

MUSLIM DIGITAL SAFETY AMBASSADORS AND DIGITAL CITIZENS

2020/21 - END OF PROGRAMME REPORT



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SUMMARY HIGHLIGHTS

Below is a short summary of the key milestones and highlights we achieved from the project (2020/2021)

810

DIRECT PARTICIPANTS

101,253

**INDIRECT
PARTICIPANTS**

6

**MUSLIM SCHOOLS
ENGAGED IN 5
LONDON BOROUGHs**

24

**DIGITAL AMBASSADORS
SELECTED & TRAINED**

60

**DIGITAL CITIZENS
SELECTED & TRAINED**

5

**TEACHERS SUPPORTED
& TRAINED**

160+

**SCHOOL STUDENTS
ENGAGED**

79

**MADRASSAH
(OUT OF SCHOOL)
STUDENTS ENGAGED**

72

**TRAINING SESSIONS
DELIVERED**

CONCLUSIONS AND NEXT STEPS



Programme was completed in March 2021, on time and within budget. The schools involved in the programme have expressed a desire for it to continue and engage with other age groups due to the behavioural and learning outcome achieved.

Leaders of schools and teachers have expressed that digital safety for children has become an increasing concern for them and feel that the programme delivered by Faith Associates has helped to safeguard young people, within a *"culturally sensitive and technologically coherent manner"*.

We have received requests from other Muslim faith schools in London and outside of the capital to deliver the digital safety programme.

Positive change in behavioural and attitudinal response recorded in survey pre and post teaching of modules on digital safety

- **Significant positive change in behavioural and attitudinal thinking in all aspects of digital safety among pupils engaged**
- **Unanimous support and acknowledgement from senior leadership teams in schools of impact from MDC teaching and learning**

Potential next phase of the project rollout:

- **We took the training to 6 Muslim schools in 2020/2021, We know that there are 28 Muslim faith schools in London who are keen to receive the training that we would like to engage**
- **Due to the COVID-19 pandemic, many Madrassah and Supplementary schools (OOSS) we closed but we have been approached by their leaders for access to the programme. We were still able to engage over 70 children in Madrassah and Youth Clubs, but we estimate there are over 600/1000 (Muslim Faith OOSS) that could be reached and involved in the next phase of the project, with children aged from 8-15 attending daily.**
- **A key component of the project was the development of digital resources, specifically the Online membership portal for teachers and students on the programme. We believe we can open this up to hundreds more students, teachers and parents in the community to benefit from regular content and information.**

PROJECT OVERVIEW

WHAT WENT WELL AND WHAT WERE THE LEARNINGS FOR FUTURE PROJECTS?



The Muslim Digital Safety Ambassadors & Digital Citizens Programme was successfully delivered to six schools in London for 2020/2021.

Overall, the project was a great success in delivering the programme to more schools than originally planned and receiving positive feedback from the students, teachers and general Muslim community in London and the UK at large.

What went particularly well for us was our seamless relationship with the participating schools in London. The communication and clear understanding we achieved with the teachers and head teachers allowed us to effectively deliver the programme to the students. We presented the sessions on-site from September until December, including during lockdown in November, demonstrating the access and relationships we held with all six schools.

As this programme has been developed through our previous toolkits, such as the Muslim Digital Citizenship Guide in 2018, we had a great understanding around the content we needed to deliver to the students as well as the key themes we wanted to get across.

We also aligned the programme with the new Health and Wellbeing curriculum introduced by the Department of Education for 2020/2021. All schools used our programme to support their work in this area, which showcased its value to schools and the importance it held for the schools, staff and students.

Due to the success of the Muslim Digital Ambassadors and Digital Citizens Programme within the schools it was delivered, there have been numerous requests from other Islamic schools in London and across the UK to participate. We have created a strong curriculum and delivery plan for this programme but would like to build on it further with more topics and workshops attached to the lesson plans which would enhance it in bringing it to life for students.

Moving forward, the biggest learning we have taken from our experience on this project is understanding what worked well and what could be improved. We understood quite early on the important role the teachers play in this programme and made them a key part of the project objectives (mentioned below), and their feedback really helped us form a strong curriculum to be delivered.

