

CURRICULUM

**“EMPOWERING YOUTH
WORKERS FOR NFE FOR
PREVENTION AND COMBATING
THE RADICALISATION AMONG
YOUTH”**

TITLE:

Curriculum “Empowering youth workers for NFE for prevention and combating the radicalisation among youth”

PROJECT:

“Prevention of youth radicalisation through education and empowerment of youth workers”, funded by the JUGEND für Europa, the German National Agency for the Erasmus+ Youth programme.

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- Active youth in happy Europe (AMUSE), Serbia
- Out of the Box International, Belgium
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PUBLISHER:

Outreach Hannover e.V., Germany

EDITORS:

Berna Xhemajli
Danijela Matorcevic

AUTHORS:

Berna Xhemajli
Danijela Matorcevic
Evangelia (Iliana) Pazarzi
Maria Nomikou
Pavle Jevdic
Predrag Tomašević
Marko Paunovic
Maja Katinić Vidović

GRAPHIC DESIGN:

Nikola Radovanovic

Hannover, Germany
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ABOUT THE PROJECT

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

Summary of the project:

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.

This 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 aspect 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



BACKGROUND OF THE CURRICULUM


The curriculum is primarily addressed to trainers/educators that will organise and carry out a 7-day-long training course that aims to empower youth workers to further develop competences and methods of prevention and combating radicalisation amongst youth. It consists of detailed designed sessions, as well as other needed materials and recommendations that can be directly used by experienced or less experienced trainers/educators in the development and implementation of a supporting, educating and mentoring programme for youth workers that are working on prevention and combating radicalisation among youngsters.

The curriculum is directly linked with the “Handbook on Preventing and combating Radicalisation among youngsters in Europe”, which is a practical guide that consists of theoretical and conceptual sections for further knowledge development of young people in this topic. The sessions of the 7-day-long training course are directly linked with the content of the Handbook which in many cases provides knowledge, definitions and practical examples that will allow trainers to support youth workers in developing and strengthening their capacities in providing quality education on preventing and combating radicalisation among youngsters. The youth workers, as the beneficiaries of the training course, and multipliers of the knowledge, are the first practitioners of activities targeting youngsters who are highly vulnerable to radicalisation. Their involvement on this phenomenon is significantly useful, therefore most updated and innovative education possibilities should be offered to them for better impact on the community. Our aim is to inspire youth workers and young people to act not only for themselves but also for the world around them. Through this curriculum and presented activities, we aim to inspire them to become mini educators and mini activists who will themselves assist in combating radicalisation, even when this does not appear to touch them personally.

The activities of the curriculum have been designed with a broad audience in mind using a combination of knowledge and information sharing, skills development and attitudes required for better understanding of the issue and acting up on it.

The Curriculum content is structured in the following way:

- Introduction and recommendations section, and detailed programme table
- Introductory sessions of the training course and getting to know each other sessions of the programme. We first focus on creating an effective learning group through getting to know each other and group building activities. This is done either through the topic of the activity itself or the selected methodology.
- Understanding key concepts on radicalisation. In these sessions of the training course, the focus is on introducing the key concepts, definitions and causes of radicalisation, extremism and terrorism as well as processes and sources of radicalisation.
- Causes of radicalisation. In these sessions, we explore the external factors contributing to radicalisation through PESTLE analysis (Political, Economic, Sociological, Technological, Legal and Environmental).
- Country realities on radicalisation. An important element of the project is to explore the realities of radicalisation presence among youngsters in our communities (how and when does it happen), the risk factors for the communities and the role of youth workers in combating the phenomenon.
- Strategic analysis. Throughout these sessions, we explore good practices, legal frameworks and work on mappings that allow participants to explore the Strengths, Weaknesses, Opportunities and Threats of their local communities.

- 
- Action plans. In these final sessions of the training course, participants develop their own action plans (e.g. education activities, campaigns, volunteer actions) that they will implement with their groups in their local communities.

Various methods are used throughout the Curriculum of this training course on a case-by-case basis, such as: discussion and commenting on sources and images, simulation, role play and drama, narrative reconstruction, directed imagination, brainstorming, direct experience activities, research, field visits, structured dialogue, opposing views and creative expression activities. We are following a democratic and “horizontal” structure that respects the rights of young people and promotes overall respect, self-esteem, self-discipline daily, individuality and the empowerment of their participation in the decisions that concern them. Furthermore, it presupposes the encouragement of reasoning, critical thinking and problem solving, the importance of fun and creative play in learning and the creation of a democratic and safe environment for sharing and learning together.

Programme of the training course

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction and group building
PM	Understanding radicalisation and its process
PM	Reflection and evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Extremism – radicalisation – terrorism – main differences
PM	External factors contributing to radicalisation: PESTLE analysis
PM	Radicalisation among youth – How and when it happens
PM	Reflection and evaluation of the day
Day 4	
AM	What are the realities of radicalisation presence among youngsters in our communities – Field Tour
PM	FREE AFTERNOON
Day 5	
AM	Existing legislation in preventing radicalisation
PM	Human Rights debate
PM	Identifying risk factors for radicalisation among youngsters
PM	Reflection and evaluation of the day
Day 6	
AM	Social media: a source for radicalisation or combating it?
PM	Hate Speech on-line
PM	Youth workers as Superheroes
PM	Reflection and evaluation of the day
Day 7	
AM	Developing education workshops for anti-radicalisation among youngsters – I
PM	Developing education workshops for anti-radicalisation among youngsters – II
PM	Reflection and evaluation of the day
Day 8	
AM	Developing education workshops for anti-radicalisation among youngsters – III
PM	Evaluation and closure of the training
Evening	"See you again" party
Day 9	
AM	Departure of participants



RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

Each session provides youth trainers / educators with details on the duration of each activity, background information and objectives of the session, practical details on materials to be used, background documents and further reading as well as tips for the implementation. A detailed flow of the session including the questions for debriefing and tools for reflection and evaluation is provided as well.


Although the Curriculum is developed in a way to be able to address the different needs of diverse youth groups from different cultural backgrounds, it is impossible to cover all the concerns of a certain group or population. Therefore, it is important to be prepared to improve, adapt and update the content to the specific context you are working in. This requires, on one hand, good understanding of the background of the participants and, on the other hand, flexibility and observation throughout the training course. The trainers should pay special attention to controversial topics within their society or be prepared to deal with emotions of young people that have difficult and/or traumatic experiences. It is recommended to pause, think and decide whether to skip a topic or an activity if one doesn't feel confident to deal with it, or work with the fact and encourage young people to research different points of view, use deep listening skills, express emotions and so on.

Before the training course:

- Organisers should make sure to have included all necessary information in the open call for participants or the information sheet that they are sharing with interested participants before they commit to attend the training course. Participants should be aware of the objectives of the training course, the agenda and/or the commitment required and the participatory nature of the methods used.
- The organisers should collect important information about participants in advance such as: contact information in case it is needed to reach them before or during the training course, background information that is considered relevant to ensure the content and methods are relevant (e.g. educational background, previous experience with the topic or youth work in general, motivation and interest to work on the topic), special arrangements such as allergies, dietary restrictions, need for pray room and medical conditions that require special arrangements. Finally, it is advised to ask for emergency contact person and contact details. The organisers should make sure to inform participants how they plan to use the information that are being collected, with included the privacy notice and the data protection clauses respecting GDPR guidelines.
- Some days before the training course, the organisers should send to participants all logistic information about the venue, accommodation, travel, meals and possible costs for participants or sending organisation, if applicable.
- Organisers are encouraged to run a health, safety and equality screening well in advance to explore if both logistics and content are planned in an inclusive and safe way.

During the training course:

- The organising team and the trainers should arrive well in advance at the venue, check the working materials and the space available and prepare the room in advance according to the needs of the trainers' team, as well as according to the learning needs of participants. It is recommended that the trainers create a welcome poster and decorate the space with simple props to create a warm environment for participants. The organisers should check any health and safety issues and rules, as well as spaces of common interest (such as toilets, access to outdoors) to inform participants of the possibilities at the beginning of the training course.
- Trainers should organise the work results to be visible throughout the training course. It is recommended that the work developed throughout the training course remains on the walls




of the plenary room, so that the participants can reflect afterwards and remember what was discussed. For this, the organisers should get the agreement of the manager of the venue to stick material on the wall and leave everything there throughout the training course.

- As mentioned above, the Curriculum has been designed based on the principles of experiential learning. Therefore, it is important to understand the educational approaches used in this Curriculum:
 - **Debriefing** is important activity within the experiential learning cycle. It is organised in the form of questions that a facilitator/trainer asks after an experience or activity to determine what participants have learned. The debriefing should be planned carefully and the sufficient time should be spent on facilitating the debriefing to ensure to maximise the learning of participants. In the description of the sessions of this Curriculum, indicative questions for debriefing are included. It is important that the debriefing doesn't feel like an interview but a structured discussion that follows through the experiential learning cycle.
 - **Reflecting and evaluating:** it is important to allow time daily to review the work and learning. It is recommended to dedicate time at the end of each day and at the end of the training course itself. In addition, it is advised to try to understand the needs of the group and to be as flexible as possible, and provide additional reflecting and evaluating opportunities where deemed needed.
 - **Facilitating:** the role of the trainer/educator in non-formal education and experiential learning settings like this one is to guide the process and discussion instead of teaching directly a topic. Discussion is the key. Therefore, it is expected to ensure that all participants have space to express their opinion and that all phases of the experiential learning cycle are completed. Facilitation means creating an environment in which people learn, experiment, explore and grow.

After the training course:

- Once the training course is completed, along with a nice “Thank you!” message, the trainers should make sure to send them the materials or documents agreed on during the training course (e.g. materials for further reading, links from videos or good practices, etc.) as well as contact information of trainers, speakers or experts that have previously agreed for their information to be shared.
- Given that in this training course participants are expected to develop actions, local workshops and/or campaigns to be delivered with their local groups, it is recommended that the trainers/organisers agree with the participants on how they need to be supported throughout those follow-up activities. It is useful to set in advance a couple of follow-up meetings to check the progress with participants.
- In the last evaluation session of the training course, participants could write a letter to themselves, as one of the evaluation/closure activities. If the trainers choose to have this activity, then these letters should be collected by the organisers and sent to the respective participants by post 6 months after the training course has finished.
- In addition to the evaluation organised and information collected during the (last day of the) training course, it is advisable to contact participants some months later and find out if the training course helped them to deliver their everyday youth work as well as the actions they designed.



