



Deliverable D2.2

“ Needs assessment report for combating youth radicalisation through community building football combined with media and digital literacy skills development”

Project Title:

DIALECT 2 “Combating youth raDicalizAtion: Building communities of toLEranCe combining fooTball with media and digital literacy”

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The report has been based on four Interim Reports provided by the Action Aid Hellas, (Interim Report – November 2022), Action Aid Italy (Interim Report – November 2022), OttalomSportegesulet (Interim Report – November 2022), Football friends (Interim Report – November 2022).

The report has also been based on 6 on-line questionnaires data processing originated by the EKKE team by help, consent and approval of all partners.

Research design and tools were originated by Joanna Tsiganou (EKKE) by help, consent and approval of all partners.

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1. INTRODUCTION

As stated at the proposal the initial stages of DIALECT2 design and implementation include extensive **“desk research on the correlation of media and digital literacy skills deficiency with youth radicalization and violent attitudes” operated by EKKE**. This task is to focus on reviewing existing literature, policy papers and reports of European and International Organizations to identify and analyze the correlation of media and digital literacy skills deficiency with youth radicalisation, adolescent’s vulnerability towards extremist views and moral disengagement in relation to violent and racist attitudes in the EU, with a focus on the 4 participating pilot countries (Greece, Italy, Hungary, Serbia). The desk research is to particularly investigate the case of sports and football media coverage and related offline and online media consumption by adolescents as well as implications at community level, analysing the interrelation of extremist values shared through sports also by populist groups, and potential ways of ideologically influencing / recruiting adolescents online and offline. Desk research is imperative in order primary research to be conducted under the guidance of EKKE, the responsible partner organization for developing research protocol and tools to be used by the partners implementing the primary research activities in their own countries, i.e. focus groups and online survey leading to a **“Needs assessment report for combating youth radicalisation through community building football combined with media and digital literacy skills development” (D2.2. of the WP2)**. This report is to incorporate the findings of the desk research, and the primary research, presenting the identified media and digital literacy skills needs of adolescents, the training needs of DIALECT’s mediators and trainers to undertake new roles for combating youth radicalisation through community-building football and media and digital literacy skills development of vulnerable youth, as well as the challenges faced by sports organisations in integrating football3, noncompetitive anti-radicalisation practices. This report is also to feed the drafting of the **“Enhanced DIALECT Action plan for combating youth radicalisation through community-building football, integrating media and digital literacy skills development” (D2.3. of the WP2)**. Taking into account the needs assessment results, the enhanced DIALECT2 action plan, is to embed media and digital literacy skills development activities into the football3 ones to combat youth radicalization, while supporting application of the acquired skills at community level, through youth-led digital content creation projects related to sports media consumption.

The present report is the **needs assessment report of the DIALECT2 project**, which incorporates the findings of the DIALECT2 desk research, together with the findings of the primary research from the four pilot countries (Greece, Italy, Hungary, Serbia) participating in the project. In particular, the report aims at presenting and analyzing the existing evidence from the four participating countries with regard to the following issues: 1. identified media and digital literacy skills needs of adolescents, 2. the training needs of DIALECT’s mediators and trainers to undertake new roles for combating youth radicalisation through community-building football and 3. the media and digital literacy skills development of vulnerable youth, as well as the challenges faced by sports organisations in integrating football3, noncompetitive anti-radicalisation practices.

2. DESK RESEARCH: BUILDING UPON EXISTING KNOWLEDGE & FILLING THE GAPS

Overall, literature findings¹ throughout Europe demonstrate that political polarization is still in place, a fact, which is creating a social climate that provides a fertile ground for racism, discrimination and hate intolerance. Simultaneously, according to research findings social exclusion contributes to intolerance. Evidence suggests that youths are attracted and approached by populist groups and parties, in order to act as supporters while embracing their values. This is not happening on community “grounds” only and physical communication routes but also on digital worlds or media spaces. Social media research, examining the far-right blogs has shown a wider expansion of the horizontal and vertical relations of supporters and members of far-right formations, who may no longer feel isolated. Through cultivation of fear and often violence (verbal or physical),

¹ The Desk Research Report in full is annexed at the end of the present Needs Assessment Report.

these ideologies are systematically promoted and repeated with religious reference on the sites studied. At the same time, “the governance of migration and how it is represented online and offline, raises lots of dilemmas and contradictions in all Europe and even more in some countries”.²

On the other hand, experts on the field of football explore the intersection between politics and football focusing on political activism in football. More specifically educational tools that raise young people’s awareness of discrimination and encourage them to promote diversity and equality, particularly in football, are produced and evaluated. Studies on how to integrate diversity and anti-discrimination into football’s organizational structures and activities, are devoted to football since, as contested, by eliminating discrimination from the game, football will become more attractive for players, spectators, TV viewers and users of social media.

The DIALECT project has addressed these issues and has shown the power of Sport Values in building communities of tolerance by means of the implementation of football3 methodology and rational. Nowadays the dynamics of community creation based on ideologies of hate, being influenced by extremist groups at local level, need to be examined also in view of the virtual and/or digital worlds and “mediascapes”. Overviews of media landscapes across the European countries indicate that new online technologies are becoming more and more embedded in everyday life, at work, in education, in politics, they affect family life and social relationships. Despite the fact that “during the Covid pandemic, Member States have been advancing in their digitalisation efforts, (they) still struggle to close the gaps in digital skills”. At the same time ample is the evidence that adolescents “like to be online” while parents and teachers are voice certain exposure to risks concerns. On the other hand, research has shown that episodes of discrimination take place especially online and responses are urgently needed. Furthermore, as research reveals, in recent years radicalization leading to violent extremism has evolved both internationally and within the European Union Member States, as it is acknowledged by multiple international and regional organizations such as the United Nations and its agencies, the Council of Europe and the European Union and its bodies.

Young people are an important focus in the prevention of radicalization as they can be both the perpetrators and the victims of violent extremism. Because of their adolescence they constitute a very vulnerable ‘at-risk’ group. Violent extremism is disproportionally impacting young people, as they more easily get lured into radical thinking. The vulnerability of youth seems to be increasing as families lose control over the education and lifestyle of their children, in particular because young people increasingly move to urban areas in search of jobs. When societies fail to integrate youth in meaningful ways, young people are more likely to engage in political violence. Young people however do play an important positive role. Youth are already transforming their communities, countering violence and building peace. Yet their efforts remain largely invisible due to lack of adequate mechanisms for participation, and lack of opportunities to partner with decision-making bodies.³

In protecting adolescents against radicalization that may lead to violent extremism, literature review reveals the significance of the role of education as well as the online integration into P/CVE practices. UNESCO emphasizes that “Despite limitations, education has a significant role to play in the prevention of violent extremism. Relevant education of quality can help to create conditions that make it difficult for violent extremist ideas to proliferate by addressing the causes of violent extremism and fostering resilient learners able to find constructive and non-violent solutions to life challenges”. The organization acknowledges that “Relevant education of quality can help to create conditions that make it difficult for violent extremist ideas to proliferate by addressing the causes of violent extremism and fostering resilient learners able to find constructive and non-violent solutions to life challenges. The potential returns on investments to prevent violent extremism of well-designed and effectively delivered education activities that are relevant to learners’ needs, interests and daily lives are widely confirmed”.⁴

² See DIALECT2, WP(2) deliverable, Varoux Ch. & Tsiganou J., (2022): Desk Research – Literature Review, Annexed to the present Report.

³ Radicalization Awareness Network - RAN - (2019). *Preventing Radicalization to Terrorism and Violent Extremism. Approaches and Practices.*

⁴ UNESCO (2018). *Preventing violent extremism through education: effective activities and impact; policy brief.*

Within this context, UNESCO acknowledges that the phenomenon often referred to as “incitement to radicalization towards violent extremism” (or “violent radicalization”) has grown in recent years. This is mainly in relation to the Internet in general and social media in particular. That is why the significance of digital education is emphasized all international organizations. The Council of Europe acknowledges that children *need special protection online and need to be educated about how to steer clear of danger and how to get maximum benefit from their use of the Internet. To achieve this, children need to become digital citizens.* “CoE believes that it is part of the role of formal education to consider children’s online and offline lives as parts of a whole. The digital revolution has not so much broken down as erased physical barriers. The online world takes no account of classroom boundaries or school walls, just as it ignores local, regional or national frontiers. Children bring their digital lives and experiences into school with them, and it is our duty to assimilate this new reality into our education systems. Furthermore, it acknowledges that “Digital citizenship competences define how we act and interact online. They comprise the values, attitudes, skills and knowledge and critical understanding necessary to responsibly navigate the constantly evolving digital world and to shape technology to meet our own needs rather than to be shaped by it. In proposing a conceptual model for digital citizenship, the CoE emphasizes that a digital citizen is someone who, through the development of a broad range of competences, is able to engage in both actively, positively and responsibly on and offline communities, whether local, national or global. As digital technologies are disruptive in nature and constantly evolving, competence building is a lifelong process that should begin from earliest childhood at home and at school, in formal, informal and non-formal educational settings.”⁵

Digital competence encompasses media and information literacy, which concerns the ability to interpret, understand and express creativity through digital media, as critical thinkers. **Media and information literacy (MIL)** is an umbrella concept that covers three often clearly distinguished dimensions: information literacy, media literacy and ICT/ digital literacy. Being media and information literate is something that needs to be developed through education and through a constant exchange with the environment around us. It is essential to go beyond simply “being able to” use one or another media, for example, or simply to “be informed” about something. A digital citizen has to maintain an attitude relying on critical thinking as a basis for meaningful and effective participation in his/her community.⁶ In clarifying the concept, the Council of Europe explains that “Media Literacy (ML), or Media Information Literacy (MIL) is a dynamic concept that evolves over time in response to technological, social, cultural and political factors. Media literacy is understood as a range of cognitive, technical and social skills, knowledge and the confidence to make informed choices about all the content and information that people come into contact with each day and how they interact, contribute and participate in the media environments. This includes being able to critically understand and evaluate media content – wherever it comes from – and understand how media production, editorial and funding processes work. Nowadays that also includes understanding how data is used and how algorithms and AI can influence media production and choices. Being media literate also means being able to responsibly and safely use digital media services and engage with others in the public sphere, as well as fulfilling the creative and participatory potential that new technologies and services can offer.”⁷

It is often in the field of media and information that people are confronted with harmful content, including hate speech. In the digital era, social media platforms have become central stations where racist, sexist and xenophobic content, and other types of hateful speech accumulate and are easy to access and share. Media and Information Literacy (MIL) competencies serve as enablers of peace and interreligious and intercultural dialogue and can provide the tools to address and counter hate speech. MIL equips people with skills to access, search, evaluate, use and contribute to information and media content critically. Media and information literate citizens are knowledgeable and discerning processors and producers of information, which allows them to actively tackle hate speech, and contribute to social inclusion and peace in online and offline spaces. MIL skills are a fundamental citizenship competency for addressing and countering hate speech. Media literacy (sometimes conceptualized as media information) is an expanded conceptualization of literacy which

⁵ Council of Europe (2022). *Digital citizenship education handbook*.

⁶ *ibid*

⁷ Council of Europe, North-South Centre of the Council of Europe (2022). *Media Literacy for Global Education: Toolkit for Youth Multipliers*.

includes the ability to access and analyze media messages as well as create, reflect and take action, using the power of information and communication to make a difference in the world. Media literacy is not restricted to one medium and is understood as a set of competencies that are essential for work, life, and citizenship. In education and training media literacy is conceived as a process used to advance media literacy competencies, and it is intended to promote awareness of media influence and create an active stance towards both consuming and creating media.

The European Commission uses the term digital competence which involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.⁸ Here, the concept of competence is understood as a combination of knowledge, skills and attitudes. Including a distinction between these three dimensions is particularly important for children, who might have the skills to complete a certain digital task but might lack knowledge about the context and critical approach to performing that task. Also, such a categorization can help in adapting digital literacy frameworks into educational curriculums, which are normally based on knowledge, skills, and attitudes.

The Council of Europe (CoE) uses the term digital citizenship which is used to refer to the competent and positive engagement with digital technologies and data (creating, publishing, working, sharing, socializing, investigating, playing, communicating and learning); participating actively and responsibly (values, skills, attitudes, knowledge and critical understanding) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural); being involved in a double process of lifelong learning (in formal, informal, non-formal settings) and continuously defending human dignity and all attendant human rights.

DIALECT2 includes the energizing of media and digital literacy skills acting as multipliers of the aims targeted and project's results on community building in a way where generations may create a 'world' which is just, inclusive, tolerant and healthy incorporating relevant values. This way DIALECT's targets to promoting key life skills and empower youth to become leaders as well as to providing both players and mediators with knowledge and life skills, are enhanced. Dialect2 is aiming not only to increased participation in the community but also to increased participation to 'mediascapes' and digital worlds through the ability to search and use media content, critical thinking in order to make informed choices. It is aiming not only to increased willingness to include others, regardless of gender, ability, age or background, increased communication, decision-making and conflict-mediation skills, improved respect for women and girls, and appreciation of gender equality, enhanced sense of fair play, responsibility and accountability, increased desire to become a role model for others and increased participation in the community but also to increased participation to mediascapes and digital worlds through the ability to search, find and navigate and use media content and services, through critical thinking and recognising different types of media content and evaluating content for truthfulness and reliability as well as understanding how the media industry works and how media messages are constructed in order to make informed choices about content selection and use with respect also to online security and safety risks. It is also aiming to advance creative skills of building and generating media content, interaction, engagement and participation in the economic, social and cultural aspects of society through the media, promoting democratic participation, fundamental rights and intercultural dialogue

DIALECT2 capitalizes on a built inter-ethnic/inter-cultural gender-diverse pool of 500 adolescents at risk of poverty and exclusion, and 20 football3 mediators & trainers as part of project's first phase (2019-2021 - DIALECT), aiming to combat youth radicalization combining football3 activities with media and digital literacy. It will succeed in doing so by promoting community building through football and by developing media & digital literacy skills of adolescents, enhancing their resilience to extremist views, bringing together adolescents, their parents, local sports professionals, and pioneer football players. This way, the program will bring changes in the local communities and promote the values of acceptance of others and solidarity. Through this cooperation

⁸ European Council (2018). Recommendation of 22 May 2018 on Key Competences for Lifelong Learning, ST/9009/2018/INIT, OJ C 189, 4.6.2018, pp. 1–13.

scheme, the goal is to play football in a different way, spreading the message of “Football for All: making extreme discourses irrelevant” and enhanced critical thinking and resilience of adolescents to extremist values through football³. By playing community-building football, DIALECT will create poles of understanding in local level, empowering adolescents, and youth to practice on their conflict resolution skills and, integrating media and digital literacy skills development through community-building football for adolescents. This way **Dialect2** is complementary in scope to the project titled «Disrupting polarisation: building communities of tolerance through football» (DIALECT), which involved adolescents and youths identity construction at times of social and political polarisation in order to be empowered in combating intolerance and discrimination. **DIALECT2** is also enhancing DIALECT project’s rational by focusing on the development of social and intercultural dialogue competences, critical thinking and media literacy, educating adolescents on how to recognise and be resilient to extremist narratives that promote messages of racism and xenophobia, and support youth active citizenship towards tolerance, non-discrimination and gender equality at community level. It intends to succeed in doing so by using Sports, and particular Football.

In order to realise the DIALECT2 objectives at an initial phase the relevant to the above needs assessment is imperative. Therefore WP2 provides for the design and implementation of a needs assessment research incorporating desk research findings.

3. METHODOLOGY & TOOLS

The process

The research design provided for the conduction of 4 focus groups with DIALECT’s built pool of adolescents one for each pilot country, the implementation of an online survey to specify the needs of DIALECT mediators and trainers in undertaking new roles for combating youth radicalisation, and the conduct of 4 focus groups with representatives of local football associations, academies and football experts, one per pilot country based on the research protocol and tools developed by EKKE.

In fact, EKKE developed research tools and data processing templates forwarded to partners. The aim was to identify adolescents’ media and digital literacy understanding, skill needs in relation to perceived and non-perceived challenges and risks they usually face in the online environment, particularly concerning extremist discourses and recruitment processes that take place online or through mass media. The case of sports / football and related media consumption by adolescents, which could contribute to the adoption of intolerant attitudes and beliefs was also considered for the tools design. Nor Sensus supported EKKE in the formulation of the focus group tools providing input about the learning outcomes and skills linked to the media and digital literacy, e.g. information processing, critical thinking, intercultural dialogue, digital content creation and responsible use of (social) media. Based on the research protocol and focus group guide developed by EKKE, AAH, AAIT, OLT, FF organized a focus group per country (Italy, Greece, Hungary, Serbia). EKKE also developed research tools and data processing templates forwarded to partners with a view to enhance the application of a non-competitive football methodology in football academies and clubs to combat youth radicalization and violent behaviors. AAH, AAIT, OLT and FF, under the guidance and research tool of EKKE, implemented a focus group in their own country, involving representatives of local football associations, academies and football experts to identify and document the current challenges of football academies in combating youth radicalization through and in football, and the level of applicability of the non-competitive football³ and nondiscrimination practices within sports club. The pilot countries partners summarized key points made in focus groups into a short report in English based on common templates provided by EKKE and were respectively forwarded to EKKE. EKKE proceeded with the analysis of evidence and the development of the present summary report with findings. In addition, EKKE developed an online questionnaire in 6 languages (English, Spanish, Italian, Hungarian, Greek, Serbian) based on translations of the English original version by partners, targeting football³ mediators, and trainers, including potential mediators from DIALECT’s pool of adolescents, with the aim to identify their training needs and challenges associated to undertaking new roles at community level for combating youth radicalization through community-building football, combined with media

and digital literacy skills development. The translation to more languages than solely to the ethnic languages of pilot countries was imperative since for once the English language is used as a common - reference - language of the project facilitating data processing and homogeneity of results keeping at the same time pilot countries peculiarities and with a view to include as many as possible from the SFW's network of mediators and trainers, not fluent in English. AAH, AAIT, OLT and FF disseminated the survey through the existing built pool of 50 youth leaders involved in the DIALECT mixed football teams interested to undertake the role of football3 mediator or trainer, and through the 20 representatives of social workers, CSOs and sports associations, acting as mediators and trainers in the first phase of DIALECT project in the 4 pilot countries. The survey was also disseminated to SFW's network of mediators and trainers to acquire extended feedback about this target group's needs and challenges. EKKE processed and analyzed the data collected which feed also the present needs assessment deliverable.

Therefore, the present needs assessment report is based on the design and implementation of primary research instruments and tools constructed through extensive desk and literature review findings. As already mentioned focus groups data processing was facilitated by the provision of data processing templates by the EKKE research team (Annexed to Research Protocol and Tools Report) which guaranteed uniformity. In some cases, two focus groups were conducted instead the one originally designed for reasons of participants convenience and/or facilitating participation. The on-line research was conducted by means of a pre-structured questionnaire (Annexed to Research Protocol and tools Report) developed by EKKE, originally formulated in English and translated based on the English original version to 6 languages (English, Spanish, Italian, Hungarian, Greek, Serbian) to fit respondents' profile. Six different Google form apps were created addressed to respondents' national languages. Thus, respondents from the four pilot countries (Italy, Hungary, Greece and Serbia) were able to fill in questionnaires in their own national language while respondents from the network pool were able to respond either in the English or in the Spanish versions of the questionnaire. In total respondent numbers read as follows: Spanish = 4, English = 14, Greek = 16, Hungarian = 30, Serbian = 26, Italian = 24. The total number of completed questionnaires amounts to 114 instead of the 120 mentioned at the proposal. Despite efforts, especially in Greece people were rather hesitant to express opinions.

Considering focus groups implementation, in total 43 adolescents participated - a number exceeding all expectations - {"involvement of approx. 10-12 adolescents from the DIALECT pool, namely adolescents at risk of poverty and social exclusion, including members of local ethnic and cultural social groups (i.e., migrants, refugees, Roma etc.)}, despite the lower participation of girls vis-à-vis boys. After all the recruitment of girls is more demanding as the DIALECT project and literature findings have shown. In the case of adults' focus groups, in total 33 representatives participated - a number close to the number included in the Grant Agreement ("involvement of approx. 10-12 persons" per focus), and quite acceptable and adequate in methodology terms which requires 8-12 persons per focus. Further, more focus groups (9 in total instead of the 8 originally scheduled) were conducted to comply with participants availability and adolescents needs.

All research tasks followed the strict ethical guidelines of the project.

Research Questions – Concepts and Indices

Building upon results of DIALECT project and extensive desk research, the research questions of the DIALECT2 project involve both: populations of adolescents and populations of adults from sports organizations, football academies, civil society and local communities' sports associations. As already noted the scope is to identify needs and capacities not only of adolescents but also to identify needs and capacities with a view of train the trainers and address local societies as a whole. The scope is to enhance both groups awareness and knowledge on media and digital literacy and anti-radicalization activities that can be integrated in football to enhance players' resilience towards extremist values and violent attitudes promoting values of tolerance and nondiscrimination. The aim is to do so through a media and digital literacy program combined with community-building football. Therefore, the main issues involve the following:

Population group: Adolescents

- *To what extent adolescents loving football and /or involved in football3 games possess essential and necessary media and digital literacy skills, critical thinking and resilience to extremist values and attitudes.*
- *To what extent the above adolescents possess a sense of belonging to the community through their engagement in community-building football3 activities combined with an awareness of sports - and especially football as an area not only of practicing sports but also as an area of news consumption and understanding of media content.*
- *To what extent the above adolescents possess essential understanding and are able to critically evaluate the information promoted in media and/or through digital technologies towards young people.*
- *To what extent the above adolescents are involved in the design of youth-led digital content creation projects.*

Population Group: Football3 mediators and trainers

- *To what extent football3 mediators and trainers possess the necessary skills to addressing media and digital literacy skills deficiency of adolescents in the context of football3 activities.*
- *To what extent the above population group are cognizant of their own stereotypical perceptions and prejudices.*
- *To what extent the above population group are qualified enough to help combating youth radicalization and increase resilience to extremist values and beliefs through sports and more particularly football and football3.*
- *To what extent the above population group possess the necessary media and digital literacy skills to exchanging knowledge and sharing lessons learnt from the application of anti-radicalization practices in the context of football3 methodology.*

Population Group: Representatives of local football associations, academies and football experts

- *To what extent they think intercultural dialogue and conflict resolution in the football field are feasible.*
- *To what extent they believe that societies can educate adolescents on how to recognize and be resilient to extremist narratives that promote messages of racism and xenophobia.*
- *To what extent they believe that using football and media and digital literacy trainings may empower youngsters in combating intolerant beliefs and attitudes and form active citizens.*
- *How important is tolerance, non-discrimination, and gender equality, for the representatives of the above group.*
- *To what extent they believe that societies can educate youngsters on values and skills to be used in their everyday life inside and outside the football field.*
- *In what ways societies may help youth understand the role of media coverage and be resilient to extremist narratives and behaviors inside and outside the football field.*
- *How ready they are to promote relevant messages to the broader community.*

In order to clarify empirically the above issues and through a theoretical mining of the literature available the research design involved the operationalization of concepts relevant to the DIALECT2 project through a number of working definitions and indices. The basic **research issue** of the DIALECT2 project is to identify basic media and digital literacy **needs of adolescents and adults of football in general and football3 world cultures** in particular in order to enhance capacities to combat youth radicalization through racists, hate and discriminatory practices, on and off line, in order to promote the building of tolerant communities. **Thus the core concepts of all research tasks include the theoretical items of racism, hate intolerance, discrimination, literacy, media literacy and digital literacy.** The operationalization of the concepts of racism, hate intolerance and discrimination on and off line follow identical indices to those used in the DIALECT project but supplemented to fit the on and off-line worlds as follows.

In order to operationalize DIALECT2 project's research questions, a set of working definitions was drafted with respective indices to fit a holistic approach to digital literacy, in terms of skills (stressing that children should be empowered with the technical, cognitive and social skills needed to be protected and productive in a digital age), stakeholders (claiming that parents/caregivers and educators should play an active role in children's digital literacy) and connection with traditional literacy (noting that digital literacy should be grounded within a broader skills framework for life and work).⁹ Following UNICEF's recommendations attempts were made definitions to *be short, simple, concrete, usable and age specific, including important terms and concepts such as resilience, self-awareness, self-regulation, interpersonal skills, empathy, agency, awareness of one's own and others' rights while engaging with contents and other users. Further, definitions refer to being free and safe when playing online or with digital devices, accommodate context specificities moving away from one-size-fits-all solutions.*¹⁰ As a result an innovative operationalization scheme has been produced as follows:

Considering adolescents: We found more relevant to the scope of the present project the "longer definition" provided by UNICEF¹¹ in that it includes conceptual items suitable for combining football in general and football3 in particular methodology and culture. Since DIALECT2 targets to developing capacities combating radicalization and extremism on and off the pitch as well as through on and off line communication and contacts, the longer UNICEF definition was suitably adapted and reads as follows: The definition refers **to media and digital literacy as the set of knowledge, skills, attitudes and values that enable adolescents to use and understand technology, to search, manage and critically evaluate information, communicate, collaborate, create and share content, build knowledge and solve problems safely and ethically, in a way that is appropriate for their age and the social environment. It also refers to confidently and autonomously play, learn, socialize, prepare for work and participate in civic action in digital environments.** To operationalize the definition an amalgamation of –technical descriptive and more complicated **skill and competence indicators** have been identified as follows:¹²

Media and digital literacy skills

Internet and media use

Frequency and devices of use

Scope of use (information, communication leisure, learning)

ICT Literacy and Information Literacy

Understanding (interpreting and relating parts of information in a text). Constructing meaning from a text which can range from understanding the meaning of individual words to comprehending the underlying theme of a lengthy argument or narrative.

Digital Safety and Resilience

Access and operate in digital environments safely and effectively, critically evaluate information, communicate safely, responsibly and effectively through digital technology, understanding Children and Human Rights, understanding associated risks to Personal Data, Privacy and Reputation, understanding or create digital content abiding to protecting Health and Well-being and promoting Digital Resilience.

Engaging with

Using media and digital environments purposively, i.e. directed towards applying information and ideas in a text to address an immediate task or goal or to reinforce or change beliefs. Creative literacy in building content. Expression. Engagement as correlated to proficiency.

⁹ UNICEF (2017). UNICEF State of the World's Children: Children in a Digital World. New York: UNICEF. UNICEF (2018a). Policy Guide on Children and Digital Connectivity. New York: UNICEF. Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01), United Nations Children's Fund (UNICEF), New York.

¹⁰ Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01), United Nations Children's Fund (UNICEF), New York, pg. 35-36.

¹¹ Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01), United Nations Children's Fund (UNICEF), New York.

¹² We have attempted a more or less balanced combination of UNICEF's proposed modular definition of children's digital literacy with OECD (2012), Literacy, Numeracy and Problem Solving in Technology-Rich Environments: Framework for the OECD Survey of Adult Skills, The Digital Citizenship Education Framework (CoE), The Digital Intelligence Framework (DQ INSTITUTE), the Digital Kids Asia-Pacific Competence Framework of UNESCO and The Digital Competence Framework for Citizens (DigComp) of the European Commission (as above) vis-a-vis football3 methodology and rational. All indicators target adolescents empowerment in combating extremist and intolerant values and attitudes in both environments: physical and digital, on and off the pitch.

Evaluating and reflect

Making judgments about texts. In the case of electronic texts, the issue of their credibility and authenticity is particularly important. Electronic texts can be accessed from a range of sources, the identity and credentials of which are not always clear.

Digital Participation and Agency

Interacting, Sharing and Collaborating, Civic Engagement, Participation in society, achieve one's goals, and develop one's knowledge and potential. Problem solving in situations where a person cannot immediately and routinely achieve his or her goals due to some kind of obstacle or challenge. Conflict resolution skills.

Digital Emotional Intelligence

Self-awareness, Self-regulation, Self-motivation, Interpersonal Skills, Empathy

All the above are intercepted by the following list of competences:

The domain of values

Valuing human dignity and human rights, cultural diversity, democracy, justice, fairness, equality and rules /law obedience

The domain of attitudes

Openness to cultural otherness and to other beliefs, world views and practices, Respect, Communicative and collaborative spirit, Conflict resolution Civic mindedness, Responsibility, Self-efficacy, Tolerance of difference and ambiguity.

Considering mediators and trainers: Given that trainers have been confirmed as the main barrier both in terms of lack of media digital capacity and of cultural resistance to adopt ICT solutions and approaches, as already noted, the working definition adopted on the one hand **attempts to operationalize trainers' skills and competences needs while, on the other, attempts to identify trainers' skills and competences deeds especially in view of their unanticipated perceptions and beliefs on racism, discrimination and hate intolerance.** We have used in this targeted population the same list of the above indicators designed for the adolescents target group with an **emphasis** on the following items:

- Willingness to include others, regardless of gender, ability, age or background.
- Increased communication, decision-making and conflict-mediation skills.
- Improved appreciation of gender equality on and off the pitch.
- Enhanced sense of fair play, responsibility and accountability.
- Increased desire to become a role model for others.
- Increased participation in the community.
- Self-reflection and critical knowledge of the self.
- Increased participation to *mediascapes* and digital worlds through the ability to search, find and navigate and use media and digital content and services.
- Critical thinking and recognizing different types of media content and evaluating content for truthfulness and reliability as well as understanding how the media industry works and how media messages are constructed in order to make informed choices about content selection and use with respect also to online security and safety risks.
- Creative skills of building and generating media and digital content.
- Interaction, engagement and participation in the economic, social and cultural aspects of society through the media, promoting democratic participation, fundamental rights and intercultural dialogue.

Considering **representatives of the football world, CSOs and community leaders** given the lack of understanding of the digital literacy problem by governmental decision makers (as stated by relevant research results –as above), our working definition attempts **to demonstrable project's impact and potential for transferability, identify possible gaps and barriers.** Thus indicators include:

Interest and knowledge

- Knowledge of ICT infrastructures and their connectivity (especially to remote and/or disadvantaged areas).
- Feasibility of intercultural dialogue and conflict resolution in the football field.
- Importance of tolerance, non-discrimination, and gender equality.
- Importance of educating youngsters on values and skills to be used in their everyday life inside and outside the football field.
- Importance and feasibility of using football and media and digital literacy trainings to empower youngsters in combating intolerant beliefs and attitudes and form active citizens.
- Importance of helping youth understand the role of media coverage and be resilient to extremist narratives and behaviors inside and outside the football field.
- Government and civil society interest in media and digital literacy.
- Knowledge of any barriers (i.e. *general socioeconomic issues, patriarchal social norms that restrict access for girls, lack of funds, suitability of digital platforms, parents and trainers concerns e.tc.*).
- Consolidated interest in media and digital literacy in the domain of sports and football in general and football3 in particular.
- Knowledge of supporting actions in the area characterized by sustainability and building on the results of previous initiatives.

Willingness

- Willingness to fill any possible gaps due to lack of understanding from decision makers
- lack of evidence-based information,
- lack of sufficient regulation in relation to privacy and transparency,
- limited understanding of the complexity of digital literacy,
- methodologies not consolidated.
- Willingness to fill any possible gaps on the resistance from schools and teachers
- safety issues
- pedagogical and psychological impact and effects
- increased workload.

Challenges

- Awareness of sports/football and football3 power and merits in changing youngsters' mindsets.
- Actions undertaken so that communities can become more cohesive and inclusive for all youngsters.
- Means and ways to build communities of tolerance and combat youth radicalization.

Tools - focus groups guides and on-line questionnaire items - were designed to correspond to the above modular scheme. Considering the characteristics of the targeted populations each time, specific effort was made questions to be age-specific and voiced in a simple and clear wording.

4. FINDINGS OF THE PRIMARY RESEARCH

Primary research consists of 3 separate research activities, namely two focus groups and one online survey per participating country (Greece, Hungary, Italy and Serbia). The research results for each one of the research activities are presented below separately.

4.1 RESEARCH RESULTS FROM FOCUS GROUPS WITH ADOLESCENTS WHO ARE AT RISK OF POVERTY AND SOCIAL EXCLUSION

In total, 4 Focus Groups, one in each participating country, were held with adolescents who are at risk of poverty and social exclusion. The Focus Groups aimed at identifying adolescents' media and digital literacy understanding, skill needs in relation to perceived and non-perceived challenges and risks they usually face in the online environment, particularly concerning extremist discourses and recruitment processes that take place online or through mass media.

1. Participants profile

In total 43 adolescents from 12 to 17 years old participated in the five Focus Groups that were held in the four participating countries. More than half of the participants were natives and the rest were of migrant/refugee background, while in the case of Hungary also Roma teenagers participated. It should be pointed out, however, that the main nationalities of migrant/refugee adolescents differ considerably among countries. For example, in Italy the few migrant/refugee participants were all of Indian origin, whereas in Greece and in Hungary the migrant/refugee population was mixed (from Albania, Romania, Congo, Palestine and Pakistan in the case of Greece and from Palestine and Libya in the case of Hungary).

With regard to the gender dimension, it should be mentioned that out of the 43 participants only 7 are girls. It is evident, that girls are a minority in this exercise. As very well stated in the Italian Report, there is *“a legitimate reluctance for girls in participating to group activities where the participants are predominantly male.... this difficulty becomes even greater for the “off the pitch” activities than for the football matches or in general for the purely sporting activities (in which girls who are keen on football get involved without thinking too much about it)”*.

Turning into examining, the family status and the environment of the participants, evidence suggest that the majority of the adolescents live either with their families or with only one of their parents. However, in Hungary, 3 adolescents live in foster care and in Serbia one adolescent lives with other relatives.

Looking at the participants profile by country in more detail, the focus group composition is as follows: In Hungary two Focus Groups were conducted with 12 adolescents in total. The first Focus Group consisted exclusively of male participants mainly with refugee/migrant background between 13-17 years old, while the second focus group included male Roma adolescents aged 12-13. Three native adolescents live in state care, while the rest live with their families or with only one of their parents.

In Greece, 8 boys and 2 girls aged 12-17 years old living in the wider neighbourhood area participated in the Focus Group. Half of them were Greeks, while the rest of a refugee/migrant background. In Italy, 11 boys and one girl participated in the focus group mainly living in the neighbourhood area. Out of the participants, 4 male boys were born in India, while the rest are of Italian origin. The majority lives with both their parents.

In Serbia, 6 boys and 3 girls aged 12 to 13 participated in the focus group. All of the participants live with their parents, except one boy who lives with his mother, and one boy who lives with cousins.

2. Participants relationship with sports/football in general and football3 in particular

2.1. Adolescents' participation to football activities, how they have learned about them and the reasons for their involvement.

Adolescents from all countries cited different ways of how they learned football and different reasons for playing football. For example, in Naples (Italy), where playing football in the street is a practice that is very widespread in the working-class neighbourhoods, they play football in all possible contexts, at all possible times: in the street, in free public pitches but also in rented private ones, in the courtyard of the building where they live and in the school's one, on the beach when they are on holiday and even at home. On the other hand, in Greece many participants said that the popularity of the sport and the dissemination of it through tv made them want to join a football team.

Among all the reasons that participants mentioned for being involved in football, the most dominant were that playing football is fun, it makes them happy (*“I play football because it makes me feel good”*), and that it is a great opportunity for making new friends and/or spending time with friends. Also, due to the fact that football requires coordination and cooperation between the players, it was mentioned that deeper friendships had grown between team-players. Looking at the gender dimension, in Serbia, the girls stated that they mostly play football because their friends like to play, so they play with them in order to spend some time together.

Another reason that came up in the discussion for playing football, is that it enables them to “escape” from their daily routine and problems. It gives them motivation, excitement and another state of mind

compared to school and everyday activities, while some mentioned that it makes them physically healthy and they can be out of home. Indicative is the answer of a teenager from Italy who said: *“I play football because when I play I don't think about problems”*. Similar is an answer from a participant from Hungary who mentioned that football offers young players a chance to get away from the everyday hassle of life. *“There is nothing else when we play football.”*

2.2. Adolescents' participation to football3 activities, how they have learned about them and the reasons for their involvement.

The vast majority of participants had past experience with Football3, during DIALECT1 project activities. With regard to Football 3, adolescents from Hungary think that football3 offers a greater chance for developing themselves as persons: *“I have to admit, earlier we were not good at cooperation, and if someone fell during the game we didn't stop to help him. By now we learnt to help and respect others.”* Another issue that was emphasized was that because football3 is played without a referee, it teaches players to stand up for themselves. The self-establishment of the rules of the game was considered very important by the majority of the respondents from all countries. However, in Italy some respondents also felt that the system of behavioural rules limits their freedom in the game (for example, they explicitly referred to the rule for which “a player cannot touch the ball more than four times consecutively before passing it or shooting”, although they all understood that the rule aims at involving all participants in the game in the football actions). In Greece, the fact that participating in football3 games was for free was also considered as an advantage.

No significant problems were mentioned with regard to the multicultural and multi-ethnic composition of the teams. In fact, it was really interesting that participants from Greece were emphatically positive when asked about the composition of their group which consists of people from different backgrounds. In Italy, none of participants, until they were explicitly asked, mentioned the presence of foreign boys and girls or of another sexual gender. According to the Italian researchers' opinion, playing football with people from other countries or of another sexual gender or of a different skin colour is considered by the participants as “normality”. This is also the case in Hungary, where most respondents replied that they haven't experienced any problems with mixed participation, because: *“one gets used to it, and we can understand one another through the language of football.”*

Respondents agreed that football3 rules ensure the equal participation of all players. In Italy, the participants (including the girl and the adolescents of foreign origin) felt that the treatment of female participants or foreign origin boys and girls was never different from the one received by male participants of Italian origin. However, it was not easy to accept and apply those rules from the beginning. For example, with regard to the gender dimension, it was stated that in Hungary teenage boys admitted that treating girls equally did not happen right away, because it takes time to learn to respect others. In Serbia, as well, some of the girls were skeptical at the beginning about their treatment from boys, while some boys thought that girls will not be skillful enough. However, as the games evolved there were no more differences in the game between them and they became equal members of a team.

3. Moving towards united and open societies

3.1 Have participant adolescents ever been confronted or exposed to discriminating, disrespectful and racist behaviors?

According to the results from all Focus groups, participant adolescents have been exposed to discriminating or racist behaviours on various occasions and incidents. School is the place where most of the incidents take place, sadly not only from peers but also from teachers. In Greece, most discriminating behaviors occurred at the school environment mostly from the teachers. These included inappropriate comments from some teachers regarding their national language and their educational performance. Moreover, some participants shared that they have faced discriminative behaviors from peers due to their skin color. In Serbia, disrespectful behaviours were mentioned towards adolescents due to their physical appearance that is if they wear glasses, are overweight, are not physically fit enough for a certain activity, or are new students at school and come from

other cities. As for racial discrimination, none of the participants has felt it, however participants mentioned that Roma children are often targets of discrimination. In Hungary, most refugee/migrant participants had bad experiences with discrimination mostly from teachers and the school environment, but they choose not to think about it all the time. As for Roma participants, they experienced themselves a verbal discriminative behavior during a football3 game with another team. In Italy, incidents with verbal racist comments were mentioned by two participants, out of whom one participant admitted that himself was the protagonist (offender) of a verbal racist comment during a football match against a Roma boy. None of the participants highlighted any other incident of racial or gender discrimination. However, two boys of Indian origin, mentioned that in the past they had difficulties interacting with their classmates and where feeling as being marginalised, even in the absence of major incidents of discrimination.

3.2. Can participant adolescents provide stories from their personal experience or from experiences of friends/family members relevant to discriminating, disrespectful and racist behaviors?

Many participants provided examples of discriminatory, disrespectful and/or racist behaviours. The most common incidents regard verbal insults mostly for racial/cultural reasons. Adolescents from Hungary had numerous examples of unacceptable behaviours to share. The first example was given by Roma background players who recalled a story of a football3 tournament organized by Oltalom, where OSA's football team won the tournament. As it was shared, another football team's (consisting of foreign-born players) members commented "*These Gypsies won.*" A second example concerned a newly arrived refugee boy with limited Hungarian language knowledge, who was ridiculed by a teacher in front of the class, when the teacher stated that he stares at the girls, while a third example concerned a secondary school teacher who intended to discourage further education of a participant in front of the whole class commenting negatively on his capabilities. In Greece, among other stories, two concerned girls who got bullied and marginalized in the school due to their appearance (weight). One girl had to change school eventually, while both girls from these stories suffered from suicidal ideations due to those abusive behaviors they had to deal with. Another story shared, was about the race of one classmate and the use of negative labelling due to his color of skin. In Italy, one boy mentioned that during his holiday in another region of Italy, he had been called a "camorrista" (the Camorra is the mafia organisation present in Naples) because of his geographical origin.

3.3. Do participant adolescents feel that the use of derogatory terms or voiced insults are part of the game so they do not think of them as something important?

The use of derogatory and insulting terms is a very complex issue. In some countries such as Italy and Greece, the adolescents interviewed claim that they often use vulgar and offensive language -not necessarily of a racial or sexist nature- in their daily routines as meaningless interjects, or in any case as epithets that do not correspond to a real intention to offend their interlocutor. Participants feel that derogatory terms are normal and a part of their friendship, and they claim they use it "for fun". It seems that there is a blur line between what adolescents consider as offensive language and what not. As a boy from Italy stated "*...they are things we always say, without thinking about it. On the other hand, if you offend a boy because he is black it is more serious because you have to think about it to say it, it doesn't come out instinctively*". On the other hand, in Hungary and Serbia the respondents almost unanimously agreed that they no longer use derogatory terms or voiced insults. Especially during the game, respondents think that derogatory terms or voiced insults should not be accepted. Based on their experiences, players are more nervous during football games – especially during „normal“ football games – thus voiced insults might generate more negative feelings, and players tend to take insults more personally. As it was said, these verbal incidents many times provoke a riposte in similar derogatory tone, or sometimes an extreme reaction i.e. "*I'll kick him, if he insults me.*" Although participants agree with peaceful conflict resolution, some of them doubt if it can always be solved as these incidents mostly take place in tense situations. Based on some participants' opinion, discriminative/racist verbal insults have to be reported to the trainer, and the game has to be stopped as it was learnt in football3. It is interesting that many participants have recognized the change that football3 brought in their perspective and behaviour. Indicative is

the following quote: “Earlier we used to use many bad words, until we realized that it is not appropriate to speak like that on the pitch; we have to respect others, smaller, older players, girls.”

4. Adolescents, Media and Digital Literacy Skills and Competences

4.1. Do participant adolescents have their own computer, mobile phone, tablet or e-reader?

According to participants from all focus group, the most common device among them is their mobile phone since all of them declared to have their own mobile phone. On the other hand, none of the participants owns an e-reader (in Italy the majority did not know the device itself). About half of the participants stated that they own a computer, which they share with the rest of the household, or have a laptop. This is usually the case with older adolescents aged 15-17. Finally, not many participants own a tablet.

4.1. Do participant adolescents: a) read newspapers/athletic press? b) read magazines /athletics etc. ? c) listen to the radio for news or athletic events? d) watch television programs (news, series, sports events)?

It is difficult to provide a unified picture as to the type of media the adolescents use and the ways they use it, due to varying answers between participating adolescents from the four countries. In general, the vast majority of participants shared that they do not read magazines or newspapers. They also don't listen to the radio or the tv for news. Sometimes they listen to the radio for music and sometimes they watch TV to follow football matches and more rarely other sports events (basketball matches etc). In Serbia, the majority of adolescents also stated that they follow some of the television shows (series, cartoons, entertainment-humorous shows). In Italy only 4 out of 12 adolescents watch tv programmes, in Greece they watch tv “sometimes”, while in Hungary most of them watch films online and so it is less common to watch TV. According to adolescents from Italy, radio and television are very boring. When they were asked to provide an adjective for each of these media and the most frequent answers were: “slow”, “boring”, “sad”.

4.2. Is their home equipped with access to the internet? Is the connection satisfactory?

Most of the participating adolescents have internet connection at home, although some reported that they are not that satisfied by the speed of their connection. Few adolescents also stated that they do not have stable access to the internet, but they use internet through a mobile phone package, which is limited to a certain number of gigabytes per month.

4.3. Do participant adolescents feel that they spend too much time on computers and mobile phones? Do they feel that this is something they cannot do without?

With regard to the use of digital media, most respondents talked about the use of mobile phones and only respondents from Italy referred separately to the use of computers. According to them, the time used on the computers is considered “little” or “very little”.

With regard to the time spend in mobile phones, most respondents from Italy believe that they use their smartphones “for an appropriate amount of time”. On the other hand, respondents from Greece stated that they spend “too much time” on internet and feel they are quite addicted to their devices. According to them, the time they spent in front of their screens on a daily basis varies approximately from 5 to 8 hours, mainly during night hours before going to bed, while in weekends they claim to use their devices even more. Similar to Greece is the situation in Serbia, where most adolescents spend on average about 4 hours per day using their mobile phone. A very interesting point was highlighted by some respondents from Hungary who stated that the definition of “too much” is relative and depends on the actual situation and the circumstances. The example given was that 5 hours use of screen due to *online education's day would be seen as quite normal in contrast to 5 hours of surfing the internet during the night, which would be considered as “too much”*.

Following from above, adolescents from Hungary feel that using the Internet for many hours is necessary, because most of the everyday activities are performed via the internet (from communicating with parents and friends, to studying – classroom – and doing homework, or watching films). This is also why adolescents from Serbia think they can't do without it, because apart from surfing the Internet and accessing social networks, they also use it to learn certain content related to homework. It should also be noted that participants from Hungary almost unanimously stated that their access to the phone/computer increased significantly during the corona period when classes were held online, however the use of mobile for the exchange of information via networks continued even after returning to schools.

4.4. What they think about the time they spend by using digital technology (computers, mobile phones etc.) and its impact on their physical activity and social relations? Are they making new friends through the net? What is their favorite activity?

Opinions about the impact of using digital technology on their physical activity and social relations vary among participants. In Italy, a boy stated *"I rarely give up going out or exercising to play video games or simply surf social networks. However, I know many people who do it"*. In Greece, two boys mentioned that they feel better and safer when they are online instead of their real everyday life. Indicative are the statements: *"I prefer to be online, I feel safer in there, compared to be outside, in the real world"* (boy, 16 years old) and *"It is sad to say that, but from the mobile I feel that we get the attention that we cannot get from the people around us"* (boy, 17 years old). In general, it seems that some adolescents opt for physical activity instead of digital technology, while others don't.

With regard to social relations there seems to be a more complex relationship between these two. Most participants believe that digital media and in particular social networks are crucial for building new friendships and help them in socializing. In Italy, digital social networks and messaging services act in many cases as *ice-breakers*, as tools for the participants to approach boys and girls whom they happen to see in the neighbourhood or at school, and whom *"I don't have the courage or interesting things to tell about"*. In Hungary as well, respondents think that the time spent online, does not have a negative impact on their social relations, as this time is partly spent on communicating with family members and friends. In their opinion, the additional online communication strengthens their social relations.

What it should be highlighted here, is that in all participating countries the vast majority of adolescents uses online communication with people they already know and with friends from real life, and it is not a common practice among them to communicate with unknown people who may live in other cities or whom they have never seen physically. Exchanging messages with their peers is where they spent most of their time. In Italy adolescents very seldom communicate with their relatives or other adults, while adolescents from Serbia stated that their parents control them and check the purposes for which they use it.

Based on the adolescents' responses, their favourite online activities are: surfing the internet, talking to friends (chat), watching films, playing games and listening to music. The platforms mentioned mostly were: YouTube, Netflix and social media (Instagram, TikTok).

4.5. Do participant adolescents use digital technology for information search and to what end? (Searching information like political parties, political associations or clubs, Searching news, Searching educational resources/information, Searching job placements for summer or holidays if not at school).

Very few adolescents from all participating countries use digital technology for information search when it is not linked to school activities or homework. Searching information about politics is not common in the age group 12 to 17 years old. Only in Hungary, a very small number (3) of older adolescents (15-17 years old), say that they read political news and search for politics related issues. In Serbia, respondents were up to 13 years old, an age which is considered too young for searching information on the Internet related to political parties/or any other news related to political activities. As stated, "boys usually follow the news of their favorite local football club, while girls mostly follow cultural content related to celebrities they like".

4.6. Do participant adolescents use digital technology for knowledge and educational/training learning activities and to what extent? (lessons, distant learning, homework and duties).

As regards the use of digital technology for educational purposes, most adolescents from the four participating countries say they do use it for searching words or for finding material related to their lessons etc. In Serbia, during the online classes, the participants used digital technologies for education every day. That trend continued even after online classes, as it proved to be a good practice for sharing materials. The teachers continued to send them educational material and to ask them to complete certain tasks with the help of digital platforms. In Hungary, on the other hand, it was mentioned that the school rules affect the use of digital technology for educational purposes. That is, in schools where adolescents use mobile phones for schoolwork and are encouraged to use digital technology while preparing homework, the adolescents search more for educational resources, whereas in schools where there is no use of digital technology, the adolescents rarely use it. With regard to the platform they use for educational purposes, respondents from Serbia use the Google search engine in order to find certain information related to the task they have to do. In Italy, boys and girls stated that they mostly use Wikipedia or other encyclopaedical portals to acquire information, while in Greece adolescents mentioned also some applications such as “photomath”.

4.7 Do participant adolescents use digital technology for communication, contacts with friends and parents etc., and to what extent?

Adolescents from all participating countries use digital technology mostly for contact with friends and parents on a daily basis. Participants state that they generally have several social networks that they use for this purpose and that they are their main means of communication.

4.9. We call participant adolescents to reflect on the routine things they do for personal entertainment like playing games or listening to music. How frequently do they use the Internet for the following purposes

In general, most respondents said that they often/very often play e-games, listen to music, watch videos and films. On the other hand, they never visit pages with spiritual or religious content. Most adolescents stated that they rarely look for new friends online, but they use the Internet mainly for communicating/ keeping in touch with friends and family. It should be mentioned here, that in Serbia adolescents said that their parents forbid them to contact strangers, so they only use social networks to correspond with their friends.

As to playing online sports bets, this activity takes place very often in Italy in contrast to Serbia, Hungary and Greece where it seems that adolescents never bet. Participants also say they never visit pages with explicit sexual content (except Greece). Apart from that, in Greece few of them mentioned engaging with investments (crypto/bitcoins etc). In Serbia most boys play games almost every day, while girls stated that they do not play games every day, but that some of their friends play often, maybe even too much. As for other content, they all stated that they occasionally play music, but mostly watch videos of various content on YouTube and Snapchat.

4.10. Do participant adolescents feel that they are good in handling computers, mobile phones, tablets, etc., so they do not have to learn anything more? (Relevant training to cover digital needs perhaps? Training on what?)

Most respondents feel confident in handling digital technology and are familiar with most of the possibilities provided by these tools. *"The important things we know how to do,"* was the conclusion with which they all agreed at the end of the discussion on this topic. However, some of them agree that it is useful to learn more about it, because *"you never know when you will be deceived on the Internet. (...) and it happens to you exactly when you are so confident about your abilities."* (boy from Hungary). In Greece they felt they could learn more about the development of applications and websites. Acquiring new knowledge was mainly linked with financial aspects, namely with opportunities for “making money”.

5. Living in a safe digital world – building resilient communities

5.1. How confident participant adolescents feel to create Facebook, Instagram twitter etc. accounts? How many of the participants do hold such accounts, for what reasons, what type of information they share and with whom?

Most adolescents shared that they know to make profiles on social media and they have one or more profiles. Most have Facebook, Instagram and TikTok accounts, whereas Snapchat and especially Twitter are less common among them. As it was shared, some of them created their social media accounts with the help of parents or older brother/sister. It is worth mentioning that in Hungary, despite the 16 years age limit of Facebook, many of the respondents admitted that they opened a Facebook account at a very early age of 8-9 years old. These accounts are mainly used for fun, for sharing photos and for chatting with friends. In particular, most of these accounts are created for staying in touch with friends (*"it is the fastest way to reach friends"*), and for spending leisure time (*"When I don't have something to do I go to TikTok and watch it."*; *"I only watch football on Insta and on TikTok, I watch how Ronaldo is playing."*), but sometimes they are also connected for reasons related to their sport activities or hobbies. (*"I check the Facebook's site of my football club to find out at what time I have to be at football training on Monday"*).

With regard to the people who they share information with, most adolescents mention friends and relatives. In Serbia participants stated that their parents control their accounts and monitor their use, and in that sense, they feel safe. They do not accept friendship proposals from unknown persons and strictly keep track of it. If an unknown person tries to enter into some form of communication with them/sending photos or text messages, they usually turn to their parents to check and if necessary, to react.

5.2. How confident participant adolescents feel in sharing information about themselves in the above platforms/through social media.

Participants shared that they do not feel confident at all in sharing information online, however most adolescents share some information – most commonly photos – about themselves on social media. Some share content only in private accounts (Instagram), whereas others are less cautious, and share at various platforms. The amount of information they are sharing depends each time on their mood and on the kind of information they are asked to share. In Serbia, the respondents stated that they have not had any negative experiences so far, because they are careful with the information they share on social networks and with the websites they visit. They are aware of the dangers that can be caused by social networks, and in this sense, they filter what information they will share. It is also very important that their parents check their social networks and react to possible dangers.

5.3. Have participant adolescents come across of any parents' relevant warnings? Identify content of the intervention. How do they feel and think about parents' interventions?

In all participating countries adolescents have come across parents' relevant warnings. In Serbia, parents intervene on possible negative consequences that can be caused by social networks. In Hungary, parents often warn their children not to chat/answer to unknown people on the Internet, and not to give out their personal contacts. In Italy the intervention of teachers and parents is exclusively related to the risks linked to the dissemination and use of explicitly sexual content (*"They told me not to publish nude photos because they can be downloaded and resold"*), while the same applies at large to Greece where parents mainly focus on their children's safety and the "inappropriate content" (i.e. sexual content).

Most of the adolescents have no big problems with parents' interventions and in many occasions, they even welcome them, because they make them feel safe, when these occur. In particular, most adolescents shared that although they initially feel irritated by parents' intervention, most of the times they understand that their parents are interfering because they care for them. For example, a boy from Greece, stated that he sometimes feels relief when his parents discover things about his life through his online activity, because he couldn't tell them in person due to feelings of shame or fear. Such "discoveries" sometimes may enable parents

to take measures to protect the adolescent. Consequently, adolescents feel relieved and protected with those interventions.

5.4. Have they come across of any teachers and/or educators in general relevant warnings? Identify content of the intervention. How do they feel and think about teachers and/or educators parents' interventions?

There seems to be different approaches between countries as regards the subject "education and safety in the digital world". It seems that Italy and Hungary have introduced in schools some kind of informative seminars for digital safety, whereas in Greece and Serbia no such initiatives have taken place according to our participants. More specifically, in Italy, participants reveal that they mostly "never" or "little" have asked their adult referents (teachers, educators) about the risks and dangers on the web, or how to use them. However, in some cases adolescents mentioned that the topic of web safety was addressed "more than once" at school. In Hungary part of the school curriculum is to learn about the media and digital media. In addition, it was mentioned that some lectures (about safe Internet usage) were held by the police at school. Participants agree that education related to Internet usage is useful. On the other hand, in Greece, students get comments from teachers mainly for behavioural issues, most times because they use their phone during the lessons in the classroom. Adolescents usually feel awkward, embarrassed and irritated after they receive such comments. In Serbia, adolescents believe that some of the teachers are old-fashioned and do not have enough understanding of social networks and their activities on the Internet.

5.5. How secure and safe participant adolescents think is the use of internet and media digital platforms?

Opinions about security and safety in the use of internet varies among participants from different countries. Participants from Italy and Serbia believe they run no risk whatsoever in sharing information about themselves, even photographs and sensitive data on the Internet. In particular, in Serbia, respondents stated that they feel safe when they are online, because they only use platforms that their parents have been informed about. On the other hand, in Greece all participants believe that the use of internet is not safe at all, making comments such as "devices are watching us" and "the system knows everything about us", while in Hungary most adolescents (especially from the younger age group) think that they have to be careful online because you can get hurt easily by others.

As to the digital competencies that adolescents have to deal with online safety issues (e.g. privacy settings of social media accounts), it seems that even at the younger age group adolescents can react somehow and protect themselves from unwanted inquiries. *"It is annoying that strange people don't leave you alone, but you can manage it, and block them"* (boy from Hungary).

6. Developing critical mindsets

6.1. Do participant adolescents feel that they can trust media and internet texts content? To what extent and to what type of news, comments and messages? Provide examples

Participants from Greece and Serbia were very absolute in their opinion that they cannot trust anyone and anything online. In Hungary, few of the adolescents emphasized that it is hard to find out if a text on the internet can be trusted or not. It was also mentioned that in ambiguous cases adolescents might ask for adult help (parents, older brother/sister) to find out if the content of a particular internet text can be trusted or not. Adolescents from Serbia check multiple sources and if they see that the information from multiple sources matches, then they believe it. As it was shared even among sport sites there are some unreliable ones, so called fake sites, where e.g. *"there was the fake news about the death of Ronaldo's son"*. Adolescents recognize that their mistrust affects their interest to care about what is happening in the world: *"You lose your interest to care"* a boy shared.

6.2. How confident do they feel about the truthfulness of an argument they have come across? Provide examples.

Participants feel that they cannot trust media content. Most of them seemed to be quite aware of the fact that the web very frequently offers them materials that are unreliable from a content point of view. In Italy, the practice of “click baiting” has been recognized by the majority of the respondents. Adolescents from Greece and Italy shared examples about the COVID-19 health crisis and the contradictory information that they were receiving during that period, which made them feel not confident at all.

6.3. Do participant adolescents take everything in the media and digital media at face value? In which cases are they cautious about content? Provide examples.

Participants try to be careful in everything around them. In Greece, adolescents stated that “*we have to be careful in everything...everything is a lie*”. In Hungary, in order to clarify if a text speaks the truth, adolescents follow the method of: looking for the same news at different sites, platforms, and using Google search, as a reliable tool for finding out the reality content of certain media contents. On the other hand, in Italy most adolescents do not immediately question the veracity of contents when they read a news story on the Internet, nor are they willing to carry out research (on sources and content) to verify it. In Serbia, a respondent mentioned as an example the case of the war between Russia and Ukraine and how much media propaganda is represented, she concluded this in the conversation of her parents who follow the news related to the mentioned situation on different channels and how much that information differs and reports change depending on the current position of the mentioned countries.

6.4. Do the participant adolescents respond, react and make judgements about texts and messages they have come across? How do they react? To what type of texts and messages? (provide examples).

In general, adolescents from all countries do not respond or react publicly to online texts. In Hungary, they only respond to private messages, while they usually delete unwanted messages. In Serbia, respondents generally avoid texts in which there is a possibility of reference to violence, insults, discrimination. They react to messages they receive from unknown persons on social networks, by seeking the help of parents/guardians or teachers, if that content seems inappropriate to them. Some of the boys interviewed stated that sometimes they respond to abusive messages in the same way, but this mostly happens on platforms where they play games. In Greece, a boy said, “it is a waste of time to discuss with someone with such silly ideas”. Nonetheless, some of the other participants said that sometimes they may react only when what they see has to do with racist comments.

6.5. What is participant adolescents’ opinion on the truthfulness of each one of the following statements:

This question was only answered by Italy in full detail, where it was found that, out of the twelve (12) adolescents interviewed:

- Five are completely certain that immigration increases crime. Only two believe that this statement has no basis in credibility.
- Seven think that all immigrants are Muslims. With the exception of two or three participants, all show some confusion with regard to the religious beliefs of people living in other countries.
- Only three believe it is credible that migrants will replace Italians as inhabitants of the country in the near future.
- Eight believe that migrants are a danger from an economic and employment point of view.
- Nine do not have a position on the belief that Italian governments encourage immigration.
- Four think that migrant or Roma children stink and spread diseases. Of the remaining eight, three admit to having thought this at least once or to having said it “as a joke”.
- Ten think that fat people are sick and die early.
- Six think that women cannot play football (three say they changed their minds only after seeing a girl play, and that good female footballers are a strong minority anyway).

The other three countries provided only with general information on the beliefs of the participating adolescents. According to it, the majority of the participating adolescents reject these statements as not true. Putting together the available relevant information from all countries, it seems that the statement that was considered by the participants as less false was that: *“Fat people are prone to diseases and die early”*. Adolescents think that this statement is not true, but also not completely false. For example, in Serbia, adolescents accept that “fat people” are prone to diseases, but add that it is not only them, but also skinny people who are not engaged in any sports activity.