Our experience in providing the training in-school and online to the students helped us to realise what type of content was conducive to their learning as we went along, for example, the scenario sessions. This is something to take forward in our future work on this project.

PROJECT DELIVERY

METHOD OF DELIVERY

The programme was a mixture of face-to-face training and online, due to the COVID-19 restrictions and closures of school mid-way through the programme.

LOCATION OF DELIVERY

Participating schools represented the following boroughs:

- **Brent**
- **Croydon**
- **Newham**
- **Tower Hamlets**
- **Waltham Forest**



KEY OBJECTIVES

1. Developing & increasing knowledge in Digital Citizenship
2. Developing robust practices to help students keep themselves safe online
3. Developing a clear understanding of hate speech & how to counter and respond to it



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PROJECT RESULTS

HOW WERE THE RESULTS OF THE PROJECTS MEASURED?



The key beneficiaries of the project were the students, in particular the selected Digital Ambassadors (DA) and Digital Citizens (DC), and the teachers in the six schools.

We used forms and questionnaires with all the students across the six schools at the start of the programme to understand their digital usage and general understanding, as well at the end of the programme to assess changes in behaviour and attitudes. We did the same with teachers, having calls and surveys before, during and after the programme to gauge impact.

We interviewed the DAs and DCs from each class within a month of delivering each session (six overall) to understand what they had learned and implemented and how it changed their behaviour and attitudes.

The online portal was also used to measure results, where activity tasks related to the six sessions and DAs and DCs shared their thoughts and how they went about doing the activity. We also shared information guidance and web surveys to target our indirect beneficiary group for feedback on the programme.

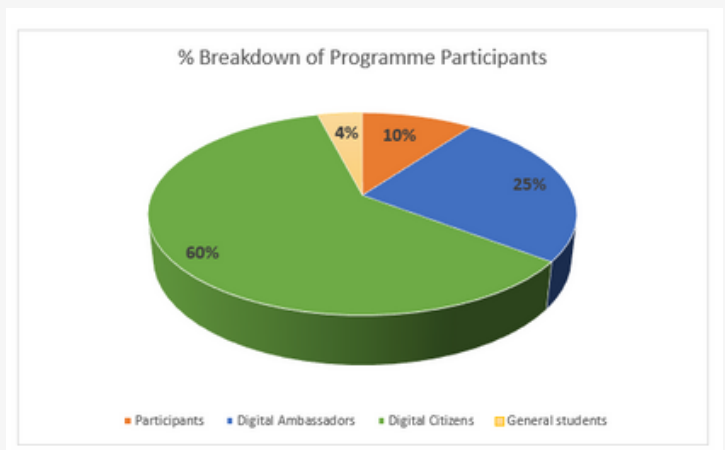
Data was collected monthly - delivered a session a month and used the first week to deliver the training and then followed this up with the interviews and activities

The large questionnaires were taken at the start (September) and end of the project (February). **162** students across the six schools completed the questionnaires,

In addition, 79 students from the Madrassah/Youth Club network we engaged during lockdown as a key group also completed an impact questionnaire.

All **24** Ambassadors and **60** Digital Citizens engaged in some form in the questionnaires, portal activities, interviews and end of programme campaign.

100% of the 5 teachers also partook in the pre-programme call, mid-programme feedback and post-programme survey.



PROJECT RESULTS

ACHIEVEMENTS AGAINST PROJECT OBJECTIVES

Objective 1: Developing & increasing knowledge in Digital Citizenship

We aimed to achieve this through the delivery of six sessions that were all relevant topics related to digital citizenship and challenges young people are facing online. Key digital citizenship themes were ingrained and linked in throughout the sessions. The sessions included group discussions, scenario role play and interactive games. Overall we delivered 6 sessions to 12 classes in 6 schools that came to approximately 72 sessions being delivered.

