TOOLKIT

FOR EMPOWERING YOUNGSTERS ON ADVOCACY FOR ANTI-RADICALISATION IN EUROPE

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ABOUT THE PROJECT

Project title: "Prevention of youth radicalisation through education and empowerment of youth workers"

<u>Summary of the project:</u>

The online radicalisation and violent extremism are issues that communities are exposed to for more years now, especially after the terrorist attacks in different cities in Europe and wars in the world have occurred. For years, the fear that young people can be a targeted group by violent extremist has been in the attention of governmental institutions, families, working places as well as community. This fear comes even more today where this kind of content is presented, almost without control or moderation, in the digital world. Young people are the most present community in the online world, through accessing of different social media, platforms, and so on. This makes them as one of the most vulnerable community to this phenomenon.
During Covid-19 the online content was even more embraced by young people and therefore the potential to being exposed to online radicalisation has increased.

There is a need for youth workers and educators to address this issue and at the same time to find an innovative response to support youth workers with new approaches, materials, digital tools that contribute to better impact on solving this issue.

The project is directly developing their knowledge and capacity, by providing youth workers, youth professionals and youth organisations with the relevant data, tools and training their digital competences, thus increases the level of quality of youth work, and its capacity to address urgent and emerging matters. These digital competences are, for most of the youth workers, not acquired during their formal education and so are largely overlooked.

In the field of youth work an ideal society could be described as a fully inclusive community of active citizens. This concept of inclusive community of active citizens has changed in recent years, and especially in the recent Covid-19 pandemic times, due to the reality of today society in which technology is taking more and more importance and thus having impact in each field of our life.
Not only that the young people are nowadays increasingly engaging with new technologies and digital media instead of joining face-to-face activities of youth centres/clubs, but also this period of 2 years of Covid-19 pandemic measures and limitations to travelling and organising face-to-face residential mobility activities for youngsters - have resulted in the lack/decrease of interaction of youngsters with their peers from other countries and communities, which further increased the potential impact of negative influence of (online) radicalisation among/towards youngsters.
For the last 2 years, youth workers and youth organisations have decreased the number of their face-to-face European youth work activities, which resulted in the decrease of number of youngsters benefitting from such activities that inspire intercultural learning/dialogue, acceptance of others and European citizenship.
In addition to that, current war in Ukraine further influences youngsters in a negative way.

We believe that youngsters who have been through more youth work activities that promote European citizenship and values, are more resilient towards the potential negative impacts of both pandemic isolation measures and war related hatred and radicalisation spread online and offline.

As we have noticed a decline in the number of beneficiaries, youngsters having opportunities for quality interaction with peers from other countries/communities, and an increase in the negative influence of online radicalisation on them in our communities and among our youth (work) organisations, we have gathered and are motivated to do this project that will assist us in addressing this situation.

Aim of the project:
- Developing and strengthening capacities of youth workers and youngsters in preventing and combating radicalisation through development of educational methodologies and tools that support online and offline anti-radicalisation youth work.

Project Specific objectives:
- Raising awareness on negative impacts of radicalisation and educating young people (mainstream and marginalised) on anti-radicalisation through the development of inspiring handbook, toolkit, as well as the e-learning platform.
- Empowering youth workers and improving knowledge management of our organisations in theory and practice for building competences of youth workers in prevention and combating radicalisation through the development of innovative curriculum and the e-learning course.
- Exchange good practices and further develop effective partnership among partners from 6 European countries (and beyond) with different realities regarding education, awareness and practices on anti-radicalisation and its prevention among the community.

Project activities are:
- A1 – Project Management
- M1 – Partnership meeting 1
- O1 – Handbook on Preventing and combating Radicalisation among youngsters in Europe
- O2 – Toolkit for empowering youngsters on advocacy for anti-radicalisation in Europe
- O3 – Curriculum "Empowering youth workers for NFE for prevention and combating the radicalisation among youth"
- M2 – Partnership meeting 2
- O4 – E-Learning Course "Empowering youth workers and youth peer leaders for prevention and combating radicalisation among youngsters"
- O5 – e-Learning platform on youth work and youth initiatives against radicalisation
- C1 – LTTA training for trainers
- National multiplying training courses
- E1, E2, E3, E4 – National conferences in Italy, Croatia, Serbia and Greece
- E5, E6 – International conferences in Belgium and Germany
- M3 – Partnership meeting 3

INTRODUCTION AND STRUCTURE OF THE TOOLKIT

This toolkit for empowering youngsters on advocacy for anti-radicalisation in Europe is an innovative resource for tackling the prevention and combating of radicalisation as an issue among youth. It is an educational material designed to raise awareness on negative impacts of radicalisation and foster new advocacy activities in the local community to prevent and combat radicalisation among youngsters.

The toolkit for empowering youngsters on advocacy for anti-radicalisation in Europe comprises of 2 parts. First part consists of concepts and recommendations for organising youth work NFE activities for Active citizenship of youngsters and their advocacy initiatives on anti-radicalisation. More specifically this section contains an overview of the key concepts related to anti-radicalisation in advocacy as well as a set of recommendations aiming to provide useful and practical guidance for youth workers and multipliers involved in planning, preparing, organising, implementing, and evaluating workshops on the topic of for anti-radicalisation advocacy. The key concepts cover the following topics:
- Radicalisation and its presence among youngsters;
- Situational, strategic and Ideological factors of radicalisation;
- Recommendations to anti-radicalisation education mechanisms in youth work:
  - Active citizenship for education and advocacy on anti-radicalisation;
  - Critical Thinking and Social Media - essentials in educating young people;
  - Key Stakeholders & Advocacy in combating radicalisation;
  - Recommendations for organising workshops for young people to become advocates of anti-radicalisation.

The second part consists of a set of 12 (independent) tools, activities, workshops explored and adapted for using (by youth workers) with youngsters in our communities for promotion of anti-radicalisation and empowerment of youngsters for respective advocacy. This section presents easily adaptable activities intended for any youth worker or multiplier involved in planning, preparing, organising, implementing, and evaluating workshops on the listed topics. The workshops presented are designed to be easily multiplied by youth workers with varying level of background and experience. Each workshop is described in detail, consisting of aim and objectives, competences aimed to be developed through their implementation, a thorough explanation of workshop flow, and concluded with recommendations for multipliers, list of useful materials for the activities, as well as a list of background documents. This ensures that the youth workers and multipliers can easily understand the topic and activities and implement them within their respective communities. The workshops cover the following topics:
- Defining radicalisation;
- Understanding the factors behind radicalisation;
- Radicalisation and the media;
- Communication tools to support anti-radicalisation advocacy activities;
- Key skills needed for anti-radicalisation;
- Identification of advocacy types and the process;
- Advocacy and lobbying;
- Advocacy key elements;
- Understanding policy development and regulations towards anti-radicalisation;
- Using methodologies of Forum Theatre, Speaking the truth to power, and Learning from our Community experiences for anti-radicalisation.

In principle, the toolkit contributes on the education of youngsters by bringing practical tools, workshops and activities that young people can easily adopt for future initiatives and education in their community.

PART 1: Concepts and recommendations

1.1. Radicalisation and its presence among youngsters

It is well known the predilection of violent extremist groups for targeting young people in their recruitment procedures, and so is the concern of governmental institutions, communities, workplaces and families about this exposure. This apprehension has become even more prominent in today's digital era, where inadequate or uncontrolled content prevails in the digital world. Therefore, young people are particularly vulnerable to this phenomenon since they are the most active participants in online outlets, spending a significant amount of time engaging with various social media platforms and similar channels. Generally, they do not have sufficient capacity to deal with and filter the vast quantity of information specifically designed to catch their attention and shape their reality, creating an information bubble or eco-chambers algorithms[1]. This online mechanism fed with cookies and preferences could lead to a teen in crisis becoming a potential target of radicalisation fuelling violence and fostering extremism: the scenario of a young person going through a period of isolation, confusion over their identity, mistrust of the institutions or authorities or uncertainty of belonging.

a. Radicalisation & Extremism concepts - the key element of violence

The international community recognises radicalisation and extremism as negative only when the use of violence is expected, legitimated and encouraged to achieve the desired goals. Therefore, the key element in the negative process of radicalisation is the display of violence.

Some clear definitions of radicalisation are found in the ***Handbook on Preventing and combating Radicalisation among youngsters in Europe***:

- **"Radicalisation** *is a process by which an individual or a group gradually adopts extreme positions or ideologies that are opposed to the status quo and challenge mainstream ideas."*
- **"Radicalisation to violence** *is the process by which individuals and groups adopt an ideology and/or belief system that justifies the use of violence in order to advance their cause."*
- **"Violent extremism** *is a term describing the beliefs and actions of people who support or use violence to achieve extreme ideological, religious or political goals"[2].*

b. Covid-19 side effect in radicalisation

Despite radicalisation not being a new threat, online extremism is an emerging phenomenon which has intensified with COVID-19 restrictions, when the Internet was conceived as the only breach of freedom and young people spent hours online because they couldn't engage in real-time meaningful socialising activities. In such an environment, young people were left alone to navigate through a collective state of hysteria, grappling with fake and misleading information, and associating with groups that operate in violent and extremist ways[3]. Everyone was struggling with radicalisation, particularly concerning conspiracy theories surrounding vaccines, narratives about the origins of the virus, and other

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[1] Stefan Manevski et al., "Handbook on Preventing and combating Radicalisation among youngsters in Europe", 2023. Reviewed on June 26th, 2023.
[2] Apud Cit., Stefan Manevski et al., "Handbook on Preventing and combating Radicalisation among youngsters in Europe", 2023. Reviewed on June 26th, 2023.
[3] Wanda Alarcon Ferraguto, Gabriella Civico & Maram Anbar, "Youth Alternation Handbook", 2018. Reviewed June 29, 2023.

misinformation designed to radicalise people's perspectives[4]. Consequently, people found themselves confronting a complex and multifaceted environment where any narrative could potentially trigger online reactions to violent extremism.

c.   Social media platforms - threats of hate preachers and recruitment process
It can be observed how social media platforms offer access to violent radical groups to reach a greater number of audiences. These groups, along with their hate preachers or recruiters, frequently establish local-level chat groups where they distribute misinformation and propaganda from their own blogs and fake news outlets.

The hate preacher is a relevant figure in the process of radicalisation. Given that they are trustworthy and reference figures for recruits, generally, they misuse their status and position of superiority to influence them. Then, they manipulate people's vulnerabilities and fuel their sense of injustice leading to intensifying their negative emotions to a dangerous degree against a faction of the society. The role of the hate preacher is frequently to channel recruits into extremist groups using methods like persuasion, pressure, and manipulation[5].

The use of algorithms in social media further reinforces information bubbles and echo chambers surrounding individuals who may be susceptible to radicalisation. These individuals are exposed to disruptive content that fosters extremism, ultimately leading them towards recruitment[6]. It is important to note that there is no separate online platform exclusively used by extremist groups; these activities take place on the same free, reliable, user-friendly platforms such as Instagram, Facebook, YouTube, TikTok and Twitter. The fact that we do not personally see such content does not mean it does not exist. Indeed, it indicates that those who do come across extremist content are less likely to encounter alternative narratives that counteract those extremist or radical perspectives. Thus, social media serves as a powerful tool for violent groups to broadcast terrorist attacks, share beheading videos, provide instructional materials, and target potential recruits.

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[4] Stefan Manevski et al., "Handbook on Preventing and combating Radicalisation among youngsters in Europe", 2023. Reviewed on June 26th, 2023.
[5] Stefan Manevski et al., "Handbook on Preventing and combating Radicalisation among youngsters in Europe", 2023. Reviewed on June 26th, 2023.
[6] Wanda Alarcon Ferraguto et al., "Youth Alternation Handbook", 2018. Reviewed June 29, 2023.

1.2. Situational, strategic and Ideological factors of radicalisation

Specific issues, vulnerabilities and causes are linked to an increase in the susceptibility of young people to become easily targeted as victims of radicalisation. According to Francis (2012), radicalisation is shaped by situational, strategic, and ideological factors. The table below shows these factors in categories, followed by examples.

Category	Sub-Categories		Examples
Situational	Pre-conditions	Enabling	Developments within modernity, for example the internet.
		Motivating	Racial and religious discrimination; economic and social exclusion.
	Precipitant		Foreign policy, e.g. the Iraq war.
Strategic	Long term		Defeat of Western modernity/morality.
	Short term		Attention for aims; fear; etc.
Ideological			Non-negotiable beliefs about what is good for society.

Table 1: Situational, strategic and ideological factors of radicalisation, Source: Francis, M. (2011). What causes Radicalisation? Main lines of consensus in recent research. https://radicalisationresearch.org/research/francis-2012-causes-2/

According to the model presented in the table above, the situational factors are the factors related to enabling and motivating conditions such as the technology advancement that are used to spread information and radical ideologies, as well as the racial discrimination, religious discrimination, social exclusion and other economic obstacles that can fuel radicalisation. As for the strategic factors, here are presented long-term conditions such as the hesitation to new change in terms of Western modernity and radical protection of own way of living, and short-term conditions such as fear, or attention for certain aims/causes. The ideological factors are driven by the radical beliefs and actions that for some people are non-negotiable and the whole moral framework is based on them, creating space for potential radical actions if society acts/believes differently.

1.3. Recommendations to anti-radicalisation education mechanisms in youth work

Elements presented in this section emphasise the importance of youth work and non-formal education in preventing radicalisation and violent extremism among young people, both online and offline[7]. Youth work can contribute to cohesion, implementing inclusive communities of active citizens, or mitigating the exposure to misinformation and propaganda by promoting media literacy and critical thinking. By coping with these mechanisms, youth work has the potential to mitigate the risk of young people getting influenced by extremism.

Active citizenship for education and advocacy on anti-radicalisation
The belief is that young people who participate in youth work activities that foster European citizenship and values are more resilient against the negative impacts of pandemic isolation measures and the spread of hatred and radicalisation online and offline[8]. This can be due to their engagement in various activities and with different background youngsters, offering them space to reflect, observe, analyse, embrace the "otherness", and create social connections.

