

A person is silhouetted against a dark, starry night sky. They are holding a flashlight, and a bright beam of light extends from the flashlight across the sky, illuminating the stars. The person is standing on a dark, silhouetted horizon line.

Digital media approaches to prevent violent extremism

a collection of international
good case practices from
media stakeholders

Iris Constantin

This publication was prepared in the framework of UNESCO Regional Bureau for Science and Culture in Europe's support to Member States on Global Citizenship Education and Prevention of Violent Extremism through Education.

Copyright © 2019 Bucharest University of Economic Studies. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the Bucharest University of Economic Studies.

Disclaimer

The designations employed and the presentation of material throughout this document do not imply the expression of any opinion whatsoever on the part of UNESCO or the Bucharest University of Economic Studies concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. The ideas and opinions expressed in this publication are those of the author(s); they are not necessarily those of UNESCO or the Bucharest University of Economic Studies and do not commit the Organization or the University.

Cover photo: Pixabay/Felix Mittermeier

Digital media approaches

to prevent violent extremism

a collection of international
good case practices from
media stakeholders

Foreword

Today's reality is one in which radicalisation is, unfortunately, not uncommon as a phenomenon. As the threat of extremism in several forms has grown – prevention and counter strategies have focussed on limiting space and opportunity for recruiters to work. Venues for radicalisation are many and varied – in person, online, in schools and places of worship. Therefore, development efforts are in essential need of elevation in order to address violent extremism, as they recognise the humanity of both individuals and communities.

Each day, extremists adapt in real time to the latest circumstances, which implicates that preventing this type of movements gets more difficult and more complex with each passing year, as groups adapt to find new ways to draw people to their cause. Treating the effects is however not enough and looking into the real causes that persuade people in joining extremism is crucial to preventing violence. In order to achieve long term results and aid society, many measures have to be taken into consideration, in several domains of expertise.

This book is aimed to focus on the complexity that violent extremism is supposed to have. The most influenced is the younger generation who doesn't have a prior experience and doesn't possess the necessary forces to oppose this extremism movement. Given the fact that this demographic layer must be guided and encouraged, the society itself and its institutions mobilized in order to support the youth and to find ways of combating this worldwide issue. By correctly identifying the causes, the states can easily contribute to the continuous understanding of this concept.

From the UNESCO perspective, preventing violent extremism requires soft power tools, while early education in this sense is considered the main method of reaching this goal, besides human rights development and dialogue across boundary lines. The main action of preventing violent extremism is done mainly through “teaching learners, of all ages, and most significantly young women and men, with the knowledge, values, attitudes and behaviours which foster responsible global citizenship, critical thinking, empathy and the ability to take action against violent extremism“ (UNESCO, 2017b).

For this purpose, UNESCO supports capacity building of professionals teaching prevention of violent extremism and helps with implementing effective education-related policies. As acts of violent extremism occur more frequently, this issue has become an important challenge worldwide.

Thus, people need to learn principles, methods and ways of acting as active global citizens from an early age. Factors such as the need for economic competitiveness and jobs, global challenges in terms of environment, economic and population issues, health issues, technological development and digitalization, as well as diversification of population, national security and diplomacy are objective elements that led to the need of creating global citizens in the last two decades.

The early education is considered to start with the parents education and then with the educational professionals teaching. The main objective is to provide a solid education based on core values, principles and rights of young people of all ages and genders, in this way excluding the tendencies of violence, terrorism and unsocial behaviour that can harm society. Thus, education and the development of programmes for preventing extreme violence and forming globally responsible citizens are a main concern from an early age.

As a conclusion, the two UNESCO objectives of global citizenship and preventing violent extremism have become current main strategic issues worldwide and impose a new approach of policy making, reorienting educational systems and consultation programmes, as well as a more active involvement of the population.

Thereby, the role of this publication could be to inform, train and educate people with regard to global citizenship and sustainable development, to create a solid framework and platform for global citizenship and sustainable development to be implemented at national and regional levels, allowing the exchange of ideas and best practice examples, to raise awareness of education's role on sustainable development, global citizenship understanding and prevention of violent extremism, to encourage the publishing of other books, papers or works related to Sustainable Development, Global Citizenship Education and Preventing Violent Extremism through Education.

Alina Mihaela Dima, Prof. PhD
Director UNESCO Chair for Business Administration
Faculty of Business Administration in Foreign Languages
Bucharest University of Economic Studies

Table of contents

Section 1 - Understanding violent extremism, digital media, and how they interact

Introduction	10
The context	10
What is violent extremism?	11
Drivers of violent extremism	12
Global strategy	13
UNESCO, Global Citizenship Education (GCED) and PVE-E	14
Stakeholder cooperation	15
What is digital media?	16
Digital media and PVE-E	16
Reshaping the news industry: digital technology, social media and the spread of fake news	17
Tackling information disorder through Media and Information Literacy (MIL)	19
Deepfakes – Artificial Intelligence taken to another level	20

Section 2 - Selection of digital media good case practices to address violent extremism

Government measures, inter - country level	24
• Christchurch Call	24
• The Nordic Network for Prevention of Extremism Denmark, Finland, Iceland, Norway and Sweden	30
Government measures, country - level	41
• Albania	41
• Australia	43
• Austria	45
• Canada	49
• Lebanon	51
• Montenegro	56
• Spain	58
• Switzerland	58
• UK	61
• USA	65
Civil society initiatives	68
• MINDb4ACT project	68
Private sector initiatives	70
• the Global Internet Forum to Counter Terrorism	70

Section 1

Understanding violent extremism, digital media, and how they interact

Introduction

The times we live in are challenging for peace building and peace keeping. Violent behaviors and attitudes are on the rise at global level, in all societies, and efforts need to be directed towards anticipating the root causes leading to them. The most at risk category is youth. The lack of life experience and lack of education makes one more susceptible to negatively being influenced. As society evolves, so do the recruitment strategies negative actors use to attract fresh followers and perpetrators. There is no sole remedy to this, several actions need to be undertaken to treat the underlying causes that break or harm the positive trajectory. It is the moment when soft power comes into the scene, meaning inclusive and equitable measures to achieve long term results for a healthy society.

The context

No society is immune to violent extremism, since it exhibits various manifestations, undertaken by armed non-state actors - religious extremism, ethno-nationalist violent extremism, far-right violent extremism, left-wing violent extremism – but also by states and state-sponsored actors. One may find forms of violent extremism anywhere in the world, irrespective of how developed one society is. Dealing with the effects of it, in terms of security and military options is not enough. You have to go deeper than this, towards the causes that enable this kind of destructive behavior. And one can do this by considering an integrative perspective when it comes to preventing violent extremism. The international community – international organizations, Governments, NGOs - has been making progress towards better understanding and dealing with this evolving concept.

What is violent extremism?

7.8 billion people in this world. A lot of beliefs, a lot of views of the world, a lot of actions on how to live one's best life, on how to create a future for the generations to come. Everyone should fight for what they believe in, as long as the term "fight" maintains a positive, peaceful connotation. When people try to forcefully impose their political, religious or ideological goals, and radicalize, we fall under the violent extremism dark realm. Individuals and groups legitimize the use of violence in pursuit of their views and opinions that portray the world in exclusive truths, as well as spread hateful narratives and propaganda.

If at the beginning violent extremism was analyzed primarily from the military and security point of view, in terms of combating, nowadays the framework is more holistic. And we speak also about prevention of violent extremism. But what is the difference? Unlike Prevention of Violent Extremism (PVE), Countering Violent Extremism (CVE) is first and foremost a responsive, reactive strategy. CVE measures are mainly undertaken by governments to respond to specific, determined threats, violent organizations or individuals. On the other hand, PVE deals with altering circumstances in order to hinder violence from emerging in the first place.

Drivers of violent extremism

Attraction to violent extremism can be explained by a combination of push and pull factors. Understanding these factors and identifying which are relevant to one's community can guide the establishment of a culture which reduces vulnerability to messages of violent extremists.

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 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 violence¹.*

¹ “Preventing violent extremism through education: a guide for policy-makers”, UNESCO, 2017

Global strategy

In the framework of the United Nations Global Counter-Terrorism Strategy, the UN Secretary – General released in December 2015 a Plan of Action to Prevent Violent Extremism², calling for an appeal for concerted action by the international community, based on a comprehensive approach. It was emphasized the importance of tailoring the preventive measures to each local context, since realities differ from nation to nation. In the plan, one of the action priorities to treat drivers of violent extremism was to invest in “Education, skills development and employment facilitation”, since equipping young people with healthy values and attitudes fosters their flourishing into responsible global citizens.

The Plan recognizes the soft power of education as essential to prevent violent extremism, as young people are most vulnerable to fall victims. Young people have been, and continue to be both the perpetrators and the victims of violent extremism. We need to implement relevant, inclusive and equitable education strategies. The term education refers to the institutions, individuals, and experiences which mold or question a person’s worldview, personality traits, and values. Successful prevention of violent extremism demands the capacity to acknowledge and explore tensions between different beliefs and assumptions³.

In line with UN efforts and its own mandate, UNESCO got involved in the prevention of violent extremism, through cross-sectoral *work on education, skills development and employment facilitation; empowerment of youth; strategic communications, the Internet and social media; gender equality and empowering women*⁴.