The outcomes that arose that helped achieve the first objective were:

- Developing a clear understand of Digital Citizenship [Students/Teachers]
- Increased ability in finding solutions to the challenges of the Online world
- Developing long term action post programme

In developing a clear understanding of digital citizenship, in a questionnaire (Reference 1), **48.28%** of students classed their knowledge and understanding of digital citizenship as '**excellent**' and **42.55%** as '**great**', compared to just **11.21%** classing their understanding and confidence of digital citizenship as '**excellent**' prior to the programme. When asked about their knowledge of digital citizenship prior to the programme, the average rating out of 5 was 3.26, after the programme this average increased to 4.41. We asked teachers if the programme had been beneficial for their own understanding of digital citizenship, 4/5 said yes [Reference 4]. In a pre/post questionnaire filled out by students in our Madrassah network involved in the programme, 49% said their understanding of digital citizenship was '*poor*', with 50% classing it as '*excellent*' post programme

<https://www.mdcitizens.com/wp-content/uploads/2021/03/Madrassah-Networks-and-Mosque-Clubs-on-Programme.pdf>



A key outcome in achieving this objective was to increase the confidence in students finding solutions to online challenges. Through the Activity Portal exclusive for Digital Ambassadors (DA) and Digital Citizens (DC) (Reference 3), we found students actively engaging in discussions showcasing not just their confidence in finding online solutions to challenges, but practically supporting others too. DAs Aysha and Arifa documented their work and impact in improving the privacy and security settings of fellow students, taking what they have learnt and practically making a difference, showing a change in practice;

"I relay what I learn to my classmates and they seem to have learnt from me regarding digital citizenship and how to solve online problems".

In a questionnaire (Reference 1), we asked how the learnings of the programme had made them behave differently online, with 71.55% fact checking before sharing online, showing changes in behaviour and practices.

The DAs and DCs across the six schools produced Safety Campaigns that would be implemented in the school following the programme, showcasing the extensive learning and knowledge gained from the programme.

View here:

<https://drive.google.com/drive/folders/1rYNYL7XWHfrTDyuUSfeogo ei3BtgKCxb>

Two DAs recorded a podcast in which they interviewed other students asking them about what cyber bullying was and how to address it. The responses logged and the questions asked by the DAs show an increased understanding and knowledge base taken from the programme.

A comment by one of the DA's during the interview (13:10 - 13:44 min) emphasises how this programme has provided students with an increased knowledge and understanding of digital citizenship and how its had an impact on their behaviour and role with other students;

"I learnt a lot from this, as a Digital Ambassador, we now have that responsibility, if someone comes to us with a problem, we know what cyber bullying is and how to deal with it".



Objective 2: Developing robust practices to help students keep themselves safe online

We delivered six sessions of topics that all have a strong safety component at its core teaching. Inside the six sessions we had different scenario role play sessions, discussions of live examples and interactive games. We also provided specific activities for the selected DAs and DCs to complete on the online portal that involved practical face to face impact.

The outcomes that arose that helped achieve the second objective were:

- **Increased understanding of online safety, improving attitudes to it.**
- **Changed behaviour when engaging online**
- **Sharing new practices to fellow students/family members**

In terms of increasing the understanding of online safety, we saw a clear increase in understanding of online safety and its importance through the interview sessions conducted with the DAs and DCs.

You can see from our interview discussion with DAs after the Media Balance session, a clear improvement in the understanding of online safety. Halima stated the *"sessions were highly informative and taught me new things about online safety"*.

Prior to the privacy session, the DAs from a mixture of the 6 schools' understanding of the topic had an average of 4.8, following the session, this average rose to 8.1. When assessing the changes in understanding of fake news, prior to the programme 16 DA's had an average score of 5.1, and after the programme it increased drastically to 8.81. (Reference 2)

UNDERSTANDING OF PRIVACY AND SECURITY MDC AMBASSADORS



In terms of changing the behaviour and practices of students to keep themselves safe online, we saw real change.

In a questionnaire (Reference 1), students were asked if/how the programme made them behave differently online, **71.55%** said they are now fact checking before sharing, 56.90% have limited their time online, 43.10% are now speaking out against hateful comments and **33.62%** are now talking more to their family about social media.