DEVELOPED SESSIONS OF THE TRAINING COURSE: “EMPOWERING YOUTH WORKERS FOR NFE FOR PREVENTION AND COMBATING THE RADICALISATION AMONG YOUTH”

Introduction and group building

Session Title: Introduction and group building

Duration: 180 minutes

Background:

This is the opening activity of the training course, and it has the power to break the ice among the participants who do not know each other from before, to bring the group together, as well as to introduce the topic, the programme, the methods to be used to create a safe and constructive working atmosphere. Starting with a “getting to know” session is important, even if the day before participants had the chance to meet informally and chat. This way, organisers and trainers make sure everyone has the chance to be heard and it is a great opportunity for participants to learn about themselves and about each other. This session is also important for the group building and setting the basis for the quality group development within the training course.

Aim of the session: To set the ground for getting to know each other and introducing participants to the programme and relevant participatory information.

Objectives of the session:

- To introduce participants with the programme and the objectives of the training course;
- To use interactive activities with the purpose of getting to know each other and for group building;
- To foster interaction and communication among participants;
- To identify expectations and fears from the training course and the presented programme.

Competences addressed:

- Communication skills;
- Creative Expression;
- Analytical;
- Literacy competence;
- Teamwork;
- Personal, social and learning to learn competence.

Methodology and methods:

- Input;
- Activity: Expectations and Fears;
- Large groups’ work: Portraits;
- Speed dating activity;
- Balloon’s exercise;
- Collage of values;
- Discussion.

Session flow:

I. Introduction to the training course, team and participants; Expectations and fears (45 minutes)

The trainer welcomes the participants, introduces him/herself and explains shortly the aim and the objectives of the training course. After this, participants are asked to say their name, the organisation they represent and the country they are coming from. The trainer presents the programme of the week (using a power point presentation or a flipchart) and participants can ask questions related to the presented programme.

The trainer has prepared a flipchart with the drawing of a sun and another one with the drawing of a cloud. The trainer gives participants post-it papers and asks them to write their fears and expectations from the training course. Participants should then place the expectations on the flipchart with the drawn sun and the fears on the flipchart with the drawn cloud. Next, the trainer groups the post-it papers and summarises for the group. Participants can add or comment, and the trainer ensures them that these flipcharts will be reviewed during the training course and at the end of it.

II. Drawing portraits (20 minutes)

Participants are divided in two groups and are asked to make two rows so that each participant faces another participant. The trainer gives everyone a white A4 paper and asks them to hold it vertically, write their name on the top right and then give the paper to the person facing them. The trainer tells them that while the music is playing, they should draw the portrait of the person in front of them and when it stops, they should stop. When the music stops, the participants are expected to exchange the paper again so that everyone has their own portrait in their hands. People in one of the rows should move one space to the right so that they now have a new person in front of them. The trainer asks them to exchange their paper again and continue the design left by the previous one. The trainer continues the same pattern as many times (at least 5) to have portraits made by at least 5 participants.

III. Speed dating (25 minutes)


The trainer asks participants to take the paper with the portrait and pair up with someone new. Then the trainer gives each couple 2-3 min to discuss a question that has shared with them. It's explained that this is almost like a speed dating where they have only two minutes to get to know each other a bit better. The game should be repeated as many times as the trainer wants to make sure that almost everybody has spent some minutes with everyone in the group. Examples of questions/topics for discussion:

- Favourite hobby
- Favourite food
- Who do you consider as your family?
- Favourite place to travel
- What motivates you in life?
- A movie that made you cry
- A secret talent you have

At the end, the trainer places the portraits on the wall and keeps them visible on the wall throughout the training course.

IV. Balloons (40 minutes)

The trainer gives the participants a balloon and asks them to blow it up and with a permanent marker write their name on it. Then, participants are asked to write down on the balloon the 3 most important values to them. Once they have finished, the trainer stands in a circle and tells them that once he/she counts to 3, the participants should throw their balloon away. They should head off to catch another balloon, read the name and the three values and find the owner of the balloon to return it. The process



should be repeated 5-6 times quickly. Then the trainer asks them if the balloons they caught had similar values to their own ones. They are asked to choose the most important value of the three and quickly search the room for people who have chosen the same value or a similar one and form a small group. Once they stop moving, they are asked to share the common values and if there were any people who couldn't form a group.

The goal is to make small groups of 4-7 people who have either a common or similar value. Because this will not always be possible from the beginning, and there will be people who did not find anyone with the same value, the trainer gives them 2 minutes to wander around the space again and make these groups compromising but still choosing to form a group with people that share a value that is also important for them.

Once the groups are ready the trainer asks them to sit together and discuss for 15 min why they selected this value and what it means to them.

V. Make a collage (15 minutes)

Participants are given a flipchart paper, scissors, glue and markers as well as old magazines and newspapers with photos and ask them to make a collage that represents their value. Then each group presents their collage and explains why they chose the specific photos, words or drawings.

VI. Discussion (35 minutes)

The group sits in a circle and discusses the following questions:

- Was it easy /difficult to think of the three values that represent you?
- How did you feel when you saw the values of the others written on the balloons? Were there any values that you didn't choose or think about at first, but eventually realised that they are important to you, too? Which ones? Were there values you would never choose?
- Was it easy to choose just one? How did you feel when you had to see who else had similar values? For people that didn't find anyone with the same value: How did you feel? Why do you think others didn't choose this value?
- When you discussed the value with the rest of the team, did you discover any new perspectives?
- How did you feel about the collage process and the presentation afterwards?
- How often do you discuss your values with other people?
- Do we take it for granted that we have the same values as our friends and family?
- Would you fight or avoid a person that has a different point of view on a certain value? Why?

The discussion is facilitated by the trainer.


Materials needed: post-it papers in two colours, flipchart paper, A4 paper, coloured markers, music, balloons, permanent markers, scissors, glue, old magazines, newspapers with photos.

Background documents and further reading:

- Relevant getting to know each other games can be found in the following link: <https://www.salto-youth.net/tools/toolbox/search/>
- [Lisbon Treaty](#)
- [EU Charter of Fundamental Rights](#)

Recommendations for future trainers multiplying this session:

- For the drawing portraits activity, trainers are advised to make sure they change the pairs when participants had enough time to discuss or draw a bit of the portrait but at the same time avoid silences. When people are about to finish, trainers should give the sign for the change.

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- Trainers are advised to choose enough pictures, newspapers, magazines, cards, etc., so that the participants have a lot of choices to make the collage.
 - Following the debriefing, the trainers can refer to the European Values based on which the EU is founded; Human dignity, Freedom, Democracy, Equality, Rule of Law, Human Rights. The EU's values are laid out in article 2 of the [Lisbon Treaty](#) and the [EU Charter of Fundamental Rights](#).



Understanding radicalisation

Session Title: Understanding Radicalisation

Duration: 180 minutes

Background:

Radicalisation as a word is quite often being heard in today's world. It is a phenomenon that youth workers should clearly understand when working in the youth sector and when tackling any relevant topic to social exclusion. To better understand radicalisation and its impact in our life, it is important to explore real life examples and reflect on personal experiences with the phenomenon. At the same time, sharing real life examples will contribute to understanding different realities in different communities/countries and learn from the different perspectives. Moreover, it is important to understand what the radicalisation process looks like in order for families, friends and communities to help prevent acts of violent extremism. There is no single pathway of radicalisation towards violent extremism, as the process is unique to each person. However, there are some common elements in the experiences of most people who have experienced behavioural changes, change in ideology, social relations, criminal activity. For this, we will use the model of 4 stages of Radicalisation process introduced by Action Counter Terrorism (2023). The activity will also enable participants to start discussing the sources of radicalisation. More on this will be explored during the next session. Therefore, it is advised to allow participants to share their own ideas and then build on them.

Aim of the session: To understand the phenomenon of what radicalisation is, as well as its process and sources through real-life examples and interactive activities.

Objectives of the session:

- To understand radicalisation as a phenomenon, its process and impact it has in the society;
- To present various examples of issues that fuel extremism and violence, based on strong prejudices, narratives that incite hate speech and other social and cultural issues leading to extremism and radicalisation;
- To discuss the sources of radicalisation.

Competences addressed:

- Analytical skills;
- Critical thinking;
- Presentation skills;
- Analytical skills;
- Communication and collaboration.

Methodology and methods:

- Brainstorming;
- Small group-work;
- Presentations;
- Discussion;
- Debriefing.

Session flow:

- I. Welcome activity (20 minutes)

Participants start the day with a quick activity. The trainer places various pictures on the wall relevant to the topic, gives the participants post-it papers and asks them to look at the pictures and write the first thing that comes to mind and stick it on the pictures. Then the trainer reads the post-it papers while participants share additionally their impressions or comment on the post-it papers they wrote. In the Annex 1, the trainers can find real examples of radicalisation from project countries. These can inspire them in the search for materials for the session. Beside photos, also articles, headlines, or social media posts could be used.

II. Examples from real life (90 minutes)

The trainer divides the team into groups of 5 and asks them to think of a real incident of youth radicalisation and violence where one person and/or one group adopted an extreme ideological position, and to present it. In this activity, the participants can use their mobile phones or computers to find material from the internet, if necessary.

Participants are given a flipchart paper split in 4 with a cross. The trainer asks them to write the following in each rectangle of the paper: WHO (who are the young people that adopted the extreme ideological position), WHAT (explain more about this position and the people that stand for it), HOW (how this person was approached), IMPACT (what is the negative impact from this example). They have 30 minutes to finish their tasks. After completing the given questions participants are asked to present their example and flipchart paper to the rest of the group in 10 minutes.

Following every presentation, the group can ask questions or make quick comments.

