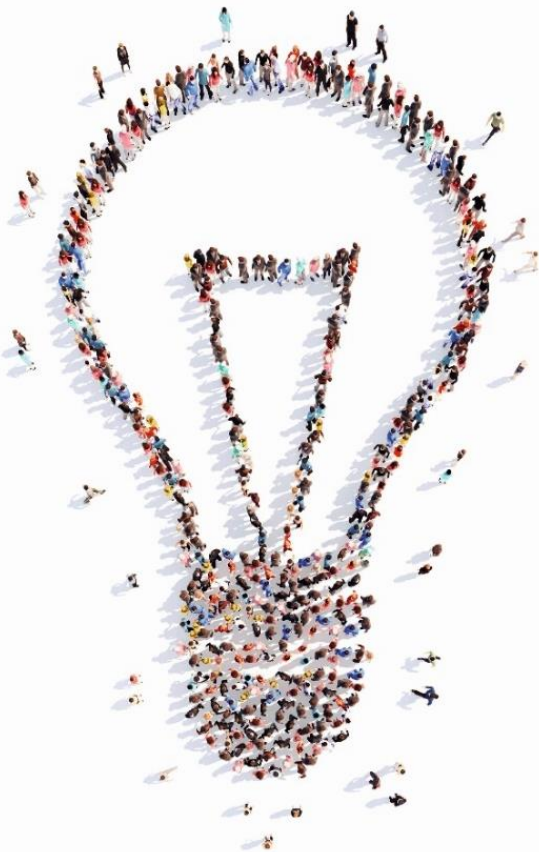




ORPHEUS

A European Interreg project
in Social innovation



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ONLINE SAFETY

EVALUATION REPORT WORK PACKAGE 2

January 2023

ORPHEUS

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EXECUTIVE SUMMARY

This second work package focused on online safety, behaviour, and awareness among young people in the UK, Belgium, the Netherlands, and France. The package featured awareness and resilience trainings which were given to young people to discuss and inform them about relevant topics in relation to online safety and resilience against extremism (D221) and videos created to provide online alternative narratives (D223).

The Online Awareness and Resilience training material was developed according to the plan. It was intended to *increase awareness regarding recruitment techniques and to build resilience to online grooming efforts aiming to radicalise youth and provide young people the skills to become safer online, more aware of risks and of how they will be approached (or 'groomed') by radical groups strengthen media literacy in terms of identifying and critically assessing news and propaganda.*

The training was evaluated based on the trainers' reflections and participants' post-training questionnaires. According to the reflections provided by trainers who delivered the material, the training material was mostly focused on the last objective: strengthening media literacy in terms of identifying and critically assessing information online. The trainers were mostly able to deliver the training using the provided material, though in most situations it required abbreviation and/or adjustments for the local context and that particular audience.

Both trainers and participants perceived the trainings as effective in reaching the objective of increasing the awareness of false information on internet and on how reliable sources can be identified. 95% of youth who completed evaluation questionnaires after having received a training, agreed that the training improved their awareness at least a little or a lot, on average. However, the response rate of the post-training questionnaire was rather low, thus the result can be biased substantially. Trainers' reflections indicated that for the future development, the content of such trainings must be carefully adjusted in order to take into account the local context and time constraints, as well as interests and intellectual capacity of participating youth. For instance, for a younger audience, more streamlined, focused versions of the trainings, leaving sufficient space for practice and more concrete examples, would work well.

The production of the videos was informed by questionnaires, focus groups and discussions conducted among young people, to get a better understanding of young people's online behaviours and experiences, and what they felt were pressing contemporary societal issues. The analysis of the match between results of youth studies and the content of the videos indicated that the videos mostly covered issues indicated as relevant by young people such as racism, discrimination, and identity struggles. Videos did not seem to address online

grooming nor inclusive societies directly, though these topics were mentioned the proposal.

At the time of writing, 12 of 15 intended videos were produced, covering topics ranging from ethnic profiling and extremism, through street culture and Islamic identity, ending on cognitive biases and fact-checking. Videos were not yet disseminated; therefore it is not possible to evaluate the dissemination, reception and impact. For future development, it would be useful to consider addressing relevant for youth issues not covered in the produced videos, such as online polarisation and a lack of belief in the usefulness of online discourse or engagement with other people, especially in a context of inclusive societies.

In short, both products were developed sufficiently adhering to the intended content. However, as the dissemination of them is not yet complete at this point in time, this aspect cannot be evaluated. Nevertheless, there are some strong indications that the training deliverable is indeed effective as intended.

OUTPUT OF WORK PACKAGE 2: ONLINE SAFETY

We produced several publications and trainings in Work Package 2. These are all to be found on our website: <https://www.orpheusproject.eu/en/home>

The training for young people on cyber awareness is available in English, Dutch and French:

1. *Cyber awareness for young people*
2. *Cyberbewustzijn voor jongeren*
3. *Cybersensibilisation pour les jeunes*

This training is designed for young people to support them in developing their critical thinking about the role of media and privacy and in building resilience to false information online. This is to reduce their vulnerability to online grooming by means of exposure to disinformation.

The manual is designed for professionals working with young people. This manual can contribute to develop a vision, practice and reflection on direct online dialogue of for professionals in online chatrooms and chat apps.

4. Peter Van Mullem and Youcef Naimi (2022), *Direct Online Dialogue in Chatrooms & Chat apps. Guideline for professionals*. ORPHEUS Consortium

To support professionals in their work with young people and in producing alternarratives, we developed guidelines, available in English, Dutch and French, and videos to be used in activities with young people or as inspiration.

The goal of this guide is to help content creators and members of organisations design media presentations or highlight existing visual narratives fulfilling the criteria of effective alternative or counter-narratives to violent extremist narratives.

5. Marcin Sklad, Johanna Taake and Eri Park (2022) *Creating visual alternative narratives preventing violent extremism. Guideline for professionals*. ORPHEUS Consortium.
6. Marcin Sklad, Johanna Taake and Eri Park (2022) *Gids voor het creëren van visuele alternatieve narratieven ter preventie van gewelddadig extremisme*. ORPHEUS Consortium.
7. Marcin Sklad, Johanna Taake and Eri Park (2022) *Guide pour la création de récits alternatifs visuels en prévention de l'extrémisme violent*. ORPHEUS Consortium.

Several videos were produced. The following videos are available on the website of ORPHEUS:

Sketches:

- 8. Rookie
- 9. On the corner

Infographics:

- 10. Fact-checking 101
- 11. Migration in the EU: the facts

Discussion videos (short videos where young people discuss a current topic):

- 12. Is religion the only source of meaning?
- 13. Religion vs. spirituality: same thing?
- 14. Religion in a secular world
- 15. Being part of a religious group
- 16. Would the world be better off without religion?
- 17. Does islamophobia pose a threat to Islam?
- 18. Violence towards members of other (religious) groups
- 19. Are religions outdated?
- 20. Should it be possible to insult religions?
- 21. Lucas: Fake news and Me
- 22. Jules: Differences in the group
- 23. Morgan: Agree to be helped
- 24. School vs. home
- 25. Parents' responsibility
- 26. Do parents understand youth culture?
- 27. Do teachers understand what's going on in the streets?
- 28. School measures on misbehaviour
- 29. Schools' responsibilities
- 30. Different cultures at school
- 31. Does your teacher understand youth culture?
- 32. Racial tension in society
- 33. Acceptance of minorities by majority groups
- 34. How often do you stereotype others?
- 35. Is stereotyping okay if said jokingly?
- 36. Do people of colour victimise themselves?
- 37. Taking opportunities vs. receiving opportunities
- 38. Racism towards own ethnic group
- 39. Are black people more often discriminated against?
- 40. Experiencing racism: men vs women

Moral boosters

- 41. I Have A Dream
- 42. Do you remember?