Another statement that was found to be more accepted than other statements, was that: *“Girls/women cannot play football”*. This was mentioned in the reports of Italy and Hungary. It should be highlighted right here that the composition (i.e. gender, ethnicity, etc.) of the adolescents who participate in the Focus Group have a bearing upon their responses. For example, in Hungary it was mentioned that due to the overrepresentation of refugee/migrant and Roma background participants at the Focus Group Discussions it was not easy to extract what non-migratory/non-Roma background adolescents thought of the statements in question. Obviously, refugee/migrant and Roma background adolescents do not resonate with the stigmatizing, discriminative statements. They are familiar with some of them – anti-migrant propaganda – and already have heard them in the media many times. In Serbia, most adolescents think that migrants do not pose a threat to them. They think that negative propaganda of any kind is misleading in order to divert attention from the real problems that the country is facing and that it is always easier to find the culprit. In fact, those who have not met migrants so far expressed their desire to meet and play football with their peers from the migrant population.

7. Engaging, evaluating and reflect

7.1. How easy is it for participant adolescents to understand the meaning of individual words on and off line? Do they have any difficulty (i.e. language barriers) and to what extent? Can they identify the source of any difficulties they come across? Provide examples of terms they have difficulty to understand

In Italy and Greece, many of the focus group participants claim to have difficulties in understanding and interpreting the meaning of certain words they encounter both in real life and on the web. In such cases they usually search the words online. In Italy, six out of twelve adolescents (two of whom are of foreign origin) report that they often have difficulties in fully understanding the meaning of texts they face in the school environment. According to the opinion of the adolescents from Hungary, online texts are easier to comprehend than offline texts. *“Maybe because I only read something online if I am really interested, whereas there are many printed texts around us that we have to read, but because I am not interested I won’t remember them at all.”* Adolescents also mentioned that online texts are shorter and more condensed and there are parts and bits that are highlighted whereas in the printed version highlighted texts are less common.

7.2. How easy is for participant adolescents to comprehending the underlying theme of a lengthy argument or narrative on and off line? Provide examples.

In general, adolescents mentioned that they can understand the underlying themes both online and offline. It seems, however, that comprehending the underlying theme of a lengthy narrative depends on the theme. For example, in Hungary, it was stated that if the lengthy argument is about the adolescents’ hobby, e.g. football; they will spend time reading it carefully, and understanding its message.

7.3. How often do they use media and digital tools to share thoughts and opinions, exchange views, achieve goals, and develop knowledge and potential on and off line?

In Serbia and Hungary, participants said that they rarely use media and digital tools such as forums or networks to publicly express their opinion. For them, sharing thoughts and opinions and exchanging views means communicating with friends in private chats such as Messenger, or participating in Viber groups with friends. Also, on those groups, they exchange information related to school duties and tasks they need to complete.

7.4. Do participant adolescents feel that they need more education and training in order to develop knowledge and potential and comprehend more fully all that is “texted” in the on line world?

In Serbia, respondents initially answered that they did not need it, but after discussing about it they agreed that it would be good to work more on it, so that they could more easily understand the messages in the online world. In Hungary and Greece, adolescents agree that training could be useful for comprehending more fully the online contents.

7.5. Do they think that digital media sometimes promote extremist narratives? Provide examples.

The majority of adolescents from all participating countries believe that digital media promote extremist narratives very frequently. In Greece, adolescents think these narratives are mostly detected with regard to the religion and the ethnical background of the people. In Italy, most of the boys perceive that the Internet is used to spread hate speech, not only from a racist point of view. The most frequent example is the dissemination of videos in which insults are shouted at black players in stadiums, but some report, for example, having seen videos in which two young boys kissed each other accompanied by heavy insults towards them. In Serbia, the children stated that they recognize negative extremist narratives in certain groups of fans/hooligans, where there are also racist messages related to e.g. Roma, migrants or the LGBT population, as well as calls for violence directed at those groups. In Hungary, adolescents shared cases where they came across extremist narratives on social media, such as political narratives and advertisements made by propaganda.

7.6. Has it occurred to them to come across intimidating and discriminatory texts? (texts calling people or groups of people intimidating names, texts referring to unequal treatment, comments promoting disrespect, comments causing embarrassment or harassment). How they feel about it? How do they react?

Most adolescents have come across intimidating, discriminatory texts and derogatory terms. In Greece, where the majority of the participants of the group are highly religious people, their main focus was on issues related to religion and sexuality. In particular, some of them mentioned that they get really annoyed and insulted when their religious sacred symbols are being used for other reasons and in a disrespectful way. With regard to the rights of the LGBTGI+ community, they shared that although they respect everyone’s right to sexuality, they sometimes feel peer pressure to change their own sexual orientation and that is something that really annoys them. In Serbia, adolescents have come across such texts, especially related to Roma/migrants and the LGBT population. It happened that they encountered personal arguments, for example famous influencers who use very derogatory terms that serve to degrade each other. In Hungary, they come across intimidating and discriminatory texts if they read, for example, the comment section of an article on the last football game. As it was said by one of the adolescents, *“the shock is even bigger when you have to realize – while reading the comments – that half of your friends promote extremist narratives.”*

7.7. Do they feel as being personally insulted by intimidating, discriminatory texts and derogatory terms? How do they describe their relevant emotions and sentiments towards those (other persons), being victimized by extremist views? Do they react and how?

None of the young people participating in the focus groups report having been himself/herself the victim of hate speech or the publication of discriminatory or intimidating content online. However, in Serbia one of the interviewees stated that he withdrew from social networks for a while because he felt as being personally threatened by the content of that type, although no one personally sent him a message. In general, adolescents from Serbia stated that they do not react publicly so as not to be exposed to this kind of violence themselves. Nevertheless, they testified that there were situations when they came across such content and felt threatened. Also, in Hungary participants with refugee/migrant and Roma background feel insulted by intimidating texts, but usually they are aware that it is propaganda

7.8. Do they feel that sometimes, they do not react to intimidating comments and/or derogatory terms, on and off the pitch, as well as, on and off line, addressed to them, as they consider them ‘a normal’ way of addressing friends or partners during a game?

In Italy, most adolescents confirm that when they play football, either in official matches or in informal matches, there is “heavy use” of vulgar expressions, insults, and sometimes discriminatory expressions. They claim that they “use them naturally” but also receive them “without too much trouble”, except when “I am already angry or nervous about my own business” or when “the insults are too heavy”. The same applies for adolescents from Greece and Serbia, who consider it as normal communication among peers which occurs with people they know and with whom there is no danger of escalating into a physical conflict. In Greece, adolescents mentioned that sometimes when using “inappropriate words” they stop doing it the moment they realize they used a “bad word” if adults are present. On the contrary, in Hungary, adolescents think that intimidating comments should not be accepted, despite the fact that they all know about this phenomenon of using derogatory terms in tense situations, especially during the football games. They think that everybody deserves respect, regardless of color, age and gender.

7.9. Do participant adolescents feel that their voice is heard and they can deal with relevant to the above problems by themselves and solve any argument? Provide examples.

In Hungary, adolescents who were trained in football³ are empowered to deal with intimidating comments. They have the self-esteem and the conflict resolution skills to solve these problems or ask someone to support them in this process. In Greece, adolescents feel that their voice is not always heard. However, they are confident that they can solve problems themselves. In Serbia, adolescents believe that they can cope with most situations that happen to them every day, but that they should seek help from adults and parents when a situation seems unsafe.

7.10. Do participant adolescents feel that they can get any adult help need and training in order to be able to solve any problems relevant to the above issues (racist and discriminatory attacks). In their view what would make their lives easier with respect to the above.

Most pupils from Italy and the rest countries agree that they do not need adults to solve the problems that arise concerning their social relationships, and that “only rarely” they have some adults to dwell on these issues with them, as well as on the resolution of conflicts that have arisen as a result of this type of behaviour. In Hungary, participants from the older age group (16-17 years old) feel empowered to solve problems relevant to the racist and discriminatory issues themselves, whereas younger ones (12-13 years old) often think that they need help in dealing with the above-mentioned issues. Usually problems are solved with the help of trainers on the pitch. In Greece, most adolescents do not turn to parents (or not as their first choice) for support in relevant matters, but rather to friends and siblings. Adolescents do not feel comfortable talking to their parents, thinking that it will make their parents’ anxious and worried. Indicative is the following statement: “No...my parents they will go crazy from worrying if they hear something like that” “They will get hysteria”. In Serbia, participants (who belong to the majority population) stated that they are not exposed to frequent discriminatory behavior and have not personally faced racism. However, they think that it would be good to discuss these topics.

4.2 RESEARCH RESULTS FROM FOCUS GROUPS WITH REPRESENTATIVES OF LOCAL FOOTBALL ASSOCIATIONS, ACADEMIES AND FOOTBALL EXPERTS¹³

In total, 5 Focus groups, one in each participating country (two in Hungary) were held with representatives of local football associations, academies and football experts. The Focus Groups aimed at identifying current

¹³ Katerina Alexandri, Student at Panteion University, contributed to this chapter in the framework of her traineeship at EKKE.

challenges of football academies in combating youth radicalisation through and in football, and the level of applicability of the non-competitive football³ and nondiscrimination practices within sports clubs.

1. Participants profile

Five focus group discussions with 33 representatives (7 women and 26 men) of local football associations, academies and football experts were carried out in the 4 participant countries (Hungary, Greece, Italy and Serbia). Details of the focus groups participants profile per country follows:

Hungary conducted two focus groups discussions (1 online and 1 in vivo) with representatives of local football associations and football experts. In total, 9 persons participated (2 women and 7 men) aged 25-55 years old out of whom 7 had completed the higher education level, while 2 the secondary one. One focus group discussion in person took place in Greece with representatives of football associations, with a total number of 7 participants (2 women and 5 men). Among them, two represented NGOs working with refugees, asylum seekers and unaccompanied minors, and one represented the professional players' union, while the rest worked in sports clubs and academies. The focus group discussion in Italy was held online with a total of 8 participants (2 women and 6 men). Among them there were representatives involved in youth and women's football, coaches, educators involved in sport, representatives of sports institutions and researchers/experts on the social role of sport. The focus group in Serbia was conducted with a total of 9 participants, (1 woman and 8 men), out of whom 2 were primary and secondary PE teachers, while the rest were coaches at various local football schools. Only 4 of them have a university degree, while the rest received additional training in coaching.

2. Sports and football activities

2.1. What participants think about sports and football merits for youths in general? What are these merits, how youths learn about these activities and how activities are organized and promoted?

All participants spoke about the great benefits that children and adolescents gain from sports. In general, it was unanimously agreed that participation in any type of sport activities whether collective or individual, contributes to the proper development of young peoples' physical and mental health. Experts also reflect on the impact of the digital world and the demands youths are faced with, and agree that movement activities, like sport, including football is of prime importance. Moreover, through sports they acquire many social and life skills such as tolerance, fair play, self-reliance, team building, discipline and respect for the rules and their peers. However, based on data of the Hungarian Football Federation (MLSZ), the time spent for sports is constantly decreasing as kids are getting older.

As regards football, in particular, experts think that it can help adolescents in many ways. In addition to the physical advantages, football activities support mental and spiritual well-being of youths, e.g. coping to win and lose, community values and healthy lifestyle. In Hungary, for example, football was highlighted to support their physical healthy upbringing, and to acquiring socially acceptable behaviors and attitudes. In Greece, experts shared that football connects people, and promotes their socialization and mobilization. An interesting story of youth mobilization was shared by an Italian Expert, about a teenager who overcame severe obesity problems with the goal of joining the neighbourhood football team, in order to strengthen his sense of belonging to the local community through sport.

It was also mentioned that football provides opportunities for children to combat stereotypes regarding ethnical backgrounds, to promote solidarity and to improve their self-confidence. A Greek expert talked about the intense emotions and conflicts that may take place in football games, which nevertheless have no great risk because there is the safety net of the coaches and the rest of the team. To the same direction, an Italian Expert mentioned that *"even a particularly violent kick taken on the pitch by an opponent who wanted to steal the ball from you, is accepted... In other contexts, less (a glance of defiance, a little word, a small gesture) is enough to trigger violent behavior"*. Accordingly, the participants believe that the energy the teenagers use in the practice of sport probably limits the existence of violent behaviour (both verbal and physical) of which so many young people are protagonists nowadays in other contexts of life.

As to the football activities organized, a participant from the Hungarian Football Federation (MLSZ) mentioned the Bozsik Programme that covers approximately 150000 kids (6-14 years old) offering organized football activities 2-4 times a week and also the Fair Play Cup for those between 15-19 years old which is open to all Hungarian high schools. He also mentioned that girls' participation is growing on both institutional recreational football (20-25%), and professional football (10%). A comment was made by another respondent about the efficiency of the programme. According to him monitoring and evaluation of the sports programmes are still missing. With regard to the way information on sports activities are communicated, this is usually happening from "mouth to mouth" between friends or through advertisements at school as mentioned by Serbian experts.

2.2. Participants' knowledge about youth's participation to football activities in disadvantaged areas, the reasons of disadvantaged youths' involvement to them and the merits through their participation to these activities. Provide relevant examples

Experts from Hungary, are aware of the regional inequalities, and some of them even have personal experiences with disadvantaged areas. Many of the participants think that disadvantaged youths could be supported and uplifted through sports, by providing institutional background (e.g. football academies, trainers). A small-scale program, targeted at the involvement of disadvantaged youths' Good Practice was mentioned with the name "Jászai Foci." As it was said, in the case of disadvantaged youths, the involvement in football can often be described as a chance to escape and forget about family problems. Related to this troubled background, disadvantaged youths can get quality care and attention during the time of the football activity (e.g. training). It was also mentioned that disadvantaged youths seem to feel more grateful for the dedicated time spent with them (compared to well off children). Another reason for playing football was belonging to a community, where he/she is accepted (whereas in everyday life – e.g. at school – they often experience exclusion). Indeed, some participants said that disadvantaged groups might have a stronger motivation for their involvement, because for them football means an opportunity to stand out, but at the same time they might also present higher dropout rates. Regional inequalities have a huge impact on adolescents' participation in sport activities. Based on research results, it seems that more than a 15 minutes journey already reduces the motivation for participating in sports by 50%. As it was said, for achieving integration through sports, the access has to be provided. In addition, based on answers, it seems that acceptance of disadvantaged adolescents in club football is sporadic, and highly depends on dedicated trainers. Following from above, participants from Greece shared that disadvantaged adolescents do not have the same opportunities as the rest. Pitches are not available, and providing to youngsters the chance of playing football is really significant for them. Serbian experts stated, that there are children from lower social status who achieve enviable results in certain sports activities, mostly individual sports, such as athletics, boxing. Young people who are involved in sports from these areas are witnesses that through sports results they somehow prove their value. Football activities in disadvantaged areas are mainly organised by NGOs through specific projects, being implemented only randomly. Nevertheless, youths' involvement in football activities is a way for them to gain self-confidence and also make friends from other backgrounds. In fact, some experts from Campania region in Italy, a place where inequalities are very strong, highlight the key importance of sport for young people in disadvantaged areas.

2.3. Participants' knowledge of relative positive and negative experiences of youths. Participants knowledge on whether youths are confronted with phenomena and behaviors of racism, xenophobia, discrimination and hate intolerance on and off the pitch, to what extent and why? Provide examples.

According to a participant from Hungary, parents' presence on football matches sometimes has a negative impact on children. The example given was about parental prejudice and discriminative attitude towards the opponent team members, coming from disadvantaged families. Another participant from Hungary also mentioned the phenomenon related to foreign born players being accepted/celebrated on the pitch and excluded/discriminated against on the street by football fans. As it was said, there is a high tolerance in the direction of racism in Hungary. Participants also seem to be divided if anti-migrant propaganda has an impact on youths or not. Some think that younger generations are much less influenced by the anti-migrant propaganda than older age groups, and that acceptance towards others is higher among them. Whereas the other half of

football experts is convinced that propaganda, especially through parents' beliefs have a determinate impact on youths. It was also mentioned that it is only recently that adolescents' football teams became culturally more diverse, because of the refugee crisis and especially of the Ukrainian war. They mentioned that kids usually use words e.g. "migrant", "Gypsy" without exactly knowing what they mean. There were some participants who could not recall any discriminative episodes from the pitch regarding adolescents, but drew attention to the competitiveness and harshness of the football club. As it was said, it is still not unusual that trainers are verbally dominant and sometimes abusive with young players, and that the myth of invulnerability is reinforced in adolescents.

Many experts think that coaching training does not include enough psychology and pedagogy studies, and that practicing/acquiring affirmative, nonviolent communication and self-reflection is completely missing. The experts from Greece shared that stereotypes and discriminative behaviors regarding gender is most obvious and only a few mentioned racist comments regarding ethnicity. One example that has been shared had to do with bullying taking place against a less technically capable player. The Italian participants discussed about the issue of discriminatory and exclusionary behaviour that young people are confronted with in their daily lives, in the sporting sphere and mentioned that it tends to seem that young men and women, in a rather conform way regardless of their geographical and social area of origin, do not engage in particular racist, xenophobic or intolerant and discriminatory behavior. In a certain sense, it is believed, that the energy needed in the practice of sport, even on a biological level (i.e. the release of adrenalin and serotonin), probably limits the existence of violent behaviour, both verbal and physical, of which so many young people are protagonists nowadays in other contexts. In Serbia, participants work with young people so they have an insight into how many children encounter such situations. They believe that some children tend to build internal defense mechanisms over time in order to deal with disrespectful treatment by their peers or the environment. Also, respondents stated that children who are involved professionally in sports generally have a positive image in society and are less exposed to a negative narrative directed towards them.

2.4. To what extent participants think intercultural dialogue and conflict resolution in the football field are feasible. By what means this is possible? Provide examples and actions' proposals.

As it was agreed by participant experts from Hungary, meaningful dialogue is the solution to get over the phenomenon of calling the other player migrant or Gypsy. Most participants reflect on the micro- level meaningful dialogue's suggestion, saying that this way of dealing with problems is missing from macro-level (governmental level). Some experts say that micro-level meaningful dialogue is strengthened by the sport educational trend of the last decades, e.g. using non-violent communication with players (athletes). The former national team player participant thinks that in order to accomplish intercultural dialogue and conflict resolution on the football field it is not only the community that needs education, but also experts, trainers who are supposed to share these messages. Another raised issue was the education or pacification of ethnic Hungarian fans beyond the borders, because the roots of radicalization are very strong there. Participants from Greece shared that they devote time during games for discussions with the adolescents and they mostly approach those issues focusing on the emotions of the kids. Participants from NGOs mentioned that they mostly act as moderators/mediators of the conflicts that may occur and they have the ability to develop discussions later on and out of the pitch. Participants from football associations and academies mentioned that they sometimes bring the parents in order to discuss possible conflicts that may happen. According to the focus participants from Italy the topic of the conflict resolution also occurs much more naturally and easily within the perimeters of play, because it is framed within a known territory, where there are behavioural rules to be accepted (also in cases of self-organised matches in the street or in a park, without the presence of a referee or an adult). Also, Serbian's experts believe that traditional football still does not allow for a deeper resolution of the conflict on the field itself. Everything is aimed at achieving results, but it is important that all those conflicts are discussed before/after and during training, so that they are ready to respond in an adequate way if they are exposed to conflicts or unacceptable behavior on the field.

2.5. How important is for participants tolerance, non-discrimination, and gender equality?

All participants understand the importance of tolerance, non-discrimination and gender equality. They all express and stand up for these values in everyday situations and on the football fields. The Hungarian representative of the local government mentioned related local events that aim at acceptance and peaceful coexistence in the neighborhood and some of the football experts even stand up for the above-mentioned values in public, e.g. producing media content in related themes. It was also mentioned that the numbers of female trainers are also growing, especially in case of children's and adolescents' teams and that they are committed to the inclusion of women into football. The Greek participants coming from NGOs and working with asylum seekers and refugees believe that is even more important and necessary to work towards those values.

2.6. To what extent participants believe that societies can educate adolescents on how to recognize and be resilient to extremist narratives that promote messages of racism and xenophobia?

Experts think that key actors, such as educational institutions (schools, teachers) have a central role in educating adolescents. In Hungary, participants shared that no matter what ideas and values are represented in the involved kids' families, teachers and trainers can channel them in the same direction, through community formation. They agree that regarding institutions, teachers have the biggest responsibility towards adolescents. Experts agree that it is an educational process that can support adolescents' resilience to racism. Another added perspective was related to the triangle of parents – teachers – players and it was said that there is an interplay between these actors, and this interrelation has to be balanced. With regard to the recognition of violent, extremist and discriminatory narratives, the participants from Italy return to the issue of the network, which appears practically non-existent if we consider the educational agencies with which young people have relations: the school and its teachers, first and foremost, the family, but also educators, sports instructors, welfare workers, in many of the cases being analysed. The network between these actors is too often left to the responsibility and sense of duty of individual operators, but the institutions in question do nothing, or indeed sometimes prevent the building of bridges between them. Serbian's participants believe that society does not deal with these topics enough, so these types of actions are mostly based on individual engagement and individual actions.

2.7. Action plans and proposals for youth's empowerment in the fight against negative stereotypical perceptions, racism, political violence, community's social and political polarization, political extremism, youth radicalization, through sports and football culture.

Experts from Hungary shared that there is not much attention given to the area. However, there are some initiatives, such as a project that aimed at inclusion of migrant/refugee background adolescents in sport clubs/associations. Based on their findings football clubs proved to be less inclusive compared to other sport activities' clubs. Participants from Greece seem to believe that societies could, up to a certain point, educate youngsters. They shared examples and proposed to use professional players as role models for the adolescents. They also proposed to involve parents, as they believe that interventions to parents are the most effective ones. Italian experts supported that the effectiveness of the possible and existing interventions to combat negative stereotypical perceptions, racism and violence, is called into question, because these are usually limited to only ad hoc interventions – mostly theoretical, that have little hold on the children. The introduction of special days for meetings and exchanges was proposed, for example through the diffusion of sports at school, between young people from different geographical areas of the city and of the region, developing the use of this kind of methodologies that promote the appreciation of multiculturalism and the sharing of experiences. A participant from Serbia stated that prevention is not done properly, but is organized only so that different project reports can be written about it. They believe it is necessary to teach young people to critically process the content they come across. They proposed to organize actions where young people will meet young people from other cultures and through personal experiences will break the stereotypes imposed on them by society. According to Serbia, existing actions, are considered inadequate and ineffective, since there are only short-term actions, which do not include all young people.

3.The contribution of football3 methodology

3.1. What participants think about football3 merits in combating social exclusion, racism and intolerance.

Some of the Hungarian participants had firsthand experience with football as they got trained into football mediation, or took part in organizing/playing at a football tournament. They highlighted, among others, that pre- and post- match discussion of football encourages dialogue. In addition, most comments were made about the football rules' merits. It was said that the rule system makes the football game more balanced, and selected rules can equalize opportunities for participants of different backgrounds and skills. Two rules were given as an example here. The first one is that the children's goals are worth two so this gives a very special, empowering experience for the children. And the second one is that there is no contact between players, except for passing the ball. Also, Greece's participants believe that football is a very good tool for working with youngsters on skills development such as cooperation, responsibility and values such as equality and respect. All of the Italian experts expressed considerable enthusiasm with regard to the possibilities provided by this methodology of developing the game in the context of combating racism, xenophobia and intolerance at community level. They mentioned the possibility given to the boys and girls to meet and confront each other continuously, and with a certain with teenagers from different geographical backgrounds, born in other countries, male and female together, with a different social background as well as the simplicity with which – by promoting access to the sport game for all – Football eliminates differences and stimulates equal treatment for all, including the most vulnerable boys and girls. Respondents from Serbia are of the opinion that football3 is an excellent methodology for creating healthy bonds between children from different social backgrounds. Through the football3 methodology, they develop positive values that are necessary for proper growth. By creating mixed teams and discussions before, after and during the match, young people get a chance to get to know each other better and accept differences as well as to open up to new experiences.

3.2. What participants think about football3 implementation in combating racism, xenophobia and intolerance at community level: difficulties and chances.

Hungarian experts mentioned that one difficulty could be that some new participant in football3 might get disappointed about the proportion of discussion and the real game time, which can be demotivating when participants new to football learn that out of the 3 halves it is only one half when they will play football. As it was suggested, careful communication about what will happen, and what to expect as a player, can solve this problem. Another comment was about the role of the mediator. As it was mentioned the mediator has to be well trained and prepared in order to fulfill its key role supporting the football games. All of the Greek participants shared that football is really effective in working on skills such as critical thinking, responsibility, gender equality and organizational skills. Participants working in NGOs shared that they think as more feasible to implement football sometimes per month since they find it difficult to work with a team that is constantly changing. Others mentioned the need for adolescents to play and the resistance they face from the adolescents when they have to incorporate discussions in the game. In Italy, alternative sports pedagogies, and in general experiences that reinterpret existing practices with a view able to really care and socially evolve the youngest, were described by the focus participants as almost non-existent in the country. Football3 itself is promoted in Italy by only two organisations, one in the far north and one in the south of the country. Another difficulty that was mentioned was about the limited information channels on the practice of Football3, which are really not widespread among those who work in the field of football. Participants from Serbia are of the opinion that through good organization and promotion of activities, it would be good to include as many children as possible from different social structures in order to break stereotypes. Through personal participation and through the topics covered by football3, they believe that a lot can be done to create a positive environment. As regards difficulties, experience from working in this field has shown that, children from disadvantaged areas have difficulty being continuously involved in projects like this. Among the main reasons are the roles imposed to them by their family i.e. taking care of the household, looking after younger children etc.

3.3. What participants think about football3 merits for youths in general? What are their views on women's and migrants' equal participation and more generally their own views on equal treatment issues of the most vulnerable.

As it was highlighted by the Hungarian experts one of football3 merit is that it aims at not simply playing football, but integration, capacity increase and health awareness through football. Experts also added that it gives firsthand experiences of inclusion and equal opportunities. At the same time participants from Greece also think that in groups consisted of adolescents coming from different cultural backgrounds, women's and migrants' participation is easier and with not so many challenges. The Italian participants, mentioned that the construction of a lasting path of exchange between the boys and girls (in the framework of the DIALECT1 Football tournament), not only contributed to overcoming prejudices and stereotyped readings of reality: in some cases, it resulted that adolescents from different areas of the city and with different ethnic and social backgrounds began to meet even off the pitch. Although the Serbian participants did not have many contacts with the migrant population, they are aware of the image and position they have in their society and believe that football3 activities could improve that situation. Regarding the inclusion of women/girls in sports, experts believe that football3 could attract more girls to get involved and, at the same time, it could also raise awareness of boys in order to accept girls as equals. As it has been stated, in recent years a lot of work has been done towards breaking gender stereotypes, while the number of women's football clubs is growing. However, gender roles are still present in our society. According to the testimony of some talented girls, the reason for not playing advanced football was their family beliefs about gendered sports, where football is intended for boys and not for girls.

3.3.1. How participants can contribute to promote women's and migrants' equal participation and in what ways?

In spite of the fact that all the Hungarian and Italian participants highlighted the importance of women's and migrants' equal participation, their personal contribution seems to be limited. The representative of MLSZ (Hungarian) highlights the fact that although there is no female quota in the Federation, the numbers of female stakeholders and female trainers (especially the children's and adolescents' trainers) are significantly growing. Based on MLSZ's data girls' participation is growing in institutional recreational football (20-25%), and in professional football too (10%). Some participants, e.g. sport journalists, sport managers (especially public figures) are personally involved in promoting women's and migrants' equal participation by producing relevant media content in related themes. In Italy football3 is promoted, according to the interviewees, by only two organisations (Balon Mundial and ActionAid Italia), one in the far north and one in the south of the country. However, all participants who had dealt with DIALECT1 said they were either fully or partially using the tools learnt during the training. Participants from Greece and Serbia also mentioned that they believe in the impact of training interventions to parents, campaigns, as well as networking and cooperation towards organizing actions with other sports associations and academies. The representative from PSAP (Greece) mentioned that changes in charter of their organization regarding the inclusion of women football players is an additional step towards desired changes. As part of their training in football schools, the Serbian participants regularly encourage the equality of all players, regardless of gender and origin. What their schools regularly do is to promote sports for all students, emphasizing that girls are welcome. Regarding the migrant population, they believe that it would be useful to establish contacts with the bodies that deal with migration in Serbia, and in this way, in cooperation, try to include as many children from the migrant population as possible in integrative activities.

3.4. What are participants' channels of information about Football3 and their respective views and expectations from children's participation to it.

Most of the Hungarian participants know football but their only channel of information is OSA. Among them trained mediators, e.g. the representative of second district's municipality, and 13 participants who took part in OSA's football's activities. Interestingly enough it looks, that no matter how big is one's involvement into football, if there is no direct contact to Oltalom and participation in OSA's football activities, then football3 is

most probably unknown to them. Participants from Greece are basically learning for football3 from their cooperation with ActionAid. They participate in ActionAid trainings and their teams are playing friendly matches with the team of ActionAid Community Centre. They want their adolescents to come close with other kids from different cultural backgrounds and get to know each other because in that way their teams learn a lot of things regarding peaceful coexistence and cooperation. One of the Italian's participants problems is that the international information channels on the practice of Football3, for example web apps and websites, are really not widespread among those who work in the field of football. Other participants were more optimistic about this, citing other types of experiences more widespread in the country such as social and anti-racist football. The Serbian participants learned about football from teachers and sports experts who participated in the previous phase of the project. The impressions of those teachers were very positive, so that the evaluators of this focus group also have a positive attitude towards the inclusion of children in football activities. By the participation of them in football activities, they expect to meet children from another culture and to get to know their customs, culture, language and also to adopt the values of tolerance, fair play, respect for diversity.

3.5. How each participant may contribute to football3 broader implementation (challenges and opportunities)?

The former Hungarian national team player already produced some videos on football in cooperation with OSA, and disseminated them in the social media. He is open to further cooperation regarding football's promotion. The former trainer of OSA's football team introduces football methods from time to time to the players of his present football club and he thinks that introducing the football3 method to football trainers could support the broader implementation of it. Municipality's representative, being an enthusiastic supporter of football, is open and looks for other opportunities, e.g. community events, where it can be applied. Based on other participant experts' brainstorming introducing football through workshops into schools, and once it is included in the coach/physical education training, its method could be included in the curriculum of secondary and high schools. On the other hand, it is not always easy for the Greek participants to apply football3 in their trainings. As far as the sports academies are concerned, those are dealing with parents' expectations regarding their kids' performance which is focusing more on technical skills and competitive nature. It is challenging for participants to disseminate football3 implementation, nonetheless, the most committed participants are trying to incorporate the methodology tailored to their training sessions. The Italian experts who work in the field, and especially those with some experience on the pitch, were skeptical about promoting a different approach to football into schools and into youth football academies, considering the lack of willingness – on the part of the structured sports associations – to question their methods of managing sports activities and behavioral dynamics of groups. For many people youth sport is a real business, and this greatly reduces the space for what should be the main mission of those who work with young people: their personal growth as individuals, as citizens, and later as athletes. Experts from Serbia could promote football in their schools and the schools of their associates and in that way expand the network of participants in it. One of the challenges is that each school has an already developed training program and limited training time, so the inclusion of new tools could be a problem. The participants, who are teachers in schools, think that they could introduce it in their work program in physical education classes.

3.6. In what ways participants may affect community stakeholders' engagement to football3 broader implementation?

One of the ideas that popped up during the focus group discussion by the Hungarians was the introduction of football3 to physical education courses, thus the method could reach future trainers and educators. As a second step – further cooperation with higher education institutions – football would be recognized and incorporated into the curriculum. Drawing on the same line, it was also added that football methodology should be introduced to schools. They believe that football introduction could be started with project-based implementations. As it was pointed out by one of the participants "If we could find those stakeholders who are trusted by the government then we could succeed in the short term, but if the proposal comes from someone critical to the government, then there is no chance to implement it at all." Participants from Greece shared that

they could affect community stakeholders through networking and communicating with local authorities their needs and they were discussing that they need to try not to get disappointed but look for opportunities in order to enhance their knowledge and learn new methodologies. The Italian participants said that one way to affect the community stakeholders would be to organise events involving personalities from sport and professional football, thus attracting the attention of many insiders. The Serbian participants are of the opinion that the participation of more actors leads to an increase in the attractiveness of the project, which could lead to greater involvement of local stakeholders.

4. On – line challenges and risks

4.1. In what ways societies may help youth understand the role of media and digital media coverage and be resilient to extremist narratives and behaviors inside and outside the football field?

Hungarian Expert sheds light on the impact of the football media, emphasizing its responsibility and potential to influence adolescents' way of thinking. "Based on the popularity of football and its transmitted values football can be a society shaping force if it is used in a good way and with the help of politics we could build a better society." he said. Representative of an antiracist NGO though assumes that conscious internet usage's skill is very much missing in Hungary and as it was added, conscious internet usage should be a public duty, thus part of the curriculum at school, although most of them think that the Hungarian school system is subject centered and not competency centered and therefore it is hard to imagine conscious internet usage in the curriculum. Most experts also agreed that the IT subject that is taught in school is absolutely useless, because it is about an already outdated technology, and it is accompanied by the outdated computers of the schools. They also believe that conscious internet usage includes the awareness of media/digital media's role and supports adolescents and youths to be resilient to extremist narratives and behaviors. These questions were difficult for Greek participants to answer. They believe that through their role and influence they have on adolescents as coaches they can approach relevant thematic and they think that everyone does whatever it is possible from their standpoint and position to assist with the awareness raising of the adolescents. According to the Italian adults who took part in the focus group, the issue of young people's awareness of the risks hidden in the use of digital media is a very delicate one and it is difficult to make young people perceive the dangers of the content and messages, not necessarily explicit, that circulate on the web, and which can have the function of manipulating the ideas and behaviour of less structured people. Schools do not do enough in this sense, everyone seems to agree and so it is difficult to promote resilience to these kinds of messages if the mechanisms behind them cannot be well understood by young people. The Serbian participants believe that not enough is being done on this problem and that young people are not trained in how to interpret media content. They believe that they are a great role model for their students and therefore try to explain certain things and questions that arise to young people, but they are aware that the time they spend together is limited and that important matters should be dealt with on higher system level.

4.2. To what extent participants believe that societies can educate youngsters on values and skills to be used in their everyday life inside and outside the football field, as well as their on-line engagement?

Touched upon the subject earlier, it was many times expressed during the Focus group discussion by the Hungarians that there are good examples on the micro level for educating adolescents on acceptable values and skills but the commitment in the macro level (stakeholders, politicians) is generally missing. The Greek participants had a difficulty answering these questions although they think that everyone does whatever it is possible from their standpoint and position to assist with the awareness raising of the adolescents. The experts from Italy believe that society must educate young people towards ethical values and behaviour not by forcibly inculcating them or imposing them, but by striving to explain in detail the dynamics that govern certain mechanisms and is not only the duty of parents or teachers, but of all adults who deal with young people. From an institutional point of view, coaches and sports managers expressed their willingness to carry out free training courses for young people on the use of digital media. The participants from Serbia also believe that it is necessary for society to deal more with young people on more levels. Recently, due to the fast way of life and

the high work engagement of parents, it has been noticed that parents are less and less involved with children, and that children who are involved in some activity, such as sports training, have at least some figure who in some way participates in their growing up and developing values.

4.3. How ready participants feel to promote community's resilience to extremist narratives and behaviors through relevant messages to the broader community?

Most of the participants in Hungary already take active role, unlike the others, in promoting community's resilience to extremist narratives, e.g. former national team player produces content and takes part in roundtable discussions even with participants of different ideological background (supporting meaningful dialogue) as sport journalist. The representative of antiracist NGO is involved in various activities that aim at reducing prejudice in the society, e.g. consulting role in some football clubs (MLSZ, FTC) regarding strategies of reducing extreme behavior of football fans. Also, trainer participants show commitment towards fair play and municipality's participant reassures the importance of community's resilience. On the other hand, participants from Greece don't feel confident to work towards that goal. Participants working in NGOs mentioned that work reality don't allow them to supervise kids all the time and it is challenging for them to bring effective influence to the adolescents regarding the messages they receive. Participants shared that they usually solve issues regarding racism ad hoc and they wish they would have materials in order to learn effective ways to work toward such goals. As it was shared by the Italian experts, coaches and sports managers expressed their willingness to carry out free training courses for young people on the use of digital media. In particular, it was suggested by coaches who follow the social profiles of their young athletes, to collect screenshots or download discriminatory content disseminated by boys or girls, and subsequently devote a few specific moments to analyse that content with them, trying to unmask the manipulation that often lies behind it, or to show how the boys who got carried away in discriminatory comments or acts online, would probably never perform such acts in real life. Lastly, the Serbian participants believe that for a start it is necessary for all actors of youth development to be equally involved and act in the environments where they have influence. They also believe that such a way of acting can gradually influence the expansion beyond those fields.

4.4. In participants views in what ways the engagement of key stakeholders would help in promoting youth's empowerment in confronting racism and discrimination?

As it was summarized by the Hungarian experts there is no will from the side of key stakeholders – because confronting racism and discrimination through youth's empowerment is not on the political agenda. But regarding the practical steps of how to promote football, cautious communication was highlighted and as it was pointed out one of the key points is who is suggesting of e.g. including football in the schools' curriculum. Participant experts agree that in the present situation one of the most crucial tasks is finding those stakeholders who are trusted by the government. Greek participants though believe that schools are the main stakeholder that can promote youth's empowerment. Through parents' associations, as well as implementation of sports activities in the framework of school, participants believe those as effective ways of approaching such issues. Participants would like to have something to use towards such initiatives. What was proposed by Gennaro Rega, the president of a local sports federation in Italy, was the establishment of a number of regional stages of "sustainable football days", with the aim of inviting groups of schools and students and making them aware, through practice, of the realities of alternative football and the possibilities that anti- discrimination tools such as Football make available. Initiatives of this kind would firstly broaden the audience of educators and coaches with knowledge of this type of practice, and secondly allow children and young people to spend days of sport confronting what, thanks to football, would seem to be only insignificant differences. As for the Serbian participants they believe that the inclusion of key actors is necessary because the fight against racism and discrimination must be conducted at the highest levels. As stated, everyone must do what is in their power, but in order to be effective and long-lasting, it is necessary to involve all the main actors.

4.5. In participants views in what ways the engagement of key stakeholders would help in promoting football or relevant football initiatives combating racism, xenophobia and hate intolerance?

According to Hungarian's focus group discussion once the proposal e.g. about football's inclusion to the schools' curriculum came from someone loyal to the government, then football3 would spread in a foreseeable time, and would influence and empower many adolescents, supporting community resilience to extremist narratives. Experts from Greece once again shared that youth's empowerment can be mainly promoted by schools and through parents' associations, as well as through implementation of sports activities in the framework of school. The participants from Serbia believe that in order to promote any initiatives, and especially to promote the fight against such widespread problems, it is necessary to have the support of all the important actors and institutions. Procedures and strategies should be put in place that will be known to everyone and whose implementation will be regularly monitored, while violations will be sanctioned in some way. In addition to this systemic solution, they believe that it would be good to organize various manifestations that will be open to everyone and whose message will reach everyone, which is not often the case. They believe that even if there are procedures, they are not sufficiently promoted and that more efforts should be made for their implementation.

4.3 RESEARCH RESULTS FROM ONLINE SURVEY TO SPECIFY THE NEEDS OF DIALECT MEDIATORS AND TRAINERS IN UNDERTAKING NEW ROLES FOR COMBATING YOUTH RADICALISATION

Introduction

An online questionnaire was developed by EKKE targeting football3 mediators, and trainers, including potential mediators from DIALECT's pool of adolescents, with the aim to identify their training needs and challenges associated to undertaking new roles at community level for combating youth radicalisation through community-building football, combined with media and digital literacy skills development.

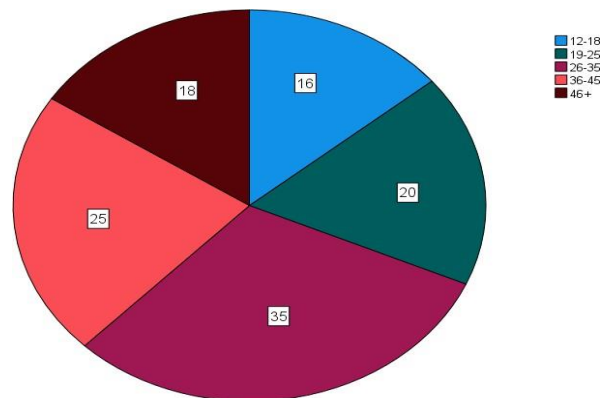
The questionnaire was disseminated by participant countries through the existing built pool of 50 youth leaders involved in the DIALECT mixed football teams who might be interested to undertake the role of football3 mediator or trainer, and the 20 representatives of social workers, CSOs and sports associations, who already act as mediators and trainers in the first phase of DIALECT project in the 4 pilot countries. The survey was also disseminated to SFW's network of mediators and trainers to acquire extended feedback about this target group's needs and challenges for combating youth radicalisation through football.

1. Participants profile

In total, 114 persons responded to the online survey questionnaire. Almost 2 of 3 respondents were male and 1 in 3 were female. Italy was the least gender balanced country with only 5 female respondents against 19 male respondents, while Hungary was the best gender balanced country with 14 female respondents against 16 male respondents.

The age group 26-35 prevails among total participants (35 out of the 114 respondents), followed by the age group 36-45 (25 out of 114 respondents). However, participants' age groups vary among countries. In particular, Serbia is the country with most younger respondents aged 12-18 & 19-25 (14 out of 26 respondents), while Hungary is the country with the older respondents aged over 46+ (10 out of 30 respondents).

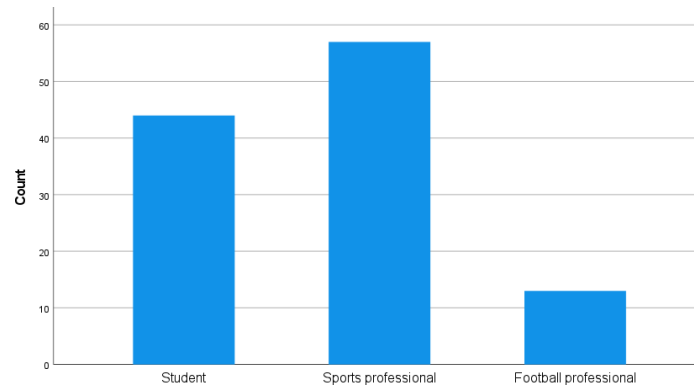
Figure 1. All networks of football3 participants' age (N)



With regard to the educational level, the majority of all the respondents have an advanced educational level (86 out of 114). Serbia is the country with a lot of respondents in compulsory education in comparison with the rest of the countries (9 out of 26). This is also concurrent with the fact that Serbian respondents are of a very young age. On the other hand, the majority of the respondents in Italy and the International Network (Spain & UK) have an advanced educational level.

Most respondents of the online questionnaire are sports professionals, followed by students and football professionals (see Figure 2). Looking data by country, Italy is the country where most respondents are students (15 out of 24), while Hungary is the country with the most sports professionals (18 out of 30).

Figure 2. All networks of football3 participants' occupation (N)



With regard to whether participants actually work in a football/sports association/academy, over half of the respondents (61 out of 114) stated that they don't work in a football/sports association/academy. Here again, there is a variety of answers among countries. The vast majority of respondents from the International Network (14 out of 18) declare working in a football/sports association/academy, followed by Serbia (16 out of 26 respondents). On the other hand, in Hungary (21 out of 30) and Italy (16 out of 24) the majority doesn't work in a football/sports association/academy.

2. Some questions on sports/football in general and football3 in particular

With regard to the general questions on sports/football and in particular on football3, most of the statements included in the online questionnaire were perceived by the majority of respondents as true. This is the case with the following statements:

- 2.1 Youths love playing football
- 2.3 Football is a competitive game
- 2.4 Football3 promotes fair-play
- 2.6 Football3 helps kids to advance life skills and off the pitch
- 2.7. Football3 helps kids to make their voices heard and gain self-respect
- 2.8 Football3 helps kids to make new friendships on and off the pitch
- 2.9. Football3 helps kids to fight injustice and make informed decisions
- 2.10 The mixed Football3 teams are the game's most important asset.

Two statements single out, for not following the norm (see Figure 3). The first statement is 2.2. *Youths like Football3 games*. Half of the respondents believe that this statement is not always true. This is particularly evident in the case of Italy and Hungary, where the vast majority of respondents (17 out of 24 and 19 out of 30 respectively) state that this is not always true, while also half of the respondents from the International Network think the same.

Figure 3. The true or false statements
according to all networks of football3 participants' opinion

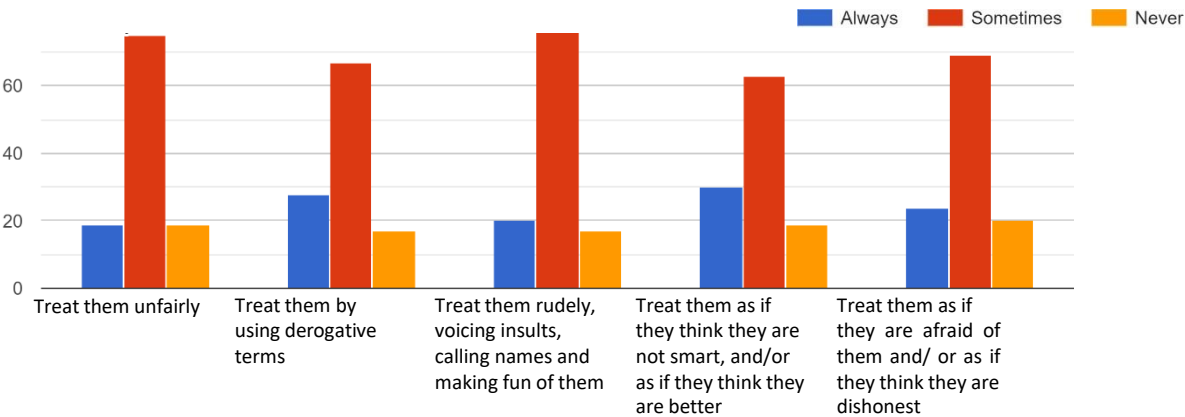


The second statement is 2.5 *Youths like playing football without carrying for players' gender, origin, or culture.* Here again, more than half of the total respondents think that this is not always true, while there are also some who believe that this statement is false. In particular, the vast majority of participants from Hungary state that this is not always true. Similarly, over half of the respondents in the international network, Greece and Italy also think that this is not always true, while in Greece there is also a bigger number of participants who think that this statement is false.

3. Combating discrimination-building tolerant communities

As to whether participants believe that some people with extremist views treat other people belonging to a certain racial/ethnic group, or who speak another language, or look different in some of the following ways (on and off the pitch), namely: 1. unfairly, 2. by using derogative terms, 3. rudely (voicing insults, calling names and making fun of them), 4. as if they think they are not smart, and/or as if they think they are better and 5. as if they are afraid of them and/or as if they think they are dishonest.

Figure 4. Some people with extremist views treat other people belonging to a certain racial/ethnic group, or who speak another language, or look different in some of the following ways (on and off the pitch):
All networks of football3 participants



Most frequent answer (between always, sometimes, never) by all participants about the different ways of treatment was: sometimes. Looking at countries' responses, more respondents from Greece (than from any other country) stated that people never 3. *Treat them rudely, voicing insults, calling names and making fun of*

them and also that they never 5. Treat them as if they are afraid of them and/ or as if they think they are dishonest. In Serbia, half of the respondents stated that people always 2. use derogative terms, which is also what many respondents from Hungary stated. Serbia respondents also believe at large (10 out of 26) that people with extremist views always treat others as if they are not smart, and/or as if they think they are better.

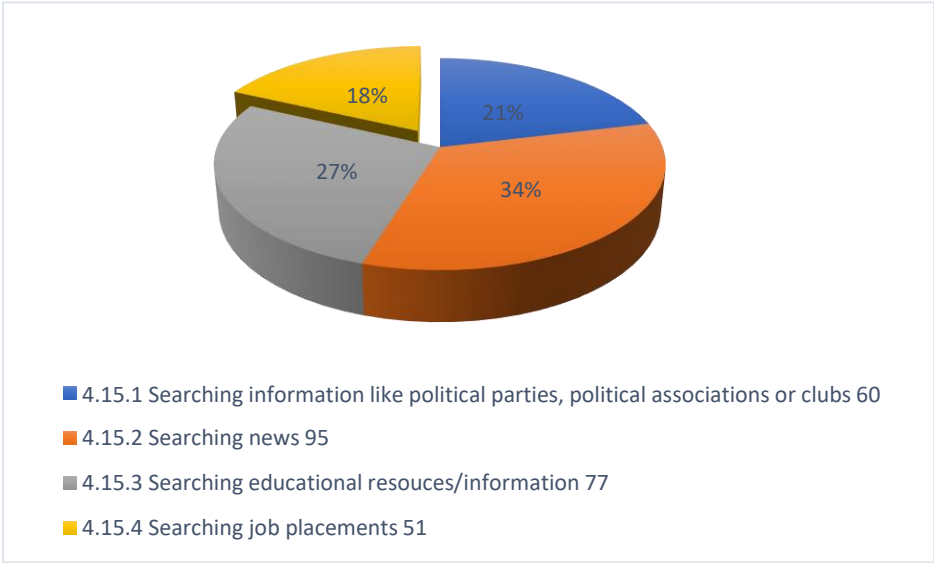
4. Media and Digital Literacy Skills and Competences

With regard to the statements about media and digital literacy and competencies, the vast majority of respondents (more than 75 of 114) from all countries replied negatively to the question about the possession of an e-reader and also to the statement that most people are making only internet/digital friends. Over 100 of the participants (out of 114) posses a personal computer (laptop, desktop), a mobile phone and have an internet access at home with a satisfactory connection. The vast majority of the respondents believe that the use of digital technology has an impact on users' physical activity and also that the use of digital technology has an impact on users' social relations.

Looking at the responds per country, Greece has the highest number of respondents who don't read newspapers (including sports newspapers) or magazines (including sports magazines). They also present the highest percentage of not having satisfactory internet connection at home. In Hungary, half of the respondents claim not to listen to the radio for news/for pleasure or to watch tv programs, being thus the country with the lowest rate on these activities among the rest of the countries.

With regard to the question about the way they use digital technology for information search (see figure 5), respodents from Serbia, Italy and Hungary answered that they mostly use digital technology for searching news (95 out of 114). On the other hand, respondents from Greece and the International Network (Spain and UK) mostly use it for searching educational resources and information. Searching for job placements is the last option among all countries except of Serbia, where it seems that more than half of the respondents (14 out of 26) use digital technology for job placements.

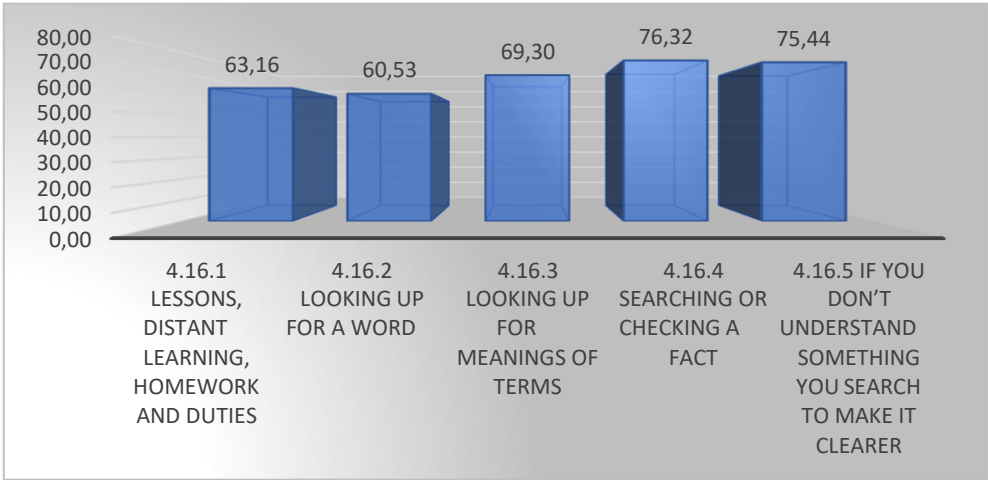
Figure 5. The use of digital technology for information search of all networks of football3 participants



As to the use of digital technology for knowledge and learning, respondents from different countries use digital technology differently when it comes to knowledge and learning (see figure 6). All respondents from the international network (Spain and UK) claim to use digital technology in order to search for something they don't understand to make, while they tend to use it less for looking up a word. Respondents from Greece tend to use it more for lessons, distant learning, homework and duties or for searching or checking a fact (10 out of 16 on both options). In Hungary most respondents are looking up for words or search for something they don't

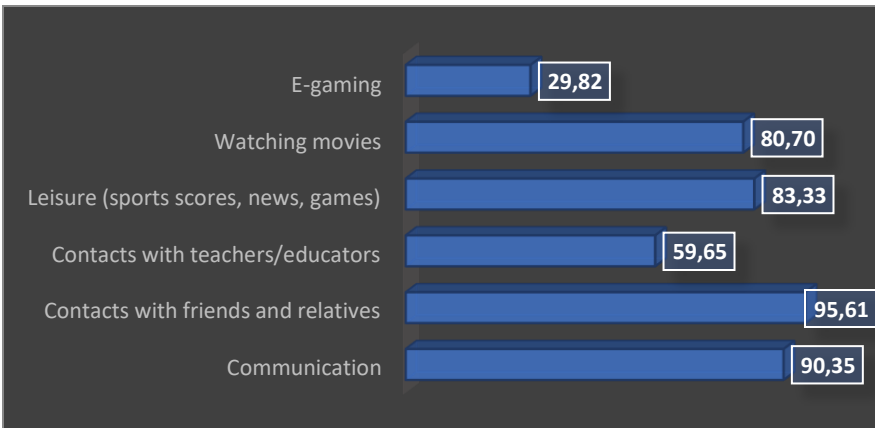
understand to make (26 out of 36 on both). In Italy, they mostly use it for searching or checking a fact (22 out of 24) and less for looking up a word (9 out of 24). Finally, in Serbia they mostly use it equally for looking up for meaning of terms or for searching or checking a fact (20 out of 30 on both).

Figure 6. The use of digital technology for knowledge and learning:
All networks of football3 participants (%)



Apart from the above-mentioned reasons, respondents use digital technology for other reasons such as communication and contacting with friends and relatives, which both stand higher than the rest activities in all of the respondents' answers (see figure 7 below). On the other hand, their least favourable options seems to be e-gaming and contacting with teachers and/or educators. Here again, differences exist among countries. For example, in Serbia contacting with teachers and/or educators is common use for 19 out of 30 respondents (i.e. 73%), whereas in Greece only 4 out of 16 (i.e. 25%) use it for the same reason.

Figure 7. Other reasons to use digital technology:
All networks of football3 participants (%)



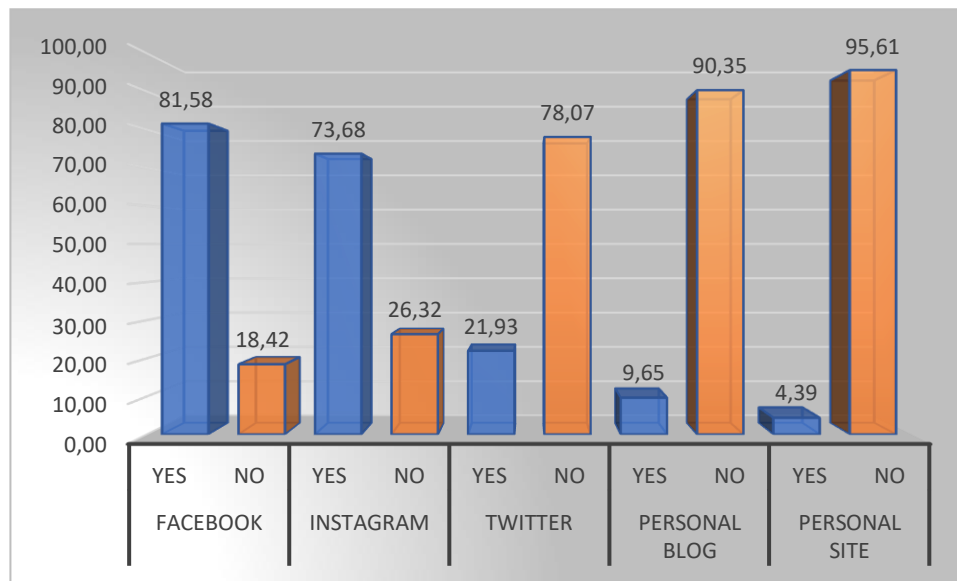
When asked about the frequency of using technology in relation to the ways they use it, most respondents from all countries stated that their most frequent activity is *Downloading or listening to music* and *Downloading or watching videos*, which happens every day. On the other hand, most respondents stated that they never play bet, gamble, or enter sweepstakes. Looking into different countries, Italy is the country with the most frequent use of betting and gambling online, while Greece is the country with the least use.

5. Safety through the net?

More than half of all respondents (73 out of 114) stated that they feel safe to create accounts in Facebook, Instagram Twitter, etc. The participants of the International network of football3 are more skeptical about feeling safe, with 8 out of 18 not believing it. Similar is the case in Greece, where 6 out of 16 do not feel safe to create an account. On the other hand, the majority of Hungarians (21 out of 30) feel safe in creating accounts, and so do the Serbians and the Italians (17 out of 26 and 15 out of 24 respectively).

According to participants, Facebook and Instagram are the most popular platforms to use of those in the questionnaire (see figure 8). Only few of the participants in Italy, Greece and the international network have a personal blog, while even fewer respondents from Italy, Greece stated that they have a personal site. Other platforms, which were not listed in the questionnaire, but are being used by many respondents include: LinkedIn (39 out of 114), Tik tok (33 out of 114) and e-mail account (9 out of 114).

Figure 8. The social accounts of all networks of football3 participants (%)



As to whether they feel confident in sharing personal information through social media accounts, most participants from all countries agree (73 out of 114). However, there are also 41 participants, who are not feeling so confident. There are not differences among countries, however the international network and Greece seem more skeptical over sharing information than the rest of the countries (8 out of 18 and 6 out of 16 respectively).

In another question about the degree of safety on internet use and media digital platforms, most respondents from all countries stated that it is not safe at all, being very close, however with those who believe that it is safe. In Serbia, the majority of participants believe that internet use is very safe, being the only country with such a high belief. In Hungary and Greece, the most common answer is “not safe at all”, while in the international network and Italy, a few more respondents believe it is safe, than not.

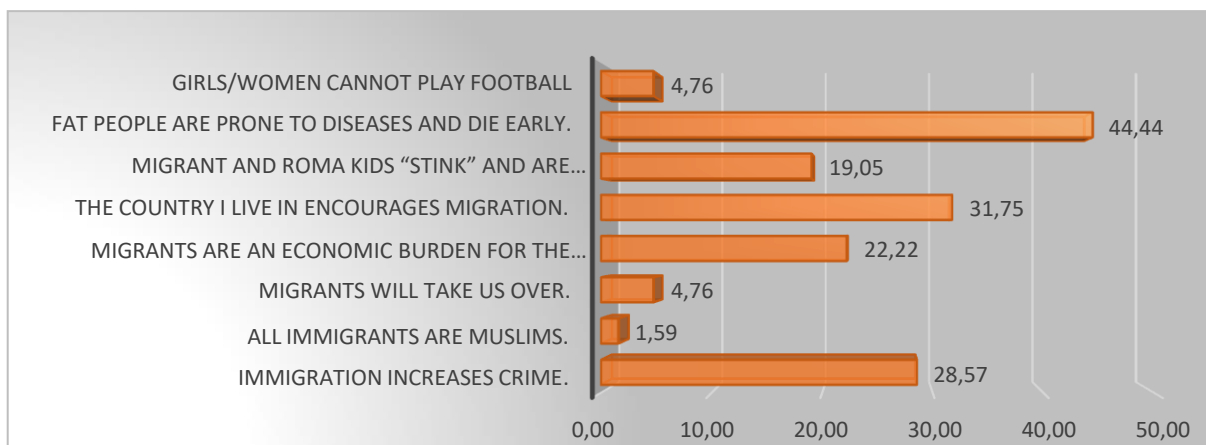
As for the question, whether respondents feel confident in identifying relevant security risks and warnings, more than half of all the respondents (68 out of 114) feel confident, while the rest declare not confident. Looking into the participating countries, respondents in Greece have been equally shared between feeling confident and not feeling confident, showing thus the lowest level of confidence (8 out of 16). On the other hand, the most confident respondents in identifying relevant security risks and warnings are the participants from Italy (17 out of 24).

