



RESEARCH REPORT

A report summarising campaigns, training resources
and the current state of thinking on counter radicalisation
throughout the world

By Hannah Richter

December 2019



GAME CHANGER

Report was prepared by the project partner, RNTC - Radio Netherlands Training Centre, within the project "Radical Awareness Game Engagement" funded by the European Union's Internal Security Fund – Police.

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Graphic design and layout:
Lotne Studio – www.lotnestudio.com

Publication version: 1.0

Editor:
Fundacja TechSoup – www.techsoupeurope.org
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Project consortium consists of the following partner organizations:

LEADER:



PARTNERS:



This project was funded by the European Union's Internal Security Fund – Police

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This research report looks at the current state of thinking on radicalisation, extremism, preventing/countering violent extremism (P/CVE), extremist narratives and counter/alternative narratives, in order to distil relevant knowledge useful for training development and campaigning.

The report is split into three chapters: chapter one looks at over one hundred different campaigns, highlighting effective and successful campaigns, and the evaluations of them where possible. Those that are not evaluated can be used as inspiration. The categorisation of the different campaigns was difficult, therefore within the chapter itself the campaigns have been categorised into 12 different topics, however in the bibliography they are categorised by the country that they originated in. In order to visualise how many campaigns fell into two different categories, the campaign crossover table was created. It is important to note that some of the campaigns in the table may also have fallen into a third category as well, but this has not been displayed.

Chapter two identifies training resources and articles that lay out the current state of thinking on the following six different topics: counter/alternative narratives, disinformation resources, good/best practices, current thinking, educational resources and toolkits, and finally, resources discussing online radicalisation.

Chapter three provides summaries and key takeaways from the three round table discussions we conducted in Brussels, London and The Hague. The knowledge gathered from these discussions confirmed the current thinking relayed in chapter two, and highlighted successful campaigns from chapter one, as well as providing a greater understanding in how to build an effective campaign. The minutes from all three round tables can be found in the appendix. Finally, as a result of the knowledge gathered in this report, the conclusion and recommendations lay out the necessary components for building a successful, effective, and impactful campaign, in the hopes that it will be informative and useful for future campaigners and trainers.

INTRODUCTION

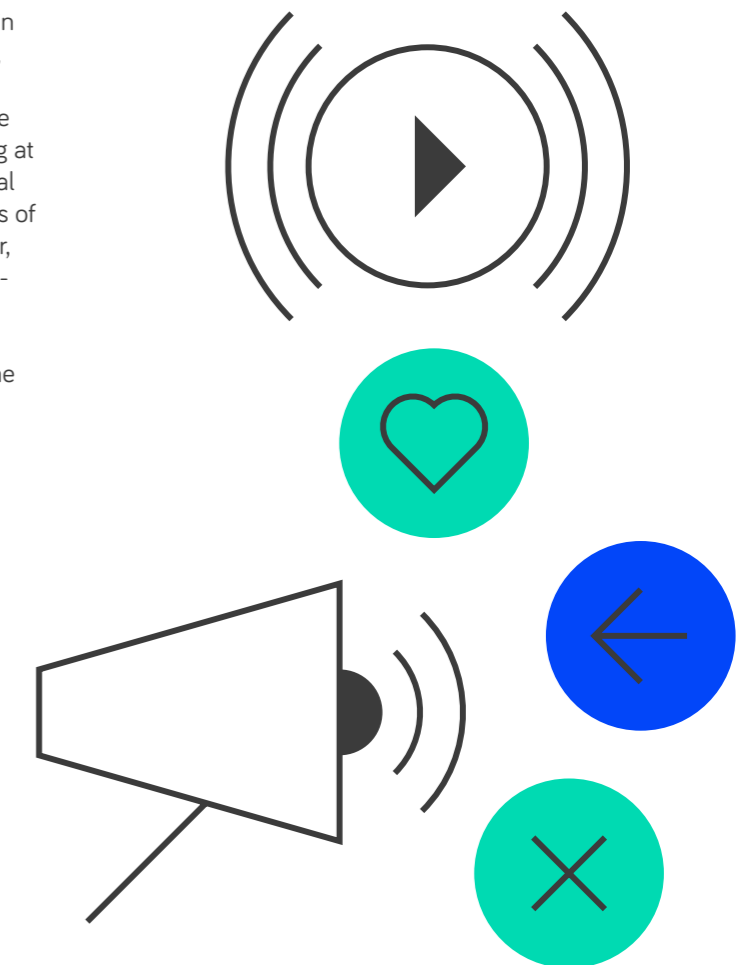
This chapter gives examples of over one hundred different campaigns and programmes that have taken place across the world. The campaigns have been categorised into 12 different topics, however some of the campaigns may have overlap with another topic, for example, many of the youth programmes are also educational, and many of the disinformation campaigns are also online. Campaigns that fit into two different categories can be found in the campaign crossover table below.

These campaigns are meant only to be used as inspiration. Each campaign should be highly relevant to their own target audience and target goals, therefore when creating one's own campaign, the circumstances are unlikely to be exactly the same as the examples below. This was confirmed by our experts at our Brussels round table, who suggested that looking at examples may limit the impact of new campaigns if they are followed too closely.

The success and evaluation of each campaign is shown in **bold**. Not all the campaigns have this displayed, however, as they may not yet have been evaluated, or it was not possible to find the outcomes of the campaign. Often, the only method of evaluation for the campaigns was looking at number of views on a video or number of likes on a social media platform. As such, the ability to note the successes of each and every campaign is limited. As mentioned earlier, the campaigns with no evaluation can be used as inspiration in building your own campaigns.

We have also chosen five campaigns that we think are the most successful:

- [Shout Out UK's music video](#)
- [ISD's One to One online programme](#)
- [Exit-Deutschland](#)
- [Price on Our Lives social movement campaign](#)
- [Recife Sport Club's organ donor card](#)



CAMPAIGN CROSSOVER TABLE

	Youth	Video	Online	Artistic	Counter/ Alternative/ Positive	Educational	Family and Community	Emotive
Youth		Extreme Dialogue	Al-Sakina Get SMART Les Promaneurs du Net Digital Literacy Identity, Belonging and Extremism	Fryshuset Derad theatre-therapy workshop Paddington Arts		RealTalk The Royal Atheneum School Dialogue Project Expedition Friend & Foe Gelijk=Gelijk? How do we want to live? Hooligan Demystify Extremism	The Active Change Foundation	
Women	Another Way Forward	Entre Soeurs				MAXIMA	Mothers for Life	
Video	Twin Track Tales from the Frontline Shout Out UK music video				#Not Another Brother			#More Than A Refugee
Online	New Horizons What's up?	Radikale Hoflichkeit Imams Against Daesh			My Jihad Responding to Islamist and Tribal messaging online Dare to be Grey	#Rewind Islam-ist KNOW Extremism Campaign		#Turn To Love

	Youth	Video	Online	Artistic	Counter/ Alternative/ Positive	Educational	Family and Community	Emotive
Disinfo	The Sens Critique project	Fakery Cake News	Hoaxmap What The Fake					
Exit			Donate the Hate					EXIT USA
Artistic	The Misled					Jihad the Play	Street art against extremism ArtReach: Creating Communities	
Counter/ Alternative/ Positive			Fol Tash English Disco Lovers					Faiths Forum for London
Educational			Everyday Racism Faith Associates: Muslim Digital Citizens Guide					
Family						Mother and Child Welfare Organisation		
Emotive	Price on Our Lives		It Gets Better				Recife Sport Club	

YOUTH PROGRAMMES

The framing of youth programmes that aim to counter radicalisation often includes an educational element that provides students with new and opposing views, promotes tolerance and social coexistence, and gives them the ability to challenge injustices. Therefore, it is beneficial to look at programmes such as those held at *The Royal Atheneum* school in Belgium, *Awake the World* in Spain, and *Gelijk=Gelijk?* in The Netherlands, as they showed positive outcomes through doing this. In order to evaluate youth campaigns, we learnt from the experts at our Brussels round table it can be valuable to have open conversations with the youth involved as they can provide more frank judgements about their experiences. This, along with more formulated qualitative data collection methods during offline campaigns enables campaigners to build and improve on their projects. Campaigns such as *RealTalk* in the United Kingdom and *Les Promeneurs du Net* in France preferred this method of evaluation.

As most youth tend to be prominent on social media, carrying out campaigns online can be extremely effective. When using social media tools to create these campaigns however, it is important to be aware of the target audience in order to use the relevant social media platforms that provides access to them. For many online campaigns, quantitative data methods are used when evaluating. It is often easiest to evaluate online campaigns by looking at reach, engagement and impressions, as seen with *Awake the World*. However, whether this is the most appropriate method to best evaluate a programme is not confirmed.

The benefits of offline, one-to-one interventions alongside online campaigns can be seen in examples such as the programmes carried out by *Les Promeneurs du Net*.

Examples of the mentioned youth programmes, as well as several others, can be seen below. Although they may give insights into possible new campaigns and programmes, each one is highly specific to the audience.

RealTalk, United Kingdom

RealTalk aims to raise awareness of far-right extremism and build resilience to radicalisation amongst young people. Using augmented reality technology, a series of interactive workshops aims to:

- challenge stereotypes, particularly around Islam;
- create open and safe spaces for challenging conversations;
- enhance critical thinking skills;
- help participants spot the signs of fake news and propaganda;
- highlight the current local, national and international threats of far-right extremism.

During the pilot phase of RealTalk, 20 workshops were held in different settings: youth/community centres, secondary schools, further education colleges and a specialist school for children outside mainstream education. The response from staff and participants was very positive. To date, 81 feedback and evaluation forms have been completed; in 100 % of cases, participants indicated that the workshop increased their understanding of extremism. Free-text comments are overwhelmingly positive: for example, 'It really inspired me' and 'I most liked being honest about issues and talking'.

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The Royal Atheneum School, Belgium

The school experienced rising tensions over issues such as the wearing of the headscarf, and found that extremist groups were starting to recruit in the school's neighbourhood. They launched a four year programme in order to prevent this, which focused on creating a common base of shared human values and rights. The programme included rigorous intercultural dialogue, projects on identity and citizenship, systematic training for teachers in all subjects, as well as arts projects in which students were able to express delicate issues without having to articulate them verbally.

Atheneum has gradually recovered and has yet again become a functional and successful school.

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Cultural and Spiritual Heritage of the Region, Dialogue Project, Croatia

The programme seeks to address the deep social and ethnic divisions in the countries of the former Yugoslavia by inoculating young people against stereotypes that may lead to tensions and even violent conflict. With the help of the programme, children and youth in 23 schools in Croatia are systematically exposed to the ethnic "Other" via lessons and teaching, but also through personal contacts, joint activities, and trips. Instead of defining other children as "Serb" or "Croat", they are encouraged to discover nuances and commonalities, co-operate, make friends, and learn to co-exist.

In 2015, an independent evaluation carried out by an NGO from Zagreb, called Step by Step, confirmed the programme's success.

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The Active Change Foundation, United Kingdom

The youth centre launched a Young Leaders Programme in 2012 which is open to 50 16/17 year olds from communities that have experienced tensions and social problems. It seeks to develop their skills, educate them about the dangers of violence, and give them the ability to "challenge injustice" and "make their voices heard". It involves a series of workshops, events, and a leadership conference at which participants are expected to advocate for a cause they feel passionate about.

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Fryshuset, Sweden

Fryshuset is a large centre for young people in Stockholm. It offers a vast array of activities and social projects, including schools, vocational training, arts, theatre, music, as well as specialised projects for youth affected by honour crimes, gang violence, disabilities, racism, and bullying. Since the late 1990s, it has hosted EXIT, a project which helps members of neo-Nazis and white nationalist groups to turn away from extremism. The staff consists of former neo-Nazis themselves who collaborate with psychologists and psychotherapists in providing practical assistance as well as social and emotional support to the extremists and their relatives.

The organisation runs over 60 projects today, in Sweden and worldwide.

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Action Campaign of the Finn Church Aid, Finland

Give a reason to stay, the theme for the 2015 Action-campaign of the Finn Church Aid is young people and violent radicalization. The objective of the campaign is to increase understanding on the reasons driving people into joining violent extremist groups, and present practical methods for preventing violent radicalization both in Finland and in conflict areas.

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Al-Sakina, Saudi Arabia

Al-Sakina is an independent, non-governmental organisation that is directly supported by the Ministry of Islamic Affairs in Saudi Arabia. The organisation is staffed by volunteers that include psychologists, religious scholars, psychiatrists, sociologists and academics. Together they maintain a large online database of religious and educational resources, perform cutting-edge radicalisation research, and carry out one-on-one online interventions with those who have expressed extremist views. Their counter-narrative messages are informed by the latest research which helps ensure their content is current and speaks to their target audience. They conduct one-to-one online interventions in extremist forums, primarily using online multi-media campaigns to target young and at-risk Muslims.

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No Bully, America

No Bully began as a collaborative team of educators, psychologists, and lawyers committed to building a kinder and more compassionate world as a means of ending the crisis of bullying in schools and online. They are the nation's preeminent anti-bullying organisation.

Since its founding, they have had a 90% success rate, eliminating incidents of bullying while serving hundreds of schools and over 250,000 students.

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KiVa, Finland

KiVa is a research-based antibullying programme that has been developed in the University of Turku, Finland, with funding from the Ministry of Education and Culture. In Finland, KiVa is a sought-after programme: most of all comprehensive schools in the country are registered KiVa schools implementing the programme.

Out of 2,800 schools in Finland, 90% of them are logged in as users of the programme and approximately 1,500 schools use it systematically and repeatedly. 98% of the students whose bullying incidents were tackled by the school's KiVa team said their situation improved.

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Awake the World, Spain

Awake the World aims to counter radical and violent extremism through online and offline actions. They challenge religion- or culture-based prejudices, promote tolerance and social coexistence, actively counter islamophobia, and employ social networks in a bid to raise awareness. Awake the World's activities are designed to reduce discrimination, to demonstrate that the so-called West is not at war with Islam while invalidating the narrative of them and us, and finally, to lessen cultural marginalisation. These activities address the root causes of radicalisation: social and political factors as well as cultural and identity crises. Awake the World aims to foster tolerance and raise awareness of stereotypes among 16-to-25 year-old Spanish students. They do so through talks and conferences in high schools and universities. Since Awake the World lacked an evaluation system, they used the media statistics extracted from the various tools used.

Twitter: total impressions: 92,200; profile visits: 5,000; followers: 209; followers' interests: politics, business and current affairs. Facebook: more than 160,000 people reached in Spain; almost 2,000 likes on the page; international scope extended to 45 other countries; main age groups reached: 18 to 24, then 25 to 34 and finally 13 to 17.

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Les Promeneurs du Net, France

Promeneurs du Net provide educational support to young internet users via youth workers who approach teens on online social networks and offer social, educational or preventive services, where needed. Promeneurs du Net establish relationships with teens by befriending them on various online social networks (Facebook, Twitter, Snapchat, Instagram, etc.). They make use of instant messaging, email or other contact/communication tools specific to the social network concerned (wall comments, publications, etc.). Using their online presence, Promeneurs du Net offer various levels of support for young people:

- non-specialised or targeted information on their programmes (schedules, activities, etc.) and neighbourhoods (local events, public debates, etc.), or on specific topics such as employment, health and prevention;
- social links: daily exchanges ensure continuity and strengthen trust in the relationship;
- support (accompaniment): impetus for initiatives, help in realising projects, etc.;
- attentive listening (help): communication, debate, active listening, psychosocial support, etc.

However, this digital support does not replace face-to-face interaction: the objective of Les Promeneurs du net is to respond to the various concerns of young people online, and also to propose meetings or active involvement in concrete projects. The Promeneurs du Net programme aims to develop an educational internet presence by establishing youth workers on social networks or websites where young people meet. By detecting early signs of radicalised views, this approach also supports prevention of radicalisation and/or violent extremism among young people.

A qualitative evaluation to measure the impacts of this programme on young people and youth workers is currently under way. Early findings show that the consistent and managed online presence represented by the programme tends to ease contact and reinforce relationships between youngsters and professionals, thus facilitating the detection of at-risk situations. Furthermore, implementation of les Promeneurs du Net favours the networking dynamic between local actors.

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Expedition Friend & Foe, The Netherlands

The purpose of FRIEND&FOE is to give young people, students and their teachers' tools to handle conflict in a constructive manner, in their personal life and in society at large; and actively prevent the spreading of xenophobia and radicalisation, social exclusion, discrimination and bullying within Dutch society. For a period of two years Critical Mass visited 50 to 70 schools for secondary and senior secondary vocational education (MBO) in the Netherlands, especially in rural areas, to engage in conversations with 20,000 youngsters.

88% of VMBO students were positive about the project, 84% of VWO students were positive about the project and 70% of HAVO students were positive about the project. VMBO, VWO and HAVO are different levels in the Dutch high school system.

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Denkzeit Training, Germany

'Denkzeit' literally means 'time to think' or 'thinking time'. It is an one-to-one-training that is aimed at youngsters (aged 13 to 25) at school, in prison or on probation, who usually display behavioural problems, particularly in regard to aggressiveness and a high propensity to violence, which is partly motivated by extremism or radicalism. 'Denkzeit' therefore offers a variety of programmes for different target groups. As a well-directed intervention strategy 'Denkzeit' effects the development and/or the strengthening of social-cognitive competences.

The 'Denkzeit' training evaluated for effectiveness by comparing the number of convicted crimes before and after the training. By taking part in the training the number of crimes per person and year dropped from 3,37 in the year before to 0,89 (d=1.09) after the training. This study surveyed a period of up to 4 years after the end of the training.

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Gelijk=Gelijk? (Equal=Equal), The Netherlands

Gelijk=Gelijk? Is an informal educational project for primary and secondary schools in the Netherlands. It is based on a method of peer education. As such, it is a peer education programme developed in 2008 by Diversion. The programme has since been implemented all over the Netherlands, in hundreds of classrooms at both the primary secondary school level. The project provides schools, teachers and other educators with the tools they need to structurally address discrimination. At the same time, the project mobilises young role models (from LGBT, Jewish and Muslim communities) who want to take an initiative in countering discrimination. The aim of the project is to combat discrimination, through promoting democratic citizenship and promoting oral proficiency. In at least three of the lessons, three peer educators from different backgrounds address the subject of discrimination by sharing their own experiences and facilitating dialogue in the classroom. Gelijk=Gelijk? prevents and counters radicalisation by promoting tolerance and encouraging people of different backgrounds to work together. It emphasises the importance of knowing the difference between opinions, facts and prejudice. This affects, not only the students and teachers in the classroom, but the peer educators themselves.

The programme has been scientifically evaluated and proved to have a significant positive effect on young people's perceptions towards various forms of diversity.

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Digital Literacy, United Kingdom

The project initially set out to prevent young people from being radicalised in the London borough of Tower Hamlets in 2009. The project is designed to equip young people with skills to question the content they encounter online. It enables young people to recognise some of the techniques that influence their ideas, opinions and real-life behaviour. This is carried out through workshops with young people, by giving teachers the tools and training they need to teach these skills in the classroom and by creating digital resources that educators can use. The resources at www.digitaldisruption.co.uk target the 'digital native' generation (11-19 year olds) who are often confident, but not competent Internet users. One in four young people do not make any checks at all when visiting a new website. Less than 1 in 10 ask who made the site and why. One third of young people believe that information generated by search engines must be true and 15 per cent base their opinions of a website on how it looks and feels to use. Digital Disruption seeks to equip young people with the skills they need, yet often lack, to be more discerning and savvy, online. They are seeking funding to run a quantitative study to measure the effects of their programmes.

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Identity, Belonging and Extremism, United Kingdom

The project "Identity, Belonging and Extremism" (IBE) is a media content-based project that is delivered in schools. The project is tailor-made on the local needs and created in consultation with students and their needs. It focuses on both online (digital resilience) and offline engagement. The project seeks to engage students on issues relating to the online world with an offline engagement medium. The themes are generic but central to understanding radicalisation and extremism. It targets both mind-set and behaviour.

Over 500 students have taken part in the project.

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Derad theatre-therapy workshop, Hungary

The aim of the Megálló Group Foundation for Addicts' deradicalisation work is developed to prevent youngsters from violent extremism and to teach them how to express their opinion in an acceptable way. The main method of Megálló's de-radicalisation work is based on theatre-therapy, using drama-pedagogy elements as well as psycho-drama exercises. The youngsters at risk take part in the theatre-therapy workshops on a regular basis, normally twice a week. The participants in the workshop are mainly young people with different addiction problems that usually have low self-confidence without the use of drugs.

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Paddington Arts: Faith, Identity and Belonging, United Kingdom

Paddington Arts is a youth arts organisation committed to developing talent and creativity in the community. Its Faith, Identity and Belonging project was aimed at young people between 16-24 years old. Two speakers who have previously been involved in extremist organisations or activities (one from an extreme right viewpoint and one from an Islamist extremist viewpoint) were invited to speak to young people about the themes of Faith, Identity and Belonging. These talks were delivered in parallel with photography and creative writing competitions, which was marketed by You Press through social media. Young people were encouraged to submit a piece of poetry, prose or photography based on their reactions to the themes. These were published online and awarded prizes for the best contributions.

257 students were involved in dialogue sessions with formers about radicalisation, and 94% of students increased their understanding of why people join extremist groups.

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THINK, United Kingdom

An intensive youth leadership programme that reduces vulnerability and increase resilience to radicalisation, delivered over several months to groups of between 12 and 17 young people aged 14-19. Two intensive three-day residential form the core of delivery, accompanied by introductory and follow-up days delivered in referring institutions, usually schools. Course content includes interaction with speakers, including experts, formers and survivors; interrogation of long and short-form multimedia; simulations and role-play; dialogue on differing views and grievances; exploration of (social) media narratives. Delivery is highly participatory, using tried-and-tested non-formal learning techniques to: cultivate critical thinking skills, including self- and other-awareness; build capability to identify and manage conflicts, including those related to violent extremism; increase awareness of extremism and how to think critically about narratives that condone it. Graduates enter a network of young leaders, where they can pursue their own, personalised, peaceful strategies for effecting change.

Positive feedback from beneficiaries, commissioners and stakeholders validates the programme's effectiveness.

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Limehouse Boxing Academy: KO Racism, United Kingdom

Using boxing as a vehicle of engagement, KO Racism was a project to teach 11-17 year olds about the perils of social media use and extreme groups online. Started by the founders of the Limehouse Boxing Academy, the project also aimed to use boxing to unite communities, stamp out racism and encourage and celebrate diversity within the sport. KO Racism has delivered workshops and training to colleges, schools and other boxing and sporting clubs, reaching hundreds of young people. Its educational programme features a presentation, a short film and a guest question-and-answer session.

271 youth received training on digital citizenship, racism and boxing. 87% of beneficiaries reported the workshops would impact how they behave online.

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How do we want to live?, Germany

Peer-workshops based on educational films “How do we want to live? Workshops on Islam, anti-Muslim racism, Islamism and democracy”. The workshops are based on five educational films dealing with questions of Islam, racism, Islamism, Jihad and democracy. They encourage debates about religious concerns of youngsters in heterogeneous teaching environments and provide space to reflect about questions of norms, values, identity and participation. As interventions prior to and in early stages of radicalisation, they aim at fostering an identification as German Muslims. The workshops are conducted by peers (who themselves have a Muslim background) and allow quick, short term interventions (generally 3* 90min) to topics that arise in schools or social centres. The films and workshops explicitly do not follow a religious argumentation; instead, they take up religious concerns as starting points for discussion and translate them into general questions about social norms and values.

Over the last four years, they have conducted over 450 workshops in several German cities. The overall feedback of pupils and teachers/social workers has been very favourable. The film package has been distributed in over 2000 copies and has been adopted in a film project of the Federal Program of Crime Prevention.

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Association for Real Change: Get SMART, United Kingdom

Get SMART was a social media awareness and resilience training initiative. It was aimed at young people with learning disabilities and other needs, such as autism, mental health issues and long-term health problems. Working in collaboration with Petroc College in Barnstaple, and Brook Green Centre for Learning in Plymouth, the project was developed and delivered by and for young people which included learning about risks of online radicalisation and how to prevent it.

Students assessed through pre/post focus groups Majority of participants experienced a large increase in understanding of digital citizenship, radicalisation and grooming/increase in likelihood of reporting/increased understanding of vulnerability factors. School staff assessed through pre/post interviews School staff experienced an increased understanding of potential risks and vulnerabilities of learning disabled youth online/increased understanding of how to support learning disabled youth online.

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Hooligan, Poland

As football hooligans are often involved in incidents of hate speech, racism and violence, their connection with far-right extremism has become clearer. By educating young people about their responsibilities, the aim is to increase awareness among youth (participants in mass gatherings) about criminal offences (including those involving “hate speech” and extremist acts) committed in connection with mass gatherings, especially football matches.

The approach:

- explain responsibility and consequences of any criminal offences and membership in hooligan groups
- promote positive attitudes during sporting events, especially football matches, including behaviours that are not racist, xenophobic or threatening (“hate speech”)

Methods:

- meetings (featuring athletes and sport activists) with youth, parents, representatives of sport clubs and fan clubs
- development and dissemination of information and advice (leaflets, presentations, movies)
- sport activities

From the start of the practice, there have been about 1 000 meetings held per year for youth and their parents, as well as several athletic tournaments. During the entire duration of the practice, a significant decrease in the number of juveniles arrested during football matches (since 2016, there have been no arrests) has been reported. The practice received positive feedback following internal evaluation.

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Crossroads, Germany

The Berlin-centric counselling and intervention project “Crossroads” has been offering measures for the prevention of radicalisation or for the de-radicalisation of young people since the summer of 2014 specific to the domain of right-wing extremism. The objective consists in addressing young people who are at risk of radicalisation or who have already undergone a process of radicalisation on-site and initiating processes of withdrawal.

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Demystify Extremism, Germany

The model project Demystify extremism is an answer to the growing need to use preventative political education in order to address the phenomenon of religious extremism. The goal is to provide education about extremism and recruitment strategies as well as to develop strategies for youth when signs of radicalisation arise in peer groups. Other objectives are to demystify the phenomenon of jihadism and to increase the ability of young people to distance themselves from extremism.

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Extreme Dialogue, Canada

Extreme Dialogue is a series of videos and educational tools for teachers to help facilitate safe classroom discussions around extremism and radicalisation. The videos have also been promoted on Facebook and YouTube in order to raise awareness about violent extremism. Combining multi-media educational resources with short documentary films, Extreme Dialogue aims to develop students' critical thinking skills and resilience to radicalisation, explore shared values, and challenge all types of extremist propaganda and ideologies. The films tell the personal stories of people who have been profoundly affected by violent extremism and include testimony from former members of extreme groups as well as survivors. Extreme Dialogue began in Canada in 2015, and launched in the UK, Germany, and Hungary in 2016 with new films and resources featuring the stories of people from these three countries. Evaluation feedback collected via quantitative and qualitative feedback forms from school pilots in Calgary and London was encouraging. In testimonials, students reported that they had gained a more nuanced understanding of the radicalisation process, the spectrum of extremist groups, the consequences of violence and the importance of a range of perspectives. In interviews, teachers also gave favourable feedback: they suggested that the resources had a positive impact, fit well with the curriculum, and helped enable constructive debate in the classroom.

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ChamäLION, Germany

ChamäLION a primary prevention concept that aims to promote resiliency against extremist ideologies. The idea behind it is to prevent radicalisation by giving early support of personal and social resources, establish acceptance for each other (in their difference and to withstand them) and at the same time reducing discrimination. The aim should be achieved through exercises in three Modules: A: Belonging and orientation (aware of diversity/ different ways of life, religious beliefs, gender and origin) B: Identity and acceptance (knowing own strengths and weakness, biography work) C: Conflict management (Preventing Violence, learning how to deal with conflicts, awareness of own feelings and communication skills). The concept is aimed at children ages 7-12 and is being tested in 6 schools for the first year currently, so is yet to be evaluated.

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Terrorism: How about listening to what victims have to say?, France

The AfVT.org was created to fight radicalisation by promoting an open dialogue between victims of terrorism and the rest of the society. In this respect, a specific program known as “Terrorism: how about listening to what victims have to say?” was built whereby conferences are organised involving different audience and locations. The 1st meeting was set up on the 1st of July 2010 in Paris at a building owned by the mayor of Paris. Since then AfVT.org has set up other meetings including two with 500 high school pupils, one with the youth of the suburban city of Sevran (coordinated with the local association I.D.E.E.S.). A meeting involving 5 different victims and 60 inmates (some of them were convicted for terrorist crimes) was also organised in April, 2015. Through conferences and debates led by victims of terrorism, AfVT.org encourages young people to be involved in the society in order to fight against radicalisation. It requires the promotion of citizenship and mutual understanding, and to make victims more visible to young and/or vulnerable people who may become victims of radicalisation and extremist recruiters.

