

# FINAL EVALUATION OF THE MAKE-IT-SAFE PROJECT

National evaluation report: Belgium

December 2014



MAKE-IT-SAFE Peer-Experts - Empowering children and young people to become responsible digital citizens through enhancing their capacity to protect themselves and their peers against online abuse and promote online safety for children and young people as peer-experts.

**Partner: ECPAT BELGIUM**



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## Introduction

The Make-It-Safe project aims at contributing to call priority 4.1.7 of the DAPHNE III Programme: “Targeted education programmes and activities designed to increase children and young people’s understanding of potentially negative impacts of new technologies and to educate them on risks and solutions with the aim to ensure their well being and safety.” While being a platform for learning, creativity and connectivity, the Internet can also bring minors at risk of significant harm including sexual exploitation through sexting, grooming or sexual abuse material. Young people need to be able to keep themselves safe from these risks. Parents (especially with migration background), teachers and other reference persons are often not equipped to assist young people in the online world. Therefore, children and youth frequently turn to their friends and peers rather than to adults when in seek for advice.

To respond to this situation, the project Make-IT-Safe intends to enhance capacity of young people on responsible and safe use of new technologies and, by implementing a peer-to peer methodology, to empower them to promote their knowledge and assist their peers dealing with risks and problems in the online world. Funded for a period of two years (January 2013-December 2014), this project was conducted in parallel in five European countries (Austria, Belgium, Germany, the Netherlands and United Kingdom). ECPAT Belgium was responsible for the coordination of the project in Belgium.

**Project overall goal:** Empower minors including minors with migration background, to become responsible digital citizens

**Main objective:** Enhance capacity of minors on safe use of new technologies by implementing a peer-2-peer strategy for their training and sensitisation

**Subobjectives:** 1) Enhance capacity of educators and reference persons to support the peer-experts and be able to sustain the system of peer-mentoring after project end; 2) Promote capacity building of minors in safe use of new technologies and its integration into school curricula and activities of youth centres/groups among the public, parents, teachers, key stakeholders, experts and authorities through networking, lobbying and awareness raising.

### Evaluation Objective

ECPAT Belgium contracted an external evaluator, Camille Seccaud, to conduct the final evaluation report over a period of one month from November to December 2014. A mid-term evaluation was carried out in June 2014 (see Mid-Term Report in Annexe 5).

The final evaluation report aims at assessing whether the project in Belgium achieved its objectives both in quantitative and qualitative terms. This evaluation is an analysis of the impact of the project regarding the following questions:

- ✓ Did this project empower minors, including vulnerable minors and/or with migration background, to become responsible digital citizens?
- ✓ Was the peer-2-peer strategy successful to sensitize and train minors?
- ✓ Did the project enhance the capacity of people, who were trained to be “coaches”, to support the peer-experts and be able to sustain the system of peer-mentoring after the project end?
- ✓ Did the project promote capacity building of minors in safe use of new technologies and its integration into school curricula and activities of youth centres/groups?

### **Evaluation Methodology**

Data gathering methods used in the evaluation were:

- ✓ Desk research and analysis: minutes of experts meetings and training sessions, review of activities implemented and materials produced, correspondence between the project staff and national partners, national project reports including the mid-term evaluation report, media releases and newsletters published (see list of activities in Annexe 2).
- ✓ Informal and continued dialogue with the project staff to collect information needed for the desk research, to request clarifications, to understand strategies chosen and used by national coordinators to implement the project at the national level and the potential difficulties encountered in the implementation.
- ✓ Analysis of questionnaires developed by the evaluator and the coordinators respectively for coaches (5) and peer experts (4). The questionnaires were prepared with a view to obtain feedback about their involvement and their impression on the effectiveness and impact of the project. It has to be noted that only 4 minors answered to the questionnaire.
- ✓ Individual skype interviews with two peer experts and two coaches based on a common interview guideline prepared by ECPAT Germany (see list of interviewees in Annexe 1). The interviews with peer experts were conducted with respect of ethical considerations such as informed consent, right to say no and confidentiality.

### **Structure of the report**

After a brief summary of activities implemented in Belgium in the frame of the Make-IT-Safe project and the process of its implementation, the degree to which the project has achieved its objectives/strategies will be assessed. The main findings and conclusions identified are highlighted in the last part of this report.

## Summary of national activities and process of implementation

In Belgium, the Make-IT-Safe project was launched at the occasion of the Safer Internet Day on the 5th February 2013. The first phase of the project was dedicated to the identification of implementing partners and national experts. After having identified the relevant national experts, ECPAT Belgium has set up a group of 10 experts to accompany the project with their expertise. Three experts meetings took place over the two years during which experts provided key advices and addressed recommendations.

The process of identification of implementing partners was more complicated and took time. In order to include vulnerable minors with migration background as specified in the project, ECPAT Belgium chose to involve Unaccompanied Foreign Minors and has therefore focused its search of partners in bridging classes (intermediate step in school before enrollment in regular classes) and centres for Unaccompanied Minors. A total of 5 implementing partners (1 school, 1 youth support association and 3 centers for Unaccompanied Foreign Minors) were involved throughout the projet. Two others centers have been involved but they have withdrawn after the first training. An informal group of almost 15 youngsters from scout units joined the project in December 2013. However, this group was not involved as an implementing partner, consequently no coach has been selected and youngsters have not been trained to become “peer experts”.