2 <https://www.un.org/counterterrorism/plan-of-action-to-prevent-violent-extremism>

3 “Youth led guide on prevention of violent extremism through education”, Mahatma Gandhi Institute of Education for Peace and Sustainable Development, 2017

4 <https://en.unesco.org/preventingviolenceextremism>

In the 197th session of the UNESCO Executive Board (October 2015) a decision (Decision 197EX/46) was adopted to develop more capacity for the Organization to assist Member States in promoting education as a tool to prevent violent extremism.

UNESCO, Global Citizenship Education (GCED) and PVE-E

Decision 197EX/46 underlined the role of UNESCO in promoting education as a tool to prevent violent extremism, as part of integrated, comprehensive measures, undertaken within the framework of Global Citizenship Education.

Global Citizenship Education (GCED) is UNESCO's response to human rights violations, inequality and poverty. It aims to equip learners of all ages with behaviours, knowledge and values that actively contribute to more peaceful, tolerant, inclusive, secure, creative, and ultimately sustainable societies worldwide. The methods used include raising awareness on GCED, advocating for its implementation, and developing guidance and capacity-building tools.

Part of the GCED response, UNESCO has several special themes: Preventing violent extremism through education (PVE-E); Education about the Holocaust and genocide; Languages in education; and the promotion of rule of law.⁵

UNESCO's work in this area is guided by the Education 2030 Agenda and Framework for Action, especially Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which calls on countries to *“ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global*

⁵ <https://en.unesco.org/themes/gced>

citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development”.

Regarding the prevention of violent extremism through education (PVE-E), UNESCO is supporting Member States to boost the capacities of their national education systems to efficiently contribute to national prevention efforts, by addressing the drivers of the phenomena and strengthening learners' resilience⁶.

The UNESCO Education Sector is developing capacity building initiatives for key education stakeholders, such as policy-makers, teachers, school staff and actors working in non-formal educational settings, to better prepare them to address potential emerging violent extremism or already existing negative behaviors.

Stakeholder cooperation

There cannot be a specific general educational “recipe” to handle the emergence of violent extremism. The issue needs to be addressed according to the specific reality of each country, and this reality is influenced by an array of factors such as *conflict situation, demographics, citizenship model, arrangement between private/public providers*⁷. One action area which can be pursued to prevent violent extremism is stakeholder cooperation.

A variety of actors in societies have an educational role. Between the main players, the education institutions, and other relevant engagers of the community there needs to exist cooperation, based on mutual understanding and trust. An actor which plays a key educational role in prevention efforts is digital media.

⁶ <https://en.unesco.org/preventingviolentextremismthrougheducation>

⁷ Preventing violent extremism through education: a guide for policy-makers”, UNESCO, 2017

What is digital media?

Digital media is a very broad term. Generally speaking, we can say that the information we access through a digital device is referred to as digital media. Or, in other words, digital media is any information broadcasted through a screen.

When it comes to how we experience a piece of digital media, the main formats in use are audio, video, photos and text. These formats are used for content types such as social media, online advertising, blogs, online articles, ebooks, video games, virtual reality, digital artistic expressions, etc.

For each of these end user experiences/products, there is a part which happens behind the scenes: web and app development, coding of data, video production, etc.

Digital media and PVE-E

Digital media is ever present in today's life, especially for the young generation. Many children spend more time online than offline. That is why it is crucial to educate them on the dangers they might encounter in the online realm and establish preventive measures. Kids are vulnerable and obviously much easier to influence, they represent attractive targets for violent extremists scouting for new recruits. The level of connectivity digital media brings is unmatched, you are able to communicate from your couch in one part of the world to a person on the other side of the world. And often you cannot be 100% sure who is on the other side and what their honest intentions are. Young people are prone to being exposed to various expressions of violent extremism disseminated through digital media. They are massive digital media consumers. Therefore, the educational system needs to keep up the pace with these digital stimuli that are very appealing to the young generation, and guard it against the dangers present, especially in the online environment.

Possible measures could entail:

- Media and Information Literacy (MIL) and Digital Citizenship courses;
- Informal learning activities to develop life skills such as intercultural dialogue, tolerance, mutual understanding, etc.;
- Development of networks between different stakeholders central & local authorities, NGOs, private sector (search engines, service providers, online social networks, etc.), online influencers - to raise the level of safety online and engage with students;
- Establishment of platforms to tackle the challenges of the present, such as fake news and deepfakes;
- Initiation of public policies and normative acts to regulate online safety.

Reshaping the news industry: digital technology, social media and the spread of fake news

Since the beginning of the Digital Age, journalism benefitted gradually from all the perks it entailed, first and foremost access to large amount of data and increased connectivity with peers from other countries. But there has been also a reverse of the medal, with diverse factors fueling the proliferation of misinformation and disinformation. And once the fake news is out there, it is very hard to retrieve it, since virality – rapid and wide circulation - is a feature of the digital era that is extremely hard, if not impossible, to fight.

There are multiple causes for information disorder. The traditional business model used for news publishing has been very much affected by the rapid decline of advertising revenue, which resulted in the collapse of many outlets and therefore generated mass unemployment. The switch has been made from print advertising towards digital advertising, but even this new

funding model is not enough to keep up with the pace of the news flow and the informational era, in a never-ending news cycle. Traditional journalism has been replaced with social media and search engines (Facebook, Google).

Media consumer behaviours have changed in the past 2 decades, and they began to challenge traditional methods of content discovery and dissemination. Users now curate their own content streams according to what they perceive as trust networks, and audiences become news producers. There is peer-to-peer distribution of content, on demand-access, and information is predominantly shared on social media, in real time, an environment where it is much harder to exhibit quality control. Even reporters tend to bypass fact checking and scrutiny of sources and information, practicing “*live tweeting*”, “*Facebook Live*” videos, and other journalistic acts which do not necessarily involve editorial oversight (akin to live broadcasting), potentially resulting in a ‘publish first, check later’ mindset. As a result, the lines between fact, entertainment, advertising, fabrication and fiction are increasingly blurred.⁸ This makes room also for violent extremists, seeking to undermine the credibility of critical reporting and to promote their own agendas.

In the race for digital advertising revenues, journalistic professional deontology is also losing ground to “click-bait” headlines. These are misleading headlines intended to lure readers to click on links and generate engagement under false pretences.

Moreover, new technology, such as virtual reality, artificial intelligence, smartphones flooded the newsrooms. *There is, therefore, an ongoing need for digital capability-building*⁹.

⁸ “Journalism, ‘Fake News’ & Disinformation”, UNESCO, 2018

⁹ Idem

Tackling information disorder through Media and Information Literacy (MIL)

We are being fed with large quantities of information, often polluted with it, especially through our “always on” devices, and it is crucial to discern between truthful information and falsehoods intended to manipulate. Moreover, it is important to distinguish between mistaken information and forgeries, since it is common nowadays to exploit the media features with malicious intent. Certain actors *produce apparently credible and convincing stories out of incomplete, misleading, or invented details*¹⁰.

Media and Information Literacy (MIL) is a “combination of knowledge, attitudes, skills and practices required to access, analyse, evaluate, use, produce, and communicate information and knowledge in creative, legal and ethical ways that respect human rights” (Moscow Declaration on Media and Information Literacy, 2012).

MIL became an essential life skill, which is paramount to understand and detect information disorder both in obvious and subliminal messages, and both in mistaken and counterfeit cases. *Not all falsehood in news is ‘fake news’ in the sense of disinformation, but both are problematic for the ability of society to understand the world*¹¹.

There has to be an equilibrium between trusting the news and questioning them. And it is a shared responsibility of education and media stakeholders to join the efforts needed to decode messages.

¹⁰ “Journalism, ‘Fake News’ & Disinformation”, UNESCO, 2018

¹¹ Idem

Teachers should use MIL Curriculum to instill in young people critical thinking skills, and educate them on how to analyze news on both traditional and online media channels, how to detect fabrications, deconstruct messages into their component parts, as well as educate them about sources and their credibility.

Educators should also instruct learners to *revise their tendency to superficially “Google” for most information, by initiating deeper online searches, including advanced search functions, cross-checking multiple sources of information, and understanding the value of libraries and librarians in building literacies concerning the searching for and evaluating of information. E-libraries have made it much easier to access scholarly and other references to deepen knowledge of processes and practices towards critically assessing and verifying information*¹².

Deepfakes – Artificial Intelligence taken to another level

For more than a century, audio and video have been at the basis of our perception of reality, past and present. We believe what we see and hear. Nowadays, one can watch videos in which a person appears to say or do something that they didn't actually say or do. They had just watched a deepfake. Taking the war against disinformation to another new, unexplored level. Advances in artificial intelligence (AI), which largely drive the Fourth Industrial Revolution, are giving birth to this much more worrisome practice than the fake news.

Deepfakes are synthetic media (algorithmically created or modified media), generated by AI, in which a person's image or sound are replaced with someone else's. A deepfake occurs also in the case of videos of people doing and saying fictional things.

¹² “Journalism, ‘Fake News’ & Disinformation”, UNESCO, 2018

Deepfake technology is not new, it has been used in the movie industry by filmmakers for many years, requiring considerable financial and talent resources. What is new though is the areas where this technology is expanding to, which are non – cinematographic ones. As technology develops and becomes more and more accessible, almost anyone could possess the ability to create a convincing fake video, including people interested to weaponize it for political or other malicious purposes, such as violent extremists.

