

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>Jamal al-Khatib</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>The main aim of the project is to deliver authentic alternative narratives to jihadist and Islamist-extremist online propaganda by applying online streetwork and narrative-biography methods.</p> <p>Jamal al-Khatib is inspired by a young prisoner who managed to break away from the jihadist subculture in Austria. He told his youth worker that he wished to write a book about his experiences to help prevent other young people from making the same mistakes.</p> <p>From this starting point, the project brought together a number of like-minded professionals: youth workers, experts in Islamic studies, filmmakers, digital content managers, psychologists, psychotherapists, political scientists and sociologists, as well as (and most importantly) young people (some of them formers) who wanted to take a stand against violent jihadist fanaticism.</p> <p>The character of Jamal al-Khatib was developed as a means of integrating the different biographical examples of young people into a single narrative. Instead of writing a book, it was decided to make short films, as this approach would counter extremist propaganda on its own home ground — the internet.</p> <p>Through this narrative biographical approach, the participating youngsters and young adults reflect on their lives. Thus, the results are texts based on personal experiences and thoughts. The high level of authenticity could never have been achieved without the contribution of the mentioned youngsters. Additionally, the deradicalisation process of these youngsters is supported sustainably.</p>

	<p>The team, together with the youths, reflect on the biographical texts. In cooperation with filmmakers, the texts are transformed into film scripts that finally serve as a basis for short films. Together with accompanying content such as GIFs and Instagram stories, they are released on different social media platforms. Online, "Team Jamal" (experts, as well as youngsters) discuss the contents of the videos with the target groups. This approach is called onlinestreetwork.</p> <p>Between 2019 and 2022, the second, third and fourth season of Jamal al-Khatib - My Path! were launched on behalf of the German Federal Agency for Civic Education.</p>
<p>Peer reviewed</p>	<p>Yes</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>Alternative and counter narratives</p> <p>Formers</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Online Community</p> <p>Formers</p> <p>First responders or practitioners</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>The offline youth work and other activities (such as video shootings) are mainly carried out in Vienna by the young participants. The contents of the online campaigns (including online streetwork) are launched via Instagram, Facebook and YouTube.</p> <p>The focus is on a German-speaking audience (mainly in Austria and Germany) but subtitles in English, Arabic and Bosnian are available.</p> <p>The English version of the Jamal al-Khatib videos, as well as an English summary of the pedagogic material are available and can be accessed via: https://www.youtube.com/watch?v=yPzW2BGXc8&list=PLmgjyXI0BWIFFP157i5uX77uwXdZXNH</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</p>	<p>2016</p>

<p>practice is no longer active, please indicate when it 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>Jamal al Khatib campaign videos: https://www.youtube.com/channel/UCKmWuKvMLGHQ4Z0VaVjwYVQ</p> <p>Pedagogical material Season 1 and 2 as well as on the topics "honour" and Srebrenica: https://www.turnprevention.com/materialien https://www.bpb.de/lernen/bewegt-bild-und-politische-bildung/webvideo/jamal/307303/paedagogische-materialien-zum-projekt/</p> <p>Evaluation Report of Season 2, as well as fact sheets on the COVID 19 campaign and the Uighurs campaign: https://www.turnprevention.com/berichte-und-publikationen</p> <p>Reports on the campaigns Ramadan2020, Srebrenica2020, Chechnya, and Terror: https://www.bpb.de/lernen/projekte/jamal/290976/praxisbegleitforschung-der-webvideoreihe https://www.bpb.de/lernen/bewegt-bild-und-politische-bildung/webvideo/jamal/290976/praxisbegleitforschung-der-webvideoreihe/</p> <p>English Article on the project in the Edinburgh University Press book "Jihadi Audiovisuality and its Entanglements": https://library.oapen.org/bitstream/handle/20.500.12657/47099/external_content.pdf?sequence=1</p> <p>Project Report on Season 1: https://www.e-beratungsjournal.net/wp-content/uploads/2019/05/reicher_lippe.pdf https://www.bpb.de/lernen/bewegt-bild-und-politische-bildung/webvideo/jamal/307303/paedagogische-materialien-zum-projekt/</p> <p>Book Chapter on online streetwork: https://link.springer.com/chapter/10.1007%2F978-3-658-28183-0_11</p> <p>Article on the project's response to the return to power of the Taliban in Afghanistan:</p>

	<p>https://kn-ix.de/knix-publikationen/?doing_wp_cron=1664182284.6561369895935058593750</p> <p>Jamal al-Khatib Instagram Account: https://www.instagram.com/jamalalkhatib_meinweg/?hl=de</p> <p>Jamal al-khatib Facebook Account: https://www.facebook.com/jamalalkhatibmeinweg</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"> <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. <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? <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>Quantitative data</p> <p>Insights:</p> <p>Season 1 (July - August 2017):</p> <ul style="list-style-type: none"> Facebook: 53 % of viewers were 18 to 24 years of age; 168 804 views (with 57 220 10-second views); 531 shares; 871 comments; 1 648 likes; and 1 714 subscriptions. YouTube: 51 % of viewers were 18 to 24 years of age; 24 002 views (a minimum of 30-second views), average duration of views: 02:16; 157 subscriptions; 25 additions to playlists. Twitter: 345 597 coverage; 14 697 interactions. <p>Season 2 (January – December 2019):</p> <ul style="list-style-type: none"> More than 353 500 views on YouTube and Facebook. About 2 200 new followers on Facebook, Instagram and YouTube. Direct Messages with more than 300 followers on Instagram. Average playback time on YouTube more than 50 %. <p>- Facebook: 2 433 followers; 81 % of them male; 55 % in the ages between 18 and 24, 34 % of them in the ages between 25 and 34. Views: 121 077; interactions: 5 309.</p> <p>- YouTube: 227 078 views; 70 % of them male; 37 % in the ages between 25 and 34, 31 % in the ages between 18 and 24.</p>

- Instagram: 596 followers; 55 % of them male; 44 % in the age group 19 to 24, 34 % in the age group between 25 and 34. Views: 76 200.