These activities help to build bridges and the feeling of inclusion. In many European neighbourhoods, it is common to encounter disengaged youth who have never had the opportunity to interact with peers from different ethnic, religious, social and cultural backgrounds. Thus, youth work plays a crucial role in creating bridges and emphasising the value of diversity among young people. Youth workers are at the forefront of building positive relationships among young people and should provide safe and welcoming spaces where every young person can freely express their perspectives, experiences, and concerns[9]. For these reasons, active citizenship through youth work can be effective in minimising the isolation of young people, foster social connections and embrace intercultural learning, and minimise the risk of young people in becoming potential extremists in the future.

Critical Thinking and Social media – essentials in educating young people
Young people are in constant exposure to digital content and social media. It is essential nowadays to think critically and analyse the content offered in order to not be influenced by negative and extremism-led content. This brings up the need for development of essential skills on critical thinking. Several activities can be employed to enhance these competencies, such as conducting awareness campaigns to educate individuals about grooming behaviour, disseminating information about the potential repercussions of engaging in violent extremist activities, and emphasising the importance of scrutinising people's online identities[10]. In this line, young people should be encouraged to develop technical competence to navigate online exposure, understand the online world effectively and even educate their parents about the risks of misinformation. In the digitised world, to encounter extremism and violent radicalisation, the ability to seek accurate information through source review and critical thinking shows to be an important democratic competence.

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[7] Wanda Alarcon Ferraguto et al., "Youth Alternation Handbook", 2018. Reviewed June 29, 2023.
[8] Stefan Manevski et al., "Handbook on Preventing and combating Radicalisation among youngsters in Europe", 2023. Reviewed on June 26th, 2023.
[9] Stefan Manevski et al., "Handbook on Preventing and combating Radicalisation among youngsters in Europe", 2023. Reviewed on June 28th, 2023.
[10] Wanda Alarcon Ferraguto et al., "Youth Alternation Handbook", 2018. Reviewed June 29, 2023.

Key Stakeholders & Advocacy in combating radicalisation

Preventing extremism among youth requires a comprehensive approach that tackles the root causes of radicalisation. Youth workers are an integral component of this approach. However, they are indeed standing side by side with parents, educators, law enforcement services, political and religious leaders, tech companies, media, and other stakeholders. Each of these stakeholders has an important role in promoting non-violence, intercultural learning, dialogue and empathy, serving as prevention measures to radicalisation. However, due to the existence of radicalisation in the community, the role of these stakeholders in advocating and combating radicalisation is essential as well. Advocacy is an undertaken initiative to inflict influence on decisions made within political, economic, and social systems and institutions. It is designed to shape public policy, laws, and budgets by sharing information, using interpersonal connections, media platforms, and effective messaging to educate authorities and the general public.[11] An overview of key stakeholders involved in combating radicalisation is provided below.

a. Education System

Stakeholders in the education field are addressed to unite front-line educators across Europe, equipped with the tools to effectively combat radicalisation. Educational systems should prioritise the development of key competencies such as critical thinking, peaceful conflict resolution and dialogue. These competencies encourage young people to engage in reflective thinking, interact and express their opinions cordially with others, and reject the use of violence and aggressive behaviours, for instance. The fundamental principle underlying this initiative is that schools bear the responsibility of creating a secure and inclusive environment for their students and that imparting democratic and social values, as well as assisting students in shaping their identity, should be at the forefront of educational objectives[12]. Therefore, a strong capacity of educational institutions is essential and needs to be enhanced to teach these competencies. Education plays a central role in promoting and cultivating mutual understanding and shared narratives of tolerance, the cornerstones to encountering discrimination and hate speech.

b. Youth Civil Society

The risk of youth radicalisation and extremism is often fuelled by marginalisation, exclusion and discrimination. In fact, the work carried out by youth civil society organisations covers attempts to minimise and advocate for these issues.[13] It is important to give attention to the isolated youngsters and those with fewer opportunities in order to have an inclusive and active society, and thus minimise the chances to radicalisation influence.

c. Tech Companies

The International Centre for the Study of Violent Extremism (ICSVE) reveals that internet recruitment alone can attract vulnerable individuals into extremist groups, research found that *"64% of all extremist group joins are due to the recommendation tools,"* with a significant portion originating from the platform's *"Groups You Should Join"* and *"Discover"* algorithms[14]. Stricter control can help tech companies map and remove spaces used by radical groups. However, it is crucial to strike a balance between maintaining

[11] Augustė Taruškaitė, "Toolkit Handbook Iye-Labs. Manual For Decision Making In The Fields Of Social Inclusion And Youth", 2019. Reviewed June 27th, 2023.

[12] Wanda Alarcon Ferraguto et al., "Youth Alternation Handbook", 2018. Reviewed June 29, 2023.

[13] Augustė Taruškaitė, "Toolkit Handbook Iye-Labs. Manual For Decision Making In The Fields Of Social Inclusion And Youth", 2019. Reviewed June 27th, 2023.

[14] Apud Cit., Stefan Manevski et al., "Handbook on Preventing and combating Radicalisation among youngsters in Europe", 2023. Reviewed on June 28th, 2023.

freedom of expression and protecting the rights of others, ensuring that limitations on online content do not compromise respect and effective protection of fundamental rights. Media outlets and tech companies should take the lead in addressing the volume of violent extremist, intolerant and xenophobic content and behaviours online.

Recommendations for organising workshops for young people to become advocates of anti-radicalisation

When organising workshops for young people to become advocates of anti-radicalisation, there are several aspects to consider on the needs of targeted audience, as well as other practical arrangements.
The following recommendations are considered crucial for this purpose:
- Assessing the needs of the target groups is essential step before conducting any activity in order to be able to design the workshops according to the challenges and problems identified, hence addressing them effectively.
- Setting clear objectives and aims is very important in order to know exactly the impact of the workshop on young people and knowledge they gain. It is important that objectives are specific, measurable, achievable, relevant, and time-bound (SMART).
- The content of the workshops should be in tight connection with the radicalisation and the factors influencing it. Therefore, such topics should cover the importance of democratic values, human rights, and social cohesion.
- The methods used for the activities within these workshops should be interactive and educational such as group discussions, case studies, role plays, simulations and multimedia presentations. These activities ensure an active engagement of participants.
- Guest speakers or study visits are always a great way to provide youngsters with practical knowledge and learn from experiences and expertise of people/organisations in the topic. Youth workers should utilise this method whenever possible.

Besides these key aspects to consider, there are mentoring programs, evaluation and long-term collaborations that ensure a long-term impact on youth work and combating radicalisation among young people. The following section provides specific recommendations on each program.

Mentoring Program
- The mentoring program can be created after workshops sessions with youngsters, with dedicated trainers/youth workers who are motivated to provide long term support and education to participants. The mentoring program requires dedication, hence the mentors chosen should be aware of this aspect.
- The mentoring program is all about regular communication between the mentor and the mentee in order to track the learning and overcome challenges, as well as encouraging active participation and engagement.
- Mentors should be equipped with essential tools and materials for education.

Evaluation and Feedback
- After each workshop the trainer/youth worker should leave space for evaluation and feedback to assess the impact and learning of participants. This will help them improve their work for the future programs.

Collaboration and Partnerships

- It is important to establish and maintain collaborations with key stakeholders in the community and in addressing the radicalisation issue. Each actor has a different experience and expertise, useful to combat this phenomenon and foster intercultural learning.

PART 2: Practical advices, activities and workshops

2.1. Radicali-what? – Defining radicalisation

Workshop Title: Radicali-what? – Defining radicalisation

Duration: 230 minutes

Background:
An individual's path towards radicalisation is an unpredictable and non-linear process and can be influenced by many factors. This means that while one person may find it justifiable to support or use violence, another can decide to resort to alternative nonviolent ways to express their ideological, religious or political views. It is important to point out that individuals supporting an "extremist" viewpoint are not necessarily radicalised or heading towards violent extremism. There are factors contributing to radicalisation and circumstances that could facilitate/strengthen/restore resilience. As the process of radicalisation does not usually happen overnight and in most cases requires time, and during this time preventive measures could be taken. This is usually an opportunity for family members, trustworthy friends, community leaders, civil society practitioners, or youth leaders to intervene and persuade the individual away from radicalisation and/or violent extremism. These different actors could play a vital role in deradicalisation or counter-radicalisation as they have "better" knowledge and access to a vulnerable individual and understand the factors leading to their radicalisation.

However, when it comes to addressing radicalisation and violent extremism, everyone has an opinion. Policymakers, civil society, local communities, affected families, human rights groups, etc. Each of these actors has a responsibility and a role in shaping and influencing the factors contributing to radicalisation. Each community faces certain challenges and has its own success stories/initiatives in addressing these challenges. The activity aims to build up conversations about radicalisation and how different people view it based on their knowledge, experience, exposure, etc. It is designed to facilitate the conversation and open up participants' minds and hearts to a multifaceted and challenging topic.

Aim of the workshop:
To understand the concept of radicalisation and its impact on different aspects/groups of the society through different activities and spaces for discussion.

Objectives of the workshop:
- To brainstorm on the understanding of the word radicalisation;
- To create space for group discussions on different cases and groups affected by radicalisation;
- To use creative methods for creating definitions of radicalisation and further raise understanding of this phenomenon;
- To inform participants on the key institutions that work on preventing and combating radicalisation.

Competences addressed:
- Critical thinking;

- Communication;
- Active listening;
- Analytical skills.

Methodology and methods:
- Brainstorming;
- Small group work;
- Click-baiter scavenger activity;
- Discussion and reflections;
- Input.

Workshop flow:

I.   **Brainstorming: Radicalisation (30 minutes)**

The trainer introduces participants to the workshop and the topic. Then, he/she invites them to a short brainstorming activity on their knowledge/understanding of the word radicalisation. They are given post-it papers to write the words or describe (briefly) the images that come to their mind when the word radicalisation is mentioned in media, conversations, schools, or by politicians, priests/imams, or in conversations with friends/family/neighbours. The process lasts about 15 minutes and then all post-it papers are displayed on a wall or a flip chart. The trainer makes sure to cluster similar words together to reflect the importance of these words/images.

After this, participants are given the opportunity to move around and read what everyone wrote. Lastly, participants are invited to share their reflections/feelings on what they have read on the wall/flip chart.

II.   **Group work – Open Space Technology (90 minutes)**

The trainer introduces the Open Space Technology method that will be used for this activity, explaining that the main objective of the activity is to come to a common understanding of the ideas behind radicalisation and shedding light on the principles of this method:
- Whoever comes are the right people.
- Whatever happens, is the only thing that could have happened.
- Whenever it starts is the right time.
- When it is over, it is over[15].

Next, the trainer sets the tables with flip charts with themes for discussion and splits the group according to the number of tables. Participants have 15 minutes to discuss topic-related themes at each table with a specific task to decide on an aspect/angle/topic or particular issue they would like to address concerning this theme and write it down. The topics should be inspiring and spark conversation. For instance, one table will have "women and radicalisation" as a theme, and the participants can decide what topics they would like to discuss within that broader theme – i.e. women recruitment, women as victims, women as community pillars saving their families from radicalisation, etc.

The proposed themes to discuss for the groups:
- Women and radicalisation
- Video gaming and radicalisation
- Poverty and radicalisation

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[15] Open spaces. https://www.vmast.net/open-space

- Recruitment methods in radicalisation
- Good governance/democracy and radicalisation
- Migration/immigration and radicalisation
- Radicalisation in religion, politics and ideology
- Victims of radicalisation
- Radicalisation and violence

Once the time is up and all the topics have been written up on the flipchart, the groups change tables. When the time is up the last group at the table will be in charge of sharing the ideas and discussions that came up at that table on that specific topic. Sometimes the topic may evolve as the ideas and discussions are taking place. This is an open space for people to collectively "throw in" their ideas, thoughts, reflections, stereotypes, ideals, etc. At the end of the session, each group presents the results of their table/discussion.

III.   Summing up and debriefing on the activity (30 minutes)
After the presentations, participants are asked to share their reflections on the presentations they had. The trainer asks the following questions:
- Was there anything surprising?
- Did everyone have the same views?
- Was it easy or difficult to decide on the focus/topic within the theme?
- What were some of the ideas presented?

IV.   Activity: Click baiting scavengers (40 minutes)
Participants at this part have the chance to play a scavenger hunt to reach for the definition of radicalisation. This part of the activity should provide a fun way to get participants thinking about the definitions used by think tanks and institutions for radicalisation. The trainer divides the group into 3 small groups up to 5 participants per group. Each group has a colour code (red, blue, green). Each group needs to find words/parts of the sentence from the definition of radicalisation according to their assigned colour. If their colour is blue, they will need to look for words/parts of a sentence in blue printed out and "hidden" in different parts of the room. Participants are given 10 minutes to put these words together to form the sentence/definition of radicalisation.

The trainer has printed out in advance the different sections of 3 definitions (in colour or on coloured paper). If there is no printer available, the facilitators can write the different sections of the sentence on an A4 in a different colour or use coloured paper to make it easier for participants to find their statements. In the case of a big group, adapt the activity by adding more definitions and colour codes. Participants are only allowed to take/remove the paper that contains their group colour (if they find/come across a paper from another group they shall not tell them about it).
The 3 definitions are:
-       "The process through which / an individual comes to adopt extremist political/social, or religious ideas and / aspirations which then serve to reject / diversity, tolerance and freedom / of choice and legitimize breaking / the rule of law / and using violence / towards property and people". Radicalisation Awareness Network (RAN)
-       "A phenomenon of people / who regard the use of violence / as legitimate and/or use / violence themselves in order to / achieve their political / objectives which undermine the / democratic legal order and / the fundamental rights / on which it is based". European Committee of the Regions (CoR)

- "The process by which / individuals adopt violent/extremist ideologies that / may lead them to commit terrorist act/ or which are likely / to render them more/ vulnerable to recruitment / by terrorist organisations". United Nations Office on Drugs and Crime (UNODC)

Once the groups have completed the definitions they have a final task. They have to come up with their own definition of radicalisation but in the form of clickbait. The facilitator explains that clickbait is something designed to make readers want to click on a hyperlink, especially when the link leads to content of doubtful value or interest, elaborating that it is a sensationalised headline or piece of text on the Internet designed to entice people to follow a link to an article on another web page . Each of the groups should come up with a definition from the point of view of one of the 3 main stakeholders involved in countering extremism and radicalisation from a non-juridical perspective: the educational system, youth civil society and tech companies (presented in the PART 1 of this toolkit). They have 20 minutes to finish this task and be ready to share in the plenary their definition.

