

• Visegrad Fund



Ministry of Foreign Affairs of the
Netherlands

YOUTH COMBATING RADICALIZATION

TOOLKIT



IDC
Institute for Democratic Changes



MEOUT
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Euroinitiatives

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What is radicalization?

Radicalization is a process through which people become increasingly motivated to use violent means against members of an out-group or symbolic targets to achieve behavioral change and political goals. Radicalization leading to violence may take diverse forms depending on the context and time period, and may be associated with different causes or ideologies.

Right-wing extremism: A form of radicalization associated with fascism, racialism/racism, supremacism and ultranationalist. This form of radicalization is characterized by the violent defence of a racial, ethnic or pseudo-national identity, and is also associated with radical hostility towards state authorities, minorities, immigrants and/or left-wing political groups.

Polito-Religious extremism: A form of radicalization associated with a political interpretation of religion and the defence, by violent means, of a religious identity perceived to be under attack (via international conflicts, foreign policy, social debates, etc.). Any religion may spawn this type of violent radicalization.

Left-Wing extremism: A form of radicalization that focuses primarily on anti-capitalist demands and calls for the transformation of political systems considered responsible for producing social inequalities, and that may ultimately employ violent means to further its cause. This category includes anarchist, maoist, trotskyist and marxist-leninist groups that use violence to advocate for their cause.

Single-Issue extremism: A form of radicalization essentially motivated by a sole issue. This category includes: radical environmental or animal rights groups, anti-abortion extremists, certain anti-gay/anti-feminist movements, and ultra-individualist or independent extremist movements (such as Free Men on the Land and sovereign citizens) that use violence to promote their causes. Mass murderers whose motivations are partially or wholly ideological may also fall under this category.

How do we prevent radicalization?

Through the trainings, guides and tools developed, the civil society actors raise public awareness of the diverse forms of violent radicalization, of behaviors that may be signs that a person is becoming radicalized, and of compassionate and respectful ways of responding to the phenomenon best suited to the type of situation. At the same time, the civil society organizations are working on creating a series of tools and initiatives for the prevention of hate crimes and incidents, and developing strategies aimed at supporting communities in building and maintaining social togetherness.

Introduction of NFE principles and methodology

A: Learning methods

Think beyond the brick-and-mortar walls of a traditional classroom when it comes to learning. At European level there is this growing trend towards valuing informal and non-formal learning. It's an extensively used and intensely debated notion in the youth field. It stands for a range of core learning principles, methodologies and approaches in the youth sector, commonly emphasizing the learner's intrinsic motivation, voluntary participation, critical thinking and democratic agency.

As one author says: „ According to my dictionary (Webster's, 1988) “non-” is a prefix which means “not: absence of; reverse of”... in other words the “opposite of” something. But non- formal education is not the opposite of formal education. In many ways they are similar or overlap.

To work toward a broader conception of education, it is essential to have a clear understanding of the three main kinds of learning :

1. **Formal learning** is organized, guided by a formal curriculum; leads to a formally recognized credential such as a high school completion diploma or a degree, and is often guided and recognized by government at some level. Teachers are usually trained as professionals in some way.
2. **Non-Formal** learning comprises learning embedded in planned, organized and sustained education activities that are outside formal education institutions. It provides alternative learning opportunities to people of all ages who have no access to formal education or need specific life skills and knowledge to overcome different obstacles. Non formal learning is intentional from the learner's point of view.
3. **Informal learning** is a process whereby an individual acquires values, skills and knowledge from daily experiences and activities and the educative influences and resources in their environment - from family and neighbors, from work and play, leisure, library, the mass media, and others. It is continuous and incidental for each individual, outside the organized situation of formal or non-formal education.

Non-formal learning comprises **experiential learning** activities that promote the development of skills and competences. Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". During Youth Combating Radicalization participants had the opportunity to experimental kind of learning methods mentioned above.

B: Principles of planning and executing a project that uses non-formal learning on sensitive problems

The principles that we propose to use is the following: learner-centered approach based on voluntary participation, structured learning process with on-going and constant monitoring and evaluation of learner development and educational process, high level of flexibility to respond to learner needs, holistic approach to learning, diversity of educational methods.