If not controlled properly, the deepfake technology has the potential to severely affect people’s trust in legitimacy of sounds and images and fuel information disorder, conspiracy theories, even dismiss real events as fake. In a society where people lean towards believing outrageous things, government leaders legitimately fear the possible devastating aftermath following a convincing deepfake that would go viral before being detected.

High-level efforts to develop the infrastructure to combat faked videos and authenticate media are already underway. Experts try to be one step ahead of the malintended actors and establish effective tools to identify deepfake videos, and also to handle social media pushing ill content forward. It is crucial that the issue of deepfakes is approached broadly and across industries.

One good case practice is the DFDC. Amazon Web Services, Facebook, Microsoft, the Partnership on AI’s Media Integrity Steering Committee, and academics have joined forces to build the Deepfake Detection Challenge (DFDC), whose goal is to accelerate research into new technologies to identify manipulated content.

Section 2

**Selection of digital media
good case practices to
address violent extremism**

Government measures, inter-country level

Christchurch Call

” On 15 March 2019, people looked on in horror as, for 17 minutes, a terrorist attack against two mosques in Christchurch, New Zealand, was live streamed. 51 people were killed and 50 injured and the live stream was viewed some 4,000 times before being removed.

This terrorist attack made clear once again the harms that can be caused by terrorist and violent extremist content online, a threat that continues to evolve. The attack was livestreamed, went viral and remains available on the web despite the measures taken to remove it.

Two months later to the day, on 15 May 2019, New Zealand Prime Minister, Jacinda Ardern, and French President, Emmanuel Macron brought together Heads of State and Government and leaders from the tech sector to adopt the Christchurch Call.

The Christchurch Call is a commitment by Governments and tech companies to eliminate terrorist and violent extremist content online. It rests on the conviction that a free, open and secure internet offers extraordinary benefits to society. Respect for freedom of expression is fundamental. However, no one has the right to create and share terrorist and violent extremist content online.

Significant steps have already been taken to address this issue by, among others: the European Commission with initiatives such as the EU Internet Forum; the G20, and the G7, including work underway during France’s G7 Presidency on combating the use of the internet for terrorist and violent extremist purposes; along with the Global Internet Forum to Counter Terrorism

(GIFCT); the Global Counterterrorism Forum; Tech Against Terrorism; and the Aqaba Process established by the Hashemite Kingdom of Jordan.

To that end, we, the Governments, commit to:

Counter the drivers of terrorism and violent extremism by strengthening the resilience and inclusiveness of our societies to enable them to resist terrorist and violent extremist ideologies, including through education, building media literacy to help counter distorted terrorist and violent extremist narratives, and the fight against inequality.

Ensure effective enforcement of applicable laws that prohibit the production or dissemination of terrorist and violent extremist content, in a manner consistent with the rule of law and international human rights law, including freedom of expression.

Encourage media outlets to apply ethical standards when depicting terrorist events online, to avoid amplifying terrorist and violent extremist content.

Support frameworks, such as industry standards, to ensure that reporting on terrorist attacks does not amplify terrorist and violent extremist content, without prejudice to responsible coverage of terrorism and violent extremism.

Consider appropriate action to prevent the use of online services to disseminate terrorist and violent extremist content, including through collaborative actions, such as:

- Awareness-raising and capacity-building activities aimed at smaller online service providers;
- Development of industry standards or voluntary frameworks;
- Regulatory or policy measures consistent with a free, open and secure internet and international human rights law.

To that end, we, the online service providers, commit to:

Take transparent, specific measures seeking to prevent the upload of terrorist and violent extremist content and to prevent its dissemination on social media and similar content-sharing services, including its immediate and permanent removal, without prejudice to law enforcement and user appeals requirements, in a manner consistent with human rights and fundamental freedoms. Cooperative measures to achieve these outcomes may include technology development, the expansion and use of shared databases of hashes and URLs, and effective notice and takedown procedures.

Provide greater transparency in the setting of community standards or terms of service, including by:

- Outlining and publishing the consequences of sharing terrorist and violent extremist content;
- Describing policies and putting in place procedures for detecting and removing terrorist and violent extremist content.

Enforce those community standards or terms of service in a manner consistent with human rights and fundamental freedoms, including by:

- Prioritising moderation of terrorist and violent extremist content, however identified;
- Closing accounts where appropriate;
- Providing an efficient complaints and appeals process for those wishing to contest the removal of their content or a decision to decline the upload of their content.

Implement immediate, effective measures to mitigate the specific risk that terrorist and violent extremist content is disseminated through livestreaming, including identification of content for real-time review.

Implement regular and transparent public reporting, in a way that is measurable and supported by clear methodology, on the

quantity and nature of terrorist and violent extremist content being detected and removed.

Review the operation of algorithms and other processes that may drive users towards and/or amplify terrorist and violent extremist content, to better understand possible intervention points and to implement changes where this occurs. This may include using algorithms and other processes to redirect users from such content or the promotion of credible, positive alternatives or counter-narratives. This may include building appropriate mechanisms for reporting, designed in a multi-stakeholder process and without compromising trade secrets or the effectiveness of service providers' practices through unnecessary disclosure.

Work together to ensure cross-industry efforts are coordinated and robust, for instance by investing in and expanding the GIFCT, and by sharing knowledge and expertise.

To that end, we, Governments and online service providers, commit to work collectively to:

Work with civil society to promote community-led efforts to counter violent extremism in all its forms, including through the development and promotion of positive alternatives and counter-messaging.

Develop effective interventions, based on trusted information sharing about the effects of algorithmic and other processes, to redirect users from terrorist and violent extremist content.

Accelerate research into and development of technical solutions to prevent the upload of and to detect and immediately remove terrorist and violent extremist content online, and share these solutions through open channels, drawing on expertise from academia, researchers, and civil society.

Support research and academic efforts to better understand, prevent and counter terrorist and violent extremist content online, including both the offline and online impacts of this activity.

Ensure appropriate cooperation with and among law enforcement agencies for the purposes of investigating and prosecuting illegal online activity in regard to detected and/or removed terrorist and violent extremist content, in a manner consistent with rule of law and human rights protections.

Support smaller platforms as they build capacity to remove terrorist and violent extremist content, including through sharing technical solutions and relevant databases of hashes or other relevant material, such as the GIFCT shared database.

Collaborate, and support partner countries, in the development and implementation of best practice in preventing the dissemination of terrorist and violent extremist content online, including through operational coordination and trusted information exchanges in accordance with relevant data protection and privacy rules.

Develop processes allowing governments and online service providers to respond rapidly, effectively and in a coordinated manner to the dissemination of terrorist or violent extremist content following a terrorist event. This may require the development of a shared crisis protocol and information-sharing processes, in a manner consistent with human rights protections.

Respect, and for Governments protect, human rights, including by avoiding directly or indirectly contributing to adverse human rights impacts through business activities and addressing such impacts where they occur.

Recognise the important role of civil society in supporting work on the issues and commitments in the Call, including through:

- Offering expert advice on implementing the commitments in this Call in a manner consistent with a free, open and secure internet and with international human rights law;
- Working, including with governments and online service providers, to increase transparency;
- Where necessary, working to support users through company appeals and complaints processes.

Affirm our willingness to continue to work together, in existing fora and relevant organizations, institutions, mechanisms and processes to assist one another and to build momentum and widen support for the Call.

Develop and support a range of practical, non-duplicative initiatives to ensure that this pledge is delivered.

Call Founders: New Zealand, France

Call Founding supporters announced in Paris, May 15, 2019: Australia, Canada, European Commission, France, Germany, Indonesia, India, Ireland, Italy, Japan, Jordan, The Netherlands, New Zealand, Norway, Senegal, Spain, Sweden, United Kingdom

Call Supporters announced in New York on 23 September 2019: Argentina, Austria, Belgium, Bulgaria, Chile, Colombia, Costa Rica, Cyprus, Denmark, Finland, Georgia, Ghana, Greece, Hungary, Iceland, Ivory Coast, Kenya, Latvia, Lithuania, Luxembourg, Maldives, Malta, Mexico, Mongolia, Poland, Portugal, Romania, South Korea, Slovenia, Sri Lanka, Switzerland, UNESCO, Council of Europe

Online service providers: Amazon, Daily Motion, Facebook, Google, Microsoft, Qwant, Twitter, YouTube

Source:

*<https://www.christchurchcall.com/index.html>,
The Ministry of Foreign Affairs and Trade, New Zealand*

The Nordic Network for Prevention of Extremism

” The Nordic Network for Prevention of Extremism was established in 2015. The network consists of representatives (civil servants) from the responsible ministries in Denmark, Finland, Iceland, Norway and Sweden. The objective of the network is to serve as a common forum for discussion on policies, strategies and measures for prevention of radicalization and extremism, and to provide the Nordic countries with ideas and inspiration on how to strengthen their national efforts. In June 2017, Denmark took on the chairmanship and has initiated the mapping of the Nordic countries’ efforts to prevent extremism. The objective of the mapping is to support a systematic sharing of knowledge and inspiration in the network and the Nordic countries. The mapping identifies differences and similarities in approaches and strategies, ways to organize the preventive efforts, and it maps various measures used in the Nordic countries.