In Work Package 2 also the ORPHEUS website was developed, available in English, Dutch, and French:

- 43. ORPHEUS WEBSITE <https://www.orpheusproject.eu/en/home>

We organized 8 ORPHEUS webinars, all available on the Youtube-channel of ORPHEUS (https://www.youtube.com/@orpheus_project3528).

For work package 2 the following webinars are especially relevant:

- 44. Online alter & counter-narratives for combating violent extremism. 2022
- 45. Utilising the Positive Effects of Social Gaming: A Journey Through Online and Offline Experiences of Social Gaming. 2022

INTRODUCTION:

WORK PACKAGE 2 - ONLINE SAFETY

In this report we evaluate the deliverables of *work package 2 - online safety* as part of the Interreg ORPHEUS project, as they are on 30 June 2022.

The work package 2 deliverables are meant to address project specific objective 2:

ORPHEUS will provide online safety for young people to protect them from online grooming so that young people would be better protected against online recruitment to radical organisations which decreases the risk of radicalisation and key players like frontline workers, educators from schools, youth work and social organisations - would be more aware of the online environment of young people, so they would engage in prevention to decrease the risk of radicalisation.

To that end, project partners were to create *online alter-narratives and training for critical awareness and resilience of young people against online grooming via online safety pilots.*

In order to deliver these two final products described as *D221 CO-CREATED TRAINING TRAJECTORY FOR ONLINE AWARENESS AND RESILIENCE AGAINST GROOMING* and *D223: ONLINE ALTER-NARRATIVE CONTENT* the project generated a set of instrumental deliverables (such as. D211, 212, 213, 214, 222) which were mainly for internal use in development of D223 and D22 or for administrative purposes, and they were not planned to be disseminated. Therefore, this report focuses only on relevant D221 and D223 as they were the final outputs of WP2, intended to have a direct impact while others were the stepping stones for achieving these two therefore implicitly included in them.

EVALUATION OF D221: CO-CREATED TRAINING TRAJECTORY FOR ONLINE AWARENESS AND RESILIENCE AGAINST GROOMING

1 Deliverable

❖ Goal of Project Deliverable

Extremists bring their message through social media in a package that attracts young people. To minimise the impact of such messages, ORPHEUS project partners intended to focus on countering such online propaganda and recruitment operations.

These partners were to set up pilots for online safety on two aspects: firstly, cyber awareness and secondly resilience, via training sessions against grooming, for vulnerable young people. They planned to pilot cyber awareness or 'online safety' sessions, specifically tailored to increase the awareness regarding recruitment techniques and to build resilience to online grooming efforts aiming to radicalise youth. Information and education can give young people the skills to become safer online, as well as be more aware of risks and of how they will be approached (or 'groomed') by radical groups.

The project partners intended to strengthen media literacy in terms of identifying and critically assessing news and propaganda, through a series of workshops. These workshops were aimed at youth on a more general scale, providing awareness sessions for all young people, such as via direct online interventions with alter-narratives in closed groups.

Feedback from awareness and resilience workshops in turn would inform the development of online alter-narratives used in the other deliverable.

❖ Description of Project Intended Deliverable

The project goal was to deliver co-created training material for workshops, which focused on radicalisation techniques based on training modules provided by the project partners. These training modules in turn had utilised the input provided by young people from Belgium, the UK, France, and the Netherlands, both online and offline, as well as cross-border workshops or online webinars through which each partner would bring in their complementary and pedagogical expertise.

The training was to be done directly, by providing training sessions to young people, making them aware and resilient to grooming attempts and knowledgeable of the differences between true and false information. All training material is meant to be available on the websites of the education institutions project partners from all four regions, so that every partner country has an organisation which has published the relevant material.

In each pilot area, the partners from Mechelen, Portsmouth City Council, Greta Grand Littoral, and ContourdeTwern, were to implement targeted training sessions, both online and offline, on awareness and resilience, addressing grooming and encouraging critical thinking. Furthermore, they were to offer different (online) workshops for young people. This training material was to be integrated also in the trainings of WP1 to upskill frontline workers (D1.2.1). The material is meant to targets mostly schools but also youth work and social organisations. Training material was to be posted on the partner platform for plug and play use.

Sixteen key organisations were to host Online Awareness and Resilience (OAR) trainings, which was to be received by about 960 young people and increase awareness in at least 50% of them. Moreover, organisations were to inform 120 key players about online risks.

2 Evaluation Method

For this report, we evaluated four aspects of the deliverable: 1.) *Output* - whether the material was created and the intended number trainings was conducted. 2.) *Fidelity* - whether the content of the material and the actual trainings were in line with the stated intention. 3.) *Reception and perceived effectiveness* - how trainers and participants received the trainings and whether they found them effective. 4.) *Process evaluation* - how it was delivered and what adjustments were or are needed.

Thus, the materials and trainings were appraised based on their delivery and implementation, so to that end, the evaluation utilised the reflection forms completed by all trainers for each training, including factual data as well as

comments and a post-training evaluation questionnaire for the receiving participants of the given trainings. The fidelity implementation evaluation and the qualitative process evaluation both involved the subjective reflections of the trainers who had been assigned to deliver the material to a target audience, such as to students. The former evaluation primarily considers the fidelity, thereby considering whether the utilised material in this training conformed to the original intent and contents, or whether these were modified in some way. The latter appeared the qualitative process of the training in practice, as experienced by those delivering it, for example by asking how it was received by the audience.

Participants also provided a quantitative reception and effectiveness evaluation, by filling in short questionnaires consisting of three items about the training which they had just received. With these, they scored effectiveness of the trainings on three intended aspects.

3 Implementation Evaluation – Monitoring

Description of Project Achieved Deliverable: Results from the Trainer Forms

Delivery

Based on reflection forms submitted by the pilot partners as of 30 June 2022 and partner declarations in December 2022, 40 Online Awareness and Resilience (OAR) trainings has been implemented for total amount of 869 young people, in 12 institutions based in the UK (6), NL (1), BE (2), FR(3) with 99 key players in them. This constitutes 75% of the planned 16 key organisations and 82.5% of intended 120 key players, and 90.5% of the intended 960 young people. The age of the youth ranged between 11 and 18 years. The length of the training varied substantially, within a range between one and three hours, with an average time of 88.7 minutes per training ($\sigma = 43.9$). Most trainings took place at the schools and some were given at youth work institutions.

Fidelity of Implementation

The fidelity of implementation was assessed using a reflection questionnaire for the trainers. The analysis of fidelity brought the following results: 6 of the 17 sessions with complete data (35.3%) were reported to have been implemented without any changes, while roughly half of the sessions (41.2%) were modified slightly as a result of time constraints or to make the content more relevant to a local context, and 4 out of the 17 (23.5%) training sessions had substantial modifications to the training, largely because material was simplified for clarity or there appeared to be a need for more practical examples rather than theoretical explanations. Thus, most of the

material was implemented with some modification, based on relevance as well as the preferences or needs of the audience and local context.