In each implementing partner, a reference person was selected to be “coach” and the Make-IT-Safe peer experts were selected by coaches based on criteria established between ECPAT Belgium, the group of experts and the implementing partners. 9 minors were selected and trained but only 5 minors are still involved as “peer experts”. From September 2013 to October 2014, six training sessions took place during which peer experts and coaches have been sensitized on online safety and trained to fulfill their role in their respective institutions.

Several activities were carried out in the frame of the peer-to-peer strategy:

- Promotional materials were produced for the identification of peer experts in their respective institution: ID cards and business cards for Make-IT-Safe peer experts, and posters for the partnering institutions.
- Peer experts created 4-5 awareness-raising tools in form of photo-novels and video clips on different online topics (sexting, safety, password, trust, meeting with online strangers, etc.). The group of scouts also created 5 similar tools in its side.
- Outreach workshops have been carried out by some peer experts, assisted by their coaches, to sensitize their peers on online safety in their respective institution.

In order to reach a broader public, key stakeholders and teachers, information about the project and its core activities have been disseminated through the production of 4 newsletters, 4 press releases and during presentations at different advocacy events. The last phase of the Make-IT-Safe project was dedicated to the awareness- raising activities for parents and the sustainability of the project. At the moment of writing this final evaluation report, the last phase of the project is still ongoing.

## Analysis of project objectives achievement

This section aims at assessing whether the project has reached its objectives and how effective project activities have been in contributing toward these objectives.

### 1. Overall Goal – Empower minors, including vulnerable minors and/or with migration background, to become responsible digital citizens

The overall goal of the Make-IT-Safe project was to “Empower minors, including vulnerable minors and/or with migration background, to become responsible digital citizens”. In order to evaluate how effective activities have been in contributing toward the overall goal, two expected results need to be assessed: did the level of understanding of minors on potentially negative impact of new technologies increase (1.1) and did minors improve their skills to keep themselves and their peers safe online (1.2).

#### 1.1- Understanding of minors on potentially negative impacts of new technologies

The level of knowledge on potentially negative impacts of new technologies before the project varies widely from a minor to another. This difference is largely dependent on whether or not information sessions had been held in their respective institution and if their parents provided them with some advice before their involvement in the project. According to their own statements, few minors were not aware of potentially negative impacts of new technologies and most of them were aware only of some specific risks before to be involved in the project.

Most minors reported that as a result of their involvement in the project they improved their understanding of risks that may exist in online environments [M=4, 5 (scale: 0=not at all, 5=absolutely)] and they also feel have **gained new knowledge on online safety tools** available in social networks. Only a low number of minors indicated that they had not learnt significant new information on potentially negative impacts of new technologies, as they were already familiar with some information presented in the course of training sessions. However, they recognized in the same time to be more aware now of the “real” impact of these risks. It appears that even though some young people were aware about some online issues encountered by them or their peers, their **understanding on why and how it can happen was limited**.

Among new knowledge on potentially negative impacts of new technologies, they consider to have acquired, some peer experts cited the specific risk of grooming but most of minors reported to have a **better understanding of privacy risks** that they may encounter in sharing photos or disclosing personal data.

The several issues related to potential risks addressed during training sessions particularly risks linked with privacy, sexting, grooming and cyber-bullying had clearly

an effect on youth awareness of the potential dangers existing in the online world. Some peer experts highlighted that the quality of information provided by trainers and the activities conducted especially “discussions”, “short games” and “watching awareness-raising videos” have particularly contributed to their awareness.

The coaches interviewed also believe that the project had increased minors’ understanding of risks existing in the online world [M=4 (scale: 0=not at all, 5=absolutely)]. The project has proved to be **particularly relevant for Unaccompanied Foreign Minors** who have never been sensitized on these issues previously. The perspective of participants demonstrate that the project managed to improve knowledge of minors on potential negative impacts of new technologies and provided a deeper understanding of online environments.

### 1.2- Training of minors on risks and strategies to ensure their online safety

Instead of conducting only two training sessions as initially planned, **six training sessions** were conducted throughout the project in Belgium. This change was decided by the coordinators and trainers taking into account the particularly vulnerable situation of Unaccompanied Foreign Minors and the necessity to ensure that they could better develop their skills. During the training sessions, some **practical exercises** have been conducted in order to enhance the capacity of peer experts to prevent online risks both in behavioral terms and technical terms. Some of these exercises had for purpose to challenge peer experts with their own behavior online “who are you online?”, “what your facebook profile says about you?”, and to help them understand what may be the risks related to their own actions and what can they do to prevent these risks. **Experiential exercises** have also been conducted on the **active listening** of peer experts in order to enhance their capacity to act and react when their peers are facing problems related to new technologies (including the limits of their ability to act). Peer experts were asked to brainstorm approaches to deal with challenging online experiences through questions as “What would you do if you hear that...”, “How can you react if...” or “What advice can you give...”.

When asked what they had learned the most in the project, all peer experts did not cite risks but **responsible behaviors** as “the respect of others”, “to be more careful”, “to ask myself more questions on my use”, “to avoid doing online something I wouldn’t do at school or in the street”, “to take control”. Moreover, the two peer experts interviewed reported to have taken a number of actions as a result of their involvement in training sessions particularly in implementing **technical changes** for themselves, e.g. changing their privacy settings, limiting friends list and personal information sharing, improving the strength of passwords. It appears that practical and experiential activities have been clearly effective to the development of their self-responsibility but also allowed a better acquisition of preventive skills: all practical activities held during the training sessions correspond mainly to the areas where peer experts feel more skilled to protect themselves.