Denmark

Measures to Promote Resilience and Democratic Skills in Schools and Daycare Facilities

Since 2015, there has been an increased focus on promoting the sense of citizenship and critical skills as common objectives in the Danish Folkeskole. Therefore, teaching human rights has become a mandatory part of the national curriculum. There is also increased focus on supporting critical competences.

Different learning resources are available to teachers to support teaching in democracy, citizenship, radicalization, extremism and digital welfare. The National Agency for Education and Quality (STUK) has also hired teaching consultants to advise schools on how to prevent extremism and radicalization. Schools are also supported by an advisory hotline and STUK has developed and disseminated materials with specific tools to support implementation.

Measures to Counteract Extremist Propaganda

Several new initiatives are being used to counteract extremist propaganda and prevent online radicalization. These are both measures that curb the dissemination of extremist propaganda online to be less available to the public, as well as measures that aim to strengthen young people's resilience. For example, a special unit is established to identify extremist online materials and remove it, and the Danish Security and Intelligence Service (PET) Prevention Center and the national police will ensure a more systematic mapping of extremist activities on social media.

PET Prevention Center has created a prevent partnership alliance against radicalization where public and private actors with a stake in the radicalization agenda, as well as reach and legitimacy towards children and young people, work together to create preventive initiatives. These initiatives are designed to target peers and key influencers around vulnerable, at-risk youth to create awareness, attitude change, social coherence, media literacy, digital self-defense and resilience towards radicalization. Young people from educational institutions will also receive skills enhancement in using digital media to promote positive alternatives to extremist messages. Finally, the school systems are supported by educational material designed to sharpen children and young people's critical skills and resistance to propaganda.

Preventing and Countering Extremism and Radicalization National Action Plan

The first national Danish action plan for preventing extremism and radicalisation was issued in 2009, and was followed by a new action plan in 2014. 11 October 2016 saw the publication of the former Venstre government's national action plan, Preventing and countering extremism and radicalisation, which includes a total of 41 initiatives across 9 fields.

Monitoring of extremist groups' use of the internet. The effort against online radicalisation has been strengthened. The Danish Security and Intelligence Service (PET) continues to monitor extremist groups' use of the internet and uses the knowledge gained to ensure that those who work within the existing crime-prevention network have the skills required to meet the challenge.

Educational material on how to be critical of sources, propaganda techniques and digital welfare. An online education package about using the internet and social media is under preparation. The education package is intended for primary schools, upper secondary schools and after-school clubs, and the objective is to sharpen children and young people's critical faculties, understanding of the digital media and their ability to see through and resist propaganda and extremist messages that they may come across on the internet and social media.

Mapping of extremists' use of social media. A new digital mapping project organised by PET and the national police will ensure a more systematic mapping of extremists' activities on open social media networks. This will give the authorities a more comprehensive, exact and updated picture of the role that social media plays particularly in relation to radicalisation and hate crimes in Denmark. The knowledge gathered in this project will e.g. be used for adapting and strengthening the prevention efforts carried out by ministries, agencies, municipalities, the police, civil society participants and others.

More rigorous prosecution of the dissemination of extremist materials. A stricter ban on the dissemination of terrorist propaganda, etc. will improve the prospect for prosecuting cases where extremist materials are disseminated, e.g. on social media. This will be carried out by amending the provisions concerning terrorism in the Danish Criminal Code.

Special unit for take downs and a new blocking filter. Special resources will be allocated to identifying violent extremist online materials for the purpose of taking it down as quickly as possible, thereby limiting children and young people's exposure to such materials. This work will be headed by a new unit anchored in PET, with the collaboration of the internet industry, among others. In addition, an internet blocking filter will be implemented in order to limit access to foreign web pages that contain terrorist propaganda, etc.

National Alliance against Online Radicalisation. PET will establish a National Alliance against Online Radicalisation, which will gather representatives from authorities and organisations as well as voices from civil society to develop initiatives to prevent online radicalisation. As part of the alliance, a support and training programme will be established, where participants from civil society can get professional help to develop e.g. effective online films, campaigns or similar materials against extremism and radicalisation.

Digital voices of reason. In conjunction with the National Alliance against Online Radicalisation, a civil society driven corps of 'digital voices of reason' will be established, whose task will be to engage critically in relevant online forums, enter into dialogue and challenge extremist views.

Mobilisation of young voices in the prevention of online radicalization. The national knowledge and advisory centre will launch a strategic partnership with educational institutions, and the mobilisation of young voices in the effort to prevent online radicalisation is to be expanded. Young people will be trained in using digital media to promote positive alternatives to extremist messages, and are to be involved in the work of developing new targeted activities that prevent online radicalisation – especially among young people.

Educational and information materials on critical thinking.

In partnership e.g. with the Media Council for Children and Young People, educational and information materials will be developed for associations, clubs, youth organisations and educational institutions, for the purpose of supporting children and young people's critical thinking and understanding of digital media, so that they may be able to see through attempts at manipulation and become more resilient to extremist propaganda.

Finland

Measures to Combat Illegal Hate Speech and Hate Crimes

Resources have been assigned to the police. With the financing, it has been possible to establish one police position for each police department to counteract punishable hate speech, and a unit detecting and investigating hate crime and hate speech has been established in Helsinki Police Department, covering the whole country. Furthermore, the police are present on the internet and in social media.

Police in the Social Media

In the past years, police in the social media has been closely linked to issues of illegal hate speech and hate crimes, which can be a breeding ground for extremism. The police are present in various social media, such as Facebook, Instagram, Twitter, Youtube, Snapchat, blogs, and WhatsApp. With regard to preventing radicalization and extremism, the police in social media carry out the following activities:

- They identify potential illegal hate speech and hate crimes.
- Their presence creates a lower threshold for contacting the police with regard to issues of violent radicalization and extremism.
- They facilitate and implement relevant campaigns via the social media.

- They provide accurate information and correct false information found in the social media.

Police in social media are present in each police department across Finland. The fact each police department has its own dedicated resources present in the social media ensures that also local knowledge is in use. In addition, the Helsinki Police Department has recently established a unit on online illegal hate speech cooperating with the police in the social media network across the police departments. Virtual police officers act as regional contact persons in a network of internet police officers, participate in national internet police tasks and in local multi-sectorial cooperation (the anchor model).

National Action Plan for the Prevention of Violent Radicalisation and Extremism

On 29 April 2016, the ministerial working group on internal security and administration of justice decided on preparing an Action Plan for the Prevention of Violent Radicalisation and Extremism. The preparation and implementation of the Action Plan is coordinated by the Ministry of the Interior, and the work also involves different authorities and organisations.

On 19.12.2019 the Ministry of Interior announced in a press release that the Government has issued a resolution on the national action plan 2019–2023 for the prevention of violent radicalisation and extremism.

Norway

Measures to Facilitate Dialogue

The police's presence on the internet has been enhanced. A group has been established, which is openly present, e.g. by actively taking part in discussions, on websites that can promote radicalization and violent extremism.

Digital Teaching Resources to Support Prevention of Anti-Democratic Attitudes

To support prevention of anti-democratic attitudes, measures have been taken to develop digital teaching resources on radicalization and extremism for use in the instruction in lower secondary schools and upper secondary education. The tool developed (Dembra) supports prevention of anti-democratic attitudes in schools.

Dembra is a skills enhancement tool targeted at teachers and school leaders. Dembra is targeted at schools who wish to work more systematically with critical thinking, democratic participation and inclusion, and/or towards schools that experience challenges related to hostility among different groups.

Dembra consists of competence enhancement, support to identify the needs of the school, guidance and follow-ups, lectures, a possibility to share experiences with colleagues and inspiration, knowledge and methods to prevent group hostility and extremism. The purpose of Dembra is to equip schools and teachers with skills to meet prejudices and extreme views in the classroom, to include students with intolerant attitudes, to teach about controversial themes, to build bridges between segregated or polarized student groups, to include groups that exclude themselves, to promote democratic participation and to promote critical thinking.

There are web-based resources at www.dembra.no. Schools can follow an online program, but Dembra can also consist of guidance to local project groups, along with courses for the entire school staff. Dembra is developed by “Centre for Studies of Holocaust and Spiritual Minorities” (HL-senteret), “The European Wergelandscentre” (EWC) and “Institute for Teachers Education at the University of Oslo” (ILS), and is carried out by HL-senteret, Raftostiftelsen and Falstadsenteret.

Measures to Prevent Hate Speech and Discrimination

An effort is made to prevent hate speech and discrimination, harassment and hatred on the internet. The ‘No hate speech’ campaign has been launched and highlights hate speech as a social problem, aims at increasing knowledge about hate speech and its consequences, and communicates tools to combat hate speech online. As part of the campaign, workshops and conferences have been held, targeted at young people, a website has been launched and events against hate speech have taken place. Courses and seminars for teachers are also arranged on the basis of the material “Bookmarks - A manual for combating hate speech online through human rights education”. A web resource has been developed to increase knowledge and reflection about unwanted online events among students in the age of 9-13 and 13-18 years. The resource called www.Dubestemmer.no also contains information for teachers and others working with children and young people. There are for example tips on how to implement teaching about digital welfare. Finally, a conference for young people entitled “What can be done to prevent hate speech and online radicalization?” has also been held.