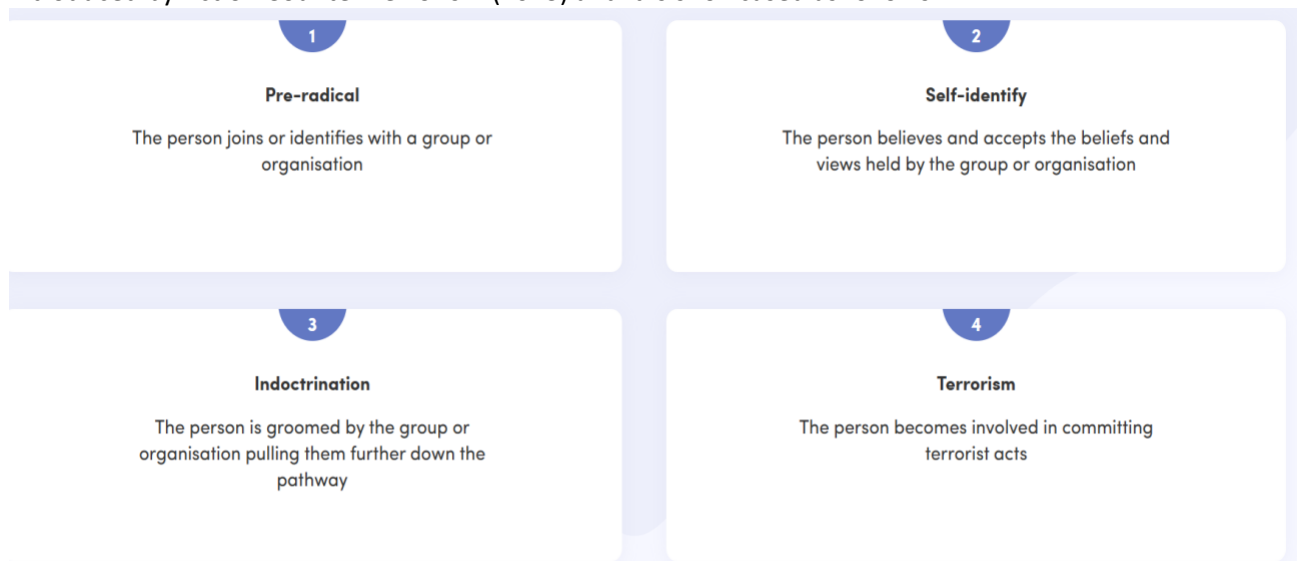
III. Discussion (20 minutes)

Participants are asked to sit back in the circle and discuss the following:


- What has made the strongest impression on you from these stories? Did the stories have something in common, and if so, what?
- When do we see the emergence of such incidents in society?
- What does society, especially young people, need to do in order to be resilient towards these kinds of phenomena?

IV. Process of Radicalisation (30 minutes)

The trainer presents the *stages of the process of radicalisation*. It is a process consisting of four stages introduced by Action Counter Terrorism (2023) and it is showcased as follows:



Picture: Process of radicalisation; Source: Maarten. (2023, February 16). What are the stages of radicalisation? Action Counter Terrorism. <https://actearly.uk/radicalisation/the-stages/>



The trainer divides the team into groups of 4 and provides them with a copy of the presented four-staged process and asks them to discuss each step. For each step, participants are asked to give examples, or use the ones from the previous session and discuss the sources of radicalisation in each case.

V. Debriefing (20 minutes)

Participants are asked to sit back in the circle and discuss the following:

- How did you feel about the session?
- Did you get a better understanding of the radicalisation process and its process?
- Have you realised before how the small actions or lack thereof can lead to bigger consequences?
- What are the most common elements that can lead to violent extremism?
- In which stages do you think that young people and/or youth workers can interfere?
- What did you take away from this session?

Materials needed: post-it papers in two colours, flipchart paper, A4 paper, coloured markers, mobile phones, a copy of the 4 stages process of radicalisation-figure for each participant, internet connection.

Background documents and further reading:

- Handbook on Preventing and combating Radicalisation among youngsters in Europe, Outreach Hannover e.V., 2023. <https://outreach-hannover.de/our-publications/>
- Maarten. (2023, February 16). What are the stages of radicalisation? Action Counter Terrorism. <https://actearly.uk/radicalisation/the-stages/>

Recommendations for future trainers multiplying this session:

- The trainers / facilitators should have the flipchart papers with 4 fields (WHO, WHAT, HOW, IMPACT) prepared prior to the session, so that no time is wasted during the session on technical aspect of preparing the grids. Thus, the participants can have more time available for filing them in.
- Pictures from everyday life examples should be collected from different sources such as newspapers, magazines, cards, etc. They should also present a variety of examples, such as violence against gender, religion, ethnicity, etc.
- It is helpful if the flipchart papers from the examples from real life remain in the room as participants can use these examples in their discussion.



Extremism, radicalisation, terrorism – main differences

Session Title: Extremism, radicalisation, terrorism – main differences

Duration: 180 minutes

Background:

Radicalisation and extremism are not a new threat to society, as these phenomena have been present in different formats and manifestations throughout history. Online extremism, however, is a new phenomenon. The online spaces have emerged and evolved so rapidly, that the current legislative and institutional framework set up to ensure protection of our fundamental rights cannot respond effectively on this new challenge.

There are different definitions of the terms, with some of the clearest provided in the National Strategy of the Government of Canada on Countering Radicalisation to Violence:

- **“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.”¹

In this session, participants will have the chance to go through each concept and understand the key differences between them.

Aim of the session: To acquire new knowledge about the current frameworks for defining extremism, radicalisation and terrorism.

Objectives of the session:

- To reflect on the definitions of extremism, radicalisation and terrorism;
- To work in small groups towards a common deliverable;
- To promote discussion on the concerns of radicalisation, terrorism and extremism acts.

Competences addressed:

- Communication skills;
- Teamwork;
- Literacy;
- Creative expression;
- Analytical;
- Personal, social and learning to learn competence.

Methodology and methods:

- Small group-work;
- Input;
- Brainstorming;
- Role play through body language;
- Discussion.

¹ Government of Canada, National Strategy on Countering Radicalisation to Violence of Canada, 2018, page 7, ISBN: 978-0-660-28894-9

Session flow:

I. Input, creating definitions and human sculptures (140 minutes)

The trainer divides the group into smaller groups of 5 and gives them A4 papers with the words: extremism, radicalisation, terrorism (one word on each paper). After the trainer asks each group to agree on a definition of each one of these terms and to discuss the differences and the links between them. Groups are asked to create a human sculpture made by their own bodies representing the relationship between these words. They have 40 minutes to complete these tasks.

Then, participants are asked to come back to the circle and present their human sculpture and explore with the rest of the group which image represents each word and what is the connection between them as presented. Once all groups have presented, the trainer asks them to share their definitions. Once the participants have heard all definitions the trainer provides them with the definitions from the Handbook “Preventing and combating Radicalisation among youngsters in Europe” (page 5) or shows this video <https://www.youtube.com/watch?v=4Ph536eGzbA>. The trainer uses a projector to screen the Handbook part on the definitions of these terms.

II. Discussion (40 minutes)

It is very important to do a short debriefing after this activity, for everyone to be on the same page regarding the definitions and the meaning of the 3 terms. Trainers should observe and pay attention to participants' emotions when they discuss about these terms.

Participants are asked to sit back in the circle and discuss the following questions:

- How did you feel about the activity? Was it difficult to create the definitions?
- Did you learn anything new about the three terms?
- What were the similarities and differences among the groups? Were there any disagreements?
- Are you discussing these topics with your peers in your everyday life? Is it a topic of concern and why?

Materials needed: A4 paper, pens, flipchart or equipment for ppt presentation.

Background documents and further reading:

- Government of Canada, National Strategy on Countering Radicalisation to Violence of Canada, 2018, page 7, ISBN: 978-0-660-28894-9. <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/ntnl-strtg-cntrng-rdclztn-vlnc/index-en.aspx>
- Handbook on Preventing and combating Radicalisation among youngsters in Europe, Outreach Hannover e.V., 2023. <https://outreach-hannover.de/our-publications/>
- Preventing Terrorism and Countering Violent Extremism and Radicalisation that Lead to Terrorism: A Community-Policing Approach (Organization for Security and Co-operation in Europe, 2014), Available at: <https://www.osce.org/secretariat/111438?download=true>

Recommendations for future trainers multiplying this session:

- It is advised to acknowledge that many countries have their own definitions or perspectives/law, or in some cases the definition is still in a process of development.
- When planning and delivering the session, the trainer is advised to remember that, historically, many ideas that brought progress to society were considered extreme ideas, but through time, respectful debate, promotion of the idea, academic reviews, practitioners' involvement and transparent decision-making, these ideas became accepted in the society. It is important for democratic societies to support freedom of speech, freedom of association, freedom of belief, among others as well.



Reflection and evaluation of the day

Session Title: Reflection and evaluation of the day

Duration: 40 – 60 minutes

Background: Reflection is the process of thinking critically about the activity and the experiences participants had throughout the day. It is a very important session as it helps participants to identify what they learned from a situation, their role in the whole process and how to connect their learning to their goals, values and purpose. This session can be used at the end of each working day of this curriculum.

Aim of the session: Exploring and examining ourselves, our perspectives, attitudes, experiences and actions / interactions.

Objectives of the session:

- To reflect on the learning and the process of the day;
- To receive feedback on what worked best and what could be improved.

Competences addressed:

- Competences linked with evaluation and reporting;
- Meaningful communication including deep listening;
- Critical thinking;
- Empathy.

Proposed Activity 1:

Methodology and methods: individual reflection, buzz group work, public speaking.

Session flow:

- The trainer explains the importance of taking the time to reflect on what participants experience and learn every day. Sometimes the evaluation is short and sometimes it can be longer. If the trainer wants to introduce the idea of a diary this is the moment to do so. The trainer gives the participants a notebook or asks them to use pieces of paper to write down their reflections daily and gives them time to note down their thoughts. Also, he/she explains to them that the diary is personal and that no one will ask them to share with the group what they have written.
- The trainer gives the participants 10-15 min to think about the day and get them to ask themselves:
 - ✓ Did I enjoy it so far?
 - ✓ What was my first feeling when we started this morning?
 - ✓ How did I feel when we started discussing the definitions of violent extremism, radicalisation and terrorism?
 - ✓ How these three word/concepts show up in my own reality?
- The trainer asks the participants to make pairs/buzz groups, selecting a person they haven't spent a lot of time today and discuss how they feel about the day.
- The trainer asks the participants to come back to the circle and one at a time to describe how they feel in terms of a weather report. For ex. My day started with some clouds as I was not sure how things will evolve. Slowly, the sun came out as we started to get to know each other...

Materials needed: notebooks or A4 paper and pens.

Proposed Activity 2:

Methodology and methods: individual reflection, buzz group work, making a song.

Session flow:

- The trainer gives participants 10 min to think about the day and gives an introduction about how difficult the day was and how difficult issues were raised. It's important to close the day in an optimistic and positive way so that participants can see the issue with courage and become part in its solution.
- Participants are asked to write down one positive word that represents what is needed to provide a solution to the problem.
- Then, the trainer divides them into groups of 5, asks them to write a poem with the words they have written and suggests that they find a musical soundscape (from the internet). When the participants are ready, they can present the poem with music.
- After all groups presented their poems the trainers starts a short discussion about the process and encourages the participants to say something about the day they had.

Materials needed: notebooks or A4 paper and pens, internet connection.