This change in behaviour is further supported by **67.23%** of students saying their behaviour and the way they engage online has changed following the programme. After each of the sessions delivered, we demonstrated a clear impact the training had on affecting behaviour and attitude change in students; Yahya, a DA, after the Privacy and Security session stated; **"I didn't know too much about privacy settings before and now I'm checking websites on how my information is used"** (Reference 2)

Sharing new practices learnt to keep safe online and sharing these with others, results in changes in behaviour of practices of not just the students but others. In the activity portal (Reference 3), we asked DAs and DCs to improve security settings of five peer's social media profiles in their school, with Farah sharing she checked the privacy of five friends and **"I found some privacy and security gaps, we changed this and now they are all more protected"**.



Objective 3: Developing a clear understanding of hate speech & how to counter and respond to it

We aimed to achieve this objective through delivering various activities including a bespoke session on hate speech, cyberbullying and xenophobia. In this session, we included live-scenario examples, case studies and role-play discussions. Students also engaged in activities on the online portal.

The outcomes which helped achieve the third objective were:

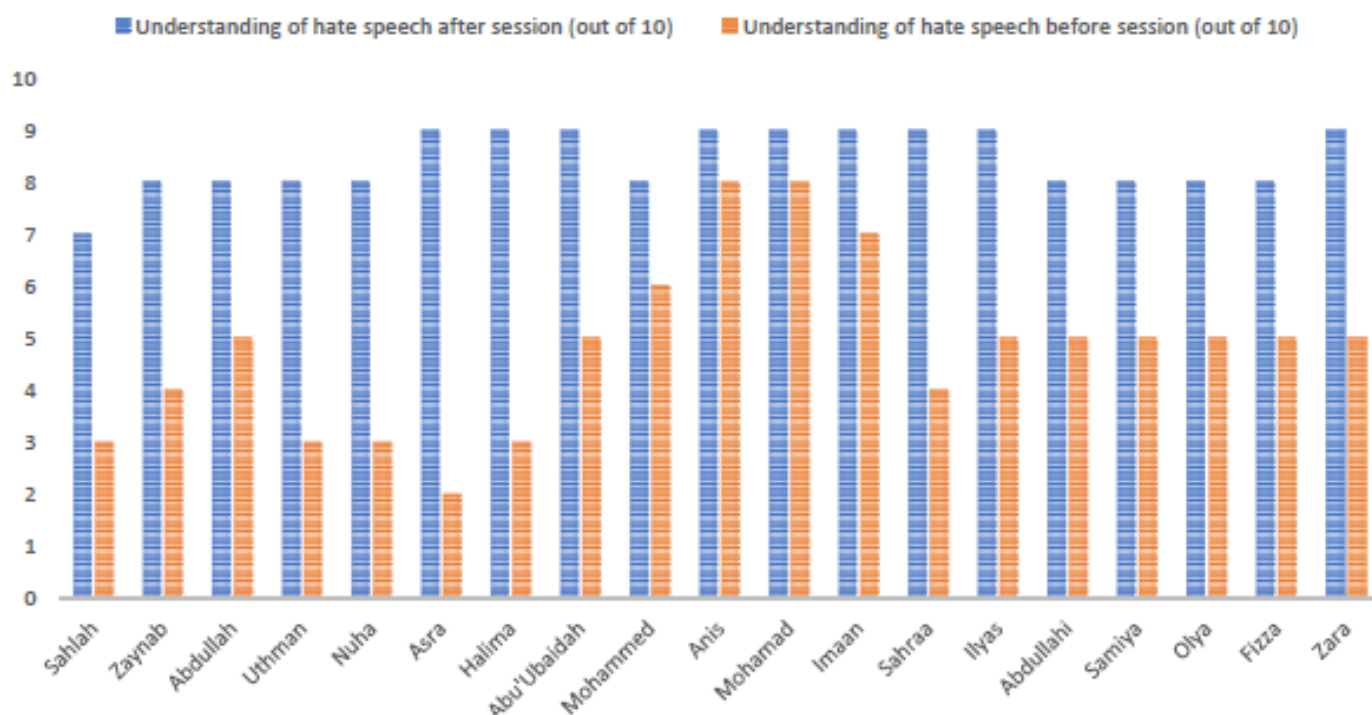
- **Building resilience to hateful content**
- **Empowering students to respond and counter hateful content**

Through our activities, we saw real change in students becoming more resilient to hateful content. In our survey questionnaire (Reference 1), we asked the students if they were now more resilient to hate speech and hateful comments online following the programme, with **75.63%** of students saying 'yes'. Over 66 responses were logged (Reference 1) with students elaborating as to why they selected 'yes'. Most of them referenced the word **"confidence"**, some mentioned they have a **"better understanding of approaches to take"** and some referenced the Islamic component of the programme as having helped them.

