Hateful Discriminatory Discourse Online in TUNISIA

Annual Report 2025

Project Name: LIFE Project

Hateful Discriminatory Discourse Online in Tunisia

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(Euromed-EVE Tunisia)

1. Consortium introduction:

AMAD has been actively engaged in empowering young people,advocating for human rights with a focus on marginalized groups, and promoting inclusion and equal opportunities. It works closely with policymakers, raises awareness on mental health, safety, and wellbeing, and combats online hate speech. Through audio-visual media, AMAD aims to inspire democratic values, fight discrimination, and build capacity for youth, women, and marginalized communities. Its initiatives have strengthened the National Referral Mechanism and supported vulnerable groups, particularly young people with fewer opportunities.

KOM018, established in 2008, is a non-profit, non-governmental organization focused on youth capacity-building, promoting intercultural values, democracy, human rights, and minority inclusion. Through workshops, non-formal training, youth exchanges, and seminars, KOM018 empowers young people to actively engage in community life and address their needs. Known for its "Hate Fighters" program against online hate speech, KOM018 has implemented over 150 projects, with a focus on youth mobility and capacity-building. The organization has a team of trainers skilled in creative methods, including music, photography, video, and street art, and collaborates with 200 volunteers and educational institutions to promote activism, inclusion, and tolerance.

YES, founded in 2015, is a non-governmental, non-political, non-profit organization focused on representing and protecting the interests of young people and promoting multicultural understanding. Its mission is to build capacity among youth, motivate their participation in decision-making, and encourage mobility, non-formal education, and multicultural dialogue. YES, promotes solidarity, tolerance, gender equality, and intergenerational dialogue, fostering connections across Bulgaria, the EU, and beyond. The organization works closely with policymakers, using advocacy to improve the quality of life locally, nationally, and globally, both in real life and online.

Beyond Borders ETS, founded in 2014 in Puglia, Italy, is a cultural and social organization focused on youth capacity-building, minority inclusion, active citizenship, and human rights protection. Its activities include youth exchanges, seminars, workshops, and InfoDays, promoting non-formal education, intercultural learning, and social inclusion. Following the Erasmus+ principles of "Engage, Connect, and Empower" the organization involves youth in local and international projects. Beyond Borders is a member of the Hate Fighters Network, combating hate speech through creative methods like photography, videography, music, and dance. With over 50 volunteers and a core team specializing in creative methods and project management, the organization also emphasizes environmental protection and media literacy.
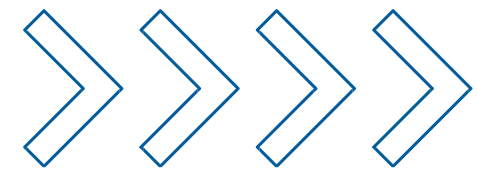
The Association Euro-Med Eve Tunisia is a cultural non-governmental organization focused on empowering youth and children by enhancing their cultural knowledge and fostering their involvement in the country's development. Its aims include promoting open-mindedness, tolerance, and acceptance across social strata, and building cultural bridges between Tunisian and Euro-Mediterranean youth through exchanges, training, and cultural events. The organization supports youth in areas like positive intelligence, talent management, creativity, and entrepreneurship education.

Its work is guided by four principles: lifelong learning, reliability, active experiential learning, and engagement, helping young people make a positive impact on their communities.

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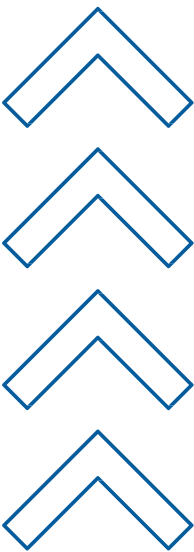
THE AIM OF THE PROJECT:

The LIFE project aims to enhance the resilience of young people in facing the risks and impacts of digitalization on their daily lives. It empowers youth organizations to engage in policy dialogue and advocate for a safer internet, while equipping youth workers with skills to support young people through non-formal learning. Additionally, the project focuses on raising awareness of digitalization's effects and promoting strategies to build resilience among the younger generation.

2.Table of contents :

3. Executive Summary

- The report will utilize a mix of quantitative and qualitative methods, including surveys, interviews, focus groups, case studies, and workshops. It will cover critical issues such as digital risks for youth, policy frameworks, non-formal learning practices, inclusion and diversity, and environmental sustainability. The geographical scope will span multiple regions, with a specific focus on Tunisia, drawing on data and experiences from consortium countries to provide comprehensive insights into living safely in the digital world.

- The qualitative insights from our survey in Tunisia offer a nuanced understanding of the challenges posed by online hate speech. Participants shared their personal encounters and perspectives, highlighting the emotional toll and societal effects of such behavior in digital spaces.

- Many respondents also highlighted the role of social media platforms in amplifying hate speech, pointing to features such as anonymity and the rapid spread of harmful content. Anonymity was frequently cited as a key factor emboldening perpetrators, who felt shielded from consequences. This lack of accountability, coupled with the viral nature of social media, made it easy for harmful messages to reach a wide audience, escalating tensions and deepening social divides.

- Frustration with the lack of effective moderation on social media platforms was another recurrent theme. Participants expressed dissatisfaction with the slow or inadequate responses to reported incidents, noting that offensive content often remained online for extended periods, causing prolonged harm. Some respondents felt that platform algorithms prioritized engagement over safety, allowing harmful content to circulate freely. This lack of swift action by platforms was seen as a tacit acceptance of hate speech, further disempowering users who sought to report abuses.

- Despite the negative experiences, many participants spoke about the importance of community solidarity in confronting hate speech. Online communities, particularly those centered around shared identities or causes, were often seen as safe havens where individuals could find support, comfort, and encouragement. These communities helped counterbalance the negativity, with members offering each other advice on how to navigate or report hate speech. In some cases, these networks also engaged in collective action, organizing campaigns to raise awareness about online hate or advocating for stronger platform regulations.

Overall, these qualitative findings illustrate the pervasive nature of online hate speech in Tunisia and its detrimental impact on individuals' emotional well-being, freedom of expression, and the social cohesion of digital spaces. They highlight the need for targeted, multi-level interventions that involve both stronger platform accountability and community engagement to foster safer, more inclusive online environments.

4. Introduction:

4.1. Project Background: Description of the LIFE Project, its goals, and its significance:
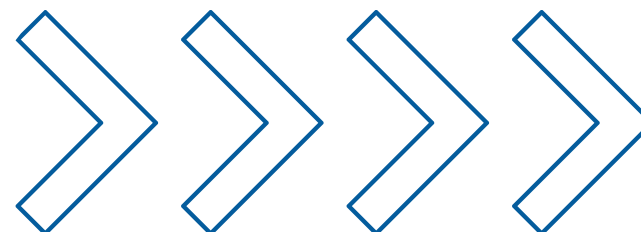
- The "Living Safely in a Digital World" (LIFE) project, initiated by a consortium of five youth organizations from Europe and the Mediterranean, aims to address the challenges of digitalization on young people's lives. While digital technologies offer many advantages, such as access to knowledge and entertainment, they also bring risks like online hate speech, cyberbullying, privacy threats, and mental health issues. These challenges are being recognized by institutions like the EU and the UN, prompting efforts to build resilience against the negative impacts of digitalization.