Sweden

Measures to Promote Democratic Skills and Attitudes

One initiative carried out in Sweden is to develop education material focusing on providing children and youth with media and information literacy. The aim is to make children and young people more critical towards anti-democratic and violent messages and resilient to propaganda on the internet and social media. The material “MIK for me” has been developed by the Swedish Media Council and aims to strengthen young people aged 9-18 years against anti-democratic messages. The material is primarily meant for teachers.

The Government has commissioned the Swedish Media Council to develop the campaign “No Hate Speech Movement” so that it also includes initiatives to safeguard democracy against violent extremism, by improving the media and information literacy of children and young people. The campaign is to be specifically focused on improving the ability of children and young people to use their freedom of expression and to respect human rights, increasing participation in democracy and stimulating criticism of sources, and the independent critical appraisal of what appears in the media. The aim of this assignment is to prevent racism, sexism, xenophobia and other forms of intolerance and to safeguard democracy against violent extremism.

Within the scope of the Government’s past measures to safeguard democracy against violent extremism, the Swedish Media Council has conducted a survey of antidemocratic messages on the internet and produced a digital educational resource, Media and information literacy for me, that aims to make young people more resistant to antidemocratic and violent messages on the internet and in social media. Having been commissioned by the Government, the Swedish Media Council has distributed this educational resource nationwide over the course of 2014 and 2015 (Ju2014/4192/D). A report on this assignment was published in June 2015 (Ku2015/01783/D).

Map Violent Extremist Propaganda and Develop More Tailored Preventive Measures

Violent extremist groups use the internet and social media to distribute propaganda and other materials that glorify and reinforce norms relating to masculinity and violence, violent ideologies and terrorism. Propaganda is also used as a tool to recruit new followers. It is important to have knowledge about the content of the propaganda to develop more tailored preventive measures. The government has therefore commissioned The Swedish Defense Research Agency to map and analyze violent extremist propaganda that are distributed via internet. Until now mappings have been conducted on hate-speech and violent extremism online, violent Islamist extremism and right-wing extremism.

Digital educational resources for compulsory and upper-secondary schools to safeguard democracy against violent extremism

In 2013, the Forum for Living History was tasked with producing a digital resource for use in compulsory and upper-secondary schools based on witness testimony from the Holocaust, the crimes of communism and other crimes against humanity (Ku2012/1318/KA). The aim of this assignment was for this resource to contribute to improving the democratic awareness of young people. In 2014, the Forum was tasked with working to ensure this resource was distributed and made use of in compulsory and upper-secondary schools (Ku2013/2081/KA). A final report on this assignment was published in December 2014.

Knowledge development concerning extremism and antidemocratic movements on the internet

In 2011, the Swedish Media Council was commissioned to conduct a study looking at how young people can be made stronger and protected against the influence of antidemocratic

messages distributed via the internet (Ju2011/6776/D). An account of this assignment can be found in the report Violent and anti-democratic messages on the internet (Swedish Media Council, 2013).

Sources:

“Efforts to prevent extremism in the Nordic countries. Mapping.”, December 2017, Ramboll Management Consulting for the Ministry of Immigration and Integration, <https://uim.dk/publikationer/efforts-to-prevent-extremism-in-the-nordic-countries>

Preventing and Countering Extremism and Radicalization National Action Plan, October 2016, The Danish Government, www.uim.dk

National Action Plan for the Prevention of Violent Radicalisation and Extremism, Ministry of Interior, Finland, 2016, https://intermin.fi/en/article/-/asset_publisher/vakivaltainen-radikalisoituminen-oikea

Government Communication, “Actions to Make Society More Resilient to Violent Extremism”, Ministry of Culture, Sweden, 2016, <https://www.government.se/>

Government measures, country level

Albania

» The Albanian National Strategy on Countering Violent Extremism was adopted by the Council of Ministers of the Republic of Albania (Decision no. 930) on 18 November 2015 and published in the Official Gazette of the Republic of Albania (203/2015).

The Albanian National Strategy proposes 10 measures, organized under three priority areas, for developing capacities, policies, and mechanisms to address violent extremism and radicalization.

These three priority areas are:

- Community outreach and engagement;
- Countering extremist propaganda while promoting democratic values;
- Developing long-term comprehensive CVE policies.

The Government of Albania intends to challenge the violent extremist narrative, particularly its transmission via online campaign materials and messages. With respect to this priority area, the Albanian National Strategy puts forth a two-pronged approach to discredit, and in turn mitigate the influence of extremist propaganda.

First, the Government will improve communication with the public to raise awareness of radicalization and its associated threats. Through clear and effective communication channels, both online and offline, using credible voices such as community leaders, religious authorities, and other role models, the Government seeks to facilitate public discourse, empower local communities with information, dispel myths, and provide answers to the various concerns related to violent extremism. These efforts will serve to dissociate violent extremism from any particular religious group, emphasizing Albania's rich cultural

heritage and history of religious tolerance. By providing the public with information on the Government's CVE efforts, this communication plan will increase transparency as well as elicit support and confidence among at-risk groups and the population in general.

Second, carefully crafted and contextualized messages and campaigns will be created to counter violent extremist propaganda online, using channels and methods most likely to reach and influence at-risk groups and individuals.

Source:

"The Albanian National Strategy on Countering Violent Extremism", The Coordination Center for Countering Violent Extremism – Albania, www.cve.gov.al

” Most P/CVE initiatives have been implemented by civil society organizations (CSOs) with the help of foreign donations and sponsoring. However, the Albanian government has also increased its efforts in CVE.

Current PVE initiatives in Albania are implemented in various forms and directed at different groups. The main focus has been women, youth, Roma communities, online radicalization, and media training and awareness regarding VE. Youth is seen as the most at risk age group, and thus, projects are largely focused on them. The region of Elbasan and its surroundings have been in the spotlight of VE issues, [...] and it follows that the largest number of PVE projects is focused on this region. The goal of these initiatives has been mainly to build capacities, empower local partners, establish the role of schools as community centres and promote religious tolerance.

Source:

"Community Perspectives on Preventing Violent Extremism in Albania. Country Case Study 4.", Redion Qirjazi & Romario Shehu, Berghof Foundation and Institute for Democracy and Mediation (IDM), Berlin/Tirana, 2018 <http://image.berghof-foundation.org/fileadmin/redaktion/Publications/Papers/>. First launch: 17/10/2018

Australia

” Countering violent extremism (CVE) is a shared effort between all Australian governments. The objective of the countering violent extremism program is to combat the threat posed by home-grown terrorism and to discourage Australians from travelling overseas to participate in conflicts. The Department of Home Affairs coordinates this comprehensive national approach.

The Australian Government’s approach comprises four complementary streams of activity. Work across these four tiers is underway, and includes:

- building strength in diversity and social participation
- targeted work with vulnerable communities and institutions
- addressing terrorist propaganda online
- diversion and deradicalisation

Addressing online radicalisation and challenging terrorist propaganda can be done by limiting its appeal, reducing access to extremist material online and empowering community voices to combat extremist narratives.

The Living Safe Together website provides information and resources to help the public understand, identify and address radicalisation to violent extremism.

Source:

*Australian Government, Department of Home Affairs,
[https://www.homeaffairs.gov.au/about-us/our-portfolios/national-security/countering-extremism-and-terrorism/countering-violent-extremism-\(cve\)](https://www.homeaffairs.gov.au/about-us/our-portfolios/national-security/countering-extremism-and-terrorism/countering-violent-extremism-(cve))*

” Following the March 2019 terrorist attacks in Christchurch, the New Zealand and Australian Government established the Taskforce to Combat Violent Terrorist and Extreme Material Online. The Taskforce made a number of recommendations to Government on practical, tangible and effective measures and commitments to combat the upload and dissemination of terrorist and extreme violent material.

The Criminal Code Amendment (Sharing of Abhorrent Violent Material) Act 2019 introduced penalties for social media platforms that allow the live streaming and broadcast of violent crimes. Australia’s e-Safety Commissioner has the power to issue notices that bring this type of material to the attention of social media companies. For more information, see Parliament of Australia and e-Safety Commission.

Members of the public can report any online material that is violent extremist in nature or could encourage radicalisation towards violence.

Extremist material online could include:

- articles, images, speeches or videos that encourage hate or violence
- statements or posts made on social media, chat rooms or blogs that encourage hate or violence
- content encouraging people to commit acts of terrorism
- websites created or hosted by terrorist organizations
- terrorist training materials
- suspicious content regarding use or sale of chemicals online
- videos or images of terrorist attacks

Source:

*Australian Government, Department of Home Affairs,
<https://www.livingsafetogether.gov.au/get-the-facts/Pages/what-is-the-government-doing.aspx>*

and

<https://www.reportextremism.livingsafetogether.gov.au/>

Austria

” The “National Network for Prevention and Countering Violent Extremism and De-radicalisation” (BNED), founded by the Federal Ministry of the Interior in summer 2017 and coordinated by the Federal Agency for State Protection and Counter Terrorism, marked the starting point for this strategy. The BNED provides an overview on the respective strategies and pools the single measures of all actors working in the field of extremism prevention and de-radicalisation in Austria. Federal ministries, civil organisations and the federal provinces are the members of BNED.

