



**Council Working Group
on child online protection**

Twenty-second meeting – From 12 (p.m.) to 13 February 2025

Document CWG-COP-22/INF/14
13 February 2025
English only

Contribution from: Dr Sangeet Bhullar, WISE KIDS, UK

Preventing Online Radicalisation **- an E-learning Programme for Parents, Carers and Early Help Professionals**

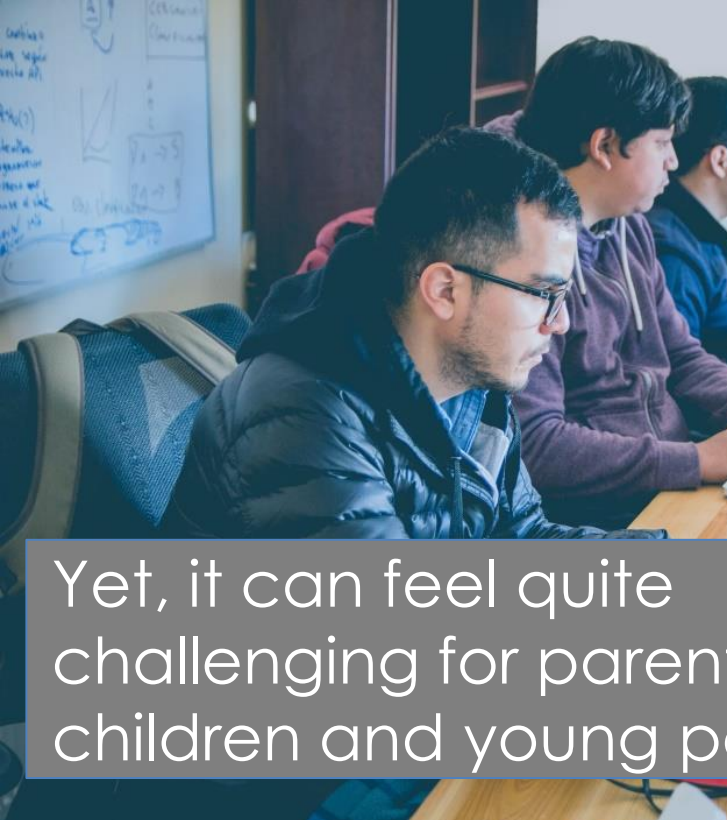


The Digital World - Why the need for Education?