- LIFE's primary goal is to strengthen young people's ability to navigate these risks by empowering youth organizations to engage in policy discussions and utilize non-formal learning methods. The key objectives of the project are:

- Encouraging youth organizations to collaborate nationally and internationally, advocating for a safer internet for young people.
- Equipping youth workers with the necessary skills to support young people in managing the challenges of digital life.
- Raising awareness of how digitalization affects young people and promoting strategies to build resilience against its negative effects.

- The LIFE project aligns with several key objectives and priorities:
- Non-formal learning: LIFE promotes non-formal learning activities, especially for young people with fewer opportunities, such as victims of hate speech, cyberbullying, and those struggling with mental health. The project aims to enhance the skills of youth workers and support these vulnerable groups.
- EU Youth Strategy (2019-2027): LIFE contributes to the EU Youth Strategy by focusing on inclusion, anti-discrimination, and mental health, aligning with the European Youth Goals.
- Global cooperation: The project fosters collaboration between regions, involving youth organizations from Albania, Serbia, Bulgaria, Italy, and Tunisia.

LIFE also addresses several horizontal priorities: Environmental sustainability: While not directly focused on the environment, the project raises awareness about the environmental impact of the internet and promotes environmentally-friendly practices in its digital activities.
Inclusion and diversity: Inclusion is a central theme, with a focus on promoting diversity and ensuring that the internet is used to include, rather than exclude, marginalized groups.
Digital dimension: As a digital-focused project, LIFE aims to improve digital skills and strengthen connections between youth through platforms like the European Youth Portal. Common values and civic engagement: The project promotes critical thinking, media literacy, and helps young people navigate the internet safely, understanding both its risks and benefits.

4.2. Purpose of the Report and what it aims to convey:

The purpose of creating a report on "Living Safely in a Digital World" encompasses several key aims, providing both a strategic framework and actionable insights:

4.2.1. Raise Awareness:

Objective: Educate young people, parents, educators, policymakers, and organizations about the risks associated with digitalization, emphasizing the potential harms that come with online interactions.

Focus Areas:

Cyberbullying and Online Hate Speech: Demonstrating the real-world impacts of these issues on mental health and social well-being.

Privacy and Security Threats: Highlighting risks such as data breaches, identity theft, and unauthorized tracking, and providing information on how to protect personal data.

Mental Health Implications: Bringing attention to how constant online presence, social media pressures, and harmful content affect the mental health of young people.

4.2.2. Provide Guidance:

Objective: Offer clear, practical strategies to help individuals and organizations manage and mitigate these digital risks.

Focus Areas:

Safe Internet Practices: Providing tips for safe browsing, secure online behavior, and tools to guard against cyber threats.

Digital Literacy: Enhancing users' understanding of the online world, including critical thinking about media, avoiding misinformation, and recognizing malicious online content.

Mental Health Resilience: Proposing solutions to help individuals, particularly young people, manage the emotional impact of negative online experiences, promoting mindfulness, and

encouraging balance in their digital lives.

4.2.3. Empower Youth and Organizations:

<u>Objective:</u> Equip youth workers, organizations, and educators with the knowledge and resources necessary to support young people in the digital world.

<u>Focus Areas:</u>

Capacity Building for Youth Organizations: Helping organizations enhance their ability to address digital risks through training, resource sharing, and cooperation.

Non-Formal Learning: Utilizing non-formal education methods to teach digital safety and well- being, promoting an interactive and accessible learning environment for young people.

Policy Advocacy: Enabling youth organizations to participate in policy dialogues, advocating for stronger internet safety regulations and youth-focused digital policies.

4.2.4. Influence Policy and Decision-Making:

<u>Objective:</u> Inform policymakers and influencers about the pressing need for more robust digital safety measures, ensuring they align with the realities faced by young people today.

<u>Focus Areas:</u>

Strengthening Internet Regulations: Advocating for stronger laws around data protection, online bullying, and user privacy, as well as ensuring that digital platforms are held accountable for harmful content.

Promoting a Safer Online Environment: Urging decision-makers to prioritize the creation of a safer, more regulated internet where young users are protected from exploitation, harassment, and harmful influences.

4.2.5. Promote Inclusion and Diversity:

<u>Objective:</u> Ensure that the digital world is accessible and inclusive, enabling people from all backgrounds, particularly those marginalized, to thrive online.

<u>Focus Areas:</u>

Digital Inclusion for Marginalized Groups: Advocating for internet access and resources for underserved communities, ensuring that young people with fewer opportunities can participate in the digital world.

Combatting Digital Exclusion: Addressing how digital platforms can sometimes exclude or discriminate, and promoting practices that encourage equality, diversity, and fair representation online.

Cross-Regional Cooperation: Encouraging partnerships between youth organizations in different regions to tackle these issues collaboratively, creating a global network for promoting digital safety and inclusivity.

4.2.6. Encourage Sustainable Digital Practices:

Objective: Recognize the environmental impact of digital technologies and promote sustainability in digital activities.

Focus Areas:

Environmental Impact of Digitalization: Raising awareness about the carbon footprint of digital infrastructures, including the energy use of data centers, electronic waste, and the environmental costs of constant online activity.

Sustainable Use of Technology: Encouraging the use of eco-friendly digital platforms and practices, such as energy-efficient hosting services, recycling e-waste, and using digital tools responsibly.

Sustainability in Project Materials: Ensuring that any digital tools or platforms used in the project are chosen with environmental sustainability in mind.

4.2.7. Overall Aims to Convey:

The urgent need for better digital education and safeguards for young people.

The importance of empowering youth organizations to play a proactive role in policy dialogue and advocacy around digital safety.

The critical role of inclusion and diversity in creating a fair and equal digital world, where no one is left behind.

The global relevance of these issues, underscored by the consortium's multi-regional cooperation, showing that the digital challenges are universal.

The need for sustainable practices in the digital world to ensure that the internet's benefits do not come at the expense of the environment.

By achieving these aims, the report will contribute to fostering a safer, more equitable, and environmentally responsible digital world for the next generation.

4.3 Overview of the data collection methods and the scope of the report:

4.3.1. Overview of the data collection methods:

The data collection methods for the report will focus on gathering a comprehensive understanding of how young people, youth organizations, and other stakeholders engage with and are impacted by the digital world. The goal is to ensure the report is backed by diverse, relevant, and up-to-date information. Below is an outline of the key methods:

- **Surveys and Questionnaires:**

  <u>Target Groups:</u> Youth, youth workers, educators, and parents.