V. Sharing in the plenary, input and discussion (40 minutes)
Participants are given the time to share their reflection on the different definitions, continuing with how similar or different they are, and if anything was striking in any of the definitions. The trainer also asks them the following questions for discussion:
- Was it easier to come up with the definitions as scavengers, or clickbait writers?
- Why do you think clickbait was used as a tool in this activity?

After few rounds of discussion, the trainer gives input with the basic information about institutions behind the definitions:
- Radicalisation Awareness Network (RAN) is a network of frontline practitioners who work daily with both those vulnerable to radicalisation and those who have already been radicalised. As civil society representatives, social workers, youth workers, teachers, healthcare professionals, local authority representatives, police officers and prison officers, they are engaged in both preventing and countering violent extremism in all its forms and rehabilitating and reintegrating violent extremists. Since it was founded in 2011, the RAN has attracted over 6,000 practitioners, who collectively represent all EU Member States[16].
- European Committee of the Regions (CoR) is the voice of regions and cities in the European Union (EU). It represents local and regional authorities across the European Union and advises on new laws that have an impact on regions and cities (70% of all EU legislation). The CoR is a political assembly composed of 329 members and 329 alternates from all EU countries (grouped by political party and headed by the President) who have been elected at the local or regional level (for example as Mayors or Presidents of a region). They come to Brussels up to six times a year to debate their opinions on proposed legislation and agree on resolutions for further action by the EU[17].
- United Nations Office on Drugs and Crime's (UNODC) mission is to contribute to global peace and security, human rights and development by making the world safer from drugs, crime, corruption and terrorism. This Strategy for the next five years will equip UNODC to deliver effectively, efficiently and with accountability, elevating our support to Member States to build just, inclusive and resilient societies that leave no one behind[18].

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[16] Radicalisation Awareness Network (RAN) - RadarEurope. https://www.radareurope.nl/themes/ran-coe/
[17] About. https://www.cor.europa.eu/en/about/Pages/default.aspx
[18] UNODC ROMENA. https://www.unodc.org/romena/index.html?ref=menutop

Materials needed: Flip-chart, flip-chart papers, 5 tables and chairs for all participants, Markers, Pens, Post-it papers in different colours, Tape to stick the flip charts on the wall, Printed definitions of radicalisation on A4 papers in different colours (to be hidden in different parts of the room).

Background documents and further reading:
- International Center for Counter Terrorism, "Reflecting on: Radicalisation, De-radicalisation and Counter-radicalisation, https://www.icct.nl/publication/reflecting-radicalisation-de-radicalisation-and-counter-radicalisation
- Preventing radicalisation in the EU – How EU policy has involved (publication) https://www.europarl.europa.eu/RegData/etudes/IDAN/2022/739213/EPRS_IDA(2022)739213_EN.pdf
- European Parliamentary Research Service, "Preventing radicalisation in the European Union: How EU policy has evolved" (article) https://epthinktank.eu/2022/11/28/preventing-radicalisation-in-the-european-union-how-eu-policy-has-evolved/
- European Commission, Prevention of Radicalisation https://home-affairs.ec.europa.eu/policies/internal-security/counter-terrorism-and-radicalisation/prevention-radicalisation_en
- United Nations Office on Drugs and Crime, "Radicalization and violent extremism" https://www.unodc.org/e4j/zh/terrorism/module-2/key-issues/radicalization-violent-extremism.html
- European Commission's Expert Group on Violent Radicalisation, Radicalisation Processes Leading to Acts of Terrorism (report) https://www.clingendael.org/sites/default/files/pdfs/20080500_cscp_report_vries.pdf

Recommendations for future trainers multiplying this session:
- Trainers may choose some more definitions and project them or write them on a flip chart, to remain throughout the session(s) in the room as a reference for participants.
- The scavenger activity can also contain the element of competition. The trainer can decide on this, and even think about a reward for the winning team. The reward can be related to the programme/participation such as having the privilege to choosing a song every morning or coffee break, getting a box of chocolates as a reward, and so on.

2.2. Push and pull factors - Identifying the factors leading to radicalisation

Workshop Title: Push and pull factors - Identifying the factors leading to radicalisation

Duration: 180 minutes

Background:
There are different situations and factors that can influence radicalisation. According to UK GOV (2023) there are push and pull factors that lead to radicalisation. While push factors are more related to the feelings and circumstances that an individual can experience and makes him/her vulnerable to radicalisation, the pull factors can be existing groups or individuals that support certain ideologies from which the radicalisation actions occur. This workshop is designed to cover the push and pull factors, such as their definition, examples, and create space for discussion on how they can impact the daily life of young people in our communities. The workshop consists of several activities in order to offer both theoretical and practical learning opportunities for participants.

Aim of the workshop: To create space for learning on the push and pull factors for radicalisation and use different methods for practical learning in order to address radicalisation.

Objectives of the workshop:
- To understand the push and pull factors for radicalisation;
- To create space for exploring the challenges and complexity of radicalisation;
- To highlight the importance and roles of involving different actors/stakeholders in the community for anti-radicalisation.

Competences addressed:
- Creative expression;
- Critical thinking;
- Communication;
- Active listening;
- Teamwork;
- Analytical skills.

Methodology and methods:
- Video screening;
- Theoretical input;
- Group discussion;
- Small group work;
- Presentations;
- Roleplay.

Workshop flow:

I.   Video screening – push and pull factors of radicalisation and violent extremism (20 minutes)

The trainer starts the workshop by screening a 5 minute video on push and pull factors for radicalisation. The screening of the video is followed by a group discussion about the participants impressions and understanding on different issues shown in the documentary.

The link of the video to be screened for this part of the workshop is: Preventing violent extremism through education, by UNESCO -

https://www.youtube.com/watch?v=79MTkVumCcQ&list=RDLV79MTkVumCcQ&start_radio=1&t=159s

II.   Theoretical input – push and pull factors of radicalisation (15 minutes)

After the video and discussion, the trainer provides participants with input on the push and pull factors of radicalisation. Examples of some of the push and pull factors identified by the UK Government are presented in the table below:

Push factors	Pull factors
• Push factors may include a child, young person or adult learner feeling/having: • isolated • as if they do not belong • as if they have no purpose • low self-esteem • their aspirations are unmet • anger or frustration • a sense of injustice • confused about life or the world • real or perceived personal grievances	• Pull factors could include an extremist or terrorist group, organisation or individual: • offering a sense of community and a support network • promising fulfilment or excitement • making the child, young person or adult learner feel special and part of a wider mission • offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms • offering inaccurate answers or falsehoods to grievances • encouraging conspiracy theories • promoting an "us vs. them" mentality • blaming specific communities for grievances • encouraging the use of hatred and violent actions to get justice • encouraging ideas of supremacy

Table: Understanding and identifying radicalisation risk in your education setting, UK Government, Retrieved: September 2023, Source:https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting

III.   The Iceberg of Radicalisation – I (35 minutes)

As participants conclude the part on the push-pull factors, the trainer splits them into 4 groups. Each group gets an A3 paper with a drawing of the iceberg. The trainer briefly introduces the concept of the iceberg of radicalisation: The iceberg theory of radicalisation focuses on the fact that we can only see 10 to 20% of the iceberg, this means that there is between 80-90% that we don't know about individuals who radicalise and the process they go through. In part, this could be understood through the push-pull factors. Yet, despite the presence of these factors in many communities, only a small percentage of people radicalise, why? The visible part of the iceberg would focus on changes in looks, attitude, circle of friends, commitments, becoming more/less religious or politically active, etc. However, the deeper part of the iceberg will need to evaluate the type of grievances or injustice a person could go through to become radicalised. Various factors could act as catalysts or the root cause for radicalisation. This includes political,

economic, or cultural motivations; specific personal or emotional experiences; psychological characteristics (depression, violence, anger issues, etc.).

Then, participants get instructed that in their groups they should discuss and examine, in addition to the push-pull factors discussed, what are the "hidden" factors that could lead an individual to radicalise. They are given 30 minutes to finish the task and present their outcomes for other groups.

IV. The Iceberg of Radicalisation – II (30 minutes)
All groups are invited to present their icebergs and after each presentation to open the floor for potential questions from the rest of the group. The presentation should last approximately 5 minutes.

V. Holders hold'em – I (40 minutes)
The trainer splits participants into 4 small groups. Each group is given a set of role-play cards with the name of a stakeholder/community leader (local politician, priest or imam, a local organisation, media/social media). Two cards will be blank for participants to write their suggestions (these could include teachers/mentors, a local sports club, the private sector, tech companies, parents/families, local police, specific ministry, youth groups/organisations, and sports/music/cultural role models).

The trainer instructs participants to address the following questions when preparing their role-play:
- What role does each stakeholder play in preventing the radicalisation of young people?
- What could this person/institution do to prevent the radicalisation of young people and provide a safe space/channel for them to express their challenges and grievances?

Based on these guiding questions each group has to come up with a short roleplay to showcase the roles, potentials, limitations, etc. of the stakeholders in the anti-radicalisation process, as the participants view them. They have 35 minutes to prepare their role-play and then present.

VI. Holders hold'em – II (40 minutes)
All groups present their roleplays, opening the floor for other participants to contribute with feedback, while the trainer notes what is being said about the role of the stakeholder in preventing radicalisation on a flip chart. Participants from other groups that are watching the play have the task to identify the roles played, including the ones initially not set by the facilitator.

In the end, the trainer concludes the workshop by thanking all participants on their participation and highlighting the key objectives of the workshop and its importance for the youth community.

Materials needed: Flip-chart, flip-chart papers, Markers, Pens, Post-it papers in different colours, Tape to stick the flip charts on the wall, A printout or a drawing of the iceberg (image below) on an A3 paper (5 copies), sufficient space for participants to work/discuss in small groups + roleplay cards with the name of a stakeholder.

Background documents and further reading:
- Mechanisms of Political Radicalization: Pathways Toward Terrorism https://www.tandfonline.com/doi/full/10.1080/09546550802073367
- Understanding and identifying radicalisation risk in your education setting, UK Government, Retrieved: September 2023, Source: https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting

2.3. Media and Radicalisation - Is mainstream and social media fostering radicalisation?

Workshop Title: Media and Radicalisation - Is mainstream and social media fostering radicalisation?

Duration: 180 minutes

Background:
Media is nowadays the power to spreading and promoting certain causes, products, services, people and reach to a worldwide audience. While the mainstream media is more limited, the social media targets eery age and especially the younger generations who are constantly using online tools and exposed to digital content. In this workshop, participants will have the chance to explore different cases on the connection between media and radicalisation, covering the mainstream and social media. The activities are designed in a way that participants reflect, analyse, discuss and observe different situations and share their impressions on the understanding and impact of certain cases covered. Moreover, participants will be able to learn on the presence of fake news and its promotion through social media that can lead to radicalisation and impact on communities' lives.

Aim of the workshop: To learn about the role of media in spreading or preventing the phenomenon of radicalisation and reflect on the potential content encountered in our social media on daily basis.

Objectives of the workshop:
- To explore the impact of media and social media on our perceptions;
- To expand understanding about issues related to radicalisation, people's perspectives and media;
- To identify "stereotypes" and "prejudices" in media;
- To develop communication/presentation skills to demonstrate one's views.

Competences addressed:
- Critical thinking;
- Media literacy;
- Analytical skills;
- Creative thinking;
- Communication;
- Public speaking.

Methodology and methods:
- Wall of words – activity;
- Exhibition;
- Discussion;
- Video screening;
- Barometer exercise.

Workshop flow:

I. Introduction to the workshop and topic (5 minutes)

The trainer welcomes participants to the workshop and introduces them to the agenda and topic(s) covered.

II. Wall of words – Social media and fake news (25 minutes)

After a general introduction, the trainer introduces participants to the activity explaining that this activity will focus on the impact and influence of media on our lives and how we perceive certain topics/issues.

Participants are instructed to take 15 minutes and conduct a small research on social media and try to find fake news or hate messages on their own devices. They are encouraged to go through their social media accounts (Facebook, Instagram, Twitter, etc.) to find hate messages. The aim of this is to reflect on the presence of messages fuelled with hate and how often we consume that kind of content. After the research, participants are asked to write down on post-it papers/small pieces of paper the words/images that they have come across in their "research". Participants are given 10 minutes to do this and to place their papers/post-it papers on the wall/flipchart, and everyone will be invited to go to the wall and read (in silence) what the others wrote without discussing it.

III. Exhibition (20 minutes)

Preparation for the exhibition: The facilitators/trainers prints the images in Annex 1 (each image on an A4 paper) and spreads them in different parts of the room. They can be taped to a wall or if that's not possible they can be put on chairs or displayed on the floor in a way that would allow the participants enough space to move around with ease. Participants are requested to think about the meaning behind these images, what they represent, how accurate or false they are, etc.

Participants are asked to walk around the exhibition (images are in Annex 1) they are asked to reflect/think of the following questions: (the questions could be written on a flip chart or different A3 papers scattered in the different parts of the room):
- How does the media portray radicalisation?
- Are there different types of radicalisation?
- Is radicalisation ever justified/positive?
- Does radicalisation always lead to violent extremism or terrorism?
- Are these images different from the images of radicalisation you had in mind?
- Was there any cognitive stigmatisation of a specific group (religious/racial/economic/political)?
- Are there any negative or positive experiences related to any minority or ethnic group?

Participants are given 20 minutes to look at the images, reflect on their previous conversations, the personal events that changed their lives, the wall of words, and the images of radicalisation in the media, etc. After this, they are asked to select an image that they "liked"/found representative of their understanding or image of radicalisation.

IV. Group discussion (40 minutes)

After the exhibition, the trainer invites participants in the plenary for a discussion session on the exhibition. The following questions are used for this part:

- Explain the reason behind choosing this image. What does it represent/mean to you?
- What is the role of media in spreading ideas of extremists?
- In your opinion, how are ideological, religious, and political types of radicalisation portrayed in the community? Are they equally portrayed or not?
- Do you know of an extremism event in your community? How do these kind of events affect you?
- Is extremism justified/accepted if it's linked to a religion or politics?
- How does extremism affect society as a whole?
- Would you accept extremism more if it were political or religious?
- Are there specific symbols that you associate/link with extremism?