4 Qualitative & Process Evaluation

As of June 30th, we received eight session reflection forms from Belgium and nine from the UK. The analysis below is based on this material; thus, the conclusion does not extend to France or the Netherlands.

Thematic content analysis of the reflection forms indicated that most trainers (64.7%) noted that they felt the goals had been achieved. Nobody felt that a session had completely failed to meet any of its goals, although some (35.3%) wrote that not all goals were achieved or that some content had been modified or that it had not been entirely clear to their audience.

Some comments were regarding the amount of content and slides to get through, as well as their structure, which needed to be modified in some way in order to fit within the allotted time and allow for a proper flow during the session. There also was a comment regarding the age, where it was noted that a younger group (ages 11-13) needed more explanation about political concepts especially, which resulted in some content having to be skipped and the session being more informative instead of interactive. In other cases, discussions or role-play activities were also omitted or shortened as a result of time constraints.

Other comments concerning reception of the content noted that theoretical insights or concepts, such as cognitive bias or confirmation error, were difficult for some groups to understand. These either required further elaboration with visual aid and discussion, had to be simplified, or were replaced with practical examples instead of theoretical explanations.

According to self-reflections, in most, cases trainers covered the raising awareness goal through practicing recognising different types of false information online, such as sloppy journalism, satire/parody, clickbait, misleading headlines, propaganda, fake/pseudo-science, deep fakes, bots and algorithms facilitating bias. Some trainers mentioned also covering methods of defending oneself from misleading information such as using reverse image search and doing this through scenario discussions. In the UK, a training also included a run-through of tackling misinformation/ cyber awareness training with students with their feedback, to ensure content was relevant to the younger UK audience as well as to help them in understanding the potential dangers of false information and strengthening these youngsters in evaluating online media.

5 Reception Quantitative Evaluation

❖ Analysis of the Questionnaires

Table 1: Sample

Country	Participants
UK	103
BE	307
NL	12
FR	98
Total	520

As of 1 November 2022, 520 young people from four regions completed post-training evaluation questionnaires. They participated in the sessions organised at Priory School Portsmouth, Mayfield Portsmouth, UTC Portsmouth and PCC in UK; Babotaniek and Koninklijk Atheneum Antwerpen in Belgium; and Da Vinci College in the Netherlands.

Results indicated that the vast majority (93%) of youth who completed evaluation questionnaires agreed that the training improved their awareness at least a little or a lot, on average. Roughly half of the respondents agreed that their awareness improved a lot. In particular, youth agree that they were a lot more aware of the impact false information online can have on themselves and society. See Table 2 for details.

Table 2: Overall Evaluation

	I am more aware of how to spot false information online		I am more aware of the impact false information online can have on myself and society		I am more aware of how to check facts and identify reliable sources of information		Total across all items	
	N	%	N	%	N	%	N	%
No answer	0	0%	3	0%	2	0%	5	0%
No, not at all	37	7%	33	6%	39	8%	109	7%
Yes, a little	233	45%	206	40%	229	44%	668	43%
Yes, a lot	250	48%	278	54%	250	48%	778	50%

The trainings were perceived by participants as sufficiently effective in all three areas. In particular in France, most participants agreed that their awareness improved a lot. See tables 2.1, 2.2, 2.3 below for further details of responses sorted by country.

Table 2.1: Responses to “I am more aware of how to spot false information online” by country						
		Country				Total
		UK	BE	NL	FR	
I am more aware of how to spot false information online	No, not at all	4,9%	9,8%		2,0%	7,1%
	Yes, a little	55,3%	44,0%	66,7%	33,7%	44,8%
	Yes, a lot	39,8%	46,3%	33,3%	64,3%	48,1%
Total		100,0%	100,0%	100,0%	100,0%	100,0%

Table 2.2: Responses to “I am more aware of the impact false information online can have on myself and society” by country						
		Country				Total
		UK	BE	NL	FR	
I am more aware of the impact false information online can have on myself and society	No, not at all	3,9%	9,2%		1,0%	6,4%
	Yes, a little	46,6%	36,9%	50,0%	40,6%	36,8%
	Yes, a lot	49,5%	53,9%	50,0%	58,3%	53,8%
Total		100,0%	100,0%	100,0%	100,0%	100,0%

Table 2.3: Responses to “I am more aware of how to check facts and identify reliable sources of information” by country						
		Country				Total
		UK	BE	NL	FR	
I am more aware of how to check facts and identify reliable sources of information	No, not at all	6,8%	10,2%	8,3%		7,5%
	Yes, a little	57,3%	46,3%	41,7%	32,7%	44,2%
	Yes, a lot	35,9%	46,2%	50,0%	67,3%	48,3%
Total		100,0%	100,0%	100,0%	100,0%	100,0%

6 Conclusion

In conclusion, in terms of the deliverable, at the time of writing this report, about half of the envisioned trainings had actually been delivered, mostly in two regions of the four intended, as they primarily involved partners from Belgium and the UK.

The intended goal of the work package as a whole stated *countering extremist online propaganda and recruitment operations and the deliverable goal to increase awareness regarding recruitment techniques and to build resilience to online grooming efforts aiming to radicalise youth.... young people the skills to become safer online, more aware of risks and of how they will be approached (or 'groomed') by radical groups... strengthen media literacy in terms of identifying and critically assessing news and propaganda*. The reflections provided by trainers indicated that, indeed, workshops focused on these goals and achieved them. According to them, especially awareness and identifying the misleading information online was covered in these workshops. Some trainers indicated that they devoted time to techniques of assessing news and propaganda. Based on the reflections, it seems little to no attention was paid to online grooming risks and of how youth can be approached online groomers. Given that the participants were not specifically targeted as vulnerable groups, this choice seems justified.

Both trainers and participating youth were mostly convinced that the trainings achieved their goals and that these trainings were effective. Among youth, 93% of those who completed a post-training online evaluation agreed that the trainings had improved their online awareness. However, it has to be noted that only 520 out of the total amount of participants completed the evaluations, thus the results might be biased or skewed in favour of a particular opinion.

Overall, results clearly indicate positive reception of the trainings and point out the potential effectiveness of the trainings. Nevertheless, due to project constraints, this feedback allowed only for the measurement of subjective improvement. As for suggestions for the future development, trainers' reflections clearly indicated that contents of such trainings must be carefully adjusted to take into account local context, in particular considering age, interests and intellectual capacity of participating youth. Also given the time constraints, content should be more streamlined. Moreover, focused versions of the trainings would work well for younger audiences for the sake of clarity, and in the case of limited time availability, they would leave sufficient space for practice and more concrete examples.

EVALUATION OF D223: ONLINE ALTER-NARRATIVE CONTENT

1 Deliverable

❖ Goal of Project Deliverable

Partners intended to make fact videos and develop narratives on inclusive societies. These videos were to target young people who are already searching for information on radical topics. Such online intervention is situated on a higher level in the prevention pyramid utilised by the project. Next, the online safety information was to be brought together on a platform for professionals, featuring both the awareness and resilience didactic material, along with the developed online interventions, making the platform a valuable source that offers all the information necessary to understand what is happening online with young people as well as offer the tools to respond to what might be happening. It was to contain alternative information (such as from blogs, videos, and other alter-narratives) that can be used when interacting with young people at risk, in a context of radicalisation. This WP focuses on specific prevention and direct intervention with a positive effect on general prevention. Through cross-border cooperation between the project partners from four different countries, the information of experts on alter-narratives would also offer input for the grooming awareness and resilience workshops.