  <u>Purpose:</u> To collect quantitative data on the experiences, challenges, and behaviors related to internet use, including exposure to risks like cyberbullying, privacy issues, and online mental health concerns.

  <u>Scope:</u> Large-scale, covering multiple regions, including Europe and the Mediterranean. Questions will focus on digital habits, experiences with online safety, and the effectiveness of digital literacy programs.

- **Interviews and Focus Groups:**

  <u>Target Groups:</u> Youth organizations, mental health professionals, digital safety experts, educators, and policymakers.

  <u>Purpose:</u> To gather qualitative insights into the deeper issues surrounding digital safety, the effectiveness of current non-formal learning methods, and policy gaps. Focus groups will provide a platform for young people and youth workers to share their personal experiences.

  <u>Scope:</u> These will be conducted across various regions, with a focus on gathering perspectives from different cultural and socio-economic backgrounds, as well as marginalized groups.

- **Case Studies:**

  <u>Target Groups:</u> Specific cases from youth organizations and projects focused on digital safety and inclusion.

  <u>Purpose:</u> To provide detailed examples of successful (or unsuccessful) initiatives addressing online safety, mental health, and inclusion in the digital space.

- ◆ Literature Review:

Source: Academic studies, governmental reports, policy briefs, and publications from organizations like the EU and UN.

Purpose: To provide context and a theoretical foundation for the report by reviewing existing research on digital risks, online behaviors, non-formal learning, and policy initiatives.

Scope: Global, with a particular emphasis on Europe and the Mediterranean, covering topics such as online safety, mental health impacts of digitalization, and environmental sustainability in the digital space.

- • Workshops and Participatory Action Research:

Target Groups: Youth workers, NGOs, and young people involved in the project.

Purpose: To engage participants in collaborative discussions, helping to co-develop solutions and strategies for improving online safety and resilience. This method allows for real-time feedback and data collection.

Scope: Regional workshops in consortium countries, providing hands-on engagement with digital safety tools and practices.

4.3.2. Scope of the Report:

The report will cover the following areas:

Digital Risks and Challenges for Youth: The scope includes an in-depth analysis of the primary risks young people face online, such as cyberbullying, hate speech, privacy threats, and the impact of digitalization on mental health. Data will focus on trends among youth, including vulnerable groups and those with fewer opportunities.

Youth Workers and Non-Formal Learning: The report will examine how youth organizations and workers can utilize non-formal learning to equip young people with the skills they need to navigate the digital world safely. It will analyze current practices, identify gaps, and suggest improvements for better capacity building and empowerment of youth workers.

Policy Implications and Recommendations: The scope will include an evaluation of existing policy frameworks related to digital safety, inclusion, and environmental sustainability. Based on data, the report will offer recommendations for policymakers, emphasizing the importance of regulations that protect young people online and promote a more inclusive digital environment.

Inclusion and Diversity: A key focus will be on how digital platforms and initiatives can be more inclusive, particularly for marginalized groups. The report will assess the extent to which current digital spaces promote inclusion and diversity and propose strategies for improving digital access for all.

Environmental Impact of Digitalization: The report will briefly touch upon the environmental sustainability of the digital world, exploring how internet usage and data production contribute to environmental degradation, and suggesting ways to mitigate these effects.

Global Cooperation and Regional Insights: With a consortium involving countries from Europe and the Mediterranean, the report will compare how different regions are addressing digital safety and inclusion, highlighting regional challenges and successful cooperative initiatives. The scope will focus on Albania, Serbia, Bulgaria, Italy, and Tunisia, offering a diverse set of perspectives.

5. Data and Analysis:

Quantitative Data Analysis on Online Hate Speech:

In recent years, the prevalence of online hate speech has emerged as a significant concern, impacting individuals and communities globally. This survey aims to quantify the extent and nature of hate speech encountered on various online platforms in Tunisia. By analyzing the collected data, we can identify key trends, demographic variations, and the overall impact of hate speech on users. The following charts and graphs present a comprehensive overview of our findings, illustrating the patterns and insights derived from the survey responses. Through this analysis, we hope to contribute to the ongoing dialogue surrounding online safety and the measures needed to combat hate speech effectively.

Genre

154 responses

- Femme
- Homme
- Non Binaire
- Je préfère ne pas le dire

37.7%
62.3%
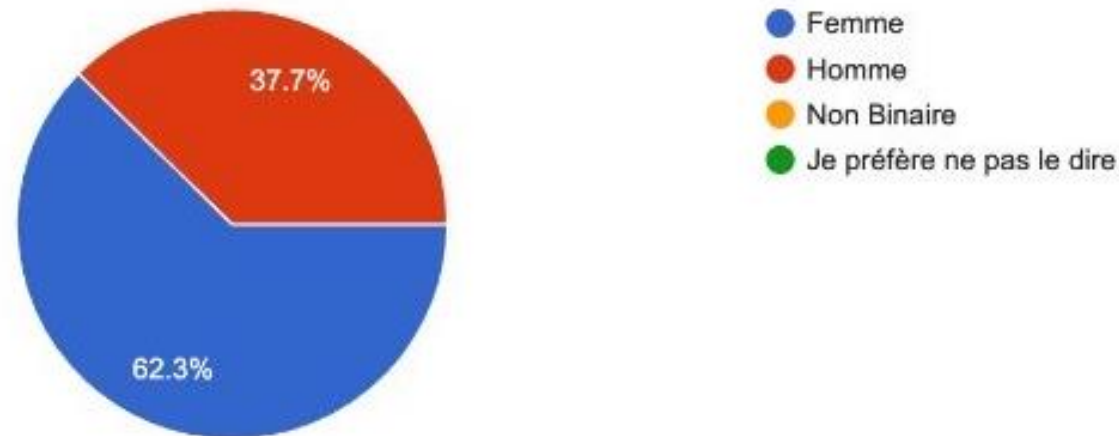
**Quelles plateformes de médias en ligne visitez-vous le plus souvent ?
(Sélectionnez toutes les réponses applicables)**

153 responses

- Sites d'information
- Blogs
- Forums en ligne (par exemple, Reddit, Quora)
- Plateformes vidéo (par exemple, YouTube)
- Autre (veuillez préciser) :

66%

23.5%
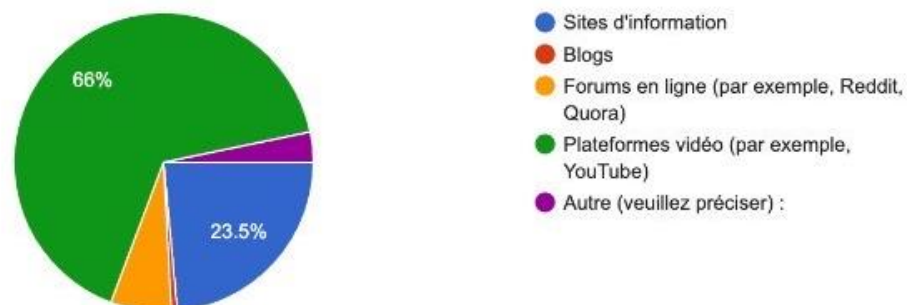
SECTION 3 : EXPÉRIENCE AVEC LE DISCOURS DE HAINE

