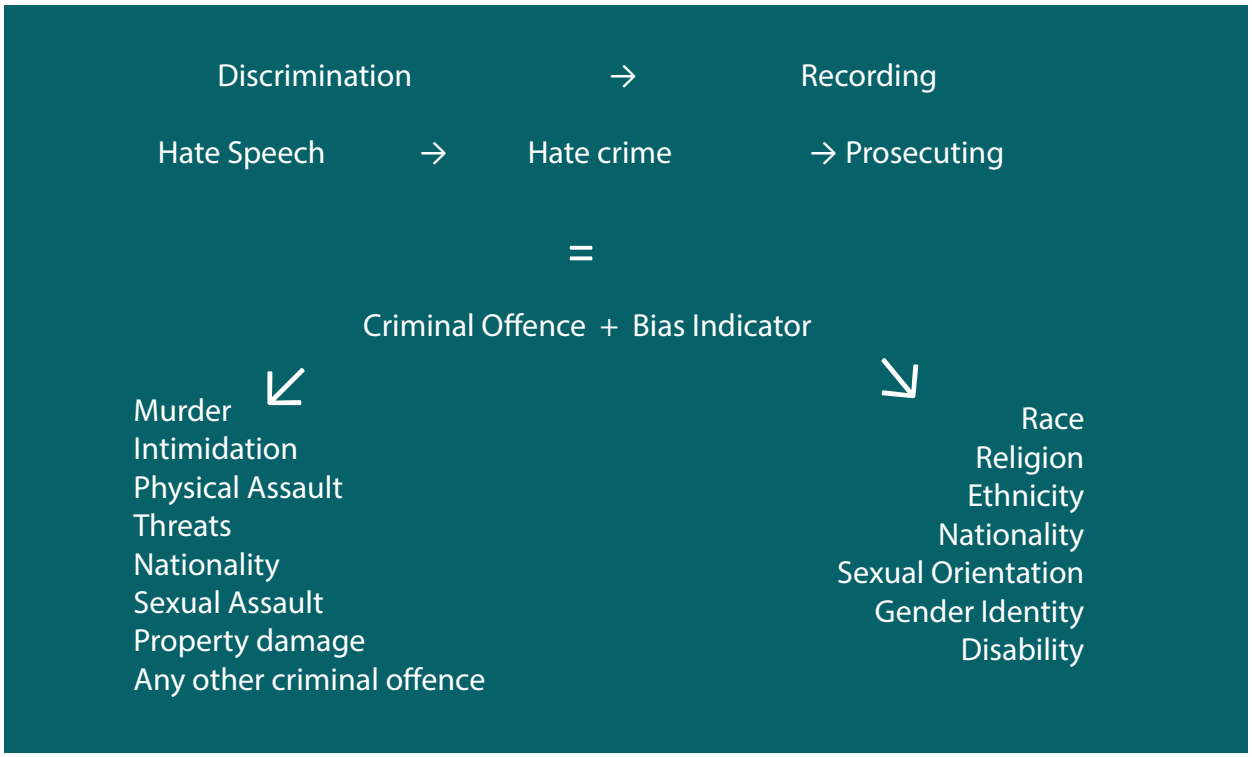
- Build an understanding of the concept of hate crime and the distinctions between related concepts.

Materials needed:

- White board, marker, blue tack
- Key word cards
- Hand out: Hate Crime Definition and Related Concepts (pages 50-54 of EStAR for Training Course for Criminal Justice Professionals)

1. Ask participants if they can provide a definition of hate crimes. After hearing their answers, present the definition of hate crimes of the OSCE-ODIHR.

2. Use the following activity to deepen the understanding of the definition: give each participant a card with a key-word. Then try collaboratively to build the diagram of hate crime and related concept on the white board:



3. Once the activity is over, recap on the definition; explain what a protected characteristic is; explainthat minority groups are usually those targeted, but that anybody can be the victim of a hate crime, even people with perceived characteristics.

4. Explain the difference between the emotion of hate and a bias motivation. Explain that a hate crime does not require that the perpetrator feels hate. Instead, it requires only that the crime is committed with a bias motivation. Bias means that a person holds prejudiced ideas about a person or a group. Since hate crimes are committed because of what the targeted person, people or property represents, the perpetrator may have no feelings at all about an individual victim.

5. Explain why it is important to address hate crimes (they tend to increase in numbers, to escalate into wider conflicts and to erode confidence in the rule of law). Explain that the impact of hate crime goes beyond its negative effect on an individual victim. As hate crimes are *message crimes*, the community that shares the characteristics of the victim may experience the attack as if they themselves were the victims. Hate crimes tend to increase in number if societies do not effectively respond, as (potential) offenders are encouraged to continue their activities out of a sense of impunity – even support – for their actions. Equally so, the severity of hate crimes tends to escalate. Finally, when the hate is not addressed by the authorities and no clear message is sent to the perpetrators, communities might lose trust in their security and the state authorities. This can lead to further attacks, creating a spiral of violence that leads to serious social breakdown.

6. Distribute “Hand out: Hate Crime Definition and Related Concepts” and leave 2 minutes for reflection. Explain the difference between hate crimes and related concepts; hate speech, discrimination, unconscious bias etc. Inform that it is important to have a clear distinction between different types of crimes and what characteristics are protected, because it helps to formulate the overall response to these phenomena.

7. Ask participants to provide a brief description of laws concerning hate crimes in the country in which training is taking place. Comment on the two elements of a hate crime, the bias motivation directed at one or more of the specific groups listed in the law, and the specific types of offences that are covered by the law. Explain that more focus on national legislation will be given in the next Module.

4.4 Activity 2: " Investigating Hate Crimes – Stereotypes, Unconscious Bias and Prejudice"

Description:
Participants will analyze real case studies of hate crimes in Greece and Cyprus to identify how prejudice and unconscious bias among police officers influenced the recording, investigation, and prosecution of these crimes.

Learning outcomes:
o Understand how discriminatory policing practices impact public trust in law enforcement and access to justice.
o Understand the need for a victim- and outcome-focused approach in hate crime reporting by recognizing its potential to improve reporting rates and enhance victim support mechanisms.

Materials Needed:
o Case study handouts (selected from the report)
o Group discussion guides
o Role-play scripts
o Pens and paper
o Whiteboard/flipchart

Step 1: Case Study Review (50 minutes)

Participants will be divided into small groups (4-5 people per group). Each group will be assigned one of the following real-life cases from the report:
Case 1: Arson Attack on a Mosque in Athens (pages 21-22)
Case 2: Acid Spray Attack on a Bangladeshi Migrant (pages 19-20)
Case 3: Attack on Egyptian Fishermen's Home in Perama (pages 33-35)
Case 4: Attack on Tanzanian Community Offices (pages 42-43)
Case 5: Murder of Pakistani Worker Shehzad Luqman (pages 48-50)
Case 6: Racist demonstrations and attacks in Limassol

Divide participants in groups of 4-5 participants max. Each group will read and discuss their case, then they will discuss the following questions in the small groups:

- Bias indicators: identify the bias indicators of this case.
- Investigation failures: Identify investigation failures and reflect on what may have influenced police behavior.
- Missed opportunities: what should have been done differently?
- Impact: what do you think was the impact on victims and communities?
- Groups will then assign a rapporteur to present their findings to the whole class. Encourage other participants to ask clarification questions as each group presents their case.

Step 2: Role-Playing Investigation Interviews (25 minutes)

In this step, the facilitator asks for 6 volunteers that we will re-enact consecutively the police investigation scene of two cases:

Case 1: Arson Attack on a Mosque in Athens

- Investigator (police officer)
- Victims
- Witnesses/bystanders

Case 2: Acid Spray Attack on a Bangladeshi Migrant

- Investigator (police officer)
- Fellow police officer witnessing the process
- Victim

Each volunteer takes a card with short instructions (eg. “You are a police officer arriving on the scene. You see a crowd gathered in front of the mosque and the migrants in the door shouting. You already hold a bias towards this specific community because the mosque does not run on a legal operation license and several problems have arisen in the neighbourhood since it started operating”).

While the two groups re-enact each scene, the rest of the participants gather around taking notes. After each scene, they are asked to contribute:

- Did the police apply bias-free investigation techniques?
- How did bias shape the outcome of the case?
- What should each counterpart have done differently?

During debrief, each participant will be asked to reflect on:

- One key learning about bias in policing.
- One action they could take to challenge bias in investigations.

4.5 Activity 3: " The journey of a hate crime - wrap up"

Materials Needed:

- Projector
- Handouts and pens
- Video Screening: https://www.facingfacts.eu/journey-of-a-hate-crime-english/ (6 minutes)
- Distribute a printed version to each participant.

Guided wrap-up discussion:

- Where do you see yourself in the graphic?
- What can you and your colleagues do to prevent vital information from falling through the cracks and getting lost?

Module 5 "EU and National Hate Crime and Hate Speech Legislation"

5.1 Abstract

This module provides participants with an in-depth understanding of the key legal instruments and policy frameworks at both the EU and national levels that govern hate crime and hate speech. It highlights the legal definitions, thresholds, and responsibilities of law enforcement in ensuring victims' rights are respected and perpetrators are held accountable. Special attention is given to the challenges of classifying hate crimes and distinguishing between protected speech and criminal hate speech.

Through case law, practical exercises, and comparative analysis, this module builds the legal literacy and decision-making capacity of officers in the application of relevant laws. Participants will explore how EU directives and national legislation intersect, and how to use tools like bias indicators, motive assessments, and legal safeguards in hate crime cases.

5.2 Learning Outcomes

After the completion of Module 5, participants will be able to:

- **Identify and interpret** relevant EU directives and frameworks addressing hate crime and hate speech.
- **Explain and apply** national legal provisions in Greece and Cyprus on hate crime and hate speech.
- **Differentiate** between hate speech protected under freedom of expression and unlawful hate speech.
- **Recognize bias indicators** and apply them in qualifying incidents as hate crimes under legal definitions.
- **Utilize legal tools** to ensure victim support, proper classification, and successful prosecution of hate crimes.
- **Understand the role of law enforcement** in applying legal standards fairly, proportionately, and without discrimination.

Resources & Equipment:
PowerPoint presentations, reading lists (mainly EU strategic documents, EU and national legislation, guidelines) definition handouts

Total Duration: 2 hours

5.3 Activity 1: "EU Legal Framework Overview"

This activity will introduce the key elements of EU legal frameworks (EL – CY) that regulate and penalize hate crime and online hate speech at EU level, while EU strategic documents and guidelines like EU-directives, Digital Services Act (DSA) etc. will be thoroughly examined and analyzed by the participants.

Learning objective:

o Develop a shared, accurate, and practical grasp of the legal instruments that define and govern hate crime and hate speech at the European Union level.

Opening introduction:

1. Ask participants if they are aware of the existing national legal framework (EL - CY) on hate crime & hate speech. Following that, ask the participants if they are aware of the existing European legal framework.
2. resent the existing legal framework on hate crime and hate speech at national and European context. A short discussion will follow to clarify doubts and reinforce understanding.

This **ppt presentation** should present and analyse the following:

- **EU Framework Decision 2008/913/JHA** on combating certain forms and expressions of racism and xenophobia by means of criminal law
- **EU Charter of Fundamental Rights** – Article 21 (Non-discrimination), Article 11 (Freedom of Expression)
- **Council Framework Decision 2008/913/JHA** - Framework Decision on combating certain forms and expressions of racism and xenophobia by means of criminal law
- **Digital Services Act (DSA)** – responsibilities of online platforms regarding hate speech
- **General Data Protection Regulation (GDPR)** in hate crime data processing

Digital Services Act (DSA): Roles and Stakeholder Cooperation in Tackling Online Hate Speech

The **Digital Services Act (DSA)**, adopted in 2022, is a major EU regulation that establishes **uniform rules for online platforms** to ensure a safer and more transparent digital environment across member states. One of its core aims is to address the **spread of illegal content online**, including **hate speech**, while protecting fundamental rights such as **freedom of expression**.

As hate speech increasingly moves to digital platforms, the DSA represents a crucial tool for both **preventive** and **reactive responses**. It also introduces **clear obligations** for platforms, greater oversight, and a mechanism for cooperation between **online platforms**, **regulators**, **civil society**, and **law enforcement authorities**.