In our interviews of selected DAs from the six schools (Reference 2), when asked of their understanding of hate speech prior to the programme, the average score rating was 5.05. When asked after the programme, this rose to 8.9.

When 18 DAs across the schools were asked if the session had improved their understanding of hate speech, **100%** of them said **'yes'**.

COUNTERING HATE SPEECH - MDC AMBASSADORS



We found our activities brought about planned changes behaviours and attitudes in students being able to counter hate speech online.

In the questionnaire (Reference 1), we asked all the students if they are 'more aware of how to effectively counter hateful and intolerant messages', with 87.39% saying 'yes', 55 elaborated on their answer. Most felt the programme taught them how to counter **"correctly"** and "in the right ways", some now understanding "different situations" to counter hate and many referencing the activities in the programme as being helpful.

Following the Hate Speech session, we asked 18 DAs if the programme had inspired them to stand up to hatred online (Reference 2), with 100% of the students answering **'yes'**.

We asked the students if following the programme, they saw hate speech and xenophobia online, what they would do (Reference 1) - 86% said they would respond by blocking/reporting, 26.72% said they would try and counter it with just 12% saying they would do nothing.

Out of 116 students, 45 mentioned the word **"Report"** in their comments on what they are now doing to respond to hateful content that they weren't before the programme, with the majority's response best summarised by Omar Shareef from Al Khair;

"To counter with positivity, report and block".

We felt the results showed a clear change in attitude, behaviour, and practices regarding counter speech.

Evidence references:

Reference 1

Muslim Digital Safety Ambassadors and Citizens Questionnaire – Final

Reference 2

Muslim Digital Safety Ambassadors and Citizens Feedback Post Session Interviews FINAL

Reference 3

Muslim Digital Safety Ambassadors and Citizens Portal Activity Comments

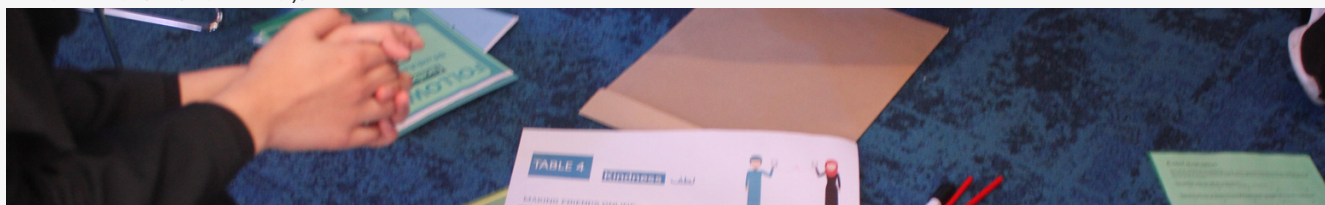
Reference 4

Muslim Digital Safety Ambassadors Programme Teacher End of Programme Thoughts

SHARED ENDEAVOUR FUND (SEF) PRIORITIES

SEF PRIORITIES

- Directly counters and / or offers positive alternatives to the promotion of hateful, intolerant, and extremist messages and content (both online and offline).
- Raises awareness of and increases resilience to the dangers of hate, intolerance, extremism, and radicalisation (particularly in relation to vulnerable people).
- Encourages and empowers others to stand up to hate, intolerance and extremism (both online and offline).