Copy chart

**Avez-vous déjà été confronté à des discours de haine sur les réseaux sociaux
ou sur des plateformes de médias en ligne ?**

155 responses

Oui — 109 (70.3%)

Non — 37 (23.9%)

Je ne sais pas — 13 (8.4%)
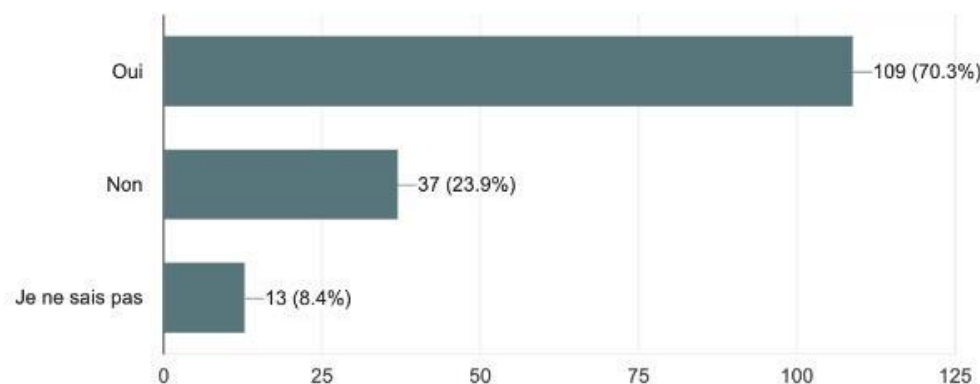
LIFE
Living Safely in
a Digital World
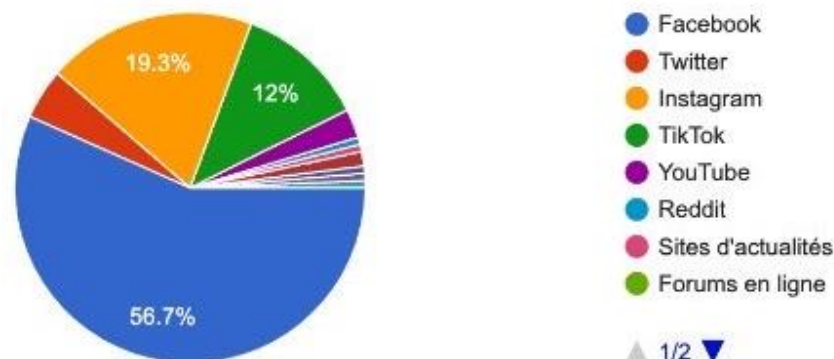
Copy chart

Sur quelles plateformes rencontrez-vous le plus souvent des discours de haine ? (Sélectionnez toutes les réponses applicables)

150 responses

- Facebook
- Twitter
- Instagram
- TikTok
- YouTube
- Reddit
- Sites d'actualités
- Forums en ligne

▲ 1/2 ▼

- 19.3%
- 12%
- 56.7%

Copy chart

Comment décririez-vous l'impact des discours de haine sur vous personnellement ? (Sélectionnez toutes les réponses applicables)

155 responses

- Cela me rend contrarié ou en colère
- Cela me rend anxieux ou craintif
- Cela me fait me sentir impuissant
- Cela me motive à m'exprimer ou à agir
- Cela ne me concerne pas
- Autre (veuillez préciser) :
- Jsp
- Cela mon confirme que je suis sur la bonne route

- 14.8%
- 20.6%
- 23.9%
- 30.3%

15
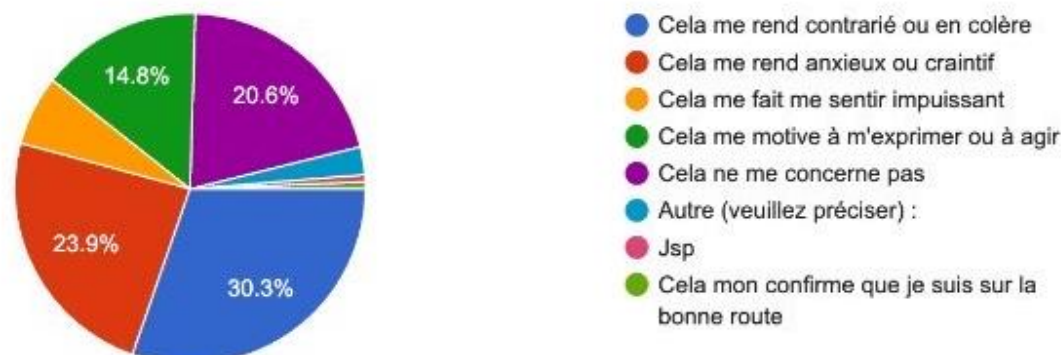
Selon vous, dans quelle mesure les réseaux sociaux sont-ils efficaces pour lutter contre les discours de haine ?

153 responses

Bar chart:
- Très efficace: 27 (17.6%)
- Plutôt efficace: 43 (28.1%)
- Neutre: 40 (26.1%)
- Pas très efficace: 39 (25.5%)
- Pas efficace du tout: 10 (6.5%)
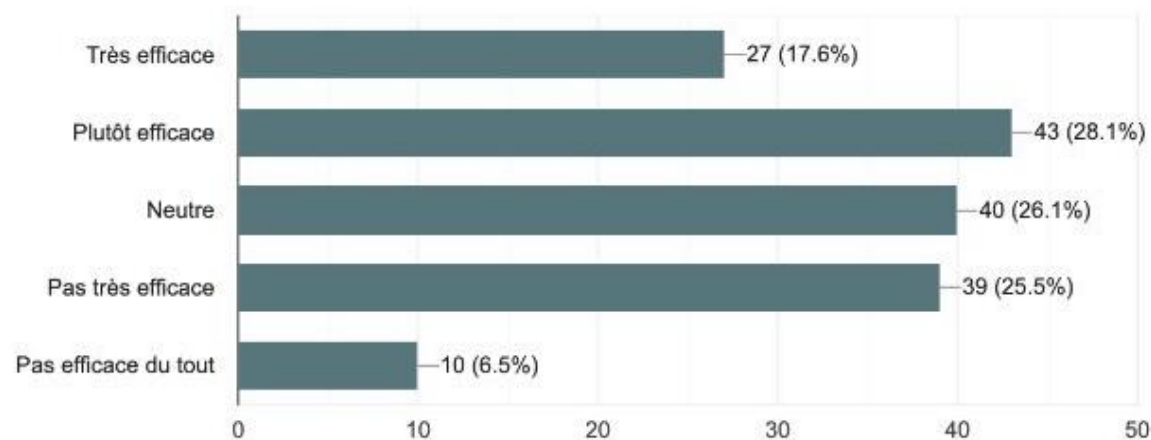
SECTION 5 : PERCEPTIONS ET ATTITUDES

Pensez-vous que le discours de haine est un problème croissant en ligne ?