Key Concepts Under the DSA:

1. Illegal Content and Notice-and-Action Mechanism:

- The DSA mandates that platforms must set up easy-to-use mechanisms for users and **trusted flaggers** to report illegal content, such as hate speech.
- Once notified, platforms must act "**expeditiously**" to remove or disable access to the content.

2. Trusted Flaggers:

- Designated organizations or public authorities recognized for their expertise can submit **priority notifications**.
- Police units may collaborate with trusted flaggers for efficient response to hate speech threats.

3. Very Large Online Platforms (VLOPs):

- Platforms with more than 45 million users in the EU (e.g., Facebook, X/Twitter, TikTok) have **stricter obligations** including:
- **Risk assessments** on systemic risks (e.g., hate speech, disinformation).
- Mitigation measures and **external audits**.
- **Access to data for authorities and researchers**.

4. Transparency Requirements:

- Platforms must publish regular transparency reports on content moderation actions, including the number of hate speech removals.

5. Cooperation with National Authorities:

- Member States must designate a **Digital Services Coordinator (DSC)** to oversee implementation and act as liaison between platforms and national institutions.
- Law enforcement can **request data or content removal** through coordinated channels.
- Police forces may request information on users involved in illegal content, under safeguards aligned with GDPR and procedural rights.

Why It Matters for Police Officers:

- The DSA reinforces the **legal bridge between the digital and physical worlds**—a hateful tweet can lead to a real-world hate crime.

- Police officers must know how to:
  - Recognize violations in online environments.
  - Know who to contact (DSC, platform, public prosecutor).
  - Understand when to intervene.
  - Collect and **preserve digital evidence** responsibly.

5.4 Activity 2: "National Legislation Overview"

Description:
This activity will provide an overview of the existing legislative framework on hate crime and hate speech within national jurisdictions (Greece and Cyprus).

Learning objective:
o Equip participants with a shared legal foundation that will enhance the effectiveness of law enforcement in combating hate crimes and hate speech, while upholding the rule of law and fundamental rights.

1. Start this session with the following introductory questions – Icebreaker / Show of Hands:

Question 1:
"Do you believe hate crime and hate speech are clearly defined in our national laws?"

Follow-up prompt*:* What comes to your mind when you hear the term "hate speech"?
Do we all define it the same way?

Question 2:
"Have you ever investigated or been involved in a case where hate motivation was considered?"

Debrief: Why do you think many hate crimes are underreported or misclassified?

2. Present and analyze in ppt format the following legislative framework:

A. Greece
- **Law 927/1979**: Incitement to hatred and violence
- **Law 4285/2014**: Transposing the EU Framework Decision
- **Article 82A of the Criminal Code**: Aggravating circumstances due to racist motives
- **Law 4478/2017**: Victims' rights and procedural guarantees

B. Cyprus
- **Article 35A of the Criminal Code**: Public incitement to violence or hatred
- **Law 134(I)/2011**: Criminalization of racism and xenophobia
- **Law 51(I)/2019**: Ensuring victims' rights in line with the Victims' Rights Directive

A Handout on national hate crime & hate speech legislation will be shared with participants to be fulfilled after the above presentation to test participants' gained knowledge (10 minutes).

Thematic areas:
- Hate crime definition in a national context
- Protected characteristics in a national context
- Definition of the hate speech in the national context
- Definition of discrimination in the national context

5.5 Activity 3A: "Group Exercise: Applying National Legislation on Hate Crime and Hate Speech - GR version"

To deepen participants' understanding of national legal frameworks in Greece and Cyprus on hate crime and hate speech by encouraging them to **analyze, apply, and explain** legal provisions through **peer-led discussion**.

Format:

- Divide participants into **small groups** (3–5 officers per group).
- Each group will receive a **set of discussion questions** (based on the original quiz topics).
- Instead of choosing a multiple-choice answer, each group will:
  - **Discuss** the question
  - **Identify– and justify** the correct response based on the legal texts and handouts
  - **Present** one or two of their responses to the whole class with reasoning
- Trainers facilitate and provide clarification where needed.

Indicative questions:

Question 1: Which law primarily governs hate crimes and hate speech in Greece?

A) Law 927/1979

B) Law 4820/2021

C) Law 3304/2005

D) Law 3852/2010

Answer: A) Law 927/1979

Question 2: What was the key amendment introduced by Law 4285/2014 regarding hate speech in Greece?

A) Increased penalties for online hate speech

B) Inclusion of gender identity as a protected characteristic

C) Establishment of a national hate crime database

D) Expansion of hate crime provisions to cover political opinions

Answer: B) Inclusion of gender identity as a protected characteristic

Question 3: According to Greek law, what is the penalty for publicly inciting violence or hatred against a group based on race, religion, or ethnicity?

A) A fine only

B) Imprisonment of up to 3 years and/or a fine

C) Community service and mandatory education programs

D) Deportation from Greece

Answer: B) Imprisonment of up to 3 years and/or a fine

Question 4: Which authority is primarily responsible for investigating and prosecuting hate crimes in Greece?

A) The Greek Ombudsman

B) The Hellenic Police and Public Prosecutor's Office

C) The Ministry of Foreign Affairs

D) The European Commission

Answer: B) The Hellenic Police and Public Prosecutor's Office

Discussion Questions – Greek Legislation:

Question 1:

Which Greek law is the foundation for addressing hate speech and hate crimes?

Why do you think this law was introduced in 1979? Is it still relevant today?

Question 2:

Law 4285/2014 added protections for which groups?

Why is the inclusion of gender identity significant in modern policing?

Question 3:

Under Greek law, what are the consequences for inciting violence or hatred publicly?

Can you think of a situation where this might apply to online speech?

Question 4:

Who is responsible for investigating hate crimes in Greece?

What role do front-line officers play in recognizing hate motives during an incident?

5.6 Activity 3B: "Group Exercise: Applying National Legislation on Hate Crime and Hate Speech - CY version"

Question 1: Which law primarily governs hate crimes and hate speech in Cyprus?

A) Law 134(I)/2011

B) Law 41(I)/2008

C) Law 12/1967

D) Law 927/1979

Answer: A) Law 134(I)/2011

Question 2: Under Cypriot law, which characteristic is NOT explicitly protected under hate speech legislation?

A) Race and ethnicity

B) Religious beliefs

C) Political affiliation

D) Sexual orientation

Answer: C) Political affiliation

Question 3: Which Cypriot authority is responsible for enforcing hate crime and hate speech laws?

A) The Ministry of Foreign Affairs

B) The Cyprus Police and Attorney General's Office

C) The European Commission

D) The United Nations Human Rights Council

Answer: B) The Cyprus Police and Attorney General's Office

Question 4: Which of the following is a key legal requirement for online platforms operating in Cyprus under hate speech legislation?

A) Mandatory removal of all content related to political criticism

B) Immediate reporting of hate speech cases to international human rights bodies

C) Compliance with the EU Digital Services Act (DSA) for content moderation

D) Automatic filtering of all comments on social media

Answer: C) Compliance with the EU Digital Services Act (DSA) for content moderation

Discussion Questions – Cypriot Legislation:

Question 1:

Which law governs hate crime and hate speech in Cyprus?

What are its key features, and how does it align with EU requirements?

Question 2:

Which characteristics are **not protected** under current Cypriot hate speech laws?

Should political affiliation be included? Why or why not?

Question 3:

Who is tasked with enforcing these laws in Cyprus?

How can the police and Attorney General's office work together effectively?

Question 4:

What is the role of the **Digital Services Act** in regulating hate speech on online platforms in Cyprus?

Debrief:

- Ask each group to share their response to **1–2 questions** of their choice.
- Encourage dialogue between groups—are there differing interpretations?
- Use the wrap-up to clarify legal nuances

5.7 Activity 4: "Scenario: Online Hate Speech and Physical Assault in a Public Space"

A real-life scenario will be shared with participants as a practical exercise. The participants will be divided in groups of 5 (working groups) to collaboratively work on the following exercise:

Background:

Maria, a journalist known for advocating refugee rights, posted an article on social media highlighting the challenges faced by asylum seekers in Greece and Cyprus. Shortly after, she began receiving a wave of online hate speech, including racist and xenophobic comments, threats of violence, and calls for physical harm. Some of these comments were posted anonymously, while others came from accounts with identifiable individuals.

A week later, while walking in a public park, Maria was physically attacked by two individuals who had previously made threatening remarks on social media. Witnesses reported that the attackers used racial slurs and accused her of "betraying the country." Maria suffered minor injuries, and the police arrested the suspects.

Exercise Instructions:

1. National Legal Framework Analysis:

- Identify relevant Greek (Law 927/1979, Law 4285/2014) and Cypriot (Law 134(I)/2011) laws that apply to this case.
- Does the attack qualify as a hate crime under Greek and Cypriot law?
- How do the legal frameworks in both countries define and penalize hate speech and incitement to violence?

2. European Legal Framework Analysis:

- Identify EU directives and regulations related to hate speech and hate crimes (e.g., Council Frame work Decision 2008/913/JHA).
- How does the European Convention on Human Rights (ECHR) protect individuals from hate speech and hate crimes?
- How does the Digital Services Act (DSA) regulate the role of online platforms in addressing hate speech?

Debriefing and summarizing:

Each group will present their findings. Concluding, an interactive discussion amongst the trainers and the participants will summarize the best practices in handling hate crimes and hate speech according to the national and european legal framework.

Module 6 "Policing Hate Crime against Affected Communities – A Human Rights and Anti-Discrimination Approach"

6.1 Abstract

This module focuses on equipping law enforcement professionals with the knowledge and tools to effectively address hate crimes targeting affected communities. The training material emphasizes a human rights-based and anti-discrimination framework, ensuring that responses to such crimes uphold the dignity and rights of all individuals while fostering societal cohesion.

It includes exercises that bolster law enforcement officer's reliance on human rights standards and principles in their efforts to effectively investigate hate crimes. Materials include a comprehensive overview and practical applications of the most relevant international standards that should underpin the effective policing of hate crimes.

6.2 Learning Outcomes

After the completion of Module 6, participants will be able to:

- **Define** hate crime and identify affected communities
- **Integrate** human rights standards into hate crime policing
- **Recognize** indicators of bias motivation in criminal acts
- **Apply** anti-discrimination principles in interactions with affected communities
- **Collaborate** with civil society and victims' support networks
- **Develop trust** with groups at risk of hate victimization

Resources & Equipment:

- PowerPoint presentations, case study handouts, practical exercises

Total Duration: 2 hours

6.3 Activity 1: "Introduction to Hate Crime Policing & Key Definitions"

This session will provide participants with a foundational understanding of what constitutes **"policing hate crime against affected communities"**. The aim is to ensure conceptual clarity and a shared language among all participants before delving into more complex aspects of the topic.

Definitions:

Policing hate crime against affected communities refers to the strategies, actions, and policies implemented by law enforcement authorities to **prevent, investigate, and respond** to hate crimes targeting specific social groups. This approach ensures **protection, justice, and social cohesion** by addressing crimes motivated by bias or prejudice against characteristics such as race, ethnicity, religion, gender identity, sexual orientation, disability, or other protected attributes.

Affected communities are social groups or populations that experience direct or indirect harm as a result of hate crimes, bias-motivated violence, or systemic discrimination. These communities are often targeted due to shared characteristics such as ethnicity, religion, sexual orientation, gender identity, disability, or cultural background.

In the context of hate crime policing, **affected communities** may include:

- Individuals who are victims of hate crimes
- Their families and close networks
- Wider community members who share the same identity or characteristics and feel threatened or intimidated by the incident.

Key Characteristics:

Collective Harm: Even when a crime targets an individual, the broader community may experience fear, trauma, or loss of trust in institutions.

Symbolic Impact: Hate crimes often send a message of exclusion or hostility to the entire community, affecting social cohesion and public safety.

Need for Inclusion: Effective policing requires recognizing the experiences and needs of these communities and building trust through dialogue, protection, and accountability.

6.4 Activity 2: "Human Rights-Based Policing"

This activity aims to underscore the critical role of human rights-based policing by emphasizing the core principles and values that police officers must uphold when identifying, responding to, and investigating incidents of hate crime and hate speech.