With regard to whether they feel that media and internet texts/news/messages content are trusted, the vast majority (90 out of 114) say that they are not to be trusted. Serbian respondents show the highest mistrust on media and internet content (24 out of 26), while Italians show the lowest mistrust (14 out of 24) among participating countries.

In the question regarding the participants' reaction to internet texts/news/messages content, 75 out of 114 participants from all countries, stated that they don't react. Greece is the country where participants react less (only 2 react out of 16), followed by Hungary and Serbia. On the other hand, more than half of the respondents in Italy and the International network claim that they react (13 out of 24 and 11 out of 18 respectively).

When it comes to questioning the truthiness of a number of statements, the following has been observed (see figure 9). One statement which holds as true for most participants from Greece (50%), Hungary (73,3%) and Italy (80%) is that *"Fat people are prone to diseases and die early"*. Another statement relatively high on the truth axis is the one saying *"The country I live, encourages migration"*. This statement seems to be true for the international network (100%), for Greece (50%), for Italy (40%) and less for Hungary (13.3%). On the other hand, a statement which is considered false from the majority of the respondents is that *"Girls/women cannot play football"*. Only one respondent from Italy actually chose this statement as true. Overall, it seems that Serbia and Greece are the two countries with most statements clicked as true (6 statements per country).

Figure 9. The holding true of the following media-related statements:
All networks of football3 participants



6. Engaging, evaluating and reflect

When questioned about understanding the meaning of individual words on and offline, over half of the respondents (59 out of 114) state that it is very easy, while the rest (52 out of 114) respondents admit to have difficulties sometimes. Also, 3 participants seem to find it not easy at all. Looking into the countries the majority of respondents in Serbia, Hungary and Greece find it very easy, whereas the majority of respondents in Italy and the International network meet difficulties sometimes.

Asking the respondents if they comprehend the underlying theme of a lengthy argument or narrative on and offline, half of the total respondents (57 out of 114) stated that they meet difficulties sometimes and 3 stated that it is not easy at all. Examining the answers by country, the majority of respondents from Greece (10 out of 16) and Hungary (19 out of 30) find it very easy, while the vast majority of the international network meets difficulty sometimes and so do over half of the respondents in Italy (13 out of 24) and Serbia (13 out of 26).

With regard to the frequency of using media and digital tools to share thoughts and opinions and to exchange views, the majority of all respondents (72 out of 114) stated they do it sometimes. They never do it answered 25 out of 114 respondents, followed by 17 respondents who do it very often. Looking at countries, Greece has the biggest proportion of respondents (6 out of 16) who never share thoughts and opinions, while

the International Network has the highest proportion of respondents (4 out of 18) who very often share their thoughts and opinions.

The vast majority of all respondents (93 out of 114) stated that they need more education and training in order to develop knowledge and potential, however there were also 21 respondents who answered negatively. No particular differences are there among countries with Greece being the country with the highest proportion of respondents who stated they don't need education and training (4 out of 16).

The majority of all the respondents (68 out of 114) also feel that they need more education and training in order to comprehend more fully all that is "texted" in the online world. No big differences exist between countries with respondents from Italy (15 out of 26) and Greece (10 out of 16) being more positive than the rest countries for this kind of education and training.

With regard to the beliefs of the respondents on whether media and digital media sometimes promote extremist narratives, the vast majority of all respondents (93 out of 114) believe that they do. Greece in the country where all respondents but one (15 out of 16) answered that media and digital media sometimes promote extremist narratives, while Hungary is the country with the highest proportion of negative answers compared to the rest of the countries (11 out of 30).

The majority of all respondents (91 out of 114) stated that they have come across intimidating and discriminatory on and off-line texts. Greece seems to be the country where most respondents (14 out of 16) have come across intimidating and discriminatory on and off line texts, while respondents from the International network the least (12 out of 18).

The feeling of being personally insulted by on and offline intimidating, discriminatory texts and derogatory terms seems to have occurred to over half of the total respondents (60 out of 114). The respondents from the International Network (13 out of 18) and Serbia (16 out of 26) seem to have been feeling insulted mostly. On the other hand, more than half of the respondents in Hungary (18 out of 30) and Greece (9 out of 16) haven't felt insulted. Respondents from Italy are balanced between the two answers.

The majority of all respondents (66 out of 114) answered negatively in the question "Do you feel that sometimes, intimidating comments and/or derogatory terms, on and off the pitch, are part of the game?". As for the results by country, only the respondents from the international network feel that intimidating comments and/or derogatory terms are part of the game (11 out of 18). The rest countries don't feel that, Hungary having the highest proportion of respondents who don't feel that (21 out of 30).

The vast majority of respondents (104 out of 114) feel that they are good at problems solving on and off the pitch. The vast majority of respondent from all countries have answered that they are good at problem solving with Italy having the best score (24 out of 24!).

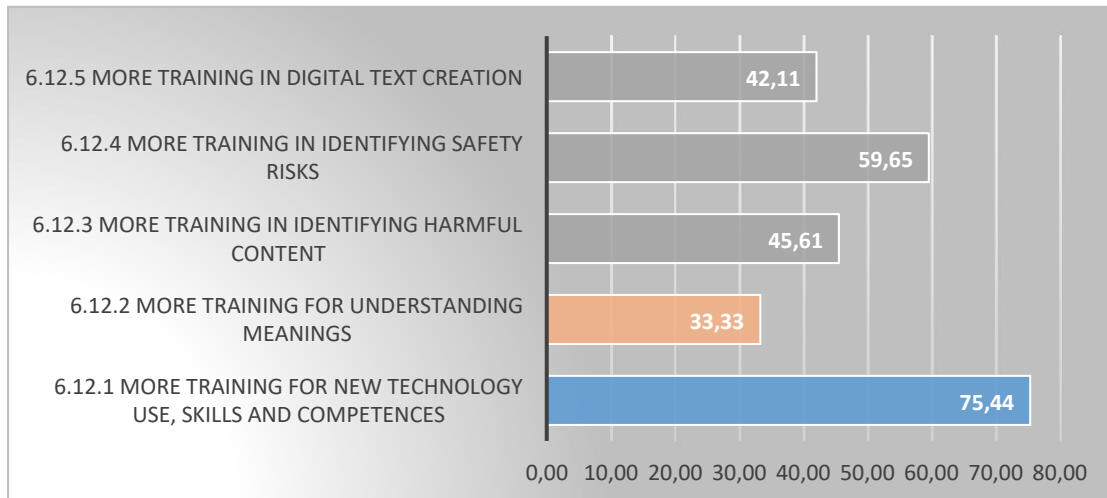
With regard to the question on whether respondents feel that youths are looking up to them as an example or role model, here again the majority answered yes (75 out of 114). Respondents from all countries agree on that, with respondents from the International network agreeing the most (14 out of 18) and respondents from Hungary agreeing the least (16 out of 30).

As for the question "Do you feel that you are good in handling digital technologies, so you do not have to learn anything more?", the majority of all respondents (81 out of 114) answered no, they don't feel that they are so good in handling digital technologies so as not to learn anything more. Looking at the countries, Greece and Serbia have the highest proportion of respondents who think that they are good in handling technology (7 out of 16 and 10 out of 26 respectively), while the International Network and Italy have the highest proportion of feeling they want to learn more (15 out of 18 and 19 out of 24 respectively).

The last question of the online questionnaire was addressed to those who feel that they need more training, asking them about their preferences between 5 suggestions for training: 1. new technology use, skills

and competences, 2. understanding meanings, 3. identifying harmful content, 4. identifying safety risks, 5. digital text creation. From the answers given in all participating countries, it seems that the respondents' first choice is "More training for new technology use, skills and competences", followed by "More training in identifying safety risks". On the other hand, the less favourable training would be training "for understanding meanings" (see figure 10).

Figure 10. Suggestions in case of feeling that more training is needed:
All networks of football3 participants (%)



Looking at each country's results separately, the International networks' first choice would be training for 1. *new technology use, skills and competences* (100%), followed by: 5. digital text creation (81.3%), 4. identifying safety risks (75%), 3. identifying harmful content (62.5%) and last 2. understanding meanings (37.5%). In Greece, the first choice would also be 1. *new technology use, skills and competences* (81.3%), followed by 4. identifying safety risks (56.3%), 2. understanding meanings (50%) and 3. identifying harmful content (50%), while the less favourable training would be 5. digital text creation (43.8%). Similarly, in Hungary, the first choice would be 1. *new technology use, skills and competences* (66.7%), followed by 4. identifying safety risks (56.7%), 3. identifying harmful content (33.3%), 2. understanding meanings (30%) and 5. digital text creation (30%). In Italy, the first choice would be 1. *new technology use, skills and competences* (70.8%), followed by 4. identifying safety risks (50%), 5. digital text creation (45.8%), 3. identifying harmful content (41.7%), while the last choice for training would be 2. understanding meanings (16.7%). Finally, in Serbia the first choice would be 1. *new technology use, skills and competences* (76.9%), followed by 4. identifying safety risks (61.5%), 3. identifying harmful content (53.8%), 5. digital text creation (34.6%), while the last choice for Serbian respondents would be 2. understanding meanings (30.8%).

5. CONCLUDING REMARKS -NEEDS IDENTIFIED

As it has been already stated at the beginning of the Needs Assessment Report, the reports' main aim is to present and analyze the existing evidence from the four participating countries with regard to the following issues:

1. identified media and digital literacy skills needs of adolescents,
2. the training needs of DIALECT's mediators and trainers to undertake new roles for combating youth radicalisation through community-building football and
3. the media and digital literacy skills development of vulnerable youth, as well as the challenges faced by sports organisations in integrating football3, noncompetitive anti-radicalisation practices

1. identified media and digital literacy skills needs of adolescents

According to our results focused on the Population group of Adolescents, all adolescents use digital technology on a daily basis, mostly through their mobile phone. Their favourite online activities are: surfing the internet, talking to friends (chat), watching films, playing games and listening to music.

Adolescents who participated in the focus groups feel confident in handling digital technology and believe they are familiar with most of the possibilities provided by these tools. When asked about the need of training, some of them agree that it is useful to learn more about digital technology and safety, because *“you never know when you will be deceived on the Internet. (...) and it happens to you exactly when you are so confident about your abilities.”* Also, interest was expressed from some adolescents to learn more about the development of applications and websites.

Adolescents rarely use digital technology for information search, if this is not linked to school activities or homework. In the latter case, they use it for searching words or for finding information and material related to their lessons. As to the use of social media, most have created their own personal accounts alone or (the younger ones) with the help of their parents. The majority of adolescents uses digital technology and social media to communicate with friends and relatives and does not accept friendship proposals from unknown persons.

Digital safety is a subject that participants need training. They shared that they do not feel confident in sharing information online and that they are aware of the dangers that can be caused by social networks. Despite this, most adolescents, admitted that they share some information – most commonly photos – about themselves on social media. Opinions about security and safety in the use of internet varies among participants from different countries. Some believe that they run no risk whatsoever in sharing information about themselves, because they only use platforms which are approved by their parents, while others believe that the use of internet is not safe at all. According to the group of Experts, it is difficult to make young people perceive the dangers of the content and messages that circulate on the web, and which can have the function of manipulating the ideas and behaviour of less structured people.

When asked about their digital competencies to deal with online safety issues, some adolescents stated they can react somehow and protect themselves from unwanted inquiries. Most parents intervene in adolescents' use of internet, mostly by warning them not to share personal info.

Many participants have also declared difficulty in recognizing the truth in the online contents and feel they cannot trust media content. Some of them seemed to be quite aware of the fact that the web very frequently offers them materials that are unreliable from a content point of view. Interestingly, some adolescents recognize that their mistrust affects their interest to care about what is happening in the world.

Most participants choose to be 'pathetic' internet users, stating that they rarely respond or react publicly to online texts they have come across. Participants also rarely use media and digital tools such as forums or networks to publicly express their opinion, exchange views or share thoughts. For them, sharing thoughts or opinions and exchanging views means, most of the time, communicating with friends in private chats or group chats.

Some adolescents claimed to have difficulties in understanding and interpreting the meaning of certain words they encounter both in real life and on the web. Some stated that online texts are easier, because they are shorter and usually specific parts are highlighted. As to whether participants comprehend the underlying theme of a lengthy narrative, adolescents stated they can understand the underlying themes both online and offline, however this also depends on the theme.

Most respondents agreed that it would be good for them to receive more education and training in order to develop knowledge and potential and comprehend more fully all that is “texted” in the online world.

The majority of adolescents from all participating countries believe that digital media promote extremist narratives very frequently. Luckily, none of the young people participating in the focus groups report has been personally victim of hate speech or of publication of discriminatory or intimidating content online. However, some adolescents admit feeling insulted and/or uncomfortable with specific contents they have come across.

Some adolescents mentioned that football helped them so that their voice is heard and to be able to solve problems (including intimidating comments) themselves. However, others feel that their voice is not always heard. Most believe that they are capable and have the skills to deal with such problems by themselves.

2. the training needs of DIALECT’s mediators and trainers to undertake new roles for combating youth radicalisation through community-building football

It was unanimously agreed by Football Experts that the role of the mediator is very important and that mediators need to be well trained and prepared in order to fulfill their key role in supporting the football game. As it was mentioned by experts, in order to accomplish intercultural dialogue and conflict resolution on the football field it is not only the community that needs education, but also experts and trainers who are supposed to share these messages. However, it is still not unusual to see trainers who are verbally dominant during the football game and sometimes abusive with young players, reinforcing the myth of invulnerability to the adolescents.

Some participants shared that they usually solve issues regarding racism ad hoc and they wish they would have educational material in order to learn effective ways to work toward such goals. Indeed, many experts believe that coaching training does not include enough psychology and pedagogy studies, and that also practicing affirmative, non-violent communication and self-reflection is completely missing.

Mediators and trainers who participated in our online questionnaire all have personal mobile phone and most also have a personal computer. Digital technology is used by most of them for checking or searching a fact or if they don’t understand something they search to make it clear. Mediators also use digital technology for communicating and contacting with friends and relatives. More than half of the respondents feel safe to create accounts in social media, Facebook and Instagram being the first choices of the mediators. Also, most mediators feel confident in sharing personal information through social media accounts. Half of them feel confident in identifying relevant security risks and warnings, while the rest don’t feel confident at all.

With regard to the content placed in media and internet texts/news/messages the majority doesn’t trust it. Over half of the respondents also doesn’t react to internet content. Looking at the truth in specific media-related statements, more than half of respondents consider them false. However, two statements gather a lot of answers, these are : *“Fat people are prone to diseases and die early”* and *“The country I live, encourages migration”*.

Understanding the meaning of individual words on and offline was found to be very easy by 59 respondents, while 52 admit to have some difficulties. On the other hand, half of the respondents meet difficulties sometimes in comprehending the underlying theme of a lengthy argument or narrative on and offline.

Respondents agree that media and digital media sometimes promote extremist narratives, and most of them have come across intimidating and discriminatory on and off-line texts. The majority of all respondent shares thoughts and opinions and exchanges views sometimes in web. The vast majority of respondents feel that they are good at problems solving on and off the pitch.

With regard to training needs, most participants stated that they need more education and training in the following topics (by total level of preference):

- to develop knowledge and potential
- to comprehend more fully all that is “texted” in the online world

Finally, most respondents feel that they can learn more things in handling digital technologies. Among other suggestions for training, the respondents’ first choice would be:

- “More training for new technology use, skills and competences”, followed by
- “More training in identifying safety risks” and
- “More training in identifying harmful content”

On the other hand, the less favourable training would be training “for understanding meanings” and for “digital text creation”.

3. the media and digital literacy skills development of vulnerable youth, as well as the challenges faced by sports organisations in integrating football3, noncompetitive anti-radicalisation practices

Some experts mentioned that within a relative short period of playing football3 they had seen important effects to adolescents as regards combating radicalization and increasing resilience to extremist values. Football3 tournament in the framework of DIALECT1, not only contributed to overcoming prejudices and stereotyped readings of reality, but in some cases, it encouraged adolescents from different areas of the city and with different ethnic and social backgrounds to begin to meet even off the pitch.

Based on the example of DIALECT 1, coaches and sports managers expressed their willingness to carry out free training courses for young people on the use of digital media. In particular, it was suggested by a few coaches who follow the social profiles of their young athletes, to collect screenshots or download discriminatory content disseminated by boys or girls, and subsequently devote a few moments to analyse that content with them, trying to unmask the manipulation that often lies behind it, or to show how the boys who got carried away in discriminatory comments or acts online, would probably never perform such acts in real life.

Despite the willingness of some experts to carry out training courses to young people on the use of digital media, themselves alone are neither enough qualified, nor have the power to make a huge difference in combating youth radicalization and increase resilience to extremist values and beliefs through sports. It is also questionable as to whether most youth sports associations and academies would devote time to this kind of practice, at the expense of traditional sports activities. As it was stated, traditional football still does not allow for a deeper resolution of the conflict on the field itself. Everything is aimed at achieving results. In fact, some experts highlighted the enormous difficulty of using sport as a conscious growth tool for young people, without completely questioning the economic and political system that today regulates the world of professional sport (especially football), with its enormous business, total loss of values, and violence on and off the pitch. Violence, exclusion, the unequal distribution of wealth, and labour exploitation (bear in mind the big events such as the World Cup) are part of a system that only a few people question. Without an awareness and a reasoned critique for these issues, using sport as an educational tool risks to fail.

Another challenge is to create networking processes between the various educational agencies and sport organisations. Some proposed that interventions should be also addressed to parents, since they are the most effective ones. Teachers are believed to have the biggest responsibility towards adolescents, however everyone agrees that most schools are doing nothing to educate adolescents on how to recognize and be resilient to extremist narratives that promote messages of racism and xenophobia, while it seems that the way digital technology is taught in school is also not efficient.

The introduction of football3 in schools' curriculum would influence and empower a great number of adolescents, supporting community resilience to extremist narratives, however this needs in most cases political decisions.

More efforts should be also concentrated to the equal participation of girls in football3 and football in general. Despite efforts, girls' inclusion in football activities still lags behind. With regard to football3 and the training, a challenge was highlighted concerning the extra time for training. It was commended that already new participants of football3 might get disappointed about the proportion of discussion and the real game time they have, which is only 1 half out of 3. This will be even more time consuming, if training on digital needs begins. As it was suggested, careful communication about what will happen, and what to expect as a player, can solve this problem.

ANNEX

Desk Research Report Literature Review



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1. Background information

Literature review has shown that there is lack of progress in preventing and countering racism at EU level. At the same time xenophobia, as a form of intolerance, is rising, especially in view of increasing refugee influx into Europe, entailing also strong negative emotions, such as hostility or hatred towards foreigners. Overall, literature findings throughout Europe demonstrate that political polarization is in place, a fact, which is creating a social climate that provides a fertile ground for racism, discrimination and hate intolerance. Simultaneously, according to research findings social exclusion contributes to intolerance. Populist groups and parties have a pivotal role in the capitalization of sentiments of intolerance and particularly as far as young people are concerned.

Evidence suggests that youths are attracted and approached by populist groups and parties, in order to act as supporters while embracing their values. This is not happening on community “grounds” only and physical communication routes but also on digital worlds or media spaces. Social media research, examining the far-right blogs has shown a wider expansion of the horizontal and vertical relations of supporters and members of far-right formations, who may no longer feel isolated. Essentially the core of the ideological platform that emerges from the study of relevant sites is common: society needs transformation in an anti-pluralistic direction. Diversity is not legitimized either in the realm of ideas or in the realm of people. “Ethnic isolationism” and a clear separation of nations-states and peoples are what is needed. Through cultivation of fear and often violence (verbal or physical), these ideologies are systematically promoted and repeated – in Adorno’s conceptualization of propaganda - with religious reference on the sites studied.¹⁴ At the same time, “the governance of migration and how it is represented online and off line, raises lots of dilemmas and contradictions in all Europe and even more in some countries”.¹⁵ Thus, nowadays the dynamics of community creation based on ideologies of hate, being influenced by extremist groups at local level, need to be examined also in view of the virtual and/or digital worlds and “mediascapes”.¹⁶ The consequences of

¹⁴ Indicatevally, Afouxenidis A., & Georgouleia I., (2018), An investigation of far right blogs; speech and aesthetics, in Spyridakis M. Koutsoukou I., Marinopoulou A (eds), *The Society of the Cyberspace*, Athens, Sideris pp. 91-127 (in Greek).

¹⁵ NEMO - Using the New media in Education to overcome Migrant discrimination Online Grant Agreement n. 821553 — NEMO — AMIF-2017-AG-INTE, pg. 12. https://project-nemo.eu/wp-content/uploads/2020/02/comparative-report_en_def_condisclaimer_acknowledgments.pdf

¹⁶ NEMO, pg. 18. As cited “media systems, media cultures, and audience practices have to be conceived of in relation to nation-states. In line with the insight of Giddens (1984), “structure is not ‘external’ to individuals; it is not to be equated with constraint but is always both constraining and enabling... the structural properties of social systems are both medium and outcome of the practices they recursively organize”. (Giddens, A. (1984). *The constitution of society: Outline of the theory of structuration*. Berkeley, pp. 25). So, we have to understand mediascapes in their context. Further, the original understanding of “scapes” indicates different viewpoints of geography which are not objectively given. Scapes should be seen as “deeply perspectival constructs, inflected very much by the historical, linguistic and political situatedness of different sorts of actors: nation-states, multinationals, diasporic communities, as well as subnational groupings and movements”. (Appadurai, A. (2000/1990). *Disjuncture and difference in the global cultural economy*. In K. Nash, eds, *Readings in contemporary political sociology*, Oxford, UK: Blackwell, pp. 100–114, *ibid.* pp. 101). Thirdly, the consequences of technological developments imply that Internet is the currently dominant environment for different and ever-diversifying media-related practices, yet contemporary media cultures are no longer defined by one media alone. **It is worth to use its**

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technological developments imply that Internet is the currently dominant environment for different and ever-diversifying media-related practices, yet contemporary media cultures are no longer defined by one media alone.

Overviews of media landscapes across the European countries indicate that new online technologies are becoming more and more embedded in everyday life, at work, in education, in politics; they affect family life and social relationships. However, in this ever changing landscape European countries present a quite diverse picture with respect to media and digital cultures and audiences. According to statistical data available, there is a considerable decrease of European readers of the written press every day, while there is an ever increasing percentage of Europeans using the Internet at least once a week, every day or almost every day, as well as of those involved in online social networks. As stated “since 2010 the proportion of Europeans using the Internet every day has increased by 20%. In the last years, the time people spend on Internet has increased and also the reach of the media. The proportion of respondents who never use the Internet has decreased by 7% since 2010 and now is 16%”.¹⁷

However and despite significant differences marked among Member States ranging from the 42% of respondents in Romania who use the Internet every day or almost every day, compared with the 91% in the Netherlands,¹⁸ in the countries of the Dialect2 project exist strong similarities in the use of Internet, which facilitates the projects progress, since the percentage relative to those who use the Internet everyday or almost everyday is 41% in Hungary, 37% in Italy. Other projects indicate that the use of Internet although lower of the 80% European medium, in Italy, Hungary, Greece is ranging between 60 and 70%, considering different age cohorts.¹⁹ Nevertheless some other sources indicate Internet penetration to Hungary to be almost equal to the EU average (close to 80%).²⁰ Close are the percentages marked in the above countries also according to the implementation of the Digital Economy and Society Index (DESI).²¹ However, as noted, “during the Covid pandemic, Member States have been advancing in their digitalisation efforts but still struggle to close the gaps in digital skills... The findings show that while most of the Member States are making progress in their digital transformation... digital skills is an important area where Member States need to make bigger progress... Finland, Denmark, the Netherlands and Sweden remain the EU frontrunners. Despite the fact that ... only 54% of Europeans aged between 16 -74 have at least basic digital skills... there is an overall positive convergence trend: the EU continues to improve its level of digitalisation, and Member States that started from lower levels are gradually catching up, by growing at a faster rate. In particular, Italy, Poland and Greece substantially improved their DESI scores over the past five years,

wider definitions according to which media landscapes comprehend legacy and digital media, “sticky,” and “spreadable” media.

¹⁷ NEMO, pg. 23.

¹⁸ Eurobarometer data (Standard Eurobarometer 88/2017).

¹⁹ World Internet Project, 2015, Greece, http://eke.gr/siements/WIPreport_gr.pdf. Also, World Internet Project, 2016, International report (6th edition). Los Angeles: USC Annenberg School Center for the Digital Future, <http://www.digitalcenter.org/world-internet-project>.

²⁰ NEMO, pg. 21.

²¹ See Trevlaki A., (2017), “Dimensions of the Digital Gap in Greece”, in Demertzis N. (eds), *Governance and the Internet*. Athens, EKKE. European Commission - Press release: Digital Economy and Society Index 2022: overall progress but digital skills, SMEs and 5G networks lag behind. Brussels, 28 July 2022.

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implementing sustained investments with a reinforced political focus on digital, also supported by European funding... However, the target of the Digital Decade is at least 80% by 2030”.²²

Main sources for Internet use are the personal computers and the mobile phones. Research has shown that students between the age of 10 and 13 have access to Internet and the main device used to go online is a smart phone.²³ Researchers agree on the crucial role of Internet use, and the use of digital media in children’s and youths’ daily lives.²⁴ As to the activities that kids carry out it has been noted that in Europe “the most common online activity of 9-16-year-olds is using the Internet for school work (85%), playing games (83%), watching video clips (76%) and instant messaging (62%). Fewer post images (39%) or messages (31%) for others to share, use a webcam (31%), file-sharing sites (16%) or blog (11%).”²⁵ The use of digital devices by kids is closely related to whether or not they attend extracurricular activities, as in the latter case the length of screen-time can go up to four-five hours a day. It is also related to whether or not the kids belong to the socially disadvantaged, discriminated or excluded groups. Research in Hungary revealed that Roma students in the sample spent online average 1-2 hours longer than the others.²⁶

However, no conclusive research evidence exists indicating the effects of internet use on adolescents. No link has been traced between Internet use and socio-demographic variables, such as gender and age, lower school performance, online gambling, online pornography and friend attachment, while there is evidence that the use of digital technology has a negative impact on children’s physical activity but seems to be beneficial for children’s social relationships. With respect to the consequences of digital activity on children’s mental well-being, studies suggest that the relationship is U-shaped, where no use and excessive use can have a small negative impact on mental well-being, moderate use can have a small positive impact.²⁷ Research has also shown that in cases of migrant and refugees they also use the Internet for family reasons, probably referring to communicate with relatives about their whereabouts or being connected to family abroad.²⁸

Ample is the evidence that adolescents “like to be online” while parents and teachers are voice certain concerns about the time spent online which is occasionally associated to addiction to the web, and different online addictions such as gambling, about privacy terms and express fears that children will provide private information to unknown people undertaking a risk of harassment. They are also concerned about children’s critical skills, as they feel that time online will affect children’s ability to build their own opinions, make them prone to fake-news and refer to the risk of distortion of reality. They have been concerned about excessive time spent online and its consequences, like sleep deprivation, superficiality and attention deficit, disciplinary problems, social isolation and the difficulty of creating non-computer based social relations. Considering adolescents’ social skills fears are also voiced on a probable distortion of “real” life. Parents and teachers alike are concerned about effects on kids’ concentration ability, effects on their cognitive skills and exposure to disturbing and/or

²² European Commission - Press release: Digital Economy and Society Index 2022: overall progress but digital skills, SMEs and 5G networks lag behind. Brussels, 28 July 2022.

²³ NEMO, pg. 25.

²⁴ <http://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kids-online>

²⁵ As cited at NEMO, pg. 25.

²⁶ NEMO, pg. 26.

²⁷ Kardefelt Winther, D. (2017). How does the time children spend using digital technology impact their well-being, social relationships and physical activity? An evidence-focused literature review, Innocenti Discussion Papers no. 2017-02, UNICEF Office of Research - Innocenti, Florence.

²⁸ NEMO, pg. 27.

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harmful content (pornography, violence, violent games). The bad influences or 'wrong' models ranging to the influence of videos pushing students to extreme and dangerous acts have also been mentioned. Some of the above fears have been associated to a possible generational gap between children and parents and/or kids and trainers who are not using the same social networks and do not have the same set of skills.²⁹

At the same time research is piling up evidence on continuous racist attacks increase in xenophobic sentiments and discrimination against migrants and refugees across Europe offline and online. As stated, "discrimination is a recurring experience".³⁰ Barriers to educational inclusion of third country national children are crucial and diverse and range from language, legal-bureaucratic complexities of attaining new citizenship to registering at school. Roma kids are also facing discriminatory practices and social isolation.³¹ Data suggest that racially motivated crimes are on the rise in many EU Member States, but competent professionals and the police do not always recognize them as such, institutionalized reactions being thus hampered. Europe is experiencing at present intense dilemmas in regulating hate speech and online harassment. Free speech exercise can be offensive and even contribute to a climate of prejudice and discrimination against minorities. Often, the media exacerbate the tendency by reporting negatively about minorities. There is a need to control and limit incitement to violence in reconciliation with the fundamental right to freedom of expression. Three distinct aspects of hate speech have been identified: the first relates to the role of freedom of expression as a tool of inclusiveness. With the limits of liberal tolerance being unclear, just like the definition of hate speech itself, legal actors and systems are torn between criminalising the speaker's motive alone or in conjunction with the effects of the speech. A survey of recent related European Court of Human Rights case - law demonstrates these ambiguities. The second aspect concerns the challenges of the regulation of the freedom of expression in the digital age, with emphasis of the online dimensions of the phenomenon from a legal perspective. The final aspect concerns an actor - based analysis of hate speech, as it emerges from the current regulatory frameworks applied, the role of the State but also with that of equality bodies, political parties and private businesses in providing more efficient networks of protection of minorities from such violent expressions of hatred.³² Yet, beyond the socio-economic impact of the COVID-19 pandemic, young people face rising inequality, the climate crisis and conflict. Across the OSCE region, young women especially face barriers to political and economic opportunities, and are disproportionately affected by discrimination and violence. They are also underrepresented at the policymaking level and lack role models within these institutions, as less than one per cent of parliamentarians globally are women.³³

Research has also shown that episodes of discrimination take place especially online and responses are needed while the significant role of the media has been recognized with respect to the "distorted" narrative. As it has been noted, however, adolescents possess a scarce knowledge regarding the concept of stereotype and prejudice and the consequences that these two modes of

²⁹ NEMO project.

³⁰ NEMO, pg. 47.

³¹ OSCE (2018). Xenophobia, Radicalism and Hate Crime in Europe. Annual Report 2018.

<https://www.osce.org/odihr/395336?download=true>. European Union (2019) "Progress report on the Implementation of the European Agenda on Migration" COM(2019), NEMO project.

³² ECMI Working Paper #118 European Centre for Minority Issues (ECMI) Working Paper Series. Editor: Dr. Sergiusz Bober Language / Copy Editor: Craig Willis © ECMI 2019 ISSN 1435-9812; ISSN-Internet 2196-4890. Kyriaki Topidi September 2019, "Words that Hurt (1): Normative and Institutional Considerations in the Regulation of Hate Speech in Europe".

1. ³³ OSCE, Schmid, H.M. (2022), "What does security mean to youth – generational solidarity through empowerment and inclusion". <https://www.osce.org/blog/524058>

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thought bring, and an awareness not always deep with respect to the concept of discrimination and to the dynamics that lead to hatred towards foreign people, although gender discrimination is experienced as serious and generally less accepted, or at least more recognizable in kids' perception as an injustice. On the other hand, young people are generally aware that the use of derogatory terms in online storytelling and in information spaces is something very serious and that not all online news are true (even if there is not always the ability to recognize the fake ones, especially when they concern discrimination against foreigners). As also noted, an aspect to be considered regards the process of familiarization with discrimination through the use of discriminatory terms in the moment of the "game" between equals. This involves also the relationship between language and context that deserves to be studied. Parents and teachers also play a decisive and complementary role with respect to the way young people learn or live with the phenomenon of discrimination in everyday life. However evidence on their perception with respect to kids' and students' awareness of prejudice, fake news and discrimination, or on the level of knowledge with respect to discrimination and fake news and the educational responsibilities arising therefrom, remains still inconclusive.³⁴

Further, a number of studies are devoted to the preventive type of pedagogical interventions on the social, psychological, and pedagogical mechanisms that produce, maintain, and perpetuate racism which is conceived as ideology and social practice, with cultural parameters and established attitudes. The personality of the individual is viewed as a source of prejudice and racism as well as of the reproduction of racism through multiple channels of communication and institutions such as schools, church and politics, as well as the family and the media.

Studies have also been devoted to sports. They have shown how sports can be a key factor in promoting health, take control of one's own life, build social capital and support networks, skills and competences, learn team work, leadership skills, creativity, and receiving and giving feedback. Studies focus on how sports can be used as a tool to fight inequality, discrimination and oppression, on how they bring people together in spite of their differences and build bridges, and in this way they acquire a unique potential for fostering social inclusion. Racism and ethnic discrimination in sports have also been addressed. The occurrence and different forms of racism, ethnic discrimination and exclusionary practices in sports, focusing on different sports and levels of practice, have been examined. Studies conclude that despite significant progress made in past years, sports continue to face a number of challenges related to racism and ethnic discrimination, incidences that affect sports at professional as well as at amateur level. At the same vein of research, key elements are described that are considered to be important to enable equal access and regular participation of migrants and ethnic minorities in mainstream sport clubs and programs. To date, migrants and ethnic minorities are to a lesser extent regarded as specific target groups for traditionally organized sports in comparison with more 'alternative' or non-organized sport settings. In addition, an all-inclusive sport participation of migrants and ethnic minorities is addressed. More specifically educational tools that raise young people's awareness of discrimination and encourage them to promote diversity and equality, particularly in football, are produced and evaluated. Studies on how to integrate diversity and anti-discrimination into football's organizational structures and activities, are devoted to football since, as contested, by eliminating discrimination from the game, football will become more attractive for players, spectators, TV viewers and users of social media.

On the other hand, experts on the field of football explore the intersection between politics and football focusing on political activism in football. Analyses focus on the ideological conflicts between

³⁴ NEMO.

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fascist and anti-fascist fans within football life worlds and the ways organized fans use current political circumstances to negotiate and re-interpret their identities. As shown, the intersection between fandom and political activism as well the newly emerged political formations that come from football elites and big business signify an important turn towards the 'footballization' of politics.³⁵ Nevertheless, unlike football in general, literature of football³, is still lacking and only accessible through international publications which nevertheless state the merits of Football³ as inspired by street football. The so called '*feminization of football*' also has not been addressed in the relevant literature.³⁶

2. Building on existing Knowledge and research experience

Key research findings during the implementation of **DIALECT project (2019-22)** have demonstrated that political polarization is in place in all four participating countries (Italy, Hungary, Greece and Serbia) which is creating a social climate that provides a fertile ground for racism, discrimination and hate intolerance. Considering the issue of youths' identity construction in times of social and political polarization and the respective role of populist groups in adolescents' recruitment and radicalization, the Dialect project primary research has reaffirmed the following:

In all four countries aspects of racism, intolerance and xenophobia promoted against the acceptance of "otherness" and multiculturalism at community level were identified and witnessed. It seems that political polarization is still in place, which, in fact, is creating a social climate that provides ground for racism, discrimination and hate intolerance which affect not only migrants and women but all kinds of 'different others'. In the middle of such a social climate is adolescence, a very sensitive and reactionary age. Populist groups are indeed playing a role in adolescents' identity construction, in times of social and political polarization with the promotion and reinforcement of existing stereotypes and prejudices which are occasionally used to classify and organize the external world and might be translated to action when the conditions are favorable. On the other hand, the risk of poverty and social exclusion contributes to intolerance. However, nowadays youth's interest in politics and related political participation has subsided in comparison to previous decades and youth's radicalization has been subdued by the uncertainties created by the covid pandemic.

Once more, football is valued as a social space, where community and identity construction is taking place with increased relevance and significance for the youth. Football communities indeed provide the opportunities for the construction of collective identities, although professional football was and has increasingly been politicized. This is so, especially due to the fact that football provides an opportunity in order to build collective identities, in times of frustration and uncertainty (i.e. increased migration, economic crisis, covid pandemic). Young people are extremely attracted by football and shaped by values surrounding it.

³⁵ Indicatevely, Zaimakis Y., (2018) Football fan culture and politics in modern Greece: the process of fandom radicalization during the austerity era, *Soccer & Society*, 19:2, 252-270, DOI:10.1080/14660970.2016.1171214. <https://doi.org/10.1080/14660970.2016.1171214>

³⁶ Clark Sh., Paechter C., (2007), Why can't girls play football? Gender dynamics in playgroud, *Sport, Education and Society*, 12(3):261-276. <https://www.researchgate.net/publication/248975381>.

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In accord to the above, sports in general and football in particular provide opportunities to developing innovative tools in engaging youths in order to avoid social segregation and political polarization in community level. To this respect Football3 is seen as a valuable tool promoting confidence, trust and safety, enabling players to put values they learn into action and become engaged in their communities. Engaging with the football3 methodology encourages informed decision-making and stimulates an interest in how social challenges can be overcome. An emphasis on dialogue and conflict-resolution enables players to grasp the power of consensual decision-making allowing them to bridge cultural differences in a social environment marked by a constant inflow and outflow of community members.

What is more, as the DIALECT impact assessment research results have indicated we can observe a positive trend in all countries with regards to skills and characteristics which are important for young people to show a more inclusive and welcoming behavior. More specifically, information and data from important stakeholders (government or civil servants, NGOs and CSOs representatives, football leaders) suggest that disrupting polarisation through football and more specifically football3 lies in the hands of local governments, NGOs, CSOs, football leaders, educators and charismatic sport personalities who may act as 'agents of change' at local community level. In all four countries the merits of football3 initiative were out marked as an effective way to tackle different aspects of social exclusion, racism and intolerance, and as opportunity for sports skills to be transformed into life skills and be used by adolescents outside of the pitch. Difficulties were identified regarding: state bureaucracy, weak networking, issues of funding, community mistrust, pandemic issues, burden in co-operation among important stakeholders, lack of availability of spaces for trainings, difficulties in reaching out to adolescents, especially girls.

To almost all of these difficulties, important stakeholders, could contribute, but also to: the interconnection with universities and departments of physical education as strong promoters; to the modification of the training curriculum in order experiential learning and non-formal education methods to be included within the frame of formal education; to the close cooperation of local authorities with school. In reference to self-esteem it was observed that shyness was gradually overcome, social, leadership and communication skills as well as community's acceptance were improved; There was observed development of co-operative spirit and team work to achieve a common goal and compliance to the set rules. In reference to *aspects of combating hate intolerance by the adolescents it was observed the development of a sense of belonging, formation of new friendships and gradual improvement of skills to ask advice on issues or incidents which were troubling them, of avoiding relevant conflicts or rows, of avoiding reacting when they were called names and of being less intimidated.*

The adolescents acquaintance with football3 methodology and its implementation proved fruitful in developing individual merits and helped adolescents own empowerment and respect the fair play. Overall outcomes on the individual level indicate a positive change on how participating adolescents perceive themselves in the sense of the development of personal skills, tasks they prefer to perform, and how they perceive themselves towards the others, 'the real world' in the sense of belonging, their engagement to decision-making processes, as well as their perception and response to issues of equality, respect, justice, but also hate intolerance and discrimination.

3. Dialect2 : Filling the gaps

As noted, by 2015, already, the European Commission had called for the immediate attention by member states to issues of increasing racism, the rise of populist parties and intolerant political discourse, reaffirming the fundamental importance of freedom of expression and opinion, tolerance and respect for the equal dignity of all human beings for a democratic and pluralistic society.³⁷ Research in four European countries (Greece, Hungary, Italy and Serbia) participating to the DIALECT project³⁸ has shown that political polarization is still in place throughout Europe, a fact, which is creating a social climate that provides a fertile ground for racism, discrimination and hate intolerance.³⁹ Our DIALECT research has also verified that in the process of identity building, youths are highly vulnerable and susceptible to populist parties' campaigns, which tend to simplify complex realities, disseminate political cynicism and increase racial stereotypes. All evidence concludes there is a need for powerful tools for community building within the space of social and political polarization.

According to the EU Recommendations (2016) for the prevention of radicalization leading to extremism, young people should be reached through innovative tools not only in the fields of education and training but also in the field of sports, beyond formal structures. Sports interventions can promote group belonging and a sense of identity and they have been identified as an effective way of engaging especially youths detached from their communities and/ or the schooling system. Football has been broadly recognized as a social space, where community and identity construction is taking place with increased significance for the youth. Football communities historically provide the

³⁷ ECRI GENERAL POLICY RECOMMENDATION NO. 15, ON COMBATING HATE SPEECH, ADOPTED ON 8 DECEMBER 2015 European Commission against Racism and Intolerance (ECRI), Council of Europe – 2016, Strasbourg, pp. 3-5.

³⁸ See DIALECT project's reports and deliverables.

³⁹ Indicatively, see ENAR Shadow Report 2014-2018 on Racist crime & institutional racism IN europe.

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opportunities for the construction of collective identities. Since at the present time they seem to be increasingly politicized the target is to prevent intolerance and particularly xenophobia at local level, promoting community building and cohesion, using the same tool that it is frequently been used for the radicalization of young people, namely football with an emphasis on dialogue and conflict-resolution enables players to grasp the power of consensual decision-making allowing them to bridge cultural differences in a social environment marked by a constant inflow and outflow of community members.

To this respect the **DIALECT2 project** capitalizing on the experience gained through the implementation of the project's first phase (2019-2021 - DIALECT), also refers to the "*sport-for-development*" area, that promotes the idea of using sporting activities to provide opportunities for personal and community development, with effects that go well beyond the sphere of physical activity, (elite) player and game development. This idea has been based on the vision that people's love for football can be used to build opportunities for belonging, racial harmony and community cohesion. Football addresses these issues since it is basing its foundations on both: structural variables and social processes which act at multiple levels to impact on health and social behavior. Results of research on these issues underline football's positive impact on participating young people's sense of self, and appreciation for and engagement with peers from diverse backgrounds. Research has also revealed unanticipated connections between participation in football activities and learning foreign languages, positive engagement with school, and building self-confidence.⁴⁰

Further, research has shown that the concept of cultural diversity in education through sport is comprehensible only in the context where it is used. Engaging in sport is not enough to integrate society. Education through sport in Europe, and specifically the use of sport to foster knowledge and integration of those who are different, is a reality on the ground. In addition, research on football points out the strong persistence of prejudices towards the players, referees, coaches, coaches or managers, still often considered as foreign to this environment, illegitimate, a priori incompetent and quite simply "out of place" of made of their gender. This phenomenon is piled up on the problem of violence and discrimination against women.

There is also a lack of media coverage of women's competitions and sports, both qualitatively and quantitatively. Attempts linking gender and football are ambitious and football3's implementation to both boys and girls alike does not intend to meet this challenge alone. On the contrary, it is a milestone attempting to bring new, modest reflections to the work already done. The implementation of the DIALECT project, reaffirmed the positive contribution to a '*football for all*' approach to combating aspects of social segregation and discrimination in terms of sex and ethnicity as well as various forms of intolerance towards the '*other*', the '*different*', building, instead, communities of tolerance and mutual respect at local level. In fact, football, through the implementation of the football3 methodology was reaffirmed as a sport that can engage everyone and as such it can be a powerful mechanism to challenge social divides and promote social inclusion.

Consequently DIALECT2 project's targets are also in accord with respective UN resolutions as follows: The disruption of polarization through football builds on the power of sports 'to change perceptions, counter prejudices and improve behavior, as well as to inspire people, break down racial

⁴⁰ See also Sonntag, A. and Ranc, D. (2015). *Colour? What colour? Report on the fight against discrimination and racism in football*. UNESCO, p.15, Zaimakis, Y. (2016). *Football fan culture and politics in modern Greece: the process of fandom radicalization during the austerity*, Soccer & Society, 19:2, 252-270. FRA (2010) *Racism, ethnic discrimination and exclusion of migrants and minorities in sport. A comparative overview of the situation in the European Union*, pp. 31-33.

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and political barriers, promote gender equality and combat discrimination'⁴¹ and its unique ability to 'present the world with a universal language and a sense of belonging and support. In promoting mutual respect and tolerance, sports teaches important social and interpersonal skills. Using sports to help people, especially youth, has proven to be an effective tool in keeping them from falling into a cycle of anti-social behavior, violence, crime and drug use'.⁴²

Polarization encompasses a wide range of dichotomies and extreme attitudes and can take different forms, such as racist violence, discrimination, intolerance and extremism. The growing number of divisive phenomena makes preventing social and educational measures all the more relevant.⁴³ Young people may be more exposed to abuse, exploitation, manipulation or recruitment by violent or criminal groups. The central idea always remains the same: using the game of football itself to educate and empower young people.⁴⁴ This way youth can become more self-worth and confident, acquire resilience skills⁴⁵ to overcome adverse living experiences and reject polarization. Sport spreads and shares a universal framework of values: honesty, fair play, respect for self and others, adherence to the rules and teamwork.⁴⁶ Sport can teach values such as fairness, teambuilding, democracy, diversity, tolerance, equality, discipline, empathy, inclusion, perseverance and respect,⁴⁷ the propagation and adoption of which is more important today than ever before in a world that seems to be becoming more polarized.⁴⁸ Sport is believed to be much more than a mere 'hobby', 'past-time', 'recreation' or 'leisure activity' and along with religion and war, it represents one of the most successful means of collective mobilization.⁴⁹ As such, sport can build bonding bridges and social ties across diverse groups, communities and cultures "that might otherwise tend towards distrust and

⁴¹ UN Resolution adopted by the General Assembly "Integrating sport into youth crime prevention and criminal justice strategies", A/RES/74/170, 7/1/2020.

⁴² UNODC, Doha Declaration Global Programme, *Sports, keeping youth away from crime*, available at: <https://www.unodc.org/dohadeclaration/en/news/2018/02/sports--keeping-youth-away-from-crime.html>

⁴³ As the OSCE recognizes "Racism, intolerance and discrimination in society continue to be matters of concern. Individuals are targeted and properties are vandalized as a result of racist and/or xenophobic sentiments. Such acts jeopardize the safety of victim communities and may impact the stability of societies. Acts of intolerance and discrimination also affect the relationships between different communities and present a threat to cohesive societies". OSCE (2012). *Combating racism, intolerance and discrimination in society through sport*.

⁴⁴ As the Council of the European Union underlines "the human and social conditions which provide fertile ground for radicalization, particularly in young people, are complex and multifaceted and may include: a profound sense of personal and/or cultural alienation, real and/or perceived grievances, xenophobia and discrimination, limited education, training or employment opportunities, social marginalization, urban and rural degradation, geo-political interests, distorted ideological and religious beliefs, unstructured family ties, personal trauma or mental health issues". (Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the prevention of radicalisation leading to violent extremism (2016/C 467/02). As UNESCO stresses "[Sport] represents a safe refuge to find original and good values and moral principles. [...] Sport can play a role in bringing the population together, decreasing crime rate and having a social and cultural impact. Sport is still of fundamental importance in our modern society, where understanding the importance of diversity among individuals is getting more and more difficult and where respect for the neighbor is constantly losing importance". UNESCO (2018). *The question of values education through sport*.

⁴⁵ As resilience skills (the 7Cs of Resilience) are considered the following: competence, confidence, connection, character, contribution, coping and control. See UNESCO/IICBA (2019), *Play and Resilience*, p.p. 71-72.

⁴⁶ UNESCO (2018). *The question of values education through sport*.

⁴⁷ Council of the European Union (2018). *Promoting European values through sport*.

⁴⁸ As UNODC states "sport fosters important human values and can be used as a tool to promote respect for rules and for others, teamwork, a sense of belonging and community, tolerance, diversity, hospitality and empathy. In this context, sport can serve as an effective platform to address the ideologies and root causes of violent extremism by strategically providing a tool to create ideal conditions for learning, social participation and the meaningful and positive engagement of youth within communities". UNODC (2020), *Preventing violent extremism through sport. Technical Guide*. UN: Vienna, p.17.

⁴⁹ Dunning, E. (2001). *Sport matters: sociological studies on sport, violence and civilization*, p.1.

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hostility”.⁵⁰ Sport is used as a tool for creating learning opportunities and gaining access to often disadvantaged or marginalized populations. In the specific context of disrupting polarization the more commonly used interventions would be “plus sport” interventions, the majority of which would provide sport in addition to supporting social outcomes.⁵¹

However, sport on its own cannot lead to positive outcomes and transform beliefs or be the only solution to emerging social issues such as violence and youth polarization. For sport interventions to be effective for the prevention of polarization they should be developed in conjunction with more holistic and knowledge- based initiatives that can address more deeply rooted causes of polarization and the context-bound social issues.⁵² Because of its popularity, simplicity and accessibility, football has a great potential to enhance socialization and promote inclusion by bringing together millions of people with diverse societal, ethnic and cultural backgrounds.⁵³

⁵⁰ UN SDGF (2018). *The contribution of sports to the achievement of the sustainable development goals: a toolkit for action*. As Dunning says, “sport functions as something akin to a lingua franca which permits not only the consolidation of bonds among friends but also the breaking of ice between strangers. [...] in its modern, more ‘civilized’ forms involves a usually relatively effective resolution of the antimony between rivalry and friendship. It involves, that is, forms of ‘friendly rivalry’” Dunning, E. (2001). *Sport matters: sociological studies on sport, violence and civilization*, pp. 221-222.

⁵¹ UNODC (2020), *Preventing violent extremism through sport. Technical Guide*. UN: Vienna, p.4. As the Council of the European Union recognizes “Sport plays a strong societal role with a powerful potential for social inclusion in and through sport, meaning that participation in sport or in physical activity in many different ways contributes to inclusion into society; whereby inclusion in sport involves a combination of ‘sport for all’, equal access to sport, equal opportunities in sport, and varied demand-oriented sporting opportunities and sport facilities, and whereby social inclusion through sport involves inclusive participation in society, community development and strengthened social cohesion”. The Council of the European Union, *Council conclusions of 18 November 2010 on the role of sport as a source of and a driver for active social inclusion* (2010/C 326/04). Among the common priorities identified is “to make better use of the potential of sport as a contribution to community building, social cohesion and inclusive growth by: 1. focusing on the use of sport to promote inclusion into society of disadvantaged groups so as to develop more cohesive communities; 2. recognizing and increasing the acquisition of skills and competences such as discipline, team-work and perseverance through informal learning activities in sport, including voluntary activities, as a way of enhancing employability; 3. acknowledging the economic, employment and learning potential of sport for contributing to the smart, sustainable and inclusive growth necessary for achieving a sustainable future”. The Council of the European Union, *Council conclusions of 18 November 2010 on the role of sport as a source of and a driver for active social inclusion* (2010/C 326/04).

The contribution of sport to social cohesion by breaking down prejudices, stereotypes and social barriers has also been emphasized by the European Commission. “Sport and physical activity are valuable motivators for social inclusion and integration. Such activities provide opportunities for marginalized and underprivileged groups, such as migrants and people at risk of discrimination, to interact and integrate with other social groups. Sport also provides those with a disability an opportunity to showcase their talents and challenge stereotypes. Persons with disabilities have the right to participate on an equal basis with others in sporting activities, the mainstreaming of gender issues into sport-related activities is encouraged, in order for the under-representation of women in some areas of sport to be addressed, while sport enables immigrants and the host society to interact in a positive way, thus furthering integration and inter-cultural dialogue. Sport can be a vehicle to promote social inclusion of vulnerable or disadvantaged groups and contribute towards better understanding among communities”.⁵¹ European Commission, *Communication on Sport* (2011). *Developing the European Dimension in Sport*. COM (2011) 12 final, 18.1.2011.

⁵² As Dunning underlines “modern sports are not a panacea. The degree of violence they entail is fundamentally dependent on the habitus and personality structure of the people who play, watch, organize and control them, and these, in their turn, are dependent on the stage in a civilizing or de-civilizing process or the balance between them at which their society stand”. Dunning, E. (2001). *Sport matters: sociological studies on sport, violence and civilization*, p.248.

⁵³ As Dunning explains “The reasons for its comparative success are not difficult to find. It does not require much equipment and is comparatively cheap to play. Its rules – apart perhaps from the offside law – are relatively easy to understand. Above all, these rules regularly make for fast, open and fluid play, and for a game which is finely balanced among a number of interdependent polarities such as force and skill, individual and team play, attack and defense. As such, its structure permits the recurrent generation of levels of excitement which are satisfying for players and spectators alike. At the heart of this lies

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Further, DIALECT project's results have evidenced that *Football3 is a unique way of playing football that is changing lives across the world. It is based on the principle that the basic values of fair play, gender equality, teamwork and respect are just as important as football skill.*⁵⁴ Named after its 'three halves' - a pre-match discussion, football game, and post-match discussion - football3 incorporates key life lessons into every match. In mixed-gender and ethnic/nationality teams, players collectively decide on the rules before the game. Following the match, they reflect on their behavior and the behavior of their opponents, with points awarded for goals as well as for fair play. As football3 is played without referees, players must learn how to resolve conflicts themselves through dialogue and compromise. Football3 has a unique basic concept *"inspired by street football. Across the globe, players meet, form teams, agree on rules and play football. Football3 harnesses the educational potential of street football by ensuring that dialogue and fair play are integral to the game. It can be played by anyone, anywhere and it can be used to address any social topic. There are no referees. Instead, mediators facilitate discussions between the two teams and monitor the match".*⁵⁵ Additionally, as stated at the Football3 toolkit review:⁵⁶

*"In the context of the DIALECT project, we envision to adapt the football3 methodology to address the most burning social challenges of the targeted communities: xenophobia, racism and social exclusion".*⁵⁷ In addition, research has indicated a strong correlation of poverty and populism and the increased probability for disadvantaged young people to adhere to extremist political movements. Research also reveals the fact that xenophobia and racist incidents still haunt amateur and professional football, while also underlining the fact that sport and football in particular enhances social cohesion and can promote the integration of migrants and refugees in society. This two-fold power of football with regards to the situation of migrants and refugees, especially in the countries Hungary, Serbia, Italy and Greece have been addressed by the project.

On the other hand the **Prevention of Violent Extremism Scheme**⁵⁸ is constituted by different zones through which sport can have an impact. The zones of the scheme include: **safe spaces, social inclusion, resilience, education and empowerment.**

Prevention of Violent Extremism Scheme

the fact that matches are physical struggles between two groups governed by rules which allow the passions to rise yet keep them – most of the time – in check". Dunning, E. (2001). *Sport matters: sociological studies on sport, violence and civilization*, pp.103-104.

⁵⁴ "Football3 handbook. How to use football for social change", published by Streetfootballworld gGmbH Berlin – Germany. Accessible at: <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

⁵⁵ "Football3 handbook", p. 6.

⁵⁶ Vanessa Thiele (streetfootballworld), Football3 toolkit review, May 2020, DIALECT Deliverable.

⁵⁷ Vanessa Thiele (SFW), Football3 toolkit review, May 2020, DIALECT Deliverable, p. 4.

⁵⁸ UNITED NATIONS OFFICE ON DRUGS AND CRIME, (2021). PREVENTING VIOLENT EXTREMISM THROUGH SPORT: PRACTICAL GUIDE. UNITED NATIONS OFFICE ON DRUGS AND CRIME Vienna, U.N., Vienna, CRIMINAL JUSTICE HANDBOOK, p. 6.

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The adaptability of DIALECT2 targets to the above scheme apart from touching upon the **power of Sport Values**,⁵⁹ includes the energizing of media and digital literacy skills acting as multipliers of the aims targeted and project's results on community building in a way where **generations may create a 'world' which is just, inclusive, tolerant and healthy incorporating relevant values**.⁶⁰ This way DIALECT targets to **promoting key life skills and empower youth to become leaders as well as to providing both players and mediators with knowledge and life skills**, are enhanced. Dialect2 is aiming not only to increased willingness to include others, regardless of gender, ability, age or background, increased communication, decision-making and conflict-mediation skills, improved respect for women and girls, and appreciation of gender equality, enhanced sense of fair play, responsibility and accountability, increased desire to become a role model for others and increased participation in the community but also to increased participation to mediascapes and digital worlds through the ability to search, find and navigate and use media content and services, through critical thinking and recognizing different types of media content and evaluating content for truthfulness and reliability as well as understanding how the media industry works and how media messages are constructed in order to make informed choices about content selection and use with respect also to online security and safety risks. It is also aiming to advance creative skills of building and generating media content, interaction,

⁵⁹ Source: UNESCO, *Power of Sport Values*, 246351_eng_pdf.

⁶⁰ Source: UNESCO, *Power of Sport Values*, 246351_eng_pdf.

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engagement and participation in the economic, social and cultural aspects of society through the media, promoting democratic participation, fundamental rights and intercultural dialogue.⁶¹

However, as stated by UNESCO the increasingly complex media and information landscape, which has a primary role in our everyday lives, is rapidly changing. It is constantly altering how we communicate, enabling and challenging human rights, freedom of expression, universal access to information, peace building, sustainable development, and intercultural dialogue. At the same time, the context is one in which communication technologies have made information more widely accessible even if cross-linguistic exchange has lagged. Nevertheless, people around the world are becoming content creators with a mindset of global citizenship participation in social issues, and not just a passive public acting as a spectator and occasional voting constituency.

In many countries, information sources that were only until recently difficult to access are today limited only by our ability to absorb vast amounts of rapidly transmitted information. This comes with challenges. It's difficult for people to determine what credible information is amidst the proliferation. It is sometimes unclear about how to respond, share and/or comment. How individuals and collectives can contribute fresh content to the growing stock of distributed knowledge is not always evident. Thus, media and information literacy (MIL) competencies are becoming increasingly important – a necessary response in this media and information landscape. This is especially relevant today, as the world is witnessing an unprecedented increase of polarization, hate speech, radicalization and extremism happening both offline and online. Often embedded in a “discourse of fear”, it challenges human rights and disrupts human solidarity.⁶²

UNESCO's approach to preventing violent extremism is targeting nowadays on combating disinformation, stereotypes and intolerance conveyed through some media and in online spaces. Here, stimulating critical empathy is one of the vital components and there are many stakeholders that have a role to play in this dimension. Further, media and digital literacy is seen as empowering people to be curious, to search, to critically evaluate, to use and to contribute information and media content wisely. Media and digital literacy call for competence in knowing one's rights online; combating online hate speech and cyberbullying; and understanding the ethical issues surrounding access and use of Information.⁶³

As Alton Grizzle has put it “a negative and undesirable consequence, all over the world, there has been a sudden rise in incidents of individuals using hate speech against migrants, forced migration and minority communities or social groups, blaming them for their nations' struggles. The words used in politics, in the news, in social media, in research studies, national reports and general literature or debate about these human phenomena has consequences. History has shown that rhetorical excesses and unbalanced or biased historical accounts of certain events in relation to any ethnic group, place, culture or religion can give rise to a climate of prejudice, discrimination, and violence. It is these

⁶¹ Jagtar Singh, Paulette Kerr and Esther Hamburger (eds), 2016, Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, MILID Yearbook United Nations Educational, France, UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-useccbysaen>). Also, *Mapping of media literacy practices and actions in EU-28*, European Audiovisual Observatory, Strasbourg, 2016.

⁶² Jagtar Singh, Paulette Kerr and Esther Hamburger (eds), 2016, Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, MILID Yearbook United Nations Educational, France, UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-useccbysaen>), pg. 7-8.

⁶³ Jagtar Singh, Paulette Kerr and Esther Hamburger (eds), 2016, Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, MILID Yearbook United Nations Educational, France, UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-useccbysaen>), pg. 7-8.