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WOMEN'S PROGRAMMES

During our round table in Brussels, our experts informed us that some grassroots campaigns are shifting their focus as they gain greater insights into what is successful and impactful. This shift can be seen globally, with a growing number of programmes that are focusing specifically on girls and young women.

The examples of women's programmes below have two focus points: programmes that help mothers of radicalised children, and educating and informing young women to prevent radicalisation. The programmes helping mothers of radicalised children, such as *Mothers for Life*, bring families all over the world together to talk about their experiences and to support each other, both online and offline. As seen with the examples of youth programmes above, an educational aspect is also key throughout the programmes created specifically for women. From educating mothers in how to recognise radical ideas and actions surfacing in their children, seen at the *Mother's school* in Tajikistan, to working to tackle extremism through informative workshops, put on by *Another Way Forward* programme in the United Kingdom, educating women in order to prevent radicalisation is clearly a vital aspect of these programmes.

Whilst it was difficult to find an evaluation of many of these programmes, the number of continuous participants for several of them, such as *Nahla* in Bosnia and the *Mother's School*, as well as the global reach of *Mothers for Life*, and the continued funding for *MAXIMA* in Germany, suggest that these programmes are helping the women involved as they are repeated year on year. The growth of these programmes and their replication in other countries also confirm the shift in focus to girls and women that our experts in Brussels suggested.

Nahla in Sarajevo, Bosnia

Nahla is a centre for Muslim women in which the main objective is to provide a safe space while promoting the active participation of Muslim women in Bosnian society. Nahla's activities and events range from professional and personal development to creative workshops, fitness training, and lectures on psychology and the Islamic faith.

They are attended by 5,000 women each year.

Though not explicitly aimed at countering radicalisation, Nahla provides young Muslim women in Bosnia with the skills and confidence to live in accordance with Islamic values while succeeding in a democratic and pluralistic society.

Check the [link](#) or scan QR code:



MAXIMA, Germany

MAXIMA's goal is to provide education about extremism and recruitment strategies as well as to develop strategies for girls and young women when signs of radicalisation arise in their peer groups. Other objectives are to demystify the phenomenon of jihadism and to increase the ability of girls and young women to distance themselves from extremism. Girls and young women are no longer powerless when faced with the recruiting efforts of the extremist scene; through a series of measures that are tailored to the specific context of the particular group, young women can instead respond critically. The limits that the friends, teachers and social environment of a possibly radicalised individual have with regard to action are addressed, and mention is made of the MAXIMA staff members, who are available at all times. They can take immediate action in recognisable individual cases that require more intensive support.

The project has received additional funding and continues to conduct workshops on the topics of Islam, the Middle East, interfaith questions and civic education for young people in grades 9 and 10, as well as training courses for multipliers.

Check the [link](#) or scan QR code:



Mother's School, Tajikistan

During the 10-week course, mothers learned about their own roles as mothers, their children's psycho-social development, issues like self-doubt and self-esteem, as well as recognising risks to their children, such as radicalisation and extremism.

The course was seen as useful by a vast majority of the mothers who took part, and has since been replicated in Asia, Africa, as well as OSCE participating States such as the United Kingdom, Belgium, and Bosnia and Herzegovina, engaging over 2,000 mothers.

Check the [link](#) or scan QR code:



JAN Trust: Another Way Forward – ISD Innovation Fund, United Kingdom

Another Way Forward is the vision of the JAN Trust, which is dedicated to empowering women to promote integration and prevent extremism and hate crime. Working to tackle extremism, Another Way Forward was an innovative campaign that educated and supported young girls at risk of radicalisation. Through informative workshops, a group of young ambassadors learnt about extremism and strengthened their own knowledge and views through open, meaningful discussion. Young ambassadors then learnt how to get their voices heard to enact change online. They also created their own social media campaign videos with a professional filmmaker.

795,285 targeted individuals were reached online, with 31,891 engagements and 4,01% engagement rate. 2,500 young women were reached through resilience-building school workshops. There was a 129% increase in their confidence in ability to recognise the warning signs of extremism/radicalisation, and 87% increase in an understanding of what online campaigning is and how it can be used to positively effect hate and extremism.

Check the [link](#) or scan QR code:



Entre Soeurs, France

This campaign, produced by a film production team and carried out by a non-profit organisation, featured testimonials from female returnees from ISIS about their experience with the terrorist organisation in Iraq and Syria. The primary objective was to deconstruct Islamist propaganda, particularly that coming from ISIS, using legitimate voices – those that had been part of the organisation and had left disillusioned. The campaign content touches upon various elements of life under ISIS, including its structure, the true objectives of its members, the manipulation employed to recruit new members, and its means of operation (i.e., terrorism). The desired outcome was to dissuade women that may be seduced by such propaganda from sympathising with the group or joining its ranks. Around 15 videos were produced for the campaign, each featuring the testimonial of a female returnee or those close to one. Each video focused upon a specific aspect of life under ISIS, including social and sanitary circumstances, the behaviour of terrorists towards civilians, education, slavery and ideological manipulation – all to give a clear picture of the real ISIS and other Islamist groups like it.

Almost 5,000 people follow the Facebook page and posts tend to receive a few thousand reactions.

Check the [link](#) or scan QR code:



Mothers for Life, International

Mothers for Life seeks to bring together parents who have experienced radicalisation in their family, especially those who have had children travel to Syria or Iraq to join ISIS. The group operates globally, on a 'by parents for parents' platform, aiming to create a network of support for those affected by extremism. Through Mothers for Life, parents can access information, resources and specialised counselling services that work in the field of de/counter-radicalisation. Mothers for Life works with existing organisations around the world, connecting parents in areas without a strong Mothers for Life presence with these organisations to get access to support. In addition to operational support, the network seeks to foster dialogue and inspire counter-narratives to extremism. Group members have the opportunity to share their experiences with other parents, and also contribute to the Mothers for Life blog and produce videos and radio style media.

Check the [link](#) or scan QR code:



VIDEO CAMPAIGNS

Video campaigns that aim to counter radicalisation vary immensely, usually depending on the target audience and relevant goal. Some examples provided below intended to raise awareness of extremism, such as #NotAnotherBrother in the United Kingdom and #sharesomegood in Australia. Although using a hashtag as a campaign name can aid in going viral, #sharesomegood encourages filmmakers to produce well-made and personal videos over trying to go viral. Videos also used a counter narrative or positive alternative aspect in order to tackle propaganda head on and use positive foundations. This is seen in the international campaign #MoreThanARefugee, and Average Mohammed from America. Another approach used was a satirical one, as seen with Diary of a Bad Man and JiLadz, both from the United Kingdom. Although this approach can be successful in some cases, one must be cautious as there is a possibility you may antagonise individuals, either part of your target audience or outside it.

Video campaigns often measure success by the number of views they have had. Although they may have had a high number of views, an issue that was discussed with our experts in London is it does not necessarily mean they have been viewed by the target audience, or had the impact on the audience that was intended. This can be harder to measure, as seen with the Echos of IS documentary from the Netherlands, in which it is unclear how many radicalised individuals will have watched the documentary.

Our experts from the round tables suggested distinguishing if your target audience has been reached by translating the online campaign into an offline one, as Shout Out UK did with their music video #RegisterToVote. Remember Together, an initiative from the United Kingdom, also found a way to measure their target audience, through the use of opinion polls to show there was a positive impact of individual's views on British Muslims after watching the film. The success of the campaign could be attributed to their clearly defined target audience, targeting a specific age group of over 45s. The international campaign of Tales from the Frontline also attributes its success to having a well-defined target audience, as does JiLadz from the United Kingdom, thus the necessity of this is clear.

A high number of video campaigns tackling radicalisation have come out of the United Kingdom. The success of each one varies however, thus video campaigns from other countries and internationally should be looked at as well.

Twin Track, United Kingdom

Twin Track is a short, engaging drama exploring the complexities of the grooming process and the vulnerabilities that can swing the process towards radicalisation and allow perpetrators to target their victims. As well as considering constructive responses to outside pressures that may isolate them, students learn to recognise the subtle changes that might present when a young person is targeted, and discuss what actions should be taken. Using a short drama and lesson plan, Twin Track engages young people in a discussion around grooming: identifying grooming approaches and language; and recognising the similarities between grooming for radicalisation and grooming for gang and drug culture.

The video has 35,856 views on YouTube.

Check the [link](#) or scan QR code:



British Future: Remember Together, United Kingdom

Remember Together was a new initiative by British Future and the British Legion that unites people from different backgrounds to learn about a shared First World War history. It included the story of the 400,000 Muslims who fought for Britain in 1914-18. Events were filmed and used to tell the story of shared remembrance to an **audience of over 600,000 people** who feel more anxious about diversity and the integration of Muslims in Britain. Research shows that the act of remembrance is particularly resonant with this age group (over 45).

After watching the films, opinion polls showed a positive impact on people's attitudes towards British Muslims.

Check the [link](#) or scan QR code:



Shout Out UK's #RegisterToVote music video with Drillminister, United Kingdom

One of our TOP FIVE successful campaigns.

Shout Out UK created a music video with English rapper, Drillminister, encouraging people to register to vote for the UK December elections. They tried to show that Drillminister could be a force for good, and were able to engage with marginalised youth through partnering with him. They had a clear target audience of young BAME people between the ages of 16-30, living in areas the U.K. with low electoral turnout in previous elections. The video garnered high engagement in a very short space of time, **with 27,000 hits within the first 24 hours of it being live.** Although they could not see how many people registered to vote as a result of watching the video, they encouraged people to send screenshots of them registering to vote in order to be added to a draw for tickets to a concert with Drillminister performing, which they found to be very successful; **they received 3,907 screenshots of registering to vote confirmations.** In addition to the music video, **Shout Out UK also created online voter registration resources, of which 63 schools downloaded, and had a launch event which included a workshop, voter registration drive and a panel discussion, with over 200 attendees all from their target audience.** During this event, they used pre and post workshop surveys in order to measure how successful it was.

One question participants were asked to rank was: 'I believe I can be politically active and make a difference'. Pre-workshop surveys indicated that 24.3% of participants 'Strongly Agreed' and 'Agreed' with the statement. This number increased to 72.9% after the workshop. Overall, **the music video successfully linked online campaigning to offline activities, with a clear call to action and successful methods of evaluation.**

Check the [link](#) or scan QR code:



#NotAnotherBrother, United Kingdom

#NotAnotherBrother was a counter-speech campaign aimed to reach potential foreign terrorist fighters, and their networks, in order to dissuade from extremism and terrorism by challenging ISIS' utopia narrative. It was initially unbranded, targeted at English-speaking individuals, already radicalised, close to travelling to join ISIS and English-speaking individuals, vulnerable to radicalisation, tempted by Islamist extremism, and was supported by other campaign materials. Following of the initial release, it re-released with Quilliam branding on it, through Quilliam's social media channels. The video's key themes received significant media attention, as did approaches to CVE in general. After the first month, the video was then taken into schools and other workshops, and used to stimulate discussion about radicalisation. The goal was to raise awareness and counter extremist narratives, and to inspire creativity and activism against extremism.

The YouTube video has 67,960 views, however the campaign has been heavily referenced by academics so it is possible that the views may have come from people who are studying the topic, and therefore constant referencing has skewed the success rate.

Check the [link](#) or scan QR code:



Diary of a Bad Man, United Kingdom

Diary of a Bad Man, a satirical take on British Asian culture, with a twist: the videos all end with a moral message. If there's anyone that deserves your "patience, kindness and respect", he says, "that one person is your mum". Indeed, Arshad's most popular clip features a rap battle between him and his mother (who wears a niqab), in which he raps: "If you wore a cape, you would look like Batman!" **The video has 806,395 views on YouTube.** Other clips show him mocking his father's vanity when describing how he met his wife in Pakistan, and joking with a devout friend whom he calls "Taliban".

Check the [link](#) or scan QR code:



Echoes of IS documentary, The Netherlands

Echoes of IS is a web documentary that consists of twelve captivating stories by people who have all been affected by Islamic State. These are people from very different backgrounds; Dutch people and refugees, parents, children, ex-fighters and their relatives. People who bare their souls and share their life-changing experiences with the world for (often) the first time. The full project consists of twelve personal videos, portraits of special people.

Very low social media presence so does not seem their reach would be particularly high. Also unclear how many radicalised people would actually watch the documentary.

Check the [link](#) or scan QR code:



Open Your Eyes to Hate, United Kingdom

Open Your Eyes to Hate is a campaign launched in July 2016 by Upstanding Neighbourhoods. Their interactive film tells a story of the far right, and encourages everyone to open their eyes to what these groups really are by allowing the viewer to choose their own path throughout the film.

The YouTube trailer for the interactive film has 30,315 views.

Check the [link](#) or scan QR code:



EU Protects: How the EU is combating radicalisation, EU wide

In 2017, the lives of two mothers changed forever. While Figen's son was killed in a terrorist attack, Nabila almost lost her son to an extremist ideology. The experiences of both women inspired them to take action, joining with the EU to combat the root causes of radicalisation, through the Radicalisation Awareness Network (RAN).

The video has 2,777 views. RAN unites more than 5,000 people across Europe in the fight against radicalisation.

Check the [link](#) or scan QR code:



Tales from the Frontlines, International

Tales from the Frontlines (TFF) was a campaign designed with a highly specific target audience – youth between the ages of 15 and 25 who were at risk of becoming foreign fighters and travelling to join Daesh. TFF sought to undermine the drivers that motivated youth to engage with Daesh's ideology by using the narratives of former extremists and individuals who had undertaken the process of de-radicalization. These individuals were able to use their first-hand experiences to discredit Daesh and explain the brutal reality of what it meant to join the group.

TFF ran for a ten-month period and consisted of three main campaign phases and outputs: illustrated narratives, video footage, and social media engagement. The first phase consisted of the illustrated narratives, which focused on the stories of at-risk youth, told in the form of comic books and animated videos. The second phase of the video campaign was a series of 10-minute long video clips of anonymized former extremists sharing their personal experiences. These were shot on a handheld camera, making it an affordable option. The final phase of TFF was an interactive social media campaign of digitized video, derived from the comic books produced in Phase One, to engage at-risk youth over set periods of time. In addition to this, a Tales from the Frontline website was created to act as a platform for all of the campaign's content. The content is available in English, Arabic, French and Darja (a dialect of Arabic).

The well-defined target audience and project outputs made TFF a successful campaign. They have 73,256 likes on their Facebook page.

Check the [link](#) or scan QR code:



#MoreThanARefugee, International

Run by YouTube Creators for Change and the International Rescue Committee (IRC), #MoreThanARefugee was launched in 2017 to coincide with World Refugee Day. This partnership sent seven YouTube Creators to five different countries – Jordan, Serbia, Uganda, Greece and the United States – so that they could meet refugees, get to know them and help share their stories. The main goal of this was to humanise refugees amidst the harmful narratives perpetuated during the refugee crisis. The project's official YouTube Blog highlights the experience of the filmmakers who, despite living in immensely different situations, discovered a sense of commonality and shared humanity with the refugees they met and interviewed.

#MoreThanARefugee produced nine videos hosted on its YouTube Channel. The videos provide a snapshot into the lives of refugees, looking at day-to-day life in a refugee camp, the struggles faced by those who manage to immigrate to new countries, and the crossover between LGBTQ+ issues and refugee status, such as forced immigration. They are short in length and designed for sharing on social media, especially Twitter, using the #MoreThanARefugee hashtag. The video and social media campaigns were coupled with a donations platform managed by Google for Non-Profits, with the proceeds going to the International Rescue Committee to help support refugees around the world.

In total, the videos have over 2 million views.

Check the [link](#) or scan QR code:



Average Mohammed, America

Average Mohamed is an animated video campaign created by Mohamed Amin Ahmed, a Somali-American living in Minneapolis, Minnesota. The short cartoons are targeted to young Muslims in order to build resilience early and counteract the narratives of Islamist extremism. The videos cover a wide range of topics including violent extremism, identity, religious tolerance, and being Muslim in the West.

Check the [link](#) or scan QR code:



#sharesomegood, Australia

The #sharesomegood campaign took place in 2017, to encourage young Australian YouTube creators to produce content that challenges and responds to hate speech, extremism, and intolerance. The top 15 films created for this campaign were shown live at a premier night in Sydney. The campaign's website – [sharesomegood.org](#) – hosts important tips and information for would-be creators. There is an FAQ section and links to the YouTube Creator Academy, in addition to a whole page aimed at answering the question 'what is hate speech?' The website suggests that creators 'put yourself in the hater's shoes', using emotions and engagement with current events to help them produce meaningful and authentic messages. At the same time, [sharesomegood.org](#) encourages filmmakers to produce well-made and personal videos, rather than something they think will go viral.

Check the [link](#) or scan QR code:



JiLadz, United Kingdom

The JiLadz are a comedic duo from the UK who took on ISIS's recruitment narratives in their satirical video, "Falafels and Kafirs". At its outset, the video appears to be two young British Muslims expressing their support for ISIS and calling for the same from their fellow Muslims. However, as the video proceeds the two unravel many of the most prominent arguments used by Islamist extremists before touching on the realities of the harsh consequences of traveling to Syria. "Falafels and Kafirs" is a low-budget video that could have been shot on a mobile phone or webcam and would require little editing. The video is a good example of how it is possible to create and disseminate an effective message without a large budget. The creators use tongue-in-cheek humour to demystify extremist narratives subtly, without making it feel like they are lecturing their target audience, which helps increase their credibility with the target audience.

The video has 1,953 views on YouTube.

Check the [link](#) or scan QR code:



ONLINE CAMPAIGNS/PROGRAMMES

With the growth of internet access throughout the world, online campaigns and programmes can be a useful, and often very successful, way to reach an audience. Many online campaigns measure their success rate depending on the average engagement rate of their campaigns. Engagement rate is a metric used to measure the level of interaction an audience has with a specific piece of content online, be it through likes, shares, link clicks and more. A study carried out by We Are Social in 2018 found that the average engagement rate across all content types is 3.91%. Campaigns that can be considered successful due to a higher than average engagement rate include Dare to be Grey from The Netherlands (over 8%) and Reparlons Jihad from France (8.5%).

When a campaign is targeted at a segmented audience, an engagement rate can give great insight into whether the content resonates with the audience, or not. However, without targeting a segmented audience specifically, a high engagement rate does not necessarily mean that your target audience has been reached, an issue that is also highlighted with the video campaign examples above. Qualitative data analysis may be needed to evaluate a successful campaign on this basis, or a more well-defined target audience.

As such, the importance of target audience can, once again, be seen throughout these online campaigns. For example, the Abdullah X campaign from the United Kingdom was considered unsuccessful because the language they used was far too intellectual for their target audience, and as such, was unable to break into their echo chamber. Another example can be seen with the international #TurnToLove campaign, in which their evaluation showed they would have benefitted from having a more defined audience to increase the success of their campaign. On the other hand, #Rewind, from Spain, specifically targeted young people across several popular platforms for their target audience, and were able to reach more than two million people in less than a year.

The benefits of one-to-one interventions offline were previously seen in an example. This idea was replicated by the Institute of Strategic Dialogue (ISD) online in their One to One Programme carried out on Facebook. It was considered a success due to the high percentages of sustained conversations. Thus, we can see that one-to-one interventions are beneficial both on and offline.

Whilst there have been a number of campaigns that work on educating individuals offline about radicalisation online, the following campaigns and programmes were carried out predominantly online.

Dare to be Grey, The Netherlands

Dare to be Grey is an organisation that challenges polarisation in society. It calls for recognition of the 'grey' middle ground in issues often mistakenly considered 'black and white'. The initiative seeks to promote the different views and voices of the large majority of moderate thinkers, which are too often muted by more extreme voices. Dare to be Grey aims to raise awareness principally through online channels: using multiple video and photo campaigns, writing and disseminating online articles, and offering a platform to anyone with a 'Grey' story to be told. Besides online activities, they regularly organise local debates and become involved with local events.

Dare to be Grey was the winner of 2016 P2P: Facebook Global Digital Challenge. They have over 10,000 likes on their EU Facebook page and almost 16,000 likes on their Dutch Facebook page, both of which are growing rapidly. Their average engagement rate is over 8%.

Check the [link](#) or scan QR code:



New Horizons in British Islam: Muslims against anti-Semitism, United Kingdom

To help tackle anti-Semitism, New Horizons in British Islam has collaborated with Muslim and Jewish activists to create a series of online materials and events. Through training, the project helped young people to build tools of resilience such as critical thinking, understanding of fake news, exploring conspiracy theories and understanding online risks. It also inspired and engaged young Muslims in discussions around identity and tradition in order to provide a positive, contextual vision of what it means to be a Muslim today.

On social media, there were 159,191 targeted individuals reached online, with 6,751 engagements and 4.24% average engagement rate for the campaigns. 95% of beneficiaries reported they would act as digital activists and campaigners, with a 63% increase in beneficiaries ability to run social media campaigns against hate and polarisation.

Check the [link](#) or scan QR code:



#Rewind, Spain

#Rewind is a communications campaign that was created by a group of students from San Pablo CEU University in Spain. Upset by the amount of hateful and extremist content on social media, they created a hashtag that encouraged people to "rewind", that is, to re-consider their comments and stop engaging in abusive or offensive behaviour. Using different online platforms – such as Twitter, Facebook, Instagram, and a website – as well as media interviews and offline events, the hashtag became well-known and developed into a powerful symbol against online hate speech. It was widely used and often had the intended effect of mobilising users to push back against hateful and abusive comments. **Reaching more than two million people in less than a year**, the campaign educated large numbers of young people about hate speech and empowered them to stand up against it.

The entire campaign cost less than €3,000, and was the winner of 2017 P2P: Facebook Global Digital Challenge, which was held in partnership with the OSCE.

Check the [link](#) or scan QR code:



Bing Advertisements to Counter Radicalisation, United Kingdom

When Bing users enter a query from a defined list, they see advertisements at the top of the search results page containing links to a relevant piece of counter-narrative content. The videos are pulled from a large amount of content available from nongovernmental organizations and expert counter-extremism groups like ISD, and highlight credible voices and stories that serve to deter individuals from extremist ideology, including testimonials of former violent extremists who have experienced life inside known terrorist and extremist organizations. The content is designed to demystify, deconstruct or discredit extremist messaging; is chosen for relevance and quality, and is served in response to specific keywords and phrases that research shows are indicative of a nascent extremist ideology. The pilot began in the UK and has since been extended and expanded to the US and Canada, with plans for a global approach in multiple languages.

Check the [link](#) or scan QR code:



Islam-ist, Germany

In 2016, the website www.islam-ist.de was established. This component of the online campaign for the prevention of radicalisation is an information portal about the topic of Islam, funded by the Berlin State Commission Berlin against Violence. Designed as an FAQ platform, the website engages with fundamental questions about the everyday lives of Muslim teenagers and adults. It further offers a glossary containing different interpretations of basic religious concepts and terms that are important in Islam. A comprehensive video archive complements the FAQ and glossary sections. The continuously expanding online portal also takes socio-political issues into account.

Check the [link](#) or scan QR code:



Seriously by Renaissance Numerique think tank, France

Seriously is an internet platform that works to counter hate speech by helping users formulate arguments to respond to extremist online content. The website allows users to paste in the hate speech comment they want to react to, and then provides a step-by-step approach for building a counter-argument. First, the comment is categorised – for example as anti-Muslim, anti-Semitic, or homophobic – before the website provides a range of relevant facts and quotes that could be used to push back against it, along with tips on how to structure the response. Users can also select their favourite facts and illustrations. Seriously is funded by the public Fonds du 11 Janvier, as well as Facebook, Google, and Twitter. Partner organisations include Parle-moi d'Islam, an inter-religious group set up to educate the public about Islam, as well as the Council of Europe.

Check the [link1](#) or [link2](#) or scan QR code:



Radikale Höflichkeit, Germany

The Radikale Höflichkeit campaign aims to promote a democratic and civil culture of debate in the digital space through three steps: (1) encouraging people to communicate with each other, (2) deconstructing right-wing populist arguments and (3) conveying progressive alternatives. Radikale Höflichkeit means radical civility, which represents the desire of the campaign to encourage critical but civil arguments around difficult issues. In this campaign, the appeal to civility is especially directed at conservative audiences, for whom politeness is an important value but who also might sympathise with right-wing populism.

The campaign's contents are composed of several posts with animations and videos for illustration. These videos and animations present specific right-wing populist arguments and themes of interest to the target audience, uncover their destructive potential and present progressive alternatives. For all parts of the campaign, the value of radical civility is conveyed, which helps to conduct arguments democratically (if possible) and counter hate-speech (when not). The campaign is run by Tadel verpflichtet e.V. and Kleiner Fünf, and an engaged group of about 100 volunteers. It aims to promote political debate about right-wing populism.

Check the [link](#) or scan QR code:



Reparlons Jihad – Et toi, le jihad?, France

Initially entitled “Reparlons Jihad”, “Et toi, le Jihad ?” is an initiative run by a French citizen collective that works to counter Islamist propaganda. The initiative's objectives are to prevent and combat violent jihad, to promote social cohesion and to encourage the development of critical online engagement. Reparlons Jihad (RPJ) was a satirical campaign, developed in partnership with an illustrator and promoted on Facebook over a period of three months, from May to July 2017.

94% increase in Facebook page likes over the three months. 30% increase in engagement (e.g., comments, posts, likes, shares) on the page. 6,368,441 views of promoted content. 363,888 people directly engaged (e.g., comments, likes, shares) with promoted content. 8.5% engagement rate.

Check the [link](#) or scan QR code:



KNOW Extremism Campaign, America

The University of New Mexico's “KNOW Extremism Campaign” was part of the Peer to Peer (P2P): Challenging Extremism Initiative sponsored by the U.S. Department of State and facilitated by EdVenture Partners with other interagency governmental support. It was created by a group of marketing students at the University of New Mexico. The “KNOW Extremism Campaign” used a comprehensive digital media approach to counter online extremism, including a website, online ads, social media, and a digital advocacy hub. These tools and resources were designed to educate Millennials about violent extremism and to mobilise them to speak out against it. The centrepiece of the campaign was “In the Know,” a digital hub that allowed participants to engage in grassroots efforts to advocate against violent extremism by sharing curated content via their own social media channels. The hub was powered by SwellStarter, an easy-to-use software platform developed by McKee Wallwork + Co., which helps brands and organisations share relevant, customised, curated content via the social communities of their natural allies.

They have 2,656 likes on their Facebook page.

Check the [link](#) or scan QR code:



Turulpata Facebook page, Hungary

The Turulpata Facebook page aims to prevent and counter radicalisation by reducing both the attractiveness of extreme right ideology and the receptivity of youngsters to ideas of the extreme right. The project's target groups are potential future voters and supporters of far-right political movements. Turulpata is a fictitious settlement inhabited and led by far-right leaning individuals in Hungary. Posts on the Turulpata Facebook page reflect on current issues of Hungarian domestic politics, popular beliefs, sports and hobbies prevalent in the far right, and emblematic figures of the far right.

They have 8,553 likes on their page.

Check the [link](#) or scan QR code:



Abdullah X, United Kingdom

Abdullah X aims to provide innovative and robust animated/multimedia content to build resistance to extremist narrative and the allure of radicalisation. Abdullah X is a cartoon image of a teenage, Muslim boy who is looking for his identity and place in society. The character has changing appearances to reflect that this is not a particular person, but it could be anyone struggling with issues of identity, faith, belonging, a sense of duty, grievance, injustice, confusion etc. The message is more important than the characters' look. The choice to use a fictitious character came from the observation that many extremists use their narrative to create an alternative reality that young people engage with online from the confines of their own bedroom. The objective of Abdullah X is to radically challenge online extremist messaging using hard hitting, robust and specialist, subject based knowledge. But also, in light of much of the extremist content, deliver entertainment, engagement and feed young people's curiosity.

Campaign was very low on emotion, low uptake in audience (2-10 thousand views, mainly only radicalization experts) and didn't break into the echo chamber of the audience. Therefore, the campaign pretty much failed. They did not understand the language of their target audience and created content that was too intellectual for their audience.