1. Introduce participants to the four foundational principles that guide ethical and rights-respecting policing practices, using ppt slides:

- **Equality:** All individuals must be treated equally before the law regardless of their race, ethnicity, religion, gender identity, sexual orientation, disability, or other personal characteristics.

- **Dignity:** Police actions must preserve the inherent dignity of every person, especially when dealing with hate crime victims who may already feel affected or marginalized.

- **Non-Discrimination:** Law enforcement must operate without bias and actively avoid discriminatory behavior or profiling. Officers should understand how implicit bias can influence decision-making.

- **Accountability:** Police officers and institutions are accountable for respecting, protecting, and fulfilling human rights. This includes effective internal and external oversight mechanisms.

2. Indicate the Police Role in Protecting Minority Rights and Freedoms, using ppt slides:

- Law enforcement is not only responsible for upholding the law but also plays a vital role in **building social trust** and **protecting affected communities**.

- Officers must **actively safeguard the rights of minority groups**, ensure victims of hate crimes feel safe reporting incidents, and avoid secondary victimization.

- Emphasize that respect for human rights does **not conflict with effective policing**, but rather **strengthens public security, legitimacy, and cooperation**.

3. Underscore the Importance of Data Collection and Reporting Mechanisms in Hate Crime Policing, using ppt slides:

Effective hate crime policing relies on accurate **data collection and reporting mechanisms** to identify trends, allocate resources, and develop targeted interventions.

Why Data Collection Matters:

- Identifying Hate Crime Patterns: Helps law enforcement and policymakers understand which groups are most at risk.

- Improving Victim Support Services: Data-driven insights inform the development of tailored support programs.

- Enhancing Law Enforcement Accountability: Transparent reporting mechanisms prevent underreporting and misclassification of hate crimes.

- Strengthening Legislative Responses: Reliable data supports legal reforms and policy decisions.

4. "Strengthening Inter-Agency Collaboration and Community Engagement in Hate Crime Policing", presentation in ppt slides:

Hate crime policing requires a **coordinated, multi-stakeholder response** that involves different actors working together to prevent, investigate, and prosecute hate crimes while ensuring victim protection and community engagement.

Key Stakeholders in Hate Crime Response (see graph in Annex no3 -supplementary material):

- **Law Enforcement Agencies:** First responders, responsible for identifying and investigating hate crimes.
- **Judicial Authorities:** Prosecutors and judges who ensure legal accountability and fair trial processes.
- **Civil Society Organizations (CSOs):** Advocacy groups that provide victim support, legal aid, and policy recommendations.
- **Local Governments & Policy Makers:** Develop hate crime prevention policies and allocate re sources for community initiatives.
- **Educational Institutions:** Play a role in hate crime awareness, prevention, and early intervention programs.
- **Media and Technology Platforms:** Help in combating online hate speech and misinformation
- **Why Multi-Stakeholder Collaboration is Necessary:**
- **Holistic Approach:** Hate crimes are not just law enforcement issues; they require social, legal, and political interventions.
- **Victim Support & Protection:** CSOs and victim advocacy groups provide psychological and legal assistance that police alone may not be equipped to offer.
- **Improved Investigation and Prosecution:** Judicial collaboration ensures that hate crimes are properly classified and prosecuted, avoiding impunity.
- **Prevention Through Awareness:** Public education campaigns led by multiple stakeholders reduce prejudice and discrimination.

6.5 Activity 3: “Failures in Human Rights in Hate Crime Response”

Slide discussion: Present 2–3 real or hypothetical case examples illustrating what can happen when police fail to uphold human rights standards in hate crime cases. Possible issues to highlight:

- Police dismissing a hate motive, leading to misclassification of the crime.
- Failure to treat the victim with dignity and respect, resulting in retraumatization.
- Use of biased language or profiling during initial reporting.
- Lack of follow-up and protection for victims who fear further attacks.

Facilitator question:
“What went wrong in this example, and how could a human rights-based approach have changed the outcome?”

Encourage open discussion and critical thinking. Reaffirm the link between rights-based policing and effective hate crime response.

6.6 Activity 4: "Scenario: Hate Crime Incident in Thessaloniki"

A real-life scenario will be shared with participants as a practical exercise. The participants will be divided in groups of 4 or 5 (working groups) to collaboratively work on the following exercise:

Background:
On March 9, 2024, in Thessaloniki, two LGBTQI+ individuals were physically and verbally attacked by a large group, including teenagers and young adults, while walking in a public space. Witnesses reported that the victims were targeted because of their gender identity/expression. The attackers insulted them, shouted homophobic slurs, and physically assaulted them. Several suspects were later arrested and charged.

The authorities are investigating whether the crime was motivated by hate under Article 82A of the Greek Criminal Code. However, concerns have been raised about the lack of an effective national mechanism to support victims of hate crimes, which may lead to secondary victimization.

Exercise Instructions:

1. Legal Framework Analysis:
- Identify the relevant provisions under Greek law (Law 927/1979 and Law 4285/2014) that apply to this case
- Discuss whether the crime qualifies as a hate crime and how the authorities should proceed.

2. Victim Protection Measures:
- What steps should law enforcement take to protect the victims from secondary victimization?
- What existing legal frameworks (e.g., Law 4478/2017) can be applied to support the victims?

3. Investigative and Judicial Approach:
- How should law enforcement gather evidence to prove the hate motive?
- What challenges might arise in prosecuting this case?

4. Digital Services Act (DSA) Application:
- If footage of the attack is shared online, how should social media platforms and law enforcement respond under the DSA?
- What are the obligations of online platforms regarding hate speech content?

Debriefing and summarizing:
Each group will present their findings. To conclude, an interactive discussion amongst the trainers and the participants will summarize the best practices in handling hate crimes and hate speech incidents in each country.

6.7 Activity 5: "Quiz: Integration of Human Rights Standards into the Policing of Hate Crimes"

A five-multiple choice quiz will be shared with the participants to evaluate their knowledge gained on the integration of human rights standards into the policing of hate crimes.

Question 1: Why is it important for law enforcement to integrate human rights standards when responding to hate crimes?

A) To protect the rights of the victims and prevent further discrimination
B) To ensure the arrest rate is higher in hate crime cases
C) To maintain the power and authority of law enforcement
D) To reduce the overall number of hate crimes in society
Answer: A) To protect the rights of the victims and prevent further discrimination

Question 2: Which of the following best describes a key principle of human rights that should be upheld when policing hate crimes?

A) The right to remain silent
B) The right to equality before the law and protection from discrimination
C) The right to privacy in all situations
D) The right to self-defense in all cases
Answer: B) The right to equality before the law and protection from discrimination

Question 3: What role does accountability play in the policing of hate crimes with respect to human rights?

A) Ensuring police officers are held accountable for following proper procedures in investigating hate crimes
B) Ensuring that hate crime victims are held accountable for their actions
C) Holding the community accountable for the police's performance
D) Allowing law enforcement to use more force in dealing with hate crime suspects
Answer: A) Ensuring police officers are held accountable for following proper procedures in investigating hate crimes

Question 4: How can police ensure dignity and non-discrimination while investigating hate crimes?

A) By assuming the guilt of suspects based on their background
B) By conducting investigations without bias, respecting the rights and identities of all parties involved
C) By ignoring the victim's ethnicity or sexual orientation during the investigation
D) By prioritizing hate crimes that involve property damage over those involving personal harm
Answer: B) By conducting investigations without bias, respecting the rights and identities of all parties involved

Question 5: Which of the following is an example of integrating human rights standards in police training for handling hate crimes?

A) Teaching officers how to increase arrest rates for hate crimes
B) Providing officers with knowledge about the specific human rights of marginalized groups
C) Encouraging officers to make quick arrests without investigation
D) Teaching officers to avoid speaking with victims about their human rights
Answer: B) Providing officers with knowledge about the specific human rights of marginalized groups

Debrief on participants' results, wrap-up on key insights.

Module 7 "Identifying and Treating Hate Crime"

7.1 Abstract

The aim of this training module is to equip participants with the skills and knowledge to accurately identify hate crimes and effectively address them through a comprehensive approach. It seeks to enhance understanding of the legal, social, and psychological dimensions of hate crime while fostering strategies for investigation, victim support, and offender accountability. This module focuses on the different indicators that identify hate incidents. Police officers and investigators have important roles to play in responding to hate incidents and crimes. By doing the job efficiently and carefully, police can reinforce the message that hate crimes will be investigated aggressively, thus, enhancing the likelihood of a successful prosecution. Police officers arriving on the scene should act immediately to

[a] secure the scene;
[b] stabilize the victim(s) and request medical attention when necessary;
[c] preserve the crime scene – collect and photograph physical evidence such as hate literature, spray paint cans, threatening letters, symbolic objects used by hate groups [e.g. swastikas, crosses];
[d] identify criminal evidence on the victim;
[e] request the assistance of translators when needed;
[f] conduct a preliminary investigation, record information on identity of suspected perpetrator(s), identity of witnesses including those on the scene, prior occurrences, in this area or with this victim, statements made by suspects – exact working is critical, arrest the perpetrator(s) if probable cause exists;
[g] key indicators that a hate crime may have been committed (perceptions of the victim, witnesses of the crime, similar incidents in the same location, incident coincidence with a holiday or date of particular significance, victim engagement with activities promoting his/her group or community).

7.2 Learning Outcomes

After the completion of Module 7, participants will be able to:

- Identify bias indicators and bias-motivated incidents effectively through analysis of evidence and context.
- Distinguish and identify hate crimes compared to other offenses based on motive and impact.
- Illustrate and resolve efficiently challenges related to hate crime incidents.
- Apply a victim-centred approach on supporting, protecting and treating victims.

Resources & Equipment:

- PowerPoint presentations, practical exercises, ice-breaking activity, quiz

Total Duration: 2 hours

7.3 Activity 1: "Identifying hate crime – Introduction"

This session will begin with an icebreaker question and afterwards, the participants will be asked to conduct an iceberg exercise, so as to get a first picture of the participants level of expertise and knowledge on bias indicators and human rights standards.

1. Icebreaker: Ask participants to share (anonymously or in groups) any incidents they've encountered or heard of that may be considered hate crimes

2. Iceberg Exercise: Bias Indicators

Part 1:
Draw the Iceberg Diagram with the following sections:

- Tip of the Iceberg (above water): Visible biases, discrimination, and human rights violations that are easy to identify.
- Submerged Section (below the surface): Hidden biases, systemic issues, and underlying societal norms that contribute to human rights abuses but are not immediately visible.

Explain the Iceberg Metaphor:

The Tip of the Iceberg represents overt, visible forms of discrimination and bias, such as racist behavior, hate speech, and legal inequalities.

The Submerged Section represents deeper, more insidious forms of bias, such as implicit biases, institutional practices, stereotypes, and social conditioning.

Part 2:
Identify Visible Bias Indicators (Tip of the Iceberg): Divide participants into small groups and ask them to brainstorm visible signs of bias.
Have each group share their responses and then write them in the Tip of the Iceberg section.

Identify Hidden Bias Indicators (Submerged Section): Ask the groups to reflect on deeper, less obvious forms of bias and human rights issues.
Have each group share their responses and then write them to the Submerged Section of the iceberg.

Part 3:
Facilitate a Group Discussion:

Discuss how the visible indicators (tip of the iceberg) are often more easily addressed through laws, policies, and public actions. However, the hidden indicators (submerged section) often require deeper changes in societal attitudes, cultural norms, and institutional structures.

Key Questions to Explore:

- How do biases, both visible and hidden, contribute to the violation of human rights?
- How can we address not only the overt violations but also the deeper, systemic biases that perpetuate them?
- What role do individuals and institutions play in both perpetuating and dismantling these biases?

Part 4:
Create an Action Plan for Change:

Encourage participants to reflect on how they can personally contribute to reducing bias. Write down specific actions or commitments.

Discuss the results of both exercises.

7.4 Activity 2: "Identifying Bias Indicators and Bias-Motivated Incidents Effectively"

The aim of this activity is to build an understanding on Bias-Motivated Incidents.

Bias-motivated incidents refer to criminal or harmful actions that are driven by prejudice towards an individual's identity. These can include acts of discrimination, harassment, or violence directed at a person or group because of their race, religion, ethnicity, gender, sexual orientation, or other protected characteristics.