The educational methods that should be used including the following:

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- ▶ Workshops and discussions to provide space and time for the participants to generate and exchange their ideas and thoughts on respective topics;
 - ▶ Structured input sessions to introduce key thematic concepts and to conceptualize the learnt content;
 - ▶ Exercises to foster the participants' critical thinking and creativity to think outside of the box;
 - ▶ Case studies and examples to enhance analytical thinking and to learn from experiences of others;
 - ▶ Dedicated project parts for planning project related ideas and future cooperation projects;
 - ▶ Monitoring and evaluation measures to make the learning process transparent, receive ongoing feedback from the participants and to be able to respond immediately to the learners needs, to be able to evaluate and learn from the made experience

C: Methods that could be used to support reflection and documentation of the learning outcomes

To support reflection and documentation of the learning outcomes each project have to use monitoring and evaluation measures with the participants.

First, during the preparation of the participants before the project, the participants shall be invited to reflect on their learning needs and potential use of the learning outcomes after the project (seminar, forum, training etc.). Based on this initial reflection, in the beginning of the project the participants shall formulate clear learning goals for themselves. On daily basis – through the reflection groups – they shall be asked to closely monitor their daily learning progress. In the end of the training course a final evaluation session will help the participants to assess to which extend their learning goals were achieved and recognized to the actual learning. Last but not least, after return from the course, the sending organizations in a follow-up meeting shall explore together with their participants the applicability and use of the newly gained competences for their follow-up projects.

Why this project?

Recent waves of newcomers to Europe in general and certain regions in particular provoked intercultural conflicts within different groups of societies. Lacking of dialogue-oriented actions to bring opinions closer we witness polarization of ideas in society. Radicalization and extremism are as 2 of those consequences. Today we are facing not-welcomed newcomers who are having not-positive experience and are easy “target” for violent groups to recruit, on the other hand we have locals with stereotypes, who can be easily manipulated by populist and nationalist movements. In all the countries involved there are grass root movement, who have successful experience with boosting intercultural and inter-community dialogue and sharing of best practices can be useful for combating radicalization.

As the aforementioned issues became a problem for social cohesion, as well as it provokes negativity and hatred among people, 7 organizations from *Poland, Czech Republic, Hungary, Georgia, Armenia, Ukraine* and *Slovakia* took an initiative to work in this direction. The project was implemented with the support of International Visegrad Fund and Ministry of Foreign Affairs of Kingdom of Netherlands.

The **main** target of the project included youth leaders and youth workers. The **project aimed** to develop their competences to work with radicalized youngsters, to build strategies to combat radicalization and extremism through non formal education as well as visual thinking tools (stop motion animation, digital storytelling and posters).

Who did it?





What did we do?

In the frames of “Youth Combating Radicalization” a training course for the youth workers, activists and trainers was held in Armenia. 24 youth leaders and youth workers got theoretical and practical skills on the topic of prevention of radicalization and nationalism in their communities.

During the training course participants shared realities of their home countries. The trainers introduced them the necessary information about Human Rights, Non-violent actions, democratic values and methods of prevention of radicalism by using non-formal educational methods. Furthermore, participants had an opportunity to discuss common issues and problems in their communities, and come up with possible solutions.

Organizations involved: ArmActive-Youth Center (Armenia), *Youth for Equality* (Slovakia), *Center for Euroinitiatives* (Ukraine), *Europejska Fundacja Rozwoju Człowieka* (Poland), *Én Kint Egyesület a Békéért és Fejlődésért* (MeOut) (Hungary), *Institute for democratic changes* (Georgia), *Hodina H* (Czech Republic).

What did we gain?

As a result of this project we had: – 24 capable youth workers/multipliers to work with local community and specifically radicalized youth – 3 stop motion animation videos – each 1-2 minutes – 6 posters with the message to combat radicalization. The training course delivered several tools and techniques combat radicalization online and offline.

On the individual and group level a common ground and networking was created which help the participant to organize joint projects. The youth workers got essentials of doodling, different techniques of easy drawing and other tools of visual thinking which helps them to create posters and stop-motion animations. Overall, with the use of non-formal educational methods participants got knowledge and skills on Human Rights, Democratic processes, non-violent actions, active participation and etc.



7 COUNTRIES

7 ORGANIZATIONS



7 DAYS (JULY 12-19)

PROJECT IN NUMBERS

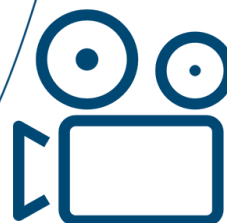


1 TRAINING COURSE



24 YOUTH LEADERS AND
YOUTH WORKERS

3 STOP MOTION
ANIMATION



6 POSTERS



How did we do? (Methods and activities used during the training course)

Activity 1.