Our digital world
shapes our lives

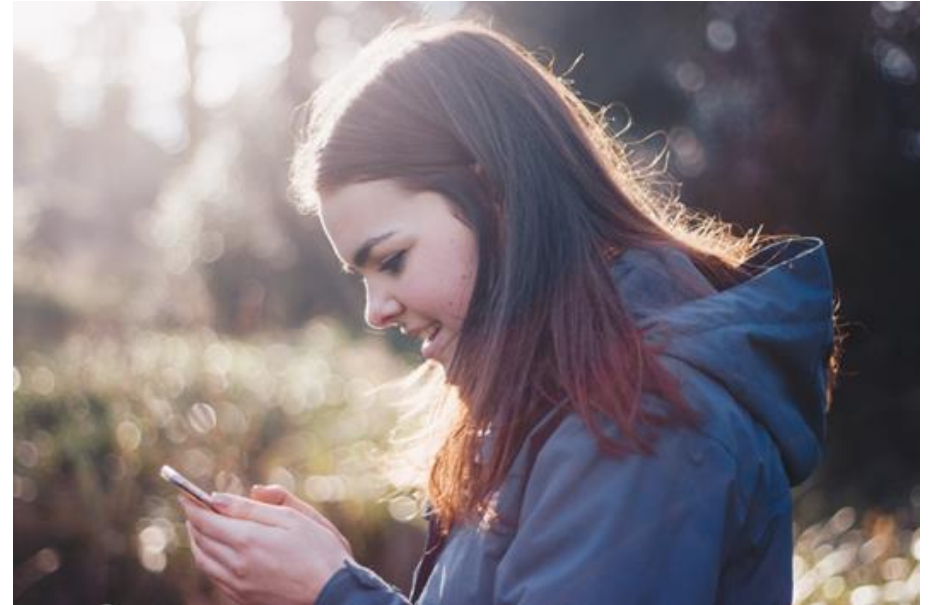


Yet, it can feel quite
challenging for parents,
children and young people

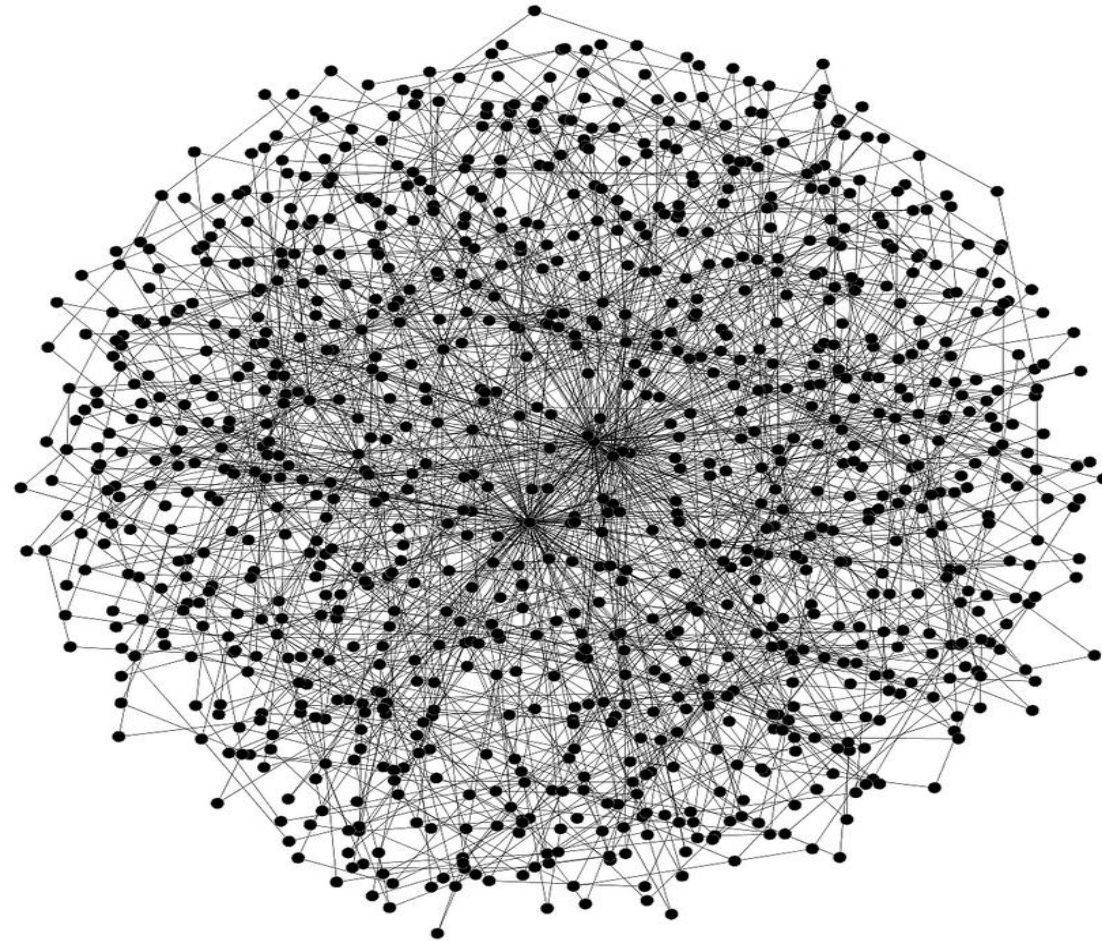
The digital world - Web 1, Web 2, NOW AI encompassing world



What do **we** understand about this digital world?
What does **a child or young person** understand about the digital world?



Explaining the Internet: A global network of computer networks. It connects us to different content, services, communities, software + different countries, laws, political systems, cultures, values, belief systems => **opportunities and challenges**



Internet: Examples of Risks and Challenges

Fake News

Threat to
Values

Disinformation/
Misinformation

Filter Bubble
Effect

AI
Scams

Algorithmic Bias

Pro -self-harm/
suicide material

Digital exclusion

Radicalisation

Addiction

Over Sharing

Cyberbullying/
Trolling/ Hate
Speech/ Libel

Facebook bully jailed: Death threat girl, 18, is first person put behind bars for vicious internet campaign

By LUKE SALKELD
Last updated at 9:44 PM on 21st August 2009

[Comments \(94\)](#) [Add to My Stories](#)

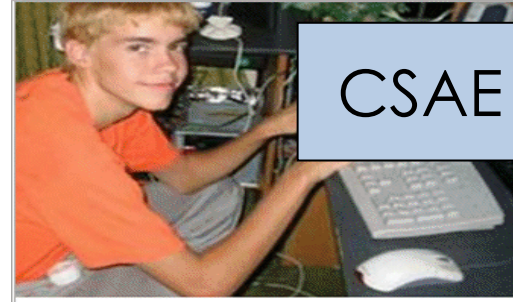
A teenager who posted a death threat on Facebook, yesterday became the first person in Britain to be jailed for bullying on a social networking site.