V.   Video screening (20 minutes)

Next, the trainer screens a 10 minute video on the topic. The video is related to the use of "otherness" in promoting certain ideologies, in specific, about the rise of radicalisation in Britain – not only Islamist groups but also far-right groups.
The title and link of the video is:
- The rise of the extreme far-right in Britain - BBC Newsnight - https://www.youtube.com/watch?v=jcYnstBgC8M

After the screening, the trainer invites participants to share their impressions by using the following questions:
- Is there anything that surprises you in this video?
- Can you identify how did they show the extremism in this video?
- What is the relationship of media and radicalisation according to this video?

VI.   Barometer exercise: You have the right to remain moving (55 minutes)

This activity will require a space where participants can move and/or be in groups. Participants are asked to stand in the middle of the room or in an open space (depending on availability). The trainer explains that he/she will read out loud a statement/sentence linked to the issue of radicalisation/extremism and participants will have to go to one side of the room if they agree and to the other side of the room if they disagree about the statement. The trainer needs to put on the wall or the floor the words "agree" and "disagree" on each side of the room. After each statement, the participants are given a few seconds to think about the statement and decide to move towards one side of the room – agree or disagree. After each statement, few participants from each side (agree/disagree) are asked to explain/share their views on why they decided to choose this side.

Proposed statements for this activity can be the following:
- Radical groups find it easier to recruit young men and children than to recruit young women.
- Young women are not interested in following radical ideologies.
- It is easier to get radicalised when you are in your 20s than when you are in your 30s or 40s.
- Extremism is a concept used mainly for Islamist and jihadi groups.
- It is not easy to detect radicalisation in Western societies.
- Respect for human rights and people's freedom to choose their religion is the best way to solve radicalisation challenges.
- All radical groups or individuals are terrorist groups.
- Radicalisation is cultural – some societies are more prone to radicalisation than others.
- Individuals who join extremist groups are mostly there for financial gains/money.
- It is not possible to radicalise young people through video games.
- Media coverage for radical groups in my country is unbiased and impartial.

- The majority of radical groups use strategic violence to express their views.
- Women fear committing violent acts of terrorism, they are usually involved in taking care of their families.
- The causes of radicalisation are diverse and there is no single principle that can integrate all the triggers of radicalisation.
- Radicalisation always occurs due to external factors (political, economic and cultural causes).
- It is easy to know when someone is becoming radical.
- Educational level is a factor when it comes to radicalisation – less educated are more easily radicalised.
- Violent extremism is linked to mental instability/illness.
- Women can be easily radicalised through other women.
- De-radicalisation campaigns should focus more on men.
- Only law-enforcement authorities can get involved with radical individuals – this is not the role of the community.
- Any young man playing violent video games is in danger of being recruited into extremist/radical organisations.
- Minority groups are more prone to be radicalised than other members of the community.
- Community policing and reporting mechanisms are the best ways to detain radical individuals and spot them early on.

At the end of the exercise, the participants come back to the middle of the room and are asked to reflect on the different statements. The trainer asks them the following questions:
- What statement surprised you the most?
- Was there an opinion/point of view of someone that made you consider changing their mind and moving to the other side?
- Did people on the same side have similar/different reasons for choosing a side?
- Did other participants provide valid arguments?

VII.   Evaluation (15 minutes)

Participants are invited to think for a few minutes about the day or session and then to write a short "Telegram" to share their opinion about the activity with the group in three words: a positive word – a negative word – a concluding word. The trainer facilitates the process by proposing few examples such as: Intensive, Headache, Exhausted and by sharing first his/her impression.

Materials needed: Flip-chart, flip-chart papers, 5 tables and chairs for all participants, Markers, Pens, Post-it papers in different colours, Tape to stick the flip charts on the wall, Printed definitions of radicalisation on A4 papers in different colours (to be hidden in different parts of the room).

Background documents and further reading:
- Video: The rise of the extreme far-right in Britain - BBC Newsnight
https://www.youtube.com/watch?v=jcYnstBgC8M

Recommendations for future trainers multiplying this session:
- Exhibition: trainers could display images from newspapers, news headlines, or news articles speaking about the radicalisation of individuals, the growing threat of radicalisation in some areas/regions, or comics/cartoons about radicalisation.

- For the Barometer exercise: the statements could be written on a half flip chart or an A3 paper so participants could have a moment to also read the statement as well as hear it. The trainers should not explain or elaborate on the statement. Participants need to decide how they interpret this statement and decide whether they agree or disagree with it – and move towards the side of the room they see fit.
- For the Barometer exercise: in the process of the activity, a participant may choose to change their point of view – if they are convinced of the other side's argument. i.e. they may initially "agree" with a statement, but after hearing the counterarguments from the other side, they could decide to change their position to "disagree".
- For the evaluation part, trainers should make sure to write down on a flip chart what participants say and it can be useful to make a summary of what the general group feeling is at the end. When time is limited, the exercise may be concluded by asking participants to circulate and read each other's telegrams. Another way of sharing outcomes is to invite participants to write the telegrams on sticky pieces of paper and put them on the wall for everybody to read.

2.4. Communication tools to support advocacy activities: Written, Oral, Audio visual, Information and communication technology

Workshop Title: Communication tools to support advocacy activities: Written, Oral, Audio visual, Information and communication technology.

Duration: 300 minutes

Background:
Communication tools are essential in supporting any type of activity or campaign in nowadays digital era. This includes the written, oral, audio visual, and information and communication technology due to the diverse target audience in the online and offline world. This workshop is designed to provide participants with the key information on the tools of different communication methods and their utilisation on advocacy activities. Participants can learn on the effectiveness of advocacy activities when communicating clearly the message and demands of their advocacy campaigns through the theoretical input, group work and creative activities on designing their own campaigns.

Aim of the workshop: To discuss on the advocacy importance and equipping participants with skills and knowledge on using different communication tools for advocacy activities.

Objectives of the workshop:
- To discuss about the concept of advocacy and communication, and their connection;
- To learn about the importance of advocacy in addressing social issues;
- To learn about Written, Oral, Audio visual, Information and communication technology as communication methods to support advocacy activities;
- To equip participants with essential skills knowledge to navigate the multifaceted landscape of modern advocacy;
- To create space for creating and presenting advocacy campaigns by using different communication methods: Written, Oral, Audio visual, Information and communication technology.

Competences addressed:
- Critical thinking;
- Media literacy;
- Analytical skills;
- Creative thinking;
- Literacy competence;
- Communication;
- Public speaking.

Methodology and methods:
- Brainstorming;
- Theoretical input;
- Small group work;
- Campaign creation;
- Presentations;

- Discussion.

Workshop flow:

I.   Introduction to the workshop and topic (5 minutes)
The trainer welcomes participants to the workshop and introduces them to the agenda and topic(s) covered.

II.   Brainstorming and Discussion (35 minutes)
The trainer invites participants to a brainstorming session on their understanding of the terms "Advocacy" and "Communication". They go through each term separately. Then, they continue with a discussion on the connection between communication and advocacy.

III.   Theoretical input (30 minutes)
The trainer continues with a theoretical input on the topic, moreover on the following sections:
- Definition and importance of advocacy in various fields;
- Overview of communication tools and their relevance in advocacy;
- Written Communication Tools: reports, blogs, articles, newsletters, email campaigns;
- Oral Communication Skills: Public speaking and storytelling techniques, meetings, presentations, lobbying, networking;
- Audiovisual Tools in Advocacy: videos, podcasts, photography and graphics, etc.;
- Information and Communication Technology (ICT): social media platforms for advocacy, data and analytics to inform strategies, digital tools and software that are suitable to assist in advocacy;

IV.   Small group work (50 minutes)
Participants are divided into 4 small groups. each group is given one of the following communication methods used for supporting advocacy activities:
- Written Communication Tools: reports, blogs, articles, newsletters, email campaigns
- Oral Communication Skills: Public speaking and storytelling techniques, meetings, presentations, lobbying, networking
- Audiovisual Tools in Advocacy: videos, podcasts, photography and graphics, etc.
- Information and Communication Technology (ICT): social media platforms for advocacy, data and analytics to inform strategies, digital tools and software that are suitable to assist in advocacy

Their task is as follows:
- Delve further into understanding this method and relevant tools to support advocacy activities;
- Discuss and list potential challenges that advocates face when using this communication method for advocacy activities in addressing prevention of radicalisation among youth in your community;
- Discuss and list potential solutions in overcoming these challenges and successfully use this method in your advocacy campaign.
They have 50 minutes to complete the task and prepare for a short presentation.

V.   Presentations (40 minutes)
All groups join the plenary for a short presentation of their work. They have 5-7 minutes to present, followed by 3-5 minutes for short Q&A sessions.

VI.   Campaign creation (70 minutes)

After presentations, the trainer instructs participants to stay in their groups from the previous task. They have another creative task in this part of the workshop. Their task is to use the method they were exploring and create a campaign that addresses the issue of radicalisation among young people in their communities. They are given 70 minutes to create a campaign and prepare for a short presentation of their campaign. The trainer remains available to support them and provide with available materials needed for their work.

VII.   Presentation of campaigns and Feedback (70 minutes)

All groups join the plenary to present their campaigns. They have 5-10 minutes to present, followed by 5 minutes for short Q&A sessions and feedback from the trainer.

Materials needed: Flip-chart, flip-chart papers, Markers, Pens, Post-it papers in different colours, Tape, laptop, projector and screen, other materials needed for the creation of the campaigns.

Background documents and further reading:
- United Nations Development Group (UNDG). (n.d.). COMMUNICATIONS AND ADVOCACY - UNDAF CAMPANION GUIDANCE. Retrieved December 3, 2023, from https://unsdg.un.org/sites/default/files/UNDG-UNDAF-Companion-Pieces-4-Communications-And-Advocacy.pdf
- Young , & Quinn. (2012). MAKING RESEARCH EVIDENCE MATTER - A Guide to Policy Advocacy in Transition Countries. In International Centre for Policy Advocacy (ISBN: 978-963-9719-29-3). Open Society Foundation. Retrieved 2023, from https://advocacyguide.icpolicyadvocacy.org/642-choose-communication-tools-to-support-advocacy-activities

Recommendations for future trainers multiplying this session:
- The trainer should think in advance in having some useful materials that could be used for the creation of campaigns such as old newspapers, extra laptop, some coloured papers, and so on.
- The trainer can print some parts of the PPT presentation from the theoretical input, more specifically those when each communication method is presented. Participants can use this to further delve into understanding the given method for the group work.

2.5. Advocacy Essentials / Advocacy and lobbying

Workshop title: Advocacy Essentials / Advocacy and lobbying

Duration: 190 minutes

Background:
Advocacy is a central tenet of anti-radicalisation endeavours. Overall, advocacy catalyses change by raising awareness, influencing policies, mobilising communities, and fostering collaboration. It plays a vital role in preventing and countering radicalisation by addressing its underlying causes, promoting alternative narratives, and empowering individuals and communities to actively participate in the process. It is vital in anti-radicalisation efforts to keep our communities safe. It is essential to differentiate advocacy from lobbying. All lobbying contains some form of advocacy but not all advocacy is lobbying. One can communicate in multiple ways with your policymakers about the topic of radicalisation. The workshop and activities are specifically designed for participants to develop their problem solving, communication and collaboration skills through different activities, relevant for advocacy and lobbying.

Aim of the workshop: To introduce participants with the policy cycle stages and use interactive activities to obtain essential skills in advocating through it.

Objectives of the workshop:
- To learn and discuss on differences between advocacy and lobbying;
- To learn about the Policy Cycle and its key stages;
- To highlight the importance of advocacy and policy cycle;
- To use interactive activities as a way for practical learning and skills development;
- To create space for presentations and discussions on the prevention of radicalisation among youngsters through advocacy.

Competences addressed:
- Media literacy;
- Communication;
- Critical and creative thinking;
- Literacy competence;
- Problem solving;
- Organisational skills;
- Teamwork and cooperation.

Methodology and methods:
- Brainstorming;
- Theoretical input;
- Group online brainstorming/contribution: Mentimeter tool;
- Small group work;
- Presentations;
- Activity: policy rhyme battle;
- Discussion;

- Evaluation.

Workshop flow:

I.   Brainstorming: Advocacy and Lobbying (15 minutes)

The workshop starts with a brainstorming session. Participants are invited to brainstorm about their understanding, the links and differences between Advocacy and Lobbying. The brainstorming session lasts about 15 minutes, and the trainer writes on the flipchart paper key words from participants' input.

II.   Theoretical input: What is advocacy and what is lobbying? (15 minutes)

The trainer gives a short theoretical input to the following points/questions:

- What is Advocacy?
- What is Lobbying?
- What advocacy and lobbying can be used for?
- How these two are connected to preventing/fighting radicalisation?

The definitions for Advocacy and Lobbying to be used for this workshop can be the following:

**Advocacy is a political process by an individual or group which aims to influence public policy and resource allocation decisions within political, economic, and social systems and institutions.

**Lobbying aims to persuade or influence the actions of the government or policymakers, or private corporations to either enact or modify legislation, policies and programs that would benefit the interests of groups that are doing the lobbying. Lobbying refers to asking an elected official or key decision-maker to vote a certain way or take a specific stand on a piece of legislation, rule, issue or policy[19].

III.   Key stakeholders on anti-radicalisation efforts – the importance of Power (15 minutes)

Using Mentimeter as a tool, the trainer invites participants to take another 15 minutes to answer the following questions:

- What is power?
- Who has got power in our communities?
- Who are the policymakers with the most power to advance anti-radicalisation efforts?

IV.   Small group work (40 minutes)

The trainer splits the group into two smaller groups and gives them 20 minutes for these separate tasks: one group is a CSO with the task to plan an advocacy action and the other one is a CSO which has to come up with a lobbying action to respond to the following scenario:

"The government is in the process of developing a comprehensive anti-radicalisation strategy. There is a number of civil society organisations who are aware that the community engagement and prevention measures in the anti-radicalisation strategy are essential. The CSOs demand an inclusive approach where the integration of community is ensured, along with the prevention measures in order to address the causes of radicalisation". The groups continue to work and after the group work, they shortly present their task.