Background documents and further reading:

More tools for reflection and evaluation can be found in the following toolkits:

- T-Kit 10: Educational Evaluation in Youth Work (Youth partnership Council of Europe & European Commission, 2007), Available at:
 - https://pjp-eu.coe.int/documents/42128013/47261233/T-Kit_10.pdf/8d85c6ac-05e5-4715-8f43-0f9c3018772a?t=1377272318000
- Reflecting learning in quality youth work, Do it right! (Growth, Dialogos, 2022), Available at: https://www.salto-youth.net/downloads/toolbox_tool_download-file-2977/Do%20it%20Right!%20Reflective%20learning%20in%20quality%20youth%20work%20HANDBOOK%2010.2022.pdf

Recommendations for future trainers multiplying this session:

- It is important that participants understand the importance of this session. Often, people think that the day finished before this session and they don't concentrate or participate with the same energy and motivation, probably because everyone is also more tired at the end of the day. Trainers are advised to explain the importance of this session and select engaging methods.
- There are many ways to build a session on reflection and evaluation of the day. Trainers are advised to allow time for individual reflection, reflection in pairs and in groups. This ensures, on one hand, personal time for people to think, as well as the opportunity to hear different perspectives that will allow them to better understand where they are in their learning path and stimulate future application of lessons learned.
- The questions in the Proposed Activity 1 should be adapted, in accordance with what was discussed each day.



External factors contributing to radicalisation: PESTLE analysis

Session Title: External factors contributing to radicalisation: PESTLE analysis

Duration: 90 minutes

Background:

It is important to assess learners' needs, knowledge and experiences to adjust the themes to relevant local issues which lead to addressing extremism and radicalisation. One tool for analysing the context is the PESTLE analysis which studies the key external factors (Political, Economic, Sociological, Technological, Legal and Environmental) that influence a situation. The tool helps detect and understand broad, long-term trends and can be used in a range of different scenarios guiding people in strategic decision-making.

Aim of the session: To support participants learning in acquiring deep understanding of the key external factors contributing to radicalisation through the utilisation of PESTLE Analysis.

Objectives of the session:

- To brainstorm about external factors causing radicalisation;
- To understand of the socio-cultural context and the aspect of violence which provokes extremism and radicalisation;
- To introduce participants with the PESTLE Analysis and its key elements.

Competences addressed:

- Meaningful communication;
- Critical thinking;
- Analytical skills;
- Active listening.

Methodology and methods:

- Work in pairs/buzz groups;
- Theoretical input;
- Small group-work;
- Discussion.


Session flow:

I. Work in pairs/buzz groups: External factors of radicalisation (15 minutes)

The trainer gives everyone post-it papers and asks them to divide into pairs/buzz groups. After, the participants are given 10 to 15 minutes to discuss among themselves the external causes of radicalisation and write them down. They are asked to write 1 cause per post-it and they can write as many as they want.

II. Input – PESTLE Analysis (20 minutes)

The trainer introduces the PESTLE framework. PESTLE is a framework for viewing the macro environment involving the elements: Political, Economic, Sociological, Technological, Legal and Environmental. The trainer has prepared a presentation on this framework for participants where each concept/element is presented in detail.



III. **Small group work (15 minutes)**

The trainer asks pairs to form groups of 5-6 participants and discuss the causes they have written on the post-it papers and categorise them according to PESTLE framework. Following that, the trainer encourages them to think of more causes for every category and add them to the list.

IV. **Presentations and Discussion (30 minutes)**

Once all groups are ready, trainers and participants explore the causes they have written for every category of the PESTLE framework. The trainer makes a summary using everything the participants have said and then starts a discussion after each presented paper.

Materials needed: post-it papers, flipchart paper, A4 paper, coloured markers, pens.

Background documents and further reading:

- Handbook on Preventing and combating Radicalisation among youngsters in Europe, Outreach Hannover e.V., 2023. <https://outreach-hannover.de/our-publications/>
- Knowledge of the PESTLE framework. Available at: <https://www.cipd.org/en/knowledge/factsheets/pestle-analysis-factsheet/#what-is-a-pestle-analysis-used-for>

Recommendations for future trainers multiplying this session:

- The trainers should make sure that all participants understood the PESTLE framework before they start to use it. A flipchart with the acronym should be visible during the session and enough examples should be given.



Radicalisation among youth – How and when does it happen?

Session Title: Radicalisation among youth – How and when does it happen

Duration: 90 minutes

Background:

Radicalisation among youth is a key issue that affects young people as well as society. It is very important to find a solution to this issue and to deal with it immediately because this phenomenon leads to the appearance of extreme and antisocial behaviours - especially between young people - such as: unwillingness or inability to discuss their views, disrespectful attitude towards others, increased levels of anger. The development of these behaviours gives space to terrorism and extremist ideologies. Terrorism and acts of violence lead to the destruction of communities and lives, causing deaths and injuries to many and leaving communities living in fear and sometimes divided by hatred and confusion. To understand the reasons why people are vulnerable to radicalisation we should refer to the handbook where the reasons that lead to the rise of the phenomenon are thoroughly analysed. Also, it is important assessing learners' needs before or at the very beginning of the training activity in light to adjust the themes to relevant local issues which lead to addressing extremism and radicalisation.

Aim of the session: To provide participants a safe space for discussing the presence of radicalisation among youth and its sources.

Objectives of the session:

- To understand the causes of violent extremism and radicalisation;
- To discuss about the radicalisation among young people, the How's and When's of it';
- To use fishbowl methodology to encourage debate and discussion on the topic of radicalisation among youth.

Competences addressed:

- Personal, social and learning to learn competence;
- Citizenship competence;
- Communication and collaboration;
- Active listening;
- Critical thinking;
- Public speaking;
- Cultural awareness and expression competence.

Methodology and methods:

- Input;
- Fishbowl exercise;
- Debriefing.

Session flow:

I. Introduction to the session (5 minutes)

The trainer explains that during the session the participants will have the opportunity to discuss how and when radicalisation happens in our own reality. He/she also gives some of the examples from own experience.

II. Fishbowl exercise: radicalisation among youth – how and when does it happen? (70 minutes)

The trainer introduces to participants the fishbowl exercise. Fishbowl is a strategy for organising medium- to large-group discussions. Participants are separated into an inner and outer circle. In the inner circle, or fishbowl, a discussion will take place; and in the outer circle the participants will listen to the discussion and take notes. A participant from the outer group has the ability to take the place of a participant in the inner group by tapping the shoulder of a person from the inner circle. The person immediately moves to the outer circle but keeps the ability to go back by tapping a person's shoulder.

The trainer hands to the participants post-it papers to write a question or statement for the role of young people in tackling or spreading radicalisation. If there are not enough, the trainer can use from the following:

- Usually, young people are responsible for creating and spreading radicalisation.
- Having well educated young people is the solution to deal with the phenomenon.
- Covid-19 pandemic had an impact on radicalisation among youngsters.
- Young people are the first to be recruited in violent groups.
- Young extremists are more dangerous than the older ones.

The trainer reads a question/statement and encourages the inner circle to discuss it. The outer circle listens carefully and when they want, they can take a place in the inner circle by tapping the shoulder of someone from the inner circle. Once the trainer feels a topic is covered, he/she reads the next question or statement. The trainer makes sure everyone is involved in the discussion and encourages the shy participants. During the discussion, the trainer can write key words on a flipchart paper and use them afterwards for the debriefing and conclusions.

III. Debriefing (35 minutes)

The discussion can get very energetic and it is important that the trainer draws conclusions and calms down participants before ending of the session. The trainer can ask the group the following questions:

- What did you think of the process and the discussion?
- Are there right and wrong answers?
- Are you passionate about an opinion?
- How did you express it?
- Was there a moment you wanted to express an opinion, but you didn't? Why?

Materials needed: post-it papers, flipchart paper, A4 paper, coloured markers, pens, chairs.

Background documents and further reading:

- Handbook on Preventing and combating Radicalisation among youngsters in Europe, Outreach Hannover e.V., 2023. <https://outreach-hannover.de/our-publications/>

Recommendations for future trainers multiplying this session:

- Trainers can prepare in advance some questions/statements for the discussion, as examples for the participants, or as backup material in case it is hard for participants to come up with questions/statements in the given time for the session.



What are the realities of radicalisation presence among youngsters in our communities – Field Tour

Session Title: What are the realities of radicalisation presence among youngsters in our communities – Field Tour

Duration: 180 minutes

Background:

To better understand what happens in our communities, the hosting organisation arranges a field tour which will allow participants to better understand the topic and the issue through talking to experts and target groups and learn from their stories and experience. Visiting areas of interest - such as youth/community centres, civil society organisations, areas of interest - participants will have a holistic picture of the local reality and will engage with the content in an alternative way. Today's young people are visual learners. A field tour lets them touch, feel and listen to what they're learning about. This further helps them: build on better understanding of the topics; build cultural understanding and tolerance; and expose them to worlds outside their own.

Aim of the session: To engage with real life examples from the community where the training course is taking place to understand the realities of radicalisation presence among youth.

Objectives of the session:

- To understand the radicalisation presence among youngsters through talking to the local experts on the topic;
- To use field tour as a practical method for experiential learning;
- To explore good practices and areas of improvement.

Competences addressed:

- Multilingual competence;
- Teamwork;
- Communication;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Field tour;
- Debriefing.

Session flow:

I. Field tour (150 minutes)

The trainer organises a tour or field visit in places where there are young people at risk or non-governmental organisations or people who deal with young people such as psychologists, social workers, etc. In this way, participants are able to see closely various cases and ask questions from people that are experts in the field. For example, the participants can visit a psychologist who deals with delinquent children, drug detoxification centres, refugee settlements, prisons, but also meet people who have been involved with extremist groups who could refer to their own case.



II. Debriefing (30 minutes)

At the end of the field visit, the trainer gathers participants for a short debriefing session and asks the following questions:

- How did you feel?
- Did you learn something new?
- Were you surprised positively or negatively with anything you discovered today?
- Was there a moment that you had challenging emotions? Share with the group?
- What is the one thing that gives you hope from this morning?

Materials needed: notebooks, post-it papers, pens and pencils.

Recommendations for future trainers multiplying this session:

- The field trip has to be organised in advance and all logistical details checked. Participants should be informed about it in the info package that they will receive before the training course.
- The trainer and the organisers should inform participants the evening before if they need to bring something with them, e.g. notebook, water, snacks.



Existing legislation in preventing radicalisation

Session Title: Existing legislation in preventing radicalisation

Duration: 180 minutes

Background:

Working on identifying a problem first, identifying a solution second and then reflecting on how one can contribute to it - is a key critical thinking skill that everyone needs. When this is done in the context of a community, focusing on societal problems, then it is a citizenship fundamental skill. As important as it is to develop these skills, it is equally important to develop knowledge about laws and rules that are fundamental to solve and prevent such societal problems.