Keeley Houghton, 18, said she would kill Emily Mason, whom she had bullied for



CSAE

Feb 02, 2006: Justin Berry - The boy lured to be an Internet porn star



Oprah, Thursday February 2, 2006
The young boy lured into becoming an Internet porn star
USA: An honor student and class president "he's risking his life to be here. How this boy became an Internet porn star, and just how easy it can happen.



Grooming

Alarm bells ring over 'sexting'

Web addicts have brain changes, research suggests

Half of teenagers sleep deprived, say experts

Revenge
Porn

Sextortion/
Blackmail

Other Scams,
Fraud, Identity
Theft, eCrime

Dangerous
Content

'Nudes/
sexting'

Plagiarism

Peer Pressure

Life Balance

Influencer
Culture

Body Image
Pressures

Reputation
Management

Internet: Examples of Online Opportunities and Benefits

Connection

Information

Sharing resources/
knowledge

Wellbeing

Inspiration

Education

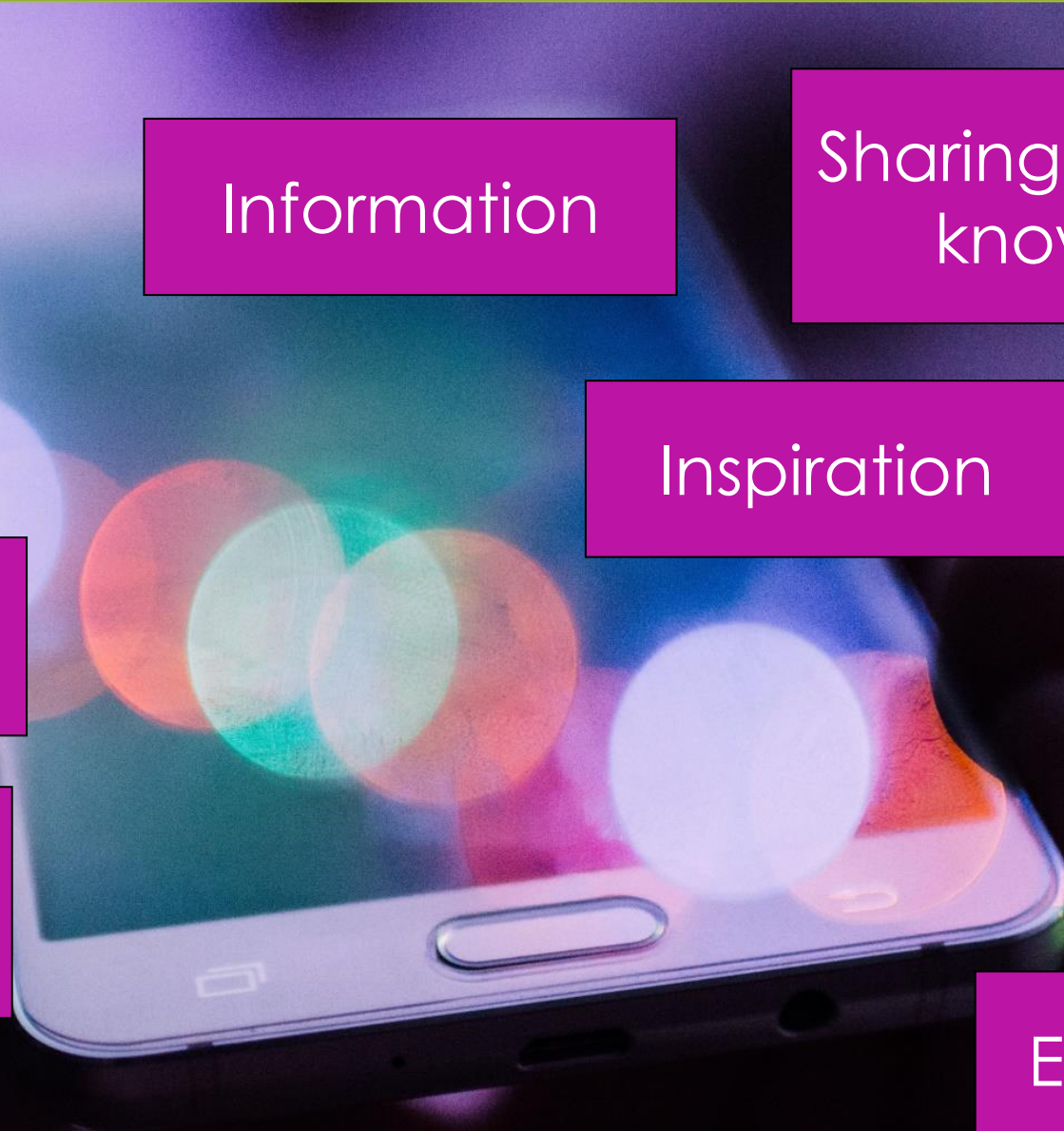
Support Services

Networks

Shopping/
ecommerce

Business

Entertainment



The digital world - whose responsibility?

UK Legal Framework

Criminal Justice Act 2003

Sexual Offences Act 2003

Communications Act 2003 (section 127)

Data Protection Act 1998

The Computer Misuse Act 1990 (sections 1 - 3)

Malicious Communications Act 1988 (section 1)

Copyright, Design and Patents Act 1988

Public Order Act 1986 (sections 17 — 29)

The Privacy and Electronic Communications (EC Directive) Regulations

Obscene Publications Act 1959 and 1964

Protection from Harassment Act 1997

Regulation of Investigatory Powers Act 2000

Criminal Justice and Immigration Act 2008

Education and Inspections Act 2006

The Serious Crime Act 2015 Section 67

UK Legal Framework

Online Safety Act

The Counter-Terrorism and Security Act
Protecting Children from Anti-Radicalisation:
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

























And much more

An abstract painting with a rich, textured background of warm colors like orange, red, and brown. Overlaid on this are cooler colors in shades of blue, green, and purple. In the center, there is a faint, stylized face or mask, possibly a classical sculpture, which is partially obscured by the vibrant colors. The overall effect is one of depth and complexity.