1. Key Bias Indicators

Identifying a bias-motivated incident requires attention to certain indicators that suggest the perpetrator's motive is rooted in bias. Key indicators include:

Language: Verbal attacks or hate speech using racial slurs, homophobic remarks, religious insults, or other derogatory terms targeting specific groups.

Symbols and Imagery: The use of symbols, graffiti, or materials linked to hate groups (e.g., swastikas, Confederate flags, or hate group insignia) at the crime scene.

Targeted Victims: Incidents where the victim is part of a historically marginalized or vulnerable group, such as racial minorities, LGBTQ+ individuals, or religious communities.

2. Contextual Analysis
Effective identification of bias-motivated incidents requires not just analyzing the evidence but also understanding the context in which the incident occurred:

Location and Timing: Incidents happen in areas with significant tensions between different groups, or during times of heightened societal or political conflicts (e.g., during protests or controversial events).

Victim and Perpetrator Dynamics: Understanding if the crime targets specific communities or if the perpetrator holds extremist or biased views based on their association with hate groups.

Historical Context: Awareness of previous patterns of bias-motivated incidents in the area or similar events that may suggest ongoing community tension.

3.Distinguishing Hate Crimes from Other Offenses Based on Motive and Impact
A hate crime is a criminal act that is committed primarily because of the perpetrator's bias toward the victim's identity (e.g., race, religion, sexual orientation). The defining characteristic of a hate crime is the **motive** to harm someone based on their perceived membership in a particular group.

Key Differences: Hate Crimes vs. Non-Bias Crimes
To distinguish hate crimes from other offenses, it is essential to consider the **motive** behind the crime and its **impact**:

Motive:

Hate Crime: The perpetrator acts out of prejudice or hatred toward the victim's identity. The crime is committed because the victim belongs or it is perceived to be belonging to a specific group.

Non-Hate Crime: The perpetrator's motivation is unrelated to the victim's identity. For example, a robbery or assault where the victim is targeted due to personal factors, like perceived wealth, rather than their race or religion.

Impact:

Hate Crime: The social and psychological impact of hate crimes extends beyond the victim to affect entire communities. These crimes instill fear, marginalization, and divisions within targeted groups.

Non-Hate Crime: The impact is often confined to the victim and does not necessarily have a broader societal effect.

Hate Crime = criminal offense + bias motive

Hate Speech = expression targeting groups/individuals

Not all hate speech = hate crime, but may escalate

7.5 Activity 3: "Efficient Illustration and Resolution of Challenges Related to Hate Crimes"

In ppt slides, the following thematic areas will be presented in order to give a better overview of current challenges in treating and identifying hate crime, along with possible solutions/best practices.

1. Challenges in Hate Crime Cases

Addressing hate crimes effectively requires overcoming several challenges:

→ **Underreporting**: Many victims of hate crimes are reluctant to report due to fear of retaliation, lack of trust in law enforcement, or doubts about the seriousness of their case being taken.

Solution: Building trust with communities, offering anonymous reporting channels, and raising awareness about hate crime laws.

→ **Misclassification of Crimes**: Investigators may fail to identify bias-motivated incidents or may misclassify them as random acts of violence. This could occur due to lack of awareness, cultural biases, or insufficient investigation.

Solution: Law enforcement agencies must train officers and investigators on recognizing bias indicators and applying proper classifications to crimes.

→ **Community Tensions**: Hate crimes often occur in communities with existing social tensions, making investigations more complicated. There may also be fear of exacerbating division within the community.

Solution: Open dialogue and collaboration with community leaders and organizations to ensure that all groups feel supported and represented.

→ **Legal Challenges**: Proving the perpetrator's bias motive can sometimes be difficult, as the intent behind the crime may not always be clear.

Solution: Gathering all available evidence, including hate speech, witnesses, and social media activity, to establish a clear connection between crime and the perpetrator's bias.

2.Best Practices for Resolution

→ **Comprehensive Investigation**: Ensure a thorough and unbiased investigation that considers all factors, including the victim's identity and the context of the crime.

→ **Collaboration with Advocacy Groups**: Work with local advocacy groups that can provide support to the victims and offer expert insight on cultural or social dynamics.

→ **Community Engagement**: Implement community outreach programs that help to reduce tensions and educate the public about the impact of hate crimes.

3. Victim-Centered Approach on Supporting, Protecting, and Treating Victims

What is a Victim-Centered Approach?
A victim-centered approach focuses on the needs and rights of the victim, ensuring they receive the support and resources they need to recover and feel safe throughout the criminal justice process.

Key Principles of a Victim-Centered Approach:

→ **Safety and Protection**: Ensure that victims are protected from further harm, including potential retaliation by the perpetrator or others. This may include restraining orders, relocation, or secure housing.

→ **Empathy and Respect**: Treating the victim with dignity, respect, and empathy. Acknowledge their emotional and psychological distress and provide the necessary support services.

→ **Information and Communication**: Victims should be informed about the progress of their case, their legal rights, and available resources. They should also have access to legal counsel if needed.

→ **Culturally Sensitive Support**: Tailor support services to meet the specific needs of the victim, especially if they belong to a marginalized group. This includes offering language assistance or connecting the victim with culturally competent services.

→ **Restorative Justice Options**: Whenever possible, offer opportunities for restorative justice, where the victim can express their feelings and participate in healing through dialogues with the perpetrator (if appropriate).

7.6 Activity 4: "Practical Exercise: Analysing Hate Crimes vs. Other Offenses"

Two different worksheets will be given to the participants to be filled as a practical exercise. The participants will be divided in groups of 5 (working groups) to collaboratively work on the following exercise.

Worksheet 1: Hate Crime Analysis

Scenario:
A group of individuals attacks a person in a public park based on their sexual orientation. The assailants make derogatory comments and threats about the victim's identity during the attack.

Questions:

→ Stereotypes: What harmful stereotypes about the victim group were reinforced by this crime?
→ Biases: What types of biases motivated the crime?
→ Motive: What was the likely motive for the crime?
→ Impact on Victim: How did the crime affect the victim emotionally, physically, or socially?
→ Impact on Community: How might this crime impact the community?

Worksheet 2: Non-Hate Crime Analysis

Scenario:
A person is attacked in a park during a robbery. The assailant demands money and, after a physical struggle, leaves the victim injured. The crime appears to be motivated by financial gain.

Questions:

→ Stereotypes: What stereotypes, if any, are associated with the victim or assailant in this scenario?
→ Biases: What types of biases, if any, influenced the behavior of the assailant?
→ Motive: What was the likely motive for the crime?
→ Impact on Victim: How did the crime affect the victim emotionally, physically, or socially?
→ Impact on Community: How might this crime impact the community?

After completing the worksheets, the participants will be asked to interactively discuss the following questions:

→ How do hate crimes differ in terms of bias and motive compared to other crimes?
→ In what ways does the impact of a hate crime extend beyond the victim to affect the wider community?
→ What role do stereotypes play in the perpetuation of both hate crimes and other types of offenses?

7.7 Activity 5: "Multiple-choice quiz"

A multiple-choice quiz will be shared with the participants in a printed format to evaluate their knowledge gained on identifying and treating hate crime incidents.

Question 1: Which of the following is a key indicator that an incident may be bias-motivated?
a) The victim is a member of a marginalized group.
b) The incident involved only physical violence without verbal aggression.
c) The perpetrator used derogatory language targeting the victim's identity (race, religion, gender, etc.).
d) The incident happened in a public area**.**

Answer: C) The perpetrator used derogatory language targeting the victim's identity (race, religion, gender, etc.).

Question 2: What is the primary factor that distinguishes a hate crime from a non-bias-related offense?
a) The severity of the crime.
b) The location where the crime occurred.
c) The victim's personal relationship with the perpetrator.
d) The perpetrator's motive targeting the victim's identity group (race, religion, sexual orientation, etc.).

Answer: D) The perpetrator's motive targeting the victim's identity group (race, religion, sexual orientation, etc.).

Question 3: Which of the following best defines a hate crime?
a) A crime that is committed out of personal revenge or retaliation.
b) A criminal act in which the perpetrator targets the victim based on their perceived membership in a specific group.
c) A crime that is committed in an area of high social tension.
d) A minor offense that involves hate speech without physical harm.

Answer: B) A criminal act in which the perpetrator targets the victim based on their perceived membership in a specific group.

Question 4: How can investigators effectively resolve challenges related to hate crimes?
a) By focusing solely on physical evidence.
b) By gathering witness statements and understanding the broader social context of the crime.
c) By assuming the motive is always related to personal animosity.
d) By ignoring the identity of the victim to prevent bias.

Answer: B) By gathering witness statements and understanding the broader social context of the crime.

Question 5: When addressing hate crimes, what is the importance of a victim-centered approach?
a) It focuses on prosecuting the perpetrator as quickly as possible.
b) It prioritizes the emotional and physical well-being of the victim and ensures they receive proper support and protection.
c) It centers the investigation around the social identity of the perpetrator.
d) It ensures that the crime is labeled and categorized before any other steps are taken**.**

Answer: B) It prioritizes the emotional and physical well-being of the victim and ensures they receive proper support and protection.

Question 6: How can you differentiate between a hate crime and other offenses based on impact?
a) A hate crime has a wider impact on the community, instilling fear and tension in other members of the targeted group.
b) A hate crime is typically less violent than other offenses.
c) A hate crime has no additional impact beyond the victim's experience.
d) A hate crime is considered less serious than other crimes due to its focus on identity.

Answer: A) A hate crime has a wider impact on the community, instilling fear and tension in other members of the targeted group.

Question 7: What is the most appropriate way to support a victim of a hate crime in the immediate aftermath?
a) Involve the victim in the investigation process immediately.
b) Ensure the victim feels safe, provide emotional and psychological support, and connect them with relevant resources.
c) Focus on gathering evidence from the crime scene first before approaching the victim.
d) Immediately press charges without considering the victim's readiness.

Answer: B) Ensure the victim feels safe, provide emotional and psychological support, and connect them with relevant resources.

Module 8 "Investigating Hate Crimes"

8.1 Abstract

This module is designed to equip police officers with the knowledge and skills to investigate hate crime professionally. Investigating hate crime professionally. Investigating hate crimes is challenging, as it requires the police to obtain evidence from affected communities, often in very stressful personal situations. It requires the victim to disclose information that they may not feel comfortable talking about. The analysis of this module involves an understanding of the steps that should be taken when initially responding to a hate crime incident - including taking details from the victim, collecting physical evidence and making an official record of the crime. The module also explores the investigation of hate crime from a victim-focused perspective to minimize retraumatization. It explores the ideal way in which a statement can be taken and it then looks at further considerations for providing victim support after the comprehensive report has been compiled. The module will also examine bias indicators, the evidential building blocks to prove that hate crimes have occurred. Practical examples will also be used to focus the attention of the participants on what is required to identify and prove a hate crime from a frontline policing perspective.

8.2 Learning Outcomes

After the completion of Module 8, participants will be able to:

- Analyze evidence to identify bias motivations behind criminal acts.
- Recognize patterns and indicators that distinguish hate crimes from similar offenses.
- Investigate effectively hate crimes following a victim-centred approach.
- Develop strategies to interview witnesses and victims sensitively, while minimizing retraumatization.

Resources & Equipment:
PowerPoint presentations, reading lists, case study handouts, practical exercises

Total Duration: 2 hours

8.3 Activity 1: "Understanding bias indicators: Use of Slurs, Symbols, or Discriminatory Language"

The first step in investigating a hate crime is recognizing and correctly classifying the incident as a potential hate-motivated offense. This requires a clear understanding of what constitutes a hate crime under national and international legal definitions. The investigative process begins by identifying potential bias indicators—objective facts or circumstances suggesting that the offender was motivated, at least in part, by prejudice against the victim's actual or perceived identity. This activity is designed to help participants develop the skills to recognize these indicators early on, enabling them to approach the investigation with the appropriate lens, gather relevant evidence, and ensure the case is handled with the seriousness and sensitivity it demands. A ppt presentation will follow:

Slide 1: Hate crimes often involve explicit **verbal, written, or symbolic expressions of bias** that reveal the perpetrator's prejudiced intent. These may include:

- Slurs or derogatory remarks directed at the victim's identity (e.g., racial epithets, homophobic or anti-Semitic slurs).
- Symbols associated with hate groups (e.g., swastikas, Ku Klux Klan imagery, or extremist insignia).
- Graffiti or written statements expressing hate (e.g., spray-painted threats or social media posts targeting specific communities).
- Statements made during or after the attack that reference the victim's identity (e.g., "People like you don't belong here").