Interviews with peer experts also revealed their ability to identify risks and apply solutions for their peers. The two peer experts interviewed demonstrated a clear **ability to think critically** particularly in making a distinction between what they consider to be potentially dangerous behaviors and what they consider to be a responsible online behavior. They proved a strong capacity to **identify potential risks** and **to have responsible reactions** particularly in finding quick solutions by themselves to ensure the well-being of their peers online. It was found that peer experts was able to apply quickly advices provided during training sessions -e.g. report it, block the person, ask for support - but always with their own approaches to solve the problem.

*Difficulties detected* - It should be noted regarding the training of Unaccompanied Foreign Minors that some factors had to be taken into account by trainers throughout their trainings: on the one hand, Unaccompanied Minors were not familiar with risks and online safety before their involvement in the project and on the other hand, their vulnerable situation, school attendance being among their priorities to get a residential permit and sometimes language difficulties lead to a slower learning process in the project. Overall, trainers and coordinators have successfully overcome these difficulties mainly in increasing training sessions for this group. However, the assessment of the aim goal of the project on unaccompanied foreign minors is very limited due to the fact that only two unaccompanied foreign minors are still involved in the project.

## **2. Main objective – Implementing a peer-2-peer strategy to sensitize and train children and young people on safe use of new technologies**

The main objective of the Make-IT-Safe project was to implement a peer-2-peer strategy to empower minors to pass on their knowledge and assist their peers dealing with online risks and problems as “Make-IT-Safe peer experts”. Some activities have been undertaken in the frame of the peer-2-peer strategy: production and dissemination of materials for youth (2.1), creation of awareness-raising tools by the peer experts (2.2) and outreach workshops carried out by peer experts (2.3). These activities will be analysed through their effectiveness to sensitize and train young people.

### 2.1- Production and dissemination of materials to promote Make-It-Safe peer experts

As it was planned initially, **promotional materials have been produced** to promote Make-IT-Safe peer experts and communicate about their role and competences: ID-Cards and Business cards for peer experts, posters to display in the partnering institutions and a teaser for websites and social media platforms.

Regarding the dissemination of materials, all implementing partners received and disseminated posters in their respective institution and business cards have been delivered to young people by peer experts and coaches who led outreach workshops



(see above 2.3). It appears that none of implementing partners released the teaser created on their websites. However, **the posters and business cards have proven to be particularly effective promotional materials** in four partnering institutions by creating a strong interest of minors and resulting in the contact of a peer expert to help one of her peer facing a problem online. For one implementing partner, a Center for Unaccompanied Foreign Minors, the effectiveness of promotional materials could not be measured because the two unaccompanied foreign minors initially trained left the Center.

## 2.2- Creation of awareness tools by the peer experts

In the course of the project, trainers proposed to the peer experts an activity to empower and help them sensitizing their peers: creating **awareness-raising tools**. As a result, the group of peer experts created two short video clips and three photo-novels. The informal group of youth from scouts units has also actively participated in this activity and created on its side four video clips. Each tool addresses a different topic linked to online safety. This activity has proved to be very appreciated by peer experts both because of it was **fun and creative** but also for their **active involvement** in the process: choice of tools and topics, writing of screenplays and realization of tools [M=4, 5, (scale: 0=not at all, 5=absolutely)].

The creation of awareness-raising tools had a significant impact on the capacity of minors to pass on their messages towards their peers. Even if peer experts have been helped by trainers and coaches, they developed tools that they consider more suitable for their peers and with their **own approaches to sensitize** on online safety. For example, the group of young scouts chose to take a punchy tone sometimes dramatic while the group of peer experts took a lighter tone and more informative. However, the group of experts has expressed its concern about the lack of solutions available for youngsters facing online problems within some movies. Changes have been made by coordinators following this recommendation.

Regarding the effectiveness of awareness-raising tools, most of the peer experts, as well as youth from scout units, **strongly believe in the positive impact** that these movies could have on youth awareness.

*“Making the movies was a creative and fun way to put theory into practice and sending messages via a movie rather than a text is more efficient with adolescents”.*

*“I think the movies will have an impact because they are short, they are sending out a strong message and because they were made by other young people”.*

It has to be noted that the production of the movies and photo-novels has been a long process and took a lot of time in the project timeframe. As the awareness tools have been finalized only at the end of the project, they have **not yet been disseminated and used by peer experts** to sensitize their peers in the course of the project. It is therefore

difficult to assess how awareness tools made by peer experts are effective to sensitize their peers. However, they have the potential to be easily disseminated through social media and used by peer experts as well as by new peer experts during outreach activities or training workshops. In that regard, all coaches and peer experts indicated their eagerness to promote and use the tools. In four partnering institution, the presentation by peer experts of the tools to their peers is already scheduled.

### 2.3- Outreach workshops led by peer experts to sensitize their peers

Outreach sessions towards minors were carried out by **three implementing partners in their respective institution** (1 school, 1 youth support association and 1 Center for Unaccompanied Foreign Minors). These sessions aimed at providing information on the Make-IT-Safe project and sensitizing about potential negative impacts of new technologies and strategies that can be implemented to prevent these risks. Among the three implementing partners, **3 peer experts actively participated** to these sessions supported and assisted by their coach. Two implementing partners did not organize any outreach activities in their respective institution mainly due to the lack of peer experts.