Activity name	Walk and Talk
Aim	To bring participants together to divide them into pairs give them different types of questions and try to build a team through questions and walk.
Duration	60 minutes
Materials	Prepared and printed questions (added in the <i>Annex 1</i>)
Description	This activity is meant for the getting to know each other part during the training course. Firstly, participants gathered outside the hotel, made a circle and a quick round of names introduction was done. After instructions of the activity were given. The following instructions: • Participants were divided into pairs. • One question to per participant was distributed. • Whenever they were divided the walk was started. • Participants should have discussed their questions with each other, by asking given questions to each other. • After finishing the discussion, they should have changed their questions and go and look for another pair.
Learning outcome	The following outcomes are reached out throughout the process: • Different types of questions (from personal to philosophical) give an interested foundation to interact with each other. • The activity helps to getting to know each other more deeply. • It supports for the preparation to the other activities. • It trains participants' openness and eagerness to share information and worldview even with strangers.

Activity 2.

Activity Name	Spider Web
Aim	To challenge participants to build a group through passing a prepared web making them to discuss the ways on how to pass it.
Duration	90 - 120 minutes
Materials	strings, prepared web similar to spider web, colorful sticky papers
Description	Please note, that it is better to do the activity on the outside. Before the activity starts preparation team should make a spider web with thread/strings. Try to make some easy and hard “corridors” for passing. It is important that participants do not see the web beforehand. Then when the session starts tell them that they should pass the web with groups and the session will be over only if they all pass through the web. Before starting the session facilitator/trainer should give some instructions: - participants have some time to discuss the technique of passing the web; - Each “corridor” should be used only twice; - If a participant touches the strings while passing the web, then all together start the process again. It is obvious that the first try is going to give negative response. While observing the process find the appropriate time to suggest them discuss the technique again. If a trainer sees that the process is successful, then he/she can support them by giving them a chance to pass through each “corridor” for example 3 times. Trainers can be flexible enough to change instructions whenever they feel it is the right time. Notably, trainer/facilitator can also challenge them while changing the instruction and making it harder than it was announced. If facilitator/trainer feels that the participants want to give up, he/she asks them if they want to end, and debrief goes through that direction. In contrary, if they want to keep on trying time can be extended up to 10-15 minutes and to some extent make the exercise easier as intent to overcome it. Afterwards debrief the activity. Note, do not use this activity right from the beginning of the program. Use an activity before for the introduction to each other.
Learning outcome	The following outcomes are reached out throughout the process: • Strengthening cooperation, supporting, empowering and building a mutual trust towards each other; • Sharing techniques for solving suggested problems; • Accepting challenges and overcoming fears; • Speaking up about the problems freely and learning to give feedback.

Activity 3.

Activity Name	Democracy
Aim	To brainstorm on participants' knowledge and understanding about Democracy and find out their thoughts through group work.
Duration	90 minutes
Materials	Flip charts, papers colorful, markers, pens, pencils (colorful as well), strings, glue, watercolor.
Description	Firstly facilitator or trainer who is going to run the following session prepares a flip chart and in the middle writes down the word "Democracy". When all the participants are in the room he/she asks a question: "What associations do you have related to Democracy?". After emphasizing all the expressed ideas, tell participants to take 10 minute for themselves and take out 12 most important features of Democracy. In 10 minutes ask participants to look around and find an individual with whom they would like to work during the session. Whenever they are ready, tell them that in upcoming 10 minutes they are going to discuss all their points and afterward choose only 10 out of 24. If time is not enough then add some more 5 minutes. When this part is over ask participants to find a pair and join them, so that they will have a group of 4. Provide them with some arty materials and tell them that they have 25 minutes to point out 3 main features of democracy and prepare a piece of art expressing and explaining that features. After make a presentation and ask them to explain why they chose that particular features.
Learning outcome	The following outcomes are reached out throughout the process: ● Making participants think about the links they have on Democracy. ● Observing participants point of view on Democracy. ● Sharing their point of view in regard to Democracy. ● Negotiating in peers, groups. ● Expressing their ideas using art as a method.

Activity 4.

