

# RAN Collection practice template

<h2>Name of the practice</h2> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<h2>Under Pressure</h2>
<p><b>Description</b> (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>Under Pressure is an innovative classroom programme that increases resilience against disinformation and polarising content to prevent online isolation and radicalisation among young people. Under Pressure combines two best practices in education: peer education and gamification.</p> <p>Peer educators are young role models (ages 18-26) from different backgrounds who are trained to use their own experiences and shared frame of reference with the students in the classroom, thereby asserting a credible voice and inviting students to engage in the conversation about this difficult topic. Moreover, by openly reflecting on their own experiences with disinformation, conspiracy theories and/or (online) isolation, and by sharing their own frustrations, 'turning points' and reasons to stand up for democratic values, the peer educators become positive role models for the students.</p> <p>Under Pressure also teaches young people to better recognise disinformation and to take on an active role in the countering of its diffusion through gamification. The Under Pressure game is highly appealing to young people and teaches students about the successful mechanisms behind disinformation. As students are guided through the levels of the game by the peer educators, they actively reflect on their decisions in the game and learn how certain online behaviour can have consequences in real life.</p> <p>The combination of peer education with gamification makes Under Pressure an effective methodology for training young people to be critical and constructive (online) media consumers, so that they feel empowered and better equipped to navigate the rapidly changing media landscape as</p>

	responsible young citizens who are supportive of democratic values, both online and offline.
<b>Key themes</b> Please <u>choose</u> 2 key themes most corresponding with the practice.	Formal/informal education  Internet and radicalisation
<b>Target audience</b> Please <u>choose</u> a minimum of one target audience most corresponding with the practice.	Youth / Pupils / Students  Educators / Academics  Add additional target audience.
<b>Geographical scope</b> Please indicate where the practice has been/is implemented (countries, regions, cities).	The predecessor of Under Pressure was first developed in the Netherlands for classrooms in the Dutch (national) context. In 2019, the programme was further developed within an international consortium to be suitable for other national and regional contexts. As a result, the Under Pressure methodology as of 2022 has reached over a thousand young people in secondary and vocational schools in Sweden, Germany, Belgium and the Netherlands. Moreover, as a result of the COVID-19 pandemic, a digital classroom version of the programme has become available since the summer of 2020.
<b>Start of the practice</b> Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.	Starting year: 2019  Ending year: Select ending year of practice in case practice has ended.
<b>Deliverables</b> Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.	The project has resulted in an international online hub (in English): <a href="http://www.getunderpressure.com">www.getunderpressure.com</a> . Here, youngsters, parents and (educational) professionals can find out about the methodology, access several open-source course materials, including dialogue tools, and see a demo version of the Under Pressure game. Furthermore, this online hub contains all publications about the Under Pressure project. On our blog ( <a href="http://www.getunderpressure.com/blog/">www.getunderpressure.com/blog/</a> ), visitors can read various posts about the project, its performance and our peer educators. This includes interviews with educators, testimonials from our peer educators and responses to the programme from the classroom.  To get an impression of the Under Pressure game, please go to this demo: <a href="https://www.getunderpressure.com/demo/">https://www.getunderpressure.com/demo/</a>

	<p>To get an impression of the peer education methodology, please view this video of peer educator Selim (Dutch with English subtitles) that is used in the digital version of Under Pressure: <a href="https://www.youtube.com/watch?v=Ro8-jwZH8m0">https://www.youtube.com/watch?v=Ro8-jwZH8m0</a></p> <p>For an overview of the results of the international consortium through which Under Pressure was further developed and disseminated internationally, please see this publication: <a href="https://www.getunderpressure.com/wp-content/uploads/2021/03/UP_Publication_EN.pdf">https://www.getunderpressure.com/wp-content/uploads/2021/03/UP_Publication_EN.pdf</a>.</p> <p>Lastly, the theory of change that underlies the programme is accessible online: <a href="https://www.getunderpressure.com/wp-content/uploads/2021/03/UP_ToC_EN.pdf">https://www.getunderpressure.com/wp-content/uploads/2021/03/UP_ToC_EN.pdf</a>.</p>
<p><b>Evidence and evaluation</b></p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> <li>1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention.</li> <li>2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group?</li> <li>3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed.</li> </ol> <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>As part of the pilot of Under Pressure in 2019, students in these first sessions participated in a thorough evaluation of the programme. Based on the results of this evaluation, the methodology was revised and refined to better accommodate the needs of the target group.</p> <p>Furthermore, in 2020, Uppsala University (Sweden) monitored the effects of Under Pressure in 35 classrooms at secondary schools and vocational education facilities throughout the Netherlands, Sweden and Germany. Students indicated that they were able to better distinguish disinformation from reliable sources after the programme. There was also a growing awareness among young people that reliable news reports and freedom of the press are important preconditions for counteracting polarisation. The evaluation report can be accessed here: <a href="https://www.getunderpressure.com/evaluating-a-new-programme/">https://www.getunderpressure.com/evaluating-a-new-programme/</a></p> <p>More recently, in 2022, Verwey-Jonker Instituut and RadarAdvies positively evaluated the programme in a large field study. They especially emphasise the increase in knowledge and awareness among students after having participated in the programme. This evaluation was conducted at the request of the Dutch Ministry of Social Affairs and Employment and the Dutch National Coordinator for Security and Counterterrorism. The publication (in Dutch) can be accessed here: <a href="http://www.verwey-jonker.nl/publicatie/werken-aan-weerbaarheid-tegen-desinformatie-en-eenzijdige-meningsvorming/">www.verwey-jonker.nl/publicatie/werken-aan-weerbaarheid-tegen-desinformatie-en-eenzijdige-meningsvorming/</a></p> <p>Within the programme, participants play the Under Pressure game, which draws on the theory of psychological inoculation that poses that people can be vaccinated psychologically against disinformation. This game was scientifically verified by multiple peer-reviewed papers from Cambridge University in large-scale evaluations. These evaluations show that people's ability to spot misinformation improves after gameplay. Researchers also found that playing the game reduces the perceived reliability of real-world misinformation that makes use of manipulation techniques.</p> <p>The evaluation reports can be accessed here:</p>