Check the [link](#) or scan QR code:



The Redirect Method, United Kingdom

The Redirect Method was piloted between August 2015 and March 2016 to test a new approach to tackling violent extremism recruitment efforts online. It uses Adwords targeting tools and curated YouTube videos uploaded by people all around the world to confront online radicalization. It focuses on the slice of violent extremist group audiences that is most susceptible to its messaging, and redirects them towards curated YouTube videos debunking the group's recruiting themes. This open methodology was developed from interviews with defectors, respects users' privacy and can be deployed to tackle other types of violent recruiting discourses online.

320,906 individuals were reached during the 8-week pilot.

Check the [link](#) or scan QR code:



What's up?, Germany

This project contributes to discussions among Muslim youngsters on Facebook. The aim is to provide alternative perspectives and background information on social, political and religious questions, in order to challenge highly visible Islamist narratives in social networks. It explores innovative, online approaches to civic education and prevention. Following a peer approach, young Muslim adults trained to engage in online discussions encourage Muslim youngsters to participate in public debate and to develop individual responses to relevant sociopolitical topics. The project addresses many issues (local politics, discrimination, religion, global conflicts) and makes visible the diversity of Muslim approaches. It intervenes at the early stages of radicalisation.

Check the [link](#) or scan QR code:



HateAid, Germany

Hateaid is a platform for victims of online hate that seeks to support, educate and enable. Launched by Fearless Democracy in 2017, Hateaid includes a guide for protecting yourself from online harms and information on what to do in the event of becoming a victim of an online hate campaign. The campaign Hateaid challenges online extremism by educating the general public on the dangers of online hate and methods to safeguard themselves, in addition to providing victims with the tools to react and obtain support. This works to create a resilient and informed online community who will actively challenge the forces of division and hate.

Check the [link](#) or scan QR code:



#TurnToLove, International

#TurnToLove is a global campaign that seeks to promote unity in the face of terrorism and polarisation. #TurnToLove creators recognise that online discussion and narratives surrounding victims of terrorist violence are often divisive and polarising. This provides an important opportunity to engage with the general public and combat these harmful trends and challenges by fostering alternative narratives of love and social cohesion. The campaign's strategy was well thought-out – for example, it was launched on March 22nd, 2017 at the Place de Bourse in Brussels, where thousands of people came together to form a “human chain of love” in honor of those who had lost their lives to terrorism across the world. March 22nd was strategically chosen as the campaign's launch date because of its significance as the anniversary of both the Brussels attacks of 2016 and the 2017 Westminster Bridge attack in London. #TurnToLove's creators hoped to use the volume of online discussion surrounding these events to promote their campaign's chosen messages. The campaigners therefore leveraged an important date that was not only relevant to their message but also helped to promote it further.

Through their detailed monitoring and evaluation process, the #TurnToLove creators learned that their campaign would have benefited from choosing a more defined audience than just the general public. This would have enabled them to understand how best to promote engagement with their messages and ensure their campaign generated real impact.

Check the [link](#) or scan QR code:



#WeAreAllEngland, United Kingdom

#WeAreAllEngland was launched just prior to the 2016 European Football Championships, following research that recognised the England football team as one of the most important symbols of English national identity. Unlike other national icons, the England football squad brings English citizens of all backgrounds and faiths together. British Future created the #WeAreAllEngland campaign to help foster social cohesion and tolerance through celebrating and supporting England football. England fans were encouraged to post goal celebrations and selfies on social media using the hashtag #WeAreAllEngland.

Check the [link](#) or scan QR code:



Don't Be Silent, Germany

Don't Be Silent aims to challenge anti-refugee hate speech online, especially on social media. Under the supervision of a group of engaged professors, students developed the campaign, designed the contents and disseminated them on Facebook. In late 2017, **Don't Be Silent won the Peer to Peer: Facebook Global Digital Challenge**. Don't Be Silent aims to first raise awareness around the issue of online hate speech. Next, they try to empower “passive bystanders” by explaining simple ways to become active against hate speech on social media. The posts of Don't Be Silent combine different communication strategies such as humour, creating empathy, emotional calls to action, informative suggestions and profiles of the people involved in the project. The messengers of the campaign are both the students who initiated the project and the refugees themselves, who explain their stories by reading out hateful comments from social media. Through these emotional appeals, the campaign hopes to inspire users not to remain silent anymore when witnessing hate speech against refugees on social media.

They have 3,340 likes on Facebook.

Check the [link](#) or scan QR code:



Imams Against Daesh, United Kingdom

Through its campaign, Imams Against Daesh aims to raise awareness of Imams who have stood out in opposition to Daesh, or ISIS, and ensure that youth in the UK are aware of their efforts. This was done through the dissemination of video testimonies on Facebook to act as engagement points for their target audience. The main objectives of this campaign were to increase awareness within UK Muslim communities of the 180,000 Imams who had spoken out against ISIS and to encourage engagement with their content from Muslims and non-Muslims on social media. Imams Against Daesh first conducted research using the Global Terrorism Database to understand the details of ISIS' campaigns of violence and which imams had spoken out against ISIS, before using this information to create an informed and targeted counter-narrative to extremism. They have 1,575 followers on their Facebook page.

Check the [link](#) or scan QR code:



My Jihad, America

My Jihad is a campaign that aims to reclaim the word “jihad” from extremists by fostering a more moderate and nuanced understanding through user engagement and educational resources. Overall, the campaign seeks to counter misinformation campaigns from Islamist and anti-Muslim extremists alike. My Jihad is largely user-generated; it fosters a virtual community and offers Muslims an online platform to share their own stories and highlight their own personal Jihad. Users can share their story and join the campaign by posting on social media with the hashtag #myjihad. The campaign also offers a variety of resources from prominent religious sources where people can read more about jihad and Islam.

Check the [link](#) or scan QR code:



One to One programme – ISD Counter Conversations, United Kingdom

One of our TOP FIVE successful campaigns.

ISD's Counter Conversations programme is an experimental approach designed to test if the methods deployed in offline interventions can be brought into the social media domain. Delivered on Facebook to date and working across Extreme Right and Islamist ideologies, the programme provides an opportunity for individuals showing clear signs of radicalisation to meet and engage with someone that can support their exit from hate.

One in five intervention candidates replied to the initial Facebook message, with 71% of conversations with Islamist candidates being continued and sustained, and 64% with extreme right candidates.

The results demonstrate the positive potential of direct online engagements and point to the need for further exploration into how this model can be deployed in a responsible, effective and scaled fashion, as part of a suite of online risk reduction methodologies.

Check the [link](#) or scan QR code:



Responding to Islamist and tribalist messaging online, Kenya

With the assistance of Google/YouTube, Facebook, and Twitter, ISD helped train over twenty peacebuilding CSOs in online counter-narrative creation, in both Swahili and English, during the 2017 elections. The aim of this training was to equip CSOs with the tools and skills to compete effectively with those trying to promote extremism and division online. We shared techniques for targeting, distributing, and evaluating the content, looking at ways to maximise reach, engagement, and impact. Data from the campaigns, including responses by Kenyan social media users, incorporated themes and narratives from Islamists, promoters of tribal division and holders of political grievances. Despite many challenges, results from the study show that increasing digital literacy and a better understanding of the promotion – and countering – of extremist narratives online can have a positive influence on the next generation of Kenyans grappling with these interconnected threats to stability and prosperity.

Counter-narrative campaigns were collectively able to reach 4.4 million users, over 10% of Kenyans online, during a 1-2 weeks of paid promotion with high engagement and minimal resources during the election season.

Check the [link](#) or scan QR code:



Get The Trolls Out, United Kingdom

The Get The Trolls Out website is part of a project and campaign to combat discrimination and intolerance based on religious grounds in Europe. Led by the Media Diversity Institute (MDI) with the support of 6 partners spread throughout Europe, the campaign will harness the power of social media to disseminate innovative media outputs and generate dialogue in order to deliver a powerful counter-narrative against diverse forms of hate speech, including antisemitism, Islamophobia, anti-Christian sentiment, and associated attempts to turn public opinion against migrants and asylum-seekers.

Check the [link](#) or scan QR code:



Mots pour Maux, France

“Mots pour Maux” (Words for Bad) is a short lexicon gathering terms related to extremism, developed by experts and designed as an interactive e-magazine by the American Jewish Committee in Paris. The goal of this campaign was to improve French society’s understanding of all forms of extremism by defining 25 key concepts that are central to the fight for democratic values and widely used in the media, but that are sometimes misused or misunderstood. This was an attempt to draw the attention of and build interest among well-informed but often passive moderate voices by giving them access to information on social issues via an innovative type of media based on rigorous expertise.

The e-magazine included a large number of texts and definitions, and channelling this content into engaging Facebook posts while staying faithful to the nature and objectives of this informational campaign proved to be a significant challenge. The campaign mainly consisted of boosted posts that leveraged content from the website based on what was happening in the news as well as the interests of the target audience. For instance, following a terror attack, posts would focus on terrorism. Around the time of elections, posts dealing with populism would be put forward. Additional posts were also produced to engage more specific audiences that were involved in public debates about the definitions of certain terms.

Check the [link](#) or scan QR code:



Stop Funding Hate, United Kingdom

Stop Funding Hate is a movement of people who refuse to be demonised or divided against each other. The campaign was launched in 2016, amid a surge in anti-migrant and anti-Muslim media coverage - and a spike in hate crime. Since then **over 230,000 people have joined Stop Funding Hate on social media**, and taken action to encourage brands to pull their advertising from newspapers that fuel hatred.

In November 2016, Lego announced they would no longer be advertising in the Daily Mail. In February 2017, the Body Shop ended their relationship with the paper. And companies such as Bellroy, Thread and the Phone Co-op have all committed to ethical advertising, promising not to advertise the Daily Mail, Daily Express or Sun.

Check the [link](#) or scan QR code:



DISINFORMATION/FAKE NEWS CAMPAIGNS AND PROGRAMMES

With disinformation and fake news on the rise, the spread of intentionally misleading content is affecting citizens’ understanding of reality and undermining trust, informed dialogue, a shared sense of reality, mutual consent and participation. As such, campaigns countering them are vital. The small number of examples provided below show a variety of methods used to raise awareness and educate on the topic of disinformation and fake news. Both What The Fake, from France, and Hoaxmap, from Germany, used fact-checking skills to prove that the disinformation being spread was incorrect. What The Fake had a very high number of impressions and reach, however their engagement rate was slightly below average (3.1%).

The benefits of using pre- and post-survey questionnaires can be seen in the Sens Critique project in France. Through this, they were able to evaluate the success of their programme and display a number of positive outcomes the students felt they had gained from the programme. Though humorous, the video created by Fakery Cake News had rather a low reach. This may have been a result of a poorly defined target audience, or unclear goals for the campaign.

Our experts in London also highlighted the problematic nature of troll farms and botnets, discussing the difficulty in knowing how much of the toxicity they produce is real. Disinformation and fake news campaigns and programmes are necessary to distil this.

The Sens Critique project, France

The Sens Critique pilot programme aims to raise awareness among pupils on the dangers of fake news and hate speech. The programme includes awareness-raising exercises concerning disinformation and emotional manipulation, while at the same time building skills that may be useful for those who wish to pursue jobs in film industry professions. The programme was piloted with 22 pupils from three schools in the Paris region.

In order to evaluate the programme’s impact, pupils completed pre- and post-survey questionnaires measuring outcomes on a range of measures, including confidence in identifying trustworthy sources of information, fake news and emotional manipulation, and in creating online content of their own. 82% of pupils reported feeling more confident when they consume information online and 71% of pupils expressed their belief that what the programme taught them was useful for their lives.

Check the [link](#) or scan QR code:



Hoaxmap, Germany

Hoaxmap is a fact-checking campaign that debunks disinformation in Germany, with a focus on exposing fake news that targets immigrants and/or minority communities. The dissemination of disinformation, especially of that which is intended to spur suspicion and “othering” of migrant- and ethnic-minority communities, can have radicalising effects and fuel hate crime and hate speech. Hoaxmap disrupts the effects of disinformation by fact-checking stories about immigrant communities in Germany. Through raising awareness of fake news and disinformation, Hoaxmap encourages users to do the same and to think critically of what they read online.

Check the [link](#) or scan QR code:



What The Fake, France

An initiative run by the think tank Civic Fab, What The Fake (WTF) aims to fight hate speech and extremism online by undermining the disinformation and conspiracy theories that fuel them. WTF is active across multiple platforms, including Facebook, Twitter and YouTube, as well as a dedicated website. The campaign has been active since 2017 and also benefits from a partnership with content producers and diffusers like BuzzFeed. Noting how disinformation and conspiracy theories can feed into hateful speech and extremist discourse online, actors from civil society decided to launch the What The Fake campaign. The objective of this campaign is to counter hate, extremism and manipulation online by checking the hateful speech that proliferates on the internet. For this, the campaign has leveraged factual, verifiable and well-sourced information, as well as positive content. WTF produces two short videos per week, ensuring a regular flow of content for users to engage with. Videos are centred around three main themes: manipulation (including emotional manipulation, fake news and disinformation), extremism (including debunking extremist narratives) and positive initiatives (promoting positive initiatives that represent ideals contrary to extremism). In addition to the videos, short articles are shared intermittently via the website as well as Facebook, falling into the same three broad themes.

21,001,780 impressions on Facebook. 9,283,908 individuals reached by promoted campaign materials. 3,720,366 views of promoted videos. 642,441 engagements with campaign content (3.1% engagement rate). 115,537 likes on their Facebook page.

Check the [link](#) or scan QR code:



Fakery Cake News, Bulgaria

Fakery put out a fake news story about Jamie Oliver coming to Bulgaria. They made cupcakes supposedly created by Jamie Oliver and had people taste them. The cupcakes tasted disgusting however, and were used to show that fake news leaves a bad taste.

Video has only 319 views.

Check the [link](#) or scan QR code:



PRISON AND POLICING PROGRAMMES

Prison programmes are designed to help those who are in prison for crimes related to extremism, or those who have been radicalised in prison. They also help with re-integration into society after individuals are released from prison. Success of programmes can be measured in a number of ways depending on the goal of the programme. For example, by looking at how many individuals moved away from a radicalised mindset, the number who were on the verge of radicalisation but did not become radicalised, or looking at how well re-integration of individuals occurred. It can be difficult to measure the success of these types of programmes however.

Derad, Austria

Initiative which works in prisons and assists individuals who have radicalised and have been convicted of terrorism-related offences. Derad provides individual counselling and mentoring, and seeks to address people's personal and psychological needs as well as theological and ideological issues. When individuals have served their sentences and are released from prison, Derad facilitates their re-integration into society, which may involve assistance with employment, education, as well as dealing with the many challenges that are associated with exiting from an extremist milieu. **Based on its success, Derad has been asked to be part of a new nationwide network for extremism prevention**, which brings together civil society organisations like Derad with government departments and agencies and sets up effective channels of communication and coordination.

Check the [link](#) or scan QR code:



Back on Track de-radicalisation prison project, Denmark

The organisations in the project work together on developing and testing a mentoring scheme that may help to prevent and counteract crime, related to all kinds of extremism. Specifically targeted are inmates and remand prisoners who are charged with or convicted of terrorism, and/or vulnerable to radicalisation. The aim is to help the inmates, by the intervention of a mentor, to become better at tackling everyday situations, problems and conflicts, by: motivating them to opt for a lifestyle free of crime; involving the inmates network outside prison; assisting with concrete challenges surrounding release. **Around 40 inquiries have been evaluated.** In some of the cases a mentor course was established and in others the inmate was not in the target group or otherwise not motivated to participate.

Check the [link](#) or scan QR code:



Community Policing and the Prevention of Radicalisation (CoPPRa), Belgium

CoPPRa aims to improve the capacity of first line police officers to prevent radicalisation. The project has three areas of activity: The creation of a practical, user-friendly tool to support first line police officers in detecting signs of radicalisation at an early stage; the development of a comprehensive curriculum for training first line officers in how to use the tool in their daily work; the identification and exchange of good practices on how to stop the spread of radicalisation in close partnership with other local partners.

25,000 police officers have been trained and the project has already been implemented in almost 15 EU Member states.

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EXIT CAMPAIGNS

Exit campaigns and programmes are emerging in more and more countries across the world, and are created to help extremists 'exit' from their extreme lifestyles. This is through setting up de-radicalisation or disengagement programmes that aim to help re-integrate violent extremists. Most famously in Europe, EXIT-Deutschland carried out a number of campaigns in order to raise awareness of their organisation. The Trojan T-shirt campaign, although it did not have an immediate effect, became the number 1 social media hit in 2011 and the number of people contacting EXIT for help was three-fold. EXIT-Deutschland gave the extremists they were targeting the opportunity to make a change, simply by contacting the organisation.

EXIT-Deutschland, Germany

One of our TOP FIVE successful campaigns.

EXIT-Germany works with individuals from all backgrounds in every situation, be it in prison or elsewhere. The central core for EXIT's work is the understanding that leaving a radical milieu without leaving the extremist ideology behind is not possible and cannot be regarded as a successful deradicalization. Thus, EXIT-Germany implements the personal reassessment and critical distancing from the person's ideological background and past. EXIT-Germany helps dropouts to develop new perspectives, arranges contacts and gives practical aid, as well as answers for questions regarding personal safety, social problems and individual reappraisal. EXIT will not give financial or social aid to former radicals and will also not offer protection from judicial persecution. EXIT-Germany analyses right-wing extremist tendencies and informs about them. EXIT explains opportunities of democratic action and advises projects and institutions. EXIT-Germany helps individuals who are affected by right-wing extremism, such as families, police, teachers etc. and people who want to spread and improve democratic values and human rights.

Since the year 2000 over 500 individual cases have been successfully finished with a recidivism rate of approximately 3%.

Check the [link](#) or scan QR code:



The United States EXIT programme uses ex-far-right individuals to try and help those who are still part of radical right-wing groups. They never removed hate speech, but instead, tried to start a dialogue for discussion by creating an alternative narrative. By using previous members of the far-right groups as allies, they ensured the formation of trust, and proved that personal stories are important. The effectiveness of this can be seen as they have the highest recorded success rate of CVE campaigns. In each of the campaigns below, the target audience is clearly defined, therefore it is important to remember that the campaigns created are highly specific to that audience.

1. Operation Trojan T-Shirt, Germany

'Operation Trojan T-Shirt' evolved in cooperation with an advertisement agency in order to target the neo-Nazi scene directly. On August 6th 2011 t-shirts showing a skull with the text 'Hardcore Rebels' and a flag of the Free Forces (militant neo-Nazi groups copying left wing strategies and methods) were distributed for free at a rightwing rock festival ('Rock for Germany') in Gera, which was organized by the nationalist party NPD in Thuringia. The surprise effect became visible after having washed the T-shirt once. Our message appeared: 'What your T-shirt can do, you also can do - We help you to free yourself from rightwing extremism. EXIT-Germany'. The goal was to increase the awareness and popularity of EXIT-Germany in the scene and to particularly target the youth that have not yet firmly settled in the rightwing extremist scene. EXIT are very well aware of the fact that this project does not have an immediate effect, **however after the operation the number of persons contacting EXIT and asking for help to leave the movement tripled. 300 newspapers reported about EXIT-Deutschland's Trojan t-shirt campaign, with 1.2 million page impressions. It was the German number 1 social media hit in 2011. Half a million euros were made in German tv and print. Used an offline strategy to move people to their online campaign.**

Check the [link](#) or scan QR code:



2. Donate the Hate, Germany

Donate the Hate is the first ever involuntary online charity initiative. For every misanthropic comment, they make a donation of 1 euro to refugee projects run by the 'Aktion Deutschland Hilft' campaign and 'EXIT-Deutschland', an initiative against right-wing extremism.

Check the [link](#) or scan QR code:



3. Nazis against Nazis, Germany

Turning a neo-Nazi demonstration upside down: from a right-wing extremist march, into a charity walk. In Germany charity walks (or sponsored runs) are well known and a common idea to raise money for a good cause. The usual procedure is to collect a certain amount of money from sponsors prior to the event, which is then earned step-by-step by the event participants. Consequently, we applied this procedure to our idea: For every meter the neo-Nazis marched, €10 would be donated to EXIT-Germany. This would face the neo-Nazis with a dilemma: either walk and collect for their own drop-out or abandon the demonstration.

The march raised a total of €10,000 to fight Nazism. 279 million online impression. Donations increased by 1000%. Generated €1.3 million from the media, which cost them nothing to do.

Check the [link](#) or scan QR code:



EXIT Sweden

Exit provides hands-on individually targeted support to those who want to leave white power/neo nazi environments behind. Exit offers personal meetings, provides a contact person (if needed available 24/7) and assists in contacts with governmental agencies. Exit cooperates with housing corporations, the police, social services, other legal entities and family and friends of those who want out. Exit also offers counseling to parents, siblings, partners and others close to its clients.

Since the start of Exit Sweden in 1998 they have worked with over 800 individuals (directly or indirectly).

Check the [link](#) or scan QR code:



EXIT USA

Previous far-righters try to help those who are still part of radical right wing groups. They published short and emotionally charged videos on social media and TV and ran a campaign on social media where people could just reach out and start discussions. They never remove hate speech and their videos weren't so much about countering extremism, rather about helping to start a dialogue for discussion and provide help with no judgement. Utilising a direct response with personal stories was highly effective.

This campaign had the highest recorded success rate of CVE campaigns, with more than 30,000 supporters they have helped more than 150 people confront violent extremism; and thousands more deal with hate in their communities.

Check the [link](#) or scan QR code:



City of Aarhus, Denmark

The Danish city of Aarhus was one of the first cities in Europe to build a comprehensive system for dealing with radicalised individuals, including early warning, de-radicalisation, outreach to Muslim communities, and general prevention efforts. Based on a partnership between schools, social services, and the police, efforts to deal with returnees from Syria started at the end of 2013. In each case, a risk assessment is followed by an individually tailored process of counselling and guidance for the returnee and his relatives. If individuals are willing to "exit", they are assigned a personal mentor who helps with housing, education, employment as well as psychological and/or medical treatment. This, however, is dependent on individuals' progress and their adherence to a written "agreement of cooperation". Throughout the process, members of the police continuously assess risks and stand ready to take over in case a returnee "relapses".

Of the 16 men from Aarhus who had returned from Syria by mid-2015, none have become involved in violent extremism. Since the project started, only one more person left Aarhus to join the conflict.

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ARTISTIC CAMPAIGNS

The multi-media examples provided below show that counter radicalisation campaigns can appear in any setting and do not necessarily need to follow a specific format, provided the target audience is clear and the goals are well-defined. As the examples are all extremely different, it is difficult to examine what specifically makes an artistic campaign successful. However, they show that you can be inventive in your campaign ideas and that thinking outside the box can also lead to creating a successful campaign.

ArtReach: Creating Communities, United Kingdom

The project brought together community groups across Portsmouth who may be unaware of issues that affect the refugee and asylum seeker community. ArtReach delivered a series of sessions with artists who are refugees and asylum seekers, and locally-based artists. To engage individuals with the issues in an accessible and non-threatening way, a series of relaxed conversational sessions took place in community spaces across the city. Artist-led, family-friendly workshops were also run in community spaces to create items to be used in a community procession as part of Journeys Festival International, which promotes, celebrates and explores refugee experiences through great art.

Through creative workshops and coffee shop conversations, 421 local community members were involved in refugee and asylum seeker art events. 22,350 targeted individuals were reached online. There was a 4.43% reported increase in support and acceptance of refugees and asylum seekers living in Portsmouth.

Check the [link](#) or scan QR code:



Jihad the Play, Belgium

Jihad is a four-year-old play that predates the devastating attacks in Paris, Brussels and Nice in 2015 and '16. Schools and governments are using the play as a teaching tool for a generation of Muslim youth in Europe who have come of age in a time of terrorism, war and mass migration. The play, which tells the story of three young Muslims from Belgium who travel to Syria to fight alongside ISIS and groups affiliated with al-Qaeda, does not aim to preach. Rather, it is at times hilarious, poking fun at the very kinds of terrorists who have wreaked havoc in several cities in Europe, by depicting them as inept fools.

Jihad has now been translated into six languages, including Arabic and Japanese, and performed in five E.U. countries as well as in Morocco. In addition, Saidi has performed the play in schools across Belgium and France and in nearly 30 prisons. Production will begin on a French-language movie in September.

Check the [link](#) or scan QR code:



Street art against extremism, France

This project involves creating original artwork on a wall in a public space, such as a public school. The aim is to unite people from different cultures in work towards a common goal, in the same project. The workshop must start with an open discussion, and it should involve the participation of a whole classroom or group. The artist, alongside the teachers or group leader, discusses street art, explaining that it can serve as a powerful tool for sharing a message with a broad audience over a long period of time in the public sphere. The talk should inspire the group: 'The message will last, so let's find one!'. From this starting point, debate should be encouraged amongst participants, to determine what kind of message to put on the wall, i.e. which values it is important to share and promote. But beyond this, the project stimulates the consideration and realisation of key values that matter most when people live in a multicultural society: tolerance, love, hope, resilience and community. The debate will build the foundation for the artist to create an artwork that will then be realised by the whole group. The audience is all-inclusive, regardless of age, social standing or financial circumstances.

No official evaluation has been carried out, however the project states that it is easily transferable and adaptable anywhere an artist is willing to collaborate with others.

Check the [link](#) or scan QR code:



The Mised, Middle East

The Mised was a multi-platform campaign consisting of a hip-hop album and web-based miniseries developed by Lebanese, Syrian, Palestinian and Jordan rap artists and creatives involved in research on extremism. The objective was to give a voice to frustrated and disenfranchised youth in the region while demonstrating inconsistencies in jihadist recruitment messaging. The miniseries featured music from the album, and was launched with a multimedia campaign that included a short documentary. The album and web series launched simultaneously on Soundcloud and Facebook, garnering **more than 150,000 listens, and some 1.5 million views.**

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COUNTER, ALTERNATIVE AND POSITIVE NARRATIVES

There are a number of methods for countering extremist narratives, some of which can be seen in the examples below. **Factual counter narratives** point out flaws in the narrative of the extremist group, which is often displayed using fact-checking. However, this method may not help to change the behaviour or opinion of a target audience.

Another method is using a **moral counter narrative**, pointing out that violent action is not a moral way of achieving one's aims. This can be a useful method if the messenger has an ethical or moral influence over their target audience.

Using **humour and sarcasm** is also another way to de-legitimise the narrative of extremists. This method has been used by the *English Disco Lovers*, who try to reclaim the 'EDL' acronym from the English Defence League by creating their own humorous meaning of it.

Finally, the most popular method is by using **positive and alternative narratives**. By creating proactive, positive and alternative narratives, one can strengthen positive, inclusive and constructive voices. In providing an alternative for grievances and feelings of injustice, individuals can be empowered to use their ambitions to make a constructive change. By sharing messages of unity and love in the face of extremists, *Faiths Forum For London* assisted with beneficiaries being able to successfully run strategic communications after terrorist attacks. The consistent and targeted campaigning from *HOPE not hate*, offering a positive narrative, resulted in the far-right British National Party to become completely wiped out. The success of these two examples show the benefits of creating a campaign that is centred around positive narratives.

HOPE not Hate, United Kingdom

The HOPE not hate campaign was founded in 2004 to provide a positive antidote to the politics of hate. The British National Party (BNP) was winning substantial votes and local councillors in northern towns and traditional anti-racism and anti-fascism was failing. HOPE not hate was established to offer a more positive and engaged way of doing anti-fascism. By prioritising working in communities and town centre demonstrations, they were able to engage and speak to local people rather and found out that the BNP was tapping into a wider mood of alienation and hardship and it was important to address issues of concern to voters. **The campaign can take some credit for the collapse of the BNP.** Their consistent and targeted campaigning saw **the BNP wiped out in every council chamber it was in. The BNP not only failed to win the council but lost every seat they were contesting. HOPE not hate ran its largest ever campaign, with 355,000 pieces of literature distributed in the borough in the five months leading up to the 2010 election. Over 1,500 different people were involved in the campaign.** HOPE not hate has since conducted four campaigns to combat the far-right online, the total of which has reached **4,565,464 targeted individuals online, with 57,081 engagements.**

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English Disco Lovers, United Kingdom

The English Disco Lovers is a digital disruption campaign that aims to reclaim the acronym "EDL" from the English Defence League – a far-right anti-Muslim movement based in the UK. It is a "Google bomb" campaign that utilises search engine optimisation (SEO) to try and outrank the English Defence League in web searches and on social media. The group also holds offline events to raise awareness about far-right extremism and promote their message of "one world, one race, one disco."

