

RAN Collection practice template

<p>Name of the practice</p> <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>	<p>No Cap</p>
<p>Description (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>No Cap is youth slang for "I'm not lying, I'm telling the truth".</p> <p>In an honest and correct way, No Cap wants to:</p> <ul style="list-style-type: none"> - make young people aware of their own changing identity in a diverse society and give them insight into the process of polarisation and radicalisation, the role and influence of (social) media, and online influencing processes; - support teachers to deal with polarising messages, fake news or extremist messages in the classroom and provide them with tools for this; - inform school boards how they can work towards a safe and inclusive school climate. <p>Therefore, No Cap provides:</p> <ul style="list-style-type: none"> - tailor-made information for young people on the youth information channel WATWAT, promoted via social influencers; - an online training for teachers (three main focuses: polarisation, (online) manipulation, identity formation) with: <ul style="list-style-type: none"> o videos to discover at their own pace, o inspiring classroom practices, o live sessions with experts, o ready-to-use teaching materials; - information for school boards in the education magazine Klasse.

	<p>In all materials we want to give background information to management, teachers and young people (e.g. how does online (dis)information spread? how does polarization arise? why do you feel connected to a certain group? ...), but we also share concrete tips (e.g. how can you recognise polarisation in a classroom early and how can you respond to it?). In the teaching materials, too, young people also learn a theoretical basis, but they are also encouraged to take action, for example to learn to disagree with each other, or to stand up for their own identity and interests in a constructive way.</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>(Early) prevention</p> <p>Internet and radicalisation</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Educators / Academics</p> <p>Youth / Pupils / Students</p> <p>Add additional target audience.</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Flanders & Brussels (Belgium)</p>
<p>Start of the practice</p> <p>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.</p>	<p>Starting year: 2020</p> <p>Ending year: Select ending year of practice in case practice has ended.</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>Informational articles for young people: https://www.watwat.be/fake-news https://www.watwat.be/sociale-media/hoer-reageer-ik-op-haatspraak https://www.watwat.be/identiteit/wat-polarisatie</p> <p>Online training for teachers, accessible after (free) registration on https://no-cap.be/</p> <p>Lesson package 'EDUbox Us vs Them': https://www.mediawijs.be/nl/tools/edubox-wij-zij-denken</p> <p>Lesson package 'EDUbox Identity': https://www.mediawijs.be/nl/tools/edubox-identiteit</p>

	<p>'What's New' lesson package about conspiracy thinking and propaganda: https://www.mediawijs.be/nl/tools/whats-new</p> <ul style="list-style-type: none"> - accompanying poster and bookmark (checklist 'Is it propaganda? Is it a conspiracy theory?'): https://assets.mediawijs.be/2021-09/whatsnew_affiche_propaganda-complot.pdf https://assets.mediawijs.be/2021-09/whatsnew_bladwijzer_propaganda.pdf https://assets.mediawijs.be/2021-09/whatsnew_bladwijzer_complottheorie.pdf <p>Poster 'Hearty discussion? Yes – Polarisation? No': https://onderwijs.vlaanderen.be/sites/default/files/2022-01/No%20Cap%20Affiche-A2-EU-DEF.pdf</p> <p>Postcard: 'How do you talk to someone who believes in conspiracy theories?'</p> <p>Poster: 'Did you spot a conspiracy?'</p> <p>Articles in education magazine Klasse: https://www.klasse.be/258634/klassen-zijn-de-plek-om-kritisch-denken-te-stimuleren/ https://www.klasse.be/272435/school-welkom-voelen-coexist/ https://cdn.klasse.be/wp/wp-content/uploads/2021/06/Preventiepiramide-klik-en-print.pdf</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p> <ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 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? 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. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>Some data:</p> <ul style="list-style-type: none"> - Most popular articles for young people: <ul style="list-style-type: none"> o How do I recognise fake news? (3.280 unique pageviews in 2021) o What am I supposed to believe on the internet these days? Conspiracy theories simply explained (869 unique pageviews in 2021) o Why is fake news dangerous? (643 unique pageviews in 2021) - Least popular articles for young people: <ul style="list-style-type: none"> o How do I talk to someone who believes in a conspiracy theory? (40 unique pageviews in 2021) o How do I know if a news item is real? (37 unique pageviews in 2021) o Why do we believe conspiracy theories? (15 unique pageviews in 2021) - Online training: <ul style="list-style-type: none"> o 1 715 training registrations (2021) o 1 681 training starts

	<ul style="list-style-type: none"> ○ 1 041 active users (= 1.3 % of people working in Flemish schools) - Printed material: <ul style="list-style-type: none"> ○ 1 250 EDUboxes Us vs Them printed and delivered to order ○ 5 000 posters and 20 000 bookmarks (checklist 'Is it propaganda? Is it a conspiracy theory?') printed and delivered to order ○ 1 073 posters 'Hearty discussion? Yes – Polarisation? No' printed and distributed to every secondary school - Articles in education magazine Klasse: 16.905 unique pageviews (in 2021) <p>Evaluation of online training:</p> <ul style="list-style-type: none"> - Online questionnaire via Qualtrics to all participants who had gone through minimum 20 % of the training (N = 531) - Response: 117 - Average score for online training = 8/10 - Just over half of the participants indicated that the level of the training was good. A small half thought it was a bit too difficult for beginners. - Which learning modules would you recommend to a colleague? <ul style="list-style-type: none"> ○ Learning module on identity: 92 % ○ Learning module on (online) manipulation: 83 % ○ Learning module on polarisation: 67.4 % - The scores for the structure of the training, the experts involved and the design were high (average of 9/10). - The training received a score of 8/10 in terms of practicality. - In terms of interactivity, the training received a 6/10. <p>70 % of the people who completed the evaluation indicated that they had already applied ideas and tips in their own classroom practice.</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g.</p>	<p>Although No Cap was developed with project subsidies in the period 2020-2021, the training and all educational materials are still freely accessible.</p> <p>Printed material is no longer available, but everything is offered via PDF, so that teachers, management or young people can get started.</p>

<p>information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>Created video material is publicly accessible so that the created material can also be embedded in other learning environments (which has already been partly done, for example, in the Facts4All MOOC of European Schoolnet).</p> <p>The project partners are open to possible translations, further elaboration and exchange with partners (in Belgium and abroad).</p>
<p>Presented and discussed in RAN meeting</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: Communication and Narratives Working Group (RAN C&N)</p> <p>Date: 17/06/2022</p> <p>Place: Riga</p> <p>Subject: 'Digital Frontrunners in P/CVE'</p>
<p>Linked to other EU initiatives or EU funding (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>The No Cap project was co-financed with support from the Internal Security Fund - Police of the European Union.</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>Mediawijs-imec vzw (the Flemish Knowledge Centre on Digital and Media Literacy).</p> <p>In collaboration with the Flemish Ministry of Education, education magazine Klasse and Cirra.</p> <p>Type of Organisation: NGO</p>
<p>Country of origin</p> <p>Country in which the practice is based.</p>	<p>EU or EEA country: Belgium</p> <p>or:</p> <p>Non-EU country: Enter name if non EU country</p>
<p>Contact details</p> <p>Please provide contact details of who can be contacted within the</p>	<p>Address: Kantersteen 10 – B-1000 Brussels (Belgium) Contact person: Bert Pieters Email: bert.pieters@imec.be</p>

organisation, with name and email address.	Telephone: +32 473675285 Website: https://www.mediawijs.be/
Last update text (year)	2022