According to both peer experts interviewed and those who carried out outreach sessions in their respective institution, they were **overall satisfied with their performance** even though it was something unprecedented for them as it was the first time that they were invited to take this role. Outreach sessions were very well received by their peers and most of them showed a strong interest for the issue and ask peer experts more question about their role. However, the two peer experts expressed **different feelings about their ability to undertake this role**: one considered to be very comfortable with leading conversation and have direct contact with peers, when the other peer expert felt less comfortable with this role but felt more able to help a peer who would come to see him for an online problem.

In that regard, it appears that more time could have been devoted to the practice of facilitating a peer group by peer experts to enhance their confidence to deliver their own sessions. More importantly, **most of the peer experts had to act alone**, and not in tandem. This situation is mainly due to the fact that some peer experts left the partnering centers. The work in tandem could have enabled a more proactive approach and allow peer experts to undertake the role with which they felt more comfortable.

Even though the number of outreach sessions led by peer experts has been quite limited, all peer experts and coaches interviewed consider that the peer-to-peer strategy was very effective to raise young people's awareness. Both peer experts have argued that they feel the **impact is higher when youth sensitize their peers**: "I feel that adults and youth have a complementary role for awareness-raising of young people but between young people you can exchange more easily about common experiences and we are able to understand each other", "There is more impact for youth to hear the experience of other young people than when an adult say to you "you must do this"".

### 3. Subobjective1- Enhance the capacity of coaches to support the peer-experts and be able to sustain the system of peer-mentoring after the project end

In order to evaluate how effective activities have been in contributing toward the sub objective, two expected results need to be assessed: have coaches been trained to support the peer experts (1.1) and is there a strategy to continue the system of peer-mentoring after the project end (1.2).

#### 3.1- Training of educators and reference persons as “coaches”

One reference person was selected to support peer experts in each partnering institution. As a result, **five coaches were trained** during the entire training process in Belgium. Despite the involvement of a second group from scout units, it has to be noted that no coach has been trained among this group due to the fact that these young people have not been involved in training sessions to become “peer experts”.

As peer experts and coaches have been trained in joint training sessions, coaches received the same training on online safety than peer-experts. According to coaches interviewed, it was important for them to be with peer experts in order to better understand how minors make use of new technologies and how they deal with online risks. They also overwhelmingly reported that **their own knowledge on potentially negative impact of new technologies increased** as a result of the training [M = 4, 6 (scale: 0=not at all, 5=absolutely)]. The two coaches interviewed highlighted that training has been particularly effective to raise their awareness about the importance to stay up-to-date on online safety.

*“I feel more able to help young people to stay safe online since I learned how to identify potential online risks and how to prevent them.”*

*“I learned more about the risks linked to sexting. As “sexting” remains a common practice with Unaccompanied Foreign Minors, it was very important for me to understand the risks so I know how young people can prevent them”.*

In order to enhance capacity of coaches to support peer experts, trainers led a specific session for coaches to discuss on the best way to support peer experts. Moreover, all coaches participated in practical exercises organised for peer experts, either directly by having a guidance role in the activities or indirectly through observing the exercises. All coaches feel **well trained** and better equipped to support their peer experts (M = 4, 4). However, some coaches reported having **experienced some difficulties** to keep their support role and not take the lead in initiatives especially when faced with the lack of motivation or shyness of their peer experts (see point 3.2). Also, some coaches suggested that additional training sessions would have been beneficial to enhance their capacity to support peer experts when they have to deal with youth seeking for help.

The experience has shown that **training of coaches was a particularly efficient mechanism** and that coaches undoubtedly fulfilled their role in offering suggestions,

encouragement and technical support to peer experts. This was confirmed by the positive opinions of all peer experts on the support they have received from their respective coach. It was also clear from the youth interviewed that their coach was the contact and trust person to whom they would turn in case of problems or for advice in their respective institution.

### 3.2- Sustainability of the system of peer-mentoring

During the mid-term evaluation, only one coach had expressed his desire to continue the system of peer-mentoring after the project end. In the final questionnaire, **all coaches indicated their wish and motivation to pursue their role of coach in their respective institutions.**

According to all coaches involved, the project has almost absolutely **fulfilled their expectations** [M= 4, 6 (scale: 0=not at all, 5=absolutely)] especially because it was in line with their mission of prevention and protection of minors in their respective institutions. The benefits of the peer-to-peer methodology combined with a better capacity of educators to help youth in their safe use of new technologies have been particularly highlighted by the two coaches interviewed. The last phase of the project in Belgium based on the finalization of awareness-raising tools and the organization of outreach sessions with peer experts contributed significantly to the willingness of coaches to continue their role of coach after the project's completion.

Most of coaches have **already planned to organize meetings with peer experts for the implementation of outreach activities or training workshops** within their respective institution after the project's completion. The organisation of these meetings as well as training workshops will be largely dependent on the time coaches can devote to the system of peer mentoring and on the availability of the peer experts.

Some lessons have been learnt by coaches during the project regarding the criteria for the recruitment of peer experts and the need to have at least two peer experts per institution. In that regard, two coaches have already selected minors highly motivated to endorse this role to allow the sustainability of the peer mentoring system.