Slide 2: Previous **History of Hate Incidents** by the **Perpetrator**

A suspect's past behavior can provide strong evidence of bias motivation. Law enforcement should consider:

- Prior hate crime convictions or complaints against the suspect.
- Documented involvement in hate groups or extremist movements.
- Previous online activity promoting hate speech, discriminatory ideologies, or incitement to violence.
- Association with others known for committing hate-motivated o

Slide 3: Nature and Circumstances of the Attack (Targeting Specific Communities)

The context of the attack can indicate whether it was motivated by bias. Key factors include:

- Targeting of specific groups: Hate crimes often occur in areas where marginalized communities are concentrated (e.g., LGBTQ+ clubs, places of worship, refugee camps).
- Timing of the attack: Crimes may coincide with significant cultural, religious, or political events (e.g., attacks against Jewish communities during Holocaust Remembrance Day).
- Disproportionate violence: The excessive brutality of some hate crimes suggests deep-seated animosity toward the victim's identity rather than a random act of aggression.
- Lack of other apparent motives: If there is no evidence of robbery, personal conflict, or self-defense, bias motivation becomes more likely.

8.4 Activity 2: "Initial Response and Crime Scene Management"

Equip law enforcement officers with the necessary skills and knowledge to appropriately respond to and manage the crime scene of a hate crime from the moment they arrive, ensuring that evidence is preserved, bias motivation is considered, and the rights of all parties involved are respected.

Key points to be addressed (in ppt slides):

1. Understanding the Importance of the Initial Response:

- The initial response to a hate crime is critical to the success of the investigation and the victim's trust in law enforcement.
- Early actions, such as securing the scene, interviewing witnesses, and identifying potential bias motivations, set the foundation for a thorough and effective investigation.
- A swift and professional response can prevent further harm to the victims and prevent the loss or tampering of critical evidence.

2. Dealing with the Crime Scene:

- The crime scene should be treated with the same seriousness and attention to detail as any other crime scene, but with the added awareness that bias may have played a role.
- Officers must be vigilant in distinguishing between crimes that are motivated by hate and those that are not, paying close attention to indicators of bias.

3. Securing the Scene:

- **Preserve Evidence:** Ensure the crime scene is properly secured to preserve all physical and digital evidence (e.g., CCTV footage, photos, any objects or materials left behind by the perpetrator).
- **Prevent Contamination:** Only necessary personnel should enter the crime scene to prevent contamination of evidence.
- **Documentation:** Record the initial conditions of the scene, including any visible signs of bias (e.g., hate symbols, graffiti, verbal statements made by the perpetrator), which may point to the crime being motivated by hatred or prejudice.

4. Prioritize Victim and Witness Protection:

- **Victim Support:** Offer immediate support to the victim, ensuring they feel safe, are treated with dignity, and have access to psychological and legal support.
- **Witnesses:** Safeguard the identity and integrity of witnesses, offering anonymity if needed. Understand that witnesses in hate crime cases can be critical in corroborating the bias motivation of the crime.

8.5 Activity 3 “Interviews and Evidence Gathering”

This activity aims to ensure that police officers are properly trained to handle the delicate task of interviewing victims of hate crimes, with a focus on preventing further harm or trauma that might occur during the investigative process. Secondary victimization occurs when the victim feels further trauma as a result of the way they are treated during the investigation or legal proceedings.

Slide 1: Preparation for the Interview

Create a Safe Environment:

→ Ensure the interview location is private, quiet, and free from distractions. Victims should feel comfortable and secure to share their experience without fear of judgment or bias.
→ Offer the victim the option to have a support person (such as a counselor or advocate) present during the interview.

Explain the Process:
→ Clearly explain the interview process to the victim, emphasizing that the goal is to gather information to help the investigation. Inform them that their cooperation will be crucial in ensuring justice and supporting future steps in the legal process.

Respect Cultural Sensitivities:
→ Be mindful of the victim’s cultural or religious background. Take steps to show respect for their identity and be aware of cultural differences in terms of communication and understanding of authority.

Slide 2: Conducting Interviews

Use Open-Ended Questions:
→ Encourage victims to describe their experience in their own words. Open-ended questions (e.g., “Can you tell me what happened during the incident?” or “How did you feel when the attack occurred?”) help the victim share their perspective without feeling pressured.

Avoid Leading Questions:
→ Do not suggest or imply answers. Leading questions (e.g., “The attacker must have yelled homophobic slurs, right?”) can contaminate the victim’s testimony and undermine the credibility of the evidence.

Be Patient and Non-Judgmental:
→ Listen actively, showing empathy and understanding. Allow the victim to pause, gather their thoughts, and share their experience in their own time. Avoid interrupting or making assumptions about their feelings or actions.

Normalize Victim’s Emotional Responses:
→ Victims of hate crimes may exhibit strong emotional reactions, including anger, fear, or distress. It is important to acknowledge these emotions without judgment and offer reassurance that their reactions are natural and valid.

Respect Boundaries:
→ If a victim appears uncomfortable with certain questions or aspects of the interview, respect their boundaries and avoid pressuring them. Allow the victim to decide how much they wish to share at each point in the conversation.

Slide 3: Addressing Secondary Victimization

Definition: Secondary victimization, also known as **post-crime victimization or institutional victimization,** refers to the additional trauma or harm that a victim experiences as a result of how they are treated by institutions, authorities, or society after the original crime.

Avoid Retraumatization:
→ Take care to avoid questions or behaviors that may retraumatize the victim, such as aggressive questioning, insensitivity, or dismissiveness. The aim is to create an environment where victims feel safe and supported to share their experience without fear of blame or rejection.

Ensure Confidentiality and Support:
→ Reassure the victim that their information will be kept confidential within the confines of the investigation and that they have the right to access victim support services. Provide referrals to counseling or victim assistance programs if needed.

Slide 4: Evidence Gathering:

Physical Evidence: Collect evidence from the crime scene that could suggest a hate crime, such as offensive objects (e.g., weapons with hate symbols), hate-related messages, and items left behind by the perpetrator.

Digital Evidence: Digital traces, such as social media posts, online messages, and emails, could provide vital evidence of the perpetrator's intentions or bias motivation.

Forensic Evidence: Forensic evidence, such as DNA, fingerprints, or fibers, may be present at the crime scene and should be collected in accordance with standard procedures.

Slide 5: Techniques for Effective Evidence Collection

Chain of Custody:
→ Ensure proper documentation and secure handling of evidence to maintain its integrity. This includes maintaining a chain of custody for physical evidence (e.g., photographs, personal items).

Documentation and Reporting:
→ Record all evidence thoroughly and ensure it is documented in police reports with clear, detailed descriptions. The police report should include specific references to any bias indicators identified during the investigation, such as slurs, symbols, or comments made by the perpetrator.

Witness Interviews:
→ Collect testimonies from bystanders and anyone who may have witnessed the incident. In cases of hate crimes, the testimonies of witnesses who overheard the perpetrator's biased statements can significantly strengthen the investigation.

Specialist Agencies and Experts:
→ Collaborate with hate crime victim support organizations and cultural experts to ensure that sensitive aspects of the crime are fully understood and addressed. These organizations can provide additional insights into the psychological and emotional aspects of the crime, which are particularly important in cases of hate crimes targeting vulnerable groups.

8.6 Activity 4: "Case study analysis and step-by-step exercise plan"

Participants are given a written case study of a fictional hate crime incident. The case study will include the victim's background, details about the crime, the scene, and possible bias indicators. Participants are asked to read the case study and note any bias indicators (such as verbal abuse or targeted violence) and any challenges or red flags they might encounter during the investigation (e.g., lack of direct evidence, uncooperative witnesses).

Case Study:

Incident: A transgender woman was physically assaulted on a bus by a group of passengers. The victim was subjected to verbal abuse, including derogatory slurs about her gender identity, before being punched in the face. After the incident, the attacker fled the scene. The victim reports feeling scared and humiliated.

Additional Details: There were witnesses who observed the incident and the attacker's behavior. Surveillance footage from the bus was available but unclear. The victim sustained visible injuries that were documented by paramedics.

1. Identification of Bias Indicators

Group Discussion: After analyzing the case study, participants will gather in small groups (3-5 people) to discuss their findings. Each group will identify possible bias indicators that suggest the crime may be motivated by hate, such as:

→ Verbal abuse targeting the victim's gender identity.
→ The attack being unprovoked and focused on the victim's perceived characteristics.
→ The assailant fleeing without taking any items from the victim (suggesting the incident was not a robbery).

Key Questions to Guide Discussion:

- What specific language was used by the attacker?
- Were there any patterns or repetitive behaviors in the attack that indicate a hate crime?
- How do the circumstances suggest the incident was motivated by bias or prejudice?

2. Developing an Investigation Strategy

Individual Reflection: After identifying bias indicators, participants will be asked to individually write down a strategy for how they would investigate this incident. They should consider:

Initial actions: What immediate steps would they take to secure evidence (e.g., reviewing CCTV footage, identifying potential witnesses, securing physical evidence such as medical records of the victim)?

Victim support: How would they ensure the victim's safety and emotional well-being? What steps should be taken to avoid secondary victimization during interviews?

Collaboration with other agencies: How would they involve other agencies, such as victim support organizations, healthcare providers, or local community groups, in the investigation?

Investigation Checklist: Participants can refer to an investigation checklist that covers the following:

- Securing the crime scene and preserving evidence.
- Interviewing witnesses and the victim in a way that avoids re-traumatization.
- Identifying and documenting any potential hate crime motives.
- Following up with any available technological evidence (e.g., social media activity, security footage).

3. Group Sharing and Feedback

Group Presentations: Each group will present their investigation strategies to the entire class. This allows participants to share their approaches and learn from each other's insights.

Trainer Feedback: The trainer will provide feedback, emphasizing key aspects of the investigation, including:

- How well the strategy accounted for the identification of hate crime motives.
- Whether the investigation adhered to human rights standards and anti-discrimination practices.
- The importance of victim-centered practices, such as avoiding secondary victimization and supporting the victim throughout the process.
- The role of multi-agency collaboration in addressing hate crimes effectively.

4. Wrap-Up and Key Takeaways

Summary: The trainer will summarize the key points from the exercise.

8.7 Activity 5: "Role-play activity: Participant's practice interviewing a hate crime victim with feedback on their approach"

A role-play activity will follow, allowing participants to apply the knowledge they've gained, explore the perspectives of victims, and practice the correct procedures for reporting a hate crime incident. This hands-on exercise will help participants develop practical skills in handling such cases with sensitivity and accuracy.

Setup & Instructions:

- The trainer will briefly introduce the scenario and the importance of trauma-informed interviewing.
- Participants will be divided into small groups (ideally 4–5 per group).
- Each group will have:
    - One person playing the victim
    - One or two officers conducting the interview
    - One observer taking notes
- The trainer will provide role descriptions and key details of the scenario.

Role-Play Scenario

Scenario:

A 24-year-old university student, George, was physically assaulted in a public park by two individuals shouting homophobic slurs. A bystander called the police, and George is now at the station giving a statement. George is visibly distressed and hesitant to talk, fearing further retaliation.

Roles:

Victim (George): Emotional, anxious, and reluctant to provide details. May express frustration or hesitation due to fear of not being believed.
Interviewing Officer(s): Must establish rapport, reassure George, and gather essential information while minimizing retraumatization.
Observer: Watches the interaction and takes notes on communication style, body language, and adherence to victim-centred principles.

Key Considerations for Officers:

- Use open-ended, non-judgmental questions.
- Avoid pressuring the victim to recount traumatic details too quickly.
- Validate the victim's emotions and concerns.
- Ensure the victim feels safe and supported.

Feedback & Discussion

- Each group shares observations on what was done well and areas for improvement.
- Trainer provides structured feedback based on key trauma-informed interviewing principles.
- Discussion on challenges faced during the interview and strategies for overcoming them in real life cases.