They have 61,386 likes on their Facebook page.

Check the [link](#) or scan QR code:



Fol Tash in Pristina, Kosovo

The website provides sections on the Quran and Islamic Sciences, with short and well-written contributions on key questions and debates, as well as articles on the latest news, the economy, and even sports. The aim is to defend the Albanian Islamic tradition, which the website's editors say is modern, pluralist and committed to values like tolerance and citizenship, against the small minority of fanatics and extremists that have come to dominate the public discourse and perception.

Check the [link](#) or scan QR code:



Praxis Community Projects: Challenging the Narrative, United Kingdom

Praxis Community Projects operates an advice service for new migrants in the area of welfare rights and benefits. Working alongside Brighter Futures (Praxis' young migrants' group), it created a powerful podcast series entitled 'Challenging the Narrative', which aims to challenge stigma and hate. The series helped to increase awareness of the issues that young migrants face and the impact these issues have on their lives. Through skills workshops and recording sessions, Praxis members produced six podcasts touching on themes including: migrants' representation in the media, refugee issues and what it means to be a young migrant in London.

32 young migrants were involved in developing a podcast series on migrant issues in the UK. They made 7 podcasts, which reached 3,068 individuals via the podcasts online and at events. They won the award for best migrant representation at London Migration Film Festival and contributed to recommendations of the UN Special Rapporteur report on extreme poverty in the UK.

Check the [link](#) or scan QR code:



Faiths Forum For London: Turn to Love, United Kingdom

Turn to Love is a campaign, created by Faiths Forum for London, that began as a grassroots initiative. It combats extremism both online and in communities by providing a rapid response team ready to be deployed during the painful period of terror attacks perpetrated by ISIS and its affiliates. Faiths Forum for London built a pool of volunteers who shared messages of unity and love in the face of extremist and far-right groups spreading division and hate. They engaged community groups and volunteers on how to deliver successful campaigns with the aim of increasing their presence and reach.

126 activists trained in rapid response strategic communications techniques to terror. 31% increase in beneficiaries reported ability to run strategic communication activities after terror incidents.

Check the [link](#) or scan QR code:



EDUCATIONAL AND TRAINING PROGRAMMES

Whilst directing educational programmes towards youth can be extremely beneficial, other groups in society must also be the key target audience for delivering such programmes. Educational programmes do not have to be carried out face-to-face either, as the examples below will show.

Teachers and trainers are able to go on and educate others, however they, themselves, must first be trained. Although the Teachers Empowered programme, in Switzerland and Greece, does not train specifically on counter radicalisation, by giving teachers the tools to build sustainable relationships and a community within the school classroom, this can lead to assisting with the prevention of extremism. The success of the Train the Trainer programme in The Netherlands can be seen through the extension of the programme into other countries and the scheduling of further trainings.

With the increase of mobile phones and internet access, creating an educational application that can be accessed via one's phone provides the opportunity to reach more people. Everyday Racism, an app created and launched in Australia, has done just that. With the app educating users on racism through an immersive, interactive, and almost game-like, experience, they have had very positive results.

Creating a citizen's guide in a digital format, as Faith Associates did, also makes use of the increase in internet access, as well as showing a different type of educational tool. By distributing the guide digitally, they were able to reach a greater audience than they may otherwise have reached.

Never Again Association, Poland

The Never Again Association is a Polish and Eastern European anti-racist organisation. The mission of the Never Again Association is to promote multicultural understanding and to contribute to the development of a democratic civil society in Poland and in the broader region of Central and Eastern Europe.

Never Again is particularly concerned with the problem of education against racial and ethnic prejudices among the young. Never Again's successful work over the years contributed to the organisation's strong position and nation-wide recognition within various groups. They have over 17,000 likes on Facebook and over 2,000 followers on Twitter.

Activities of Never Again include:

- Social campaigning and educational programmes.
- Monitoring and publishing data on racist incidents and other xenophobic crimes committed in Poland as well as sharing information and analysis on hate crime and extremist and racist groups operating in Poland and in the rest of Europe.
- Sharing expertise and cooperating with researchers, media, policy makers, national and international organisations.
- Running of the 'Delete Racism' project to combat racism and anti-Semitism on the Internet and conducting high-profile educational campaigns in the field of popular culture, 'Music Against Racism' and 'Let's Kick Racism out of the Stadiums'.
- UEFA EURO 2012 'Respect Diversity – Football Unites' programme: major educational and awareness-raising activities that took place before and during the European Football Championships in Poland and Ukraine.

Check the [link](#) or scan QR code:



Teachers Empowered, Switzerland and Greece

The methodological basis of the program 'Teachers Empowered' rests on viewing the teaching profession as an exercise in leadership. Prerequisites for the development of leadership qualities are work on one's own personality and one's own vision for leadership. Personal growth is the foundation of both the content and methodology of the program. Participants discover the intrinsic strengths in their personalities and learn, through practical exercises, to anchor them and use them in their everyday work. The program also deals with effective communication and classroom leadership. It also considers the integration of empowered teaching staff in existing teams and organisations, in which the distribution of roles is different from that in the classroom. The 'Teachers Empowered' program supports educators in building the necessary skills to build sustainable relationships and community in the classroom and the school as a whole. This serves as prevention to extremism.

Source states that they are in the process of analysing the evaluation data, but feedback is encouraging as teachers state clearly that the programme succeeds in skill building, leadership and conflict resolution skills.

Check the [link](#) or scan QR code:



Train the Trainer, The Netherlands

To enable Member States to reach out to different actors with awareness training, the RAN TAS built a one-day Awareness and Actions Workshop. It's an interactive workshop using YouTube, voting cards and several exercises based on real life situations. As exchange between participants is key, a diverse composition of the group (different types of professionals) provides added value. The one-day workshop is being transferred into a two day train the trainer programme. On day one the to-be-trained trainers experience the workshop. On day two they are offered support in building their own workshop, using the RAN materials. Since the workshop is a robust, basic awareness programme, the to be trained persons do not have to be experienced trainers, but more like facilitators who feel comfortable leading a session in front of a group of colleagues or network partners.

The programme has so far been delivered in ten different countries, with further trainings scheduled for new countries as well.

Check the [link](#) or scan QR code:



Everyday Racism, Australia

Everyday Racism is a resource developed and managed by All Together Now, Australia's leading think tank on issues related to extremism and social polarisation. Everyday Racism is an award-winning mobile app designed to challenge users' understanding of racism. The app is immersive and interactive – users receive texts, tweets, images and videos that challenge pre-conceptions and assumptions around race, while trying to highlight the importance of speaking up or reporting instances of verbal or physical discrimination, whether as a witness or victim. Importantly, the app educates users about racism manifested towards different ethnic groups – users can choose to live a week in the life of an Aboriginal man, a Muslim woman, an Indian student, or as themselves. **In the first 12 months of the apps launch, more than 25,000 people have downloaded it.** Early results from a survey of Everyday Racism players (analysed by the University of Western Sydney) reveal that players:

- **have increased awareness of racist talk and actions – 76.5%**
- **perceive the app's effectiveness at encouraging bystander action – 90.7%**
- **have spoken up against racism since playing – 60.0%**
- **perceive the importance of action – 97.9%**

Check the [link](#) or scan QR code:



Faith Associates: Muslim Digital Citizens Guide, United Kingdom

The Muslim Digital Citizen Guide enhances the understanding of rights and behavioural responsibilities when online. The project was inspired and set up by Faith Associates, which recognises the key role that mosques, madrassas and Islamic centres play in providing guidance. It also knows the difficulties that Imams and other key members of the Muslim community face when providing sound advice and support. The guide reminds Muslims of their Islamic responsibilities to act a certain way online through detailed scenarios that are relatable to day-to-day life.

8,236 digital copies of the guide were distributed, with 2,000 hard copies distributed to 1,912 mosques and Islamic centres servicing 10,000. 101 mosques endorsed the guide as well.

Check the [link](#) or scan QR code:



FAMILY AND COMMUNITY PROGRAMMES

Family and community programmes are also growing, which was confirmed by our experts at our Brussels round table, as they provide a more localised level of focus. The programmes laid out below not only provide assistance within communities to prevent radicalisation, but also help families who have suffered as a result of radicalisation, usually due to a radicalised family member.

A common theme throughout the community programmes is to promote dialogue so as to raise awareness and rethink radicalisation. *Living Room Conversations* in America provides conversation guides for individuals to set up their own 'conversations' to discuss issues surrounding radicalisation and more. Discussion groups and workshops, led by the *Mother and Child Welfare Organisation*, enabled the participants from Somali communities to discuss their fears, experiences and understanding of extremism and radicalisation, creating an open dialogue on highly sensitive topics.

Through using local community members, the *SMN Helpline* in the Netherlands dealt with over 600 help requests in just two years and have had over 2,000 parents attend 38 meetings. Local community members can act as influencers who influence the behaviour or belief of the rest of the community. Influencers are key in trying to target your audience specifically and to increase impact. Our experts in London reminded us that when choosing them, they must not only be impressive, but also attainable for the audience themselves. Hence why choosing a local community member as a role model, who is relatable to the context of the audience's own lives, can be beneficial to a campaign.

Families Against Stress and Trauma, United Kingdom

Families Against Stress & Trauma, FAST was established in 2007 and is a UK-based organisation providing support to vulnerable families and individuals. All the services are free of charge. In addition to helping many families who have had to come to terms with the trauma of their children travelling to conflict zones, they also help those whose loved ones may be about to plot, or commit, acts of terror in the UK.

Check the [link](#) or scan QR code:



Rethinking Radicalisation: Community Dialogue, United Kingdom

A tailored programme of activities providing safe, neutral spaces for local authorities and the communities they serve to enter into dialogue and rethink radicalisation. This programme features: blended seminars and community workshops with expert input; single identity activities with youth groups; facilitated Q&As with officials; and other participatory activities delivered in local communities. The Community Dialogue approach raises awareness of radicalisation while providing a carefully cultivated space for constructive airing of grievances, with a view to depolarising and localising the solutions to the controversial local issues that drive radicalisation and the national agendas designed to prevent it.

Overall evidence base is limited by highly variable nature of bespoke delivery.

Check the [link](#) or scan QR code:



Manchester RADEQUAL Campaign, United Kingdom

The Rethinking Radicalisation programme of community engagement started back in 2015 and recognised the challenges faced today relating to our collective understanding of prejudice, hate and extremism (including global events and incidents) are far too complex for laws and powers to provide the sole solutions. RADEQUAL aims to approach and engage communities and neighbourhoods before problems arise, and hold honest and often difficult conversations. Then the aim is to proactively work together to prevent some of the drivers from escalating into community tensions, conflict, and in some cases, criminal activity, radicalisation and violent extremism. RADEQUAL, Manchester's campaign to build community resilience, is focused on:

- Strengthening community leadership (existing, emerging and new — diverse — gateways and gatekeepers)
- Building confidence and empowering VCS and communities to identify challenges and problems, and work towards problem-solving and solutions
- Promoting closer engagement, and working within and between communities to build resilience.

Check the [link](#) or scan QR code:



ACT NOW, United Kingdom

ACT NOW is a table-top exercise centred on a hypothetical counter terrorism scenario which stimulates debate around the sensitive subject of terrorism. Decisions taken by the participants shape the way the incident is investigated. ACT NOW gives an insight into how agencies and communities can work together to defeat terrorism. There are a number of versions of ACT NOW that include a scenario that is based on an extreme right-wing incident and one which focuses on a scenario that is based on a college campus. Each event is evaluated individually by regional teams.

Check the [link](#) or scan QR code:



Mother and Child Welfare Organisation: Challenging Extremism and Radicalisation in the Somali Community, United Kingdom

The Mother and Child Welfare Organisation focuses on providing physical, emotional and educational support to vulnerable inner-city mothers and children, as well as young people. Its project to challenge extremism in Somali communities focused on organising workshops, discussion groups and talks that enabled all generations of Somali society to discuss their fears, experiences and understanding of extremism and radicalisation. The project used word of mouth, TV and radio to reach a wide cross-section of the Somali community and begin the difficult conversation around highly-sensitive issues.

They hosted 9 community events benefitting 608 members of the local Somali community and providing training on the warning signs of radicalisation. 16 youth events reached 820 young people from the Somali community and focused on cautionary tales about online grooming and radicalisation and positive counter messages. Two events at Islamic Centres/Mosques benefitted 50 members of the local community and focussed on the concept of hate crime and extremism in order to increase overall awareness.

Check the [link](#) or scan QR code:



Living Room Conversations, America

Living Room Conversations is a US-based organisation that works broadly to promote dialogue and engagement, particularly between individuals or groups of people who may feel opposed to each other. The model provides a clear, scalable structure for delivering meaningful conversation, designed to create understanding, promote tolerance and highlight commonalities between participants. Recently, Living Room Conversations launched a "Race and Ethnicity" series, in which participants of different walks of life – including a former neo-Nazi skinhead, explored the complexities of concepts of race and ethnicity. This and other video series are available online, as are resources for users to lead their own constructive dialogue around topics that may trouble or interest them.

Check the [link](#) or scan QR code:



SMN Helpline, The Netherlands

This helpline is an initiative and a realization of the vision of Samenwerkingsverband Marokkaanse Nederlanders (Alliance of Moroccan-Dutch), on the prevention of radicalisation. SMN considers it important that the Moroccan community in the Netherlands organises its own resilience against IS radicalisation and speaks openly about it to raise awareness and prevent that more youngsters will become radical and join IS. The Moroccan community at the local level plays a key role in the prevention of radicalisation. Moroccan community are central to this Helpline. SMN has put local key persons and community leaders in place in order to help parents and family members who reach out to the Helpline. The key persons will help these families to find a solution for their radicalization problem. Initially, the helpline was only due to run from the end of 2014 until the end of 2016, however they secured further funding and are still running today.

The helpline dealt with over 600 help requests (between January 2015 and June 2017). Of these, 180 cases related to very serious cases of radicalisation, calling for counsellor intervention. Trained more than 32 counsellors (volunteers), active in over 12 municipalities throughout the country. Organised over 38 information meetings over the course of 2 years. In total, at least 2,028 parents have attended these meetings. Produced a bilingual information brochure (in Dutch and Arabic): 2x5000 copies have been disseminated to professionals, police, social workers, schools, imams, and local authorities.

Check the [link](#) or scan QR code:



Safe houses, The Netherlands

So-called safe houses are run in The Netherlands whereby the local government, street workers and the police can sit at the same table and discuss individuals that have come to their attention, thus empowering local governments. It makes it easier to mobilise local resources, such as housing and social welfare, and lowers the threshold for reporting cases. It also facilitates close relationships with religious communities, street workers, and youth centres. Most significantly, instead of singling out radicalisation and treating it as an entirely different problem, it deliberately creates synergies with combating non-ideological crimes such as gangs, which recent reports have shown are often precursors for radicalisation.

Dutch officials are convinced that the safe house concept, which is central to the country's counter-radicalisation efforts, is a major factor reason the Netherlands have been less affected by foreign terrorist fighters and domestic terrorism than its neighbours. The safe houses have prevented four terrorist attacks in the last year.

Check the [link](#) or scan QR code:



EMOTIVE CAMPAIGNS

The campaign examples below are all videos that had an extremely high level of reach in terms of the number of views they achieved. As we saw from our experts in The Hague, campaigns do not always need to specify the topic as radicalisation, and can often be more effective if they are primarily based on another topic. Thus, although most campaigns below are not related to counter radicalisation, extremism or disinformation per se, these videos provide examples of successful campaigns that can be used to inspire and stimulate new ideas when creating one's own campaign. Two of our Top Five campaigns also feature in this section.

Many of the campaigns involve serious messages about behavioural change, however they use emotional stories to get their message across. As they are all online videos, the campaigns have been able to garner global reach, despite some of them only being targeted at a specific audience to begin with.

The *Price on Our Lives* campaign began as a social movement, attracting youth advocates and growing as a youth led campaign. The success of this campaign confirms one of the key takeaways we found at our round table in The Hague: by taking a step back and allowing youth to communicate between each other and putting trust in them to campaign themselves, highly successful campaigns can be built.

Both the *Recife Sport Club* campaign from Brazil, and *It Gets Better* campaign, that began in America and went global, highlight the community centric approach that is often necessary to bring about a successful campaign.

Price on Our Lives, America

One of our TOP FIVE successful campaigns.

After the mass shooting at Parkland school in Florida, March For Our Lives decided to work out how much each school child in Florida was worth in comparison to the amount of money The National Rifle Association (NRA) donates to politicians. The amount was \$1.05 per student. They created different price tags for every state.

The case film states that it cost them \$0 medial dollars, with 2.2 billion impressions.

Check the [link](#) or scan QR code:



Momondo: The DNA Journey, Ancestry, Denmark

A group of people discuss how they believe they are 100% from their own country, which they believe to be the best country and dislike certain other countries. They take a DNA test to find out where they actually come from, and are extremely surprised to see they are all from multiple countries, including countries they said they disliked. One woman says that the DNA test should be compulsory to prevent extremism in the world, as no one will think there is a pure race. The video even finds that two of the people in the group are cousins. Ancestry says they aim to help show the world that there are more things uniting us than dividing us.

The video has over 4 million views and over 15,000 likes.

Check the [link](#) or scan QR code:



The Eyes of a Child, Noemi Association, France

The video shows children and adults watching people pulling funny faces with a divide in between them. Both the child and the adult copy the funny faces, until it is a disabled person who pulls a face. Then, only the child pulls the same face.

The video has over 3 million views and over 10,000 likes.

Check the [link](#) or scan QR code:



Yes Equality, Ireland

The Irish campaign for equal marriage focused on love, equality, fairness, generosity and being inclusive, rather than on sexual orientation. The campaign used Facebook and Twitter, enlisted the support of celebrities and created a robust merchandising effort, selling 6,500 t-shirts, 2,300 tote bags, and 800 jackets, and distributing more than 500,000 campaign badges. The messages used in the campaign were personal and never told anyone how to vote, instead simply explained why the messenger was voting yes. The messengers were predominantly straight people who saw the referendum as an opportunity to promote fairness.

The yes vote won with 62.1% in favour, and Ireland became the first country to pass a law on same-sex marriage by national referendum.

The campaign for marriage equality is seen as one of the most successful social change campaigns in modern history.

Check the [link](#) or scan QR code:



Recife Sport Club, Brazil

One of our TOP FIVE successful campaigns.

Recife Sport Club has some of the most passionate fans in the world. Doador Sport is the first organ donor card for a sports team.

51,000 Recife Sport Club fans signed up for the donor card, resulting in a rise of 54% in organ donation. The waiting list for heart and corneal transplants fell to 0. The video has almost 14,000 views.

Check the [link](#) or scan QR code:



It Gets Better, International

What began as a wildly successful social media campaign to provide hope and encouragement to young LGBTQ+ people has evolved into a major, multi-media platform capable of reaching millions of young people every year through inspiring media programming, a growing network of international affiliates, and access to an arsenal of community-based service providers.

60,000 people have shared their It Gets Better story and 625,674 people have pledged to help It Gets Better.

Check the [link](#) or scan QR code:



CHAPTER 2: TRAINING RESOURCES AND THE CURRENT STATE OF THINKING

INTRODUCTION

This chapter summaries 33 different training resources and reports that explain the current state of thinking regarding counter radicalisation, extremism, hate speech and disinformation. The resources and reports have been split into six different categories, however, as with the campaign categories, some may overlap as well.

This chapter seeks to give an overview of some of the most prominent reports in the field, in order to improve one's own knowledge and understanding on the topics. Having this knowledge and understanding is vital for building campaigns and programmes in order to counter radicalisation. Tools such as ISD Global's Campaign Toolkit and RAN's GAMMA+ Model can be useful in assisting the building of campaigns as well.

Our experts in Brussels, London and The Hague confirmed the current thinking that is relayed in this chapter. Key elements in each section have been highlighted in **bold**.



ONLINE RADICALISATION

The first three reports in this chapter provide a deeper understanding of the rise of radicalisation online. By providing a new strategy that hopes to counter online radicalisation, Tim Stevens and Peter Neumann **advise moving away from governments initial solution of removing and blocking radicalising material on the internet.** They also state that it is not only down to the government to work on countering online radicalisation, as it also **needs the help of internet companies and individual internet users.** The OSCR report provides recommendations for all three as well. Their report also looks at the gaps in our understanding of online radicalisation and hate speech and analyses a number of case studies to identify what does and does not work when creating campaigns online. And finally, UNESCO provide an overview of a number of studies and research that has been carried out globally on the role of social media in radicalisation.

UNESCO: Youth and Violent Extremism on Social Media – Mapping the Research

This study provides a global mapping of research (mainly during 2012-16) about the assumed roles played by social media in violent radicalization processes, especially when they affect youth and women. The research responds to the belief that the Internet at large is an active vector for violent radicalization that facilitates the proliferation of violent extremist ideologies. Much research shows that protagonists are indeed heavily spread throughout the Internet. There is a growing body of knowledge about how terrorists use cyberspace. Less clear, however, is the impact of this use, and even more opaque is the extent to which counter measures are helping to promote peaceful alternatives. While the Internet may play a facilitating role, it is not established that there is a causative link between it and radicalization towards extremism, violent radicalization, or the commission of actual acts of extremist violence.

Check the [link](#) or scan QR code:



ICSR Countering Online Radicalisation: A Strategy for Action, by Tim Stevens and Peter R. Neumann

This report examines what can be done by governments, industry and civil society to counter the activities of political extremists and terrorists using the internet as an instrument for radicalisation and recruitment. Most governments have focused on technical solutions, believing that removing or blocking radicalising material on the internet will solve the problem. Yet, this report shows that any strategy that relies on reducing the availability of content alone is bound to be crude, expensive and counterproductive. Radicalisation is largely a real-world phenomenon that cannot be dealt with simply by 'pulling the plug'.

Any strategy that hopes to counter online radicalisation must aim to create an environment in which the production and consumption of such materials become not just more difficult in a technical sense but unacceptable as well as less desirable.

Elements of this strategy include four strands, of which the report develops concrete proposals for action:

- **Detering producers:** The selective use of takedowns in conjunction with prosecutions would signal that individuals engaged in online extremism are not beyond the law.
- **Empowering online communities:** The creation of an Internet Users Panel in order to strengthen reporting mechanisms and complaints procedures would allow users to make their voices heard.
- **Reducing the appeal:** More attention must be paid to media literacy, and a comprehensive approach in this area is badly needed.
- **Promoting positive messages:** The establishment of an independent start-up fund would provide seed money for grassroots online projects aimed at countering extremism.

Check the [link](#) or scan QR code:



Hate Speech and Radicalisation Online: The OCCI Research Report

The report examines the tactics of Islamist and right-wing extremist groups online, the potential effects of disinformation, social media search algorithms on political polarisation and radicalisation, and the role of non-legislative civil responses to these challenges. It describes current gaps in our understanding of these questions and makes a series of suggestions for political decisionmakers, the private sector and civil society.

Chapter 1. Background: The ABC of hate speech, extremism and the NetzDG

In this introductory article Simone Rafael and Alexander Ritzman explain important background information about the current debates on hate speech, online extremism and the NetzDG. Hate speech on social media had not been monitored adequately for a long time, until in 2015 the German Ministry of Justice established the Task Force for Dealing with Hate Speech in order to respond to the dissemination of misanthropic and extremist content on the internet. However, when NetzDG was adopted in 2017, politicians were criticised not only by extremists but also by representatives of democratic civil society, who were similarly sceptical. The implementation and search for improvements or supplements to the NetzDG is in full progress.

Chapter 2. Strategies and tactics: Communication strategies of jihadists and right-wing extremists

Both right-wing extremists and Islamist groups use social media to spread their political and ideological messages. To prevent extremist groups from abusing new media ecosystems and their mechanisms for their purposes, preventative measures must be based on sound knowledge of their methods. In this article Daniel Köhler and Julia Ebner explain which media strategies right wing extremist and Islamist groups pursue in order to target internet users who are susceptible to radicalisation, recruit them for their purposes, intimidate political opponents and manipulate online discussion. Despite the different ideological convictions of the groups, their methods overlap.

Chapter 3. Filter bubbles: How do filter bubbles affect (political) opinion, taking personality into account?

In the discussions about the role of social media in online radicalisation and political polarisation, the concept of 'filter bubbles' has been repeatedly used as an explanation. In his article, Christian Montag points out that there are still gaps in our current knowledge over the causes and effects of filter bubbles. Nonetheless, he advocates that the topic of online filter bubbles should be taken seriously. Above all, Montag considers a differential psychological approach to be promising for further research into the causes and political consequences of filter bubbles.

Chapter 4. Disinformation: What role does disinformation play for hate speech and extremism on the internet and what measures have social media companies taken to combat it?

Targeted disinformation plays an important role in the dissemination of hate speech and extremist ideologies on social media. In the political arena, so-called 'fake news' has become a controversial and frequently politically instrumentalised topic owing to its possible role in influencing democratic elections. Karolin Schwarz and Josef Holnburger look objectively at the facts – how widespread are disinformation campaigns, how successfully do they spread and what measures have social media platforms introduced until now in order to prevent disinformation?

Chapter 5. Civil society: Defending the global village – strategies against the cultural backlash on social media.

Combating hate speech and extremism on the internet cannot just be left to the government and social media platforms. Above all, with the prevalence of content which is problematic but neither illegal nor breaches the community standards of large platforms, decisive opposition from civil society is required. Dr. Matthias Quent views hate on the internet as part of an extensive cultural backlash against progressive achievements of modern democratic societies, which is also taking place offline. In order to restrict the effect of hate speech on social media, Quent calls for education, solidarity and a strengthening of the narratives of marginalised groups to be given priority over repressive measures.

Chapter 6. Case studies: Which types of campaign against hate and extremism on the internet work, which do not, and why?

In order to counteract hate speech and extremist messages on social media, over the past few years civil society organisations have increasingly used counter-speech campaigns. But do such online initiatives have the desired effect? How can the success of a good counter-speech campaign be measured? Sina Laubenstein and Alexander Urban believe that it is especially important that campaigns do not act blindly, but rather have a clear strategy, specify a definite target group for their message, and build up a strong presence on social media. Three criteria to use to evaluate counter-speech campaigns: awareness, engagement and impact. The No Hate Speech Movement in Germany published videos that garnered more than 255,000 views via Facebook and published articles viewed by some 300,000 people. The social media work of the No Hate Speech Movement was strategically underpinned by its offline activities, including large events such as the gaming exhibition Gamescom and the Federal Government open day. Civil society was thus able to influence and be involved in the work of the movement. Counter-speech campaigns run the risk of acting in a primarily defensive and reactive manner instead of initiating new and innovative measures – and actually starting to have a positive effect on prevalent attitudes in society. Not all counter-speech campaigns are successful; some have negative effects, for example the British campaigns More than a Refugee and Hug A Jihadi, which both caused a right-wing backlash.

Check the [link](#) or scan QR code:



COUNTER NARRATIVES/ALTERNATIVE NARRATIVES

The resources laid out below explain what counter narratives and alternative narratives are, as well as providing tools on how to create your own campaign based on this narrative and methods to evaluate such a campaign.

The RAN Issue Paper on counter narratives and alternative narratives states that there is a large gap between the volume and quality of these types of campaigns and the propaganda that organisations such as ISIL are creating. In order to increase the quality of these campaigns, following specific tools that help in creating campaigns would be beneficial.

One of the tools includes the RAN GAMMA+ Model, which has been comprised to help identify the key elements needed in order to create a successful counter or alternative narrative campaign. Following the elements not only helps with building a campaign, but also aids in the evaluation stage of them as well. *The Counter Narrative Toolkit* looks at similar elements to the GAMMA+ Model, providing that the most important questions when building a campaign include looking at audience, message, medium and messenger.

Despite the majority of the resources looking at both counter and alternative narratives, the ICCT *State of Knowledge* paper explains that counter narratives are often seen as being reactive and defensive, and thus developing a pro-active alternative narrative could result in a more successful campaign. The DIIS Policy Brief also provides recommendations on how to avoid the pitfalls of counter narratives, and concludes that real alternatives are necessary.

In conjunction with the examples in the counter and alternative narratives section of chapter one, these resources can help build an understanding of what counter and alternative narratives are, and give you the tools necessary to build your own campaigns on this topic.