Regarding the training of new peer experts, it has been found that 2 out of 5 coaches still have some concern about the training of new peer-experts. However, it seems that this concern is more linked to a lack of concrete practice for some coaches especially for coaches from Centres for Unaccompanied Foreign Minors who encountered difficulties to secure a group of peer experts in their respective institution. In Belgium, except criteria for the selection of peer expert set up in the Memorandum of Understanding and ethical guidelines, no specific analysis based on project experiences has been carried out with coaches on methods that they could use to train new peer experts. In that regard, the dissemination of the "**kit for coaches on how to recruit, train and coach**" **would be particularly useful** to give more guidance to coaches.

#### 4. Subobjective2- Promote capacity building of minors in safe use of new technologies and its integration into school curricula and activities of youth centres/groups

One objective of the Make-IT-Safe project was to promote the capacity building of minors in safe use of new technologies and its integration into school curricula and activities of youth centres among the public, parents, teachers, key stakeholders, experts and authorities through networking, lobbying and awareness raising.

##### 4.1- Media work and public relation

The promotion of the capacity building of minors in a safe use of new technologies among the public, teachers, key stakeholders, experts and authorities have been realized all along the project through the development and dissemination of different materials:

- ✓ **2 press releases** announcing the launching of the project (2013 Safer Internet Day) and the first anniversary of the project in Belgium (2014 Safer Internet Day). Both press releases present the project's aims, core activities, target groups and highlight the need of the capacity building of minors in safe use of new technologies. Two press releases will be disseminated at the end of December.
- ✓ **3 newsletters** presenting information on the progress of the project and the main results of the implementation of the peer-to-peer strategy. The newsletters were sent to implementing partners, experts, schools, authorities and related NGOs or networks. The newsletters were published on the website of ECPAT Belgium and as well as on the website of the Belgian Network of NGOs for Children's rights (La CODE). One newsletter will be produced and disseminated at the end of December.
- ✓ **Participation in lobbying meetings and presentations at events:** The Web We Want-Safer Internet Youth Panel (European Parliament, September 2013), Conference on Preventing Commercial Sexual Exploitation of Children Online (European Financial Coalition, October 2013), speaker at the Conference Security Sector Reform and the migration sector in Europe (DCAF Brussels, July 2013), presentation during the A21 Freedom Challenge Conference (European Parliament, October 2013), speaker at the Training Cycle for the accompaniment and autonomy of Unaccompanied Foreign Minors ( Center El Paso, April 2014).
- ✓ **Other media work and public relation:** Radio interview (RCF Liège-12 February 2014), upload of information about the project on the ECPAT Belgium's website and social networks, an article will be published in the Magazine Prof aimed at reaching teachers, educators, and all educational professionals (December 2014- 120 000 readers), information on the Make-IT-Safe project for the "Our voices" project led by the University of Bradford and aimed at developing a database of youth-led projects for the prevention of sexual violence against children.

#### 4.2- Awareness raising activities reaching parents

Regarding the implementing partners, as 3 out of 5 implementing partners in Belgium are Centers for unaccompanied foreign minors, awareness-raising activities aimed at parents could not be carried out among this group. However, the youth support association held a **presentation of the Make-IT-Safe project at a parents' association** and another meeting is planned with this association to present the awareness tools created by youth. On its side, the partner school will hold **in January a presentation at a parents-youth meeting** where peer experts will present the peer-to-peer strategy and the awareness tools created by them.

Considering the importance of raising awareness among parents, other awareness activities aimed at parents were carried out in the course of the project in Belgium. A **meeting with three families** of young people from scouts units involved in the project was organised. This meeting has been the occasion for the young people to present the project and the awareness tools to their parents but also to exchange concerns and questions about online safety. ECPAT Belgium also held **two information sessions on the topic of child safety online** for parents with migration background (mainly Turkish and Moroccan).

A leaflet developed by ECPAT The Netherlands has been translated in French and Moroccan for the dissemination in Belgium. The **leaflet presents practical advices for parents** on how to discuss online safety with their children. The main purpose of the leaflet is to encourage the parents to talk with their children about online risks. The leaflet have been distributed during awareness-raising activities aimed at parents organized in the course of the project (see above) and to more than 80 parents during the conference "Usages et Mésusages des écrans" (Uses and misuses of screens) organized by the Belgian association "Parents-Thèses".

#### 4.3- Integration into school curricula and activities of youth centers

The capacity building of children in safe use of new technologies is integrated into the regular activities in at least one implementing partner (youth support association) and has a strong potential to be integrated into the curriculum of the partnering school. For the three Centers for unaccompanied foreign minors, the integration of online safety issues into regular activities remain more difficult due to the priority given to their education and to the process for obtaining their resident permits. However, coaches have positive opinion regarding the possibility of the integration of child online safety into regular activities of their centers [M= 4, 2 (scale: 0=not at all, 5=absolutely)]. The continuity of the peer mentoring programme will give opportunity for a more systemic integration of child online safety issues into activities of partnering centers.

The promotion of capacity building of children in safe use of new technologies realized in Belgium also conducted to the interest of another youth support association to implement the Make-IT-Safe peer mentoring programme.