Preventing Online Radicalisation – Supporting Parents/Carers & Early Help Practitioners

[START COURSE](#)

This course will present materials and two fictionalised case studies to help you better understand the many aspects of online radicalisation, how it happens, and what we can do to minimise this risk. It will also highlight actions you can take to support young people's digital resilience and wellbeing and reduce the likelihood of radicalisation.

-  01. About this Course 
-  02. Introduction: Terrorism, Radicalisation, Extremism 
-  03. Radicalisation: Susceptibility and Risk 
-  04. Danny's Story: Extreme Right Wing Ideology 
-  05. Sharifa's Story: Islamist Extremism 
-  06. Pathways to Radicalisation 
-  07. Online Radicalisation 
-  08. Social Media, AI and the Dark Net 
-  09. Parenting for Digital Resilience and Well-Being 
-  10. Help & Support: Prevent, Channel & Making a Referral 
-  11. End of Course - Knowledge Check and Reflection Questions 
-  12. Acknowledgements 

2.2. What is radicalisation and online radicalisation?

Radicalisation is the process of a person subscribing to extremist ideology. This can include legitimising support for, or use of, terrorist violence. [3]


Radicalisation can happen in both the physical and digital world or a mix of these environments.

Online radicalisation refers to the process where the exposure to radical ideologies and views and indoctrination happens through interactions and engagement in the digital world.

Terrorism begins with radicalisation. Most people who commit terrorism offences do so of their own agency and dedication to an ideological cause. [4]

3.1. What is the typical profile of a radicalised individual?

There is no single profile of a radicalised person, nor is there a single pathway or ‘conveyor belt’ to being radicalised. [1]



“Any young person can be radicalised – but they can be helped too...I really want to appeal to everyone to be as vigilant as possible for signs that a young, loved one may be in trouble.”

Richard Smith, the Metropolitan Police’s head of counter terrorism command [2]