Al-Qaeda's 'Single Narrative' and Attempts to Develop Counter-Narratives: The State of Knowledge, ICCT, January 2014

Any serious attempt to develop counter (and alternative) narratives should begin by asking the question: what are the ingredients of a strong narrative?

It can be argued that an effective narrative has to possess five characteristics:

1. It has to articulate a clear, realistic and compelling mission purpose without getting entangled in sub-goals and details, but keeping the focus on long-term, overarching goals that have to be related to cultural norms and values as well as interests;
2. It has to have legitimacy in that it matches cultural and public norms and values and is seen by relevant publics as justified;
3. It has to hold the prospect of success and provide a feeling of progress towards its goals;
4. The narrative has to be presented in a consistent manner in order to be effective and withstand the attacks of counter-narratives that might cost it public support;
5. The narrative must fit within an overall communication plan that reflects major themes of our own identity.

Counter narratives are often perceived as being reactive and defensive. One should therefore consider attempting to go beyond that and develop a pro-active alternative narrative. This should be able to build bridges between 'us' and 'them', bringing together people from all sides. It should draw on the insights and input from all concerned citizens and people of good will who have an interest in contributing to the solution of problems underlying the rise of terrorism.

Check the [link](#) or scan QR code:



The Impact of Counter-Narratives: Insights from a year-long cross-platform pilot study of counter-narrative curation, targeting, evaluation and impact, ISD Global

ISD worked with Against Violent Extremism (AVE) and identified two pre-existing organisations to assist them in the creation of counter-narrative content along with the development and execution of a target audience strategy. These organisations were: Average Mohamed, a non-profit organisation that uses animation to encourage critical thinking among Somali youth (in Somali and English) about extremist ideologies, and Exit USA, a project of the US-based non-profit organisation 'Life After Hate', which aims to discourage individuals from joining white power movements and encourage defection by offering a 'way out'. AVE also created a fronting organisation from scratch, building a brand through multiple accounts across multiple platforms: Harakat-ut-Taleem, a front organisation for a third-party Pakistani communications company with sound experience in creating counter-narrative documentaries and content. They aim to counter Taliban recruitment narratives in Pakistan.

They found that a small amount of funding and guidance for counter-narrative campaigners could dramatically improve the awareness, engagement and impact of counter-narratives and NGOs working in this space.

Check the [link](#) or scan QR code:



DIIS Policy Brief: Avoid the Pitfalls of Counter Narratives

The brief provides the following recommendations:

- Only use counter-narratives when objectives, target groups, and success criteria from the start can be described precisely and in detail
- Do not base counter-narratives on the notion that it is possible to describe 'facts' about reality, but instead address feelings, dreams, and opinions that youth can relate to
- Do not use campaigns that promote normality as a positive alternative to radicalism

Check the [link](#) or scan QR code:



Counter Narrative Toolkit

Best Practice Guide: Planning a Campaign

This guide looks at how a successful counter-narrative campaign plan can be broken down into four fundamental questions: who your audience is, what your message is, what medium are you going to use and who will be the messenger. The guide goes through each question to help the campaigner answer them. The guide also discusses goals, objectives, funding and budgeting.

Best Practice Guide: Content Creation

This guide follows on from the 'Planning a Campaign' guide. It explains that there are many ways to create the content you will need for your counter-narrative campaign, ranging from very simple DIY techniques to full-scale professional video production. The most important thing is that your content reflects what you have set out to do when you planned your campaign. The underlying message must be engaging, resonate with your audience, and be delivered in the right way by the right voice. The guide also discusses production budgets and schedules, as well as testing content.

Best Practice Guide: Promoting a Campaign Through Social Media

The final guide in this toolkit looks at the importance of making sure your message reaches your target audience. Where are the best places to find your audience online? What kinds of online activity are they most likely to respond to? By laying out possible answers to these questions, the guide helps the campaigner become one step closer to a successful campaign. The guide also looks at monitoring and evaluation of the campaign.

Please note, these guides have since been removed from online.

Check the corresponding handbook from this [link](#) or scan the QR code.



RAN Issue Paper: Counter Narratives and Alternative Narratives

The key arguments outlined in this paper are:

- There remains a very large gap between the volume and quality of counter- and alternative narrative campaigns and the propaganda machine of ISIL and other extremist groups.
- The primary obstacle to producing more and better quality counter- and alternative narratives is the lack of government, civil society and industry partnerships that are productive, sustained and long-term – with proportionate levels of resource.
- One of the solutions is to create innovative funding models and structures that combine government resources with support and expertise from tech, social media, and advertising companies to support civil society practitioners and grassroots networks in a manner that is sustained and long-term, with creative freedom and rigorous measurement.
- Governments have the resources and motivation to fund counter-narrative campaigns. They can encourage partnerships between civil society and industries, such as tech and social media. Existing funding mechanisms at EU and national level should be leveraged to a maximum to support such partnership initiatives. Here, the EU RAN CoE could provide an important platform for innovative solutions between government, industry and CVE practitioners.

This paper draws upon the insights and lessons learned from the RAN @ working group, the RAN Collection of Approaches and Practices and other research materials related to this topic.

Check the [link](#) or scan QR code:



RAN Issue Paper: RAN guidelines for effective alternative and counter-narrative campaigns (GAMMA+)

The GAMMA+ model comprises the following key elements: **Goal, Audience, Message, Messenger, Media, Action plus Monitoring and Evaluation.** The paper explains each element in further detail.

Check the [link](#) or scan QR code:



RAN Ex Post Paper: How to measure the impact of your online counter or alternative narrative campaign

The key question at the meeting was how to make monitoring and evaluation more practical for CSO campaigners. Several ways of doing this were collected, or developed and discussed. The essentials were:

- plan to evaluate beforehand also in time and budget;
- use realistic key performance indicators;
- monitor during the campaign and if needed adjust during the campaign;
- afterwards, assess whether you reached your goal.

The GAMMA model was also discussed and should be followed in order for evaluating to become doable and easy.

Check the [link](#) or scan QR code:



RAN Ex Post Paper: Monitoring and Evaluating counter- and alternative narrative campaigns

A key recommendation to properly evaluate the impact of a campaign is to invest enough time, money and expertise in the planning and monitoring phase. It is also important to establish a proper baseline assessment and theory of change. Furthermore, campaign owners and donors should work together in the campaign proposal phase to establish a realistic framework and expectations for M&E. There are four different phases to M&E: before, testing, during and after a campaign. The before phase includes important M&E elements that need to be done before receiving funding for a campaign. This is followed by a testing phase, in which the idea is tested and adjusted where necessary. After testing follows the actual implementation of the campaign, that involves monitoring activities and data gathering throughout the duration of the campaign. The phase after the campaign focuses on the evaluation of the results and how to interpret and disseminate these.

Check the [link](#) or scan QR code:



DISINFORMATION RESOURCES

With the global rise of disinformation, resources and training documents are incredibly useful to understand what can be done in order to prevent it. The selection below helps to explore the characteristics of disinformation when found online, discusses what could happen in the future and finally, provides recommendations on how to prevent or overcome disinformation in society today.

Both the Policy Planning Staff report and Albany Associates state that input from governments is needed in order to protect democracy from disinformation, however they should not be acting alone, and need the help of civil society, educational institutions and media platforms to ensure disinformation does not continue to rise.

Albany Associates paper on Nature or Nurture states that trusted sources are most often those closest to grassroots, thus confirming the need to build campaigns using influencers that are relevant to your target audience.

Information Manipulation: A Challenge for Our Democracies – A report by the Policy Planning Staff and the Institute for Strategic Research

This report substitutes the vague and controversial notion of 'fake news' for the more precise term 'information manipulation'. The latter term is understood as the intentional and massive dissemination of false or biased news for hostile political purposes. This report focuses on a specific kind of information manipulation: those which are orchestrated by States, and whose purpose is to weaken or destabilize democratic debate in other States. The report explores the causes of information manipulation, which exist partly at the level of the individual and partly at the collective level as information manipulation is linked to our social lives. This report highlights the distinctive features of recent information manipulation campaigns in order to identify some common characteristics—both in terms of vulnerability factors (the presence of minorities, internal divisions, external divisions, a vulnerable media ecosystem, contested institutions) and in terms of the means (multiform levers and vectors, calibrated narratives, privileged places and mechanisms, massive data leaks, the falsification of documents, direct interference in democratic processes). In looking at responses to information manipulation, the report summarises the counter measures adopted by all actors: States, international organisations, civil society and private actors. Information is increasingly seen as a common good, the protection of which falls into all citizens concerned with the quality of public debate. Above all, it is the duty of civil society to develop its own resilience. Governments can and should come to the aid of civil society. They should not be in the lead, but their role is nonetheless crucial, for they cannot afford to ignore a threat that undermines the foundations of democracy and national security.

To conclude, future challenges are identified, specifically technological challenges and future trends in Russian 'information warfare'. 50 recommendations are proposed, operating on the assumption that information manipulation will remain a problem in the future and that it will constitute a long-term challenge for democracies.

Check the [link](#) or scan QR code:



Nature or Nurture: A crisis of trust and reason in the digital age – Albany Associates

The paper is divided into five sections. In part one, the main characteristics of the current weakening of democratic institutions and discourse are identified, and enumerate the most common analyses usually provided by journalists, politicians and academics as to their causes. In part two, recent academic literature is reviewed that suggests deeper explanations to connect and explain some of the apparently disparate features of the new normal. In part three, the main features of the new information ecology that has appeared with the rise of the internet are surveyed, and part four looks in particular at how it is used (and misused) for the purposes of political communication. In part five, further research is surveyed, which looks more generally at how humans seek, process, recall and disseminate information when forming their beliefs, in an effort to identify possible new communication approaches that may be more effective at changing people's (political) opinions or, at the very least, ensuring that the ones they hold are better founded.

Final conclusions and recommendations include:

1. Humans generally come to judgement quickly.
2. There is a distinct distribution of values in any human population.
3. Trust is essential to human understanding and reasoning.
4. The most trusted sources are often those that are closest to the grassroots.
5. To combat fake news and disinformation, governments and regulatory authorities should continually examine the efficacy of regulating online platforms.
6. Governments, educational institutions and media platforms should apply a greater focus on education and media, information and data literacy.

Check the [link](#) or scan QR code:



Media Manipulation and Disinformation Online

The executive summary of this resource gives the following points:

- Internet subcultures take advantage of the current media ecosystem to manipulate news frames, set agendas, and propagate ideas.
- Far-right groups have developed techniques of “attention hacking” to increase the visibility of their ideas through the strategic use of social media, memes, and bots—as well as by targeting journalists, bloggers, and influencers to help spread content.
- The media's dependence on social media, analytics and metrics, sensationalism, novelty over newsworthiness, and clickbait makes them vulnerable to such media manipulation.
- While trolls, white nationalists, men's rights activists, the “alt-right,” and conspiracy theorists may diverge deeply in their beliefs, they share tactics and converge on common issues.
- The far-right exploits young men's rebellion and dislike of “political correctness” to spread white supremacist thought, Islamophobia, and misogyny through irony and knowledge of internet culture.
- Media manipulation may contribute to decreased trust of mainstream media, increased misinformation, and further radicalisation.

Check the [link](#) or scan QR code:



GOOD/BEST PRACTICES

During our round tables, the experts found that by discussing case studies they were able to formulate a number of best practices, which are highlighted in the summaries in chapter three. Their findings were in line with many of the recommendations and good/best practices found in the resources below.

In Brussels, our experts exposed the **vital need to train journalists and editors from media outlets on reporting when there are terrorist attacks**. They explained the necessity to have more of a victim centred approach from the media, rather than to focus on the perpetrator. Similarly, in Part 2 of *The Oxygen of Amplification*, Phillips explores the consequences that can occur when journalists report on damaging and problematic information, such as inspiring copycats when reporting on suicides, mass shootings and terrorism.

The experts in Brussels also informed us of the **shift in campaigns to now focus on local communities**. This is in line with the *RAN Collection of Approaches and Practices*, which confirms that **communities play a central role in preventing radicalisation**, through looking at a number of examples and approaches that successfully work with communities in a variety of ways.

Our experts in The Hague highlighted the necessity in **providing long term impact for a campaign**, as it can motivate those involved. They found it to be much more effective to partner with people who have already started a campaign or programme themselves, and help with trainings to develop and build them. *The Ideas, Recommendations and Good Practices from the OSCE Region* also demonstrates this idea, in that **good ideas can be found by reaching out to partners, as opposed to starting from scratch**.

Countering Violent Extremism and Radicalisation that Lead to Terrorism: Ideas, Recommendations, and Good Practices from the OSCE Region

The report seeks to (1) define key concepts and major dynamics; (2) evaluate the OSCE's current and future role; and (3) identify areas of good practice, with particular emphasis on preventing and countering processes of violent radicalisation. The report concludes that the OSCE region can make an important contribution to countering violent extremism and radicalisation by its 'added value' in the following areas:

- Its role in preventing and resolving conflicts, promoting human rights, and safeguarding the rights of national minorities, given that terrorism is frequently linked to violent conflicts and that extremist recruiters often seek to manipulate political, ethnic, and religious fault lines;
- Its strong local presence, particularly in Central Asia and the Western Balkans, where the organisation is uniquely positioned to execute local programmes, lead capacity-building efforts, and coordinate among international actors;
- Its diverse membership and convening power, which can facilitate dialogue, cooperation, and the systematic exchange of good practices between participating States with different approaches and levels of capacity, especially in the area of countering violent radicalisation.

In terms of good practices on countering violent radicalisation from the OSCE area, the aim is twofold. First, it seeks to illustrate the importance and potential impact of non-coercive approaches in dealing with violent extremism. Second, it demonstrates that neither the OSCE nor any participating State need to start from scratch, but that **good ideas can often be found by reaching out to one's partners**. As mentioned above, the OSCE could play a useful role in facilitating this process, especially considering the varying levels of capacity among its participating States. The report ends with 22 good practice case studies.

Check the [link](#) or scan QR code:



A Tribal Call to Arms: Propaganda and What PVE Can Learn from Anthropology, Psychology and Neuroscience, By Alexander Ritzmann

This article explains how propaganda, social identity, filter bubbles and echo chambers can all contribute to the radicalisation of individuals. When trying to combat this, the article makes some suggestions that might be useful when trying to change someone's mind, collected from relevant research and inspiring practices:

- **Do no harm:** don't spread extremist propaganda by trying to prevent extremism. Counter-narratives should only target a well-defined and understood audience that is already curious about extremist content.
- **Avoid stigmatisation:** ensure you have a good understanding of the sensitivities and concerns of your target audience so as not to foster polarisation.
- **Don't be confrontational:** the more radicalized your audience is, and the more their individual identity, morals and sacred values are "fused" with an extremist ideology or group, the less effective a confrontational approach will be.
- **Use an indirect approach:** alternative or counter-narratives are more likely to resonate with such an audience if you take an indirect approach, as it will not feel like an attack on their core values and identity, so they might remain open-minded to alternative information.
- **Introduce new information and mental models:** people are less likely to accept the debunking of old or false beliefs when they are merely labelled as wrong. Instead, they should be countered with new evidence.
- **Quantity matters:** a regular stream of messages has a higher chance of success. Research indicates that the share of alternative and counter-messages in a person's information stream or "echo chamber" needs to reach around 30% to help change his or her mind.

Check the [link](#) or scan QR code:



RAN Collection of Approaches and Practices: Preventing Radicalisation to Terrorism and Violent Extremism

Communities play a central role in the prevention of extremism and radicalisation and their engagement and empowerment needs to be reinforced and supported as a matter of priority and in a sustainable manner. **Their engagement can be direct or complementary to the efforts of governments and public authorities.** Communities can challenge those who seek to radicalise others or can provide support to affected community members. They can also be a wealth of knowledge when it comes to people at risk of radicalisation. This approach can take different forms, such as community policing, but can also include empowering key people within the community to stand up against violent extremism. The report provides details of 35 different practices across Europe that work on community engagement and empowerment.

Check the [link](#) or scan QR code:



Civic Approaches to Confronting Violent Extremism – Sector Recommendations and Best Practices

This report is based on discussions and interviews with leading CSOs and private sector companies operating within the CVE, prevention, and resilience spaces. Leaders from across the sector agree with policymakers on the urgent need to combat the rise in political and ideological extremism, terrorism, and xenophobia. Participants also agree on the urgent need to address coordination and collaboration gaps between the civil society and government actors in order to more effectively counter extremist violence. The following points reflect a consensus among practitioners on the current state of practices and recommendations for building improved programming:

- Adopting a holistic approach to combatting extremist violence
- Clarifying roles and responsibilities
- Rebuilding trust among stakeholders
- The use of counter and alternative narratives
- Government committing to substantial and long-term funding.

Check the [link](#) or scan QR code:



THE OXYGEN OF AMPLIFICATION – Better Practices for Reporting on Extremists, Antagonists, and Manipulators Online. Data and Society, By Whitney Phillips

Executive Summary

The three-part project explores the issues of misinformation, disinformation and mal-information from the perspective of journalists. The project includes semi-structured interviews with staff writers, editors, and freelancers working within the centre-left, mainstream, liberal or establishment news media, with a specific focus on print publications.

Check the [link](#) or scan QR code:



Part 1: In Their Own Words – Trolling, Meme Culture, and Journalists' Reflections on the 2016 US Presidential Election

Part 1 provides a historical overview of the relationship between the news media and far-right manipulators during the 2016.

Check the [link](#) or scan QR code:



Part 2: 'At a Certain Point You Have To Realize That You're Promoting Them' – The Ambivalence of Journalistic Amplification

Part 2 identifies the intended and unintended consequences of reporting on bigoted, damaging or otherwise problematic information and the structural limitations of journalism (economic, labour and cultural) that exacerbate these tensions.

Check the [link](#) or scan QR code:



Part 3: The Forest and the Trees – Proposed Editorial Strategies

Part 3 recommends practices on establishing newsworthiness; handling objectively false information; covering specific harassment campaigns or manipulators, bigots and abusers; and reporting on the internet that are particularly critical in an era of disinformation.

Check the [link](#) or scan QR code:



CURRENT THINKING

The resources that explain the current thinking on radicalisation all tend to agree that there are a number of combining factors that can contribute to the occurrence of radicalisation. Although each resource below varies slightly on this, the common contributions include **psychological factors, ideological or religious factors, political factors, identity issues, and finally, the role of social media.**

The current thinking resources also acknowledge common themes that are considered necessary to help counter radicalisation and extremism. This includes looking at counter and alternative narratives, increasing and improving the level of education surrounding the topic, and tackling the role of media and the internet in the resonance and dissemination of radicalisation. As Alex Schmid mentions in his paper for the ICCT, **local context matters when trying to counter radicalisation**, thus the themes listed above should be approached tactically and in relation to each relevant community.

RAN Issue Paper: The Root Causes of Violent Extremism

This paper looks at a kaleidoscope of factors, that create infinite individual combinations. There are some basic primary colours which create complex interlocking combinations:

1. individual sociopsychological factors;
2. social factors;
3. political factors;
4. ideological and religious dimensions;
5. the role of culture and identity issues;
6. trauma and other trigger mechanisms;

Three other factors that are a motor for radicalisation:

7. group dynamics;
8. radicalisers/groomers;
9. the role of social media.

It is the combined interplay of some of these factors that causes violent extremism. The paper also looks at the idea that radicalisation mechanisms are a product of interplay between push- and pull-factors within individuals.

Check the [link](#) or scan QR code:



RAN Ex Post Paper: Current and future narratives and strategies of far-right and Islamist extremism

The objective of this ex post paper is to offer a concise overview of five prevailing Islamist extremist narratives and five prevailing far-right extremist narratives, while considering why these narratives are so difficult to counter. The paper identifies 'pitfalls' and/or situational developments that may be exploited by extremist groups seeking a channel for the development of future narratives. The paper discusses the transmission and dissemination tactics of both extremist groups, whose use of social media has been vital for broadcasting their narratives. Finally, it highlights the elements that must be addressed in possible alternative narratives or counter-narratives.

Check the [link](#) or scan QR code:



“I Left To Be Closer To Allah” Learning about Foreign Fighters from Family and Friends, ISD Global: Families Report

This report calls on data from interviews with foreign fighters and those closest to them. It combines data from open-ended interviews with 43 parents, siblings and friends of 30 men and women who travelled to Syria and Iraq. From insights gained from these interviews, the report speculates that the choice to become a foreign fighter is commonly the result of a coalescence of several identifiable factors.

We are dealing with individuals:

- who are experiencing an acute emerging adult identity struggle,
- with a moralistic problem-solving mindset,
- that is conditioned by an inordinate quest for significance (to make a difference in this world),
- that is resolved by believing in a (religious) ideology and participating in a fantasy (literally) of world change,
- that is consolidated by the psychological impact of intense small group dynamics, and perhaps the influence of charismatic leaders,
- resulting in a fusion of their personal identity with a new group identity and cause.

The report gives policy recommendations for countering radicalisation in regard to the family members:

1. Encourage authorities to be more emotionally and psychologically supportive when first contacted by families about the possibility that their child has become a foreign fighter.
2. Do more to educate families about radicalisation leading to violence.
3. Provide more extensive social support to families of foreign fighters.
4. Work more closely with the families when they make public that their children have left the country; attempt to intervene in and perhaps reverse the process of radicalisation.

Understanding the process of radicalisation is important but understanding the larger impact a young person's choice has had on those around them is equally relevant to ongoing policy discussions and evolving research questions.

Check the [link](#) or scan QR code:



Radicalisation, De-Radicalisation, Counter-Radicalisation: A Conceptual Discussion and Literature Review, by Alex Schmid for the ICCT

When it comes to de-radicalisation/dis-engagement and counter-radicalisation the paper concludes that it is difficult to identify what works and what does not work in general, or what is even counter-productive. Local context matters extremely, and academics and policy makers alike are increasingly recognising this fact. At this stage we still lack rigorous evaluations that allow us to determine the relative merits of various policies with a high degree of certainty. The lack of clarity and consensus with regard to many key concepts (terrorism, radicalisation, extremism, etc.) – ill-defined and yet taken for granted – still present an obstacle that needs to be overcome. The paper concludes with a set of findings and recommendations and identifies two major gaps in current counter-radicalisation efforts – one referring to the role of the media and the Internet and the other to the role of counter-narratives to those of jihadist terrorists. It identifies credibility and legitimacy as core ingredients of any political narrative hoping to catch the imagination of people at home and abroad. They are key resources in counter-radicalisation and counter-terrorism. Governments need not be perfect before they can effectively engage in successful de-radicalisation and counter-radicalisation efforts. However, in the eyes of domestic and foreign publics, they have to be markedly better than extremist parties and terrorist organisations.

Check the [link](#) or scan QR code:



Building Bridges to Strengthen America: Forging an Effective Counterterrorism Enterprise between Muslim Americans and Law Enforcement, by Alejandro J. Beutel

Radicalization is a multi-faceted process that cannot be boiled down to a single causal factor.

Thus, there are five key theories explaining why some Muslims become radicalized:

1. "Socio-Economic Deprivation,"
2. "Identity Politics,"
3. "Social Affiliations,"
4. "Political marginalization/grievances,"
5. "Presence of radical ideology."

This report argues for a domestic counterterrorism enterprise centred on community policing. Community policing is a proactive style of policing primarily focused on community partnerships and crime prevention. The report lays out specific policy recommendations, including:

- Increased funding to develop human capital with cultural competency and subject matter expertise within police and intelligence agencies. It promotes more nuanced assessments that avoid misidentifying false threats from real ones.
- Greater protections for civil liberties. This includes legal remedies and strengthening audit and oversight mechanisms.
- Increased funding for community policing. It promotes better intelligence gathering and minimizes the negative impact on both community-police relations.
- Long-term Muslim community investments in institution building. This includes developing homegrown religious leadership, more policy advocacy organizations at the national, local and state levels, and expanded social service outreach to youth and at-risk populations.

Check the [link](#) or scan QR code:



ISD Global: Loving Hate. Anti-Muslim Extremism, Radical Islamism and the Spiral of Polarisation

Radical Islamism and anti-Muslim racism, which manifest themselves in the form of far-right extremism and right-wing populism exhibit a symbiotic relationship. In the context of glocal interaction patterns, the far-right operates as a national sphere of resonance for international jihadism. Both negate and dismantle basic democratic values such as the inviolability of human dignity and religious freedom. What's more, racism against Muslims paves the way for radicalisation through Islamic fundamentalists. Based on the ISD's analysis, the report concludes that both forms of group-focused enmity must be considered together if the processes of mutual radicalisation and social polarisation are to be stopped. The report recommends that an approach is taken which considers both forms as being part of the same phenomenon. More work on research and education is needed, as well as equal efforts to fight both types of extremism online and sensitivity to the effects of co-radicalisation. Finally, building resilience among civil society is necessary to enable quick responses to far-right and Islamist activities.

Check the [link](#) or scan QR code:



EDUCATIONAL RESOURCES AND TOOLKITS

Educational resources and toolkits are necessary in order to help organisations and individuals create campaigns and counter radicalisation. **Free resources**, especially those that are online and easily accessible, can be very beneficial to those unable to pay for, or attend, larger trainings. Both ISD Global's *Campaign Toolkit* and *The Internet Safety Toolkit* are available online and for free, allowing for a greater spread and usage of them.

Providing training packages can also be useful, seen with *Bounce Resilience Tools* and the *EDC/HRE Training Pack for Teachers*. **By supporting teachers in their trainings**, they are then able to educate their own students through using the packs. **Giving a range of different tools and allowing flexibility of the trainings can be beneficial** to those involved as they are able to mould the activities to how best fits their students.

Working directly with youth was also a popular campaign strategy seen in chapter one, using educational campaigns to try to counter radicalisation, disinformation and hate crimes. The educational *Youth Innovation Labs* and specifically the *Bounce Young Training Programme* both build on the types of educational youth campaigns seen previously and thus can be used as further examples of trainings in this sector.

ISD Global: Campaign Toolkit

The Campaign Toolkit is a free resource for individuals or organisations looking to create and deploy campaigns against hate, polarisation and extremism. It is intended as a starting-point or a guide for those interested in developing and running social good campaigns, regardless of experience. It is a new and dynamic digital resource for educating, enabling, and empowering the next generation of activists and community organizations as they mobilize to outcompete hate and to promote community cohesion, inclusion and tolerance. The Toolkit immerses you in the journey of planning, producing and promoting campaigns for global audiences. It is built from insights drawn at the Institute for Strategic Dialogue (ISD) from a decade of research and work with practitioners and activists around the world. It provides a step-by-step guide as well as resources from leading technology companies and civil society.

The toolkit is an information hub which provides activists and organisations with resources on the following topics:

- Ads and targeting
- Audience interaction
- Hateful content
- Measurement and evaluation
- Platform policy
- Safety and social good

Check the [link](#) or scan QR code:



YouthCAN Youth Innovation Labs: A Model for Preventing and Countering Violent Extremism

A number of Youth summits were carried out globally, in order to engage a wide range of young activists and discuss how young people can be supported in their efforts in PVE and CVE. Two common conclusions reached at these events were:

1. Youth activists internationally need safe spaces for dialogue and creative development.
2. There is a need for different sectors to proactively support youth-led initiatives, especially government and tech sectors.

After carrying out regional labs in Amsterdam, Kigali, Madrid and Budapest, YouthCAN has six key lessons to share with organisations and practitioners developing similar events.

1. Size matters: Smaller and medium-sized events (between 25 and 35) seem to produce better results.
2. Everyone is equal: Participants come from a wide range of backgrounds and experience. However, the format of a lab and content should not assume previous knowledge or bias.
3. Make it local: Tailor your event to the community or region you are working with.
4. Give time for ideas to materialise: Give time for concepts to turn into tangible projects.
5. Follow up is crucial: To ensure output, follow up is necessary after the event.
6. Do no harm: It is important to take a 'Do No Harm' approach when encouraging PVE and CVE engagement.

Check the [link](#) or scan QR code:



Internet Safety Toolkit

The Internet Safety Toolkit is a series of engaging films and animations for young people, which includes advice for parents, teachers and guardians around safeguarding principles. The toolkit aims to provide awareness of the dangers posed to young people from those who seek to exploit their vulnerabilities via the Internet.

Check the [link](#) or scan QR code:



Greenpeace: The Mobilisation Cookbook

This guide helps to build your foundational knowledge of core terminology like engagement, organising, volunteering and more. The case studies mentioned demonstrate how people power has scaled campaigns over the years. The cookbook focuses on essential building blocks and a series of options from which to choose depending upon your objectives. Understanding the core ingredients, when to use them and what to mix them with will give you the tools you need to cook up some of your own unique 'people powered' recipes.