An explorative Social Network Analysis of the “likes” of the Jamal al-Khatib Facebook Followers of season 2 shows that we were able to reach youngsters who are at risk of coming into contact with extremist online propaganda due to their search requests as well as youngsters who already sympathise with extremist propaganda and whose timelines are dominated by extremist propaganda from echo chambers (see evaluation report).

Season 3 (2020-2021):

- Facebook: Approximately 2 400 followers
- Instagram: Approximately 2 600 followers
- YouTube: Approximately 1 650 subscribers

Qualitative data

The qualitative evaluation of the participative production process of the videos showed that the project can be regarded as highly inclusive and that the participating youngsters experienced themselves as self-efficient and autonomous (see report of the evaluation).

Season 3 (2020 – 2021)

Reports including an evaluation of the reach and impact of the content of season 3 can be found here:
<https://www.bpb.de/lernen/bewegtbild-und-politische-bildung/webvideo/jamal/290976/praxisbegleitforschung-der-webvideoreihe/>

Evaluation and feedback

Evaluation:

Accompanying research has been conducted since the beginning of the project. For instance, in season 2 the evaluation was divided into internal and external evaluations. The offline aspect of the project (i.e. youth work with formers) was evaluated by researchers at St. Pölten University. Based on the theoretical concept for this aspect of the project (including goals, objectives and a theory of change), the researchers examined the effect of the project from the perspective of the practitioners as well as the participating youth, resorting to qualitative methods.

The online campaign and the online streetwork aspect of the project were evaluated internally. In order to find out whether the target groups could be reached by the campaign, an explorative Social Network Analysis of the

	<p>“likes” of the Jamal al-Khatib Facebook followers was conducted. For getting more information on the project’s success in online streetwork interventions, the comments on the videos were analysed qualitatively. Theoretical approaches and guidelines for conversation techniques can be found in the report of the evaluation.</p> <p>Feedback:</p> <p>We work with young people who have left the jihadist subculture as well as other youngsters who were (and are) actively involved in the project and the content production (team meetings on a regular basis, involvement in film production, inclusion in the online campaign). This means that feedback loops with target group representatives are actually a constant part of the project, and, consequently, that we respond to their ideas and criticism all along, by adapting accordingly.</p> <p>We regularly present our project at various international conferences where we receive a great deal of feedback from professionally qualified colleagues.</p> <p>Peer review</p> <p>We have already held a number of presentations, where we received a great deal of feedback from professionally qualified colleagues.</p> <p>We have published various academic articles on different aspects of our project, such as online streetwork or the appropriation of jihadi audiovisuality.</p> <p>In addition, we constantly receive feedback from colleagues using our short films in their work with youngsters, be it in school or in the context of open youth work.</p> <p>The project was evaluated in the course of the RAN Collection Expert Peer Review 2020.</p>
<p>Sustainability and transferability (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>The short films will remain online to guarantee open access to individuals from the target group, as well as practitioners in the field of extremism/fanaticism prevention. Several practitioners are already using the short films, for example in school-based or intercultural workshops. The pedagogic material allows practitioners to use the videos in different settings.</p> <p>Our CSO also offers workshops for practitioners from different fields.</p> <p>Our approach could very well be transferable to other contexts of prevention, for example right-wing extremism. It</p>

	<p>can also be easily adapted for use in other local contexts. The reports of the evaluation and the pedagogic material include detailed descriptions of the theoretical and practical approach, allowing practitioners to reconstruct their concepts.</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>RAN YF&C meeting on Youth Work in Vienna, 6-7 December 2017</p> <p>RAN Communications and Narratives meeting on 'The role of informal actors in delivering effective counter- and alternative narratives' in Helsinki, 20-21 September 2018</p> <p>CSEP - RAN Meeting in Dublin, 18-19 November 2019</p> <p>RAN PS PBC MENA, Meeting 1: Strengthening Cooperation and Exchanges On P/CVE Between EU And MENA inTunis, Tunisia, on 3-4 October 2022. Jamal al-Khatib – My Path” was presented by the German Federal Agency for Civic Education</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>Seasons 2, 3 and 4 are on behalf of the Federal Agency for Civic Education/bpb, Germany (i.e. funded and project managed). One video in the second season was funded by 'The Role Models Initiative' (Erasmus+).</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>The CSO behind the project is 'turn – Association for the prevention of violence and extremism', a network of youth workers, filmmakers, scholars of Islamic studies, psychologists, psychotherapists, political scientists, sociologists, education scientists, an Islamic chaplain and young people (individuals who have left the jihadist subculture, as well as young Muslims who want to take a position against jihadism). The organisation was founded in 2017 in order to carry out online streetwork projects based on authentic alternative narratives to extremist online propaganda. We create online content that questions right-wing extremist and Islamist-extremist online propaganda, as well as patriarchal structures.</p>

	NGO
Country of origin Country in which the practice is based.	Austria (2017 & 2018) Germany (2019, 2020, 2021 and 2022)
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Last update text (year)	2022