## Main findings and conclusions

### Did the project seek to empower minors, including with migration background, to become responsible digital citizens?

#### *Main findings*

- The Make-IT-Safe project has improved the level of knowledge of minors on potentially negative impact of new technologies both for minors who were not aware of potential online risks before the project (particularly unaccompanied foreign minors) and for minors who were already aware of some online risks. As particularly significant, minors gained a better understanding of potential online risks and the connection between their online activities and these potential risks.
- Most minors feel more skilled since their involvement in the project. Some of them highlighted to have learnt the existence of safety and privacy tools and on how to use them. In that regard, interactive and practical activities have proven to be particularly effective for the appropriation of the skills of minors to protect themselves online.
- All minors involved in training sessions feel to have changed their attitude towards their own use of new technologies after their attendance to trainings. Their own assessments of what they had learnt the most in the project are directly linked to appropriate and responsible behaviors.

#### *Conclusion*

The project has successfully increased knowledge of minors involved, changed their attitudes toward online safety and empowered them as they feel more capable to take actions for their well-being and safety online as well as for the safety of their peers.

The choice of the coordinators to include Unaccompanied Foreign Minors was relevant considering that they had not been sensitized and appeared not particularly aware of potential online risks before their attendance in training sessions. Meanwhile, the involvement of unaccompanied foreign minors has appeared particularly challenging throughout the duration of the project both by the impossibility to secure a group of peer experts in Centers for unaccompanied foreign minors and by the need to take more time for their training. However, the increase of training sessions decided by coordinators and trainers has been very effective to reach the overall goal of the project.



## **What kind of activities took place in the frame of the peer-2-peer-strategy and was the strategy successful to sensitize and train children and young people?**

### *Main findings*

- All peer experts actively participated to the creation of awareness movies and photo-novels to sensitize their peers. In total, 4-9 awareness tools have been created by peer experts. The results of this activity are mixed. On the negative side, a considerable time have been invested both by partners and coordinators for these achievements sometimes at the expense of other activities. Meanwhile, this creative activity simultaneously contributed to strengthen the understanding of peer experts on online issues and empower them to take a leading role. The outcome is that peer experts developed their own approaches to deliver their e-safety messages towards their peers with the high potential to be used by them as a teaching tool to generate conversation on online safety.
- Three peer experts actively sensitized their peers in carrying out outreach activities in their respective institution. The interviewed peer experts welcomed the implementation of the peer-to-peer strategy in their own institution. They have positive opinions on the conduct of their own outreach sessions and positive feedback from their peers since they showed interest about the discussed topic and the role of the peer experts.
- Some difficulties have been encountered to secure a group of peer experts in Centers for unaccompanied foreign minors -particularly in two partner centers- and had therefore limited the implementation of the peer-to-peer strategy in these partnering institutions in the course of the project.

### *Conclusion*

Globally, the activities undertaken in the frame of the peer-to-peer strategy have been quite limited in the course of the project. The late start of training sessions for peer experts (September 2013), the increase of training sessions and a long process for the creation of awareness tools have slowed down the implementation of the peer-to-peer strategy in partnering institutions. However, the Make-IT-Safe project has succeeded to implement a peer-to-peer strategy in 3 schools and youth centers which had no previous experience of a peer mentoring scheme or in the organization of outreach workshops on child online safety. The activities undertaken in the frame of the peer-to-peer strategy, e.g. creation by peer experts of awareness-raising tools and organisation of outreach workshops led by peer experts, showed very positive results. Meanwhile many lessons were learned and may be adjusted to be valuable for the sustainability of the peer mentoring system in all partnering institutions.

### **Did the project enhance capacity of coaches to support peer experts and sustain the system of peer mentoring after the project's end?**

- Five reference persons have been trained to be “coaches” and be able to support peer experts in the partnering institutions. However, no coach has been trained to support the informal group from scout units due to the fact that this group has not been clearly identified as an implementing partner.
- All coaches reported to have gain new knowledge of online risks and strategies to ensure the well-being and safety of youth in their use of new technologies. The development of their own understanding was seen by coaches as essential to enhance their ability to support minors in their safe use of new technologies and to support the system of peer mentoring.
- Training has been very effective in providing coaches with a concrete practice on how to undertake their role of guidance and support to the peer experts both in technical and emotional terms. However, some coaches also recognized the difficulty of not taking a leadership role when faced with shyness or lack of proactivity of their peer experts. This difficulty could be easily addressed by re-analyzing criteria and methods for the recruitment of new peer experts and by re-iterating the importance to train at least two peer experts to ensure better dynamism and motivation.
- The project managed to create the will of all coaches to continue their role after the project's completion and to sustain the peer-mentoring system in their respective institution. Regarding the sustainability of the peer mentoring system, concerns remain mainly about the confidence of some coaches to recruit and train new peer experts, particularly for those who encountered difficulties to secure a group of peer experts and, in consequence, to set up effectively a peer-mentoring scheme.

#### *Conclusion*

The project has reached its sub objective in enhancing the capacity of educators and reference persons to support peer experts. The training of educators and reference persons to be “coaches” has been a particularly efficient mechanism to provide them with a better understanding of child online safety and tools for a supportive supervision of peer experts. All coaches will continue their role after the project's end and will be in charge for the supervision of the peer mentoring system. However, a more systematic analysis of needs of coaches could have been beneficial to enhance their capacity to sustain the system of peer mentoring, particularly in terms of methods to recruit and train new peer experts. The dissemination of the "kit for coaches on how to recruit, train and coach" as well as the establishment of a peer mentoring program designed by coaches and peer experts and suited to each partnering institution would be important tools to ensure the effectiveness of the system after the project's end.