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prejudices, discrimination and violence that often compromise individual rights or equal rights to all – the right to cultural and religious expressions, the right to security and peace, the right to freedom of expression, the right to education, the right to information, the right to associate or connect et al.”.⁶⁴

The concept of socialization acquires new dimensions as it is embedded in information and communication and increasingly taking place through technological platforms, media and all forms of learning environments. When taken together and coupled with the incidents of the use of social media by extremist and violent organizations to radicalize and recruit especially young minds, the relevance of media and digital literacy to enable citizens to challenge their own beliefs effectively and critically engage in these topics, and thus the integration of media and digital literacy in formal, non-formal and informal settings becomes more urgent. As stated “a rights-based approach to media and information literacy and to sustainable development – including countering hate, radicalization and violent extremism - can play a crucial role in perceptions of the “other” by encouraging reporting, research and analysis as well as the design and implementation of development interventions that are objective, evidence-based, inclusive, reliable, ethical and accurate, and by encouraging individuals to take sound actions based on their rights and the rights of others”.⁶⁵

Further, UNICEF publications point out that digital literacy can be seen as an *umbrella term* that includes a continuum of meanings extending across the ability to use digital devices or software, to being capable of consuming and producing digital content, to meaningfully participating in digital communities. Further, multiple and overlapping understandings and uses of the terms ‘digital literacy’, ‘digital skills’ and ‘digital competencies’ exist as well as a number of sister concepts to digital literacy, such as computer literacy, information literacy, 21st century skills, new media literacies, media and information literacy.⁶⁶

UNICEF reviews indicate that recent definitions show a shift from an instrumental view of digital literacy (somehow represented by the concept of digital skills and still common in some private sector competencies certification schemes) towards a more comprehensive understanding of what it should mean to be digitally literate today (sometimes under the label of digital citizenship). In the area of children's digital literacy, such a holistic approach is advocated by the most important international research projects and networks. Research based on the Global Kids Online surveys⁶⁷ recommends a comprehensive approach for policy interventions dealing with children's well-being and rights in the digital age: “Access, skills, risks and opportunities are all part of the overall picture of children's well-being and rights in the digital age and should all, therefore, be kept in mind when developing policy interventions”.⁶⁸

⁶⁴ Alton Grizzle (2016), Introduction. Jagtar Singh, Paulette Kerr and Esther Hamburger (eds), 2016, Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, MILID Yearbook United Nations Educational, France, UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-useccbysaen>), pg. 12.

⁶⁵ Alton Grizzle (2016), Introduction. Jagtar Singh, Paulette Kerr and Esther Hamburger (eds), 2016, Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, MILID Yearbook United Nations Educational, France, UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-useccbysaen>), pg. 12.

⁶⁶ Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01) United Nations Children's Fund (UNICEF), New York, pg. 11.

⁶⁷ Global Kids Online is an international research project that aims to generate and sustain a rigorous cross-national evidence base around children's use of the internet by creating a global network of researchers and experts. It is a collaborative initiative of the UNICEF Office of Research-Innocenti, the London School of Economics and Political Science (LSE), and the EU Kids Online network. More at <http://globalkidsonline.net>.

⁶⁸ As cited in Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01) United Nations Children's Fund (UNICEF), New York, pg. 14-15.

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The DigiliteY project,⁶⁹ supported by the European Commission, connects literacy and digital literacy suggesting that three elements are involved in children's digital literacy: operational, cultural and critical, where operational elements refer to the skills required to read and write in diverse media; cultural elements include understanding literacy as a cultural practice; and critical elements emphasize the need for critical engagement as well as to ask questions about power, representation and authenticity.⁶⁹

Another important element emerging from research is the call for an active role for children: If children are to participate fully in the digital age, greater efforts will be needed to ensure that they become the content creators and engaged actors that many hope for. It is particularly crucial that efforts to keep them safe from risks do not, however unintentionally, also serve to constrain their opportunities. Finally, it is noted that protectionist and empowering perspectives coexist within policy and research literature.

The first perspective views media, ICTs and the internet in a negative light and calls for digital literacy as a way to protect children from digital risks, while the latter sees those as positive developments: here digital literacy becomes a means to empower children for access to information and for freedom of expression and participation. While research has shown that in the digital world the opportunities offered to citizens (at all ages) far outnumber the risks when it comes to children, evidence suggests the need to balance the two perspectives.

Increasingly, the empowering approach is being extended in viewing children's digital literacy as a way to increase future employability of children, for a future where there will be tens of millions of jobs for people with advanced digital skills as well as their entrepreneurial and innovative potential.⁷⁰

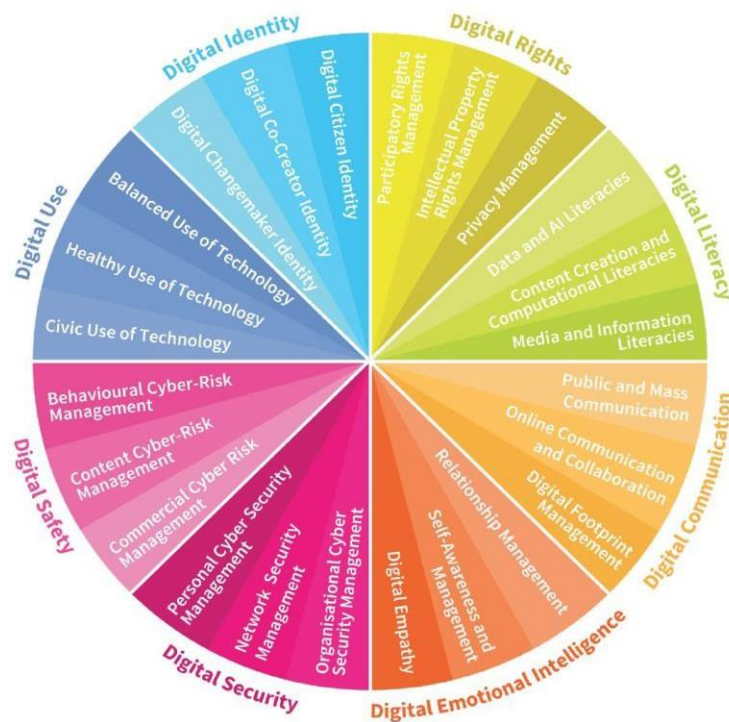
More recent developments have created **"The Digital Intelligence Framework"** as follows:⁷¹

⁶⁹ The Digital Literacy and Multimodal Practices of Young Children Network is a COST action supported by the European Commission for the period 2015–2019, analysing what requirements multimodal and interactive media impose on the digital literacy of children of up to eight years old, and how they can support the use and interpretation of these services. More at www.digilitey.eu. As cited in in Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01) United Nations Children's Fund (UNICEF), New York, pg 15.

⁷⁰ See for example the UNICEF UPSHIFT programme, that aims to empower young – and often disadvantaged – people to identify challenges in their communities and create entrepreneurial solutions to address them.

⁷¹ SOURCE: Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01) United Nations Children's Fund (UNICEF), New York, pg 24. <https://www.coe.int/en/web/digital-citizenship-education/digital-citizenship-education-project>. And <https://www.dqinstitute.org/dq-framework>.

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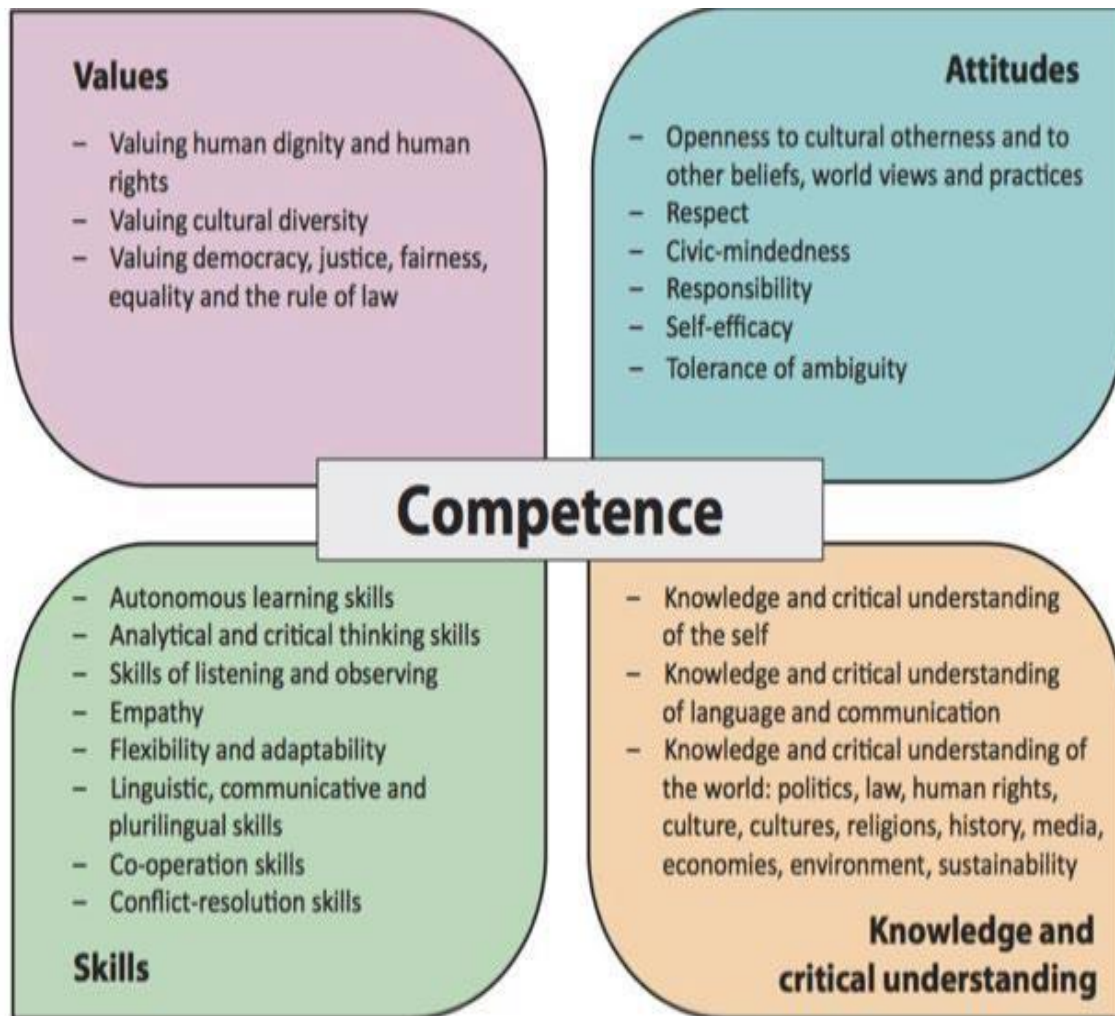


On the other hand the CoE competence framework identifies a mix of knowledge and critical understanding, skills, attitudes and values, for a total of 20 competencies:⁷²

The CoE Digital Citizenship Education Framework

⁷² SOURCE: Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01) United Nations Children's Fund (UNICEF), New York, pg 25

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UNICEF calls for a holistic approach to digital literacy, in terms of skills (stressing that children should be empowered with the technical, cognitive and social skills needed to be protected and productive in a digital age), stakeholders (claiming that parents/caregivers and educators should play an active role in children's digital literacy) and connection with traditional literacy (noting that digital literacy should be grounded within a broader skills framework for life and work).⁷³

4. Radicalization and Violent Extremism

Across the EU, racially motivated hate crime tends to be normalized – there is no moral panic, both the victims and the institutions express a sense of inevitability that these incidents will take place and that

⁷³ Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01) United Nations Children's Fund (UNICEF), New York, pg. 34.

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it is unlikely that justice will prevail.⁷⁴ In recent years radicalization leading to violent extremism has evolved both internationally and within the European Union Member States, as it is acknowledged by multiple international and regional organizations such as the United Nations and its agencies, the Council of Europe and the European Union and its bodies. “The world has witnessed new waves of violent extremism that have taken the lives of many innocent people. Whether based on religious, ethnic or political grounds, extremist ideologies glorify the supremacy of a particular group and oppose a more tolerant and inclusive society. This poses two distinct but related challenges for contemporary societies: the rise of violent extremism and its spread across national borders and the governance of increasingly diverse and multi-cultural societies. While violent extremism requires interventions to protect the security of people and assets, prevention of violent extremism needs to look beyond strict security concerns to development-related causes of and solutions to the phenomenon. Experiences in both development and peacebuilding show that an increase in the levels of inclusion and tolerance in communities can lead to both better governance of diversity and to societies better inoculated against violent extremism.”⁷⁵

As UNDP emphasizes, *the root causes of violent extremism are complex, multifaceted and intertwined, and relate to the structural environment in which radicalization and possibly violent extremism can start to take hold. Violent extremism is the product of historical, political, economic and social circumstances, including the impact of regional and global power politics.* Growing horizontal inequalities are one of the consistently cited drivers of violent extremism. Critically, unemployment or poverty alone is not the only push factor inciting violence and extremism: perceptions of injustice, human-rights violations, social-political exclusion, widespread corruption or sustained mistreatment of certain groups, are also considered important push factors. When all these horizontal inequalities come together for a particular group, radical movements and violence are more likely to erupt. A State’s failure to provide basic rights, services and security not only contributes to growing inequality, but it also creates a vacuum that allows non-state actors to take control over State sovereignty and territory. There is a risk that failed political transitions, with weak institutions, law enforcement and checks and balances provide a fertile ground for violent extremism. Weak States thus create opportunities for the physical location of extremist groups. Other structural drivers include the rejection of a State’s socio-economic-political system and rejection of growing diversity in society. The banalization of violence through its daily projection and consumption (via media, books, movies, magazines, video games) should not be ignored as a contributor to the rise in violent behavior.

In addition to these structural drivers, people get pulled into radical and violent movements through well considered manipulation and accompaniment (socialization) processes, often facilitated by personal, emotional or psychological factors, such as alienation, a search for identity and dignity, revenge for previous mistreatment, breakdown of communication between authority figures and youth, as well as through virtual communities on social media. Preventing people from joining violent extremist groups thus requires deeper analysis and reflection on the foundations of the social fabric of countries at risk from violent extremism.”

The conceptual framework for preventing violent extremism looks at potential drivers of radicalization that can ultimately lead to violent extremism. “Radicalization” is not necessarily the

⁷⁴ Nwabuzo O. (2019). *Racist crime and institutional racism in Europe. ENAR shadow report 2014-2018.* European Network Against Racism (ENAR)

⁷⁵ United Nations Development Programme (UNDP) (2016). *Preventing violent extremism through promotion inclusive development, tolerance and respect for diversity: a development response to addressing radicalization and violent extremism.*

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problem; the term is becoming associated solely with an anti-liberal, anti-democratic and religiously fundamentalist agenda and its links to the use of violence. Danger arises when radical movements start to use fear, violence and terrorist activities to achieve their ideological, political, economic or social aims; it is then that radicalization turns to violent extremism. The growth in violent extremism around the world, and the attendant risks to development, have been linked to a set of wider phenomena that in varying combinations jointly facilitate the spread of violent extremism. UNDP's conceptual framework highlights the following eight drivers that can lead to radical behavior and result in violent extremist action: (1) the role and impact of global politics; (2) economic exclusion and limited opportunities for upward mobility; (3) political exclusion and shrinking civic space; (4) inequality, injustice, corruption and the violation of human rights; (5) disenchantment with socio-economic and political systems; (6) rejection of growing diversity in society; (7) weak state capacity and failing security; and (8) a changing global culture and banalization of violence in media and entertainment. In addition to these, people get pulled into radical and ultimately violent movements through well considered manipulation and accompanying socialization processes (via media, schools, family, religious and cultural organizations), and enabled by personal, emotional or psychological factors such as alienation, search for identity, a sense of injustice, loss of a family member, previous mistreatment or imprisonment etc.). Also, when socialization processes that aim to foster social cohesion fail, individuals become more vulnerable and may get attracted to more radical and violent beliefs and attitudes.

People get pulled into radical and violent movements through socialization processes that are usually facilitated by personal, emotional and psychological factors: alienation, search for identity and dignity, revenge because of loss of a family member, previous mistreatment or imprisonment, the breakdown of communication between authority figures and youth, and through virtual communities on social media. These have proven to be powerful incubators of violent extremism in both developed and developing countries. Scholarly analyses of the manner in which individuals and groups are co-opted into violent extremism have pointed to **three broad phases: initial alienation** from the processes and institutions that confer identity or authority in a given society and the effort to seek a different identity; **subsequent radicalization**; and then transition from radicalization to the **conduct of (often mass) violence**. Not all alienated groups or individuals adopt radical attitudes and ideologies, and not all radicals travel an inevitable path to violent extremism. Crucial for the prevention of extremist violence is thus an understanding of the factors leading from each phase to the next:

- i. **Alienation:** Alienation can emerge from a persistent pattern of exclusion, humiliation, selective mistreatment, and prejudice towards particular groups or individuals by a community, the state and its institutions, or the wider society. Unequal access - or recourse to - essential services and the rule of law by particular minorities or groups could also be a critical factor. Alienation may emerge from perceptions of gross inadequacy at the individual or group level resulting from the inability to deal with widespread or sudden social or demographic change. In this first phase, relations between a particular individual or group and the wider structures of family, society and the state become characterized by withdrawal, anomie, grievances and decreasing political or economic participation.
- ii. **Radicalization:** As frustration and grievances grow, individuals and groups begin to search for organizations or ideologies that can either help to channel those frustrations or can blame them on external actors. Radicalization may thus emerge from the inadequacy of wider systems for dialogue, communication and mediation among groups, the absence of inclusion and tolerance within the social and political environment of a particular

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community, an inability to contain provocateurs and radicalizing agents, and the absence of viable alternatives for genuine empowerment in both the personal and the public spheres. The weakening of the institutions of the family and the community as instruments of social control plays a role in this process. Radical recruiters focus their attention on vulnerable alienated groups in society and manipulate their feelings of frustration and anger. Non-violent radical behavior—especially if undertaken purposively with the objective of reforming systems or generating innovation—can be an asset to society and promote positive change. Violent extremism emerges when radical behavior starts to make use of violence as the means of expression.

- iii. **Adherence to Violence:** The final phase is what separates radicals from violent extremists. Radicals choose peaceful contestation or advocacy to accomplish their objectives; violent extremists are those who have chosen violence as a means for imposing their world view on society. Violence gradually moves from being instrumental to becoming symbolic. Ritualized murder, such as practiced by ISIS, al-Shabaab or the KKK, becomes a means for branding and for providing collective inspiration. This third phase in a sense also represents the failure of systems for early warning and response with regard to emerging incidents and signs towards extreme violence. Inability to contain the immediate raw materials for violence—including the movement of illicit weapons and persons—and the inadequacy of essential security services also help to create an environment enabling acts of violent extremism.

UNDP's conceptual framework and theory of change defines eleven interlinked **building blocks of strategies for preventing violent extremism**: The building blocks are: (1) Promoting a rule of law and human rights-based approach to PVE; (2) Enhancing the fight against corruption; (3) Providing effective socio-economic alternatives to violence for groups at risk; (4) Enhancing participatory decision-making and increasing civic space at national and local levels; (5) Strengthening the capacity of local governments for service delivery and security; (6) Supporting credible internal intermediaries to promote dialogue with alienated groups and re-integration of former extremists; (7) Promoting gender equality and women's empowerment; (8) Engaging youth in building social cohesion; (9) Working with faith-based organizations and religious leaders to counter the abuse of religion by violent extremists; (10) Working with the media to promote human rights and tolerance; and (11) Promoting respect for human rights and diversity and a culture of global citizenship in schools and universities.⁷⁶

In its annual report on prevention of violent extremism for 2021, UNDP acknowledges that “Violent extremism is a global phenomenon. It requires global solutions. All countries are affected by it in different ways. All countries struggle, in different ways, with its drivers and root causes, including poverty, inequality, exclusion, perceptions of injustice, and lack of equal opportunities to learn, earn and contribute to the making of a better society. And all countries need to address it effectively if they are to sustain peace and progress towards the achievement of the Sustainable Development Goals (SDGs). [...]The rise of radicalization and violent extremist attitudes, networks and actions are becoming an ever more pressing threat to global stability and peace, as confirmed by the increased number of terrorist attacks that took place around the world in 2021. Extremist violence is more prevalent in areas with weak or non-existent formal state structures. Key drivers of violent extremism include poverty, inequality, weak social contracts between state and citizens, public frustration with

⁷⁶ibid.

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ineffective state institutions, security sector conduct that is not fully aligned with human rights, and absent or restricted civic space. In fragile contexts, these features are particularly acute, especially in border areas where the capacity and reach of state institutions is most limited”.⁷⁷

With this concern in mind and in order to better understand potential drivers of radicalization that can ultimately lead to violent extremism, UNSG clarifies that “The roots of violent extremism and the causes of radicalization that lead to violence are diverse and multi-layered. There is no single sign that indicates with any degree of certainty that a person is at risk. Conventionally, the drivers of violent extremism are differentiated in two categories: the “push” and “pull” factors. Push factors refer to the conditions that are conducive to violent extremism. They are the broader processes that can “push” individuals towards violent extremist groups. Pull factors are understood as individual motivations that attract potential recruits and the rationales that may be used to legitimize violence”. Having in mind that each factor, taken in isolation, is not a necessary “signal” of radicalization leading to violent extremism, these factors can be grouped as follows:⁷⁸

Drivers of violent extremism:

Pull factors

(individual motivations)

- Individual backgrounds (existential and spiritual search for identity and purpose, utopian world vision, boredom, adolescent crisis, sense of mission and heroism, a promise of adventure and power, attraction of violence, etc.)
- Identification with collective grievances and narratives of victimization that provoke powerful emotional reactions, which can be manipulated by charismatic leaders
- Distortion and misuse of beliefs, political ideologies and ethnic and cultural differences (the attraction of simple world views that divide the world into “us versus them”, etc.)
- Attraction of charismatic leadership and social communities and networks (i.e., charismatic recruiter providing access to power and money, a sense of belonging to a powerful group/ community, etc.)

Push factors

(conditions that are conducive)

- Lack of socioeconomic opportunities (poverty, unemployment, corruption, etc.)
- Marginalization, injustices and discrimination (including experience of exclusion and injustice, stigmatization, humiliation)
- Poor governance, violations of human rights and the rule of law (lack of experience in/exposure to processes of dialogue and debate, a culture of impunity for unlawful behaviour, violations of

⁷⁷ United Nations Development Programme (UNDP) - Crisis Bureau (2022). *Annual Report on Prevention of Violent Extremism 2021*.

⁷⁸ UNESCO (2017). *Preventing violent extremism through education: a guide for policy makers*.

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international human rights law committed in the name of state security, lack of means to make voices heard or vent frustration, etc.)

- Prolonged and unresolved conflicts
- Radicalization processes in prisons leading to the legitimization of violence.

Within the EU, the Radicalization Awareness Network (RAN) of the European Commission acknowledges that “The variety of ideologies that provide inspiration for extremist groups is growing and include religious inspired extremism, left wing, anarchist and right-wing ideologies as well as nationalist and separatist ideologies. Extremists are also no longer acting only as part of organised, hierarchical organisations but also within smaller cells and sometimes as lone wolves. All forms of extremism have become more globalised taking full advantage of the opportunities of the interconnected world. Consequently, terrorist or violent extremist actions are becoming harder to detect and predict by the authorities, making traditional law enforcement techniques alone insufficient to deal with these evolving trends, particularly in relation to tackling the root causes of the problem. A broader approach is needed, aimed at earlier intervention and prevention, and engaging a wide spectrum of actors from across society”.⁷⁹

As RAN indicates such a multi-agency approach could include:

- **Training for first line practitioners:** raising awareness of first line practitioners working with vulnerable individuals or groups at risk of radicalisation.
- **Exit strategies:** de-radicalisation programmes to re-integrate violent extremists and disengagement programmes to at least dissuade them from violence.
- **Community engagement and empowerment:** engagement and empowerment of communities at risk, establishing a trust-based relation with authorities.
- **Educating young people:** education of young people on citizenship, political, religious and ethnic tolerance, non-prejudiced thinking, extremism, democratic values, cultural diversity, and the historical consequences of ethnically and politically motivated violence.
- **Family support:** for those vulnerable to radicalisation and those who have become radicalised.
- **Delivering alternative narratives:** offering alternatives to extremist propaganda and worldviews either online or offline.
- **Multi-agency structures:** institutional infrastructures to ensure that people at risk are given multi-agency support at an early stage”.

RAN defines extremist radicalisation as a process by which an individual adopts political, social or religious ideas that will lead them to:

- Reject diversity, tolerance and freedom of choice.

⁷⁹ Radicalization Awareness Network (2019). *Preventing Radicalization to Terrorism and Violent Extremism. Approaches and Practices*.

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- Legitimise lawlessness and the use of violence against property and people.⁸⁰

This is a process that can culminate in terrorist attacks. If we take this definition from an interactionist point of view, the phenomenon of radicalisation leading to violence operates according to a processual logic that results in an encounter between an individual path and a system of beliefs. It also advocates an ideal that justifies the recourse to violence, which may ultimately lead to a possible violent act. Recently, there has been a strong focus on religiously motivated extremism. However, other forms are present and known, particularly forms of politically motivated extremism (extreme right, extreme left). Violent extremism can take different forms. It also exists far beyond religious themes. The essence of intervention, even though it's fundamentally the same across many types of programmes, needs to appreciate the succinct and intrinsic needs relating to extreme beliefs and exposure to them. As RAN indicates there are overlaps between the different forms of radicalisation, and they share **common elements** as:

1. Perception of a serious problem in society. This problem or grievance is different for each extremist group.
2. Dissatisfaction about how current institutions address this problem. This results in low levels of institutional trust and a perception of the illegitimacy of authorities.
3. The own group's norms and values are superior to those of other groups. It's an "us versus them" mentality and it is one used to legitimise the use of violence.
4. The ideology of the group legitimises violence to address their concerns.
5. Strong belief in the efficacy and the use of violence.⁸¹

Young people are an important focus in the prevention of radicalization as they can be both the perpetrators and the victims of violent extremism. Because of their adolescence they constitute a very vulnerable 'at-risk' group. "Violent extremism is disproportionally impacting young people, as they more easily get lured into radical thinking. The vulnerability of youth seems to be increasing as families lose control over the education and lifestyle of their children, in particular because young people increasingly move to urban areas in search of jobs. When societies fail to integrate youth in meaningful ways, young people are more likely to engage in political violence. Young people however do play an important positive role. Youth are already transforming their communities, countering violence and building peace. Yet their efforts remain largely invisible due to lack of adequate mechanisms for participation, and lack of opportunities to partner with decision-making bodies".⁸²

As RAN points out, young people constitute the largest group of individuals joining violent extremist groups. In Europe since 2010, it has been observed that people engaged in a process of violent radicalisation are young. Also, more women are engaged than in the past. Increasing interest in the extremes can be observed among young people. The term "at-risk" is used to refer to youth who are perceived as being inclined to support causes or engage in activities that legitimise the use of violence. Among these "at risk" youth, different nuances of engagement exist, ranging from sympathy to ideas with or without violent engagement and intent. Recent studies prove there is no social

⁸⁰ Ellis A. & Dalaine A. (2022). *Manual for designing secondary level interventions for at-risk youths in an open setting*. Radicalization Awareness Network, European Commission.

⁸¹ ibid

⁸² UNDP (2016) op. cit.

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determinism regarding risk of radicalisation. Young people from all backgrounds are susceptible to and have become radicalised. And there are no predictive tools to assess risk of radicalisation to violence... this complex phenomenon is linked to the development of adolescence. Indeed, adolescence is generally a period of transition and vulnerability. The various changes (physical, psychological and environmental) in adolescents represent key moments in which the radical proposition may seem an attractive solution. Adolescence is a sensitive phase involving important physical, psychosocial, emotional, and cognitive changes. Young people must adapt to build their own identity, develop a sense of personal competence as well as autonomy and social and emotional independence. It is also a period of searching for ideals, pairs, and identifying figures. The adolescent must adapt their vision of the world, discover new relational modalities. A certain ill-being and a feeling of insecurity can then emerge. Extremist discourse often offer a “readymade” vision of the world with binary keys to interpretation, strong references, identification figures, and the presence of a group of peers ready to accept the person. It can give it a place and a role that can allow certain young people to temporarily appease certain anxieties. However, not all teenagers who encounter extremist or radical discourse are convinced. This leads us to question the role of additional vulnerability factors (beyond adolescence) young at-risk individuals face in their trajectory and in their environment.

Some factors make some youth more vulnerable to radicalisation than others. **Risk factors** include struggling with identity, family issues, feelings of frustration, feelings of alienation and exclusion, experiencing a traumatic event, experiencing discrimination, and becoming distanced from their cultural or religious background. Some external factors have also to be considered. To better understand this kaleidoscope of factors, three levels need to be considered by practitioners when assessing an individual case: individual factors, meso-level factors (group), macro environmental factors (society). These different levels of analysis are transferrable to all phenomena of radicalisation, whether religious, extreme right or extreme left. However, it is necessary to always keep in mind that while risk factors may increase the possibility of entering or evolving in a process of radicalisation, they are in no way predictive data.

Individual factors

Individual factors relate to various psychological vulnerabilities or fragilities, individual resources and life events. Different types of fragilities exist as a depressive dimension, a feeling of hopelessness but without a psychiatric diagnosis of a major depressive disorder. Some authors even consider extremist engagement as a way to fight depression. **Addictive behaviours** are also a form of vulnerability that is often identified. Strong commitment within the group and adherence to an ideology can serve as a substitute and make it easier to quit using the original addictive substance. As mentioned above, adolescence is a period of vulnerability because of the changes and reorganization that it brings. Some teenagers deal with **lack of security and anxieties of abandonment**. **Personal uncertainty** is another individual factor to consider. The “neoidentity” associated with the radical group and ideology may give a new and reassuring meaning to the young person's experience. **Perceived injustice** or the feeling of injustice is a recurring issue. It is associated with perceived oppression, frustration, despair or a sense of unworthiness to describe the deep malaise of the subject who tries to give sense to this ‘existential failure’. This ‘injustice’ is often put forward by the extremists themselves to justify their commitment and designate the culprits. A **trigger event** is often mentioned in the life path of these young people as being a determining element in the radical commitment or of their acting out. It could be, for example, the sudden death of a loved one, a video that reactivated a past trauma or a feeling of

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shock after confronting violent and unbearable images. It could also be a recent personal experience of discrimination.

Meso-level factors

The meso-level encompasses a young person's family and proximal level of environmental influences. It corresponds to the affiliation a group. Family stories in radicalisation trajectory often mention deficiencies, **traumas and/or distress during childhood** or adolescence. Another element that is frequently observed in life courses of youth is **admiration or friendship for a member of an extremist group**. In other words, young people with someone to look up to, and find inspiration, a mentor who will guide through the radicalisation processes. In terms of the meso-level, it is interesting to note the similarities between certain extremist movements, in particular jihadists, cults and groups. They wield a high level of control, particularly around techniques of influence and recruitment methods. Some mechanisms are common with narcissistic gratification, moral debt, real or imagined threats and the gradual side-lining of family/friend networks.

Macro environmental factors

The macro-level environment relates to the cultural, historical, geopolitical and societal factors. Most research shows that **polarization** is one of the most established risk factors for radicalisation at the macro-level environment. In the RAN paper on Polarization Management, polarization is defined as a thought construct, based on assumptions of 'us' and 'them' identities. The polarization process starts with the dominant and active narrative about the perceived (and often exaggerated) differences, as well as simplistic narratives about the others. It wholly disregards what the 'us' and 'them' could have in common. As such, polarisation can be seen in the negative thoughts and attitudes towards 'other' groups, which could result in growing hostility and segregation. According to Doosje et al., the **feeling of a threat for the own perceived in-group** is one of the strongest and critical factors in the extremist belief system. The feeling of being under threat could stem from a perceived attack on symbolic aspects (like culture), or a point of reality (as for example anxiety about interaction with other groups). The **geopolitical context** and **societal changes** are also both factors to be considered in understanding the processes of radicalisation. The rapid fluctuation of changes and norms in society, depending on socioeconomic demands, can provide a feeling of freedom and flexibility. For some people, however, it may also feel overwhelming, leveraging a lot of insecurities and uncertainties (see "modern liquidity"). **Religion** is also an element of the cultural and societal environment. However, the potential link between religiosity and radicalisation is complex and it is important to avoid making sweeping generalisations that could form the basis for stigmatisation. Several authors mention the importance of religion in the process of radicalisation. On the one hand, positive movements with strong cultural identities and religious practice can be a form of protection in view of the risks and potential depression. On the other hand, however, religiously motivated extremism can increase antisocial behaviour and may also designate the targets of possible violence.

Three more factors can be considered crucial: activism, perceived in-group superiority and perceived distance to other people. **Activism** is defined as participation in legal, non-violent ideologically motivated acts. It is described as one of the strongest risks factors for radicalisation. Activism could be a necessary first step on the path towards violent radicalisation. However, it is not the only step. Most activists never become radicalised or engage in extremist behaviour. The second

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factor, **perceived in-group superiority**, implies that people consider their in-group to be superior to out-groups. The research mentions an interesting point about similarities between right-wing radicalisation and religious radicalisation on this point. The third factor, **perceived distance**, is related to the feeling of experiencing a certain distance to people who think or live differently.

Beyond a mere focus on risk, it is important to also consider **protective factors** when developing prevention programmes. Everyone has their own personal protective factors against radicalisation, while others may be linked to or provided by their environment. They are not simply the other “side of the coin” in terms of risk factors. In fact, these factors increase resilience and make people stronger and more able to fight against risk factors. Protective factors against radicalisation and violent extremism have similarities to factors protecting from general violence. A selection of common protective factors is the following:

- Employment
- Appreciative parenting
- Stable relational environment
- Contact with moderate social network (in person or virtual)
- Ability to critically think and reflect
- Ability to manage emotions constructively and without aggression and violence

Prevention programmes against radicalisation can focus on fostering protective factors and carry out measures to increase positive social bonding, group dynamics, reduce intergroup-prejudice and increase ambiguity tolerance.⁸³

To think about preventive actions with young people, it is necessary to recall the different levels of action. Usually, **three levels of prevention** are described: primary, secondary and tertiary. Another terminology that is used includes: generic, targeted and indicated level. Both terminologies overlap, especially in terms of practical use.

Primary prevention

The primary level is generic prevention for all young people indirectly. This level is focused on equipping young people with the life skills they need to increase to their democratic resilience and strengthen their democratic values.

Secondary prevention

The secondary level is a targeted prevention that aims to reach young people who show tendencies towards or are interested in anti-democratic, extremist ideologies (or fragments of these ideologies) and propaganda. The actions deployed aim to reduce vulnerabilities and risk factors in groups or environments identified as “at risk” and support vulnerable individuals. It is also a question of supporting, but also equipping families and relatives.

At this level, it would be helpful for youth workers to have knowledge of the process and signs of radicalisation to deal with specialised issues and challenges about adolescent identity development.

Tertiary prevention

⁸³ Ellis, *ibid*. See also Sieckelinck, S., & Gielen, A-J. (2018). *Protective and promotive factors building resilience against violent radicalisation*. Radicalisation Awareness Network.

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Tertiary prevention or 'Indicated prevention' targets young people already engaged in an extremist group or with extremist ideals and who want to leave (or who are regarded as being open to the idea of receiving support for dropping out). It is recommended to provide tertiary prevention work only to experts and youth workers who are specifically trained for this. In these instances, it is also necessary to build multi-agency coordination especially when security services are concerned as well. In addition, field experiences highlight the role of liaison/relational work to maintain a sufficient level of trust between young people and professionals.⁸⁴

Violent radicalization jeopardizes first and foremost a young person's future and wellbeing. The EU expert group set up under the EU Work Plan for Youth 2016-2018⁸⁵ emphasizes that "Violent extremism is a very real threat to our democratic values. Because young people are naturally drawn to more radical ideas when they grow up, they need a place where they can discuss and experiment. The value of youth work lies in its ability to be flexible and address the reality of young people. Youth work can make the difference by supporting young people, especially those at risk of marginalization and social exclusion, with their problems and by empowering them how to deal with the challenges of growing up in a complex, pluralistic modern society. In that way, further recognition and support of the role of youth work role is needed".⁸⁶

As the expert group argues, **youth work belongs to the area of (out-of-school) education, as well as specific leisure time activities managed by professional or voluntary youth workers and youth leaders**. Youth work has a role to play in building democratic resilience, empowering young people to become active participants in the European democratic society and preventing marginalization and violent radicalization. The EU expert group suggested **a model of three levels of prevention at a generic, targeted and indicated level**. In each level youth work and non-formal and informal learning have a role to play and need to be supported in different ways. **Generic prevention** targets all young people in an indirect way, by equipping them with life skills which contribute to their democratic resilience and thus strengthening their democratic values. **Targeted prevention** aims to reach young people who show tendencies towards or are interested in anti-democratic, extremist ideologies (or fragments of these ideologies) and propaganda, are close to extremist groups or have already been in contact with such groups. **Indicated prevention** targets young people who are already engaged in an extremist group and want to drop out (or who are regarded as being open to receiving support for dropping out). This work should only be provided by experts and youth workers who are especially trained for it.

Based on that model the following types of preventions are identified:

- At the **generic level** young people by participating in civic activities (volunteering, local engagement, etc.) are instilled with life skills which act as a deterrent to violent radicalisation and thus prevent disengagement from democratic values. A common characteristic of young people is

⁸⁴ ibid

⁸⁵ Expert group on 'Defining the specific contribution of youth work as well as non-formal and informal learning to fostering active citizenship and participation of young people in diverse and tolerant societies and preventing marginalization, radicalization potentially resulting in violent behaviour', set up under the EU Work Plan for Youth 2016-2018.

⁸⁶ European Commission (2017). *The contribution of youth work to preventing marginalisation and violent radicalization: a practical toolbox for youth workers & recommendations for policy makers: results of the expert group set up under the European Union Work Plan for Youth for 2016-2018*.

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their need to feel listened to. They have a range of different needs that need to be met. This quest often brings them in touch with radical ideas, which are not necessarily harmful. On the contrary they are useful in the shape identity process. Therefore, it is important for young people to have a space where they can discuss their ideas.

Youth workers at this level should:

- ✓ be the mediators and facilitators when discussing difficult topics or topics they are not familiar with;
 - ✓ discuss questions of meaning with young people in a safe environment;
 - ✓ dare to discuss taboo topics;
 - ✓ know the trends, dare to confront young people, tune in to young people's reality;
 - ✓ enable young people to understand human rights and democratic values in practice;
 - ✓ be aware of their own values and implicit identity; assess their own ability for self-reflection, critical thinking and emotional resilience;
 - ✓ encourage intercultural and inter-faith discussions which underscore common values;
 - ✓ make best use of existing training opportunities on processes of violent radicalisation;
 - ✓ provide positive narratives to counter extremist ideologies;
 - ✓ inform young people about public anti-discriminatory networks.
- At the **targeted level** many young people find themselves in a vulnerable position often troubled, at risk or already socially excluded, do not find their place in society or experiencing family or health problems. They could find comfort in groups and radical ideologies might be appealing to them. These young people, especially if located in environments where radical influences are present, are extremely exposed to recruit networks.

Youth workers at this level should:

- ✓ be aware when young people cut off bonds with their social groups: this could be a sign of violent radicalisation;
- ✓ try to identify the signals and assess them correctly: they are often merely a cry for attention;
- ✓ establish/build up a trusting relationship before confronting the youngster with ideological issues;
- ✓ work with the mind-set of youngsters;
- ✓ be familiar with the social context around the youngsters and be ready to intervene on-site;
- ✓ use peer education activities to prevent young people from getting more involved in extremist circles;
- ✓ find out about young people's motives and reasons for joining extremist groups and develop strategies and social alternatives;
- ✓ create space for and get involved in dialogue – train in dialogue facilitation techniques;

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✓ familiarise themselves with the processes and dynamics of violent radicalisation and of propaganda, as well as motives and attraction.

- At the **indicated level** authorities within their respective spheres of competence, from the local and regional to the national and European level, are invited to encourage multi-stakeholder cooperation (e.g., between the security sector, mental health professionals, social workers and specialised youth workers) in order to provide tailor-made interventions to young people who are already engaged in an extremist group and want to drop out.

Youth workers at this level should:

- ✓ build a bond of trust with the young people they are working with;
- ✓ be sure that they can meet the challenges before intervening;
- ✓ form alliances with key figures in the community;
- ✓ understand the process, work on the causes and develop alternatives;
- ✓ approach the family, get to know its dynamics and seek the right person to get approval from before intervening;
- ✓ develop security protocols to ensure security for the young person and themselves;
- ✓ collaborate with experts from different sectors such as NGOs, schools, justice, security and social institutions.⁸⁷

5. Education and Training

It takes a village to raise a child. In order for youth work to be effective it needs synergies and collaboration between multiple actors. The EU/RAN Manifesto for Education (2021) points out that “In the fight against violent extremism, education and youth work must engage the support and partnership of a number of key players: teachers/lecturers, school/university leaders, youth workers and national/local government. Supporting players can make the task of the principal players far more effective. Supporting players include health, social work and police agencies as well as non-governmental organisations (NGOs) and other third sector organisations. It is vital that action on violent extremism is conducted not in isolation but collaboratively – a key factor for success is the acknowledgement and inclusion of stakeholders in a given scenario”. Having this in mind the following recommendations are proposed:

⁸⁷ Ibid. See also Verdegaal M. and Wessel Haanstra (2017). *The role of youth work in the prevention of radicalization and violent extremism*. Ex post paper. Radicalization Awareness Network.

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1. Keep P/CVE work front and centre in the post-pandemic world; observe carefully to see what has changed and what needs to be addressed.
2. Prioritise the training of teachers, school leaders and youth workers. Staff must be trained before any polarisation or radicalisation issues arise. Training must also be given to the different stakeholders involved: teachers, school leaders, youth workers and young people all have a different angle on the issues.
3. Focus more on long-term programmes that will have meaningful impact for years to come. We must move away from the 'tick box' culture if programmes are to be successful.
4. Look across primary and secondary school curricula to build on previous years' work, so as to consolidate prior learning.
5. Primary school education needs to focus on P/CVE (in an age-appropriate way) as much as secondary school education does.
6. Develop a strategy and framework for greater integration of education and youth work.
7. Create a forum for meaningful dialogue between practitioners and policymakers and formulate clear outcomes from such meetings.
8. Further develop and update strategies on polarisation, both in the classroom and the community.
9. Move from competing priorities to complementary priorities. Practitioners understand the importance of safeguarding and are more receptive to programmes that address a number of safeguarding issues.
10. Further research and strategies are needed on non-violent extremism and the ways for education and youth work to deal with it effectively.
11. Further develop a communication strategy for dissemination.
12. Develop a strategy for practitioners to deal effectively with the online environment, as it evolves.
13. Further research and strategies are needed on the impact of factors like the pandemic on young people's mental health and the risks of being drawn into violent extremism.⁸⁸

In protecting adolescents against radicalization that may lead to violent extremism, literature review reveals the significance of the role of **education** as well as the **online integration into P/CVE practices**. "Violent extremism has become a serious threat facing societies across the world. It affects the security, well-being and dignity of many individuals living in both developed and developing countries, as well as their peaceful and sustainable ways of life. It also poses grave challenges to human rights. To date, the challenges presented by violent extremism have been evaluated primarily through military and security lenses. Governments are increasingly aware that allocating funds to reinforce security measures is insufficient to protect everyone from terrorist attacks perpetrated by violent extremist individuals. Efforts to prevent violent extremism must be considered within a holistic framework. [...] Security responses are important, but not sufficient, and will not tackle the many underlying conditions that breed violent extremism and drive youth to join violent extremist groups. We need **soft power such as education**. In particular, we need relevant, inclusive and equitable quality

⁸⁸ Fraser A. & Sinisalo L-M. (2022). *Manifesto for Education*. 2nd Edition, 2021. Radicalization Awareness Network, European Commission.

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education. UNESCO's Education Sector is seeking to build the capacities of key education stakeholders, namely education policymakers, teachers, school staff and actors working in non-formal educational settings".⁸⁹

UNESCO emphasizes that "Despite limitations, education has a significant role to play in the prevention of violent extremism. Relevant education of quality can help to create conditions that make it difficult for violent extremist ideas to proliferate by addressing the causes of violent extremism and fostering resilient learners able to find constructive and non-violent solutions to life challenges".⁹⁰ The organization acknowledges that "Relevant education of quality can help to create conditions that make it difficult for violent extremist ideas to proliferate by addressing the causes of violent extremism and fostering resilient learners able to find constructive and non-violent solutions to life challenges. The potential returns on investments to prevent violent extremism of well-designed and effectively delivered education activities that are relevant to learners' needs, interests and daily lives are widely confirmed".⁹¹

In assessing the **impact of PVE educational activities**⁹² in helping to prevent violent extremism, UNESCO identifies activities that are potentially effective, supported by a higher level of evidence.⁹³ These are the following:

Peer-to-peer learning

Peer-to-peer learning, including presence of testimonials: Involving peers in activities or inviting testimonials, including former violent extremists or victims (through their physical presence or videos), is shown to have a positive impact on learners.

Experiential learning and role-play

Learning by doing can be particularly effective. Experiential learning can consist in asking participants to produce an output or to play active roles in activities. Role-play and the inclusion of sport and culture also facilitate positive change.

Activities stimulating critical reflection

Engaging learners in critical reflection on topical issues is shown to lead to positive change, increasing open-mindedness, modifying the way participants respond to conflict.

Targeted measures for learners at risk

Activities carried out in contexts at risk have shown positive impact. However, this approach needs to avoid stigmatization, as this could fuel discrimination by offenders and victims' feeling of injustice.

Team activities

Leading participants to work in teams is shown to have an impact. This can include project planning and the organization of trainings.

⁸⁹ UNESCO (2017) op.cit.

⁹⁰ UNESCO (2018). *Preventing violent extremism through education: effective activities and impact; policy brief*.

⁹¹ ibid.

⁹² Educational activities are understood as practices, policies, methods or approaches implemented to promote learning. They can take place inside and outside a classroom, at the school level, or that of the education system. They can involve learners, teachers and non-formal educators, or out of school youth and adults.

⁹³ UNESCO (2018) op. cit.

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Furthermore, UNESCO highlights impacts at three levels: (i) individual; (ii) structural and organizational; and (iii) community and social. Combined together, they represent a total of forty-five types of impact, ranging from increased 'self-esteem' and 'empathetic skills' to enhanced 'problem solving skills' and 'academic attainment'.

Individual level impacts

Cognitive:

1. Increased critical thinking skills
2. Increased problem-solving skills
3. Increased levels of autonomy
4. Increased communication skills
5. Increased understanding and awareness of violent extremism
6. Increased understanding of consequences of prejudices and discrimination
7. Increased understanding of local issues and sources of conflict
8. Higher academic attainment
9. Increased grade attainment in reading and maths

Social-Emotional

10. Increased moral reasoning ability
11. Increased self-reflection and self-consciousness
12. Lower levels of depression
13. Increased self-esteem
14. Decreased propensity to support violence
15. Increased empathetic skills
16. Greater open-mindedness towards gender, culture, religion and ethnicity
17. Greater tolerance towards others and other beliefs
18. Increases in gender-equitable attitudes among participants
19. Developed non-violent conflict resolution skills

Behavioural

20. Increased community involvement
21. Decreased propensity to exhibit negative gender discriminatory behaviour
22. Decreased anti-social behaviour and marginalization
23. Changes in the way participants respond to conflict
24. Self-reported use of learned skills in wider social environment or increased positive communal involvement

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- 25. Increased sense of active citizenship in resolving local issues
- 26. Increased employability
- 27. Greater economic opportunity
- 28. Increased ability to participate in social initiatives and implement own educational activities
- 29. Developed leadership skills.
- 30. Lower absence from school

Structural or organizational level impacts

- 31. Wider regional implementation of programme
- 32. Non-governmental organizations: greater capacity to promote human rights and civil engagement
- 33. Similar projects launched as a direct result
- 34. Positive educational curriculum changes (greater pluralism and inclusivity in courses)
- 35. Increased capacity amongst trainers and community service officers to implement local PVE-E programmes.

Community and social level impacts

- 36. Increased use of nonviolent dispute resolution/conflict mediation
- 37. Increased dialogue about violent extremism in communities
- 38. Increased inter-ethnic dialogue
- 39. Increased societal cohesion/reduction of social tensions
- 40. Improved youth capacity to undertake communal and social initiatives
- 41. Social marginalisation of extremist narratives
- 42. Increased trust between government and civil society in tackling PVE
- 43. Decreased gun violence, violent confrontations and homicides
- 44. Increased PVE-E cooperation across the country
- 45. Decrease in general communal violence.⁹⁴

Within the EU, RAN emphasizes that **institutions of formal education** are key actors in preventing radicalisation. They foster shared values and critical thinking, and help students develop basic life skills and social competencies that are essential for active citizenship in democratic societies (generic prevention). Educating by teaching democratic values and empowering youngsters to understand and handle life in pluralist social environments is crucial for boosting resilience against social polarisation and radicalisation. Yet schools do not just cultivate the communicative, cognitive

⁹⁴ ibid

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and behavioral skills required for democratic life; they are also places where early signs of radicalisation can be noticed, and where early responses can be initiated (secondary prevention). In many cases, teachers are the first to become aware of changes in appearance, thinking and behaviour, and to offer counsel and support for youngsters in their quest for orientation. The empowerment of teachers as individuals and of schools as institutions is a precondition for the empowerment of students against the offerings of (violent) radical ideologies and milieus. To this end the following recommendations are proposed:

- Teachers and schools do not have to reinvent the wheel to develop effective strategies of prevention. They have ample experience in handling difficult situations and conflicts, and this can serve as a useful starting point for the prevention of radicalisation.
- Schools and teachers might reproduce discrimination and stereotypes. Teachers should be encouraged to critically reflect on their own attitudes and reconsider the messages they convey to their students.
- No student is invulnerable to radicalisation. Teachers hence bear a particular responsibility to notice early signs of alienation and retreat, and to respond appropriately. They should be trained in the relevant procedures and response structures to cases of (violent) extremism.
- Teaching is a powerful means to foster students' identification with society; it should reflect the diversity of students and their different biographical, cultural and religious backgrounds and provide inclusive alternatives to 'us-versus-them'- narratives. This includes representing histories of migration as 'standard' facets of modern European history.
- Democracy is not primarily about knowing the constitution. Rather, it is built on the experience that one's interests matter and that they are represented in public debate. Encouraging student participation in schools is a means to foster bonds to the institution and to prevent frustration and alienation.
- Schools provide ideal settings to empower students against discrimination and marginalisation, and to encourage critical thinking about controversial and sensitive issues (i.e., identity, religiosity, gender roles and international conflicts). While these topics might provoke strong emotions and heated debates, schools allow students to be introduced to various perspectives and experiences that would otherwise go unheard. Providing students with alternative messages is a means of challenging easy answers and ideological claims promoted by violent extremist actors.
- The use of social media, first-hand accounts and peers have proven important strategies to reach students, to change perspectives and to provide alternative narratives to extremist propaganda.
- Clear procedures, effective support structures and strong local networks are key to handling cases of radicalisation. However, it takes time to build and sustain such networks. It is important to establish these structures prior to any cases of violent extremism, and to inform and train teachers on how to use them.⁹⁵

⁹⁵ Nordbruch G. (2016). *The role of education in preventing radicalization*. Radicalization Awareness Network, European Commission. See also UNESCO (2016). *A Teacher's guide on the prevention of violent extremism*.

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Of course, as the RAN acknowledges “The role of education is not only to teach pupils subjects such as Maths, Biology and English, but to foster critical thinking and support children and adolescents to become responsible members of democratic societies. Education doesn’t only take place in schools and other state regulated surroundings, which are bound to democratic values and human rights, but also in non-formal and informal surroundings which may or may not convey these values. Sometimes these surroundings can lead to problematic effects on individuals and contribute to the breeding ground for radicalization and violent extremism”.⁹⁶

6. Media and Digital Literacy Education and Training

In relation to **digital education** for children, UNICEF acknowledges that “In the area of children's digital literacy, policy, research and practices are converging from a risk and safety paradigm towards rights-based approaches to children’s active digital media practices” and proposes a child-centric working definition of digital literacy: “Digital literacy refers to the knowledge, skills and attitudes that allow children to flourish and thrive in an increasingly global digital world, being both safe and empowered, in ways that are appropriate to their age and local cultures and contexts”. Furthermore, UNICEF identified four interconnected areas where main challenges to developing digital literacy for children can emerge: the general social environment, the family context, the school context, and the role of private actors in supporting the development of children’s digital literacy. All these challenges are interconnected.

As shown by a recent UNESCO study that compares five different international skills surveys, the level of children’s digital skills is connected to a multiplicity of factors. First, it is influenced more by usage than by access, meaning that having ICT equipment does not guarantee actual use. Second, what matters is not the amount of time spent on the computer, but the use made of it, both at home and at school: a greater diversity of activities is associated with improved skills. Third, digital skills are affected by the number of years of computer use by children: the earlier digital skills are acquired, the greater the impact. Fourth, strengthening students’ written-language skills, such as reading, comprehension and word processing, is necessary to develop their digital skills. Fifth, the use of ICT by teachers is

⁹⁶ Wöllenstein J. (2022). *Developing resilience as an approach to dealing with the influences of problematic informal and non-formal education in schools. A practical guide for first-line practitioners*. Radicalization Awareness Network, European Commission.

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positively correlated with students' digital skills levels: if schools wish to best develop their students' digital skills, they must invest in ICT training for teachers and support the integration of ICT into curricula. In parallel with all these factors, a further level of complexity is added by the fact that digital literacy is developed at school, at home, in community centres, or simply by being active online, and that children's increasing online agency is connected with both opportunities and risks and is at the same time contributing to and shaping online environments.⁹⁷

Within this context, UNESCO acknowledges that "The phenomenon often referred to as "incitement to radicalization towards violent extremism" (or "violent radicalization") has grown in recent years. This is mainly in relation to the **Internet in general and social media in particular**. This is despite it being immediately evident that other offline factors, including face-to-face communications, peer pressure and false information constitute more powerful forces, and are ignored at the peril of limiting our rights to freedom of expression if we focus only on the Internet. In parallel to the increased attention to online "incitement to extremism and violence", attempts to prevent this phenomenon have created challenges for freedom of expression. These range from indiscriminate blocking, censorship over-reach (affecting both journalists and bloggers), and privacy intrusions – right through to the suppression or instrumentalisation of media at the expense of independent credibility".⁹⁸

As far as the **Digital Competence Framework for Citizens** (DigComp) is concerned, the DigComp of the European Commission is one of the best known and widely applied digital literacy competence frameworks. Developed in 2013 by the Joint Research Centre (JRC) of the European Commission, DigComp has become a reference for the development and planning of digital competence initiatives both at European and Member State level. The Digital Competence Framework for Citizens (DigComp) provides a common understanding of what digital competence is. It also provides a basis for framing digital skills policy.

DigComp identifies 21 key components of digital competencies along five areas. The areas are summarized below:⁹⁹

⁹⁷ Nascimbeni F. and Vosloo S. (2019). *Digital Literacy for Children. Exploring definitions and framework*. Scoping paper no 01, UNICEF.

⁹⁸ UNESCO (2017). *Youth and violent extremism on social media: mapping the research*. Among the key findings of the study is that "Internet and social media may play an active role in the violent radicalization process, mainly through the dissemination of information and propaganda, as well as reinforcing the identification and engagement of a (self)-selected audience that is interested in radical and violent messages. [...] In this sense, rather than being initiators or causes of violent behaviors, the Internet (and social media specifically) can be facilitators of radicalization. Internet's role thus seems more specifically one of decision-shaping rather than triggering decision-making, and it works through the creation of an environment of like-minded people constituted in opposition to an "Other". [...] The synthesis of evidence shows that, at its best, social media constitutes a facilitating environment rather than a driving force for violent radicalization or the actual commission of violence. Thus, there is no clear evidence that social media's influence can act independently of other offline factors, though online and offline dimensions are becoming increasingly porous. In this sense, Internet and social media can act as reinforcement because young extremists can then actively seek and find material in social media to feed their interests, and in doing become prey to enrolment in violent actions."

⁹⁹ Vuorikari, R., Kluzer, S. and Punie, Y. (2022). *DigComp 2.2: The Digital Competence Framework for Citizens*. Publications Office of the European Union.

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1. **Information and data literacy:** To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organize digital data, information and content.
2. **Communication and collaboration:** To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital presence, identity and reputation.
3. **Digital content creation:** To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licenses are to be applied. To know how to give understandable instructions for a computer system.
4. **Safety:** To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
5. **Problem solving:** To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up to date with the digital evolution.

There are **21 competences** that are pertinent to these areas as such:

1. Information and data literacy

- 1.1 Browsing, searching and filtering data, information and digital content
- 1.2 Evaluating data, information and digital content
- 1.3 Managing data, information and digital content

2. Communication and collaboration

- 2.1 Interacting through digital technologies
- 2.2 Sharing through digital technologies
- 2.3 Engaging in citizenship through digital technologies
- 2.4 Collaborating through digital technologies
- 2.5 Netiquette
- 2.6 Managing digital identity

3. Digital content creation

- 3.1 Developing digital content
- 3.2 Integrating and re-elaborating digital content
- 3.3 Copyright and licenses
- 3.4 Programming

4. Safety

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4.1 Protecting devices

4.2 Protecting personal data and privacy

4.3 Protecting health and well-being

4.4 Protecting the environment

5. Problem solving

5.1 Solving technical problems

5.2 Identifying needs and technological responses

5.3 Creatively using digital technologies

5.4 Identifying digital competence gaps

The significance of **digital education** is emphasized also by the Council of Europe. “Literacy implies the mastery of contemporary tools of communication as a means of expression and understanding – previously known in English as the 3Rs (reading, (w)riting and (a)rithmetic). But when we use digital tools and platforms to express ourselves, their very power, speed and instantaneity of dissemination turn literacy into a multilayered concept that many of us continue to grapple with. Photos, videos, limited character messages, emoticons and podcasts have become languages in their own right through tools like Instagram, Snapchat, Vine and Periscope, and interaction and real communication are only too often a faceless, electronically mediated process. This is especially the case for young people, who text, tweet, play electronic games and exchange images night and day in the online world which is woven and blurred into what adults still refer to as the “real world”. [...] If we are online to share ideas, we are at the same time building knowledge and understanding; we may challenge conventional wisdom, and we may create networks for positive change. This is particularly evident for younger generations, for whom the Internet offers endless opportunities to explore, learn, socialize and create, which in turn contribute directly to their personal development. It has become their primary source of freedom and information in growing up and gives them the means to exercise their rights and freedoms online. Although the Internet harbours potential pitfalls, cautionary measures can be taken, and sensible assistance provided. In order not to deter (especially younger) users, the Internet must not be presented as a dark place signposted with danger and caution but knowledgeably, creatively, safely and fearlessly. In this way children can embrace the multitude of possibilities that the Internet has to offer, at the same time as building up their digital resilience, conscious of their own capabilities and responsibilities”.¹⁰⁰

The CoE after “recognizing that the digital environment is complex and subject to rapid evolution, and is reshaping children’s lives in many ways, resulting in opportunities for and risks to their well-being and enjoyment of human rights and conscious that information and communication technologies (ICTs) are an important tool in children’s lives for education, socialization, expression and inclusion, while at the same time their use can generate risks, including violence, exploitation and abuse” issued guidelines to respect, protect and fulfill the rights of the child in the digital environment. It recommends that “States should actively invest in and promote the opportunities offered by the

¹⁰⁰ Richardson J., Milovidov E., J.D. and Schmalzried M. (2017). *Internet Literacy Handbook. Supporting users in the online world*. Council of Europe.

