



EX POST PAPER

RAN YOUNG Empowerment Academy Session 3

10-11 September 2019, Madrid, Spain

GUIDELINES FOR YOUNG ACTIVISTS: HOW TO SET UP A P/CVE INITIATIVE – paper 3

Part 3: Effective teamwork and personal development

The RAN YOUNG Empowerment Academy (RYEA) held its third session on 10 and 11 September in Madrid: This session focussed on the progress of each team by sharing successes and challenges. In several exercises they learnt from each other by using advising and coaching skills. The aim of this session was to work on the participants' personal and skills empowerment. This paper describes several tools and methods that have proven helpful when working in a team or when an initiative is aimed at groups of people.

Some key lessons drawn from the third session follow:

- * Coaching is a necessary tool in teamwork. Coaching is based on the premise that the individual contains the solution to an issue in himself or herself, and that it is the role of the coach to support the individual in finding that solution without leading them by providing suggestions or advice.
- * It is key for a professional in the prevention of radicalisation to learn how to create win-win situations, in order to ensure people do not develop frustration, anger and powerlessness, any of which may lead to radicalisation.
- * Personal development and team-building is fundamental in becoming an effective professional. Work in the field of PVE is especially sensitive and therefore personal honesty is a necessary characteristic for PVE professionals.

This paper is addressed to young activists who have committed to taking action and seeking solutions to the issues and challenges in their communities by setting up their own local P/CVE initiative. In 2019, the Radicalisation Awareness Network (RAN) will publish four practical papers to support this target group, corresponding to the stages of initiative development.

Guidelines for young activists: How to set up a P/CVE initiative

In the course of 2019, RAN will produce a series of four papers offering practical advice to young activists wishing to take action in P/CVE. A paper will be produced following each of the four RYEA sessions that will correspond to a stage in initiative development. Collectively, the four papers will form the guidelines for young people starting their own P/CVE initiatives. (See Figure 1 for a breakdown of the four ex post papers.)

Young people who are willing to contribute to the prevention of violent extremism are typically very motivated, brimming with creative ideas. But where to start? The first paper of the series (Ex post paper 1) guides young people through the process of developing their initiative by posing key questions to help them determine the target audience and identify the relevant local context, the problem and a possible solution. This first paper also provides young people with a clear understanding of the root causes of radicalisation and of related prevention work.

Once the problem has been clearly defined and the initiative's contribution to resolving the problem determined, they can proceed to the next step: preparing a project plan (Ex post paper 2). The second paper of the series explains the significance of drawing up this plan, how to go about it and what kind of information to include. Several methods are outlined to help young people keep sight of their goal and create a document that underpins their work and serves as a guideline for it, helping them remain focused on their goals throughout the implementation of their P/CVE work.

In the implementation phase of the initiative, effective teamwork and cooperation becomes a key factor for success (Ex post paper 3). It is not sufficient to merely develop a decent project plan. In addition, project teams should become aware of and learn about their individual members' and collective qualities, identifying and focusing on areas that need development.

In this paper, tools and methods for personal development and teamwork are shared that have been introduced in the RAN YOUNG Empowerment Academy, and that have been experienced as useful by its participants.



Figure 1 RAN guidelines for young activists: contents of ex post editions 1 through 4. The current ex post is edition 3.

Introduction

When trying to empower young people to prevent radicalisation, we should understand how the processes of empowerment and radicalisation relate to each other. Michael Niconchuk and colleagues¹ argue in their report 'Two sides of the same coin?' that radicalisation and empowerment share similarities as cognitive and psychosocial processes. By studying the overlap between them, we are more likely to better understand why vulnerable youth take particular paths and to creatively identify potential alternatives to reorient these young people.

Every individual has the right to struggle to make their life better. Simply put, empowerment and radicalisation, as similar cognitive and psychosocial processes, embody and organise that highly personal struggle but each leads to a very different outcome. In addition, both processes seek to build internal and collective assets leading to change, as well as individual and group opportunities to realise the desired change in society. In summary:

- Both are agency-conferring processes
- Both share demographic factors associated with "at risk" or targeted individuals
- Both tap into similar psychological motivations at the level of the individual
- Both share an outcome orientation of individual and social transformation
- Both are critically influenced by social networks and peers
- Both processes increase the agency and sense of entitativity of groups and
- Both start by creating or cultivating a new, shared vision for an alternative future.