The “Austrian Strategy for the Prevention and Countering of Violent Extremism Prevention and De-radicalisation” substantiates the “fight against subversive extremism and subversive radicalisation”, as it is laid down in the government programme 2017-2022. It supports the development of interdisciplinary prevention and de-radicalisation measures in the fields of internal security and integration in Austria.

When analysing radicalisation processes, it becomes apparent that the Internet has become an increasingly important instrument used in radicalisation over the last few years. The Internet allows for networking and planning across all types of extremism. One decisive change brought about by the Internet is the fact that publishing content has become easier. On the one hand this constitutes a remarkable democratisation of the access to public media, but on the other hand it makes it easier for representatives of extremist positions to gain attention. In this way, conventional media and the Internet further consolidate in political discussion and turn into venues of numerous discussions while at the same time being used to disseminate misleading information. There are many reasons why the media are suited for promoting radicalisation processes. This interplay becomes especially apparent in social networks and in the online fora of the media. Algorithms determining the depiction of content on social networks can also amplify the

effect of especially emotionalising and extreme positions, which therefore draw attention. As a consequence, extremist positions could spread more easily in digital media and, thus, become more widely accepted. Moreover, the Internet can be used specifically for radicalising and recruiting individuals. Digital media can even represent an opportunity. They can be used effectively for campaigns organised in the fields of prevention of violent extremism and de-radicalisation, for counselling victims and their reference persons as well as for the method of alternative narrative. However, development work still is to be done in this field.

In the field of the media, two areas are especially important. On the one hand effective and useful measures need to be taken by the providers, while on the other hand users have to become more media savvy when dealing with dubious contents and influences of that kind. There are many reasons why the media are suited for promoting radicalization processes. Especially social media platforms are used by extremist groups for recruiting and spreading reactionary role models. Recent research indicates that especially women are the target group in this context, as they are harder to reach via public sphere accesses. The media is also suitable for disseminating misleading information, which subsequently can be used by relevant groups for manipulating and raising awareness. Media providers need to react and act effectively to new phenomena and to those already known. This includes, for example, the possibility to report and delete illicit content. However, also providers, who have their registered offices outside of Austria, and, thus, do not innately feel bound by Austrian laws, are concerned. Both, legal aspects, such as the compliance with laws which can contradict the community standards of providers, and the implementation of proper technical solutions for reporting and deleting contents play a role. To support this endeavour, especially with regard to the relevance of national conditions, counseling centres and clearing houses, which can also act as trusted flaggers in internationally active networks, are useful. They always guarantee immediate action. Another important field is the provision of contents in

the media which can be classified as trustworthy by a broad social consensus. In order to achieve this, the right parameters need to be established, such as appropriate working conditions in journalism.

With regard to improving the media competence of users, numerous objectives shall be pursued. First and foremost, these objectives concern information skills. In this context, the use of Internet sources, the assessment of online contents, but also the evaluations of further actions with these contents are relevant. The basis for these skills is developing a profound understanding of the role the Internet and/or the media play in our society and also in the radicalisation processes and with regard to extremist acts. In addition to this, transferring knowledge and creating awareness for civil and criminal responsibility, which has to be considered when remarks are made on the Internet, are necessary in any case, and so is the need to educate people about the fact that the Internet is neither a place exempt from punishment and responsibilities nor does it provide complete anonymity. In conjunction with this, knowledge should be enhanced while at the same time the practical life of democratic principles should be increased. What also plays a role in this respect is to be able to assess and evaluate the intention of why certain media content is spread. Likewise, proper media behavior should be established, which ensures that you can also escape from your own filter bubbles in order to be exposed to different opinions. In order to arrive at this aim, an intensified interplay with the education system is required.

The media should play a special role in the prevention of violent extremism by e.g. spreading gender-specific counter-narratives and by raising awareness of individuals for the communication and recruitment strategies of extremist groups.

Last but not least, a sustainable, comprehensive prevention of extremism will also depend on how societies deal with media realities. This becomes apparent, if you take into account the subjective sense of security experienced by the society. On the

one hand it is possible to raise the awareness of the reference persons of these users conducting extremist actions, with regard to how they can interpret their media forms of expression and/or how they can draw conclusions from it for dealing with the actors. On the other hand it is important to adopt alternative narratives or deradicalisation measures in mediatised public spheres. Even if the views of individuals, who are already carrying out extremist actions, cannot be changed in mediatised public spheres, or these individuals cannot be swayed, it is nonetheless important to confront them with other ideas and views as well. However, effective measures for this field have yet to be tested, analysed and implemented.

Source:

“Austrian Strategy for the Prevention and Countering of Violent Extremism Prevention and De-radicalisation”, Media owner: National Network for Prevention and Countering Violent Extremism and De-radicalisation (BNED), Coordination: Federal Ministry of the Interior (BMI), Federal Agency for State Protection and Counter Terrorism (BVT)

Canada

” The Honourable Ralph Goodale, Minister of Public Safety and Emergency Preparedness, announced two new initiatives that will build on work already underway to address online extremist and terrorist content.

Small technology companies are key partners in preventing the dissemination of violent extremist content, but often lack the capacity and financial resources to do so. The Government of Canada will commit up to \$1 million to Tech Against Terrorism to create a digital repository that will notify smaller companies when new terrorist content is detected, which will support them in quickly removing it. This funding will help to achieve the commitment under the Christchurch Call to Action to support small platforms as they build capacity to remove terrorist and violent extremist content.

Canada will also empower young leaders to help shape the internet landscape by collaborating on a Youth Summit on Countering Violent Extremism Online. This event will bring young people together to learn about violent extremism and terrorism online, and develop effective tools to push back against this content and discourage its sharing. Representatives from technology companies, including Twitter, Facebook, Microsoft and Google, will help shape the event and collaborate directly with youth to develop ideas that can be shared broadly with their peers.

These initiatives will complement steps that the Government of Canada is already taking to address violent extremist and terrorist use of the internet, which is among the priorities under the National Strategy on Countering Radicalization to Violence that was announced in December 2018.

Through the Community Resilience Fund, which supports partnerships and innovation in countering radicalization to violence in Canada, projects are already underway to counter online extremism. Some of these projects include:

- \$1.5 million to Moonshot CVE for their Canada Redirect project, which uses online advertising tools and Internet video channels to direct individuals to content created by credible third parties that challenge ideologies that can motivate destructive attitudes and behaviour.
- \$107,146 to MediaSmarts for their project, Pushing Back Against Hate in Online Communities, to study how young Canadians respond to online hate speech.
- \$366,985 to the University of Ontario Institute of Technology to update its Environmental Scan of Right-wing Extremism in Canada.

The Canada Centre for Community Engagement and Prevention of Violence leads the Government of Canada's efforts to counter radicalization to violence, and works with all levels of government, not-for-profit organizations, communities, youth, frontline practitioners, academia, law enforcement, and international organizations.

Canada continues to work with Five Eyes partners, through the Five Country Ministerial, and G7 countries to engage with digital industry, notably the Global Internet Forum to Counter Terrorism (GIFCT) led by Facebook, Google, Twitter and Microsoft, to address issues related to violent extremist and terrorist use of the internet.

On May 16, 2019, Minister Goodale announced new and expanded eligible costs covered by the Security Infrastructure Program, which helps communities implement measures to protect against hate-motivated crimes. The existing list of physical infrastructure upgrades will now include security enhancements for doors, windows, intercoms and public address systems, as well as minor renovations to enhance security.

Eligible organizations that have multiple locations may now apply for projects at each of their sites, rather than being limited to one project per year.

Source:

News release, “Government of Canada Announces Initiatives to Address Violent Extremist and Terrorist Content Online”, June 26, 2019, Regina, Saskatchewan, Public Safety Canada, Government of Canada
<https://www.canada.ca/en/public-safety-canada/news/2019/06/government-of-canada-announces-initiatives-to-address-violent-extremist-and-terrorist-content-online.html>

Lebanon

” The Government has entrusted an all-ministry national committee with developing a national and scientifically-based strategy in accordance with international standards to prevent violent extremism, based on the premise that social cohesion and order within the framework of a modern, strong and just national state are the main deterrents to violent extremism.

The National Strategy for Preventing Violent Extremism, adopted in March 2018, provides a general background of the reality of violent extremism in the Lebanese Republic, the rationale behind the development of this strategy and the steps that were taken to formulate it. It then outlines the key governmental positions adopted by the strategy, its general framework and the definitions of violent extremism and prevention, in addition to the standards that have been taken into consideration when developing it. Finally, the document introduces the nine pillars and areas of activity for the strategy that have been agreed upon by the ministries.

Selection of policies and areas of activity of Ministries

Ministry of Telecommunications:

- Open the way for online entrepreneurship to provide jobs for young people and facilitate their access to knowledge economy mechanisms and digital entrepreneurship models.
- Train specialists in public entities in early detection skills so they can recognize violent-extremist-related material that is broadcast on social media.
- Increase electronic communication between government institutions and young people on the Internet and social media, as this will enhance trust between the citizens and the state.
- Build the capacity and raise awareness of young people in the field of safe internet through the design and implementation of training programs in universities and schools related to the safe practice and use of social media and other electronic media.
- Monitor and prevent extremist content on the Internet by strategically collaborating with service providers and telecommunication companies to ensure that they are committed to preventing extremist accounts on the Internet, deleting extremist content and modifying service delivery rules and contracts, to ensure that participants adhere to human rights principles and refrain from posting any extremist content.
- Define the meaning of extremist content on the Internet and the extent and scope of its spread through collaboration between government agencies and research centers.