Copy chart

155 responses

Pie chart:
- Oui, cela augmente: 80%
- C'est à peu près la même chose: 11.6%
- Non, ça diminue
- Je ne suis pas sûr
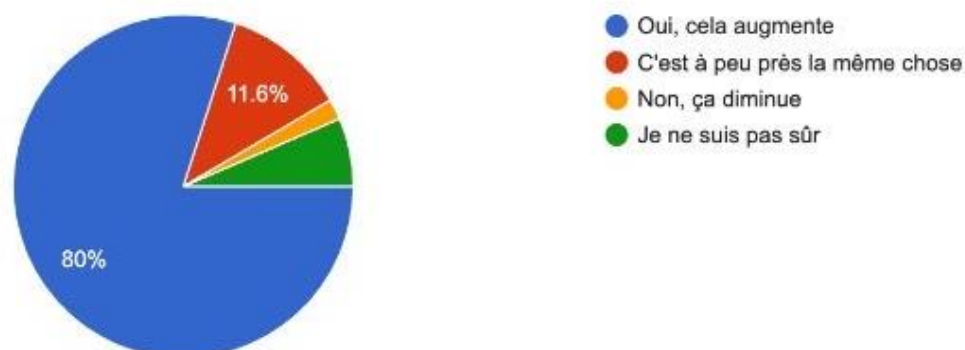
16

Quelles plateformes de médias sociaux utilisez-vous le plus fréquemment ? (Sélectionnez toutes les réponses appropriées)

155 responses

- Twitter
- Instagram
- TikTok
- YouTube
- Snapchat
- LinkedIn
- Reddit
- Autre (veuillez préciser)

14.8% 9.7% 61.9%

1/2
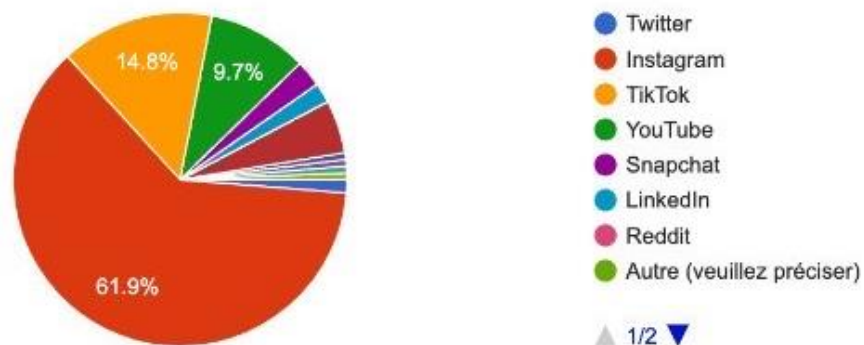
À quelle fréquence visitez-vous des sites Web de médias en ligne (actualités, blogs, forums, etc.) ?

155 responses

- Plusieurs fois par jour — 54 (34.8%)
- Une fois par jour — 31 (20%)
- Quelques fois par semaine — 38 (24.5%)
- Une fois par semaine — 9 (5.8%)
- Rarement — 27 (17.4%)
- Jamais — 2 (1.3%)

Âge:

154 responses

Âge	Nombre (%)
Moins de 15 ans	0 (0%)
15-19	8 (5.2%)
20-24	99 (64.3%)
25-29	41 (26.6%)
30-34	5 (3.2%)
35-39	0 (0%)
40 ans et plus	2 (1.3%)

Comment réagissez-vous généralement lorsque vous êtes confronté à des discours de haine en ligne ? (Sélectionnez toutes les réponses applicables)

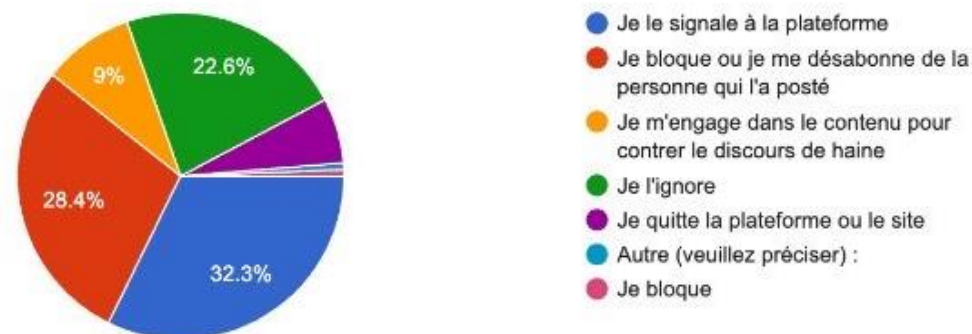155 responses

- Je le signale à la plateforme
- Je bloque ou je me désabonne de la personne qui l'a posté
- Je m'engage dans le contenu pour contrer le discours de haine
- Je l'ignore
- Je quitte la plateforme ou le site
- Autre (veuillez préciser) :
- Je bloque

Pie chart values: 9%, 22.6%, 28.4%, 32.3%

Copy chart

Si vous avez signalé des discours de haine en ligne, quel a été le résultat ?

155 responses

- Le contenu a été supprimé — 30 (19.4%)
- Le compte a été suspendu ou banni — 17 (11%)
- Aucune action n'a été entreprise — 62 (40%)
- Je ne suis pas sûr — 41 (26.5%)
- Je n'ai jamais signalé de discours de haine — 16 (10.3%)

19
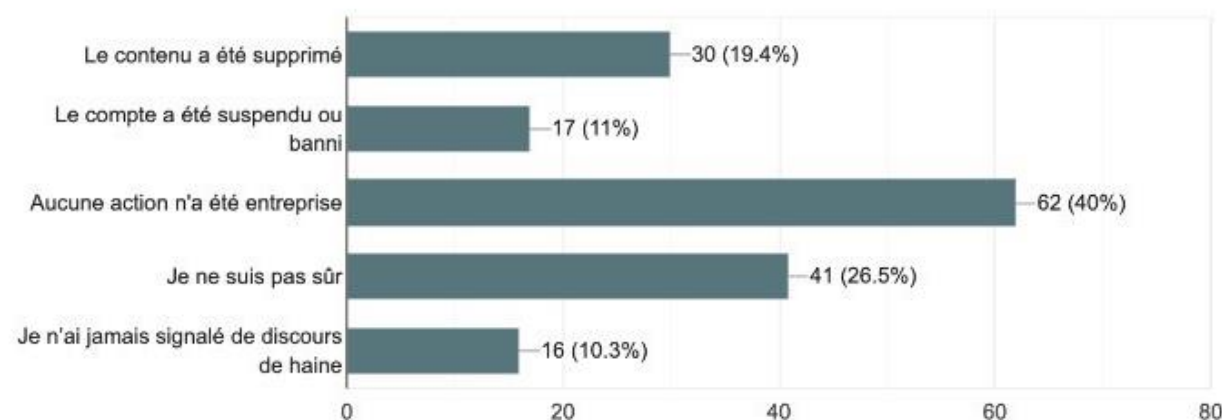
Qualitative Findings on Online Hate Speech in Tunisia:

- The survey results highlight several important trends. First, the majority of participants are women (62.3%), which reflects both their stronger engagement in such initiatives and their higher vulnerability to online harassment. In terms of online behavior, video platforms such as YouTube dominate daily use, but Facebook emerges as the primary space where hate speech is most frequently encountered, followed by Twitter and Instagram. This shows a clear gap between the platforms most used for information/entertainment and those most associated with harmful interactions.

- A striking finding is that over 70% of respondents have already been exposed to hate speech online, underlining how widespread and normalized this phenomenon has become in Tunisia. For many participants, this exposure is not a neutral experience: the impact is overwhelmingly negative, with most reporting feelings of anger, frustration, anxiety, fear, or helplessness. Only a small minority expressed that hate speech motivated them to act or speak up, and very few said they were unaffected.

- Taken together, these results reveal that hate speech in digital spaces is not only commonplace but also psychologically damaging, particularly for young people and women. The findings emphasize the urgent need for stronger awareness, prevention, and protection mechanisms, as well as coordinated efforts by schools, families, civil society, and policymakers to create safer and more respectful digital environments.

➢ **Case studies: (summary):**

. **Case of Rania: Influencer Harassment:** Rania, a 20-year-old Tunisian fashion influencer, was targeted with misogynistic comments and fake edited photos after speaking out against unrealistic beauty standards. Trolls created fake accounts impersonating her, spreading rumors about her personal life. Despite the abuse, she worked with NGOs to launch awareness campaigns about online harassment

- **Case of Malek – Hacked Account:** Malek, a 15-year-old student, had his Instagram hacked by classmates who posted humiliating content under his name. He was bullied both online and at school, causing severe stress. His family reported the case to Tunisia's cybercrime unit, leading to awareness sessions in his school about account security and online ethics.

- **Case of Dorsaf – Body Shaming:** Dorsaf, a 16-year-old girl, was repeatedly mocked online for her weight after classmates shared unflattering photos of her during a school trip. The body shaming escalated on TikTok, leading to depression and withdrawal from social activities. Counseling and NGO campaigns helped her regain confidence and sparked debates on body positivity in Tunisia.

- **Case of Seif – Political Harassment:** Seif, a 22-year-old university student active in youth politics, faced coordinated online harassment after criticizing corruption. Opponents spread fake quotes attributed to him, damaging his reputation. He filed complaints and collaborated with civil society groups demanding better protection for digital activists.

- **Case of Imen – Revenge Porn Attempt:** Imen, a 19-year-old student, was threatened by her ex-boyfriend who attempted to blackmail her with intimate photos. She refused to give in and reported the case. Police intervention and NGO support helped her, while awareness campaigns in universities addressed the dangers of revenge porn.

- **Case of Yassine – Disability-Based Harassment:** Yassine, a 14-year-old boy with a physical disability, was cyberbullied when classmates circulated memes mocking his condition. The harassment severely impacted his self-esteem and academic performance. His parents collaborated with the school to launch anti-bullying workshops focusing on inclusivity.

- **Case of Hiba – TikTok Harassment:** Hiba, a 17-year-old dancer on TikTok, was targeted with insults and derogatory comments accusing her of being "immoral." The cyberbullying came from both peers and strangers online. Her parents supported her by involving NGOs that highlighted the link between online hate and cultural stereotypes.

- **Case of Karim – Outing and Harassment:** Karim, a 19-year-old student, was secretly filmed and mocked for his sexual orientation. The video was shared online, subjecting him to hate speech and exclusion. His case pushed human rights organizations in Tunisia to raise awareness about digital privacy and LGBTQ+ safety online.

- **Case of Ons – Academic Cheating Rumors:** Ons, a 16-year-old student, was accused by classmates of cheating on an exam, and false evidence was spread online. She faced bullying at school and isolation from friends. After her parents intervened, the school investigated and cleared her name, reinforcing the importance of fact-checking and online responsibility.

- **Case of Bilel – Gaming Harassment:** Bilel, a 15-year-old gamer, faced constant cyberbullying from a group of players who insulted him in chatrooms and spread false rumors about him in gaming communities. The harassment caused him to stop gaming, but his parents later reported the issue to gaming platforms and NGOs promoting safe online gaming.

- **Case of Leila – Deepfake Abuse:** Leila, a 21-year-old student, discovered that deepfake technology was used to create inappropriate videos with her face. These videos spread rapidly online, damaging her reputation. With support from digital rights organizations, she raised awareness about the dangers of deepfake exploitation in Tunisia.

- **Case of Fares – Religious Mockery:** Fares, a 16-year-old high school student, was mocked online after posting videos of himself reciting the Quran. Classmates created parody videos, spreading them widely. The harassment left him humiliated, but religious leaders and educators intervened, promoting digital respect campaigns.

- **Case of Asma – Teacher Harassment:** Asma, a 28-year-old teacher, faced cyberbullying from students who created a fake Facebook page mocking her teaching style and appearance. The harassment escalated to public shaming. The school took disciplinary measures, and the Ministry of Education encouraged teachers to report online abuse.

- **Case of Mehdi – Doxxing Incident:** Mehdi, a 17-year-old activist for climate change, was doxxed by online opponents who leaked his phone number and home address. He and his family received threats, forcing him to stop activism temporarily. NGOs intervened, and his case highlighted the dangers of doxxing in Tunisia.

- **Case of Aicha – University Harassment:** Aicha, a 20-year-old law student, became the target of cyberbullying after debating women's rights in a televised student competition. She received hate messages and threats online. Despite the abuse, she continued her activism and worked with women's rights groups to promote safe digital spaces for students.

Observation:

- The documented cases clearly demonstrate that cyberbullying and online harassment in Tunisia are widespread, diverse, and deeply harmful, affecting individuals regardless of their age, gender, or social status. From students and young activists to teachers and influencers, victims face emotional trauma, social isolation, reputational damage, and in the most tragic cases, suicide. These stories underline that online abuse is not only a private matter but a societal challenge with profound psychological, educational, and human rights implications.