Aim of the session: To learn about importance of legislation in preventing radicalisation and reflect on existing legislations in participants' countries.

Objectives of the session:

- To understand the importance of legislation in preventing radicalisation;
- To use interactive methods to learn finding positive solutions to negative phenomenon;
- To discuss on the existing legislation in preventing radicalisation in our communities.

Competences addressed:

- Multilingual competence;
- Teamwork;
- Presentation;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Brainstorming;
- Interactive activity: Banish the negative energy;
- Discussion and Debriefing
- Discussion in small groups-national teams.


Session flow:

I. Introduction to the session (10 minutes)

The trainer opens the session with a short introduction on the focus of the day and emphasising the importance of legislation in making positive changes towards an issue in the society.

II. Banish the negative energy (90 minutes)

The trainer hangs a rope in the working space from one end to the other. In case that this is not possible, it is suggested to set the rope on the floor. The trainer hands out post-it papers and asks to brainstorm for about 10 minutes about the violence the participants encounter in their daily lives. It should be understood by the participants that they will not engage only in issues such as extreme behaviours or political parties, but rather the different expressions of violence that is encountered in everyday life, and to write down the key words. The brainstorming session lasts about 15 minutes.



Then, the trainer divides the participants in two groups and explains the next activity to them, related to the rope. The trainer instructs them that they are technicians and that this is a power station that collects the negative energy from the cables. Negative energy damages and destroys cables and drops voltage. To be able to change it, so that the wires have continuous operation, the participants must take the negative energy out of the wires and fill them with positive energy. The trainer must draw their attention to the fact that this work requires tremendous precision and very careful movements. The trainer asks the participants to hand over the post-it papers, and after confirming that there are no identical words or meanings, hangs the post-it papers on the rope. Each two post-it papers must have 0.5 cm between them and must be stuck on the rope with the tape, so that they don't slide/fall off.

Next, the simulation game starts. The trainer cuts the rope/wire and tells them that the voltage has dropped. When the participants hear the bell, one participant from each team should run and grab one post it (on each side of the break there is a post it) and use one hand to untie it from the cable. Then the participant reads aloud the word written on their post it and the group discuss it and suggests solutions. The trainer gives the participants some time to discuss it, asks them to say the solutions they have proposed for both problems and to write them down on new post-it papers. Then each team should deliver the new post-it to their team's technician and place them back where they got the others and re-glue the rope and stick the previous ones with negative energy to the walls. The exercise continues in this way until the post-it papers with the negative energy are replaced with the positive ones.

When the cable is filled with solutions the trainer takes them off and sticks them next to the post-it papers with expressions of violence in everyday life.

III. Debriefing and Discussion on the activity (20 minutes)

The trainer gathers participants in the circle and asks the following questions:

- What did you feel during the session?
- Was there something that made the process difficult for you?
- When reflecting on solutions, did you think of any laws preventing or countering violence, radicalisation, terrorism? (During this brainstorming, trainers are advised to write the suggested Laws/Human Rights on a flipchart paper and keep it there for later)

IV. Work in national groups and discussion (70 minutes)

Participants are invited to work in their national groups for this part of the session. They are instructed to discuss for the next 40 minutes about existing legislation in their own country on preventing radicalisation. Next, they join the circle and share the outcomes of their discussion. Then the trainer asks the following discussion questions:

- Knowing about the existence of the legislation, how effective do you think it is in practice?
- How do you see your role as youth workers in contributing to these issues and promoting legislation in your community?

Materials needed: post-it papers medium size, flipchart paper, A4 paper, coloured markers, pens, rope, sticky tape.

Background documents and further reading:

- Handbook on Preventing and combating Radicalisation among youngsters in Europe, Outreach Hannover e.V., 2023. <https://outreach-hannover.de/our-publications/>
- Compass. A manual on Human Rights Education with young people- Council of Europe, Council of Europe Publishing, 2009 3d edition (<https://www.coe.int/en/web/compass>)



Recommendations for future trainers multiplying this session:

- For the interactive activity, the post-it papers must have 0.5 cm between them, and they must be fixed on the rope with the tape, so that they don't slide/fall off.
- In these kinds of experiential learning activities, it's crucial to understand the instructions. Thus, the trainers should make sure that they give clear description of the activity before its start.
- The trainers must create a challenging but safe environment, so that the participants dare to be fully involved.



Human Rights debate

Session Title: Human Rights debate

Duration: 90 minutes

Background:

It is important knowing and reflecting critically on Human Rights when working in this field. Not only to protect youth workers themselves, but to be able to pass this information to others, to help them protect themselves and contribute to the formation of our society. Knowing the laws or Human Rights is never enough. Without critical thinking, it is impossible to be able to interpret them in each context, look for reliable information and take sound and fair decisions. Exploring the perspectives of others and understanding how the implementation of laws influences different people is fundamental to better understand how justice works.

Aim of the session: To create space for understanding and discussion on human rights and legislation as well as explore existing legislation on this matter.

Objectives of the session:

- To understand which are the sources that convey truth;
- To research about existing human rights legislation in relation to various categories of radicalisation, fake news and hate speech;
- To explore different perspectives and opinions on human rights.

Competences addressed:

- Media literacy;
- Citizenship competence;
- Digital competence;
- Analytical;
- Communication;
- Teamwork;
- Personal, social and learning to learn competence;
- Literacy competence.

Methodology and methods:

- Small-group work and discussion;
- Barometer exercise.

Session flow:

I. Introduction (5 minutes)

The trainer refers to the previous session and the flipchart with the Laws/Human Rights explaining the importance of having knowledge around legislation when working in this context.

II. Small group work (45 minutes)

The trainer divides the participants into three groups and asks them to search the internet themselves to find the legislation that exists in relation to various categories of radicalisation, fake news, hate speech and extremist groups. Then, each group will present their findings and discuss it with the others. The whole process of research and presenting lasts 45 minutes.

III. **Take sides (40 minutes)**

The trainer places a tape on the floor in the middle of the room to split the room in two, and puts a paper with the word “*Agree*” on one side and another one with the word “*Disagree*” on the other side of the room. Then, the trainer reads several statements and if the participants agree/disagree with each statement, they should move towards the chosen side. If the participants are not sure, they move towards the centre. The trainer loudly reads the following statements and gives time to move around the room. After the participants choose a side, the trainer invites some people from each side and the centre to share the reasons why they took the position that they have taken.

Examples of the statements that the trainer can use:

- The right to be free to express our thoughts or opinions is an important human right, and is part of international Human Rights law. People should be free to express their views regardless how extreme they are.
- Violence can be used to defend an opinion, especially if one has experienced verbal abuse.
- No-one should say or do anything which might be painful or upsetting to others.
- Understanding and living side by side with others depends on open and free communication – even if we sometimes have to hear opinions we don’t agree with.
- Limiting freedom of expression on the Internet is not possible because much of the Internet is ‘owned’ by private companies.
- Anyone has the right to associate with others using the Internet and to promote their own beliefs broadly using different methods.
- It is your fault if you are experiencing online harassment. You shouldn’t share personal info, photos, personal views.

After the “Take sides” activity, the trainer uses some of the following questions for a short discussion:

- In many of the statements we introduced/discussed Human Rights. Which rights did we refer to?
- Did you find it hard to take a stand in certain cases? Which ones?
- Did you change your stand at any point? What made you do that?
- Were any of the statements more complicated than the others?
- Were there cases that different legislations were in conflict?
- How did they feel about it?
- Would you like to further discuss any of the issues?

The trainer explains to the participants that knowledge about Human Rights is key when working in this area as well as the roles and responsibilities to respect, defend and share them.

Materials needed: flipchart paper, A4 paper, coloured markers, pens, rope or tape for dividing the room, internet connection.

Background documents and further reading:

- Handbook on Preventing and combating Radicalisation among youngsters in Europe, Outreach Hannover e.V., 2023. <https://outreach-hannover.de/our-publications/>
- Universal declaration of Human Rights can be found here: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

Recommendations for future trainers multiplying this session:

- It can be useful to take notes and write key words on a flipchart during the “Take sides” activity to reflect on them later and use them to conclude the session.
- It is suggested to encourage everyone to contribute and make sure quieter participants are asked questions as well.

Identifying risk factors for radicalisation among youngsters

Session Title: Identifying risk factors for radicalisation among youngsters

Duration: 90 minutes

Background:

“Youth at risk” is a general term for a range of circumstances that place young people at greater vulnerability for problem behaviours (such as substance abuse, school failure and juvenile delinquency) along with mental health disorders (such as depression and anxiety). Characteristics of at-risk youngsters include emotional or behavioural problems, truancy, low academic performance, showing a lack of interest for academics and expressing a disconnection from the school environment. This session is focused on identifying risk factors mainly for radicalisation among youngsters, be it for situations and behaviours explained above, or other situations in our communities.

Aim of the session: To understand the term “youth at risk” and discuss risk factors for radicalisation among youngsters.

Objectives of the session:

- To introduce participants to the term “youth at risk”;
- To understand the radicalisation among youngsters from different backgrounds;
- To discuss about risk factors for radicalisation among young people.

Competences addressed:

- Citizenship competence;
- Analytical;
- Communication;
- Teamwork;
- Creative thinking;
- Personal, social and learning to learn competence;

Methodology and methods:

- Role play;
- Discussion.

Session flow:

I. Risk Factors among youth (60 minutes)

The trainer introduces to participants the term “youth at risk” and then he/she explains its meaning. Participants are divided in three groups then. The trainer asks participants to play a role game and hands them various cards which contain various identities:

- A young person who has grown up in an environment with divorced parents where they blame him/her for the breakup.
- A child from a wealthy environment/house who behaves aggressively, is rude and delinquent.
- A young person who has missed many years of school and had to change schools often, that is now an adult but still in school classrooms.
- A girl who is constantly abused by her stepfather while her mom keeps accusing her of not wanting and not accepting her stepfather.

- A young person who is bullied at school because of his difference and belongs to the LGBTQI+ community and is withdrawn and aloof.

The participants are instructed to make a 3-minute play where the main roles will be a youth worker and one of the above categories in the cards. “The youth worker suspects that this person is involved in an extremist group. What is it that made you suspect and how will it be resolved?” They have 30 minutes to prepare the role play.

Then each group presents their 3 minute play. The trainer allows the participants some time for quick comments, questions and a good applause for the group.