Radicalisation and empowerment are both pathways to acquiring agency, but these processes cannot take place if there are no opportunities to make a change in one's own life. **The need for agency** can be seen as a highly motivated process of acquiring agency, even if the performance of that agency in society is often counter-normative or destructive.

Empowerment and radicalisation both require an opportunity, in the form of political or social structures, policies and systems that decide when, where and how individuals can exercise agency over their lives. If society offers little opportunity for non-violent performances of empowerment, people choose alternative paths (such as violent groups) to fulfil their need for agency. Action for change is only possible by individuals with the power, skills, and willingness to respond. With the RYEA, the RAN has created **opportunities** for 30 young people in Europe to stimulate the process of empowerment in order to pursue their need for agency, which is a key step towards exerting external influence and introducing social change.

As an individual's **need for agency** is open to manipulation, it is the state's and society's responsibility to address this need and prevent its use by radical violent groups. The capacity building programme of the RYEA is a vehicle to put this into practice. Individual opportunity increases when people connect to like-minded others. To a certain degree, relationships are the means, and agency is the end. Therefore, this programme focused among other elements on personal growth and group processes. The 30 young motivated young people from the EU formed a group to work on personal development and group processes. By addressing the need for agency through empowerment, the Academy has supported the participants in pursuing social change.

Building on effective teamwork

Radicalisation is a highly sensitive topic that causes stress between people and between professionals working in this field. Attention to effective teamwork is therefore of extra importance when it comes to working in PVE. Effective cooperation of members in your team is a prerequisite to achieving your goals. Cooperation always comes with struggles, but struggles are not necessarily a bad thing. In the best possible outcome, these efforts lead to something productive and effective. Nothing however happens automatically, so to deal with potential struggles in an effective way it is key to invest in teamwork, be aware of group processes and obtain the needed methods and tools for support. In P/CVE especially, different parties need to work effectively together to prevent radicalisation in the best way possible. As all factors need to be taken into account to prevent radicalisation, schools, municipalities, youth groups, and police, etc., need to effectively cooperate to prevent radicalisation in the best manner possible.

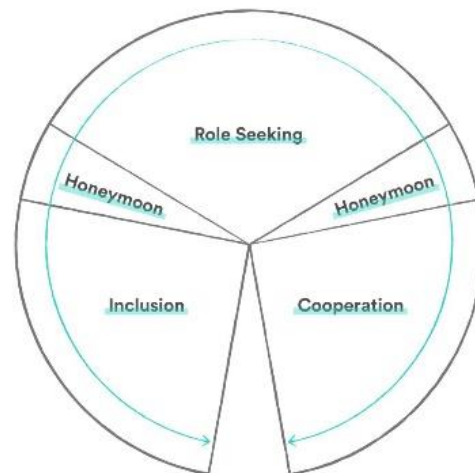
¹ Two sides of the same coin? An examination of the cognitive and psychosocial pathways leading to empowerment and radicalisation, and a model for reorienting violent radicalisation, Equal Access

The Firo method

FIRO is short for Fundamental Interpersonal Relations Orientation. It is an important method used by groups that work together towards achieving a common goal. A group working towards unity and efficiency must pass through five phases, in the order shown, to succeed. The process of group development is thought to be cyclical. A group that has evolved to the fifth phase – cooperation and openness – will eventually return to earlier phases when, for example, an assignment falls outside the group’s framework, or a member is added to or leaves the group. The more mature a group is, the shorter the time it will take to reach the third, or role-seeking, phase.

To solve the most important questions of the group, its members must exert a lot of energy. Where this energy is focused depends on the phase the group is in or on its level of maturity. Of course, in real life team development isn’t a one-off linear process and no two teams are the same. Teams can swing back and forth through stages as members come and go or other changes take place⁽²⁾.

The Firo method supports teams by helping them understand what is happening and what phase they currently are. Understanding these struggles are part of the growth of the team and will prevent stagnation. Firo helps create a collaborative work atmosphere within a group, which will make it easier to achieve your goals as a team.