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digital environment to realise children's right to education. The goal of education is the development of the child's personality, talents and mental and physical abilities to their fullest potential, and the preparation of the child for a responsible life in a free society. In support of this goal, it is important that the knowledge and resources of the digital environment are available to all children in a way that is inclusive and takes into account children's evolving capacities and the particular circumstances of children in vulnerable situations."¹⁰¹

The Council of Europe acknowledges that children *need special protection online and need to be educated about how to steer clear of danger and how to get maximum benefit from their use of the Internet. To achieve this, children need to become digital citizens.* [...] "CoE believes that it is part of the role of formal education to consider children's online and offline lives as parts of a whole. The digital revolution has not so much broken down as erased physical barriers. The online world takes no account of classroom boundaries or school walls, just as it ignores local, regional or national frontiers. Children bring their digital lives and experiences into school with them, and it is our duty to assimilate this new reality into our education systems. Furthermore, it acknowledges that "Digital citizenship competences define how we act and interact online. They comprise the values, attitudes, skills and knowledge and critical understanding necessary to responsibly navigate the constantly evolving digital world and to shape technology to meet our own needs rather than to be shaped by it. [...] In proposing a conceptual model for digital citizenship, the CoE emphasizes that **a digital citizen is someone who, through the development of a broad range of competences, is able to engage in both actively, positively and responsibly on and offline communities, whether local, national or global. As digital technologies are disruptive in nature and constantly evolving, competence building is a lifelong process that should begin from earliest childhood at home and at school, in formal, informal and non-formal educational settings.** Digital citizenship and engagement involve a wide range of activities, from creating, consuming, sharing, playing and socializing, to investigating, communicating, learning and working. Competent digital citizens are able to respond to new and everyday challenges related to learning, work, employability, leisure, inclusion and participation in society, respecting human rights and intercultural differences".¹⁰² CoE also developed a Digital Citizenship Education framework which identifies a mix of knowledge and critical understanding, skills, attitudes and values, for a total of 20 competencies.¹⁰³

Digital competence encompasses media and information literacy, which concerns the ability to interpret, understand and express creativity through digital media, as critical thinkers. **Media and information literacy (MIL)** is an umbrella concept that covers three often clearly distinguished dimensions: information literacy, media literacy and ICT/ digital literacy. Being media and information literate is something that needs to be developed through education and through a constant exchange with the environment around us. It is essential to go beyond simply "being able to" use one or another media, for example, or simply to "be informed" about something. A digital citizen has to maintain an attitude relying on critical thinking as a basis for meaningful and effective participation in his/her community.¹⁰⁴ In clarifying the concept, the Council of Europe explains that "Media Literacy (ML), or Media Information Literacy (MIL) is a dynamic concept that evolves over time in response to technological, social, cultural and political factors. Media literacy is understood as a range of cognitive, technical and social skills, knowledge and the confidence to make informed choices about all the

¹⁰¹ Council of Europe (2018). *Guidelines to respect protect and fulfill the rights of the child in the digital environment.*

¹⁰² Council of Europe (2022). *Digital citizenship education handbook.*

¹⁰³ *ibid*

¹⁰⁴ *ibid*

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content and information that people come into contact with each day and how they interact, contribute and participate in the media environments. This includes being able to critically understand and evaluate media content – wherever it comes from – and understand how media production, editorial and funding processes work. Nowadays that also includes understanding how data is used and how algorithms and AI can influence media production and choices. Being media literate also means being able to responsibly and safely use digital media services and engage with others in the public sphere, as well as fulfilling the creative and participatory potential that new technologies and services can offer”.¹⁰⁵ Furthermore it recommends that “States should promote the development of digital literacy, including media and information literacies and digital citizenship education, to ensure that children have the competence to engage in the digital environment wisely and the resilience to cope with its associated risks. Digital literacy education should be included in the basic education curriculum from the earliest years, taking into account children’s evolving capacities. In support of a wide range of rights of the child, digital literacy education should include the technical or functional competences to use a wide range of online tools and resources, as well as skills related to content creation and the critical understanding of the digital environment, its opportunities and risks”.¹⁰⁶

UNESCO points out that **traditional media outlets** (radio, newspapers, television) are still actively used by youth as a source of information. These media sources often promote narratives that resonate with their audience instead of challenging beliefs that can be harmful and dangerous. Some groups are portrayed in a stereotypical and negative way, perpetuating and ingraining dehumanizing stereotypes that support “othering.” Such portrayal increases discrimination and racism towards these groups and isolates them from the mainstream society which can push them to seek belonging and answers in violent extremist groups. Media stereotyping can drive popularity for racist and bigoted public policy that further alienates minority groups, denies access to basic human rights, and increases the risk of isolation functioning as a push factor for these populations. **New media** refers to digitally driven information and content. The meteoric rise of new media has reshaped the way we consume, share, and disseminate information. The Internet boasts over 3 billion users and social media claims over 2 billion users. From user generated content to viral news stories, new media has transformed the way we understand and interact with our world and each other. Media in all its forms has a tremendous power to shape public opinions, behaviours, and actions on any matter. Traditional and new media have largely abused their power and in many instances contributed to fueling conflicts, isolating and demonizing minority communities, and stoking fear and hostility. Innovation in technology has opened up online information and news floods. There is very little to prevent people from sharing inaccurate stories or concocting and promoting their own fake stories. **Fake news** has become an unfortunate staple of our media information experience, stoking racism and xenophobia and more deeply entrenching dangerous push factors such as isolation and othering. Censorship or regulation of such online spaces or media, in general, may not be a good answer. To build resilience and counter violent extremist narratives, we need to acquire media literacy skills, not merely remove violent extremist content. A variety of traditional and new media, online spaces and technology can be used to help find common ground between communities. They include television series, radio plays, online gaming, social media, and others.¹⁰⁷

¹⁰⁵ Chapman M., Bellardi N. and Peissl H. (2020). *Media literacy for all. Supporting marginalized groups through community media*. Council of Europe. See also Council of Europe, North-South Centre of the Council of Europe (2022). *Media Literacy for Global Education: Toolkit for Youth Multipliers*.

¹⁰⁶ Council of Europe (2018).

¹⁰⁷ UNESCO/MGIEP (2017). *Youth led guide on prevention of violent extremism through education*.

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Media and digital literacy promote responsible online behaviors and make young people less vulnerable to misleading content. These skills also have an offline application, as they develop the critical and analytic capacity of young people and assist in promoting reflective consideration of material, opinions, and narratives. Within this context UNESCO has contributed to the Media and Information Literacy (MIL) policy and has set out certain guidelines to offer a harmonized approach, which in turn enables all actors to articulate more sustained national MIL policies and strategies, describing both the process and content to be considered. As UNESCO emphasizes "Without a MIL policy and strategy, disparities are likely to increase between those who have and those who do not have access to information and media and enjoy or not freedom of expression. Additional disparities will emerge between those who are able and unable to find, analyze and critically evaluate and apply information and media content for decision-making. New media and information technologies, while offering greater opportunities for new types of citizens' engagement, centred on freedoms and eradicating inequalities, also give rise to issues of safety, security and privacy. They further create a tension between the need to empower or to protect citizens as well as tension between global and local cultural interests that threatens to curtail the free expression and appreciation of cultural diversity, multilingualism and pluralism". UNESCO MIL Curriculum and Competency Framework combines media literacy and information literacy under one "umbrella term".

MIL encompasses competences that enable citizens to:

- ✓ Understand the role and functions of media and other information providers;
- ✓ Understand the conditions under which those functions can be fulfilled;
- ✓ Recognize and articulate a need for information;
- ✓ Locate and access relevant information;
- ✓ Critically evaluate information and the content of media and other information providers in terms of authority, credibility and current purpose;
- ✓ Extract and organize information and media content;
- ✓ Synthesise or operate on the ideas abstracted from content;
- ✓ Ethically and responsibly communicate one's understanding of created knowledge to an audience or readership in an appropriate form and medium;
- ✓ Be able to apply ICT skills in order to process information and produce user-generated content;
- ✓ Engage with media and other information providers for self-expression, freedom of expression, intercultural dialogue and democratic participation. ¹⁰⁸

Within this context the European Commission acknowledges that "education in media literacy can have positive outcomes on students' knowledge, skills and attitudes in analyzing and critically understanding the media and disinformation".¹⁰⁹ As the Commission points out **Media Literacy covers the following competences:**

¹⁰⁸ Grizzle A. and Calvo Torras M.C. (eds) (2013). *Media and information literacy: policy and strategy guidelines*. UNESCO publishing.

¹⁰⁹ McDougall, J., Zezulcova, M., van Driel, B., Sternadel, D. (2018). *Teaching media literacy in Europe: evidence of effective school practices in primary and secondary education*, NESET II report.

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- ✓ **Access:** the ability to find and use media skillfully and to share suitable and valuable information with others (including browsing, searching, filtering and managing data, information and digital content).
- ✓ **Analysis and evaluation:** the capacity to comprehend messages and use critical thinking and understanding to analyze their quality, veracity, credibility and point of view, while considering their potential effects or consequences.
- ✓ **Creation:** the capacity to create media content and confidently express oneself with an awareness of purpose, audience and composition techniques.
- ✓ **Reflection:** the capacity to apply social responsibility and ethical principles to one's own identity, communication and conduct, to develop an awareness of and to manage one's media life.
- ✓ **Action/agency:** the capacity to act and engage in citizenship through media, to become political agents based on democratic values and attitudes.

The competence to **access** media refers to the ability to find and use media and ICT tools skillfully, including the ability to share appropriate information with others. Accessing media and digital technology in the classroom and working with multimodal media texts can help students compose and organize ideas, design, produce and present meaning.

- **Analysis and evaluation** competences refer to the capacity to understand media messages and use critical thinking to analyze their quality, veracity, credibility, and point of view, while considering their potential effects or consequences. Media literacy education can enable students to make connections between a specific media form and the wider socio-economic and cultural context in which it was made and consumed.
- The **production** of media content can be a powerful means of learning, if adequately combined with **critical reflection** and analysis. Media literacy interventions that include active audience involvement components (e.g., creative production activities, or classroom discussions) have been found to be more effective than interventions based solely on passive components (e.g., lessons only), as they require greater mental effort and comprehension.
- Media literacy competences are required to **actively participate** in democratic society; they enable citizens to access, understand and deal with the media, and encourage them to become political agents. They can allow students to use their voices through active participation in online activities, facilitate students' active citizenship competences and agency to express their politics and participate in the public sphere based on democratic values and attitudes.¹¹⁰

The above competences are considered very significant for youngsters since they can safeguard them from risks of the digital environment. As the European Commission acknowledges, "Harmful and illegal content, conduct, contacts and consumer risks are frequently present for children online. Digital services, from social media to interactive games, can expose children to risks such as unsuitable content, bullying, grooming, child sexual abuse or radicalisation". As the Commission points out "Children and youth are not a single, homogeneous group, they differ by age, gender, evolving capacities and social and economic background. Children in vulnerable situations, such as children with disabilities, children from a minority racial or ethnic background, refugee children, children in care, LGBTQI+ children, as well as children with a disadvantaged socio-economic background may face

¹¹⁰ibid

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additional challenges in the digital environment. [...] Children who lack access to the internet are excluded from resources that can help them learn and grow. Inequalities can lead to higher risks of lower educational outcomes, poor mental health, and lack of long-term prospects”.¹¹¹

With these in mind, and to address the risks and harms of the increasingly digitalised society it adopted a new and updated **Better Internet for Kids (BIK+)** strategy which is the digital arm of the rights of the child strategy and reflects the recently proposed digital principle that ‘Children and young people should be protected and empowered online’. The new strategy aims to complement and support the practical implementation of the existing measures to protect children online, develop children’s skills and empower them to safely enjoy and shape their life online.

BIK+ proposes actions around three pillars:

1. safe digital experiences to protect children from harmful and illegal online content, conduct, contact and consumer risks and to improve their well-being online through a safe, age-appropriate digital environment, created in a way that respects children’s best interests;
2. digital empowerment so children acquire the necessary skills and competences to make sound choices and express themselves in the online environment safely and responsibly;
3. active participation, respecting children by giving them a say in the digital environment, with more child-led activities to foster innovative and creative safe digital experiences. As the document concludes “Everybody has the responsibility to listen to children and to act now”.¹¹²

The updated Better Internet for Kids (BIK+) strategy of the European Union strongly relates to the European Strategy for Youth and takes into account the recommendations of the expert group on 'Risks, opportunities and implications of digitalization for youth, youth work and youth policy' set up under the European Union Work Plan for Youth for 2016-2018.¹¹³ The expert group used the following working definition of digital youth work: **Digital youth work** means proactively using or addressing digital media and technology in youth work.

Digital youth work is not a youth work method – digital youth work can be included in any youth work setting (open youth work, youth information and counselling, youth clubs, detached youth work, etc.). Digital youth work has the same goals as youth work in general and using digital media and technology in youth work should always support these goals.

Digital youth work can happen in face-to-face situations as well as in online environments – or in a mixture of these two. Digital media and technology can be a tool, an activity or content in youth work. Digital youth work is underpinned by the same ethics, values and principles as youth work. Furthermore, it identified a set of innovative practices in both delivering digital youth work and also upskilling youth workers' digital competences. These include the following examples:

¹¹¹ ibid

¹¹² European Commission (2022). *A digital decade for children and youth: the new European strategy for a better internet for kids (BIK+)*.

¹¹³ European Commission (2018). *Developing digital youth work: policy recommendations, training needs and good practice examples for youth workers and decision-makers: expert group set up under the European Union Work Plan for Youth for 2016-2018*.

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- ♣ Using social media in sharing information
- ♣ Online youth counselling
- ♣ Supporting digital literacy
- ♣ Enabling participation with digital tools
- ♣ Supporting cultural youth work online
- ♣ Supporting the development of technological skills
- ♣ Using digital games in youth work.

Finally, the expert group made some policy recommendations for youth workers and decision makers on the development of digital youth work in the following areas:

1. Digitalization of society
2. Planning, designing and evaluating digital youth work
3. Information and data literacy
4. Communication
5. Digital creativity
6. Safety
7. Reflection and evaluation.

These recommendations can be used to inform training plans or programmes and develop new training including new methodology and issues. Youth workers and organizations could use them to assess individual and collective competence and identify training needs.

With regard to digital literacy education as a P/CVE practice, RAN acknowledges that “Older generations are becoming increasingly aware that for young people, the online world (social media and online games) is in fact part of the real world. Offline efforts at preventing and countering violent extremism (P/CVE) should thus certainly take into account this online dimension. After all, it is essential for youth professionals to understand the entirety of young people’s experiences if they are to connect with them and build trust. However, youth practitioners still find it challenging to identify this online content and integrate it into their daily practices. Challenges include bridging the gap between young people and professionals; staying up to date about trending platforms, content and narratives; and identifying working methods to use in classroom or youth work contexts. [...] Young people can be exposed to extremist content online very easily because of the nature of digital platforms like TikTok etc., where the user-friendliness and low barriers in terms of moderation make it easy to creatively distribute certain messages. Keeping pace with online extremist communities is challenging, as they use their own language and subliminal references. It is important for practitioners to be able to identify such symbols and narratives, because the behaviour these young people exhibit

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and consume online might reflect offline in intolerant language and actions. Being unaware of such online conventions or expressions might lead to unpleasant surprises if practitioners are not able to interpret their meaning and significance. It is therefore vital to be well informed and prepared, in order to respond appropriately... There is a need for digital P/CVE work. The young people consuming and sharing problematic online content need some kind of help or guidance. Preventive digital youth work, for example, is very beneficial, but is not feasible for every practitioner. There is a lack of digital preventive work, so currently it is up to the individual practitioner to also do digital prevent work. Therefore, it is essential to support practitioners with inspiration and methods on how to encourage young people to share their online experiences, in order to be able to interpret online developments. When practitioners create such an environment, they are able to build a meaningful connection with these young people, which is an essential element in prevention work".¹¹⁴

In relation to the need for digital P/CVE, UNESCO outlines the framework and the limitations of the digital intervention. "The opportunities afforded by the Internet greatly overshadow the challenges. While not forgetting this, we can nevertheless still address some of the problems that arise. Hate speech online is one such problem. But what exactly is hate speech online, and how can we deal with it effectively? As with freedom of expression, on- or offline, UNESCO defends the position that the free flow of information should always be the norm. Counter-speech is generally preferable to suppression of speech. And any response that limits speech needs to be very carefully weighed to ensure that this remains wholly exceptional, and that legitimate robust debate is not curtailed... Particular emphasis should be given on social and non-regulatory mechanisms that can help to counter the production, dissemination and impact of hateful messages online. [...] Hate speech online is not intrinsically different from hate speech offline. However, it differs in the nature of the interactions in which it takes place/occurs, as well as in the use and spread of specific words, accusations and conspiracy theories that can evolve, peak and fade very quickly. Hateful messages can go viral in hours or even minutes. Online hate speech can be produced and spread at low cost, does not go through an editing process like other written work, experiences vastly different levels of exposure depending on the popularity of the post and can be posted cross-nationally, as platform servers and headquarters do not need to be in the same country as the user and their intended audience. Hate speech online can also be available for longer and go through waves of popularity, connect with new networks or reappear, as well as be anonymous. Consequently, the question of who moderates online spaces and if and when content should be removed has been widely debated".¹¹⁵

Hate speech online is situated at the intersection of multiple tensions: it is the expression of conflicts between different groups within and across societies; it is a vivid example of how technologies with a transformative potential such as the Internet bring with them both opportunities and challenges; and it implies complex balancing between fundamental rights and principles, including freedom of expression and the defense of human dignity.¹¹⁶ To inform evidence-based policymaking to curb online hate speech - and to prevent hate speech from translating into violence while also safeguarding freedom of expression - it is critical to recognize, monitor, collect data on and analyse hate speech trends in order to identify appropriate strategies to address them. UNESCO's

¹¹⁴ Radicalization Awareness Network (May 2020). *Integrating the online dimension into offline pedagogical practices*. Conclusion paper, RAN Youth & Education (Y&E).

¹¹⁵ UNESCO (2015). *Countering online hate speech*.

¹¹⁶ *ibid*

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recommendations aim to identify key actions to tackle new challenges in emerging viral hate speech and particularly to address their offline consequences for peace, stability and the enjoyment of human rights for all.

1. Promote inclusive definitions of hate speech that respect freedom of expression

- Ensure that definitions are in line with international standards, particularly as stipulated by the ICCPR and the Rabat Plan of Action.

2. Build multi-stakeholder coalitions

- Encourage the sharing of data and expertise between human rights organizations, internet intermediaries and the public.
- Empower stakeholders and notably local communities to monitor and detect hate speech on social media tailored to their context and languages.
- Convene multi-stakeholder dialogues on hate speech trends, occurrence and how to counter it.
- Advocate for platforms to develop definitions and operational routines in collaboration with expert groups and the public, which should reach outside North America and Western Europe to include more countries around the world.

3. Gather data and encourage open data practices whereby data is already collected, while respecting personal data protection

- Gather qualitative data with individuals targeted by hate speech to better understand the scope and nature of harms.
- Advocate that internet platform companies improve their transparency practices, including by openly releasing data about hate speech complaints and their resolution, as well as about the accuracy and functioning of their content moderation systems, particularly for research purposes.
- Support the development of affordable, accessible and user-friendly tools and methodologies that can be used to monitor and detect hate speech across multilingual, multicultural contexts within a timeframe that allows for counteraction.

4. Encourage platforms to offer robust remedial options for those whose content has been removed

- Facilitate collaboration between social media companies and civil society groups focused on digital rights to ensure that content moderation and removal processes are aligned with community needs.

5. Develop media and information literacy and digital skills via education programmes

- Provide funding and resources for the development of educational programmes that foster resilience to hate speech, informed by current hate speech trends and responding to related challenges. This requires a close collaboration between social media companies, research institutes and education stakeholders.
- Prioritize preventive educational approaches that alert to the harmful effects of online hate speech and foster media and information literacy alongside mitigation and counter efforts.
- Establish and support partnerships between educational institutions and social media companies to increase access to information and resources to address hate speech on social media platforms via targeted dissemination campaigns or the redirection of users to external resources.

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6. Support active organizations in the online hate speech space

- Ensure that adequate resources are provided for specialized organizations dedicated to monitoring and countering hate speech, particularly those best equipped to take local contexts into account and provide them with support.¹¹⁷

In addressing and countering hate speech on and offline, UNESCO distinguishes the notion of responsible global citizenship from that of responsible digital citizenship and identifies key educational approaches in these domains. Global citizenship education encompasses among other outcomes the knowledge and skills to recognize and counter messages of hate. It strives to empower youth, build their resilience, and encourage their moral and social engagement. One of the current challenges of responsible global citizenship building is adapting goals and strategies to the digital world, so that citizens possess knowledge and skills – technological and argumentative – to critically analyze and counteract online hate speech. However, it is important that global citizenship curricula address both the online and offline contexts since hate speech in each setting differs (i.e., in terms of dynamics as well as who the victims, bystanders and perpetrators are, and what they think, etc.) and raising awareness of such differences will help to create more targeted educational responses. Online environments, while able to act as a force for good, have become echo chambers for hateful rhetoric and fertile ground for the emergence of various hate groups, making the need for responsible digital citizenship building ever more urgent.

It is often in the field of media and information that people are confronted with harmful content, including hate speech. In the digital era, social media platforms have become central stations where racist, sexist and xenophobic content, and other types of hateful speech accumulate and are easy to access and share. Media and Information Literacy (MIL) competencies serve as enablers of peace and interreligious and intercultural dialogue and can provide the tools to address and counter hate speech. MIL equips people with skills to access, search, evaluate, use and contribute to information and media content critically. Media and information literate citizens are knowledgeable and discerning processors and producers of information, which allows them to actively tackle hate speech, and contribute to social inclusion and peace in online and offline spaces. MIL skills are a fundamental citizenship competency for addressing and countering hate speech.

Finally, as UNESCO emphasizes, in countering hate speech we have to harness the power of youth. “It is crucial to recognize, harness and promote the power of youth. There are many young people all over the world designing solutions within their communities to address and counter hate speech and contribute to a culture of peace. This is why it is important to actively engage youth at all stages of interventions, so that young peoples’ voices are heard, and their needs and concerns understood. This means that we need to design appropriate responses to addressing and countering hate speech through education: with youth, for youth and most importantly by youth. Creating policies for youth empowerment and putting young people and their perspectives at the centre of co-creating interventions is of utmost importance. Youth need to take centre stage and be partners in consulting with public policy officials, experts in social services, mental health, public safety and community policing. This calls for greater investment and support for youth-led initiatives and, most importantly,

¹¹⁷ UNESCO (2021). *Addressing Hate Speech on Social Media: Contemporary Challenges. Discussion Paper.*

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the direct involvement of young people, without discrimination on any grounds, in the decisions that affect them and the future they will inherit”.¹¹⁸

The UN’s Strategy and Plan of Action on Hate Speech¹¹⁹ acknowledges that hate speech has the potential to incite violence, as well as to undermine social unity and tolerance and defines hate speech as “any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, color, descent, gender or other identity factor.” At the Strategy’s launch in 2019, calling attention to an exponential growth in hate speech, including through digital technology, the UN Secretary-General called for action to address its root causes, in line with the prevention vision. Hate speech is also prevalent in traditional media, at community meetings and political rallies, in places of worship, and elsewhere. For their own political or financial gain, actors use disinformation to manipulate and exploit the heightened vulnerabilities created by COVID-19 as well as by pre-existing social tensions and divisions, further encouraging the spread of hate speech. The link between hate speech (especially online) and radicalization, which can lead to acts of violent extremism by a minority of those exposed to such negative content, poses significant concerns and affects all countries around the globe equally.

The framework of the UN Strategy and Plan of Action highlights the importance of education (through global citizenship education and the mainstreaming of media and information literacy in curricula), and policy building (through enhancing the capacity of policymakers to draft policies and judicial operators to interpret laws to effectively address and counter hate speech, while protecting and promoting freedom of expression). Furthermore, the framework stresses the need for the continued support of Member States and private sector actors in their efforts to address and counter challenges posed by the hate speech phenomenon.

Hate speech on the internet is a growing problem, as evidenced inter alia by the country reports of the Council of Europe’s Antiracism Commission (ECRI). The perpetrators of cyberhate are not always identified, but racism by right wing and neo-Nazi groups is mentioned in a number of reports. Nationalists are another group who often appear in the reports. Equally worrying are the number of reports which identify the media itself as the source of cyberhate. In a number of instances, unfair and antagonistic media reports which appear on online newspapers, and which target certain vulnerable groups, are singled out as being of concern. These articles are seen as contributing to a hostile environment. In addition to this, the comments sections on newspapers often contain racist and xenophobic remarks, even when these boards purport to be moderated.¹²⁰

Furthermore, as the CoE acknowledges “ For some users of the Internet, even if it is a minority of people, it would not be an exaggeration to speak of the current Internet epoch as being **the Internet of Hate**. Partly reflecting the scale and seriousness of the problem of online hate speech, the past three years or so has seen several innovations in governance tools for online hate speech across Europe. New governance tools have been proposed and developed, very often through collaboration, by national governments, intergovernmental organisations (such as the Council of Europe and the European Commission), Internet platforms and civil society organisations. Some of these tools are in their infancy, others are yet to be implemented, and still more are in the design, planning and final

¹¹⁸ UNESCO (2021). *Education as a tool for prevention: addressing and countering hate speech*.

¹¹⁹ [UN Strategy and Plan of Action on Hate Speech 18 June SYNOPSIS.pdf](#)

¹²⁰ Bakalis Ch. (2016). *Cyberhate: an issue of continued concern for the Council of Europe’s Anti Racism Commission*. Council of Europe.

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approval stages. These tools must operate within a human rights framework, which for Council of Europe member states is set by the European Convention of Human Rights, the European Court case law, the additional protocol to the Cybercrime convention and other Council of Europe standards including, those of dedicated monitoring bodies, such as the European Commission against Racism and Intolerance and its General Policy Recommendations Nr. 6 and 15”.¹²¹

¹²¹ Brown A. (2020). *Models of governance of online hate speech*. Council of Europe.

7. Education and Training at the Sports Milieu

Education goes beyond what happens within the four walls of a classroom. It entails the process of acquiring knowledge whether this happens in a school, at a sports club or on social media. Based on these premises, there are three main types of education: formal, non-formal and informal education. **Formal education** usually takes place in the premises of an educational institution such as a school. It is defined as an organised and structured educational model as it follows a formal curriculum and is taught by teachers or professors. The learning process is always intentional as the learner's main goal is to gain knowledge, skills and competences by attending the lessons and by studying. **Non-formal education**, on the other hand, takes place outside formal educational environments. These may include youth and sports clubs, community organisations or at political and religious gatherings. However, far from being the antagonistic model of formal education, non-formal education is indeed organised and is intended to provide knowledge and skills through an open-structured programme delivered by professional or volunteer workers. Non-formal learning "arises from the learner's conscious decision to master a particular activity, skill or area of knowledge and is thus the result of intentional effort".¹²² **Informal education** takes place everywhere and at any time. It is a result it can coexist with formal and non-formal education. Informal learning "is never organised, has no set objective in terms of learning outcomes and is never intentional, is always incidental, from the learner's standpoint. Often it is referred to as learning by experience or just as experience".¹²³ It is influenced by society and the community. Informal education is as valid as formal and nonformal education since it fosters the learning of new personal knowledge and skills. However, it lacks a set curriculum and there is often little control of contents. As such, it may not always (as is the case with non-formal education) represent democratic values. Social media and other online environments are very good examples of informal education environments that do not always foster democratic principles.¹²⁴

As UNESCO points out "**Informal and nonformal educational initiatives complement formal education**. They do not instruct in values and beliefs but engage young people in dynamic interactions and exchanges. Such inter-group interactions organically broaden youth's understandings of other belief systems and help confront prejudices and assumptions. Interactions should be ongoing and dynamic to provide opportunity for gradual social, emotional, and intellectual development of a person - no single experience can do that. [...] There are opportunities **beyond the classroom** (formal education) to encourage and develop empathy, compassion, and mindfulness in young people We can create spaces for social, youth-guided interaction that does not seek to instruct in empathy or understanding but rather allows people to engage their inherent humanity. **We can do this with the most basic of premises: a football match, a dance party, a collaborative art project. This provides the opportunity for interactions that support the organic development of empathy and interconnectedness.** [...] sports can build bridges between diverse cultures and religions. **Sports activities** can be used to promote intergroup cooperation and unite diverse individuals in achieving a

¹²² Council of Europe, "Formal, non-formal and informal learning", [Formal, non-formal and informal learning \(coe.int\)](https://www.coe.int/t/t02/Learning/Pages/Formal-non-formal-and-informal-learning.aspx)

¹²³ OCDE, Recognition of Non-formal and Informal Learning, [www.oecd.org](https://www.oecd.org/education/non-formal-and-informal-learning/)

¹²⁴ Wöllenstein J. (2022). *Developing resilience as an approach to dealing with the influences of problematic informal and non-formal education in schools. A practical guide for first-line practitioners*. Radicalization Awareness Network, European Commission.

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common goal. Repeated experiences of intergroup contact -- or, more simply, interactions with the "other" -- contribute to building more inclusive societies and more empathetic, mindful citizens. Sports enriches collective relationships through the adoption of democratic behavior and teamwork and encourages intergroup relationships. They foster **values such as teamwork, leadership, and goal setting**. While many PVE interventions employ intergroup contact, leveraging team sports is one of the most effective ways to provide a diverse group of individuals with a reason to collaborate towards a shared goal and to celebrate shared successes. Sports programs are also uniquely valuable in the longevity of their appeal. The development of empathy and mindfulness is a slow process that must be reinforced over time. Embedding PVE in formal institutions is instrumental to the effort, but these measures will not provide the continuous availability of interaction, particularly not in a form as appealing as a football game or cricket match. Sports provide a forum in which young people can develop important emotional skills through an exercise that feels like pure recreation. [...] **Intergroup contact**, while an excellent objective of a sports program, need not be the primary focus of every sports club or initiative that works towards the prevention of violent extremism. Sports also serve as a medium of **engagement** for young people who lack employment opportunities or have dropped out of school. Participation in sports provides young people with a **sense of inclusion and purpose, reducing isolation** from the larger community. In addition to building stronger communities, sports provide benefits to the individual, including improved **self-esteem, leadership skills, greater academic achievement, and longer attention span**. Such advantages improve the resiliency of young people and increase the probability that they will better handle challenges, rebound more quickly from disappointments, and maintain a healthy sense of community engagement".¹²⁵

The power of **sports** in nurturing violent extremist radicalization but also its positive potential to contribute to protecting and countering youth violent extremism (P/CVE) has been emphasized in existing literature, policy papers and reports of European and International Organizations. United Nations Office on Drugs and Crime (UNODC) acknowledges that "Sport and physical activity are vital to the development of young people as they foster their physical, social and emotional health. They can also provide positive experiences to both boys and girls, such as a sense of belonging, loyalty and support, and can promote positive changes in relationships by encouraging collaboration, understanding, tolerance and acceptance between participants from different backgrounds. What is more, sport has clear educational benefits, as it can help **skills development** to empower young people to make positive changes in their own lives and their communities".¹²⁶

As UNODC clarifies "**Life skills** are a set of personal and interpersonal (social) skills that enable individuals to deal effectively with the demands, stressors and interpersonal conflicts of everyday life. A lack of social and emotional skills, and poor self-awareness constitute important risk factors for (youth) violence, substance use and crime. Life skills development for young people helps increase their ability to interact with others, to develop positive relationships, and to cope with negative emotions. As such, life skills training can help to minimize risk factors and maximize protective factors related to antisocial behaviour, crime, violence, and drug use. When applied in the context of such risk situations, a life skill—or several in combination—can enable young people to find peaceful solutions for resolving conflicts, avoid dangerous situations, help prevent crime and increase respect for diversity." To achieve this, and drawing from sport as a vehicle, the following **core life skills** have been

¹²⁵ UNESCO/MGIEP (2017). *Youth led guide on prevention of violent extremism through education*.

¹²⁶ Van der Kreeft P. (2017). *Life skills training through sport to prevent violence, crime and drug use. Trainer Manual*. United Nations Office on Drugs and Crime (UNODC).

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identified, as they can play an important role in strengthening young people's resilience, promoting tolerance and respect, and reducing the probability of their engaging in risky behaviours.

- Coping with stress and emotions
- Critical thinking
- Decision-making and problem solving
- Effective communication and relationship skills
- Refusal skills
- Self-awareness and empathy.¹²⁷

In another paper UNODC acknowledges that “While sport alone cannot tackle crime prevention, it is recognised that sport-based approaches may offer an effective means of engaging youth in a meaningful way and building life skills that enhance protective factors and reduce risk factors linked to crime, violence and substance use. The use of sport to promote positive outcomes has been increasingly recognised in policy frameworks, including the recent General Assembly resolution 74/170 on integrating sport into youth crime prevention and criminal justice strategies. A growing array of actors engaged in sport-based prevention programmes, as well as a growing body of evidence, highlight key factors that affect the efficacy of sport-based approaches to youth crime prevention”.¹²⁸

Furthermore, UNODC, since 2016, launched a global youth crime prevention (YCP) initiative that aims to promote sports and sport-based learning as a tool to prevent crime and to effectively build the resilience of at-risk youth. By strengthening key life and social skills and enhancing normative knowledge on risks related to crime and substance use and their consequences, the initiative seeks to positively influence behaviour and attitudes of young people and prevent anti-social and risky behaviour. Sport has been increasingly used as a means to prevent crime, violence and substance use, especially among youth. Crime prevention requires the promotion of inclusion and social cohesion, and sport can play a unique role in that respect by generating social capital and helping to mobilise communities and promote social inclusion and solidarity (A/CONF.234/14). Sport fosters important human values and can be used as a tool to promote, among others, respect for rules and for others, teamwork, a sense of belonging and community, tolerance and empathy, which are important elements of youth violence and crime prevention efforts.

As UNODC indicates, various policy frameworks and guidelines on crime prevention underline the importance of youth engagement, education, skills and social development to build the resilience of young people to violence and crime, to which sport can contribute. Relevant frameworks include the United Nations Guidelines for the Prevention of Crime (ECOSOC Resolution 2002/13, Annex), which outline different approaches to crime prevention, including through social development; the United Nations Guidelines on the Prevention of Juvenile Delinquency (A/RES/45/112); and the Doha Declaration (A/RES/70/174), which stresses the fundamental role of youth participation in crime prevention efforts and the importance of holistic crime prevention efforts also through social developmental approaches.

¹²⁷ *ibid*

¹²⁸ Sanders B. (2020). *Youth crime prevention through sport. Insights from the UNODC “Line Up Live Up” pilot programme*. United Nations Office on Drugs and Crime (UNODC).

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Despite the challenges and complexities of using sport to prevent youth crime and violence, it is clear that sport can be an effective means of engaging and empowering young people. Sport may serve as an effective hook to engage youth on pressing issues, including the use of non-sporting components (e.g., discussions; peer learning; safe space) that are relevant when addressing crime and violence. Sport can serve as an effective tool for connecting to youth culture and subcultures in society, to give a voice to youth who are considered marginalised, and it can enable education in its various forms, including the development of long-lasting relationships with other institutions in professional networks (UNODC, 2020). While it is hard to isolate the role of sport and non-sport components, it is vital that activities are accompanied by educational and learning processes, including life skills development, that have clear outcomes. As such, the following **recommendations** on the integration of sport in crime prevention frameworks; programme design and guidance; training and support for trainers; programme assessment and analysis; programme sustainability; and communications, aim to provide guidance **to enhance the use of sport and sport-based interventions to prevent crime and violence:**

Integrating sport in holistic crime prevention frameworks

Integrating sport-based approaches into comprehensive policy frameworks can be an effective way to optimise the potential of sport for youth crime and violence prevention, and to sustain results over time. In particular, sport has the potential to contribute to a “developmental approach” to crime prevention, which focuses on a range of social, educational, health and training programmes, such as those that target at-risk children or families to provide them with support and develop resilience and social skills.

Enhancing programme design of sport-based interventions for crime prevention

It is vital to recognize the value of non-sport components when designing and delivering sport-based crime prevention programmes, as these are just as relevant as sport activities. Sport based programmes in the context of crime and violence prevention should reduce emphasis on competitive elements, which may reinforce negative symptoms of sport, and promote participation and internal motivation rather than external rewards. Activities should be flexible and responsive to changes and challenges, and promote independence and critical thinking among youth, along with opportunities for pro-social relations and engagement. Activities should also consider ways in which knowledge and skills gained can be transferred beyond the intervention, with space for reflection, peer discussions, critical engagement and follow-up support.

Enhancing capacity for programme delivery

The trainer has a vital role to play in creating a programme climate that promotes positive youth development, laying foundations for a quality and effective intervention. Trainers are role models to whom youth can relate and may act as a ‘caring adult’ in their lives. The need for qualified and competent trainers that are able to effectively engage and empower young people is widely seen as critical and needs to be prioritised. Also the need to strengthen regular support and mentoring for trainers to encourage and enable trainers to plan and organize their sessions optimally to ensure fidelity and effectiveness. As broader research suggests, it is vital to invest in capacity building for trainers in order for them to deliver programmes effectively and to promote their own development.

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Supporting programme assessment

As there is not yet definitive evidence on the exact relationship between sport and crime prevention, it remains critical for programmes to be assessed regularly and rigorously. This includes developing clear theories of change and logical frameworks that articulate how and why change is expected to occur through activities, accounting for risks and assumptions, and being ‘explicit about what in the chosen sporting activities could lead to prevention outcomes’ (A/ CONF.234/14). Greater analysis of the role of sport itself in such programmes is merited as there are differing views on whether sport has unique or inherent attributes to tackle crime prevention. This reinforces the need to assess process, in addition to impact.

Ensuring sustainability of sport-based interventions in the context of crime prevention

Sustainability of programmes is crucial to ensure medium- and long-term outcomes are possible, and that initiatives are able to contribute to broader plans, policies and frameworks – this is a key challenge facing sport for development approaches. As previously mentioned, key considerations include the design and delivery of programmes; the organisational setting; and the broader environment, including the immediate community and wider political and economic setting. The building of local capacity and adaptation by authorities remain paramount, along with the need for a multi-agency approach. Careful consideration is merited of ways to integrate such programmes into crime prevention and criminal justice strategies.

Raising awareness on the use of sport for crime prevention

Research highlights the need for interventions to adopt a strength-based approach, encourage positive interaction and ensure that at risk groups are empowered rather than stigmatised. Raising awareness through broader platforms and events assists in building a multi-stakeholder approach involving actors from the sport, crime prevention and youth development fields.¹²⁹

In this context UNODC has also undertaken another desk review on the potential role of sport as an effective tool for the prevention of violent extremism (PVE). The review concluded: “One final observation relates to an overarching finding of the desk review regarding the degree of commonality – in terms of approaches, methodologies, sought outcomes, risk and protective factors, etc. – that exists between the different sectors considered. This is the case not only between PVE and crime and violence prevention, but also between PVE and sports development programmes, with sports-based interventions offering a common platform including in terms of the universality of its language. As such, it is possible that further crosspollination and mutual sharing of methodologies, good practices, research, evaluations, etc. could go some way towards closing the current evidence gap and further strengthening current approaches, especially within the PVE space. That said, some gaps would still remain since the conceptual and institutional differences existing between PVE and crime and violence, as well as between PVE and sports development programmes are such that they need to retain their separate and distinct identities as well as some methodologies. This further points to the necessity of

¹²⁹ ibid

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dedicated and targeted efforts to strengthen the current evidence-base regarding linkages between sports-based interventions and sought PVE outcomes”.¹³⁰

Within the EU, the RAN Centre of Excellence of the European Commission also points out that “sports and leisure activities can contribute substantially to the prevention of radicalisation. Cooperating with youth professionals and applying pedagogical methods can create opportunities for youngsters to work on the attitudes and life skills that make them resilient to ideological exploitation and the lure of extremist violence”.¹³¹

The use of sport as an intervention to reduce crime in the community and to reduce radicalisation of young adults has become a common practice. Studies suggest that participating in sport may improve self-esteem, enhance social bonds and provide participants with a feeling of purpose. RAN emphasizes “Sports can play a positive and constructive role in the lives of young people. Physical activity can boost their self-confidence and provide young people opportunities to meet and make friendships with other young people. This can lead to positive identity development and a sense of belonging – two protective factors when it comes to the prevention of violent extremism (PVE). In this way, engaging in sports could help reduce the risk of radicalisation leading to violent extremism. Sports can contribute significantly to the prevention of violent extremism (PVE). However, it is important to note that sports initiatives do not automatically lead to these positive outcomes. To ensure positive outcomes, sports initiatives should be accompanied by educational programme and fulfill certain conditions. These include for instance bringing together different groups of young people, providing alternative social contacts, offering daytime activities and success experiences, and focusing on positive identity development. How does inclusion contribute to PVE? In short, inclusion is a key promotive factor, which contributes to societal resilience. As a promotive factor, it aims to build unity in diversity over (essentialist) identity politics. Promotive factors, such as inclusion, are part of a strength based PVE approach that focuses on developing individual and societal resilience to radicalisation and violent extremism. Practitioners working on the enhancement of social coping skills (a protective factor) such as social needs, talents, and ideals protect youth directly from feelings of exclusion (a risk factor).

Within this context, certain **practical tips on how to foster inclusion through sports** may be useful to educators, youth workers and sports organizers such as the following:

- **Positive identity development:** Provide opportunities to young people to progress, give them leadership roles or the prospect of becoming coaches where possible. Confirm that if they can accomplish something in sports, they can also accomplish it in wider society.
- **Fostering social cohesion:** Involve participants from the broader community, regardless of their socioeconomic status, culture or religion. Build a community around the project that includes children and young people, as well as parents and others from the neighborhood.
- **Building citizenship:** Make use of the potential of sport to let young people come out of their usual environment. Connect them to wider areas of society by letting them experience new activities, bringing them to places they would normally not go to, and meeting people they would probably never

¹³⁰ Samuel K., L.H. (2018). *Desk review on sport as a tool for the prevention of violent extremism*. United Nations Office on Drugs and Crime (UNODC).

¹³¹ Lenos S. and Jansen A. (2019). *The role of sports and leisure activities in preventing and countering violent extremism*. RAN Centre of Excellence and the RAN YF&C Working Group.

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encounter. Foster democratic skills by allowing participants to decide on the rules of the games together.

- **Reaching the target group:** Make sure the coaches and young people in the group are diverse (background and gender). Do not advertise with PVE. The message and incentive to join could be nonmaterial (e.g., have fun or work on personal development), or material (e.g., receive free meals).
- **Forging local partnerships:** The planning phase is essential. Look for partners who understand the needs of the community. Get to know each other, define a common goal well beforehand and do not rush into collaboration.¹³²

In another recent paper¹³³ RAN acknowledges that “Sport can increase self-awareness and nurture team spirit, serve as a tool to process emotions and experiences, and play a part in identity formation. Especially during childhood and puberty, sport can play an important role in personality and competency development and can enhance social and cognitive skillsets.

However, the inconvenient truth about all of these positive factors is that, as is often the case with many supposed **protective or “resilience” factors**, they can also prove to be negative, depending on the social context and individual needs as well as the **influential factors**. Hence, sports can also be viewed from a skeptical perspective that showcases the implications of sociocultural narratives.

First, “performance” as a success category in sports can result in a **“body cult”**, where performance improvement is the sole focus. Second, the sporting competition dynamic can create a **“cult of victory”**, where winning and defeating opponents is the principal consideration. The consequences are typically excessive ambition, overestimation and a hostile attitude towards opponents. And third is the **“cult of violence”**, where the dynamic of competitive sports leads to verbal and physical violence, both between competitors and in the social context of the match). These **negative aspects** in sports offer potential entry points for recruitment strategies by extremist actors. This has become evident, for example, in the development and formation of the violent hooligan groups involved in violent actions and riots for many decades across the European Union. Here, “belonging” is often defined by a typical in-group/out-group dynamic and is strengthened by almost ritualized acts of violence against “enemy” groups and other groups perceived as different.

However, hooligan groups are not alone in exploiting the identity-building dimension of sports: extremists also do so by using sports as a recruiting tool for future members and to further their own objectives. This dynamic is certainly true for violent right-wing extremism (VRWE). [...] While processes of radicalisation are unique and specific, with a variety of different push and pull factors in play for every individual, certain factors are known to potentially increase one’s susceptibility to extremist groups in relation to sports. The following factors are likely to be exploited by extremist groups.

- **Providing a space for recognition.** For young people from unstable backgrounds, or adolescents struggling with self-confidence, sports clubs can provide a space for them to prove themselves and assume shared goals, interests and values. Through sports activities, they are often able to meet and

¹³² Radicalization Awareness Network (December 2021). *Inclusion through sports*. Conclusion paper. RAN Youth & Education (Y&E), Radicalization Awareness Network, European Commission.

¹³³ Handle J. & Scheuble S. (2021). *The role of sports in violent right-wing extremist radicalization and P/CVE*, p.p. 4-7. Radicalization Awareness Network, European Commission. See also Violent right-wing extremism in focus. *Spotlight*, (May 2020), Radicalization Awareness Network and Farinelli F. and Marinone L. (2021). *Contemporary violent left-wing and anarchist extremism (VLWAE) in the EU: Analysing threats and potential for P/CVE*. Radicalization Awareness Network, European Commission.

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exceed expectations, even when feeling overlooked in other areas of everyday life (e.g., school, the workplace, family and friends). However, the search for validation within sports groups and the aspect of mutual empowerment through unifying goals and activities can create a space for exploitation, coercion and abuse of power by coaches and/or team members. In particular, young men whose lives lack structure and positive role models constitute a vulnerable target group for extremist recruiters astutely offering approval, simple solutions, direct needs gratification, and potentially, prospects for the future.

- **Offering brotherhood or sisterhood.** As many sports are group or team activities, young people seeking a social group to identify with gain a sense of belonging within their sports clubs or teams. It is widely acknowledged that notions of brotherhood or sisterhood constitute a strong pull factor for individuals searching for a sense of belonging: this increases the attraction of extremist groups who know how to exploit such essential needs in vulnerable youths. Extremist groups seemingly offer unconditional support and belonging to vulnerable young people still uncertainly trying to find their place within society. They provide guidance and answers, as well as an outlet for individual problems, frustrations and perceived injustices; in some cases, they serve as a replacement for (positively connotated) family structures. Sports clubs can provide a sense of community but can also have a negative impact: seclusion and homogeneous feelings of exclusivity or over-identification with the group can exacerbate problematic attitudes towards out-groups. In the context of extremism-influenced sports clubs, these feelings can be fostered and manipulated to serve extremist ideologies; they contribute to drawing clear delineations between friend and foe, or feelings of superiority, amongst others. It is often extremely difficult to differentiate between the real team spirit that sport teams can offer, and the instrumentalized support extremist groups provide. In this sense any sports clubs where peers interact, away from schools, parents and other oversight structures, will serve.

- **Destructive notions of masculinity.** For many, participating in a sport is also an opportunity to escape from pressure and stress at home, school or elsewhere – and to distance themselves from their problems. At the same time, during puberty and adolescence, sports can offer an outlet for young people to invest in and showcase their bodies, especially for male adolescents. A strong physique could help a young person achieve recognition amongst peers as a “true man”. In societal contexts in which so-called traditional gender roles are increasingly being questioned and doubted, some men seem to struggle with a more complex notion of what it means to be male – beyond the stereotype of the strong and courageous provider. Martial arts, weightlifting and other sports often perceived as “typically masculine” and associated with strength and competition can provide a space for the projection of masculinity and can reassure young men in their process of identity-building. The idealized return to “traditional”, and sometimes even “natural”, gender roles and anti-feminism is also a core element of many extremist ideologies, particularly in VRWE.

- **Identity formation through patriotic connotations and racism.** Inherent to the logic of competitive team sport is the differentiation between in-group and out-group, or more precisely, identification with one team while attributing negative characteristics to other teams. Historically, sports have been used as a conduit to create a means of (national) identification for countries, alongside disapprobation of other nations or ethnic groups. Over-identification with sports teams or clubs can lead to inflated patriotic and nationalist sentiments. While the line between strong patriotic feelings and racist attitudes may not always be clear-cut, in VRWE groups, the (nationalist) differentiation between ingroup and out-group is taken to extremes. VRWE groups often stress the need to defend their own nation/identity group that is considered to be under threat, at all costs. Widespread RWE propaganda narratives emphasize the importance of keeping oneself in good physical condition in readiness for a

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possible societal/political revolution. In these contexts, sports are used to frame selection processes in order to pick and train future “warriors”. The prospect of defensive or offensive violence makes it especially attractive to extremists. These means of militaristic teambuilding and physical training contribute to the feeling of belonging to a superior race.

As mentioned earlier, sports are often used in the context of crime prevention and reduction, and when working with at-risk youth. Additionally, sports initiatives are often set up as part of youth or social work programmes targeting marginalized youth. Many of these initiatives implicitly also reference P/CVE but are often subsumed under the larger umbrella of empowerment work and civic education. In addition to these initiatives, **P/CVE-specific approaches including sports** in one form, or another have been implemented across all prevention levels.

In terms of **primary prevention**, the focus of such programmes is predominantly on measures to create spaces and opportunities for adolescents to exercise and boost their self-esteem and to convey a positive attitude towards body image and health. For **secondary prevention**, providing guidance for self-discipline plays a crucial role, as does working towards a higher frustration tolerance and learning to properly channel aggression. Additionally, teaching the importance of fair play, conflict resolution and the acceptance of rules of conduct are significant elements of secondary prevention. In **tertiary prevention**, on the other hand, the focus lies on dealing with physical assertion and self-assertion strategies, the prevention or interruption of violence through educational follow-up work, and sports as part of anti-violence training and drug addiction therapy. [...] There are many sports-centred P/CVE programmes built around the idea that sport is an effective way of gaining low-threshold access to vulnerable, at-risk or already radicalized individuals. Particularly for young people, who are often skeptical of government-related institutions, programmes based principally on sports activities can be a helpful tool in finding a common starting point. Moreover, the implementation of sports-based programmes provides a useful space to engage with children and adolescents outside their regular contexts (i.e., the school system, their families and their wider communities).¹³⁴

8. Measure schemes, definitions and indices

The operationalization of the concepts of **racism, hate intolerance and discrimination on and off line** has helped the development of various measurement schemes.¹³⁵ In an ideal identification and measuring scheme of intolerance and racist discrimination “*an intolerant schema measure*”,¹³⁶ one should be cognizant not only of the conceptual issues influencing

¹³⁴ ibid

¹³⁵ Indicatively, see Saffron Karlsen and James Yzet Nazroo MEASURING AND ANALYZING “RACE,” RACISM, AND RACIAL DISCRIMINATION, https://d1wqtxts1xzle7.cloudfront.net/30220584/social_epidemiology_methodology.pdf

2. ¹³⁶ As in Allison C. Aosved, Patricia J. Long, Emily K. Voller (2009), Measuring Sexism, Racism, Sexual Prejudice, Ageism, Classism, and Religious Intolerance: The Intolerant Schema Measure”, Journal of applied Psychology Vol. 39, Issue 10, First published: **01 October 2009**, <https://doi.org/10.1111/j.1559-1816.2009.00528.x>

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analyses of “race,” racism, and racial discrimination, but must also be mindful of the various measurement issues. Measuring and analyzing “Race,” Racism, and Racial Discrimination as well as Interpersonal (Individual) Racism the major problem associated with measuring relevant incidents concerns recognition, both for those exploring issues of racism and for its victims. Defining exactly what does and does not constitute racism is complex, and this often leads to inconsistencies in data collection. Research on on-line racial and discriminatory comments and texts has also shown that relevant stereotypical perceptions, on racism, hate intolerance and discrimination combined with associated myths are not easily identified and processed even by adult readers, end-users and audiences. Fake news and distorted evidence too.¹³⁷

The “*intolerant schema measure*”¹³⁸ suggests the use of indices such as:

Forms of disrespect:

- being treated with less courtesy or respect than other people;
- receiving poorer service compared with other people;
- people acting as if they think you are not smart;
- people acting as if they are afraid of you;
- people acting as if they think you are dishonest;
- people acting as if they think they are better than you are;
- being called names or insulted;
- being threatened or harassed;
- being followed while shopping.

Forms of discrimination:

- people insult other people,
- make fun of them
- treat them unfairly because they belong to a certain racial/ethnic group, or who speak another language, or look different.
- People are hit or handled roughly;
- are insulted or called names;
 - are treated rudely; treated unfairly;
 - are threatened;
 - are refused services in a store or restaurant

¹³⁷ NEMO - Using the New media in Education to overcome Migrant discrimination Online Grant Agreement n. 821553 — NEMO — AMIF-2017-AG-INTE

3. ¹³⁸ As in [Allison C. Aosved](#), [Patricia J. Long](#), [Emily K. Voller](#) (2009), Measuring Sexism, Racism, Sexual Prejudice, Ageism, Classism, and Religious Intolerance: The Intolerant Schema Measure”, Journal of applied Psychology Vol. 39, Issue 10, First published: **01 October 2009**,

<https://doi.org/10.1111/j.1559-1816.2009.00528.x>

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- are subjected to delays in services;
- are excluded or ignored at school, in games, at jobs in the neighborhood.

Forms of racist discrimination, hatred and intolerance:

- ever having been unfairly fired, not hired, or denied promotion;
- ever having been unfairly stopped, searched, questioned, physically threatened, or abused by the police;
- ever having been unfairly discouraged by a teacher or advisor from continuing education;
- ever having been unfairly prevented from moving into a neighborhood because the landlord or a realtor refused to sell or rent you a house or apartment;
- ever having moved into a neighborhood where neighbors made life difficult for you or your family;
- ever having received poorer service, compared with others, from a plumber or car mechanic.

It is also important to distinguish between what have been called “major” or “life” events, “chronic stressors,” and “daily hassles”. Daily hassles, also called “everyday discrimination” are chronic or episodic events considered part of everyday life, the impact of which is perceived to be minor and relatively short-term: negative treatment or hostility that is not seen as serious enough to constitute “racial harassment.” Unlike more “major” experiences, information regarding daily hassles is often not collected in surveys. There is evidence, however, that racially motivated daily hassles may have a greater impact than other forms of daily hassles, as they can evoke painful memories relating to past racist experiences and communal histories of prejudice in a way that other daily hassles may not. Racially motivated daily hassles may have more of a cumulative effect or combine with other racist experiences to produce more severe consequences. Ignoring these aspects of experience may, then, seriously underestimate the impact of racism on people’s lives. Thus, the identification of intolerance should be based on information which is direct and address the multiple facets of discrimination, ask about distinct types of unfair treatment in particular situations and locations, and avoid global questions about experiences or awareness. Also important are assessments of the domain in which the racism occurs, the magnitude and temporal characteristics of the event, the associated threat, and the impact of other individual characteristics and stressors.

At the same time, it has been argued that unlike other unlawful acts, racism need not have been experienced personally for it to produce a sense of threat, interpersonal incidents being viewed as “an attack on the community as a whole”.¹³⁹ To explore this, some studies also ask about respondent knowledge of other people’s (in this case, family members’) experiences of racism. Other studies have asked more directly about people’s concerns about being the victim of racism.¹⁴⁰

¹³⁹ J. Michael Oakes Jay S. Kaufman (2006) eds, *METHODS IN SOCIAL EPIDEMIOLOGY*, John Wiley & Sons, Inc. Pp. 114 ff.

¹⁴⁰ For more see National Research Council. 2004. *Measuring Racial Discrimination*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/10887>. “Attitudinal and Behavioral Indicators of Discrimination” pg. 162 ff.

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As already stated the ***Prevention of Violent Extremism Scheme***¹⁴¹ is constituted by different zones through which sport can have an impact. The zones of the scheme include: ***safe spaces, social inclusion, resilience, education and empowerment.***

However, as stated by UNESCO the increasingly complex media and information landscape, which has a primary role in our everyday lives, is rapidly changing. It is constantly altering how we communicate, enabling and challenging human rights, freedom of expression, universal access to information, peace building, sustainable development, and intercultural dialogue. At the same time, the context is one in which communication technologies have made information more widely accessible even if cross-linguistic exchange has lagged. Nevertheless, people around the world are becoming content creators with a mindset of global citizenship participation in social issues, and not just a passive public acting as a spectator and occasional voting constituency. In many countries, information sources that were only until recently difficult to access, are today limited only by our ability to absorb vast amounts of rapidly transmitted information. This comes with challenges. It's difficult for people to determine what credible information is amidst the proliferation. It is sometimes unclear about how to respond, share and/or comment. How individuals and collectives can contribute fresh content to the growing stock of distributed knowledge is not always evident. Thus, media and information literacy (MIL) competencies are becoming increasingly important – a necessary response in this media and information landscape. This is especially relevant today, as the world is witnessing an unprecedented increase of polarization, hate speech, radicalization and extremism happening both offline and online. Often embedded in a “discourse of fear”, it challenges human rights and disrupts human solidarity.¹⁴²

Thus, UNESCO's approach to preventing violent extremism is targeting nowadays on combating disinformation, stereotypes and intolerance conveyed through some media and in online spaces. Here, stimulating critical empathy is one of the vital components and there are many stakeholders that have a role to play in this dimension. Further, media and digital literacy is seen as empowering people to be curious, to search, to critically evaluate, to use and to contribute information and media content wisely. Media and digital literacy call for competence in knowing one's rights online; combating online hate speech and cyberbullying; and understanding the ethical issues surrounding access and use of Information.¹⁴³ As Alton Grizzle has put it “a negative and undesirable consequence, all over the world, there has been a sudden rise in incidents of individuals using hate speech against migrants, forced migration and minority communities or social groups, blaming them for their nations' struggles. The words used in politics, in the news, in social media, in research studies, national reports and general literature or debate about these human phenomena has consequences. History has shown that rhetorical excesses and unbalanced or biased historical accounts of certain events in relation to any ethnic group, place, culture or religion can give rise to a climate of prejudice, discrimination, and violence. It is these prejudices, discrimination and violence that often compromise individual

¹⁴¹ UNITED NATIONS OFFICE ON DRUGS AND CRIME, (2021). PREVENTING VIOLENT EXTREMISM THROUGH SPORT: *PRACTICAL GUIDE*. UNITED NATIONS OFFICE ON DRUGS AND CRIME

Vienna, U.N., Vienna, CRIMINAL JUSTICE HANDBOOK, p. 6.

¹⁴² Jagtar Singh, Paulette Kerr and Esther Hamburger (eds), 2016, pg. 7-8.

¹⁴³ Jagtar Singh, Paulette Kerr and Esther Hamburger (eds), 2016, pg. 7-8.

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rights or equal rights to all – the right to cultural and religious expressions, the right to security and peace, the right to freedom of expression, the right to education, the right to information, the right to associate or connect et al.”.¹⁴⁴

As a consequence, the concept of socialization acquires new dimensions as it is embedded in information and communication and increasingly taking place through technological platforms, media and all forms of learning environments. When taken together and coupled with the incidents of the use of social media by extremist and violent organizations to radicalize and recruit especially young minds, the relevance of media and digital literacy to enable citizens to challenge their own beliefs effectively and critically engage in these topics, and thus the integration of media and digital literacy in formal, non-formal and informal settings becomes more urgent. As stated “ a rights-based approach to media and information literacy and to sustainable development – including countering hate, radicalization and violent extremism - can play a crucial role in perceptions of the “other” by encouraging reporting, research and analysis as well as the design and implementation of development interventions that are objective, evidence-based, inclusive, reliable, ethical and accurate, and by encouraging individuals to take sound actions based on their rights and the rights of others”.¹⁴⁵

In order to operationalize the above concepts in on-line communications further definitions have been developed, such as the **media and digital literacy** of research participants.

Commencing with the **concept of literacy** we should refer to the OECD voluminous research work. The OECD Survey of Adult Skills (PIAAC) **assessing the proficiency of 16-65 year-olds in literacy, numeracy and problem solving in technology-rich environments define these elements as “key information-processing skills” that are relevant to adults in many social contexts and work situations, and necessary for fully integrating and participating in the labour market, education and training, as well as social and civic life.**¹⁴⁶ Adults who are highly proficient in the skills measured by the survey are likely to be able to make the most of the opportunities created by the technological and structural changes modern societies are going through. Those who struggle to use new technologies are at greater risk of losing out. Proficiency in information-processing skills is positively associated with many aspects of individual well-being, notably health, beliefs about one’s impact on the political process, trust in others, and participation in volunteer or associative activities. According to OECD definitions **the capacity to manage information and solve problems using computers is becoming a necessity as ICT applications permeate the workplace, the classroom and lecture hall, the home, and social interaction more generally.**¹⁴⁷

¹⁴⁴ Alton Grizzle (2016), Introduction. Jagtar Singh, Paulette Kerr and Esther Hamburger (eds), 2016, Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, MILID Yearbook United Nations Educational, France, UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-useccbysaen>), pg. 12.

¹⁴⁵ Alton Grizzle (2016), Introduction. Jagtar Singh, Paulette Kerr and Esther Hamburger (eds), 2016, Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, MILID Yearbook United Nations Educational, France, UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-useccbysaen>), pg. 12.

¹⁴⁶ OECD (2016), *Skills Matter: Further Results from the Survey of Adult Skills*, OECD Skills Studies, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264258051-en> pg. 19-20 . Also, OECD (2012), *Literacy, Numeracy and Problem Solving in Technology-Rich Environments: Framework for the OECD Survey of Adult Skills*, OECD Publishing. <http://dx.doi.org/10.1787/9789264128859-en>. In addition, OECD (2013), *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*, OECD Publishing. <http://dx.doi.org/10.1787/9789264204256-en>

¹⁴⁷ OECD (2016), *Skills Matter: Further Results from the Survey of Adult Skills*, OECD Skills Studies, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264258051-en> pg. 19-20 . Also, OECD (2012), *Literacy, Numeracy and Problem Solving in Technology-Rich Environments: Framework for the OECD Survey of Adult Skills*, OECD Publishing.