❖ Description of Project Deliverable

For this deliverable, project partners were to intervene online, by posting fact videos and alter-narratives on the internet to challenge online propaganda or misinformation and recruitment operations. All online intervention material was to be available on a new platform from the Belgian partner Ceapire and concentrate on methods of online grooming, respond with alter-narratives, and where to find more information and examples of fact videos. The tools for online safety were also to be integrated in the upskilling sessions of WP1.

The partners were to develop 15 fact videos and a theoretical examination of alter-narratives for online use – i.e., examples of inclusive societies and testimonials of young people or their families. Videos were to be delivered in three languages, but mainly in English with subtitles available in French and Dutch. Partners also were to enter public chat rooms on Facebook and other social media platforms where they have posted this content that appeals to young people prone to being

radicalised, so that these young people could be approached and directed towards countering information. For this, partners were to release 15 alter-narrative videos online, which led to 400 pageviews as well as 100 shares on social media and 200 new followers on the online safety platform.

2 Evaluation Method

The deliverable achievement was assessed in a quantitative fashion, based on factors such as the number of videos, their length, and the topics they addressed. The quality of the deliverable content was then assessed by an analysis of overlap between the content of the videos and the issues expressed to be relevant by target group youth in open-question and structured questionnaires as well as focus groups and interviews. This would lead to an assessment of the match between themes covered in videos and the themes which youth felt were relevant. Dissemination of the videos is not evaluated as it takes place after the deadline for this report.

3 Implementation Evaluation – Monitoring

❖ Project Achieved Deliverable

Results: Overview of Videos

Project partners produced a total of 12 videos falling into three type categories: sketches, infographics, and dialogue sessions. The sketches were elected as an effective way of conveying alter-narrative messages, due to their assumed attractiveness for young people and humorous character. The infographics were considered a highly effective way of sharing information in a strong, concise manner and were timewise and organisationally easy to create. Finally, dialogue sessions were selected as they would not require many external resources, were budget-friendly and, most importantly, relatable for young people as they could be created by peers.

A detailed list of the topics, goals, contents and features of the produced videos can be found in Table 3 below.

Table 3. List of produced video sets

Nr	Title	Description	Goals	Young participants	Duration
1	Sketch 1: Ethnic profiling	A humoristic video about the prejudices from some members of the police towards young people & the prejudices by some young people towards police	<ul style="list-style-type: none"> - To make the audience critically reflect on the stereotypes that exist from the police towards youngsters and from the youngsters towards the police - To create a discussion about the societal challenge of ethnic profiling and what effects it has on our citizens 	5	3:00
2	Sketch 2: youth culture	Group of young people hanging out on the corner of the street, talking about their daily lives. Use of wordplay to put the viewer on the wrong track. Highlighting stereotypes concerning youth culture	<ul style="list-style-type: none"> - To make the audience critically reflect on the stereotypes that exist from the society towards youth culture - To create an alter-narrative view about street culture 	7	3:30
3	Infographic 1: Migration crisis	Infographic video about the reality of migration and asylum seekers in the EU context	<ul style="list-style-type: none"> - To have an alter-narrative view about the present migration situation in the EU - To make a clear distinction between migrants and refugees in the EU - To clarify why the EU has the responsibilities to take refugees in - To put the amount of refugees the EU takes in into comparison with other places around the world 	NA	2:40
4	Infographic 2: Muslims & democratic values	Infographic video about democratic values that Muslims have and the political presence of Muslims in the EU context	<ul style="list-style-type: none"> - To present an alter-narrative view about the democratic values that Muslims have globally 	NA	2:40

			<ul style="list-style-type: none"> - To reconstruct the view that Muslims are homogenous in their political thinking - To present how Muslims are part and parcel of the democratic participation in the EU 		
5	Infographic 3: How do I view the world?	An infographic video (based on the book "Factfulness") about processing information about the world (e.g., The gap instinct)	<ul style="list-style-type: none"> - To create an alter narrative view on how to process information - To create an alter narrative view on how to view the gap instinct - To create a positive view about the reality of our world and the progresses that mankind has made - To critically view the idea that the "world" used to be better 	NA	3:00
6	Infographic 4: Right-wing extremism vs Islamic extremism	An infographic video comparing 10 examples of similarities between right-wing and Islamic extremism	<ul style="list-style-type: none"> - To show how extremist ideologies have major comparisons - To present a critical view about the idea that some extreme ideologies are completely unique compared to other extreme ideologies - To present the grievances that extremist ideologies use to promote their ideas 	NA	2:00
7	Infographic 5: Fact checking	Interview with fact checkers from the organisation "Factcheck. Vlaanderen" about the value of fact-checking	<ul style="list-style-type: none"> - To present the importance of fact-checking. - To clarify the difference between facts and opinions - To present the challenges of fact-checking - To help the viewer in fact checking when consuming online media 	2	4:00
8	Group discussion 1: Racial	A group discussion with youngsters about racial identity and racial tensions	<ul style="list-style-type: none"> - To create a platform where people can share their grievances in a constructive manner 	5	10:00

	identity and tensions		<ul style="list-style-type: none"> - To have an alternative dialogue on the tensions concerning race and identity - To have a critical view about the racial grievances that exist within our society - To create an alternative view on how people of colour experience and deal with their discrimination 		
9	Group discussion 2: Inter-religious dialogue	A group discussion about religion and religiosity in western societies	<ul style="list-style-type: none"> - To create a platform where people can share their grievances in a constructive manner - To create an alternative view on how religious people, experience their religiosity - To create an alternative view on the place that religions have in a secular society -To create an alternative view on the challenges between freedom of religion and freedom of speech 	5	10:00
10	Group discussion 3: Youth culture & stereotypes	A group discussion with youngsters about how society (such as parents and teachers) views youth culture	<ul style="list-style-type: none"> - To create a platform where people can share their grievances about youth culture in a constructive manner - To have an alternative dialogue on youth culture - To have a critical view about the way our teachers and parents deal with youth culture - To have a critical view about the behaviour of young people within different youth cultures 	5	10:00

11	Group discussion 4: Ethnic profiling	A group discussion with youngsters about their view on ethnic profiling	<ul style="list-style-type: none"> - To create a platform where people can share their grievances in a constructive manner - To have an alternative dialogue on people of colour and the police -To have a critical view about the authority of the police -To have a critical view about the behaviour of young engaging with the police 	5	10:00
12	Group discussion 5: Gender roles in modern societies	A group discussion with youngsters about their view on gender roles in modern societies	<ul style="list-style-type: none"> - To create a platform where people can share their grievances in a constructive manner -To have an alternative dialogue on the role of men and women in our society -To challenge the ideas that are mainstream about the role of men and women -To find out if different cultures have different ideas about the role of men and women -To discuss whether the different views on men and women are equal and should be respected 	5	10:00

The final videos disseminated, are listed below. The videos of the group discussions young people, recorded in the United Kingdom, France, Belgium and the Netherlands, were divided into short video clips focusing on one topic. This enables youth workers and teachers to choose specific topics to be used in their own setting and context.