Debriefing Questions

- What techniques helped establish trust with the victim?
- What challenges did you face in getting the victim to open up?
- How can officers ensure victims feel safe during an interview?
- What would you do differently next time?

Module 9 "Working with Civil Society Organizations"

9.1 Abstract

This module equips learners with the knowledge and skills to collaborate effectively with Civil Society Organisations (CSOs) and communities in addressing hate crime. Participants will examine the vital role of CSOs in bridging gaps in hate crime recording, victim assistance, and advocacy, using case studies to illustrate their impact.

9.2 Learning Outcomes

By the end of this module, participants will be able to:

- **Describe** the importance of cooperation with CSOs and community engagement in addressing hate crime.
- Through the analysis of case studies, **explain** the role of CSOs in supporting victims and in contributing to improved hate crime recording.
- **Evaluate** successful collaboration models between CSOs and law enforcement, with a focus on the RVRN network in Greece.
- **Develop** strategies to establish and strengthen partnerships between law enforcement, CSOs, and communities in Greece and Cyprus, contributing to a coordinated and victim-centered response to hate crime.
- **Demonstrate** effective communication and engagement techniques to build trust and foster collaboration with targeted communities, applying these strategies in scenario-based exercises.

Total Duration: 2 hours

9.3 Activity 1: "Introduction and setting the scene"

Give participants the opportunity to express their own thoughts and experiences on working with CSOs. The activity will lay the ground for discussing police-CSO cooperation and its impact on better addressing hate crime.

Learning objectives:

o Reflect on the main expectations and fear of participants with regards to police-CSO cooperation in addressing hate crimes. Brainstorm on strategies to improve collaboration.

Materials Needed:

o A wide range of photos (any photo triggering a feeling/emotion of a fear and a hope; this can also include elements of solidarity and social action that can help evoke expectations and worries)
o Flipchart/board
o Markers

Directions:

1. Scatter the photos on a large table.
2. Begin by introducing the Modules theme. Explain that you will present an activity that, with the use of images, will help them express their fears and expectations in relation to cooperation with CSOs.
3. Ask participants to look at the photos and select one that represents an expectation and a worry that they hold.
4. Each participant then takes 30'' to introduce himself/herself and explain the reasoning behind their choice.
5. While they speak, write down all their responses on the flip chart/board.
6.Highlight recurrent themes and proceed with closing/reflecting questions.

Closing question:

- After hearing each other's perspectives, what is one thing you believe could facilitate cooperation with CSOs and community engagement in addressing hate crime?
- What is one thing that you would need to engage with CSOs and communities in hate crime policing?

9.4 Activity 2: "Best practice presentation: The Greek Racist Violence Recording Network"

This activity introduces participants to the Greek Racist Violence Recording Network as a model for effective police-CSO collaboration. Through a slideshow presentation, participants will learn about the network's history, key challenges and impact in addressing hate crime.

Learning Outcomes:

- **Explain** the role and objectives of the Greek Racist Violence Recording Network in addressing hate crimes.
- **Identify** key factors that contribute to the success of police-CSO collaboration in the network.
- **Assess** how the principles of this best practice can be adapted to improve hate crime responses in their own professional contexts.

Material needed:

- Slideshow that presents the history of the Racist Violence Recording Network and why it is considered a best practice in police-CSO collaboration. Ideally presented by a representative of the RVRN.

9.5 Activity 3: "Journey map of a hate crime victim"

Participants will collaboratively map out the journey of a hate crime victim from the moment of the attack to accessing justice and support services. This activity will highlight the barriers to reporting (e.g., fear, language barriers, lack of documentation) and emphasize how NGO cooperation (e.g., legal assistance, interpretation, psychosocial support, escort services) can help overcome these barriers.

Learning outcomes:

- A deeper understanding of barriers to reporting hate crimes.
- A clear appreciation for CSO roles in bridging gaps in victim support.
- Practical insights into how law enforcement can strengthen victim-centered cooperation with NGOs.

Materials Needed:

- A3 handouts
- Pens and markers

1. Group assignment

- Participants are divided into small groups (3-5 people per group).
- Each group is provided with a large sheet of paper and markers.
- They are given a brief victim profile (e.g., an undocumented homeless migrant in Athens who was assaulted by an organized group).

2. Mapping the itinerary of a hate crime victim

- Each group creates a visual "journey map" outlining the victim's steps after the attack. The map should include:

Phase 1: Immediate aftermath of the attack

- The victim is injured and in distress.
- Barriers: Fear of police, no legal status, no knowledge of rights, language difficulties.
- Potential NGO assistance: Street work teams, emergency hotlines, NGO clinics.

Phase 2: Seeking medical attention & forensic evidence

- The victim needs medical care but fears deportation if they go to a hospital.
- Barriers: Unfamiliarity with services, fear of exposure to authorities, lack of Social Security Number, fear that the doctors will call the police.
- Potential NGO assistance: Accompany to hospital, provision of interpretation, support in forensic examination for legal documentation of injuries.

Phase 3: Deciding whether to report to the police

- The victim is hesitant to report due to fear of deportation, police bias, or distrust.
- Barriers: Fear of deportation, prior negative experiences with law enforcement, fear of secondary victimization.
- Potential NGO assistance: Legal advice, explanation of protection provisions for victims of hate crime, psychological support.

Phase 4: Making a police report

- The victim, with NGO support, decides to file a report.
- Barriers: Police officers in police station may lack training on working with victims of hate crime, language barriers.
- Potential NGO assistance: Escort the victim to a specialized police department, provide interpretation, ensure a victim-centered approach, act as a liaison between police, the victim and its community.

Phase 5: Accessing long-term support & protection

- The victim may need ongoing legal aid, housing, psychological or other support.
- Barriers: Lack of shelters, fear of re-victimization, difficulties in following legal processes.
- Potential NGO assistance: Ongoing legal representation, access to social services, assistance with legal status.

3. Presentation & Discussion

Each group presents their "victim itinerary", explaining:
1. The key barriers at each stage.
2. The role of NGOs in overcoming these barriers.
3. Their main takeaways on how law enforcement can improve collaboration with CSOs in these cases.

The facilitator leads the discussion, highlighting how a victim-centered approach improves trust in law enforcement.

9.6 Activity 4: "Wrap-Up Discussion and Reflection"

Facilitate an open discussion that reflects on the insights gained throughout the session. Ask participants to reflect on conditions and barriers for cooperating with CSOs and encourage them to consider how they will apply the session's knowledge into their everyday professional practice.

Learning Outcomes

o Reflect on the opportunities, challenges, and actionable strategies for effective police-CSO cooperation, and identify concrete ways to integrate a victim-centered approach into their professional practice.

Materials Needed:

o Board or flipchart
o Markers

Guiding Questions:

- What is one key insight you're taking away from today's session?

(Prompt: something you hadn't considered before, or something that was reinforced)

- What role do you see CSOs playing in a hate crime response that surprised or impressed you?
- How can you, in your professional role, contribute to more effective collaboration with CSOs?
- What challenges do you foresee in cooperating with CSO to achieve a victim-centered approach? How might these be addressed?
- Is there a specific idea or best practice from today that you'd like to explore further in your work?

Use a flipchart or board to capture key reflections under headings "Opportunities", "Challenges/Barriers", "Ideas/Way forward".

Module 10 "Emerging Types of Hate Speech – Hate in the Online World"

10.1 Abstract

This module equips law enforcement professionals with advanced knowledge on emerging digital hate speech forms and their investigation within the EU's evolving regulatory landscape. It examines how online platforms and technologies have transformed hateful content's nature and spread, exploring phenomena like coordinated harassment, algorithmic amplification, and AI-generated discriminatory content. The material covers the Digital Services Act, AI Act, and European Media Freedom Act, emphasizing practical investigation aspects while ensuring responses remain proportionate and rights-complaint under existing human rights frameworks.

10.2 Learning Outcomes

After the completion of Module 10, participants will be able to:

- Identify and classify emerging forms of online hate speech, including coded language, multimodal content, and AI-generated discriminatory material
- Understand and apply the key provisions of the Digital Services Act relevant to hate speech investigations, particularly regarding platform obligations, notice-and-action mechanisms, and cooperation with law enforcement
- Analyze how recommendation algorithms and content moderation systems can contribute to the spread or mitigation of online hate speech
- Understand platform-specific policies and procedures for reporting and investigating hate speech, including protocols for emergency cooperation with Very Large Online Platforms
- Apply human rights standards and privacy protections while investigating online hate speech cases, ensuring proportionality and necessity of investigative measures
- Evaluate the role of artificial intelligence in both generating and detecting online hate speech, understanding both opportunities and limitations

Resources & Equipment:
PowerPoint presentation

Total Duration: 2 hours

10.3 Activity 1: “Introduction”

Duration: 10 minutes

Learning Outcome(s):
- Introduce the module’s topic : online hate speech.
- Assess the learners’ pre-existing knowledge through ice-breaking or introductory activities.
- Familiarize the participants with the practical and interactive approach adopted

Resources & Equipment:
- Mentimeter / internet

Description:
Use an online pedagogic tool such as mentimeter or an equivalent tool to create a word cloud on the topic of online hate speech, with these three questions : 1/ What is hate speech ? (please give three words that could describe hate speech). 2/ Is there any specificity of online hate speech ? (please give three adjectives that could describe online hate speech). 3/ how would you qualify the police’s activity regarding online hate speech ? (please give three adjectives that would describe it). Give the audience some time to take the survey. Present the results and discuss with the participants the results of the word cloud.

Present the plan of today’s presentation, with emphasis on the methodology (each case will emphasize a specific aspect of the topic).

10.4 Activity 2: "Theoretical Insights"

Duration: 25 minutes

Learning Outcome(s):

- The participants will be provided with a general idea of the relevant EU Internet law, with focus on online hate speech
- The participants will be asked to build on the knowledge acquired on previous modules to assess the strategic importance of the topic of online hate speech
- Raise awareness on the inner danger of online hate speech for democracy
- Highlight the practical solutions against online hate speech as police officers and as citizens

Resources & Equipment:

- PowerPoint, Internet

Description:

The module will help the Police officer navigate the regulatory framework created by the intersection of the Online hate speech law, DSA, AI Act, and AMSD in the context of online hate speech investigations.

First, a summary of the relevant legislation will be presented:

The 2008 Framework Decision on combating certain forms of expressions of racism and xenophobia requires the criminalisation of public incitement to violence or hatred based on race, colour, religion, descent or national or ethnic origin.

The police officers are will review Article 1 of Council Framework Decision 2008/913/JHA of 28 November 2008 on combating certain forms and expressions of racism and xenophobia by means of criminal law, that states that :

"*1. Each Member State shall take the measures necessary to ensure that the following intentional conduct is punishable:*

(a) publicly inciting to violence or hatred directed against a group of persons or a member of such a group defined by reference to race, colour, religion, descent or national or ethnic origin;

(b) the commission of an act referred to in point (a) by public dissemination or distribution of tracts, pictures or other material;

(c) publicly condoning, denying or grossly trivialising crimes of genocide, crimes against humanity and war crimes as defined in Articles 6, 7 and 8 of the Statute of the International Criminal Court, directed against a group of persons or a member of such a group defined by reference to race, colour, religion, descent or national or ethnic origin when the conduct is carried out in a manner likely to incite to violence or hatred against such a group or a member of such a group;

(d) publicly condoning, denying or grossly trivialising the crimes defined in Article 6 of the Charter of the International Military Tribunal appended to the London Agreement of 8 August 1945, directed against a group of persons or a member of such a group defined by reference to race, colour, religion, descent or national or ethnic origin when the conduct is carried out in a manner likely to incite to violence or hatred against such a group or a member of such a group."

The group is invited to discuss how this offense may apply on the Internet and what are the challenges in applying it to the Internet.

The danger of uncertainty is highlighted. On this topic, explain that on 20 May 2022, the Committee of Ministers of the Council of Europe adopted Recommendation CM/Rec(2022)16 to Member States on combating hate speech, stating that Member States "should clearly identify and define in their national criminal law which hate speech expressions are subject to criminal liability", including "racist, xenophobic, sexist and LGBTI-phobic public insults under conditions such as those specifically set out for online insults in the Additional Protocol to the Convention on Cybercrime on the criminalisation of acts of a racist and xenophobic nature committed through information systems.