Activity Name	Active participation and citizenship
Aim	To give some theory on active citizenship and participation to the participants so that afterwards, they would be ready to share their country context on extremism and mechanisms fighting extremism.
Duration	60 - 70 minutes
Materials	Flip charts, papers colorful, markers, pens.
Description	1. Ask participants what they understand by the term "youth participation". 2. Hand out the diagram of the ladder of participation and explain that this is one model for thinking about different ways of participating. Briefly discuss the different levels. 3. Ask participants to work individually for 5 minutes, trying to find examples in their own lives for as many of the 8 levels as they can. Tell them to think about what they do in all aspects of their lives: at home, school, clubs, work and with family and friends. 4. Groups were divided by chance, so that they will share their examples with each other 5. Then invite participants to share their examples in small groups of 4-5 people. While discussing the examples, ask participants to come up with ideas for obstacles (things that stop them from moving up the ladder) and enabling factors (things that help them to move up the ladder). 6. Then invite participants to share their examples in small groups of 4-5 people. While discussing the examples, ask participants to come up with ideas for obstacles (things that stop them from moving up the ladder) and enabling factors (things that help them to move up the ladder). Note: it can be entering session for the country research or some presentations representing country issues on participation and active citizenship.
Learning outcome	The following outcomes are reached out throughout the process: • Making participants think about the links they have on "youth participation"; • Giving them some theoretical knowledge on non-participation and participation; • Sharing thoughts in groups chosen by chance; • Being informed on the country context of participating countries.

Activity 5.

Activity Name	Different Countries, similar situations: a mind map
Aim	To analyze and focus on national issues in the matter of human rights violation and radicalization, focusing on the research and presentation of concrete facts and actions which took place in each country and which testify the need of an intervention and highlight the importance of countering hate speech, radicalized ideas and similar phenomena
Duration	70-90 minutes
Materials	Flipcharts, pens, markers, stickers
Description	1. The trainer needs to prepare flipchart for the mapping. The flipchart must be divided into pieces according to the number of participating groups. In the center of mind map must be placed the central idea or statement 2. Ask participants to form national groups, where they need to brainstorm about how radicalization and extremism are affecting on their societies. (10 minutes) 3. Ask each group to present the results of their brainstorming. Each group can 5-7 minutes for this part. Participants after the presentation need to stick their notes on the flip chart prepared by trainer. 4. Do debriefing in the big group about the ways how extremism and radicalization are affecting on the societies. Participants need to share their views and ideas on the topic of session.
Learning outcome	• Knowledge on effects of radicalization and extremism in their own countries; • Knowledge on problems in other countries; • Creating common ground for future steps.

Activity 6.

Activity Name	Augusto Boal's "Theater of Oppressed": tolerance VS acceptance
Aim	To formulate better understanding among the participants about the effects of radicalization on human dignity
Duration	90-120 minutes
Materials	There is no specified materials
Description	Oppression, according to Augusto Boal, is when one person is dominated by the monologue of another and has no chance to reply, and so it has been through the adoption of the frozen images created by the participants and which they had to unfold. It created the realization of humanitarian and radicalization issues prior they passed to the sketching part of the project, supporting the visualization and immersion of issues and realities which pressure on society. 1. The trainer needs to prepare the roles and situations for the participants who are going to participate. 2. Ask participants to form 2 groups (actors and spectators). The group of actors will receive written instruction about the scenes and their roles. Give time to discuss the scenes in groups. 3. Ask one of the groups to perform their scene. The other participants should watch a performance, which shows a problem/issue/ situation of oppression connected with radicalization and extremism, 4. During the performance ask participants, who are not taking part in it, share about their ideas and emotions about the scene performed by the group (10-15 minutes), 5. After this step ask participants to suggest small changes, which could change the performance and step by step exclude, the elements of radicalization and extremism. Participants can only suggest the changes, which are not affecting to much on the initial idea of the performance and they need to also explain the purpose of suggested change. 6. After this part ask the participant to sit in a circle and do a debriefing of the activity.
Learning outcome	• ability of understanding others perceptions feelings and the attitudes from the victims of radicalization; • understanding and being able to multiply the understanding and knowledge regarding the experience about the roots, effects and ways of radicalization;

Activity 7.

Activity Name	Countries' presentations about the situation with the radicalization and extremism
Aim	To build concrete presentations about violations of human rights and radicalization, unfolding reasons behind and allowing a reflection on a large-scale, individuating common points and risks.
Duration	70-90 minutes
Materials	Projector, PC, flipchart, markers
Description	1. Each country group before the main activity need to collect information about the situation with the extremism and radicalization in their countries and prepare a presentation. 2. Each country group has fixed time (5 minutes) to show their presentation on the topic of radicalization and extremism, to show examples of violations of human rights, to speak about risks and reasons. 3. After the presentation participants of the training course will have a time (5 minutes) to ask question about the presentation and situation in the countries. 4. After all presentations participants with the moderation of the trainer need to discuss the similarities and differences with the situation connected with radicalism and extremism in their countries (10-15 minutes).
Learning outcome	• exchange opinions and ideas; • debating what unite them and what separates them per each case; • enlarging their view and their knowledge, sometimes even with hard examples, but realistically facing the need of intervention.