Sketches

1. Rookie
2. On the corner

Infographics

3. Fact-checking 101
4. Migration in the EU: the facts

Discussion videos (short videos where young people discuss a current topic):

5. Is religion the only source of meaning?
6. Religion vs. spirituality: same thing?
7. Religion in a secular world
8. Being part of a religious group
9. Would the world be better off without religion?
10. Does islamophobia pose a threat to Islam?
11. Violence towards members of other (religious) groups
12. Are religions outdated?
13. Should it be possible to insult religions?
14. Lucas: Fake news and Me
15. Jules: Differences in the group
16. Morgan: Agree to be helped
17. School vs. home
18. Parents' responsibility
19. Do parents understand youth culture?
20. Do teachers understand what's going on in the streets?
21. School measures on misbehaviour
22. Schools' responsibilities
23. Different cultures at school
24. Does your teacher understand youth culture?
25. Racial tension in society
26. Acceptance of minorities by majority groups
27. How often do you stereotype others?
28. Is stereotyping okay if said jokingly?
29. Do people of colour victimise themselves?
30. Taking opportunities vs. receiving opportunities
31. Racism towards own ethnic group
32. Are black people more often discriminated against?
33. Experiencing racism: men vs women

Moral boosters

34. I Have A Dream
35. Do you remember?

4 Qualitative & Process Evaluation: Match with Stakeholders

❖ Methodology

This part of the evaluation concerns matches between content indicated by young people and the content of produced videos.

In order to establish topics of videos which would be relevant for youth, several data collection events took place in partner regions. In Belgium, the Netherlands and France, a total of 50 young people, with whom partner organisations worked, filled in questionnaires concerning social issues as well as their own social media experiences.

They were, for instance, asked to indicate which problems and topics they considered to be the most likely to lead to negative outcomes such as hatred or violence, whether and how often they engaged in discussions about such topics on social media platforms, what type of comments they would consider to be offensive or discriminatory, and to share which groups in society they felt were subject to stigmatisation and prejudices. Furthermore, they were also asked through which media they obtained their information and news, and to rank the trustworthiness of these sources.

In addition to these questionnaires, qualitative interviews were conducted in the form of various focus groups as well as individual conversations, as led by partners in the United Kingdom and Belgium. Among the UK partners, these focus groups included students between the ages of 14 and 20, with varying demographic characteristics such as their gender and their first language, who were asked about topics pertaining to their online activity and social media usage. In Belgium, the focus groups were done via specific events that allowed youth members to engage in conversation about pre-determined topics, such as radicalisation, the role of history and identity, and young people's struggles during the pandemic, either through a specific talking event or via an online E-sports event. Furthermore, there were various individual conversations featuring a young person, as well as two that involved a young person along with their parent. These conversations took place either offline or digitally and addressed topics such as radicalisation or radical Islam, and Islam and society.

❖ Results of Youth Research

Results of Quantitative Study

Among Belgian respondents were 27 young (ages 17-24) women who were part of a group called Equilibrium, a group focused on the prevention of radicalisation and on the encouragement of positive identity development. They answered questions on which current societal issues they considered to be most likely to lead to negative outcomes, how often they engaged in discussions online, what type of comments they considered to be discriminatory, which news sources they followed and trusted, and lastly which social groups they felt were prone to being marginalised and stigmatised. Dutch respondents included 20 clients of a youth work organisation R-Newt, who answered the same questions as their Belgian counterparts.

In response most young people found racism (72%) to be the most pressing challenge that could lead to outcomes such as hate or violence, followed by discrimination (40%). Moreover, about one third of youth indicated issues of injustice and poverty to be of relevance, and one fifth found that issues of not being heard, unequal opportunities, ethnic profiling, hate crimes were among the current challenges. Less often indicated issues can be found in Table 4 below. Only single respondents reported feeling different, social exclusion and foreign policy as the main challenges.

Some issues differentiated the two regions. For instance, ethnic profiling and unequal opportunities were more often elected by Dutch respondents, while hate crimes, diversity and sexism were more commonly mentioned by Belgian respondents. In general, Belgian respondents seemed to mention topics related to individual challenges, perspectives or actions slightly more, such as the aforementioned issues of hate crimes, diversity, or sexism, as well as challenges related to “them” threatening “us”, culture war, ethnic versus national identity, or general identity. Contrarily, Dutch responses seemed to focus more on possibly institutionalised issues like the aforementioned ethnic profiling or unequal opportunities, but also poverty and a lack of prospects.

Table 4. Proportion of respondents finding topic important

	Country		Total (N = 47)	
	Belgium (N=27)	Netherlands (N=20)	%	N
Racism	81,5%	60,0%	72,3%	34
Discrimination	37,0%	45,0%	40,4%	19
Injustice	33,3%	30,0%	31,9%	15
Poverty	25,9%	40,0%	31,9%	15
Not being heard	14,8%	30,0%	21,3%	10
Unequal opportunities	11,1%	35,0%	21,3%	10
Ethnic profiling	3,7%	40,0%	19,1%	9
Hate crimes	25,9%	5,0%	17,0%	8
Diversity	22,2%	0,0%	12,8%	6
Anti- immigration	18,5%	5,0%	12,8%	6
Negative view of the facts	7,4%	15,0%	10,6%	5
'Them' threatening 'us'	14,8%	5,0%	10,6%	5
Culture war	14,8%	5,0%	10,6%	5
Domestic troubles	7,4%	10,0%	8,5%	4
Sexism	14,8%	0,0%	8,5%	4
Polarisation	3,7%	15,0%	8,5%	4
Israeli-Palestinian conflict	3,7%	10,0%	6,4%	3
Ethnic identity versus nationality	11,1%	0,0%	6,4%	3
No impact on change	11,1%	0,0%	6,4%	3
Identity	11,1%	0,0%	6,4%	3
Islamisation	3,7%	10,0%	6,4%	3
Stigmatisation	0,0%	10,0%	4,3%	2
Populism	7,4%	0,0%	4,3%	2
Social rights	7,4%	0,0%	4,3%	2
No Prospects	0,0%	10,0%	4,3%	2
Feeling different	0,0%	5,0%	2,1%	1
Social exclusion	3,7%	0,0%	2,1%	1
Foreign policy	3,7%	0,0%	2,1%	1