The key ingredients listed are:

- People power
- Engagement
- Organising
- Mobilising
- Volunteering
- Open campaigns

Check the [link](#) or scan QR code:



Handbook on Warning Behaviours, Lithuania

The handbook aims to increase awareness of terrorist trends and activities, stressing the growing threat of self-radicalisation. It will support criminal police, intelligence, and law enforcement officers in detecting signs of radicalisation at an early stage, by strengthening their perception and assessment skills. The handbook provides well-balanced, theoretical and practical knowledge on radicalisation, its preconditions and its background. It also considers what motivates separate individuals. It provides an overview of the path leading individuals to radicalisation, and the reasons behind the process. The practice was evaluated by the officers from Lithuania and Estonia who participated in the training based on this handbook. The results were positive: around 90 % of officers replied that the handbook was a valuable tool, information had been collected efficiently, the training was practical, and their knowledge had been increased.

Check the [link](#) or scan QR code:



Living with Controversy: Teaching Controversial Issues through Education for Democratic Citizenship and Human Rights (EDC/HRE) Training Pack for Teachers

This training pack is a professional development programme for use primarily by teachers and school leaders, but also by NGOs, community organisations and others in education settings. It is designed to support and promote the teaching of controversial issues to young people across Europe. The pack is a response to urgent calls from policymakers and practitioners in a number of European countries for more effective teacher training in teaching controversial issues. The pack contains a scoping paper, which provides the rationale for teaching controversial issues and a supporting programme of training activities that form a continuous two-day course of practical training, but can also be used flexibly as stand-alone sessions. The pack helps strengthen the role of education in promoting the core values of democracy, human rights and the rule of law. It also advances the **concept of education being on the frontline in countering social evils** such as violent extremism and the radicalisation of youth, xenophobia and discrimination, as well as violence and hate-speech.

Check the [link](#) or scan QR code:



TERRA, EU

Terra is a Europe-wide network-based prevention and learning project. It proposes a community approach designed to address the grievances which form the motivation for radicalisation, identify and halt the progress of an individual on a path to radicalisation, and prevent them from undertaking a terrorist act. The TERRA Toolkit is primarily intended to support existing or new networks of teachers, youth workers, law enforcement officers, religious leaders and local policy-makers as they exchange information on young people at risk of radicalising, and to come to a weighted judgment on the risks. It also informs journalists and policy-makers on influences they may have on the background factors that lead to radicalisation.

Check the [link](#) or scan QR code:



BOUNCE Resilience Tools, Belgium

BOUNCE is a package of three training and awareness-raising tools for youngsters and their social environment. It is a positive answer to the challenge of preventing violent radicalisation at an early stage. The BOUNCE tools are designed as preventive measures when - or even better - before concerns about violent radicalisation arise. They provide youngsters and their environment instruments to manage the challenges they come across. The three tools (BOUNCE Young, BOUNCE Along and BOUNCE Up) are interconnected and complement each other. BOUNCE emancipates youngsters and their network to become resilient and to interact with an aware environment.

The BOUNCE resilience tools were developed with a view to early prevention psycho-physical training for (vulnerable) youngsters to strengthen their resilience against radical influences and to raise the awareness of the social environment. BOUNCE Young is a resilience training programme for youngsters. A healthy and strong resilience is a proven protective factor in the prevention of violent radicalisation. In 10 (inter)active group trainings, youngsters train and strengthen different aspects of their resilience. Through a mix of action and reflection, a wide range of skills and competences are strengthened, practiced and linked to their personal experiences. Youngsters learn to bounce back and bounce up when dealing with challenges. In the trainings, youngsters make the link between the work forms and their personal experiences. A BOUNCE Young training is always used in combination with BOUNCE Along awareness-raising actions for parents and frontline workers.

'BOUNCE Along is an awareness-raising tool for parents and frontline workers. The tool provides tips, insights and practical exercises for adults in the social environment of youngsters. It covers topics such as 'a positive point of view', 'strengthening resilience', 'resilient relations and communication', 'concerns and challenging situations', and 'information and support'. A new, revised version of the tool and training has been published in January 2019.

BOUNCE Up is a train-the-trainer tool for frontline workers. This tool instructs them in working with the BOUNCE Young resilience training programme and the BOUNCE Along awareness-raising tool. By combining both tools, trainers can become an important supporting figure in the early and positive prevention of violent radicalisation. Trainers assist youngsters as well as their social environment and set up an integrated and integral approach, tailored to the needs of the target groups.

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CHAPTER 3: ROUND TABLE DISCUSSIONS – KEY TAKEAWAYS

INTRODUCTION

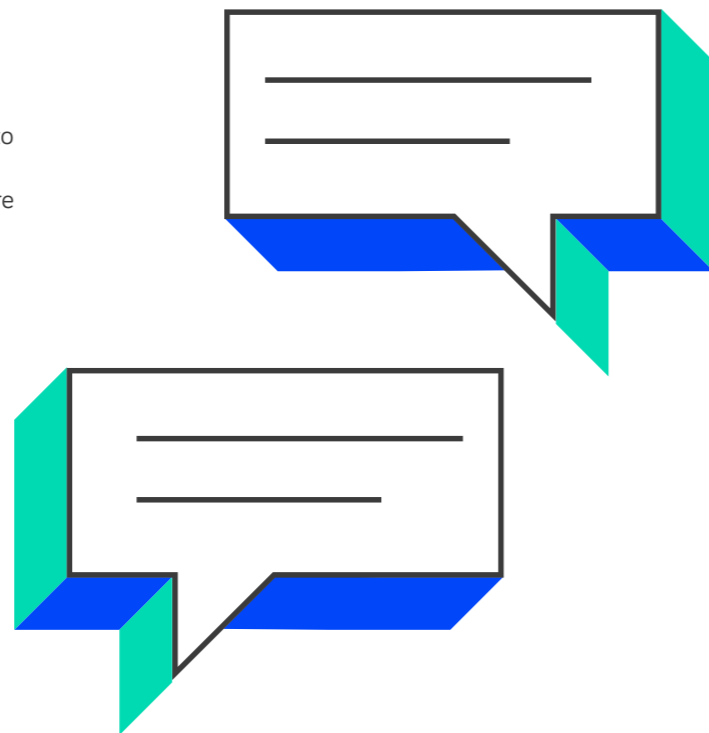
We conducted three round table discussions in Brussels, London and The Hague, with experts, campaigners, practitioners and researchers, on the topic of counter radicalisation. At each round table, our focus was slightly different.

For the first event in Brussels, which took place on Friday 11 October 2019, the topic was *Approaching Best Practices: Civil Society and Youth Led Interventions and Campaigns*. Here, the experts informed us to be wary of the new trend of disinformation that is rising, and to focus campaigns on local communities, especially with girls and young women.

Our second round table in London, on Monday 25 November 2019, focused on *Online CVE: Looking for an impact*. This discussion highlighted the importance of measurements, be it with the right audience, long term measurements or short term measurements of a campaign.

Our final round table was in The Hague, and occurred on Thursday 28 November. The focus was once again on *Civil Society and Youth Led Campaigns*, however this round table discussed *Working Towards Social Inclusion*. An important takeaway from this event was the need to build up youth led campaigns, through providing agency and flexibility for youth and taking a step back to allow them to communicate with each other by themselves.

The outcomes and key takeaways from the round tables have been referred to throughout this report. They helped to identify the necessary components for formulating a successful, effective and impactful campaign, and as such, were vital when producing the conclusions and recommendations at the end of this report.



BRUSSELS

Friday 11 October 2019

Approaching Best Practices: Civil Society and Youth Led Interventions and Campaigns

The key takeaways reported here is the result of a two hour round table event held in Brussels on Friday 11th October 2019. The round table topic was Approaching Best Practices: Civil Society and Youth Led Interventions and Campaigns. There were 9 experts present, from 6 different organisations: RNTC, ICCT, ESCN, European Commission Foyer vwz, and Twitter. The round table had three main discussion points: narratives on the rise and CVE trends, case studies and best practices, and finally, how to measure a successful campaign.

1. Focus on all types of extremism

The experts agreed that CVE tends to focus on one particular type of extremism at a time. In previous years, there was high focus on Islamist extremism, with the rise of ISIS, and right wing extremism was ignored. However, now, the pendulum has swung the other way, and there is currently a greater focus on right wing extremism, with less focus on Islamist extremism. One cannot take prevalence over the other merely because it is on the rise. The experts are apprehensive that governments and organisations are avoiding one threat to focus on the other because of the rising trend. As far-right nationalism rises, the threat of Islamist extremism still occurs. We need to make the time to focus on both.

2. Disinformation is on the rise, as is left wing extremism

Globally, we are also seeing a new trend rising that occurs before radicalisation, but can lead into and up to it. This rising new trend is disinformation. Polarisation creates the conditions for radicalisation and disinformation creates the conditions for polarisation. As such, the connection between the three is vital. However, disinformation does not have to be directly linked to either Islamist extremism or right wing extremism, it can be more general, and still cause extreme problems in society.

Climate change activism and left wing extremism also seems to be on the rise; the experts do not think it is something to worry about, however would advise constantly looking to the future as trends are always changing.

3. Grassroots campaigns are focusing on local communities

In terms of grassroots campaigns, there is a new level of focus as they get further insights into what is successful and impactful. The experts present who are involved in grassroots campaigns are no longer working on how to create a counter narrative, especially for far-right extremists. They are instead now focusing on local communities, specifically working with, and on campaigns for, girls and young women.

4. Measuring success can be difficult, but there can be good opportunities to do so effectively

Measuring success is always made easier if you begin with a baseline. However, this is not always possible to achieve, and without one, measuring success can be extremely difficult. Measuring reach or engagement rate is always a possibility, but you do not know if who you have reached or engaged with are the right people. You need to look at the impact instead.

When working with youth, it is often possible to have a more open and candid discussion with them, in comparison to what you would have for M&E. Use this opportunity to find more genuine measures of success through qualitative understanding. Youth are able to use an outside perspective to be frank about what was successful.

In order to capture the learning in a campaign process, use of quantitative data is a must, looking at before and after the campaign. Or, using a pre and post set of questions to collect qualitative data; looking at people's will, confidence and capacity on understanding and addressing an issue. Pre and post questions that stay the same can provide insights into whether you are talking to the right people. This enables development and progression.

Success should not always be considered an end goal, rather, it is a process. It is understanding something better. Failure is still valuable as long as there is an understand of why. Therefore, one must attempt to measure both the successes and failures of a campaign.

Discussing case studies helped the experts formulate a number of best practices, laid out below:

- Through training journalists and editors from media outlets, different approaches to how they report when there are terrorist attacks, are being developed. What is shown to be vital is that there needs to be more of a victim centred approach for the media to take, rather than for the focus to be on the perpetrator.
- It is important to know what the latest technology and applications are that youth are using. Small scale organisations often do not have the knowledge of how to communicate effectively using different and new platforms, so they may only use Facebook because they are used to it. However if their target audience is youth, using Facebook will not be effective, therefore they need training to be given the options of newer, more up-to-date platforms.
- It is also important to find an approach for keeping up-to-date offline as well, which can be harder than doing so online. The experts suggest having people on the ground to advise you.
- Understand and accept failure. It teaches you to be better in the future and can help you learn who your target audience really is. The processes you have used will help for next time.
- Developing an agnostic approach that can be applied to a range of different topics, as RNTC is doing, is the right way forward. Being agnostic is smart as it gives you a strategic view.

LONDON

Monday 25 November 2019

Online CVE: Looking for an impact

The key takeaways reported here are the result of a two and a half hour round table event held in London on Monday 25th November 2019. The round table topic was Online CVE: Looking For An Impact. There were 17 different experts present, from 10 different organisations: Albany Associates, Arab Weekly, UK Home Office, ISD, M&C Saatchi, Media Diversity Institute, RNTC, Shout Out UK, TechSoup and Tony Blair Institute for Global Change. The round table had two main discussion points: online case studies, looking at the successful, unsuccessful and how to measure them, and analysing IT tools in order to use tech for impact. Highlighted immediately during the round table was that the measurement of CVE has always been difficult due to the difficult nature of the topic.

1. Measuring the right audience

RNTC believe that finding your target audience is the first step to building a successful campaign. However, it can be difficult to measure engagement and ensure that your target audience has been reached. Often, the proportion of the audience who are the most vocal may not be representative of everyone else. It is also difficult to measure if the views garnered on a video have reached the target audience, or if the message of the video has been received. One suggestion to help distinguish if your target audience has been reached is by translating the online campaign into an offline one. An example of this can be seen by Shout Out UK's campaign encouraging individuals, through a music video, to register to vote. Although they cannot tell if viewers have registered, Shout Out encouraged them to take a screenshot of their registration and send it to them in order to be given free tickets to a concert.

2. Long term measurement is essential

It was widely agreed that long term measures and a long term solution within campaigning is necessary. Some possibilities discussed included campaigns encouraging young people to vote now so as to create a habit out of voting and to make it the norm, teaching political discussions in schools throughout the year rather than only around election time, and finally, building resilience. Examples of building resilience were shown in Shout Out UK's year-long school programme and the Home Office's involvement in the Strengthening Resilience programme, which aims to build resilience for young people with intensive engagement over a long term project.

Evaluations should not only be taken immediately after a campaign or programme, they should also be done one or two months after. An evaluation can fall flat by doing it immediately after as the wave of enthusiasm is still there. Evaluation will be more beneficial if one values

the long term and successfully builds it into the costs. Funders must also accept the necessity of this, and the mindset of only spending 10% of the budget on evaluation must be shifted. Evaluations can also take the form of open-mindedness and outcome harvesting.

3. Immediate measurement tools can also be useful

One cheaper and faster evaluation method can be to have individuals complete surveys online, such as Survey Monkey, instead of paper surveys. This is dependent on your audience and what you are surveying however, as it can be difficult to convince individuals to complete the survey afterwards, and results can be skewed by post training enthusiasm. If the survey is essential in order for students to become accredited on a course, for example, then it can be a beneficial method of evaluation that will also make the evaluator's job far easier. If your target audience is a younger generation, using an online form of evaluation may be more appealing to them, especially if they can access it directly from their phones.

4. Troll farms, bot nets and toxicity should be considered

It is clear that stories can be boosted because of bots, and they can be the source of toxicity, however there are also troll farms, many of which are based in Russia. These troll farms have workers with several Twitter accounts whose jobs are to stoke debates. When looking at the Gillette 'The Best Men Can Be' advert, there were two sides of the debate online, one positive and the other extremely toxic. However, a lot of the tweets from the toxic side stoking the debate were just from troll farms. This makes it very difficult to know how much of the toxicity is actually real, or whether it is just from trolls or bots.

5. Collaborate to drive impact

More collaboration is needed where possible, especially in terms of big data. Collaborations can happen indirectly, by sending research and findings to universities and research centres. It is just a matter of making sure findings are reaching the right people and have a wider audience. It would be beneficial to have a central place for this. NGOs need to reach out to research institutes to find the data they need, or approach universities to have PHD and Master students assist with their research.

Funders should try to link organisations that they are working with together and provide more communication. As many funders know the broad landscape quite well, they should be aware of the data that is around the topic they are funding, so as to initiate more of a conversation.

6. Use influencers to increase impact

Using influencers or role models is a core part of campaigns. When choosing them however, they must be not only impressive, but also attainable for the audience themselves. The focus of the audiences aspirational level must not be too high, and the role models must be relatable to the context of the audiences own lives. A basic, human story, with a human face, can be the most beneficial, where the audience is shown how to get onto the next rung of the ladder, rather than all the way to the finish line.

THE HAGUE

Thursday 28 November 2019

Civil Society and Youth Led Campaigns: Working Towards Social Inclusion

The key takeaways reported here are the result of a two and a half hour round table event held in The Hague on Thursday 28th November 2019. The round table topic was Civil Society and Youth Led Campaigns: Working Towards Social Inclusion. There were 14 different experts present, from 10 different organisations: Anne Frank House, Dare to be Grey, Diversion, Human Security Collective, Justice and Peace, City of Mechelen Department of Prevention and Public Security, RNTC, TechSoup, The Global Connection and The Netherlands Helsinki Committee. The round table had three main discussion points: case studies, looking at the successful, unsuccessful and how to measure them; skills and how to use them to build an impactful campaign; and finally, how to bridge the gap between online and offline.

1. Flexibility is vital

In order to give young people better tools in how to put campaigns in place, you need to allow flexibility, especially if they are the ones that are on the ground. Young people need to know that they are allowed to change something if it has not worked out how you intended. You should be comfortable with allowing them to use anything that will work in the local context. This can also link to the donor, as having a flexible donor is helpful. You need to have the flexibility to rethink your research question and your baseline as well. As proposals can be written one or two years in advance, they can become very outdated once the projects are finally implemented. Flexibility is therefore vital to change them during the implementation stage.

2. Agency is also necessary

Alongside flexibility, it is also important to give young people the platform to campaign on the things they are most concerned about, with agency. They need to feel empowered and that they can solve their own concerns more. Youth want to be taken seriously, and in order to take their campaigns further you need to show them that they do, indeed, have agency. If you can open up the channels for youth to influence, the sense of agency will give a meaningful impact. If you have the channels and the contacts, you need to bring this platform to the youth.

3. Long term impact

Leading on from agency, showing youth that as a result of their participation and their agency you have made certain changes in the long term, will increase participation. Providing a long term impact for a campaign can motivate those involved. It can also be much more effective to partner with people who have already started something themselves and then help with training and take what is already established to be something bigger and greater.

4. Useful skills for youth led campaigns

Creativity skills are often missed out on being discussed. A good idea for a campaign without a good narrative or design is going to be a flat campaign from the beginning. By highlighting the need for creative skills, you can expand the community who would be involved in the campaign. Although it is great they make use of social media so well, youth also need skills to balance campaigns with conversations in person. Programmatic skills are also necessary for an impactful campaign. With a light touch theory of change, you can help provide youth with the skills to envisage their long term gain.

5. Changing the name of the topic away from radicalisation can be more effective

Rather than specifying the topic as radicalisation, a more effective way for the youth to learn is to work on a topic that they are genuinely interested in, as often youth do not want to talk about radicalisation as the topic. It may be necessary for you to make the link between the topic the youth are interested in, and the topic that the donor wanted the project to be on.

6. Take a step back

Campaigning on Instagram can be difficult because youth use it so differently compared to older generations, even those that are only a few years older. However, the youth are able to communicate between each other just fine using Instagram, so it may be a good idea to take a step back and put trust in them. If you are not relevant, then you don't need to intervene. By giving youth the money and the skills necessary, you allow them to communicate with each other by themselves.

7. Bridging the gap between online and offline should come naturally, depending on audience

We tend to overthink the issue of bridging the gap between online and offline campaigning, and should instead let it come naturally. Online and offline can be drivers of each other, going hand in hand, where you provide campaigners with the skills to combine the two. However, you need clear ideas of what to use them for as it depends with whom you are engaging. In places where online accessibility is not as easily available, the bridge between the two will not be as natural.

Quick advice to young campaigners:

- Start with a target audience.
- Start with yourself, looking at what your own skills are.
- Try different things and see what works.
- Connect to something that is close to you.
- Test your assumptions and conduct mini research in your community.
- Look at what it is that you really want and what you want to contribute to.
- Set realistic targets.
- Have confidence in yourself.
- Engage with peers and consider your target audience, but don't enclose yourself in a bubble.
- Be passionate about your campaign.
- Think big, but be realistic.
- Talk to people who don't agree with you.
- Be persistent and don't give up after the first problem.

CONCLUSION AND RECOMMENDATIONS

This report has looked at the approach campaigns have taken to counter radicalisation, followed by what the industry has learnt, through the resources, toolkits and round tables. We have looked at what has worked, what has not, and why. As such, we have formulated our own conclusions and recommendations for what is necessary to create a successful, effective and impactful campaign.

Although the [RAN GAMMA+ Model](#) has the necessary elements for creating a successful campaign, we believe they place these elements in the wrong order, thus it is not as valuable as it seems. We found that it was better to organise the model more systematically so that it leads to the building of stronger campaigns and provides a better pathway for organisations to follow.

The research in this report has shown that **target audience** is vital, and the understanding of it is essential, therefore it is the element we recommend starting with when building a campaign.

Leading on from target audience, we recommend looking at who **influences** your target audience. Using influencers and role models will help build your campaign and target the correct audience.

This is followed by defining a clear **aim** of your campaign. Campaigns should always aim to reduce the temperature around certain topics, introduce open mindedness and critical thinking in order to reduce radicalisation. Campaigns with multiple aims will not be effective. We suggest that campaigns that aim to deradicalize will also not be effective, as they are incredibly niche and require one to one interventions. We recommend creating campaigns with an aim to reach a broader group of people, however all the while ensuring they are hyper-targeted or segmented into groups. It is also worthwhile to understand the different definitions of radicalisation, terrorism and activism in the context of each country. The limitations of this can affect the aim of your campaign.

We also highlight the importance of the **narrative**: a good understanding of the drivers, both push and pull factors and the radical narratives of the group being targeted, is also essential in creating an effective campaign. In looking at the difference between counter and alternative narratives, we previously found that counter narratives were a trend, and as such are more prevalent in the resources found in Chapter two. However this was the trend at a point where we did not have enough information on how to respond to threats. We would now recommend that using a positive alternative narrative would be more effective in creating a successful campaign.

The next step to ensure clarity in your campaign is the **goal** and **actions** of your campaign. Civil society may not always understand the size of a campaign, therefore it is necessary to break big pieces up into measurable and actionable chunks to make the campaign more doable. As such, goals and actions must be created, and clear roles must be assigned to the campaign and the campaign team.

A campaign must look at what the **risks** are; thinking about what could go wrong and how you can fix it is essential before you launch a campaign. For example, there could be the risk of bots and trolls attacking your campaign, or the risk of the media amplifying radicalisation and endangering the goals you set for your campaign. Strategies need to be put in place to prevent this or to fix it if it were to happen.

Clear **calls to action** are essential. These aim to create behavioural change, which is the central focus of every successful campaign. Calls to action should drive engagement both on and offline, as creating campaigns that are only there to pass knowledge may not be as successful. Creating an online campaign that has an offline call to action is effective.

Finally, we end with **measuring**. Measurement is essential but it must come with a baseline and an understanding of what is being measured from the get go and what success looks like. Both immediate measurement and engagement, as well as long term, are necessary to ensure a successful, effective and impactful campaign.

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TRAINING RESOURCES AND THE CURRENT STATE OF THINKING

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BRUSSELS ROUND TABLE MINUTES

Friday 11 October 2019

Approaching Best Practices: Civil Society and Youth Led Interventions and Campaigns

Attendees: Brandon Oelofse, Director at RNTC (**BO**); Silvia Caneva, Public Policy team at Twitter (**SC**); Widukind De Ridder, Foyer vzw (**WR**); Julie Coleman, Senior Research Fellow at ICCT (**JC**); Olivia Kearney, Research Assistant at ICCT (**OK**); Hugo MacPhearson, Advisor on Strategic Communications on CT at ESCN (**HM**); Heiko Kupper, Seconded National Expert at the European Commission (**HK**)

Moderator: Jordy Nijenhuis, Project Manager at RNTC (**JN**)

Minutes: Hannah Richter, Researcher at RNTC (**HR**)

JN: The goal of the RAGE project is to bridge the gap between research, online campaigns and grassroots action. Our first stage for the project is research: looking for industry standards, best practices and case studies, in which we try to link that to impact on the ground, offline and online campaigns. Afterwards, in trainings we will work with organisations in Poland, Greece and France, training young people to build their own campaigns. Following from this, we will measure their success and impact. The goal is to give the trainings to small NGOs to run them themselves. The project started in May this year.

Discussion 1:

Narratives on the rise and CVE trends

BO: There is an increasing focus on right wing extremism at the moment.

JC: People were extremely focused on ISIS before and ignored right wing extremism, however now the pendulum has swung the other way and there is less of a focus on ISIS now and more focus on right wing. This is an issue. The ICCT is apprehensive that people are avoiding one threat to focus on the other as it is the trend. As nationalism rises, the threat is still there on the other side.

HK: Germany has a strong experience with right wing extremism. There is a big rise of anti-Semitism however this hasn't been implemented into project work.

HM: It is a fairly well accepted opinion on radicalisation that one creates the conditions for the other. We are now talking about vulnerable communities over vulnerable

individuals. It is now looking at communities where we think there is the chance of polarisation rising. Disinformation is a new trend on our radar. Polarisation creates the conditions for radicalisation and disinformation creates conditions for polarisation. This is important to notice. This level hasn't been completely accepted however.

WR: Most Dutch speaking schools in Brussels are French speaking at home so that they can become bilingual. At Foyer, we work mostly with these schools, and the latest trends with regard to disinformation are no longer strictly connected to a jihadi trend, but are more general. For example, in science class we found students are often believing there are no atoms, that they just don't exist. We had a teacher estimate that 75% of students at these schools would say that 9/11 didn't happen. When it comes to the far right, in Belgium it is mostly institutionalised. It isn't even hidden anymore, it's on the surface. We don't even bother working on how to create a counter narrative for it. We are looking at traditional channels instead. Our chairman's book militant jihadism looks at focusing on local communities, and especially girls and young women. That's now the grassroots level that we are trying to focus on.

JN: It is easy to consider jihadi extremism as something foreign, as an external threat. How we approach far right extremism might not be at the same level. Widukind, do you find it is at the same level in schools here?

WR: Within the schools and different programmes set up since 1990s, since the rise of the far right, people have a fairly good idea of what's going on with them, so you are right, they aren't at the same level. They are more worried about what is happening underground. It's interesting to see the narratives in places like Kashmir instead, with disinformation especially

HM: The impact of a jihadi attack is much greater but its chances are lower, and vice versa for far right extremism. So it is easier to tackle the normalised discourse instead. You can have much more impact on discourse long before it becomes common. The more strategic it is the more powerful it can be.

BO: One of the big things that came out of Jihadi narratives in 2015/16/17 was that the only people communicating to young Muslims in Europe initially were ISIS. The aim of this programme is to produce campaigns where young people actually intervene into those conversa-

tions to change some of the dialogue. Twitter was really useful as they took down a lot of the narratives that they thought were violent, which limited the conversations. But it is now about providing alternatives. Who are providing the alternative narratives? What about alternative narratives to alt-right movements? Are they equally as powerful?

HM: If you are trying to shift narratives you should consider a baseline study so you have something to go back to and map your adjectives against. Using theory of change will help here. You need to use insights from the front line to give assumptions about the audience you will reach, so as to inform an agency to do it for you.

JN: We aren't actually running the campaigns ourselves, the young people we train get linked to experts to help build the campaigns, and then we get feedback about the impact of their campaigns so we can change the training materials. The local partners have strategic oversight, not us. We are empowering the youth to do it themselves. The local partners found the ambassadors of change themselves, its more on geographical basis in France, and in Greece it was looking for activists. In Poland they looked at schools and invited a group per school. We are looking at what kind of skills we can give in these trainings. We will only be giving a two day training. We will look at the impact after three to four months. The organisations are small and grassroots. They know their communities, which is how they found the ambassadors of change.

OK: It's great you're finding actors of change in the community, but people of that age group can be pretty harsh. To their own peers are they actually respected? You might be a great activist but to your peers they may really dislike you.

JN: In the end, the goal is to have materials ready for CSOs to use. We are giving the skills to the students for them to build effective campaign. We will measure if the trainings are effective and also see if the campaigns they build have an impact.

BO: Poland is looking at bullying, so a good metric is to see if bullying occurs before and then how much occurs after. I don't think it has been formalised into a baseline, but we aren't involved in that.

HM: You definitely need a baseline to build a good theory of change.

RNTC is looking at how the training has had impact, rather than specifically how the campaign has had an impact, but that will also be considered.

HM: CVE trainings worth bearing in mind is that CVE is often seen as a policy area, what is ignored are forces and factors that make it an issue, including media monitoring. Where does that play in? Where are people using it as a thing to justify what they are saying. Media monitoring is very helpful.

There is also a rapid case of tech change which can influence the environment and how people are considering the world. People are formulating an idea of themselves and how they fit the world. That interrelationship and narrative for a person is determined by lots of factors, specifically the rapid change of technological change. Encrypted platforms are now where people seem to be going. A person looking for answers and where they will find those answers is a huge thing to be considered, along with where that technology will be offered to them. There are bigger contexts to consider.