- Build the capacity of individuals and civil society organizations to respond to the materials that promote violent extremism on the Internet and seek to eliminate these materials by contacting the service providers.
- Ensure that governmental bodies, civil society organizations and citizens use the Internet and other means of communication for the dissemination of counter-narratives and alternative narratives in the face of the narratives of extremist thought.
- Publish electronic content, games, etc. which help develop critical and open thinking that respects others and devalues hatred and violent extremism narratives.

Office of the Minister of State for Administrative Reform (OMSAR):

- Link the Digital Transformation Project to prevent violent extremism by including therein cyber-violence and terrorism-prevention programs and systems.
- Develop the Digital Transformation Project to the level of open government, providing the citizens with interactive participation in decision-making and policy-making processes, thus easing the feeling of marginalization, which is one of the reasons behind violent extremism.

Ministry of Information:

- Disseminate alternative and counterextremist media messages in traditional and digital media outlets.
- Prevent hatred and violent speeches from spreading to the media and social media, in cooperation with the various media outlets.

Ministry of Justice:

- Develop training programs for the Judicial Police, social workers, and juvenile court judges, in cooperation with the Ministry of Interior, with respect to legal tools to prevent violent extremism through digital technology and social media.

Ministry of Education and Higher Education:

- Include media and informatics-related content within the curriculum as a way to promote responsible communication based on principles of safe Internet and data handling.

Ministry of Youth and Sports:

- Develop a digital communication mechanism to disseminate updated information on the specializations required by the labor market and showcase the required job opportunities in cooperation with the private sector, economic representative bodies, civil society organizations and various state institutions.

Ministry of State for Displaced Affairs:

- Use digital means of communication to change the stereotypical image of displaced people, to reduce tensions and divisions between them and their host communities.

Ministry of Culture:

- Increase cultural content about the prevention of violent extremism, to raise awareness of the role of media, communication and social media, in cooperation with the Ministries of Telecommunications and Information.

Ministry of Foreign Affairs and Emigrants:

- Contribute to the prevention of extremist content on social media and the Internet, in coordination with countries, international organizations and international service provider companies.

Ministry of Interior and Municipalities:

- Respond to the narratives of violent extremism on social media and offer counter-narratives, in cooperation with the Ministry of Telecommunications and the relevant ministries.

Ministry of National Defense:

- Study and analyze extremist narratives and discourse circulated on social media, and establish a mechanism of direct interaction to prevent such messages from going viral on the Internet and other means of communication, in cooperation with the Ministry of Telecommunications and scientific research institutions.

Ministry of Social Affairs:

- Raise awareness on the dangers of violent extremism and the importance of early detection of its signs and associated behaviors and deviations, such as addiction and domestic violence, through the use of social media.

Ministry of Labor:

- Use social media and information technology to connect employers with young people to introduce them to available job opportunities.

Source:

National Strategy for Preventing Violent Extremism, National PVE Coordination Unit, Presidency of the Council of Ministers, 2018, <http://pvelebanon.org/GB.aspx>

Montenegro

” The Countering Violent Extremism (CVE) Strategy has been developed as part of the Government of Montenegro’s effort to effectively address the problems of radicalization and violent extremism. It represents an integral part of the Government of Montenegro’s multifaceted contribution to the global fight against terrorism in all forms and manifestations. It builds on and complements the national Strategy for the Prevention and Suppression of Terrorism, Money Laundering and Terrorism Financing. It represents a response to the threat of radicalization to violence, violent extremism and in particular the problem of foreign terrorist fighters.

Across the objectives/priority areas of the CVE strategic framework, there are four cross-cutting issues that must be addressed: Communication, Information and Communication Technology (ICT), Capacity building, International cooperation.

The effort to ensure adequate and innovative use of ICT must include, but should not be limited to, the removal of content or blocking the contents on social media and internet portals that promote violent extremism. ICT should also be utilized to improve the effectiveness of direct responses to extremism, collaboration and coordination amongst CVE actors, as well as the collection of data on extremism and the impact of CVE activities.

Activities to be taken that will serve as a basis for development of the Action Plan for the implementations of this strategy

Adequate understanding of drivers of radicalization in order to prevent radicalization

- Close cooperation with civil society and the private sector in order to identify threats from the Internet;

Establishment of effective coordination mechanisms among relevant institutions at the national and international level

- Establish national-local partnerships: further coordinate involvement of municipalities in counter-extremism work – through signing a MoU with Union of Municipalities of Montenegro. Establish or designate an Internet Referral Unit to:

a) coordinate and share the identification tasks (flagging) of terrorist and violent extremist online content with relevant partners;

b) carry out and support referrals quickly, efficiently and effectively, in close cooperation with the industry;

c) support competent authorities, by providing strategic analysis and operational analysis;

- Ensure technology companies and ICT experts are included in the network and set up a working group in this area to develop innovative approaches to the use of technology, internet and social media in tackling violent extremism;

Implementation of monitoring and evaluation in order to eliminate the consequences of violent extremism and terrorism and to plan for future activities

- Building a framework, based on the protocols on the exchange of information and monitoring systems, using data from open sources, data from social media and information originating from employees who work directly with these issues, in order to detect recruitment and support, draw attention to the tensions in the community, update the level of threat, and generally act as an early warning system.

Source:

Countering Violent Extremism Strategy 2016 – 2018, Ministry of Justice, Government of Montenegro, <http://www.mpa.gov.me/en/library>

Spain

” The National Police has different programs for school visitations where the police makes presentations to students about drugs, Internet safety, and other issues. Additionally, citizens can visit the National Police Academies. Additionally, in 2007, Spain created PLAN CONTIGO, in which the Civil Guard and the National Police built the website “Tuenti” to help combat violence in schools, with special attention to bullying, Internet use, and drug use. It is integrated into *Spain’s Master Plan for the Improvement of Living and School Safety*. To date, 65,000 young people have participated, and through “Tuenti” they can receive support, information and advice on any issues of concern.

Source:

Doha Plan of Action for Community-Oriented Policing in a Countering Violent Extremism (CVE) Context, Global Counterterrorism Forum, 2016, www.theGCTF.org

Switzerland

” This foreign policy action plan’s activities are grouped into seven spheres of action. They are based on those of the UN Action Plan for Preventing Violent Extremism. The spheres of action are broken down into objectives and operational aspects using lines of action or into several sub-objectives with operational aspects.

Sphere of action 7 deals with strategic communication, internet and social media.

Developing alternatives to the rhetoric of violent extremism

Sub-objective and operational aspects

Switzerland is backing efforts seeking to develop and convey alternatives to the rhetoric of violent extremism. It plays a role in challenging such rhetoric and promoting other forms of political

discourse in line with respect for human rights, the rule of law and the renunciation of violence. Civil society is to be provided with the capabilities to delegitimize the propaganda of violent extremism.

- Switzerland fosters cooperation with religious authorities deemed credible and independent by moderate believers or activists to encourage the influence of nonviolent discourse amongst young militants.
- Switzerland makes a contribution in particular to counteracting the narrative of hate, exclusion and destruction, on which extremist violence and terror is based, through its activities aimed at preventing atrocities.
- Switzerland strengthens organisations and civil society in specific target regions (especially in the Balkans) to counter the propaganda and rhetoric of violent extremism. It also helps to develop capabilities in the use of social media and communications.

Removal of violent extremist content on the internet and social media

Sub-objective and operational aspects

Violent extremists, above all the ‘Islamic State’, abuse the internet and social media in a targeted way for their own ends. The rampant spread of violent extremist content for propaganda and recruitment purposes presents a major challenge. Switzerland, together with the international community and private sector, counteracts this by focusing on the effective removal of content that is illegal or which violates providers’ codes of conduct. This will be achieved by respecting human rights (in particular the freedom of expression and protection of privacy) and adhering to the principle of proportionality.

- Switzerland is calling for greater cooperation between states and the private sector in removing content that is illegal or which violates providers' codes of conduct. It advocates the creation of common criteria and channels of cooperation in the relevant regional and international political processes (CVE working group of the GCTF, EU). These should be established with the involvement of the internet companies concerned and civil society, and enable effective collaboration.
- The FDFA assists the national security authorities (Fedpol in particular) in cooperating with actors in Switzerland and abroad at operational level, obtaining information on suspected criminal activities concerning Switzerland and contributing towards the removal of violent extremist content (including via Europol's European Union Internet Referral Unit).

Source:

Switzerland's Foreign Policy Action Plan on Preventing Violent Extremism, Federal Department of Foreign Affairs, 2016, <https://www.fdfa.admin.ch/eda/en/fdfa.html>

United Kingdom of Great Britain and Northern Ireland

” Many community based organisations respond to ISIL propaganda and debunk its messages. For example, London-based group “Families Against Stress and Trauma” (FAST) have designed an online guide for parents on the dangers of radicalisation, as well as produced a YouTube film with testimonies from parents whose children have travelled to Syria. They are currently sharing their knowledge in a series of parenting workshops.