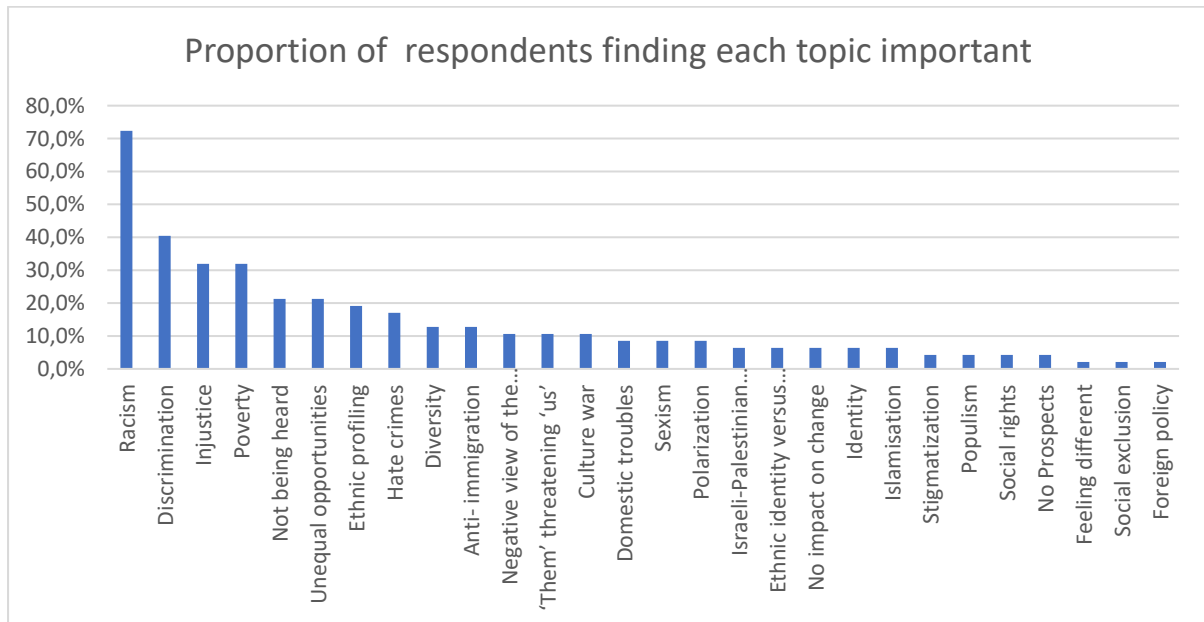


Figure 1. Important topics

Besides closed questions, young people were invited to spontaneously mention issues that were not included on the list, but which they personally also found relevant. In Belgium and the Netherlands, they mentioned a lack of empathy, sensitivity and open mindedness, as well as sexual identity and single parenting as issues that may result in negative outcomes.

In addition to these questionnaires among Dutch and Belgian youth, in France, three respondents, two of which were 16 years old and identified as female and one of which was 19 years old and identified as male, completed a questionnaire where the question about social issues or challenges was only formulated in an open form or as prompt, without the list used in the questionnaires as described above. They were all students at the Lycée Professionnel Normandie-Niemen, a vocational high school located in Calais. In response to the open question, these French youth mentioned issues related to harassment, social media, homophobia, anger, and feeling unwell, and listed possible explanations for these issues, as well as their negative outcomes.

Youth from all three countries were also asked to describe which topics they discussed on social media platforms, as well as how often they engaged in discussions about these topics. Although some of them indicated they might discuss certain topics through social media, they were not describing discussions in the sense of a debate or argument in those instances. Instead, the vast majority of them indicated never engaging in true discussions, as they felt that there was no point in doing so. They further elaborated by adding that this might for instance lead to misunderstandings or miscommunications, unintentionally offend other people, draw in negative comments, and that it could go on forever while nobody

would be convinced or listen to the opposing party during such a discussion. These are indicators that young people are also noticing polarisation on online platforms and that they are subsequently avoiding discussions that might lead to unwanted conflicts.

❖ Results of Qualitative Studies

The analysis of the in-depth and focus interviews and conversations in three regions (Belgium, UK and France) brought up insights on which topics might be interesting and potentially related to alter narratives and prevention of violent extremism, according to the young people targeted by youth organisations.

Belgian Youth Study - Method

Conversations in Belgium featured mostly Muslim youth. A total of 73 young people were involved across a total of 17 interviews, with nine of these being offline and the remaining eight being digital, either online or by a telephone call. Seven of these interviews were individual conversations where one young person was consulted and asked about their opinions, thoughts, and views in relation to the topic of radical Islam. Another two interviews featured this young person as well as one of their parents and focused on the topic of Islam and society. The other ten interviews took place in a fairly large group setting, with one consultation being with a Flemish youth movement, and the remainder being youth events which were held either online or offline. Two of these youth events were E-sports events and were centred on the question of what is going wrong in our society today. The other five youth events were “let’s talk” events to address grievances around history and identity of young people, the duality between rational thinking and superstition, and whether the coronavirus pandemic could be seen as a punishment or test of faith.

The results of interviews revealed three main themes relevant in the context of the prevention of violent extremism: *Identity struggle of Islamic youth in western countries, perceived discrimination, and a distrust for mainstream authorities plus inclination towards conspiracy theories.*

Belgian Youth Study – Themes

Identity

In the first theme of identity, young people particularly expressed having a dual identity but also discord between these two identities. They felt that they did not quite belong, as they felt they were not fully Belgian but not completely Moroccan or Muslim either. Moreover, they experienced conflict between the secular or western norms and their religious laws or Shariah and the Quran in line with their Muslim faith.

In the individual and family conversations about radical Islam, it was discussed that some people may for instance struggle to combine their religious beliefs with scientific knowledge, or question the role of religion and related actions such as jihad, in a secular society. Furthermore, someone mentioned struggling showing their Islamic identity, and questioning its compatibility with a democratic, secular society.

However, due to the dual identity of these migrant youth, religion may sometimes be the only thing that they think they can really identify with, and they may not know which of their two identities – Belgian or Moroccan – is more important. During youth events where identity and history were discussed, it became clear that knowledge of Islamic history in Europe may help youth feel that they do belong in Europe, and feel less out of place by knowing more about their history and the history of Muslims in Europe.

Discrimination

The second main theme was discrimination, in particular against them as a minority group of immigrants or those with an Islamic faith. In the individual conversations, it was mentioned that they sometimes felt as if they were being singled out, for example in classes in school, where a teacher may turn to them specifically to ask questions related to Islam.

At youth events, it was discussed that some young people feel that their immigrant parents were not treated fairly, and some even expressed that it may not have been the right decision for their parents to have come to Belgium. They also expressed awareness about the stereotypes about people with a similar background to them, and that these stereotypes were hurtful to them.

Conspiracy Theories & Distrust

At the youth events, several topics in relation to conspiracy theories and trust or distrust were considered. Some people expressed believing in certain superstitions and conspiracy theories, and that some things may be unexplainable by scientific methods or knowledge. People who are considered as not being critical enough

towards mainstream messages may be described as sheep, or sheeple, to imply they are following a herd and not thinking independently or being suspicious enough. Youth however also confessed they did not always understand the scientific arguments or reasoning in some instances.

When considering the coronavirus pandemic, a “plandemic” conspiracy was described, suggesting that the pandemic was a conspiracy and therefore being caused and controlled by the government. In the individual conversations, someone also reported having a fear of betrayal and a subsequent difficulty with trusting or making new friends, as well as a belief that the government framed him specifically.

Simultaneously, the pandemic may also be seen as a test of faith, or as a punishment, from a religious perspective. Another conspiracy theory described the idea that Jewish people were planning a takeover, or a Jewish deception plan, as it was often perceived that they possessed money and power which other people did not have, but youngsters also mentioned being surprised that people believed in Taqiya or a deliberate deception by Muslims.

UK Youth Study – Method

Open-ended question sessions featured students from two schools in the city of Portsmouth in Southeast England. The first school was the Highbury College, with 36 participants who were students in the Business & Travel track. They were between the ages of 16 and 20, with mixed genders and demographics, and some of them had English as an additional language. The second school was the Springfield School, also located in Portsmouth, with eight participants in their ninth year, who were all female and between the ages of 14 and 16.