II. **Discussion (30 minutes):**

The trainer can ask the group the following questions:

- What makes the protagonist of each group vulnerable?
- What is the most common characteristic of youth at risk that we meet, e.g., school bullying, abuse and others?
- What are the most common signs that help us to recognise that something is happening, e.g. violence, anger, nervousness, antisociality, outbursts, strange behaviours?
- What were the differences between the approaches selected by each group?
- Would you follow a different approach?
- Are the suggested approaches realistic?
- Have you experienced similar cases in your everyday life/youth work?
- How did you deal with it?
- How can youth workers help these people?

Materials needed: A4 paper, pens.

Background documents and further reading:

- Handbook on Preventing and combating Radicalisation among youngsters in Europe, Outreach Hannover e.V., 2023. <https://outreach-hannover.de/our-publications/>
- SALTO YOUTH, Young people and extremism: a resource pack for youth workers, British Council p.22, 23
<https://www.salto-youth.net/downloads/4-17-3477/SALTO%20extremism%20pack.pdf>

Recommendations for future trainers multiplying this session:

- Trainers should dedicate enough time for the development of the short role plays.

Social media: a source for radicalisation or for combating it?

Session Title: Social media: a source for radicalisation or for combating it?

Duration: 180 minutes

Background:

Young people spend a lot of their time and energy on different social media nowadays. Impact of social media on young people can be beneficial and it can be detrimental. Possible detrimental aspects are: cyberbullying, fake news, hate speech, social anxiety, depression, exposure to content that is not appropriate. On the other hand, possible beneficial aspects are that social media allow people to be more connected, it is a source of information and news especially in societies with lack of independent media and even a way to raise awareness broadly. It could even be used as a tool for active citizenship or combating radicalisation. Developing critical thinking, looking for evidence and promoting a digital citizenship are key for ensuring young people are more resilient to destabilising narratives and active contributors to bringing positive change.

Aim of the session: To explore the role of social media and reflect on its advantages and disadvantages to combating radicalisation.

Objectives of the session:

- To discuss about the presence of social media with participants;
- To create space for research on the topic of social media as a source for radicalisation or for combating it;
- To analyse advantages and disadvantages of using social media to combat radicalisation.

Competences addressed:

- Meaningful communication;
- Teamwork;
- Critical thinking;
- Analytical skills;
- Research skills;
- Media literacy.


Methodology and methods:

- Brainstorming;
- Small-group work;
- Presentations;
- Discussion.

Session flow:

I. Introduction into the session and Brainstorming (30 minutes)

The trainer asks the participants to reflect and think of what makes a good discussion, e.g. not to shout, listen carefully, use arguments not opinions, etc. Then the trainer asks them to write the words on a post-it paper and then to try to categorise them and put them in a hierarchical order in plenary. The trainer, then, announces that the reason for this short brainstorming session on “good discussion” is because the next activity is about discussing and debating about a topic on “social media”. After this



announcement, the trainer asks participants whether they use social media, and if yes, which ones do they use. Then the question on the reasons why they use a certain social media follows. They shortly share in the plenary, and the trainer is the one facilitating the discussion.

II. Debate (60 minutes)

The trainer explains to the group what the debate is and what its rules are. Debate is a process that involves formal discourse, discussion and oral addresses on a topic or collection of topics, often including a moderator and an audience.

Then, participants are divided into two groups. The trainer announced that the topic of the debate will be “Social media: a source for radicalisation or for combating it”. Each team should gather evidence about the viewpoint they are going to defend. One group will defend the position that social media could be source for radicalisation and an easy channel to recruit people and the other group will defend the position that social media can be used to combat radicalisation. The trainer encourages them to search the internet, look for evidence and research results and discuss for 30 minutes in order to get information about the topic they have been given. Then the debate will take place. The groups will choose who and how they make their presentation which cannot be longer than 3 minutes. The trainer will play the role of the moderator of the debate and the rest of the participants now play the role of the audience. The participants are encouraged to keep notes.

III. Small group work – advantages and disadvantages of using social media to combat radicalisation (40 minutes)

After the debate, the trainer divides participants into 4 small groups – mixed groups formed by the previous 2 bigger groups. Their task is to discuss “advantages and disadvantages of using social media to combat radicalisation”. They need to list the outcomes on the flipchart paper. The approximate time given for this part is 40 minutes.

IV. Presentations and discussion (50 minutes)

After the group work, all groups join the plenary for a presentation on their work. After each presentation, there is a space for questions from other groups and trainers. Then, the trainer asks participants some of the following questions:

- Can you recall cases where either there was lack of evidence or evidence was used to promote an extreme opinion?
- What do we need to do to tackle such issue (lack of evidence or evidence was used to promote an extreme opinion)?
- What kind of skills do young people need to be more resilient when it comes to potential radicalisation over social media?
- What kind of skills do youth workers need to help others and act for prevention and combating of youth radicalisation through social media?

Materials needed: flipchart paper, A4 paper, notebooks, pens, internet connection.

Background documents and further reading:

- Handbook on Preventing and combating Radicalisation among youngsters in Europe, Outreach Hannover e.V., 2023. <https://outreach-hannover.de/our-publications/>
- More about the power of speech and debate education can be found here:
 - <https://snfi.stanford.edu/skills>
- The Role of Mass and Social Media in Radicalization to Extremism podcast: <https://nij.ojp.gov/library/podcast/social-media-domestic-radicalization>



Recommendations for future trainers multiplying this session:

- Trainers are suggested to encourage participants to use creative ways to make their presentation clearer and more attractive. They can use visuals, flipcharts, videos, etc.



Hate Speech on-line

Session Title: Hate Speech on-line

Duration: 90 minutes

Background:

Hate speech can be conveyed through any form of expression, including images, cartoons, memes, objects, gestures and symbols. It can be disseminated offline or online. Hate speech is “discriminatory” (biased, bigoted or intolerant) or “pejorative” (prejudiced, contemptuous or demeaning) of an individual or group and poses a threat to democracy and Human Rights. Hate speech is one of the key tools of people involved in extremist groups.

Aim of the session: To empower youth workers and young people to take an active role in combating hate speech and defend themselves and their peers.

Objectives of the session:

- To understand different forms of hate speech online and their consequences for victims and society;
- To increase awareness on the importance of addressing online hate speech on different contexts;
- To explore possible responses to hate speech online.

Competences addressed:

- Meaningful communication;
- Critical thinking;
- Analytical skills;
- Digital competence;
- Teamwork.

Methodology and methods:

- Small-group work;
- Discussion;
- Debriefing.


Session flow:

I. Introduction into the session (10 minutes)

The trainer explains to the group that in this session the focus will be on hate speech and especially its presence in the online world. First, participants are asked if they know what hate speech is and in what forms it is presented. Participants shortly give their contributions.

II. Hate speech and the Internet (55 minutes)

The trainer asks participants if they have encountered hate speech in their engagement with social networks and if they want to describe a situation. It is important to take notes on a flipchart. Then, the trainer divides participants in 4 small groups and gives them some examples written on a paper to work with. He/she asks participants to deal with one of the following cases and answer the given questions. The trainer also suggests that the participants take notes (on a flipchart, post-it papers, etc.) to present the given answers to the other groups.



Example no. 1: A politician from the leading political party says in an online interview that “Roma people are thieves and dirty”. Underneath the post, many comments are made agreeing with what the politician said, while other more extreme comments are being made. The newspaper and the politician fail to explain or apologise for the remarks. Other articles appear online which take the same position and use a similar tone, and an increasing number of people begins commenting in the forum.

- Who are the victims of hate speech in this example?
- What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

Example no. 2: Demonstrations are held which proclaim that the increase in violence is due to the appearance of immigrants and refugees. They also make a blog where they circulate on social media platforms: photographs portraying refugees in humiliating situations, comments about how they steal jobs from local people and how aggressive they are. A great deal of misinformation spreads through social media sites, including false statistics showing that immigrants are violent and cause problems.

- Who are the victims of hate speech in this example?
- What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

Example no. 3: There is an online group that posts that homosexual people are “the devil” and “sick” and should be kept away from society because they destroy the continuity of the nation. They show pictures of homosexual families with their children and suggest that this is not “normal” and that they will destroy the traditions.

- Who are the victims of hate speech in this example?
- What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

Example no. 4: In an article it is suggested that Muslims are the main cause of crimes against girls. There is also a video linked to the article that attracts many comments, and some of them are racist and of violent nature. The speech is quoted by other people who support the same view and is presented as a respectable and informed opinion.


- Who are the victims of hate speech in this example?
- What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

The trainer makes sure participants have enough time to discuss about given examples and answer the questions. Then, he/she asks them to come to the big circle.

III. Debriefing (25 min)

The trainer waits for all groups to join the plenary and then starts a debriefing session by asking some of the following questions:

- What did you think about the activity?
- How did you feel about the process? What were your feelings about the example you analysed?
- What were the most common ‘consequences’ of hate speech listed by groups?
- Did the groups targeted by hate speech in the examples have anything in common?

- 
- Were there any similarities in the consequences, regardless of the target group of hate speech?
 - Which tools or methods can you think of for addressing the hate speech online?
 - What can we do if we come across examples like these ones online?


Materials needed: flipchart paper, A4 paper, coloured markers, pens, internet connection.

Background documents and further reading:

- Handbook on Preventing and combating Radicalisation among youngsters in Europe, Outreach Hannover e.V., 2023. <https://outreach-hannover.de/our-publications/>
- Council of Europe, Bookmarks, A manual for combating hate speech online through Human Rights Education, Revised edition, 2016 p. 125
<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168065dac7>

Recommendations for future trainers multiplying this session:

- Trainers should rather find stories from their local context that are relevant to majority or all participants' realities, instead of using the given examples if they are not so relevant. This will be much more engaging for participants.



Youth workers as Superheroes

Session Title: Youth workers as Superheroes

Duration: 90 minutes

Background:

The non-formal education methodology that is used in youth work answers very well to the youngsters' learning needs, which further increases the potential of increasing their knowledge and skills and changing their attitudes for the better. Through youth work, young people can build their self-esteem and self-confidence, manage personal and social relationships, get involved in learning opportunities and develop new skills, consider risk, make reasoned decisions and take control of their own life. This is a training course addressed to youth workers who had the chance to learn a lot about the topic and it is now the moment to start reflecting on their role in this context. The activity is an introduction to the last part of the training course focusing on developing social actions or education workshops for anti-radicalisation among youngsters in local community.

Aim of the session: To give space to youth workers to reflect on their role, the qualities they have, and identify what they further need to develop to contribute to positive change.

Objectives of the session:

- To give space to participants for reflection on their role as youth workers in prevention and/or combating youth radicalisation;
- To be able to discover what are the strengths of workers in the youth sector;
- Discussing on the skills that they must have or acquire to be further empowered.