V.   Theoretical Input: Introduction to the Policy Cycle (20 minutes)

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[19] The Lobbying Process: Basics and How-To Guide - Farmers Market Coalition. https://farmersmarketcoalition.org/resource/the-lobbying-process-basics-and-how-to-guide/

The facilitator begins by introducing the concept of the policy cycle, explaining that it is the process by which policies are developed, implemented, and evaluated. Then the different stages of the policy cycle are briefly discussed:

- Agenda Setting: This stage involves identifying and defining a problem or issue that requires attention from policymakers. It includes recognising the need for policy intervention, establishing its significance, and placing it on the policy agenda.
- Policy Formulation: During this stage, policymakers and stakeholders develop potential policy options to address the identified problem. It includes conducting research, analysing data, consulting experts, and considering various alternatives. The policy formulation stage aims to design a policy that is feasible, effective, and aligned with the desired objectives.
- Decision-making: In this stage, policymakers make choices among the policy options that have been formulated. It involves weighing the costs and benefits, considering political considerations, and negotiating competing interests. Decision-making may take place in legislative bodies, executive branches, or other decision-making forums.
- Policy Implementation: Once a policy is decided upon, it moves into the implementation stage. This involves translating the policy into action by developing specific programs, regulations, or initiatives. Implementation may involve assigning responsibilities, allocating resources, monitoring progress, and ensuring compliance with the policy.
- Policy Evaluation: Evaluation is a critical stage that assesses the effectiveness and impact of the policy. It involves collecting and analysing data to determine whether the policy has achieved its intended outcomes and objectives. Evaluation helps policymakers identify successes, challenges, and areas for improvement. The findings can inform future policy decisions and revisions.
- Policy Revision: Based on the evaluation results and changing circumstances, policymakers may decide to revise or update the policy. This stage involves reviewing the policy's performance, considering feedback from stakeholders, and making necessary adjustments to improve its effectiveness.

VI.   Policy Rhyme Battle (45 minutes)

The trainer explains that an interactive and creative activity will be carried out to help participants understand the stages and processes involved in the policy cycle. Participants are divided into small groups (4-6 members per group), each group being assigned a role in the policy cycle: policymakers, researchers/analysts, implementers, stakeholders/interest groups, and evaluators. The trainer writes these roles on index cards and distributes them to the groups. Next, he/she instructs each group that they have 10 minutes to develop a fictional scenario related to the issue of increased youth radicalisation in their community. The scenario should include a description of the issue, relevant stakeholders, and potential policy options, but there is a catch – it has to rhyme. The trainer gives each group 25 minutes to prepare for the battle based on their assigned role. When they prepare the scenario, all groups join the plenary, and take turns presenting their scenario and performing a rhyming poem that depicts the different stages of the policy cycle. The policymaker group can initiate the battle by presenting the issue and initiating the policy cycle. Then, each group starts with their own performance in their roles, covering the whole cycle of the policy. The trainer guides the whole process and introduces questions for discussion. The whole process of performances lasts 20-25 minutes.

VII.   Discussion and summing up/evaluation (40 minutes)

In this part, the trainer emphasises once again key elements of this workshop and summarises the policy cycle framework. Further on, the trainer facilitate a brief discussion with the whole group to reflect on the key elements and dynamics observed during the last activity. he/she uses the following questions for this part:

- How do the action plans developed by the groups differ?
- Are they complimentary and to what extent?
- Was it challenging to develop a plan?
- How were the group dynamics during the working process?

To assess the level of satisfaction of the participants with the activity, the facilitator can ask the group to clap with the intensity which matches their satisfaction.

Materials needed: Flip-chart, flip-chart papers, Markers, Pens, Post-it papers in different colours, Tape, laptop, projector and screen.

Background documents and further reading:
- United Nations Development Group (UNDG). (n.d.). COMMUNICATIONS AND ADVOCACY - UNDAF CAMPANION GUIDANCE. Retrieved 2023, from https://unsdg.un.org/sites/default/files/UNDG-UNDAF-Companion-Pieces-4-Communications-And-Advocacy.pdf
- Young , & Quinn. (2012). MAKING RESEARCH EVIDENCE MATTER - A Guide to Policy Advocacy in Transition Countries. In International Centre for Policy Advocacy (ISBN: 978-963-9719-29-3). Open Society Foundation. Retrieved 2023, from https://advocacyguide.icpolicyadvocacy.org/642-choose-communication-tools-to-support-advocacy-activities

Recommendations for future trainers multiplying this session:
- A discussion on the performances should take place for reflection purposes. The discussion should be facilitated by the trainer.
- The policy cycle framework might be a new information for participants. The trainer should ensure that all questions, dilemmas, concerns are expressed by participants through Q&A sessions or discussions.

2.6. A puzzle to dazzle /Advocacy types identification and the process

Workshop title: A puzzle to dazzle /Advocacy types identification and the process

Duration: 200 minutes

Background:
It is important to note that the advocacy process may not follow a strict linear path, and steps may overlap or require revisiting throughout an advocacy campaign. Flexibility, adaptability, and ongoing learning are key aspects of effective advocacy. Nevertheless, there are some key unifying points of all advocacy actions. The following activities give more in-depth knowledge about the specificities of the advocacy process and emphasises the importance of different steps in it (from issue identification, research and analysis, across the development of a strategy for stakeholder engagement and the development of the message communication plan, to mobilisation and action and finally monitoring and evaluation). It is essential to understand that depending on the context and target groups, and other relevant factors, there are different advocacy types to be used. Some of the advocacy types are: Direct Advocacy, Grassroots Advocacy, Policy Advocacy, Media Advocacy, Alliance and Coalition Building, Self-representation or personal advocacy, Case Advocacy, and Public Advocacy.

Aim of the workshop: To provide participants with essential knowledge on advocacy and use research for further exploration of practical steps and learning.

Objectives of the workshop:
- To become familiar with different types of advocacy;
- To understand different steps of advocacy actions;
- To use research as a tool to explore different aspects of advocacy and its steps;
- To encourage teamwork and communication.

Competences addressed:
- Media literacy;
- Research skills;
- Communication;
- Critical and creative thinking;
- Literacy competence;
- Problem solving;
- Organisational skills;
- Teamwork and cooperation.

Methodology and methods:
- Input;
- Jigsaw Puzzle and Research – Small group work;
- Presentations;
- Discussion.

Workshop flow:

I.   Introduction to the workshop and advocacy as a term (15 minutes)

The trainer welcomes participants to the workshop and introduces them to the agenda and topic(s) covered. He/she ensures to introduce participants with the key information and knowledge on the Advocacy as a term before the workshop activities start.

II.   Jigsaw Puzzle and Research – Small group work (80 minutes)

Participants are divided into 4 small groups. Each group receives a different aspect of the advocacy process. Their task is to compose the puzzle and do research (using available and reliable online resources) about the elements they came across in the puzzle. They have 80 minutes to come up with as detailed as possible explanations of the elements found in the jigsaw puzzles. After the research phase, the participants have 30 minutes to present their findings to the group.

III.   Presentations and Input (60 minutes)

Each group take turns to present their work. The presentation is facilitated with additional input from the trainer to further elaborate on the topics and examples.

IV.   Theoretical input (30 minutes)

The trainer continues the workshop with an input on each topic that participants explored through their research. The presentation consists of the following content:

Group1: Steps in Advocacy

IDENTIFY
- Identify issue [identify a problem, which needs to be addressed]
- Assemble a team

RESEARCH
- Establish/develop evidence base [Gather the necessary information that causes the problem and effects of the problem are understood]
- Identify Allies, Neutrals and Opponents

PLAN
- Set timetable for success: developing a strategy for action/campaign [goals, objectives, methods, activities, timeline]

ACT
- Take action in agreement with everyone involved in the campaign
- Connect with allies
- Utilise various communication channels to get your message across

EVALUATE
- Monitor Actions and Evaluate through the cycle

Group 2: TYPES of Advocacy

Direct Advocacy
- Direct advocacy involves engaging directly with policymakers, government officials, or decision-makers to influence their opinions, decisions, or policies. This can be done through meetings, consultations, presentations, or written communications.

Grassroots Advocacy
- Grassroots advocacy focuses on mobilising and empowering individuals or communities affected by an issue to advocate for change. It involves raising awareness, organising campaigns, and

encouraging active participation through activities such as protests, rallies, letter-writing campaigns, or social media engagement.

Policy Advocacy
- Policy advocacy aims to shape or influence policies, laws, or regulations. It involves conducting research, analysing data, developing policy recommendations, and engaging in policy dialogue with stakeholders and decision-makers. Policy advocacy can be conducted through written reports, policy briefs, consultations, or participation in policy forums.

Media Advocacy
- Media advocacy focuses on using media channels to raise awareness, shape public opinion, and influence policy discussions. It includes activities such as media campaigns, press releases, interviews, opinion pieces, social media engagement, or organising media events to draw attention to an issue.

Alliance and Coalition Building
- Advocacy through alliances and coalitions involves building partnerships with like-minded organisations, groups, or individuals to amplify collective voices and influence change. This form of advocacy leverages the strength of collaboration, shared resources, and joint advocacy efforts to increase impact.

Self-representation or personal advocacy
- Self-representation or personal advocacy is a situation when one is advocating in his/her name, for personal rights, interests and problems.

Case advocacy
- Advocating a case is speaking/advocating on behalf of another person or group of people who are not in the position to do so themselves.

Public advocacy
- Public advocacy is speaking on behalf of, representing the interests or defending the rights of a wider stakeholder. Unlike Case advocacy, Public advocacy is for a purpose which affects a wide population or community level.

Group 3: MAPPING Places, People, Power
Understanding who and what is in the community will be crucial to the success of an advocacy campaign - be that through mobilising supporters, overcoming counter-arguments, or convincing decision-makers. Our community could be a local, physical space, a national network of like-minded or similar people, or a global space that brings people together.

The three Ps should be remembered:

PLACES
- Physically understanding your community and mapping the environment that people are living in helps to uncover some of the issues, challenges, and different experiences of those around us.

PEOPLE
- Mapping out WHO makes up our community is an important part of further understanding the issues of the area, considering different perspectives and thinking about which groups and individuals can help your campaign/advocacy process.
- Supporters/Allies – Who are the people most likely to support our campaign? Who are the ones that could help?
- Decision-makers & those with powers – Who are the people with the power?
- Those against us – Which groups, organisations or individuals might disagree with our campaign and lobby against us?

POWER

Understanding who has power in our community is at the centre of any Advocacy Process, and yet it is often ignored during the planning process. This doesn't need to be the power of Presidents or Prime Ministers but could include: religious figures, business owners, elected politicians, celebrities, academic figures, respected community leaders, elders or influential groups.

Group 4: Advocacy Communication and Messaging
Messaging, therefore, refers to how to identify your message and how to make sure that this is delivered most appropriately and effectively to our targets.
Messages should always be tailored to the target audience's level of understanding and awareness. Consider also cultural and political feelings and sensitivities: it is important to connect to your audience's values and political views.
Your message must be: CLEAR, CONCISE, APPROPRIATE, AND SHORT!!!
FORMS for messaging:
- Signs, including posters and banners
- Statements, position papers, newsletters, pamphlets, flyers, fact sheets, research papers, comics, etc;
- Texting, websites and social media;
- Video documentation/production;
- Public speeches.

V. Evaluation (15 minutes)
Participants sit in a circle to express their impressions about the activity. This is done with a ball of string/yarn. The one who has a ball of string in their hand speaks. Once they finish, they throw/hand it over to another person in the group who is then invited to express how they experienced the activity. As the ball is being passed from one person to another, a spider's web of links emerges between the members of the group.

Materials needed: Flip-chart, flip-chart papers, Markers, Pens, Post-it papers in different colours, Tape, laptop, projector and screen, Printed sets of advocacy puzzle sheets on A3 paper and cut out in the form of a puzzle (see Annex 2), A ball of string/ yarn for the evaluation.

Background documents and further reading:
- United Nations Development Group (UNDG). (n.d.). COMMUNICATIONS AND ADVOCACY - UNDAF CAMPANION GUIDANCE. Retrieved 2023, from https://unsdg.un.org/sites/default/files/UNDG-UNDAF-Companion-Pieces-4-Communications-And-Advocacy.pdf

Recommendations for future trainers multiplying this session:
- The trainer should give more time for the research part if needed as the research is the key learning activity of this workshop.

2.7. Advocacy in Action / Key advocacy skills needed for anti-radicalisation

Workshop title: Advocacy in Action / Key advocacy skills needed for anti-radicalisation

Duration: 120 minutes

Background:
In order to address radicalisation, youth workers and activists need to have developed advocacy skills. Besides this, research skills to identify and analyse certain radicalisation cases are highly important. Furthermore, communication and collaboration with different actors are essential in order to be able to effectively articulate one's ideas, use the obtained knowledge and information, as well as skills to develop the anti-radicalisation campaign. As in implementing any other advocacy action, skills in monitoring and evaluating advocacy efforts are required to assess impact, measure outcomes, and identify areas for improvement, along with the ability to collect and analyse data, track progress, and adapt strategies based on evidence and feedback. Finally, resilience and adaptability should not be underestimated, as resilience to navigate challenges, setbacks, and opposition during the advocacy process is as important as the ability to adapt anti-radicalisation advocacy strategies, respond to changing circumstances, and persevere in pursuing anti-radicalisation objectives.

Aim of the workshop: To emphasise the importance of advocacy and advocacy skills through input and creative activities.

Objectives of the workshop:
- To use case study analysis for practical learning on advocacy importance;
- To create space for creating advocacy messages based on study cases;
- To identify the skills required for effective anti-radicalisation advocacy processes;
- To better understand why certain skills are essential for this process;
- To inspire participants of different possibilities for action.

Competences addressed:
- Analytical skills;
- Communication;
- Critical and creative thinking;
- Literacy competence;
- Problem solving;
- Organisational skills;
- Teamwork;
- Public speaking skills.