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The skills that are assessed in PIAAC (literacy, numeracy and problem solving in technology-rich environments) represent **cross-cutting cognitive skills** that provide a foundation for effective and successful participation in the social and economic life of advanced economies. In the revised OECD survey strategy skills assessment have been amended to fit **the new information age**. However, most of the reading, computational and problem-solving skills relevant to a print environment continue to be relevant in technology-rich environments. As stated, in these new environments, some aspects of traditional skills assume greater importance. For example, the sheer amount of information, its accessibility and its uncensored nature emphasize the need to be able to connect, evaluate and interpret information. In addition, displays of information in ICT environments have features such as non-linearity, recursiveness and interactivity that do not exist in printbased presentations. The multimodal aspects of computer environments, for example, mean that information is no longer presented in printed texts and graphics but, increasingly, in the form of animation, audio and motion video. In addition, people follow individual pathways when searching for information on the Internet and thus create their own “texts”, in the sense that the total set of information that each individual encounters is unique.

The skills required to use digital information effectively are less well understood than traditional print skills. Nevertheless, it is clear that it is necessary to expand the concepts of what it means to be literate, numerate and to process information in relation to digital environments. Thus, the assessments of literacy and problem solving in PIAAC have been explicitly developed to reflect the demands of the digital environment. The literacy domain has been defined to cover the skills of reading digital texts in addition to print-based materials, and the assessment includes items using digital texts, such as websites and e-mails as stimuli. The assessment of problem solving has been developed to assess the capacity to find solutions for “information” problems – problems that are defined within a digital environment and necessitate the use of computer applications in order to be solved. In addition to information on the incidence, frequency and type of use of ICT, PIAAC is offering a picture of the proficiency of the adult population using such technologies for defined cognitive goals, such as extracting, interpreting, evaluating and analyzing information.¹⁴⁸

Thus, in the definition of the domain, literacy is defined **as understanding, evaluating, using and engaging with written texts to participate in society, to achieve one’s goals, and to develop one’s knowledge and potential**. The key elements of this definition are developed below.

Written text: Written text is text (including visual displays, such as graphs) presented in a graphic form accessible in a variety of media (including material printed on paper as well as text displayed on a screen, such as that of a computer, a PDA , an ATM , a BlackBerry or an iPhone).

Understanding: A basic task for a reader is to construct meaning from a text. This can range from understanding the meaning of individual words to comprehending the underlying theme of a lengthy argument or narrative.

Evaluating: Adult reading involves making judgments about texts. These include questions such as the appropriateness of the text for the task at hand, the credibility of the content and, in some

<http://dx.doi.org/10.1787/9789264128859-en>. In addition, OECD (2013), *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*, OECD Publishing. <http://dx.doi.org/10.1787/9789264204256-en>

¹⁴⁸ OECD, 2013.

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cases, the quality of a text, both as an aesthetic object and as a means of acquiring information. In the case of electronic texts, the issue of their credibility and authenticity is particularly important. Electronic texts can be accessed from a range of sources, the identity and credentials of which are not always clear.

Using: Much adult reading is purposive, i.e. directed towards applying information and ideas in a text to address an immediate task or goal or to reinforce or change beliefs.

Engaging with: Adults differ in how engaged they are with texts and the role reading plays in their lives. Studies have found that engagement with reading (i.e. attitudes towards reading and reading practices) is closely correlated with proficiency.

Participate in society, achieve one's goals, and develop one's knowledge and potential: Reading plays an important role in participating in society, in fulfilling personal aspirations and in continuing learning. It provides the foundation for full and active engagement in many aspects of social life. For example, literacy skills are essential at work and for effectively negotiating complex bureaucracies, accessing services and making informed political decisions.¹⁴⁹

Thus, **OECD working definitions** have been based to the assumption that a basic level of literacy and numeracy is essential for full participation in modern societies. Given the ubiquity of texts and information in all areas of life, individuals must be able to understand and respond appropriately to textual information and communicate in written form in order to fulfil, even minimally, their roles in society, whether as citizen, consumer, parent or employee. Followingly working definitions include the following items:

Understanding: (interpreting and relating parts of information in a text). A basic task for a reader is to construct meaning from a text. This can range from understanding the meaning of individual words to comprehending the underlying theme of a lengthy argument or narrative.

Evaluating and reflect: Adult reading involves making judgments about texts. In the case of electronic texts, the issue of their credibility and authenticity is particularly important. Electronic texts can be accessed from a range of sources, the identity and credentials of which are not always clear.

Using: Much adult reading is purposive, i.e. directed towards applying information and ideas in a text to address an immediate task or goal or to reinforce or change beliefs.

Engaging with: Adults differ in how engaged they are with texts and the role reading plays in their lives. Studies have found that engagement with reading (i.e. attitudes towards reading and reading practices) is closely correlated with proficiency.

Participate in society, achieve one's goals, and develop one's knowledge and potential: Reading plays an important role in participating in society, in fulfilling personal aspirations and in continuing learning.

Problem solving: A problem is usually defined as a situation where a person cannot immediately and routinely achieve his or her goals due to some kind of obstacle or challenge.¹⁵⁰

Media literacy (sometimes conceptualized as **media information**) is an expanded conceptualization of literacy which includes the ability to access and analyze media messages as

¹⁴⁹OECD (2012), Literacy, Numeracy and Problem Solving in Technology-Rich Environments: Framework for the OECD Survey of Adult Skills, OECD Publishing. <http://dx.doi.org/10.1787/9789264128859-en>

¹⁵⁰ OECD (2012), Literacy, Numeracy and Problem Solving in Technology-Rich Environments: Framework for the OECD Survey of Adult Skills, OECD Publishing. <http://dx.doi.org/10.1787/9789264128859-en>

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well as create, reflect and take action, using the power of information and communication to make a difference in the world.¹⁵¹ Media literacy is not restricted to one medium¹⁵² and is understood as a set of competencies that are essential for work, life, and citizenship. In education and training media literacy is conceived as a process used to advance media literacy competencies, and it is intended to promote awareness of media influence and create an active stance towards both consuming and creating media.¹⁵³ Media literacy education is part of the curriculum in the United States and some European Union countries, and an interdisciplinary global community of media scholars and educators engages in knowledge sharing through scholarly and professional journals and national membership associations.¹⁵⁴

A variety of scholars have proposed theoretical frameworks for media literacy¹⁵⁵ which emphasize the following components:

Critical thinking: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognizing different types of media content and evaluating content for truthfulness, reliability and value; recognizing and managing online security and safety risks;

Creativity: advancing competencies through activities that involve creating, building and generating media content, often through collaboration;

Intercultural dialogue: practices of human communication, empathy and social interaction, including those that challenge radicalization, violent extremism and hate speech;

Media skills: the ability to search, find and navigate and use media content and services;

Participation and civic engagement: active participation in the economic, social, creative, cultural aspects of society using media in ways that advance democratic participation and fundamental human rights.¹⁵⁶

¹⁵¹ Hobbs, Renee (2010). [Digital and Media Literacy: A Plan of Action](#) (PDF). Aspen Institute

¹⁵² Potter, W. James (2010-11-30). "The State of Media Literacy". *Journal of Broadcasting & Electronic Media*. **54** (4): 675–696. doi:[10.1080/08838151.2011.521462](#). ISSN 0883-8151. S2CID 143563044.

¹⁵³ Renee., Hobbs (2011). *Digital and media literacy : connecting culture and classroom*. Thousand Oaks, Calif.: Corwin Press. ISBN 9781412981583. OCLC 704121171.

¹⁵⁴Supsakova, Bozena (April 2016). "Media Education of Children a Youth as a Path to Media Literacy". *ProQuest*. **7** (1). ProQuest 1785832718. Also, [The European Charter for Media Literacy](#). Euromedialiteracy.eu. Retrieved on 2011-12-21.

¹⁵⁵ Indicatively, Hobbs, R. (2006) Multiple visions of multimedia literacy: Emerging areas of synthesis. In Handbook of literacy and technology, Volume II. International Reading Association. Michael McKenna, Linda Labbo, Ron Kieffer and David Reinking, Editors. Mahwah: Lawrence Erlbaum Associates (pp. 15 -28). Buckingham, David (2007). *Media education : literacy, learning and contemporary culture* (Reprinted. ed.). Cambridge [u.a]: Polity Press. ISBN 978-0745628301. Jenkins, Henry (2009). [Confronting the Challenges of Participatory Culture: Media Education for the 21st Century](#). Cambridge, MA: The MIT Press. ISBN 9780262513623. Kellner, Douglas; Share, Jeff (2019-05-09). [The Critical Media Literacy Guide](#). BRILL. ISBN 978-90-04-40453-3. Monica Hagan, M. L. S. "[Research Guides: Critical Media Literacy: Critical Media Literacy Research Guide](#)". [guides.library.ucla.edu](#). Retrieved 14 March 2022.

¹⁵⁶ Indicatively, "[Voices of Media Literacy: International Pioneers Speak](#)". Center for Media Literacy. European Audiovisual Observatory (2016). [Mapping of media literacy practices and actions in EU-28](#). Strasbourg, France.

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Moving on to the concept of **Digital Literacy**, literature reviews and policy documents reveal that it is a complex and somewhat scattered field, where different perspectives coexist. The field is evolving from an operational focus – that is, on technical digital skills – towards more holistic approaches that consider also the cultural and critical thinking aspects. In the area of children's digital literacy, policy, research and practices are converging from a risk and safety paradigm towards rights-based approaches to children's active digital media practices. In fact, research is starting to show that the benefits associated with children's online participation seem to overtake the risks connected to being online.¹⁵⁷

The main concepts used by international organizations include *digital literacy*, *digital skills*, *digital competence* and *digital citizenship*. The rapid rise and evolution of the Internet and digital media resulted in the new notion of digital literacy, partially overlapping with *Internet literacy*, *ICT literacy*, *media literacy* and *information literacy*. *Digital competences* related to that notion of digital literacy are nowadays considered a requirement for the workforce, for learning competence itself (and more generally, for citizenship. In particular children and adolescents are seemingly adept at using digital tools. This does not mean that they are digitally literate. In some countries children use the internet at an earlier age and more frequently than ever but still need support and guidance for developing their critical evaluation skills and collaborative competencies. Skill inequalities exist between children as much between adults, debunking the 'digital native' idea. While there is little data available outside Europe, available data suggest that digital inequalities are not a generational thing and will persist into the future. Further, despite the enormous range of digital literacy assessments worldwide, a single standard does not exist. The disparate approaches vary by focus, purpose (admission, certification, training needs assessment, employment, etc.), target group, uptake, item development, reliability and validity, mode of delivery, cost, scalability and responsible authority.

Thus, digital literacy may be seen as an *umbrella term* that includes a continuum of meanings extending across the ability to use digital devices or software, to being capable of consuming and producing digital content, to meaningfully participating in digital communities.¹⁵⁸ Thus, multiple and overlapping understandings and uses of the terms 'digital literacy', 'digital skills' and 'digital competencies' exist as well as a number of sister concepts to digital literacy, such as *computer literacy*, *information literacy*, *21st century skills*, *new media literacies*, *media and information literacy*. At the same time '**literacy**' is conceptualized differently from '**competence**' and '**skill**'. **Competencies** are traditionally conceptualized as a combination of knowledge, skills and attitudes, where knowledge includes the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject; **skills** are the abilities and capacities to carry out processes and use the existing knowledge to achieve results; and attitudes are the dispositions and mind-sets to act/react to ideas, persons or situations.¹⁵⁹

Thus, definitions of digital literacy abound, going from rather prescriptive ones that focus on what a digitally literate individual should be able to do, to others that take a broader

¹⁵⁷ Livingstone, S., Kardefelt Winther, D., Kanchev, P., Cabello, P., Claro, M., Burton, P. and Phyfer, J. (2019). Is There a Ladder of Children's Online Participation? Findings from three Global Kids Online countries, Innocenti Research Briefs no. 2019-02. Florence: UNICEF Office of Research - Innocenti.

¹⁵⁸ Alexander, B., Adams Becker, S. and Cummins, M. (2016). Digital Literacy: An NMC Horizon Project strategic brief. Austin, Texas: The New Media Consortium.

¹⁵⁹ European Council (2018). Recommendation of 22 May 2018 on Key Competences for Lifelong Learning, ST/9009/2018/INIT, OJ C 189, 4.6.2018, pp. 1–13.

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perspective focusing on what a digitally literate individual should be able to achieve. As a result, sometimes digital literacy is perceived as the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action, and to reflect upon this process,¹⁶⁰ while in others is perceived as the capabilities which fit an individual for living, learning and working in a digital society.¹⁶¹

UNESCO proposes a definition for **digital literacy** as the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy.¹⁶² The **London School of Economics** (LSE) follows a conceptualization of digital literacy as the opportunity and ability to use (or decide not to use) ICTs in ways that allow individuals to obtain beneficial and avoid negative outcomes of digital engagement across all domains of everyday life now and in the future. This includes (the understanding of the implication of) using different platforms and devices, skills that can be applied when using these platforms and devices, and the use of various types of content and platforms that allow the individual to achieve a broad range of high-quality outcomes. This definition entails three components: the understanding of what types of technologies should be used for different purposes, the operational skills to use these technologies, and the ability to translate the use of these technologies into real tangible outcomes such as citizenship, well-being, avoidance of harm, problem solving, ultimately making sense of the use of ICT in our lives¹⁶³.

The **European Commission** uses the term **digital competence** which involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.¹⁶⁴ Here, the concept of competence is understood as a combination of knowledge, skills and attitudes. Including a distinction between these three dimensions is particularly important for children, who might have the skills to complete a certain digital task but might lack knowledge about the context and critical approach to performing that task. Also, such a categorization can help in adapting digital literacy frameworks into educational curriculums, which are normally based on knowledge, skills, and attitudes.

¹⁶⁰ Stergioulas, L.K. (2006). The Pursuit of Digital Literacy and e-Inclusion in Schools: Curriculum development and teacher education. E-start project presentation

¹⁶¹ Jisc (2014). Developing digital literacies. Available at <https://www.jisc.ac.uk/guides/developing-digital-literacies>.

¹⁶² UNESCO (2017). Building Tomorrow's Digital Skills: What conclusions can we draw from international comparative indicators? Paris: UNESCO. UNESCO (2018). Global Education Monitoring Report: Migration, displacement and education, building bridges, not walls. Paris: UNESCO.

¹⁶³ See indicatively the Global Kids Online, an international research project, that aims to generate and sustain a rigorous cross-national evidence base around children's use of the internet by creating a global network of researchers and experts. It is a collaborative initiative of the UNICEF Office of Research-Innocenti, the London School of Economics and Political Science (LSE), and the EU Kids Online network. More at <http://globalkidsonline.net>.

¹⁶⁴ European Council (2018). Recommendation of 22 May 2018 on Key Competences for Lifelong Learning, ST/9009/2018/INIT, OJ C 189, 4.6.2018, pp. 1–13.

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The **Council of Europe (CoE)** uses the term **digital citizenship** which is used to refer to the to the competent and positive engagement with digital technologies and data (creating, publishing, working, sharing, socializing, investigating, playing, communicating and learning); participating actively and responsibly (values, skills, attitudes, knowledge and critical understanding) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural); being involved in a double process of lifelong learning (in formal, informal, non-formal settings) and continuously defending human dignity and all attendant human rights.

The concept of digital citizenship was also chosen by the **UNESCO Asia and Pacific Regional Office**, in its Digital Kids Asia-Pacific project that targets specifically children and defines digital citizenship as the capacity of being able to find, access, use and create information effectively; engage with other users and with content in an active, critical, sensitive and ethical manner; and navigate the online and ICT environment safely and responsibly while being aware of one's own rights.¹⁶⁵ A recently emerging concept, that of **digital intelligence**, includes to its definition a comprehensive set of technical, cognitive, metacognitive, and socio-emotional competences grounded in universal moral values that enable individuals to face the challenges of digital life and adapt to its demands.¹⁶⁶ This definition tries to encompass many of the existing 'labels', positioning digital intelligence as the last step in a scale that starts with digital citizenship and moves to digital creativity and then digital competitiveness.

The **DigiLitEY project**, supported by the European Commission, connects literacy and digital literacy suggesting that three elements are involved in children's digital literacy: operational, cultural and critical, where operational elements refer to the skills required to read and write in diverse media; cultural elements include understanding literacy as a cultural practice; and critical elements emphasize the need for critical engagement as well as to ask questions about power, representation and authenticity.¹⁶⁷

On the other hand, **UNICEF** stresses that digital literacy and skills are essential for children to have meaningful access to the internet, allowing them to be both safe and successful online and to be able to fully exercise their rights, such as the right to privacy, freedom of expression, information and education. Thus, UNICEF calls for a holistic approach to digital literacy, in terms of skills (stressing that children should be empowered with the technical, cognitive and social skills needed to be protected and productive in a digital age), stakeholders (claiming that parents/caregivers and educators should play an active role in children's digital literacy) and connection with traditional literacy (noting that digital literacy should be grounded within a broader skills framework for life and work).¹⁶⁸ Based to research work UNICEF's recommendations for a possible definition of digital literacy suitable for

¹⁶⁵ UNESCO (2016). A Policy Review: Building digital citizenship in Asia-Pacific through safe, effective and responsible use of ICT. Paris: UNESCO. Also, UNESCO (2019). Digital Kids Asia-Pacific: Insights into Children's Digital Citizenship. Bangkok: UNESCO

¹⁶⁶ Park, Y. (ed.) (2019). DQ Global Standards Report. DQ Institute.

¹⁶⁷ The Digital Literacy and Multimodal Practices of Young Children Network is a COST action supported by the European Commission for the period 2015–2019, analysing what requirements multimodal and interactive media impose on the digital literacy of children of up to eight years old, and how they can support the use and interpretation of these services. More at www.digilitey.eu.

¹⁶⁸ UNICEF (2017). UNICEF State of the World's Children: Children in a Digital World. New York: UNICEF. UNICEF (2018a). Policy Guide on Children and Digital Connectivity. New York: UNICEF. Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01), United Nations Children's Fund (UNICEF), New York.

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children include the following: *The definition should be short, simple, concrete, usable and specific to children, including important terms and concepts such as resilience, self-awareness, self-regulation, interpersonal skills, empathy, agency, awareness of one's own and others' rights while engaging with contents and other users. Further, the definition should refer to being free and safe when playing online or with digital devices. The definition should accommodate context specificities and foster a culturally appropriate use of technology. Moving away from one-size-fits-all solutions that often guide private sector interventions is particularly important since it allows the coexistence of different understandings of what it means to be digitally literate for different cultures (for example, different ways of considering intergenerational relations) and contexts (such as urban vs rural). While being technology neutral, the definition should take into account current technology development dynamics and the need to deal with different age groups of children. Finally, the definition should embed a critical dimension of digital literacy, enabling children to build on their critical self-reflection when using digital technologies and develop a critical disposition and engaging critically in all kinds of digital practices, whether designing and producing or reading and viewing.*¹⁶⁹

Further and according to UNICEF's Policy Guide, it is stated that "Children should be able to: 1. Access and operate in digital environments safely and effectively; 2. Critically evaluate information; 3. Communicate safely, responsibly and effectively through digital technology; and 4. Create digital content." In UNICEF's conceptualization choosing the right label among *digital competence*, *digital skills*, *digital literacy* and *digital citizenship* is important. While *digital competence* has the benefit of embedding knowledge, skills and attitudes, it may be seen as overly technical. On the other hand, *digital citizenship* is connected to the political concept of citizenship and touches upon human rights. For the scope of UNICEF's work, *digital literacy* is arguably the most fitting concept, as it is more generic and neutral and clearly entails skills, uses and outcomes. As regards *digital skills*, these are equivalent to knowledge and attitudes (components of the concept of competence) and are therefore by definition included in the *digital literacy* concept. Moreover, combining *digital literacy and skills* would represent a holistic shift.

For UNICEF a short definition of children's digital literacy refers to the knowledge, skills and attitudes that allow children to flourish and thrive in an increasingly global digital world, being both safe and empowered, in ways that are appropriate to their age and local cultures and contexts. A longer work-in-progress definition refers to digital literacy as the set of knowledge, skills, attitudes and values that enable children to confidently and autonomously play, learn, socialize, prepare for work and participate in civic action in digital environments. Children should be able to use and understand technology, to search for and manage information, communicate, collaborate, create and share content, build knowledge and solve problems safely, critically and ethically, in a way that is appropriate for their age, local language and local culture.¹⁷⁰

In accord to the above definitions **certain indicators** have been developed suitable to their operationalization:

¹⁶⁹ Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01), United Nations Children's Fund (UNICEF), New York, pg. 35-36.

¹⁷⁰ Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01), United Nations Children's Fund (UNICEF), New York, pg. 35-37.

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The **Digital Competence Framework for Citizens (DigComp)** of the European Commission,¹⁷¹ one of the best known and widely applied digital literacy competence frameworks identifies the key components of digital competence in 5 areas:

1. **Information and data literacy:** To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.
2. **Communication and collaboration:** To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital presence, identity and reputation.
3. **Digital content creation:** To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.
4. **Safety:** To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
5. **Problem solving:** To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.¹⁷²

The **Digital Kids Asia-Pacific Competence Framework of UNESCO**¹⁷³ identifies two principles, a prerequisite and five domains corresponding to sixteen competencies, representing a balance between protection from online risks and fostering digital opportunities:

¹⁷¹ See <https://ec.europa.eu/jrc/en/digcomp>

¹⁷² There are **21 competences** that are pertinent to the above areas (Dimension 1), their titles and descriptors outlined in Dimension 2. Taken together, **Dimension 1 and 2 form the conceptual reference model**. Additional Dimensions outline Proficiency levels (Dimension 3), Examples of knowledge, skills and attitudes (Dimension 4) and Use cases (Dimension 5). The latest publication, [DigComp 2.2](#), presents the consolidated framework.

¹⁷³ See <https://bangkok.unesco.org/content/digital-kids-asia-pacific-insights-childrens-digital-citizenship>. As cited in Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01), United Nations Children's Fund (UNICEF), New York, pg. 23.

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The Digital Intelligence Framework (DQ INSTITUTE)¹⁷⁴ identifies 8 competence areas and 24 competencies, with three levels of proficiency: digital entrepreneurship, digital creativity and digital citizenship as exhibited in the following graph:

¹⁷⁴ See <https://www.dqinstitute.org/dq-framework> . The Digital Intelligence framework is supported by the members of a multi-stakeholder initiative involving the IEEE Standards Association, the DQ Institute, and the Organisation for Economic Co-operation and Development (OECD) in association with the World Economic Forum.

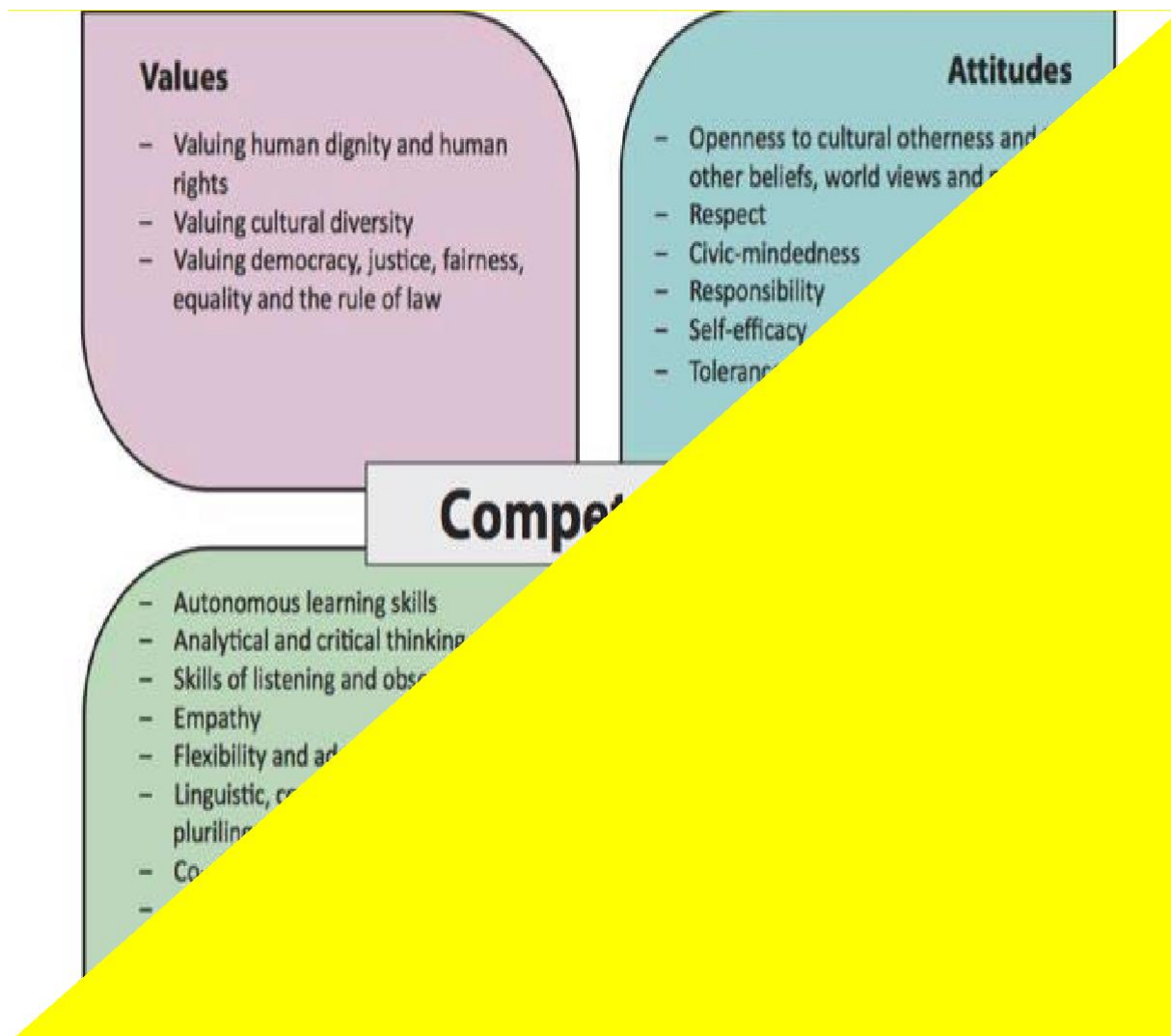
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The Digital Citizenship Education Framework (CoE)¹⁷⁵ includes a competence framework that it is complemented by a set of learning activities aligned with the competencies mapped. The CoE competence framework identifies a mix of knowledge and critical understanding, skills, attitudes and values, for a total of 20 competencies:

The Digital Citizenship Education Framework (CoE)

¹⁷⁵ See <https://www.coe.int/en/web/digital-citizenship-education/digital-citizenship-education-project>. Also, <https://www.dqinstitute.org/dq-framework>.

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UNICEF, however re-searching for a digital literacy identifying module more suitable to address kids' needs has pointed out certain barriers and main challenges for future endeavours. These mainly include **unskilled and unmotivated teachers and trainers which have been confirmed as the main barrier** both in terms of lack of digital capacity and of cultural resistance to adopt ICT solutions and approaches. Another fundamental barrier is **the lack of understanding of the digital literacy problem by governmental decision makers**.

Other important barriers are the low integration of digital literacy into education, both in schools and outside, hindering recognition, and the lack of online content suitable for local use. Finally, the lack of parents' digital skills as a barrier confirms the importance of families. As stated "interestingly, the barriers mentioned do suggest a general understanding of a need for initiatives aimed at empowering children online rather than at protecting them, as appears evident from the fact that the presence of harmful or dangerous situations on the web was not reported. This could

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also be interpreted as insufficient information or awareness about online risks, so caution should be taken¹⁷⁶.

As a result UNICEF's **proposed modular definition of children's digital literacy** corresponding to *its holistic approach to digital literacy, in terms of skills, stakeholders and connection with traditional literacy*, includes the following items:¹⁷⁷

¹⁷⁶ Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01), United Nations Children's Fund (UNICEF), New York, pg. 28-9.

¹⁷⁷ SOURCE: Fabio Nascimbeni and Steven Vosloo (2019), Digital Literacy for Children: Exploring definitions and frameworks (Scoping Paper No. 01), United Nations Children's Fund (UNICEF), New York, pg. 36.

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DEFINITION	BUILDING BLOCKS	NOTES
Children's digital literacy is the set of knowledge, skills, attitudes, strategies, values and awareness that are required ...	Objects of the definition	Knowledge, skills and attitudes, strategie values and awareness are all included
... to search for, analyse, evaluate and manage information, communicate, collaborate, create and share content, build knowledge, solve problems...	Activities covered	This list could be enlarged when new activities will emerge
... safely, effectively, efficiently, critically, creatively, autonomously, flexibly, ethically, reflectively and appropriately ...	Modes of operation	These refer to "how" children should ideally use/interact with ICTs and digital media
...with respect to their age, local language, local culture, and socioeconomic context...	Age and context specificities	This represents an advance with respect to existing definitions
... for playing, civic participation, learning, socialising, consuming, working ...	Purpose of activities	Playing is added here in a prominent place
... in digital and connected environments and societies.	Reference to digital societies	This is more than "when using ICT tools"
Children's digital literacy is the set of knowledge, skills, attitudes, strategies, values and awareness that are required ...	Objects of the definition	Knowledge, skills and attitudes, strategie values and awareness are all included

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9. Desk Research contribution to the DIALECT2 project

DIALECT2 project apart from touching upon the power of Sport Values,¹⁷⁸ includes the energizing of media and digital literacy skills acting as multipliers of the aims targeted and project's results on community building in a way where generations may create a 'world' which is just, inclusive, tolerant and healthy incorporating relevant values.¹⁷⁹ This way DIALECT targets to promoting key life skills and empower youth to become leaders as well as to providing both players and mediators with knowledge and life skills, are enhanced.

As already stated, Dialect2 is aiming not only to increased willingness to include others, regardless of gender, ability, age or background, increased communication, decision-making and conflict-mediation skills, improved respect for women and girls, and appreciation of gender equality, enhanced sense of fair play, responsibility and accountability, increased desire to become a role model for others and increased participation in the community but also to increased participation to mediascapes and digital worlds through the ability to search, find and navigate and use media content and services, through critical thinking and recognising different types of media content and evaluating content for truthfulness and reliability as well as understanding how the media industry works and how media messages are constructed in order to make informed choices about content selection and use with respect also to online security and safety risks. It is also aiming to advance creative skills of building and generating media content, interaction, engagement and participation in the economic, social and cultural aspects of society through the media, promoting democratic participation, fundamental rights and intercultural dialogue.¹⁸⁰

The present report was drafted with a view to establishing a common understanding of the field of media and digital environments in order to implement DIALECT2 objectives. References and notes of the present report are supplemented by annotated bibliography list, annexed to the present report.

¹⁷⁸ Source: UNESCO, *Power of Sport Values*, 246351_eng_pdf.

¹⁷⁹ Source: UNESCO, *Power of Sport Values*, 246351_eng_pdf.

¹⁸⁰ Jagtar Singh, Paulette Kerr and Esther Hamburger (eds), 2016, *Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism*, MILID Yearbook United Nations Educational, France, UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-useccbysaen>). Also, *Mapping of media literacy practices and actions in EU-28*, European Audiovisual Observatory, Strasbourg, 2016.

ANNEX

Annotated Bibliography

A. Books, Articles, Research Reports

- Afouxenidis A., Petridis P., Petrou M. and Kavoulakos K. (2021). *Far-Right Social Media. Exploring political and cultural activism*. Athens: EKKE. (in Greek) EKKE.GR – Εθνικό Κέντρο Κοινωνικών Ερευνών

Abstract

This book studies the socio-political and cultural dimensions of far-right discourse on social media. It was not written as the last word on the theory, method and research practice of this issue. But we attempt, and wish, to provide a basis for further collaboration and exchange of arguments about this complex phenomenon. The investigation of the far-right is not a new task as there are multiple excellent approaches, theoretical elaborations and empirical research on the phenomenon. However, far-right discourse and online activism are relatively new, unexplored fields. Their exploration contributes to our understanding of far-right politics and strategy, online implementation, the digital forms of action and communication used and, finally, the rallying of the far-right at the domestic and international levels.

- Afouxenidis A., & Georgouleia I., (2018). An investigation of far right blogs; speech and aesthetics. In Spyridakis M., Koutsoukou I., Marinopoulou A. (eds), *The Society of the Cyberspace*, Athens, Sideris pp. 91-127 (in Greek).

Abstract

The article examines far-right blogs presentation on the Internet. It is part of a collective volume containing texts that deal with dimensions and developments in the study of cyberspace in multiple fields of research such as society, economy, law, politics, education and health. The participants, through their bibliographic or empirical search, focus on aspects of the rapid cultural, political and social developments within the Internet in the 21st century and present both quantitative and qualitative research of recent years, but also theoretical arguments, critical studies and comparative research regarding the relationship between society and cyberspace.

- Bailey R. (2019). *Activity, Sport and Play for the Inclusion of Refugees in Europe (ASPIRE) – Running an ASPIRE training session: a practical guide*. ASPIRE Project Consortium. http://www.aspiresport.eu/documents/running_an%20aspire_training_session-a_practical_guide.pdf

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welcoming to refugees, many of the lessons and tips we describe are equally applicable to improving access to people from other under-represented groups. As one of the pillars of European society, sport has an important part to play in making our world more inclusive. Its unique powers to bring people together, to help them connect and to learn new skills means that sport is one the most potent community-building tools we have at our disposal. Throughout this manual, you will find practical tips and exercises, blended with the facts and the theory, to make your efforts as effective as possible. We think you will find the case for change a forceful one because there are clear advantages to making your sport or organisation more inclusive. They range from increasing your membership, to attracting new talent, to pulling in new sources of funding. But it's possible that the biggest advantage of all is strengthening the reputation of our sector as a force for positive change, for innovation and for friendship.

- Bataille, P., Mc Andrew, M. & Potvin, M. (1998). Racisme et antiracisme au Quebec: analyse et approches nouvelles. *Cahiers de recherche sociologique*, (31), 115–144.
<https://doi.org/10.7202/1002391ar>

Abstract

This article draws out certain elements of a diagnosis of racism in Quebec in several sectors of social life on the basis of Quebec literature on this issue. It also discusses the extent of the effectiveness of institutional measures for combating racism and proposes courses of action with a view to their future orientation. The two moments of this analysis — assessment of the situation and proposal for the fight against racism — are linked by a hypothesis. Based on recent sociological analysis of the phenomenon in various contexts, the authors assume that racism is going through an important period of adaptation to democratic modernity and that the institutions which until now have succeeded in stemming racism no longer have a good grasp of its real issues. This mutation of racism is making it more complex to find effective means for controlling its effects. In the last section of the article, a broadened antiracist approach is proposed, one that is all the more important, the authors argue, inasmuch as it constitutes one of the weakest elements of the successive policies in the area of intercommunity and civic relations.

- Benedek W. and Kettermann M.C. (2020). *Freedom of expression and the internet (Updated and revised 2nd edition)*. Council of Europe publishing. [Freedom of expression and the internet \(Updated and revised 2nd edition\) \(coe.int\)](https://www.coe.int/t/t09/Legislation/Free%20Expression%20and%20the%20Internet/Free%20Expression%20and%20the%20Internet%20-%20Updated%20and%20revised%202nd%20edition.pdf)

Abstract

Human rights matter on the internet. Without freedom of expression, people cannot participate in everything that the information society has to offer. Yet online free speech is in danger. Between state laws, private rules and algorithms, full participation in the online communicative space faces many challenges. This publication explores the profound impact of the internet on free expression and how it can be effectively secured online. The second, updated edition of this introduction into the protection of freedom of expression online answers essential questions regarding the extent and limits of freedom of expression online and the role of social networks, courts, states and organisations in online communication spaces. In clear language, with vivid examples spanning two decades of internet law, the authors answer questions on freedom of expression in cyberspace. Addressing issues from the protection of bloggers to the right to access online information, the publication also shows the importance of the standard-setting, monitoring and promotion activities of international and non-governmental organisations and includes a chapter on relevant national practice. It pays special attention to the role of European human rights law and the Council of Europe as this region's most important human rights organisation.

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- Bertram Ch., et al. (2016). *Mapping of good practices relating to social inclusion of migrants through sport*. Ecorys UK/ European Commission [ISBN 978-92-871-7077-4] <https://op.europa.eu/en/publication-detail/-/publication/f1174f30-7975-11e6-b076-01aa75ed71a1>

Abstract

The aim of this study is to provide an analytical overview of the types of sports related projects and interventions used to support the social inclusion of migrants and to identify best practice in their design, implementation and measurement. The study used a literature review, stakeholder interviews and an analysis of the key strengths and success factors of relevant projects based on a typology.

- Bodin D. and Sempe G. (2011). *Ethics and Sport in Europe*. Strasbourg: EPAS, Council of Europe publishing. [ISBN 978-92-871-7077-4] <https://rm.coe.int/ethics-and-sport-in-europe/16807349a1>

Abstract

Defending ethics in sport is vital in order to combat the problems of corruption, violence, drugs, extremism and other forms of discrimination it is currently facing. Sport reflects nothing more and nothing less than the societies in which it takes place. However, if sport is to continue to bring benefits for individuals and societies, it cannot afford to neglect its ethical values or ignore these scourges. Compliance with the ethics which provide sport with its underlying values is now open to question. Sport faces problems of corruption, violence, drug taking, extremism and other forms of discrimination, but this is nothing more than a reflection of the societies in which it takes place. If, however, sport is to continue to benefit individuals and societies, it cannot ignore these scourges or the ethical values it draws on. This publication draws attention to these issues particularly in terms of the setting of standards, giving a real boost to the promotion of the values of the Council of Europe.

- Bodin D., Robene L. and Heas S. (2005). *Sport and Violence in Europe*. Strasbourg: Council of Europe publishing. [ISBN 978-92-871-5511-5PDF] <https://book.coe.int/en/root/3167-sport-and-violence-in-europe.html>

Abstract

Hooliganism, violent behavior in stadiums, a notable increase in racist and xenophobic attitudes, doping, corruption, cheating, wheeling-and-dealing: has sport lost its fun side and become a serious social activity? Can it escape the influence of big business and political interference? Does its prominence in the media give rise to violent expression? Young people who no longer recognize social values have turned sport into a means of expressing the distress and problems they are facing in their own lives. Do the often dubious relationship between sport, business and politics, and the glorification of performance as a universal model lead to an economic and mental form of violence?

- Boniface P. and Gomez C. (2019). *When football rhymes with women*. Paris: UNESCO/IRIS/ UNFP [ISBN: 978-92-3-200179-5]. <https://unesdoc.unesco.org/ark:/48223/pf0000368266>

Abstract

There is a strong persistence of prejudices towards the players, referees, coaches, coaches or managers, still often considered as foreign to this environment, illegitimate, a priori incompetent and quite simply "out of place" of made of their gender. This phenomenon is piled up on the problem of

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violence against women. There is also a lack of media coverage of women's competitions and sports, both qualitatively and quantitatively; without forgetting the self-censorship of women themselves. To wonder about the feminization of football therefore implies to look at the factors favoring discrimination and gender inequalities whose foundations and structural and institutional manifestations are historical, sociological. To question the feminization of football is also to study the progress and the levers of progress made in the short and long term. Questioning the feminization of football therefore also leads us to look at the developments that the world of football has experienced over the past decades, but above all to consider its future, its trends and the reforms to be carried out for real change, sustainable, is being implemented. Studying the issues linking gender and football is ambitious and this report obviously does not intend to meet this challenge alone. This work must, on the contrary, be part of a broader approach, which goes beyond it, making it possible to give each of these issues the full place and the complete and exhaustive treatment it deserves. In other words, this report is by no means an end-point that seals research and reflection on this complex subject. On the contrary, this report is a milestone attempting to bring new, modest reflections to the work currently carried out by universities, research organizations or national and international organizations. In the same vein, although considerable efforts have been made to collect testimonies from various actors representing the cultural approaches specific to each region, this report can only claim a European perspective.

- Brown A. (2020). *Models of governance of online hate speech*. Council of Europe. [STUDY ON DIFFERENT MODELS OF INTERNET GOVERNANCE FOR ONLINE HATE SPEECH IN EUROPE: ON THE EMERGENCE OF COLLABORATIVE GOVERNANCE AND THE CHALLENGES OF GIVING REDRESS TO TARGETS OF ONLINE HATE SPEECH WHILST OPERATING WITHIN HUMAN RIGHTS FRAMEWORKS \(coe.int\) STUDY ON DIFFERENT MODELS OF INTERNET GOVERNANCE FOR ONLINE HATE SPEECH IN EUROPE: ON THE EMERGENCE OF COLLABORATIVE GOVERNANCE AND THE CHALLENGES OF GIVING REDRESS TO TARGETS OF ONLINE HATE SPEECH WHILST OPERATING WITHIN HUMAN RIGHTS FRAMEWORKS \(coe.int\)](#)

Abstract

For some users of the Internet, even if it is a minority of people, it would not be an exaggeration to speak of the current Internet epoch as being the Internet of Hate. Partly reflecting the scale and seriousness of the problem of online hate speech, the past three years or so has seen several innovations in governance tools for online hate speech across Europe. New governance tools have been proposed and developed, very often through collaboration, by national governments, intergovernmental organisations (such as the Council of Europe and the European Commission), Internet platforms and civil society organisations. Some of these tools are in their infancy, others are yet to be implemented, and still more are in the design, planning and final approval stages. These tools must operate within a human rights framework, which for Council of Europe member states is set by the European Convention of Human Rights, the European Court case law, the additional protocol to the Cybercrime convention and other Council of Europe standards including, those of dedicated monitoring bodies, such as the European Commission against Racism and Intolerance and its General Policy Recommendations Nr. 6 and 15. The study identifies three main levels of governance for online hate speech: the moderation level, the oversight level, and the regulatory level. It also maps more than 20 different model types of governance tools split across the three main levels, as well as numerous subtypes or variants of these main model types. The study also uncovers the goals, aims, values and expectations of governmental agencies, Internet platforms, civil society organisations and the general public when it comes to the governance of online hate speech. In addition to this, the study identifies 30 separate indicators or measures that could be used by monitoring bodies or other stakeholder organisations to assess the success or progress of different governance tools for online hate speech. The study also highlights 6 factors that are important when monitoring bodies or other stakeholder

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organisations are selecting which indicators or measures to use. Furthermore, the study examines in detail several important themes or policy issues that cut across recent developments in the story of governance of online hate speech in Europe. These include: the standardization or “common standards” agenda for governance of online hate speech; how best to deal with grey area cases of online hate speech within governance structures; the benefits and challenges of collaborative approaches to governance of online hate speech; the need for a victim-sensitive approach to governance of online hate speech within a human rights framework.

- Bunde-Birouste A., et al. (2012). *Playing for Change: Improving People’s lives through football*. Research Report. Football United, School of Public Health and Community Medicine, UNSW, Sydney. [ISBN: 978-0-7334-3171-5]
<https://www.streetfootballworld.org/latest/publications>

Abstract

Sport-for-development refers to the use of sporting activities to provide opportunities for personal and community development, with effects that go well beyond the sphere of physical activity and (elite) player and game development. There has been an increase in programs that use sport to foster social development and engagement. Football United was developed from a vision that people’s love for football can be used to build opportunities for belonging, racial harmony and community cohesion. Football United addresses these issues basing its foundations on the premise that structural variables and social processes act at multiple levels to impact on health and social behaviour. Results of the research in this report underline Football United’s positive impact on participating young people’s sense of self, and appreciation for and engagement with peers from diverse backgrounds. Interviews revealed unanticipated connections between participation in Football United and learning English, positive engagement with school, and building self-confidence.

- Chapman M., Bellardi N. and Peissl H. (2020). *Media literacy for all. Supporting marginalized groups through community media*. Council of Europe. [Media literacy for all - Supporting marginalised groups through community media \(coe.int\)](https://www.coe.int/t/t02/Legal_Affairs/Document_repository/Document_repository/Document_repository/Media_Literacy_for_all_-_Supporting_marginalised_groups_through_community_media_(coe.int).pdf)

Abstract

Being media literate means being able to critically understand and evaluate media content and to use digital media services responsibly and safely. Media literacy helps us engage with others in the public sphere, using the creative and participatory potential that new technologies and services can offer. Nowadays, it also includes understanding how data is used and how algorithms and AI can influence media production and choices. The importance of community media in supporting the formation of an ‘informed citizenry’ is well recognised by the Council of Europe. Community media have the ability to empower community groups with the necessary access and skills to create their own communication channels and to foster their participation in the public sphere in a structured and professional manner. However, in many European countries community media still lack formal, legal recognition, fair access to distribution platforms and sustainable funding. This background paper explores how the community media sector promotes media literacy and how this work can strengthen marginalized communities’ participation in the media environment and public discourse. Comparing five models of community media from Cyprus, Ireland, Luxembourg, Spain and

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the United Kingdom, it seeks to inform and inspire practitioners and policymakers, highlighting a number of findings and policy responses that can help member States fully realise the potential of community media.

- Charalambous G. (ed.) (2015). *The European Far Right: Historical and Contemporary Perspectives*. Friedrich-Ebert-Stiftung, PRIO Cyprus Centre. [ISBN 978-82-7288-661-4] <https://library.fes.de/pdf-files/bueros/zypern/13466.pdf>

Abstract

This report is a compilation of essays discussing the far right in Europe, introduced first by a crucial reminder that the far right is not unknown in Europe's history. Rather, it is the outgrowth and historical (re-) culmination of deeply entrenched traditions that pervaded earlier periods of the twentieth century, and which were enmeshed with conservatism. These are, in part, even reflected in the dominant ethno-centric, populist and opportunistic mentality of Europe's leading elites and member-state governments, making the so-called mainstream consensus unable to transcend the core and inner elements of far right discourse and ideology.

- Charalambous, G., & Christoforou, P. (2018). Far-right extremism and populist rhetoric: Greece and Cyprus during an era of crisis. *South European Society and Politics*, 23(4), 451-477. <https://doi.org/10.1080/13608746.2018.1555957>

Abstract

Research has highlighted a strong association between far-right parties and populism, although this is often taken as concerning the softer radical right rather than fully fledged extremism. Further, there is limited analysis on how far-right parties in different countries employ populist rhetoric. In order to explore the relationship between the extreme right and populism, this article conceptualizes and categorizes the populism of the Greek GD (Χρυσή Αυγή—Golden Dawn), and that of its Cypriot sister party ELAM (Εθνικό Λαϊκό Μέτωπο—National Popular Front), on the basis of a content analysis of press releases. First, existing theses about the relationship between the far right and populism are qualified, illustrating how extreme right parties (including the most extreme among them) utilize populist rhetoric. Second, patterns and variations in populist rhetoric are identified between extreme right parties based on context.

- Choumerianos M. (2015). Locality and sporty identities: the fans of “Ethnikos” of Piraeus. In Y. Zaimakis and E. Fournaraki (Eds) *Society and sport in Greece: sociological and historical approaches*, (pp. 291-320). Athens: Alexandria. (in Greek)

Abstract

Since the founding of the first football clubs, the inclusion and participation of individuals as a fan or fan in their various activities has been accompanied by the formation and hierarchy of specific identifying or distinguishing features, which largely determine the conditions for the formation of fan identity and rivalry. These elements are not only necessary for the inclusion of individuals in the group world but are also necessary for participating in its events. The integration of people into a fanatic identity takes on particular characteristics in the case of groups based in the same city. These cases are an interesting example of investigating the processes of joining a sports club's universe and are an internationally privileged field for investigating conflicts that go beyond confrontations between supporters from different regions. Instead, they refer to identities that signify locality as their constituent. In this work we will attempt to describe the conditions for the formation of rivalry between the followers of two clubs founded in the same city and around the same time, Olympiacos (1925) and Ethnikos of Piraeus (1923).

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- Christopoulos D. (ed) (2014). *Mapping ultra-right extremism, xenophobia and racism within the Greek state apparatus*. Brussels: Rosa Luxemburg Stiftung.
<https://www.rosalux.eu/en/topic/24.publications.html?start=60>

Abstract

This study does not cover ultra-right political culture in Greece in a general way, nor even Golden Dawn per se, but poses a simpler question: How is to be explained that Golden Dawn is being treated by the State as another organization in the mould of the “17 November” group, despite the obvious fact that the latter, quite unlike Golden Dawn, only operated for many years under cover of darkness and illegality? What are the ties, the inactions, the ideological or other mechanisms that for so long prevented the Greek State from doing its job with respect to an organization now all-too easily characterized as “criminal” under the relevant article of the penal code? For example, why must the minister in charge first issue an order to the leadership of the Supreme Court before a criminal investigation can even begin?

- Chtouris S., Zissi A., Stalidis G. and Rontos K. (2014). Understanding Xenophobia in Greece: A Correspondence Analysis. *European Journal of Sociology*, 55, pp 107-133. DOI: <https://doi.org/10.1017/S0003975614000058>

Abstract

Studies of xenophobia have focused either on socio-economic context that accentuates xenophobic attitudes or on perceptions of immigrants, namely symbolic and realistic threats as well as on social distance from immigrants. This study examines closely the relationship among various components of xenophobia and their contribution in the formation of particular xenophobic groups. The analysis identified four different xenophobic groups, i.e. a) The distant xenophobic group, b) The core xenophobic group, c) The subtle xenophobic group and d) The ambivalent xenophobic group. The groups’ profiles are synthesized through negative, neutral and positive properties of overall attitudes towards immigrants, perceived threats, political xenophobia, social distance, authoritarian attitudes and individual social characteristics. The survey results demonstrate that a multidimensional conceptualization of xenophobia is needed both at the level of objective social condition and of individual and collective perceptions.

- Collison H. (2021). *Preventing violent extremism through sport. Practical Guide*. United Nations Office on Drugs and Crime (UNODC). [PREVENTING VIOLENT EXTREMISM THROUGH SPORT: Practical Guide \(unodc.org\)](https://www.unodc.org/preventing-violent-extremism-through-sport/)

Abstract

The practical guide is based on the UNODC publication Preventing Violent Extremism through Sport: Technical Guide and is designed to provide tailored guidance for sport coaches and other facilitators of sport-based programmes that, building on the power of sport as a tool for development and peace, are aimed at preventing violent extremism. The guide is designed as a toolkit to support coaches and other facilitators of sport-based programmes in preparing and delivering sport interventions focused on key messages and learning opportunities for preventing violent extremism. It contains concepts, resources, suggested activities and practical tips for facilitators to enhance their knowledge and understanding of the key principles of strategies for preventing violence and crime, including violent extremism, through

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sport-based activities. The present guide complements the UNODC publication *Preventing Violent Extremism through Sport: Technical Guide*, which provides extensive programming and policy development guidance for policymakers, implementing organizations and other relevant actors including sport and youth leaders. The objective of the guide is to provide guidance on creating contextually relevant, safe and inclusive sport practices for sessions conducted as part of comprehensive strategies for preventing violent extremism.

- Collison H. (2020). *Preventing violent extremism through sport. Technical Guide*. United Nations Office on Drugs and Crime (UNODC). [Preventing Violent Extremism through Sport; Technical Guide \(unodc.org\)](https://www.unodc.org/preventing-violent-extremism-through-sport-technical-guide)

Abstract

In recognizing that sport can offer a space for learning and improve mutual understanding and peaceful coexistence, UNODC promotes sport as a vehicle to strengthen youth resilience to crime and violence, including in the context of preventing violent extremism. The present guide was developed by UNODC as a tool to support Member States in their efforts to prevent violent extremism. In particular, it is designed to guide policymakers and implementing organizations in order to support and strengthen programming and activities in this field. The contents of the guide can also be utilized by sports coaches, associations and clubs, as well as community organizations that work with youth in sport and community settings. The practical application of this tool may include using it as a reference document for capacity-building activities, applying the theory of change explained in the guide when designing and measuring the impact of sport-based activities for the prevention of violent extremism, and more generally developing a deeper understanding of how sport can be used in the context of preventing violent extremism.

- Council of Europe (2022). *Digital citizenship education handbook. Edition 2022*. ISBN 978-92-871-8941-7. [1680a67cab \(coe.int\)](https://www.coe.int/t/t02/Digital_Citizenship_Education_Handbook/1680a67cab)

Abstract

Digital citizenship competences define how we act and interact online. They comprise the values, attitudes, skills and knowledge and critical understanding necessary to responsibly navigate the constantly evolving digital world, and to shape technology to meet our own needs rather than to be shaped by it. The *Digital citizenship education handbook* offers information, tools and good practice to support the development of these competences in keeping with the Council of Europe's vocation to empower and protect children, enabling them to live together as equals in today's culturally diverse democratic societies, both on- and offline. The *Digital citizenship education handbook* is intended for teachers and parents, education decision makers and platform providers alike. It describes in depth the multiple dimensions that make up each of 10 digital citizenship domains and includes a fact sheet on each domain providing ideas, good practice and further references to support educators in building the competences that will stand children in good stead when they are confronted with the challenges of tomorrow's digital world. The Digital citizenship education handbook is consistent with the Council of Europe's *Reference Framework of Competences for Democratic Culture* and compatible for use with the *Internet literacy handbook*.

- Council of Europe, North-South Centre of the Council of Europe (2022). *Media Literacy for Global Education: Toolkit for Youth Multipliers*. [220129eng.pdf \(gcedclearinghouse.org\)](https://www.gcedclearinghouse.org/220129eng.pdf)

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Abstract

This toolkit targets youth multipliers and educators and gathers practical and contextual information about Media Literacy (ML) and its contribution to the field of Global Education (GE). Its activities and fact sheets are focused on non-formal learning contexts, but they can also be implemented in schools since the toolkit combines the most recent developments. The toolkit's main aim is to empower practitioners on ML, but also to provide the wider public with the knowledge and tools to become more responsible and active citizens, offering activities focused on the critical analysis and production of media messages, analysis of algorithms, active participation in societies, maintenance of privacy, maintenance of well-being and management of e-identity.

- Council of Europe (2019). *Digital citizenship and your child ... What every parent needs to know and do*. [Digital citizenship... and your child - What every parent needs to know and do \(coe.int\)](https://www.coe.int/en/digital-citizenship)

Abstract

We are all taught at home, at school and through our daily activities how to become responsible citizens, but today it is vital that we, and our children, also become digital citizens. The Council of Europe has created this guide to help you:

- better understand digital citizenship, and how it shapes online behaviour
- discuss digital citizenship with your children
- take steps to help your children master the competences digital citizenship is built on
- encourage your children's school to play its role in educating competent young digital citizens.

- Council of Europe (2018). *Guidelines to respect protect and fulfill the rights of the child in the digital environment*. [Guidelines to respect, protect and fulfill the rights of the child in the digital environment - Recommendation CM/Rec\(2018\)7 of the Committee of Ministers \(coe.int\)](#)

Abstract

Children need special protection online and they need to be educated about how to steer clear of danger and how to get maximum benefit from their use of the Internet. To achieve this, children need to become digital citizens. The guidelines to respect, protect and fulfill the rights of the child in the digital environment were adopted by the Committee of Ministers of the Council of Europe on 4 July 2018. This publication contains the recommendations, addressed to all member states of the Council of Europe, followed by useful, thematically directed sections to guide states on fundamental principles and rights, operational principles and measures to respect, protect and fulfill the rights of the child in the digital environment, national frameworks and international co-operation and co-ordination. The purpose of the guidelines is to assist states and other relevant stakeholders in their efforts to adopt a comprehensive, strategic approach in building and containing the often-complex world of the digital environment. Ensuring children's interaction and safety in this environment is paramount. Among the many topics covered are the protection of personal data, provision of child-friendly content adapted to their evolving capacities, helplines and hotlines, vulnerability and resilience, as well as the role and responsibilities of business enterprises. In addition, the guidelines call upon states to engage with children, including in decision-making processes, to ensure that national policies adequately address developments in the digital environment. These guidelines are of interest to a very wide audience, ranging from national authority bodies, professionals, civil society, business and industry sectors to families and children themselves.

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- Council of Europe (2017). *Digital citizenship education. Volume 1: overview and new perspectives*. ISBN 978-92-871-8432-0. [Digital citizenship education - Volume 1: Overview and new perspectives \(coe.int\)](#)

Abstract

Most young people in Europe today were born and have grown up in the digital era. Education authorities have the duty to ensure that these digital citizens are fully aware of the norms of appropriate behaviour when using constantly evolving technology and participating in digital life. Despite worldwide efforts to address such issues, there is a clear need for education authorities to take the lead on digital citizenship education and integrate it into school curricula. In 2016, the Education Department of the Council of Europe began work to develop new policy orientations and strategies to help educators face these new challenges and to empower young people by helping them to acquire the competences they need to participate actively and responsibly in digital society. This volume, the first in a Digital Citizenship Education series, reviews the existing academic and policy literature on digital citizenship education, highlighting definitions, actors and stakeholders, competence frameworks, practices, emerging trends and challenges. The inclusion of a wide selection of sources is intended to ensure sufficient coverage of what is an emergent topic that has yet to gain a strong foothold in either education or academic literature but has received wider policy attention.

- Council of Europe (2017). *Digital citizenship education. Volume 2: Multi-stakeholder consultation report*. ISBN 978-92-871-8433-7. [Digital citizenship education - Volume 2: Multi-stakeholder consultation report \(coe.int\)](#)

Abstract

Most young people in Europe today were born and have grown up in the digital era. Education authorities have the duty to ensure that these digital citizens are fully aware of the norms of appropriate behaviour when using constantly evolving technology and participating in digital life. Despite worldwide efforts to address such issues, there is a clear need for education authorities to take the lead on digital citizenship education and integrate it into school curricula. In 2016, the Education Department of the Council of Europe began work to develop new policy orientations and strategies to help educators face these new challenges and to empower young people by helping them to acquire the competences they need to participate actively and responsibly in digital society. This second volume in the Digital Citizenship Education series contains the results of a multi-stakeholder consultation to identify good practices regarding digital citizenship education and the gaps and challenges to be met in formal and informal learning contexts. It examines the role the development of digital citizenship competence plays in education, considers the types of online resources and contemporary information technologies used in educational settings, and details the administrative and legal responsibilities for school leaders, teachers, students and parents.

- Council of Europe (2016). *Bookmarks. A Manual for combating hate speech online through human rights education*. ISBN 978-92-871-8201-2. [Bookmarks - A manual for combating hate speech online through human rights education \(coe.int\)](#)

Abstract

The work of the Council of Europe for democracy is strongly based on education: education in schools, and education as a lifelong learning process of practicing democracy, such as in non-formal learning activities. Human rights education and education for democratic citizenship form an integral part of what we have to secure to make democracy sustainable. Hate speech is one of the most worrying forms of racism and discrimination prevailing across Europe and amplified by the Internet and social media. Hate speech online is the visible tip of the iceberg of

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intolerance and ethnocentrism. Young people are directly concerned as agents and victims of online abuse of human rights; Europe needs young people to care and look after human rights, the life insurance for democracy. Bookmarks is published to support the No Hate Speech Movement youth campaign of the Council of Europe for human rights online. Bookmarks is useful for educators wanting to address hate speech online from a human rights perspective, both inside and outside the formal education system. The manual is designed for working with learners aged 13 to 18 but the activities can be adapted to other age ranges.

- Demertzis N., Stavrakakis G., Davou B., Armenakis A., Christakis N., Georgarakis N. and Boubaris N. (2008). *Youth. The sleazy factor?* Athens: Polytropon. [ISBN 978-960-8354-85-2] (in Greek)

Abstract

Today everyone is talking about young people or on behalf of young people. However, the opinions of the young people themselves are rarely reflected, their attitudes and representations, their anxieties and underpinnings, their insecurities and hopes are rarely revealed. This study attempts to reconstruct and interpret some of the key attitudes and representations of the new generation as articulated by young people themselves in today's context and based on questions arising from both public discourse and contemporary research orientations.

- [D'Errico, F.](#) and [Paciello, M.](#) (2018). "Online moral disengagement and hostile emotions in discussions on hosting immigrants", *Internet Research*, Vol. 28 No. 5, pp. 1313-1335. <https://doi.org/10.1108/IntR-03-2017-0119>

Abstract

The purpose of this paper is to explore the “dark nuances” of social media by identifying moral disengagement (MD) mechanisms and hostile emotions in people discussing the hosting of immigrants and examining the relationship between MD mechanisms and hostile emotions expressed online (annoyance, irritation and contempt). The main findings show interplay between different hostile negative emotions and online MD mechanisms. The greater the intensity of hostile emotions, the more the locus of disengagement moves from the unethical individual's behaviour – for example, offering moral justifications – to the target recipient of such behaviour – for example, blaming or dehumanizing. The study may be a useful contribution to understanding unethical orientation by identifying areas where education can intervene in reducing harmful behavioral tendencies.