Competences addressed:

- Meaningful communication;
- Teamwork;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Entrepreneurship competence.

Methodology and methods:


- Small group work – superhero drawing;
- Discussion.

Session flow:

I. Youth workers as Superheroes (60 minutes)

The trainer divides the participants into groups of 5, gives them a flipchart paper and tells them to make a quick drawing of their own superhero and to write down their qualities, what their power will be and how they contribute to the solution. The trainer gives them 30 minutes to do this task and asks them to make a representative drawing accompanied with key words.

Once ready, the groups share their drawings with the rest of the participants and give them the opportunity to make a quick presentation of what they did, and which are the qualities / super powers their superhero has. The trainer asks the participants to write these 3 words on 3 separate flipchart



papers: knowledge, skills, attitudes. Then, asks the participants to make examples for each one of the 3 categories based on their presentations.

II. **Discussion (30 minutes)**

The trainer invites participants for a discussion session on the topic and asks them the following questions:

- What are the common qualities, which are essential in order to combat radicalisation?
- Are youth workers superheroes?
- If you had to choose one quality that is the most important which one would it be?
- Do you know people who are superheroes like the ones you created?
- Are you such a superhero?
- How can we support young people to develop as many of these qualities as possible?

Materials needed: post-it papers medium size, flipchart paper, A4 paper, coloured markers, pens.

Background documents and further reading:

- Handbook on Preventing and combating Radicalisation among youngsters in Europe, Outreach Hannover e.V., 2023. <https://outreach-hannover.de/our-publications/>
- Youth work against radicalisation: Theory, concepts and primary prevention in practice. Available at: <https://pjp-eu.coe.int/documents/42128013/47261953/YW-against-radicalisation-web.pdf>

Recommendations for future trainers multiplying this session:

- The trainer should make sure that all participants are actively involved in the session and give their suggestions for the qualities and powers of the superheroes. During the presentations of the superheroes, the trainer should make notes / write down key words on a flipchart paper and reflect on them during the discussion.



Developing education workshops for anti-radicalisation among youngsters – I, II, & III

Session Title: Developing education workshops for anti-radicalisation among youngsters – I, II, & III

Duration: 180 + 180 + 180 minutes

Background:

During the previous sessions, participants had the chance to go through different activities that empowered them in addressing the situation and reality of radicalisation in their communities and Europe, as well as to combat it when detected among youngsters. They got knowledge, skills and attitudes that will enable them to start developing the activity they will be implementing with their peers in their communities. In specific, this session is all about putting the gained knowledge into practice. This work will enable them to do sound planning of activities based on real needs and select methodologies and synergies that are innovative and complementary to what is already available. They will also have the chance to present the developed workshops and get feedback from the trainers and the rest of the participants.

Aim of the session: Creating and implementing education workshops that are designed for anti-radicalisation among youngsters.

Objectives of the session:

- To reflect on the gained knowledge during the training course;
- To plan education workshops that will be implemented with the target groups in the local community;
- To further encourage teamwork and communication for education programmes for anti-radicalisation among youngsters;
- To present developed workshops and get quality feedback for further improvement of their work.

Competences addressed:

- Citizenship competence;
- Entrepreneurship competence;
- Communication;
- Social and civic competences;
- Teamwork;
- Presentation;
- Analytical skills;
- Time management;
- Problem solving competences.

Methodology and methods:

- Input;
- Small group work;
- Presentations;
- Feedback.

Session flow:

I. Introduction: Why this action? (120 minutes)

The trainer opens the session with an introduction on the focus of the day and mentioning that the time to put the knowledge gained into practice has come. Now it is the time that the participants create a focus-based activity. They will be working in their national teams for this task. The trainer provides participants with the “Activity plan template” and tells them to reply to questions 1, 2 and 3. They can work in the training room or somewhere else, but after 60 minutes they need to be back for a short Check-In session.

Activity plan template looks as follows:

Name of the workshop		
Location		
1. Who are the beneficiaries?		
2. Describe the problem you are trying to solve. <i>Why do you want to do this action/workshop?</i>		
3. Objectives <i>What would you like to achieve through your activity?</i>		
4. Methodology <i>How are you planning to reach your objectives?</i>		
5. Activity(ies) What are you planning to organise in order to achieve your objectives?		
Activity(ies)	Resources required	How will you organise them?
Activity 1:		
Activity 2:		
Activity 3:		
6. How are you planning to monitor the success of your activity?		
7. What are the risks and how do you plan to mitigate them?		

II. **CHECK-IN session (40 minutes)**

Groups join the plenary for a short check-in session. They need to present their developed objectives, ideas and beneficiaries chosen for their workshops as key elements for them to continue working on the education workshops further. The trainers give them feedback and help them in improving the work, when necessary. Then, they continue their work in the groups.

III. **How and what (220 minutes)**

Now that the participants have clarified the reason (why) it is time to answer **how** and **what**. They can work either individually or in groups and plan the activities. The trainer suggests that it is important to remember all the activities the participants did and the tools that were given during the training course and to plan a session by themselves.

The trainer asks participants to start thinking of the specific activities they will implement to meet their objectives and fill in the “Activity plan template”, questions 4, 5, 6 and 7. All groups should prepare a presentation of their workshops, paying attention to the **why**, **how** and **what**.

IV. **Presentations (140 minutes)**

Trainers invite all groups to use 20 minutes to finalise their presentations and get ready to present. Then, all groups present their developed workshops. The trainer reminds participants about the importance of presenting **why** they do it, **how** they plan to solve the problem and **what** specifically they plan to organise. When a group presents, the trainer asks the rest of the participants to write on post-it papers their comments for improvement and give them to the group afterwards. Each group has 10 minutes to present. After each presentation, other participants ask questions or give comments to them, while trainers give detailed feedback.

Materials needed: activity plan template, markers, flipchart, coloured cardboard, post-it papers, photos, cards, markers, glue, scissors.

Background documents and further reading:

- Handbook on Preventing and combating Radicalisation among youngsters in Europe, Outreach Hannover e.V., 2023. <https://outreach-hannover.de/our-publications/>
- Students without borders, Connecting Classrooms, British Council 2023, p. 40
 - https://3deaayg.files.wordpress.com/2018/12/Students_without_borders_final.pdf

Recommendations for future trainers multiplying this session:

- It is important to stress out to participants that the starting point is the needs analysis and setting the objectives, and not the method / activity itself. Often one can start from a nice method / game / activity without having a clear goal. Having a clear objective, understanding first why one does an action, is the key to ensure that the action is relevant to the needs of a target group.



Evaluation and closure of the training course

Session Title: Evaluation and closure of the training course

Duration: 90 minutes

Background:

The purpose of the evaluation session at the end of the training course is to gather feedback from participants on the quality of the course, as well as on the competences gained. This is helpful for assessing how well did the training course achieve its objectives, as well as for improving the future similar training courses that we will organise based on this curriculum.

This evaluation session provides an opportunity for participants to express their thoughts and opinions on the content, the delivery and the overall effectiveness of the training programme. By doing so, the facilitator can assess the strengths and weaknesses of the training course and make necessary improvements to ensure that future training sessions are of a higher quality.

Aim of the session: To create space for participants to evaluate the training course through different evaluation methods.

Objectives of the session:

- To provide feedback and evaluate the programme of the training course;
- To evaluate the trainers' performance and the methods chosen;
- To evaluate the logistical aspects of the training course;
- To evaluate the own individual learning from the training course.

Competences addressed:

- Communication;
- Self-reflection;
- Critical thinking;
- Personal, social and learning to learn competence.


Methodology and methods:

- Self-reflection;
- Visualised evaluation – exhibition;
- Interactive activity - Secret winner;
- Written evaluation form.

Session flow:

I. Going through the journey (30 minutes)

The trainer puts on relaxing music, places on the wall (if they are not already on it), the flip charts, the drawings, the creations of the groups. Place 2-3 meters of flipchart papers connected and markers on the floor. The trainer asks the participants to observe the space and the content of the exhibit. As the group observes, the trainer asks to write a word on the flipchart if they feel the need or to draw whatever they want. This piece of paper represents the highlights of the created experiences. When this process is finished, the trainer asks the participants to sit around the paper and gives them enough time so that the experiences of the past days can settle. The participants must remain silent and make a review of the whole program from the first to the last day while drawing or writing whatever comes to their mind on the flipchart to make a joint art project. Once they have finished, the trainer turns off



the music and puts them in a circle and asks each person to write or say a sentence about how they are feeling at this exact moment. After everyone has spoken, the trainer tells them to stand up and take a group photo with the artwork they made.

II. Secret winner activity (30 minutes)

The trainer informs the group that it is time to celebrate the closing of the training course and writes the names of each participant on a small piece of paper, puts them in a bowl and asks them to pick one. The trainer asks participants to make an award for the person who they picked from the bowl and to choose what the prize will represent - It can be an award for best listener, the most positive energy, the most involved, the most energetic, etc. - and tells them while they are making their prize not to tell the others who they picked. The participants are provided with materials to make this award. When everyone is ready, the trainer welcomes all the participants to the big event and invites each participant to receive the official certificate of participation in the training course, as well as the award from the other participant who created it.

III. Written evaluation form (30 minutes)

After the secret winner activity, the trainer shares the written evaluation form with participants. The form contains different aspects of their participation and training course organisation such as: satisfaction with the programme, trainers' performance, logistics, group energy, their own contributions, reflection on the own learning and development through this training course, and so on. They have 25 minutes to finish this. Afterwards, the closing of the training course is officially announced, and trainers thank everyone for the participation.

Materials needed: evaluation form for each participant, flipchart paper, markers, A4 papers, pens, markers, newspapers, glues, etc.

Recommendations for future trainers multiplying this session:

- The trainers can decide if to do the evaluation in digital form (google forms) or in printed form. In any case the evaluation form must be prepared prior to the session.

Annex 1

Short videos, photos and articles from Croatia, Belgium, Serbia, Italy and Greece for triggering a discussion about radicalisation and violent extremism among participants of the training course.