## **Did the project promote capacity building of minors in safe use of new technologies and its integration into school curricula and activities of youth centres?**

### *Main findings*

- A number of activities have been realized to allow the promotion of capacity building of minors in safe use of new technologies among the public, teachers, key stakeholders, experts and authorities: production and dissemination by different means of materials informing on the project and its core activities and raising awareness on the need of capacity building in safe use of new technologies, presentation and participation at several events and meetings organised at the national and European level.
- Specific awareness activities aimed at parents were carried out and will continue after the project's completion: production and distribution of leaflets for parents including for parents with migration background, meetings with young people and their parents and sessions of information on child safety online for parents.
- The capacity building of children in safe use of new technologies has been integrated into the regular activities in at least one implementing partner and has potential to be integrated into curriculum of the partnering school and into activities of centers for unaccompanied foreign minors.

### *Conclusion*

The project has promoted the capacity building of children in safe use of new technologies throughout its duration to a wider audience. Some awareness-raising activities have been particularly successful to reach parents and educational professionals who are key actors to support children and young people in their safe use of new technologies. The peer mentoring system has already been implemented and the evaluation provides evidence for its continuity in the partnering institutions, which is expected to facilitate the integration of child safety online into curricula and activities in a more systemic manner as well as facilitate efforts to expand the implementation of the peer mentoring education on child safety online in other institutions.

The advocacy efforts seem to be pursued and may be highly strengthened with the dissemination of awareness-raising tools and different kits produced during the project.

## Overall Conclusion

The biggest challenge of the Make-IT-Safe project in Belgium was the identification of implementing partners. Many difficulties were encountered by the coordinators to identify 10 implementing partners. Schools contacted refused due to a lack of time, busy schedule or by lack of interest for the peer-to-peer method. These difficulties have led to a long delay in the project timeframe and, consequently, in the implementation of activities in the frame of the peer-to-peer strategy. In quantitative terms, the number of partners initially set has not been reached in Belgium: only 5 implementing partners have been involved.

Regarding the involvement of Centers for Unaccompanied Foreign Minors in the project, the evaluation results show the relevance of their participation and the importance of raising awareness among this target group. However, their involvement also led to a slower process in the implementation of the peer mentoring programme and the sustainability of the programme within these institutions is therefore not yet fully ensured.

Despite a lowest number of implementing partners and difficulties encountered in the involvement of some of them, the project succeeded to achieve the initial objectives. The major effort through project implementation was made to enhance the capacity building of minors in safe use of new technologies. The evaluation results proved that peer experts gained new knowledge on online safety and that the project equipped them with more protection skills online. The project significantly strengthened capacities of minors to problem-solve and to take responsible actions to ensure their well-being online as well as for their peers. The peer-to-peer strategy implemented enabled them to pass on their knowledge, actively sensitize their peers and empower them to assist their peer dealing with risks and problems. All reference persons selected in each partnering institution have been trained to support peer experts and, as the evaluation results showed, are better equipped to ensure the safety of minors in their own institution.

The project has also managed to provide strategies to continue the system after the project's completion and, in that regard all coaches expressed the will to continue the peer mentoring system and have already planned the implementation of future activities in their respective institutions. However, the sustainability of the Make-IT-Safe peer mentoring in partnering institutions will be largely dependent of the ability of coaches to train new peer experts and to put in place the peer mentoring programme in a more systemic manner after the end of the project. It is therefore highly recommended to provide to coaches guidelines for a programme activities planning in all institutions and ensure a follow-up after the project end.

## Annexe 1 – List of interviewees

| Targeted group                 | Gender | Implementing partners                              | Date of interview |
|--------------------------------|--------|--|-------------------|
| Peer expert                    | Female | Athénée de Beauraing<br>(Student at school)        | 29/11/2014        |
| Youngster<br>( participation ) | Male   | Scout Unit   | 04/12/2014        |
| Peer expert                    | Male   | Centre Les Hirondelles<br>(Unaccompanied<br>Minor) | 04/12/2014        |
| Coach                          | Male   | AMO Mikado (Social<br>Worker)                      | 01/12/2014        |
| Coach                          | Male   | Centre Petit Château<br>(Educator)                 | 11/12/2014        |

## Annexe 2- List of research activities

| Date                    | Research Activities   | Comments  |
|-------------------------|---|---|
| 15/11/2014              | Review of the Guidelines of the final evaluation                                  |   |
|                         | Draft of the evaluation report plan   |   |
| 20/11/2014              | Review of the midterm report and project description ( objectives and activities) |   |
| 21/11/2014              | Review of the interview guidelines/ translated and adapted to national context    | Ethical considerations taking into account  |
| 22/11/2014              | Skype debriefing with ECPAT Belgium   | Purpose: list of potential interviewees, review of documents needed for the evaluation  |
|                         | List of Interviewees  | National context taking into account: interviews of 2 peer experts and with a youngster from scout unit. Only male coaches participated in the project. |
| 24/11/2014              | Review of the template for collection of quantitative data                        | Sent to ECPAT Belgium for last update   |
| 26/11/2014 - 01/11/2014 | Desk and questionnaire analysis   | Only 4 respondents among the peer experts   |
| 29/11/2014 - 11/12/2014 | Interview with one peer expert  | 30 minutes  |
|                         | Interview with coach  | 35 minutes  |
|                         | Interview with one youngster (scout unit)   | 30 minutes  |
|                         | Interview with one peer expert  | 25 minutes  |
|                         | Interview with coach  | 35 minutes  |
|                         | Analysis of the interviews  |   |
| 03/12/2014 – 15/12/2014 | Redaction of the report   |   |
| 16/12/2014              | Submission of the report to ECPAT Belgium   |   |

## Annexe 3- Sample questionnaire for coaches



- 1 = très mauvais/en désaccord total  
 2 = mauvais/ en désaccord  
 3 = moyen/plutôt d'accord  
 4 = bien/ d'accord  
 5 = excellent/ tout à fait d'accord

### Questionnaire d'évaluation du projet Make-IT-Safe Coaches

1. Ce que j'ai préféré dans le projet Make-It-Safe

.....