	<p><a href="#">Fake news game confers psychological resistance against online misinformation</a>  <a href="#">Psychological inoculation can reduce susceptibility to misinformation in large rational agent networks</a></p> <p>Lastly, all participants (including the teachers who are always present during the courses) in the methodology fill in detailed questionnaires after completing the programme. The results of these evaluations are used to continuously revise and refine the methodology.</p>
<p><b>Sustainability and transferability</b>  (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>Under Pressure was designed to be innovative and dynamic, but also transferable to various organisations to be implemented throughout other countries. Therefore, the methodology and educational materials have been translated both to different (cultural) contexts and in terms of language.</p> <p>Several materials can be downloaded from our website for free: <a href="#">Course Materials - Under Pressure</a>. This allows for teachers to independently use parts of the methodology. Teachers who would like to invite the peer education programme to their school can reach the Under Pressure team to discuss the possibilities using the form on this page: <a href="https://www.getunderpressure.com/availability/">https://www.getunderpressure.com/availability/</a>.</p>
<p><b>Presented and discussed in RAN meeting</b></p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN Families, Communities &amp; Social Care multi-meeting</p> <p>Date: 28/09/2021</p> <p>Place: Digital</p> <p>Subject: Supporting families in fostering resilience against (COVID-19-related) conspiracy narratives</p>
<p><b>Linked to other EU initiatives or EU funding</b>  (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>Because disinformation, polarisation, (online) isolation and radicalisation are issues that go beyond national borders, a European consortium, Peer Education and Gamification against Polarisation (PEGAP), was formed to further develop the innovative Under Pressure methodology and increase its transferability to different contexts. This consortium was made up by Diversion, DROG, Uppsala University, AEGEE-Europe, Schwarzkopf Foundation and Fryshuset Foundation.</p> <p>The activities of the consortium were co-funded by the Erasmus+ Programme of the European Union from 2019 to 2021.</p>
<p><b>Organisation</b>  (enter maximum of 100 words and select organisation type)</p>	<p>Operating as a social enterprise, Diversion is a company for social innovation based in the Netherlands. Diversion tackles societal challenges through the development of creative concepts, in various fields including education, youth literacy,</p>

<p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>citizenship and polarisation, youth participation and emancipation.</p> <p>Diversion draws on over 19 years of experience in openly discussing socially sensitive topics in and outside of the classroom. Through projects in education, we deploy young role models (peer educators) to open a discussion on subjects that youth may find uninteresting, or which are politically sensitive or are associated with taboos (e.g. antisemitism; anti-Islamism; radicalisation; LGBTQI+ inclusion; disinformation; and debt and poverty prevention).</p> <p>Type of Organisation: For profit</p>
<p><b>Country of origin</b></p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Netherlands</p> <p>or:</p> <p>Non-EU country: Enter name if non EU country</p>
<p><b>Contact details</b></p> <p>Please provide contact details of who can be contacted within the organisation, with name and email address.</p>	<p>Address: Diversion Max Euweplein 36 Amsterdam The Netherlands Contact person: Emma van Toorn Email: <a href="mailto:etoorn@diversion.nl">etoorn@diversion.nl</a> Telephone: +31 203059286 Website: <a href="http://www.diversion.nl">www.diversion.nl</a></p>
<p><b>Last update text</b> (year)</p>	<p>2022</p>