- Doczi T., Kammerer S., Maijala H.M, Nols Z., Pekkola H., Strauch M. and Theeboom M. (eds) (2012). *'Creating a level play field': Social inclusion of migrants and ethnic minorities in sport. Key elements, good practices, practical recommendations. A Guide for European Sport Organizations and Clubs.* Brussels: ENGSO, European Commission. http://www.engso.eu/https://docs.wixstatic.com/ugd/d2e761_eadea6a1e89446678c1b8d877e9aa95b.pdf

Abstract

In this publication, key elements are described that are considered to be important to enable equal access and regular participation of migrants and ethnic minorities in mainstream sport clubs and programmes. To date, migrants and ethnic minorities are to a lesser extent regarded as specific target groups for traditionally organized sport in comparison with more 'alternative' or non-organized sport settings. In addition, these key elements will be illustrated through a selection of good practices within mainstream sport organizations in Europe with the intention of inspiring relevant stakeholders within

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the field of sport to actively support and facilitate an all-inclusive sport participation of migrants and ethnic minorities.

- Dorokhina O., Hosta M. and Sterkerburg J. (2011). *Sport in post-conflict societies: Targeting social cohesion in post-conflict societies through sport*. Good practices Handbooks, No. 1. Strasbourg: EPAS, Council of Europe publishing.
<https://edoc.coe.int/en/sport-for-all/6956-sport-in-post-conflict-societies.html>

Abstract

This handbook deals with the values and limits of sport-based interventions in post conflict societies from the Western Balkans and South Caucasus. The first part is more theoretical and conceptual and focuses on sport as an added value for social integration and inclusion. The second chapter gives examples of good practice initiatives and points out the strengths, weaknesses and obstacles of the projects which are presented in the handbook. The last part of the handbook presents some recommendations on sport as social cohesion and social integration which could serve as a guide for future policy.

- Doxiadis A. and Matsaganis M. (2012). *National populism and xenophobia in Greece*. UK: Counterpoint. [ISBN: 978-1-909499-02-7]. http://counterpoint.uk.com/wp-content/uploads/2013/01/507_CP_RRadical_Greece_web-1.pdf

Abstract

The rise of the criminally anti-immigrant Golden Dawn in the 2012 general elections has caught the attention of world media and has caused widespread consternation in Greece and abroad. In this pamphlet Doxiadis and Matsaganis argue that Golden Dawn is in many ways a manifestation of a world view that is widely shared in Greece, albeit at its most violent extreme. They set the recent rise of xenophobic populism against the background of five distinct but related developments:

1. The consolidation of national exceptionalism as the default world view of most Greeks;
2. The discontent associated with the mass influx of foreign immigrants;
3. The political fallout from the economic crisis;
4. The rise of national populism as an economic ideology;
5. The culture of lawlessness and disobedience, and lack of faith in the political system and in the institutions of law enforcement.

- Dragonas Th. (2007). Greek adolescents' national identity: between the subversive and the familiar. In T. Kafetzis, Th. Maloutas and J. Tsiganou (eds.), *Politics - Society - Citizens: Data Analysis of the European Social Survey* (pp. 99-123). Athens: National Centre for Social Research. [ISBN 978-960-7093-94-3] (in Greek)

Abstract

"Youth and History: A comparative European survey on historical consciousness and political attitudes among adolescents" (1994-1995) and European Social Survey (2003) were conducted ten years apart. This paper compares the values, representations, cultural and political beliefs of Greek adolescents as they emerged from the two studies. There are great similarities in the responses. The youths appear to distrust politics, stress law and order, trust the laws and the police and turn towards religion. However, on the one hand they appear to be conservative, ethnocentric and xenophobic whereas on

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the other they believe in social justice, in sexual freedom and in democratic institutions. The responses are discussed in the light of the notion of modernity and of the developmental phase of adolescence.

- Dunning E. (1999). *Sport matters. Sociological studies of sport, violence and civilization*. London: Routledge. [ISBN 0-415-06413-9]

Abstract

Sport Matters offers a comprehensive introduction to the study of modern sport. It covers a wide range of issues including why modern sport developed first in England, the role of sport in European civilizing processes, the development of soccer as a world game, spectator violence in the UK, North America and the rest of the world, and the increasing commercialization and professionalization of sport. It also addresses issues surrounding gender and sport, and sport and racial stratification. By building upon a number of theoretical perspectives, particularly the writing of Norbert Elias, as well as systematically analyzing further approaches, including Marxism and Foucauldian post-structuralism, Sport Matters provides an engaging and informative introduction to sport from a sociological perspective.

- Elias N. and Dunning E. (1998). *Sport and leisure in the evolution of culture*. Athens: Dromeas. (in Greek)

Abstract

Today, highly diverse and rich societies offer, among other things, a greater variety of school activities than any other society. Many of these activities, including sports, seen by the athlete or spectator, were devised to induce an enjoyable and controlled release of emotions. They produce pleasant mimetic tensions that often lead to increased emotion and the overwhelming emotions, which help - as in the case of winning the side supported by a sport - the tension can be pleasantly eliminated. Thus, the mimetic intensities of school activities and the consequent emotion, free from danger or guilt, can serve as an antidote to the tension and stress that comes with constant and constant control, characteristic of people in complex societies.

- Ellinas A. (2013). The Rise of Golden Dawn: The New Face of the Far Right in Greece, *South European Society and Politics*, 18:4, 543-565.
<http://dx.doi.org/10.1080/13608746.2013.782838>

Abstract

The article examines the rise of the one of the most extremist political parties in Europe, Golden Dawn. It sketches the historical trajectory of the Greek far right, examines the ideological, organizational and voter profile of Golden Dawn, and offers possible explanations for its breakthrough in the 2012 elections. The article shows how the economic crisis has brought a massive realignment of the Greek electorate away from mainstream parties, giving rise to anti-system and anti-immigrant sentiments. Golden Dawn's violent tactics have allowed the party to establish an anti-system and anti-immigrant profile and capitalize on these sentiments. The party's future will depend on its capacity to absorb organizationally any future tensions between party pragmatists and idealists.

- Ellis A. & Dalaine A. (2022). *Manual for designing secondary level interventions for at-risk youths in an open setting*. Radicalization Awareness Network, European Commission.
[ran_paper_comprehensive_youth-interventions_042022_en.pdf \(europa.eu\)](https://ec.europa.eu/ran/paper-comprehensive-youth-interventions-042022-en.pdf)

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Abstract

Radicalisation and violent extremism are not confined to a single age group, gender, or community. However, young people are particularly vulnerable to this type of discourse and are more particularly represented in these violent extremist movements. Research and work of the RAN in recent years show the need to work with young people and their families. Repressive responses to extremism are not sufficient, particularly when working with young people. A preventive approach provides the opportunity to consider the underlying causes of the process and to strengthen the resilience of young people exposed to the risk of radicalisation or already in early stages of the radicalisation process. Prevention work involves three levels: primary, secondary and tertiary. This manual is designed for professionals working with young people in secondary prevention and in an open environment. Therefore, these are actions aimed at preventing young people from becoming further radicalised and preventing them from engaging in criminal or violent activities. Unlike rehabilitation interventions, these actions take place in a pre-criminal space before there is any conviction.

- European Commission, Directorate-General for Communications Networks, Content and Technology (2022). *A digital decade for children and youth: the new European strategy for a better internet for kids (BIK+)*, Publications Office of the European Union. <https://data.europa.eu/doi/10.2759/322>

Abstract

The updated BIK+ strategy is the digital arm of the rights of the child strategy and reflects the recently proposed digital principle that 'Children and young people should be protected and empowered online'. It takes into account the European Parliament Resolution on children's rights, the Council Conclusions on media literacy and the Council Recommendation establishing a European Child Guarantee. This new strategy is based on an extensive consultation process with children, complemented by targeted consultations with parents, teachers, Member States, ICT and media industry, civil society, academics and international organisations. BIK+ therefore aims to complement and support the practical implementation of the existing measures to protect children online, develop children's skills and empower them to safely enjoy and shape their life online.

- European Commission (July 2022). *Digital Economy and Society Index (DESI) 2022*. [Digital Economy and Society Index \(DESI\) 2022 | Shaping Europe's digital future \(europa.eu\)](https://digital-economy-and-society.europa.eu/)

Abstract

The 2022 Digital Economy and Society Index (DESI) tracks the progress made in EU Member States in digital. During the Covid pandemic, Member States have been **advancing in their digitalization** efforts but still struggle to close the gaps in digital skills and the digital transformation of SMEs. The DESI 2022 results show that while most of the Member States are making progress in their digital transformation, the adoption of key digital technologies by businesses, such as artificial intelligence and big data remains low, also among the EU frontrunners. Insufficient levels of digital skills hamper the prospects of future growth, deepen the digital divide and increase risks of digital exclusion as more and more services, including essential ones, are shifted online. Efforts need to be stepped up to ensure the full deployment of ubiquitous connectivity infrastructure (notably 5G) that is required for highly innovative services and applications.

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- European Commission, Directorate-General for the Information Society and Media, Chapman, M. (2016). *Mapping of media literacy practices and actions in EU-28*, Publications Office. [Mapping of media literacy practices and actions in EU-28 - Publications Office of the EU \(europa.eu\)](https://publications.europa.eu/en/publication-detail/-/publication/00000000-0000-0000-0000-000000000000)

Abstract

Considering the remit of the European Audiovisual Observatory (EAO), the report “Mapping of media literacy practices and actions in EU-28” is focused on projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information services where pertinent, whereas press, radio and off-line media are excluded from the report’s scope. Considering the existence of specific studies on actions related to school curricula, the European Commission has asked to include only media literacy actions that have taken place outside schools. In preparing the report, the EAO has collected information through a questionnaire elaborated in close cooperation with the European Commission and involved national experts in each EU country (two for the two communities in Belgium) for the gathering of the responses. The pool of national experts has been drawn from universities active in media literacy research, regulatory bodies with responsibility in this area, specialist media literacy centres, and independent experts. They have been asked to identify twenty significant media literacy projects in their country and to provide more analytical information on the five most significant of them.

- European Commission, DG Information Society and Media with the support of DG Education and Culture and Eurostat (2008). *Digital literacy European Commission Working Paper and Recommendations from Digital Literacy High-Level Expert Group*. [Digital Literacy European Commission Working Paper and Recommendations from Digital Literacy High-Level Expert Group \(ifap.ru\)](https://ifap.ru/)

Abstract

Digital Literacy is increasingly becoming an essential life skill and the inability to access or use ICT has effectively become a barrier to social integration and personal development. In response, EU Member States meeting at Riga in 2006 agreed on a series of e-Inclusion targets, including reducing by half the gap between digital literacy levels of disadvantaged groups and the average for the EU by 2010. This Report presents the outcome of the Digital Literacy Review undertaken by the Commission as part of the commitments made in the Riga Declaration and in the eInclusion Communication. In the framework of this Review, 470 digital literacy initiatives across the EU were analysed together with the results of the digital literacy module of the Community Survey on ICT usage in Households and by Individuals.

- European Commission, Directorate-General for Education, Youth, Sport and Culture (2018). *Developing digital youth work: policy recommendations, training needs and good practice examples for youth workers and decision-makers: expert group set up under the European Union Work Plan for Youth for 2016-2018*, Publications Office, 2018. <https://data.europa.eu/doi/10.2766/782183>

Abstract

Set up under the European Union Work Plan for Youth 2016-2018, the expert group on 'Risks, opportunities and implications of digitalization for youth, youth work and youth policy' provides policy

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recommendations, training needs and good practice examples in developing digital youth work across the EU.

- European Commission, Directorate-General for Education, Youth, Sport and Culture (2017). *The contribution of youth work to preventing marginalisation and violent radicalisation: a practical toolbox for youth workers & recommendations for policy makers: results of the expert group set up under the European Union Work Plan for Youth for 2016-2018*, Publications Office, 2017.
<https://data.europa.eu/doi/10.2766/32369>

Abstract

The findings of the expert group of policy makers, researchers and practitioners detail the role of youth work on promoting active citizenship, preventing marginalisation and violent radicalisation. The expert group follows in its work the model of three levels of prevention at a generic, targeted and indicated level. In each level youth work and non-formal and informal learning have a role to play and need to be supported in different ways. The expert group provides concrete proposals in each level in accordance with the different challenges each level poses. The main outcomes of the expert group are: a practical toolbox for youth workers, both volunteers and employed, and organisations which train them with guidance on how to encourage active citizenship and prevent young people from marginalisation and radicalisation leading to violent extremism and deal with propaganda; together with policy recommendations addressed to public authorities from the local to the European level calling for a holistic approach in preventing radicalisation leading to violent extremism.

- FARE network (2019). *Educational Resources Toolkit for 14–18-year-olds*. Amsterdam: Fare network. <https://farenet.org/news/fare-launches-first-ever-educational-diversity-toolkit-resource-for-young-people/>

Abstract

A new educational resource kit which can be used to educate young people against discrimination and to celebrate difference has been launched by the Fare network. The educational materials are aimed at teachers in schools, clubs, NGOs and others who want to bring anti- discrimination to the classroom. The low-threshold and activating approach used in the materials deals with discrimination in football, advocates diversity and encourages people to act against exclusion. The target group for the resources is young people between the ages of 14 and 18. The kit offers four different methods that raise young people's awareness of discrimination and encourage them to promote diversity and equality in football. The building blocks can be used individually or combined and adapted to the needs of the respective learning group. Educators can design sessions between 45 minutes and up to two project days. If involved in working with or teaching children these resources could be used to help educate on diversity, discrimination and social inclusion using the techniques and guidelines in the resource pack.

- Farinelli F. and Marinone L. (2021). *Contemporary violent left-wing and anarchist extremism (VLWAE) in the EU: Analysing threats and potential for P/CVE*. Radicalization Awareness Network, European Commission. [Contemporary Violent Leftwing and Anarchist Extremism \(VLWAE\) in the EU: Analysing Threats and Potential for P/CVE \(europa.eu\)](https://european-council.europa.eu/media/1000000/1/related_content/1/Contemporary_Violent_Leftwing_and_Anarchist_Extremism_VLWAE_in_the_EU_Analysing_Threats_and_Potential_for_PCVE_europa.eu)

Abstract

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Contemporary violent left-wing extremism is complex, difficult to explain and even more problematic to address. The complexity of the phenomenon starts with its definition, as happens for many other forms of extremism. The classification of violent manifestations in the left-wing extremist scene in the EU is highly controversial both in political circles and academic communities. Furthermore, the phenomenon has several ties with anarchist violent extremism, and, throughout history, the ideological spectrum of violent left-wing extremists was enlarged by the intersection of different ideologies. This hybrid scenario makes it uneasy to unravel the phenomenon, especially considering the contrast existing between the current poor number of studies on violent left-wing and anarchist extremism (VLWAE) and the quite high numbers of left-wing and anarchist attacks. In light of the above, the main objective of this paper is to provide a concise overview of and updated figures on VLWAE to help practitioners to better understand the complexity of the phenomenon and to identify the existing practices and programmes to be implemented to address issues relating to this kind of extremism as part of their work. This is to avoid the underestimation of possible dangers that, if not properly confronted, could favour new polarisation and radicalisation processes in society.

- Fédération Internationale de Football Association (FIFA) (2018). *Good Practice Guide on Diversity and Anti-Discrimination*. Zurich: FIFA.

<https://img.fifa.com/image/upload/wg4ub76pezwcnxsoj98.pdf>

Abstract

The Guide is a significant milestone, bringing to life the progressive ideas on diversity and inclusivity. The guide is aimed at FIFA's member associations and contains a selection of existing solutions while it also provides constructive encouragement for them to examine their structures, optimize successful projects and adopt a fresh approach. By eliminating discrimination from the game, football will become more attractive for players, spectators, TV viewers and users of social media. And if we all look upon diversity as strength, football will also become more attractive for each of its different stakeholders. The Guide therefore provides member associations with a set of tools packed with strategic advice and practical recommendations on how to integrate diversity and anti-discrimination into their organisational structures and activities. It serves as a point of reference with which to promote diversity, as well as lasting and mutual respect. To help football associations implement good practices, it provides positive approaches and practical examples of how football is experienced worldwide, both on and off the pitch. It contains a range of options and provides in-depth information on diversity and anti-discrimination as it exists in global football today.

- Fox L., Hebel M., Meijers B. and Springborg G. (2014). *Football3 Toolkit: Handbook: How to use football for social change*. Berlin: streetfootballworld gGmbH.

<https://www.streetfootballworld.org/latest/publications>

Abstract

Football3 is inspired by street football. Across the globe, players meet, form teams, agree on rules and play football. Football3 harnesses the educational potential of street football by ensuring that dialogue and fair play are integral to the game. It can be played by anyone, anywhere and it can be used to address any social topic. There are no referees. Instead, mediators facilitate discussions between the two teams and monitor the match. The overall objective of football3 is to promote key life skills and empower youth to become leaders in their communities. With its strong emphasis on dialogue and conflict resolution, football3 provides both players and mediators with knowledge and life skills. The

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handbook is designed for any individual, group or organisation that is interested in using football as an educational tool, including programme managers, educators, coaches and young leaders.

- FRA - European Union Agency for Fundamental Rights (2013). *Racism, discrimination, intolerance and extremism: learning from experiences in Greece and Hungary*. Thematic Situation Report. Vienna: FRA. [ISBN 978-92-9239-418-9 doi:10.2811/64418]
https://fra.europa.eu/sites/default/files/fra-2013-thematic-situation-report-3_en_1.pdf

Abstract

Crimes motivated by racism, xenophobia and related intolerances, the mainstreaming of elements of extremist ideology in political and public discourse, and ethnic discrimination all persist throughout the European Union. Growing alarm has been expressed at the national, EU and international levels with regard to manifestations of violent racism and other forms of intolerance especially in two EU Member States: Greece and Hungary. An additional important concern is the substantial parliamentary representation of parties that use paramilitary tactics or are closely associated with paramilitary groups and use extremist rhetoric to target irregular migrants in Greece, and the Roma and Jews in Hungary. The report examines the effectiveness of responses by public authorities, civil society organizations and others to counter racism, discrimination, intolerance and extremism in Greece and Hungary and goes on to make proposals for fighting racist crime, increasing trust in the police, and combating extremism throughout the EU.

- FRA - European Union Agency for Fundamental Rights (2013). *Tackling racism and discrimination in sport. Guide of promising practices, initiatives and activities*. Vienna: FRA.
https://fra.europa.eu/sites/default/files/guide-tackling-racism-in-sport_en.pdf

Abstract

The *Guide* provides examples of successful action in the field that are transferable, in some cases inexpensive and can give inspiration to those who engage in the activities and those who support organize and manage them. It reflects the wide-ranging and excellent work being carried out by many organizations and individuals throughout Europe, many of which go unrecognized and many of which impact positively on the communities involved.

- FRA - European Union Agency for Fundamental Rights (2010). *Racism, ethnic discrimination and exclusion of migrants and minorities in sport. A comparative overview of the situation in the European Union*. Vienna: FRA. [ISBN 978-92-9192-527-8 doi:10.2811/5383]
https://fra.europa.eu/sites/default/files/fra_uploads/1207-Report-racism-sport_EN.pdf

Abstract

Racism and ethnic discrimination in sport have increasingly become a public issue in European sport over the past decades. This report examines the occurrence and different forms of racism, ethnic discrimination and exclusionary practices in sports, focusing on different sports and levels of practice in the EU. Despite significant progress made in past years, sport continues to face a number of challenges related to racism and ethnic discrimination, incidences of which affect sport at professional as well as at amateur level.

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- Fraser A. & Sinisalo L-M. (2022). Manifesto for Education. 2nd Edition, 2021. Radicalization Awareness Network, European Commission. [Manifesto for Education 2nd Edition, 2021 \(europa.eu\)](https://ec.europa.eu/manifesto-for-education/)

Abstract

The Manifesto for Education, published by the Radicalisation Awareness Network (RAN) in 2015, called for educators, partners and governments to take action to stem the rise of violent extremism across Europe. Over the following 6 years, practitioners were given the opportunity to do this through the RAN Practitioners group. Hundreds of education practitioners attended a series of meetings, identifying the key drivers of violent extremism and suggesting ways to address these drivers. RAN connects frontline practitioners from across the EU with one another, and with academics and policymakers, to exchange knowledge, first-hand experiences and approaches to preventing and countering violent extremism (P/CVE) of all forms. The aim of this paper is to review progress made to date against the original 2015 Manifesto for Education and identify areas for further development. We must be prepared and ready to tackle new challenges in the coming years. In many ways, we are better prepared for this task now: there is a wider understanding of what does and doesn't work when tackling violent extremism. The paper is proactive rather than reactive in considering what direction developments will take and proposing issues for consideration. It asks questions which may not yet have answers. It is clear that without committed action and close collaboration from policymakers and practitioners, the risk exists of a perfect storm of conditions that could foster a significant rise in violent extremism. It is also clear that the fight against such extremism has expanded, with many new fronts opening up and old ones being reinforced.

- Gasparini W. and Cometti A. (2010). *Sport facing the test of cultural diversity. Integration and intercultural dialogue in Europe: analysis and practical examples*. Strasbourg: EPAS, Council of Europe publishing. [ISBN 978-92-871-6718-7] <https://rm.coe.int/sport-facing-the-test-of-cultural-diversity-integration-and-intercultu/1680734be5>

Abstract

Throughout this book, we have been able to gauge the complexity that underlies the concepts of cultural diversity, integration and more precisely, integration through sport. Above all, the texts of the researchers clearly show that the concept of cultural diversity in education through sport is comprehensible only in the context where it is used. It is chiefly by contemplating a country's history that we can understand how it learns cultural diversity, hence what integration means, and ultimately understand the way in which sport is used for that purpose. Engaging in sport is not enough to integrate society. As we have seen, education through sport in Europe, and specifically the use of sport to foster knowledge and integration of those who are different, is a reality on the ground. One of this book's many merits is the delivery of scientific contributions. Indeed, the respective worlds of fieldwork and research are all too often mutually isolated, in public opinion as well among the actual operators on occasion. Yet it is necessary to bring them together so that they may enrich each other. The articles presented here by the researchers demonstrate, if there were any need for it, the great value of research for those operating on the ground. It affords a detached view of practices, a better grasp of the scope of education through sport, and an input of scientifically founded knowledge (confirming or refuting suppositions).

- Gasparini W. and Talleu C. (2010). *Sport and Discrimination in Europe. The perspectives of young European research workers and journalists*. Strasbourg: EPAS, Council of Europe publishing. [ISBN 978-92-871-6722-4PDF] <https://book.coe.int/en/sports-monographs/4485-pdf-sport-and-discrimination-in-europe.html>

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Abstract

This work presents the main contributions and considerations of young European research workers and journalists on the question of discrimination in sport. Taking a multidisciplinary approach to the social sciences, the authors show how the media and those working in media can act as a relay, through their coverage of sports, for initiatives on the fight against discrimination. They also illustrate in detail not only the reality of discrimination in sport and the controversy surrounding this issue in the member states of the Council of Europe, but also the strength of research incipient in this field.

- Gazakis A., Syrri D. and Takis A. (2014). *Racism and discrimination in Greece today*. Thessaloniki: Heinrich Böll Stiftung Greece. [ISBN 978-618-81299-2-4]
https://gr.boell.org/sites/default/files/report_racism_and_discrimination.pdf

Abstract

This report has been initiated by the rise of extremist right political parties and movements of various guises in Greece and in other EU member states, which has been recorded after the European Parliament elections in May 2014. Although there are undisputed differences among parties and movements characterized today as “extremist right”, at least in regard to their political discourse and their practices, their common denominator, on which they can be compared, is the total adherence and reproduction of the ideology of inequality – or better yet, of inequity- of people, and hence the discrediting and rejection of their difference. This report aims at contributing in making racism and its spreading understood better by the wider public, under the circumstances of this multifaceted crisis that has stricken Greek society. The authors of this report analyze national policies against discrimination and racist speech, as well as social processes and reaction by the civil society bringing to the surface and in this way composing the various aspects of the racism phenomenon in Greece. It is true that until today even political leaders deny in public that Greek racism does exist; unfortunately, this is itself part of the problem.

- Georgiadou V. (2019). *The State of the Far Right in Greece*. Athens: Friedrich-Ebert-Stiftung.
<http://library.fes.de/pdf-files/bueros/athen/15846.pdf>

Abstract

In the July 2019 elections, neo-Nazi Golden Dawn did not manage to secure representation in the Hellenic Parliament, whilst the new Populist Radical Right party that did get into Parliament held low electoral shares. In the period during which parliamentary democracy was being consolidated in Greece, the Far Right remained marginal. The Far Right was not as insignificant politically and ideologically as the numbers in the polls appeared to indicate. The ideological and organizational renewal of the Far Right started in the 1990s. With the outbreak of the economic crisis, bipartisanship was dramatically weakened, greatly increasing the political opportunities open to the Far Right. The rise of Golden Dawn is linked to its penetration amongst voters who had lost their ties to political parties and voted punitively. The institutional mobilization against the violent activism of Golden Dawn contributed to the party's marginalization. When its violent activities waned, the electoral prospects of the organisation fell drastically. The recovery of bipartisanship operated in two ways: restricting the political opportunities for the Far Right, but also triggering an attempt to rebuild it. The fact that mainstream parties are losing electoral support makes them susceptible to the Far-Right message.

WP2 Deliverable: Desk Research - Literature Review - EKKE

- Georgiadou V., Rori L. and Roumanias C. (2018). Mapping the European far right in the 21st century: A meso-level analysis. *Electoral studies* 54 (2018), 103-115. Elsevier. <https://doi.org/10.1016/j.electstud.2018.05.004>

Abstract

Using a new regional database of national and European parliament elections on NUTS 2 level in 28 countries, we test the main theories explaining the electoral support for the European far right. Accounting for differences between the extremist (ER) and populist radical right (PRR), we find evidence in support of both economic insecurity and cultural backlash theses. The ER vote is associated mostly with economic insecurity and the PRR vote mostly with cultural backlash. Whereas micro and macro-level analyses have often produced conflicting results, unemployment, immigration and income inequalities have significant and robust effects at the meso level, indicating that the factors determining the far right vote might at large be operating at a sub-national level. In line with the “contact” and “salience-of-change” hypotheses, the effects of economic insecurity are more pronounced in regions that undergo sudden changes compared to those with high levels of immigration.

- Georgiadou V. (2015). Drawing from the reserves of the Right: Electoral strongholds and Golden Dawn voters. In N. Georgarakis and N. Demertzis (eds.), *The political portrait of Greece. Crisis and the deconstruction of the Political* (pp. 206-233). Athens: EKKE-Gutenberg. [ISBN 978-960-01-1698-4]. (in Greek)

Abstract

The paper refers to the electoral rise of Golden Dawn and explores the context under which this fact occurred. It is commonly argued that the rapid decline in political trust and the drastic constraint of the life expectations, observed after the parliamentary elections of 2009, created the fertile ground for the emergence of Golden Dawn in the central political scene. Finally, it is demonstrated that, although Golden Dawn has been voted by different social and demographic strata, the “master case” of its electoral clientele combines an anti-parliamentary appeal with tough anti-immigrant attitudes.

- Gotovos A. (2011). *Racism: social, psychological and pedagogical aspects of an ideology and practice*. Athens: I.NE.DI.VI.M. [ISBN 978-960-9719-02-5] (in Greek) <http://www.gsae.edu.gr/el/meletes>

Abstract

The book is a preventive type of pedagogical intervention that attempts to provide elementary analytical information about the social, psychological, and pedagogical mechanisms that produce, maintain, and perpetuate racism. In particular, some preliminary conceptual clarifications are attempted, which define the phenomenon of racism as ideology and social practice, discuss the cultural parameters of racism, the established attitudes towards its domestic and foreign, its cultural connection racism, social structure, economics and education, the personality of the individual as a source of prejudice and racism as well as the reproduction of racism, that is, the transfer of it from the adult generation to that of children and young people through multiple channels of communication, institutional, such as school, church and politics, but also less formal, such as the family and the media.

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- Grizzle A. and Calvo Torras M.C. (eds) (2013). *Media and information literacy: policy and strategy guidelines*. UNESCO publishing. [Media and information literacy: policy and strategy guidelines - UNESCO Digital Library](#)

Abstract

In the evolving knowledge societies of today, some people are overloaded with information, others are starved for information. Everywhere, people are yearning to freely express themselves, to actively participate in governance processes and cultural exchanges. Universally, there is a deep thirst to understand the complex world around us. Media and Information Literacy (MIL) is a basis for enhancing access to information and knowledge, freedom of expression, and quality education. It describes skills, and attitudes that are needed to value the functions of media and other information providers, including those on the Internet, in societies and to find, evaluate and produce information and media content; in other words, it covers the competencies that are vital for people to be effectively engaged in all aspects of development.

- Handle J. & Scheuble S. (2021). *The role of sports in violent right-wing extremist radicalization and P/CVE*. Radicalization Awareness Network, European Commission. [The role of sports in violent right-wing extremist radicalisation and P/CVE, 2021 \(europa.eu\)](#)

Abstract

It is well-known that sport has the potential to positively influence our physical as well as mental health. Sport can also increase self-awareness and nurture team spirit, serve as a tool to process emotions and experiences, and play a part in identity formation. Especially during childhood and puberty, sport can play an important role in personality and competency development. Whether in the form of ball sports, athletics, martial arts or horse riding, sport can enhance social and cognitive skill sets. Being part of a team but also supporting a team as part of a fan club can generate a strong sense of togetherness, support and belonging. For many sports players, team members are close friends who offer a safe space outside their own families and with whom they can share emotions and experiences. Sport can also improve competencies such as discipline, emotional control, self-confidence and leadership, team spirit and the ability to work within and navigate heterogeneous environments in a positive manner. Sports clubs and facilities (as well as coaches and instructors) are typically viewed favorably by society as positive contexts and meeting places for young people. However, the inconvenient truth about all of these positive factors is that, as is often the case with many supposed protective or “resilience” factors, they can also prove to be negative, depending on the social context and individual needs as well as the influential factors. Hence, (competitive) sports can also be viewed from a skeptical perspective that showcases the implications of sociocultural narratives.

- Hartmann, T. (2017). The ‘moral disengagement in violent videogame’s model. *Game Studies*, 17(2). [Game Studies - The “Moral Disengagement in Violent Videogames” Model](#)

Abstract

How do violent videogames, as entertainment products, communicate violence in the context of warfare and in other settings? Also, why do users enjoy virtual violence? The present article introduces the Moral Disengagement in Violent Videogames model to tackle these important questions. The model resulted from empirical insights gained in (Media) Psychology and Communication Science. These disciplinary research findings are reviewed in the present article to substantiate the four core propositions of the model. First, the model refutes the view that users enjoy virtual violence primarily because they are constantly aware that “this game is not real.” Instead, the model follows

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experimental findings suggesting that videogame users are inclined to automatically feel present in virtual environments and (despite better knowledge) may intuitively feel like actually enacting violence against social beings. Second, if users feel as if virtual characters have a mind of their own, they may also assign a moral status to them. Third, this finding implies that enacted unjustified transgressions against virtual characters may trigger discomfort in users. Fourth, most violent videogames are designed for entertainment purposes. Therefore, the games might frequently embed cues that effectively frame violence enacted against seemingly social beings as "okay." Therefore, users may become morally disengaged and enjoy the violence, rather than experiencing feelings of subjective discomfort, such as guilt.

- Harrison, T., & Polizzi, G. (2022). (In) civility and adolescents' moral decision making online: drawing on moral theory to advance digital citizenship education. *Education and Information Technologies*, 27(3), 3277-3297. [\(In\)civility and adolescents' moral decision making online: drawing on moral theory to advance digital citizenship education \(springer.com\)](https://doi.org/10.1007/s10634-022-10000-0)

Abstract

This article draws on moral theory to advance digital citizenship education and explore how adolescents aged 13–16 make decisions when confronted with incivility, such as cyberbullying, on social media. Given the extent to which digital citizenship education may be approached in line with deontological (rules), utilitarian (consequences) and/or virtue ethical (character) theories, we argue that it is important to know which of these underpin adolescents' moral decision making online. To address this question, this article report's findings from a survey completed by 1947 13–16-year-olds in England. Chi-square tests, binary logistic regressions and other exploratory analysis showed that most 13–16-year-olds use virtue ethical reasons to justify moral actions. We conclude that if online incivility is to be reduced, policymakers, educators and parents should focus more on virtue- and character-based approaches to digital citizenship education.

- Horne M. and Thiele V. (2022). *DIALECT TOOLKIT. Disrupting Polarisation: Building Communities of Tolerance through Football*. Berlin: Streetfootballworld. [Dialect football3 toolkit - Dialect \(dialectproject.eu\)](https://dialectproject.eu)

Abstract

In the context of the DIALECT - Disrupting Polarisation: Building Communities of Tolerance Through Football - project seven organisations from five countries have teamed up to build more inclusive communities across Europe using football as a tool. The DIALECT toolkit is the result of this collaboration and has been realised with funds from the European Commission. It is addressed to non-profit organisations, schools, sport clubs and neighbourhood clubs, who wish to use football as a tool to combat racism, xenophobia and exclusion by training trainers and mediators in the football3 methodology. The publication is based on a study on racism, populism and hate speech in the four countries of project implementation: Greece, Hungary, Italy and Serbia. It complements the existing publications on football3 - the football3 handbook and trainer manual, which can be found at www.football3.info - by pointing out how to use football3 specifically to foster key life skills and address social topics that are crucial for creating communities of tolerance and belonging.

- Iliou K., Kakepaki M. and Kountouri F. (2012). Ethnic coexistence at school: Attitudes and perceptions in adolescence. In Afouxenidis A., Sarris N., Tsakiridi O. (eds.), *Inclusion of immigrants:*

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Perceptions, policies, practices (pp. 97-123). Athens: National Centre for Social Research. [ISBN: 978-960-6834-13-4] (in Greek)

https://www.ekke.gr/publication_files/entaxi-ton-metanaston-antilipsis-politikes-praktikes

Abstract

The aim of the article is to detect teenagers' perceptions of issues of ethnic coexistence and identity. Observations are based on the processing of survey data conducted in 2010 on students of four educational groups in Attica, where 855 questionnaires were collected. The subject of the research concerns the attitudes and perceptions of pupils at the beginning of adolescence (aged 12-14) on a series of political and social issues, their basic ideological orientations, as well as elements of their identity. The theoretical framework of this article includes two basic theories dealing with the issue of coexistence and its consequences for members of the numerically dominant group (co-native students) and for the disadvantaged group (foreign students): 1) Contact Hypothesis, which argues that contact between co-native and non-native people contributes to forming more positive attitudes towards the second group, and 2) Ethnic Conflict Theory, which argues that this contact increases the negative predisposition of co-native students. The research questions in this article concern the following: 1) students' evaluative perceptions of coexistence with foreigners within the school environment; 2) students' evaluative perceptions of the national identity of the Greeks; 3) socio-demographic factors that may influence the formation of the above students' attitudes (schooling, gender, and parenting profession).

- International Fair Play Committee (CIFP) (2010). *Fair Play, from an Ideal to Reality: principles, case studies and practical examples, thought provoking subjects, strategies. Implementation Handbook*. Paris: CIFP. <http://www.fairplayinternational.org/cifp-implementation-handbook-english-french-italian->

Abstract

Sport is as diverse as life itself and the fair play ideal forms the basis of all sporting activity. Enjoyment and satisfaction can be derived from sporting achievement only if the principle of fair play is adhered to. This global phenomenon applies to all athletes in all cultures. Fair play cannot be understood without incorporating such fundamental ethical values as justice and human dignity. Such an approach makes the fair play ideal achievable for everyone, underlining its special significance. This includes not only showing respect, honesty and tolerance but also protecting one's own body in sporting endeavor. This reciprocity is of outstanding importance in competitive sport because without the sporting opponent there can be no game. A sense of fair play in sport depends on equal opportunities in both competitive and leisure sport. For the individual engaged in competitive sport training is a constant experience, with the athlete's social environment and the particular cultural features in various countries forming additional influencing factors. Fair play is the necessary basis for engaging in sport positively. Fair sport is fun and enjoyable, giving those involved a good feeling and ensuring that sporting achievement can be perceived as deserved and honestly won. From top-class sport downwards, this applies to all fields in which sport is practiced. Fair play is only often mentioned in connection with sporting crises. The need to comply with the principle of fair play is always cited when, for example, the problem of drug-taking or the influence of rampant commercialization call into question sport's traditional purpose as an educational model. This applies just as much to top-level sport for children getting out of hand as to bad fouls or violent rioting.

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- Jansen A. and Verdegaal M. (2019). *Doing digital youth work in a P/CVE context*. Ex post paper. Radicalization Awareness Network, European Commission. [ran-yc-c-doing-digital-youth-work-inp-cve-context-copenhagen-29112019-en.pdf \(europa.eu\)](https://ec.europa.eu/ran-yc/c-doing-digital-youth-work-inp-cve-context-copenhagen-29112019-en.pdf)

Abstract

Youth workers are best placed to reach young people online and to do effective digital work with them and one-on-one interventions. However, most European countries are still at the beginning of doing effective digital youth work in P/CVE, while practitioners often need more tools to be able to engage with young people online. Although the work is sometimes experienced as being challenging, a helpful thought can be that there is a lot of overlap in offline and digital youth work efforts, and also in doing digital youth work in a P/CVE or a general context. However, digital youth work in a P/CVE context requires some specific practices. This paper explores digital youth work and the practices related to it as well as the challenges that practitioners encounter in engaging in it. It provides four key elements to take into account when planning to do digital youth work: focusing on equipping youth workers with the right tools; knowing your target audience and understanding their online behavior; taking ethical considerations and safety measures into account; and considering an offline component.

- Kanavou E., Stavrou M., Fotiou A. and Kokkevi A. (2019). Refugees/ immigrants as seen by adolescent students in Greece. Series of Short Reports: *Adolescents, Behaviours & Health*. Athens: University Mental Health, Neurosciences and Precision Medicine Research Institute COSTAS STEFANIS (UMHRI). (in Greek) <https://www.epipsi.gr/index.php/research/97-ereuna-hbsc-who>

Abstract

Summary data for two indicators on attitudes, opinions and feelings of adolescent students in Greece towards refugees / immigrants are presented, as they emerge from the "Hellenic Survey of Health-Behavior of School-Aged Children" (Research HBSC/WHO). The figures are for all teens aged 11, 13 and 15 in the country for 2018. In addition, there are statistically significant differences between the three age groups, sexes, the three categories of adolescents' economic status (low, medium, high) and geographical differences between Attica, Thessaloniki and other areas.

- Keen E. and Georgescu M. (eds) (2016). *Bookmarks: A manual for combating hate speech online through human rights education, revised edition*. Council of Europe publishing. [ISBN 978-92-871-8201-2]. <https://rm.coe.int/168065dac7>

Abstract

This manual has been designed to support the No Hate Speech Movement, the Council of Europe's youth Campaign against hate speech online and will be useful for educators working to address this problem, both inside and outside the formal education system. The manual is designed for working with young people aged 13 to 18; however, activities can be adapted to other age ranges and other profiles of learners.

- Kiprianos P. and Choumerianos M. (2009). *Anatomy of football passions*. Athens: DIONIKOS [ISBN 978-960-6619-43-4]. (in Greek)

Abstract

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Why does football affect our daily lives so much? How many, who and why are they passionate about with the world? What is its place in our societies from an economic, social, political and cultural point of view? These questions are answered on the basis of unpublished primary quantitative data, interviews with sports fans, field research and extensive interdisciplinary literature. The authors outline the social image of football in Greece and internationally, of its audience, practices inside and outside the court and the meanings we attach to it in our daily lives.

- Kiprianos P. and Choumerianos M. (2005). Football fans: Everyday Routine and Identities, *Imeros*, 5.1, pp 193-206. Athens: Foundation of the Hellenic World. (in Greek)

Abstract

The purpose of this presentation is to study the sports fan's activity as a factor of identity construction, as well as of organization of everyday routine. Two groups of Greek football fans are studied: the ones who belong to the team as members and those who attend football matches regularly. Based on data collected through field research, this study attempts to show that sports fan's activity is an intense, regular and regulated one. Furthermore, when this activity leads to the fan's integration to a team, it organizes the fan's everyday routine and represents a strong part of his/her identity. The paper consists of four parts: The first part, based on Greek opinion polls, attempts to sketch an image of Greek football fans. The second part presents a typology regarding how and why one becomes a fan. The third part, based on field research, investigates how involvement on football organizes every day's routines and becomes part of the fan's identity. Finally, the fourth part argues that social obligations (work, marriage, etc.) create new demands and therefore weaken the fan's binding to the team. The fan's past though, works as a really strong reference: at a first chance, the fan goes back to his earlier activity and old bonds.

- Kiprianos P. and Choumerianos M. (2002). Sports, funs and passion. A first reading of sports sociology research. In Ch. Vernardakis (Ed), *Public opinion in Greece, VPRC, Surveys and Polls* (pp. 201-246). Athens: Livanis. (in Greek)

Abstract

Sport, especially some team sports, has, among other things, a distinctive character that fascinates a large part of the population on a global scale and at the same time leaves one completely indifferent. The former cannot understand that the latter do not share their passion and remain indifferent to the emotions offered by sport. The latter wonder when they see millions of people being ecstatic with a sporting event such as the Olympics and the World Football Championship. The position that sport is manipulated by power and served still remains dominant in the field of intellectuals. This notion, coupled with the fact that team sports from 'aristocratic' to their birth, became 'popular' by the end of the 19th century, has meant that sport has until recently not been considered a worthwhile subject. This is also reflected in public opinion polls that have multiplied since the early 1980s. It will take a whole decade for sports and sports polls to take place.

- Kondyli D., (2017). Secondary Orality and internet' use in Greece. In Demertzis, N. (ed). *Information Society. Governance and Internet*. Athens: EKKE publications. Pp.75-1

Abstract

The article attempts to argue that Greek society incorporates orality in its social practices based on a theoretical framework and empirical data from the first round of the international World Internet project in Greece in 2015. Literacy, which in this paper is studied in relation to the oral tradition and especially in its direct interaction with electronic media (Ong, 1986; Maxwell and Macauley, 2006; Foley, 2012) as a concept that constitutes an interdisciplinary object of discussion today, from the

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perspective of human capital skills (literacy) with its evolution from functional literacy to information literacy. Literacy in the context of this paper is investigated in relation to orality, to formal and informal education and linked to skills that, in the digital age, constitute complex identities that affect sociability, communication and ultimately knowledge' domain. Literacy has influenced the design of technology and conversely technology has begun to influence the way we express ourselves in the written form. It is a mutually reinforcing process that seems to be influenced by orality or oral culture. The World Internet Project survey data that we processed are linked to a multiple-choice question concerning interpersonal sources as a means of information, instant messaging and the use of the internet for job search. The function of this orality is found intergenerationally with an emphasis on younger people and influences cultural practices

- Ku, K. Y., Kong, Q., Song, Y., Deng, L., Kang, Y., & Hu, A. (2019). What predicts adolescents' critical thinking about real-life news? The roles of social media news consumption and news media literacy. *Thinking Skills and Creativity*, 33, 100570. <https://doi.org/10.1016/j.tsc.2019.05.004>

Abstract

Critical thinking in the post-truth era demands that news users develop and maintain a skeptical way of knowing and cultivate the ability to discern evidence-based and unbiased information to make sound judgments. While adolescents are becoming the most dedicated social media news consumers, the literature is yet to catch up with empirical research on whether adolescents are able to apply critical thinking to make sense of real-life news. We investigated the relationships between social media news consumption, news media literacy, and critical thinking of 1505 adolescents between 12 and 18 years of age. Multivariate analyses suggested an internal news-seeking motivation, a cautious perception towards social media personalized news algorithms, and a reported habit of news-source tracking each independently predicted skills in thinking critically about a real-life news report. Hierarchical regression analysis further indicated the unique and combined variances of news consumption and news media literacy in predicting critical thinking in news. Insights for preparing our youth to become news-literate critical thinkers are discussed.

- Larjomaa K. (ed.) (2019). *Activity, Sport and Play for the Inclusion of Refugees in Europe (ASPIRE) - Final Conclusions*. ASPIRE Project Consortium. <http://www.aspiresport.eu/documents/aspire-final-conclusions.pdf>

Abstract

Sport is an important part of society, and part of our identities. Although sport has value in itself, one must not underestimate the social and societal value of sport. Sport can be a key factor in promoting health, take control of one's own life, build social capital and support networks, skills and competences, learn teamwork, leadership skills, creativity, and receiving and giving feedback. Sport can be used as a tool to fight inequality, discrimination and oppression. It brings people together in spite of their differences and builds bridges. It can grant access to basic information for citizens. In this report, we are proposing solutions that help unleash the full potential of sport for fostering social inclusion – in particular, how clubs, federations and other sports organizations can open their doors to refugees.

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- Lauff J. (ed.) (2008). *Sport and physical activity in post-disaster intervention. Second Edition*. Berlin: International Council of Sport Science and Physical Education (ICSSPE).
<https://www.icsspe.org/content/sport-post-disaster-intervention>

Abstract

Disasters are continuing to affect many millions of people across the world and are occurring with increasing frequency. Following both natural and man-made disasters, relief efforts provide assistance to help affected communities to cope with the impact. Sport and physical activity can play a valuable role in helping people affected by disasters, particularly in the early phases of relief. This practical handbook is designed for people who are currently working as disaster responders or those wishing to work in this area. Regardless of your previous experience with either disaster relief or sport, this handbook aims to introduce some of the key themes related to sport in post-disaster intervention and direct readers to relevant information sources.

- Lenos S. and Jansen A. (2019). *The role of sports and leisure activities in preventing and countering violent extremism*. RAN EX Post Paper. RAN Centre of Excellence and the RAN YF&C Working Group, Radicalization Awareness Network.
[RAN-Centre-of-Excellence- 2019 The-role-of-sports-in-preventing-VE.pdf \(allianceofsport.org\)](#)

Abstract

Sports events and organisations are too precious for society to allow extremists to misuse them for their hideous activities. A mixture of repressive and positive measures can safeguard sports. Since extremism is a societal problem, it makes sense that sports clubs do not have to do it on their own, and that localized solutions are delivered by local partners of sports organisations. On a positive note, sports and leisure activities can contribute substantially to the prevention of radicalisation. Cooperating with youth professionals and applying pedagogical methods can create opportunities for youngsters to work on the attitudes and life skills that make them resilient to ideological exploitation and the lure of extremist violence.

- Maloutas Th., Pantelidou-Maloutas M., Varika E., Doxiades K. and Kandyli G. (2007). The rejection of the “other” as a way to deal with otherness. Analysis of ESS data for Europe and Greece. In T. Kafetzis, Th. Maloutas and J. Tsiganou (eds.), *Politics - Society - Citizens: Data Analysis of the European Social Survey* (pp. 63-98). Athens: National Centre for Social Research. [ISBN 978-960-7093-94-3] (in Greek)

Abstract

The paper discusses rejection as a way to deal with “otherness”, starting by the rather high reluctance to have the “other” as a neighbor; this is followed by sketching the sociodemographic, ideological and political profiles of groups who usually express such attitudes. The rejection rationale is subsequently distinguished into different types according to the “threat” instigated by the “other’s” presence. The rejection level is calculated for the different countries in the survey sample and for each type of threat, and a broad correlation is attempted between rejection level and welfare regimes. The paper finally turns to the exceptionally high rejection scores in Greece.

- Marvakis A., Anastassiadou M., Petritsi J. and Anagnostopoulou T. (2013). *Youth shows the way. Towards where though? Youth and the extreme right in Greece*. Berlin: Friedrich-Ebert-Stiftung. (in Greek) <http://library.fes.de/pdf-files/id/10156.pdf>

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Abstract

The radical radicalization of youth in recent years is not surprising. Youth in Greece today are confronted with the all-encompassing neoliberal assault that is destroying the shrinking prospects of young people in the last decades. In the face of such deterioration in their social status, youth have in recent years been increasingly dynamic in radical political positions that either challenge existing inequalities or pursue their universal and effective application in society. As the recent electoral success and entry of the Golden Dawn in the Greek parliament with 18 Members in June 2012 sparked debate on the causes of the rise of the far right in Greece and how to deal with it, an important question arises about the size, causes and treatment of the far right in youth - without implying that the rise of the far right is solely related to youth, nor that youth is radicalized only to the right.

- McDougall, J., Zezulakova, M., van Driel, B., Sternadel, D. (2018). *Teaching media literacy in Europe: evidence of effective school practices in primary and secondary education*, NESET II report. Luxembourg: Publications Office of the European Union. Doi: 10.2766/613204. [NESET II - Publications Office of the EU \(europa.eu\)](https://publications.europa.eu/en/publication-detail/-/publication/10.2766/613204)

Abstract

Rapid advances in digital technologies and a simultaneous increase in internet use have highlighted the importance of preparing students to access, use, understand and critically assess all forms of media. Wider access to the internet and digital media has delivered to students and teachers increasing amounts of information, and facilitates self-expression, active forms of citizenship, and creative communication with a broader audience. However, students are also increasingly at risk of being exposed to various forms of disinformation, propaganda, radical and violent messages, indoctrination, and hate speech. The benefits of wider access to increasing volumes of information are clear, yet in many if not all European countries this is also presenting challenges to their citizens, democratic processes, security, and 'social fabric'. The spread of disinformation and 'fake news' pose acute challenges for Member States' education systems. Students (and indeed all citizens) need to develop pertinent competences to navigate these fast-changing environments. Research shows that education in media literacy can have positive outcomes on students' knowledge, skills and attitudes in analysing and critically understanding the media and disinformation. Crucially, competences alone are no guarantee of civility: creators of disinformation, political campaign teams using social media data, extremists, and 'troll farm' agents, all possess very high levels of competences in media literacy. In this report, media literacy education is seen not only as a set of competences for students to develop, but also as a dimension of agency; competences alone cannot provide all the tools required for students to view the media critically, nor are they enough to cultivate active forms of citizenship based on democratic values and attitudes. Research and policy initiatives on media literacy and media education have been growing across Europe and the English-speaking world for decades. However, there is a lack of systematized comparative evidence about 'what works' in media literacy education practices at classroom level. Within this context, this report details the latest research in the area of media literacy and media education with regard to primary and secondary education in Europe. This report is aimed at policymakers, practitioners and researchers in the fields of school education, media and digital policies. It reviews relevant European and international research to better understand how teaching and learning practices can support students' media literacy in primary and secondary education. It also aims to understand how media literacy education in schools can help address the challenges related to the spread of disinformation and 'fake news'.

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- Melzer R. and Serafin S. (eds) (2013). *Right-wing extremism in Europe. Country analyses, counterstrategies and labour-market oriented exit strategies*. Berlin: Friedrich-Ebert-Stiftung. [ISBN: 978-3-86498-522-5]. <https://library.fes.de/pdf-files/dialog/10031.pdf>

Abstract

Right-wing extremism is a problem with pan-European dimensions. How widespread and deeply imbedded are far-right ideologies and organizations in Europe? How have right-wing extremist and populist parties and movements fared? What are their historical roots, and what is the basis of their continuing attraction? This volume of collected articles is intended to contribute to the ongoing review of this problem and to suggest the shape that an effective posture against the European radical right might take.

- Milovidov, E. JD (2020). *Parenting in the digital age. Positive parenting strategies for different scenarios*. Council of Europe. [Parenting in digital age - Positive parenting strategies for different scenarios \(coe.int\)](https://www.coe.int/t/t09/Document/Parenting_in_digital_age/PPOS.pdf)

Abstract

“Digital parents” need to be responsible role models, and to establish communication and trust so that children will discuss their autonomous online activities openly. Digital parents should also understand what style of parenting works best for their families so that their children not only participate in the digital age, but actually thrive, while being protected from any risks posed by this new environment. Finally, parents and caregivers are called upon to closely watch their own behaviors, for example as they share online content, as they use digital technologies throughout the day, or as they allow their children to access these technologies. The underlying goal of the approach of “positive digital parenting”, promoted through this guide, is to provide children with adequate resources to engage in the digital environment safely and responsibly. The aim of the guide is also to propose a sustainable digital parenting model to be applied to different scenarios, today and in the future.

- Molnar, G., & Whigham, S. (2021). Radical right populist politics in Hungary: Reinventing the Magyars through sport. *International Review for the Sociology of Sport*, 56(1), 133–148. <https://doi.org/10.1177/1012690219891656>

Abstract

Given the contemporary growth of ‘populist’ political parties and movements in a number of highly developed democratic states in Europe and North America, there has been resurgence in academic interest around the various causes for the groundswell of support for political populism. Given this broader political context, this paper explores the interconnection between sport and populist politics in Hungary, with a particular emphasis on the appropriation of sport by ‘right-wing’ populist political actors. In particular, this paper will examine the politics–sport interconnection by discussing how the Prime Minister of Hungary, Victor Orbán, uses football, and sport more broadly, and the ways in which the Hungarian government have attempted to reinvent a strong nation and national identity through sport and related political populism. These attempts have been influenced by the interaction between forces of Westernization and the country’s continuing post-communist transition, with the view to (re)inventing the Hungarian nation.

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- Moustakas L., Springborg G. (2018). *Football3 for respect Toolkit: Trainer Manual*. Berlin: streetfootballworld gGmbH. <https://www.streetfootballworld.org/latest/publications>

Abstract

Football3 is a unique way of playing football that is changing lives across the world. It is based on the principle that the basic values of fair play, gender equality, teamwork and respect are just as important as football skill. Football3 toolkit has been developed by streetfootballworld network members around the world into a comprehensive methodology to address a range of social topics such as social integration, gender equality, health and peace building. Football3 empowers young people to take responsibility for their actions and treat others fairly. They learn to value communication and mutual respect, both on and off the pitch. The trainer manual is meant to serve as a guide to train others in how to effectively use football3 in their communities and represents the next step in spreading this unique football for good methodology. The purpose is to provide a comprehensive, step-by-step outline in order to assist trainers in delivering football3 training for future mediators and implementers. Therefore, this manual outlines a framework to present the different components of football3 in a logical, coherent order. These different components are divided into four sections and each section is its own self-contained lesson. Valuable additional resources, including tips, programme examples, activities, and information, are also included in the manual.

- Nascimbeni F. and Vosloo S. (2019). *Digital Literacy for Children. Exploring definitions and framework*. Scoping paper no 01, August 2019. UNICEF, Office of Global Insight and Policy, New York. DOI:[10.13140/RG.2.2.33394.94407](https://doi.org/10.13140/RG.2.2.33394.94407)

Abstract

The paper presents the results of an initial scoping exercise on digital literacy undertaken by the UNICEF Policy Lab with the objectives of working towards a definition of digital literacy, highlighting existing competence frameworks and how they could be adapted to the needs of UNICEF, and analyzing the needs and efforts of UNICEF country offices. This work will ultimately allow UNICEF to achieve its priority to “teach digital literacy to keep children informed, engaged and safe online” (UNICEF 2017), by effectively implementing digital literacy programmes. The paper also serves to inform a further stage of work in which UNICEF could develop policy guidelines as well as a set of tools to contextualize digital literacy interventions in order to respond to country-level realities. Apart from informing UNICEF’s work, the paper also aims to contribute to the international debate on digital literacy.

- National Centre for Social Research (2016). *The Internet in Greece 2015*. Principal investigator N. Demertzis. Athens: EKKE. [WIPreport en.pdf \(ekke.gr\)](https://www.ekke.gr/WIPreport_en.pdf)

Abstract

The World Internet Project in Greece is implemented by the National Centre for Social Research (EKKE), as part of the World Internet Project, an international ongoing research program launched in 1999 and directed by the Annenberg School Center for the Digital Future at the University of Southern California. The current report includes a presentation of the results of the first wave of the survey which was conducted from the 30th of November to the 30th of December 2015. The report presents the trends of internet use among the Greek population and explores several aspects of the respondents’ internet-related behavior. This report includes descriptive presentations of the results analyses as well as charts

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including mostly relative frequencies and, in some cases, variable means. The relative frequencies and means are included in the charts in order to allow the reader to have a clear overview of the exact percentages.

- NEMO project (Using the New Media in Education to overcome Migrant discrimination Online). *Hungary National Report, Italy National Report and Comparative Report*. [Research - Project Nemo \(project-nemo.eu\)](https://project-nemo.eu)

Abstract

In a context where third country nationals are affected by the proliferation of misleading information and biased communication with discriminatory attitudes, young teenagers (11-14 y-old) must be prepared to enter the online world with proper tools. To do so, NEMO intends to analyse the main forms of stereotypes and discriminative behaviour affecting young people in Austria, Bulgaria, France, Italy and Hungary in order to create an innovative and highly communicative toolkit for schools. The Comparative Report places in an EU context the underlying themes of NEMO, to compare the results of the five national reports. According to national reports, students are more exposed to fake news than older generations. Students at school should be educated in critical thinking, taught methods of dissecting stories. They also have to learn how to check facts and to be encouraged to expose lies without fear of judgement of reprisals even if it goes against the grain of the societies, they live in. In general teachers need to be better equipped, not just theoretically, but they need to have “digital skills” to speak with their students and to promote integration. According to parents, school has to explain kids what discrimination is, how to use the Internet and how to learn to understand all the information that comes from it. But as it emerges from collected evidence, parents can influence children expressing some stereotypes. Furthermore, parents need to be better equipped to distinguish fake news and discrimination.

- Nordbruch G. (2016). *The role of education in preventing radicalization*. Radicalization Awareness Network, European Commission. [files en \(europa.eu\)](https://files.en.europa.eu)

Abstract

Schools are key institutions to strengthen resilience and prevent youngsters from being attracted to radical ideologies and organisations. What is more, teachers are often among the first to note possible signs of radicalisation, and are important interlocutors for those affected (i.e., the individuals themselves, and their relatives and friends). In taking on this responsibility, teachers should engage with the crucial issues that can contribute to radicalisation processes and address the concerns and grievances that are exploited by radical religious and right-wing propaganda.

- Noh, Y. (2017). A study on the effect of digital literacy on information use behavior. *Journal of Librarianship and Information Science*, 49(1), 26–56. <https://doi.org/10.1177/0961000615624527>

Abstract

The latest evaluation indicators of digital literacy are applied to college students to evaluate their level of digital literacy. Evaluation areas applied in this study are roughly classified into technical literacy, bit literacy, and virtual community literacy, and each of these has five sub-groups. This paper attempts to analyze the level of effect of these categories and sub-groups on information use behavior. As to results, bit literacy influences information use behavior most, followed by virtual community literacy

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and technical literacy in that order. Bit literacy is related to the ability to use information including information search, information discernment, editing information, processing information, and utilizing information, and these items appear to have influenced information use behavior most. Examination of these detailed items shows that the ability to process information has the most significant effect on information use behavior followed by information discernment, information editing, community analysis, document editing, and use of tools and ability to create cyber culture in that order. The literacy indicators with the lowest effect on information use behavior were the ability to communicate, form self-identity, information search, and form relationships in that order.

- Nwabuzo O. (2019). *Racist crime and institutional racism in Europe. ENAR shadow report 2014-2018*. European Network Against Racism (ENAR). [2014–2018 ENAR Shadow Report on racist crime and institutional racism in Europe | European Website on Integration \(europa.eu\)](https://european-council.europa.eu/media/e0000000-0000-0000-0000-000000000000_en.pdf)

Abstract

In this report we revisit some of the main themes in ENAR's 2013-2014 Shadow Report on racist crime in Europe providing an update on statistics of hate crimes with a racial bias recorded between 2014-2018; exploring the link between underreporting and mistrust of the police; and uncovering institutional racism within the criminal justice system. Examining data from 24 EU Member States the European Network against Racism reports on hate crimes with a racial bias between 2014 and 2018. Data suggest that racially motivated crimes are on the rise in many EU countries, but authorities are still reluctant or have difficulty with investigating and prosecuting crimes with a racial bias as hate crimes. While many EU Member States have guidelines, policies or instructions that support police and prosecutors in recording or investigating hate crimes, evidence suggests that police are not taking reports of racially motivated crimes seriously.

- Observatory for the prevention of school violence and bullying (2014). *Research on school violence*. <http://paratiritirio.minedu.gov.gr/>

Abstract

According to the survey concluded by the Observatory for the prevention of violence in schools, in Greece increased rates of violent behavior with racist victimization characteristics are recorded. Specifically, the responses of the students involved in the pan-hellenic survey show that the country of origin and the minority origin of the victims are two of the main causes of in-school violence, with violence being experienced by 33% of students because of their country of origin, while another 11% have been victimized because of their minority belonging.

- OECD (2021). *The Assessment Frameworks for Cycle 2 of the Programme for the International Assessment of Adult Competencies*, OECD Skills Studies, OECD Publishing. <https://doi.org/10.1787/4bc2342d-en>.