The Digital Services Act (DSA – Regulation 2022/2065).

The legal framework related to online intermediaries was regulated through the e-commerce Directive in 2001. Discuss with the participants how the online landscape has evolved in two decades. The DSA aims to provide greater democratic control and oversight over systemic platforms and mitigation of systemic risks, such as manipulation or disinformation.

This Regulation is rapidly increasing the importance of self-regulatory codes for very large internet service providers, as the Commission may make them mandatory. In this context, reference should then be made to The EU Code of conduct on countering illegal hate speech online (2016) prepared by the Commission and involving actors in the online services sector, which has been incorporated into the DSA afterwards.

First, explain the concept of VLOP (Very Large Online Platform) and then present and discuss the key Articles of the Regulation from the perspective of online hate speech:

Article 11 Points of contact for Member States' authorities, the Commission and the Board.

- Providers of intermediary services shall designate a single point of contact to enable them to communicate directly, by electronic means, with Member States' authorities, the Commission and the Board referred to in Article 61 for the application of this Regulation.
- Providers of intermediary services shall make public the information necessary to easily identify and communicate with their single points of contact. That information shall be easily accessible, and shall be kept up to date.
- Providers of intermediary services shall specify in the information referred to in paragraph 2 the official language or languages of the Member States which, in addition to a language broadly understood by the largest possible number of Union citizens, can be used to communicate with their points of contact, and which shall include at least one of the official languages of the Member State in which the

provider of intermediary services has its main establishment or where its legal representative resides or is established.

Article 16 Notice and action mechanisms

- Providers of hosting services shall put mechanisms in place to allow any individual or entity to notify them of the presence on their service of specific items of information that the individual or entity considers to be illegal content. Those mechanisms shall be easy to access and user-friendly, and shall allow for the submission of notices exclusively by electronic means.
- The mechanisms referred to in paragraph 1 shall be such as to facilitate the submission of sufficiently precise and adequately substantiated notices. To that end, the providers of hosting services shall take the necessary measures to enable and to facilitate the submission of notices containing all of the following elements:

(a) a sufficiently substantiated explanation of the reasons why the individual or entity alleges the information in question to be illegal content;

(b) a clear indication of the exact electronic location of that information, such as the exact URL or URLs, and, where necessary, additional information enabling the identification of the illegal content adapted to the type of content and to the specific type of hosting service;

(c) the name and email address of the individual or entity submitting the notice, except in the case of information considered to involve one of the offences referred to in Articles 3 to 7 of Directive 2011/93/EU;

(d) a statement confirming the bona fide belief of the individual or entity submitting the notice that the information and allegations contained therein are accurate and complete.

- Notices referred to in this Article shall be considered to give rise to actual knowledge or awareness for the purposes of Article 6 in respect of the specific item of information concerned where they allow a diligent provider of hosting services to identify the illegality of the relevant activity or information without a detailed legal examination.

- Where the notice contains the electronic contact information of the individual or entity that submitted it, the provider of hosting services shall, without undue delay, send a confirmation of receipt of the notice to that individual or entity.

- The provider shall also, without undue delay, notify that individual or entity of its decision in respect of the information to which the notice relates, providing information on the possibilities for redress in respect of that decision.

- Providers of hosting services shall process any notices that they receive under the mechanisms referred to in paragraph 1 and take their decisions in respect of the information to which the notices relate, in a timely, diligent, non-arbitrary and objective manner. Where they use automated means for that processing or decision-making, they shall include information on such use in the notification referred to in paragraph 5.

Article 18 Notification of suspicions of criminal offences

- Where a provider of hosting services becomes aware of any information giving rise to a suspicion that a criminal offence involving a threat to the life or safety of a person or persons has taken place, is taking place or is likely to take place, it shall promptly inform the law enforcement or judicial authorities of the Member State or Member States concerned of its suspicion and provide all relevant information available.
- Where the provider of hosting services cannot identify with reasonable certainty the Member State concerned, it shall inform the law enforcement authorities of the Member State in which it is established or where its legal representative resides or is established or inform Europol, or both.

For the purpose of this Article, the Member State concerned shall be the Member State in which the offence is suspected to have taken place, to be taking place or to be likely to take place, or the Member State where the suspected offender resides or is located, or the Member State where the victim of the suspected offence resides or is located.

Article 35 Mitigation of risks

- Providers of very large online platforms and of very large online search engines shall put in place reasonable, proportionate and effective mitigation measures, tailored to the specific systemic risks identified pursuant to Article 34, with particular consideration to the impacts of such measures on fundamental rights. Such measures may include, where applicable:

(a) adapting the design, features or functioning of their services, including their online interfaces;

(b) adapting their terms and conditions and their enforcement;

(c) adapting content moderation processes, including the speed and quality of processing notices related to specific types of illegal content and, where appropriate, the expeditious removal of, or the disabling of access to, the content notified, in particular in respect of illegal hate speech or cyber violence, as well as adapting any relevant decision-making processes and dedicated resources for content moderation;

(d) testing and adapting their algorithmic systems, including their recommender systems;

(e) adapting their advertising systems and adopting targeted measures aimed at limiting or adjusting the presentation of advertisements in association with the service they provide;

(f) reinforcing the internal processes, resources, testing, documentation, or supervision of any of their activities in particular as regards detection of systemic risk;

(g) initiating or adjusting cooperation with trusted flaggers in accordance with Article 22 and the implementation of the decisions of out-of-court dispute settlement bodies pursuant to Article 21;

(h) initiating or adjusting cooperation with other providers of online platforms or of online search engines through the codes of conduct and the crisis protocols referred to in Articles 45 and 48 respectively;

(i) taking awareness-raising measures and adapting their online interface in order to give recipients of the service more information;

(j) taking targeted measures to protect the rights of the child, including age verification and parental control tools, tools aimed at helping minors signal abuse or obtain support, as appropriate;

(k) ensuring that an item of information, whether it constitutes a generated or manipulated image, audio or video that appreciably resembles existing persons, objects, places or other entities or events and falsely appears to a person to be authentic or truthful is distinguishable through prominent markings when presented on their online interfaces, and, in addition, providing an easy to use functionality which enables recipients of the service to indicate such information.

-- this following content below is not to be covered as mandatory content –
-- it is to be proposed only if time allows it –

Directive 2018/1808/EU (Audio visual Media Services Directive AMSD).

First and most importantly, highlight that the AMSD applies to online channels (such as youtube channels and not only to TV broadcasting). Mention the Recitat 45 of the Directive: "*Recital 45 : There are new challenges, in particular in connection with video-sharing platforms, on which users, particularly minors, increasingly consume audiovisual content. In this context, harmful content and hate speech provided on video-sharing platform services have increasingly given rise to concern. In order to protect minors and the general public from such content, it is necessary to set out proportionate rules on those matters*".

Article 6 :
Member States shall ensure by appropriate means that audiovisual media services provided by media service providers under their jurisdiction do not contain any incitement to hatred based on race, sex, religion or nationality.

States that the directive does address online content that incites hatred or violence, though it may not always use the exact term "hate speech." In its provisions, the AVMSD requires that audiovisual media services take measures to prevent the dissemination of content that incites discrimination, hatred, or violence. However, the directive does emphasize the need for cooperation with national regulatory bodies and, by extension, competent authorities (which can include law enforcement agencies).

EU AI Act (Regulation 2024/1689)

The EU's AI Act is not designed as a tool to regulate hate speech per se. Instead, its focus is on ensuring that artificial intelligence systems—especially those classified as high-risk—are developed and deployed in ways that are safe, transparent, and respect fundamental rights. The AI Act's primary aim is to establish a risk-based framework for AI systems to avoid, for example, discriminatory or manipulative practices, but it stops short of setting content-specific rules for hate speech.
After the presentation of the relevant legal framework to online hate speech in the EU, a discussion is engaged on their interactions. Then, as a conclusion on the theoretical insights, the issue of the impact of social media on democracy is introduced. The famous bubble effect is presented. The shortfalls of moderation and the need for a state's intervention are highlighted.

-- this following content above is not to be covered as mandatory content --

10.5 Activity 3: "Case study Beizaras and Levickas v. Lithuania – The need of police action"

Duration: 10 minutes

Learning Outcome(s):

- Analyse and discuss why online hate speech is of direct concern for the police.

Resources & Equipment:

- Case of Beizaras and Levickas v. Lithuania (2020)
  https://hudoc.echr.coe.int/fre#{%22itemid%22:[%22001-200344%22]}

Description:

A. Presentation of the facts of the case :

The applicants, Pijus Beizaras and Mangirdas Levickas, are Lithuanian nationals in a same-sex relationship. On December 8, 2014, Beizaras posted a photograph on his Facebook page depicting a same-sex kiss with Levickas to announce the beginning of their relationship.

Online Reaction: The photograph went viral, receiving over 2,400 'likes' and more than 800 comments. Many of these comments were hateful, inciting violence and discrimination against LGBT people. Some comments included threats of physical harm and even death.

Legal Action: On December 10, 2014, the applicants, through the National Lesbian, Gay, Bisexual, and Transgender (LGBT) Rights Association (LGL Association), lodged a complaint with the Prosecutor General's Office, asking for criminal proceedings to be initiated against the authors of the hateful comments. They argued that the comments incited violence and discrimination, which should be considered criminal under Lithuanian law.

Prosecutor's Decision: On December 30, 2014, the prosecutor decided not to initiate a pre-trial investigation. The prosecutor argued that the comments were not systematic and did not constitute a crime

B. Free Discussion on the case.
Ask the participants about their opinion.

C. Presentation of the solution:
The European Court of Human Rights (ECHR) found that Lithuania's failure to investigate the hateful comments violated the applicants' rights under Article 14 (prohibition of discrimination) taken in conjunction with Article 8 (right to respect for private and family life) and Article 13 (right to an effective remedy). The Court held that the authorities' refusal to investigate the comments constituted discrimination based on sexual orientation and failed to protect the applicants' dignity and private life.

10.6 Activity 4: "Case study Yevstifeyev et autres c. Russie (2025) – The issue of parody"

Duration: 15 minutes

Learning Outcome(s):
- See the problematic issue of parody as a special form of freedom of expression

Resources & Equipment:
- Powerpoint.

Description:

A. Presentation of the facts of the case :

The applicants are Russian nationals, and all four are members of the LGBTI (gay, bisexual, transgender and intersex) community. In 2015, the first three applicants had unsuccessfully filed a series of complaints - criminal, administrative and civil - against a well-known politician, Mr Milonov. They alleged that Mr. Milonov had insulted and threatened them at a rally they had attended in St. Petersburg. The applicants accused the politician in particular of having copiously insulted and shocked the participants in this demonstration against hatred. In particular, he said that the applicants should be "liquidated" and "crushed with tanks and tractors", that he had simulated the act of slitting your throat and shouted "I'm going to flush you out, beware!" and "I'm going to behead you".

In 2020, Mr Petrov, the fourth applicant, had also lodged several unsuccessful complaints about a video of a father and son chasing homosexuals in a forest, which had been posted on Instagram by a well-known comedic actor and TV presenter. The "gay hunt", which took place in 2035, was a parody of another video published shortly before a national referendum on changes to the Russian Constitution, which called on the population to vote in favour of a change to define marriage as a relationship between a man and a woman. Although he was not personally targeted by the disputed video, Mr Petrov argued that, as an openly gay man and leader of an LGBTI rights association, he was disturbed by the video in question, which caused him feelings of humiliation, anxiety and fear.)

B. Free Discussion on the case.

Ask the participants about their opinion.

C. Presentation of the solution:

The European Court also recalls that it has already concluded that sexual and gender minorities need special protection against hate speech and discrimination because of the marginalisation and victimisation to which they have been subjected in the past and which they continue to suffer, and that the Russian LGBTI community can be considered a particularly vulnerable group that must benefit from enhanced protection against any declaration stigmatizing. It further notes that the video in question was created

and posted on social media by a well-known actor and television presenter and therefore captured the public's attention and reached a large audience.