04. Danny's Story: Extreme Right Wing Ideology

MODULE 4 OF 12



05. Sharifa's Story: Islamist Extremism

MODULE 5 OF 12

5.1. Islamist terrorism in the UK



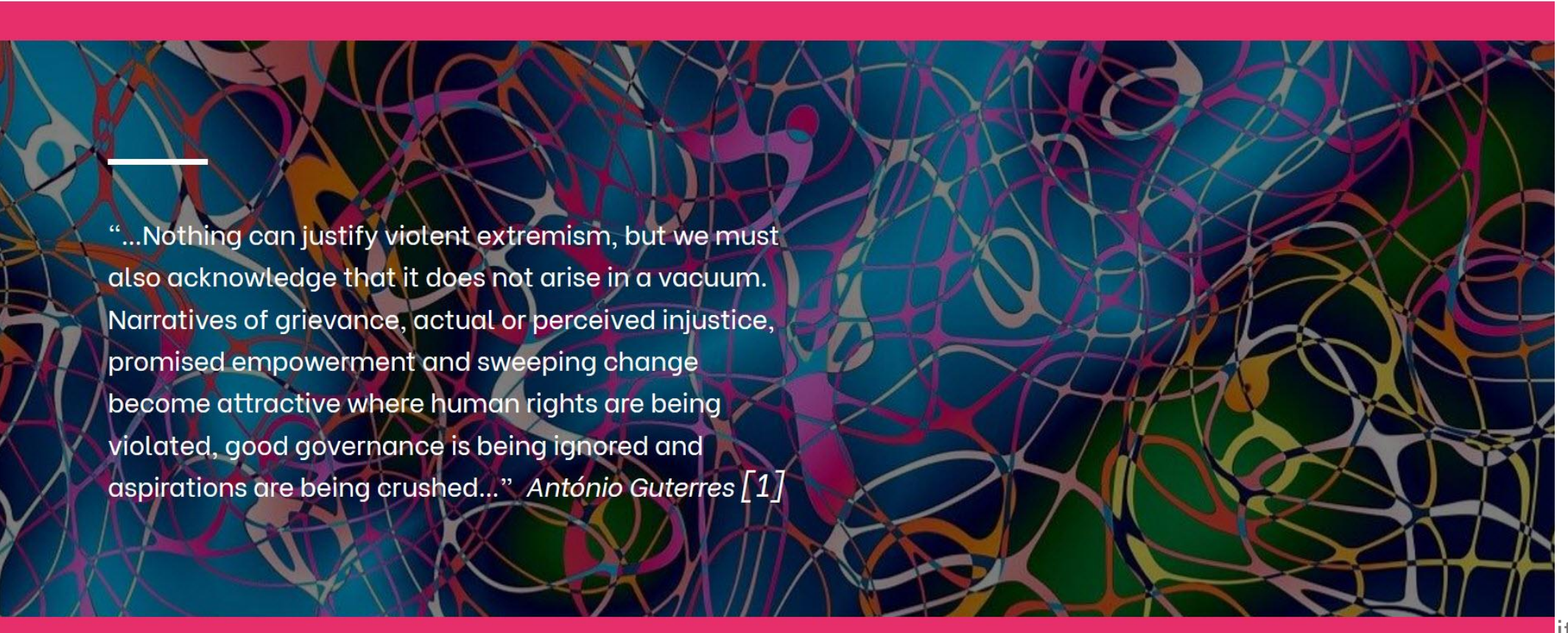
Islamist terrorism is the most significant terrorist threat to the UK by volume.[1]

What drives Islamist extremism?