Source:

“The use of social media for online radicalization”, Guide for schools on how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq. Department for Education and Home Office, 2015

” Guidance for schools and colleges has been developed by the Department of Education (DfE) and its partners.

Online safety

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

Opportunities to teach safeguarding

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in

colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Resources that could support schools and colleges include:

- Teaching online safety in school - DfE guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements.
- UKCIS has recently published its “Education for a connected world” framework. Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond, and to be central to a whole school or college approach to safeguarding and online safety. It covers early years through to age 18.
- The PSHE Association provides guidance to schools on developing their PSHE curriculum – www.pshe-association.org.uk
- Parent Zone and Google have developed “Be Internet Legends”, a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils.

Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system, and the proportionality of costs versus risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges, and will be informed in part by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like. Guidance on e-security is available from the National Education Network.

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular, and the school and college should carefully consider how this is managed on their premises.

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCIS has published "Online safety in schools and colleges: Questions for the governing board".

Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training, and the requirement to ensure children are taught about safeguarding, including online safety, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Source:

*“Keeping children safe in education”, Statutory guidance for schools and colleges, Department for Education, 2019,
www.gov.uk/government/publications*

“Educate Against Hate”, a website launched by the Her Majesty’s Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information and access to training resources for teachers, staff, school and college leaders, some of which are free, such as Prevent e-learning, via the Prevent Training catalogue.

Source:

*“Keeping children safe in education” Statutory guidance for schools and colleges Part one: Information for all school and college staff, Department for Education, 2019,
www.gov.uk/government/publications*

United States of America

“Peer to Peer: Challenging Extremism (P2P)” program

” Launched in 2015, the “Peer to Peer” program is a government-sponsored competition to empower students at universities to develop innovative and powerful social media campaigns that include positive, alternative, or counter narratives to challenge violent extremism. Student teams work with a faculty advisor while earning academic credit to research, design, and launch social media campaigns that have a measurable impact on their campus, community, and country.

Source:

Department of Homeland Security Strategy for Countering Violent Extremism. 2016, Department of Homeland Security, <https://www.dhs.gov/cve/resources#>

” In 2015, DOS, DHS, and other Federal departments and agencies joined with EdVenture Partners to launch the “Peer to Peer: Challenging Extremism (P2P)” program to spark innovative social media campaigns that address violent extremism. The objective of P2P is to engage university students, who earn academic credit, to create authentic narratives on social media that challenge violent extremist recruitment. Facebook became the first technology partner to join the project in the summer of 2015. Since its inception, the P2P program has engaged students at colleges and universities in the United States and across the globe, reaching millions of people through campaigns to raise awareness about the dangers of violent extremism and to promote messages of tolerance and inclusiveness.

Source:

Strategic Implementation Plan for Empowering Local Partners to Prevent Violent Extremism in the United States 2016, White House, <https://www.dhs.gov/cve/resources#>

” Outcomes

- Over **600** P2P programs have been implemented in 40 U.S. states and over 75 countries;
- Generated over **250 million** combined online and offline impressions since the program’s launch in spring 2015;
- Earned over **600** national and international pieces of press;
- **25%** of P2P initiatives remain active beyond the course of the academic term;
- Nearly **10,000** students have participated in the program to date.

Source:

<https://www.edventurepartners.com/peer-to-peer-facebook-global-digital-challenge>

FBI’s “Don’t Be A Puppet” website

” This FBI website, built in consultation with community leaders and other partners, uses a series of interactive materials (quizzes, videos, and others) to educate teens on the destructive nature of violent extremism and to encourage them to think critically about its messages and goals.

The site emphasizes that by blindly accepting radical ideologies, teens are essentially becoming the “puppets” of violent extremists, who simply want them to carry out their destructive mission - which often includes targeting or killing innocent people.

The FBI encourages community groups, families, and high schools across the United States to use this site as part of their educational efforts. All Americans are asked to join the FBI in exposing the seductive nature of violent extremist propaganda and offering positive alternatives to violence.

The site has five main sections that each teen must complete to successfully finish the program:

1. What is Violent Extremism?
2. Why Do People Become Violent Extremists?
3. What are Known Violent Extremist Groups?
4. How Do Violent Extremists Make Contact?
5. Who Do Violent Extremists Affect?

After completing the first five sections, teens are asked to review a final section, “Where to Get Help”, and then print and sign (by hand) a certificate of completion. Organizations can also consider incorporating the site into safety briefings and anti-bullying programs.

Source:

<https://cve.fbi.gov/home.html>

Civil society initiatives

MINDb4ACT project

” MINDb4ACT project is implemented between September 2017 – August 2020, and is coordinated by the Elcano Royal Institute (RIE) in Spain.

MINDb4ACT will contribute to the improvement of current counter-violent extremism policies (CVEs) in the following countries: Austria, Belgium, Denmark, Finland, France, Germany, Italy, Poland, Spain and the United Kingdom.

Source:

*The Community Research and Development Information Service (CORDIS),
<https://cordis.europa.eu/project/id/740543>*

” MINDb4ACT project tries to solve limitations in conventional research methodologies through the Living Labs framework in which all stakeholders – academia, Law Enforcement Agencies (LEAs), private sector, governments, municipalities, first-line respondents and other practitioners – collaborate to co-design new practices to prevent violent extremisms addressing all dimensions (security, political, societal and ethical).

A Living Lab is an innovation environment to test new solutions with main stakeholders, developed in the 90s by research on cognitive and decision-making processes. It is often used in innovation and technology environments and has been tested and used successfully in some security contexts (cyber-security, intelligence) evolving from engineering-computing to socio-cultural fields. The European Commission has characterized Living Labs and Public-Private-Persons Partnerships open for innovation and lead by end-users.

MINDb4ACT used such framework to implement 17 pilot projects to tackle violent radicalization, realized by LEAs, first-line practitioners and civil society actors. The tests developed practices and interventions based on empirical evidences in four key areas: Prisons and Judiciary System, Schools and Learning Centres, Local initiatives, The Internet and Media. MINDb4ACT aimed to contribute to EU initiatives on the internet and audiovisual media, by identifying opportunities from technology solutions (Big data and other intelligence tools) to combat online propaganda and hate speech, and by providing empirical data, risk and evaluation assessment tools and training of professionals for early detection.

MINDb4ACT has received funding from the European Union's Horizon 2020 Research and Innovation Programme.

Source:

<https://mindb4act.eu/>

Private sector initiatives

The Global Internet Forum to Counter Terrorism (GIFCT)

” In 2017, the Global Internet Forum to Counter Terrorism (GIFCT) was set up by Facebook, Microsoft, Twitter and YouTube as an industry-led initiative to apply technology, share knowledge and support research on terrorists’ use of platforms. In the Call, the GIFCT companies agreed to work together to ensure cross-industry efforts are coordinated and robust, including by investing in and expanding the GIFCT. On September 24th, 2019, at the United Nations General Assembly, it has been announced that GIFCT will become an independent entity, with dedicated resources and staff, and a new broader vision to prevent terrorists and violent extremists from exploiting members’ platforms.

This relaunched GIFCT will address both terrorist and violent extremist content on-line, and:

- Invest in new technology to counter this evolving problem;
- Promote alternative narratives and positive interventions;
- Perform a new crisis management function;
- Help increase understanding of how algorithms and other processes drive radicalisation;
- Invest in better understanding terrorist and violent extremist networks and modes of operation online; and
- Assist smaller online platforms.

The relaunched GIFCT will be more inclusive and transparent, with multi-stakeholder engagement across its activities, bringing civil society to the heart of this work.

GIFCT will establish a working group to focus on reviewing the operation of algorithms and other processes that might drive users to more extreme content so as to better understand possible intervention points.

A working group will be set up within the reshaped GIFCT to better understand how countries and companies may share relevant datasets and information while respecting the fundamental rights of privacy of the users of these platforms.

Working with companies, civil society and law enforcement, there has been developed a new shared crisis response protocol, which will be used by governments and tech companies in the wake of terrorist and violent extremist attacks to coordinate and to manage the online impacts of the attack. GIFCT companies will do so in a joined up way via their content incident framework within the shared protocol, which is operationally ready. It is complementary with the work undertaken by Europol and DG Home to develop an EU crisis response framework and with domestic work undertaken by other call supporters. It establishes common thresholds for action, principles and standards for transparency, and actions to be taken when thresholds are reached. The shared protocol ensures coordinated and rapid action by online platforms to counteract the viral spread of terrorist content. It is a living framework that will be regularly tested, assessed and updated.

Google hosted the first such testing exercise in New Zealand in December 2019. It helped to bring all stakeholders to a better state of readiness.

Source:

“Significant progress made on eliminating terrorist content online”, Joint Press Release: the Right Honourable Jacinda Ardern Prime Minister of New Zealand and His Excellency Emmanuel Macron President of the French Republic, 24 September 2019, <https://www.beehive.govt.nz/release/significant-progress-made-eliminating-terrorist-content-online>

For more information on The Global Internet Forum to Counter Terrorism, please visit www.gifct.org.