However, the European Court is not convinced that the video contained negative stereotypes about LGBTI people whose seriousness was sufficient to infringe on the "privacy" of the members of this group. Indeed, given its content, its humorous nature and the context in which it was published, it is very difficult to interpret it literally as an endorsement of the hunt for homosexuals. The video was a political satire on a topic of public interest, published shortly before a national vote on gender-related amendments to the Russian Constitution. This was obviously a parody of another video that called on the public to vote in favour of the amendments.

On the other hand, the European Court considers that the insulting and homophobic remarks made by Mr Milonov, of which the first three applicants complained, did indeed undermine their psychological well-being and dignity and therefore fell within the sphere of their private life. These comments have reached the level of seriousness required for the application of article 8 of the Convention, in combination with the right to be protected against discrimination (article 14 of the Convention).

10.7 Activity 5: "The legal challenge of coded hate speech"

Duration: 10 minutes

Learning Outcome(s):
- o See the legal challenges posed by the phenomenon of coded hate speech
- o Understand and recognize coded hate speech

Resources & Equipment:
- o Internet / PCs

Description:

This activity will engage participants in a "Spot the Hate" Challenge, where they analyze real or simulated social media posts to identify instances of coded hate speech and discuss their legal implications.

Briefly explain coded hate speech, highlighting how it differs from explicit hate speech. Provide examples of common tactics used (e.g., dog whistles, symbols, numbers, and reappropriated words).

Display a series of five online posts or memes (real-world examples or generated ones). These should include: An explicit hate speech statement (as a comparison), a meme using symbols or numbers to disguise hate speech, a phrase that seems neutral but has a known hate speech meaning in extremist circles, a post with coded language that targets a group without naming them, a sarcastic or ironic message that may or may not constitute hate speech.

Participants work in small groups (or individually) to identify which posts contain coded hate speech and justify their reasoning.

Each group shares their conclusions. Discuss: How difficult was it to recognize coded hate speech? Would current EU legal frameworks (DSA, AI Act, etc.) consider these posts illegal? What challenges do law enforcement and regulators face when tackling coded hate speech?

Explain that coded hate speech is often legally ambiguous, making it difficult to regulate without infringing on freedom of expression. Highlight the role of context, platform policies, and intent analysis in determining whether a post is unlawful.

10.8 Activity 6: "The determination of the characteristics of the offence, the case study of Marco Polo (Greece)"

Duration: 10 minutes

Learning Outcome(s):

o See the difficulty in interpreting the offence of hate speech regarding the intention element

Resources & Equipment:

o Powerpoint, Internet, Pc / phone

Description:

Present the "Marco Polo" case.

Soti Triantafyllou, a well-known Greek author and journalist, wrote an article in 2015 that included a controversial quote attributed to Marco Polo: "A fanatic Muslim is one who cuts your head off, while a moderate Muslim is one who holds you down so they can cut your head off." This article was published on the Athens Voice website.

Legal Action: The article led to a lawsuit filed by Panagiotis Dimitras, the representative of the Greek Helsinki Monitor and administrator of the blog "Racist Crimes Watch." Dimitras argued that the quote incited violence and hatred against Muslims, which is a violation of Greece's anti-racism law.)

- Ask for the participants to divide into 2 groups and to prepare for 5 minutes arguments for and against legal action. Ask them to research the case on Internet.

- One group presents the case from the point of view of the General procurer, the other from the point of view of the lawyer.

- Facilitate a debrief discussion. Which group was the most convincing and why? Although the case does not directly concern the Internet, an analogy should be made with the share and repost activities. The case should highlight the fundamental issue of determining intent in an online environment. Nonetheless, it should be noted that sharing does not per se exclude criminal liability.

10.9 Activity 7: "Case study Police v A. A. (Cyprus)"

Duration: 10 minutes

Learning Outcome(s):
- o See how the omnipresence of social media can transform any even into online hate speech case
- o Highlight the relationship between hate speech and hate crime
- o Highlight the relationship between "real life hate speech" and online hate speech

Resources & Equipment:
- o Powerpoint, Internet, Pc / phone

Description: Police v A. A., no. 4/2021,5/2021, 1/7/2021.

Present the facts

On 5.10.2019, while crossing a parking lot in the centre of Larnaca on foot, the car in which the respondents were travelling hit another, parked, vehicle. But they continued their march with the intention of leaving the scene. The complainant shouted at them to stop and approached their car. The respondents stopped, got out of their car and started cursing her in a vulgar manner, with reference to her racial origin, as they had perceived her, and attacked her.

The complainant filmed the whole incident using her mobile phone and posted the video on the internet. The next day, information about this video was received at the ICF on the internet, resulting in an investigation of the case and the registration of an indictment against the respondents.

Present the expressions used (in Greek)

«ρε μαλάκα εννά την πατσαρκάσω α.αν δεν φύει που δαμαί εννά τη δέρω, αν δεν φύει σε ένα λεπτό εννά της δώκω μια πατσαρκά.εν έσσιει κάμερες δαμαί έννε. εννά της δώσω μια πατσαρκά να δεις ήντα που να της κάμω».

«ρα πουστορουμάνα, πάεννε στην χώρα σου. Βουλγάρα.στην χώρα σου έπιανες το cow βυζί έπινες γάλα», «ασσιχτήρ.fuck you», «σκατοπουτάνα», «σκατένη, κωλορουμάνα.», «ρα ασσιχτήρ.πήαινε να φάεις βίλλο.βίλλοοο» και «κωλορουμάνα, κωλοτιτσήρα, κατσέλλα, μαννή». «βιλλομούτσουνη»

Discuss the case with the participants.

Two specific aspects of the case are worth highlighting: how hate speech was related to hate crime and how in the digital world and the generalization of broadcasting every event tends to be online. What should be the correct reaction to the posting and sharing of this content? Discuss the right of the public to be informed on such attacks and the lack of intention to disseminate hate as counterbalance to the criminalization of hate speech.

Present the Outcome

The judges considered Hate crimes have a much deeper psychological impact on a victim's private life and, among other things, can create physical fear, anxiety and depression. They have adverse effects on all members of the group who share the specific protected characteristic that caused the hate crime.

10.10 Activity 8: “Ambrisio”

Duration: 10 minutes

Learning Outcome(s):
- See the importance of an analysis of the practical impact of a communication
- Understand how the consequences of a communication affect the qualification of a speech as hate speech

Resources & Equipment:
- Powerpoint, Internet, Pc / phone

Description: Presentation and discussion of an online documentary:
https://youtu.be/ZsXQsM1kS9Y?si=o5H12AQqJmjV0-WD

The participants are invited to visualize some preselected abstracts of the online documentary. Then the fact are summarized: The former Metropolitan Ambrose was accused of online hate speech. It all started with a text on his personal blog, in which he called homosexuals “scum”, “non-humans” and urged his followers to isolate and spit on them. “Spit on them! Disapprove of them! Tan them! Don’t approach them! Don’t listen to them! Don’t trust them! They are the damned of society! Some disgraced people cannot publicly defend the passions of their souls! (...) They are mentally impaired... three times worse and far more dangerous than some who live in madhouses!”.

The participants are asked to identify the specificity of this case. Here, the former Metropolitan Ambrose was a person with a very high impact, so his public speech resonated with a large (indefinite) number of people, therefore his statements calling for rejection, expulsion from society of LGBTQI+ people then this reaches the limit of jeopardizing the physical integrity of these people. The judges condemned the author of the speech, taking into account the fact that he is a public figure.

10.11 Activity 9: "Activity on AI generated hate speech"

Duration: 10 minutes

Learning Outcome(s):

- Learn on the malicious potential of AI and the relative legal solutions adopted by the EU.
- Acquire the necessary digital literacy in order to understand the impact of AI in hate this field.

Resources & Equipment:

- Powerpoint, Internet, Pc / phone. Access to AI text/image generators (e.g., ChatGPT, MidJourney, DALL·E). Pre-prepared AI-generated examples (in case participants cannot generate live)

Description:

Briefly explain how generative AI can create text, images, or deepfake videos, including its risks and ethical concerns. Highlight examples where AI has been abused to generate hate speech, misinformation, or extremist content.

Specifically, explain the deepfake phenomenon. Deepfakes are synthetically generated videos, images, or audio recordings that use artificial intelligence (AI) to manipulate or alter real content. These can be used to make people appear to say or do things they never actually did. Deepfake technology has advanced significantly, making it difficult to distinguish real from fake media. Deepfakes can be weaponized to fabricate false statements – AI can generate realistic videos of public figures making hateful or extremist remarks they never actually made, create harmful stereotypes – AI-generated images can depict marginalized groups in demeaning or offensive ways, spread disinformation – False or misleading deepfake content can fuel hate campaigns, online harassment, or political manipulation, incite violence – A deepfake falsely showing a minority group committing crimes could trigger real-world attacks.

Guide participants through an AI live-testing exercise. Participants (in pairs or small groups) use AI tools to try prompting content that could be classified as hate speech. Encourage them to explore how AI models refuse or allow such requests.

If AI refuses, ask: What workarounds could bad actors use? (e.g., coded language, indirect phrasing). Present the various possible outputs: a benign AI response, a subtle but problematic response (coded hate, stereotypes), and a manipulated AI-generated image or deepfake used for harmful purposes.

Open a discussion with the participants: can AI-generated content be illegal under EU law? Present the EU AI Act's solutions for synthetic content: Transparency obligations for AI-generated content, labeling requirements for AI-created media, bans on AI systems that promote illegal content.

Finally, reflect on how law enforcement can adapt to the challenges of AI-driven hate speech. (The EU AI Act provides first steps, but enforcement remains a challenge).

10.12 Assessment and Evaluation

Title of Assessment Activity: Final revision of the module through Kahoot

Duration: 10 minutes

Learning Outcome(s):
- Evaluate participants' understanding of online hate speech regulation and enforcement through an educational but also enjoyable online environment (Kahoot quiz).

Resources & Equipment:
- Internet, Pc / phones, projector.

Description:

A Kahoot quiz (or a similar online app) has been set before the course as an interactive and playful activity which will serve as an informal assessment of the knowledge acquired by the participants. The process is explained to the participants, as well as the purpose and some technical support if needed. The participants are invited to use their personal smartphone as a device for the activity. If needed, the provisory results at the end of each question are commented and the correct answer is explained.

Question 1 (Multiple Choice):
Which of the following best describes "coded hate speech"?
A) Explicit hate speech using overtly hateful terms
B) Indirect hate speech using symbols, dog whistles, or ambiguous language
C) Hate speech conveyed only through images
D) Hate speech generated solely by artificial intelligence

Correct Answer: B

Question 2 (True/False):
The Digital Services Act (DSA) requires online platforms to implement accessible notice-and-action mechanisms for reporting illegal hate speech content.
True
False

Correct Answer: True

Question 3 (Multiple Choice):
One of the primary objectives of the European Media Freedom Act (EMFA) is to:
A) Directly censor all hate speech on online platforms
B) Impose severe penalties on hate speech with no exceptions
C) Harmonize media regulation across the EU and protect editorial independence
D) Limit freedom of expression for journalists

Correct Answer: C

Question 4 (Multiple Choice):
The EU's AI Act is mainly focused on:
A) Directly banning hate speech generated by AI systems
B) Promoting the use of AI solely for hate speech detection
C) Censoring all AI-generated content
D) Ensuring that AI systems are developed safely, transparently, and respect fundamental rights

Correct Answer: D

Question 5 (True/False):
Investigations into online hate speech must always prioritize public safety over individual freedom of expression or privacy rights.
True
False

Correct Answer: False

Question 6 (Multiple Choice):
In the Beizaras and Levickas v. Lithuania case, why did the European Court of Human Rights rule in favor of the applicants?
A) The hateful comments were not considered harmful enough
B) The state failed to launch an effective investigation into the hate speech, violating the right to an effective remedy
C) The applicants did not have standing to file the complaint
D) The hate speech was deemed protected political expression

Correct Answer: B

Question 7 (Multiple Choice):
Which challenge regarding online hate speech enforcement is highlighted in Module 10?
A) The difficulty in interpreting the intention element in hate speech offenses
B) The overly clear definitions of hate speech
C) The abundance of straightforward hate speech cases
D) The simplicity of detecting hate speech across platforms

Correct Answer: A

Question 8 (True/False):
Online hate speech investigations should assess how widely a message has spread when determining its impact.
True
False

Correct Answer: True

10.13 References

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NO
HATE
POLICE