Methodology and methods:
- Brainstorming;
- Small group work – Case study analysis;
- Presentations;
- Input and Discussion.

Workshop flow:

I.   Brainstorming (15 minutes)
The trainer welcomes participants to the workshop and introduces them to the agenda and topic(s) covered. Then, he/she invites participants to a short brainstorming session. Participants are asked to share their opinions about the skills required for anti-radicalisation advocacy. The trainer notes down their ideas and gives input to complete their answers.

II.   Small group work: Case study analysis (45 minutes)
Divided into 3 smaller groups, participants receive case studies for which they should develop an advocacy message and decide which stakeholder they will target with it. They have a couple of minutes to present the message in front of the group.
He/she explains that these hypothetical cases provide a starting point for practising anti-radicalisation advocacy. They can be further developed by considering the specific context, stakeholders, challenges, and potential advocacy strategies to achieve the objectives outlined. The cases can be adapted to fit the specific needs and dynamics of your session. Groups have 40 minutes to analyse their case and create an advocacy message for their case study.

Questions to have in mind when developing the advocacy message are:
-    To whom will you send the message?
-    Who will be your target to influence and how?

Case 1: School-based prevention program scenario
High school A is situated in a city with diverse population. However, the diversity is not appreciated as needed in the school as there are incidents of radicalisation among a small group of students. There is a need from youth activists to come up with a key message advocating towards developing a program that addresses this issue and promotes diversity and inclusion.

Case 2: Community engagement initiative scenario
There are constant tensions and incidents leading to radicalisation in a neighbourhood with diverse population. There is a need from youth activists to come up with a key message advocating towards designing an initiative that aims the social inclusion, community engagement and dialogue in order to prevent and overcome radicalisation.

Case 3: Policy reform for rehabilitation and reintegration scenario
The policies of a country regarding radicalisation are ineffective to address this issue. It is challenging to reintegrate a number of individuals who experience radicalisation to the insufficient policies and programs. There is a need from youth activists to come up with a key message advocating towards creation of an solid and comprehensive policy reform for rehabilitation and reintegration.

III.   Presentations of messages (20 minutes)
Each group presents their advocacy message. After the presentation other participants can ask questions and provide comments, while the trainer gives feedback on their message.

IV.   Input and discussion (40 minutes)

The trainer starts a final activity where both input and discussion take place. Initially, he/she emphasises the importance of the previous activity that participants did. Next, a discussion on their thoughts about this activity takes place by using the following questions:
- What was the highlight of this activity for you?
- Did you have any challenges?
- What about the knowledge gained through this activity?
- Which strategy/approach did you use for the covered case and was it effective?
- What would you improve in the future if you were to organise an advocacy campaign?

He/she prompts participants to share what went well and what could have been improved, as well as encourages them to consider both individual and group achievements and challenges.

Further, the trainer encourages participants to share specific examples related to the personal experiences of them with policy development, if any. The trainer relates the discussion to the advocacy skills employed during the activity by asking them to reflect on the advocacy skills they utilised or observed in themselves and others. All participants are asked to share their opinions. Then, the trainer discusses the importance of these skills in anti-radicalisation advocacy and how they contributed to the outcomes achieved. Last, he/she summarises the key takeaways from the workshop, emphasising the lessons learned, achievements, challenges, and areas for improvement.

Materials needed: Flip-chart, flip-chart papers, Markers, Pens, Post-it papers in different colours, Tape, laptop, projector and screen, printed tasks-cases.

Background documents and further reading:
- Krynytska, N. (2022, May 4). 10 skills you need as Advocacy Officer. Human Rights Careers. https://www.humanrightscareers.com/magazine/advocacy-officer-skills/
- Sushant University. (2020, September 22). THE MOST IMPORTANT ADVOCACY SKILLS AND HOW TO DEVELOP THEM | Sushant University blog. https://sushantuniversity.edu.in/blog/the-most-important-advocacy-skills-and-how-to-develop-them/

2.8. Understanding policy development and regulations towards anti-radicalisation

Workshop title: Understanding policy development and regulations towards anti-radicalisation

Duration: 140 minutes

Background:
When addressing the anti-radicalisation initiatives, one should have the basic background information on the policy development and regulations towards anti-radicalisation. This workshop is specifically designed to cover the key elements of policy development and regulations towards anti-radicalisation in order to support participants' learning and active participation in this matter. Through this workshop, participants will lean about the process of formulating strategies, considering measures and guidelines to address the issue of radicalisation. To be specific, there are some key aspects to consider in anti-radicalisation policy development such as the evidence-based approach, multi-dimensionality, respect for human rights and prevention and intervention measures. Policies should be grounded in empirical research and analysis of the factors contributing to radicalisation, its root causes, and effective prevention and intervention measures. The aspect of collaboration of different sectors and stakeholders is highlighted as crucial and hence, accented in this workshop.

Aim of the workshop: To provide participants with a hands-on experience on policy development process and regulations related to anti-radicalisation efforts through a creative simulation activity.

Objectives of the workshop:
- To understand the concept of policy development;
- To learn about prevention strategies, intervention programs, community engagement, and law enforcement measures;
- To use simulation activity for interactive learning on policy development;
- To discuss on policy development process and regulations to anti-radicalisation efforts.

Competences addressed:
- Analytical skills;
- Communication;
- Critical and creative thinking;
- Literacy competence;
- Problem solving;
- Organisational skills;
- Teamwork;
- Public speaking skills.

Methodology and methods:
- Brainstorming;
- Small group work – Case study analysis;
- Presentations;
- Input and Discussion.

Workshop flow:

I.   Introduction to the workshop and input (15 minutes)

The workshops starts with a welcoming by the trainer and an introduction about the topic and key information on the agenda. Then, the trainer also includes a brief overview of the stages and key considerations in the policy development process.

II.   Simulation activity in groups – Policy development A-Z (75 minutes)

After the introduction, the trainer instructs participants on a group activity that they need to do in small groups of 4-6 members. Each group has a certain aspect of anti-radicalisation policy to work on such as: prevention strategies, intervention programs, community engagement, law enforcement measures. The trainer instructs each group to simulate the development of a policy related to their assigned aspect of anti-radicalisation. They have to come up with a presentation of this policy development process, but each sentence of their presentation should begin with a letter of the alphabet so that the bulletin points of their presentations follow the Alphabet from A to Z. Each group is asked to identify the main objectives of the policy, the target audience, and the specific measures or regulations to be included. Besides this, groups are instructed to consider potential challenges, trade-offs, as well as ethical considerations involved in the development of their policy. They have 70 minutes to complete the task and prepare for the presentations.

III.   Presentations and Discussion (20 minutes):

The trainer invites each group to present their policy proposal, explaining the objectives, target audience, and key measures or regulations they have developed. He/she facilitates a discussion after each presentation to encourage questions, clarifications, and feedback from other participants. Participants are encouraged to engage in critical thinking and offer suggestions for improving or strengthening each policy proposal.

IV.   IV. Policy Evaluation and summing up (30 minutes)

After the presentations, the trainer facilitates a discussion on the evaluation of the policy proposals. He/she asks participants to reflect on the potential effectiveness, feasibility, and ethical implications of the policies. They discuss the importance of monitoring and evaluating policies in the context of anti-radicalisation efforts. Then, the trainer concludes the activity by summarising the key takeaways and highlight the complexities and considerations involved in developing effective policies and regulations for anti-radicalisation efforts.

Materials needed: Flip-chart, flip-chart papers, Markers, Pens, Post-it papers in different colours, Tape, laptop, projector and screen, Index cards or sticky notes.

Background documents and further reading:
- NORMAK Project–Norwegian Assistance to the Republic of Macedonia in the field of European Integration and Public Administration Reform. (2007). Policy development handbook. : General   Secretariat   of   the   Government   of   the   Republic   of   Macedonia. https://www.ipa.government.bg/sites/default/files/narchnik_za_razrabotvane_na_politiki.pdf
- Burke,   A.   S.   (n.d.).   4.3.   The   stages   of   policy   development.   Pressbooks. https://openoregon.pressbooks.pub/ccj230/chapter/3-3-the-stages-of-policy-development/

Recommendations for future trainers multiplying this session:

- The trainer should be flexible with the time for the simulation activity. Activities like this one require participants' creativity, therefore a time pressure might negatively impact the process of completing the task and their performance afterwards.

2.9. Design a campaign to advocate / Advocacy key elements

Workshop title: Design a campaign to advocate / Advocacy key elements

Duration: 180 minutes

Background:
When people join radical groups or organisations, it's usually because these organisations have a discourse that resonates with these individuals and reflects their grievances. The counter-narrative is generally understood as the deconstruction of the radical group's arguments and logic by providing the "counter" argument to their claims. This approach is not always very successful because it does not provide value or hold ground for the radical individual/group. A more suitable approach is usually a more "humane" and personal approach. The alternative narrative approach is about a more positive approach integrating the core values of the individual and addressing/responding to their grievances. The focus of this workshop is not to discuss the key narratives linked to radicalisation and violent extremism but to explore the ways to change the dominant narratives in their local communities. To do so, participants are encouraged to design a campaign sharing a narrative different from that of extremist groups.

Aim of the workshop: To strengthen participants knowledge on advocacy activities and processes as well as create space for designing campaigns for the local community.

Objectives of the workshop:
- To use the participants' creativity and imagination to design a campaign;
- To recognise the multiple ways a story could be told – and the inherent limitation of any "one-single" way of framing an issue;
- To build participants' abilities to take leadership role in the community.

Competences addressed:
- Analytical skills;
- Communication;
- Critical and creative thinking;
- Literacy competence;
- Personal, social and learning to learn competence;
- Organisational skills;
- Teamwork;
- Public speaking skills.

Methodology and methods:
- Small group work – Designing campaigns;
- Presentations and Discussion;
- Input;
- Evaluation.

Workshop flow:

I. Introduction to the workshop (5 minutes)

The trainer welcomes participants to the workshop and introduces them to the agenda and topic(s) covered.

II. Small group work – Design a campaign to advocate (65 minutes)

Participants are split into 3 groups and are given 60 minutes to prepare a social media campaign. Each group will choose a target for their campaign. The trainer instructs participants that they need to prepare the scenario for their campaign and film it with mobile cameras and edit it using their skills in filming and editing. This is not supposed to come out as a professional media campaign, but it is supposed to be personal and grassroots: A message from young people to young people. The campaign video should not be more than 2-3 minutes long.

To prepare the campaign, participants should reflect on the following questions:
- Who is this campaign addressing/targeting (audience)?
- What does this campaign want to say (message) or what is the issue that you would like to address?
- What is the best tool we could use?
- How could we make this message impactful/heard?
- How could we identify those at risk of radicalisation?
- Who will be involved in my campaign? (school, families, friends, sports centres, municipalities, etc.)
- Is anyone doing something similar in my community?
- What language will I use for this campaign?
- Would the campaign be designed differently if it were targeting young men or young women? Why?
- What is gender or age-specific about the campaign?
- Does it focus on or address the needs of any minority group?

They need to come back to the plenary to present their campaigns afterwards.

III. Presentations (60 minutes)

All groups join the plenary for the presentation session. The trainer announces that each group has 15 minutes to present/show their campaign and another 5 minutes are used for Q&A.

IV. Theoretical input (30 minutes)

The workshop continues with a theoretical input on advocacy elements/steps. The trainer emphasises that the campaigns contain a selection and combination of the different elements depending on the nature of the issue, the target audience, and the overall advocacy strategy. A comprehensive approach that incorporates multiple elements can increase the effectiveness of advocacy efforts and contribute to achieving desired outcomes. Then, participants are provided with a list on a flip chart containing the elements of a campaign and the steps that they include. The trainer gives his/her input on each element.

1. Research and planning: Conducting thorough research to understand the issue, its root causes, and potential solutions; gathering data, evidence, and expert opinions to support the advocacy efforts; developing a strategic plan that outlines goals, objectives, and action steps for the advocacy campaign.
2. Mobilisation: Engaging and mobilising individuals, communities, and organisations that are affected by or passionate about the issue; encouraging active participation, such as signing petitions, attending meetings or protests, or contacting decision-makers; building a strong support base and creating a collective voice for the advocacy cause.

3. Lobbying: Engaging in direct advocacy efforts to influence policymakers, lawmakers, and other decision-makers; meeting with elected officials, policymakers, or government representatives to present arguments, share information, and advocate for specific policy changes; building relationships and networks to effectively communicate and advocate for the desired outcomes.
4. Network and Coalitions: Building alliances and collaborations with like-minded organisations, advocates, and stakeholders; forming coalitions or partnerships to amplify the advocacy message, share resources, and increase collective influence; leveraging the power of diverse networks to broaden support and engage decision-makers.
5. Media engagement: Utilising various media platforms to raise awareness, shape public opinion, and influence policy discussions; crafting persuasive messages and narratives that resonate with the target audience; engaging with journalists, bloggers, and media outlets to secure media coverage and reach a wider audience; utilising social media and digital platforms to disseminate information, engage supporters, and create online advocacy campaigns.
6. Litigation: Using legal strategies, including filing lawsuits or supporting legal challenges, to advance advocacy objectives; collaborating with legal experts, organisations, or individuals specialising in relevant areas of law; seeking legal remedies, challenging unjust policies, or advocating for the rights of affected individuals or communities.
7. Protest and Direct action: Organising peaceful protests, demonstrations, rallies, or other forms of direct action to raise awareness and generate public support for the advocacy cause; creating impactful and visible events that draw attention to the issue and put pressure on decision-makers; ensuring that protests or direct actions are well-organised, aligned with the values of the advocacy campaign, and adhere to legal and ethical standards.

Finally, participants reflect and discuss about which of the elements/steps were included in their campaigns, and comment on the elements they could have included to improve their campaigns.

V. Evaluation (20 minutes)

The workshop is concluded with a three-word review method with participants writing three words that describe their feelings about the activity. After that, a discussion about the meaning and relevance of the words can be initiated.

Materials needed: Flip-chart, flip-chart papers, Markers, Pens, Post-it papers in different colours, Tape, laptop, projector and screen, mobile phones (remind participants to bring their own), other materials participants have available and would like to use for the campaign.