Abstract

This publication contains the frameworks for the assessment of literacy, numeracy and adaptive problem solving in the second cycle of the OECD's Programme for the International Assessment of Adult Competencies (PIAAC Cycle 2). The assessment frameworks represent key documents for understanding what is measured by PIAAC and for interpreting its results. The introductory chapter provides an overview of the PIAAC assessment and its relationship to previous international assessments of adult skills. It also describes the purpose of the assessment frameworks and the evolution of the concepts of literacy, numeracy and problem solving since the first international assessment of adult literacy was conducted in the mid-1990s as well as the relationship of PIAAC to the

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OECD's assessment of 15-year-old school students, PISA. The individual frameworks are presented in separate chapters: literacy (Chapter 2), numeracy (Chapter 3) and adaptive problem solving (Chapter 4). They define the particular skills assessed, describe their salient features, outline a recommended approach to the assessment of the skill and identify other matters relevant to test development. The similarities and differences with the frameworks of previous assessments are outlined with a focus on the social, theoretical and measurement considerations that have contributed to the development of the frameworks over time.

- OECD (2016), *Skills Matter: Further Results from the Survey of Adult Skills*, OECD Skills Studies, OECD Publishing. <http://dx.doi.org/10.1787/9789264258051-en>

Abstract

Skills Matter: Further Results from the Survey of Adult Skills expands on the data and analysis examined in the *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills* by including data from nine additional countries that conducted the survey in 2014-15. The results show that poor skills severely limit people's access to better-paying and more rewarding jobs. The distribution of skills also has significant implications for how the benefits of economic growth are shared within societies. Put simply, where large shares of adults have poor skills, it becomes difficult to introduce productivity-enhancing technologies and new ways of working, which in turn stalls improvements in living standards. Importantly, the results show that skills affect more than earnings and employment. In all countries, adults with lower skills are far more likely than those with better literacy skills to report poor health, to perceive themselves as objects rather than actors in political processes, and to have less trust in others. The report also finds that acquiring relevant skills is certainly key, but may not be enough to integrate successfully in the labour market. Skills must be used productively, not only to keep them from atrophying, but also to reap some of the intangible benefits of skills proficiency that contribute to adults' general well-being. For example, this report shows that the intensity with which workers use their information-processing skills in their jobs is related to the likelihood of being satisfied at work.

- OECD (2013). *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*, OECD Publishing. <http://dx.doi.org/10.1787/9789264204256-en>

Abstract

It is no exaggeration to use the word "revolution" when talking about how our lives have changed over the past few decades. Today we rely on information and communication technologies and devices that hadn't even been imagined in 1980. The way we live and work has changed profoundly – and so has the set of skills we need to participate fully in and benefit from our hyper-connected societies and increasingly knowledge-based economies. Governments need a clear picture not only of how labour markets and economies are changing, but of the extent to which their citizens are equipping themselves with the skills demanded in the 21st century, since people with low skills proficiency face a much greater risk of economic disadvantage, a higher likelihood of unemployment, and poor health. Our new publication series, the *OECD Skills Outlook*, aims to provide that picture. It will offer an annual overview of how skills are being developed, activated and used across OECD and partner countries, and highlight the kinds of education, employment, tax and other social policies that encourage and allow people to make the most of their potential. This inaugural edition of the *OECD Skills Outlook* is devoted to reporting the results of the first round of the Survey of Adult Skills, a product of the Programme for the International Assessment of Adult Competencies (PIAAC).

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- OECD (2012). *Literacy, Numeracy and Problem Solving in Technology-Rich Environments: Framework for the OECD Survey of Adult Skills*, OECD Publishing.
<http://dx.doi.org/10.1787/9789264128859-en>

Abstract

The Programme for the International Assessment of Adult Competencies (PIAAC) is a global assessment of adult skills, managed by the OECD and implemented by 25 countries in Europe, the Americas and Asia. Data are being collected from August 2011 to March 2012 and results will be available at the end of 2013. This document provides an overview of the skills that are assessed in PIAAC – literacy, numeracy and problem solving in technology-rich environments – with a focus on the key features of the frameworks guiding the development of the assessments, in particular, the definitions of the different assessment domains and the variables that guide selection of assessment tasks. The frameworks provide an agreed definition of what should be measured and identify characteristics that can be used in the construction and interpretation of tasks. In other words, they define what is meant by “literacy”, “numeracy” and “problem solving in technology-rich environments” in PIAAC.

- OECD & Eurostat/European Commission (2005). *Oslo Manual. GUIDELINES FOR COLLECTING AND INTERPRETING INNOVATION DATA. The Measurement of Scientific and Technological Activities, 3rd edition*. OECD Publishing. ISBN 92-64-01308-3. [Oslo Manual 2005 - Products Manuals and Guidelines - Eurostat \(europa.eu\)](http://www.oecd.org/dataoecd/11/50/35402271.pdf)

Abstract

The ability to determine the scale of innovation activities, the characteristics of innovating firms, and the internal and systemic factors that can influence innovation is a prerequisite for the pursuit and analysis of policies aimed at fostering innovation. The Oslo Manual is the foremost international source of guidelines for the collection and use of data on innovation activities in industry. This third edition has been updated to take account of the progress made in understanding the innovation process and its economic impact, and the experience gained from recent rounds of innovation surveys in OECD and non-member countries. For the first time, the Manual investigates the field of non-technological innovation and the linkages between different innovation types. It also includes an annex on the implementation of innovation surveys in developing countries.

- OSCE/ODIHR, Council of Europe, UNESCO (2011). *Guidelines for educators on countering intolerance and discrimination against Muslims. Addressing Islamophobia through Education*. Poland. [ISBN 978-92-9234-816-8]
<https://www.osce.org/odihr/84495?download=true>

Abstract

These Guidelines were developed jointly by the OSCE Office for Democratic Institutions and Human Rights (ODIHR), the Council of Europe and the United Nations Educational, Scientific and Cultural Organization (UNESCO) in consultation with a broad range of stakeholders, including education experts, teachers, civil society representatives and governmental officials. They are designed to support teachers in combating intolerance and discrimination against Muslims. They target a broad audience, including teachers, school principals, educational leaders, educational policy makers and

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politicians, teacher educators, associations, federations and professional teachers' associations as well as NGOs.

- Pantelidou-Maloutas M. (2015). Reproducing and Evolving Greek Political Culture: Indications from Politics to Adolescence. Young men and women as political actors before and after the crisis. In Pantelidou-Maloutas, M (ed.) *Cultural components of the political process* (chapter 9, pp. 145-165). Athens: SEAV. [ISBN 978-960-603-065-9] (in Greek)
https://repository.kallipos.gr/bitstream/11419/3531/8/Malouta-1_final-sinoliko-KOY.pdf

Abstract

The study deals with indications for the reproduction and evolution of Greek political culture based on a comparative depiction of the political profile of young adolescents from Athens for thirty years (1982-2010). It refers both to the participant teenagers of "Metapolitefsi" and to the distanced ones, but "on the alert" of the early 2000s. It examines the changing politics of adolescents as a harbinger of change, the social category of "youth", the evolution of youth politics, and the crisis as an intersection. Also, it examines intermediate political interference and participation in the established functioning of parliamentary democracy and asks if the crisis is a factor of the "return of youth?"

- Pantelidou-Maloutas, M. (2015). Youth and politics: The political involvement of the young prior to the crisis. *The Athens Social Atlas*, Athens.
<https://www.athenssocialatlas.gr/en/article/youth-and-politics-i/>

Abstract

Citizens' trust in the political system and institutions in Greece was in systematic decline since the early 1990s and up to the crisis. At the same time, the young increasingly distanced themselves from politics, as both their political interest and their level of actual political involvement were much smaller compared to young people in previous eras and to their contemporaries in middle-age. All empirical surveys of this period attest that Greek youth, as is the case with other young Europeans, is mainly individualistic, with limited socio-political concerns and reduced interest for and participation in political collectivities. In parallel, cynicism and a sense of futility as to the effectiveness of a possible political intervention seem to be on the increase. The general social, political and cultural conditions dictated a climate of complacency and disengagement, while young people mainly channeled their interests and their energy towards other directions, in distinct contrast to their parents' generation. The crisis, a very strong factor for (re)socialization, played a significant role as we will see. However, the December 2008 events caused surprise, precisely because they did not fit the collective characteristics typically assigned to the younger generations at that time. Something had already begun to change.

- Papaioannou K. (2014). *Because not everyone is the way they want to look. Let's talk about the far right*. Athens: Hellenic League for Human Rights, Friedrich-Ebert-Stiftung. https://www.fes-athens.org/fileadmin/user_upload/office/documents/publications/As_mili_soyme_kathara.pdf

Abstract

The book deals with the issue of the rise of the far right in Greece and how we can arm young people against the racist and neo-Nazi phenomenon.

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- Papaioannou K. (2013). *The “clean hands” of Golden Dawn. Applications of Nazi purity*. Athens: Metaixmio [ISBN 978-960-566-417-64]. (in Greek)

Abstract

The book examines the function of the Golden Dawn as a "national disinfectant", following the explosive rise to the arrests of its chief and executives, the universal expansion of neo-Nazism that attempts to leave no corner of public life uncontrollable and "suspiciously unclean", the dangerous "infectious diseases" in education, art, intellect, the goals of clearing and the violent rituals of the raids, the relationship of neo-Nazis with the police, the expansion to public space by Mafia practices. In short, the widespread outrage of the social body and the adoption of the far-right agenda by members of the political staff are outlined.

- Pauwels A. (2021). Contemporary manifestations of violent right-wing extremism in the EU: An overview of P/CVE practices. Radicalization Awareness Network, European Commission. [Contemporary manifestations of violent right-wing extremism in the EU: An overview of P/CVE practices, 2021 \(europa.eu\)](https://ec.europa.eu/ran/publications/contemporary-manifestations-violent-right-wing-extremism-eu-overview-pcve-practices-2021)

Abstract

Right-wing violence is rising across the EU, illustrating the need for adequate measures to prevent and counter the threat. Yet, many existing preventing and countering violent extremism (P/CVE) measures have been developed around Islamist extremism or in response to the wave of violent right-wing extremism (VRWE) three decades ago. This paper explores whether measures to deal with previous right-wing extremist expressions are fit to counter current manifestations of right-wing extremism. It describes the modern (violent) right-wing extremist scene and how it has evolved from past manifestations. It also highlights a number of promising practices from previous programmes targeting right-wing violence. Several core concepts of these approaches remain highly valuable today. However, a more diverse “at-risk” group, increasing internationalization and online presence demand for supplementary measures and a rethink of some aspects.

- Petrou M. and Kandylis G. (2016). Violence and Extreme-right Activism: The Neo-Nazi Golden Dawn in a Greek Rural Community, *Journal of Intercultural Studies*, 37:6, 589-604, DOI: 10.1080/07256868.2016.1235022

Abstract

After years of marginal appeal in the electorate, Golden Dawn (GD), a hitherto minor grupuscule of the neo-fascist right, has experienced impressive and continuous electoral success in Greece since 2010. In this paper, we focus on the micro-scale of local communities and explore how violence is used by a local activist in ways that attract sympathizers to GD. Employing ethnographic research in a rural community we observe an everyday rhetoric that gives GD a privileged position in the circulation of violence. We argue that, rather than being a collateral symptom of neo-fascist mobilization, violence may under certain conditions be one of the strengths of extreme-right movements.

- Petrou M., Kandylis G. and Vakalopoulos K. (2015). Mythmaking narrative and culture of violence. Interpreting the support of Golden Dawn in Greek rural areas. In N. Georgarakis and N. Demertzis (eds.), *The political portrait of Greece. Crisis and the deconstruction of the Political* (pp. 234-262). Athens: EKKE-Gutenberg. [ISBN 978-960-01-1698-4]. (in Greek)

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Abstract

The main objective of this article is to investigate the support of Greek rural areas to Golden Dawn. It attempts to reveal those factors of both local social composition and political traditions that lead to the consolidation of support networks of the fascist extreme right. The argument focuses on the invoking of violence which did not halt the electoral success of Golden Dawn, but was also a decisive factor for its strengthening. Practices of familiarization of social actors with authoritarian and violent behaviors –based on mechanisms of indirect social control- are central in the political action of Golden Dawn activists. These practices appear in their discourse as socially necessary and legitimate.

- Racist Violence Recording Network (RVRN) (2019). *Annual Report 2018*. Athens. https://www.unhcr.org/gr/wp-content/uploads/sites/10/2019/04/RVRN_report_2018en.pdf

Abstract

In 2018, the Racist Violence Recording Network (RVRN) recorded an increase in incidents of racist violence, especially against refugees and migrants. This increase is linked to the political polarization at a global level regarding the reception of refugees and migrants, coupled with national and local factors shaping the situation in Greece. The reinforced presence of the far-right parties in Europe encourages the violent xenophobic groups that claim an increasing proportion of the public sphere. In view of the European elections, the more space is occupied by the far-right agenda and euroscepticism, the more the far-right, neo-Nazi and extreme nationalist groups across Europe gain further strength and form alliances with each other or even compete in committing racist attacks. In other words, the acceptance and regularization of extreme xenophobic positions does not defuse tension through the participation of their representatives in the political system; on the contrary, alongside the exoneration of fearful perceptions towards the *other*, the *different*, violence finds a footing and attracts more supporters.

- Radicalization Awareness Network (December 2021). *Inclusion through sports*. Conclusion paper, RAN Youth & Education (Y&E). [RAN Y&E Inclusion through sports, online meeting 30 November – 01 December 2021 \(europa.eu\)](https://www.europa.eu/ran/youth-education/inclusion-through-sports)

Abstract

Sports can play a positive and constructive role in the lives of young people. Physical activity can boost their self confidence and provide young people opportunities to meet and make friendships with other young people. This can lead to positive identity development and a sense of belonging – two protective factors when it comes to the prevention of violent extremism (PVE). In this way, engaging in sports could help reduce the risk of radicalisation leading to violent extremism. Which elements in sports initiatives have this positive effect? And how can these be utilised by educators and youth workers? To answer these questions, the RAN Youth & Education (Y&E) working group convened a working session on 30 November and 1 December 2021 to gather insights and tips from sports initiatives on working elements regarding inclusion and PVE. This paper is based on the insights from the working session and aims to provide educators, youth workers and sports organizers with practical tips on how to foster inclusion through sports.

- Radicalization Awareness Network (May 2020). Violent right-wing extremism in focus. *Spotlight*. [Violent right-wing extremism in focus, May 2020 \(europa.eu\)](https://www.europa.eu/ran/youth-education/violent-right-wing-extremism-in-focus)

Abstract

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Recent events have served to provide significant traction for groups exploiting populist right-wing narratives. Critically in 2014 the world watched as a humanitarian crisis developed in Syria, subsequently putting pressure on European borders, a situation which violent right-wing extremist groups have exploited heavily. Such mass movement in and around Europe has created enormously complex issues. Whether those migrating were doing so for economic reasons or simply safety from the horrific conflict unfolding in Syria and Iraq extreme groups have seized on this visible influx. Using tried and tested methods to blame and dehumanize, various social scandals such as a perceived increase in rape statistics in Sweden and sexual assault during New Year's celebrations in Cologne, were used as justification for anti-Muslim hatred. Violent right-wing extremist groups seized the opportunity to recruit, using this social scandal as part of a narrative which was meant to justify hatred. The exponential influence of social media has enabled groups such as Identity Europe to reach a sympathetic audience across Europe. As a result, these groups are far more communicative, sharing outrage, ideologies, platforms and in some cases defense and military training. As part of my role, I have worked with individuals from the UK who have travelled to European countries to take part in weapons training camps and develop connections with other extreme groups. One such group had initiated contact with a well-established Russian mixed martial arts organisation that promoted white supremacy and were offering training to members as part of their call to violence. These kinds of developments all represent evolving challenges in understanding and response. However, it is the facilitation of hateful ideology and encouragement of violence through these online spaces which we need to collectively understand and work towards effectively countering. Acknowledging the impact of such visible migration is important in our response, being able to credibly recognise concerns but also counter violent right-wing extremist narratives. For example, narratives around replacement of indigenous European culture from Muslim populations, feed into a perception of being under attack and consequently may encourage people to be viewed as the enemy. There are huge challenges in the P/CVE area presented by reciprocal radicalisation where the actions of one group motivate similar extremism in an opposing faction. Despite achieving success when working with individuals, these counter narratives need to be more broadly promoted and accessible in the online space.

- Radicalization Awareness Network (May 2020). *Integrating the online dimension into offline pedagogical practices*. Conclusion paper, RAN Youth & Education (Y&E). [RAN Y&E Integrating the online dimension into offline pedagogical practices, online meeting 08-09 March 2022 \(europa.eu\)](#)

Abstract

Older generations are becoming increasingly aware that for young people, the online world (social media and online games) is in fact part of the real world. Offline efforts at preventing and countering violent extremism (P/CVE) should thus certainly take into account this online dimension. After all, it is essential for youth professionals to understand the entirety of young people's experiences if they are to connect with them and build trust. However, youth practitioners still find it challenging to identify this online content and integrate it into their daily practices. Challenges include bridging the gap between young people and professionals; staying up to date about trending platforms, content and narratives; and identifying working methods to use in classroom or youth work contexts. The RAN Youth & Education (Y&E) working group convened a working session on 8 and 9 March 2022 for insights and tips on how to gain in-depth and immersive knowledge of the younger generation's online experience and subsequently integrated it in pedagogical practices. This paper is based on insights from the working session and aims to provide educators and youth workers with practical tips on how to include the online dimension in offline pedagogical practices.

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- Radicalization Awareness Network (2019). *Preventing Radicalization to Terrorism and Violent Extremism. Approaches and Practices*. [files_en \(europa.eu\)](https://files.en.europa.eu)

Abstract

In recent years, the processes of radicalisation leading to violent extremism have greatly evolved. The variety of ideologies that provide inspiration for extremist groups is growing and include religious inspired extremism, left wing, anarchist and right-wing ideologies as well as nationalist and separatist ideologies. Extremists are also no longer acting only as part of organised, hierarchical organisations but also within smaller cells and sometimes as lone wolves. All forms of extremism have become more globalised taking full advantage of the opportunities of the interconnected world. Consequently, terrorist or violent extremist actions are becoming harder to detect and predict by the authorities, making traditional law enforcement techniques alone insufficient to deal with these evolving trends, particularly in relation to tackling the root causes of the problem. A broader approach is needed, aimed at earlier intervention and prevention, and engaging a wide spectrum of actors from across society.

- Richardson, C., Cameron, P. A., & Berlouis, K. M. (2017). The role of sport in deradicalisation and crime diversion. *Journal for Deradicalization*, 13, Winter 2017/2018, 29–48. [The Role of Sport in Deradicalisation and Crime Diversion | Journal for Deradicalization \(sfu.ca\)](https://www.sfu.ca/~jforrad/journal-for-deradicalization/)

Abstract

In recent years the use of sport as an intervention to reduce crime in the community and prisons, and to reduce radicalisation of young adults, has become more common. Studies suggest that participating in sport may improve self-esteem, enhance social bonds and provide participants with a feeling of purpose. The introduction of an education element can improve outcomes following completion of the programme, providing participants with a pathway towards employment. Although it is recognised that sport may form only one aspect towards the reduction of crime and radicalisation, effectiveness, may be enhanced with a combination of other services such as religious re-education and assistance with housing. This article aims to appraise the literature on sports interventions in the UK, and worldwide, in order to highlight the positive and negative consequences of the approach and identify limitations.

- Richardson J., Milovidov E., J.D. and Schmalzried M. (2017). *Internet Literacy Handbook. Supporting users in the online world*. Council of Europe. [Internet literacy handbook \(coe.int\)](https://www.coe.int/t/t02/Internet_Literacy_Handbook/)

Abstract

Since the first edition of the Internet Literacy Handbook was issued in 2003 the world of the Internet has changed tremendously. The number of Internet users has risen; users are increasingly younger, trends in how people use the Internet and what they are looking for evolve, and new pitfalls in, for example, personal security arise seemingly overnight. This new edition takes into account the myriad changes, although the object of the Handbook still remains, namely, to offer families, educators and policy-makers sufficient technical know-how to allow them to navigate, with young people, through communication technology. The new edition also expands the scope of the Fact sheets anchoring previously “new” concepts of digital citizenship and digital parenting. This edition includes 26 Fact sheets arranged under 6 thematic headings including a heading specifically dedicated to “Looking Forward” towards the future of the Internet. The Handbook is designed to be easy to use and helpful, as illustrated by the Fact sheet entitled “Finding quality information on the Web”. It is also available online, where it can be downloaded either in its full format or per individual factsheet.

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- Sakellariou A. (2015). *Golden Dawn and its appeal to Greek youth*. Athens: Friedrich-Ebert-Stiftung. <http://library.fes.de/pdf-files/bueros/athen/11501.pdf>

Abstract

One of the most salient developments of the crisis in Greece was the remarkable electoral success and entry into the Greek parliament of a formerly marginal political formation, namely the neo-Nazi party Golden Dawn. This enabled it to foster an extreme xenophobic, racist and authoritarian discourse focused on anti-immigrant scapegoating and the clear rejection of the democratic political system established in Greece in 1974. Young people seem to support »Golden Dawn« more than other age groups. They feel attracted by »Golden Dawn's« right-wing ideology and share the party's racist stance vis-à-vis immigrants and other groups. In this sense the economic crisis has acted as a "catalyst", contributing to the rise of young people's support for Golden Dawn. In addition, young people's general lack of historical knowledge helps to increase their votes for the Greek neo-Nazi party. In order to deal with this phenomenon successfully, action has to be taken on various levels. This includes education in school, the design and implementation of youth policies and the role of the media and their impact on public discourse.

- Samuel K., L.H. (2018). *Desk review on sport as a tool for the prevention of violent extremism*. United Nations Office on Drugs and Crime (UNODC). [Desk review on sport as a tool for the prevention of violent extremism \(unodc.org\)](https://www.unodc.org/unodc/en/prevention-of-violent-extremism/unodc.org)

Abstract

During the 13th United Nations Congress on Crime Prevention and Criminal Justice in 2015, there was broad consensus that education for all children and youth is fundamental to the prevention of crime and corruption and to the promotion of a culture of lawfulness that supports the rule of law and human rights while respecting cultural identities. Consequently, the Doha Declaration (2015) contains a number of commitments by Member States relating to the prevention of crime, including violent extremism, emphasizing the fundamental role of youth participation in prevention efforts. Similarly, since 2015 UNESCO Member States have recognized the importance of youth empowerment, through education, as vital to prevent violent extremism. In connection to this, one area of interest among policymakers and researcher alike, and the focus of the current desk review, relates to the potential role of sport to act as an effective tool for preventing violent extremism (PVE).

- Sanders B. (2020). *Youth crime prevention through sport. Insights from the UNODC "Line Up Live Up" pilot programme*. United Nations Office on Drugs and Crime (UNODC). [LULU Insights report cover \(unodc.org\)](https://www.unodc.org/unodc/en/prevention-of-violent-extremism/unodc.org)

Abstract

The use of sport for development and peace (SDP) has grown rapidly in the 21st century, with sport being recognised as a means to contribute to the Sustainable Development Goals (SDGs) and other global priorities. This includes the use of sport-based approaches for positive youth development and to prevent and address risk factors linked to crime, violence and substance use, especially among vulnerable populations. This paper aims to place key findings and lessons learned from the assessment of the Line Up Live Up pilot programme in the context of relevant research on the use of sport for youth violence and crime prevention, and to provide recommendations on the effective use of sport in this context. It is anticipated that the paper will help strengthen programming and the effective

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integration of sport programmes in crime prevention frameworks and interventions, as well as contribute to the broader analysis of the contribution of sport to the Sustainable Development Goals and violence and crime prevention in particular.

- Savaricas N. (2013). Greece's neo-fascists are on the rise and now they are going into schools: How Golden Dawn is nurturing the next generation. *The Independent*, 2 February 2013. <https://www.independent.co.uk/news/world/europe/greece-s-neo-fascists-are-on-the-rise-and-now-they-re-going-into-schools-how-golden-dawn-is-8477997.html>

Abstract

The newspaper *The Independent*, in a special investigation, reveals the tactics used to recruit children to its far-right political beliefs. Attacks by children are rare, but there are fears that they are on the rise as a harsh anti-immigrant rhetoric with undercurrents of violence takes root in the malleable minds of patriotic youths as they watch their country's sovereignty being eroded by foreign creditors. The potential to tap into this dissatisfaction and win over Greece's future voters has not been lost on the controversial Golden Dawn party: an investigation by *The Independent* found the neo-fascist party gaining ground among the country's youth, aggressively spreading their anti-immigrant, far-right message through social media, the internet, and youth clubs. The vigilante, truculent and anti-establishment features of Golden Dawn offer a seductive alternative to the radical left or anarchist movements that have traditionally appealed to Greece's teenagers. Over 50 teachers, parents and teenage students from schools across Athens interviewed by *The Independent* agree that the party is slowly becoming fashionable, when three years ago it was barely known.

- Sieckelinck, S., & Gielen, A-J. (2018). *Protective and promotive factors building resilience against violent radicalisation*. European Commission, Radicalisation Awareness Network. [ran_paper_protective_factors_042018_en.pdf \(uva.nl\)](https://www.ran.europa.eu/ran_papers/ran_paper_protective_factors_042018_en.pdf)

Abstract

This paper is intended for decision makers in the fields of (social) policy and practice. It provides a solid basis for those charged with tackling the risk factors that can create a breeding ground for radicalisation. There is an extensive body of literature on both risk and protective factors of generic violence in adolescence (which is often described as 'anti-social problem behaviour'), but most theoretical and empirical studies on the specific problem of radicalisation and violent extremism tend to focus solely on the risk factors. Risk factors are generally considered to be factors that predict unhealthy or undesirable development. This Radicalisation Awareness Network (RAN) paper provides an overview of nine thematic risk factors: (1) individual social-psychological factors, e.g. anger and a sense of injustice; (2) social factors, e.g. marginalisation and discrimination; (3) political factors, e.g. narratives of 'us versus them'; (4) ideological factors, e.g. Salafi-jihadi interpretations of Islam, and dissatisfaction with foreign policies; (5) culture and identity crises reinforced by occupying the indistinct space between cultures; (6) psychological trauma, e.g. post-traumatic stress disorder (PTSD); (7) group dynamics, e.g. friends who are active in violent extremist networks; (8) recruitment strategies, e.g. groomers; and (9) social media. This paper identifies and explores how an understanding of protective factors can be of use when addressing risk and can thereby contribute to the development of individual and societal resilience against extremism. To this end, the paper: (1) specifies which risk factors can be mitigated by which protective factors; (2) explains the importance of promotive factors in mitigating risk; (3) explains the importance of promotive factors in enhancing well-being and strengthening individual and societal resilience; (4) presents a kaleidoscopic overview, including implications for policies and practices.

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- Singh J., Kerr P. and Hamburger E. (eds) (2016). *Media and information literacy: Reinforcing Human Rights, Countering Radicalization and Extremism*. MILID Yearbook 2016. UNESCO publishing ISBN 978-92-3-100177-2. [Media and Information Literacy as a Tool for Reinforcing Human Rights, Countering Radicalization and Extremism: Yearbook 2016 | UNESCO](https://unesdoc.unesco.org/ark:/48223/pf0000235721)

Abstract

This edition is focused on a highly relevant theme of “Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism”. It is a relevant reference point to initiate discussion and offer perspectives to stakeholders seeking to apply MIL as a tool to counter violent extremism. There is evident need for evidence-based research, assessment and evaluation that can provide insight into the impact of media and information literacy on societies. UNESCO trusts that this publication will contribute to ongoing scholarship and debate on these key topics.

- Sonntag A. and Ranc D. (2015). *Colour? What colour? Report on the fight against discrimination and racism in football*. Paris: UNESCO Publishing. [ISBN: 978-92-3-100134-5] <https://unesdoc.unesco.org/ark:/48223/pf0000235721>

Abstract

Football has been shown to be a mirror of society; it may also be viewed as providing a temporary suspension of reality for an interlude of high emotion and idealized hopes and dreams. Football’s public transcends differences of age, gender, culture, religion, and socio-economic status to unite in support of their team. The broad diversity of backgrounds of football players represents tangible evidence of equal opportunity and meritocracy. The sport itself has team solidarity, fair play and mutual respect among members and for opponents ingrained within its rules and practices. Yet, the ‘beautiful game’ is one with an imbedded paradox. Football is also a game that may in many vaguely resemble war, where opponents face each other in a struggle to win over the other side, with the noisy and emphatic support of the spectators. The existence of racism and discrimination in football is not a secret, but it is a shame on the game. Although much is already being done, both observers and experts feel too many problems persist and measures to tackle them have not been effective enough. This report focuses on discrimination and racism in professional football and to some extent the amateur clubs that funnel into the leagues. It summarizes what has been done and is being done to mitigate racism and discrimination in domestic and international football, how the effects of these actions may be evaluated, and which new avenues for further, complementary action are promising. The report is based on a literature review, desk research, regional reports from the UNESCO network and a field survey among a purposive sample of experts and actors in a number of countries.

- Stratoudaki H. (2005) “Nation and Democracy: Aspects of teen national identity”, *The Greek Review of Social Research*, 116: 23-50. (in Greek)
<http://dx.doi.org/10.12681/grsr.9453>

Abstract

The paper examines certain aspects of the youth national identity, as recorded in the research project “Nation and Democracy in Greek Education”, as well as the relationship between such aspects and politics, values and institutions. The stances of youth regarding the Nation, Religion, National Pride,

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Democracy and Politics are rather similar to those recorded for adults. Thus, their answers to the questionnaire are indicative of the current trends in Greek national identity.

- Talleu C. (2011). *Gender equality in sports: Access for girls and women to sport practices*. Good practices Handbooks, No. 2. Strasbourg: EPAS, Council of Europe. <https://edoc.coe.int/en/gender-equality/6957-gender-equality-in-sports.html>

Abstract

This handbook addresses the issue of gender equality in sport, focusing on the access of girls and women to the practice of sport. The first part assesses the discrepancies in female and male sport practices and identifies gender-specific obstacles. The second chapter outlines best practices and positive experiences from across Europe. The last part of the handbook presents a set of recommendations, drawn from the analysis of the best practices that shall enable practitioners and policy makers to improve gender equality in sport.

- The Greek Ombudsman (2013). *The phenomenon of racist violence in Greece and how it is combated*. Special Report. Athens. (in Greek)
<https://www.synigoros.gr/resources/docs/sronracistviolencesummary2013.pdf>

Abstract

The present report includes the findings of the Ombudsman after the Independent Authority's thorough probe into complaints submitted to the Greek Ombudsman during a 16-month period (January 1, 2012, to April 30, 2013), a probe which was combined with a study on the phenomenon's characteristics as those ensue from the grouping of racist violence incidents recorded during that same time period by the Hellenic Police, the Press, and Non-Governmental Organizations (NGOs). The present report also takes into account the pertinent reports by international organizations and the proposals made by political bodies in response to a relevant invitation by the Greek Ombudsman. The report also evaluates the Police administration's approach in combating racism and xenophobia. In a special chapter, the report records the manifestation of the phenomenon in schools and the manner in which the school administration has responded to it.

- Triandafyllidou A. (2012). *Handbook on Tolerance and Cultural Diversity in Europe*. ACCEPT-PLURALISM, 2012/02.2. Concepts and Theories. Handbook. Florence: European University Institute, Robert Schuman Centre for Advanced Studies.
https://cadmus.eui.eu/bitstream/handle/1814/20975/ACCEPT_Handbook_Tolerance_2012_rev2.pdf?sequence=1&isAllowed=y

Abstract

Geared toward teacher-trainers, this Handbook is intended primarily for use in programs that prepare teachers to serve in high schools in Europe. While it could be beneficial for teachers of any subject, the Handbook may be most useful to those who are preparing to deliver courses on European civics and citizenship education. The Handbook's targeted readers are high school students and undergraduate University students between 17 and 23 years of age. The main purpose of this Handbook is to clarify terms commonly used to talk about diversity. Many terms (such as nationality, national identity or citizenship) have different meanings in different languages, and people regularly talk about them without knowing exactly what they mean. Does nation, for example, refer to the citizens of a given

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country or only to those who are of the same national origin? Does race refer to the color of one's skin or some other physical trait? Or does it refer to a whole set of supposed psychological or mental traits? Race is often confused with religion, and members of certain religious faiths are frequently characterized as stereotypes (e.g., 'Muslims are cunning', 'Jews are stingy'). Indeed, many of these terms are closely linked to negative stereotypes of minority groups. Some concepts such as integration, multiculturalism and intercultural dialogue are contested, and there is little agreement on what they stand for and how they relate to one another. This Handbook's first objective, then, is to define these terms and, by doing so, to give adolescents the tools needed to better understand the reality that surrounds them.

- Triliva S., Anagnostopoulou T., Marvakis Th. and Pavlou M. (2012). *Model Advisory Guide for Teachers*. Action Plan against racism and discrimination and pro diversity at Greek schools. Athens: I-RED. (in Greek) http://www.i-red.eu/resources/projects-files/sxedio_drasis-protypos_symvouleytikos_odigos.pdf

Abstract

The Teacher Guide is intended to help them promote issues of diversity, anti-racism education, and inclusion policy in their school or community. Specifically, the Guide provides specialized material, based on Greek and international experience, for teachers and educators to implement programs on diversity, combating racism and violence in schools and promoting inclusive education. The ultimate goal of the Guide is to provide guidance that can be a source of fruitful reflection on the situation facing each school rather than an index that has the solution to every problem. Every region, every school and every class face different and different problems. Therefore, teachers can extend and modify the findings of the Guide in their own creative way to make them more effective based on the reality of the system in which they work.

- Tsekeris Ch., Demertzis N. et al. (2020). *The Internet in Greece. EKKE's survey for the World Internet Project*. EKKE.GR – Εθνικό Κέντρο Κοινωνικών Ερευνών

Abstract

The National Center for Social Research (EKKE) constantly monitors them social and socio-technological developments with the aim of giving impetus to evidence-based policymaking and responds to the need for timely and reliable information about the use of the Internet in GREECE. Therefore, since 2015, he has taken the initiative to conduct large-scale research with the main field of study recording the penetration and multiple effects of online infrastructure in Greek society, aspiring to a scientific controllable and philosophically reflected view of its phenomena our digital world. Specifically, empirical sampling research World Internet Project Greece is implemented by EKKE and is part of World Internet Project partnership, an international partnership of universities and of research centers consisting of more than 30 countries different continents. In this report they are presented in detail the contents of the last round of the World Internet Project Greece (2019), concerning the highlighting of critical issues of the "Greek internet", such as the digital divide, uses and information/ entertainment value of the internet, social capital and grade credibility, freedom of expression, political competence, victimization and breach of privacy.

- Tsekeris Ch., Demertzis N. et al. (2020). Investigating the Internet in Greece: findings from the World Internet Project. Paper No. 153, Hellenic Observatory papers on Greece and Southeast Europe, L.S.E. [GreeSE paper 153 investigating the internet in greece.pdf](http://GreeSE_paper_153_investigating_the_internet_in_greece.pdf) (lse.ac.uk)

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Abstract

The present study aims to offer a comprehensive presentation of the empirical results of the third wave of the World Internet Project (WIP) nation-wide survey in Greece, which was conducted from the 12th of April to the 23rd of May 2019. It involves the main findings of this research wave and explores the development of internet penetration among the Greek population by providing comparative data on several aspects of the respondents' internet related behavior between all three WIP waves (2015, 2017, 2019). These aspects pertain to digital use, access and divides, online activities and social capital, internet reliability and fake news, online victimization and privacy, political efficacy and freedom of expression. Data were collected by 1,208 interviews over the phone on a structured questionnaire (based on WIP guidelines and included some additional national questions of theoretical interest) and manually transferred to an online platform using RM+ software and then to statistical analysis software. The paper also offers descriptive presentations of the results analyses as well as charts including mostly relative frequencies and, in some cases, variable means. The relative frequencies and means are included in the charts in order to allow the reader to have a clear overview of the exact percentages. The results depict Greece as a digitally vulnerable society, with strong internal antinomies, which are in tandem with internet's radical ambivalence in general.

- Tsiakalos G. (2011). *Antiracist Education Guide*. Athens: Epikentro. [ISBN 978-960-458-923-2]. (in Greek) http://users.auth.gr/~gtsiakal/tsiakalos_book.pdf

Abstract

The Antiracist Education Guide contains information on racism, the knowledge of which is considered necessary for the introduction of antiracist education into school practice, an overview of the lessons and curriculum from the perspective of antiracist education, and some examples of anti-racism education in different courses and in different classes.

- United Nations Development Programme UNDP - Chief Digital Office (2022). *Inclusive by Design: Accelerating Digital Transformation for the Global Goals*, Policy Brief, New York. [UNDP-Inclusive-by-Design-Accelerating-Digital-Transformation-for-the-Global-Goals.pdf](https://www.undp.org/publications/inclusive-by-design)

Abstract

Digital technology is a fundamental force for change in this century. It is reshaping all parts of society, including economies, government and civil society – thereby impacting almost every aspect of people's life. The exponential pace of the digital revolution and its profound consequences demand better understanding of the new context, as well as an intentional and inclusive design of digital transformation efforts to ensure that no one is left behind. Digital transformation must be intentionally inclusive if it is to contribute to realizing the Sustainable Development Goals. This policy brief explores the concept of inclusive digital transformation and what it involves in practice. The brief emphasizes the importance of approaching digital transformation in an inclusive whole-of-society way and outlines its illustrative benefits for countries and societies. The brief also provides some inspiration for how countries can accelerate inclusive digital transformation and mitigate its potential harms, through case studies and ten emerging good practices.

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- United Nations Development Programme (UNDP) - Crisis Bureau (2022). *Annual Report on Prevention of Violent Extremism 2021*. New York. [Prevention of Violent Extremism: 2021 Annual Report | United Nations Development Programme \(undp.org\)](#)

Abstract

Violent extremism requires global solutions. Rise of radicalization and violence is becoming an ever more pressing threat to global stability and peace. UNDP advocates for and leads development-based approaches to address violent extremism through its global Prevention of Violent Extremism (PVE) portfolio. This report presents key achievements, lessons and learnings from UNDP's global PVE portfolios. UNDP's PVE team at the Crisis Bureau in New York supports and advances these efforts through thought leadership, research and evidence-based policy development.

- United Nations Development Programme (UNDP) (2016). *Preventing violent extremism through promotion inclusive development, tolerance and respect for diversity: a development response to addressing radicalization and violent extremism*. New York. [Discussion Paper - Preventing Violent Extremism by Promoting Inclusive Development.pdf \(undp.org\)](#)

Abstract

In recent years, the world has witnessed new waves of violent extremism that have taken the lives of many innocent people. Whether based on religious, ethnic or political grounds extremist ideologies glorify the supremacy of a particular group and oppose a more tolerant and inclusive society. This poses two distinct but related challenges for contemporary societies: the rise of violent extremism and its spread across national borders and the governance of increasingly diverse and multi-cultural societies. While violent extremism requires interventions to protect the security of people and assets, prevention of violent extremism needs to look beyond strict security concerns to development-related causes of and solutions to the phenomenon. Experiences in both development and peacebuilding show that an increase in the levels of inclusion and tolerance in communities can lead to both better governance of diversity and to societies better inoculated against violent extremism. Tolerance for diversity and intercultural understanding are also at the heart of the new 2030 Sustainable Development Agenda, and particularly Sustainable Development Goal (SDG) 16, on building peaceful, just and inclusive societies. UNDP takes a development approach to the prevention of violent extremism (PVE). This paper does not focus solely on religiously inspired violent extremism. Many drivers apply to other forms of extreme behavior. Radical behavior in itself is not necessarily a problem. Non-violent radical behavior, especially if undertaken purposely in the political, economic or cultural sphere, can help to promote positive change. Violent extremism kicks in when radical behavior starts making use of indiscriminate violence as the means of expression.

- UNESCO (2021). *Addressing Hate Speech on Social Media: Contemporary Challenges. Discussion Paper 01*. [Addressing hate speech on social media: contemporary challenges - UNESCO Digital Library](#)

Abstract

This discussion paper seeks to give an overview of the key aspects that need to be taken into consideration to address the occurrence of hate speech on social media, be it through concrete regulations by social media companies, counter efforts and legislations or preventive educational measures. The paper is divided into three sections: part 1 focuses on definitions of hate speech and

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associated legal frameworks, part 2 reviews and addresses tools and techniques for monitoring hate speech online and discusses measurements of the prevalence of online hate speech and part 3 discusses potential counter and preventive measures.

- UNESCO (2021). *Education as a tool for prevention: addressing and countering hate speech, Expert meeting: 13-18 May 2020*. [Education as a tool for prevention: addressing and countering hate speech, Expert meeting: 13-18 May 2020 - UNESCO Digital Library](#)

Abstract

In an ever more complex and interconnected world that generates unprecedented opportunities and challenges many are feeling excluded and vulnerable. In recent months, and as a result of the COVID-19 pandemic, a wave of hate speech has swept across the globe, further exacerbating xenophobia, racism, anti-Semitism, anti-Muslim hatred, anti LGBTQI+ hatred and other forms of intolerance and discrimination (UN, 2020). In addition, disinformation is being used to target specific populations and countries. More recently, various groups have been falsely accused of spreading the COVID-19 virus and conspiracy theories have been instrumentalized for political gains, exacerbating socially entrenched prejudices, and increased vulnerability, stigmatization and discrimination of those perceived as the 'other' (OHCHR, 2020). While part of an established global trend, hate speech and violent extremist ideologies are currently on the rise, adding urgency to the already existing need of addressing and countering the phenomenon. However, addressing and countering hate speech is a multilayered endeavour, which includes tackling its root causes and drivers, preventing it from translating into violence and dealing with its wider societal consequences.

- UNESCO (2018). *Preventing violent extremism through education: effective activities and impact; policy brief*. [Preventing violent extremism through education: effective activities and impact; policy brief - UNESCO Digital Library](#)

Abstract

Despite limitations, this study shows that education has a significant role to play in the prevention of violent extremism. Relevant education of quality can help to create conditions that make it difficult for violent extremist ideas to proliferate by addressing the causes of violent extremism and fostering resilient learners able to find constructive and non-violent solutions to life challenges. The study confirms the potential returns on investments to prevent violent extremism of well-designed and effectively delivered education activities that are relevant to learners' needs, interests and daily lives.

- UNESCO (2017). *Youth and violent extremism on social media: mapping the research*. [Youth and violent extremism on social media: mapping the research - UNESCO Digital Library](#)

Abstract

This work 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. Indeed, 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

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alternatives. While 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. In this report, the term “cyberspace” is used to denote the Internet, as a network of networks, and “social media” as a social network that may combine various Internet platforms and applications to exchange and publish online. All facets of social media are considered. The main objective is to synthesize evidence on how social media may, or may not, act as vectors of violent extremist discourses and may, or may not, constitute more or less controlled spaces for exchange that can be favorable to violent extremist forms of engagement. The main corpus of analysis is composed of scientific articles covering all facets of cyberspace in relation to social networks and their related digital environment. When academic empirical studies were not available, grey literature and reports were included.

- UNESCO (2017). *Preventing violent extremism through education: a guide for policy makers*. [Preventing violent extremism through education: a guide for policy-makers - UNESCO Digital Library](#)

Abstract

Violent extremism has become a serious threat facing societies across the world. It affects the security, well-being and dignity of many individuals living in both developed and developing countries, as well as their peaceful and sustainable ways of life. It also poses grave challenges to human rights. To date, the challenges presented by violent extremism have been evaluated primarily through military and security lenses. Governments are increasingly aware that allocating funds to reinforce security measures is insufficient to protect everyone from terrorist attacks perpetrated by violent extremist individuals. Efforts to prevent violent extremism must be considered within a holistic framework. UNESCO’s Education Sector is seeking to build the capacities of key education stakeholders, namely education policymakers, teachers, school staff and actors working in non-formal educational settings. This is being done through the development of guidance materials for their use. This present Guide targets education policymakers, school staff and educators at large. It offers practical advice on what can be done within the education system, in schools and in all learning environments to support effective prevention measures.

- UNESCO (2016). *A Teacher's guide on the prevention of violent extremism*. [A Teacher's guide on the prevention of violent extremism - UNESCO Digital Library](#)

Abstract

This is UNESCO’s first Teacher’s Guide on the Prevention of Violent Extremism through education. This document has been developed in direct response to the needs of UNESCO’s Member States as expressed in the landmark 197/EX Decision 46 taken by UNESCO’s Executive Board in October 2015, which calls on the Organization to enhance its capacity to provide assistance to countries as they work to strengthen their education sector responses to violent extremism, including through human-rights based Global Citizenship Education (GCED) programmes, keeping in mind national contexts.

- UNESCO (2015). *Countering online hate speech*. [Countering online hate speech - UNESCO Digital Library](#)

Abstract

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The opportunities afforded by the Internet greatly overshadow the challenges. While not forgetting this, we can nevertheless still address some of the problems that arise. Hate speech online is one such problem. But what exactly is hate speech online, and how can we deal with it effectively? As with freedom of expression, on- or offline, UNESCO defends the position that the free flow of information should always be the norm. Counter-speech is generally preferable to suppression of speech. And any response that limits speech needs to be very carefully weighed to ensure that this remains wholly exceptional, and that legitimate robust debate is not curtailed. The present report provides a global overview of the dynamics characterizing hate speech online and some of the measures that have been adopted to counteract and mitigate it, highlighting good practices that have emerged at the local and global levels. While the study offers a comprehensive analysis of the international, regional and national normative frameworks developed to address hate speech online, and their repercussions for freedom of expression, it places particular emphasis on social and non-regulatory mechanisms that can help to counter the production, dissemination and impact of hateful messages online.

- UNESCO / OFCH / Agitos Foundation / WADA / ICSSPE/CIEPSS/ CIFP (2019). *Sport values in every classroom. Teaching respect, equity and inclusion to 8–12-year-old students. A quick guide.* [ISBN 978-92-3-100351-6]
<https://unesdoc.unesco.org/ark:/48223/pf0000371303>

Abstract

Sport enhances socialization by bringing people together and by providing a bridge between different backgrounds and individual personalities. Sport also offers a unique way of developing morally – as the values learned through participation transcend into all areas of life. Furthermore, these values and attitudes learned through sport are the underpinning of a peaceful, productive, healthy and cohesive community, which contribute to a more just world. In recognition of the potential of sport, six international partners collaborated to create this resource which engages youth through movement-based classroom activities while helping teachers instill some of the core values synonymous with sport: respect, equity and inclusion. The result of the project is the enclosed set of activity cards designed for you to use with 8–12-year-old students.

- UNESCO/IICBA (2019). *Play & Resilience: A toolkit for teachers, caregivers and other stakeholders.* Addis Ababa: IICBA.
<https://unesdoc.unesco.org/ark:/48223/pf0000370734>

Abstract

Children across the world endure adverse childhood experiences. Across the globe, children are exposed to risks that are debilitating to various and grave degrees: risk factors can range from exposure to political violence and forced migration, the deleterious effects of climate change, and to unsafe cultural practices to name a few. Developing resilience to these adverse experiences is a key strategy to buffer a plethora of negative effects. Resilience is the psychological ability of an individual to positively react to negative experiences, and overcome serious hardship, obstacles and adversities to foster positive healthy development. Play is an easy, natural and universal practice that builds resilience. Play comes naturally to all children- and is a seemingly simple and light-hearted phenomenon. Play and Resilience aims at promoting young children's resilience and potential to foster a peaceful and sustainable future through play in a conducive, stimulating, safe and child-friendly environment. Specifically, it seeks to: - Raise awareness among educators about the importance of early childhood care and education and the value of play in building children's resilience. - Develop

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materials and tools that are practical and adaptable and will improve the quality of childcare and the learning environment and processes. - Grow the capacity of educators and other stakeholders to design and implement effective curricula on resilience building through play. - Foster relationships that are sustainable and collaborative between families, primary schools and communities, in order to continue this work beyond the project. This toolkit is therefore premised on the objectives to build the capacity of various stakeholders such as caregivers/teachers, school managers, curriculum planners and policy makers who are key actors in the process of growth and development of children. It is also aimed at equipping these stakeholders with the knowledge and pedagogical skills to translate research, policy and curriculum to practical knowledge and activities for children in the school environment. The toolkit offers directions for facilitators who will be working with caregivers/teachers using the materials and resources provided and other relevant materials available in an environment where it will be used.

- UNESCO/MGIEP (2017). *Youth led guide on prevention of violent extremism through education*. [Youth led guide on prevention of violent extremism through education - UNESCO Digital Library](#)

Abstract

There is no shortage of information available about the rise of violent extremism, the recruitment of young people into extremist and terrorist organizations, or the efforts of communities, countries, and governments to counter and prevent such activities. There are guides for teachers, guides for policy makers, and stories from youth experts. There are websites, articles, and a catalogue of academic and practitioner conferences each year. We have developed this guide not because resources on preventing violent extremism (PVE) don't exist but because we believe that harnessing the voices of young people to deliver new insights and plans for action will strengthen our prevention efforts.

- Van der Kreeft P. (2017). *Life skills training through sport to prevent violence, crime and drug use. Trainer Manual*. United Nations Office on Drugs and Crime (UNODC). [LULU Manual EN.pdf \(unodc.org\)](#)

Abstract

Sport and physical activity are vital to the development of young people as they foster their physical, social and emotional health. They can also provide positive experiences to both boys and girls, such as a sense of belonging, loyalty and support, and can promote positive changes in relationships by encouraging collaboration, understanding, tolerance and acceptance between participants from different backgrounds. What is more, sport has clear educational benefits, as it can help skills development to empower young people to make positive changes in their own lives and their communities. The manual has been developed as a tool to assist coaches, trainers, youth workers and other professionals working with young people to deliver sports-based training exercises to males and females from 13 to 18 years of age. The 10 sessions included in this manual have been carefully designed to target a specific set of life skills, and can be run in sports centres, schools (either as curricular or extra-curricular sport activities) and other community settings. At least one coach/trainer is needed for each session, but where possible, additional practitioners can co-facilitate the sessions.

- Varoux Ch. and Tsiganou J. (2022). *DIALECT: Disrupting polarization manual*. DIALECT I Deliverables. Athens: EKKE.

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Abstract

The manual is a practical and technical guide providing support to diverse stakeholders (individuals, groups, organizations and state/ private agents), who wish to engage in planning or delivering football-based interventions inclusive to people from different backgrounds. Football3 is a highly adaptable methodology that can be aligned with the specific needs of any community and/or with social topics of a particular context. The present manual is to be used in conjunction with the tools and information available on the football3 website. Developed within the context of the project “Disrupting polarization: building communities of tolerance through football” (DIALECT), the manual offers “tips” for adolescents’ involvement in order to be empowered in combating intolerance and discrimination, while it helps youth identity construction at times of social and political polarisation.

- Verdegaal M. and Wessel Haanstra (2017). *The role of youth work in the prevention of radicalization and violent extremism*. Ex post paper. Radicalization Awareness Network, European Commission.
[ran yf c role youth work prevention radicalisation violent extremism 06-07 12 2017 en.pdf \(europa.eu\)](#)

Abstract

Young people are an important focus in the prevention of radicalisation as they can be a very vulnerable group. Some particularly vulnerable young people are difficult to reach. Youth workers and other practitioners working with young people in social settings should be involved, to detect early signs of radicalisation and to offer alternatives. They can also be positive role models or mentors. Youth workers are trained and experienced in working with youngsters on many problematic topics (drugs, sexual exploitation, gambling, and gangs) and can use these skills to contribute to the prevention of radicalisation. This ex post paper highlights key recommendations and methodologies. Youth workers and other experts can use this paper as a guide to essential lessons on PVE in their sector, and consult the references to more detailed material.

- Vuorikari, R., Kluzer, S. and Punie, Y., *DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes*, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48883-5, doi:10.2760/490274, JRC128415.
[JRC Publications Repository - DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes \(europa.eu\)](#)

Abstract

The Digital Competence Framework for Citizen (DigComp) provides a common understanding of what digital competence is. The present publication has two main parts: the integrated DigComp 2.2 framework provides more than 250 new examples of knowledge, skills and attitudes that help citizens engage confidently, critically and safely with digital technologies, and new and emerging ones such as systems driven by artificial intelligence (AI). The framework is also made available following the digital accessibility guidelines, as creating accessible digital resources is an important priority today. The second part of the publication gives a snapshot of the existing reference material for DigComp consolidating previously released publications and references.

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- Weber, A. (2009). *Manual on hate speech*. Strasbourg: Council of Europe publishing [ISBN 978-92-871-6614-2] <https://book.coe.int/en/human-rights-and-democracy/4198-pdf-manual-on-hate-speech.html>

Abstract

The aim of the manual is to clarify the concept of hate speech and guide policy makers, experts and society as a whole on the criteria followed by the European Court of Human Rights in its case law relating to the right to freedom of expression. Identifying what constitutes "hate speech" is especially difficult because this type of speech does not necessarily involve the expression of hatred or feelings. On the basis of all the applicable texts on freedom of expression and the case law of the European Court of Human Rights and other bodies, the author identifies certain parameters that make it possible to distinguish expressions which, although sometimes insulting, are fully protected by the right to freedom of expression from those which do not enjoy that protection.

- Wieviorka, M. (1993). Nationalisme et racisme. *Cahiers de recherche sociologique*, (20), 169–181. <https://doi.org/10.7202/1002196ar>

Abstract

This article first argues for the association of the categories of nationalism and racism, rather than those of nation and race. It then constructs theoretical frameworks for the respective analyses of nationalism and racism. It then proposes to analyze the relationship between nationalism and racism, emphasizing the respective risks of too general or over-hasty theorizations.

- Wilkinson, L. (2003). Six nouvelles tendances de la recherche sur le racisme et l'inégalité au Canada. *Cahiers de recherche sociologique*, (39), 109–140. <https://doi.org/10.7202/1002379ar>

Abstract

Research on racial inequality and discrimination has been very active in English Canada. Documented and undocumented acts of racism, inequality, and discrimination still occur with varying frequency in many Canadian institutions. Several ethnic-based groups, Aboriginal Peoples in particular, have brought increasing attention to various inequalities that continue to plague marginalized groups in Canadian society. The Metropolis Project has also informed all levels of government of the contributions and struggles of newly arrived immigrants and refugees. This paper examines six of the most recent trends in studies of ethnic inequality, including: social and cultural capital, the intersections of diversity, democratic racism, the new racism, critical race theory, and government legislation on equality. While this is not an exhaustive list of research in this field, it is among the most promising.

- Wöllenstein J. (2022). *Developing resilience as an approach to dealing with the influences of problematic informal and non-formal education in schools. A practical guide for first-line practitioners*. Radicalization Awareness Network, European Commission. [ran_paper_deal_with_problematic_non-formal_informal_education_052022_en.pdf](https://www.ran.europa.eu/en/papers/developing-resilience-as-an-approach-to-dealing-with-the-influences-of-problematic-informal-and-non-formal-education-in-schools-a-practical-guide-for-first-line-practitioners)

Abstract

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The role of education is not only to teach pupils subjects such as Maths, Biology and English, but to foster critical thinking and support children and adolescents to become responsible members of democratic societies. Education doesn't only take place in schools and other state regulated surroundings, which are bound to democratic values and human rights, but also in non-formal and informal surroundings which may or may not convey these values. Sometimes these surroundings can lead to problematic effects on individuals and contribute to the breeding ground for radicalisation and violent extremism. With the goal of preventing and countering such outcomes, this handbook provides guidelines on how to identify and deal with problematic non-formal and informal education.

- Yaman, M. (2020). Examining Media Literacy Levels and Personality Traits of Physical Education and Sports Students According to Certain Demographic Variables. *Turkish Online Journal of Educational Technology-TOJET*, 19(1), 1-8. [EJ1239947.pdf \(ed.gov\)](https://ejournal.ektok.org.tr/index.php/TOJET/article/view/1239947)

Abstract

The present study aims to examine the media literacy and personality traits of physical education and sports students according to certain demographic variables. 197 volunteering students of 80 females and 117 males who studied at Sakarya University Faculty of Sports Sciences and Bartın University Physical Education and Sports College in 2016-2017 academic years participated in the study. In order to define the students' personality traits "Ten-item Personality Scale" (TPS) was used. In order to define media literacy, "Media Literacy Level Identification Scale" was used. Statistical analysis of the data was carried out through Kruskal Wallis H Test, Mann Whitney U Test and Spearman Correlation Test in the SPSS 22.0 program. The analyses showed a significance level of $p < 0,05$. The results of the study showed that media literacy levels of the students were average and media literacy levels did not differ significantly according to their gender and age group variables ($p > 0,05$). When the students' personality traits were examined, personality trait of openness to experiences was average and the other personality traits were above average. When gender variable was taken into consideration, male students had significantly more openness to experience in their personality traits than female students ($p < 0,05$); while according to the age group variable, 20-year-old students had more responsible personality than 19-year-old students ($p < 0,05$). Additionally, there was a positively significant relationship between the students' personality traits and their media literacy ($p < 0,05$). As a result, gender and age variables were not important determiners; whereas age and gender variables influenced the personality traits. The findings revealed that university students' age and gender influenced their personality traits; while they did not influence the students' media literacy. Additionally, there was a statistically significant relationship between the students' personality traits and their media literacy. For future studies, suggestions could include a number of different variables that influence personality traits and media literacy of university students such as various age groups, school types, locations and parent attitudes; comparing electronics they have, digital media tools, etc to demographic variables.

- Zaimakis Y. (2018). Football fan culture and politics in Modern Greece: the process of fandom radicalization during the austerity era, *Soccer and Society*, 19:2 252-270.
<https://doi.org/10.1080/14660970.2016.1171214>

Abstract

The article explores the intersection between politics and football focusing on political activism in football fandom starting from its origin in late 1970s to the contemporary mass protests against

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austerity policies. The analysis focused on ideological conflicts between fascist and anti-fascist fans within football life worlds and the ways organized fans use current political circumstances to negotiate and re-interpret their identities. In the context of the Greek economic crisis, the intersection between fandom and political activism as well the newly emerged political formations that come from football elites and big business signify an important turn towards the 'footballization' of Greek politics. This trend reflects the growing disillusionment of Greeks towards a discredited political system and their anxious seeking of some saviors comes from outside the politics, as a magical solution to the social pressures and deadlocks of a society in crisis.

- Zaimakis Y. (2018). Youth, collective memory and fandom in Greece in the post Junta era. In Katsapis K. (ed) *The Disciples: Texts on the history of youth impudence in the post Junta era*, (pp. 39-72). Athens: OKTO. (in Greek)

Abstract

This work seeks to highlight aspects of the socio-birth process of youth populism in the post-Greece sports world through the lens of a historically oriented cultural sociology. The study draws on methodological and analytical tools from the new wave of football studies that emerged in the late 1980s, shifting their focus from issues of violence and deviation that have previously dominated social history, culture and transformations fans' identities, in the context of wider social and economic changes of late modernity.

- Zaimakis Y. (2013). The political economy of football in late modernity. Commercialization, globalization and colonization. In Zaimakis Y. and Kotaridis N. (Eds) *Football and fan communities: rivalries and identity politics* (pp. 27-58). Athens: Plethron. (in Greek)

Abstract

This article attempts to give a brief historical overview of the processes of the first commercialization of sport from the late 19th century to the post-war period, with the entry into the field of television broadcasting and sponsors and its connection to the "cultural industry" of sports entertainment. The following sections discuss the significant changes in the political economy of the sport, with its hypercommodification and globalization since the late 1980s and thereafter, and its effects on the contemporary identity of football and on the power of contemporary football of clubs and football venues. Next, we examine the process of glocalization (in Greek local globalization) and how fans and local football cultures adapt creatively or resist the logic of modern football by redefining the identities of space. The text concludes with an analysis of the ambiguities running through the football field and the tension between capitalist biopolitics of productivity, competition, and efficiency with perceptions that nest in football bios and continue to link it with identity and emotions.

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C. Web pages

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- [Europe's Digital Decade: digital targets for 2030 | European Commission \(europa.eu\)](#)
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- [DigComp \(europa.eu\) / The Digital Competence Framework \(europa.eu\)](#)
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- [Resources | GCED Clearinghouse](#)
- <https://www.coe.int/en/web/compass/culture-and-sport>
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- <http://www.fairplayinternational.org/home>
- [Verke – Digitaalisen nuorisotyön osaamiskeskus](#)

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