06. Pathways to Radicalisation

MODULE 6 OF 12

6.1. Narratives of grievance

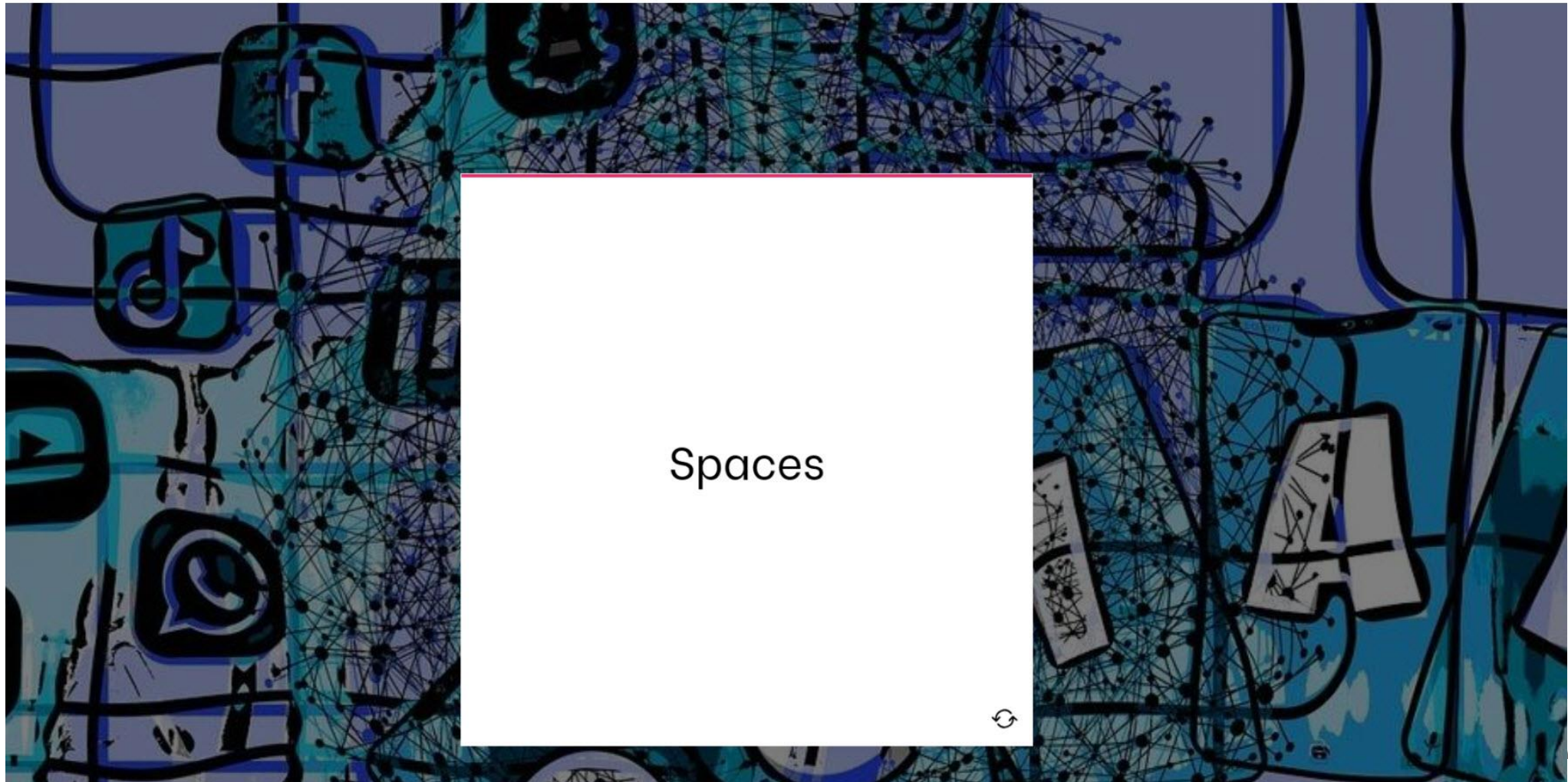


“...Nothing can justify violent extremism, but we must also acknowledge that it does not arise in a vacuum. Narratives of grievance, actual or perceived injustice, promised empowerment and sweeping change become attractive where human rights are being violated, good governance is being ignored and aspirations are being crushed...” *António Guterres* [1]

7.1.2. Social media potential and opportunities

Social media platforms and messaging services present many positive opportunities for young people.

Flip each card to learn more.



7.1.3. Influence and risks of social media

However, social media and messaging services can also add to online risks and dangers.

Role of social media in online radicalisation

In the context of online radicalisation, terrorist acts and related offending, social media and messaging services play a central role.

Use the arrows to scroll through the slides and learn more.

START >





7.2. Online extremist groups

“In relation to radicalisation, the Internet plays an integral role in the generation, consumption and spread of extremist propaganda.”^[4]

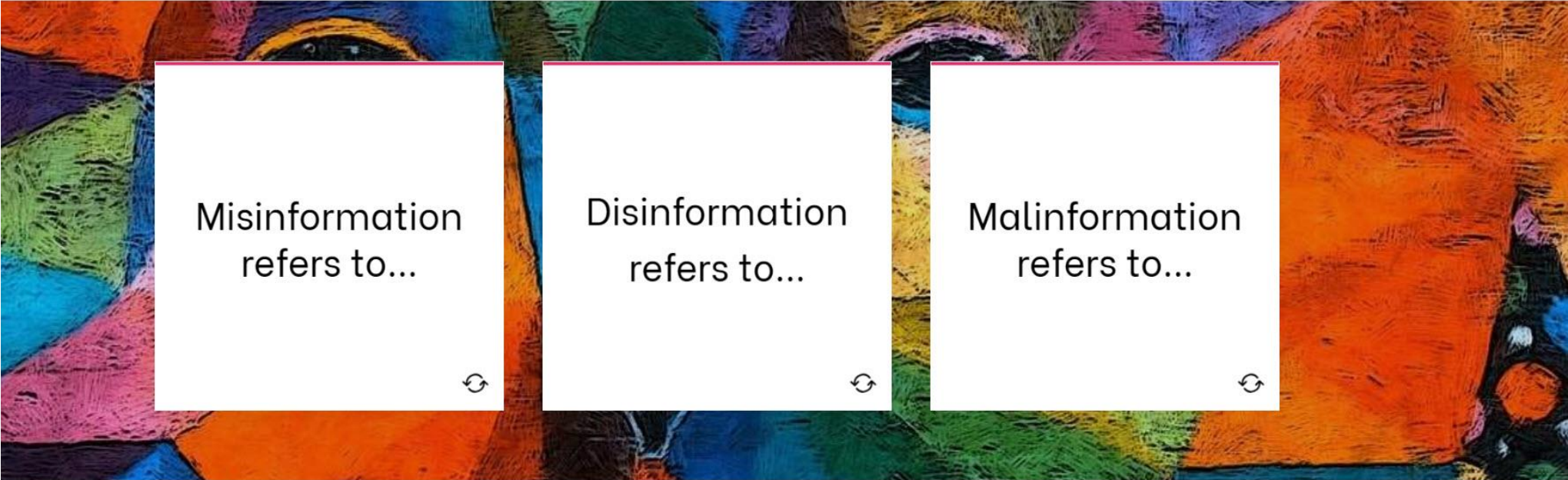
Extremist groups are known to maintain multiple online networks and channels of communication for networking and coordination, to indoctrinate and recruit ideological supporters, seek funding, disseminate information, share knowledge and mobilise their people to violent action. ^[5]