Recommendations for future trainers multiplying this session:
▪ The trainer should be flexible with the time during the group work on designing campaigns. He/she should follow the work of the groups and in case they need more time, it should be adjusted. This is due to the impact the time pressure might have in their creativity in designing the campaigns.

2.10. Forum Theatre for Anti-Radicalisation

Workshop title: Forum Theatre for Anti-Radicalisation

Duration: 140 minutes

Background:
Through the technique of forum theatre (also known as Theatre of the Oppressed), participants get different scenarios that they "study" and develop the motivation for each of the characters/roles in the story. The theatre of the oppressed describes theatrical forms that the Brazilian theatre practitioner Augusto Boal first elaborated in the 1970s, initially in Brazil and later in Europe. Boal's techniques use theatre as means of promoting social and political change in alignment originally with radical-left politics and later with centre-left ideology[20]. Forum theatre is an interactive form of theatre where the audience can become part of the story and intervene in the narrative to change the outcome and propose an alternative solution. The performance represents a dilemma or a challenge for the main actor and how the outcome could change by changing some elements of the storyline. In this form of theatre, the audience becomes active, such that as "spect-actors" they explore, show, analyse and transform the reality in which they are living. This type of interaction creates a strong sense of empowerment and emancipation. This type of method is used to mirror different social issues and challenges as well as notify the community on the need to address them. In this workshop, the forum theatre method will be used to address radicalisation through the examples given/scenarios.

Aim of the workshop: To encourage participants in becoming active in addressing radicalisation among youngsters and highlight the importance of this issue through the use of forum theatre method and discussion.

Objectives of the workshop:
- To foster participants creativity in addressing radicalisation issues through creating a forum theatre play;
- To highlight the importance of addressing the issue of radicalisation among youth;
- To encourage teamwork and communication among participants;
- To build participants' abilities to take leadership role in the community.

Competences addressed:
- Communication;
- Critical and creative thinking;
- Personal, social and learning to learn competence;
- Organisational skills;
- Teamwork;
- Public speaking skills.

Methodology and methods:
- Forum theatre - work in small groups;
- Presentations and Discussion.

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[20] Theatre of the Oppressed - Wikiquote. https://en.m.wikiquote.org/wiki/Theatre_of_the_Oppressed

Workshop flow:

I.   Introduction to the workshop (5 minutes)

The trainer welcomes participants to the workshop and introduces them to the agenda and topic(s) covered.

II.   Forum Theatre I – introduction and preparations (65 minutes)

The trainer introduces the methodology of forum theatre and explains that the participants get 4 different scenarios that they will have to "study" and develop the motivation for each of the characters/roles in the story. The trainer gives them instructs on how they should design their activity. Forum theatre begins with the actors presenting a short performance to allow the audience to know the story and its outcome. Then the actors will repeat the performance, except that during the repeated performance a member of the audience can tap one of the actors/characters on their shoulder and "take their place in the performance". This actor will then step out of the scene and the member of the audience – in this case, the participant – will continue the role but use his/her dialogue to change the outcome of the story. The rest of the actors will continue to play along keeping in mind the "objectives" and motivation of their character. A member of the audience can take the place of any character regardless of gender because they will be taking over the "role" of the person acting.

Then, the trainer divides participants into 4 groups, informs them that the time to prepare a forum theatre scene is 60 minutes, and the play time for each performance is up to 10 minutes. Each group gets one of the following scenarios:

Scenario 1

Noura is a 22-year-old photographer from the Netherlands, her parents are originally Moroccan. She was always interested in humanitarian issues and was usually photographing human rights marches and people in refugee centres. She was also assisting some undocumented people to obtain their papers by connecting them with lawyers and hosting organisations. She was very active in her community and was very alarmed by the escalating violence in European cities as a result of the violent situation in Iraq and Syria. She decided that she wants to show the world why there is so much anger and violence, and that these radical groups are only trying to get someone's attention through violence. Noura manages to travel to the borders between Turkey and Syria. When she arrives there, she realises that she was misled and misinformed by some people in her community in the Netherlands. The situation on the ground was very different from what she expected, and unfortunately, she is not able to travel back home because an ISIS-affiliated group controlling that zone has confiscated her passport.

-    The roles for this scenario are Noura; her sister; and the friend who "recruited" her.

Scenario 2

Yousef is a young Swedish Muslim of Iraqi background. He was born and raised in Malmö. Despite feeling assimilated into Swedish society, Yousef has suffered regularly from racism and Islamophobia. He feels lost between his roots and his adoptive home. He feels at home in Sweden yet is being told every day that he does not belong "here", and that he is not part of that culture. Over time he finds himself rebelling and drawn to other Muslims who are facing the same discrimination regardless of their integration level. Gradually his ideas and actions become more radical and aggressive. Feeling the injustice he is suffering resonated with the injustice he sees in other parts of the world where Muslim communities continue to be discriminated against. Yousef decides that he needs to do more with his life and change the situation

for other Muslims suffering. He meets up with a small jihadi group and is planning to travel to Syria to join the fight.
- The roles in this scenario are Yousef; a racist colleague working with Yousef; Yousef's supportive boss; and Yousef's parents.

Scenario 3
Mark is a German 25-year–old man. He lives in Stuttgart, and he is unemployed. As Mark tries to find a job that fits his qualifications and skills, he continues to read about immigrants of any race and religion being granted job opportunities in his hometown. His father sometimes drinks a lot. His mother works in the local supermarket. One day Mark was invited by one of his friends to join an up-and-coming group of young men in the neighbourhood who are protecting the area from "immigrants" and making sure they are not allowed to live or work there. Their message is "immigration is not welcomed here" and "Germany is for Germans". He joined their activities and started going to marches with them.
- The roles for this scenario are Mark; his dad; his mom; his friend; a couple of members of the neighbourhood radical group.

Scenario 4
Hans moved from his small village to Vienna, Austria, in search of better work opportunities and the prospect of supporting his family (his mom and younger sisters). As he is trying to find his way in Vienna – without connections or friends, he feels lonely and vulnerable. One day he comes across a group online that helps young men like him to find a job and get settled in Vienna. He was promised good pay and good accommodation in a community house run by that group. This was his golden ticket to change his luck and find a well-paid job. As he moves to the new place he realises that this group is more politically active than he imagined. They have their social media network, they post and comment against some of the parliament members, and they organise media campaigns against political and social leadership and blame them for the current economic situation and crisis in the country. They want to make sure that in the next elections, those in power are keen to improve the economic situation and provide jobs for young Austrians like Hans. They are ready to go the extra mile and take over the parliament if the government does not change soon.
- The roles in this scenario are Hans; a member of the political group; a politician; a friend from his hometown.

III. **Forum Theatre II – performance time (70 minutes)**
All four groups join the room to perform their play. At the end of each performance, the trainer asks participants the following questions:
- What are your views of the story and how the different characters interacted?
- How did the different actors handle the situation?
- Would you have done anything differently, if yes why didn't you intervene (change places with the actor)?
- What could happen in real life if such a situation occurs?
- Did the interventions of those who got involved improve the situation?
- Do you think you could have done anything differently? What? Why?
- What did you learn from these situations/scenarios?
- How could you protect or assist your close friends or family from falling victim to radicalisation and extremist groups?

The trainer sums up the input given from participants and applauds them for the plays. Then, he/she emphasise the importance of addressing radicalisation among young people and how using different creative methods can help to spread the word.

Materials needed: Flip-chart, flip-chart papers, Markers, Pens, Post-it papers in different colours, Tape, laptop, projector and screen.

Background documents and further reading:
- Sappa, V., & Barabasch, A. (2020). Forum-theatre technique to foster creative and active problem solving: A resilience-building intervention among in-service teachers. Journal of Adult and Continuing Education, 26(1), 43-60. https://doi.org/10.1177/1477971419842884

Recommendations for future trainers multiplying this session:
- The trainer must introduce the method of Forum theatre to participants in case they haven't heard about it before. All instructions for the task should be clear so that participants come up with creative plays and be flexible in changing roles when needed (e.g., entering the play from the audience).

2.11. Speak the truth to power

Workshop title: Speak the truth to power

Duration: 150 minutes

Background:
The government authorities are often challenged in their work to address the needs of the local communities. It is essential for the community to be active and for activists to initiate meetings or other activities that enable them to speak the truth to those who are in power. Local communities and community leaders play a major role in prevention, de-radicalisation and integration processes. They are the reference many radical groups use for narratives inciting hate, discrimination, racism, and many times violence. Therefore, it is important to address policymakers and community leaders to be more engaged in policies, strategies and actions that would help reduce the challenges of radicalisation in the community. Successful prevention and anti-radicalisation initiatives need to be locally driven because they would provide the necessary knowledge of the local context, culture, and community needs. This can be done through open, inclusive and honest dialogue among stakeholders and members of the community as well as through building trust. Engaging different segments and leadership on different levels. To create a more sustainable approach, leaders will need to include women, role models in different areas/sectors, academia/authors, civil society organisations, etc.

Aim of the workshop: To encourage participants to be agile when addressing local issues to different stakeholders through advocacy activities by creating space for proposal development and elevator pitch presentations.

Objectives of the workshop:
- To use the participants' creativity to design a concrete proposal for addressing radicalisation;
- To practice elevator pitch method to present community issues to different stakeholders;
- To encourage teamwork and communication among participants;
- To build participants' abilities to take leadership role in the community.

Competences addressed:
- Analytical skills;
- Communication;
- Critical and creative thinking;
- Literacy competence;
- Personal, social and learning to learn competence;
- Organisational skills;
- Teamwork;
- Public speaking skills.

Methodology and methods:
- Elevator pitch – work in pairs;
- Presentations and Discussion.

Workshop flow:

I.   Introduction to the workshop (5 minutes)

The trainer welcomes participants to the workshop and introduces them to the agenda and topic(s) covered.

II.   Elevator pitch: Work in pairs (50 minutes)

Participants are asked to imagine that they were given the opportunity to meet with one of the leading politicians/community or religious leaders and have a 3-minute chance to tell them about the challenges of radicalisation among young people and their proposal to address them.

Participants are instructed to work in pairs and will have 60 minutes to prepare a 3-minute pitch where they express a specific need or gap that is leading to the radicalisation of young people in their community and their proposal to address it/reduce it. They should write a 1-page-max proposal about the specific topic of research/issue, which should include background, introduction of the problem & suggestions to solve that problem. Each working pair decides how they want to jointly present the pitch and the proposal in 5 minutes, and how they divide the presentation between them.

III.   Presentations (55 minutes)

After the task, participants are invited to present. Before they start the participants will indicate the role of the person they are meeting and why they chose this person/role. The different proposals are presented in a closing ceremony where the trainer can play the role of the policy maker/community leader, listen to the participants' speeches, and give them a couple of sentences to answer or ask them questions if any of the points they raised were not clear.

IV.   Discussion (40 minutes)

At the end of all the presentations, the trainer discusses with participants their impressions from the different speeches/pitches they heard by asking the following questions:
- What did you like the most?
- Were the topics/issues similar in the different presentations?
- Were there innovative/creative ideas proposed that you would like to apply in your community?

The trainer concludes the workshop by highlighting the importance of be agile when addressing local issues to different stakeholders through advocacy activities, especially when addressing radicalisation among young people.

Materials needed: Flip-chart, flip-chart papers, Markers, Pens, Post-it papers in different colours, A set up with 3 chairs and a small table – the meeting place/office of the person the participants are going to meet, Timer/stopwatch (phone).

Recommendations for future trainers multiplying this session:
- The trainer can introduce the concept of Elevator pitch to participants in case they haven't heard about it before. All instructions for the task should be clear so that participants come up with original and concrete proposals within their work.

2.12. Anti-radicalisation: learning from our community experiences

Workshop title: Anti-radicalisation: learning from our community experiences

Duration: 90 minutes

Background:
Learning about certain topic in a practical way is very important. The method of learning from experts in the role of a guest speaker is very often considered by many institutions and/or organisations. Knowing that anti-radicalisation topic is of relevance to the community life, this workshop is designed to have experts' knowledge share and meeting to provide participants with essential knowledge and practical activities that can foster an anti-radicalisation environment in the future. Having these experts on board a learning journey down the anti-radicalisation advocacy road is important as they can highlight the importance of understanding the specific context and drivers of radicalisation in different settings, present case studies or real-life examples of anti-radicalisation and reintegration efforts, including both successes and challenges as well as share lessons learned from previous programs, highlighting effective strategies and potential pitfalls to avoid. The activity will offer enough space and time to cover topics such as evaluation and monitoring, i.e. discussing methodologies and indicators for evaluating the effectiveness of de-radicalisation and reintegration programs as well as discussing the challenges and ethical considerations associated with de-radicalisation and reintegration efforts, such as ensuring individual rights, addressing potential stigma, and managing potential risks. The last part of the session is dedicated to questions and discussions regarding the knowledge shared and practices presented, where participants have the chance to discover more information.

Aim of the workshop: To create space for learning on anti-radicalisation activities and practices through experienced organisations or affected individuals, as well as discuss on the role of youth for anti-radicalisation.

Objectives of the workshop:
- To emphasise the importance of anti-radicalisation initiatives;
- To learn about challenges and processes of organising anti-radicalisation activities in local community;
- To provide space for learning through experienced organisations or affected individuals;
- To build participants' abilities to take leadership role in the community.

Competences addressed:
- Communication;
- Critical and creative thinking;
- Personal, social and learning to learn competence;
- Citizenship competence.

Methodology and methods:
- Guest speaker – meeting experienced organisations in anti-radicalisation and/or affected individuals;

- Discussion.

Workshop flow:

I.   <u>Introduction to the activity (15 minutes)</u>

The trainer emphasises that this meeting/interview will allow participants to discuss with an expert the challenges of reintegration and anti-radicalisation, what are some of the tools they use, how the anti-radicalisation process looks like and what it includes, how could friends and family contribute to this work; what are the signs that affirm that a person is being radicalised (especially when it's not the cliché of "growing a beard", not drinking/going out, not dating, etc.).

II.   <u>Meeting time (45 minutes)</u>

Participants have the chance to have a 45 minute talk with an invited guest experienced/knowledgeable on the topic. There is a list of organisations (below) that trainers could contact to ask for a local contact/focal point in their city or nearby to invite a representative to speak in person to the participants or to organise a Zoom call with this person for 45 minutes where they can speak about their work/experiences/cases etc. and another 45 minutes for Q&A by the participants.