We showed the positive alternatives to hate via the six delivered sessions and the Islamic teachings incorporated into the programme and the various live scenarios we delivered. We delivered a session on countering hate speech showing live examples of what can be done. 88.6% said they were now more aware of how to effectively counter hateful and intolerant messages than before the programme [Reference 1]. In our interview sessions with the DA's and DC's, 100% of the students said they were now aware of positive alternatives to the promotion of hate. Reference 2]

We met the second priority throughout the programme by incorporating throughout the six sessions the dangers that exist online linked to solutions and through scenarios and discussions aimed to build resilience. When asked if the students are now more resilient to hate speech following the programme (Reference 1), 76% said they were. Over 66 student comments [Reference 1] show the developed confidence due to the programme in increasing their resilience. All five teachers said they were more confident in their students responding & dealing with hate comments, following the programme [Reference 4]

We met the third priority through creating the DA's & DC's initiative, who we aimed to train and build up to carry out this action and help support and empower others. Over 79% of students said they were now more likely to encourage and empower others to stand up to hate speech, intolerance, and extremism, following the programme [Reference 1]. The teachers were asked what impact the DA's and DC's had on other students, with 4/5 classing the impact as 'excellent' [Reference 4]. Madrassah / Mosque youth club students involved in the programme in our network were asked post programme if they were now more resilient to hateful content, 97.47% said 'yes'

<https://www.mdcitizens.com/wp-content/uploads/2021/03/Madrassah-Networks-and-Mosque-Clubs-on-Programme.pdf>

CASE STUDY

HOW DID THE PROGRAMME BENEFIT PARTICIPANTS?

Zayna Bint Jamil

Class 9G - Azhar Academy Girls School
Muslim Digital Safety Ambassador

I wanted to take part in the Muslim Digital Ambassador program because I've always loved putting myself out there and learning new things with new people. Before I had started this program, I was on social media a lot and always thought it was very intriguing finding out new things but after I joined the programme I learned a lot about how social media and technology can affect my physical and mental wellbeing, how to protect my privacy and keep myself and loved ones safe online and the way I can respond to hate.

This programme has been a huge eye opener for me and I would definitely tell others to take part. All six different sessions of this programme helped me learn more about being safe online and becoming a model digital citizen, behaving online as I as a model citizen in real life. I feel so much more confident, responsible and mature to help others also understand these important issues.

When my teacher informed us that only two students will get the opportunity to be ambassadors I immediately wanted to experience the great responsibility of this role, as I wanted to help my friends and class mates make the right choices online and be able to protect themselves from hateful and inappropriate content.

Even though most of the sessions were online due to covid-19, the member of Muslim digital safety ambassador programme was very efficient and the session was made very interactive and it was a fun way of learning. I enjoyed taking part in the safety competition with other schools that will carry the learning of the programme forward even after it has finished.



PROJECT RECRUITMENT

HOW WERE PARTICIPANTS RECRUITED AND KEPT ENGAGED?

The students across the six schools, who were automatically enrolled onto the programme, as we managed to work with the schools to use the programme as their work on the new Health and Wellbeing Curriculum that was introduced in 2020. The DA's and DC's were selected from this group through a questionnaire and recommendations from the teachers. The Questionnaire questions and results from those interested can be found here:

<https://www.mdcitizens.com/wp-content/uploads/2021/03/Muslim-Digital-Safety-Ambassadors-Programme-Student-Questionnaire-27.pdf>



The DA's and DC's were selected based on the way they answered the questions and through feedback from teachers. For the regular students in the programme, we kept them engaged with a session a month on a specific topic. For the DA's and DC's, we engaged them more regularly - delivering a session a month, but then following this up with information and activities on an exclusive online portal which only they had access to and exclusive interview/feedback sessions on what they have learnt after each session. We also finished the programme with working with the DA's and DC's to submit a safety campaign proposal for their school on how they will be taking the learning and turning it into practice for the remainder of 2021.

Another key group were the teachers, we engaged at the start of the programme collectively in a meeting, & had a mid-programme catch-up:

<https://www.mdcitizens.com/wp-content/uploads/2021/03/Muslim-Digital-Safety-Ambassadors-Programme-Teacher-Questionnaire-Mid-Programme.pdf>

End of programme questionnaire:

<https://www.mdcitizens.com/wp-content/uploads/2021/03/Muslim-Digital-Safety-Ambassadors-Programme-Teacher-End-of-Programme.pdf>

We engaged our Madrassah network throughout the programme through PPT sessions & guidance info, as school participants were impacted by lockdown to share their learning with this network, we galvanised ours to keep this group involved:

<https://www.mdcitizens.com/wp-content/uploads/2021/03/Madrassah-Networks-and-Mosque-Clubs-on-Programme.pdf>