- The issue is intensified by Tunisia's social context, where fear of stigma and moral judgment makes victims more vulnerable. Women in particular are disproportionately targeted with sexualized abuse, revenge porn, and body shaming. Activists and bloggers face politically motivated harassment aimed at silencing dissent, threatening freedom of expression.

6. Impact and Outcomes:

6.1. audiences or communities Impact on Target Groups: Description of the impact on the primary.

Conducting a survey as part of the "Living Safely in a Digital World" project can have significant positive impacts on the primary target groups, such as children, teenagers, parents, educators, or vulnerable internet users. Here's a breakdown of how the survey might affect them: Conducting a survey as part of the "Living Safely in a Digital World" project can have several key impacts on the primary audiences or communities. These audiences may include children, teenagers, parents, educators, and vulnerable populations such as seniors or people with disabilities. The survey is an important tool for collecting data to inform and guide the project, while also directly influencing the behavior and attitudes of participants.

6.1.1. Awareness of Digital Risks and Safety Practices:

<u>Impact on Primary Audiences:</u> Children, teenagers, parents, and educators.

<u>Description:</u> By participating in the survey, individuals become more conscious of the risks they face in the digital world, such as cyberbullying, online predators, data privacy issues, and misinformation. For example, parents may realize that they need to implement better safety controls, while educators may see the need for more robust digital literacy programs. The survey can also increase awareness of solutions, such as privacy settings, strong passwords, and recognizing phishing scams.

6.1.2. Engagement and Ownership of Digital Safety:

<u>Impact on Primary Audiences:</u> Children, teenagers, and parents.

<u>Description:</u> A survey allows the participants to actively reflect on their own digital behaviors and the security measures they use. For young people, the process of taking part in a survey can create a sense of ownership over their digital habits, as they engage directly with the issue of online safety. Parents may feel more responsible for educating their children or setting up family safety guidelines based on the issues highlighted in the survey.

6.1.3. Identification of Knowledge Gaps and Needs:

Impact on Primary Audiences: Parents, educators, and vulnerable groups.

Description: The survey has revealed gaps in knowledge or misunderstandings about digital safety among the audience. For example, parents may lack awareness of the dangers of social media or educators may be unaware of the digital challenges faced by students. Vulnerable populations, such as seniors or individuals with disabilities, may require additional support or more tailored education. The survey helps identify these gaps, enabling the project to focus on areas where education and training are most needed.

6.1.4. Enhanced Digital Safety Education and Training:

Impact on Primary Audiences: Educators and policymakers.

Description: Survey data provides educators and policymakers with the information they need to create more effective curricula or safety campaigns. This data-driven approach ensures that programs are designed to address the specific concerns and needs of the primary audiences. The survey can also lead to improved resources in schools, libraries, and community centers, which provide digital safety training tailored to different age groups or skill levels.

6.1.5. Behavioral Changes Leading to Safer Online Habits:

Impact on Primary Audiences: Children, teenagers, and parents.

Description: After completing the survey, participants may begin to change their online behaviors based on the issues it raises. For example, children and teenagers might become more cautious about sharing personal information online, while parents may start implementing stricter controls on internet use at home. These behavioral shifts can contribute to a safer online environment and reduce the likelihood of falling victim to cyber threats.

6.1.6. Empowerment of Vulnerable Communities:

Impact on Primary Audiences: Seniors, people with disabilities, and marginalized groups.

Description: Vulnerable communities often face unique challenges when navigating the digital world, and the survey can highlight these issues. The data collected from these groups can help tailor educational materials and safety tools specifically for them. As a result, these groups may feel more empowered to protect themselves online and use the internet more confidently and safely.

6.1.7. Improved Communication Between Parents, Educators, and Children:

Impact on Primary Audiences: Families and schools.

Description: The survey can spark conversations within families and between students and educators about digital safety. Parents may discuss online behavior with their children more openly, and educators may bring more digital safety topics into the classroom. This increased communication can foster a more supportive environment where digital safety is prioritized and regularly discussed.

6.1.8. Evidence-Based Decision-Making for Future Programs:

Impact on Primary Audiences: Policymakers, NGOs, and community organizations.

Description: The survey provides concrete data that can guide decision-making for organizations working in the field of digital safety. Policymakers can use the results to inform legislation, and NGOs can design programs that address the specific issues revealed in the survey. This evidence- based approach ensures that future initiatives are well-targeted and impactful.

Overall Impact:

The survey conducted within the Living Safely in a Digital World project will have a broad and meaningful impact on the primary audiences and communities. It will raise awareness, promote safer behaviors, empower vulnerable groups, and provide valuable data for educators, policymakers, and organizations working to make the digital world safer for everyone. Through increased knowledge and engagement, the survey fosters a more proactive and informed approach to online safety, ultimately contributing to a safer and more secure digital environment.

6.2. Feedback and Testimonials: Quotes and feedback from participants, stakeholders, and partners:

6.2.1. Children and Teenagers:

• Aya, 16 years old:

"Before the workshop, I didn't realize how dangerous it could be to share private information online. I thought only strangers could hurt me, but I learned that even friends can misuse what we post. Now, I feel more confident about protecting my privacy."

• Youssef, 15 years old:

"I used to laugh at online jokes without thinking if they hurt someone. The activities showed me how harmful cyberbullying can be. I decided to stop following pages that spread hate and to speak up when I see it."

6.2.2. Parents:

• Mother of Nour, 17:

"I was shocked to discover how much time my daughter spends online and how easily she could be targeted. The workshop gave me tools to talk with her openly and without judgment. Now we set rules together instead of me just imposing them."

• Khaled, Parent

"After attending the digital literacy workshop, I feel more in control of how my kids use the internet. The tools we learned about, like parental controls and monitoring apps, have been very helpful in ensuring their safety."

6.2.3. Educators:

• Mariem, secondary school teacher:

Cyberbullying was always something we heard about but didn't know how to handle at school. Thanks to the training, I now know how to recognize warning signs among students and how to provide support instead of ignoring the problem.

- Karim, ICT teacher:

I realized that teaching digital safety is not only about technology, but also about empathy, respect, and responsibility. I plan to integrate these values into my lessons so that students see online safety as part of their everyday lives.

6.2.4. Community Organizations:

- Community Center Director

"This initiative has had a profound impact on our community. Many of the parents and youth we work with were unaware of how serious the threats online can be, and now they're equipped with knowledge and tools to stay safe."

- Youth Organization Leader

"The 'Living Safely in a Digital World' project has filled a critical need. We've seen a noticeable reduction in incidents of online bullying among our youth participants since the program started."

6.2.5. Victims of Online Harassment:

- Anonymous Survivor

"I was constantly harassed online, but I didn't know how to deal with it. The support I received through the project not only helped me report the abuse but also regain my confidence online."

- Sara, 22 years old

"The counseling and resources provided by this project have been life-changing. I finally feel like there's a community that understands what I've been through and is there to help."