List of organisations:
- Austria: EUISA– European Union of Independent Students and Academics
- The Czech Republic: ERUDITIO PUBLICA o.p.s.
- Denmark: Back onTrack – Ministry of Social Affairs and Integration / Department of the Prison and Probation Service
- Finland: HelsinkiMissio,Aggredi France: Tarjama
- Germany: Cultures Interactive e.V. EUISA - European Union of Independent Students and Academics Gangway – Straßensozialarbeit in Berlin (Social Streetwork in Berlin) ufuq.de – Jugendkultur, Religion und politische Bildung in der Einwanderungsgesellschaft (Youth culture, religion and civic education in migration societies) Verein zur Förderung akzeptierender Jugendarbeit e.V. (Association to promote acceptance-based youth work) Violence Prevention Network e.V
- Hungary: Foresee Research Group Nonprofit Ltd.
- The Republic of Ireland: Co-operation Ireland Glencree Centre for Peace and Reconciliation
- Italy: EXIT S.C.S. Onlus Libera. Associazioni Nomi e Numeri contro le mafie (Libera. Associations, Names and Numbers against mafias)
- The Netherlands: Stichting voor Interculturele Participatie en Integratie (Foundation for Intercultural Participation and Integration), Straathoekwerk (StreetCornerWork) in Zaanstad
- Poland: Never Again Association
- Slovakia: Centre for European and North Atlantic Affairs
- Sweden: Fryshuset, Passus
- The United Kingdom: Active Change Foundation Northern Ireland Association for the Care and Resettlement of Offenders Race on the Agenda The RecoRa Institute Sankofa – 7EYouth Academy West London Initiative

III.   <u>Discussion (30 minutes)</u>

The trainer opens a discussion session on the experience and knowledge gained from the speaker, using the following questions:
- What were the key takeaways from the guest speaker's talk?

- Were there any points made by the speaker that you agree or disagree with? Why?
- What practical steps can we take to contribute to anti-radicalisation efforts?
- How can young people get involved in creating more inclusive and understanding communities?

Materials needed: Flip-chart, flip-chart papers, Markers, Pens, Post-it papers in different colours, Laptop and Zoom link (if online), Screen, 2 portable mics, Speakers to display the sound.

Background documents and further reading:
- Source of lists of organisations: EUROPEAN NETWORK OF DERADICALISATION https://vaja-bremen.de/wp-content/uploads/2015/04/enod-report-2014-english.pdf

Recommendations for future trainers multiplying this session:
- It is important to have 2 organisations/individuals invited for this activity. also, a back-up plan in case one of them cancels last minute might be useful – visiting another institution or organisation or organising a walk and talk activity.

Annexes

Annex 1: Images used for the workshop on Media and Radicalisation
Source: google – keywords: radicalisation, media, right-wing, jihadism
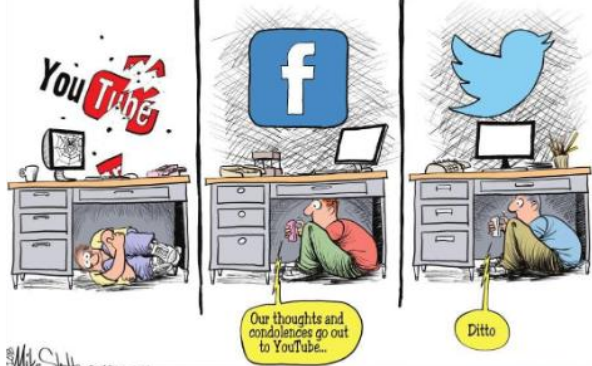
Annex 2: Advocacy Puzzles for the activity "Puzzle to Dazzle"

Group 1

Group 2

Group 3
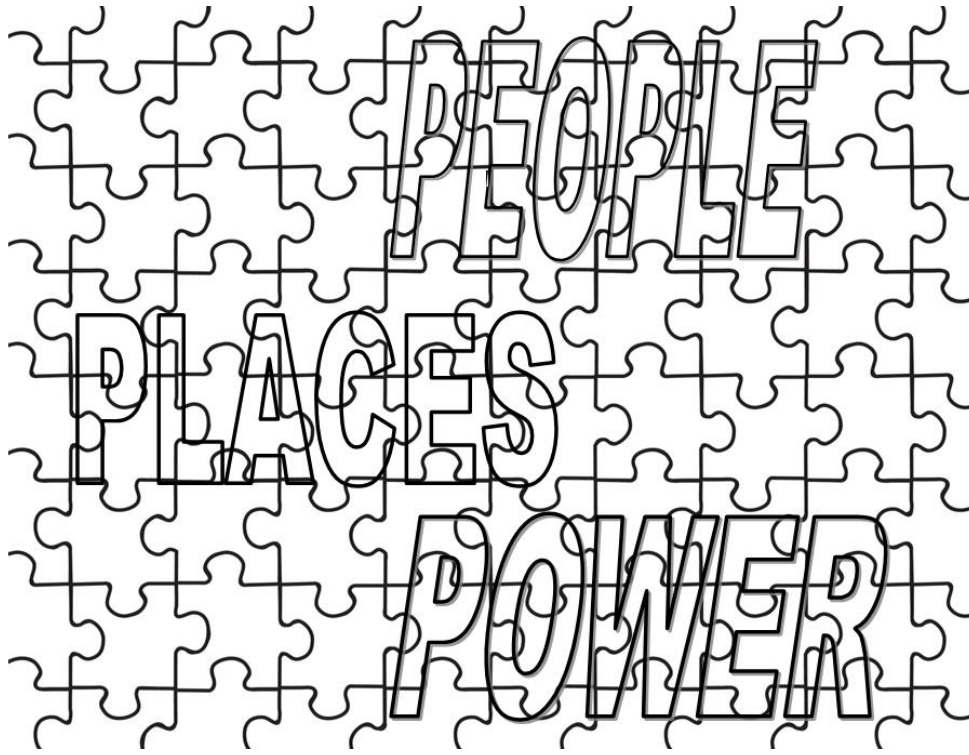

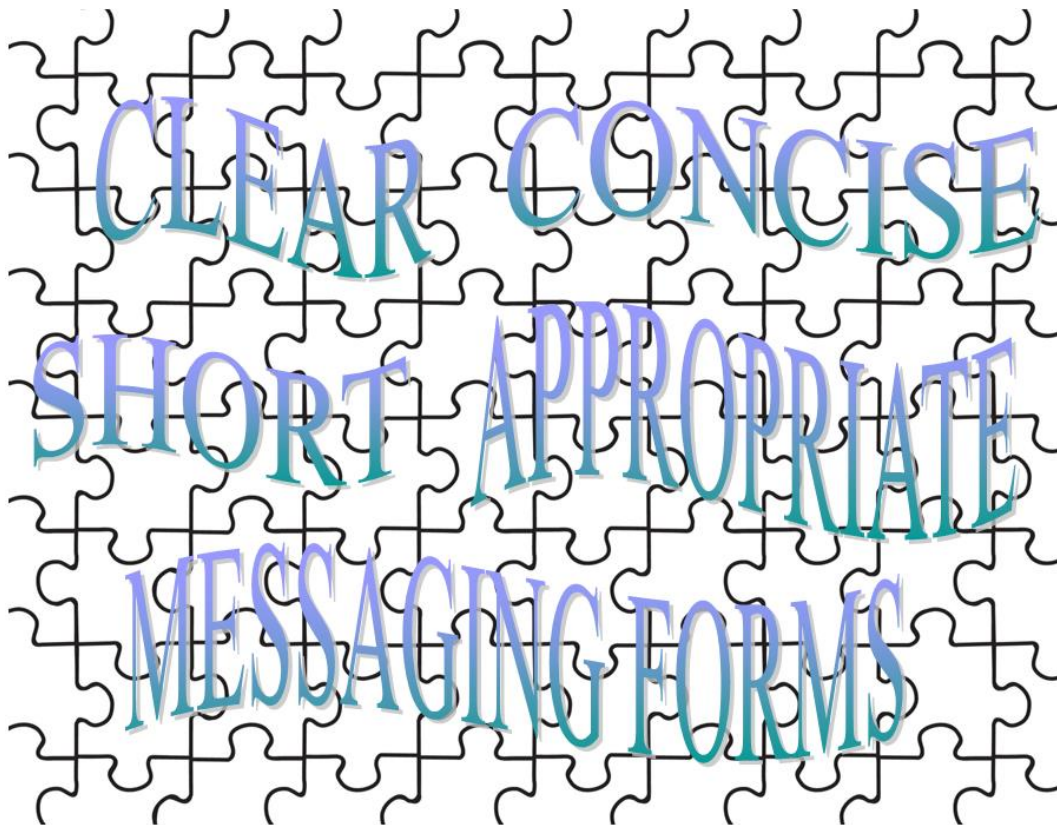PEOPLE
PLACES
POWER

Group 4

CLEAR CONCISE
SHORT APPROPRIATE
MESSAGING FORMS
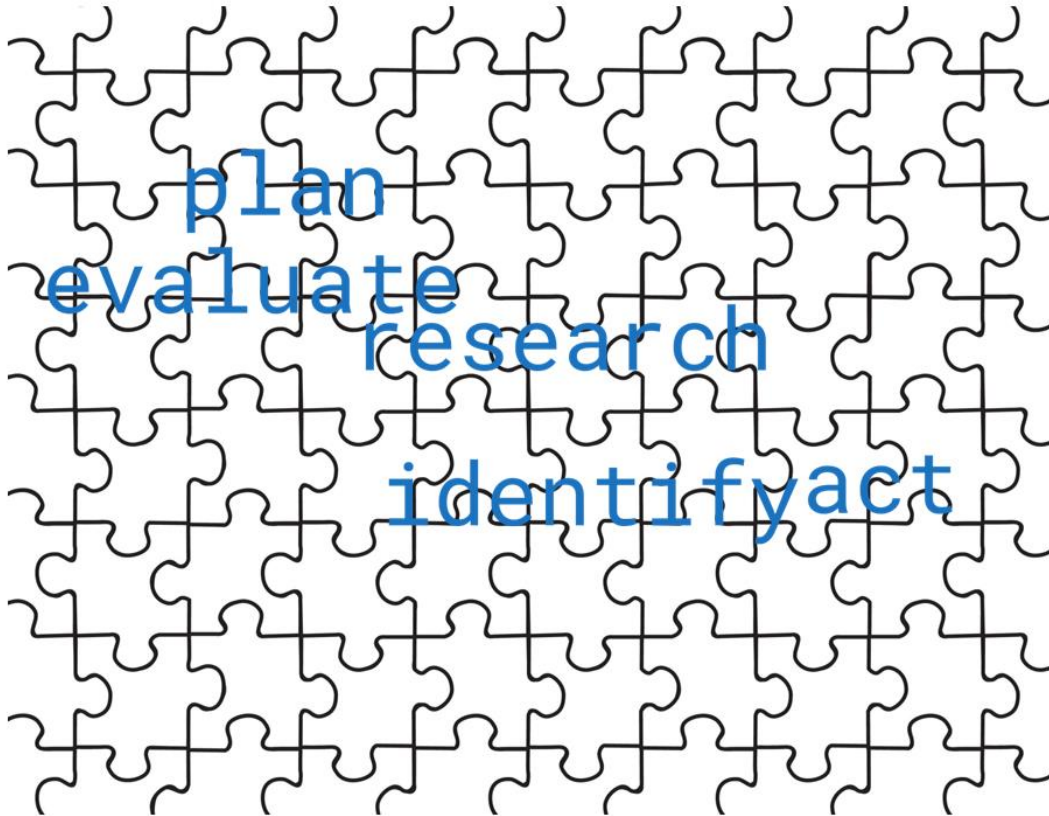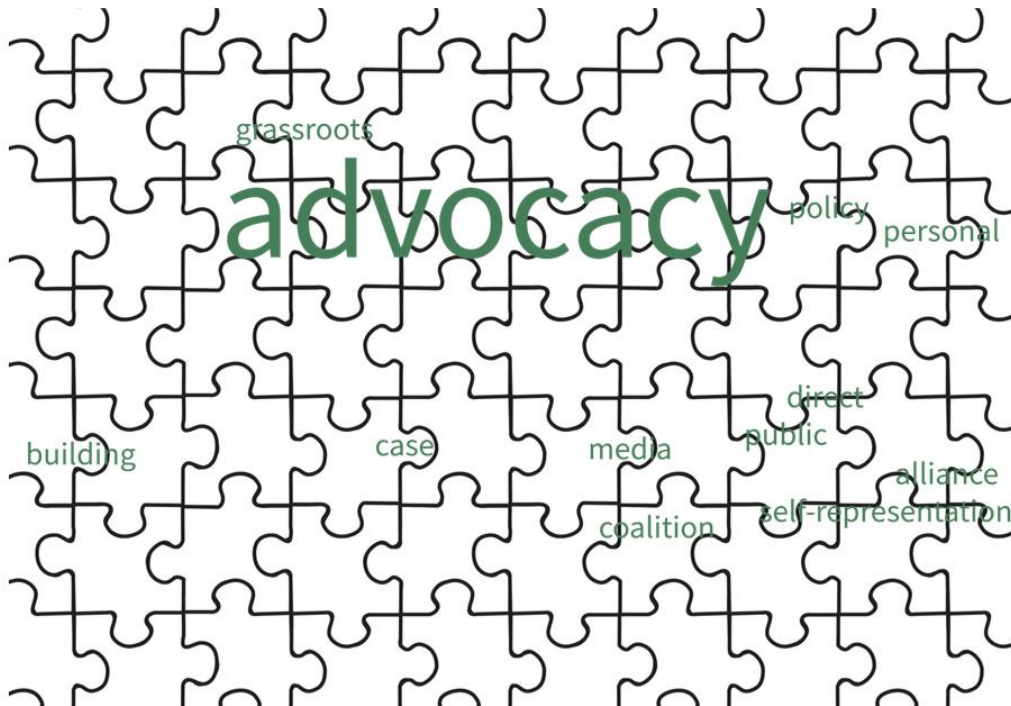
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