Inclusion phase

During the inclusion phase, energy is focused on questions concerning membership to the group itself. A lot of time is needed at this stage to find out how willing you are to adapt yourself to the others and the degree of your acceptance. This relates to the desire to connect and associate with other people. Early on in a group, individuals want to interact and build relationships. The key question for each member is where and how do I fit into this team? Which of the following may be true of me? Do I/Am I:

- try to get to know the others
- am very polite to others
- put forward many suggestions for activities for the group, of which few are followed up
- unwilling to reveal and talk about personal “hidden motives”
- question my own and others’ values
- show a strong need to be accepted by the group
- exhibit a strong need to understand the group’s goals and game rules
- take few personal risks
- take part in endless discussions about unimportant things
- try to orientate oneself by asking, Why am I/we here? Is this the right group for me/them? Can I/they work in the same group? Can I be myself in this group? What will they require of me and what will I require of myself? What rules will apply?

First honeymoon

Before a group enters the role-seeking phase, the group must first pass through an intermediate phase, the honeymoon phase. The group enters this phase when the last of the inclusion questions has been solved, i.e. when everyone finally feels that they are a part of the group. During the inclusion phase the group members have consciously avoided all important conflicts, especially those concerning leadership, because the members are aware of how difficult it is to deal with questions of power and responsibility. The group uses the feeling of contentedness to gather strength and avoid for as long as possible facing the questions which lie ahead of them. Common to this stage is when group members:

- develop a feeling of “we are all part of the group”
- begin to reveal hidden motives and values during discussions about the group’s goals
- demonstrate more openly their degree of commitment within the group

² <https://knowhow.ncvo.org.uk/your-team/people-management-skills/teams/effectiveteam/stages>

- show happiness they feel part of the group

Role-seeking phase

A group can remain in the honeymoon phase for quite some time. When one or more of the members of the group begins to try to control the group or direct the group's work, the group enters the next phase – the role-seeking phase. The key question is, How much influence can I exercise in this group and how much personal autonomy do I have to give up to be part of this group? To enter the role-seeking phase, you must be prepared to take chances and risk exclusion or other consequences. Now is the time to allocate responsibility, deal with conflicts and determine what role you want to have within the group. This phase is the most difficult and often requires the most time. It can also feel uncomfortable and therefore it is made easier **when understood as a phase of team development, and nothing personal**. Out of this chaos or 'storming' in the role-seeking phase comes a sense of order. As the team settles into this, a new phase of 'affection' will have begun, when group members:

- form groups within the group and exhibit fewer group tendencies.
- use accepted excuses for questioned behaviour.
- show that they refuse to be influenced by others.
- become increasingly involved in conflicts, which also increase in intensity.
- actively try to discover their colleagues' "hidden motives" but are cautious about revealing their own.
- give each other feedback which is often cutting and aggressive.
- show they are no longer concerned whether the group accepts them or not.
- exhibit a considerable need for structure and leadership, but are unwilling to allow anyone in the group to satisfy this need.
- go against the formal leader.

Second honeymoon

The second honeymoon phase is normally preceded by a serious conflict between the members, or a crisis in the group, usually about leadership. After experiencing a conflict and reaching a resolution, the group often feels itself "redeemed" or "cleansed". The feeling is almost impossible to describe, but no one who has experienced it can mistake it. In this stage, members:

- begin to identify the conflicts and the persons involved using a more direct approach and direct language
- show greater willingness to find solutions to conflicts and hence to change their own opinions and positions
- allocate leadership, roles and responsibility within the group based on an objective discussion of an individual's competence and virtues
- develop a group identity and understand their individual roles within the group.
- feel a great amount of happiness and ease being part of the group

Cooperation phase

Many groups never reach the cooperation phase but instead remain in the second honeymoon phase. During this phase, there is a sense of identity and pulling together. Participation and involvement increase. Team members are more sensitive to each other. Interpersonal relationships stabilise and a more trusting and supportive environment develops. This leads to more genuine interactions. The group's energy is directed at preserving this unity and openness. Here, the leader's efforts play a major role in avoiding stagnation. At this stage, members:

- deal with conflicts as they arise
- display synergy, i.e. have discovered that collaboration within the group often gives better results than individual efforts
- demand consensus solutions, i.e. common solutions
- ask for suggestions, listen to them, evaluate them, react and, if suitable, implement them
- openly share ideas, feelings and opinions and give feedback
- show that they are content with their role in the group and with the group's activities
- display a feeling of being invulnerable
- defend the group identity internally and externally

THE FEEDBACK STAIRS

"Criticism is driven by the frustration and fears of the giver, not from the needs of the recipient. The underlying assumption is that the recipient somehow "should know better" and needs to be set straight. The implied message is that the recipient's intentions are questionable, that there is something wrong with the recipient that the giver of criticism knows how to fix. In criticism, the problem is all in the recipient. In contrast, feedback has an air of caring concern, respect, and support. Far from being a sugar cookie, feedback is an honest, clear, adult to adult exchange about specific behaviours and the effects of those behaviours. The assumption is that both parties have

positive intentions, that both parties want to be effective and to do what is right for the company and other people. Another assumption is that well-meaning people can have legitimate differences in perception. The person offering the feedback owns the feedback as being his reaction to the behaviour of the other person. That is, the giver recognizes the fact that what is being offered is a perception, not absolute fact.” Gary R. Casselman & Timothy C. Daughtry.

To improve yourself, you have to seek out and welcome feedback. Feedback is a gift to help a person grow. Feedback is a process where one person gets to know the effects of his or her behaviour, in order to change that behaviour. There are some guidelines connected to the feedback stairs, both for giving and receiving feedback, that will help you to reach the full potential of this empowerment tool.

Receiving feedback

When we receive feedback, we will get to know ourselves better, and our blind field will decrease (window of Johari, see figure below).

Step 1: Deny - Even the best feedback – direct, specific, realistic, non-judgemental and related to set goals – will meet with denial. From outright “No, I didn’t...” to evasions and dismissals of the issue you’ve raised.

Step 2: Defend - Coaching can help you and your group members to understand the futility of denial. But it will take even more careful coaching to get past the most common response to unexpected and unwelcome feedback, “Wait, I can explain...” and “It’s not like that...” and “I had to because...”

Step 3: Explain - Not much better are attempts to provide explanations. A step above defending, explaining still prevents the recipient of feedback move toward change. Steps 1 through 3 deflect the gift of feedback. They disassociate the recipient from potential improvement, as if they were witnessing feedback being given to someone else. If you do not accept what you hear, how can you use it to change for the better?

Step 4: Understand - Now you’re starting to make progress. With questions like “What could I do even better next time?” and “What is the impact on the organisation of doing what I did it?” and “Help me develop a plan to change this kind of behaviour” Such reactions, free from censorship or defence, leave you or your group member open to change.

Step 5: Change - On this final plateau, you are finally ready, willing, and able to change. No more wasting time by framing a response in your mind other than to clarify the feedback. All your energy can go toward listening carefully and making plans to change.

Tips for giving feedback

When you give feedback, your façade will decrease because you express your needs and people will get to know you better (window of Johari). Remember the following tips:

- always express YOUR thoughts or impressions, not the group’s
- be honest
- have a clear purpose to have a clear motivation to help
- Use sentences such as: ‘When you.... (experience), I feel... (emotion), so I would like... (request)’
- Address specific, observable behaviours instead of making broad judgments³⁾

COACHING: POWERFUL QUESTIONS

“Unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them” (Whitmore 2003)

“The art of facilitating the performance, learning and development of another” (Downey, 2003)

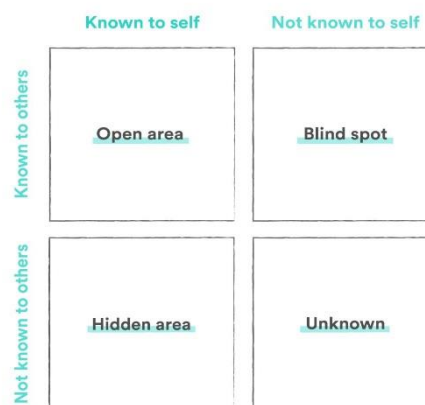
Coaching is key when working in a team. Understanding what it means to coach another person and how to use it will help your team move forward. The premise of coaching is that the coach believes the answers and solutions are to be found within the person the coach is trying to help. By asking a powerful question, the coach invites the client to clarity, action, and discovery at a whole new level. These generally are **open-ended questions** meant to help the person receiving the question.