6.3. The project's interventions Recommendations and strategies in addressing hate speech online:

The Living Safely in a Digital World project can employ several interventions and strategies to address the growing issue of hate speech online. This involves a combination of awareness campaigns, education, policy advocacy, technological tools, and collaboration with stakeholders to create a safer and more inclusive digital space. Below is a description of these potential interventions and strategies:

- Awareness and Education Campaigns:

Objective: Raise awareness about hate speech and its harmful effects, while educating individuals on how to identify, report, and prevent it.

Description: The project can launch digital awareness campaigns through social media platforms, websites, and educational channels to inform users about what constitutes hate speech, its psychological and social impacts, and why it must be addressed.

Educational resources, including videos, infographics, and blog posts, can be developed to explain the importance of maintaining respectful, inclusive communication online.

Targeted workshops, webinars, and school programs can be organized for youth, parents, and educators to ensure they understand the risks of hate speech and how to counteract it.

- Digital Literacy and Empathy Training:

Objective: Equip individuals with critical digital literacy skills to recognize and respond to hate speech while fostering empathy in online interactions.

Description: The project can develop curricula that teach participants how to distinguish between freedom of expression and hate speech. This would help individuals understand the boundaries of respectful dialogue.

Empathy-building workshops can encourage users, particularly young people, to consider the impact of their words online. Activities focused on developing emotional intelligence can help reduce the spread of hate speech by fostering kindness and respect in digital communication.

- Development of Reporting Mechanisms:

<u>Objective:</u> Enhance the capacity for individuals to report hate speech and promote accountability.

<u>Description:</u> The project can advocate for improved reporting systems on social media platforms and other online forums, making it easier for users to flag hateful content. Clear guidelines for reporting and the consequences of hate speech should be included.

Educational programs can teach users how to use these reporting tools effectively, ensuring that they are aware of their rights and the proper channels for dealing with offensive content.

- Partnerships with Social Media Platforms:

<u>Objective</u>: Work with technology companies to create safer online spaces by enforcing policies against hate speech.

<u>Description:</u> The project can partner with social media companies, urging them to implement stronger anti-hate speech policies and more proactive content moderation using both human moderators and AI tools.

Joint initiatives can focus on improving the algorithms that detect hate speech in real-time, ensuring rapid removal of harmful content while balancing free speech concerns. It can also encourage transparency from social media platforms regarding how they handle reports of hate speech, including the criteria for content removal and sanctions for repeat offenders.

- Advocacy for Legal and Policy Reforms:

<u>Objective:</u> Influence local and international policies to establish stricter legal frameworks for combating online hate speech.

<u>Description:</u> The project can engage in policy advocacy, working with governments and regulatory bodies to ensure that hate speech laws are updated to reflect the current digital landscape. This could involve lobbying for stricter penalties for individuals and groups found guilty of spreading hate speech, and greater responsibility for tech companies in preventing the dissemination of harmful content. Collaboration with human rights organizations and legal experts can help craft legislation that protects both freedom of speech and the rights of individuals harmed by hate speech.

- Community Building and Support Networks:

Objective: Create online communities that foster tolerance, diversity, and positive engagement while offering support to those affected by hate speech.

Description: The project can establish online platforms or forums where individuals can share their experiences with hate speech, seek support, and access resources such as counseling or legal advice. Partnering with mental health organizations to provide psychological support for victims of online hate speech can help mitigate the emotional toll it takes on individuals. Communities can also participate in dialogue initiatives, where they engage in discussions promoting cultural understanding and diversity, thereby countering the divisive nature of hate speech.

- Counter-Speech Campaigns:

Objective: Promote counter-speech as a direct response to hate speech, encouraging positive and respectful online conversations.

Description: The project can organize counter-speech campaigns where individuals, influencers, and organizations publicly speak out against hate speech and spread messages of inclusivity, tolerance, and respect.

Training programs can teach users how to effectively use counter-speech as a non- confrontational way to challenge harmful narratives and encourage others to do the same. Online platforms can feature and amplify voices of victims of hate speech and activists working to counter it, providing a more balanced and compassionate digital dialogue.

- Research and Data Collection:

Objective: Understand the scope and trends of hate speech online through research, enabling data-driven interventions.

Description: The project can conduct research on hate speech patterns across different platforms and demographics, gathering data to inform targeted interventions.Surveys and studies can be used to understand how hate speech impacts different communities, including marginalized or vulnerable groups, and assess the effectiveness of current reporting and mitigation strategies.

By collaborating with universities and research institutions, the project can contribute to the development of best practices for reducing hate speech and promoting safer online spaces.

- Support for Victims of Hate Speech:

Objective: Provide psychological, legal, and social support to those affected by hate speech.

Description: The project can offer resources such as helplines, counseling services, or partnerships with legal organizations to support individuals who have been targeted by hate speech.

Victims of online hate speech can be connected with advocacy groups that help them take legal action or seek other forms of redress.

Support networks can be established to provide emotional and social support for individuals affected by hate speech, helping them regain their confidence and well-being.

- *Conclusion:*

The Living Safely in a Digital World project employs a holistic and multi-faceted approach to addressing hate speech online. By focusing on education, policy advocacy, community-building, and partnerships with technology companies, the project seeks to create a safer, more respectful digital environment where hate speech is actively countered and positive online behaviors are encouraged. These interventions not only address the symptoms of hate speech but also aim to change the cultural norms around digital communication, making the internet a more inclusive and tolerant space.

7. Appendices :

highlighted the emotional harm and societal impact of hate speech in digital spaces. Many respondents reported feeling vulnerable and anxious, especially when hate speech targeted their identity, leading to self-censorship and discouraging open online discourse.

Social media platforms were identified as key facilitators of hate speech, with anonymity and rapid content spread emboldening perpetrators and exacerbating social divides. There was frustration over the lack of effective moderation, with many participants expressing dissatisfaction with the platforms' slow response to harmful content.

Despite these challenges, community solidarity was seen as a powerful counter to online hate. Supportive online communities provided safe spaces and encouraged collective action to raise awareness and push for stronger platform regulations. The findings underscore the urgent need for better platform policies and community-driven solutions to create safer, more inclusive digital environments.

The survey on digital safety significantly impacts primary audiences, including children, teenagers, parents, educators, and vulnerable groups, by raising awareness of digital risks such as cyberbullying, online predators, and data privacy issues. Participants actively engage with their online behaviors, fostering a sense of ownership and responsibility, particularly among young people and parents. The survey also identifies knowledge gaps, enabling targeted educational initiatives to support those most in need, such as seniors and individuals with disabilities. Data gathered from the survey informs the development of effective curricula and safety programs, leading to behavioral changes that promote safer online habits. Additionally, it encourages open communication about digital safety within families and schools, while providing evidence-based insights that guide policymakers and NGOs in creating impactful digital safety initiatives.