BO: We are trying to intervene early on. We aren't looking at the point where they've gone so far we are trying to pull them back, we are looking at early on where there are still doubts. We don't look at encrypted channels, we look at broader channels like Facebook and Twitter as they are more accessible to young people. We need to intervene where everyone has access to a message that is particularly dangerous.

WR: That's what we are doing as well. We mainly look at those who are still doubting. We can't talk people out if they are already about to leave to join ISIS. We don't have the capabilities to do more than that, so it's interesting to hear that RNTC is doing the same. The only other thing we did was have a shock video for the youth workers to show individuals who are really about to leave to join ISIS but that was it. Foyer let the youth workers take a room and just show the individuals, without saying anything themselves. They would never use the video in schools as it was far too out of line.

JN: That seems like Peer 2 Peer education we need. Good to know we are on the right track then.

WR: Another thing with the far right was how mainstream they made radicalising on social media.

SC: Twitter is part of the global inter-forum to counter terrorism. It is activated whenever there is an incident. We are in developments for an EU crisis protocol, but I don't have the data to commend this at the moment. The safety of the users on the platform is our key priority. Ensuring that people can express themselves freely and safely is crucial for us. We also offer trainings on media literacy and digital literacy and help NGOs to develop campaigns. In general, internet safety and media literacy is the pillar of our trainings.

HK: The EU crisis protocol is a result of Christchurch call to action. We are also interested in detection of the content, as it is mostly due to algorithms. What is the percentage of people working on technologies to remove problems like this?

SC: I can't say for sure.

HM: A colleague of mine has been trying to predict what issues we see that extremist groups together can be exploiting for radicalisation and recruitment, what are

the bandwagons they can jump on? We have started looking at the climate change movement, it is interesting to look at how that is being adopted, with generalisation identity and the far right movement starting to jump on this. They are starting to talk about the worlds resources being finite, then we are going to have to prioritise certain humans over others. The premise of the narrative is sort of okay, but the way that it is spoken about becomes very worrying. A lot of this stuff is complex and changing constantly. We need to check assumptions weekly because things can move very fast, especially with big things rising.

JN: There's discussion about extinction rebellion nearing radicalisation rather than just activism. Do you think climate change activism and left wing extremism is a blind spot?

HM: I don't think you need to worry, I just think you need to focus. What are the issues on the rise? You need to build this into your insights. There's no harm in looking to the future. Everything is a blind spot as it is always changing. How strategic can we be in our understanding of continuums and connections and the bigger picture?

BO: We are trying to develop an agnostic approach. This is the approach to becoming radicalised/polarised etc. that can be applied to a range of different topics. The process and ideologies remain the same about how to get to a radical ideology, its not with a specific focus that we are trying to train people so we can cover it all.

HM: We used to read books to find out about information, we now ask people online. Values are being fragmented into pockets. The information we all have access to is completely different. Being agnostic is smart as it gets you into a strategic view.

Discussion 2:

Case studies and best practices

HM: The case we have had a lot of success with was from the pilot version training youth workers in the Erbil Digital Workforce, which we are now doing again in Iraq. They took the ideas we gave them and produced campaigns including a tv series about the issues young people are facing dealing with radicalisation. The campaigns did well in their communities. This was a pilot study though so we didn't have a baseline. The main aim was to get discussions going and introduce alternatives to young people in the shut-down of parliament there, when there was a lot of uncertainty in the period. Over the last three years, RNTC as a training organisation has also been training media mentors on how to address radicalisation in the media. The course is aimed at people making media, teaching them not to amplify messages. Showing how the media can be more responsible and ethical in the way they approach terrorism, radical ideas etc. The course has been quite successful.

JC: We have a programme working with journalists and editors at traditional media outlets, looking at developing a different approach to how they report when there are terrorist attacks etc. with language that contribute to radicalisation. Need to be more focused on the victims rather than the perpetrator. The best practices highlighted are mainly from using a victim centre of approach.

WR: We develop offline campaigns. Last year we had 5000 pupils from primary to high school level. They come for two hours and we talk about social media, disinformation, conspiracy theories etc. it would be interesting for us to develop new tools in our media labs about what is going on outside of Belgium. Its important for us to look at Molenbeek specifically when teaching the students because it is what they are involved in themselves, but it would still be interesting for us to look at campaigns from outside of Molenbeek. We need an approach to keep it always up to date, we feel sometimes students already know a lot. Some of the stuff we are working with is constantly outdated. If you are working offline, then you have to have a lot of people around you to advise you and keep you up to date. Its harder to keep up to date offline than online.

HM: How can best practices help you? Is it the right question to ask? We can advise on the process, but how can the campaigns I could tell you about help you? You can't replicate a campaign from someone in the U.K. if it's not relevant to Poland.

JN: We are looking at communication strategies, as NGOs often struggle with online communications. We want to give good examples, looking at industry standards and communications from a meta perspective. We teach them to identify their target audience so they know what platform they need to use for their campaigns. This is step one. They then need to communicate on those platforms. It differs per campaign and per audience but its nice to give them examples.

BO: Is there another approach like the trojan horse approach that EXIT-Deutschland uses?

HM: That is a very targeted campaign on an identifiable audience. The different projects, doing different things in different countries, that RAGE is doing, is a different mindset to the self-identifiable Nazi group that EXIT targets. In Poland, even bullying, requires a forensic look and EXIT isn't relevant to the project. You could be talking to the victims, or the bullies to seed doubt, or sending another message to the rest of the class around the bystander effect. Those are three different campaign options within one problem you are describing. Case studies are fine but are they really going to help if what you need is a process about what you're talking about, who, what you will do, where?

JN: We just want to use examples to inspire them to develop things themselves. When it comes to best practices and case studies its nice to give them exam-

ples. Small scale organisations don't have the knowledge into how to communicate, so often they just go for Facebook because they are used to it, but that doesn't always make sense for their specific target or their campaign. We are trying to give them options to think about instead.

BO: Whose freely chosen behaviour do we want to target? We show examples to say look this is why this one worked, they found their target audience. What kind of components can you take for your own campaign?

JC: People think they need to reinvent the wheel rather than just building on something else. It sounds like you are building on, which is better. Its good to show best and worst practices.

BO: We are trying to get people to think critically and see what they can borrow instead.

HM: You do need to be careful about showing people in Poland campaigns like EXIT. Maybe don't show them CVE campaigns at all! You could just be talking about Nike and Reebok trying to sell trainers against each other. Show serious messages about behavioural change instead. Working backwards from this can help. Doing comms and CVE for people that are not prepared might not work. Conversations are good if you are rigorous in the process – how do you know the kids in your class that saw this video didn't go to Syria because of it? How do you test it?

You need to value failure, because you create a circular process. Accept that this is complex and changing. Listen, change, review, throughout the project. Putting in an iterative process means that even the most catastrophic campaign will show you where you have the chance next time to do more. Be cautious about running your project without thinking about the next phase. Put thinking into the next phase now. You will have a much clearer view for next time about what you want to do. My unit when I worked in the Home Office was always finding opportunities to put these iterative processes in place. We don't know our audience well enough and that's the failure always, we come with assumptions but are we brave enough to test them.

OK: You can always get marketing people to make your videos then! They know how to target audiences.

Discussion 3:

How to measure successful campaigns

JN: In an ideal world we always want to study everything and have baseline, but that doesn't always work. How can we implement evaluation processes and measures of success in small scale campaigns?

OK: You need to make sure you are not only measuring successes but also failures. Not just looking at who

a campaign might be successful for in terms of audience, but to which audience it might also fail for, despite being successful for another.

HM: It depends what your objective is. Your intention and objective will tell you whether you have met it. What is your objective? What behaviour are you trying to shift? Build a theory of change and have an idea of your key indicator performances, they don't need to be scary. Your key performance indicator can be an increase in the number of people who have a capacity in whatever your training is on. Key performance indicators work with your objectives, think about how to break it down.

JN: It's difficult to talk about key performance indicators with 15 year olds. How to define success is always difficult. When are you satisfied and how can you measure it?

JC: You can have a more open discussion with youth in comparison to what you would have for M&E. You have a more candid opportunity with 15 year olds in having more genuine measures of success. A more qualitative understanding, it's a great opportunity because of their youth and their outside perspective in being frank about what was successful.

BO: Easy success for youth is looking at likes and views. But how do we measure long term changes in points of views without interviews?

OK: Success isn't an end goal, it's a process. You have to change the path of this end goal. True success is measuring against different hardships youth might face. (BO disagreed as we need to limit what we identify as success). Looking at a video that prevents youth going to ISIS is great in preventing that, but what next?

HK: For example, we don't only fund project after project, we need a clear line of sustainability.

HM: It's an experiment, it all is. We get out there to reach an objective we have set that we broadly think is our objective. We can make assumptions, but all we are doing is testing those assumptions. It is a mindset helpful to put into the kids that there is not a right answer here. Tell us more about this problem that is complex and changing. It will be different to what you say now to the next week and the week after. That's all the home office in the UK has ever tried to do, to say try and if it doesn't work, then the processes you have used will help for next time.

BO: How do we capture that learning in the campaign process to make it something that influences the next? How do we capture the learnings of how we fucked up or how we did great?

HM: Using quantitative, figures and data, before and after. Or qualitative using a pre-set of questions and a post set of questions on peoples will, confidence and capac-

ity on understanding and addressing an issue. Have their responses become more or less before and after? Behaviour change is hard to measure unless you are selling something for money. Simply put it is just pre and post questions that don't change, which will tell you a huge amount about whether you are talking to the right people. This should create a need for you to go back in again and ask.

HK: You need to think about different funding procedures and how to implement that culture that making mistakes can still lead to better projects in the future. We need to develop and adapt the framework for that from funders.

BO: Do we need the kind of metrics in terms of views, or can we say how we measure this in another way?

HM: You can almost certainly measure reach. You don't necessarily know that who you have reached are the right people though. Then need to look at impact.

BO: We see a project as one thing with a small community. But if you keep on communicating, then your impact gets bigger. So we are measuring if this campaign could be really impactful if the community is bigger. Good measurement of views is good if you have a big community. But a campaign could still be successful with a much smaller reach. It is difficult to give people an indication of what success is when the same campaign in two different circumstances have different reaches. How do you show this?

HM: You have to buy in the expertise to measure it.

BO: On what level can we say it is a successful campaign?

JN: Looking at engagement rate is already better than reach.

HM: Objective is always good to build in. What you can measure in that understanding. Create a response from people, it needs context, it'll be different depending where. The impact becomes something harder to show – how do you know you have spoken to who you want? The only way to do it is to go and ask them! Ad campaign: conversations with people they think will buy their shoes, people we thought would buy them aren't the ones that bought them so then they will work out who will buy them next time. Campaigns for inspiration are ones that aren't CVE at all. How do you know? It mustn't be complex, you just need to ask. Success will always be what you set out to do in the first place. Not just doing something, its understanding it better. Then any failure is still valuable because you understand why. Failure is good!

BO: finished with the campaign example from ALS a few years ago: the ice bucket challenge raised enough money to find the cure for ALS.

LONDON ROUND TABLE MINUTES

Monday 25 November 2019

Online CVE: Looking for an impact

Attendees: Zaiky Manji (**ZM**), Albany Associates; Mamoon Alabbasi (**MA**), Arab Weekly; Louie Freeman-Basset (**LFB**), Miranda McHugh (**MM**) and Paul Harvey (**PH**), Home Office; Tim Hulse (**TH**) and Zuzanna Pogorzelska (**ZP**), ISD; Darren Brown (**DB**) and Dannielle Roberts (**DR**), M&C Saatchi; Lydia El-Khoury (**LEK**) and Nika Jelendorf (**NJ**), Media Diversity Institute; Brandon Oelofse (**BO**), RNTC; Matteo Bergamini (**MB**), Shout Out UK; Aaron Mizak (**AM**), TechSoup; Ilirjana Lawbajo (**IL**), Tony Blair Institute for Global Change.

Moderator: Jordy Nijenhuis (**JN**) and Hannah Richter (**HR**), RNTC

Minutes: Hannah Richter, Researcher at RNTC (**HR**)

Introductions

Media Diversity Institute: They have been working in the UK for the last 20 years, and have since moved into social media and hate speech. One of their biggest projects is called Get The Trolls Out, working on religious hate speech on anti-Semitism and islamophobia in 6 countries. They also work on other campaigns, counter-narratives and memes.

Home Office (RICU – Research Information and Communications Unit): They work on campaigns on extremism and want to learn more about accurate measurement and tools available. They support campaign teams with research and help with evaluation and monitoring, engaging with research providers. They find a challenge in measuring znegative and also proving the campaigns they are running are doing something useful.

M&C Saatchi: Working with the Home Office, with a focus on CVE. One project was the building stronger Britain together programme. Also getting involved in counter-terrorism side as well and looking at the evaluation of them. Defence sectors: social and behavioural change, advocacy and public diplomacy and research and insight.

Arab Weekly: Deals with 24 countries in the Middle East and Africa.

ISD: M&E team, also looks at online monitoring. Research project with Microsoft to do with radicalisation and gaming, citizen project with schools throughout the UK.

Shout Out UK: Youth news network trying to get young people involved in politics. Most of the work is around schools and colleges running media literacy classes. Young people run campaigns and promote their voice through their programmes. They have voter registration drives throughout

the UK currently. New music medium they are working with.

Albany Associates: Government and external relations. They are looking at new geographical areas to break into. Countering disinformation and CVE mainly in Africa.

Tony Blair Institute for Global Change: Research and education programme. Helping build skills for resilience with teachers and students. They bring together young people to prepare them for digital citizenship and then bring it out into the real world. Completed research with Exeter university to measure the open mindedness of people.

Discussion 1:

Online case studies: successful, unsuccessful, and how to measure them.

HR: Would anyone like to start off by explaining a campaign they have run, that was either successful or unsuccessful, and why?

JN: I ran a campaign once in which I tried to use the same techniques fake campaigns used, with click bait-like, outrageous headlines to give information about disinformation and fake news. It didn't work, and in the end, we just shared bad headlines that people read. For example, after the Brexit referendum, we had a headline that said 'is big ben really going to move to Brussels because of Brexit' and people believed it!

MB: It's still early days but we have managed to get our new song, which we did with the English rapper, Drill Minister, onto Mixtape Madness's YouTube channel. We got 27,000 hits within the first 24 hours of it being live. People in the comments seemed to engage with it because they found politics to be boring and they wanted to see more interesting techniques like this. We want to do more of this in the future because of how much engagement it's had in such a short amount of time. We tried to show that Drill could be a force for good. We would never have been engaged with marginalised youth if we hadn't partnered with him.

DB: Would a campaign like this be signed off by the client because it's so new?

PH: In our area, using influencers is a core part of the campaigns, whether they are youtubers or somewhere else online. It's interesting to look at anything like grime or rap, it's all political really!

MB: There is often a disconnect between what they are rapping about and the fact that its actually political. The project was funded by the Joseph Rowntree Foundation. People who heard the track and engaged with

Drill are now trying to use their own voice, the video gave them a voice when they previously felt voiceless. If these people can see they have all the ways to change society and that they do actually have a voice, this can help prevent radicalisation. We are doing an impact report next week and I will share it with you.

DR: What measures will you be using? There can be inconsistencies in using certain measures.

PH: You will be specifically looking at if we have had an impact in voter registration I assume? The number of hits is a positive of course, but is it positive engagement? How do you know? You can count how many people look at your video but is it sending them off in a positive path and engaging them how you intended?

MB: The YouTube channel we are working with, Mixtape Madness, are going to help us analyse the comments and track where the video has been shared. We also have a link to our website which then people go to register to vote. If the people do register, then they can send us a screenshot showing they have done it and they will get a free ticket to go and see Drill live.

PH: How does it work with your funders?

MB: Testing projects that will help in democracy. With us, they are looking at how many people register to vote, we need to register 15,000 people by tomorrow, and we are well on our way to doing that. That was the main target for the funder, but it was sort of a test in the waters.

LFB: It will be interesting to see if this triggers something else, sowing the seeds of something new, which is harder to measure but definitely interesting to see if it'll have a more organic reach in their community.

MB: We started putting out teasers online, and we got rappers getting in touch with us and that led to one rapper featuring on the track. So that was all organic, just from showing what we were doing.

DR: We often struggle with engagement. In terms of the proportion of your audience, those who are vocal may not actually be representative of everyone. How do you deal with this?

MB: We all know those who scream the loudest are the ones who have the most extreme voices. We are trying to 'top up' the online engagement with this concert that we are doing with Drill, where we will also have a panel discussion and some other things to talk about.

DR: You talk about registering people to vote, but do you care what people vote for? To what extent do we want to influence who they are voting for?

MB: We have to stay apolitical. For us it is more about voting than anything else. For young people in general, they are nihilistic in the sense that they think all politicians don't

care, but then when they see the parties who are dealing with their (usually moderate) issues, they tend to vote for moderate parties, rather than radical. For the majority of people, it isn't about extremism, they are just extreme in thinking that they don't have a voice or that politicians don't care. But this is what we are working on.

IL: We need to be able to support someone long term through campaigns in schools, for example, so they are more aware of how they engage online. Campaigns need to be followed by longer term measures so that they don't vote for extreme parties. This is a limitation of campaigns currently, but it pushes us to think in long terms.

DR: If people begin to vote now, at a young age, we can make it the norm for them.

MB: Having political discussions in schools is great, but it's always just around elections. It needs to happen throughout the year. We need to show that you have a voice. They feel massively hard done by the system and they think the only way they can create change is by joining radical groups. We are showing them that you can campaign to do something to change it. The aim isn't just around elections but what to do the whole year round.

BO: How did you get the number of 15,000 as success for registering?

MB: That was just the figure that the funder gave us really, we did discuss it in more detail though.

BO: The biggest issue for us is how to know what a successful metric is. What is a success? 6% of target audience? Or is it something else? How do you benchmark your success? Do these answers exist in this field?

DR: Benchmark comes up all the time. We have to be careful comparing things. We have started looking at our internal benchmarks because there hasn't been a lot out there. We are quite surprised sometimes by the levels we get, for example the Britain Helps campaign, designed to showcase the work that the British government does to help largely Muslim communities abroad, and to counteract the thinking that all Britain does is go in and start wars. They look at educational pieces and support for refugees. Its targeted at the Muslim diaspora in the UK who may have family still in those countries. It came to us two years ago and it had never been evaluated. We did a large online study and we had a 50% recognition rate among the Muslim communities. But then we faced challenges questioning if people remember your campaign or just something quite similar? There's a lot of noise going on with similar things, which is good in some ways, but it makes it difficult to pick and establish what is good. Is this 50% recognition good? Compared to commercial campaigns it seems so! You get into the challenges of longer-term impact as well, how is this fitting with it? It is hard to measure in the long term and difficult to pin down in the bigger picture. It's also difficult to budget for evaluation. You

can't justify a huge budget for evaluation if you don't have much to spend on the campaign.

PH: That's a mindset we should shift! Spending a small amount will only get you so far, and unless we invest in following these audiences longer term then you won't get far. Longer term, you won't be able to do much.

MA: How many NGOs and government organisations take external evaluators? Surely everyone just ends up patting themselves on the back?

PH: We have M&C Saatchi and we have a research partner, they are completely independent from us and from each other.

MA: What if something attracts people in the bubble already? How do you show that you've targeted new people?

LEK: Even if it is reinforcing, you need to reinforce a bubble, but it is a problem. Traditional M&E aren't up to speed on social media which is also a problem. Getting into the mindset of a millennial is also hard for an evaluator if they aren't in that mindset themselves! We do a lot of focus groups with millennials, so they are our evaluators. We don't just say show them memes and images, but then we also say okay now what would you do? It's easy to be critical if you aren't put in a position of doing it yourself. A campaign we worked on called Game of Trolls (launched during the Game of Thrones final season) got 3.5 million engagements, but we also got horrific engagement. Comments had to be deleted a lot. We switched off men and stopped targeted them. Men only saw it through women who had liked it. Women were more appreciative of it, and then the men who came in through the women were more positive and it managed to de-toxify it. But what do we do with this information? We can't create two types of campaigns because of this.

PH: Moderates get put off when its aggressive, so I'm not surprised.

LEK: Men were less aggressive when they came in through a female friend.

DR: Probably different men/different echo chamber that it ended up targeting then. So, are we reaching the people we need to?

PH: You probably do want to get rid of the small minority hard to chat to in this, but this aggressive group may not be part of MDI model anyway. Interesting tactic to just get rid of this section though.

LEK: Does anyone know how to identify bots and how to see who are bots?

MA: There are researchers who look into these things, showing how a story is boosted because of bots. I can find the names of them.

LEK: Would be interesting to see how much toxicity comes from them.

MA: Lots of having one country target another. You can find when a certain twitter account was created and then is inactive until around an election time.

MB: Some aren't even bots! They interviewed workers in troll farms (predominantly Russia) where they will have several accounts and their whole jobs were to stoke debates. They managed to get two groups to organise protests against each other, but the organisers were in Russia when the protests were in America. The Gillette advert, you could click on two different hashtags, one would be really positive and the other one was extremely toxic. A lot of the tweets from the toxic side stoking the debate was actually just from troll farms. How much of the toxicity is actually real then? It's so hard to know.

LFB: It gets to a key point that there are so many tools to measure, but you really need something to be concrete otherwise you are just testing anything.

PH: The aim and objective really needs to be tangible. You need to create a logic model.

BO: Is there a gold standard? Which campaign can we look at as a positive campaign for our standard?

PH: I don't know the answer to that one!

DR: There isn't a behavioural measure unless you go back 25 years to interview people really. I would be interested to hear about attitudinal measures.

MA: Working backwards, with a convicted extremist, you go back and see how they got here, go backwards!

PH: There's lots of research about how people have been radicalised and what we learn from their journeys.

DR: Lots of academics as well interested in this. There's lots of diversity in the people that go the whole way and commit atrocities, it isn't straightforward. Lots of research about vulnerabilities and types of vulnerabilities where someone is more or less likely to be drawn into certain narratives. A sense of belonging. Something linking to this is quite important in terms of these narratives offering that when they don't find it in other places, but the reasons they don't find it is varied.

IL: Language looking at machine learning. We evaluate the use of language over the course of a year, there are pros and cons but at the beginning you agree with certain words. I am not aware that someone is totally radicalised only online, it is offline as well. I still believe the long-term solution is our safest bet.

PH: We are involved in a project called strengthening resilience, which aims to build resilience for young people

with intensive engagement and main objective is just to build resilience. Various resilience measurement scales. You won't see a shift in resilience in the short term though! It has to involve a long-term project. The process of engaging together and battling through in a community, this small problem and process of doing something will give them skills of challenging and working together. It needs to be hard, as that's the way resilience builds.

MB: Most of our work is online, with a year-long programme in schools. In unit 2 of this programme, the students set up a student union in schools. You need something alongside it, message, training and activity. The pick-up rate has been incredible. Students that have been the most isolated have been the most engaged in the union. Simple stuff such as recycling in school, allows them to have a voice. At the end of the programme each student stands up to say something they feel passionate about. This build resilience as well. The point is to give them the platform, have a sense of pride with their parents and carers there as well.

LEK: Is parental engagement an issue?

MB: It can be! Some parents are nervous when they hear of political/media literacy. It normally calms them though when they see their kid standing on stage and once they meet us as facilitators and the teachers as well, and seeing what their kid can achieve really helps. Once you have that initial event it does calm parents down.

LEK: I could imagine parental engagement could be the long-term gain here!

ZM: We had a programme in Tunis funding a CSO there where internet penetration is poor outside the capital. It was all about giving them the voices themselves, through rap, art, dance. They brought about 400 kids across the country together in order to create a youth network of people who would push that incremental change and become CSOs themselves. Is there a difference in the Home Office side in UK where the internet is used for different things?

PH: There's less long-term cohort, small scale work that happens, with the funding thought process behind it. The international stage is different due to funding differences.

ZM: The fundamental way to improve resilience involves vulnerability. Trying to bring them all together and show they are all important and being cared for.

TH: What was the focus of the evaluation?

ZM: Looking at physical engagement of people, each rep had to recruit 30 friends to be actively engaged. We were also looking at counter narratives. A guy set up a Deliveroo type thing, showing that you can do things yourself with just a bit of motivation. In terms of the evaluation I'm not sure specifically.

TH: At least you then have at least those 30 friends they've brought.

Discussion 2

IT tools: using tech for impact.

HR: How can you use IT tools to measure and evaluate without crazy budgets?

MB: One of the things we found that has saved some of our budget and mental state is that when we went into schools, we used to get teachers to print out pre and post surveys and then send them to us. Now we have started using Survey Monkey instead. It's very basic but it helps in terms of not having someone input by hand.

TH: Did you not find a massive drop off in number of people to complete the surveys? They don't all have iPads or computers to get on, so our response rate dropped by about 70%!

MB: At individual workshops we do use paper surveys, but on top of that we need our students to finish the survey in order to become accredited. We also used Mentimeter which is interactive slideshows that's done via their phones and can glean data from it during the workshop. For us, only surveys work because they have to do it to be accredited. We don't use open ended questions. For Gen Z they do everything on their phones anyway so it's pretty easy to get them to do it straight away. For the kids it wasn't too much of an issue, for the teachers we had more pushback in terms of technology. Teachers go into crisis when you say its online! We are measuring pre and post political and media literacy levels. How confident they are speaking in public, to their friends, parents.

BO: We are currently engaged in a baseline with surveys, looking at political polarisation in the Kyrgyzstan region. What we have found is that there are huge amounts of drop-outs because it is a controversial topic and they are scared what is going to happen when they input their data in the surveys. It skewed our baseline a bit. We aren't trying to deradicalize anyone, but bring people to a more neutral and open minded space. We are looking at sentiment analysis, can we track how people's conversations change. I worry about survey tools because if you ask hard hitting questions, they disappear. It's hard to measure after a month or two especially.

PH: You need to go back to the school a month later to evaluate again. Evaluation falls flat because you do it immediately after, when the wave of enthusiasm is still there. You need to value the long term, pushing it and building it into our costs.

TH: It is largely a problem with the donor cycle as well. Are we doing our evaluations for the donor or to see if these programmes actually work?

LEK: The European Commission looks more long term than the UK government do when looking at funding.

DR: A lot more pragmatism required sometimes. Clients often are challenged by the idea of keeping it short, it's better to have shorter surveys but they don't understand this. Using proxies may not be as good as the direct question, but at least it might help keep us on board.

PH: You need to look at publicly available data as well! Great for Matteo and Shout Out to look at after the election to see where they worked and if voters turned out and the demographic. The challenge of having systems that draws on data, is that things can get sophisticated if you have enough time. Maybe the EU could look at creating bigger systems.

BO: It is valuable to focus what we're looking at in a campaign. What is a good list of criteria to have in your campaigns to make it a success? I like that we move from online to offline through something to exchange in real life, like the concert that Shout Out is doing, but what else can we measure as a success for these campaigns? How do you measure this over time?

MB: From a civil society background, often we are so buried in our own work that we forget what is going on around. It will be rare to do a project where nobody has done something in that space already. Someone will already have done something similar and have some data. It would be beneficial for funders to be aware of the data that is around this topic. Funders should try to link people up and provide more communication. It would be great to have more of a conversation as the funders know the landscape more.

PH: There is a big data science problem! There is data everywhere, but you need the technicality and skills to pull it all together, which is beyond the reach of the vast majority of civil society foundations. In RICU we are trying to build systems with data scientists, looking at how to use tech tools.

TH: We are currently working with CASM (in conjunction with Demos). The tool is like a hate mapper, which works on twitter, scooping up hate speech in a certain geo located area, looking at the borough level and the nature of hate speech from one borough to the next. With something like that you can see if its having an effect over a longer time in a specific borough. In the longer term this allows comparison groups in other boroughs. There's definitely room for tech tools in this space but they aren't cheap.

DR: It is a young industry in terms of using social media data. There are limitations within how you analyse it, for example, sarcasm in the UK. Everyone wants to keep their own IP. We need more collaboration where possible.

IL: Another thing is size of the campaign, and limiting the project to a certain geographical area, but how do you measure a campaign when it's an international

campaign? In Asia, they use WhatsApp everywhere, so we need to adjust to deliver information across the platforms specifically that they use.

LFB: We are spoilt for choice but then we don't know what to choose to do.