I. Croatia

Articles

- WHAT'S UP WITH GROWN MEN KNEELING IN ZAGREB MAIN SQUARE?
<https://total-croatia-news.com/news/men-kneeling-zagreb/>
- Fight between BBB and Torcida, fan groups of the two biggest football clubs in Croatia
<https://www.telegram.hr/politika-kriminal/video-tucnjava-torcide-i-bbb-a-u-centru-zagreba-interventna-policija-ih-opkolila-sire-se-kaoticne-snimke/>

II. Belgium

Videos:

- Brussels divided: Molenbeek after the terrorist attacks
<https://www.youtube.com/watch?v=hZZooUP2lec>
- Inside Europe's "Terror Capital"
<https://www.youtube.com/watch?v=4u4YJsrBUs8>
- Family fears for Belgium's foreign fighters in Syria – reporter
https://www.youtube.com/watch?v=JRN5_QyiCUw
- PACE, Mediabox - Dirk Van del Maelen (Belgium , SOC) on foreign fighters in Syria and Iraq
<https://www.youtube.com/watch?v=86ANpZ-A8ZM>
- Belgium: Molenbeek and Islamist terror | Focus on Europe
<https://www.youtube.com/watch?v=svezgh14Rs>
- Belgian jihadist 'mastermind' jailed for 12 years
https://www.youtube.com/watch?v=BvoGT_mcE7Y
- Belgium: Joining the Jihad | European Journal
<https://www.youtube.com/watch?v=RWdx4O-A5PQ>
- Belgium: The fight against terror | Focus on Europe
https://www.youtube.com/watch?v=aOh_VjZx6jo
- The Brief: Support for far-right party further divides Belgium, Socialists elect president
<https://www.youtube.com/watch?v=oJwVt-ldC5k>
- Belgium far-right party campaigns against Muslims ahead of elections
<https://www.youtube.com/watch?v=vR1hrj0QUEc>

Articles:

- How Covid-19 Has Boosted The Radical Populist Right In Belgium. Centre for analysis of the radical Right (CARR), 2020.
<https://www.radicalrightanalysis.com/2020/11/11/how-covid-19-has-boosted-the-radical-populist-right-in-belgium/>
- De Cleen, B., & Goyvaerts, J. (2020, jun). Belgium - Populism & the Pandemic Report. Populismus.
https://cris.vub.be/ws/portalfiles/portal/65445475/interventions_7_populism_pandemic_UPLOAD_2.pdf
- Beyond Underrepresentation: Women's Roles and Gender Politics in Flanders' Populist Radical Right

<https://more.bham.ac.uk/populism-in-action/2021/03/08/beyond-underrepresentation-womens-roles-and-gender-politics-in-flanders-populist-radical-right/>

- Populism and Sub-State Nationalism Intersect in Belgium's Flanders
<https://more.bham.ac.uk/populism-in-action/2020/11/11/populism-and-sub-state-nationalism-intersect-in-belgiums-flanders/>

III. Serbia

Articles:

- Mladi Beograda o ekstremizmu u sportu – Belgrade youth about extremism in sports
<https://www.slobodnaevropa.org/a/gm-sport-huligani-ekstremizam-nasilje/29934971.html>
<https://www.slobodnaevropa.org/a/29934948.html>
- Šta mlade Sandžaklije tera u ekstremizam – Case study What drives young Sandzakians to extremism article:
<https://www.politika.rs/sr/clanak/365068/Sta-mlade-Sandzaklije-tera-u-ekstremizam>
complete publication of the research:
<https://bezbednost.org/publikacija/otpornost-na-nasilni-ekstremizam-u-srbiji-slucajsandzaka/>
- Zločinačka ostavština za krvavu budućnost - A criminal legacy for a bloody future
<https://www.antenam.net/stav/129142-zlocinacka-ostavstina-za-krvavu-buducnost>
- Intervju sa sociologom Milošem Perovićem: Nacionalizam u ovom društvu je u terminalnoj fazi - Interview with the sociologist Miloš Perović: Nationalism in this society is in the terminal phase
<https://voice.org.rs/milos-perovic-nacionalizam-u-ovom-drustvu-je-u-terminalnoj-fazi/>
- Istraživanje: Visoka etnička distanca među mladima u multietničkim sredinama - Research: High ethnic distance among young people in multiethnic environments
<https://autonomija.info/istrazivanje-visoka-etnicka-distanca-medju-mladima-umultietnickim-sredinama/>
- Zašto se dešavaju fašistički napadi u novom sadu? - Why are fascist attacks happening in Novi Sad?
<https://euractiv.mondo.rs/drustvo/a2425/Fasisticki-napadi-na-Crni-ovan.html>

Videos:

- Napad na novinara - Attack on a journalist
<https://www.youtube.com/watch?v=2WNj3VecGUU>
- Govor mržnje na internetu – Hate speech on the internet
<https://www.youtube.com/watch?v=Yc28klnsUB4>
- Antifašistički skup – Antifa manifestation
<https://www.youtube.com/watch?v=N-kboea3e1A>

Photos:

source: <https://autonomija.info/milos-perovic-deca-kukuruza/>



Source of articles, video, photos, interviews:

- Omladinski centar CK13 <https://ck13.space/>
- Članak, video, fotografije – Epidemija nacističkih grafita Article, video, photo – The epidemic of nazi graffiti <https://voice.org.rs/novi-sad-epidemija-nacistickih-grafita/>

IV. Italy

Articles:

- Chi sono i neonazisti italiani? Intervista ad Andrea Molle – Who are the neo-Nazis in Italy? Interview with Andrea Molle <https://www.rainews.it/articoli/2023/07/chi-sono-i-neonazisti-italiani-intervista-ad-andrea-molle-c341f944-8330-4254-bae0-9578cd0b472a.html>
- Neonazismo esoterico. Chi sono e che cosa vogliono, anche in Italia, gli estremisti di destra neopagani, antisemiti e suprematisti <https://www.huffingtonpost.it/cultura/2023/07/04/news/neonazismo-esoterico-chi-sono-e-che-cosa-vogliono-anche-in-italia-gli-estremisti-di-destra-neopagani-antisemiti-e-suprem-12567209/>
- “Ho un’adorazione per Hitler”: come funziona il reclutamento dei giovani neonazisti – “I adore Hitler”: how does the recruitment of young neo-Nazis <https://espresso.repubblica.it/inchieste/2021/11/16/news/reclutamento-giovani-neonazisti-326581203/>
- Scontri tra ultras di Roma e Napoli in autostrada: perquisizioni per 20 tifosi giallorossi - Clashes between ultras from Rome and Naples on the highway: searches for 20 Giallorossi fans <https://www.romatoday.it/cronaca/scontri-ultras-roma-napoli-perquisizioni.html>
- In Italia il razzismo riguarda molte più persone di quanto si pensi - In Italy racism affects many more people than you think <https://www.internazionale.it/opinione/oiza-q-obasuyi/2020/09/22/razzismo-italia>
video: <https://it.euronews.com/2020/09/11/la-storia-di-willy-e-il-dibattito-sul-razzismo-in-italia>
- Covid-19 e l’estremismo violento – Vovid-19 and extreme violence <https://www.rivistailmulino.it/a/l-estremismo-violento-ai-tempi-del-covid>
- Terrorismo, blitz contro cellula neonazista: 4 arresti e perquisizioni in tutta Italia - Terrorism, blitz against neonazi cell: 4 arrests and searches throughout Italy <https://tg24.sky.it/napoli/2022/11/15/terrorismo-neonazisti-arresti-oggi>
- Meet the Italian artist who invented ‘anti-fascist paint’ to clean the streets of hate graffiti <https://www.euronews.com/travel/2020/09/24/meet-the-italian-artist-who-invented-anti-fascist-paint-to-clean-the-streets-of-hate-graff>
https://www.youtube.com/watch?v=3_1CxQ5Z3Zo

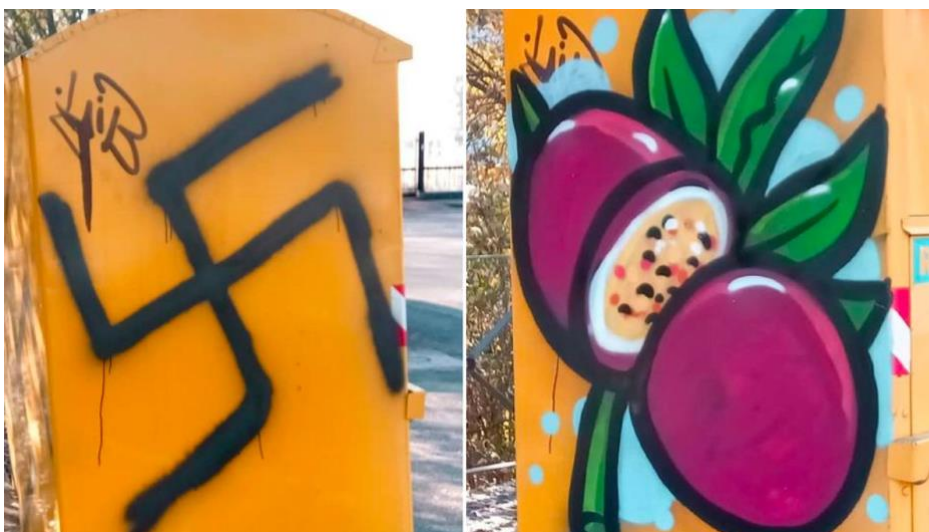
Videos:

- Da nord a sud l'Italia si riscopre razzista? / From north to south, does Italy rediscover itself as racist?
<https://www.youtube.com/watch?v=y6EaKuUAEUQ>
- Documentario - Rom bastardo: inchiesta su razzismo in Italia / Documentary Gipsy Bastard: an investigation into racism in Italy
https://www.youtube.com/watch?v=YJFXx_MD_i8
<https://www.youtube.com/watch?v=sYyKldzpsSc>
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Photos:



Source: https://www.ansa.it/english/news/general_news/2023/04/24/new-street-art-for-april-25-takes-a-dig-at-la-russa_82319432-24a6-4870-94e1-09b23eee9d15.html



Source: <https://www.goalcast.com/visual-artist-in-italy-is-turning-fascist-graffiti-into-delicious-looking-food/>



V. Greece

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- Guardian, Golden Dawn: the rise and fall of Greece's neo-Nazis, By Daniel Trilling <https://www.theguardian.com/news/2020/mar/03/golden-dawn-the-rise-and-fall-of-greece-neo-nazi-trial>
- WV, Golden Dawn protests by Pavlos Zafiroopoulos <https://www.dw.com/en/golden-dawn-seeks-to-exploit-greek-refugee-crisis/a-19059975>
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Reports

- RVRN, Presentation of the Annual Report for 2022, <https://rvrn.org/en/2022-annual-report/>

Videos

- Golden Dawn: Neo-Nazis in Greece (Global Documentary) | Real Stories https://www.youtube.com/watch?v=aJy_OHTuO0c
- How Greece Elected Nazis | Decade of Hate <https://www.youtube.com/watch?v=onhIFlqqJi0>
- Golden Dawn: Inside Greece's Far-Right Fringe <https://www.youtube.com/watch?v=9ZBY8nFOeqM>

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