We engaged with our Indirect Beneficiaries through a range of mediums sharing images, leaflets and the website to this network -six information guidance leaflets: <https://www.mdcitizens.com/resources/>

Survey for parents/teachers as part of indirect group:

<https://www.mdcitizens.com/wp-content/uploads/2021/03/Teacher-Parents-Survey-on-Online-Safety-Behaviours.pdf>

PARTICIPANT OVERVIEW

PARTICIPANTS ENGAGED

Direct participants - 810

Indirect participants - 101,253

PARTICIPANT BACKGROUND

Gender:

Female – 52%

Male – 48%

Age:

12-16 – 99%

35-44 – 1%

Ethnic Background:

British:

Indian – 15%

Pakistani – 50%

Bangladeshi – 15%

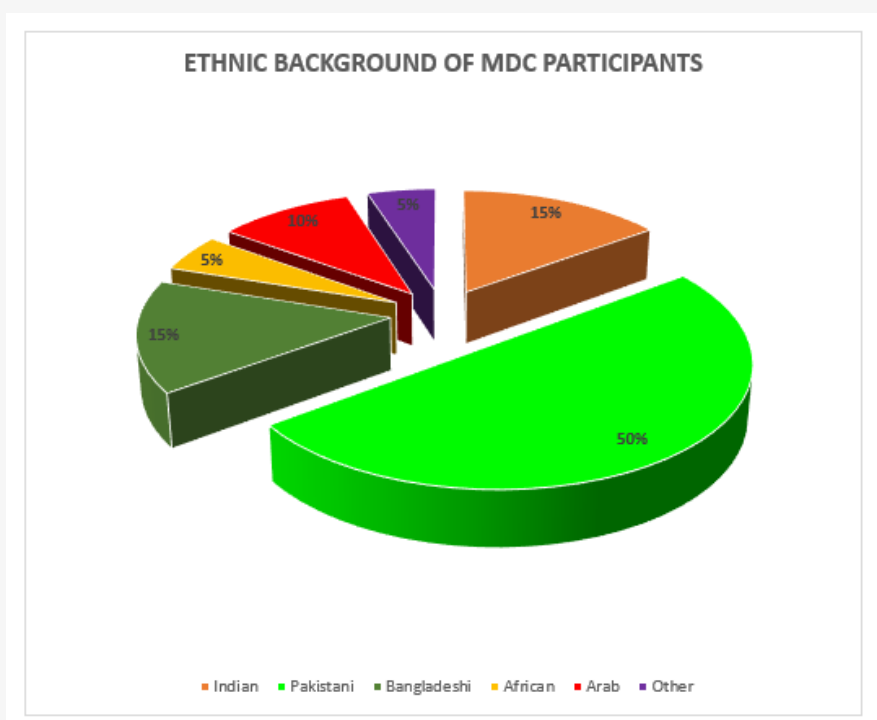
African – 5%

Arab – 10%

Other – 5%

Number of sessions: 72

Average number of hours engaged in project (per participant: 12hr)



CHALLENGES

This has been a challenging context in which to deliver a school project, especially due to the uncertain and ever changing local and national COVID-19 restrictions that were introduced during the lifetime of the project. We successfully managed to continue on track and ahead of schedule without losing anything originally set out in the milestones and application or have to delay/extend the programme. We have managed to remain on track by recognising the importance of pre planning and how we positioned the project.

1) Pre-Planning was key before we started the project, we were aware of the potential issues that could arise during the winter period and the uncertainty with the pandemic. We ensured the topic sessions we planned to deliver to the schools were able to be done in person as well as online, to ensure we could keep on track. We developed a strong working relationship with the schools prior to the programme.

2) We built strong relationships and constantly communicated with the teachers from before the project started, which allowed us to ensure during the difficult times for schools, we have been able to keep the project running smoothly with the teachers' maximum input. We organised an hour-long conversation with all the teachers before the start date, we would need the teachers to buy into the project and be committed and they would play a critical role in scheduling the sessions and ensuring the students were on board and committed. This conversation was key as we were able to highlight any issues and managed to incorporate the programme into the school's curriculum, which allowed us to stay on our delivery track.



TEAM MEMBERS & CONTACT

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