MA: You can collaborate indirectly, by sending research and findings to universities and research centres etc. Just make sure your findings are reaching the right people. We need a central place for somewhere to go and to ask. Once you have this central place, then they can disseminate it to the media.

AM: One of the first things I encourage is to reach out to research institutes to find what data you need. The NGO sector needs to do a better job as no one is an expert on this topic and we need to build on it. If we have data to share, then we need to collaborate it.

MA: We need to make sure to get findings out to a wider audience!

MB: We ran a project with Goldsmiths university around young people's understanding of the Human Rights Act. Goldsmiths provided the research and they secured funding for that themselves. Academics are plugged into lots of pots of money that if you go into a partnership with them, they are able to get it.

IL: PHD students are also a great starting point. If you have the data, they will be interested to attach their own projects through a partnership.

PH: Master students are also good on a shorter-term basis.

BO: We are doing something similar in Iraq with PHD students helping with the research.

DR: If you can provide a purpose for the research they are doing, you don't necessarily need to give them money as they can find funders.

IL: What does a partnership with a big tech company like Facebook or Google do and help?

TH: The big data aspect of what we were doing with Google was removed, it was more just educational. With Facebook, its more about youth capacity building and can give them advertising credit. Beyond the advertising credit we don't get much support.

NJ: It's a long process trying to get ad credits from Facebook, it can take up to 4 weeks. It doesn't leave room for anything that is responsive. Facebook updated this at the same time as they said you need to be registered to do anything on social issues, including basic media literacy. They are scaling down massively in terms of what they are funding with CSOs.

TH: We haven't been affected by this change too much yet, but our projects with Facebook aren't that large.

LEK: Ours aren't large either but we were just wondering how others have done it as a small amount of money can have a big difference.

JN: We just aren't registered so we can still post whatever.

BO: What is one of your golden rules when focusing on campaigns? What should we not be forgetting?

DR: One of the big things we have seen is pitching at the right level for the audience, in local campaigns and aspirational stuff making young people feel like they can do it. But sometimes we go too high in the aspiration. When you are choosing role models you have to think what they find impressive AND attainable for themselves.

PH: Aspirations are our notions as detached grown-ups from different backgrounds. We need to make sure we focus on the audience's aspirational level. Youth driven campaign and ownership needs balance in the delivery, nudging it in the right direction rather than micro-managing.

DR: Tools you give them are important as well. We are asking about topics we have spent years talking about, we need to be more realistic about the questions we have asked and relate them in a context to their own lives.

IL: Keeping it human, so there is a human story in the campaign is very important. Very basic, keep it human, with a human face. Encourage them to take the steps which may not be easy but show them the steps to get there as this will have a positive impact.

DR: Relates to attainability point, show them the path they can take. Need to look at incremental steps, looking at how to get on the next rung of the ladder instead of the finish line.

PH: First step is civic engagement, that's the seed. Maybe we are very ambitious in our aims. Being confident in our ability and clear about the level we are working to helps.

DR: Wanting to make 'ambassadors for our community' is a pretty scary concept. National Citizen Service is a government backed scheme for young people 14-16 that do a summer programme with training around critical thinking etc, engaging with people from different parts of the community/backgrounds/race. They have to do a social impact project together. The kind of projects they are doing aren't 'oh wow you're going to change the world', but more like going out and giving care kits to homeless people. The framework of support is also really great as they have mentors. It has a very significant impact, but it's also short term as its only for one summer.

THE HAGUE ROUND TABLE MINUTES

Thursday 28 November 2019

Civil Society and Youth Led Campaigns: Working Towards Social Inclusion

Attendees: Romée Mulder (**RM**), Anne Frank House; Edwin van de Scheur (**ES**), Dare to be Grey; Luuc Brans (**LB**), Diversion; Jeanne Abdulla (**JAb**), Human Security Collective; Christina Triantafyllidi (**CT**) and Aisha North (**AN**), Justice and Peace; Simon Huybrechts (**SH**), Mechelen; Brandon Oelofse (**BO**), RNTC; Janet Anderson (**JAn**), RNTC Trainer; Denis Siljak (**DS**), TechSoup; Bibi van Ginkel (**BG**), The Global Connection; Kirsten Meersschaert (**KM**), The Netherlands Helsinki Committee.

Moderator: Hannah Richter (**HR**) and Jordy Nijenhuis (**JN**), RNTC.

Minutes: Hannah Richter, Researcher at RNTC (**HR**)

Introductions

Anne Frank House: Their goal is to bring people together to talk about prejudice, discrimination and anti-Semitism. Educational department focuses on youth from 11 up to professionals. Also train on ethnic profiling. Remember, reflect, respond, to learn about history but not only your own. They work internationally.

Department of prevention and public security, Mechelen: Main goal of their project is early detection of individuals vulnerable of extremism. Using public data and applying filters, using a software programme.

Dare to be Grey: Campaign platform online with the goal to fight polarisation and raise the grey middle ground in a more nuanced way. Giving a space to bridge builders, be it youth or social workers.

Diversion: Company for social innovation based in Amsterdam. Use peer education to approach sensitive topics in classrooms. One focus is on disinformation and media literacy, with their Under Pressure project. Use gamification, a disinformation game developed for classrooms. Looking at academic supervision as well to make sure it actually works.

Justice and Peace: Work on integration in the Netherlands. Provide protection, security training and support to human rights defenders (shelter city). Work on empowering people at the local level to make a change. Concrete solutions to human rights issues. Starting to work more with youth on their new projects.

Netherlands Helsinki Committee: Human rights defence programme that communicates about human rights and what they are. Working in the OSCE regions. Human rights

promotions and communications, and provide support through a communication approach highlighting their stories, using video and storytelling to do so.

TechSoup: RAGE is part of digital transformation project. Project has now been changed to Game Changer. Main objective is to see how we can use digital technologies for social change. Already trained 22 ambassadors of change.

The Glocal Connection: Working on complex security issues. Connecting global and local, policy and research, security and rule of law. Connecting the state and human security issues. Been working on issues related to CVE. Looking at questions of effectiveness. M&E. Toolkit on the link between PVE and development programmes.

Human Security Collective: Established in 2012, grew out of the concern that due to CT laws, the space for civil society was shrinking. Human security approach between this nexus. Work on toolkit with Glocal connection. Youth leadership component. Human security approach to PVE youth leadership programme. Facilitate and train on non-violent communication and active listening. Adaptive learning, with theory of change.

Discussion 1:

Case studies: successful, unsuccessful, and how to measure them.

WES: Dare to be Grey is a result of P2P challenging extremism, set up by the US state with a lot of involvement from Facebook. We were looking at local context specifically. DtbG was set up on the challenge of fighting extremism. We had creative freedom to do what we wanted. DtbG is much more than just fighting extremism, we wanted to make it broader and more appealing to a wider audience and more specific audiences as well. It was a matter of getting enough resources and using those resources in a good way. It led to students being motivated enough to bring the campaign and our participation in the competition to a high level and continue today. That way it can be seen as a successful campaign. We needed to see why we wanted to do this and what motivated us to lead the campaign and not be influenced too much, but at the same time be taken seriously.

LB: What kind of resources are you talking about?

ES: From the organisation of the competition itself, also with the university who gave us a lot of support. There was a bit of reporting from the competition, but not too much. It was a matter of finding your own feet in there. Support from the university was very important. The professor we worked with gave us our own space, to renegotiate our own curriculum even. It gave us the

motivation to go in full speed. Some other universities involved in the competition lacked that support. There was a difference in the quality of the campaigns to those universities. The level of creativity as well can be seen. Getting that much freedom and support from the university made a big difference.

JAb: I can adhere to that, we aren't so much into social media campaigning but young people developing offline initiatives. One of the lessons learnt in many of the programmes we have been involved in is that you have to provide that space for creativity. Always think about creative ways for those involved to discover it themselves. This also relates to who is your donor and how much flexibility that donor provides. Need creative ways to monitor the outcomes, through outcome harvesting or storytelling, to show that you are very effective but maybe the pathway turned out to be different to what you had at first. It's about communicating the need for that space.

BO: We can see this in one of the projects we just implemented. The kids wanted to focus on political extremism or nationalism instead of religious extremism as we intended. We had to go back to the donor and tell them that, and let them know the research questions would be changed. This dialogue of trust, how do we create campaigns people will trust in? It has to come from them.

KM: You need your target audience to be there from design. Otherwise you get there and realise you haven't been using the right social media channel for example. In your case, you're lucky the donor seemed flexible. Some donors just aren't.

BG: I know a little about this project, and here the donor was actually learning and able to understand they needed flexibility and a quick learning curve. Another project I have been involved in which was funded by the Dutch Scientific Research Board. They are known for not being very flexible! The project was supposed to combine a research component with a capacity building component. There was supposed to be this combination, but the first thing we ran into was selecting the countries. We chose Iraq, Egypt and Palestine. But just by having the name of these countries, they won't be accepted in lots of places. Some organisations won't work under this heading. The main question was 'does a human security approach work to counter VE?'. We had thought that at the time we designed the project, things were changing and there were differences in each region of how to approach the factors. We had to reconsider the safety of our people on the projects because they could have been put in harm's way. The time and energy needed to explain the changes to the donor was such a waste. The need to adjust your own theory of change is necessary. The situation in Egypt is going downhill with freedom rights, so it made us question whether this human security approach would work. But there was hardly any room for that. We were looking for a positive answer, but we couldn't find

one in Egypt. You need to go back to the drawing table and rethink the concept, and have the flexibility to rethink your research question. How you should do this becomes a real impediment to the project.

BO: The work we are looking at here is how this information pertains to people on the ground. The typical campaigner has been given some money and they need to go run a campaign. How do they do it in the most effective way? How can youth led campaigns be done better? Donor question is a good one, but it isn't the one we need to solve here. How do we give young people better tools and thinking on how to put these campaigns in place?

CT: You need flexibility. When you want something to be run on the ground, you need to allow flexibility and creativity. If something is tried and it doesn't work, they shouldn't feel the pressure that they have to do it in a certain way. They need to know that they are allowed to change things because things change fast. In the campaign part, allow them to use anything that will work in the local context. Like anything!! We provide people with the training of how to be safe when carrying out their work. We are surprised that things are different when they actually implement it on the ground. Explain already from the proposal that there will be changes and that there is not one rigid way of doing things, but that things need to be flexible. Then the donor will know from the start.

BG: The need to feel support for adjustment and sustainability is something that organisations setting up these programmes should offer, in addition to skills training.

CT: Not trying to change the social context in itself. Focus on individual change and how that multiplies, instead of changing social contexts in a broader sense. Focus on the changes you can measure.

DS: My problem is how to measure that change. How do we reach that person that we want to effect and measure the change?

CT: How do you carry out the evaluation?

DS: Using an external evaluator. We can measure the reach and shares, for example, but I am not satisfied with this when it comes to measuring something like attitude change. I don't have a solution to this.

BG: If you want to have flexibility in your programme, you have your baseline study, then you have your project with room for adjustment, this influences your theory of change. And then you have to go back to your baseline in order to see the impact in response to the change of perception. This can be a problem.

BO: We had to reformulate our baseline very quickly. Broadening to political as well as religious extremism, to see if there is a shift of attitude over time.

RM: We are working with youth a lot; we have created an Anne Frank ambassador programme that we are now changing to a youth network. Youth are of course using social media and as an outcome of a summer school last year in Berlin we have a social media committee. We don't measure things with hard data, but in this case it's a lot about agency. The committee are from 19-25 from all different countries. What I experienced is that you need a lot of time investment with them. To get the topics and things they are concerned about you need to give them the platform, flexibility and creativity of course, but also agency. The most difficult part is that most youth are concerned about climate change, but we don't focus on it as our main topic. Sometimes it's forgotten that campaigns may not always be about what they talk about with their peers every day, it's just a one-time event and that's not sustainable. They need to feel empowered and that they can solve their own concerns more.

KM: Agency and empowerment is the first step. Youth, either because of the older generation not taking them seriously, or because there is no entry point for them to be taken seriously. Some individuals will stand out and say they have this opinion etc. but the broader thing about taking campaigns further is to show them that they do indeed have agency. Doing this through showing the same themes, raising a sense of agency to effect change in their countries.

BG: One of the things with this sense of agency that gives a meaningful impact is if you can open up the channels for them to influence. They are the best placed to reach out to their peers. To have a sense of impact, by finding channels to communicate effectively with other groups and older generations. They don't have the skills for this themselves, but we have these channels and contacts. We need to create the platforms for them to do this! We need to show them that their ideas do matter, and we can bring them to a platform to show them that.

LB: When we talk about measurements, we need to remember to give them back to the youth! To say thanks for participating with us two years ago, here's the changes we have made as a result of your participation. This will lead to more participation. Agency is important and we need to show them with that they have a long-term change.

ES: Our professor had connections at the ministry as well and that definitely motivated us. One of the unsuccessful parts of our lessons was that the competition gave no long-term support! So many times, projects want to do everything from scratch. The competition just wanted to start again every year with new groups. It's been a struggle to find our own footing from it. None of the other campaigns from our year are still active. It feels like a waste, that we are being forgotten. We need to make more of a long-term impact.

BO: We are seeing a lot of success with that type of approach, showing long term. Our approach used to be

lets go in and start something new from scratch, but it wasn't as effective as going in and finding people who have already started something themselves and then just helping them and take what is already established to something bigger and greater.

ES: That's what we had with DtbG as well, and we were able to relaunch it. Even though our social media was dormant for a year, relaunching it made it easier than doing something from scratch.

Discussion 2

Skills: how to build an impactful campaign.

JAb: One of the skills that comes to my mind is that youth should test their assumptions.

KM: It's great that youth have this medium of social media that has been so successful, but it's also gotten out of hand. We need to get them out of the social media bubble! And show them that there are other ways of connecting, balance it with conversations in person.

ES: One thing that surprised me, not in a positive way, is that we can miss out on discussing creative skills. I think this is where we should start. A good campaign without a good narrative or design is going to be a flat campaign from the beginning.

KM: It also expands the community of who would be involved in the campaign.

BG: Also depends on target audience and if they know that. If you intend to broaden the target audience to include other groups, then you need to make sure you understand that audience to make sure the message is received. Need to adapt to understand their language to effectively communicate to other target audiences.

CT: Depending on the age of people who take up these campaigns, you will have youth with great ideas, but they might not have a clear planning, or know how to be flexible. Part of those skills may be useful for those campaigns to be impactful. Programmatic skills would be good. Depending on the age, there might be no experience at all despite having a great idea.

BO: We've been working with 14-24. The 14-year olds are a lot more gung-ho about it than the 24-year olds. It's interesting to implement the training because there are very different groups of people.

BG: They can teach each other!

JAb: It should be a light touch. With light touch theory of change, and help them envisage their long term gain.

AN: We often talk about campaigns being big and reaching lots of people, but you also have to be realistic. Focus on the key message.

BG: Do any of you have experience building in learning objectives if you mentor these groups? From the classroom and then on to the school? If there are any educational objectives included in these programmes?

LB: We have attached learning goals to let the students 'unlock the next level'. You also have to talk to the target audience and see what sort of journey they would be drawn into. If you just design them behind your desk, it might not resonate well.

BO: Can you give a practical example of this?

LB: We have a project in the NVT, a social draft type thing. Ours was called the Young Protector, training to be depolarisation experts in their neighbourhoods. We had this whole programme drawn out, but we found it didn't work and didn't resonate well so we redesigned it with people from a more gaming type industry, with badges. After four weeks you become a young connector, then six weeks later you get a new badge in storytelling. We also included stuff like talk to people in your neighbourhood, sign them up to activities or do activities with them, and then you get another badge. They can get the skills they want. Some want talents to develop further and you need to let them build on that specifically.

BG: Does this include building on your social network? Do you have skills to collect as a unit?

LB: That would be an interesting approach, but we just randomly divided them.

JAb: Helpful to have an assessment of 'what everyone brings to the group'. Where are the creative minds, the ones that are programmatic? How can you combine these to make something effective? You must be aware that you need to have the diversity within the group.

LB: What works well in these groups is have a pair who have already acquired the skills, coach new ones.

JAb: RNTC what are some of your successes and failures in this so far?

BO: Young people don't really want to talk about radicalisation as the topic. They don't see it as the topic, they see small things they want to change and have an effect on. We need to reduce in our minds what is radicalisation and what has an impact. It's more about speaking to people and saying things, for example in France like I'm wearing a hijab and that's okay, rather than specifying radicalisation in this context.

SH: It's the same in Mechelen as well. We don't use the word radicalisation.

DS: The best way to learn is to work on the topic that they are genuinely interested in. If we need to go to the donor and defend their choices, then so be it. We need to make the link between what the topic that they

are interested in is, and what the topic that the donor wanted it to be on. It's about our failure to identify what will be the topic of campaigns in the project proposal.

BG: Is there anything you pick up on the way they organise themselves, in their effectiveness and impact? Is that something you learn from?

BO: One of the biggest problems we are finding is that we write proposals a year or two years in advance. When we wrote this proposal, we were living in an ISIS dominated world. That's now changed. You need lots of focus groups and agility in order to include those in the curriculum. This curriculum is trying to stay as agnostic as possible, but in two years they will be very outdated. Instagram, we still don't quite know how to work through it. Influencers are becoming a part of the discussion but even that trend is going down.

RM: One of our interns who's working with us on our Instagram campaign said we need to be thinking exactly what we are using it for because campaigning on Instagram is so different from how the people are actually using it.

ES: It's the same with DtbG. We have no idea how to use Instagram for campaigning, even though we are on Instagram as individuals, it's not the same and it's not how youth use it, even though we aren't that much older!

BO: If young people are communicating to young people, maybe we just need to give them the trust. We can exclude ourselves from the conversation. We get into this habit of thinking we need to intervene, but do we really? Just exclude yourself because you aren't relevant. Give them money. Give them skills, and that's it!

CT: Have you had successful youth campaigners teaching the youth? That could be beneficial, instead of coming from more adults.

BO: I trust young campaigners to come and help us but even they [DtbG] are saying they can't now!

JAn: Is it a good enough approach to just provide money and skills? Do we need to be providing more to help it be youth led?

LB: If we just give them the money and the space, to which youth do we give this money and space? How do you decide and how do you reach them?

JAb: If you train young people, then you are already overcoming your own bias. From proposal writing you need to include young people.

BO: We get the funding and then we impose the funding on them with certain limitations, but we aren't including them on how to get the funding in the first place! Maybe we need to do this!

JAn: Gamification side of things, just recently working in the Baltics training in media literacy. We explored games. We all came to the conclusion that we need to think about how to integrate them well into the trainings. How much work it takes to make a game effective, how easy it feels from the outside of trainings to say hey let's introduce a game! You need to think about how you get the learnings out. Have a diverse of a group as possible to work on a game.

JAb: The debriefing can take longer than the game itself.

JAn: Is it the trend with gamification then?

SH: It's part of behavioural sciences now. You can steer in a particular direction, but the individual needs to make the decision themselves.

LB: Sometimes it's a buzz word that is trending right now. I'm wary that we might be behind the curve. The next insight from academia might be that we aren't there yet. Perhaps there's already research out there that points to a different direction.

SH: Gamification is a tool that sometimes works. If you see it like that then it's better.

LB: It's vital to know how to design programmes in two years' time for example.

Discussion 3

Online to offline: bridging the gap.

RM: Our project is based on blended learning balancing digital learning materials with offline materials. It's made with partners in 8 countries, in their own languages. The videos are of experiences of youngsters, discrimination, media literacy, images of how women should dress or behave etc. They show a range of things that youngsters have to deal with. They are made for teachers to use in the classroom, and you can see the answers the students are giving. It's a mix of online and offline.

JN: Are there any other ways or experiences you have from doing this? From my mind, a young person does not separate these spaces and online feeds into offline and vice versa. Are there ways to make it more inclusive and integrate it more?

JAb: In our curriculum, both of them were put together. It depends how much time you have. Leaving it up to the young people whether they depend to do something online or offline but also trying to bring the two components together.

AN: I think we have to be careful saying that young people think that the two are combined. Building a strong campaign, I think starts offline. We shouldn't believe that youth think everything is online. When you use social media, it is difficult to target your audience. We need to think more of a system of tools that are offline.

BG: Would you think that there are certain topics of issues with features that qualify better for online or offline campaigns?

AN: I think you would have to think about audiences really. Social media is just a tool, and it's about who you are trying to target.

BG: There are certain issues that are very sensitive. You might feel safer in an offline environment. What we know from research analysis on the radicalisation processes is that obviously with social media one was struck by the influence it had, but it wasn't the channel alone, it was a combination including a P2P contact that allowed them to go this extra mile. For something that is more sensitive with security implications, what's better?

JAb: We piloted the OSCE curriculum with three groups in Kosovo, and they were given the choice of where to work and they decided offline was better. It might need further training on what are the skills needed to campaign online in a safe way. It's not about filming young people in your area but maybe you are advocating an issue that is sensitive.

BO: Some of the campaigns that we focused on in looking at how online and offline can be drivers of each other, in that using them to capture online an interest that then can be used offline to distil your audience. They do go hand in hand, but you need clear ideas of what to use them for.

DS: We tend to overthink this merging. It should happen quite naturally. We need to be simple. Security is one of my concerns on online campaigns with young people. How do we ensure their safety because they will be posting information to give away their locations? You need child protection policies.

ES: I already feel like it should be a natural thing. The way we are making this distinction, it needs to be natural. You might need to say it to donors, but a lot of it should come naturally!

JAb: It all depends with whom you engage. In some vulnerable communities, there's no way they want to go online.

CT: I disagree that it comes naturally. From civil society, there are times that they moved their work online, but they didn't know how to do it. It might come naturally to us, but in places where online is not as easily available then it won't be the case. It also depends on your target audiences.

BG: Is going online not to reach their peer audience but to reach the international audience instead? There could be different dynamics and reasons. It could be interesting to find out the target audience, how they relate to their political circle, the dynamic interaction?

CT: There was a trend between the online world. It was the community in a particular topic all moving online or offline. With a community of indigenous women, you wouldn't be online!

DS: But it's not about moving, it's about combining. It's our job to offer the skills to combine it. Giving them the tools to be able to combine.

CT: On the ground, you always have technical issues that might not allow you to combine it. If your campaign involves an assembly of people together but the country doesn't allow you to work online, that's when you need the combination to know how to work online and offline.

BO: I think this is also about campaign aims as well. There are multiple ways to look at it but you don't need to look at it as you have to be online AND offline. It's about the target audience. Maybe not every campaign needs to have online for young people. One of the most successful campaigns in the Netherlands was SMN, a telephone call centre.

CT: Things change over time. When I was 12 everything was offline in regard to juveniles in my country, but then they moved to online and now they are moving back offline again.

If you were to give one piece of advice to a young campaigner, what would you say?

BO: My golden advice is to start with a target audience.

ES: I would say start with yourself! What are your skills. What can you do?

SH: Try different things and see what works

RM: Local community and see what's relatable to your peers. Connect to something that is close to you. A grassroots movement, otherwise, you will drown.

JAb: Test your assumptions and do a mini research in your community. Train them to go out in the community. Bring in the ideas of community members.

BG: What is it that you really want? What do you want to contribute to? And from there, what is your strategy?

DS: Set realistic targets.

JN: I used to like Facebook's slogan 'move fast and break things'. Well they definitely did that! I like the message, try to make a decision instead.

BO: They changed it, it's now 'done is better than perfect'.

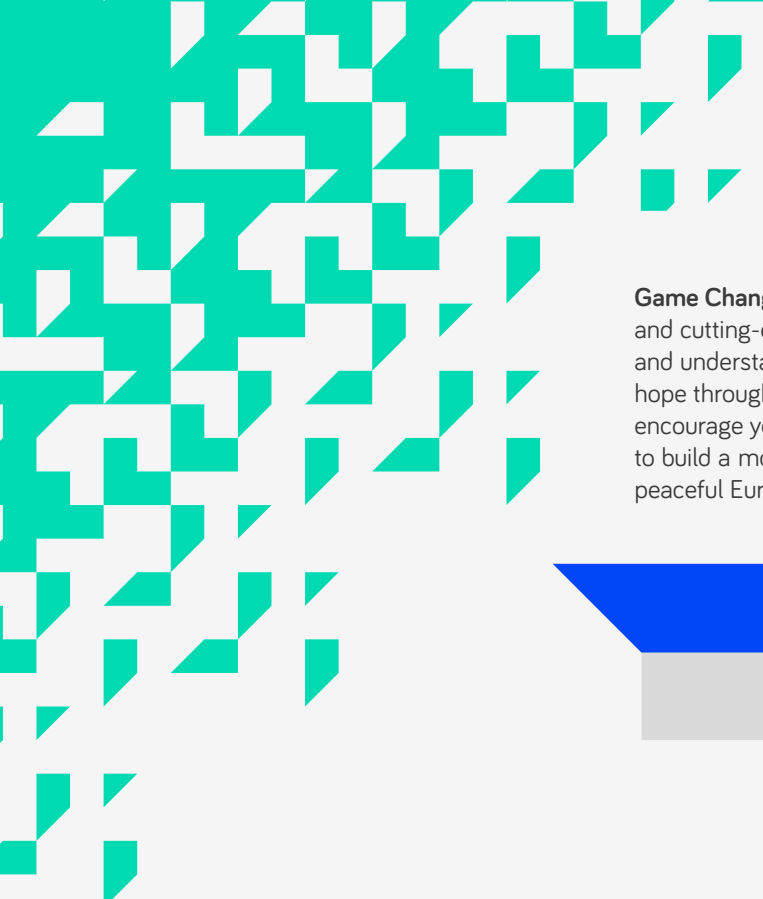
JAn: Recognise you have more power or skills than you think to start with. Have confidence that you can do things.

KM: Engage with peers and consider target audience but don't enclose yourself in a bubble. Have a more holistic consideration of what you are trying to achieve.

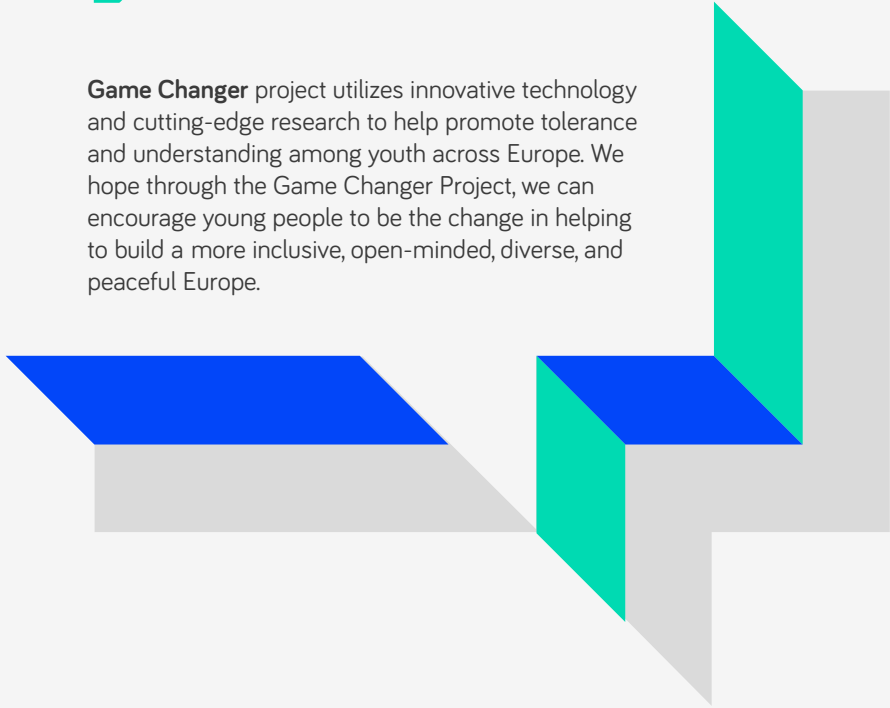
AN: Working together with your peers and the skills you each have. Look into yourself and do a campaign that you are passionate about.

CT: Think big, but realistic.

LB: Talk to people you don't agree with or who disagree with you. See where you can meet. You will reach more people through this. Also, be persistent and don't give up after the first problems.



Game Changer project utilizes innovative technology and cutting-edge research to help promote tolerance and understanding among youth across Europe. We hope through the Game Changer Project, we can encourage young people to be the change in helping to build a more inclusive, open-minded, diverse, and peaceful Europe.



This project was funded by the European Union's Internal Security Fund – Police

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