³ Peace Leaders teamwork manual - Annabella Stieren communications officer peace leader

"Powerful questions are a reflection of committed listening and understanding the other person's perspective that is confirmed through paraphrasing. This suggests a progression from listening, paraphrasing for understanding, and then asking powerful questions that yield clarity or mediation of thinking" (Kee et al., 2010, p. 62).

Characteristics of Powerful Questions⁽⁴⁾

1. **Reflect active listening**, which grasps the perspective of the person receiving the question. Like paraphrasing, powerful questions are meant to illustrate that you are actively listening to the recipient of the question and understand what they are saying.
2. Presume **positive intent**. Powerful questions should always affirm effort, skills, integrity, competence, caring and commitment.
3. **Evoke discovery**, insight, commitment, or action on behalf of the recipient of the question. Powerful questions can give the person a question is addressed to insight into their own patterns or thinking, or encourage them to take action.
4. **Challenge current assumptions**. Powerful questions can push the recipient of the question to consider their own patterns or assumptions and help them understand what blocks them or holds them back.
5. **Create greater clarity**, with a possibility of learning something new. Powerful questions can help the person asked a question find greater clarity about their own learning, their own behaviour, or push them to look at something in a new way.
6. **Help the recipient** of the question move closer to what he or she wants. Powerful questions can help a person asked to move forward and learn how to take action, set goals, and get the help they need.



Additional sources:

- https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Instructional-Resources/Data-Use-PD/Turnkey_Data_Conversations_Day_10.pdf
- Co-active coaching toolkit: <https://learn.coactive.com/hubfs/2019%20Toolkit/Co-Active-Coaching-Toolkit-POWERFUL%20QUESTIONS.pdf>

Work on your personal development

As a professional it is important to always develop yourself. Personal development is only possible when you are open to really looking at yourself, and willing to move and change. Working in the field of PVE requires special sensitivities, therefore it is even more urgent that you know yourself well: your strengths your shortcomings, your talents, your beliefs and your principles. Authenticity is key in the sensitive area of extremism. It increases your reliability and integrity as a professional, which makes contact easier⁽⁵⁾. Below you find some tools that will help you to explore yourself and to learn necessary skills in the development of your PVE initiative.

THE WINDOW OF JOHARI

The Johari window is a technique that helps people better understand their relationship with themselves and others, and helps to understand how to grow on a personal level, and what certain behaviours might bring you. Imagine looking at yourself through a window, that is what the Johari method is all about. Everybody has different windows that different people see. Johari's window has four different parts: **the Open area, the Blind spot, the Hidden area and the Unknown**.

- The open area is known by own self and by others;
- the blind spot is known by others, but not by one self;

⁴ https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Instructional-Resources/Data-Use-PD/Turnkey_Data_Conversations_Day_10.pdf

⁵ https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-yf-and-c/docs/ran_yf_c_role_youth_work_prevention_radicalisation_violent_extremism_06-07_12_2017_en.pdf

- the hidden area is known to one self, but not by others;
- the unknown is not known by one self and also not by others.

If you desire to personally develop, you aim for increasing the open area. By listening to the blind spots, you learn more about yourself. By voluntary sharing your hidden area with others, you develop a greater interpersonal intimacy, understanding and friendship ⁽⁶⁾.

CREATING WIN-WIN SITUATIONS

An important reason for radicalisation can be frustration, anger and feelings of powerlessness that result from win-lose situations. The so-called 'losers of globalisation' and 'left-behinds' continue to fall back and try to explain their bad situation through the success of others. Therefore, it is important to recognize win-lose-situations, to understand their root causes and to develop win-win situations. It is a mutual responsibility to learn how to create win-win situations, to ensure people do not develop feelings of frustration, anger and powerlessness that can lead to radicalisation.