UK Study – Themes

Open-Ended Questions Highbury College

Students were asked about the biggest challenges that face young people online, and various themes emerged as a result; the main topics were those in relation to *deceit*, *social image*, and *online aggression*.

Deceit

Within the theme of deceit, students mentioned problems related to misinformation and disinformation, as well as problems related more directly to safety and individual behaviours, such as catfishing. Regarding such online behaviours, problems related to catfishing, paedophiles, and predators were mentioned. With regard to information, different types or styles of news were

mentioned, such as fake news, as well as exaggerated and provocative news, intended to elicit a response. They were also aware of the spreading of false information in the form of misinformation online.

Social Image

For social image, students expressed feeling a certain type of pressure in relation to their online but also offline identities. They felt expectations to have a certain number of followers and get a certain amount of likes on their own social media posts, and it was seen as provocative or attractive to try to get more likes. There were expectations to impress other people, and they reported feeling insecure about their own lives as a result of seeing the lives of other people and comparing themselves to these other people whom they saw online.

Online Aggression

Lastly, online behaviours were further discussed in relation to online aggression or harassment. It was suggested that anonymity when online may lead to certain changes in someone's behaviour, as being online and anonymous, or interacting through a screen rather than directly, distances someone from a particular issue or action and its consequences, and students described instances of harassment and cyberbullying or abuse online.

Questionnaire Pupil Survey Highbury College

15 students were given a questionnaire that asked them to indicate whether they (strongly) disagreed or agreed or felt neutrally about a few given statements about online behaviour and information. When asked if they knew when they were being manipulated online, for instance to believe something or buy something, the majority (80%) said they agreed or strongly agreed. Only 7% disagreed with this and none of them strongly disagreed, and 13% reported feeling neutral. This indicates a decent awareness about possible manipulation or persuasion in an online environment.

A majority (60%) also agreed or strongly agreed with the statement that they follow people who have the same views as them, with only 7% and 20% disagreeing strongly or disagreeing, respectively, and a remaining 13% of students feeling neutrally about this.

Regarding information and accuracy, most (80%) students disagreed or disagreed strongly with the statement that they shared posts even if they are not accurate, and only 7% agreed that they did share such posts, with 13% indicating a neutral position. This means that most of them would not share a post they deem to be inaccurate. Moreover, 73% said they agreed or strongly agreed with the statement that they check on other websites if information is accurate. Only 7% of them disagreed with this and thus did not check accuracy via other websites, and the remaining 20% responded they neither agreed nor disagreed.

The final statement on the questionnaire had slightly more divisive opinions and stated that photographic evidence and memes suggest something has really happened. While 40% and 7% of students strongly disagreed or disagreed with this, respectively, 33% of them did agree with this statement, and 20% responded with neither agree nor disagree.

In summary, students demonstrated an awareness of the issues, as described above, when it came to social media and online behaviours. However, the awareness of certain pressures and expectations as well as their negative consequences, such as those to have a perfect lifestyle, did not mean they felt less affected by such expectations.

Moreover, the questions on whether there was a difference between online and offline abuse were different and whether they themselves behaved differently online versus offline, were rather divisive, with about half of the students either agreeing or disagreeing with the statements given.

Open-Ended Questions Springfield School

Participants

Participants for these open-ended questions were eight students from Springfield School in Portsmouth in year 9, ages 14-16, all female. In an open-ended format, students were asked several questions, for instance about the biggest challenges that young people face online, and which behaviours are becoming normal online. Their responses indicate that they are noticing certain trends in peoples' online behaviours and environment, which may in turn increase a risk of extremism.

Results

When prompted with the question what the biggest challenges are for young people online, bullying and online harassment in particular were noted by students. Although they usually did not report instances of bullying online, they did know they could delete comments or block certain users in these instances.

What was also mentioned was a dilemma about what to post online, in particular in relation to the number of likes they would receive on their post. They were afraid of being judged and felt pressure to look and present themselves in a certain way. In addition, due to anonymity, they said people might behave differently online as they are further removed from a problem or situation. This pressure combined with anonymity or distance may cause polarisation, as it may result in nuance being removed. In turn, it becomes easy to forget or neglect grey areas when they are not visible or shared online, or to pick extreme sides in order to feel accepted or less judged, or attain and then maintain a positive status when online.

Anonymity online may also increase a risk of polarisation and in turn extremism. Students also seemed to note an increase of such extremism by indicating they

had noticed people with opinionated views. Having and sharing opinionated or extreme ideas is often easier online, because, as mentioned, one is further removed from the consequences of their actions through this anonymity and distance that can be offered by an online platform.

French Youth Study

In addition to the questionnaire described earlier, the secondary school Lycée Professionnel Normandie-Niemen in Calais also held a session which featured youth aged between 16 and 18, mainly boys. The school is a vocational high school and part of the Greta Grand Littoral, which is France's leading adult training network and thus provides education or trainings for adults or young adults

Students here were asked about what they felt were issues in society today and thusly listed various issues, including discrimination, racism, hate crimes, harassment, not being heard, feeling different, injustice, and poverty.

Conclusion: Results of youth research

Based on the questionnaires distributed among Belgian and Dutch youth, some of the most relevant issues today are racism, discrimination, injustice, poverty, feeling unheard, unequal opportunities, insensitivity and close-mindedness, as these are the topics they mentioned the most. Further, Dutch youth also mentioned ethnic profiling as a problem, and hate crimes and diversity were mentioned by Belgian youth. Besides this, harassment on social media platforms was also mentioned, but many respondents explained that they often did not engage in discussions on social media as they felt this would be pointless or attract more negativity and cause tension. French youth largely mentioned similar topics, as they discussed discrimination, racism, hate crimes, harassment, not being heard, feeling different, injustice, and poverty.

Moreover, in the Belgian focus groups, many of which featured migrant and Muslim youth, topics related to their identity and belonging were mentioned; they struggled with their dual identity, for instance being Belgian but also Muslim or Moroccan, and noted conflict or contradictions between secular or Western norms versus religious laws from their faith. On top of that, some of them felt they or their migrant parents were discriminated against and they were not being treated fairly. Conspiracy theories, such as a coronavirus “plandemic”, were also mentioned, as there was a sense of distrust in institutions and authorities among some youth.

Youth surveyed in the UK primarily considered topics related to online and social media activity, such as online deceit, fake news, and misinformation and

disinformation, though youth also believed they could recognise false information and properly assess whether something was true or not. Moreover, they mentioned issues related to social image and pressure to meet certain expectations, as well as online bullying and harassment, as indicated by youth from Belgium and the Netherlands as well. Lastly, they noted an increase of extremism and people with opinionated views and, again similar to Belgian and Dutch respondents, that people were unwilling to listen to each other in discussion as a result.

❖ Evaluation - Match between Video Content and Youth Perspective

Method

The topics and contents of the produced videos were compared results of the youth studies to establish whether and to which degree the contents and topics covered in the videos matched interests as indicated by youth stakeholders in the need assessment studies.

Results

In this section we evaluate the content of the produced videos from the perspective of its adherence to what results of youth studies were relevant topics from their perspectives. We analyse what topics were covered in the videos and whether and to which degree these topics were indicated by youth as well as considered if all the topics indicated by youth were covered by the videos produced. The latter is less relevant from the point of view of evaluating already produced videos, but might show possible areas for the future development, within or outside of the project.