Pourquoi ?.....

.....

2. Ce que j'ai le moins aimé dans le projet Make-IT-Safe

.....

Pourquoi ?.....

.....

3. Le projet a répondu à mes attentes

1      2      3      4      5

Pourquoi ?.....

.....

#### Participation des peer experts dans le projet

Le choix des peer experts était pertinent

1      2      3      4      5



Les jeunes peer experts ont été intéressés par le projet

1      2      3      4      5

Les jeunes peer experts ont acquis des réflexes sécurités sur Internet

1      2      3      4      5

Les jeunes peer experts sont capables de passer des messages d'information

1      2      3      4      5

### Rôle des coaches dans le projet

J'ai acquis de nouvelles connaissances sur la sécurité en ligne et les dangers éventuels pour les jeunes

1      2      3      4      5

Je me sens outillé pour soutenir les peer experts

1      2      3      4      5

J'ai déjà dû intervenir dans mon établissement pour un problème rencontré par un jeune

OUI                   NON

Expliquez (problème du jeune, qui vous a contacté, solution trouvée, etc.)

.....  
.....  
.....

J'ai reçu un soutien suffisant des formateurs

1      2      3      4      5

### Stratégie peer-to-peer

Une/des séance(s) d'information ont eu lieu dans mon institution

OUI                   NON       Si oui, pouvez-vous expliquer les points positifs et les difficultés rencontrées?

.....  
.....  
Quelle a été la réaction des jeunes?  
.....  
.....

Si le projet a été diffusé d'une autre manière, laquelle? (Internet, Intranet, affiches, etc.)  
.....  
.....

### Diffusion des outils

Une séance de présentation des outils de sensibilisation est prévue dans mon institution

OUI                   NON                   Peut-être

Comment les outils seront-ils diffusés?  
.....  
.....

### Pérennité du projet

Je vais continuer mon rôle de coach quand le projet sera fini

OUI                   NON                   Peut-être

Pourquoi ?.....  
.....

Je me sens capable de former de nouveaux peer experts

1      2      3      4      5

Sur base de quels critères? (intérêt, stabilité, maturité, langue, autre)  
.....  
.....

J'utiliserai les outils créés pendant la formation

OUI                   NON                   Peut-être

Pourquoi ?.....  
.....

Si oui, lesquels ?

.....  
.....

Les membres de l'équipe éducative ont montré de l'intérêt pour le projet

1      2      3      4      5

Le programme peut être intégré dans le programme de mon institution

1      2      3      4      5

Avez-vous d'autres remarques ou idées pour la pérennité du programme

.....  
.....  
.....  
.....

## Annexe 4 – Sample questionnaire for peer experts

- 1 = très mauvais/en désaccord total  
 2 = mauvais/ en désaccord  
 3 = moyen/plutôt d'accord  
 4 = bien/ d'accord  
 5 = excellent/ tout à fait d'accord



### Questionnaire d'évaluation du projet Make-IT-Safe Peer experts

1. Ce que j'ai préféré dans le projet Make-It-Safe

.....  
 .....

Pourquoi ?.....

.....

2. Ce que j'ai le moins aimé dans le projet Make-IT-Safe

.....  
 .....

Pourquoi ?.....

.....

3. J'ai appris des choses sur comment utiliser Internet de manière responsable

1    2    3    4    5

Quels conseils as-tu trouvé utiles?

.....

.....

.....

4. La formation m'a appris à me protéger contre des abus sur Internet

1    2    3    4    5

5. J'ai aimé participer à ce projet

1    2    3    4    5

6. J'ai conduit des séances d'information dans mon établissement

OUI                   NON

7. Je me sens à l'aise pour présenter le projet dans mon institution

1    2    3    4    5

8. Mon coach m'apporte le soutien nécessaire

1    2    3    4    5

9. Je me sens outillé pour passer des messages sur les dangers d'Internet à d'autres jeunes

1    2    3    4    5

10. J'ai déjà donné des conseils à des jeunes dans mon institution

OUI                   NON

11. Je me sens capable d'aider des jeunes qui viendraient me voir en cas de problèmes

1    2    3    4    5

12. J'ai aimé travailler sur l'outil de sensibilisation (roman-photo/ film)

1    2    3    4    5

13. L'outil de sensibilisation sera utile pour d'autres jeunes

OUI                   NON                   je ne sais pas

Pourquoi ?

.....  
.....

### Après le projet

14. Je vais continuer mon rôle de peer experts quand le projet sera fini

OUI                   NON                   Peut-être

Pourquoi ?

.....  
.....

15. J'utiliserai les outils créés pendant la formation

OUI                   NON                   Peut-être

Pourquoi ?

.....  
.....

Si oui, lesquels ?

.....  
.....