“...online platforms serve as tactical spaces for opportunistic extremists to agitate and mobilise, and as pulpits to encourage violent activity and promote hate against marginalised communities.”^[6]

7.4.1. Misinformation, disinformation and malinformation

Many social media platforms are used as primary sources of news by millions of users, with little insight available as to a platform's impartiality or how it is used to spread disinformation, misinformation and malinformation. [14]

Flip each card to learn more about the difference between misinformation and disinformation.



Misinformation
refers to...



Disinformation
refers to...



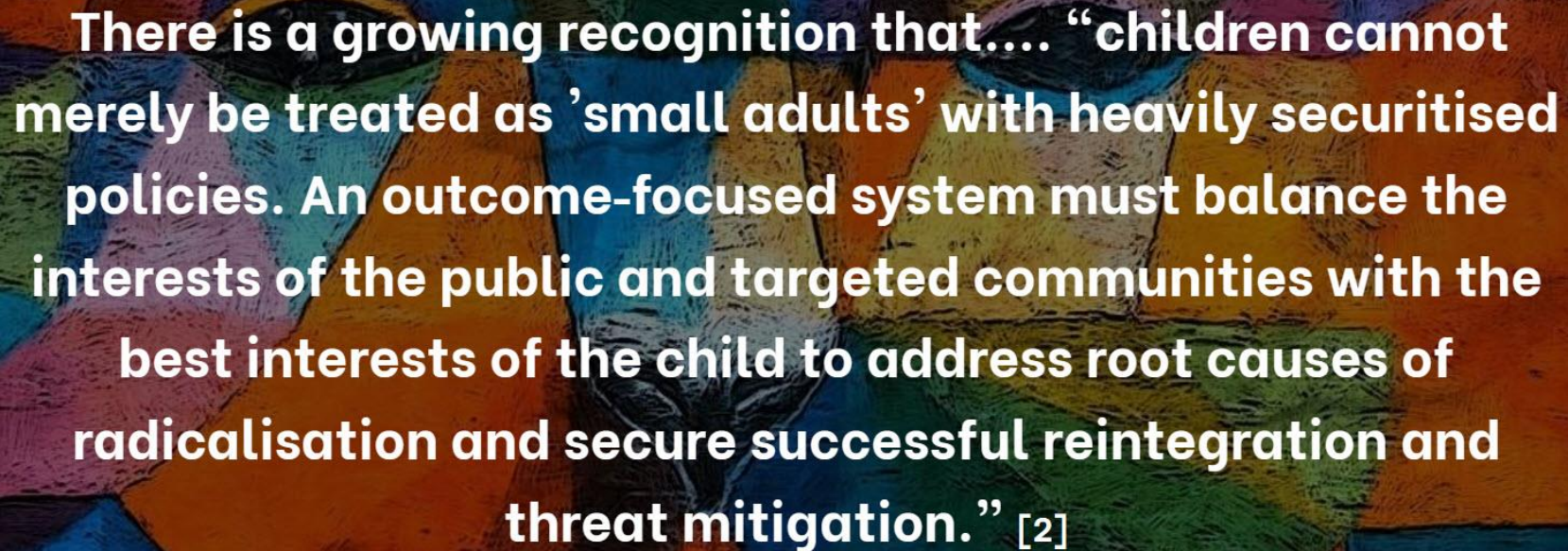
Malinformation
refers to...