Ethnic Profiling & Discrimination

The first topic prominently covered by the produced material was ethnic profiling and discrimination. It was the primary focus of the first sketch video (Video 1), and a group discussion video (Video 11). In the questionnaires, particularly Dutch (8, 40%) and Belgian respondents indeed indicated ethnic profiling as being an issue in society today. In addition, some Belgian and Dutch questionnaire respondents did mention partially related issues such as injustice (32%) and not feeling heard, in an open section of the questionnaire. Ethnic profiling was also discussed by Belgian youth at youth events where they indicated they sometimes felt singled out or treated unfairly as a result of their mixed Belgian and Muslim or migrant identity. Youth from the Netherlands, Belgium, and France all mentioned discrimination and racism as being issues, thus these are topics they do seem to be concerned with. Some of the other group discussion videos also discuss these topics on racial identity and tensions, as well as ethnic profiling again.

Besides addressing attitudes from police towards youngsters, the first sketch also considered attitudes from the youngsters towards the police. This also may be relevant topic in light of scepticism and distrust towards authorities demonstrated by the youth events in Belgian studies.

The infographic videos on information processing (Video 5) and on fact-checking (Video 7) covered topics related to distrust more explicitly. In the youth studies, this topic was brought up at a Belgian youth event where they also spoke about critical thinking and conspiracy theories. Although the Dutch and Belgian questionnaire responses did not mention disinformation or misinformation, many (73%) of UK

youth answered in a survey that they would check if information they see online is true, so there might be an awareness about fact-checking and misinformation among youth, but no clear concerns related to it.

Videos also covered youth's identity issues: the second infographic video discusses (Video 4) Muslim and democratic values, and one of the group discussion videos (Video 8) focused on religion and religiosity in Western societies. These topics were also discussed among the Belgian youth participating in a focus group, where they indicated that as Muslims or Moroccans living in Belgium, with migrant parents, they felt a conflict or contradiction between their identities, and between the Western or democratic values versus their Muslim faith or religious values.

The fourth infographic video (Video 6) focused on a comparison between right-wing extremism and Islamic extremism, which did not appear to be an explicit or major topic of discussion for youth respondents. However, extremism was mentioned among the questionnaire responses from the Netherlands, Belgium and the UK (17% hate crimes; 12% anti-immigration; 8,5% polarisation) and online polarisation was brought up in the focus groups as well.

The migration crisis, which was a topic of one of the infographic videos (Video 3), however, was not discussed explicitly by youth and the migration crisis was only rarely mentioned among the questionnaire responses in the Netherlands and Belgium.

Two videos concerned the topic of youth culture or street culture (Video 2), and stereotypes (Video 10). A small amount of youth responses did indicate in the questionnaires that being unheard, feeling different, and social exclusion were issues. However, these topics were mentioned less than ten times total, and so it likely is not a topic youth felt particularly concerned with.

Another video discusses gender roles in modern societies (Video 10), but sexism was mentioned only four times among the Dutch and Belgian questionnaire responses, and it was not brought up in the Belgian focus groups or among French and British respondents. Gender roles overall were not mentioned, though it may be incorporated under the wider umbrella term of discrimination.

In terms of topics relevant to youth which were not covered in videos, two issues were particularly prominent: online polarisation, and disillusion with online engagement. Youth seemed to have noted a trend towards polarisation and people's unwillingness to listen to each other, as well as issues related to harassment on social media. As the UK surveys focused more on online behaviour, there were strong indications here that youth experienced pressure to conform to certain standards or meet expectations on social media. Youth from the Netherlands, Belgium and France all indicated they preferred not to engage in (political) discussions online, since they felt this would be pointless or attract negative responses.

In summary, there was a substantial overlap between the video topics and the topics that were mentioned by youth. Even video topics which were not explicitly mentioned by youth, could still be, in part, tied to the responses given by them. The three most selected social issues in the youth questionnaires were *racism*, *discrimination*, and *injustice*, and these topics were amply represented in video material, making it potentially relevant for youth. Specific topics that were addressed in both the videos and youth's responses were those related to discrimination, identity ethnicity, religious beliefs, and distrust. Specific brands of extremism, youth culture, and gender roles being topics for some videos were however mentioned far less by youth. Lastly, poverty and issues related to social media and online behaviour including polarisation were not extensively addressed in the videos, although they were mentioned by the respondents. It is worth noting that the young people participating in the needs assessment studies were sampled on a strictly convenience basis by youth organisations participating in the project, therefore they may not represent the wider population, or other youth subpopulations.

Finally, these results indicate a reasonable match between expressed youth concerns and created video topics, however this by no means assures their effectiveness in rising awareness, nor their preventive value against radicalisation. It merely indicates a potential relevance of video topics for youth, which is a facilitating condition for their positive reception, however not necessarily sufficient condition. In order to establish whether they are indeed received positively and effective in their intended goals, further studies would be required when produced videos are distributed to members of targeted audiences.

Dissemination Quantitative Evaluation

At the point of time of writing this report alter-narrative videos were not distributed yet.

CONCLUSION: OVERALL GOAL ACHIEVEMENT AND IMPACT

The overall goal of the work package was to provide online safety for young people to protect them from online grooming so that young people would be better protected against online recruitment to radical organisations.

This was to be achieved by two deliverables: co-created training trajectories for online awareness and resilience against grooming and online alter-narrative content. At the time of this report first deliverable the training material was developed and allowed the trainers to conduct a training for youth covering recognising different types of false information online, such as: sloppy journalism, satire/parody, clickbait, misleading headlines, propaganda, fake/pseudo-science, deep fakes, bots and algorithms facilitating bias and possibly methods of defending oneself from misleading information. It was focussed on mostly on general online media literacy and less on grooming: *“how youth will be approached (or ‘groomed’) by radical groups”* In terms of dissemination at this time about 50% of intended dissemination target was achieved. The training material was positively received by trainers: they could deliver it without major modifications in the core content, besides abbreviation of the training and adjustment to fit local context and age of each particular target group. This highlights the necessity of adaptation of such material to target contexts. Youth who participated in the trainings and completed the post training questionnaire was very positive in terms of their perceived effectiveness of the training in rising their awareness similarly to the trainers who conducted it using the developed material.

The second deliverable were alter-narratives that can be used when interacting with young people at risk. At this point project developed 12 out intended 15 fact videos including examples of inclusive societies and testimonials of young people or their families. Produced videos covered various social issues ranging from ethnic profiling, through racial identity and tensions, ending on gender roles. Videos had forms of infographics, discussions or sketches. The creators decided to cover social issues relevant for young people rather than “examples of inclusive societies and testimonials”. The relevance of the issues covered in most videos for youth was confirmed by our analysis which demonstrated a match between topics of most videos and topics brought up by youth in the studies done in preparation. Besides the topics covered in the videos, youth also mentioned: online polarisation aggression and social pressure, as well as their negative opinion about utility of

political discussions online and poverty as one of the most pressing issues. At this point in time, it is not possible to evaluate neither the actual reception nor effectiveness of the videos as they were not yet made available to target audience.

Overall, both products were created and involved some modifications from the original intent. Based on the data the training in particular shows a lot of promise. However, the deliverables were yet not (completely) disseminated so it is not possible to judge their impact especially in case of the videos.