In many cases an underlying social conflict fuels the process of radicalization of individuals, groups or entire communities. Being aware of this conflict and learning its root causes is a key step towards a deeper understanding of what drives radicalization and how it can be countered or prevented in a particular community. In a social conflict there are at least two parties, each with a different goal. One definition of social conflict says: "Social conflict is the struggle for agency or power in society. Social conflict or group conflict occurs when two or more actors oppose each other in social interaction, reciprocally exerting social power in an effort to attain scarce or incompatible goals and prevent the opponent from attaining them. It is a social relationship wherein the action is oriented intentionally for carrying out the actor's own will against the resistance of other party or parties." The two parties can follow a competing, collaborating, compromising, avoiding, or accommodating conflict style. In a competing situation, a zero-sum orientation guides both parties towards a win/lose power struggle. With a collaborating style the wide range of possible options is expanded and both parties try to achieve a win-win outcome. Following an accommodating approach one or both parties try to accede to the other party to maintain harmony and come to a solution. With an avoiding conflict style one of the two parties withdraws from the situation just to maintain neutrality. Therefore, for youth and communities engaged in preventing or countering extremism it is more helpful to follow a collaborating conflict style and to design and implement projects to find win-win solutions of benefit to both sides in. An easy rule of thumb to achieve this is the following steps: First of all, the conflict has to be defined as mutual problem. In the solution-finding process, space has to be provided for brainstorming and creative agreements ideas. This can be achieved through open and honest communication of each group's needs, goals and proposals. Reaching a win-win situation means reaching a result that is good for everyone involved.

The term win-win refers to a result benefitting all people involved through compromise, cooperation, or participation in a group. In this situation, there is no loser or winner, as both parties will have their fair share of success.

In order to create a win-win situation, one must consider the following tips:

- 1. GIVE UP THE "I-WANT-MORE-THAN-YOU" ATTITUDE:** This is more likely to bring more positive results than when someone looks after themselves only and create a win-lose situation.
- 2. TALK ABOUT YOUR THOUGHTS AND EMOTIONS, INSTEAD OF ACTING THEM OUT:** Most people tend to act out their emotions first without expressing or acknowledging them. The best way to avoid acting out is by initiating a "dialogue". Dialogue has been proven to create a positive solution, prevent power struggles, and foster better understanding and cooperation.
- 3. THREE STAGES OF DIALOGUE**
 - **MIRRORING** – This stage involves two people mirroring off each other when one person responds to the other using similar phrasing and checking they understood right. The purpose of this is to let the person speaking know that the listener can put his or her emotions aside, listen, and understand the speaker's own perspective.
 - **VALIDATING** – This stage includes acknowledgement of what the speaker says. However, it does not necessarily mean that the listener agrees with it. Validating helps the listener understands the speaker by putting himself or herself in the other person's shoes and by respecting that person's point of view. In this manner, the speaker will feel safe enough to share thoughts and emotions freely.
 - **EMPATHIZING** – This involves the recognition of the speaker's emotions and point of view. The main purpose of this is to genuinely allow the minds and hearts of each party involved to meet, which in return would heal and transform them both.

⁶ <https://www.communicationtheory.org/the-ihari-window-model/>

4. **TAKE RESPONSIBILITY OF YOUR ACTIONS INSTEAD OF BLAMING OTHERS.** Oftentimes, we tend to be upset when someone says or does something wrong. Learn how to leave your past behind, then acknowledge the fact that something in the present triggered your getting upset.
5. **NEVER TAKE ANYTHING PERSONALLY.** Do not allow yourself to react too strongly in the face of criticisms. In this manner, you won't have to deal with unnecessary distress and you will be calmer and more positive, helping you to perceive things more clearly.
6. **DO NOT MAKE ASSUMPTIONS.** Expectations and assumptions generate pointless confusion and disappointment. Ask questions and explanations, and be vocal with your needs, wishes, and expectations. Investigate and weigh carefully everything that you hear. Failure to do so will prevent you from sharing, learning, or from being satisfied with the results. Instead, it will only result in endless frustration. Refraining from making assumptions when collaborating with important people around you will give you a better, more liberating, and happier sense that you can then share with each other. this will be a win-win situation for everyone⁽⁷⁾.