Activity 8.

Activity Name	Doodling and poster-making
Aim	To provide skills, which will help participants to make posters, stop-motion animation and visualize their ideas
Duration	90-120 minutes
Materials	Flipchart, markers, pens, crayons, tapes
Description	1. The trainer needs to prepare the space for the session. You should try to make comfortable space, where participants can see the whiteboard, which will be used to show the samples of doodles, 2. Ask the participants to take one flip chart paper and markers/pen/pencil and find comfortable place for the work, 3. Step by step start to show examples of the doodles (man, woman, movement, object, shapes, textbox and etc.). Also explain them technique of doodling. This info you can easily find in internet. 4. Ask participants to do the same on their papers. For each step participants will have 3-5 minutes. 5. After you will finish the part with the doodling and drawing techniques ask participants to brainstorm for the poster with the message against the radicalization and extremism. 6. Give them time to work in groups. After they will finish their poster they should put it on the walls or special space prepared by you.
Learning outcome	• knowledge on doodling and drawing techniques which they can use in their posters; • ability to visualize their ideas; • essential skills which helps to make stop-motion animation videos or visualize their ideas during their work.



Summary

“Youth Combating Radicalization” project aimed to prevent violent radicalization through non formal education seeks to strengthen the relations between people with different background and to promote mutual understanding. It equipped learners, of all ages, and notably young people, with the knowledge, values, attitudes and behaviours, which foster responsible global citizenship, critical thinking, empathy and the ability to take action against radicalization.

Prevention of radicalization is one of the priorities of the V4 Programme and it is a political priority. Through building positive relationships, youth workers play an important role in supporting the self-development of young people. Young people are an important focus not only in international projects, but in the prevention of radicalisation as they can be a very vulnerable group. However, youth workers often lack effective tools and strategies to deal with extremism and violent radicalization in their everyday practice and unfortunately there is a lack of security-related civil society organizations, and particularly youth organizations, which helps and gives support to youngsters and work on motivating people to take actions against radicalization.

That’s why we targeted youth on the first place by training youth and youth workers who wish to train others on how to build democratic competences through youth work, and how this could help to prevent violent radicalisation.

We want to see systematically youth’s perspective integrate into the daily work of NGOs, institutions and field operations. This should beyond youth outreach and advocacy and include relevant research and analysis as well as the design, planning and implementation of all programmes, projects and activities.

As a result of the project we can be proud of making the first step toward a brighter future, where youth are not afraid to speak up, spread the word and change the bad behaviour of people in their environment. It is crucial that youth work and non-formal learning contributes to active citizenship and participation of young people in diverse and tolerant societies and prevents human rights violations, extremism and radicalization.

We believe in participants’ contribution in combating of radicalization. Their motivation, participation and readiness to implement the training concepts in their region will multiply the results of the training course and contribute to new local, national and international activities on the topic.

Annexes:

Annex 1:

1. When you are old, what do you think children will ask you to tell stories about?
2. If you could switch two movie characters, what switch would lead to the most inappropriate movies.
3. How would your country change if everyone, regardless of age, could vote?
4. If you couldn't be convicted of any one type of crime, what criminal charge would you like to be immune to?
5. What was the last photo you took?
6. When was the last time you got to tell someone "I told you so."?
7. What makes you roll your eyes every time you hear it?
8. What are you currently worried about?
9. If someone narrated your life, who would you want to be the narrator?
10. What are you interested in that most people aren't?
11. What TV show character would it be the most fun to change places with for a week?
12. What goal do you think humanity is not focused enough on achieving?
13. What's the hardest you've ever worked?
14. What was the last song you sung along to?
15. If you were given five million dollars to open a small museum, what kind of museum would you create?
16. When was the last time you immediately regretted something you said?
17. What habit do you have now that you wish you started much earlier?
18. What kinds of things do you like to cook or are good at cooking?
19. If you had to disappear and start a whole new life, what would you want your new life to look like?
20. What's your favorite way to waste time?
21. Who in your life brings you the most joy?
22. If you could learn the answer to one question about your future, what would the question be?
23. What do you think of tattoos? Do you have any?
24. What was the best birthday wish or gift you've ever received?
25. Where and when was the most amazing sunset you have ever seen?

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