9.1. Online radicalisation: The important role of parents

Parents play a pivotal role in preventing the radicalisation of their children, both through direct engagement and by shaping the family environment.

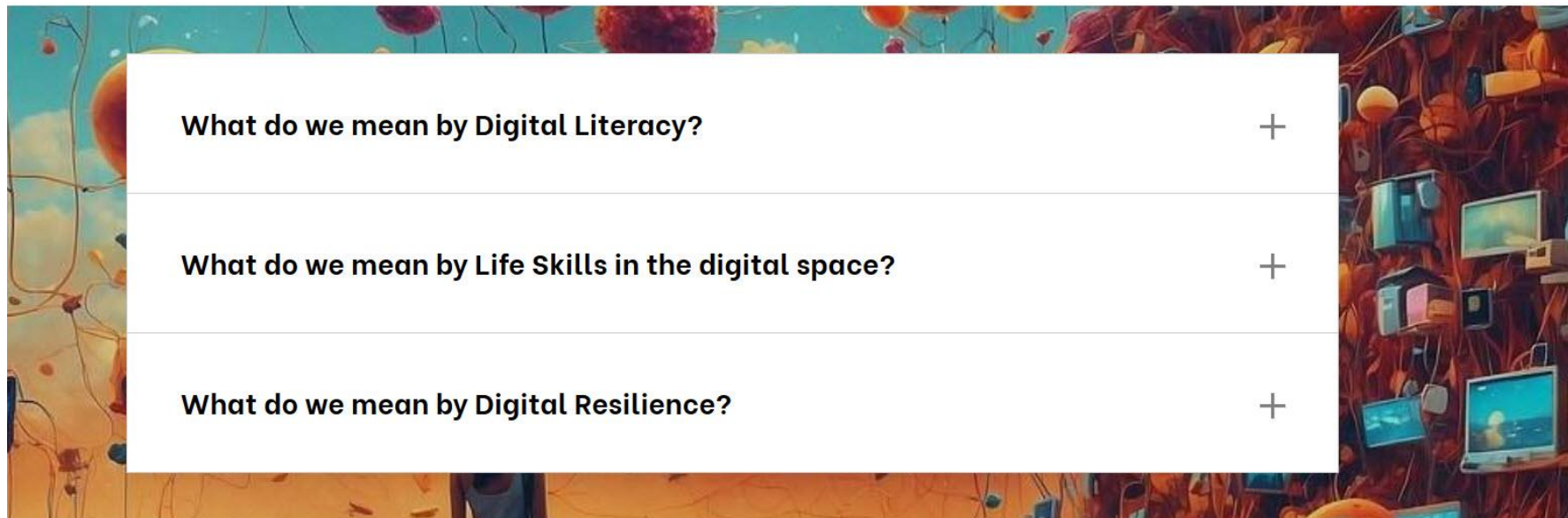
Research shows that by engaging in open discussions about values and beliefs, parents can provide a platform for critical thinking, thereby reducing the appeal of radical ideologies. [1]

An abstract painting of a face, rendered in a style reminiscent of Vincent van Gogh's 'Olymp' or similar expressionist works. The face is composed of various colors including deep blues, greens, oranges, and purples, with visible brushstrokes. The eyes are dark and intense. The overall mood is somber yet vibrant.

There is a growing recognition that.... “children cannot merely be treated as ‘small adults’ with heavily securitised policies. An outcome-focused system must balance the interests of the public and targeted communities with the best interests of the child to address root causes of radicalisation and secure successful reintegration and threat mitigation.” [2]

9.2.2. Digital literacy, life skills, digital resilience

Select each plus sign below to learn more about the literacies and skills young people need today to stay safe and benefit from resources on the Internet.



9.3. What are the risks to children and young people online?

9.2. Equipping your child for the digital world

As parents and professionals, you may tend to focus on the platforms (social media and online games) that children and young people use. You may imagine that because you are not an expert on these platforms, you cannot guide your children. This is not true!

Imagine the Internet as a global city, with people, content and services from all over the world. **And imagine your child navigating this city. What skills will they need to navigate it wisely, gain benefit and manage online risks?**



Thank you!

Launching in March 2025. Register your interest:



Or visit:

<http://tinyurl.com/wisekids>



Contact:

Email: sangeet@wisekids.org.uk

X/Twitter: @sangeet AND @wisekids

BlueSky: sangeetbhullar.bsky.social

and wisekids.bsky.social