STORYTELLING

When it comes to preventing and countering extremism, a main object lies in countering extremist narratives that influence the hearts and minds of your young target group. Extremist groups spread hatred through biased, one-sided explanations of social problems embedded in powerful stories and emotional narratives. In doing so they influence part of their followers and society in general. The only way to challenge them is through creating a strong and challenging counter-narrative. There are two main types of counter-narratives. Counter narratives that directly deconstruct and demystify violent extremist messaging by challenging ideologies through humour, feeling, exposure of hypocrisy etc. The other type is creating alternative narratives. Under such narratives, civil society or government counteract violent extremist narratives by stressing a focus on what we are for rather than what we are against ⁽⁸⁾. Alternative narratives are in the majority of cases positives stories about social values, human rights, tolerance, openness etc. The word 'story' points at another important aspect related to narratives: One of the most important techniques used **to convey a strong alternative narrative to the group is to use storytelling** – the social and cultural activity of sharing stories. Cultures and societies are rich in stories passed from one generation to the next. They often serve as entertainment, teaching moral values or preserving culture.

Table 1. Types of counter-narratives⁷

What	Why	How	Who
Alternative Narratives	Undercut violent extremist narratives by focusing on what we are 'for' rather than 'against'	Positive story about social values, tolerance, openness, freedom and democracy	Civil society or government
Counter Narratives	Directly deconstruct, discredit and demystify violent extremist messaging	Challenge of ideologies through emotion, theology, humour, exposure of hypocrisy, lies and untruths	Civil society
Government strategic communications	Undercut extremist narratives by explaining government policy and rationale	refuting misinformation, and developing relationships with key constituencies and audiences	Government

To be able to counter narratives of extremist groups you have to design and spin a strong alternative narrative around your PVE initiative. To this end we have prepared the following three steps as a guideline taken from a UN advocacy toolkit ⁽⁹⁾:

Step 1: Bring your project to life: Reflect about your personal connection to this issue.

- Ask yourself about your motives and stories related to your topic and try to connect to your issue and project on a personal level.
- Spend some time to research on the background story. Look at your issue from a local, national and global perspective. Analyse how the issue and its perception has changed over the last years. How do people

⁷ <https://www.danielbranch.com/how-to-create-win-win-situations-all-the-time/>

⁸ Briggs, Rachel and Feve, Sebastien (2013), Review of Programs to Counter Narratives of Violent Extremism, Institute for Strategic Dialogue. Available at: <http://www.strategicdialogue.org/CounterNarrativesFN2011.pdf>

⁹ UNAIDS ACT! 2015 Advocacy strategy toolkit: http://www.unaids.org/sites/default/files/media_asset/advocacy_toolkit_en_0.pdf

Speak about your issue in your local context? Think about the opinion, facts myths among young people about your issue.

Step 2: Speak the language of your targets. To be able to do this you have to brainstorm about aspects of your issue that you think you and your targets agree upon. You have also to think about possible arguments of opponents that you may have to anticipate.

Step 3: In a third step you have to create final messages for your target group. A good way to do this is by using the CAR (Challenge-Action-Result) model below.

CAR

CHALLENGE: Package your issue in an appropriate way that appeals to your chosen target.

ACTION: Embed your most relevant messages to your young target group and define exactly what you want them to do to support your initiative.

RESULT: Explain to your target audience why their action is going to have an impact and what kind of outcome will arise from their activities.

'Withholding fulfilment of agency leads to frustration of a core need, thus increasing the risk that youth will seek power via other potential radical violent movements who exercise similar or comparable power to the state.'¹⁰

List of references

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- 1 https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-yf-and-c/docs/ran_yf_c_role_youth_work_prevention_radicalisation_violent_extremism_06-07_12_2017_en.pdf
- <https://knowhow.ncvo.org.uk/your-team/people-management-skills/teams/effectiveteam/stages>
- 1 Peace Leaders teamwork manual - Annabella Stieren communications officer peace leader

¹⁰ Two sides of the same coin? An examination of the cognitive and psychosocial pathways leading to empowerment and radicalisation, and a model for reorienting violent radicalisation, Equal Access